

# How Teachers Learn to Continue Professional Development in COVID-19 Situation

Myo Sandar

Eötvös Loránd University, Budapest, Hungary

## Introduction

The impact of the Covid-19 pandemic on education and learning systems has changed throughout the world. Many education systems are changed to online learning to avoid face-to-face teaching and learning (OECD, 2020). In Myanmar, the first two official cases of Covid-19 were confirmed on March 23, 2020 at the end of the 2019/2020 academic year. (MOE, 2020). But at the next 2020/2021 academic year, the schools and universities cannot open back and the education system including basic education and higher education became stopped for the whole academic year. So, this crisis makes teaching learning process in Myanmar severe.

## Aim

- to explore learning of teachers to continue their professional development during the Covid-19 pandemic

## Research Questions

- How is the situation of schools during the Covid-19 pandemic in Myanmar?
- How do teachers continue their learning during the Covid-19 pandemic?
- What are the challenges of learning and social difficulties that teachers face during the Covid-19 pandemic?

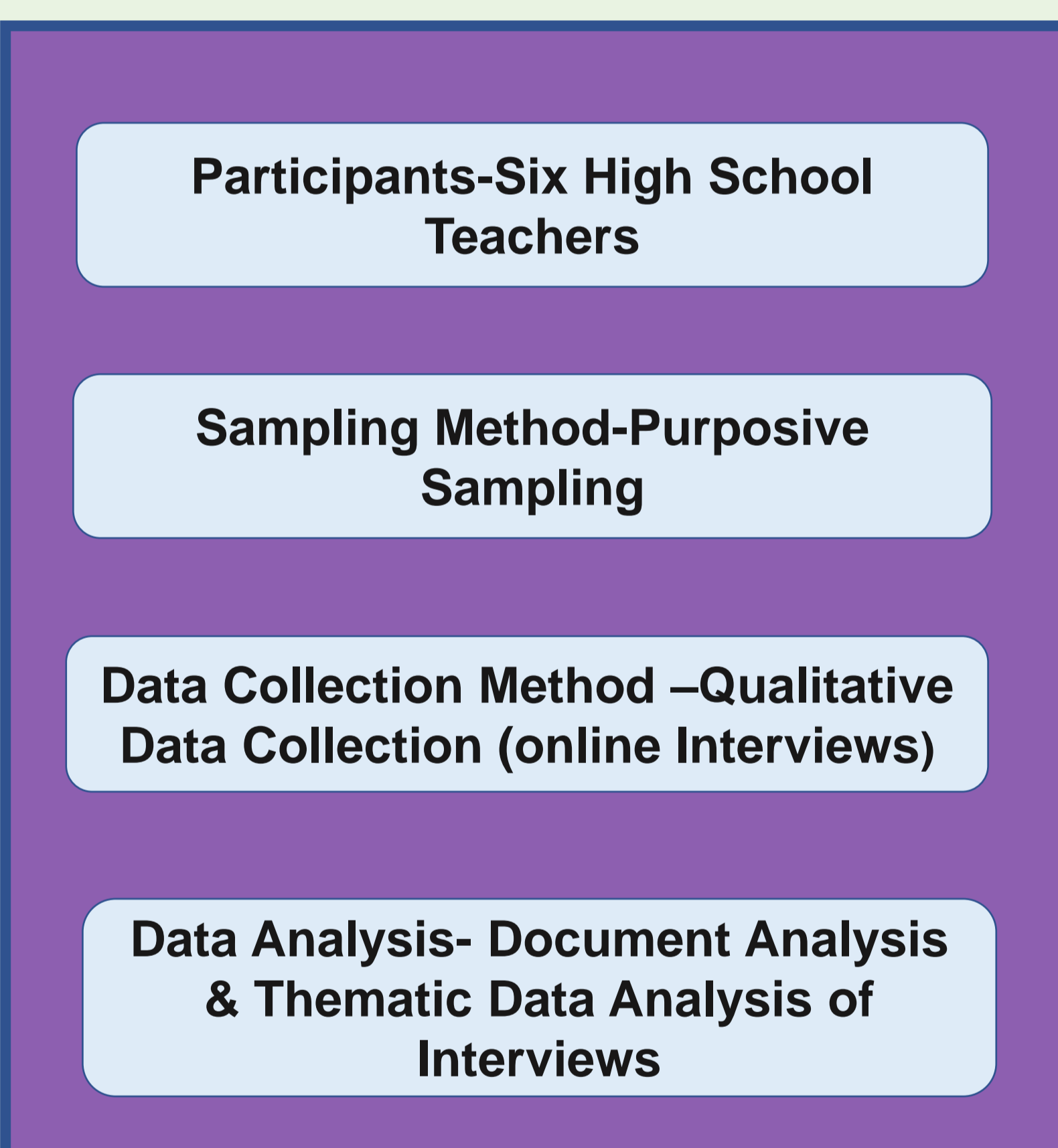


Source: UNICEF Myanmar

## Findings

Professional development as “continuous learning focused upon the sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change” (Fullen, 1995)

## Research Methodology



### RQ(1)

- MoE has developed a national response and recovery plan for the education sector.
- The Academic year 2020-2021 started from July 2020 for high school students and closed after one month.
- The schools prepared according to the provision of guidance on COVID-19 Prevention and Control can open in this situation.
- Supported hygiene care such as masks, hand sanitizers and temperature measuring devices and other supports from stakeholders of schools
- As quarantine centers and teachers and school staff work as volunteers in these centers.

### RQ(2)

#### Trainings from Ministry

- The training courses for the new curriculum
- Online courses to help students' psychosocial problems during covid and how to use cyber safely
- learned online courses for their professional development with their plan, courses for their subjects, language courses and courses for digital literacy.
- Sharing information and communicate each other via online
- Interested more in the courses that are free and most teachers joined via social media platforms (Facebook)

### RQ(3)

#### Challenges

- Technology issues especially for old teachers
- Internet access, electronic devices, and inability to focus on screens
- ICT is the biggest challenge for teachers in pandemic.

#### Social difficulties

- Isolation
- Depression and Stress
- Financial needs

#### Pandemic alarms

- Need to develop distance learning in education
- Pedagogical trainings for teachers for digital literacy and support for digital devices

## Other Findings

- Some private institutions offer courses for public teachers with discounts
  - Young teachers joined more actively in online learning (teachers older than 40 years)
  - Benefits – time efficient, and energy saving and easy to learn and broad opportunities to learn and accessibility of place
- #### Impact of Covid-19 on Education
- One academic year stopped, and learning was delayed
  - Learning opportunities differ based on socio-economic status
  - From Teacher centered to Learner-centered
  - Eagerness to change
  - Dropout rate of students can be higher (especially high school students)

## Conclusion

- The Ministry and stakeholders need to support more not to be left behind in education.
- Teachers need more pedagogical training and support for digital literacy to continue their professional development.
- It is necessary to give more effective courses and preparation for teachers and students to be able to continue their learning.
- It is very important that all students can go back to schools when the schools are open again.

## References

- Fullan, M. (1995). Professional Development in Education: New Paradigms and Practices. (Guskey, T. & Huberman, M. Eds.) New York: Teachers College Press.
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- OECD. (2020). Strengthening online learning when schools are closed: The role of families and teachers in supporting students during the COVID-19 crisis. Oecd, 1–14.

“...During this pandemic, we became stressful and scared of transmitting this virus in the schools...”

“...I attended the courses for their majorized subjects because we need to learn self-study or from courses for new curriculum...”

“...The online learning is difficult for me because I feel less confident, and I have problems in downloading because of weak internet .I like face to face learning...”

“...In basic education sectors, we mostly are used to textbooks, whiteboards, and markers so we need a lot of trainings for basic computer literacy and other supports because it is a real big gap in knowledge in literacy...”

“...parents who cannot afford and do not have enough knowledge in education cannot support their children’s learning, the support of other groups and stakeholders is needed...”

“...I lost some confidence to teach because I was far away from teaching for a year...”