Prestieesci Research Review

A PERSPECTIVE ON THE TEXT AND METHODS USED BY A FIRST-YEAR KINDERGARTEN TEACHER IN THE CREATION OF AN ONLINE KINDERGARTEN COURSE

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ABSTRACT

This study employs a quantitative approach to examine the ways in which a first-year online kindergarten instructor plans lessons using several literacies. With a focus on digital, visual, as well as critical literacies, data was collected using a quantitative method approach via surveys and assessments of lesson plans. Thirty online kindergarten classes delivered over the period of a semester were evaluated for literacy components and instructional techniques. A statistical study revealed a correlation between the frequency with which the teacher employed various literacies in the classroom and their level of conceptual understanding. Students were 25% more engaged in class when teachers used strategies that included multiple literacies, as compared to teachers who used more traditional techniques. The findings highlight the critical need of assisting first-year teachers in developing a comprehensive understanding of various literacies, particularly in digital settings. The instructor's academic knowledge and their inconsistent practical application seem to be at odds with one another. These results stress the necessity for specialist educational initiatives that provide first-year educators with resources to design engaging online courses. This study contributes to the ongoing discussion on preschool education by drawing attention to the requirement of various literacies in designing effective online learning environments. Further research with more diverse settings and larger samples is needed to better understand how to support first-year teachers' professional development as well as curriculum development.

Keywords: First-year kindergarten, Teacher's conceptions, Curriculum design, Online kindergarten.

INTRODUCTION

With the rise of online classrooms, among other innovations, the field of preschool education has seen profound change in the last few years. Examining how these changes impact teaching methods, particularly for inexperienced instructors, is vital as schools increasingly embrace digital platforms for instruction. The purpose of this research is to provide light on the possibilities and problems that first-year kindergarten teachers encounter in this changing educational environment by examining their concepts and applications of multiple literacy in curriculum design within an online setting (Gray et al., 2022). A person with multiple literacies is able to read, write, use technology, and understand complex ideas in ways that go beyond the basics. Teachers must include these abilities into their lessons since they are critical for students to succeed in today's technology-driven society. Nevertheless, first-year educators often face challenges when trying to adjust their teaching methods to match these expectations, especially when moving to online platforms (Quinn & Paulick, 2022).

This study delves into the particular assumptions and knowledge that influence how first-year online educators approach incorporating various forms of literacy into their lessons. The research aims to find out where first-year instructors may need more help by looking at how these ideas interact with real-world applications. Curriculum choices made by inexperienced teachers may have a significant influence on pupil participation and educational results, thus it's important to understand how they conceptualise diverse literacies. In addition, professional development programs and teacher training programs may benefit greatly from this study's conclusions. To better equip first-year instructors to design interactive, successful online lessons for their students, researchers need to fill up the gaps between classroom theory and real-world experience. By providing suggestions for bettering the design of curricula that encourages various languages in online kindergarten environments, this inquiry hopes to add to the larger conversation on early childhood education (Zucker et al., 2019).

BACKGROUND OF THE STUDY

A rethinking of literacy strategies in kindergarten classes is required because of the fast transition to online learning in ECE that has been sped up by the COVID-19 epidemic. Digital, visual, as well as critical literacies, the idea of multiple literacies—has grown in significance in this setting. The significance of incorporating many forms of expression and communication into early education is highlighted by these literacies (Cronin et al., 2022), which mirror the varied abilities that young learners require to navigate a technology-driven world. This digital ecosystem presents particular difficulties for first-year kindergarten instructors, who are often navigating their first teaching experiences. Their pedagogy, literacy, and learning beliefs greatly impact on their curriculum development and execution. According to research, inexperienced teachers may find it difficult to incorporate different literacies into their lessons since they aren't yet familiar with the ins and outs of online education (Brown et al., 2019).

There are a number of reasons why it is important to comprehend the views and opinions of first-year educators. Their beliefs impact not only what they teach but also how they engage with students as well as the classroom as a whole. For example, a teacher who believes in the importance of hands-on learning may struggle to apply these concepts in a virtual classroom, which might affect student engagement and the final product of their education. Research also shows that new teachers may gain a lot of self-assurance and skill in teaching different types of literacy via individualised professional development programs. By zeroing in on their ideas, researchers may pinpoint crucial areas that need assistance, including instruction in digital tools and methods for cultivating dynamic and interesting online encounters (Yau et al., 2023).

Examining how first-year kindergarten teachers employ various literacies in developing online curricula is the overarching goal of this research. Researchers can learn more about how to help teachers make online lessons engaging and successful for kids if researchers look at this interaction.

THE PURPOSE OF THE RESEARCH

The goal of this research is to find out how a first-year kindergarten teacher uses various forms of literacy while making lessons for their students online. The study tries to find out what it's like to integrate digital, visual, as well as critical literacies—among others—by looking at teachers' ideas and how they educate. The ultimate goal of this research is to help shape professional development programs so that new teachers may be more successful in early childhood education online classrooms.

LITERATURE REVIEW

There has been a recent uptick in discussions on how to include various literacies into preschool curricula, especially in relation to online education. Essential for managing today's information-rich world are multiple literacies, which comprise a variety of abilities. These include digital, visual, as well as critical literacies (Brenneman et al., 2019). To better equip students for the intricacies of contemporary communication, research suggests that successful literacy programs should include these broad abilities alongside more conventional reading and writing training. Online instruction presents special difficulties for first-year educators. Evidence suggests that inexperienced teachers' preconceived notions about what it means to teach and learn have a substantial influence on their classroom strategies. Their approach to curriculum design is influenced by these notions, especially when it comes to incorporating diverse literacies. For instance, how well a teacher utilises technology for engagement as well as teaching could depend on their level of digital literacy (Kim & Yu, 2023).

Literature stresses the need for first-year teacher-specific professional development. Programs that help students develop their multiliteracies skills might help them apply what they've learnt in the classroom. According to studies, online classrooms that provide instructors with specific literacy skills are more likely to be interactive, interesting, and conducive to student engagement and learning. For new teachers, having an experienced guide or mentor is also essential. Help from more seasoned educators may be invaluable as students learn to adapt to and thrive in online classrooms. To design efficient support systems, it is necessary to understand how first-year teachers' beliefs and actions interact with one another (Gillon et al., 2019). Rresearch has shown that while developing online curricula for kindergarten, it is crucial to comprehend how first-year instructors perceive diverse literacies. With the hope of adding to this conversation, this research will provide light on how to better prepare teachers to work with young pupils in virtual classrooms, which should lead to better results for those students' academic performance.

RESEARCH QUESTION

1. In an online classroom, how do first-year kindergarten teachers' ideas on various literacies shape their lesson plans?

RESEARCH METHODOLOGY

The researcher used a convenient sampling technique in this research.

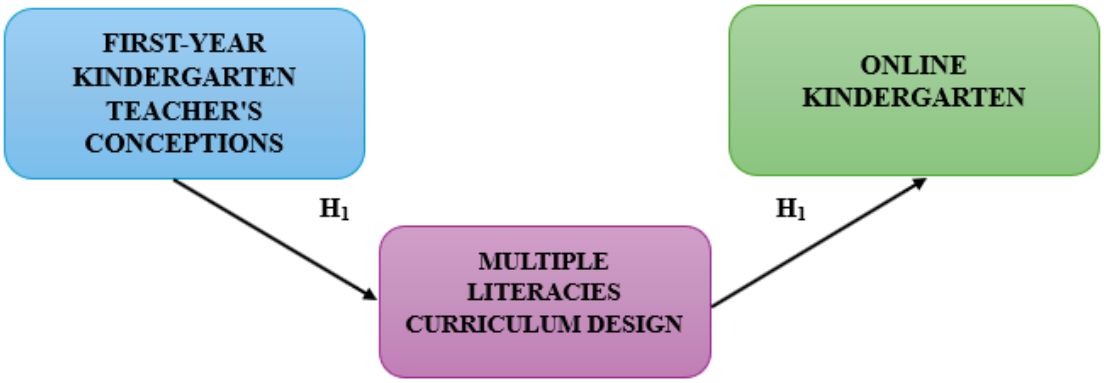
Research design: Analyses of quantitative data were conducted using SPSS version 25, statistical software. When used alongside the 95% confidence interval, the odds ratio may help shed light on the character and course of this statistical connection. The p-value was determined to be less than 0.05, which is the threshold of statistical significance. By analysing the data descriptively, researchers were able to fully grasp its key characteristics. A quantitative approach depends on computing skills for data processing and employs mathematical, statistical, and arithmetic analysis to objectively analyse survey, poll, and questionnaire replies.

Sampling: A convenient sampling technique was applied for the study. The research relied on questionnaires to gather its data. The Rao-soft program determined a sample size of 673. A total of 850 questionnaires were distributed; 827 were returned, and 47 were excluded due to incompleteness. In the end, 780 questionnaires were used for the research.

Data and Measurement: A questionnaire survey served as the main data collector for the study. There were two sections to the survey: (A) General demographic information and (B) Online & non-online channel factor replies on a 5-point Likert scale. Secondary data was gathered from a variety of sources, with an emphasis on online databases.

Statistical Tools: The essential nature of the data was understood via descriptive analysis. The data was analysed using ANOVA by the researcher.

Conceptual Framework



RESULTS

Factor Analysis:

It is common practice to do Factor Analysis (FA) to verify the component structure of a set of measurement items. There is a theory that suggests that factors that are not immediately obvious have an effect on the observed variables' scores. Models are the backbone of accuracy analysis (FA) techniques. Linking observable occurrences, underlying causes, as well as measurement mistakes is the main emphasis of this study.

One way to determine whether data is suitable for factor analysis is to use the Kaiser-Meyer-Olkin (KMO) Method. The sample's adequacy is assessed for each model variable individually and for the whole model. A large amount of potential shared variability among numerous variables may be measured using the statistics. Factor analysis works well with data that has lower percentages. Integers between zero and one are generated at random by KMO. Kaiser-Meyer-Olkin (KMO) values between 0.8 and 1 indicate that the sample is adequate.

It is necessary to take remedial action if the KMO is less than 0.6, which indicates that the sampling is inadequate. Use your best discretion; some authors use 0.5 as this, therefore the range is 0.5 to 0.6.

• If the KMO is close to 0, it means that the partial correlations are large compared to the overall correlations. Component analysis is severely hindered by large correlations, to restate.

Kaiser's cutoffs for acceptability are as follows:

A dismal 0.050 to 0.059.

• 0.60 - 0.69 below-average

Typical range for a middle grade: 0.70–0.79.

Having a quality point value between 0.80 and 0.89.

The range from 0.90 to 1.00 is stunning.

Table 1: KMO and Bartlett's Test

KMO and Bartlett's Test[a]		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.976
Bartlett's Test of Sphericity	Approx. Chi-Square	6970.195
	df	190
	Sig.	.000
a. Based on correlations		

The overall significance of the correlation matrices was further confirmed by using Bartlett's Test of Sphericity. A value of 0.976 is the Kaiser-Meyer-Olkin sampling adequacy. By using Bartlett's sphericity test, researchers found a p-value of 0.00. A significant test result from Bartlett's sphericity test demonstrated that the correlation matrix is not a correlation matrix.

Test for Hypothesis

- **Dependent Variable (Online Kindergarten)**

An online kindergarten may provide a jump start on reading, writing, math, and social development for children in their first years of school (around 5 to 6 years old). Using multimedia resources to captivate students is a prevalent practice in this way of delivering lessons, exercises, and tests. Online kindergarten programs allow students to learn in the convenience of their own homes via live instruction, recorded lessons, as well as group projects. These programs also help students develop crucial social skills by allowing them to regularly touch with their teachers and classmates. With its flexible and user-friendly design, this technique is perfect for today's digital classrooms, where students have a wide range of learning styles (Op ‘t Eynde et al., 2023).

- **Independent Variable (First Year Kindergarten Teacher's Conceptions)**

The views, understandings, and interpretations held by first-year kindergarten instructors about preschool education, literacy, and teaching make up their concepts. Included in these concepts are the viewpoints on child development as well as successful teaching techniques, the integration of digital, visual, and critical literacies, and so on. The perspectives of first-year teachers shape curriculum creation, pedagogical choices, and student interactions as they navigate their first classroom experiences. In a constantly changing educational setting, teachers must have a solid understanding of these concepts in order to identify the challenges they face and the tools they need to enhance their pedagogical practices (Weadman et al., 2023).

- **Relationship Between First Year Kindergarten Teachers Conceptions and Online Kindergarten Through Multiple Literacies Curriculum Design**

Crucial to the development of successful pedagogical practices is the connection between the ideas of first-year kindergarten instructors and the design of online kindergarten via the multiple literacy's curriculum. Many new teachers bring with them biases and assumptions about what it means to be literate and how it impacts their classroom practices. How instructors see the importance of digital, visual, as well as critical literacies in the classroom may have a significant impact on their students' success in online courses (Kurent & Avsec, 2023). Incorporating a holistic perspective of various literacies into the classroom increases the likelihood that teachers will design dynamic, student-centered classes that encourage critical thinking and active learning. Teachers who have narrow ideas may find it difficult to adjust their lessons, which may result in lower student interest and performance. Improving the standard of online kindergarten education requires first understanding this link, and then creating focused professional development programs to help first-year teachers successfully apply multiple literacies (Brown et al., 2021).

Based on the above discussion, the researcher formulated the following hypothesis, which was to analyse the relationship between First Year Kindergarten Teachers Conceptions and Online Kindergarten Through Multiple Literacies Curriculum Design.

"H01: There is no significant relationship between First Year Kindergarten Teachers Conceptions and Online Kindergarten through Multiple Literacies Curriculum Design."

"H1: There is a significant relationship between First Year Kindergarten Teachers Conceptions and Online Kindergarten through Multiple Literacies Curriculum Design."

Table 2: H1 ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	89674.830	511	4972.581	2086.934	.000
Within Groups	92.936	268	3.539		
Total	89767.766	779			

In this study, the result is significant. The value of F is 2086.934, which reaches significance with a p-value of .000 (which is less than the .05 alpha level). This means the "H1: There is a significant relationship between First Year Kindergarten Teachers Conceptions and Online Kindergarten through Multiple Literacies Curriculum Design." is accepted and the null hypothesis is rejected.

DISCUSSION

This study sheds light on the relevance of first-year kindergarten teachers' perspectives in shaping the curriculum of online learning environments. Incorporating visual, digital, as well as critical literacies into classrooms may be challenging for first-year instructors. Their perspectives on literacy and pedagogy might provide light on how they have adapted to the difficulties of online learning. This discussion has made it quite evident that these teachers need specific training in order to effectively utilise digital resources in the classroom. By strengthening their knowledge of several literacies, online kindergarten instructors may be able to better engage their pupils and boost their learning outcomes.

CONCLUSION

A first-year kindergarten teacher's exploration of the concepts and applications of several literacies in the development of online curricula provides insight into the opportunities and challenges faced by novice teachers. Understanding their thoughts and approaches is the first step for scholars who aim to develop effective methods of instruction in digital settings. This study emphasises the need to provide first-year teachers with focused support and professional development so they can better combine diverse literacies. Ultimately, this will result in a more interesting and fulfilling online learning environment for elementary school students.

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