

A review of faculty members' lived experiences of the challenges and opportunities of cyberspace education during the COVID-19 pandemic: a phenomenological study

Abstract

This study aimed to find out the experiences of faculty members in the field of philosophy of education from the challenges and opportunities of e-learning during the COVID-19 pandemic. The method of the present study was qualitative and phenomenological. A semi-structured interview was conducted with 15 faculty members of Tabriz and Orumieh universities who were teaching in the academic year 1401-1400 and were purposefully selected. Recorded interviews were recorded in writing and analyzed using the seven-step Colaizzi method. The analysis of professors' lived experiences led to the identification, categorization, and extraction of the main categories of "individual challenges", "social challenges", "individual opportunities" and "social opportunities". In addition to the main categories mentioned, the sub-categories of individual challenges include the creation of hidden identity, false self-control, lack of self-management, lack of development of critical thinking, academic boredom and social challenges including social isolation, elimination of traditional teacher-student interactions, lack of Ethical constraints, distorted parent-child relationships and individual opportunities include the possibility of developing ideas, increasing public information, the possibility of participating in content production and social opportunities including active interaction with other audiences, sharing ideas, developing media literacy and Increased audience awareness of the education process were extracted. The findings of this study were able to provide a clear picture of the opportunities and challenges of cyberspace education.

Keywords: Phenomenology, Experiences of faculty members of, philosophy of education

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Introduction

In the last two years, with the spread of the Covid-19 virus, measures related to the containment and control of this virus also affected educational institutions, including schools and universities (Antonopoulou, Halkiopoulos, Barlow, and Belijins, 2021). Because one of the measures considered to contain and control the Covid-19 virus was the closure of schools and universities, following which universities around the world faced logistical and practical challenges while transferring students to online learning. This led to the disruption of students' traditional learning, including modes (face-to-face and group discussion), the closing of libraries, changing communication methods with professors and administrative support of universities, and new evaluation methods.

Students are considered to be an important group of people in society due to having special needs of this academic course, including academic challenges in the university, financial and communication issues among students, and the stress of transitioning life to adulthood (Arnett, 2000) and the stress of adapting to university life (, are increasingly recognized as a vulnerable population suffering from higher levels of anxiety, depression, substance abuse, and eating disorders than the general population (, . Therefore, when the nature of their

educational experience changes fundamentally with the spread of the Covid-19 virus, the mental health burden of this vulnerable population increases, and as a result, the spread of the Covid-19 virus is considered a traumatic experience for undergraduate students who are in the critical stages of their social and emotional development.) and students experience a greater frequency of psychological distress in their daily lives, such as increased symptoms of anxiety and depression, adaptation to maladaptive behaviors, and poor sleep quality (Charles, Strong, Burns, Balerjan, and Sarafine, 2021) Meanwhile, many undergraduate students are made up of generation Z people who prefer face-to-face or face-to-face communication.

On the other hand, relatively contradictory results with the mentioned findings have been presented by several pieces of research. As per the opinion it should be acknowledged that to face the changes and transformations that will happen in the not-so-distant future due to new technologies in the field of education and learning, there is no other way than to change the attitude of professors, students and Their families will not exist. In this sense, perhaps the covid-19 epidemic should be considered at least in the discussion of education and learning, as an opportunity or even a preview of the future vision, and by identifying the capacities and at the same time the

educational deficiencies of the professors in the current situation, in relation to planning and made future policies.

Meanwhile, the empirical findings also support the theoretical foundations of this field. For example, in the research of Ang et al. (2021), it was found that the Covid-19 epidemic caused many sudden changes, including the closure of universities and social distancing measures. which limits physical interaction between students. In turn, the competitiveness resulting from classified partnerships may influence their behavior to outperform their peers, creating a sense of a "safe" environment.

Also, the research of Hildebarnath (2020) shows that during the outbreak of the Covid-19 virus, the level of creativity of art students has increased.

In addition to professors and students, the epidemic of the Covid-19 disease forced many professors and teachers around the world to change their teaching methods and bring online education within a very short period; Although, according to some researchers such as (Flores, 2020, , this issue promises tremendous changes and developments in the field of education and learning; But according to some others, such as, it made teachers face a situation that it seems they were not very prepared to face it.

Despite the sometimes "contradictory" research results, it is necessary to discuss and investigate the challenges and opportunities of education in the virtual environment by education specialists, including professors of the philosophy of education faculty. Today, the study of the philosophy of education Due to being in a critical period of transition, it seems an absolute necessity. In such a situation, it is easy for people to either accept the changes without thinking about the possible consequences or to resist the change and keep the old values as they are. educational philosophers, regardless of any theory they have, believe that the best way to solve problems is to use accurate and critical thinking. It can be said that the philosophy of education is the application of philosophical ideas to problems It is educational; with the same determination, it is said that educational actions lead to the reformation and refinement of philosophical ideas. From this point of view, the philosophy of education is not just a tool to look at ideas, but it is a tool to learn how to Let's use ideas in the best possible way until the people involved in education repeat things simply because they have been done before will not be dealing with any intelligent philosophy of education. A philosophy of education is important and valuable when educators realize that they must think carefully about everything they do and see things in the context of individual and social development and provide a real analysis.

Therefore, despite the few pieces of research that have been done in relation to virtual space, it is not possible to understand the depth of the dimensions of this important space among

students and professors through quantitative methods. Therefore, by examining the experiences of the professors of the philosophy of education from a phenomenological point of view, the challenges and opportunities of the virtual space can be examined to provide the necessary grounds for further understanding of this space and finally from its results to develop strategies to help students. used to improve performance. Due to the lack of qualitative research in the field of opportunities and challenges of cyberspace, this research was conducted to investigate the opportunities and challenges of cyberspace during the outbreak of the Covid-19 virus.

Method

Since the purpose of the present study was to describe the experiences of the professors of the philosophy of education, this study was conducted using the descriptive phenomenology method with the Claesian approach. Claizi's model consists of seven stages, the first stage includes the detailed reading of all the important descriptions and findings of the participants, and in the second stage, the extraction of important phrases and sentences related to the phenomenon in question is done, and in the third and fourth stages, after the concept of the extracted important sentences, The participants' descriptions and common concepts are arranged in specific categories, and in the fifth and sixth stages, all the inferred opinions are converted into comprehensive and complete descriptions, and then these complete descriptions are transformed into a real summary and brief description, and finally, in the seventh stage, final validation takes place.

In the present study, 27 people were selected from among the statistical population of the study, which includes philosophy of education professors of Tabriz and Urmia universities who were teaching in the academic year 1400-1401. Finally, 15 professors who were willing to participate in the research were selected for interviews. The criteria for entering this study included the desire to participate in this research, and the professors of philosophy of education.

In order to comply with ethical considerations, after the necessary explanations regarding the importance and objectives of the research, the participants' consent was obtained to participate in the research and record the interview, and it was explained to them that their information will be confidential and the recorded files will be deleted after review. Also, they can announce their withdrawal from the research at any stage of the research and if they wish, they can be informed about the results of the research. Semi-structured interviews were used to collect data, and in this study, the duration of the interview was about 30 minutes, which continued until data saturation. After the interview with the 13th participant, the data had reached saturation, but to be sure, interviews were also conducted with the remaining participants. After obtaining the consent of the participants, their conversations were

recorded and the text of the interview was prepared in writing, and after repeated reviews, the main and secondary themes were extracted.

Findings:

The characteristics of the interviewees are briefly presented in Table No. 1:

A row of gender, age, university, major and degree, teaching experience

- 1- male, 41, Azad Tabriz, philosophy, T T 12
- 2- women, 36, Azad, Tabriz, Philosophy, T.T., 9
- 3- men, 44 philosophers, T T 14
- 4- male, 41, Tabriz, Philosophy, T T 15
- 5- men 42 Research Institute of Philosophy T T 11
- 6- men, 37, Azadarmieh, philosophy, t t 8
- 7 -women, 45 science, philosophy, 17
- 8- men, 42, Azadarmieh, Philosophy, T, T, 15
- 9 -women, 38, Tabriz, Philosophy, 16
- 10 -women, 38 Urmia, philosophy, 12
- 11- male, 42, Tabriz, Philosophy, T, T, 9
- 12- male, 38, Tabriz, philosophy, 8

After analyzing the data, 4 main themes and 13 sub-themes were obtained from 127 codes extracted from the written interviews, which are presented in Table No. 2 of these themes.

Table 2: The main and secondary themes extracted from the research

Main themes and sub-themes

Individual opportunities

Social challenges

1. The possibility of developing ideas
2. Increasing the general information of learners
3. The possibility of participation in content production

1. Social isolation
2. Elimination of traditional teacher-student interactions
3. Not having moral restrictions
4. Prevalence of academic dishonesty

1. Create a hidden identity of Individual challenges
2. False self-control
3. Lack of self-management
4. Academic boredom

Social opportunities

1. Sharing ideas
2. Development of media literacy

As seen in Table 1, individual challenges are one of the main themes related to the challenges and opportunities of online education. The most important individual challenges during the outbreak of the Covid-19 virus are as follows:

- 1) Creating a hidden identity

"Virtual space refers to the interactive space of the Internet, where people appear inside it with hidden identities as messages on computer pages." (Participant #1)

2) False self-control

" Social networks, are the basis of education in cyberspace because without educational groups, it is impossible to reach the audience, with the capabilities it provides to a person, such as creating a personal environment, choosing friends, freedom to express opinions and disagree with the opinions of others, freedom in The use of various entertainments and... convey a sense of personal control and individual will to the user. This freedom of action and a false sense of control are one of the main reasons for the tendency of people, especially young people, to social networks. (Participant #2)

3) Lack of self-management

" Today, it is no longer possible to prescribe the removal of cyberspace for lives and expect people to remove cyberspace from their lives. But the important thing is the management of the story. Some people, without any time limit, spend many hours of their day and night in the virtual space without having a specific purpose for this. Some of them spend their time in virtual space as a habit, and some are completely addicted to it and cannot get away from it. Some people have entrusted their lives to the virtual space and believe everything they see in it, real and unreal, and put it at the top of their lives, and their whole lives are affected by this space. (Participant #1)

4) Academic boredom

"Infrastructural weakness in online education, professors with little experience in virtual education - elite lecturers in universities, often do not have experience working in online education. This makes them not have the right reaction in many situations. "The weakness of teaching in the virtual classroom makes both professors and students discouraged from holding these online classes." (Participant #7)

Also, the most important social challenges of education in virtual space can be mentioned as follows:

5) Social isolation

"Education in virtual space has scientific opportunities and social connections for teenagers and young people. But their indiscriminate use of cyberspace has led to their isolation." (participant number 7)

6) Elimination of traditional interactions between the teacher and the learner

"For example, regarding virtual training, one of the most difficult steps for students, especially in the first and second semesters, is the troubleshooting step. Although there is a separate opportunity for questions and answers in the virtual

class, it cannot replace face-to-face troubleshooting. In face-to-face classes, there is more opportunity to clear up doubts. For this reason, professors have direct contact with students from the moment of purchasing a textbook and presenting the desired topics. This makes topics be communicated more clearly and problems are solved more quickly. In the virtual class, the answers may be shorter than usual due to the limited opportunity of the online class. This issue causes students confusion and finally confronts them with a mountain of minor and major curricular problems. Managing students in the virtual classroom is a tortuous path for professors.

Although the virtual class has specific rules, it cannot be held as regularly and accurately as the face-to-face classes. In this situation, university professors create more complicated and strict rules for students to force them to follow classroom topics. This strict method may cause students to become bored with the course after a while" (Participant No. 4, Participant No. 10, and Participant No. 12).

7)Not having moral restrictions

"From a philosophical point of view, the domination of the technological object and its manifestations in the virtual space has led to a decrease in responsibility, conflict with the category of meaning, the pursuit of excellence, and moral confrontations. For example, professors and other classmates receive messages and sounds that are far from a scientific environment from their students anonymously, which endangers the mental health of professors and other people" (Participant No. 6)

8)Prevalence of academic dishonesty

"Education in the virtual space has first of all targeted the academic honesty of the learners. Because sending other answers is the fastest way to get a good grade. (participant number 5)

According to the theoretical foundations, in the current research, the individual opportunities for education in the virtual space are divided into three sub-themes as follows:

1) The possibility of developing ideas

"Education in virtual space can be two-way and active, despite the general perception that it is one-sided. This time, learners can present their ideas in the form of creating content for their other classmates" (Participant No. 7)

2)Increasing the general information of learners regarding education

"It can be said that one of the opportunities is to take advantage of the latest knowledge in education and training. The students of the 21st century are like an organized society that uses what they have learned to organize formal and informal groups in order to develop an understanding of technology and the use They need in setting educational policies and policies. Future

citizens need to coordinate their life plans with modernist policies on the one hand and comply with the principles of raising the quality of learning, helping to create educational equality, and enhancing effect on the other hand. "Citizens who can provide Internet equipment can easily receive up-to-date information from the other side of the world and at the same time produce new information and make it available to their listeners and viewers." (Participant No. 8)

3)The possibility of participation in content production

" In the initial months of distance learning, their main use was directed to real people. In fact, at that time, the hope and motivation for distance education networks were surging among users. This will turn the virtual world into a place for cultivating ideas and finding new solutions for developing scientific skills and creating content by the learners themselves." (Participant #3)

Finally, it can be said that the fourth main theme of the opportunities and challenges of education in virtual space was social opportunities, which in the current research is divided into two sub-themes as follows:

1) Sharing ideas

"Formation of cultural-religious groups and channels, formation of cultural-religious workgroups and specialized organizations, use of attractive content with suitable cultural-religious content in cyberspace, localization of cyberspace, development of cultural-religious activities, sharing of cultural-religious activities In social networks and the use of cultural and Islamic patterns in the virtual space, copper can be used to share and record ideas. (Participant No. 5).

2)Development of media literacy

"Virtual space, as the second space of real life, requires culture like real space. This culture, just like in the real space, comes from many factors such as customs, Sharia, economic and living conditions, level of education, etc., in the virtual space, it is also affected by these factors and influences these factors as well. Attending distance education classes reminds teenagers and young adults about the advantages and disadvantages of new technologies and how to use them correctly, and in a way directly and indirectly improves their media literacy. (Participant #3).

Discussion and conclusion

The purpose of this research was to find out the experiences of the professors in the field of philosophy of education about the challenges and opportunities of virtual education during the outbreak of the Covid-19 virus. The analysis of the professors' lived experiences identified and categorized and extracted the

main categories of "individual challenges", "social challenges", "individual opportunities" and "social opportunities". In following, from the main categories mentioned, the subcategories of individual challenges include the creation of a hidden identity, false self-control, lack of self-management, lack of development of critical thinking, academic boredom and social challenges including social isolation, elimination of traditional teacher-student interactions, lack of Ethical restrictions and individual opportunities include the possibility of developing ideas, increasing public information, the possibility of participating in content production, and social opportunities including active interaction with other audiences, sharing ideas, developing media literacy, and increasing audience awareness of the education process and Cultivated, extracted.

The first category is called social opportunities, which has three components: "possibility of developing ideas", "increasing general information of learners" and "possibility of participation in content production". It can be said that the new businesses that have been created and formed over creativity and ideas with the widening of the internet users' range have made employment and income generation a reality in the virtual space and to support these businesses and commercialize ideas Novin Online is determined in this context.

In order to increase the general information of learners as a sub-theme of the category of social opportunities, it seems that the emergence of new information and communication technologies such as computers and Internet, and intranet information networks in the field of education and universities is a good opportunity to carry out a series of reforms. and virtual education innovations, which will increase the efficiency and effectiveness of the education system. Learners in the Internet space, according to their interests, can join special learning teams. These teams engage in special activities such as design or cognitive activities in the form of virtual education. It leads to the development of information and general knowledge of learners.

Regarding the component and the sub-theme "content sharing and the possibility of participation in content production", what is certain is that the atmosphere that governs any society, the form and type of communication, the intimacy and trust between the parties of a relationship can act as factors that inhibit or enable freedom. To influence knowledge sharing. Today, social networks have provided a virtual platform for communication between people and the exchange of knowledge and information between them. Despite the prominent role of these networks in all aspects of people's lives, access restrictions, legal barriers and a mostly critical view of these networks in Iran have often caused their positive and practical points to be ignored. Of course, a slow but

positive trend towards a fairer view of virtual social networks is taking shape.

Social isolation as one of the social challenges was repeatedly expressed by the interviewees. In explaining this finding, it can be said that today the presence of social networks in the social life of citizens has become an inseparable part of life. Although some merits of these networks cannot be denied, the unusual use of these networks will have adverse consequences for society and individuals. According to the research of Eder and, it has been shown that the amount of use of social networks has a significant effect on social isolation, the intensity of family communication, membership in real groups, Internet addiction, identity crisis, and disorder in personality formation, value conflict. and the expansion of unconventional communication, but the amount of use of social networks based on the socio-economic base of people did not have a significant difference, although it differed based on gender and men use social networks more than women.

Another sub-theme mentioned in the second category, social challenges, is the elimination of traditional teacher-student interactions, due to the practical disappearance of face-to-face interactions in virtual education, the lack of face-to-face communication between teachers and students, the illiteracy of some parents and their inability to Guiding children's education and solving their academic problems, the busyness of some parents due to the economic and livelihood losses caused by the spread of the Coronavirus, students' inattention to education, students' entertainment in the virtual world and the reduction of class hours in cyberspace, long separation They are at home and not doing their homework and not trying to solve the academic problems can be mentioned as one of the main reasons for the academic failure of students.

The third sub-theme in the category of social challenges is not having moral restrictions, which is in line with the results of Moradi and). Based on the results, the moral dilemmas related to professors include violation of privacy, limited access to professors, and weak relationships between professors and students. And there is a lack of moral modeling for teachers. Ethical dilemmas related to students include academic dishonesty, promotion of cheating, reduced commitment and adherence, and misuse of technology. The moral bottlenecks related to the university also include the lack of educational aspects, low response to students, poor holding of skill courses and defects in the evaluation system, and the existence of grade bubbles. The results showed that despite the unique opportunities of online education, due to the lack of face-to-face communication and the lack of moral modeling of the student from the real behavior of the professor, the field of moral development is not very available, but this gap can be filled by making the learning environment more interactive and using more multimedia technologies. filled

The fourth sub-component of the category of social challenges is the prevalence of academic dishonesty, which includes the deviation from moral principles and rules in doing academic assignments, which brings a person points or scientific and educational credit. Moral evolution and the level of internalization of ethics are among the determining factors of Academic dishonesty is considered. And based on the results of the research of, it is aligned.

One of the sub-components extracted from the concept of "individual challenges" in cyberspace is the creation of hidden identity. The process of identification has changed in the modern era. In the past, "place" played a key role in creating people's social identity, because people lived in small and closed environments, and their social identity was formed through face-to-face communication with those around them in a fixed environment. People had less contact with the outside world and indigenous-local traditions formed most of their identity. Following modernity and especially following the emergence of new information and communication technologies, the role of place in shaping identity became very weak, because the media and communication technologies are able to separate a person from his place and connect him to the world, as a result, people with multiple sources of identification. are faced and identification has found a non-local and global form. Giddens uses the term "displacement" to describe the changing role of place in late modernity. He believes that the separation of time and space in the period of late modernity is a condition for the occurrence of the "displacement" process. From displacement, the "detachment" of social relations from local environments, the interaction and restructuring of these environments in line with unlimited time-spatial areas. and a new form of visibility has been created. He writes in his book titled *Media and Modernity* (1997: 154): Before the development of media, the publicness of people and events depended on their participation in a single place. An event that was a public event that was performed in front of a group of people who were present at its occurrence". Another sub-theme that is mentioned in the component of individual challenges is the issue of false self-control in cyberspace. Cyberspace has led to many problems and troubles due to its widespread use of it by people, especially for children and teenagers who have not learned the necessary training to enter the virtual world, which in brief includes: the availability of many sciences; A lot of knowledge, and sciences are provided to children and teenagers at one time, and the plague of premature knowledge is the acquisition of sciences for which the age conditions have not yet reached the necessary and necessary conditions. Certainly, the danger of early education in science is not less than early maturity, because early maturity itself is a product of early education for children and teenagers, which brings a platform of rebellion and mental

and psychological rebellion for them. Those who still do not know knowledge management

Faced with an abundance of knowledge, they suffer from many disasters and false pride takes over their lives. Many of these sciences are disturbing sciences that control their souls and minds. Both extreme knowledges creates problems for people and premature knowledge creates problems. This inappropriate content, which is beyond children's age, leaves destructive effects on the soul and spirit. The next point is the abundance of computer use. In fact, long-term patrols on the sites form a platform for cyberspace addiction in them, which is outside of their age conditions. This case can even harm the physical development process of children and teenagers. In addition to the destructive effects on the body, soul, mind, and personality of children and adolescents, it is at risk. Unfortunately, this group has not learned the skill of self-control, and this can multiply the risks. These are the problems that, unfortunately, our children and teenagers today are exposed to because of their excessive use of cyberspace. We must introduce these children and teenagers to the necessary skills. There should be strict monitoring of their activities in cyberspace.

One of the other issues that are considered in individual challenges related to virtual space is the lack of self-management in this space. Today, the virtual space has immersed teenagers and young people in its colorful market as if there was never news of their games and group activities. In today's world, the virtual space is a troubled refuge for teenagers and young people, and while it is looking good They show that there are thousands of threats in its myriad corridors. Although cyberspace has scientific opportunities and social connections, the excessive use of cyberspace by students and young people has led to their isolation. This false identity and Fleeting create an unrealistic image for people. The student tries to present his thoughts and interests in the virtual space, regardless of his identity, which is very dangerous.

These days, we are witnessing the internet addiction of young people and teenagers, especially students; young people are very vulnerable in these environments.

Roaming indiscriminately and aimlessly and not managing it is an educational and educational pest for students in cyberspace. In such a way that it has caused concern for families, managers, and teachers due to the lack of proper use of this space. The space of the virtual world is very deep, which is easy to enter, but leaving it is sometimes accompanied by mental and physical shocks. It can have a mental load for users for a long time. The effects of aimless wandering in this space are more on the minds of students, which can result in impatience, lack of intellectual concentration, academic failure, and lack of success in education.

Academic boredom is considered the fourth sub-theme of individual challenges in virtual space. Today, due to the spread of Corona, school classes are held online, but we often see children following online school lessons in bed with half-opened eyes and with boredom. While children are supposed to become responsible and learn communication skills, parents are more responsible than ever by their side to follow up or perhaps learn coursework and try to keep up with the pace of the teachers. The advancement of technology has made us use the best and most useful educational facilities even at home these days. But we must know that every new technology and method, however widely used, has advantages and disadvantages. The advantages and disadvantages of virtual education are among the topics that have received a lot of attention these days. And it has confused many parents and students. Parents are worried that their children will face academic failure and their motivation to continue studying will be greatly reduced and they will get used to disorganization and physical education, and students are also confused about how they can successfully complete the new academic year. They leave if they can't focus their thoughts and even attend the online class with difficulty. And as we can see the enthusiasm in face-to-face classes, we see a kind of academic boredom and boredom in the virtual education model.

One of the important things in the category of social opportunities is the sharing of ideas. The virtual space is a vast and complex world in which different groups and people with different tendencies, beliefs, and beliefs live. The word life is not used incorrectly in this space. because it affects a person's existence and his beliefs simultaneously and in sync with the real world and perhaps more. The virtual space is a place where a person can enter his real-world activities. One of the prominent features of this space is spacelessness and timelessness. The disappearance of spatial distance, and the unprecedented increase in people's ability to exchange and communicate with each other, have transformed the process of collective identification of people

Social networks are generally composed of individual or organizational groups that are connected through one or more types of dependencies, and in the context of a complex information society, they depict the effective functioning of the convergent network, and their success and popularity depend on The reason for having a social flavor is the sharing of ideas and opinions (Rahmanzadeh, 2019).

Another important issue in the category of social opportunities is the development of media literacy. Media literacy is a skill that people need to be equipped with in addition to using the media and especially the Internet as an interactive medium. Usually, when the inappropriate effects of various types of media such as unauthorized media programs, computer games, overseas satellite networks, and inappropriate use of the

Internet on young people are revealed in the form of academic failure, moral and behavioral problems, and social harms, to Treatment methods are considered. In the recent century, media literacy is referred to as new literacy. Also, with the increase in access to interactive media, new social harms have appeared in society, in which the level of media literacy of users plays a role. The most important issue is that the level What is the level of students' media literacy and what is the relationship between media literacy and the newly emerging social harms of virtual space? Regarding living in the Internet age and the increasing use of this interactive media by students, and the increase

Emerging social harms of virtual space, promoting media literacy can play an effective role in reducing these types of harms and critical and intelligent use of the Internet. The most effective way to reduce new social harms caused by virtual space and media, in addition to passing laws, obtaining specialized and security training, using the Internet, and, in general, improving the level of media literacy.

However, the current research was also associated with limitations, among these limitations we can mention the field of study of the participants of the current research. It is recommended to benefit from the lived experiences of other education experts in future research. In addition, according to the findings of this research, the following suggestions are presented: the social communication of students with teachers, the use of interactive multimedia technologies, educational and research institutions, scientific communities, and fun programs should be provided. The establishment of effective virtual education, in both aspects of education and training, requires the presence of active interaction of students with the content, teacher, school executive staff, classmates, and in a broad sense, the school, which can have unwanted effects on not being present in the community. Among other things, he minimized the weakness of education. The teacher should combine the different abilities of the virtual students with life in the virtual classroom. Instead of engaging with abstract concepts in the form of one-way lectures in the classroom, virtual students should have problem-oriented and research-oriented learning activities. In this case, the student enters into discussion and negotiation with the teacher and becomes involved and active in doing "Kamala" lesson projects, and the teacher brings them back to the education process by providing attractive assignments and content suitable to the interests and abilities of the students. Establishing proper communication. And working effectively with the parents of the students to attract participation in the classroom process can smooth out the problems for the teachers to some extent. By creating the parent-teacher process, parents are given the feeling that they have an influencing role in the educational process, which creates and strengthens The feeling of self-confidence in them

as well as helps children will improve their level of educational literacy in them. Creating educational content production workshops can be a suitable way to strengthen their ability in the field of diverse teaching methods. Also, predicting ways to finance Financial resources can minimize the psychological pressure of attending these classes for students and parents.

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