



ONLINE-BASED SUPERVISION AND MONITORING OF CLASSES

Gregg O. Siat

Biliran Province State University, Naval, Biliran, Philippines

greggsiat@gmail.com

09561225297

DOI: 10.47760/cognizance.2023.v03i11.025

Abstract: The primary purpose of this study is to describe the experiences of faculty members in an online-based supervision and monitoring of classes. The study involved four (4) School of Teacher Education faculty members in Biliran Province State University served as the participants. Findings reveal that the experiences of the faculty members during online supervision and monitoring of classes include: challenging process of learning and internet connectivity issue. They also prepared learning materials and application of new teaching strategies as their plans prior to the conduct of the aforesaid activities. On the other hand, giving challenging activities and appreciating students' success were made to make the teaching learning process participative. Further, patience and utilization of varied learning platforms were some of the adjustments made to ensure effective online based supervision and monitoring of classes.

Keywords: experiences, online supervision, monitoring

Introduction

The main purpose of supervision and monitoring of classroom delivery is to assess the teachers' performance comparing to the pre-defined teaching standards leading to improvements in delivery of sessions. Webster's Dictionary defines supervision as "the action, process, or occupation of supervising, a critical watching and directing (as of activities or a course of action)"; for monitoring, the definition is "to watch, keep track of, or check usually for a special purpose". Supervision is a continuous management function to assess if progress is made in achieving expected results. It is indeed, that supervision is an important activity to be undertaken by school heads, program chairpersons, supervisors, deans and other higher officials in the academe to ensure proper implementation of the expected deliverables as expected from the teachers and other front liners in attaining quality education.

Renninger, L. (2020) stressed out that for teachers and students to be successful during the "new normal" created by the COVID pandemic, instructional supervisors needed to have the requisite skills, abilities, and mindset. He has suggested that supervision within a virtual context requires the same skills as supervision in-person, "but with a few added twists" and further noted that a good set of questions can help supervisors focus on the important issues.

Therefore, For teachers and supervisors alike, the switch to the new delivery of lessons within a short time frame often proved difficult, not only in the preparation of learning activities and experiences, but in the students' understanding and use of the technology.

Thus, the purpose of this paper is to describe the lived experiences of the Bachelor of Elementary Education (BEEd) faculty members in an online supervision and monitoring of classes.

Statement of the Problem

What are the experiences of faculty members in an online-based supervision and monitoring of classes?

Theoretical Framework or Model

The current study employed the CIPP Model or framework. The CIPP model was created in the 1960s by Daniel Stufflebeam and is considered a decision-oriented model that systematically collects information about a program to identify strengths and limitations in content or delivery, to improve program effectiveness or plan for the future of a program. The focus of this model is on the four areas: the overall goals or mission (Context Evaluation); the plans and resources (Input Evaluation); the activities or components (Process Evaluation); and the outcomes or objectives (Product Evaluation)

The model utilized is very much fitted to the current study because it will look into the experiences of faculty members in an online-based supervision and monitoring of classes.

Methodology

Design

The current study used descriptive case study. According to Yin (1984) Yin, the challenge of a descriptive case study is that the researcher must begin with a descriptive theory to support the description of the phenomenon or story.

A case study is a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context. It is an established research design that is used extensively in a wide variety of disciplines, particularly in the social sciences.

The research method used is very much fitted to the current study considering that it will be focussing on the real experiences of faculty members in an online-based supervision and monitoring of classes.

Locale

The study was conducted in Biliran Province State University, Naval, Biliran particularly in the School of Teacher Education, Bachelor of Elementary Education faculty members during the school year 2021-2022.

Research Participants and Sampling

The participants of the study were the Bachelor of Elementary Education (BEEd) faculty members of the School of Teacher Education, Biliran Province State University, Naval, Biliran

The participants were chosen through criterion sampling. The participants must be a faculty member of the school at least 2 years in teaching and teaching any subjects in BEEd program during the new normal set-up of teaching and learning.

Research Instrument

The researcher used a semi-structured questionnaire to capture the experiences of faculty members during the online supervision and monitoring of classes.

Data Gathering Procedure

The researcher prepare and submit letter of permission address to the university president allowing the researcher to formally conduct an interview to the target participants to gather the needed data of the current study.

Data Analysis

According to Miles and Huberman (1994) the codes and coding technique utilizes the case oriented approach strategy referred to as 'partial ordered displays' to analyse the case study data. This strategy allows for the quick identification of the segments relating to the research questions and any potential themes. The process involves creating codes to be used for the analysis of the case study data and then coding the data. Codes are tags or labels that assign units of meaning to the data and for the quick identification of the segments relating to the research questions and any potential themes. The identification of these segments is facilitated by the creation of meta-matrices to assemble descriptive data from the different cases into a standard format. In essence the process groups all the condensed data together allowing for comparisons to be made between them. Once these segments are identified the analysis of the case study data can be considered more straightforward.

Ethical Consideration

Ethical considerations like anonymity, autonomy, confidentiality, and informed consent were strictly observed during the conduct of the study. Having said this, the participants will be made aware of the purpose of the study. They are treated as more important than the research itself; and therefore, have always been respected. The convenience of the participants are also considered, especially in the current setting. The researcher will be the one who will visit and

initiate the interviews. Data gathered will be treated as confidential and purely for research purposes only. Audio and video recordings will be deleted upon completion of the analysis.

Results and Discussion

Based on the analysis of the data gathered, the following results were drawn to answer the problem of the study.

Experiences of the faculty in an online-based supervision and monitoring of classes.

Based on the responses of the participants, different themes emerged such as: the challenging process of learning and internet connectivity issue.

Challenging process of learning. Two participants responded that online-based supervision and monitoring are challenging process of learning.

As compared to teaching in a physical classroom, online classes seems to be more difficult. There were instances that when I call the attention of the students they disappear and then back again. Thus, our chair always reminded us to give interventions regarding the behaviour of the students. And another issue was on internet connectivity and technology shortage (P1, L9-13).

During this pandemic, online-based supervision and monitoring of classes opens up a new horizon of opportunity, but it also creates a new set of challenges in my profession, especially giving activities which are performance-based. It wasn't easy at first; there were many delays and alterations in the online monitoring process owing to weak internet connections, and not all students could buy online class equipment. Furthermore, the majority of them are unfamiliar with how to use these social media learning platforms. It was difficult at first, but thanks to the various capabilities offered by these learning platforms, learning and teaching online has become very enjoyable. I was amazed that still we can connect and provide quality education to our students through online (P3, L67-75).

Internet connectivity issue. The participants stressed out that internet connectivity issue is one of the challenging experience they had encountered.

Well, I sometimes feel like giving-up because when my program chair observed me, only few of the students join or attend because according to them they have internet problem in their locality (P2, L42-44).

Frankly speaking, it was challenging because of our struggle on internet connectivity. Some of the students were not responsive and participative during online-based instruction (P4, L117-119).

Plans initiated prior to the conduct of online-based supervision and monitoring of classes

After the analysis of the participants responses themes were identified such as: preparation of learning materials and application of new teaching strategies.

Preparation of learning materials. Majority of the participants pointed out that prior to the conduct of the online supervision and monitoring of classes they usually prepare the learning materials for the students to have an advance readings on the lessons to be undertaken.

Well, sending soft copy of our learning module for them to answer the activities stipulated on the aforesaid learning material. After such, they were encourage to ask questions or clarifications to the activities given to them (P1, L16-18).

I prepared learning materials. Then, I informed the class through our group chat informing them the schedule of our virtual class so that they can prepare (P2, L47-48)}

Sending soft copy of their module before the online class and giving instructions through our group chat before our scheduled online class (P4, L122-123).

Application of new teaching strategies. Interestingly, one of the participants shared that he prepared varied teaching strategies to be utilized during the conduct of online supervision and monitoring of classes.

Prior to conducting online supervision and class monitoring, I conducted extensive study into current trends, applications, teaching tactics, and tips in pandemic teaching and learning. In our online class, I hold orientation for my students on the method, usage, tips, and advantages of various social media platforms/applications after learning different things to apply in my industry in this new normal circumstance. I also asked information on my students' current status in terms of internet connectivity in their area, gadget availability, and which learning platforms they like to use (P3, L78-84).

Participative class discussion during online supervision and monitoring of classes

Through the responses of the participants, themes emerged relative to giving challenging activities and appreciative on students' success.

Challenging and catchy activities. Participants mentioned that in order to have a participative discussions they introduced challenging and catchy activities to capture the interest of the learners.

In our class....ah...in order for our students participative during our class I actually provide them game activities P1, L21-22).

In order to make our virtual class become interesting, I assigned someone to report then, we would interact by asking questions. Then, I would elaborate the concepts of the topic which seems to be difficult for them (P2, L51-53).

Preparing power point presentations and videos. Further, I gave them varied activities to answer the varied learning inclinations of our students (P4, L126-127).

Appreciative on students' success. One participant shared that he give feedback to the concern learners who performed well through their emails.

To get my students attention I always explain to them why participation is required in my subject and participation in online discussions should be mandatory. I always take time to explain to my students why online discussions are an essential part of the learning experience. Also, I always keep track of thoughtful or insightful questions and comments, especially if online discussion participation is required. I send a private positive message to students who make valuable contributions. On the other hand, when students aren't putting enough effort into their contributions, I send them a private message too. I take to provide individual (and private) coaching until they get. Another this is, I assign student moderators and provide feedback to the moderators as they go. And of course, during the online supervision and monitoring I make sure to it that I am using catchy and informative examples where they can relate (P3, L87-97).

Adjustments made for an effective online supervision and monitoring of classes

Through the multiple responses of the participants, the most emerging themes were: patience and utilization of varied learning platforms.

Patience. Majority of the participants revealed through their responses that teachers must have patience to have an effective online supervision and monitoring of classes.

Actually in an online platform of teaching...murag kinahanglan gyod nga ang teacher must have patience, knowledge on technology and know how to manage the time because some of the students do not attend classes on time. Sometimes they can disturb the formal discussion because they keep on requesting us to be permitted in the class. Thus, as teachers we need also to set time frame of accepting them in our on line class so that the moment they enter beyond the agreed time they need to justify the reasons why they are late (P1, L25-31).

Time adjustments, in terms of on boarding of students because some of them were just be attending classes while we were already at the middle of our discussions. Patience also is needed to continuously deliver quality learning to our students as what they are expecting from us, teachers (P4, L130-133).

Utilization of varied learning platforms. It is indeed that with this new educational set-up, teachers were challenge to employ varied learning platforms to ensure effective online supervision and monitoring of classes.

I make a modified schedule that Monday and Tuesday will be our virtual discussion, then Thursday and Friday will be devoted for posting of learning materials in our google classroom (P2, L56-58).

Pandemic greatly affect everyone especially the teachers. Before pre-pandemic we tend to have a paper and pencil test and face to face discussions. But this time we experience an instant switch in terms of instructions, monitoring, supervising, in giving assessment and evaluating the performance of the students. Luckily we are at the modern era, where we can use different online platforms to achieve an effective online supervision, monitoring of classes and most especially to feed the learnings to the students (P3, L100-106).

Conclusions and Recommendation

Based on the overall observation and analysis of the participants' responses, the researcher came up with a conclusion that teachers were challenge on this new educational set-up and they experienced internet connectivity issue. But despite of those experiences still they continue to perform their responsibilities as expected from them by employing activities that could stimulate and capture the interest of the learners. Thus, the findings of the study will serve as the basis of the teachers and other key officials in making plans and interventions to continuously deliver quality teaching and learning as our mantra in the education arena.

References

1. Abuhammad, S. (2020). Barriers to distance learning during the COVID-19 outbreak: A qualitative review from parents' perspective. *Heliyon*, 6(11), e05482 <https://doi.org/10.1016/j.heliyon.2020.e05482>
2. Bansak, C., & Starr, M. (2021). COVID-19 shocks to education supply: How 200,000 U.S. households dealt with the sudden shift to distance learning. *Review of Economics of the Household*, 19, 63–90. <https://doi.org/10.1007/s11150-020-09540-9>
3. Farley, Gregory C. (2010). Instructional supervision: A descriptive study focusing on the observation and evaluation of teachers in cyberschools (Unpublished doctoral dissertation). Indiana University of Pennsylvania
4. Glickman, C.D., Gordon, S.P., and Ross-Gordon, J.M. (2007). *Supervision and Instructional Leadership A Development Approach*. Seventh Edition. Boston: Perason
5. Miles, M. B. and Huberman, A. M. 1994, *Qualitative data analysis*. 2nd edn. Sage, Thousand Oaks.
6. Renninger, L. (n.d.). 11 high-impact questions managers should ask remote employees. Culture Amp Blog. <https://www.cultureamp.com/blog/11-high-impact-questions-managers-should-ask-remote-employees> Retrieved 6-15-2020
7. Wiles, J., & Bondi, J. (1996). *Supervision: A guide to practice*. Columbus, OH: C. E. Merrill