

Presentation / Präsentation

Note:

Information taken from power point slides (either literally or paraphrasedly or in terms of content) has to be quoted in the same way as that from other publications, with the usual bibliographical details indicating its source, e.g.: „[Author]. (2021). [Title of presentation]. Presentation at the World Education Leadership Symposium Online Conferences (WELSmain 2021, hosted by the IBB of the PH Zug on September 28 - 30, 2021.”

The program is available at: WELS.EduLead.net

Hinweis:

Informationen, die inhaltlich, paraphrasierend oder wörtlich aus Power Point Folien entnommen werden, sind genauso zu behandeln wie Zitate aus anderen Publikationen und mit den üblichen bibliographischen Hinweisen auf die Quelle zu versehen, z.B.:

„[Autorenname]. (2021). [Titel der Präsentation]. Vortrag beim World Education Leadership Symposium Online-Konferenzen (WELSmain) 2021, veranstaltet vom IBB der PH Zug vom 28. - 30. September 2021.“

Das Programm ist einsehbar unter: WELS.EduLead.net

World Education Leadership Symposium Online Conferences 2021 (WELSmain)

Initiator and Organizer / Initiator und Leiter:

Prof. Dr. Stephan Gerhard Huber

Host WELSmain 2021 (since 2009) / Veranstalter WELSmain 2021 (seit 2009):

Institute for the Management and Economics of Education (IBB) /
University of Teacher Education Zug (PH Zug)

Institut für Bildungsmanagement und Bildungsökonomie (IBB) /
Pädagogische Hochschule Zug (PH Zug)

Cooperation Partners / Kooperationspartner:

Association of school leaders and teachers, ministries and authorities as well as further universities and partners / Schulleitungs- und Lehrerverbände, Ministerien und Behörden sowie weitere Hochschulen und Partner

SONJA GABRIEL

WELSMAIN 2021

EDUCATION
OF PRE-
SERVICE
TEACHERS
DURING
COVID-19



KPH VIENNA/KREMS

- Private University College for Teacher Education
- About 2500 students in pre-service teacher education (Bachelor's and Master programme)
- In-service teacher training for all teachers in all subjects

SITUATION BEFORE CORONA

- Nearly 100% classroom teaching
- Practice in school each term
- Moodle used voluntarily
- No Online-conferencing system

SITUATION DURING CORONA

- University closed from 12 March 2020
- Nearly 100% distance learning in winter term 2020 and summer term 2021
- Working with pupils only partly possible
- Introduction of online conferencing tool BigBlueButton in April 2020
- Most seminars in asynchronous mode in summer term 2020

EMERGENCY REMOTE TEACHING

“a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances”

(Hodges et al. 2020)

IMPORTANT FOR DISTANCE LEARNING

Zemsky & Massy (2004):

- Students need to be connected to each other
- They often miss the social aspect
- Way of teaching does not change automatically

IMPORTANT FOR DISTANCE LEARNING

Servidio & Cronin (2018):

- Online learning needs to be seen as useful
- Sense of community
- Digital skills and competence

BASIC RESEARCH QUESTION

How did students experience the switch from classroom learning to distance learning?

METHODOLOGY

- Semi-structured interviews via BigBlueButton
- Three points of time (spring and fall 2020, January/February 2021)
- Questions covered:
 - How did you experience the tasks given?
 - Practical work with pupils
 - Challenges
 - What did you miss most?
 - Gain of knowledge

SAMPLE

- 34 / 35 / 32 students
- About 10 % male
- Bachelor's degree / Master's degree
- Age between 21 and 52

SELECTED RESULTS

THE TASKS GIVEN

“In some seminars we only had to read texts and summarize them [...] and that didn’t teach me very much. In other seminars it was very varied – some professors really thought carefully about the tasks they gave to us. It sometimes was very demanding [...] but these were tasks from which I learned something for my future profession.”

(Interview 23/W1)

WORKING WITH PUPILS

„Our teacher trainer didn't know how to work with digital media. Therefore, we could only send worksheets per e-mail and she couldn't even use them. She answered only very generally that this is well done. So she generally never gave negative feedback which I think is a pity because critical feedback helps to learn.“ (Interview 03W2)

WORKING WITH PUPILS

„I was teaching online every single lesson – no matter if the children had been in their classroom or at home. [...] I wouldn't really say that it was better or worse – it was different for me and the children. It's something completely different when you are teaching them face-to-face in class.“ (Interview 10W2)

CHALLENGES

“Moreover, it makes a difference if I can listen to something being presented or if I have to read through everything. The latter takes more time. And I think this time is not calculated by the professors because there is a difference if a professor needs to read a few chapters as he understands it at once most of the time or if it is a student who needs to get familiar with the topic first of all and needs to read an article for a second or third time to find out the important parts.” (Interview 08S)

CHALLENGES

“Group works are challenging, I think, because it is not the same as sitting with others at the same table and discussing topics or making a plan or something like that or you can not only sit next to each other and work together on a topic. Of course you can but the communication is not the same” (Interview 07S)

ELEMENTS STUDENTS MISS

“Yes, being together at university is what I miss. I belong to a very nice group, a seminar group. I miss that. I think that is something others also miss. It is ... always ... a different feeling when being together in seminars, being together as a group in our everyday university life ... that you can hold on to somebody, that is something I personally miss. Simply to have a face-to-face contact with people.” (Interview 02S)

KNOWLEDGE GAIN

„I think I would have gained more factual knowledge in a normal term. But I learned much soft skills. And also doing things with the computer like – I don't know – making digital worksheets. I did quite a much about that and I think I wouldn't have spent time on that if the semester had been normal. But for exams – I didn't learn next to nothing – because they were mostly open book and I was able to use all the texts and materials which I then prepared and organized to be able to look things up.“ (Interview 25W2)

CONCLUSIONS

- Flexibility is seen as positive
- Clear structure is needed
- Social presence is important
- Different pedagogical approach is needed
- Lecturers need to be familiar with distance teaching
- Practical work with pupils is best done face-to-face

THANK YOU!

`sonja.gabriel@kphvie.ac.at`