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PEDAGOGICAL TRAINING DURING THE COVID-19 EPIDEMIC AND ITS TWO TRACKS: REMOTE AND FACE-TO-FACE

Merav Aizenberg

Achva Academic College,
Shikmim, Israel

meravaizenberg43@gmail.com

ABSTRACT

Aim/Purpose	The study aimed to examine the remote and face-to-face experience of pedagogical training in kindergarten after the third COVID-19 closure in Israel.
Background	The outbreak of the COVID-19 epidemic in 2020 changed the training system, and preservice teachers were required to have their practical experience in the kindergartens both remotely and face-to-face. They had to adapt to the new requirements of teacher training programs and receive professional coaching and support from the pedagogical instructor remotely.
Methodology	The sample comprised 26 early childhood preservice teachers, who received academic training that includes proficiency in digital technology. The data were collected through feedback that they wrote themselves during the training period and analyzed in the interpretive approach.
Contribution	The contribution of the present study is that it examines the pedagogical coaching from the perspective of preservice teachers in a kindergarten during the COVID-19 epidemic, which forced a transition from face-to-face to remote pedagogical training, then back to face-to-face pedagogical instruction. To the best of my knowledge, no such study has been carried out to date, which makes it unique.
Findings	The main findings indicate the dissatisfaction of most preservice kindergarten teachers with the remote pedagogical training (about 85%) at the physical, emotional, technological, and pedagogical levels, and the satisfaction of most preservice kindergarten teachers with face-to-face pedagogical training (about 92%) at the physical, emotional, and pedagogical levels. The main conclusion is that technology is a potential barrier in training, and that preservice

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	kindergarten teachers need a pedagogical instructor present at a professional face-to-face meeting.
Recommendations for Practitioners	The findings of the study show how important in-person learning and engagement is for everyone especially for Preservice teachers' and may be helpful for pedagogical coaching teams.
Recommendations for Researchers	Preservice teachers' awareness of the pedagogical coaching experiences could persuade the coaching teams to avoid potential difficulties, increase emotional support, and refine the use of technology to make it a closer substitute for frontal communication.
Impact on Society	Face-to-face training based on interpersonal relationship, allows to develop better during the training period.
Keywords	remote pedagogical training, face-to-face pedagogical training, preservice kindergarten teachers, kindergartens, COVID-19

AUTHOR



Dr. Merav Aizenberg.

Achva Academic College, Israel

Lecturer and pedagogical instructor in the Department of Early Childhood Education, Head & Lecturer in the master's Program in the Early Childhood Education Program.