

1.2. Improving learning in technological-advanced societies

SP - (18665) - THE 'GERMINATION OF THE SEEDS OF PEDAGOGICAL INNOVATION' DURING REMOTE EMERGENCY TEACHING IN PORTUGAL

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Short Abstract

Introduction

This article reports on a study about online teaching brought about by the COVID-19 pandemic in Portugal. The study aimed to investigate the characteristics of pedagogical practices during remote emergency teaching (ERT), by analysing primary, secondary, and higher education Portuguese teachers' perceptions.

Anchored in the concept of pedagogical innovation as the set of products, processes, strategies and approaches that improve current situations, becoming reference points (Kampylis, Bocconi & Punie 2012; Shelton, 2011), this study focused on pedagogical innovation using digital technologies. Innovative pedagogical practices go, therefore, far beyond the mere use of technologies as a support for ERT and the possible gains it might bring in terms of digital skills improvement, especially to teachers and students who, until then, rarely used such resources in school (Campos & Pereira 2020).

Research Goals

From the question 'does the use of digital technologies during ERT have innovative teaching potential?', two goals were set: to describe different teaching models according to the teaching practices on online environments and to identify the pedagogical aspects that characterize innovative teaching practices with digital technologies. Innovative teaching practices are characterized by identifying the pedagogical aspects that distinguish them from the traditional teaching model practices.

Methodology

This research was rooted in a quantitative matrix (Cohen, Manion and Morrison 2017; Creswell 2003) and carried out through the application of an online questionnaire for teachers of Portuguese primary, secondary and higher education, during the second ERT period. The data obtained was subjected to exploratory and confirmatory factorial analysis to define teaching profiles, as well as to structural equation modelling to determine the influence of different pedagogical aspects in innovative practices. The questionnaire was answered by 687 teachers.

Results

Results show that teaching practices in online environments can be grouped into two teaching profiles: traditional and innovative. Despite the prevalence of a traditional teaching profile, the cluster of innovative teachers represents almost a third of the participants. Regarding the pedagogical aspects that characterize innovative teaching, those related to the importance of a learner-centred pedagogical action, which would include students as an active key element of lessons and learning, seem to be more present in the intentionality that guides the design to action (approaches and strategies), but still not very evident in its implementation (processes). Furthermore, the structural equation model shows that the involvement of students is always important to explain innovation of pedagogical practices.

Final Considerations

Although ERT required the use of digital technologies, the results of the study do not show a relationship of dependence between digital technologies and pedagogical innovation. From the aspects involved in the teaching and learning process during ERT, the ones that are more significant and most important for explaining innovation do not refer to the technologies themselves, but rather to the pedagogical aspects regarding approaches and strategies, central in the didactic intention and design of the action. In other words, it is not the technology per se, but rather the way in which it is pedagogically embedded and strategically focused on improving learning, that leads to innovation.

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