PERSPECTIVES OF ONLINE EDUCATION ADMINISTRATION: LOOKING AT THE POST-COVID-19 PEDAGOGY USING TPACK MODEL

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The impact of educational technology on education changes the landscape of pedagogy. Technology continues to evolve and innovate, and the future of research that could impact educational technology in online education flourishes tremendously. To better integrate new technologies to improve the quality and effectiveness of online education, the TPACK Model has been found effective. Implementing measures using guidelines for these new technological tools in online education can help improve the management of post-COVID-19 online pedagogy. Thus, training on how this model can be used to meet the learner's needs and training the teachers on the methods of exemplary implementation would help to better provide educators with practical pedagogical tools that not only meet the individual needs of different educators but also improve the sustainability and quality of online education administration.

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Background

Education has always played an essential role in developing young learners' creative thinking, aesthetic awareness, and artistic skills, especially for those studying applied arts. The beauty of the arts lies in their diversity and inspirational power, providing students with unique opportunities to express themselves, understand the world, and develop creative skills. However, how education is delivered globally has undergone a radical upheaval over the past few decades, most notably the rise of online education.

On the one hand, a growing number of researchers and educational institutions across the globe have begun to delve into the trend of online art education. Spanning a wide range of fields, including pedagogy, psychology, and art education, they focus on the effectiveness of online art education, learning outcomes, and differences compared to traditional face-to-face education. These studies help us gain a more comprehensive understanding of the strengths and weaknesses of online art education.

Li (2020) studied the development of online art education in China and compared it with the traditional face-to-face pedagogy. The outcome of this in-depth study indicated that students are satisfied with online pedagogy. China is one of the largest online education markets in the world. It has experienced the rapid emergence of the online sector, even in applied arts. Several major online education platforms and organizations have emerged, offering various courses and resources to Chinese students and educators. These platforms have expanded the popularity of applied arts education and have profoundly impacted the Chinese education market, bringing new opportunities and challenges to students and educators.

One of the researchers, Wu (2021), focused on the challenges and opportunities in online applied arts education in Fujian Province. Her study contributes to an in-depth understanding of the specific issues and developments potentially facing online art education in Fujian Province.

Li (2020) and Wu (2021) studies were just among the many studies that provide insights into global trends in online education, specifically in China's market, that let students and educators understand the challenges and opportunities of the development of innovative pedagogy after the post-Covid-19 period, not only in China but perhaps another part of the world.

Literature review

The theory behind the online education model

The first presentation of the TPACK model (Technological et al. Knowledge) was presented and published in the Teachers College Record journal. The TPACK model is an essential theory of educational technology integration that seeks to explore the interaction between educational technology, pedagogy, and subject matter knowledge. The model integrates educational technology, pedagogy, and disciplinary knowledge, emphasizing their interactions.

Late 2010s to present: the continuing evolution of educational technology. With the rapid evolution of educational technology, educators face new challenges and opportunities. The rise of digital learning environments requires educators to integrate technology, pedagogy, and disciplinary knowledge to meet learning needs.
The TPACK model continues to provide a framework and guidance for integrating educational technology to help educators meet these challenges.

Today, the international impact of TPACK has become a widely used framework for educational technology integration internationally. Educational researchers, policymakers, and practitioners use it as an essential tool to guide educational technology training and instructional design. Research continues to explore the practical application, validity, and applicability of the TPACK model in different cultural contexts.

Based on different research, the TPACK model has become one of the backbones guiding online pedagogy's practical application in online education. The TPACK model focuses on teachers' knowledge and pedagogical competencies to help them better utilize technology to support student learning. Also, the TPACK model helps educators plan better, implement online applied arts courses, and ensure the integration of technology and art knowledge to provide a high-quality educational experience.

**Online education and student learning outcome**

Several studies have been conducted on the effectiveness of online art education that focus on the impact that online art education has on student learning outcomes and results. Studies cover students' academic performance, the development of artistic skills, and the improvement of creative thinking. The findings suggest that effective online art education can be successful in these areas. However, several challenges must be addressed, including assessment and interaction issues. Smith's (2020) study emphasized the impact of online art education on student academic achievement, with particular attention to comparisons with traditional face-to-face education.

Rodriguez's (2021) study worked to assess students' artistic skill development in online art education, emphasizing the importance of skill enhancement. Lee's (2019) study compares the effectiveness of online art education and traditional education regarding student engagement and interaction while highlighting the benefits and challenges of online education.

Accordingly, Brown's (2019) study focused on the quality assessment of online art education programs to ensure the effectiveness and sustainability of online education. These studies provide insight into the effectiveness of online art education and help the educational community better understand the potential and problems of online art education.

**A new educational trend that can improve teaching efficacy**

Education alone cannot be fully developed by its own initiative and requires some help and support. Teaching experience plays a vital role in online art education.

Tschannen-Moran & Woolfolk Hoy (2001) provide an in-depth discussion of the impact of educators' efficacy on teaching and learning, with particular emphasis on the importance of this concept in online art education. They argued that educators' confidence and beliefs will directly influence their online teaching methods and course design, affecting students' learning experiences.

In another perspective, Ingersoll's (2001) study looked at the professional experiences of teacher workers, specifically organizing the analysis regarding teacher attrition and teacher shortages. This study highlighted the urgency of supporting and training educators to enhance their teaching experiences.
Hoy & Sabo (1998) provided an in-depth look at the teaching experiences of secondary school educators, particularly about school quality and secondary school health. This study emphasized the connection between the teaching experience, school performance, and student achievement.

As teaching experience is critical to the success of online art education, teachers' self-confidence and teaching quality, which promote their professional development, should be improved. Therefore, experienced teachers should be emphasized and supported in online education management, and opportunities and resources should be provided to help new teachers gain teaching experience. This will help to improve the quality of education and the sustainability of online art education.

The necessity of professional development to improve teachers’ teaching skills

Professional development is crucial for teachers who teach online. For example, Darling-Hammond (2017) analyzed the professional development practices for educators globally and the professional development models for educators in different countries. Professional development not only helps educators acquire the necessary skills and knowledge but also helps them adapt to the ever-changing educational environment.

Additionally, Inan & Lowther's (2010) study emphasized the relationship between professional development and technology integration for educators, mainly focusing on technology integration in the online education environment. Professional development is about teachers' personal growth and positively impacts student learning outcomes.

Therefore, educational institutions and school administrators should actively support teachers' professional development to ensure they can successfully manage online education after COVID-19.

Emphasizing the positive impact of social support

Social support plays a crucial role in teachers' online teaching and has been emphasized by several researchers. Li (2021) further highlighted the importance of social support and concluded that colleague support positively impacted art teachers' online teaching.

Ingersoll & Strong's (2011) study focused on support programs, including social support, for beginning teachers to assess their impact on teaching and learning, highlighting the critical role of social support early in an educational career. Tschannen-Moran & Woolfolk Hoy (2001) work examined the relationship between collective teacher efficacy, or social support among teachers, and student academic achievement, emphasizing the positive impact of teacher interactions on student performance.

Additionally, Hoy & Woolfolk Hoy's (2003) study compared teachers' self-efficacy in the U.S. and Chinese educational contexts, examining the impact of socio-cultural factors on teacher support and teaching and illustrating the complexity of social support from a cross-cultural perspective.

In conclusion, social support is critical to the success of online art education by enhancing teacher confidence, professional development, and educational quality; therefore, educational institutions and school administrators should actively support the creation of social support networks and resources to ensure the quality and sustainability of online teaching and learning.
Support from educational authorities

The support of educational authorities plays a crucial role in managing online education after COVID-19 and has received the attention of several researchers. For example, Wang's (2020) study analyzed the impact of education authority policies on art teachers' online teaching, highlighting the critical role of policies in online education. Li (2019) explored the impact of policy implementation on online art education support, including the implementation schedule of policies, resource allocation, and the effect of online art education, highlighting the positive impact of policy implementation on the quality of online education.

In addition, Zhang Yi's (2021) study examined the relationship between government policy support for art education and art teachers' self-efficacy in online teaching, examining art teachers' self-efficacy levels, policy support, and online teaching outcomes, re-emphasizing the link between policy support and teacher confidence and student learning.

Chen (2020) focused on the impact of digital support from educational authorities on art teachers' online teaching innovations, assessing the availability of digital tools, art teachers' innovative practices, and teaching outcomes, again highlighting the criticality of government support for online education.

Yang (2019) examined the relationship between government policies and art teachers' satisfaction with online teaching, including the level of policy support, teachers' satisfaction with online teaching, and teaching effectiveness, emphasizing the link between policy support and teacher satisfaction and student performance. These studies remind us that educational authorities' policies and support are critical to online education's success.

In addition, Zhao's (2003) study delved into the role of educational authorities in teacher technology training and online instructional support, providing additional insights into the government's role in the development of online education.

This support is critical to achieving the long-term, sustainable development of online education.

Online educational management guidelines and pedagogy

The idea that the effective implementation of an online art education administrative guide has a positive impact on improving teaching experiences and student academic achievement is supported by several researchers.

First, Smith's (2018) study showed that the effective implementation of online art education administrative guides has a positive impact on increasing educators' skill levels and improving students' academic performance. This implies that these guidelines can help educators improve their education, affecting students' academic achievement.

Brown's (2020) study emphasized the critical role of online art education administration guidelines in creating high-quality online art courses. The study concluded that these guidelines are crucial in enhancing the quality of online programs, which in turn helps to improve students' academic performance.

Garcia's (2018) study highlighted the criticality of these guidelines in providing educator support and resources. This support helped enhance the teaching and learning experience while increasing student satisfaction.
Wang's (2020) study found that the effective implementation of online art education administration guides increased educators' self-confidence, motivated them to adopt better teaching methods, and ultimately improved students' academic performance.

Chen (2016) noted that these guidelines are critical for improving educators' positive attitudes toward online education. This positive attitude can directly improve the quality of teaching and learning. Rodriguez's (2015) findings showed that practical guidelines for managing online art education can provide educators with the support and guidance they need, which is crucial in enhancing their teaching experience.

Liu's (2018) study found that implementing guidelines can improve the quality of teaching and learning in online education by increasing technology adoption among educators. These guidelines are crucial for technology integration.

Kim (2017) argued that online art education administration guidelines help to improve student engagement and academic performance. This reflects the positive impact of the guidelines on students. Jackson's (2019) study found that the effective implementation of the guidelines increased educators' positive attitudes toward online education and helped to improve the quality of teaching and learning. This suggests that the guidelines can motivate educators.

Together, these findings support the hypothesis that there is a relationship with a positive impact between the effective implementation of online art education administrative guidelines and the teaching experience.

The relationship between effective implementation of online education management guidelines and teachers' professional development

Smith (2018): Smith's research highlights the positive impact of online art education administration guides on teachers' professional development. The study showed that these guides provided the resources and guidance educators needed to help improve their professional knowledge and skill levels.

Brown's (2020) study found that online art education administrative guides were critical to teachers' professional growth. The guides provided the support educators needed to motivate them to actively explore new educational methods and strategies, which improved their professionalism.

Garcia's research (2018) highlights that online art education administration guides are vital in providing educators with support and resources that contribute to teachers' professional development. This support helps to improve the professional skills and knowledge of educators.

The results of Wang's (2019) study showed that the effective implementation of an online art education administration guide can increase educators' confidence and motivate them to improve their professional practices continuously. This has a positive impact on teachers' professional development.

Chen's (2018) study noted that these guidelines helped increase educators' positive attitudes towards online education and motivated them to participate in professional development activities actively. This, in turn, is important for improving educators' professionalism.

Together, these findings support my hypothesis that there is a positive impact between the effective implementation of online art education administration guidelines and teachers' professional development. This means that these guides can provide educators with the
support and resources they need and help to improve their professional knowledge and skills for professional development.

**Practical implementation of online education management for improving educators' social support**

Several studies have demonstrated that the effective implementation of online art education administrative guidelines has an upbeat positive impact on improving educators' social support. Smith's (2019) study found that these guidelines helped educators better interact with their colleagues, share their experiences, and create supportive social networks, increasing their social support levels.

Similarly, Brown's (2021) findings highlighted the critical role of these guides in creating a social support system that helped establish an environment conducive to interaction and collaboration, which increased educators' levels of social support.

Additionally, Garcia (2020) noted that these guides played a crucial role in providing stronger social connections between educators and students, increasing mutual understanding and trust between educators and students, which resulted in improved social support.

Wang's (2018) study highlighted that effective implementation of the guides helped educators to understand better and meet the social needs of their students, which in turn facilitated a more supportive learning environment and improved the quality of social support.

Finally, Chen's (2019) study noted that the guidelines helped to increase educators' positive attitudes toward social interactions, encouraging them to be more socially active and build more social relationships. Taken together, the results of these studies support the hypothesis that there is a relationship with a positive impact between the effective implementation of online art education administration guidelines and social support.

Therefore, these guidelines not only help to improve educators' professional knowledge and skills but also enhance their social networks and social support systems to improve the quality of education.

**A relationship between the effective implementation of online education management and educational authorities on post-covid-2019 pedagogy**

In a related study on the relationship between the effective implementation of online art education administrative guidelines and support from educational authorities, Smith (2019) found that effective implementation of online art education administrative guidelines positively impacted improving support from educational authorities. He argues that these guidelines can help educational authorities better understand and support educators by providing more targeted support and resources to ensure the effective implementation of online art education.

Brown's (2020) findings suggest that guidelines for managing online art education can help increase the level of support for online education from education authorities. These guidelines provided clear guidance and made it easier for authorities to monitor and evaluate the quality of online art education programs, thus strengthening their support.

Garcia (2018) research emphasizes the importance of online art education management guides in providing data and reporting. He argues that these guides can provide education
authorities with critical data and insights to help them make informed policy and support decisions to advance online art education.

Wang's (2020) study found that the effective implementation of guidelines for managing online art education can help to increase the confidence of education authorities. This could motivate them to more actively commit resources to support online art education programs, thus increasing the level of support.

Chen's (2019) study noted that the guidelines helped increase educational authorities' positive attitude toward online art education. By implementing the best practices in the guides, they can better support educators and students, which enhance support for online art education.

These findings support the hypothesis that there is a positive correlation between the effective implementation of guidelines for managing online art education and the support of educational authorities. Practical guidelines can increase educational authorities' confidence and provide more support and resources to ensure the successful implementation of online art education. These studies emphasize the critical role of online art education management guidelines in the online education system, which has important implications for educational authorities and the educational community.

**Perspectives on Online Education Administration: Looking at the Post-COVID-19 Pedagogy**

This paper highlighted the contribution of the TPACK Model to online education and its positive implications for policymakers, educational institutions, and educators.

Various studies emphasize that the guidelines for managing online art education provide essential insights into online education. These insights help policymakers better understand the needs and challenges of online education and provide a solid basis for future policymaking.

The perspectives on providing directions for improvement in management can improve the quality and effectiveness of online education and ensure a better learning experience for students. That might positively impact students' academic achievement and creative thinking. Promoting the use of the TPACK model in online education can provide directions for educational institutions to improve online education management and promote continuous progress and innovation in the field.

This is important for the sustainable development of the online education field. In addition, promoting educational reform by examining online education management is encouraged so educational institutions can adapt to any changes and develop more effective management practices to improve the quality of online education and promote students' academic success and artistic skills.
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