

How Do Elementary Preservice Teachers Choose Tools For Online Teaching?

Challenges that pre-service teachers face in online teaching:

- Technical difficulties
- Digital divides
- Lack of interaction between teacher and students, as well as interaction among students.
- Time-consuming to prepare and to implement lessons
- Lack of control in managing students' hands-on experiences
- Distractions from the environment
- Difficulty in maintaining students' attention
- Difficulty in tracking students' progress

How pre-service teachers cope with online teaching process:

- Becoming aware of the challenges
- Getting sensitive to students' needs
- Exploring ways and tools to enhance student learning and participation
- Assessing situation via observation, discussions, and experimenting

This project examines cases of how preservice teachers explored tools to adapt to online teaching.



Traditional vs. Online

Traditional	Online
Direction instruction	Media supported instruction
Teacher-directed	Teacher-facilitated
More efficient in the fact-to-face meeting	Students need more support to be engaged
Easy to do modeling, monitoring, & hands-on	Requiring more virtual experiences & resources
Easy interaction and grouping	Needing more support for communication/interaction
Easy to assess student learning	Requiring more data analysis on student learning

Preservice Teachers Learned:

Valuable tools for online teaching should address:

- Ease of use
- Time efficiency
- Meeting the instructional needs
- Adequate levels of challenges and tasks
- Facilitating ways to engage students in active communication and interaction
- Maximizing student participation
- Providing adequate assessments of learning
- Data gathering and analysis

Some strategies that pre-service teachers developed:

- Use simple features in existing tools to facilitate opportunities for student participation, such as breakout room, Google Docs, and chat.
- Use various supporting media and visuals to engage students in active learning.
- Use transitions, discussions, and questions to maintain students' attention.

Dr. Alex C. Pan and Dr. Anthony E. Conte