

# Shifting Pedagogies during COVID-19: The Professional Learning of Teacher Educators regarding Digital Technology in a Time of Crisis and Change

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The COVID-19 pandemic changed the landscape of education:

- Along with the global breakdown came the rise of emergency response teaching.
- Colleges and Universities needed to support faculty members with the sudden transition to online delivery modes.
- This involved some rethinking of the role of digital technology in the classroom.
- In this study, I examined the teacher education classroom with a focus on the professional learning and enacted pedagogies of teacher educators during this period.

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THE FULL DISSERTATION.



## MAIN RESEARCH QUESTION

“ In what ways do teacher educators’ views and pedagogy using digital technology shift as they navigate an online teaching environment in this COVID-19 moment of crisis? ”

## THREE SUB-QUESTIONS

- In what ways do teacher educators’ backgrounds and experiences with digital technology influence their practices and pedagogies?
- What supports do teacher educators access as they work in an online teaching/learning environment and how do they use them?
- What challenges and opportunities do teacher educators identify as they learn about digital technology use and put their learning into practice?

## ENGAGING WITH LITERATURE

- Teacher educators are a “a unique occupational group” (Murray et al., 2009, p. 29). They enact a pedagogy of teacher education (Loughran, 2006).
- Professional learning is a complex, non-linear, and multi-faceted process (Broad & Evans, 2006).
- Teacher educators often engage in professional learning in the form of the scholarship of teaching and learning (Hutchings & Shulman, 1991) and self-study (Kosnik et al., 2012; Petrarca & Bullock, 2014).
- According to Foulger et al. (2017), the Teacher Educator Technology Competencies (TETCs) “comprise the knowledge, skills, and attitudes all teacher educators need in order to best support teacher candidates as they become technology-using teachers” (p. 418).
- Williamson et al. (2020) caution “against simplistic and opportunistic claims that educational technologies are a ready-made remedy for the current crisis” (p. 107).
- Carrillo and Flores (2020) urge researchers to go beyond “accounts of how higher education institutions and teacher educators responded to the transition from face-to-face to online teaching” (p. 467).

## METHODOLOGY

- Qualitative approach (Merriam & Tisdell, 2015)
- Multicase study approach (Stake, 2006; Saldaña, 2018)
- 1 site of data collection: A graduate teacher education program in Canada

## DATA COLLECTION

- Eligibility:** Teacher educators who have taught since March 2020
- **2 semi-structured interviews.** Some of the topics discussed include:
    - Experiences with digital technology (DT)
    - Initial reaction to the move to online teaching
    - Identified immediate needs
    - Professional learning activities
    - Challenges & opportunities teaching with DT
    - Next steps in professional practice
  - **2 teaching & learning artifacts** that might reflect evidence of a potential change in pedagogy as a teacher educator.
  - **Field Notes**

## FINDINGS



*“I’m gonna have to seriously think about how I go back to teaching in-person that might take the best of both environments.” - Greta*

*“...it wouldn’t be all that bad if we kept some of our teaching online now. I definitely wasn’t in that place prior to COVID.” - Aspen*

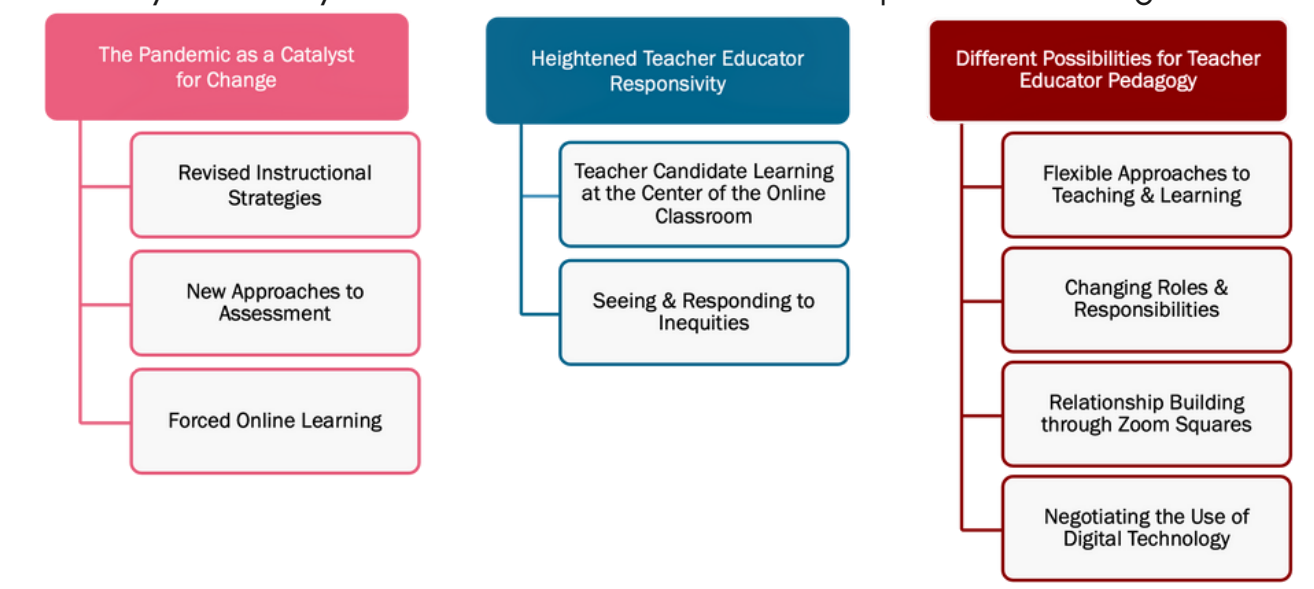
*“The pandemic was a catalyst for me to do another assignment option that I have been talking about for probably 10 years...it was the pandemic that finally made me do it.” - Carol*

*“There’s value in having a pedagogy of love at a time when people are going through sh\*t that’s inexplicably horrific in some cases, and certainly really hard in almost all cases.” - Ibram*

- The experiences of 6 teacher educators are reported on in this study.
- Each teacher educator was presented as an individual case using the subheadings in the figure above.

## CROSS-CASE ANALYSIS

- A cross-case analysis of the study participants was organized under **3 key themes.**
- Themes developed from core node categories that emerged during thematic analysis after systematic and recursive rounds of qualitative coding.



## CONSIDERATIONS FOR TEACHER EDUCATION PROGRAMS

- Offer the appropriate supports for navigating different learning environments
- Consult with teacher educators in the planning and provision of professional learning
- Respond to inequities in the context of the pandemics (i.e., COVID-19 and racial injustice)

## CONTRIBUTIONS TO THE LITERATURE

- Building on existing literature on digital technology integration in the teacher education classroom
- Documenting the challenges and changes in teacher education as a result of the pandemic
- Adding to the literature on the professional learning of teacher educators, particularly in the area of digital technology

## DIRECTIONS FOR FUTURE RESEARCH

- Conduct longitudinal studies that explore the lasting changes in teacher educators’ pedagogy
- Explore adaptations that have contributed to the development of subject-specific pedagogies in teacher education since the pandemic

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