

Navigating Change: Assessing Satisfaction and Challenges in a New Blended Learning Teacher College Curriculum

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Abstract

This study scrutinizes the transitory nature of curricular adjustments in the post-COVID-19 landscape, specifically focusing on the integration of blended learning (BL) into teacher education. The investigation centers on assessing the contentment levels of teacher educators (TEs) and student teachers (STs) in relation to the implemented "1 of 4" BL academic timetable and explores its implications for fundamental curriculum components—namely, What, How, Who, and Why. Consistent with the broader educational discourse, our findings reveal a prevalent inclination among TEs and STs towards traditional face-to-face (F2F) instructional modalities. Notwithstanding a general contentment with BL, divergent perspectives emerge, with STs perceiving its pragmatic and utilitarian dimensions, advocating for increased remote interactions. Conversely, TEs position BL as a supplementary augmentation to conventional pedagogical methods. The structural realignment prompts deliberations predominantly within the "How" dimension, with TEs underscoring the imperative for digital tool proficiency, while STs express a preference for enhanced distance teaching tools. The study advocates for a comprehensive outlook in BL implementation, accommodating diverse stakeholder opinions and addressing challenges through sustained faculty training. Moreover, the study highlights the marginal consideration afforded to the "What" and "Who" elements, indicating a persisting proclivity for traditional pedagogical paradigms. While the "1 of 4" timetable signifies an auspicious initiation of structural metamorphosis in teacher preparation post-COVID-19, the study underscores the necessity for continual reflection to ensure a judicious transition to contemporary pedagogical methodologies in the post-pandemic educational milieu.

Keywords: blended learning, curriculum, post-COVID-19, teacher education