

# Pausing to reflect on the educational fallout of COVID-19: Regenerating pedagogy collectively for a new tomorrow

## Objective

When the health order shut down in the wake of COVID 19 turned the world upside down, digital solutions quickly came to the rescue of continuing education (e.g., Ferdig et al., 2020). However, it was not without its challenges for educators in having to set up or step up their online engagement with students without any time to prepare for it (Robinson-Neal, 2021). Besides, we need to also be conscious that when we talk of the shift to remote learning, we are making the assumption of online largely for the developed countries and the privileged few of developing countries who can afford it (Das,2021; World Economic Forum, 2021). The COVID crisis is experienced globally by educators, but differently by the different cultures and socioeconomic conditions each is located in. Therefore, it is important to gain a sense of these differences and learn from these differences if we want to make learning more robust for students of all cultures and social groups. How we respond and the actions we take now as educators will have a profound impact on the future of education (Stanistreet, Elfert & Atchoarena, 2020).

This study is an attempt to gather

- a) international perspectives on the educational implications of COVID-19 by engaging ISATT national representatives dispersed in different sociocultural and geographic locations of the world and
- b) how each one is coping with challenges while also inventing new possibilities for meaningful practice.

## Significance

The findings will contribute to the shaping of the new educational narrative emerging in the current transitional period by providing a deeper understanding of the challenges and opportunities the new situation holds for directing education towards the desirable goals and ethical values we cherish.

## Session Structure

The symposium consists of four presentations with each one examining different aspects of the impact of remote teaching during Covid-19 using the same data from educators from 28 diverse contexts. The authors of the first presentation from Malta, Australia, Canada, France and Nepal examine teachers' practice during the pandemic within the resources and constraints of technology. The second presentation by authors from Switzerland, Cyprus, Saudi Arabia, Singapore and Slovenia focuses on decisions made by educators about assessment strategies. The third set of presenters from USA, Columbia, Germany, Greece, Japan, Netherlands and Pakistan examine the impact of emotions experienced by teacher educators due to the disruption caused by the pandemic on their practice. The final presentation by authors from Iceland, India, Italy, Jamaica, South Africa, Srilanka and Zimbabwe examine issues of equity and agency —how digital resources or lack of it mediated teacher agency in their effort to reach all students.

**Keywords:** pandemic pedagogy, assessment, emotions, equity, agency

## References

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