Online International Student Conference

Education in a Time of Pandemic Through the Eyes of Graduate Students: Challenges and Perspectives

Dates: March 18-19, 2021
Venue: Zoom conference

Organizer:
Degree Programs in Education
Graduate School of Comprehensive Human Sciences,
University of Tsukuba, Japan

Supporter:
Center for Research on International Cooperation in Educational Development (CRICED)
University of Tsukuba, Japan

Online International Student Conference ”Education in a Time of Pandemic Through the Eyes of Graduate Students: Challenges and Perspectives”

Contents

Foreword

2020 had become the year when the world was swept up in Covid-19. Research, education, and student life were also greatly affected. We had to cancel the annual international exchange program for graduate students. However, on the other hand, online communication has become more active. Therefore, we have searched for different ways to continue the program and come up with an online student conference. We invited graduate students from eight partner universities in eight countries to meet online to exchange information about educational issues in their respective countries and discuss the challenges they face and perspectives they have found as learners, researchers, community members, and future educators. I hope this online conference will serve as a motivational platform for further collaboration among participants and continuous development of the international exchange between our universities beyond Covid-19.

Professor Dr. Yoshiyasu IDA
Leader of Degree Programs in Education
Graduate School of Comprehensive Human Sciences
University of Tsukuba, Japan

Programme

Rationale: The COVID-19 pandemic has changed education forever and posed a unique set of challenges for all: students, parents, educators, researchers, policymakers. In these new circumstances, graduate students find themselves navigating a new educational and research environment where they cannot learn and conduct research in traditional ways. We invite graduate students from different countries to share their views on education in a time of pandemic of COVID-19 and to discuss challenges and perspectives in its aftermath. When isolation has become so prevalent, this online student conference will serve as a forum where graduate students with diverse academic and cultural backgrounds can discuss their experiences and challenges during these difficult times.

- Dates: March 18-19, 2020
- Time: 15:30-19:00 JST (15:30-19:00 in Cheongju, 14:30-18:00 in Changchun, 13:30-17:00 in Khon Kaen, 11:30-15:00 in Almaty, 09:30:00-13:00 in Moscow, 07:30-11:00 in Krakow, 19:30 – 23:00 in Christchurch)
- Venue: Zoom conference
- Organizer: The University of Tsukuba, Graduate School of Comprehensive Human Sciences, Degree Programs in Education

  Support: University of Tsukuba, Center for Research on International Cooperation in Educational Development (CRICED)
- Participating universities: University of Tsukuba (Japan), Korea National University of Education (South Korea), Northeast Normal University (China), Khon Kaen University (Thailand), Kazakh National Pedagogical University (Kazakhstan), Moscow City University (Russia), Pedagogical University of Krakow (Poland), University of Canterbury (New Zealand),

Day1 March 18, 15:30-19:00 JST

Part I　Presentations

15:30 - 15:35 Opening greetings from UT

15:35 - 15:40 Explanation of conference schedule, presentation rules

15:40 - 18:00 Presentations by students

Presentation 10min (use of recorded PPT), Q&A 5min (online), 15min in total per one presentation

1. 15:40 - 15:55 Khon Kaen University (Thailand)
2. 15:55 - 16:10 Korea National University of Education (South Korea)
3. 16:10 - 16:25 Northeast Normal University (China)
4. 16:25 - 16:40 University of Tsukuba (Japan)

Short break 16:40-16:45

4. 16:45 - 17:00 Kazakh National Pedagogical University (Kazakhstan)
5. 17:00 - 17:15 Moscow City University (Russia)
6. 17:15 - 17:30 Pedagogical University of Krakow (Poland)

Break time 17:30 - 17:45

Part II Lecture and discussion

17:45 - 18:15 Lecture by prof. Hiroshi Sato "Educational Responses to the Pandemic in Japan: Primary and Secondary Education Policy Issues"

18:15 - 18:45 Q&A for lecturer

18:45 - 19:00 Concluding remarks by organizing side and explanation of schedule for next day.

Day 2 March 19. 15:30 – 19:00 JST

15:30 - 15:35 Greetings, Explanation of the works in sessions

Part I 15:35 - 17:00 Work in Break-out sessions

Session 1: Graduate Students as Learners
----The obstacles we ourselves have faced, how we have tried to overcome them, and lessons and new perspectives gained through such experiences

Session 2: Graduate Students as Researchers in Education Sciences
---The obstacles we have seen in primary and secondary schools, how they have tried to overcome them, and lessons and new perspectives for the schools

Session 3: Graduate Students as Citizens/ Community Members
---The problems and sudden changes we have seen in the communities (such as lockdowns and other stay-at-home restrictions, wealth disparity, regional disparity, digital divides, etc.), how we have overcome them, and lessons and new perspectives for the communities

Session 4: Graduate Students as Future Educators
---Creative and innovative proposals for making use of pandemic experience for better education programs at schools, especially at universities

17:00 - 17:10 break time

Part II General discussion in Major meeting room
17:10 - 17:20 Sharing of discussion points from each session
17:20 - 17:30 Session 1, presentation + Q&A
17:30 - 17:40 Session 2, presentation + Q&A
17:40 - 17:50 Session 3, presentation + Q&A
17:50 - 18:00 Session 4, presentation + Q&A
18:00 - 18:30 General comments, Q&A, discussion
(Through the Part II questions and comments will be accepted in chat)

18:30 - 18:50 Comments from faculty representatives of each university
18:50 - 19:00 Closing address from the organizing side

Khon Kaen University

Education in a Time of Pandemic: Challenges and Perspectives from Khon Kaen University, Thailand

Kanita Pamuta, Ajchara Inprasitha, Piriyapong Pongsri

Delivering education during the coronavirus disease (COVID-19) outbreak is a challenge for all countries including Thailand. Therefore, Thai education has to transform and prepare to bring about online learning platform solutions to solve the problem. Ministry of Education, Thailand has made the first announcement on 23rd February 2020 by imposing control and preventive measures against the spread of the COVID-19. In the sphere of education, many of the measures that the country adopted in response to the crisis are related to the suspension of face-to-face classes, the deployment of distance learning modes, and the support and mobilization of educational personnel and communities. However, these measures were applying at four different classification levels depending on the severity of the COVID-19 pandemic, namely maximum control zone, control zone, high surveillance zone, and surveillance zone.

The Thai government decided to temporarily close those educational institutions located in the maximum control zone by postponing the opening date of the forthcoming semester in the academic calendar. The closing of educational institutions has significant consequences on the learning process as it means the educational trajectory of students is terminated and their learning and development is obstructed or even stopped. Our main challenge is we cannot let our students stop learning because applying the knowledge is the key to educational requirements. Hence, we need to ensure that students would continue to access quality learning during the postponement of the institution's reopening.

There is no necessity for school closure in the other less severity zone, namely control zone, high surveillance zone, and surveillance zone but they have to follow COVID-19 prevention and control measures as follows: (i) All students are required to check their body temperature upon arrival; (ii) Sick students, teachers, and other staff should not come to school; (iii) School should enforce regular hand washing with safe water and soap, alcohol rub/hand sanitizer or chlorine solution, and, at a minimum, daily disinfection, and cleaning of school surfaces, and (iv) schools should promote social distancing.

On the other hand, the Ministry of Higher Education, Science, Research and Innovation, Thailand made an announcement on 17th March 2020 in an attempt to reduce the spread of COVID-19 in higher education institutions. In response to the crisis, Thailand Education Minister Nataphol Teepsuwan has convinced educators around the country to shift their delivery education to a virtual space, namely online classes. All the higher education institutions were instructed to prohibit all face-to-face classroom activities to a fully online format.

Responding to the government's call to utilize online learning resources, the Asia Foundation together with the Department of Foreign Affairs and Trade of the Australian Embassy has come up with a rapid response effort to meet Thai educational needs. The foundation has created www.thailandlearning.org to compile existing online learning and cultural resources as well as educational tools that will prove useful for students to explore and spend quality time with during homeschooling. The resources are diverse and dynamic ranging from links to the Royal Project on Distance Learning of the late King Bhumibol, OBEC TV, Microsoft Teams, and Google Culture.

Moreover, those learning materials that available in the Thai language and English were selected after careful consideration and curation of hundreds of websites and applications. The portal is designed with a clear goal so that it is user friendly as possible to ensure effective educational experiences can be provided. The portal also offers a one-stop service for students or acts as a library whenever students can search, learn, and explore quality educational services from Thailand and around the world as well. Furthermore, the Ministry of Higher Education, Science, Research and Innovation, Thailand announced on 1st April 2020 suggested a new format of assessment and examination to determine the achievement derived from online learning across the national curriculum.

Even though Thai educational policymakers have made their efforts to deal with this crisis, Thai education is still fatigued and was not prepared to deal with it of this magnitude. For example, our education system has to gear up to continue providing quality learning by taking into account educational equity and equality, which is a challenge for the Thailand context. We have to prepare ourselves to bring about online learning platform solutions to tackle this problem.

In this line of reasoning, a particular challenge is an online teaching and learning imply a certain pedagogical content knowledge, mainly related to designing and organizing for better learning experiences and create distinctive learning environments, with the help of digital technologies is urgently requested. Therefore, teachers have to adapt their roles to respond to the needs of this online teaching platform. We realize that in the current situation in Thailand, there are a certain number of teachers who are still unfamiliar with online teaching or do not have opportunities to use instructional technology and related devices. It is undeniable that the COVID-19 pandemic has turned shortcomings into opportunities for all teachers in Thailand to adjust and fine-tune their ICT skills and competencies for present and future use.

Nevertheless, some constraints faced by Mathematics Education program postgraduate student learning during the COVID-19 pandemic. We are restricted to have smooth communication flow in our virtual meetings with target groups when conducting research. The situation will be worse when we are having

classroom observation while the students need to have a discussion and maintain the social distancing.

In conclusion, we noticed that educational institutions regardless of schools or universities are likely to take longer to resume normality than other organizations. It is indeed a great opportunity for us to use digital technology and online media to learn and take the supply of our student's skills in learning online, taking examinations online, and so on. Such information will assist teachers to prepare each student based on his/her learning performance. Therefore, the Ministry of Education of Thailand attaches great importance to online learning and its value to education in the very near future. Our readiness to plan and promote online learning in order to cope with all the necessary changes is our main concern.

Khon Kaen University

Education in a Time of Pandemic Through the Eyes of Graduate Students: Challenges and Perspectives

Challenges posed by COVID-19 for education system, policy, practice, and measures by the central government, local authorities, communities, and individual handles

Thailand

KANITA PAMUTA

Mathematics Teaching Efficacy Beliefs,
Lesson Study,
Open Approach

AJCHARA INPRASITHA

Mathematical competency Assessment,
Lesson Study,
Open Approach

PIRIYAPONG PONGSRI

Student Engagement,
Problem Situation,
Lesson Study,
Open Approach

Graduate student,
Mathematics Education program
Faculty of Education
Khon Kaen University

Khon Kaen University

Challenges posed by COVID-19 for education system, policy, practice, and measures by the central government, local authorities, communities, and individual handles

Thailand

1

Ministry of Education, Thailand

- Control and Preventive Measures against the Spread of the Coronavirus Disease 2019 (COVID-19)
- Closure of Educational Institutions Affiliated with and under the supervision of the Ministry of Education due to special circumstances

Ministry of Higher Education, Science, Research, and Innovation

- Measures and Surveillance of the outbreak of the Coronavirus Disease 2019 (COVID-19)

Khon Kaen University

- Preventive Measures against the New Coronavirus 2019 (COVID-19)
- The Extension of Final Examination Period, the End Date of the Semester, and the Final Day for Grade Submissions for the Academic Year 2019: During the Surveillance Period of the New Coronavirus 2019 (COVID-19)
- Principles, Practices and the Financial Supplements for Students Infected with the New Coronavirus 2019 (Covid-19)

2

Thailand applies measures at four different classification levels depending on the severity of the COVID-19 pandemic

Maximum Control	Control Zone	High Surveillance	Surveillance
Make educational institutions affiliated in the designated area as the maximum control area, closed for special reasons. From 4 January 2021 onwards, except for small educational institutions with the number of students not exceeding one hundred and twenty people	Establish measures that are appropriate to the situation in the area. To prevent the spread of COVID-19. In accordance with the contagious disease law, in order to order educational institutions in the area responsible for which there is an additional risk of disease outbreak than those specified above. The president of the local government organization shall consider and implement the measures		

3

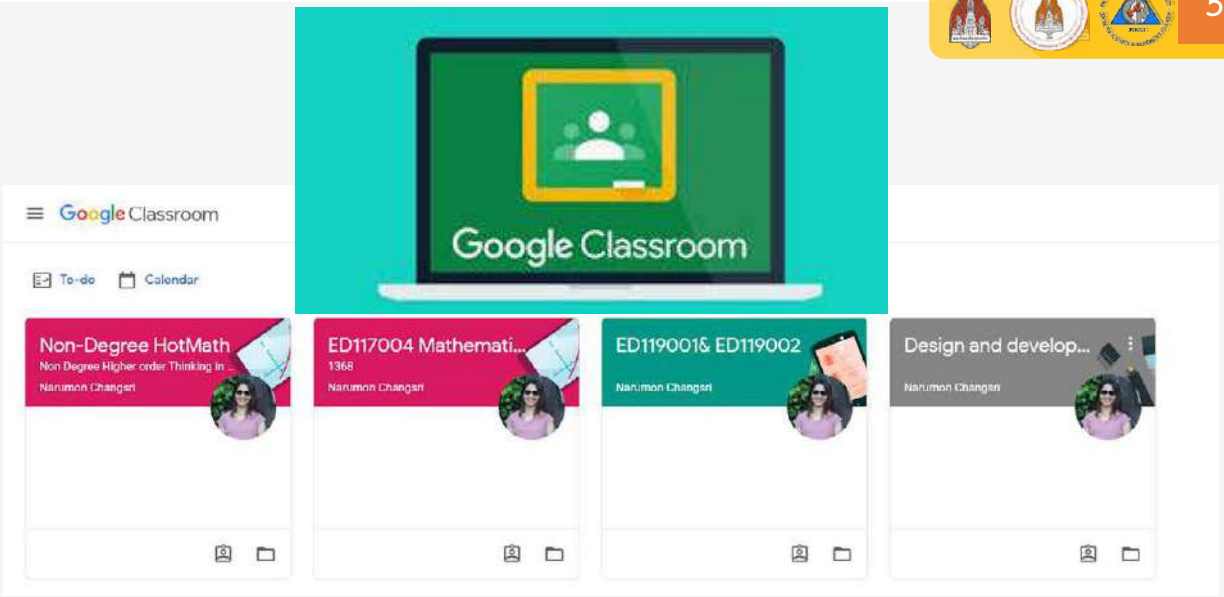
COVID-19 prevention and control measures

Maximum Control	Control Zone	High Surveillance	Surveillance
Use teaching forms of electronic telecommunication or other forms as appropriate, such as distributing student home worksheets. Teaching taping and publishing	Classroom teaching and learning by following guidelines: 1. There are screening measures to measure fever and risk symptoms before entering the school. 2. Wear a cloth mask or medical mask all the time. 3. Make adequate hand washing or alcohol gel points. 4. Make a distance between people at least 1-2 meters. 5. Clean classroom/public area. Open windows, doors to ventilate. 6. Do not organize activities to gather large groups of people. Using a time-lapse method. Reduce activity time.		

4

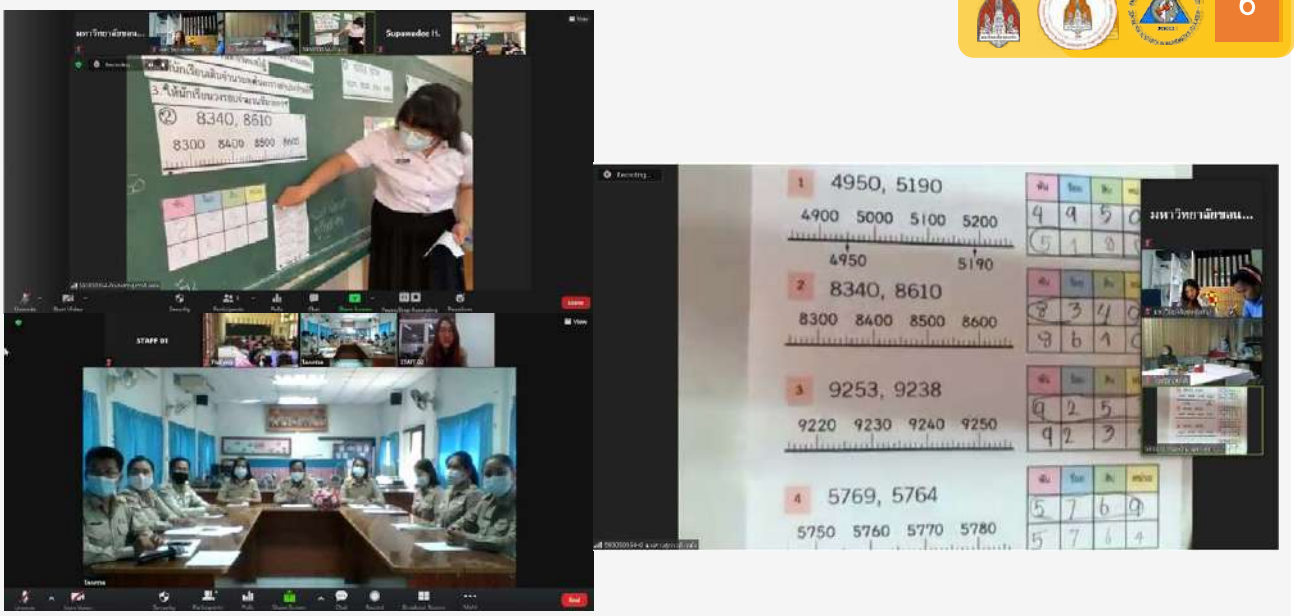
Micro Teaching instead of Teaching Practice at School

5



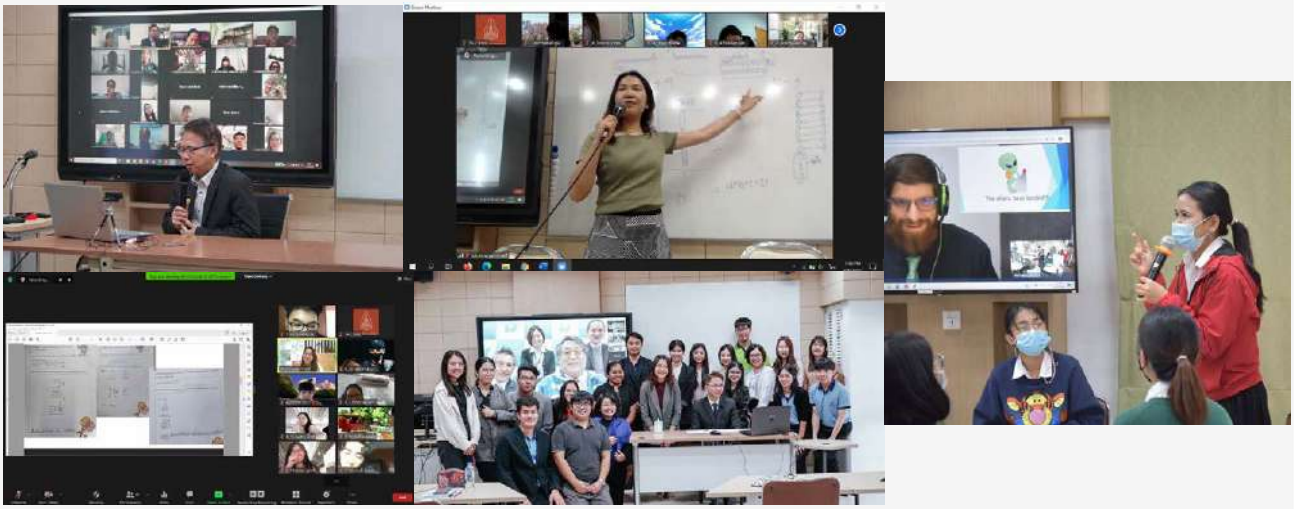
Assignments through Google Classroom

6



Supervision of Internship Students through online platform

7



Virtual Classroom and Workshop

Impact of COVID-19 on Classroom

Challenges

1. Education system must gear up to continue providing quality learning by considering educational equity and equality
2. An online teaching and learning a certain pedagogical content knowledge, mainly related to designing and organizing for better learning experiences and create distinctive learning environments, with the digital technologies is urgently requested.
3. Teachers have to adapt their roles to respond to the needs of the online teaching platform. The COVID-19 pandemic has turned shortcomings into opportunities for all teachers in Thailand to adjust and fine-tune their ICT skills and competencies.
4. Virtual Classroom should be designed to stimulate authentic interaction between student-student and student-teacher.

Limitations and perspectives for research in COVID-19 and aftermath circumstances

1. We are restricted to have smooth communication flow in our virtual meetings with target groups when conducting research.
2. The conflict of academic calendars in school and university due to COVID-19, has effect to research plan.
3. Research context has been changed according to the classroom environment in the new normal era, which classify classroom into online, face-to-face (with social distancing measures), and hybrid format.
4. The situation will be worse when we are having classroom observation while the students need to have a discussion and maintain the social distancing.

Points for discussion

How to design and organize an effective Problem Solving focused classroom through a virtual platform?

Korea National University of Education

Abstract 1. Jihee Kang(Art Education, KNUE)

Title: Challenges in the COVID-19 pandemic as an incumbent art teacher and researcher

As a middle school art teacher in South Korea, I would like to discuss some difficulties and limitations of implementing art education and refer to implications to educational research in this harsh circumstance. Last year, all schools in South Korea were temporarily shut down, and then the online class had opened in April. After going through some experimental periods, the class had switched blended system, including one or two weeks of remote learning and one-week of on-site learning. Such circumstances hugely impacted the scene of art education. It might be called the paradigm shift since not only the previous concept of art education has changed but a completely new concept has emerged.

The role of materials in art is indispensable. As Dewey stressed that every product of art requires material, we know that most of the artworks are made with material that is concrete and tangible. However, remote learning brought about a new atmosphere. The online art class should use a computer or mobile tools, camera, and other web-based art-making sources instead of using actual materials. Thus, assignments were limited to take a picture of something and a simple and cursory draft of the idea. Furthermore, there is a problem of communication between teachers and students and among themselves. It can be difficult to see students' subtle reactions and to give immediate feedback to students' working process due to the limitation of the online learning environment. I used Google Classroom and Padlet to gather the students' works, but it was difficult to give advice to students because I cannot see their working process and give instant feedback.

These problems also are very injurious in the realm of research. Most studies of art education are implemented as a qualitative study, which relies on data obtained by observation of students' behavior and reaction in the colloquial situation. Therefore, in my perspective, there is a need to develop an online platform that allows students to record their learning process and teachers to give feedback immediately. In the long run, it might be needed to ameliorate our previous concept of art education philosophy, adding the discussions of new media, remote communication, and cyber ethics to our considerations. Unless we reconsider our perspectives about learning and education, we cannot walk in step with the ever-changing world.

Abstract 2. Youngjin Moon(Educational Administration, KNUE)

Title: Learning Gap after the outbreak of COVID-19

The presentation is about Korea's reactions to the learning gap after the outbreak of COVID-19 The learning gap is an urgent problem all over the world to be solved in that it hinders students' educational growth and self-realization and loses competent human resources. Korea is advancing "Establishing and strengthening a learning safety network" to create a safe learning environment where students can continue to learn without defects by cooperating with the Ministry of Education, regional offices of education and schools. There are three ways to create a safe learning environment: preventing learning defects, supporting the vulnerable and underprivileged, and strengthening solidarity with the community. The learning gap is a problem that existed even before the Covid-19 outbreak, and even if COVID-19 ends, it will still exist. The fundamental cause of the learning gap is the lack of self-directed learning skills and learning attitudes of students. Therefore, research on ways to improve them is likely to be needed.

Abstract 3. Heesun Yang(Elementary Science Education, KNUE)

Title: The Challenge for Scientific Engagement through remote school science during COVID-19

COVID-19 has caused the school environment to change rapidly around the world and education is facing great challenges. In particular, it is necessary to consider ways for students to meaningfully participate in inquiry activities in non-face-to-face remote education situations since the scientific inquiry that has been conducted in school science has centered on face-to-face activities. This point of view seeks to discuss the crisis of "Science for All," facing the science educational community, as addressed by the British Columbia Ministry of Education (BCMOE), which experienced a sudden shift in 2020. In order to curb the spread of COVID-19 in the British Columbia (BC), Canada, the K-12 school system abruptly shut down classroom-based operations on March 18, 2020, in response to the emergency declaration of public health officials. By September 2020, classroom-based classes were gradually expanded using a blended online learning approach. As a result, with the rapid transition of the education system from existing BC school science to a non-face-to-face educational environment during a pandemic, all education participants (i.e. teachers, parents, and students) were

forced to struggle with gaps such as literacy for digital learning tools, supporting learning at home, and resilience to the change of educational environment. These three points are the difficulties that can be felt by all the educational communities and especially have a profound effect on the limitations of school science as revealed in the students' non-face-to-face inquiry process. Due to the aforementioned variables affecting online students' engagement, teachers were hesitant to design inquiry activities in remote school science. From these variables, it can be inferred that the limitations would arise from scientific practice restricted to digital learning format such as Resistance for hands-on science experiments, Engagement in the solitary scientific process and Results-oriented digital literacy-based evaluation. Finally, this critical view seeks to suggest the importance of instructional attention to students' constraints of scientific practice to create online learning environments that promote productive framing of students' scientific inquiry during COVID-19 and the aftermath circumstances.

Online International Student Conference Hosted by University of Tsukuba

"Education in a Time of Pandemic Through the Eyes of Graduate Students: Challenges and Perspectives"

Korea National University of Education

Speakers

01 **Jihee Kang(Art Education, KNUE)**
"Challenges in the COVID-19 pandemic
as an incumbent art teacher and researcher"

02 **Youngjin Moon(Educational Administration, KNUE)**
"Learning Gap after the outbreak of COVID-19"

03 **Heesun Yang(Elementary Science Education, KNUE)**
"The Challenge for Scientific Engagement
through Remote School Science during COVID-19"

Challenges in the COVID-19 pandemic as an incumbent art teacher and researcher

Jihee Kang(Art Education, KNUE)

Short Bio: Jihee Kang

Affiliation

- PhD student in art education, Korean National University of Education (Cheongju-si, Chungcheongbuk-do, South Korea)
- Art teacher, Sosa Middle School (Bucheon-si, Gyeonggi-do, South Korea)

Research Interests

- Creativity and cognition
- Curriculum and assessment
- Realizing Studio Thinking theory in art classroom

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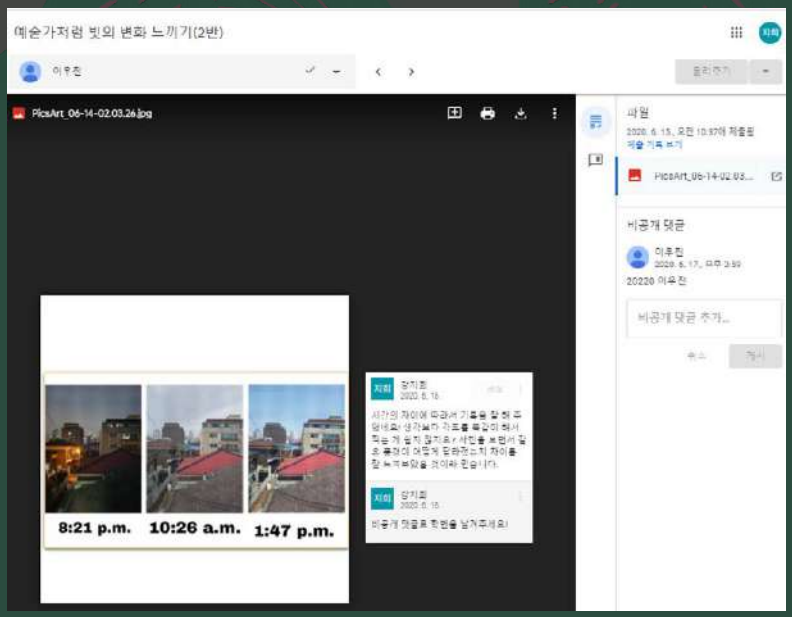
Education After COVID-19 Pandemic

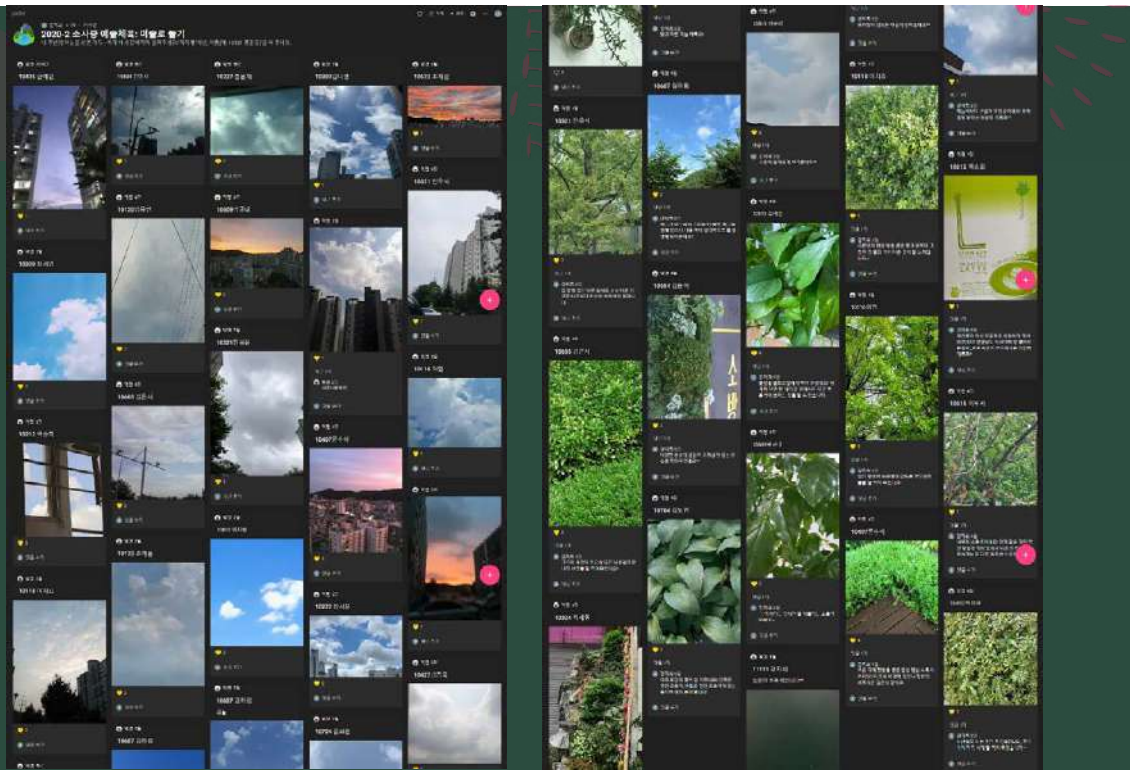
The Importance of Materials in Art

Changes in Art Classroom

Google Classroom



Padlet



Implications in Education and Research

- Change a subject and method of making art
- Find a way to communicate with students more comfortably in the remote learning situation
- Develop more effective online learning platform to feedback immediately
- Need to reconsider the concept of art education
- Suggest adding the discussions of new media, remote communication, and cyber ethics to considerations

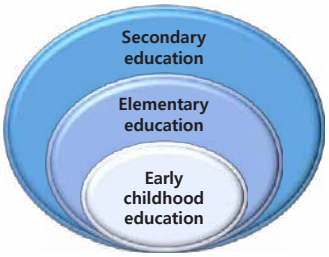
Source: https://www.idaegu.com/newsView/idg202006090124

Learning Gap after the outbreak of COVID-19

Youngjin Moon
(Korea National University of Education)

Learning Gap after the outbreak of COVID-19

- **6 months after COVID-19 occured,** the Ministry of Education and Korea Education and Research Information Service(KERIS) conducted an **experience and awareness survey** on **remote classes** to 51,021 elementary, middle and high school teachers.
- According to the survey, **79% of teachers concerned about the learning gap between students.**



Deeping the Learning Gap

[individual aspect]
Difficulties in educational growth and self-realization

[national and social aspect]
Loss of competent human resources

Deeping Social Class Gap

Source: https://www.hankookilbo.com/News/Read/A2020090204360002226

Korea's reactions to the learning gap

Establishing & Strengthen a Learning Safety Network

- **Preventing a learning gap**
  - Intensive support for overcrowded classes among the lower grades of elementary schools
  - Establishment of a national-level center & enactment of a law that guarantees students' basic academic skills
  - Support for students with insufficient basic academic skills
- **Support for the vulnerable and underprivileged**
  - Support for educational expenses for low-income students
  - Expansion of support for students with disabilities and multicultural students
  - Support learning material resources for reducing the digital gap
- **Strengthen solidarity with the community**
  - Utilization of community resources to improve students' basic academic skills and to prevent academic interruption
  - Providing home-linked education programs according to the expansion of remote classes

The best way to ease the learning gap is..
to improve self-directed learning skills & learning attitudes!

Source:
- Incheon Metropolitan City Office of Education(2021). Incheon Metropolitan City Office of Education Annual Report 2021.
- The Ministry of Education(2021.01.26.). 2021 Annual Report: An Inclusive Society Growing Together, Tomorrow's Future Education.
- http://www.kihoilbo.co.kr/news/articleView.html?idxno=895129
- https://news.naver.com/main/read.nhn?oid=421&aid=0004596718

The Challenge for Scientific Engagement through Remote School Science during COVID-19

Heesun Yang | **Korea National University of Education**

- **Doctoral candidate in elementary science education**
- **Under the guidance of Dr. Seong-Joo Kang**
- Research Interest
  - **Scientific inquiry in schools**
  - **The psychological condition that learners experience in the pursuit of their inquiry**
  - **Empathy for student's engagement of "Doing Science"**

Drastic Changes in the School System

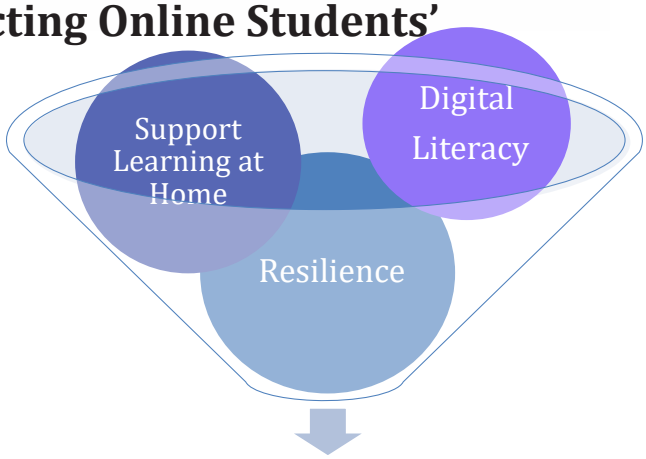
B.C's response to COVID-19 (Mar 2020 – Feb 2021)

1. Mar 18: Classroom-based operations shut down
2. May: Full-time Online-class
3. Jun : Blended learning (HYBRID SCHOOLING APPROACH)
4. Sep 2020-Feb 2021: Full-time In-class

https://news.gov.bc.ca/

Challenges facing in the educational community

Variables Affecting Online Students' Engagement



Online Scientific Practice

- Daniel, J. (2020). Education and the COVID-19 pandemic. *Prospects, 49*(1), 91-96.
- Code, J., Ralph, R., & Forde, K. (2020). Pandemic designs for the future: Perspectives of technology education teachers during COVID-19. Information and Learning Science, 121(5/6), 419-431.

Perspectives in Online Scientific Practice

Scientific Practice Restricted by

- **Resistance for Hands-on Experiments**
- **Solitary Engagement**
- **Results-oriented Digital literacy-based Evaluation**

Discussion Q

What is the way to motivate students' "Doing Science" beyond the limitations of digital learning platforms?

Northeast Normal University

Reflection on Online Teaching in Rural Area During COVID-19 Pandemic in China: Challenges and Solutions

Huang Jiaxin, Shang Shengnan, Yang Shiyu

1. Introduction

Since late 2019, The COVID-19 pandemic has posed great challenges to the education system and students could not go back to school on time. In China, the Ministry of Education launched an initiative entitled “classes suspended but learning continues”. It means that school should organize online courses comprehensively, fully make use of the learning resources and make sure students are able to keep up with the normal learning process without leaving home. Online teaching provides convenience for education, however, for some rural areas in china, they are faced with great challenges. Our presentation will mainly focus on three aspects, namely the challenges of online teaching in rural areas, solutions, and effects of COVID-19 on graduate students. In the end of the presentation, my partner will share one case of online teaching in Gansu province and raise one question for you to discuss.

2. Challenges of online teaching in rural area

2.1 The network infrastructure is underdeveloped.

Until 2020, the network coverage of rural area in China is 55.9%, which means that some students have no access to the Internet. Besides,

the network signal is poor in some areas. Students cannot attend class online smoothly.

2.2 Rural schools cannot develop distinctive teaching resources of themselves.

Rural schools highly depend on the learning resource provided by Ministry of education and their own province. However, they are not able to develop and integrate school-based resource based on their own features and condition.

2.3 Teachers' information teaching competence is inadequate.

Online teaching challenges teachers' informational instructional design competence. Rural teachers need to improve their TPCK. According to Wang, Wei and Zong (2000), 31.03% teachers show that they have difficulties in using the online teaching software. 28.82% teachers think that the online teaching platform is too complex.

2.4 Students' learning outcome is poor.

According to the research conducted by Wang, Wei and Zong (2020), 82.83% teachers show that their students tend to lose attention and don't treat homework seriously in online classes. 59.71% teachers agree that the interaction between teachers and students becomes less. In addition, students nonintellectual aspects are also influenced. Song, Wang, Guo and Shen (2000) found that rural students became more independent in learning after COVID-19. However, their learning anxiety increases and willpower

declines.

2.5 Parents' supervision on children is insufficient.

The parents in rural areas don't strictly supervise and help their children's study and set restrictions on cell phone use. There are various reasons. Some of the parents are less-educated, so they find it difficult to help with their lessons. Some parents in rural areas have at least two children, so they are too busy to supervise the online learning at the same time. When children's parents restart the work and go back to cities, grandparents know little about the online learning. They cannot keep an eye on children's study either.

3.Countermeasure

3.1 Expand network coverage in rural areas

The government intensified targeted poverty alleviation efforts, paid attention to online poverty alleviation, and implemented measures such as Internet + education and Internet + health poverty alleviation. The central government's educational financial investment is tilted towards rural education. Forming a guarantee system with local government as the mainstay and social participation and support as the supplement, as well as to improve rural school conditions and network infrastructure construction to meet the needs of rural education and teaching development in the "post-epidemic" period.

3.2 Local teaching resources exploitation, the appropriateness of the selection of teaching content, and the innovation of teaching methods

Although the central and local governments provide diversified online learning resources, the suitability of learning content and rural local cultural characteristics requires educators to think deeply. During the epidemic, the core of the Ministry of Education's proposal of "no suspension of classes" points to the diversification of learning content and learning forms. Rural schools are detrimental to focus their learning on the Internet only. Seeking innovative breakthroughs in education, including teaching content and strategy is what rural schools need to do after the epidemic.

3.3Provide technical support for rural teacher training

The education department carries out teacher distance teaching and online special training of information technology ability, provides training and technical support for the use of online teaching platform for teachers. Emphasizing technical support and application services of "Internet + education" and provides refined guidance for teaching work.

3.4 School and Family Partnerships

Strengthen home-school communication and cooperation, parents and teachers jointly supervise and participate in student learning. Promote the integration of life education, gratitude education, and responsibility education into family education.

4. Impact on Graduate Students' Research

Firstly, the internship opportunities are reduced, and it is impossible to visit the real classroom to observe and learn;

Secondly, changes in data collection methods have reduced research opportunities, and more data are collected through online questionnaires, Tencent meetings, WeChat APP and other methods;

Thirdly, the VPN of the Northeast Normal University Library facilitates scientific research, making it easier to obtain academic resources online;

Fourthly, Online conferences make scientific research and learning more convenient and save participation costs.

5. Case Sharing （Gansu Province）

5.1 "Internet +" Normal Colleges Supporting Teaching Service Project

Higher normal colleges and universities support deeply impoverished counties. A team of teachers and outstanding normal students will provide "special delivery courses" for 8 subjects including art, sports, music, and English,so that every weak school can open these courses in good qualities.

5.2 Building an "information highway"

During the pandemic prevention and control period, education departments and telecommunications companies in Gansu Province cooperated to increase the access bandwidth of primary and secondary

schools in the province to 500M for free, and provide cloud classroom resources for free. At present, the Internet access rate of primary and secondary schools in Gansu Province has reached 97.25%. The number of primary and secondary schools with an access bandwidth of less than 100M in the province has been reduced to 1,559, and the primary and secondary schools in the province have an export bandwidth of more than 100M accounting for 86.75%.

5.3 Leading teachers and sharing high-quality resources

During the pandemic prevention and control period, a total of 500 famous teachers in Lanzhou participated in the "Famous Teacher Online" classroom webcast teaching, providing high-quality online classrooms for 130,000 middle school students studying at home in Lanzhou.

Now, in China, "smart education" is promoting profound changes in school education and teaching. Webcast, online research, online training, online moral education, online reading clubs, etc. have become more and more new aspects of education and teaching in rural schools.

Reference link：**http://ire.nenu.edu.cn/info/1038/3274.htm**

6.Discussion

During this pandemic period, what experience did your country or region have on rural education issues?

Reflection on Online Teaching in Rural Area During COVID-19 Pandemic in China: Challenges and Solutions

presenters:

Huang Jiaxin, PhD student in China Institution of Rural Education Development, Northeast Normal University, major in rural education.

Shang Shengnan, PhD student in Education Department of Northeast Normal university, major in education economy and management

Yang Shiyu, PhD student in Education Department of Northeast Normal university, major in teacher education.

A Challenges of online teaching in rural areas

B Solutions

C Impacts of COVID-19 on graduate students

D Case and discussion

东北师范大学 NENU

1. Challenges of online teaching in rural area

- **The network infrastructure is underdeveloped.**

Until 2020, the network coverage of rural area in China is 55.9% .

- **Rural schools cannot develop distinctive teaching resources of themselves.**

Rural schools highly depend on the learning resource provided by Ministry of education and their own province.

- **Teachers' information teaching competence is inadequate.**

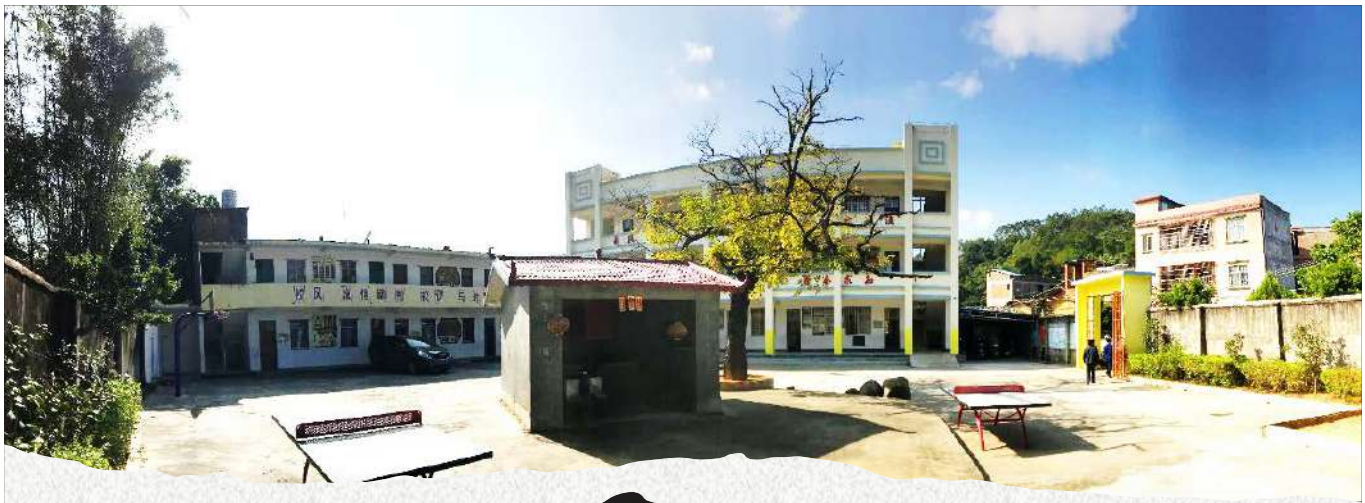
According to Wang, Wei and Zong (2000), 31.03% teachers show that they have difficulties in using the online teaching software. 28.82% teachers think that the online teaching platform is too complex.

1. Challenges of online teaching in rural area

- **Students' learning outcome is poor.**

(1) 82.83% teachers show that their students tend to lose attention and don't treat homework seriously in online classes. 59.71% teachers agree that the interaction between teachers and students becomes less (Wang, Wei ,Zong ,2020).
(2) Rural students became more independent in learning after COVID-19. However, their learning anxiety increases and willpower declines.(Song, Wang, Guo and Shen, 2000).

- **Parents' supervision on children is insufficient.**



2. Countermeasure

- Expand network coverage in rural areas.
- Local teaching resources exploitation, the appropriateness of the selection of teaching content, and the innovation of teaching methods
- Provide technical support for rural teacher training.
- School and Family Partnerships

3. Impacts on Graduates Students' Research

Negatives:

1. The internship opportunities are reduced, and it is impossible to visit the real classroom to observe and learn;

2. Changes in data collection methods have reduced research opportunities, and more data are collected through online questionnaires, Tencent meetings, WeChat APP and other methods.

Positives:

1. The VPN of the Northeast Normal University Library facilitates scientific research, making it easier to obtain academic resources online

2. Online conferences make scientific research and learning more convenient and save participation costs

东北师范大学 NENU

4. Case sharing and discussion

- **(1) "Internet +" Normal Colleges Supporting Teaching Service Project**
- **(2) Building an "information highway"**
- **(3) Leading teachers and sharing high-quality resources**

Now, in China, "smart education" is promoting profound changes in school education and teaching. Webcast, online research, online training, online moral education, online reading clubs, etc. have become more and more new aspects of education and teaching in rural schools.

东北师范大学 NENU

- **Discussion:** During this epidemic period, what experience did your country or region have on rural education issues?

Thanks !

University of Tsukuba

Towards new-normal education in cases of Japan

: from the perspective of graduate students

SPEAKERS

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- Geography Education, Social Education
- Social studies for immigrant children: focusing on their acculturation through education

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ABSTRACT

1. Introduction

The pandemic ascribed to the COVID-19 has changed our lifestyle over the world. Most states have more or less tried to make people distance each other, thus, schooling has also changed in the direction of online learning. The change, which required educational stakeholders to command information and communications technology (ICT), made salient issues that embedded in educational and social systems in Japan. The underdevelopment of the online learning system is one of those issues, and the following situations were raised as a consequence. Teachers spent a big amount of time preparing learning materials. Students had to do assignments with limited help. Guardians were required to manage to take care of children and work at home simultaneously. On the other hand, even though university students have a better environment for online learning systems, they are suffering from isolation and fewer opportunities to learn. What does this kind of reality implicate? We are going to describe the general countermeasures and how educational practitioners deal with them. Lastly, share some discussion points drawn from these realities.

2. What the government in Japan has promoted countermeasures for COVID-19

As of February 28, 2020, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan asked elementary schools, junior high schools, senior high schools, schools for special needs education and upper secondary specialized training schools to be temporarily closed from March 2nd. These decisions on whether schools are to be closed or not, as well as the modalities of closure are left to local governments and other parties that established schools. And MEXT revised its guideline for a temporary closure in the new school term, to suggest how to determine the temporary closure based on the overall situation in the community, even if there are no infected people in the school on April 1. And such a request and guideline from MEXT were before the government declared a state of emergency.

Japan's government declared a state of emergency in the Tokyo metropolitan area, Saitama, Chiba, Kanagawa, Osaka, Hyogo, and Fukuoka on April 7 and expanded it to the other prefectures on April 16. Following such a state of emergency, according to a MEXT survey on April 16, 45 out of the 47 prefectures in Japan have closed schools.

And then, Japan's government expanded its state of emergency on May 4. The state of emergency for all prefectures is to remain in place until May 31. But, On May 14, Japan’s government lifted the order in 39 out of the country's 47 prefectures (namely those except the eight prefectures of Hokkaido, Saitama, Chiba, Tokyo, Kanagawa, Kyoto, Osaka, and Hyogo). On May 14th, a week later also lifted the order in 42 out of the country's 47 prefectures (the eight prefectures of Hokkaido, Saitama, Chiba, Tokyo, and Kanagawa). In Japan, most of the schools that had been temporarily closed have already reopened as of June 1st. According to a survey by the MEXT, 98% of public schools reopened on June 1. The reopened school has reopened in three ways. First, the entire resume, in the second, shape to perform to shorten the time classes, and the third is to go to school in a distributed way for each class or to go to school on several days of the week.

And Japan’s government on January 7 declared a second state of emergency in Tokyo, Kanagawa, Saitama, and Chiba prefectures. The restrictions remained in place until at least February. 7. Starting in early February, up to 11 prefectures were included in the state of emergency. And Japan's government expanded its state of emergency on Mar 7th.

3. What happens in schools?

3-1. In the case of classes of geography class

In the COVID-19 related crisis, teachers stopped giving face-to-face classes as usual, so Japanese people's reactions were mixed. We will introduce a case of the geography class at Senior high school at Otsuka, University of Tsukuba. This school was reopened in April 2020. We have used two ways of online classes throughout this school year. The one is a text-based class delivered by Google Classroom. The other is a Live Video-based class by using Zoom. We have already started face-to-face classes since September. We asked 119 students that choose the most comfortable method of the online class by using Google Form. The result showed that 74% said that the Live Video-based class by Zoom was the most comfortable. Students told that online classes by Zoom are almost the same as ordinary classes, as the reason. On the other hand, the merits of on-demand classes were revealed, that is, text-based and video classes enable students to learn at their own pace and watch the videos over again. This school is relatively advanced in ICT, so we were able to start online classes early. Since not all schools could deal with this issue as same as this school, other schools were closed for longer periods. We suffered a lot from COVID-19 by not having face-to-face classes.

3-2. In the case of *Tokkatsu* (extracurricular activities)

Tokubetsu katsudo, usually called *Tokkatsu* for short, is one of the characteristic educational practices of Japan. *Tokkatsu* is often translated as *extra*-curricular activities in English, however, it is technically put *in* a curriculum. That is, *Tokkatsu* is not defined as a subject—the definition of "subject" is still controversial—, but it is compulsory as a component of a curriculum. According to the latest course of study, the goals of *Tokkatsu* have mainly focused on nurturing non-cognitive skills as a member of communities: management for relationships, engagement in communities, self-actualization. The activities include classroom activities, student-body activities, club activities (only in elementary schools), and school events. Students experience and learn various things through these activities, and doing with others is the most important aspect of *Tokkatsu*. The pandemic has questioned the meaning of collaboration at the same time in the same place. Educational administrators and teachers had to deal with this crisis in the context of *Tokkatsu* as well as other curricular activities. Some schools canceled school events that were regarded as risky. Some schools endeavored to continue the activities by using online tools or with prevention rules as much as possible. Even if today's information technology enabled us to learn something without gathering, it simultaneously demonstrated the limit of online learning.

4. Summary and discussion

Our objective in this presentation is to discuss the modality of education aftermath. "No one left behind" is used as the motto of "Quality education", which is the fourth goal of the SDGs. How can we deal with the time of COVID-19? (first discussion point). Meanwhile, we have been struggling with new education styles, it is possible to some benefits given by this "crisis". What can be benefits in terms of education? (second discussion point).

Towards new-normal education in cases of Japan
: from the perspective of graduate students

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About us

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IMAGINE THE FUTURE.

Policy

JAPANGOV THE GOVERNMENT OF JAPAN

Declared a state of emergency

Lifted the state of emergency in all prefectures

Declared state of emergency for some prefectures

2020 FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC | 2021 JAN | FEB

Started schools temporary closed

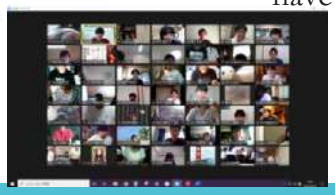
Asked schools temporary closed

Started schools reopening

Some schools were temporarily closed

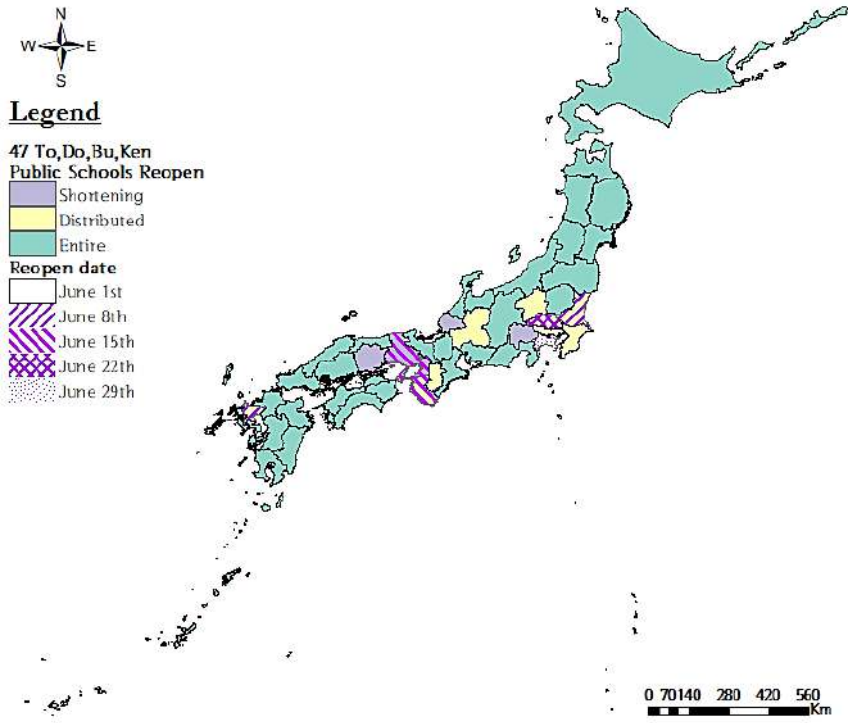
45 out of the 47 prefectures in Japan have closed schools

MEXT 文部科学省 MINISTRY OF EDUCATION, CULTURE, SPORTS, SCIENCE AND TECHNOLOGY JAPAN



IMAGINE THE FUTURE.

Policy



IMAGINE THE FUTURE.

Geography Class Case

A. Text Based Class

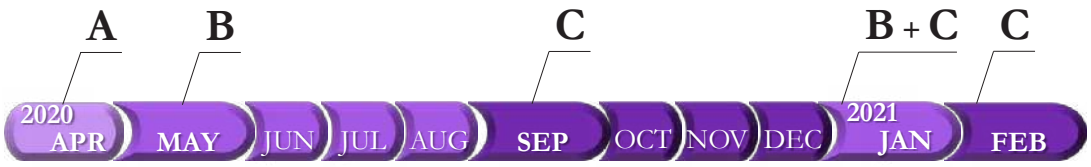
- Deliver contents and assignments twice a week
- Students submit assignments

B. Live Video Based Class

- Live video class once a week
- Students submit review sheet and assignments

C. Face-to-face Class

- Ordinary Class
- Shortened time (45 min.)
- Don't talk loudly and with many people



IMAGINE THE FUTURE.

Geography Class Case

Which method of the online class is the most comfortable?

Text ＋ Positive Opinion ― Negative Opinion

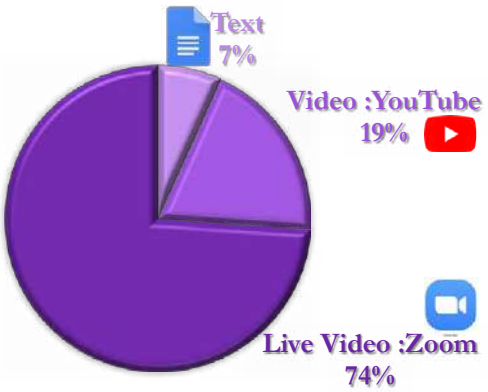
＋I can do it at my own pace.
―We cannot ask questions to the teacher at that time.
―I want to listen to the teacher's talk about the class more.

Video :YouTube

＋I can rewind it and watch the same part that I don't understand many times.
―I cannot discuss with my classmate about contents.

Live Video :Zoom

＋I can join with a good sense of tension.
＋We can do group work and discuss with the classmates.
＋Online class by Zoom is almost the same as the ordinary class.
―Depend on internet conditions.



119 Students

IMAGINE THE FUTURE.

Tokkatsu (extracurricular activities)

Club activities

Student-body activities

Classroom activities

Sports day (School events)

Goals: based on competencies

- Management for relationships
- Engagement in communities
- Self-actualization

Activities

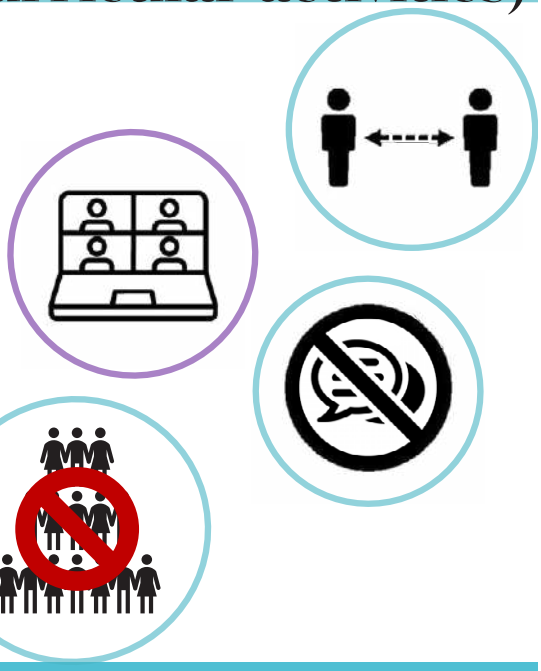
- Classroom activities
- Student-body activities
- Club activities
- School events

Tokkatsu (extracurricular activities)

Tokkatsu in the situation of COVID-19

- Continued activities by using online tools, or with prevention rules
- Partially canceled
- Reduced the number of lessons

Time to reconsider the significance/pointlessness of the activities



IMAGINE THE FUTURE.

Limitation and Perspectives

Serendipity to expand
callow **student's horizon**
: difficulty in research progress
without undesigned interaction

Unable to collect
research data
: the cancellation of a questionnaire
survey due to school closures

Mental care
as an international student
: mental pressure that I cannot visit
my home country

Decrease of **unofficial**
opportunity to talk with professors
: cancellation of social gatherings
of seminar and research conference

IMAGINE THE FUTURE.

Discussion

The "**No one left behind**" is used as
the motto of "**Quality education**"
for the fourth goal of the **SDGs**
how to deal with COVID-19 time?

COVID-19 changed our lifestyle a lot,
but we might find some **benefits**
due to this impact.
What change can be benefits
in **education**?

IMAGINE THE FUTURE.

Kazakh National Pedagogical University

Innovative thinking and transformation of the educational environment during Covid-19 in Kazakhstan.

Alyona Gubenko - Year 2 PhD Student in Pedagogy and Psychology.
Rumilyam Mukhpulova - Year 2 PhD Student in Pedagogy and Psychology.
Guldana begimbetova - Year 2 Master's Student in Pedagogical Measurment.

The government of Kazakhstan took a great amount of measures during Covid 19. First of all, there were implemented new reforms, for instance: political, administrative, social and economic reforms. Such as border crossing regulations with other countries, import and export regulations, state aid for business, extra payment for medical stuff, taxation matters etc.

In addition, some online assistance was given. For example: online counseling with psychologists and doctors. Moreover, during the COVID-19, all major mobile service providers offered free, unbilled access to online educational resources, in some cases they allowed their subscribers to access internet resources even if subscribers couldn't pay their account balances.

Furthermore, different kinds of social assistance were provided as well. For example social benefits during quarantine, food and household items were provided to the certain categories of the population, as for learners – they were provided with computer equipment and special advanced training courses for teachers were organized by the government.

Thereby, during the pandemic there was distance learning over the country. Different types of online platforms and digital educational resources were used, such as BilimLand; Kundelik.kz; Daryn.online, Mektep.OnLine; Qaradomalak Studio; Opiq.kz, Microsoft TEAMS, Google ClassRoom, Webex, Discord, Okulyk and Zoom.

The total number of students was 604.3 thousand people (approximately 3% of the country's population. The learning process was accompanied with psychological assistance, since the level of anxiety, depression and pressure was dramatically high. Moreover, the process of assessment was changed. An algorithm recommendation for the exams and thesis defences based on the order N 135 of Ministry of Education and Science of 1 April 2020 (an additional measure to ensure the quality of education during the transition of the educational process to distance learning technologies during the COVID-19 coronavirus pandemic) for distance learning, as well as the recommendations of UNESCO. The decision is made by each university itself within the framework of academic independence. There are 3 options here:

1. Passing the exams in a distance format. Possible forms of conducting exams: written and remote testing exams via LMS or other systems, oral online exams via Zoom, Webex Meetings, Microsoft Teams, etc.;

2. Assessment of the discipline based on summative assessments;

3. Rescheduling the exam to a later date (summer or autumn), with "I" (Incomplete) mark. This would allow students to take the exam later and protect them from being expelled.

There were some possible cases of postponement of the exam:

- Lack of access to the practical base of the educational program.
- Insufficient technical means and / or access to the Internet;
- If the student is ill.

Although, there were some basic pros of distance learning, such as:

1) Time saving
2) Opportunity to train computer skills that will help in all spheres of life

3) Different visual aids to encourage learners.

Also, cons:

1. Technical problems in remote areas with network capability. For example, sometimes students had technical difficulties with online learning. There could be days when their internet didn't work, when programs and software were down or they were unable to access their courses and lessons.
2. Some students in distance learning have lost interests mainly in PE, art and music.
3. The pandemic threatens lead to functional illiteracy. (Functional literacy is not the same as "regular" literacy. Literate students may well remember most of the capitals of the world or memorize the periodic table of Mendeleev. However, they cannot apply what they learn - in math, science, and reading - in their daily lives to work professionally and thrive as individuals and citizens. Recent World Bank estimates for Kazakhstan also show that the pandemic will reduce learning outcomes by 8 on the PISA scale. PISA is the International Student Assessment Program that assesses the math, reading and science skills of 15-year-olds. Even worse, these losses and negative consequences will be especially felt by already vulnerable categories of students.

Limits and perspectives conducting Research in Covid-19.

Students who studied natural sciences faced the challenges conducting experimental researches because of the lockdown. And all the students had difficulties with the placement since it was online. However, there were many positive aspects that distinguished remote placement from the standard one. First, students saved some money and time that they usually spent on the road. Secondly, working at home they could sit in a cozy chair, with their own laptop. Although, this was literally a double-edged sword, since being too relaxed and distracted by household chores could lead to loss of the productivity.

Also online surveys were used to analyze and measure several aspects of experimental research. There were different types of questions, such as multiple, paragraph, checkboxes, file upload, dropdown questions etc. Users could analyze entries with automatic summaries, and watch as responses appear in real time.

Moreover, there were carried out a large amount of seminars and webinars to help students with their scientific researches. For instance there was provided the free access tothe world's most trusted publisher-independent global citation database - Web of science.

And we would like to share our idea of how to support people in such severe and tough conditions like Coronavirus 19. First of all it is absolutely necessary to pay your attention to Emotional intelligence, since people have to control their emotions, feel other people's emotions and develop self-awareness, motivation, self-regulation, empathy, social skills and their ability to handle pressure and anxiety. Additionally, some more free online platforms are required. And some free online courses in contemporary trends, such as programming, marketing, targeting, web design are necessary as well.

To summarise, general situation, educational environment, challenges, perspective, our suggestions and measures taken by the government in the terms of Covid19 were revealed.

MINISTRY OF EDUCATION AND SCIENCE OF THE REPUBLIC OF KAZAKHSTAN
ABAI KAZAKH NATIONAL PEDAGOGICAL UNIVERSITY

INNOVATIVE THINKING AND TRANSFORMATION OF THE EDUCATIONAL ENVIRONMENT DURING COVID-19 IN KAZAKHSTAN

Almaty, 2021

MEASURES TAKEN BY THE GOVERNMENT

New reforms

The implementation of policy, administrative, social and economic reforms

Online assistance

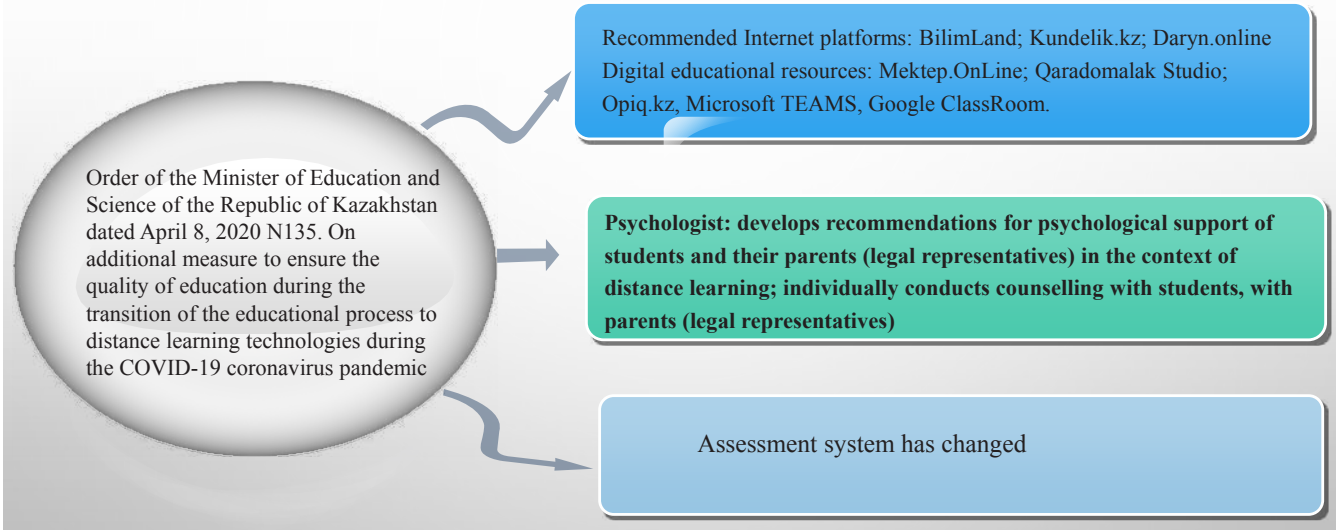
The launching websites

Assistances

1. Social assistance

2. Provided with computer equipment and free internet access

3. Special courses



The total number of students is 604.3 thousand people (3% of the country's population)

80% of students study full – time

14.9% – part-time

5.5% - evening

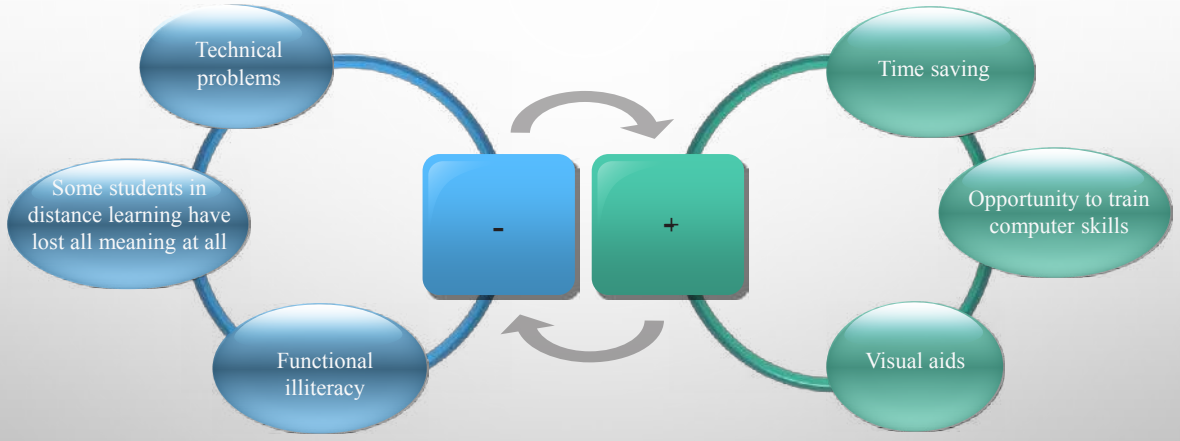
As for the exam, each university will apply one of the following options:

Conducting a comprehensive exam in a remote format

Summative assessment based on grades in basic disciplines

Rescheduling the exam to a later date, with "I" mark(Incomplete). This will allow students to take the exam later and protect them from being expelled

PROS AND CONS OF DISTANCE LEARNING



LIMITS AND PERSPECTIVES CONDUCTING RESEARCH IN COVID-19

- CHALLENGES IN CONDUCTING EXPERIMENTAL RESEARCH AND PLACEMENT
- ONLINE SURVEYS (GOOGLE FORMS AND SURVEY MONKEY)
- ACCESS TO SCIENTIFIC DATABASES

OUR SUGGESTIONS:

1. **Emotional intelligence**
2. **Free online platforms**
3. **Free online courses in programming, marketing, targeting, web design**

QUESTIONS:

1. HOW THE PANDEMIC IS AFFECTING THE WORLDS EDUCATION SYSTEM?

2. WHAT DO STUDENTS' LIVES DURING QUARANTINE LOOK LIKE?

3. HOW TO MOTIVATE ONLINE LEARNERS DURING THE PANDEMIC?

THANK YOU FOR YOUR ATTENTION!

Moscow City University

Education in a Time of Pandemic: Russia

Russia
Moscow City University
Presenters: Mishukova Margarita, Nikitina Maria, Maiorova Katerina

Mishukova Margarita

The very first cases of COVID-19 in Russia was registered on January 31st in two cities: Tyumen and Chita. The first case of the Coronavirus in Moscow was registered on March, 2nd. On March 18th Russia has closed its borders from many countries due to registering over 1500 COVID cases.

Despite all efforts, the pandemic progressed, and on April, 30th the Moscow quarantine has started, ending only on May, 11th. All facilities but food stores and drugstores were closed, cafes and fast-food chains were put onto "Take-out and Delivery only" modes, and that caused significant damage to the economics of Moscow. On top of that, harsh regulations were put into place: all transport passes for students and everyone over the age of 65 were blocked, Moscow was closed off from the rest of the country, requiring passes to enter. Finally, an entirely new ID system was put into place in Moscow: you had to register your absence in the database, which only would let you go travel for a long distance twice or thrice a week, depending on your reason for going out.

Educational system was more cautious than other facilities: starting March, 17th many Universities in Russia have started online classes. This sudden change has caused many troubles for educational facilities, as they were not used to online classes and had to adapt on the spot. Closing off universities and schools also caused troubles with exams, specifically those that were required for graduates to take. In June 2020, the Government allowed all schools to issue certificates of education without student taking graduate exams; meaning taking two of the most important school graduate exams, ОГЭ and ЕГЭ, was unrequired. The examinations that were once mandatory were written off as "recommended", becoming only an option for those who wish to enter the facility of higher education on the same year.

Currently, most of workplaces are functioning as normal, all schools have been open, and most of universities are open for offline education as well, with several exceptions, like our university having all master degree students study via online platforms.

Nikitina Maria

According to the survey conducted by the Ministry of Science and Higher Education of Russia, both students and teachers found that the quality of online education (OE) was lower than that of traditional offline education.

On the one hand, more than 60% of teachers couldn't adapt to OE. On the other hand, teachers have become more enthusiastic about the perspective of using interactive methods in their work (the number has grown from 30% to 70% of the respondents).

The common complains expressed by them were as follows: teaching online is uncomfortable; less free time; workload has become bigger; working from home is inconvenient; no comfortable place to teach; no visual contact; hard to gauge and control students' engagement level;

The following problems were identified among the challenges Russian students faced after going back to 'offline' education: emotional burnout; difficulty with alternating between online and offline classes; problems with returning back from their hometowns (purchasing tickets, renting flats, moving back to dorms, etc.); and various technical difficulties.

Trips to university and back take a significant amount of time for students who are not based in Moscow, that leads to them having problems participating in a class while in transport (train, bus, etc.). Older teachers are in the risk group, so their classes had to be organised online, which was extremely inconvenient for many students since they had to go to Moscow for just one or two classes a week.

Some universities could not provide students with class schedules in advance or even with information on what format classes were going to be, which in turn made it difficult and stressful for them to get back in time and settle up again before the beginning of a new term.

In general, getting used to offline education again posed various challenges. Both students and teachers noticed it had become harder to manage their time because distant learning allowed them to get prepared for a class in a matter of minutes.

Maiorova Katerina

During the pandemic our teachers and students faces various problems, one of them was the difficulty of how to monitor students' knowledge, examine their skills or just put lesson material in a more interactive and efficient way. Most university and school teaches did not expect that there is such a diversity of tools that help keep attention of students during class. As far as our Moscow City University uses mainly Microsoft Teams as a platform for online classes, there is basically no such need in examination apps or online file storages, because Teams allows participants share most types of documents required for class, group work or just for self-education. However, as far as not many professors are familiar with technology and Teams is not very easy program to work with a lot of professors found alternative services that contributed to their work much more than expected.

Due to the lack of testing services, a program called "Socrative" came to the rescue. This program allows teachers to create their own tests or import tests that were already created by other teachers. While creating a test there are 3 types of questions: multiple answer, true/false and short answer. When launching a test there is an opportunity to shuffle questions and answers to reduce chance of cheating among students.

Another useful program is "Google Jamboard" for those classes which require checking writing skills. It allows teacher to practice strokes order of Japanese hieroglyphics or visualize material. Jamboard gives an opportunity to work in groups and divide students in smaller groups in one app if they have a group project. To make class more motivated and interactive at some point teacher can suggest students making a mood board as a way to relax, increase motivation and create friendly atmosphere during class.

Education in a Time of Pandemic

Russia

Moscow City University
Mishukova Margarita
Nikitina Maria
Maiorova Katerina

About presenters

Mishukova Margarita: Moscow City University Graduate (Japanese Linguistics, Translation and translation studies). Currently studying for Master's degree in Education (Teaching Japanese) and working as a freelancer (mainly teaching Elementary Japanese language and translating JP-RU).

Nikitina Maria: Moscow City University Graduate (Asian and African Studies, Asian Languages and Literature - Japanese language). Currently studying for Master's degree in Education (Teaching Japanese). Working as a freelancer (translating JP-RU).

Maiorova Katerina: Moscow City University Graduate (Japanese Linguistics, Translation and translation studies). Currently studying for Master's degree in Education (Teaching Japanese). Currently working as a tutor of Japanese and English.

History of COVID-19 Pandemic in Russia

First COVID-19 cases: January, 31th in Tyumen and China.
First case in Moscow: March, 2nd.

Key events:

- March 18th – Russia to start close off borders for international flights.
- April 30th - May 11th – quarantine in Moscow → severe restrictions and additional systems:
- Moscow is closed off from entering (requires special pass);
- Transport cards for students and elderly people are blocked;
- Special IDs for traveling significant distances within city.

Universities are first to respond to pandemic

- March 17th - start of online classes in most of the biggest universities of various Russian cities;
- March 20th - Moscow schools to start online classes (as issued by the Government law);
- June 2020 – mandatory ОГЭ and ЕГЭ examinations to lose "mandatory" status → required only for students who wish to enter university in 2020

*ОГЭ ("Base State Exam") - exam for 9th grade graduates.
**ЕГЭ ("Unified State Exam") - exam for 11th grade graduates.

Adjustment to the new reality

- More than 60% of teachers couldn't adapt to online education (OE);
- Distant learning aggravated inequality among students;
- No universal way: webinars, online platforms, or just e-mails.

Problems faced while being 'online' and after going back to 'offline'

Teachers' perspective:	Students' perspective:
- 'teaching online is uncomfortable'; - less free time; - workload has increased; (85,7%) - working from home is inconvenient; (66%) - no comfortable place to teach (34%) - no visual contact; - hard to gauge and control students' engagement level;	Disadvantages: - less free time; - workload has increased; (40%) - less practical training; - less income because of OE; Positive thoughts: - 64% of the students had more time to sleep; - ⅓ of the students liked online format better;

Problems faced in the period of transition back to offline learning

- emotional exhaustion;
- difficulty with alternating between online and offline classes;
- problems with returning back to Moscow from their hometowns (like purchasing tickets, renting flats, moving back to dorms, etc.);
- and various technical difficulties.

Apps and services used during online classes

- MCU: Microsoft Teams

- Opportunities:
- Contribution to studying:

Alternative apps used

Socrative

- Opportunities
- Advantages:
- Disadvantages:

Google Jamboard

- Opportunities:
- Advantages:
- Disadvantages:

Thank you!

Pedagogical University of Krakow

Education in a Time of Pandemic Through the Eyes of Graduate Students:

Challenges and Perspectives

Pedagogical University of Krakow

Denkowicz Aleksandra

Stachura Klaudia

The COVID- 19 pandemic is a big challenge for the educational system and a tough time for students and teachers in every part of the world. This presentation is a description of the situation during The COVID- 19 pandemic in Poland, especially in Pedagogical Univeristy of Cracow. Its purpose is to show government and university leaderships activities, explain the process of making decisions and demonstrate the way of managing with pandemic reality in Poland.

First part of the presentation is a summary of challenges posed by COVID- 19 to higher education in Poland. It is important to point out how those new circumstances influenced all the academic life.

The next section is a description of the way that Polish authorities have been dealing with the virus. We will discuss the official regulations regarding the rules of remote studying organisation and recommendations for Universities. We will also analyse documents from the rector of Pedagogical University of Cracow to explain polish universities autonomy and show their independence. Besides, we will present the way lecturers from the Pedagogical University of Cracow support students in these specific conditions and how they try to fulfil their current individual needs.

In the end of the presentation we will show the COVID- 19 pandemic reality from students of Pedagogical University of Cracow perspective. By analysis the data from Pedagogical Univeristy of Cracow inner research we want to note and outline both challenges and opportunities from COVID- 19. It will create a good discussion area for representatives of the academic environment and occasion to exchange experience.

Education in a Time of Pandemic Through the Eyes of Graduate Students: Challenges and Perspectives

Aleksandra Denkowicz
Klaudia Stachura

Aleksandra Denkowicz

• A student of MA studies and graduate of BA studies at the Pedagogical University of Cracow.
• Member of Academic Cercle of Graduates of Pedagogical University of Cracow.
• A playroom teacher in Open Future International School and Preschool in Cracow (IB Education Programme).
• An actress, musician and songwriter in Figurki Theatre (Cracow children's theatre of shadows and puppets).

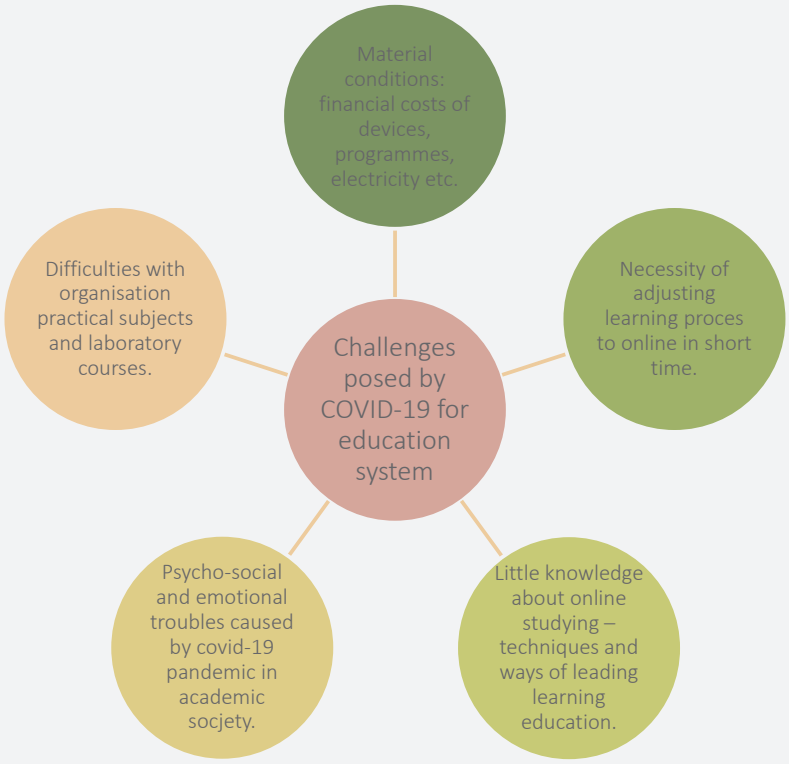
Klaudia Stachura

• A student of MA studies and a graduate of BA studies at the Pedagogical University in Cracow.

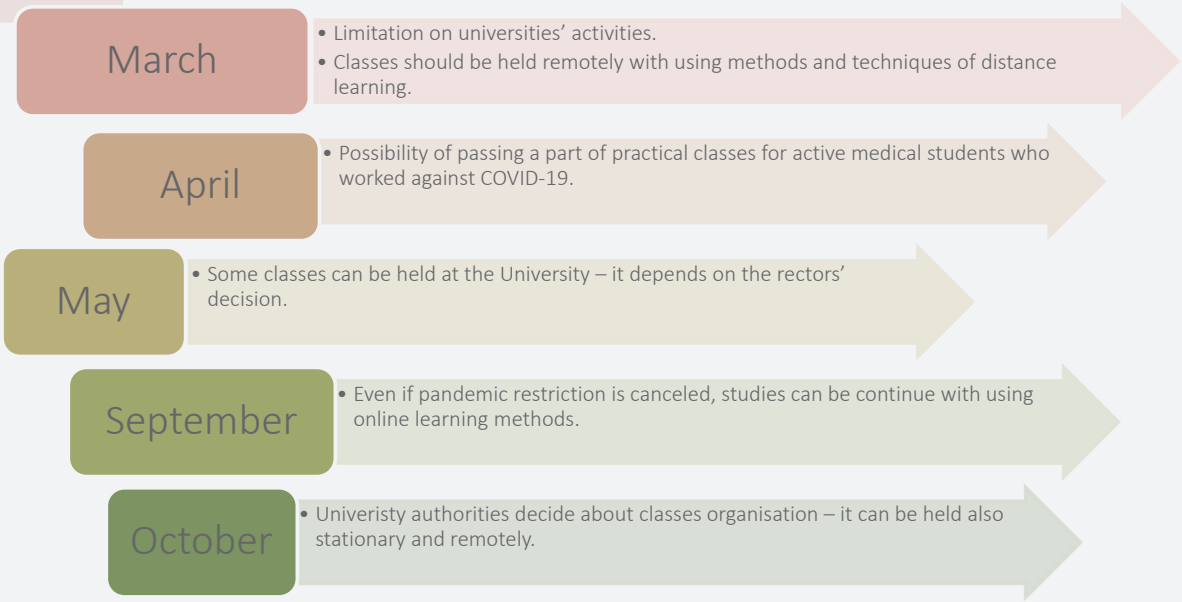
• A teacher of preschool education at the Local government Kindergarten No. 139 in Cracow.

• Member of Academic Sports Club, majoring in Basketball.

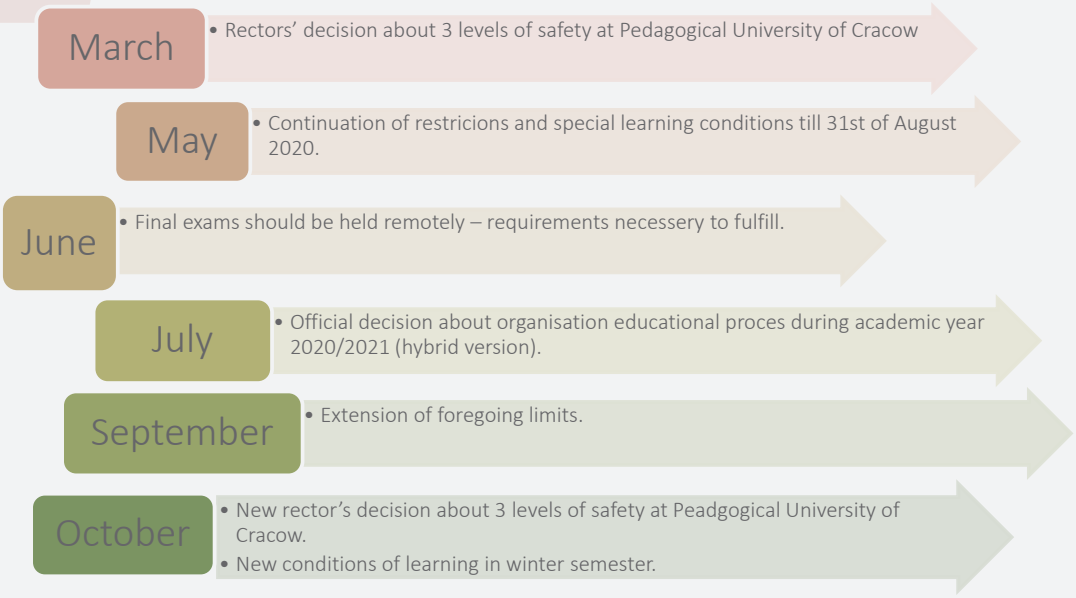
• Voluntary worker of Psychological and Pedagogical counseling center No.3 in Cracow, helping in the organization of classes in the field of coping with emotions and anger by children.



COVID-19 in Poland



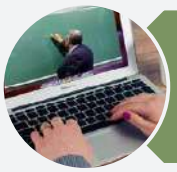
Covid-19 at Pedagogical Unviersity of Cracow



Individual solutions

Individual Organisation of Studies for chosen students.

Possibility of material and psychological suport from University.



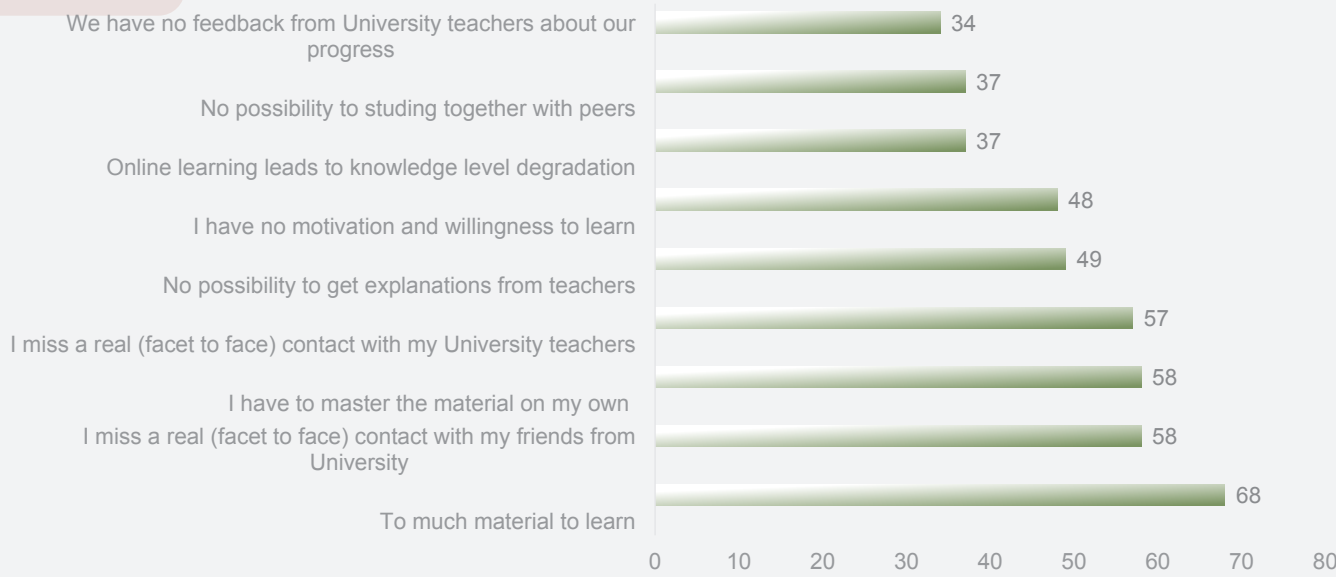
Ability of individual meetings with University teachers/private consultations.

Source: https://pixabay.com/pl/

Online education - perspectives

Source: Długosz, Piotr. Foryś, Grzegorz. (2020) *Zdalne nauczanie na Uniwersytecie Pedagogicznym im. Komisji Edukacji Narodowej w Krakowie z perspektywy studentów i wykładowców. Kraków. Wydawnictwo Naukowe Uniwersytetu Pedagogicznego.*

Online eduaction - limitations



Source: Długosz, Piotr. Foryś, Grzegorz. (2020) *Zdalne nauczanie na Uniwersytecie Pedagogicznym im. Komisji Edukacji Narodowej w Krakowie z perspektywy studentów i wykładowców. Kraków. Wydawnictwo Naukowe Uniwersytetu Pedagogicznego.*

Points for discussion

Which ideas/solutions used in Pedagogical University of Cracow during the COVID-19 pandemic was interesting or new for you?

What similarities/differences you see in ways of solving problems caused by the COVID-19 in our academic societies?

Do you think that online learning/studying is a chance for the future? Why? Why not?

Thank you for your attention.

Sources

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- https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20200000405
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- https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20200001881

Lecture

“Educational Responses to the Pandemic in Japan: Primary and Secondary Education Policy Issues”

Prof. Hiroshi Sato
(University of Tsukuba, Faculty of Human Sciences)

Abstract: In 2020 in Japan, schools were closed nationwide in March and reopened in June. During this closure period, almost no online classes were provided, which is attributed to the slow development of information and communication technology (ICT) systems in schools. In April 2020, the Japanese government announced a policy with relevant budgetary measures, to accelerate the development of the ICT environment in schools. While the government also discussed the possibility of shifting the start of the academic year from April to September, the prime minister deferred the September start decision due to the difficulties expected with hasty implementation. In the days ahead, schools are expected to continue operations despite the pandemic. To realise learning and teaching outcomes that correspond with the future of society, the task is to fully utilise ICT in schools.

Keywords: education policy, information and communication technology, leadership, schools

Afterword

In Japan, there is an expression that goes: *Tana-kara-Botamochi*, which can directly be translated as "a rice cake falling into your mouth." Simply put, it means "an unexpected piece of fortune." This Online International Student Conference is indeed a huge and delicious rice cake.

The pandemic caused by COVID-19 has brought confusion and sorrow to every country on earth. The lockdown and similar stay-at-home policies have drastically changed the lives of most people, including graduate students.

The graduate students studying education sciences and related fields at the Graduate School of Comprehensive Human Sciences, University of Tsukuba, are no exception to this rule.

In the past, we have conducted annual programs to visit overseas graduate schools in friendly relations, conduct mutual research exchange among students, and visit local educational institutions. But, we had to cancel all such programs for the 2020-21 academic year. This was an unfortunate and disappointing reality for both the graduate students and faculty members.

However, when things are at their worst, they always will mend. We realized that the online conferencing tools we have spent the whole year familiarizing ourselves with are ready to be utilized. And now, this international student conference was made possible. If it were not for the pandemic, we would not have reached the point where graduate students from 8 countries, far away from each other, could gather at the same time and exchange ideas directly.

Needless to say, this "giant rice cake" did not fall into place automatically at all.

I would like to pay tribute to the representative teams from each graduate school presented on the first day and all the participants who enthusiastically discussed the following themes in the four simultaneous sessions on the second day.

Common Theme: Time of Pandemic Through the Eyes of Graduate Students: Challenges and Perspectives

Session 1: Graduate Students as Learners

Session 2: Graduate Students as Researchers in Education Sciences

Session 3: Graduate Students as Citizens/ Community Members

Session 4: Graduate Students as Future Educators

I hope that your participation in this conference will be beneficial for your academic and/or professional career.

I would also like to express my sincere gratitude to the following professors and other faculty members for their dedication behind this student conference's scenes, and I look forward to furthering collaboration and cooperation in the future.

Ms. Marzhan Tajieva, Kazakh National Pedagogical University (Kazakhstan),

Ms. Narumon Changsri, Khon Kaen University (Thailand)

Ms. Songhee Lee, Korean National University of Education (South Korea),

Mr. Grigory Misochko, Moscow City University (Russia), and

Mr. Dan Liu, Northeast Normal University (China),

Ms. Agnieszka Muchacka-Cymerman, Pedagogical University of Krakow (Poland),

Mr. Masayoshi Ogino, University of Canterbury (New Zealand).

Finally, I would like to give a big applause to Professor Dr. Tastanbekova Kuanysh, University of Tsukuba, who coordinated the entire event. Without her contribution, this conference would not have been possible.

Professor Dr. Teruyuki FUJITA
Leader, Subprogram in Education Sciences, Degree Programs in Education
University of Tsukuba, Japan

List of participants
(in alphabetical order by the name of the university, by the students and faculty members' family and first names)

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GUBENKO, Alyona
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HA, Jung Hee
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JANG, Jung Won
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JEONG, Sooin
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DU, JINQIAO
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HE, XUEYING
JIA, ZIHAN
JIANG, YIPING
LEI, JING
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GU, YU, Prof. Dr., Faculty of Education
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GRACA, Marcelina
GRAJNY, Joanna
JUSZCAK, Magdalena
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KOPCZYŃSKA, Magdalena
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LEMPART, Katarzyna
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