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TEACHERS IN TRANSITION: A MULTIPLE CASE STUDY EXPLORING THE IMPACT OF EMERGENCY REMOTE TEACHING ON PROFESSIONAL DEVELOPMENT



OVERVIEW

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INTRODUCTION

02

**LITERATURE
REVIEW**

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METHODOLOGY

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**TECHNOLOGY AT THE
FOREFRONT OF PD**

05

**TRANSITION FROM KNOWN TO UNKNOWN
IN AN EVOLVING PD LANDSCAPE**

06

TAILORED PD AROUND THE INDIVIDUAL

07

ONLINE PD OVERLOAD

08

CONCLUSIONS

INTRODUCTION

- One size fits all (formal) PD
- Networked (informal) PD
- Pandemic ERT
- What impact have teachers' experiences across the online ERT period had on their current approaches to PD?

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LITERATURE REVIEW

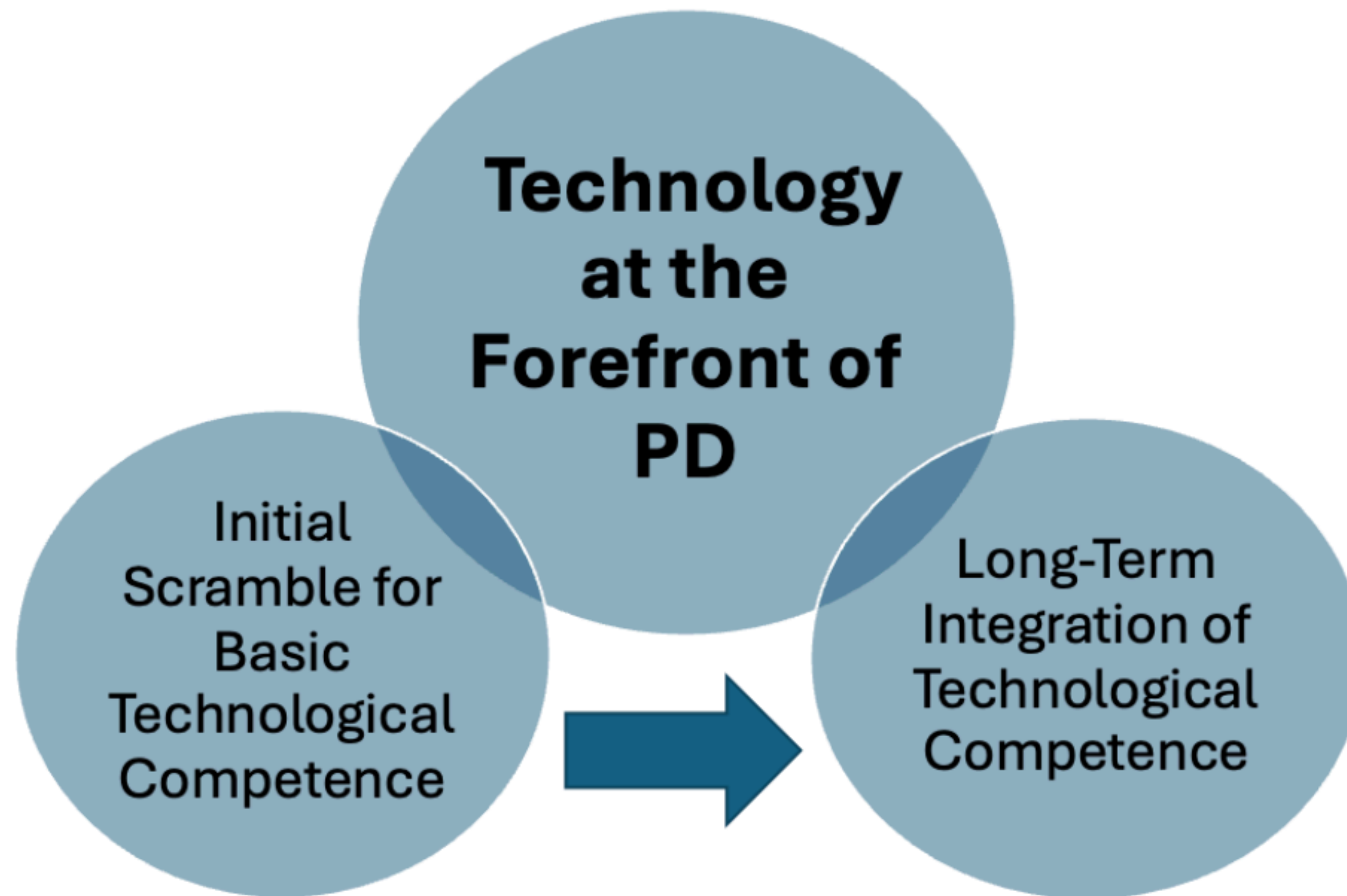
- Structured vs unstructured PD
- Digital competence
- Lifelong learning
- Entanglement of HE learning spaces

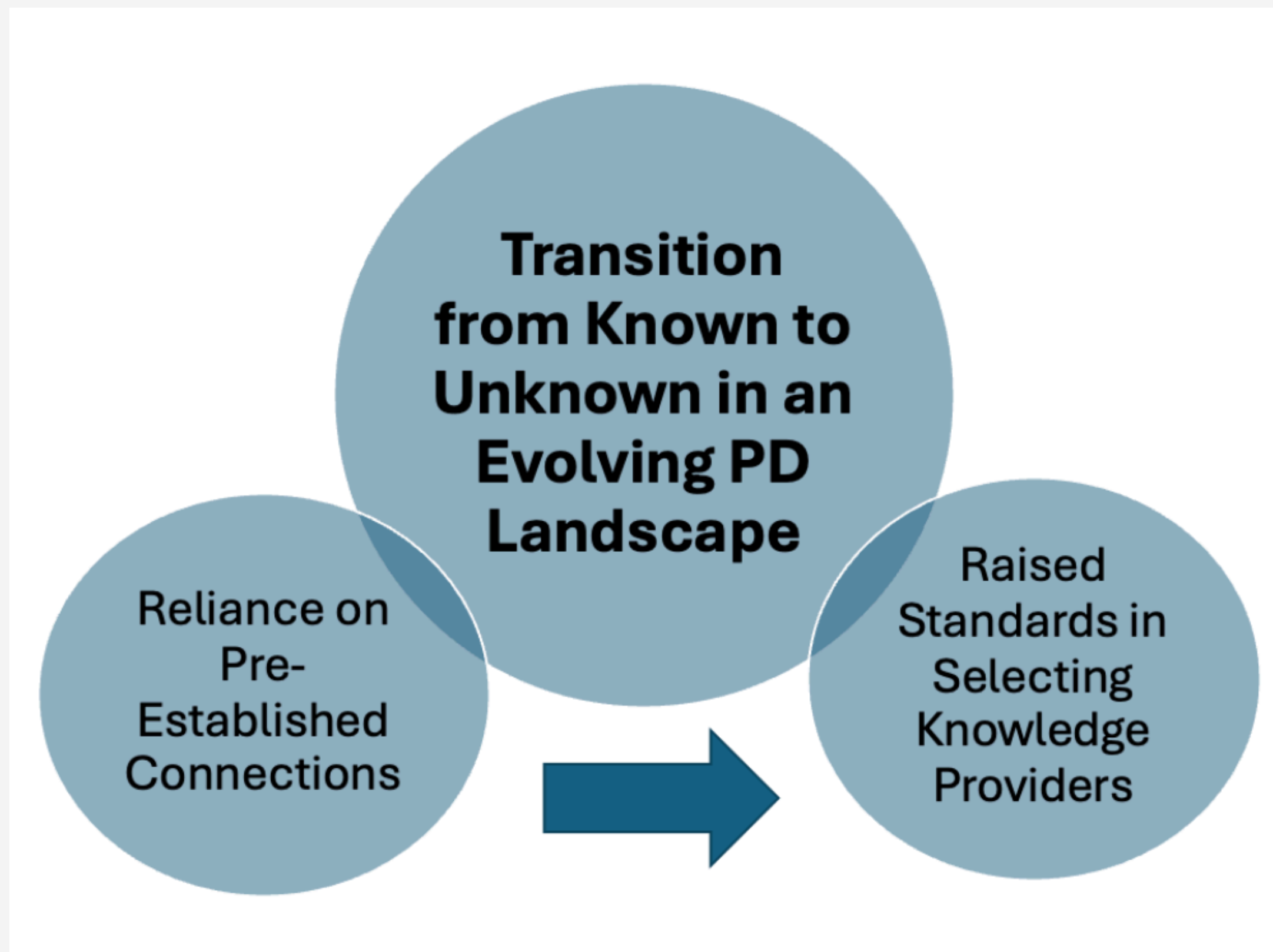
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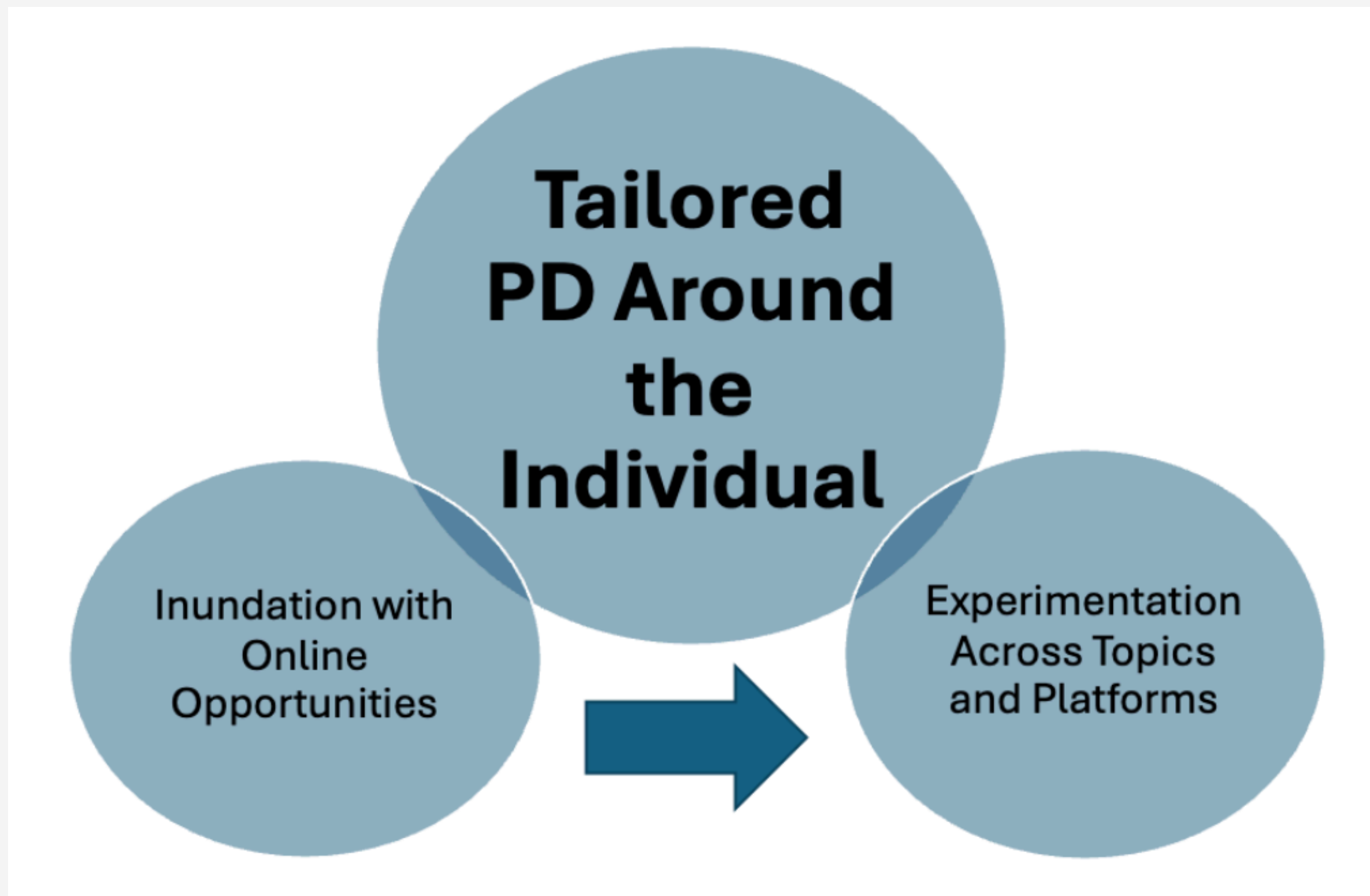


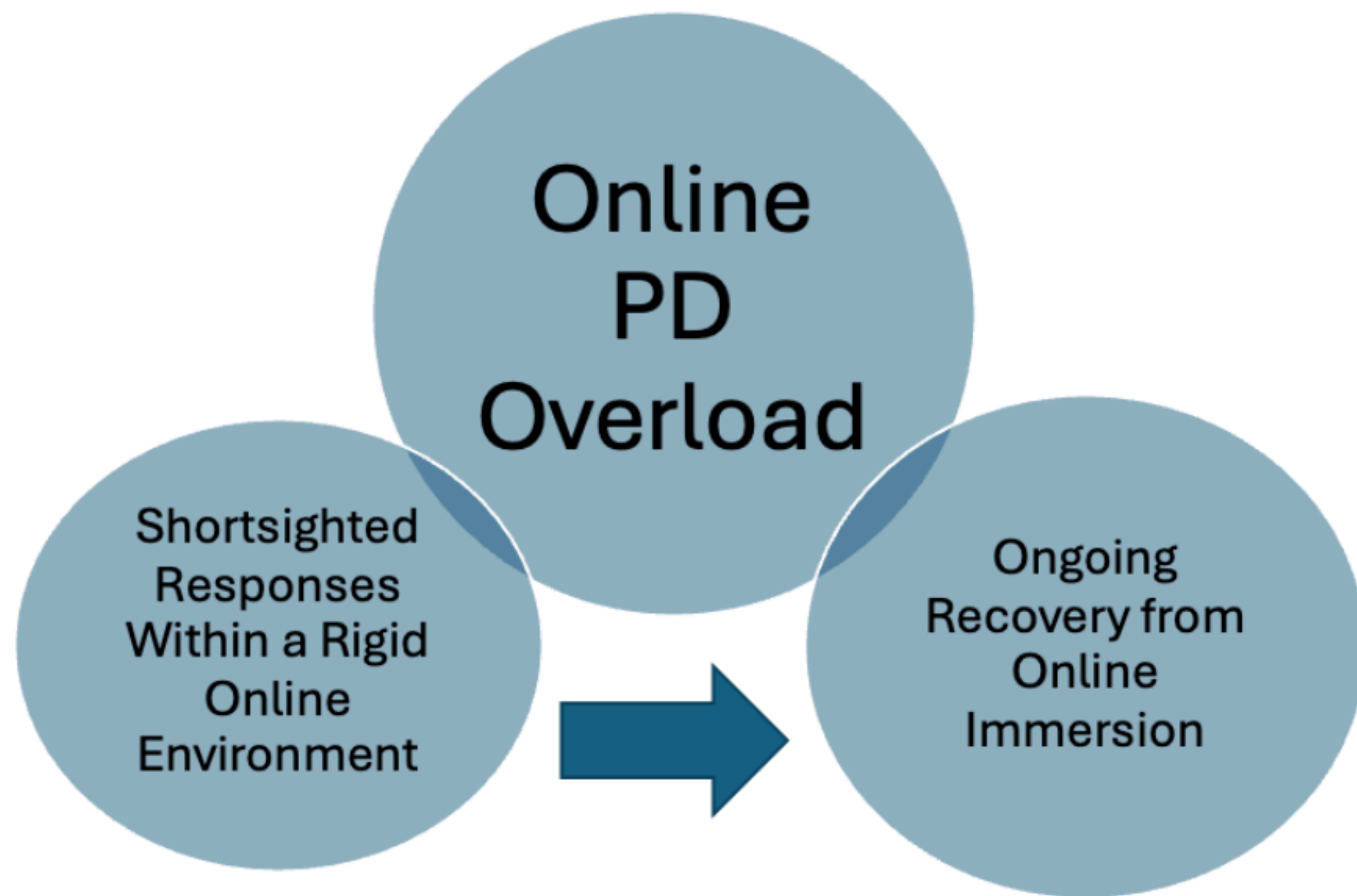
METHODOLOGY

- Multiple case study inspired framework
- Data collection
- Data Analysis









CONCLUSIONS

- Tension between technology vs. pedagogy. Integration?
- Importance of strong pre-existing connections. Proactivity?
- Growing (in)significance of learning spaces. Blended?
- Structured vs unstructured PD. Complementation?

Recommendations

1. ERT Plan
2. Legitimization of Networked Interaction
3. Institutional Support
4. Broadening of PD Focal Points
5. Recognition of Pandemic Trauma

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QUESTIONS/FEEDBACK:

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