

# Distance Teaching and Learning in the Era of COVID: Unforeseen Lessons from the Chaos

**TQR 13<sup>TH</sup> ANNUAL CONFERENCE 2022**

RESEARCH “FOR A CHANGE”: TIME TO EVOKE, PROVOKE,  
AND INVOKE

*January 19, 2022*

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# Introduction

Digital Learning in K-12 public schools grew exponentially due to Covid -19

Teachers, students, and parents had to pivot to a new reality of content delivery and modified learning environments

Teachers created own collaborative, technology-supported, in-home work environments

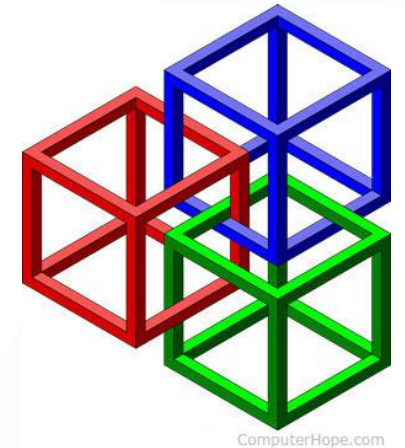
New collaborative methods emerged via professional development networks for problem solving, a fresh perspective to improve and advance the delivery of curriculum, which forced unique challenges to support student learning

Photovoice use to capture the living experiences through visual images and narrative descriptions from the study participants in real time.

# Framework of Inquiry

## Photovoice to support qualitative inquiry

- Health care-based research (Fraser & al Sayah, 2011),
- Social sciences (Gubrium & Harper, 2013),
- Community development projects (Switzer, 2018).
- Personal story of an event or experience (Wang & Burris, 1997)
- Alternative method of collecting data, authentically and uniquely reflects the voices of the participants (Mulvihill & Swaminathan, 2011).
- Physical act of taking a photo or selecting an image helps participants empower their voice, capture the meaningful lived experience, and reflect on the moment (Gleason & Jaramillo Cherez, 2021; Plunkett et al., 2013; Tsang, 2020)
- Interactive event may have a deeper meaning or effect in both their personal and professional lives (Mannay, 2010).



# Framework of Inquiry

## Systematic Visuo-Textual Analysis

- Means to analyze both visual and textual data (Brown & Collins, 2021)
- Interpretation of visual artifacts in a step-by-step process using contextual datasets to develop a deeper understanding of the story being told by the participant
- Photovoice researcher is to “account for the visual information, the textual information, and the visuo-textual information combined” (Brown & Collins, 2021, p. 1281)
  - wholly vested in the process to *weave* the visual representations in an interactive and spiral analysis to move forward (Brown & Collins, 2021)
- Similar to weaving, the analysis process must be repeated for each data set from the individual study participants in relation to all data collected from the sample population.



# Research Questions

*What does a home-based teaching workspace look like? How did teacher interns set up their distance learning work environment?*

*How do teachers who are also parents of school-age children coordinate teaching their students while managing the instruction of their own children?*

# Population and Sample

Intern teacher licensure candidates

California K-12 public schools

Demographically and culturally diverse

97 teacher interns

Multiple subject (n=39)

Single Subject (n=53)

Special Education (n=5)



# Demographics of Study Participants

Grade Level or Course Content Area	Elementary School	Middle School	High School	Special Education
TK/K	6			
1	7			
2	8			
3	5			
4	5			
5	4			
6		4		
Math		5	9	
Science		3	4	
English			3	
Social Sciences		3	3	
Foreign Language		2	4	
Physical Education	2	1	9	
Art		1		
Music		2	2	
Mild/Moderate				4
Moderate/Severe				1



# Data Sampling and Collection

- Spring II term 2020 through Spring I term 2021
- Teacher Interns: Students in Seminar Courses
- Journal entry writing prompts
- Narrative reflection and photo



# Journal and Entry Responses per Term

Term	Year	Total Journals	Total Entries	Total Number of Students
Spring II	2020	18	25	18
Fall I	2020	79	148	29
Fall II	2020	86	162	25
Spring I	2021	100	180	25
Overall		283	515	97

# Data Collection, Evaluation, and Themes

*What does your teaching workspace look like at home?*

*How have you set up your distance learning work environment? and*

*If you have children at home, how are you teaching your own students?*

*What does this look like?*

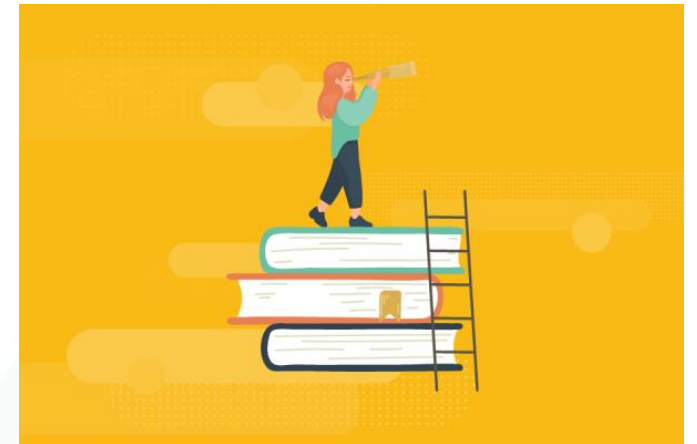
Photos were representative of study's intent

Visual and textual content

Captured experiences of participants

Themes emerged

- (1) workspace infringement,
- (2) critical role of technology,
- (3) students as priority, and
- (4) a teacher for all students



# Theme 1: Workspace Infringement

*Controlling Workplace Chaos at Home*



# Theme 1: Workspace Infringement

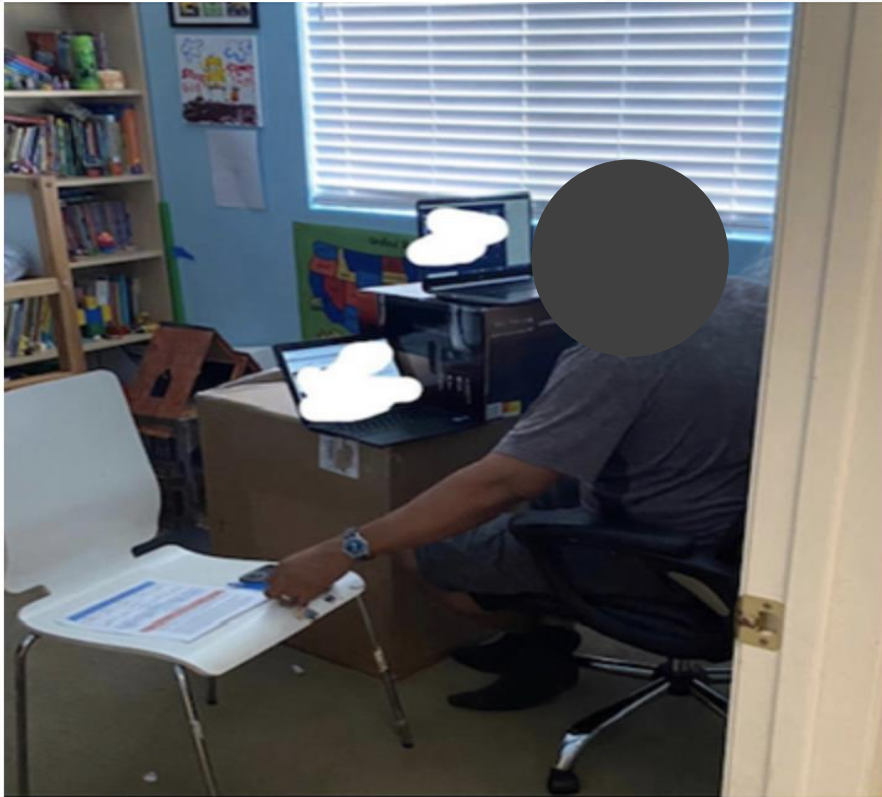
*Using Available Space and Resources*





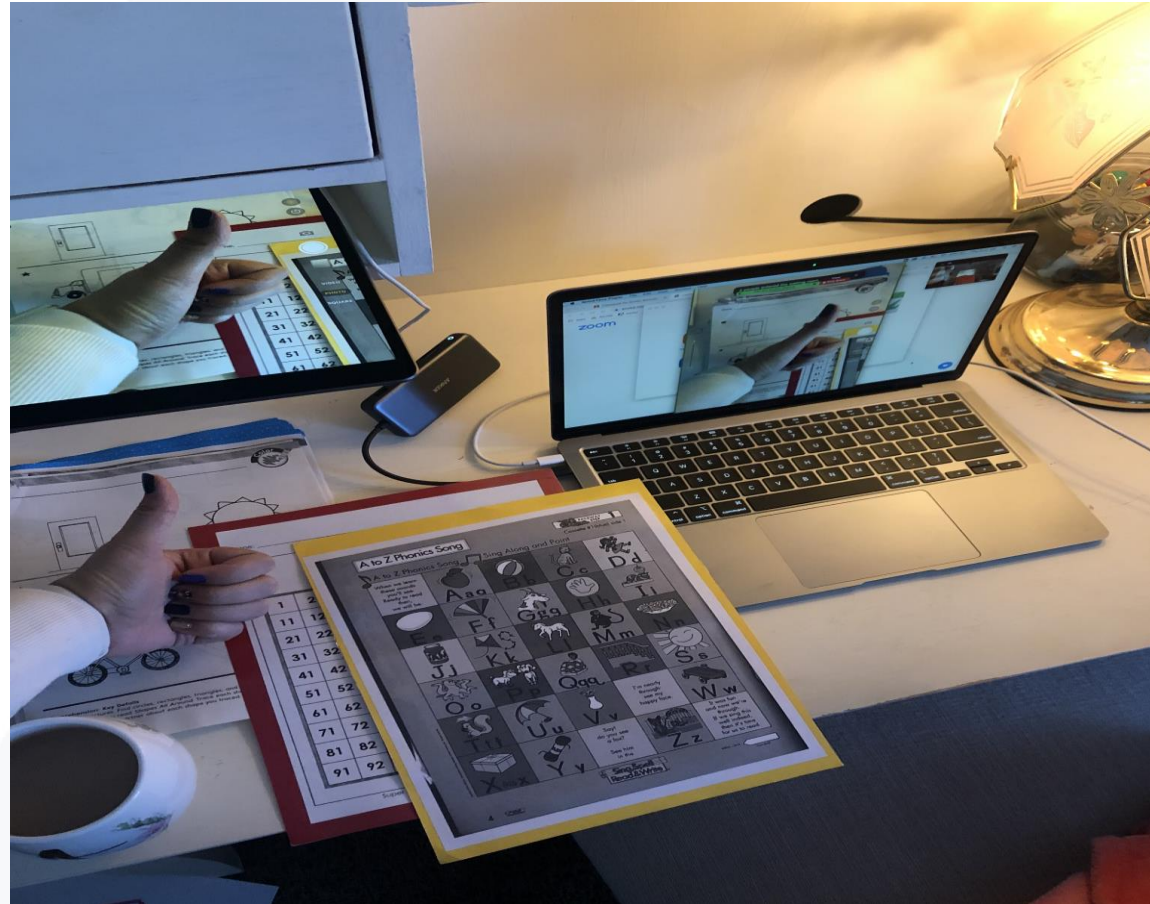
# Theme 1: Workspace Infringement

## *Setting Up Makeshift Teaching Spaces*



# Theme 2: Critical Role of Technology

*Multiple Technology Devices in Action*



# Theme 2: Critical Role of Technology

*Workspace for Maximum Efficiency*





# Theme 3: A Teacher for All Students

*Children of Teachers Learning Virtually*



# Theme 3: A Teacher for All Students

*Class Scheduling, Balancing the School Day*



# Theme 3: A Teacher for All Students

*Behind Closed Doors*



# Theme 4: Students as Priority

## *Pets as Classroom Ambassadors*





# Theme 4: Students as Priority

*Having the Familiar Visible Virtually*



# Theme 4: Students as Priority

*Inspiration*



# Theme 4: Students as Priority

*Checking In*



# Theme 4: Students as Priority

*Missing the Connection*





# Conclusions

Teacher licensure candidates were able to adapt and pivot from in-person teaching to distance learning, in many instances at a cost to their personal mental health and wellness.

Relied on personal innovation, perseverance, and pushing through exhaustion at the cost of not being able to clearly delineate between their work and home lives

Support networks need to be established not only to

- Collaborate on a professional level to facilitate empowered learning and establish collective efficacy

- Take care of the mental health needs of school faculty

- Prevent the mitigating factors of increased demands, limited resources, and exhaustion that cause teacher burnout

Through photovoice

- Creating a multi-modal set of data not available through more traditional approaches.

- Visual depictions of otherwise mundane scenes emerged as poignant markers for the intrusive impact of the pandemic.

- Participants showed both visually and narratively that from crisis arose untapped knowledge and skills

Please look for our paper entitled

*COVID-19: Teacher Interns' Perspectives of an Unprecedented Year*

which will be published by TQR in 2022

**Questions**

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