



WELSmain 2021 - Abstracts

29.09.2021, 16.45 – 17.45 CEST

R23 Teacher Training during Covid-19

Dr. Sonja Gabriel, KPH Wien/Krems, Austria

Title: Education of pre-service Teachers during covid-19 – a qualitative study

In March 2020 all lectures and seminars had to be transferred from mere face-to-face teaching to distance learning due to COVID-19 regulations in Austria. Lecturers and students of the university college of teacher education Vienna/Krems (KPH) had to accommodate to the situation literally from one minute to the other. The situation of distance learning continued in winter semester 2020. At three points of time (spring and fall 2020, January 2021) 32 - 35 students of KPH Vienna/Krems (studying for bachelor and master degree) were interviewed to find out how they experienced this rapid change from face-to-face learning to e-learning courses and how they see their gain in knowledge in theory and practice. Using a semi-structured interview guide the students were asked via an online conferencing tool about their experiences. The research question "How does distance learning change the subjective understanding of students regarding their teacher education?" will be answered by asking them questions like: - How did you experience tasks given in the two semesters? - How was practical work with pupils carried out? In how far do you think that has influenced your future work as a teacher? - Which challenges did or do you face? - What do you miss most when studying in distance learning? - How did you experience the winter term 2020 regarding your gain of knowledge? Results so far show that some students profit from working on their own when it comes to theoretical knowledge. The biggest problems are seen in practical subjects (for example practice with pupils). The results can provide insight what to be aware of when providing online courses at university in order to make sure that the quality of their education is still high.



Dr. Sercan Bursa, Anadolu University, Turkey

Title: Social Studies Pre-Service Teachers – Opinions on Blended Learning

The increasing impact of technology in all areas of life and, in addition, the presence of the pandemic have come to the fore with different approaches in education. Blended learning, which is one of them, is the combination of distance education and face-to-face education with the support of educational technologies. It is predicted that blended learning will be widespread in the understanding of education after the pandemic. Therefore, teachers and pre-service teachers are expected to be competent in blended learning. This study aims to determine the opinions of social studies pre-service teachers on blended learning. The data of this study, which was carried out in the basic qualitative research design, were obtained through semi-structured interviews. The data were analyzed inductively using the NVivo12 program. As a result of the research, it is seen that pre-service teachers define blended learning as the combination of distance education and face-to-face education. They emphasize that blended learning saves time, enables multidimensional learning, and minimizes some limitations. On the other hand, technological inadequacies, lack of supervision, and reduced socialization are seen as limitations of this approach. Pre-service teachers emphasize that the responsibilities of teachers and students increase in this approach and they say many websites and applications can be used in blended learning. All of the pre-service teachers say that they don't have sufficient knowledge about the application process and models of blended learning and they consider their undergraduate education insufficient in this regard. It is recommended to include blended teaching practices in teacher education.



Prof. Dr. Alberto Duarte Vargas, Supervision Escolar 067 Hermosillo, Mexico

Title: Teaching in the context of the COVID-19 contingency

Confinement due to the pandemic posed the challenge of accompanying, monitoring and developing strategic projects to enrich the educational practices of teachers and strengthen teacher training. We present the case of an elementary schools' zone, located in a context of low urban marginalization composed by nine schools, 68 groups, 58 teachers and 1935 students. To introduce the situation of each teacher, virtual meetings were carried out, where each teacher explained the way they were working, exposed general data of their school group, statistics regarding student participation, teaching methodology, educational resources, communication strategies and parents' participation. The results showed that the teaching methodology is still supported by the 2017 study plan, also that apps and platforms such as Meet, Classroom, Zoom, WhatsApp, video calls and Learn at Home were successfully used. Teachers were trained in workshops taught by the supervision area and some self-taught using YouTube tutorials. Teachers showed great capability to reinvent themselves to the new challenge of teaching at distance with a commitment to fulfilling their educational role. This experience allowed progress towards the construction of a learning community among teachers. However, it was only possible to serve 65% of the students due to the difficulties of their families providing the necessary economic resources or because a dysfunctional household.