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Workarounds Worldwide: Brief Reports on the Institute of Education (IOE) Seminars Examining the Effects of Covid- 19 on Teacher Education





Details and Purpose of the Workshops

How is the pandemic reshaping the education debate?

- Details: Evolving debates, characteristics of policies, timelines, and local factors
- Purpose: Share experiences and disseminate practices on the Covid-19 response in education

December 14, Part 1: East Asia, South East Asia, Australasia

December 16, Part 2: the Americas and South Africa

A map of Australia and Oceania is shown with a large red overlay. The map is decorated with numerous colorful pushpins (red, yellow, green, blue, black, white) pinned to its edges and surface. The text "Part 1: East Asia, South East Asia, Australasia" is written in white over the red area. Below the title, a list of names and affiliations is displayed in white text.

Part 1: East Asia, South East Asia, Australasia

Kevin Kester, Seoul National University (Korea)
Dennis Kwek, Nanyang University of Singapore (Singapore)
Yasushi Maruyama, Hiroshima University (Japan)
Xiaodong Zeng, Beijing Normal University (China)
Natasha Ziebell, University of Melbourne (Australia)

(1) Korea: Social Institutions Coordinated with Hybrid Learning

- Strong **technological response** due to frameworks in place (“untact” phenomenon, Industry 4.0, implementation of MOOCs)
- Tapped into **public-private partnerships** for technological provisions and support, redistributed research funds into living subsidies
- Some effective mitigation strategies such as **shuffling teachers** rather than students, providing plexiglass barriers, and the [5-tier social distancing scheme](#)
- Embracing **hybrid learning modalities**, questions oriented toward student satisfaction and incentives for use





(2) Singapore: Shift in Focus from Tests to Student Well-being and Self-directed Learning at Home

- **Institutional resilience** due to previous ministry preparations, response that featured contact tracing and social distancing measures
- **Upheaval of educational norms**, moving from high-stakes exams to student well-being
- Digital divide inequalities into sharper focus, key concern is on **time spent learning**, and downstream effects of the tech
- Goal to provide 146,000 students with iPad/PCs to **increase access** by end of 2021

(3) Japan: ICTs Served as Workarounds

Higher Education leveraged ICTs with some success

- Offering online courses and international learning, intra- and inter-university conferencing
- New forms of community engagement for university partners

School Education ICT staying power unclear

- Traditional methods may reign if re-engaged, despite Japan's foray into more flexible ICT adoption





(4) China: Rural Education Ups and Downs for Students

- **Student voices:** Some students “hated” online and “missed their friends”, some preferred “flexible style of learning”; Preference for live broadcasts of qualified teachers to recorded ones
- **Parental Experiences:** Some had to bring children to workplace to use online resources; Families struggled to provide quiet rooms for all children at home
- **Personality and self-regulating ability factors** playing a role in determining the quality of education obtained

(5) Australia: Role Expansion for Teachers, Bottom-up Response Processes at State Level

- Differences in **remote learning effects** on education as merits or demerits
- Remote learning reinforced the **role and necessity of social learning** through interactions
- Increase in **teacher's role and duties**, but also the status of profession



Key Takeaway Points: Part 1

- All representatives mentioned the **expanding role of teachers** as not just educators, but technically proficient monitors and counselors of student well-being
- Major question in the background is the time spent learning and **quality of online or hybrid learning**
- Debate centered around whether “**learning loss**” is a risk for other educational outcomes, or if students as digital natives can capitalize on the “**learning surpluses**” of ICTs as positives



Part 2: the Americas and South Africa

Glen Jones, University of Toronto (Canada)

Catherine Kell, University of Cape Town (South Africa)

Ana Luiza Jesus da Costa, University of São Paulo (Brazil)

Erica Turner, University of Wisconsin-Madison (United States of America)

(6) Canada: Shift from “Success” to “Survival”

- Priority for **public health and safety** led to varying degrees of educational delivery
- **Decentralization** of education and health policies lead to an **array of countermeasures**
- Teachers **pushed to the limit**, but this survival mode will likely continue until next academic year





(7) South Africa: Magnification of Inequalities and Reinforced Vulnerabilities

- Prior to the pandemic, state policies have been generally **unstable**, to include the national educational system
- **Heightened the gap** in schools due to student poverty, remote learning not an option
- Resulting in **re-prioritization** of curriculum, teacher training, and home-based implementation procedures

(8) Brazil: Delayed Responses and Lack of Needed Oversight for Education

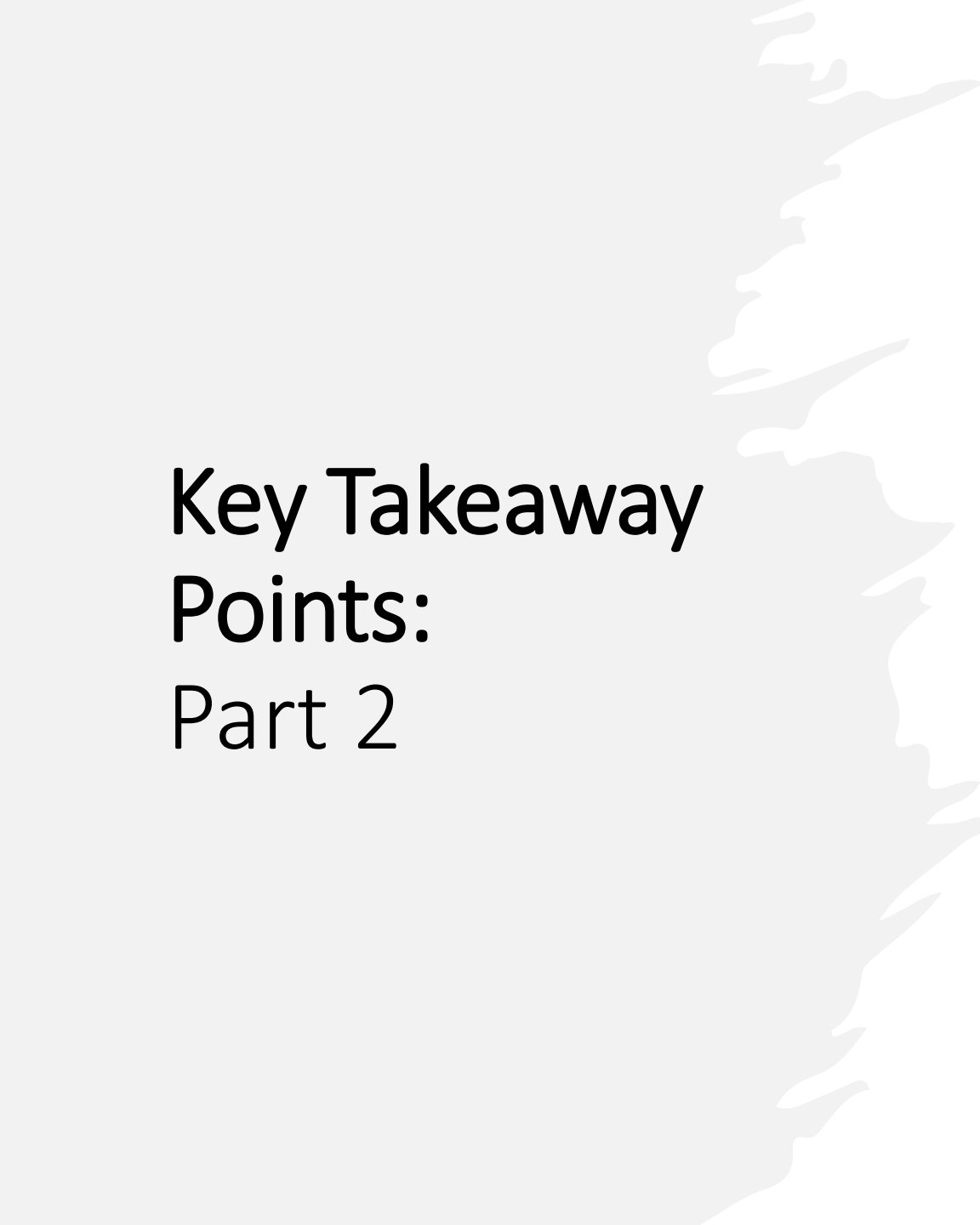
- **Lack of policies, governance and educational guidance**, a failure of educational delivery coupled with near collapse of health system
- **Socioeconomic and infrastructure issues**, such as the lack of internet access and physical spaces for learning at the home
- **Role expansion** for female teachers who, due to social norms and shift from school to home, typically **adding** housework to **workload**



(9) United States of America: Endemic Structural Issues and Pandemic Support Stopgaps

- Decentralized system and **state-based differences** in the delivery of educational services
- Pandemic experience brought to light **resource disparities in access** (e.g., internet) and structural issues
- School closing affected **those in poverty** with particular magnitude due to **loss of schools as source of institutional support**





Key Takeaway Points: Part 2

- Focus on **inequities** as a higher barrier to education
- **Structural Problems** > **Technocratic Solutions**
- The use of technology and the internet for instruction **moving ahead**

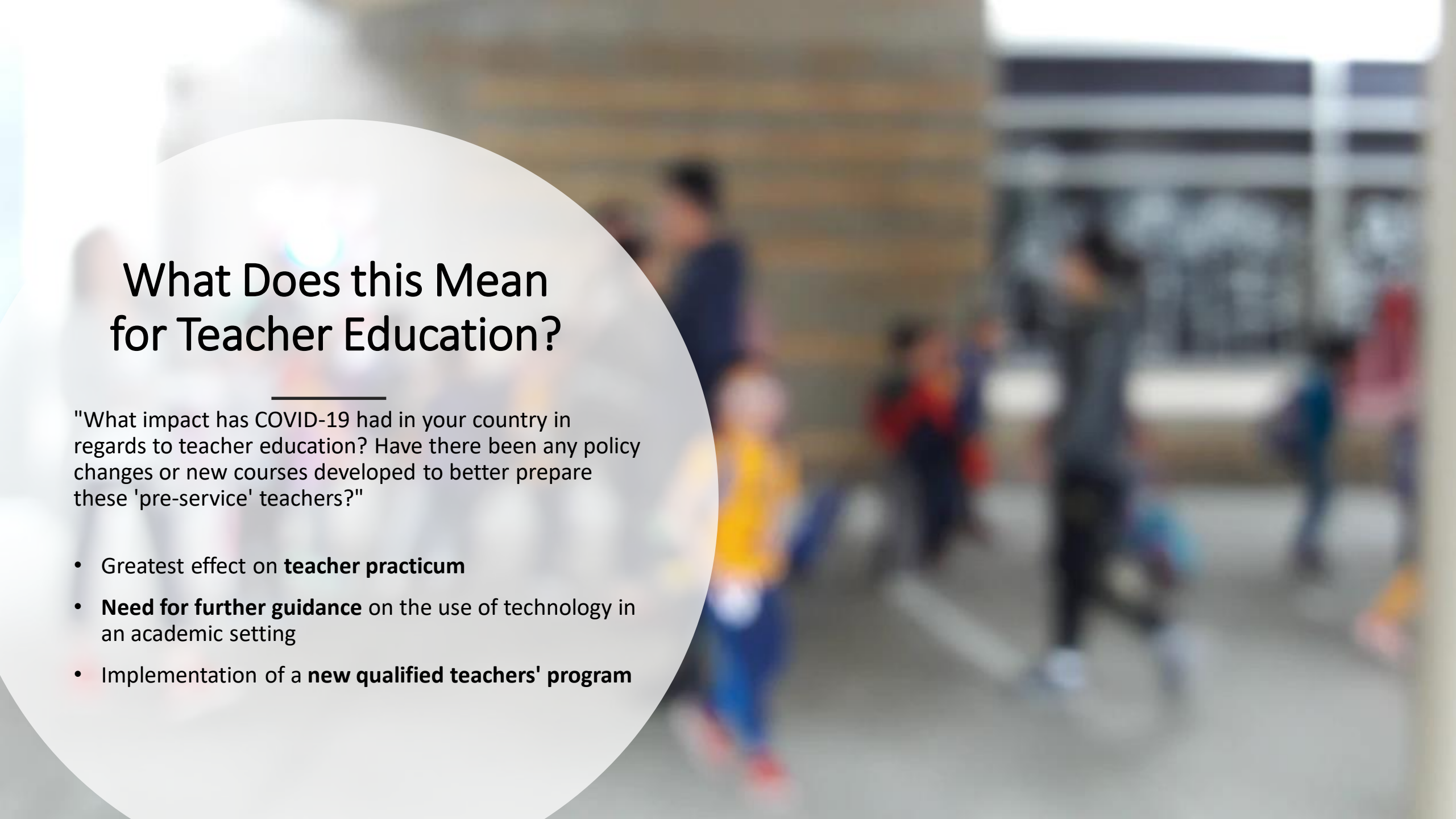
Overall Impressions

In Summary:

- **Part 1** focused on effects on systems and practices
- **Part 2** centered around failures and weaknesses in state response, and shifting discourse from success (progress) to survival

Cross-cutting Topics:

- **Stopgaps** (Technological vs. Community): Radio, ICTs, Recorded broadcasts of teachers
- **Stakeholders and support role changes:** Teacher role expansion, role absorption of after school staff and tutors
- **Structural problems:** poverty and access (e.g., having only one smartphone, limited physical study space) as inequities
- **Centralized vs. Decentralized:** educational systems, their policies and curricula
- **Bottom-up vs. Top-down** issues with social structures (e.g., expectations to follow through on educational objectives inflexibly without any adjustment to the circumstances)



What Does this Mean for Teacher Education?

"What impact has COVID-19 had in your country in regards to teacher education? Have there been any policy changes or new courses developed to better prepare these 'pre-service' teachers?"

- Greatest effect on **teacher practicum**
- **Need for further guidance** on the use of technology in an academic setting
- Implementation of a **new qualified teachers' program**