



Analyzing the Ethical Foundations of School Teacher Supervision in the Digital Age

Nishteman Momenpour ¹, Keyvan Bolandhematan ^{2*}, Naser shirbagi ³

ARTICLE INFO

Article history:

Received:

29/10/2023

Accepted:

10/06/2024

Available
online:

Summer 2024

Keyword:

Educational
Supervision,
Supervision of
Teachers,
Ethics in Virtual
Education,
Educational
Ethics,
Supervision of
Virtual Space.

Abstract

The purpose of this research was to investigate the ethical foundations of supervising teachers in the digital age. This research was developmental-applied in terms of purpose and qualitative-quantitative method. The field of the study was school principals in the field of monitoring virtual education, who were selected by the snowball method and at the limit of theoretical saturation. Also, the statistical population of the quantitative part included 120 principal's schools in Sanandaj. They were selected randomly using Morgan's table. For measuring the proportionality of the model, the opinions of 30 educational management professors, educational ethics researchers, and educational science professors were obtained. The tool of the qualitative part was a semi-structured interview, whose validity was confirmed by Guba and Lincoln's (2000) opinion method and reliability by agreement between coders. Based on the findings of the research, principals' supervision of teachers' virtual activities was subject to three main concepts of teachers' individual ethics, teacher's social ethics identifiers and Spiritual-Islamic ethics identifiers in the form of 5 main categories and 29 components. According to the results, he presented a framework for supervising teachers in the form of 5 general concepts (individual ethics in the classroom, educational content of teachers, social ethics, monitoring relationships and identifiers of Spiritual-Islamic ethics), which according to the experts' opinion, the proposed framework of this research is valid and It has a good fit.

Momenpour, N., Bolandhematan, K., & Shirbagi, N. (2024) Analyzing the Ethical Foundations of School Teacher Supervision in the Digital Age Journal of School Administration, 12(2), 61 - 71.

1. PhD students, Department of Educational Sciences, University of Kurdistan, Sanandaj, Iran

2. Associate Professor, Department of Education, Faculty of Humanities and Social Sciences, University of Kurdistan, Sanandaj, Iran

*Corresponding Author:

Email: k.bolandhematan@uok.ac.ir

3. Professor of Educational Administration, Department of Education, Faculty of Humanities and social sciences University of Kurdistan, Sanandaj, Iran

Introduction

Education is the key to flourishing all the innate abilities that lie within each person, and the safe school is the main base of education. Schools were forced to close extensively during the spring of 2020 in order to protect the well-being of the community during the COVID-19 pandemic (Brooks et al., 2020). This unwanted and unprecedented disruption in society and education suddenly and in many ways changed the work of many teachers (Fagell, 2020). Schools were closed and they went online. This paradigm shift has ripple effects, and public education may change in ways that are not yet clear (Van Lancker & Parolin, 2020). Teachers must use new ways of communicating with students (in the form of distance, online or virtual learning) (DeWitt, 2020; Merrill, 2020). This type of learning and training is not new, but it is new to many teachers and the role of the teacher has changed during the crisis.

Teachers must quickly find ways to communicate with students and new teaching methods. In this situation, existing curricula are no longer useful. The challenge of new technologies that have quickly entered education has created problems for students and many teachers, which are all effects of this era (Baired, 2020). Students must acquire new learning skills (Brooks et al., 2020). In online meetings, school principals and district leaders tried to find a way to connect to the Internet, provide computers, and expand educational services for students (Fagell, 2020).

The effectiveness of school closures on virus transmission is not well established, however, prolonged school closures may have detrimental social and health consequences for children living in poverty and likely exacerbate existing inequities (Van Lancker & Parolin, 2020; Cohen & Kupferschmidt, 2020). The main issue in this era is the drastic transition from the classroom structure to online education and the simultaneous use of new technologies (Zoom,

Microsoft Teams, Google Classes, video streaming service, media site) and other different devices.

Although teachers adhere to the basic ethics of their profession, when they are supposed to teach online, they may face other issues, different from face-to-face teaching. In this way, new moral dilemmas may be created for teachers, which are related to the following: political and social influence, cultural diversity, prejudice and bias, geographical diversity and learning, digital divide and social etiquette (Zembylas & Vrasidas, 2005).

Some of the unethical examples in virtual and online education are: invasion of privacy, violation of copyright laws, plagiarism, prevalence of digital fraud, increase in cheating, promotion and promotion of anti-values, lack of responsibility, etc. (Bauman, 2002). All of these problems cause children to suffer a multitude of social and personal crises, during this pandemic social isolation from friends, disruptions in daily activities, and family problems that now become challenging and later as problems in the field of resettlement. School, academic performance and occurrence of behavioral problems (Wade et al., 2020). Vulnerable children such as those living in poverty, those with learning disabilities and special needs, and living in toxic social situations can be at greater risk for mental health problems (Wade et al., 2020). Therefore, in the current century, educational systems and virtual educational institutions are committed to formulating ethical standards and criteria such as continuous and comprehensive monitoring of virtual education (Brockett & Heemstra, 2008; Dimiri & Sharma, 2007). In line with ethics in cyberspace, studies have been conducted and a series of ethical guidelines have been extracted in this regard, which are listed in Table No.1.

Table 1. Code of ethics extracted from the empirical background

Researcher	Title	Extracted codes
Keykha (2020)	Ethical education in cyberspace,	the difference in the principles and basics of ethical education from the users' point of view and the weakness in observing it in real life, trying to attract more audience in any possible way, weakness and ignorance in the culture of using the capabilities of cyberspace is one of the most important There are challenges. Also, the use of educational guidelines and moral teachings based on religion, belief in the eternal presence of God, highlighting the human identity of users, recommending compliance with ethics and the use of deterrents based on moral principles, joint efforts, and the efforts of families in educating the next generation
Mohammadi et al. (2020), reducing	Challenges of virtual education with social networks	Adherence to classroom discipline regulations, more parental supervision, removing the charisma of the teacher's presence, promoting media literacy and mastering information technology.
Salimi and Fardin (2020)	the role of the corona virus in virtual education at the macro level	Challenges, the lack of strategic thinking of managers and planners; Unfavorable policies, poor educational technology and inefficient management. At the medium level, the challenge of the weakness of the introduced technologies, lack of independence and freedom of action, and disruption of the budget were raised and achieved at the micro level.
Jafari et al. (2020)	experiences of e-teachers and learners in relation to the challenges of virtual education	e-learning challenges four main categories including facilities, inadequate equipment, classroom control and management, adequate preparation and training of teachers and students, emotional and cultural issues
Moradi and Kordlo (2019)	Ethical obstacles of virtual education: violation of privacy,	Limited access to professors, weak teacher-student relationships, and lack of ethical role models for teachers
Kalki and Javadani (2017)	monitoring tools for virtual education, content management	Use of agile technology, reducing the independence of teachers' actions.
Sajadi et al. (2017)	supervision of knowledge and skills training,	attitudes, motivational needs, expectations from the trainer and expectations from the training center and the effectiveness of the trainer
Marsidin et al. (2021)	Academic scientific supervision	model for monitoring teachers' performance, determining the supervisor of virtual supervision
Hormaza et al. (2019) using robots	Online training and monitoring of robot tasks	using VR technologies and monitoring
Willis et al. (2016)	Ethical monitoring of	Systematic review student data
Golbeck (2009)	monitoring the teacher-student communication in the social network,	limitations of virtual social networks, privacy protection

What can be said in summarizing the contents and topics related to the theoretical background of the research is that virtual education is increasingly used in all levels of education, from pre-school to higher university levels, and according to each age group, gender, and ethnic-cultural characteristics, it has its own characteristics. And standards for construction. In previous researches, ethical codes and identifiers of

virtual education have been examined and more violations have been addressed. But any unrestricted effort without a scientific framework in providing ethical codes and components in this field will not be productive. If the education of this century is to adapt to the continuous changes in globalization through acquiring the necessary skills and knowledge to create useful communication for the society, virtual

education is one of the tools to achieve these skills. In short; Background review showed that in the face of rapid technological advancement, ensuring integrity in education is still a challenge for all stakeholders related to an online learning community. This justifies the necessity of developing ethical identifiers. However, since online education is constantly changing and developing, it may be assumed that new challenges will arise for virtual schools and they must adapt to these changes. But what has been paid less attention to is the type and method and challenges of virtual education in the form of ethical supervision, which determines the necessity of conducting this research.

Since virtual education has advantages such as its availability everywhere and at any time, changing the focus of education from the teacher (traditional education) to the students themselves, this method has become a useful and reliable tool for teachers to teach.

It does with quality. Virtual education has made an increasing progress in education in recent decades. In virtual education, the learner performs educational activities through the web, in other words, virtual education is an attempt to complete the educational program in traditional education systems, where the potential and wide possibilities of the Internet are used. The goal of this program is to provide equal information to all learners, regardless of their geographic, social, and economic status (Feng et al., 2019). In Iran, after the spread of the corona virus, traditional education gave way to virtual education. This educational method was able to quickly spread throughout the country and to a large extent fill the educational gap during social distancing, but in addition to the advantages it created, it also had disadvantages, one of the most important of which is the issue of monitoring the channel space.

Due to the nature of virtual space and education in the new era, many problems in this field, especially from the moral point of view, have plagued the educational community. Therefore, it was believed that, in order to reduce threats and create suitable opportunities for activity, all the practitioners and clients of virtual education systems should always reflect on the ethics of their activities and ethical monitoring systems for virtual education should be implemented in the virtual space so that They can show a good example and in this way minimize the moral challenges facing the education system.

For this purpose, considering that the ethical foundations of monitoring the virtual education space in the country have not been explained and there are no regulations for educational monitoring in the digital age, this research, understanding the sensitivity of this

issue, especially today, when the use of virtual education has increased and the control and supervisions have decreased. The performance of people in the virtual space is publicized and it seeks to provide a model for institutionalization and explanation of the ethical foundations of teacher supervision in the digital age.

Methodology

This research method was a qualitative approach which was done in three steps as follows. The first step, by examining the theoretical and empirical background of the research, the ethical foundations related to educational supervision in the digital age were investigated and collected using the systematic review method. The second stage, by conducting semi-structured interviews, the ethical identifiers of managers' monitoring of the virtual activities of Iranian teachers were specifically investigated and coded by means of thematic analysis.

The field of the study included school principals with at least a master's degree and university professors who are knowledgeable in the field of monitoring virtual education, considering the theoretical saturation limit of the snowball sampling method, which starts with a purposeful method and continues with the snowball sampling continued until we reached saturation at 20 people.

It is worth mentioning that we reached the saturation limit in the 22nd interview, but due to the assurance of achieving theoretical saturation in the interview process, three more interviews were also conducted so that the number of participants in this research reached 22 people. In this research, through an exploratory interview, in relation to the identification of the list of moral identifiers, the supervision of managers on the virtual activities of teachers was analyzed based on the conditions of Covid-19 using the method of theme analysis (theme, category and concept coding). The validity of the qualitative part was investigated by the method according to Goba and Lincoln (2000) with four criteria of validity, transferability, reliability and conformability, and to evaluate the reliability of the interview protocol, the agreement percentage method between two coders was used.

Based on this review, the reliability coefficient for the interview protocol in this study was equal to 0.74%. This amount is a desirable amount from the researchers' point of view. Because the minimum acceptable value for the reliability coefficient is equal to 0.6 (60%) (Moss et al., 1998). Then, the questionnaire (taken from the qualitative results and experimental background of the research) was

extracted based on the information of the qualitative stage and provided to the research community. The data collected through interviews were conducted using the theme analysis method and using the Maxqda software.

Findings

These people enumerated many cases and gave explanations about each of them, which led to questions for the researcher and many cases were enumerated. Finally, the researcher was confident that

he reached the point of saturation by the snowball method in terms of reaching the relevant factors. Niaz (according to the repetitiveness of the interview ideas with managers and experts) wrote the opinions briefly, then coded them, and after summarizing the contents, the factors were categorized. In the next step, the categories taken from the interview and combined with the categories of the background of the research, which can be seen in Table 3, are analyzed by theme.

Table 2. Reliability assessment between two coders

	Interview No.	N. of Row	N. of Codes	Agreed Codes
1	3	11	14	.78
2	5	9	16	.56
3	15	8	9	.88
Total		39	28	74

Based on this review, the reliability coefficient for the interview protocol in this study was equal to 0.74%. This amount is a desirable amount from the researchers' point of view. Because the minimum acceptable value for the reliability coefficient is equal to 0.6 (60%) (Moss et al., 1998).

Then, the questionnaire (taken from the qualitative results and experimental background of the research) was extracted based on the information of the qualitative stage and provided to the research community. Qualitative data collected through interviews were conducted using the theme analysis method and using the Maxqda software.

پروپوزیشن گاہ علوم انسانی و مطالعات تربیتی
پرتال جامع علوم انسانی

Table 3. Interview results (a) summary of initial coding

Interviewee No.	Quotes	Categories
1	Compilation of training protocols so that the message, the sender and the receiver of the message are known in advance and done at a certain time, and the monitoring and review of the archive of conversations and communications has been done, and during the training course, the mastery of the technical supervisors, as well as informing the parents about supervision During the training and determining the limits and boundaries for the training of the recipients in the field of the content that should be trained and the emphasis of the trainers on the outlines of the content and the subjects that are the purpose of the training.	Development of educational protocols Archiving of all relations Taking advantage of the help of parents Teacher training Strengthening religious beliefs Moral education
3	Strengthening religious sensibility and moral beliefs and building self-confidence in children to deal with the anomalies of the virtual space and modeling the behavior of parents when they are in the virtual environment are important moral identifiers in educational supervision. It seems that the non-forced approach to the phenomenon of virtual education and adapting the learning conditions to it is effective in improving the educational goals. Along with that, drafting laws and regulations based on the cultural approaches accepted by society by using monitoring facilities such as backing up the educational method. Communication and.	Compilation of rules and regulations Attention to the cultural approaches of society Backup of conversations
16	In the virtual space, many privacies are lost and the interference in the private life of people increases, and this is due to the lack of proper supervision of the organization, which must be controlled by mechanisms such as video recording of classes in the happy program and indirect supervision. According to the formats announced by the teachers, it is done in the format, clip, PDF, etc.; this space's monitoring is usually provided based on administrative folders, synchronization, monitoring, and other programs. It can be said that to create better learning in the virtual space, more supervision and training should be provided according to the current changes and guidelines in this field of education, and the maximum use of online education should be made for students and teachers.	Privacy protection Organizational supervision Monitor educational content Limited training to the happy network Setting ethical standards Synchronous monitoring online Forming an administrative folder

Table 4. Coding for categories and main theme

Content	Main category	Sub-category
Ethical identifiers affecting managers' supervision of teachers' virtual activities	Monitor educational content	Production of standard content, limiting the training to the happy network, online supervision of the educational supervisor, access of managers to the contents of the training in the virtual space, providing filters for continuous monitoring, archiving of all conversations.
	Supervise your class	Punctuality, appropriate clothing in the classroom, order and discipline, politeness, politeness in speech, class management and teaching style.
	Emphasis on internal monitoring	Religious beliefs, attention to human-social virtues.
	Social attitude	Responsibility, attention to the cultural approaches of society, honesty.

Finally, the factors extracted from library sources and the opinions of managers and experts were

removed in order and repeated and similar items, the results of which can be seen in Table 5

Table 5. Indices and final components of ethical identifiers affecting managers' supervision of teachers' virtual activities

Main concept	Component	Category
Individual ethics of teachers	Ethics in the classroom	Responsibility, respect for others, criticism, punctuality, appropriate clothing in the classroom, order and discipline, good manners, politeness in speech, being a teacher's role model.
Identifiers of teacher's social ethics	Educational content for teachers	Monitoring educational content, producing content in accordance with ethical teaching standards, limiting education to the happy network, complying with educational ethics protocols, managing content suitable for ethical education.
	Social ethics	Responsibility, respect for society's culture, conscientiousness, honesty.
	Relationship monitoring	How to behave and act ethically in cyberspace, providing filters for continuous monitoring, archiving all conversations, controlling emotional issues, exchanging photos.
Identifiers of spiritual-Islamic ethics	spiritualism	Belief in God's supervision, adherence to religious duties, the level of human-social virtues, sincerity in education, continuous scientific jihad.

According to the results of the interview, 24 components in the form of 5 factors were extracted from the ethical identifiers affecting the managers' supervision of the teachers' virtual activities.

Discussion and conclusion

Based on the findings of the research, managers' supervision of teachers' virtual activities was subject to three main concepts of teachers' individual ethics, teacher's social ethics identifiers and Spiritual-Islamic ethics identifiers in the form of 5 main categories and 29 components. The ethical identifiers identified in this research with some of the ethical identifiers identified in the researches of Kalate Sadati and Sabohi Golkar (2022), Sadri et al. (2022), Rezvani et al. (2021), Namazi (2017) is aligned.

The dimension of personal ethics in the classroom, which includes things such as responsibility, respect for others, criticism, punctuality, customary and Islamic clothing in the classroom, order and discipline, good manners, politeness and politeness in speech, educational ethics in the classroom, being a role model. The teacher was the teacher's moral beliefs.

The first and one of the most important moral identifiers that every person must observe is personal ethics, and a person must coordinate his behavior with those standards by observing a series of etiquettes. The higher the individual ethical standards in a teacher, the more ethical he is, and managers can be checking these characteristics in teachers will measure their moral level. In this connection, Kalate Sadati and Sabohi

Golkar (2022) stated that the constructed themes related to the problem of socialization include: in formalization of education rituals, reduction of teacher's authority, damages of virtual space, weak supervision and multifaceted conflicts.

The conceptual model is unwanted schooling in the subject of socialization. Also, in a study, Moradi and Kordlo (2019) found the ethical obstacles of virtual education, including ethical dilemmas related to teachers, including privacy violations, limited access to professors, weak teacher-student relationships, and lack of teachers' ethical role models. Ethical dilemmas for students include academic dishonesty, promoting deception, poor commitment, and misuse of technology. Namazi (2017) also showed that the norms of Islamic ethics of privacy in the virtual space of higher education and university education have a deep connection with the general concepts of honesty, trust, confidentiality, commitment and privacy and can be a new step in explaining the ethical foundations of the right to privacy in issues emerging and complex virtual space and ethics of information technology in higher education.

The educational content of teachers, which includes components such as monitoring educational content, producing content in accordance with ethical standards of teaching, limiting learning to the happy network, observing educational ethics protocols, managing content suitable for ethical education, in fact, about the teacher's role in the education process He said that although in traditional education, the teacher has a central and key role, but in virtual

education, the teacher changes to a facilitator of education affairs.

Improving the quality of virtual education requires changing the teaching methods and diversity in them and improving the required infrastructure and educational content, which can be effective in improving and improving the effectiveness of virtual education. Although there is no systematic and compiled method for teaching in virtual space by the Education Organization, but teachers have invented different methods for virtual teaching in the last one-year period, but the ethical nature of these methods is questionable. But it can be said that these methods are mostly around multimedia training and electronic training and multimedia content such as movies, photos, etc., which are sometimes published on social networks or the Shad network, or use social networks as a model and a window for training. has been taken, so checking educational content and monitoring these contents can be effective in improving ethics in education. Rejecting this direction, Kalate Sadati and Sabohi Golkar (2022) stated that the constructed themes related to the problem of socialization are: in formalization of education rituals, reduction of teacher's authority, damages of virtual space, weak supervision and multifaceted conflicts. The conceptual model is unwanted schooling in the subject of socialization.

Social ethics, which includes things such as social responsibility, social commitment, respect for society's culture, conscientiousness, and honesty.

There is no doubt that a person who does not have a good moral position in the society cannot have good morals in the environment of education and training, so it is better that managers pay attention to the social ethics of the individual in supervising teachers. In this connection, Sadri et al. (2022) showed that it is necessary for the teacher to be honest, responsible and disciplined in this environment, and for the students to be effective and honest in class. Also, Rezvani et al. (2021) showed that the ethical components of virtual education were classified into three dimensions and seven factors, which include: preserving privacy and human dignity, preserving peace of mind and mental peace, and respecting the culture of honesty and trustworthiness.

Monitoring of relationships, which includes such things as behavior and ethical actions in the virtual space, providing filters for continuous monitoring, archiving all conversations, controlling emotional issues, exchanging photos, considering that virtual education is formed on the web, therefore, observing behaviors Teachers are directly uncontrollable and it is not easy to control and monitor the moral behavior

of teachers, especially the relationships that are formed in the teacher-student axis, so it is necessary for managers to install filters for the messages exchanged between teachers and students, and also with the archive. Monitoring conversations, especially one-to-one private conversations between a teacher and a student, monitor and strictly control the exchanged messages and images. For this, Shaad network administrators can help administrators by filtering some words.

Identifiers of Spiritual-Islamic ethics, which include things such as belief in God's supervision, adherence to religious obligations, and the amount of human virtues. Ni- social, sincerity in education, continuous scientific effort. In our country, where Islam is a religion and ideology acceptable to the society, a teacher should have spiritual and Islamic morals, considering the role of being a role model for students, and put Islam at the forefront of his actions and behavior. They measure their adherence to accepted socio-Islamic values. In this connection, Keykha (2020) showed that the use of educational guidelines and moral teachings based on religion, belief in the eternal presence of God, highlighting the human identity of users, recommending compliance with ethics and using deterrents based on moral principles, joint efforts, the effort of families in educating the new generation is one of the important ethical factors of monitoring in cyberspace.

Although teachers adhere to the ethical principles of their profession, when they are supposed to teach online (virtual space), they may face other issues different from face-to-face teaching and new challenges may arise for them. Undoubtedly, due to the novelty of virtual education, especially at the school level, determining ethical standards and presenting new and innovative programs and strategies to develop an integrated and inclusive program according to the general standards and goals of education and curriculum goals in order to improve the ethical supervision of cyberspace Therefore, the ethical identifiers of this study provide a framework for teachers and students to use as a reference guide whenever they are in doubt about the ethicality of a behavior in the field of virtual education.

The result of this study was the explanation of moral identifiers in virtual education for the effective supervision of managers, and based on the results of the model presented in this research, it had sufficient usefulness, therefore, the framework presented in the two paths of teacher supervision in the form of 5 main ethical identifiers can be used as A standard framework and model for effective supervision of managers and improvement of effective virtual

education. Therefore, it is suggested that in the middle school classroom using the model designed in this research based on the two main axes of teacher and student supervision presented in relation to the improvement of supervision and education in the

virtual space with a focus on the identified ethical identifiers and this model has been provided to the administrators of all schools and an attempt has been made to promote this monitoring method based on the ethical system.

References

- Baird, K. (2020). Caring for educators is the first step in serving students. *THE Journal*.
- Bauman, K. J. (2002). Home schooling in the United States. *Education policy analysis archives*, 10: 26-26.
- Brooks, S. K., Webster, R. K., Smith, L. E., Woodland, L., Wessely, S., Greenberg, N., & Rubin, G. J. (2020). The psychological impact of quarantine and how to reduce it: rapid review of the evidence. *The lancet*, 395(10227): 912-920.
- Cohen, J., & Kupferschmidt, K. (2020). Countries test tactics in 'war' against COVID-19. *Science (New York N.Y.)*, 367: 1287-1288.
- DeWitt, P. (2020). Reasons Students Aren't Showing Up for Virtual Learning. April, 2020. [Electronic resource]. URL: <https://www.edweek.org/leadership/opinion-6-reasons-students-arent-showing-up-for-virtual-learning/2020/04> (date of request: 15.03. 2021).
- Fagell, P. L. (2020). Career Confidential: Teacher wonders how to help students during coronavirus shutdown. *Phi Delta Kappan*, 101(8): 67-68.
- Feng, Y., Cheng, Y., Wang, G., Xu, X., Han, H., & Wu, R. (2019). Radar emitter identification under transfer learning and online learning. *Information*, 11(1): 15.
- Golbeck, J. (2009). Trust and nuanced profile similarity in online social networks. *ACM Transactions on the Web (TWEB)*, 3(4): 1-33.
- Hormaza, L. A., Mohammed, W. M., Ferrer, B. R., Bejarano, R., & Lastra, J. L. M. (2019). On-line training and monitoring of robot tasks through virtual reality. In *2019 IEEE 17th International Conference on Industrial Informatics (INDIN)*, 1: 841-846.
- Jafari, H., Kashmiri, F., Dara Shiri, S., Ubqari, K., & Baghian, N. (2020). Explaining the views and experiences of teachers and e-learners regarding the challenges of virtual education in Shahid Sadougi University of Medical Sciences, Yazd. *Yazd Center for Studies and Development of Medical Sciences Education*, 15(2): 116-128. [In Persian]
- Kalate Sadati, A., & Sabohi Golkar, Z. (2022). Virtual education and the issue of student socialization in the Covid-19 pandemic: the necessity of post-corona policy. *Ferdowsi University of Mashhad Social Sciences*, 19(1): 135-163. [In Persian]
- Kalki Nama, M., & Javadani Gandmani, T. (2017). Investigation and identification of virtual education monitoring tools based on agile methodologies. *National Conference of New Technologies in Electrical and Computer Engineering*, Isfahan. [In Persian]
- Keykha, B. (2020). Ethical education in virtual space (case study: Al-Zahra University students). *New Educational Thoughts*, 16(1): 241-272. [In Persian]
- Marsidin, S., Efendi, M., & Jama, J. (2021). Virtual Academic Supervision Model for Madrasah Aliyah in Sungai Penuh. In *Journal of Physics: Conference Series*, 1779(1): 012042. IOP Publishing.
- Merrill, S. (2020). Teaching through a pandemic: A mindset for this moment. *Edutopia*. Available online: <https://www.edutopia.org/article/teaching-through-pandemic-mindset-moment> (accessed on 5 May 2022).
- Mohammadi, M., Keshavarzi, F., Naseri Jahromi, R., Naseri Jahromi, R., Hesampoor, Z., Mirghafari, F., et al. (2020). Analyzing the Parents' Experiences of First Course Elementary School Students from the Challenges of Virtual Education with Social Networks in the Time of Coronavirus Outbreak. *Journal of educational research*, 7(40): 74-101. [In Persian]
- Moradi, A., & Kordlo, M. (2019). Phenomenology of ethical dilemmas of e-learning in Iran's virtual higher education. *Quarterly Journal of Information and Communication Technology in Educational Sciences*, 9(36): 61-76. [In Persian]
- Moss, S., Prosser, H., Costello, H., Simpson, N., Patel, P., Rowe, S., ... & Hatton, C. (1998). Reliability and validity of the PAS-ADD Checklist for detecting psychiatric disorders in adults with intellectual disability. *Journal of intellectual disability research*, 42(2): 173-183.
- Rezvani, A., Akbari Burang, M., Pourshafei, H., & Rostaminejad, M. A. (2021). Analyzing the ethics of education in the student educational network (SHAD): a virtual ethnographic approach. *Research Journal of Ethics*, 14(54): 153-176. [In Persian]
- Sajadi, A., Fathimoghaddam, A., & Azarmi, S. (2017). An overview of the effective educational

- supervision. *Nama Journal of Educational Studies*, 9: 40-49. [In Persian]
- Salimi, S., & Fardin, M. A. (2020). The role of the corona virus in virtual education, with an emphasis on opportunities and challenges. *Scientific quarterly research in school and virtual learning*, 8(2): 49-60. [In Persian]
- Van Lancker, W., & Parolin, Z. (2020). COVID-19, school closures, and child poverty: a social crisis in the making. *The Lancet Public Health*, 5(5): e243-e244.
- Wade, M., Prime, H., & Browne, D. T. (2020). Why we need longitudinal mental health research with children and youth during (and after) the COVID-19 pandemic. *Psychiatry research*, 290: 113143.
- Willis, J. E., Slade, S., & Prinsloo, P. (2016). Ethical oversight of student data in learning analytics: A typology derived from a cross-continental, cross-institutional perspective. *Educational Technology Research and Development*, 64: 881-901.
- Zembylas, M., & Vrasidas, C. (2005). Levinas and the "inter-face": The ethical challenge of online education. *Educational theory*, 55(1): 61-78.



Name: Nishteman Momenpour

Email: nishtmanmomenpour@yahoo.com

Department of Educational Sciences, University of Kurdistan, Sanandaj, Iran



Name: Keyvan Bolandhematan

Email: k.bolandhematan@uok.ac.ir

Associate Professor, Department of Education, Faculty of Humanities and Social Sciences, University of Kurdistan, Sanandaj, Iran



Name: Naser Shirbagi

Email: nshirbagi@uok.ac.ir

Professor of Educational Administration, Department of Education, Faculty of Humanities and social sciences University of Kurdistan, Sanandaj, Iran



شروېشگاه علوم انساني و مطالعات فرهنگي
پرتال جامع علوم انساني