
Chapter 10

Moral Dilemmas for Teachers and Students in the Covid-19 Era

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ABSTRACT

The COVID-19 situation has affected not only our daily life, but also our way of life at work and school. The purpose of this paper is to examine the moral dilemmas that teachers and students may have encountered in online classes during the COVID-19 pandemic and to explore educational implications. These dilemmas concern the teacher's appropriate role, the right of students not to show their face, the sense of participation in the class, and the temptation to cheat on online exams. The discussion of the four main dilemmas addressed in this paper can be an effective resource for teachers' training and the cultivation of their professional ethics.

KEYWORDS: moral dilemma, COVID-19, teacher education, professional ethics

THE IMPACT OF COVID-19 ON OUR DAILY LIFE

When the first coronavirus patient in Korea was discovered on January 20, 2020, the openings of kindergartens and elementary, middle, and high schools throughout the country were postponed to April 2020, and graduation ceremonies and freshman orientation were canceled at many universities, and the start of classes was postponed 2-3 weeks.

There are processes that appear frequently in COVID-19 situations, such as social distancing and self-quarantine. Both involve physically distancing ourselves from others to prevent the spread of infection, but they do not apply just to our physical environment. Because physical isolation often leads to psychological isolation, people have reported a lot of depression during the COVID-19 pandemic (Bueno-Notivol et al., 2021). Especially in adolescents, COVID-19 can also cause other psychological symptoms such as distress and anxiety (Cao et al., 2020; Chi et al., 2021; Huang & Zhao, 2020) As such, the pandemic of COVID-19 affects not only people's daily life but also their mental health.

By early 2020, when COVID-19 began to spread in earnest in Korea, people thought that if they waited a little longer, they would be able to return to everyday life as it was before COVID-19. However, for those who promised to meet up soon with friends or planned to go on a trip that month, it became difficult to say when they actually would be able to do so. In this regard, on July 13, 2020, the World Health Organization (WHO) made an official announcement that “There will be no return to normal in the ‘foreseeable future’” (Smith-Schoenwalder, 2020). Therefore, instead of yearning for the pre-Corona situation, we need to be more active in improving the quality of our lives in the corona era.

Coronavirus has given us a daily life that we have never experienced before, and this change can be discussed in both positive and negative terms.

Let us think about some situations that we have confronted in our life during the coronavirus era. First, during the pandemic, people have spent more time at home than they used to. For example, working from home we live in a confined space all day long. Having more time at home has the positive effect of increasing the activities we can share with our families, thereby strengthening the family relationship, but it can have the negative effect of intensifying family conflicts if family functions are not properly

performed. For example, quarrels may increase between couples or between parents and children.

Second, people have more time to think about their life. Before COVID-19 people worked hard looking forward, but since the onset of the pandemic they have had time to examine their life and recharge. This is a kind of “forced rest.” Even before the Corona era, many scholars were pointing out that work-leisure or work-life harmony is important for people's life balance (Guest, 2002; Pathak et al., 2019). It is difficult to get adequate rest or enjoy the true meaning of “rest” in a busy life, but it has become much easier in the COVID-19 situation. Of course, because the rest period is not a voluntary break, some people's lives have become so depressing that the term “corona blue” has been coined to label it. In Korea, a new disease classification code is being considered for corona depression. In the United States, a study of the effect of COVID-19 on the mental health of adults found that 28% of participants experienced a sense of helplessness and decreased motivation during COVID-19, more than triple the 8.5% before the pandemic (Ettman et al., 2020). This result demonstrates that the corona situation has had a significant impact on human mental health.

Third, people have an opportunity to think about their role as global citizens living together during the worldwide COVID-19 pandemic. People have come to think about what COVID-19 means for their life, and in the end, they have come to recognize that this is not a problem that can be solved by one individual or one country, but that all humanity must work together to solve it. COVID-19 is not a personal problem, but a problem that must be solved by combining the wisdom of many people, just as forest fires are effectively extinguished not by the efforts of one or two people but by the cooperation of many people. Thus, COVID-19 provides an opportunity to increase one's awareness of being a global citizen. On the other hand, of course, concerns about the transmission of the virus can sometimes lead to hatred and distrust, not only among individuals but also across countries. In each country, as the incidence of COVID-19 in people infected by overseas entrants increases, policies such as the prohibition of foreigners' entry into the country or their quarantine for multiple days after entering the country have been implemented.

What effects are such situations actually having on people? A study exploring how Italian adolescents felt about their experience during COVID-19 uncovered four

experiences they considered positive and four they considered negative (Fioretti et al., 2020, p. 1). The negative experiences were “staying home as a limitation of autonomy,” “school as an educational not relational environment,” “new life routine,” and feelings of “anguish and loss.” The positive experiences were “being part of an extraordinary experience,” “discovering oneself,” “re-discovering family,” and “sharing life at a distance.”

In summary, during the COVID-19 period, the most positive aspect of human life has been that people have had more time to reflect on themselves and society and to think about what kind of life or what kind of society there should be. Of course, if we go beyond the individual level and think about changes at the societal and national levels, we can see that COVID-19 has affected many other domains, including education and economics. The remainder of this paper focuses on education during COVID-19.

EDUCATION IN THE CORONA VIRUS ERA

During the COVID-19 epidemic, non-face-to-face classes in Korea have been held in the universities. Non-face-to-face classes are mostly video classes and real-time online classes. In the universities, sometimes classes with pre-recorded videos are used, but some of them instead use programs such as ZOOM or Webinars to give lessons to students online in real time. Of course, classes that require laboratory practice have to be face-to-face, and in these classes quarantine rules are strictly followed.

Even before the COVID-19 pandemic, there were educational institutions where online classes were sometimes taught, and there were cyber universities that offered mostly online classes. However, in the past, face-to-face was considered the basic format, and online classes were often considered complementary (Yuan & Kim, 2014). This is quite different from the current situation in which there is no choice but to take non-face-to-face classes because of COVID-19.

With COVID-19 spreading in earnest, real-time online classes have become the main teaching method that most students and teachers must adapt to. When COVID-19 first arrived, no one expected that non-face-to-face classes would continue for so long. In Korea, most universities required non-face-to-face classes in the spring semester of 2020, but just before the fall semester COVID-19 suddenly re-emerged as a pandemic, so the policy of just non-face-to-face classes was continued. Since the fall semester of

2020, many universities have been offering real-time online classes, a new experience for both instructors and students, and students' relationships with other students and their teachers are formed mainly online.

In educational settings, COVID-19 has had a profound influence on teacher-student and student-student relationships including teachers' teaching methods, student counseling, and peer interaction in cyberspace. The coronavirus situation has confronted teachers and students with a new kind of moral dilemma. Decision-making ability is regarded as an important factor in solving these dilemmas.

Therefore, I decided to conduct this research and write this paper for the purpose of exploring the moral dilemmas faced by teachers and students in the educational field for the first time in the era of COVID-19, and what values should be reflected by the educational decisions made in this circumstance.

A STUDY ON THE MORAL DILEMMAS EXPERIENCED BY TEACHERS AND STUDENTS IN THE ERA OF COVID-19

Participants

The participants were 48 students, mostly freshmen, taking an education class at a Korean university in the spring semester of 2020. There were 22 males (46%) and 26 females (54%). Due to the corona virus situation, course content consisted of a combination of pre-recorded videos and instruction presented online in real time using ZOOM. All classes throughout the entire semester were non face-to-face.

Data Collection and Analysis

In this study, data analysis was performed on the assignments in the class, and the purpose of this study is to improve the class by utilizing the moral dilemmas derived from data analysis in the class. As a class assignment, students were asked to submit an up to 3-page essay (A4 paper) on the topic of the moral dilemmas experienced by teachers and students in online classes in the era of COVID-19. They were to write about their own experiences during the classes and their perceptions of the moral dilemmas that teachers and students generally experience in such classes. They were not to include the video portions of the classes in their evaluations. These segments

were generally not relevant to the moral dilemmas of interest in the study, because student-teacher or student-student interactions are generally not appropriate while a video is being played.

I employed content analysis to evaluate essays on moral dilemmas written by the students. As I read the essays repeatedly, I assigned similar units of content to the same category. This process led to the identification of four distinct categories of moral dilemmas.

RESULTS

The four major dilemmas uncovered as a result of the analysis are as follows. The first was labelled “the teacher’s appropriate role.” It concerns what the teacher’s response should be to students who do not maintain focus on the instruction during online classes. The second was labelled “the right of students not to show their face.” Specifically, how desirable is it for teachers to ask students to turn on their computer’s or cellphone’s camera during the class? The third was labelled “the sense of participation in the class.” Specifically, how can students and teachers in real-time online classes be made to feel that they are participating in the class together, particularly with respect to the interactions between teacher-student and student-student? The fourth was labelled “the temptation to cheat on online exams.” Specifically, how do students choose between following their conscience and cheating to get a good score. Students complain that when they take an online exam they often are tempted to cheat or secretly refer to other sources.

In the following sections, each dilemma will be explained in more detail and representative student responses to the dilemma will be presented.

1. Teachers’ Appropriate Role

Teachers have a duty to help students immerse themselves in learning the course material and to participate fully in class activities. The latter can help students successfully achieve the former (Skinner et al., 1990). Class participation can be categorized as behavioral, emotional, or cognitive. According to Skinner et al. (1990), each of these forms of participation is represented by certain specific processes. Examples of behavioral participation are completing assignments, studying,

participating in class discussions, and attending class. Examples of emotional participation are expressing anxiety, boredom, or enthusiasm, and showing interest in working on a task. Examples of cognitive participation are using cognitive learning strategies, paying attention, learning how to perform a task, and engaging in tasks that are challenging.

In real-time online classes, teachers need to continually monitor whether students' class participation is going well. By observing students' facial expressions or responses, the teacher can see if the students have a good understanding of the course material, a form of cognitive participation. It is possible to gauge the degree of emotional and behavioral participation in learning by seeing whether students are actively participating in discussions or exercises and are having fun studying. In fact, teachers are obligated to encourage students to maintain focus and participate in the class.

However, teachers find it especially difficult to fulfill these obligations in real-time online classes. For example, the students who participated in this study found that trying to decide how to get students who are not focusing well in class to become more focused can present teachers with a moral dilemma. The teacher must choose between (a) scolding the students who misbehave and instructing them to participate in the class, and (b) simply ignoring the situation so as not to interfere with other students' right to learn (unless the unfocused students' misbehavior significantly disrupts the class atmosphere). Here is a typical response from one participant.

In real-time online classes, teachers face many difficulties and embarrassing situations. In this situation, teachers face the following moral dilemma. As a teacher who must take responsibility for correcting students' wrong behavior, even if the flow of the class is interrupted a little, should I make sure that students who are not focusing on the class have the proper attitude toward learning? Or, as a teacher, must I ignore a few students in order not to disrupt the flow for the other students who are focused? This is the moral dilemma teachers face (student 27)

In both online and offline classroom situations, teachers can intervene appropriately when some students are not focused on the class. It is more difficult to keep students' attention in the online situation, so it is necessary for teachers to skillfully

intervene with the unfocused students without interrupting the flow of the whole class. If teachers value their responsibilities and roles as teachers, they should guide students properly so that the right of all students to learn is respected.

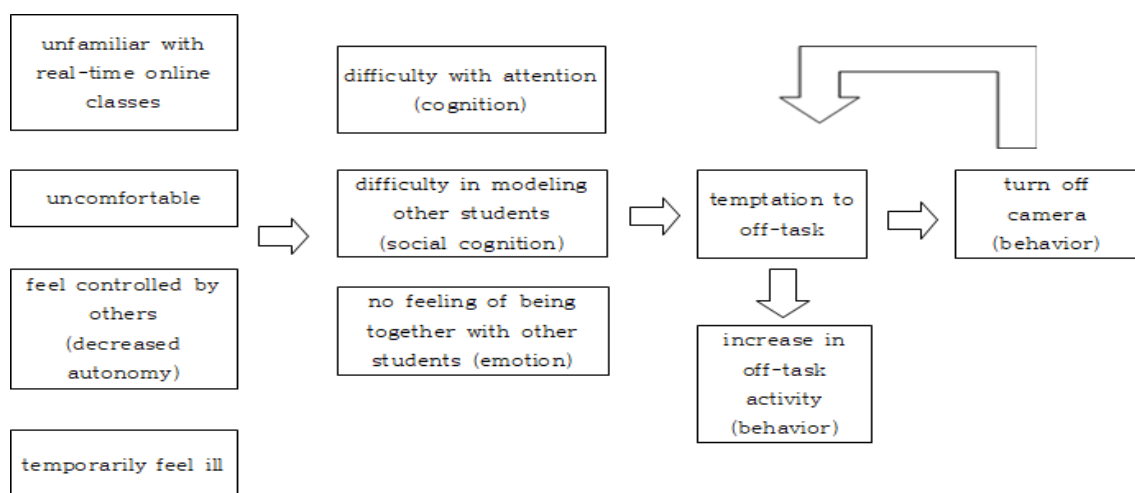
2. Right of Students Not to Show Their Face

In offline classes, students can interact with the teacher and other students directly. In online classes, they must interact with the teacher and other students by observing them on the screen. If they cannot see the others' images on the screen (because the camera is turned off), they can communicate only verbally. The behavior of the students can change depending on how kindly the teacher explains to the students why it is educationally important to turn on the camera in online classes. Students may turn on the camera because the teacher requested it, or they may refuse to turn it on because they feel a compulsion to oppose the teacher's request. On the other hand, I found that some students did not turn on the camera because they were not familiar with real-time online classes and were uncomfortable seeing their own face on the screen.

A schematic diagram of how the behavior of students who turn their camera off progresses during the class is shown in Figure 1.

Figure 1

Flow Chart of the Behavior, Cognitions, and Feelings of Students Who Turn Their Camera off During an Online Class¹



¹ As used here, behaving “off-task” means playing games or chatting with friends without focusing on the class, turning off the camera but leaving the computer on while doing other things that have nothing to do with the class at all.

Teachers face a dilemma as they ponder two questions: (a) is it appropriate for teachers to encourage students to turn on their camera to communicate with other students and to continuously monitor students' understanding of the course content? (b) is it appropriate for teachers to give students the option of not showing their face by turning off their camera?

The students who participated in the study understood why teachers make students turn on the camera, as illustrated by the following response.

Educators usually give a lesson by looking at students' non-verbal elements (expressions, gestures, etc.) when teaching subject matter. This is because it is an important factor in deciding whether students understand what the teacher explained or whether it is necessary to explain some content repeatedly to the students. However, if students take a class with their cameras and microphones turned off, the educator may make an error, such as proceeding to a class on the next topic, even if some students do not fully understand the first topic (student 20).

In real-time online classes, it is important for students and teachers to interact, but it is often difficult for teachers to conduct classes smoothly if the students' faces are not visible. However, some students are reluctant to turn on the camera and expose their face during online classes. In this study, the students gave several reasons for not turning on their camera. For example, “the computer does not have a camera or is broken,” “they just hate to show their faces to other people,” “they don't want to display their unclean appearance to friends and teachers,” or “they cannot concentrate on the class.” Here are two more examples.

Students prefer to not show their face on the screen. However, from a teacher's point of view, it is not easy to teach with a black screen. If the face is not visible in the interactive class, the teacher's enthusiasm to teach decreases, which leads to a decrease in class quality and a decrease in the concentration of students. In addition, it is more difficult for teachers to teach students because they do not meet actual students in person, so they do not have a psychological rapport with students. In this regard, turning on the camera in the online class is morally right because

it is a courtesy to each other, but students avoid it because they are self-conscious about exposing their face. (student 35).

In face-to-face lectures, the general structure is that all students look at one professor. However, it is difficult to adapt to the ZOOM situation because it is a special situation where the environment I am in on the screen and my image are all revealed in real-time. Timid and introverted students refuse to turn on the camera, and sometimes take part in a class by turning off the camera while they are lying about the reason why they cannot turn on the camera (student 23)

3. Sense of Participation in the Class

There is a difference between simply attending a class and actively participating in a class. For example, just because you can see a student on the screen, it is difficult to be sure that the student is participating in the class *actively*. Therefore, in online classes it is especially important for the teacher to recognize the difference between attending the class and actively participating in the class and to guide the students toward active participation.

In general, students in offline classes feel that they participate together because they are physically sitting together in the same space. On the other hand, in online classes students can only see other students' images on the screen, so it is not easy to interact with them or to grasp the meaning of their gestures, except in more dynamic contexts such as discussions.

The result of this study revealed that participants did not feel like they were taking the class together with the other students if the class was online. Compared to offline classes, in online classes there is less interaction between teacher-student and student-student, so students do not feel that they are together even if they are taking the same class at the same time.

It has been pointed out that we need to find a way to increase caring about others or improving empathy skills, since expressions of empathy are a form of communication (Errasti et al., 2017). It is not easy to interact with other students in an online situation. Therefore, there is a need to develop educational activities to facilitate

online interaction and various activities which presence can be experienced (Lehman & Conceicao, 2010).

Here are some typical responses from the participants.

In offline classes, even if I do not try to participate actively, the professor is in front of me and the classmates who study with me are also present, so I become actively involved in the class. However, in online classes, it seems to be true that students listen to the class alone in their own space and they think “Even if it is not me, somebody will answer the professor’s question...” (student 16).

With online classes, it is difficult to identify individual characteristics and dispositions, and communication difficulties may arise because there is no opportunity to form a rapport, or psychological bond, between teacher and students. Also, it is difficult for students to grasp the characteristics and dispositions of their classmates, so real-time online discussions can cause difficulties in communication (student 10).

4. Temptation to Cheat on Online Exams

The students who participated in this study wrote an essay claiming that many students are tempted to cheat in online exams. In non-face-to-face classes, exams are often taken in a non-face-to-face manner, which has raised ethical issues. In March 2020, a nationwide mock test was presented in an online, non-face-to-face manner to high school students in Korea. It turns out that many students searched for terms that appeared in the test on the Internet; one such term, “fan width formula” became the most searched term on a relevant portal site (Lee, 2020).

Such behavior has also become a hot issue in universities, where students have misbehaved by sharing the correct answers on a major exam with other students through online message platforms such as KakaoTalk or by meeting with them to solve problems together in the same place (Shin, 2020).

What is the best way to prevent cheating on online exams? There are several possible ways, such as external monitoring of the exam by teachers or closed circuit TV, autonomous control by students’ own internal monitoring, and making it clear to

the students beforehand that cheating is not allowed. It would be of great value for students themselves to express clearly and repeatedly to their classmates before every test why cheating is wrong, that the university does not allow it, and what the sanctions would be if they are caught. Here are two representative responses.

In the case of non-face-to-face, it can escape the risk of transmission of COVID-19, but problems arise with the test method. Various measures must be considered to prevent cheating. There are several options, such as deducting the score when the mouse is out of a certain range, giving the students a shorter test time to prevent the student from seeing others' handouts, and assessing the movement of the student's eyes. However, whether these kinds of solutions are really effective is another question (student 25).

One of the dilemmas students face is a dilemma related to "evaluation" [of student learning]. There is a risk of group infection among students who attend classes [in person] if they conduct the evaluation face-to-face in the current situation. Therefore, evaluation by non-face-to-face methods is drawing attention now. However, when assessing non-face-to-face, students confront a moral dilemma. Since there is no entity to oversee student cheating, students may face the dilemma of "Will I keep my conscience even if I can't guarantee a good score?" or "Will I get a better score from cheating and ignore my conscience?" (student 11)

CONCLUSION

In the era of the COVID-19 pandemic, the "new normal" has begun. It is important to adapt to this changing world with new social norms and values different from those of the previous generation. Even after the end of COVID-19, it will be difficult to return to the pre-COVID-19 situation, and it is time to shift from the new normal to the "new future" (Kasai, 2020). All this applies to education as well.

In order for real-time online classes to be more meaningful and effective in the COVID-19 era, it is important in the education field that teaching for teachers and learning for students be joyful experiences and that we return to an understanding of

the original meaning of education. Teachers are not only subject matter experts, but they also have the roles of character educators and guidance counselors.

The applicability of moral education goes beyond certain specific subjects; it can be applied to any situation in which education occurs. If interest in and consideration for others are present, moral education helps students experience the joy of studying in a learning community, and school becomes a place where it is fun to learn.

Here I have reviewed the moral implications of the four dilemmas I derived from my research. The first dilemma concerns the appropriate role of teachers in online classes. Teachers, of course, must apply appropriate educational interventions for students who behave differently in real-time online classes than in face-to-face classes or do not focus on the instruction in class. The interventions are necessary, first of all, because teachers are obligated to provide students guidance from the perspective of professional ethics (Beijaard et al., 2000; Rest & Navaez, 1994). In Korea, in the past there was a tendency to think of teachers as professionals with a calling, but in recent years there has been a strong tendency to think of them as professionals with expertise (Choi, 2010). Therefore, considering that the role of teacher is defined by professional ethics, teachers are responsible for actively engaging students in real-time online classes. Another reason why these interventions are needed by teachers in online classes is the necessity to minimize the achievement gap between students with different learning styles and abilities. For example, whereas active learners ask questions on their own and actively participate in class, passive learners need more teacher intervention. In this regard, Dabbagh (2007) identified the following traits as critical to success in online learning: strong academic self-concept, adeptness in the use of online learning technologies, good interpersonal/communication skills, and good self-directed learning skills. In online classes, not intervening properly is the same as neglecting the role of teacher.

The second dilemma concerns the right of students not to show their face in real-time online classes. This study has shown that it is difficult for teachers to determine whether it is appropriate for instructors to ask students to turn on their computer's camera during the class. Those students who do not turn it on are unable to focus on the class because their lack of familiarity with online classes makes them uncomfortable in the class and they feel their autonomy is being violated. In addition, they are not

interested in seeing what the other students are doing during the class. They develop a desire to do something unrelated to the class, so they end up turning off the camera. In the end, it is necessary to create a method for teaching students to immerse themselves in the class instruction because if that happens they will not care about their own appearance on the screen.

Also, many teachers think that if they observe the students' facial expressions on the screen, they will be able to tell how much the students are participating in the class. However, just because the face is visible on the screen does not mean that the student is eagerly attending to the class process and material. For example, some students still will use a messenger app to communicate with their friends online or play a mouse-only game on the side. Therefore, even if teachers ask students to turn on the camera during the class so they can monitor the students' involvement with the class, it is necessary to develop additional ways to check for that involvement other than simply observing their face on the screen. If a teacher asks students in a Zoom class to turn on their camera but does not encourage them to actively participate in the class, the class will be no different than a video class.

The third dilemma is about how to encourage student participation in a real-time online class. In such classes, it is necessary to develop educational activities that make students feel like they are in class together with the teacher and other students. Teachers can change the behavior of students who are not participating actively in the class by using educational activities and interventions to create a sense of community in the class. If students are not familiar with real-time online classes, they increase their familiarity and comfort through educational activities. However, arbitrarily guiding or instructing students about what they should do in the class violates their autonomy and thus reduces their motivation to learn.

Fourth, with respect to evaluating or grading student test performance in online classes, students may be tempted to ask another person to answer the test questions for them or to steal another person's answers to the questions. Two questions can be raised in this regard. One question is "What kind of test method will the teacher use?" and the other question is "What exactly will the teacher evaluate on the test?" It is especially important to take steps to ensure that the assigned grades are fair. For example, it is necessary to call out any cheating that is detected, make it clear that cheating is not to

be tolerated, and create a class atmosphere that discourages cheating. In addition, the grades should reflect whether students know how to apply the knowledge they have acquired, not just acquire knowledge that is superficial.

It is important to give pre-service teachers and serving teachers directions for implementing moral education based on the results of this study. First, it is important for teachers to develop and implement novel moral learning/teaching practices for online classes. It is necessary for teachers and students to discuss how to run online classes together. For example, for good teaching practices to be mastered, it is necessary to share the goals of the class with the students at the beginning of the semester and to make sure that the students and the instructor agree on the rules that must be followed in teaching the class and administering online exams.

If online classroom rules and practices are developed not by the teacher alone but with input from students, the students will be more likely to accept and follow them. Moreover, they will be more interested in the subject matter and more engaged in the class. At the beginning of the class, the teacher should show the students how to keep their attention focused on the class exclusively and exchange opinions with them on the requirement to turn on the camera and to take the tests without cheating. Through the process of cultivating these desirable learning practices together, instructors and students create a kind of “just community” in the class as suggested by Kohlberg.

Second, in online classes it is important to promote student-student and teacher-student interactions of various kinds. Students who work on group projects together, review one another’s papers, or contribute to a discussion forum on a particular topic are likely to feel more engaged in the course. “Simply offering, for example, an open discussion forum in which students can (but are not required to) participate is probably not enough” (Dixson, 2010. p. 8).

To facilitate interaction of students with the teacher and one another, it is desirable to use a method that not only encourages questions but also provides students the opportunity to give and receive feedback on the work process and outcomes of other students. This is important for developing the positive social interdependence of cooperative learning (Choi et al., 2011). This experience enables not only individual learning but also the experience of being in a community of teachers and learners through which consideration of and empathy with others can be enhanced. In online

classes, teachers need to know how they can teach “the language of emotions” and “how to make students interact in compassionate and intelligent ways” (Escotet, 2020, p. 75).

Third, it is necessary to reflect on the meaning of school education and good teachers. In Korea, before COVID-19, online classes were popular in private education. Videotaped lectures that clearly convey the course content to students improved their motivation for learning and had a positive effect on academic achievement. At the same time, however, in video lectures two-way interaction is difficult; although it is possible to acquire and understand information, it is difficult to develop an in-depth understanding of it and think creatively about it because there is no dynamic interaction. Since we should not think of teaching as content delivery, we need to consider how to generate interaction in online classes.

Generally speaking, schools have multiple roles in society. Basically, school is the place where knowledge transfer occurs. However, it is not sufficient to cite just this one role, because schools make students’ holistic growth possible. In addition to classes, extracurricular activities such as athletic competitions, academic festivals, and volunteer activities are also offered to the students. Students constantly communicate with their peers and grow through these various activities. However, in the COVID-19 era, what students can do at school is limited. Since these limitations are an inevitable consequence of efforts to contain COVID-19, the values of student growth in school and of taking safety measures against the spread of prevent COVID-19 have been in conflict during the pandemic. We need to think about how we can harmonize these two important values in the COVID-19 era. Even in the context of prioritizing the value of coronavirus prevention, there is a need to consider how to keep educational values from being sidelined.

Fourth, in the era of COVID-19, it is necessary to strive to improve the competency of teachers in conducting online classes. In online classes, the monitoring of students’ class activities and the teacher’s interventions must be conducted differently than in offline classes.

For example, in an offline class, if a teacher finds out that a student is doing something unrelated to the class, the teacher can continue teaching while observing the student, approaching the student, or sending a signal to the student to focus on the class. On the other hand, in online classes, the teacher cannot interact face-to-face with the

students, so the teacher must think of a way to send personalized messages to specific students through a chat window, etc.

Therefore, teachers need to familiarize themselves with computer programs that work effectively in online classes and improve their ability to use IT. It is not the purpose to improve teachers' ability to use IT for its own sake, but for them to use it as a tool to fulfill their role in online classes. In other words, in the non-face-to-face era, teachers need the ability to use IT to effectively solve the dilemmas that occur in education. For example, if a teacher is using ZOOM, which currently is widely employed in real-time online classes, it is necessary to use its various subroutines that make it easier to identify students who are doing things not related to the class and to send messages to these students individually. This is how teachers can encourage inattentive students to participate in the class without interfering with other students' right to learn.

Therefore, IT technology related to education needs to be further developed, and teachers and pre-service teachers need to develop the ability to effectively utilize these technologies. It is important to guide teachers so that they can communicate class content to students effectively while being faithful to professional ethics. In the COVID-19 situation, no matter what type of class is conducted, the important thing is to ensure that no one feels alienated from education.

Fifth, while training pre-service teachers or retraining in-service teachers, it is possible to improve their ethical consciousness as experts in their field by having them think about and discuss with their colleagues the moral conflicts that may arise in online classes. In this regard, the four main dilemmas addressed in this paper can be an effective source for teachers' training and the cultivation of their professional ethics.

Finally, since the teacher-student relationships discussed in this chapter are not limited to a specific academic level, the chapter includes examples from elementary, middle, and high school as well as college. In the follow-up study, where I intend to examine in greater detail the moral dilemmas that can appear at each academic level, I expect to identify those that have the strongest educational implications at that level.

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