



Research Article

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Training Teachers' Perspectives on Teacher Training and Distance Learning During the Covid-19 Pandemic

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Abstract

The study aims to examine the effects relating to long-distance teacher training during the Corona virus crisis on the professional development of training teachers, and the strategies used by training teachers in dealing with the pedagogical, technological, social and emotional challenge of student-teachers under these conditions. A survey that included 71 teacher-students who were active participants within the (AC) program was conducted, within the Arab community of the Israeli educational system. Findings suggest that the research participants are generally in favor of the old-fashioned, real-life, face-to-face teaching environment where reaction with students could be unlimited by virtual barriers or technical glitches and difficulties. Despite the technical and social challenges, and regardless of the fact that the great majority of the participants were in favor of the old, pre-pandemic system, training teachers view this method as an opportunity for further flexibility and diversity in teacher training.

Keywords: *Teacher training, distance learning, teacher education, training teacher's perspective, academy-class program*

1. Introduction

The period of the COVID-19 outbreak required both students and teachers to adjust to new methods of learning outside of the school premises; within an online environment, with school students and the teacher-students located in various physical spaces. While teachers have been practicing long-distance teaching before, it was mostly implemented as a supportive technique to classical, classroom teaching, and not as a solitary method (Zhou et al., 2020). In a separate, nonetheless important aspect, as the pressing need of the community will place enormous pressures on the expenditures, it is necessary for decision-makers to be fully aware of how critical it is to employ, enhance, and retain a dependable workforce of educators (Darling-Hammond, 2020).

Distance learning normally takes place when the educator and the receiver are not in fact present within the same physical environment, and thus use technology to communicate. Al-Arimi (2014) defines distance learning as a discipline of education that places a special stress on teaching methods and andragogy, education technology, and instructional system development that are actively integrated in delivering education to students where student may be well-connected in an asynchronous and a synchronous fashion.

The COVID-19 pandemic transformed the learning environment in Israel; having children of all ages to engage in distance learning activities. While this methodology was practiced in Israel before and during the pandemic, it thus became the most common dominant practice in schools and higher education institutions.

Various studies examined the effect of distance and online teaching on teachers (Goodyear, 2002; Garrison & Kanuka, 2004; Nambiar, 2020; Graham, 2020). Yet, as far as we know, there are no studies that are readily available up till now that effectively examine the effect of distance teacher training on teachers who mentor teacher-students and the teacher-students themselves before or during the Corona virus crisis. And so, the current research is the first to examine these specific demographics of veteran teachers who train teacher-students in the Academy-Class model.

2. Literature Review

The COVID-19 pandemic erupted in Israel in early 2020. Due to the outbreak, schools in Israel were shut down in late March-early April, and all learning activities were transferred to the online sphere. In late April and later this year, schools were gradually reopened, guided by specific restriction of the Health Ministry. Setting out for the school year of 2020-2021, the Ministry of Education conducted an adjusted, hybrid teaching-learning plan, which combined online and offline studies. Research works conducted on the United Kingdom's young students found that the mean number of everyday active socialization during school holidays are roughly 50% of the regular school term days (Putra et al., 2020).

2.1 Teacher training methodologies and the academy-class training models

Numerous scholars reviewed global teacher training methodologies and identify two main paths: The first takes place in academic institutions, which focus on intellectual values and general studies directed toward academic research. The second takes place in teacher training seminars, which focus on teaching strategies and reflective approaches.

Other studies within the Israeli educational system point out that teacher training and practicum at schools is critical, as it enables teacher students to develop professionally and get to know the school routine and atmosphere. The prior should not solely depend on the available traditional methods of direct interaction, as there is a displacement of information from the real world to the online environment, which can be updated in a non-stop fashion. Although classroom learning persists to have a major effect, an increasing number of people are getting connected in digital environments (Rosenberg, 2001).

Studies report different approaches and models in teacher training. One of them is the Realistic Approach model, which suggests that trainee teachers should start their practicum during their first year of training, closely guided by their training teachers, who should provide feedback and help them develop their teaching skills. The gradual approach, on the other hand, suggests that practical experience should be gained across the four years of training, gradually intensifying up to ten weeks during the fourth year.

Most experts and specialists in the field are strong proponents of migrating from an in-service training model, where educators are expected to be taught a very specific set of skills and expertise through a much specified manner, normally delivered in single-time workshops or seminars taught in an environment outside the traditional classroom. A different approach views teachers as

independent professionals. When the market grows stronger, education is further privatized, and teachers' unions lose their power. Teachers are employed through various models (private, public, partial) and the supply of high-quality teachers is higher in central regions and lower in peripheral ones. In this model, private training teachers are more common. The third approach views teachers as learning experts.

There are essentially two main types of collaborative models to differentiate between; one of these models is co-teaching, where both teachers take responsibility for preparing and teaching the lesson. They teach the lesson together, using in-class dialogue and interaction between them. This is the only model that includes discourse between teachers in class, and it is suitable for advanced stages of teacher training. This model includes three methodologies: (1) consecutive teaching – the teachers teach the class alternatively, and only the active teacher is present in class at all times; (2) parallel teaching – the class is divided into smaller study cohorts, and each educator works with a different group; (3) stations teaching – the class is split into small groups, and each group focuses on a specific learning task, while the teachers move between the groups. In this model, the collaboration is reflected in class planning and student assessment.

A different model created in Israel is called the “Academy-Class” model. This style is based on fellowship research and educational experiments, similarly to the PDS model. The goal of this type is to raise the level of cooperation between academic institutions, schools and educational districts, aiming to address three main goals: (1) promoting meaningful learning by incorporating two professionals in one class; (2) enhancing the professional of teacher students and the professional development of experienced teachers; and (3) developing career path from students to apprentices and then training teachers and pedagogic instructors.

Ronen (2022) asserts that besides teaching skills, and in spite of the presence of cultural variations, humanitarian relationship plays a vital role in the skill-building of teaching, which needs to be implemented, in part, to help PSTs learn how to develop caring relationships within their teaching career. The main purpose of the program was to alter the training process of new teachers and encourage co-teaching by creating routing meetings between teacher students and practicing teachers. The meetings were intended to enhance the processes of teaching-learning within the class in addition to the training of advanced teacher students. As part of the program, students in their 3rd year of education came to teach in schools for two-three days a week, or 12-16 weekly hours in kindergarten, together with their training teachers.

Assadi and Murad (2017) explored the association between the training model and professional development of teacher students. They found that the knowledge level, skills and capabilities of teacher students were enhanced due to an effective and efficient practicum program. The study further found that the Academy-Class program contributed to the confidence of teacher students in choosing their profession and that the attitudes of teacher students toward their pedagogic instructors, training teachers and students were improved due to the program.

Another study by Assadi et al. (2019) examined the perceptions of training teachers toward the Academy-Class program and found them to be essentially positive. Pedagogic instructors agreed that the Academy-Class program optimizes the integration of teacher students at schools; yet, they commented that the collaboration between the expert teachers and the training teacher is critical for the model's success.

2.2 Zoom teaching

The use of online tools for teaching is not a new phenomenon, according to (Babayigit et al., 2020); online learning is expected to be actively integrated within the adopted curriculum at a higher rate in several ways such as clips, podcasts, tests, games and texts. And students should in fact benefit from implementing the available digital tools effectively; therefore, the programs should be well-designed, and the faculty members should be experts in their fields. Asterhan & Rosenberg (2015) argue that social media is a product of an important internet revolution. Rahayu (2020) believes that the Zoom

application makes it possible to achieve for a synchronized interactions among the individuals who are involved in the process.

Generally speaking, social media networks, which are available at all times and places, carry significant behavioral implications. According to Fischer & Reuber (2011), actual social interaction plays a pivotal role within effectuation processes. Still we do not have sufficient data on the implications when interactions occur within particular channels such as social media. These networks create new and different needs among users, as they expose the users to new contents. Learners in the digital age are interested in active, social learning, which is participatory and supported by various media: text processing tools (Wikipedia, blogs, Twitter), voice processing tools (Skype, podcasts), and image processing tools (Flickr) and video processing tools (YouTube, podcasts).

As for online teaching, Saultz and Fusarelli (2017) argue that it is full of potential, which is mostly wasted, as the methodology was spread without proper supervision. According to them, most programmers and managers who established online schools failed due to the lack of finances, failed information systems and a vague educational vision. The findings here are also in line with those achieved by (Bourelle et al., 2016) who insisted on the presence of an additional advantage of online learning environments that may involve the spatial and temporal location of the available tools and resources. Online teaching can allow outstanding students to move forward as individuals; they can allow students with difficulties to rehearse materials and keep up with class; or help students to explore subjects outside of the mainstream curriculum.

Yu (2020) looked for elements that assist or limit the ability of Z-generation students to maximize the gains from online courses taught through Blackboard application. The study suggests that Z-generation students prefer a hybrid model, which combines traditional-frontal teaching methods with an online learning environment. The students were satisfied with their ability to take the test from home and combine independent learning with constructed teaching. They appreciated the flexible timetable that allowed them to complete their tasks during extended time frames and the open access from anywhere. Yet, the students admitted they were lacking real-life social interactions with other students and with their teachers. Furthermore, they complained about some technical failures, which could have been solved using an effective mechanism of online support or supporting applications.

Muthuprasad et al (2021) found that numerous individuals in their research stated that technological boundaries, distractions, instructor's under qualification or lack of experience, learner's lack of proficiency or lack of motive and health issues were setbacks in their online learning experience. The most prominent challenge stated by them was technological limitation and difficulties. The concern over technological limitation was also reflected across all the responses gathered from the participants. Obviously, limited access to internet will deprive some of the participants from being present at the online classes. Insufficient internet connections can also result in making accessing course resources and study materials really challenging.

Almahasees et al (2021), claims that the participants faced difficulties when being present online classes. Based on the results, these difficulties lie in students' struggling to be part to the new style of online courses, lack of dependable interaction with the staff members, lack of motivation to attend classes, and successful time management. This list of difficulties should be taken into account by those who design the program and those who supervise the process. Students regarded the issue of the major shifting from traditional to online teaching as a major setback. This is a major challenge since most countries sufficient readiness to deal with such abrupt calls that they were not at all equipped to manage. Students also stressed that online platforms are not easily compatible to people with auditory challenges or special needs students. Practicum is a vital aspect of teacher training, as it leads professional transformation, reflection and growth (Moyo, 2020). Flores (2016) believes the practicum as necessary phase, which allows training teachers to be acquainted with the "real world" of schools, the meaning of interaction with students, and their dilemmas.

Unlike other academic models, which were replaced by online and distant models, practicum

requires in-class presence and experience. This situation came up with some unique difficulties to pedagogic instructors and education professors and experts, who needed to have them, resolved effectively using alternative ways of practicum and its assessment (Moyo, 2020).

Accordingly, some studies were conducted, looking for ways to reform the practicum of training teachers during the COVID-19 outbreak, when they could not teach in class. Moyo (2020), for example, examined different suggestions of pedagogic instructors in the University of Zimbabwe's School of Education. He found a number of different options, like using technology instead of in-class visits and combining online simulations of virtual classes, alongside the assessment of the students' portfolio. Another suggested method for practicum assessment was based on school assessment by the training teachers together with the university's assessment.

La Velle et al. (2020) examined the immediate impact of the Corona virus crisis on teacher training from the point of view of heads of initial training programs in the UK. The findings reveal that the circumstances offered some opportunities for fast-paced development of efficient online pedagogy and some educational protocols based on the virtualization of the university. It was further found that the long time away from class offered teacher students some more opportunities to reflect on their professional development as teachers. On the other hand, the findings revealed emotional difficulties experienced by teacher students who missed around one third of their practicum.

Murad et al. (2021) explored the positions of training teachers toward distance learning during the Corona virus crisis and found that most training teachers presented negative attitudes toward the technical aspects of online learning; yet, the use of Zoom for pedagogic instruction was mostly perceived as positive. The vast majority of teacher students reflected positive emotional-social positions. In a similar context, El Refae et al (2021), attempted to investigate and evaluate the initial experience of teachers and students within distance learning programs that were used to contain the spread of Corona virus crisis.

This study focuses on the positions of training teachers regarding the use of Zoom software in the Academy-Class model during Corona virus crisis. The goal of the study is to explore the influence of distant training (through Zoom) on the perceptions of training teachers in the Academy-Class model in Israel.

The study examined the positions of training teachers in the academia-class program, focusing on various aspects. The research questions were focused around three main subjects:

- Training teachers' satisfaction of the use of Zoom in the training process, the main uses of Zoom application, training teachers' preferences and experiences.
- How do training teachers experience the synchronized online training through Zoom?
- The technological, pedagogic, social and emotional challenges.

3. Methodology

3.1 Participants

The study sample consisted of (71) participants who were teachers of Arabic, math and English, in elementary and preparatory schools in northern Israel. (11) teachers; (15%) were male training teachers (60) of participants; (85%) were females. The average age of the participants was (41.58) with a diversion of (7.27). Years of seniority of the participants were between (2-5) years, and up to (11-20) years.

The research sample was chosen randomly; training teachers were chosen from both elementary and middle schools that were actively involved and had an extensive experience and practice in the Model program "Academy Class." Questionnaires were sent to the participants by email that contained link to the computerized questionnaire prepared by Google forms. After a brief introduction of the study, the questionnaire included some demographic questions and then questions about positions, pedagogy, and motivation.

3.2 Instruments for gathering data

The main research tool was a self-report questionnaire, which was divided into seven sections:

1. Demographic data: questions about age, seniority and gender.
2. Zoom perception related questions: it contained 15 points that attempted to gather insights on zoom perception.
3. Zoom application usage: which included seven parts that research the advantages of the application. A six-point Likert scale was used where 1= not useful, 6= useful and creative.
4. Technical quality: This section included 3 parts which tackle the technical qualities of the application. Here the answers were expressed via Likert scale of 4 points, where 1= totally agree and 4= disagree.
5. Technical challenges: This section included questions such as "How many times - if any - have you faced challenge using the app? The answers were provided on a Likert scale of 5 points, where 1= never and 5= all the time.
6. Technological challenges: a personal question that the participants had to answer to evaluate the degree of ease relating to the use of technology where 1= uncomfortable and 6= very easy.
7. In this part the recurrence of zoom usage is investigated, Likert scale was used where 1= never and 4= very frequently.

3.3 Research design

The research attempts to answer the following questions:

- To what extent were the training teachers satisfied with the use of Zoom for the training process?
- What were the main uses of Zoom and the preferences of teachers in this regard?
- Or - how do training teachers experience the synchronized online training through Zoom?

During the outbreak of Covid-19, both training teachers and veteran trainers were obligated to participate in the "Academy Class Program" in order to cope with the challenges of the crisis. All techniques and methods of distance teaching and learning had to be employed at this point. The study aimed to examine the effects relating to long-distance teacher training during the Corona virus crisis on the professional development of training teachers, and the strategies used by training teachers in dealing with the pedagogical, technological, social and emotional challenges of student-teachers under these conditions. In order to achieve the purpose of the study, the researchers resorted to the mixed-method research technique where data were gathered and analyzed for both types within the same study.

The researchers used a main research tool which was a self-assessment questionnaire which was developed and validated. Quantitative data were analyzed using SPSS software version 22. The analysis involved descriptive statistics, to present frequencies, averages, and standard deviations of the demographic and independent variables and the dependent variable of the study. Independent samples t-tests were used to examine differences between male and female training teachers. To examine the relation between the independent variables and the dependent variable of the study we used Pearson correlation. Finally, a hierarchical regression analysis was performed to examine which factors have the highest impact on the dependent variable.

All variables in all the groups were constructed by calculating the answers of the participants in all the statements.

In this context, a high result indicates a full agreement, and vice versa. The open-ended questions in the questionnaire tackled the following areas: pedagogical, social, emotional and educational challenges from the teachers' point of view. A comparison between the pre-Corona and the Corona periods was carried out.

Procedure and data analysis:

Teachers expressed their consent to participate in the study by providing official consent. The questionnaire was completed online, and the Data were analyzed using descriptive analytics.

The participants' answers to the open-ended questions were analyzed in accordance with the following phases:

- A. Collecting the participants' answers.
- B. The answers were divided into shorter statements.
- C. Each Statement was subcategorized.
- D. Final Categories were created.

Table 1 presents the demographic data of the research sample.

Table 1: Demographic information

	The sample (N = 166)
Variable	Mean (SD)
Age	41.59 (7.28)
	Frequency (%)
Gender	
Male	10 (14.3%)
Female	60 (85.7%)
Experience	
Under 1 year	2 (2.9%)
2-5 years	15 (21.4%)
6-10 years	25 (35.7%)
11-20 years	19 (27.1%)
21 years or more	9 (12.9%)

4. Findings

4.1 Quantitative analysis

Table 2 presents the research variables.

Table 2: Research variables

Research Variables	Training teachers (N=70)	No. of items	Reliability (Alpha Cronbach)
Ease of use	4.60 (0.81)	1	-
Technical difficulties	2.24 (0.62)	1	-
Perceptions of Zoom	3.12 (0.41)	15	0.91
Use of features	4.27 (0.84)	7	0.78
Quality	3.61 (0.45)	3	0.72
Frequency of use	3.81 (0.43)	1	-

4.2 Analysis of the research hypotheses

First, we examined the direct relationship between independent variables and the dependent variable (frequency of use). Table 3 presents differences between men and women.

Table 3: Gender effect on research variables

Research Variables	Male training teachers (N=10)	Female training teachers (N=60)	t(58)
Ease of use	4.90 (0.32)	4.40 (0.83)	**3.42
Technical difficulties	2.20 (0.63)	2.25 (0.63)	0.23

Research Variables	Male training teachers (N=10)	Female training teachers (N=60)	t(58)
Perceptions of Zoom	3.35 (0.40)	3.08 (0.40)	*2.02
Use of features	4.33 (0.86)	4.26 (0.85)	0.82
Quality	3.63 (0.86)	3.61 (0.85)	0.52
Frequency of use	4.00 (0.00)	3.78 (0.45)	***3.70

*p<0.05 **p<0.01 ***p<0.001

Indeed, differences between men and women were found in the following variables: ease of use, perceptions about Zoom and the frequency of use. The measures among men were higher in all three. Then, we examined the relationship between the rest of the continuous research variables using a series of Pearson tests. The results are presented in Table 4.

Table 4: The relationship between the frequency of Zoom using and continuous variables.

Emotional support	Age	Experience	Ease of use	Technical difficulties	Perceptions	Use of features	Quality
Frequency of use	-0.13	0.28*	0.13	-0.21*	0.17	0.08	-0.05

No relationship was found between age, ease of use, perceptions or quality and the frequency of Zoom using. Yet, the hypothesis about a negative relationship between technical difficulties and the frequency of use was supported by the findings. Furthermore, a positive relationship was found between experience and the frequency of Zoom using.

4.3 The main research hypothesis

Aiming to identify the collective and individual contribution of the different variables to the frequency of Zoom using, we conducted a regression analysis, whose findings are given in Table 5.

Table 5: A multi-regression to predict the frequency of Zoom using

Predicting variable	β	t	R ² cha	Fcha	R ²	F
Experience	0.38	3.28**	7.5%	5.54	7.5%	*5.54
Perceptions of Zoom	0.32	**2.74	8.1%	6.45	15.7%	**6.45
Technical difficulties	-0.23	-2.07*	5.1%	4.28	20.8%	4.28*
Variables with no unique contribution						
Ease of use	0.01	0.03				
Gender	-0.16	-1.14				
Age	-0.16	-1.14				
Use of features	0.06	0.52				
Quality	-0.06	-0.44				

As we can see, the final model suggests that the only variables with unique contribution are experience, perceptions of Zoom and technical difficulties. The rest of the variables were not found to add a notable contribution to the model.

4.4 Open-ended questions

4.4.1 Zoom user experience

Out of the participants, around 80% described a positive experience, compared to 20% who described a negative one. The main positive theme was the students' contribution. Around 60% of the participants who described a positive experience said that the Zoom sessions enabled students to help their teachers, using their technological skills.

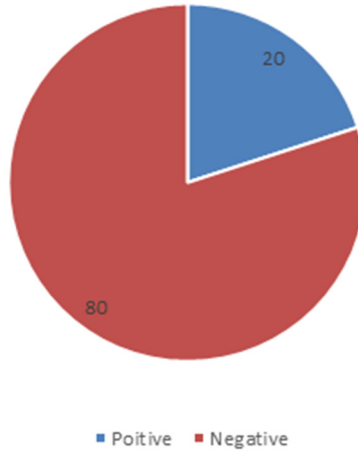


Figure 1: General attitude

4.5 Challenges

The figure presents the distribution of answers for the following question: “Please describe the pedagogic challenges you encountered during distant session with training teachers.”

The main theme (around 46%) was “planning suitable learning aids”. One quote for example was: “How to use a distant lesson plan that would be interesting for students, to combine digital game, to prepare a presentation with less text and more explanations through more tangible things, how to insert images”, or “preparing a learning product that represents the materials”. Around 15.63% answered there were no challenges at all. Three more themes were mentioned in an equal frequency (9.38%): Time planning (for instance: “Teaching some materials in class takes much longer through Zoom”); Discipline (“It is harder to discipline students through Zoom”) and connection with trainees (“I feel I know less about the things my trainee controls”).

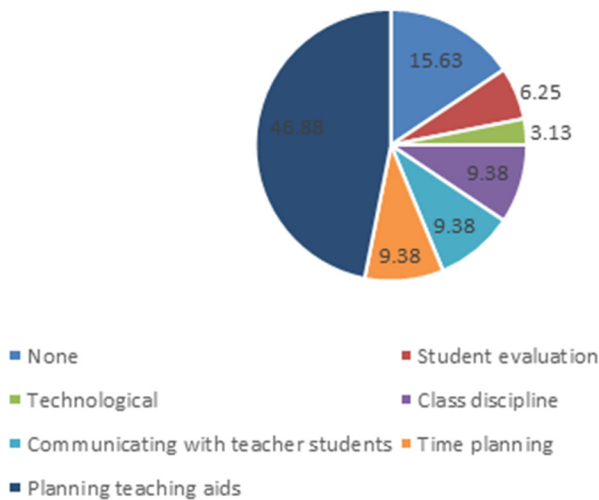


Figure 2: Challenges

4.6 Interpersonal social challenges

The figure presents the distribution of answers for the following question: "Please describe the social challenges you encountered during distant session with training teachers."

The main theme, which was mentioned by around 50% of the participants, was "lack of personal connections with students". For instance: "It is always better to meet face to face. Then you can see the student's level of confidence in front of students. The daily experience at school is a learning resource, and it was missing. To get to know the students up close..." "The face-to-face encounter is more effective compared to distant learning"; "the physical interaction is required. The body language, the human approach and the consideration of the students is clearer when you see the students". Another theme that came up at (25%) was mutual respect and discipline. For instance: "It was difficult to maintain a quiet and disciplined atmosphere when the trainee was teaching"; "how to teach students to respect each other, allow others to talk and listen, go in on time and do not disrupt". Around 18.75% of the respondents said they found no challenges in this regard.

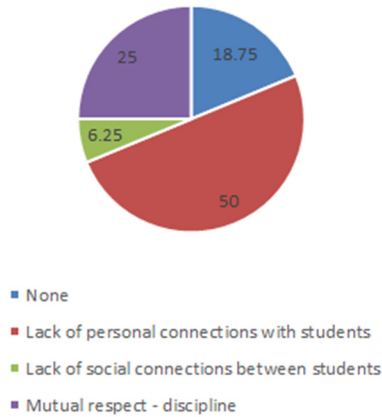


Figure 3: Interpersonal and social challenges.

4.7 Distant communication

The training teachers were asked about ways to create connections with trainees from afar. Their answers are presented in the figure below.

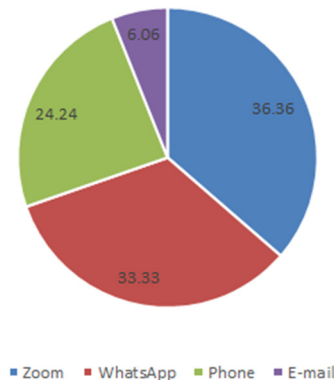


Figure 4: Distance communication media

4.8 Emotional challenges

The figure presents the distribution of answers for the following question: “Please describe the emotional challenges you encountered during distant session with training teachers.”

As we can see in Figure 3, that the themes were distributed equally. Thirty five percent (35%) said they encountered no emotional challenges. Yet, 35% of the participants reported emotional challenges due to stress and anxiety of their trainees. For instance: “Pressure... uncertainty... fear... partial control... low self-esteem and confidence... due to distant learning” “the trainees were afraid to get the COVID-19 virus”; “stress, fear, anxiety and uncertainty”. Furthermore, around 30% said their acquaintance with the trainees was fairly superficial due to the distant connection. “There are no feelings toward education professionals and others in distant training”; “it was difficult to provide feedback and improvement pointers when I still haven’t met my trainee face to face”; “Up until today, I never met my trainees in person.”

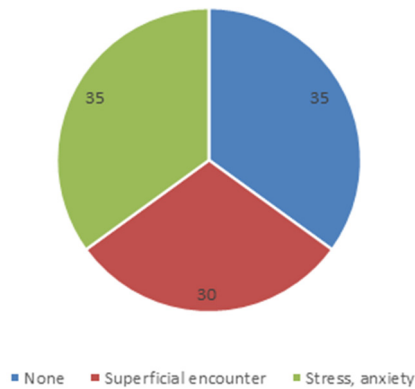


Figure 5: Emotional challenges

4.9 Training without face-to-face interaction

The question “how do you assess training without face-to-face interaction with training teachers” was answered unanimously (100%). The training teachers stressed that the training was difficult and lacking for training teachers. Some answers were: “The training without face-to-face interaction was difficult, socially and emotionally”; “extremely lacking”; “very difficult”; “goals were achieved, but not sufficiently”; “it is hard because you don’t know each other”; “less effective.”

4.10 Support of students

The figure presents the distribution of answers for the following question: “How can training teachers support school students in the most effective way?”

All training teachers mentioned the specific need of training teachers to support school students. The main theme was personal attention (around 47%). The training teachers mentioned the need to call students by their names, to have personal conversations, join the students’ online group chats, and more. Other suggestions can be arranged in three themes, almost identical in size: *Learning support, small groups and technologic orientation*. The training teachers suggested that learning support can help the students: “help with learning materials”; “individual teaching”, etc. They also suggested the use of small group learning: “Divide the class into rooms”; “work in small groups”; “divide the class into half together with the training teacher”.

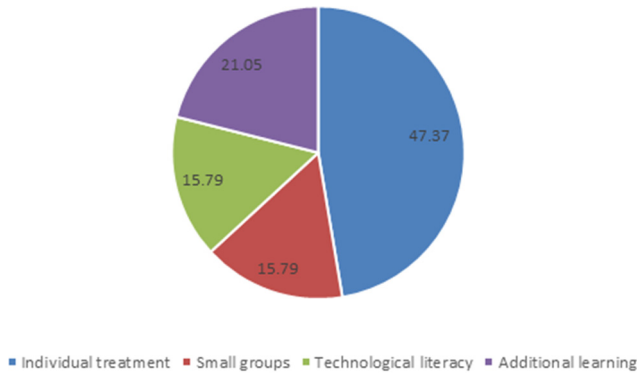


Figure 6: Means of additional support

The figure presents the distribution of answers for the following question: “What does the educational situation look like during the COVID-19 outbreak, and what will happen when we go back to routine?”

Most training teachers (80%) assessed that the day after will include dealing with students’ difficulties and learning gaps. They assess that “it will be difficult, there will be gaps between students who stuck up with school and those who did not enter the Zoom”; “closing the gaps will be hard”; “it will be difficult to go back to routine”. The other 20% of training teachers said that the day after would be a new opportunity. For instance: “the technological element will become a routine part of the learning experience”; “I think this whole situation offers us some new things. During the outbreak, the learning occurred in the digital sphere, through various collaborative communication tools and assisted by teachers, which intensified learning.”

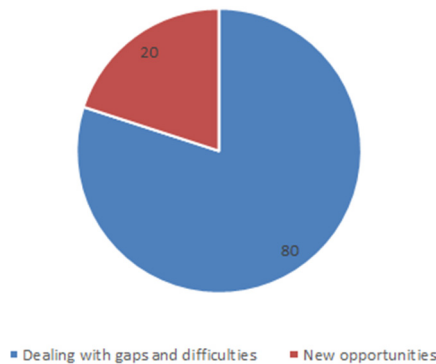


Figure 7: Predicting the future

5. Discussion

This study examined training teachers’ perspectives on teacher training and distance education during the Covid-19 Pandemic. Results revealed an overall tendency towards old-fashioned, direct-contact, face-to-face, learning and teaching methods. Nonetheless, almost all participants, as shown by the data analysis, were fairly satisfied with the use of especially-developed, distance learning and teaching applications, namely: Zoom, as the next paragraph elaborates.

This research paper is compatible in findings with the finding of (Murad et al., 2006) who

believes that the vast majority of student-teachers had positive emotional-social attitudes during this period. Therefore, they recommended the incorporating remote training in working with students in order to improve the technical approach to these tools.

The findings of this study are also compatible with those achieved by Saultz & Fusarelli (2017) who considered distance teaching and learning at large a phenomenon with enormous but wasted potential, which has spread without proper supervision and conducting. The prior, emphasizes the shared feeling of the participants who believed that opting to the traditional methods would be indeed more fruitful and efficient. The findings of this study are also in line with the study of Yu (2020) who dealt with elements that might facilitate or make it difficult for Generation Z students to get the most out of courses taught online using the blackboard app; the study showed that Generation Z students were in favor of a new model that combines elements of a traditional face-to-face course with an digital learning and teaching community. The prior is confirmed by the findings of the study were participants are still emotionally attached to the traditional, pre-pandemic approach where direct contact, and face-to-face learning and teaching occur.

The findings of this research are also agree with the findings of (El Refae et al., 2021) who came to the conclusion that, despite the fact that both teachers and learners exhibited high levels of satisfaction with the institutional competence for distance learning and believed in its prospects and benefits, they showed concerns about the challenges facing distance learning. Findings of the study indicated a connection between the institution that the participants are part of, and the perceived chances and benefits of distance learning as an emerging concept.

The findings suggest that training teachers were generally satisfied with the use of Zoom. This result was found to be significant ($p < 0.05$). Generally (80%), the experience was positive, and most of the training teachers said they were very confident in their ability to support training teachers and help them. Furthermore, it seems that according to the training teachers, the situation harms their trainees significantly more than themselves ($p < 0.05$). The main difficulty according to the findings is the trainees' difficulties in understanding the students' challenges.

The findings suggest that most training teachers (783.6%) prefer face-to-face meetings, which is in line with the findings of (Abel Jr, 2020) where the study's participants were in favor of face-to-face interaction where no internet accessibility issues may emerge. Yet, under the circumstances, they had no choice but to use technological tools, and most of them (87%) said they felt comfortable using them. The vast majority of training teachers (95.7%) said they felt confident or very confident when training on Zoom.

As for the technological positions toward Zoom, the findings reveal a statistically significant gap ($p < 0.001$) between the user experience as assessed by the training teachers and the one reported by training teachers. A significant gap was found between the sense of effectiveness as rated by the training teachers and the one rated by training teachers ($p < 0.05$), i.e., the training teachers rated the effectiveness of the Zoom sessions higher compared to their trainees. As for the social positions, a significant gap was found between the training teachers' assessments concerning their communication with their trainees compared to the other items ($p < 0.001$). We may conclude that for the training teachers, the only social contribution of the Zoom software was their communication with their trainees.

5.1 *The teachers reported numerous challenges*

- Interpersonal social challenges: "the lack of personal connection with students". Mutual respect and discipline. Emotional challenges: 35% of the participants reported emotional challenges due to stress and anxiety of their trainees. Besides, around 30% said their acquaintance with the trainees was fairly superficial due to the distant connection.
- When asked about the training without face-to-face interaction, the training teachers stressed that the training was difficult and lacking for training teachers. The prior is also stressed by (Almonacid-Fierro et al., 2021) who came to the conclusion that the participants

who were part of the focus groups of his study and in the individual interviews, communication with the teacher training and the veteran teacher was inconsistent and random as it was the outcome of the uncertainty originally present.

- As for student support, all training teachers mentioned the specific need of training teachers to support school students. The main theme was personal attention (around 47%). Other themes were earning support, small groups and technologic orientation.

The current study specifically focused on training teachers, and the survey was conducted during the outbreak and after getting back to the school routine. The close proximity to the experience helped the teachers view both periods clearer.

The Israeli ministry of education stresses that *distance training* requires suitable means and basic skills of controlling them. Hence, the role of the training teacher is to create a “new contract” with the trainee, to work on the development of distant training skills, and of course, allow the trainees the opportunity for self-learning, based on consideration and choice, as well as the ability to create products during learning.

The findings suggest that teachers use Zoom for pedagogic needs, and that some of the requirements by the Ministry of Education were not met during the outbreak. The prior finding is compatible with (Noor et al., 2020) that came to the same conclusions, but attributes the fulfillment to logistics and the shortage of readily available educational resources. Still, the training teachers reported satisfaction, self-confidence and control of the tools, which reflects a high level of self-efficacy among training teachers, even though they all said that face-to-face interaction was better and more effective. The findings are also consistent with those concluded by La Velle et al., (2020), whose findings reveal that the circumstances offered some opportunities for fast-pace development of efficient online pedagogy and some educational protocols based on the virtualization of the university.

It was further found that the long time away from class allowed the teachers and students to have some more opportunities to profoundly reflect on their professional development as teachers, which agrees with what was concluded by (Burke, 2013). The participants reported that the learning process was more effective for the training teacher than it was to them. In line with la Velle et al. (2020), our findings also reveal challenges of different types: social, emotional and educational.

6. Conclusion

despite the fact that distance learning and teaching have become a norm during the pandemic period, traditional classroom learning and teaching maintain their privilege; emotionally, practically, and in terms of potency and efficiency. The scientific approach is a very cautious and objective one, and despite the excruciating efforts to prevent a next pandemic, we as humans have no way to predict it. Thus, although students and teachers of all disciplines and walks of life are in favour of the traditional style of learning and teaching, the prior’s distance counterpart must not be an obsolete approach.

Our conclusion is that face-to-face teacher training is better than distance training, and that the main purpose of the meetings during the outbreak was pedagogic support. While training teachers felt self-confident in using the Zoom, due to the emphasis on the pedagogic aspects of the training, the emotional, social and educational challenges took most of the focus. We could also conclude that an integrated approach of the two major styles of learning and teaching could be of a tremendous potential and effectiveness.

Hence, the authors recommend a model of hybrid training in the Academy-Class program, while also instructing training teachers on effective ways for distance training. Finally, one major limitation of this research is the fact that the author studied only training teachers’ positions and focused on their perspectives without exploring student teachers’ outlooks and their experiences.

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