Journal of Online Learning Research (2023) **9**(3), 271-286

The "New Normal": K–12 Teacher Reflections Two Years After the Transition to Emergency Remote Teaching During COVID-19

CORDELIA D. ZINSKIE
LUCAS J. JENSEN
ELIZABETH DOWNS
Georgia Southern University

K–12 teachers faced a multitude of challenges during the transition to emergency remote teaching at the onset of the COVID-19 pandemic. Given that over two years have passed since the onset of the pandemic and the accompanying shift to emergency remote teaching, it is important to assess how K–12 teachers feel regarding online teaching and whether their schools/districts have made any changes and/or preparations to better support future needed shifts to virtual instruction. The current study presents analyses of journal reflections written by in-service teachers enrolled in a field experience course required as part of a graduate-level online teaching and learning endorsement. Results show that there has been a positive shift in attitude with participants noting increased comfort with online teaching. Participants also noted that schools/districts have increased support (e.g., new technology tools, professional development) for teachers and students that will facilitate any future needed shifts to online teaching.

INTRODUCTION

The onset of the COVID-19 pandemic in Spring, 2020 resulted in a temporary shift of instructional delivery to an alternative mode for K–12 schools; Hodges et al. (2020) defined this transition as "emergency remote teaching." K–12 teachers faced a multitude of challenges during emergency remote teaching including navigating the online environment, choosing among multiple platforms, and dealing with an onslaught of new district

decisions and mandates; furthermore, many schools/districts were found lacking in the provision of technology and infrastructure for both teachers and students, professional development focused on online teaching and learning, and technical support (Trust & Whalen, 2020; Zinskie et al., 2023). Researchers (e.g., An et al., 2022; Dacey et al., 2023; Jimoyiannis & Koukis, 2023; Wagner, 2022) noted that many of these challenges seen in schools during the pandemic were not new; the pandemic simply highlighted, if not exacerbated, issues with instructional practices and the types and levels of support that existed before the necessitated shift to emergency remote teaching. Integrating technology into teaching and learning is complex during "normal" times and involves more than simply providing needed digital tools (DeCoito & Estalteyeh, 2022; Woltran et al., 2021). The onset of the pandemic and the unanticipated shift to emergency remote teaching only complicated long-standing hurdles regarding technology integration in schools.

While there were many challenges during the shift to emergency remote teaching that occurred due to the COVID-19 pandemic, a few major benefits were seen during this transition. Researchers (e.g., Barbour, 2022; DeCoito & Estalteyeh, 2022; Eadens et al., 2022; Rice, 2022; Schultz & Love, 2022; Smith, 2022) reported that the onset of the pandemic required teachers to become familiar with different types of technology and develop new technology skills for instruction. As a result, teachers emerged with increased self-efficacy regarding use of technology tools and a more positive attitude toward online teaching. Furthermore, these tools and pedagogical skills were transferable to the face-to-face classroom environment (Barbour, 2022; Eadens et al., 2022; Schultz & Love, 2022). Simmons' (2022) interviews with high school stakeholders (administrators, teachers, parents, and students) revealed additional factors that contributed to improved perceptions of online teaching including the district's decision to use a single learning management system, improved technology infrastructure, and strengthened relationships among stakeholders.

Multiple studies (e.g., Eadens et al., 2022; Jimoyiannis & Koukis, 2023; Schultz & Love, 2022; Varela et al., 2022) have confirmed that teachers were not prepared for the transition to emergency remote teaching for a number of reasons including insufficient digital skills and lack of prior training. Research conducted by Burgin et al. (2022) and An et al. (2022) also noted that professional development and support provided by the school/district was not sufficient, requiring teachers to lean heavily on peer support and collaboration. Rice (2022) further noted that this lack of formal support from the school/district made it difficult for teachers to continue their use of digital technologies once they returned to face-to-face instruction. Jimoyiannis and Koukis (2023) called for schools/districts to

provide additional, ongoing training in online teaching even with the current return to face-to-face instruction. In addition, given the number of teachers that were unprepared for the shift for emergency remote teaching, there is an increased demand for teacher preparation programs to better prepare preservice teachers for online teaching (Dacey et al., 2023; Schultz & Love, 2022).

School leaders must also transform how they lead and support schools and their stakeholders during transition to virtual instruction (Azukas, 2022; Jimoyiannis & Koukis, 2023; Varela et al., 2022). This will require school leaders to develop or enhance their competencies for virtual leadership. An et al. (2022) found that administrators did not possess sufficient instructional technology knowledge and skills to guide their schools during the transition to emergency remote teaching; in addition, some teachers in studies conducted by Burgin et al. (2022) and Wagner (2022) noted that their principals were often more of a barrier than a facilitator during this time. DeMatthews et al. (2023) surveyed school leaders regarding their experiences during the pandemic-related shift to online teaching and learned that few were prepared for this transition with a majority of schools having no plans in place for any shift to online teaching. Working with virtual school leaders, Azukas (2022) developed a set of virtual leadership competencies that all K–12 school leaders should possess to avoid the challenges faced previously during the pandemic. These competencies focus on areas such as equity and cultural responsiveness; curriculum, instruction, and assessment; professional capacity of school personnel; and operations and management.

It is anticipated that technology use in instruction, including online teaching, will play a larger role in K–12 education moving forward (Schultz & Love, 2022; Seaman & Seaman, 2022; Simmons, 2022). Therefore, even though the U.S. government has declared the end of the COVID-19 public health emergency, educators must continue to prepare for a "new normal" in K–12 education (An et al., 2021). This would be prudent given that future opportunities for remote teaching may arise due to weather issues (e.g., hurricanes, snow days) or other unforeseen impediments (e.g., busing shortage, teacher strikes) (Schultz & Love, 2022).

Given that over two years have passed since the onset of the pandemic and the accompanying shift to emergency remote teaching, the researchers felt it was prudent and timely to determine how K–12 teachers feel now regarding online teaching and whether their schools/districts have made any changes and/or preparations to better support future needed shifts to virtual instruction. The current study analyzes reflections in online journals maintained by K–12 teachers pursuing a graduate-level endorsement in online teaching and learning.

METHOD

Research Approach

This study falls into the category of basic qualitative research, also called a basic interpretive study, which, as described by Merriam (1998), "[seeks] to discover and understand a phenomenon, a process, or the perspectives and world views of the people involved" (p. 11). Basic interpretive qualitative research does not fall into one methodological tradition (Merriam, 2002), but, like most qualitative research, it does attempt to elucidate how participants construct meaning of their experiences.

Participants and Context

Eighteen K–12 teachers enrolled in a Spring 2022 online graduate course, Field Experience in Online Teaching and Learning, in the Instructional Technology program in the College of Education at a mid-size university in the southeastern United States served as the participants for this study. The participants responded to an online survey at the beginning of the semester and identified their years of teaching experience and grade levels taught (see Table 1).

The course in which participants were enrolled is the third and final course in the Online Teaching and Learning endorsement offered for K–12 educators. The two prerequisite courses are Theories and Models of Instructional Design and Pedagogy of Distance Learning. These prerequisite courses provide enrolled teachers with a background in instructional design and the best design practices of online instruction.

The instructor for the Field Experience in Online Teaching and Learning course worked with the field placement office in the College of Education to identify a K–12 online school willing to allow students in the course, all inservice teachers currently employed in K–12 schools, to observe the online classroom structure, course design, and student interactions. During the Spring 2022 semester, the K–12 teachers enrolled in the field experience course conducted their required observations of courses offered in the selected online school.

The field placement office matched the inservice teachers enrolled in the graduate field experience course with mentor teachers from the K–12 online school with an emphasis on alignment of subject areas and grade levels. The online school functions both as a synchronous and asynchronous facility, thus the teachers enrolled in the graduate-level field experience course had flexibility regarding when their observations would occur.

Table 1
Description of Participants

ID	Years Teaching	Grade Level
1	11–20	Secondary
2	3–10	Secondary
3	3–10	Middle Grades
4	3–10	Elementary
5	11–20	Secondary
6	3–10	Middle Grades
7	3–10	Middle Grades
8	3–10	Middle Grades
9	11–20	Middle Grades and Secondary
10	20+	Elementary
11	3–10	Middle Grades
12	20+	Middle Grades and Secondary
13	3–10	Elementary
14	3–10	Elementary
15	3–10	Secondary
16	11–20	Middle Grades
17	0–2	Middle Grades
18	3–10	Elementary

The assignments in the Field Experience in Online Teaching and Learning course included an online journal of field notes and observations on weekly topics. At the beginning of the semester, K–12 teachers enrolled in this course interviewed their mentor teachers at the online school regarding their views of online teaching. For the rest of the semester, teachers enrolled in the field experience course read current best-practice articles on different aspects of the online classroom. Each week they observed a different component of online teaching and learning: learning environments, communication strategies, assessment strategies, ethics, equity, diversity, special needs, information systems, and instructional design. Participants described their observations of the K–12 online school and reflected on these weekly topics.

Data Collection

Toward the end of the Spring 2022 semester, K–12 teachers enrolled in the field experience course responded to several questions in their online journal related to their experiences with online teaching and learning during the COVID-19 pandemic as well as their current views regarding online teaching and learning approximately two years after the shift to emergency

remote teaching in Spring, 2020. These participants provided responses to the following questions:

1. How do you feel about online teaching almost two years after the shift to emergency remote teaching?
2. What changes were implemented at your own school following the pandemic with regard to technology and support for online learning to prepare for future emergencies?
3. What kind of support and training, if any, did you provide to teachers at your school to help guide their online teaching?
4. What training, resources, and institutional support for online teaching and learning are still needed for teachers at your school?
5. Now that you have completed an online field experience at a K–12 online school, compare and contrast the differences you have discovered between the formal preparation of the classes at this online school and the online teaching you provided for your students over the last two years.
6. What are the potential benefits of the transition to online learning for teachers and/or students?

Responses to questions 1–4 were informed by participants' experiences in the schools where they were employed as K–12 teachers while responses to questions 5 and 6 were informed by participants' observations of an online school as part of the course requirements for their graduate-level field experience course in online teaching and learning.

The university's Institutional Review Board provided approval for the instructor of the field experience course to use these responses for research purposes, and teachers enrolled in this graduate course provided their informed consent. After the semester was completed, identifying information was removed from journal entries and replaced with a confidential identification number; responses were then compiled into a single file for analysis.

Data Analysis

Analysis of these data occurred after data collection was completed; this analysis was performed by the first author of this article. These narrative responses were coded qualitatively, initially through open coding; then further data reduction occurred through an additional round of coding. All coding was done manually, using the comments feature in Microsoft Word to record codes that emerged from the data as well as thoughts and reflections that arose during the data analysis process.

During the first cycle of coding, all data for the first participant were coded before moving on to the responses for the next participant as

recommended by Saldaña (2015). This allowed the analysis of these new data to inform the coding of both the previous participant's data and the coding of the remaining participants' data. Codes in the first cycle of analysis were long phrases representing the essence of participant responses. During the second cycle of coding, these phrases were reduced to 1-2 words.

After each participant's responses received two rounds of coding, further data reduction occurred by looking across all participants' responses for common themes that represented the participants as a whole. This process resulted in four overarching themes that provide a portrait of the experiences of these K–12 teachers with online teaching and learning two years post-pandemic. To ensure credibility of these results, the article co-authors independently reviewed and confirmed the study findings. Further, these findings are grounded in the data via the use of representative quotes to illustrate each theme.

FINDINGS

Shift in Attitudes Regarding Online Teaching

Most participants noted that the shift to emergency remote teaching in Spring 2020 was very difficult, particularly because expectations for online teaching and learning were not established yet, and, as Participant 8 noted, everyone from "administration, teachers, students, and parents were unsure of what to expect." Participant 4 recounted this shift:

> When the pandemic first began, and we had to switch from teaching in-person to teaching virtually, it was a huge adjustment. Since I teach kindergarten students, I had to communicate multiple times a day with their parents about how to use various technology components and applications. Some parents tried to learn while others simply just gave up. It was a lot for them to handle while having their children at home unexpectedly.

The participants' schools/districts and their fellow K–12 teachers, as well as students and their parents, were not prepared for moving instruction online. Participants frequently used negative terms like "despised," "overwhelmed," and "frustrated" when describing their shift to emergency remote teaching. Participant 6's experiences with the shift to online teaching were fairly typical of many respondents:

> Looking back, I think the reason that I did not enjoy it was because I was not prepared. I had been teaching for a few years and was comfortable with the content and material that I was teaching. However, I was not fully familiar with how to transition from providing my students with the content in person versus virtually. I found it difficult for the students to "buy in" to going to school online. This was partially because some of them did not have the proper tools and access to the internet to participate in online learning. I also believe that many students (and teachers) were in disbelief with being forced to not go to school.

However, two years later, many expressed a more positive view, describing themselves as more "comfortable," "confident," "prepared," and "equipped" if asked to transition from face-to-face instruction to online teaching due to any future unanticipated crisis. Participant 8 described the current feelings of many of the respondents regarding online/remote education, noting that some teachers are pursuing careers in that direction after their experiences during the pandemic:

> I feel that online teaching is the new normal for education. We are going to continue to see more and more educators try to find schools where they can become online teachers. I am personally more comfortable and more equipped to handle online teaching than I was when we were all thrown into the fire.

A few participants even expressed an interest in making the switch to online teaching after observing well-prepared online teaching during their field experience course completed during the graduate endorsement in online teaching and learning. Several respondents also noted that their online graduate courses/instructors have provided a good model for online teaching. Perhaps the most strident response regarding making the switch to online teaching came from Participant 17, who sees the traditional teaching environment as follows:

> I am interested in removing myself from the chaos of the daily grind, which is teaching in a traditional environment. I would like not to focus so much on 2 to 5 students misbehaving in one class during any given time. I feel my reservoir of energy is depleted daily because I am just 'putting out fires,' and I do not feel I get to teach as much as I would like to. I think that teaching in an online environment would solve that particular problem.

Others, however, like Participant 12, do not see online education as a "panacea" for traditional teaching problems and structural issues, even while acknowledging that it "has a lot of potential to help certain students and lots of adults."

School/District Preparation for Online Teaching

Since the initial shift to online learning, schools/districts where the participants are employed as K–12 teachers have focused on ensuring that both teachers and students are prepared for any future needed shifts to online teaching. Most respondents noted that their school/district identified a platform and provided training/professional development on how to use the platform. The most common platform noted was Google Classroom, with other platforms listed including Microsoft Teams, Schoology, ItsLearning, and Edgenuity.

Schools/districts in which the respondents are employed also focused on student needs. Some purchased Chromebooks for all students as well as hotspots/wireless modems for those with no Internet access. Students were trained on how to use their school's learning management system and other technology tools, e.g., Zoom. Expectations also changed for teachers including providing technology training to students, making instructional materials available online, being aware of students' home situation regarding technology, and increasing communication with parents/guardians. Participant 17 noted that administrators were initially resistant to the idea of 1:1 laptop ratios and other initiatives, but the pendulum has now swung in the other direction:

> …post pandemic they are singing a different tune! They are now continually promoting tools such as Nearpod, Gimkit, Blooket, USA Test Prep, IXL, Edpuzzle, and Canva. I think the perspective has shifted to the understanding that students need routine access and exposure to technology that will enhance the curriculum.

These experiences are representative of the experiences of a number of the participants, wherein the pandemic and the transition to emergency remote teaching led school leaders to take a more active approach to technology integration.

Support and Training for Online Teaching

During the shift to online teaching and following the transition back to face-to-face instruction, it was evident that collaboration among professional peers was key to teachers' effectiveness in online teaching. Several of the participants took the lead in providing training to their fellow teachers. Given increased demand for support, it was recommended that others such as instructional coaches be trained to provide technology assistance to their peers. As Participant 1 noted:

> Teachers tried to help each other during remote learning. If I found any new technology, activity, or website that was helpful, I would share it with my department. We had weekly meetings to check if anyone was having any issues with remote learning or technology.

However, respondents made it clear that relying on teachers, even those with instructional technology training was not enough, and that additional training, resources, and institutional support are needed for online teaching and learning, observing that training during the early days of the pandemic and remote teaching was often limited and assembled at the last minute. Participant 9's experience is typical, reporting "The only training that we received [on Edgenuity] was a live Webinar offered by a consultant from a neighboring school district." Now, after the pandemic, Participant 9 says that school systems have done nearly the opposite, with "extensive" required training on Google Classroom and continuing professional development opportunities.

According to the participants, this kind of administrative leadership and support are needed for both developing guidelines/expectations for online teaching and learning and for ensuring adherence to these guidelines/expectations. Participant 15 felt that the move to online education ultimately "[placed] accountability back on the student [and] has limited students' ability to blame teachers for failures and missing work." However, other participants felt that administrators also need to enforce accountability for students in the online environment. Respondents also noted that administrators need to include teachers in decision-making regarding buying or subscribing to online teaching and learning platforms and other technology tools.

Participants also noted that additional training is needed regarding online teaching in several areas including incorporating technology into instruction effectively, how to make lessons engaging for the online environment, how to remain current when technology is always evolving, and how to provide feedback to students online. Compared to the training and the time

given for preparation of the online learning environments observed in their graduate field experience in a K–12 online school, many participants still felt ill-prepared for online teaching. Participant 6 stated that "I think that continued learning and professional development is always important and that any training is beneficial," admitting that she only felt comfortable teaching online for a short period of time, even after the pandemic, with more training and a greater emphasis on technology integration at her school. Participant 15 reiterated this need for continued training, even after their district bought into new technologies: "My district is quick to give you resources for your educational toolbox but does not consistently teach you how to use the software." This lack of follow-through figured into a few participants' views of their schools' and districts' technology integration.

Participants 3 and 15 felt that technology training should be extended to instructional design, which might benefit teachers in an online environment. Participant 3 stated, "Teachers need to be taught how to design instructional technology usage through the lens of instructional design first…choosing which tool best fits the objectives." Participant 14 noted that older teachers have not bought into the transition to online learning as much:

> Personally, I think we need to keep working on our remote learning skills and how to improve them. I don't think we have any support in place other than the Google training we received and a Google classroom. There are a good number of older teachers who do not like remote learning and have completely stopped implementing it in their classrooms.

Most participants emphasized that training needs to be ongoing and that all teachers, including both new teachers and experienced teachers, must be required to participate in this training.

Benefits and Challenges of Transitioning to Online Teaching

Most respondents noted that the shift to online teaching provided several benefits including flexibility for students and teachers, easier teacher-student communication, and increased role of student's family in their education. Student-specific benefits included gaining new technology skills and other positive attributes including how to work in a self-paced environment, time management, and independence. Some, like Participant 17, argued that the added flexibility actually "opened doors" for students, "especially [those] with learning or medical differences." Participant 14 concurred, drawing upon their own experiences as an online student to see the positives:

> The potential benefits of online learning are students can still connect with their teachers and peers to continue learning. It may not be ideal, but it is still a way to get your education. For me, as a student, I would never have been able to get my degree had I not done it online.

Participant 17 was also sanguine about the transition to online teaching, arguing that it could be more student-centered: "Online courses have also become more personalized, and students are directing the learning instead of the other way around." Participant 6 observed that "some students thrive in an online learning environment because they do not have the extra social pressure from their peers…students can completely focus on their learning."

It should be noted that a couple of respondents disagreed with these positive impressions of the benefits of online education, believing that online teaching and learning was not appropriate for all students due to issues with instructional integrity and accessibility. A few also stated that online teaching and learning widened gaps among students due to the inequality of educational support at home. Participant 12, opining that "online school isn't for every student," had the strongest negative opinion about the transition to remote learning, arguing that it was generally regressive from a pedagogical perspective, subverting moves toward student-centered teaching: "A lot of districts wanted teachers to abandon teacher-centered practices pre-pandemic, but when we went virtual, they suddenly wanted us to lecture for 30 minutes in each class." They added the following:

> …teachers need to receive some training in the use of software, certainly, but they need the freedom to try some new things, too…we have to find the sweet spot between mandating the use of certain tools and giving freedom to use creativity, too.

This participant also stated that online education had the potential to be "discriminatory" and unable to reach every student, even if they admitted enjoying creating online courses and activities for their students.

DISCUSSION

The COVID-19 pandemic spotlighted the gap in preparation for online teaching and learning for stakeholders of K–12 schools. The purpose of this study was to look at the reflections of study participants (inservice teachers enrolled in an online teaching and learning endorsement program) on the state of K–12 online learning two years after their schools turned

to pandemic-driven emergency remote teaching. The results of this study indicate that there has been a shift in attitude toward online teaching, with respondents identifying as being more comfortable incorporating online teaching into their classrooms, even after the difficulties and stresses of switching to emergency remote learning. These findings support previous research (e.g., Barbour, 2022; Eadens et al, 2022; Rice, 2022) which looked at how teacher perceptions of and self-efficacy for online teaching improved as the pandemic progressed. Some of the participants in the current study even indicated that they are now interested in pursuing career changes to reflect this move to online teaching, in contrast to the antipathy that many felt toward online education at the beginning of the pandemic, as manifested by emergency remote teaching.

Participants described their schools/districts two years after the onset of the pandemic as providing more online teaching and learning support for both students and teachers; this finding is in stark contrast to the limited level of support described by researchers studying emergency remote teaching in the early stages of the pandemic (e.g., An et al., 2022; Burgin et al., 2022; Eadens et al., 2022; Jimoyiannis & Koukis, 2023; Rice, 2022; Schultz & Love, 2022; Trust & Whalen, 2020; Varela et al., 2022). This support included some schools purchasing Chromebooks and furnishing Internet access for students. Some participants noted that school administrators have since adopted extensive opportunities to provide professional development for online teaching to their K–12 teachers. These findings are in contrast to those reported by Zinskie et al. (2023) where teachers described an extensive lack of technology services and supplies during the beginning of the pandemic and associated shift to emergency remote teaching.

An et al. (2021) identified four major themes "regarding how to better prepare teachers for future emergencies: (1) professional development for online learning, (2) technology access, (3) technology training for both teachers and students, and (4) action plans and communication" (p. 2589). The results of the current study support the idea that, post-pandemic, schools/districts where the participants are employed as K–12 teachers have focused on the different strategies required to provide support for teachers and students to be better prepared for online teaching and learning, particularly on the first three points elucidated above. While the experiences and perceptions of the participants were not homogeneous—and some participants were critical of these efforts—overall, they felt that schools and school districts had made strides in offering professional development and training and access, in part because the initial efforts at doing these were lacking, if non-existent. Teachers in this study felt more positive about these

efforts and better prepared for future challenges, and that the move to more online teaching and learning actually strengthened their instruction and relationship with students.

CONCLUSION

K–12 education has experienced a significant shift due to the COVID-19 pandemic. Initially, teachers faced numerous challenges during the sudden transition to emergency remote teaching, such as lack of training, technology, and infrastructure support. However, two years into the pandemic, the teachers participating in this study generally feel that online learning will remain an integral part of education and that schools and districts must assess their current needs and develop plans to ensure preparedness for future crises. Professional development, technology access, and training for both teachers and students, as well as action plans and communication, are crucial for a successful transition to online teaching and learning, as participants observed during their field experience in an online K–12 school. For some participants, the schools and districts have relied on teachers learning and teaching each other about the new technology, but this is not always adequate for successful online teaching. There has been a marked shift in attitudes toward online teaching, with many teachers feeling more comfortable, confident, and equipped for online teaching, and some of them possibly making the shift to online teaching themselves. However, some still acknowledge that online education is not "a panacea" for traditional teaching problems and structural issues. Schools and districts must maintain their focus on training and software acquisition while giving educators enough time to prepare for it, even as schools and districts have made efforts to ensure that teachers and students are prepared for any future shifts to online learning. As many of the participants observed, it is essential to prioritize the needs of both teachers and students, such as technology access, professional development, and technology infrastructure, to ensure successful learning outcomes in online teaching and learning environments.

DECLARATIONS

There are no conflicts of interest to report for this study.
No funding was received to support this research.
Human subject research approval was granted by
Georgia Southern University.

References

An, H., Mongillo, G., Sung, W., & Fuentes, D. (2022). Factors affecting online learning during the COVID-19 pandemic: The lived experiences of parents, teachers, and administrators in U.S. high-needs K–12 schools. *Journal of Online Learning Research, 8*(2), 203–234. https://www.learntechlib.org/primary/p/220404/

An, Y., Kaplan-Rakowski, R., Yang, J., Conan, J., Kinard, W., & Daughrity, L. (2021). Examining K–12 teachers' feelings, experiences, and perspectives regarding online teaching during the early stage of the COVID-19 pandemic. *Educational Technology Research and Development, 69*, 2589–2613. https://doi.org/10.1007/s11423-021-10008-5

Azukas, M. E. (2022). Leading remotely: Competencies required for virtual leadership. *TechTrends, 66,* 327–337. https://doi.org/10.1007/s11528-022-00708-x

Barbour, M. K. (2022). Looking back to see ahead: An analysis of K–12 distance, online, and remote learning during the pandemic. *Journal of Digital Social Research, 4*(2), 7–25. https://doi.org/10.33621/jdsr.v4i2.107

Burgin, X. D., Daniel, M. C., & Wasonga, T. A. (2022). Teachers' perspectives on teaching and learning during the pandemic in the United States. *Educational Process International Journal, 11*(3), 122–140. https://dx.doi.org/10.22521/edupij.2022.113.7

Dacey, C. M., Dawson, S., & Napper, V. S. (2023). Editorial: Charting our new path in education in a post-pandemic world. *Frontiers in Education, 7,* Article 1110617. https://doi.org/10.3389/feduc.2022.1110617

DeCoito, I., & Estaiteyeh, M. (2022). Transitioning to online teaching during the COVID-19 pandemic: An exploration of STEM teachers' views, successes, and challenges. *Journal of Science Education and Technology, 31*, 340–356. https://doi.org/10.1007/s10956-022-09958-z

DeMatthews, D., Reyes, P., Rodriguez, J. S., & Knight, D. (2023). Principal perceptions of the distance learning transition during the pandemic. *Educational Policy, 37*(3), 653–675. https://doi.org/10.1177/08959048211049421

Eadens, D. W., Maddock, D., Thornburg, A. W., & Abernathy, D. F. (2022). K–12 teacher perspectives on the pandemic pivot to online teaching and learning. *Journal of Pedagogical Research, 6*(1). https://dx.doi.org/10.33902/JPR.2022175776

Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). *The difference between emergency remote teaching and online learning.* EDUCAUSE Review. https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning

Jimoyiannis, A., & Koukis, N. (2023). Exploring teachers' readiness and beliefs about emergency remote teaching in the midst of the COVID-19 pandemic. *Technology, Pedagogy and Education, 32*(2), 205–222. https://doi.org/10.1080/1475939X.2022.2163421

Merriam, S. B. (1998). *Qualitative research and case study applications in education.* Jossey-Bass.

Merriam, S. B. (2002). *Qualitative research in practice: Examples for discussion and analysis (*1st ed.). Jossey-Bass.

Rice, M. F. (2022). Special education teachers' use of technologies during the COVID-19 era (Spring 2020-Fall 2021). *TechTrends, 66*, 310–326. https://doi.org/10.1007/s11528-022-00700-5

Saldaña, J. (2015). *The coding manual for qualitative researchers* (3rd ed.). Sage.

Schultz, S., & Love, K. (2022). How COVID-19 pandemic experiences can inform teacher education and professional development practices. *Global Education Review, 9*(3), 38–57.

Seaman, J. E., & Seaman, J. (2022). *Coming back together: Educational resources in U.S. K–12 education, 2022.* Bay View Analytics. http://www.bayviewanalytics.com/oer.html

Simmons, D. (2022). Lessons from COVID-19: Four reasons school communities should embrace K–12 online learning. *Journal of Online Learning Research, 8*(2), 235–258. https://www.learntechlib.org/primary/p/219534/

Smith, L. (2022). *Teacher perceptions on the impact of changes in educational practices and student learning for a COVID-19 post-pandemic classroom: A mixed methods study* [Unpublished doctoral dissertation]. Gardner-Webb University.

Trust, T., & Whalen, J. (2020). Should teachers be trained in emergency remote teaching? Lessons learned from the COVID-19 pandemic. *Journal of Technology and Teacher Education, 28*(2), 189–199. https://www.learntechlib.org/primary/p/215995/

Varela, D. G., Desiderio, M. F., & Fedynich, L. (2022). Education during the pandemic and beyond: The perceptions of PreK–12 educators, school leaders, and student teachers. *National Forum of Teacher Education Journal, 32*(3), 1–9.

Wagner, C. J. (2022). PK–5 teacher perspectives on the design of remote teaching: Pedagogies and support structures to sustain student learning online. *Journal of Research on Technology in Education, 54*(S1), S132–147. https://doi.org/10.1080/15391523.2021.1888340

Woltran, F., Chan, R., Linder, K.-T., & Schwab, S. (2021). Austrian elementary school teachers' perception of professional challenges during emergency distance teaching due to COVID-19. *Frontiers in Education, 6*, Article 759541. https://doi.org/10.3389/feduc.2021.759541

Zinskie, C. D., Jensen, L. J., & Downs, E. (2023). Teacher perceptions of emergency remote teaching during the first year of the COVID-19 pandemic. *Distance Learning, 20*(1), 25–36.