

Distance and Face to Face Simulations in Teacher's Education

Shira Iluz and Yaacov B. Yablon

Faculty of Education, Bar-Ilan University, Israel

Abstract

Teacher training frequently encounters a significant challenge in establishing a robust connection between theory and practice, as well as graduates' adeptness in navigating the intricate realities within the educational sphere. The educational simulation workshop is tailored to address the gap between theoretical understanding and practical application, with a specific focus on fostering social-emotional competencies essential for educators to navigate the complexities inherent in their professional roles.

The aim of the present study was to examine the contribution of a virtual simulation-based learning experience with professional actors as compared to face-to-face learning experience to sense of self-efficacy in dealing with conflicts in educational situations accruing schools' everyday life.

The preservice teachers answered questioners before and after the simulations. 128 engaged in a face-to-face experience while 111 engaged in online workshops. The findings indicate that the simulation workshop contributed to an increase in participants' self-efficacy in dealing with conflict situations regardless of the medium through which it was conducted. It seems that effective experiential learning occurs even under conditions of distance learning that simulate field conditions, and that such learning can contribute significantly to the development of preservice teachers' self-efficacy in dealing with conflicts.

Keywords: Simulation based learning, Teacher Education, Socioaial Emotional Competencies