Educational leadership and on rapidly shifting ground

Authors:
Heffernan, Amanda1, amanda.heffernan@monash.edu
Wilkinson, Jane1

Source:
Journal of Educational Administration & History; May2020, Vol. 52 Issue 2, p163-164, 2p

Document Type:
Article

Abstract:
An introduction is presented in which discusses several articles in the issue on topics including the effects of COVID-19 in education; how education reforms manifest in a particular context; and teacher training colleges in Israel.
COVID-19 School Closure-Related Changes to the Professional Life of a K–12 Teacher

Kaden, Ute. Education Sciences; Basel Vol. 10, Iss. 6, (2020): 165.

Abstract

The COVID-19 pandemic forced K–12 school closures in spring 2020 to protect the well-being of society. The unplanned and unprecedented disruption to education changed the work of many teachers suddenly, and in many aspects. This case study examines the COVID-19 school closure-related changes to the professional life of a secondary school teacher in rural Alaska (United States), who had to teach his students online. A descriptive and explanatory single case study methodology was used to describe subsequent impacts on instructional practices and workload. Qualitative and quantitative data sources include participant observations, semi-structured interviews, artifacts (e.g., lesson plans, schedules, online time), and open-ended conversations. The results of this study demonstrate an increase and change in workload for the teacher and that online education can support learning for many students but needs to be carefully designed and individualized to not deepen inequality and social divides. The forced move to online learning may have been the catalyst to create a new, more effective hybrid model of educating students in the future. Not one single model for online learning will provide equitable educational opportunities for all and virtual learning cannot be seen as a cheap fix for the ongoing financial crisis in funding education.
3. **Special Issue Editorial: Preservice and Inservice Professional Development During the COVID-19 Pandemic**

Hartshorne, Richard; Baumgartner, Emily; Kaplan-Rakowski, Regina; Mouza, Chrystalla; Ferdig, Richard E. *Journal of Technology and Teacher Education; Norfolk* Vol. 28, Iss. 2, (2020): 137.

**Abstract**

The global COVID-19 pandemic has changed our lives in countless ways. This has included the move to emergency remote learning for PreK-12 and post-secondary education around the world. While school districts and post-secondary education institutions originally anticipated relatively brief closures, the impact of COVID-19 resulted in extensive periods of emergency remote teaching and learning. Many K-12 school districts and institutions of higher education had to teach online for almost all of the spring semester (2020); they have also added contingency plans for future remote instruction in the summer and for the 2020-2021 academic year. As we move beyond the survival phase of remote teaching and learning, it is critical now to transition to a thriving phase of remote teaching, learning, and teacher education.

4. **International education in the era of COVID-19: Making learning visible**


**Abstract**

International education has always been about building connections and free exploration. It is about learning from others and learning about ourselves. And, in the COVID-19 pandemic, the sudden disconnecting of global engagements has made the absence of our growth through international education and internationalization efforts particularly visible. First, society needs knowmadic workers who work with context, not rigid structure. One key reality is that the jobs schools typically prepare us for - work as factory workers, bureaucrats, or soldiers - are disappearing. They are being replaced with knowledge- and innovation-based work which requires people to function contextually, working almost anytime, anywhere, and with nearly anybody. These emerging workers are knowmads, and they apply their individual knowledge across different "gigs" or contingent engagements to create new value. As unique individuals, knowmads possess personal knowledge with
developed explicit (i.e., "book knowledge") and tacit (i.e., soft skills) elements. They are comfortable with change and ambiguity, applying their personal knowledge contextually to solve new problems. Knowmads can flow through cultures, organizationally and socially.

5.

COVID-19: Threat or Opportunity for Online Education?


Abstract

[...]the initiatives can only really be implemented effectively if students (and educators) across the board have reliable access to the technology and resources needed for online delivery. According to the United Nation's (2015) Sustainable Development Goal 4, "achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development" (para. 4). Specifically, we see several education technology companies offering free access for institutions, teachers, and students to some of their products and services, which are now tested by millions of users from all over the world. [...]institutions are in negotiations with companies on bigger projects, such as the acquisition of learning platforms, proctored examination solutions, and synchronous communication solutions, among other products and services.

6.

Suspending Classes Without Stopping Learning: China's Education Emergency Management Policy in the COVID-19 Outbreak


Abstract

Against the backdrop of the COVID-19 outbreak, an emergency policy initiative called "Suspending Classes Without Stopping Learning" was launched by the Chinese government to continue teaching activities as schools across the country were closed to contain the virus. However, there is ambiguity and disagreement about what to teach, how to teach, the workload of teachers and students, the teaching environment, and the implications for education equity. Possible difficulties that the policy faces include:
weakness of the online teaching infrastructure, the inexperience of teachers (including unequal learning outcomes caused by teachers’ varied experience), the information gap, the complex environment at home, and so forth. To tackle the problems, we suggest that the government needs to further promote the construction of the educational information superhighway, consider equipping teachers and students with standardized home-based teaching/learning equipment, conduct online teacher training, include the development of massive online education in the national strategic plan, and support academic research into online education, especially education to help students with online learning difficulties.

7.

The King Abdulaziz University (KAU) Pandemic Framework: A Methodological Approach to Leverage Social Media for the Sustainable Management of Higher Education in Crisis

Abdulrahman Obaid Al-Youbi; Al-Hayani, Abdulmonem; Bardesi, Hisham J; Basheri, Mohammed; Lytras, Miltiadis D; et al. Sustainability; Basel Vol. 12, Iss. 11, (2020): 4367.

Abstract

The recent pandemic has raised significant challenges worldwide. In higher education, the necessity to adopt efficient strategies to sustain education during the crisis is mobilizing diverse, complementary, and integrative action in response. In this research article, we rise to the challenge of designing and implementing a transparent strategy for social media awareness at King Abdulaziz University (KAU). We introduce a framework for social media impact, termed the KAU Pandemic Framework. This includes the factors with the most important role in enhancing the deployment of social media in crisis in order to minimize the negative impact on education’s sustainability. We used a mixed-methods approach, integrating quantitative statistical analyses of social media data and online surveys and qualitative interviews in such a way as to construct a comprehensive framework. The results show that a methodological framework can be justified and that Twitter contributes significantly to six areas: administrative resilience; education sustainability; community responsibility; positive sentiment; community bonds; and delivery of promised value. The components of our proposed methodological framework integrate five pillars of the strategic adoption of social media: social media governance; social media resilience; social media utilization; decision-making capability; and institutional strategy. Finally, we show that the KAU Pandemic Framework can be used as strategic decision-making tool for the
analysis of the gaps and inefficiencies in any social media plan that is deployed and the management challenges arising from the pandemic.

8. 

Forced Disruption of Anatomy Education in Australia and New Zealand: An Acute Response to the Covid-19 Pandemic

Pather, Nalini; Blyth, Phil; Chapman, Jamie A; Dayal, Manisha R; Natasha A.M.S. Flack; et al. Anatomical Sciences Education; Hoboken (Apr 18, 2020).

Abstract

Australian and New Zealand universities commenced a new academic year in February/March 2020 largely with ‘business as usual’. The subsequent COVID-19 pandemic imposed unexpected disruptions to anatomical educational practice. Rapid change occurred due to government-imposed physical distancing regulations from March 2020 that increasingly restricted anatomy laboratory teaching practices. Anatomy educators in both these countries were mobilized to adjust their teaching approaches. This study on anatomy education disruption at pandemic onset within Australia and New Zealand adopts a social constructivist lens. The research question was “What are the perceived disruptions and changes made to anatomy education in Australia and New Zealand during the initial period of the Covid-19 pandemic, as reflected on by anatomy educators?”. Thematic analysis to elucidate “the what and why” of anatomy education was applied to these reflections. Eighteen anatomy academics from ten institutions participated in this exercise. The analysis revealed loss of integrated ‘hands-on’ experiences, and impacts on workload, traditional roles, students, pedagogy and anatomists’ personal educational philosophies. The key opportunities recognized for anatomy education included: enabling synchronous teaching across remote sites, expanding offerings into the remote learning space, and embracing new pedagogies. In managing anatomy education’s transition in response to the pandemic, six critical elements were identified: community care, clear communications, clarified expectations, constructive alignment, community of practice, ability to compromise and adapt and continuity planning. There is no doubt that anatomy education has stepped into a yet unknown future in the island countries of Australia and New Zealand.
COVID-19 and Interculturality: First lessons for Teacher educators.

Authors:
Dervin, Fred1
Chen, Ning2
Yuan, Mei3
Jacobsson, Andreas4

Source:

Document Type:
Article

Abstract:
This exploratory article represents an attempt to examine and problematize the links between the COVID-19 crisis and interculturality for education. Aiming at teacher educators, we review problems with the notion of interculturality in light of the crisis. We argue that these problems were not created by the crisis, but that the crisis unveiled them. In the first part of the article we suggest that these issues should be approached by looking into interculturality (and companion terms such as "democracy" and "equality") as an ideology that deserves deconstructing, unthinking, reconstructing and rethinking. We also describe the problems triggered by this ideology: the need to shift from "dead imagination" (culture, difference, etc.) to unearthing the "groundwater" of the economy and globalization in the way interculturality functions. We then propose a set of three principles that could be used by teacher educators to train future teachers to deal with interculturality afresh: "Beyond comparison", "The mirror: turning inward", and "Questioning the unquestionables".
10. 
Classes Dismissed: The Covid-19 virus pandemic has shut down virtually the entire U.S. education system and disrupted the lives of millions of students and staff.

Authors:
KENNEDY, MIKE mike.kennedy@informa.com

Source:

Document Type:
Article

Abstract:
The article explores the impact of the COVID-19 pandemic on the U.S. education system and the lives of students and staff as school campuses close to combat the spread of the virus. Topics discussed are plan of higher education institutions and districts to offer online instruction while schools are closed, qualms of universities of shutting down residence halls because of exchange students, disruption of facility planning by school districts, and problem with carrying out standardized testing.

11. 
A COVID-19 Intervention: Using Digital Escape Rooms to Provide Professional Development to Alternative Certification Educators


Abstract
Teachers, support staff, schools, and school districts have faced a multitude of challenges in adapting their known and familiar practices to the new realities and restrictions that have been put in place due to the outbreak of COVID-19. These challenges are daunting and difficult for many in our education system. Fortunately, a numerous amount of our educators are resilient, creative, and determined to overcome these new challenges. Using their prior experiences and wisdom, these educators can adapt and change to our new educational environment. However, one group of educators have faced these challenges without the benefit of educational experiences.
Alternative certification teachers, in just their first year of teaching, with no prior educational experience, have been thrust into this new post COVID-19 landscape. Using a digital escape room as a model, the author provided these inexperienced educators with professional development in problem-based learning designed to help these teachers navigate this new educational landscape.

12.

Digital Learning During the COVID-19 Pandemic.

Authors:
Bessette, Lee Skallerup

Source:
National Teaching & Learning Forum; May2020, Vol. 29 Issue 4, p7-9, 3p

Document Type:
Article

Abstract:

These areas are represented by individuals carrying a variety of titles, from faculty to staff to administrator, often acting under different administrative structures within the university. What can we learn from our colleagues in the library doing OER work, academic technologists working with faculty to integrate technology, instructional designers working on hybrid and online classes, digital humanists designing born-digital assignments and research projects, and IT professionals who are hearing daily from the students and faculty while also making purchasing decisions for our institutions? And I am increasingly wary of ed-tech companies swooping in in times of crisis like this one, offering their services for free for the moment and exploiting desperate institutions, faculty and students.
13. **Using Teacher Moments During the COVID-19 Pivot**

Sullivan, Florence; Hillaire, Garron; Larke, Laura; Reich, Justin. *Journal of Technology and Teacher Education; Norfolk Vol. 28, Iss. 2, (2020): 303.*

**Abstract**

Teacher Moments is an open source resource for teacher educators to create and use practice-based simulations in teacher training. We report brief implementation results from a trauma-based simulation created and piloted by a teacher educator using the Teacher Moments platform.

14. **Teaching, Technology, and Teacher Education during the COVID-19 Pandemic: Stories from the Field.**

**Edited by:**

Richard E. Ferdig

Emily Baumgartner

Richard Hartshorne

Regina Kaplan-Rakowski

Chrystalla Mouza

**Published by:**

AACE-Association for the Advancement of Computing in Education

[https://www.learntechlib.org/p/216903/](https://www.learntechlib.org/p/216903/)
Education in and After Covid-19: Immediate Responses and Long-Term Visions

Xudong Zhu1 & Jing Liu1

Published online: 26 April 2020

#Springer Nature Switzerland AG 2020

Most governments around the world have temporarily closed educational institutions in an attempt to contain the spread of Covid-19 pandemic. These nationwide closures are impacting over 91% of world’s student population (UNESCO 2020). In China, schools and universities are deploying a mix of innovative and renewed approaches to ensure the right to education.

Teaching and teacher education in the time of COVID-19

Jeanne Allen, Leonie Rowan & Parlo Sing

Pages 233-236 | Published online: 04 Jun 2020

At the same time as we look towards happier and more positive futures, it would be unconscionable not to acknowledge in this issue of the journal the situation in which humankind now finds itself, and to consider the terrible toll that the COVID-19 pandemic is having on people’s lives throughout the world. To those who have lost loved-ones, who have been struck down by the virus, who are without work or at risk of being so, who find themselves stranded in countries far from home, with borders closed, separated from families and friends, and who are suffering loss and anxiety in one or a number of a myriad of other ways – too many to mention – we extend our deepest sympathy and strongest compassion. And let’s not forget the many Australians who are still rebuilding their lives after the devastating summer fires, and who now have the COVID-19 world phenomenon to deal with.
The Potential of Research for Professional Development in Isolated Settings During the Covid-19 Crisis and Beyond

Dionysios Trikoilis, Elena C. Papanastasiou, University of Nicosia, Cyprus

Journal of Technology and Teacher Education Volume 28, Number 2, 2020
ISSN 1059-7069 Publisher: Society for Information Technology & Teacher Education, Waynesville, NC USA

Abstract

The global COVID-19 pandemic has created the urgent need for quality online instruction throughout all levels of education. However, this pandemic has found teachers physically isolated within their homes, and unprepared for the challenging tasks of teaching online. Many of the challenges faced by teachers due to this isolation, are similar to those faced by teachers in remote areas around the world. One such issue, is the lack of access to traditional professional development opportunities, which could help them with their online teaching challenges during this period. Therefore, this study examines the potential of utilizing educational research for assisting teachers through this trying period of COVID-19.

Studying Coronavirus (COVID-19) and Global Higher Education: Evidence for Future Research and Practice

Roy Y. Chan
Indiana University Bloomington

Abstract

I present evidence that formal and informal research on ‘online education and distance learning’, followed by ‘international mobility’ and ‘public health’, are currently the three most important issues and topics facing scholars and practitioners as a result of the ongoing coronavirus (COVID-19) pandemic. Using NVivo 12.0 qualitative software, I collected and analyzed data from 123 abstracts representing 147 contributors across 98 colleges and universities.
from the author’s forthcoming book (provisionally) entitled, Coronavirus (COVID-19) and Global Higher Education, to be published by Routledge (Taylor & Francis). Preliminary result suggests that the number of proposals submitted to the ‘online education and distance learning’ section (N = 34) suggest a major shift from international and comparative higher education scholars, policymakers and practitioners to investigate an area that is understudied, and perhaps largely overlooked in many developing and transitional economies. I provide several resource global researchers and community members could implement to publish empirical research and policy briefs surrounding the impacts of the COVID-19 on postsecondary (tertiary) education. Implications for future research and policymaking are discussed.

19.

Promoting Critical Reflection in Teacher Education Through Popular Media


Abstract

Recognizing the possible influences of media narratives upon self-concepts, teacher educators have used films and television programs about teachers to promote preservice teachers’ reflections on their professional identities and instructional practices. Theoretical models of reflection, in conjunction with media analysis, have the potential to increase preservice teachers’ critical reflection to improve their future students’ learning. Because preservice teachers do not yet have sufficient teaching experiences about which to reflect and little time to observe and consider adjustments in instruction over time, reflective analysis of popular media representations can offer surrogate experiences upon which to develop an educational philosophy and to consider classroom strategies as well as opportunities for future teachers to explore their own preconceptions about teaching that may well have been influenced by such representations.
Adaptations to a face-to-face initial teacher education course ‘forced’ online due to the COVID-19 pandemic


Abstract

This report describes the adaptations made to one initial teacher education course at a Hong Kong university designed for face-to-face instruction that was required to be delivered exclusively on-line due to the suspension of face-to-face classes caused by the COVID-19 pandemic. It describes the adaptations the tutor made, and the challenges faced adapting to the new mode of delivery. It is hoped that others can learn from the author’s experience and be prepared for the suspension of face-to-face classes caused by the COVID-19 pandemic or other health emergencies.

Online Learning during the COVID-19 Pandemic


Abstract

In the aftermath of the World Health Organization’s designation of the novel coronavirus as a pandemic on March 11, universities across America are shutting down in an attempt to slow its spread. The surprises and unexpected interactions fuel creativity—often a result of sitting in a room brushing shoulders with a classmate, running into professors in a bathroom line, or landing on ideas and insights that arise out of discomfort in the room. In the essay “Sim Life,” from her book, Make It Scream, Make it Burn, Leslie Jamison writes about the shortcomings of virtual life: “So much of lived experience is composed of what lies beyond our agency and prediction, beyond our grasp, in missteps and unforeseen obstacles and the textures of imperfection: the grit and grain of a sidewalk with its cigarette butts and faint summer stench of garbage and taxi exhaust, the possibility of a rat scuttling from a pile of trash bags, the lilt and laughter of nearby strangers’ voices.” Classrooms offer these opportunities for riffs and surprise, and a large part of being a student is learning to deliver critique through uncomfortable eye contact, or negotiating a room full of voices and opinions that create friction with your own.