

The Consequences of Changing Curriculum Structures on the Professional Identity and Consciousness of Teacher Educators

Nurit Chamo¹, Liat Biberman-Shalev², Orit Broza³

Abstract

This study investigates the impact of a curricular-structural change implemented in a teacher training institution during the post-COVID-19 era, involving a shift to Blended Learning. Focused on 76 teacher-educators and 553 students, the research utilizes qualitative methods to analyze perceptions of this change and its consequences on professional identity. Results reveal a nuanced reflective discourse, delineated into three sequential turns: tactical, conceptual, and strategic. These turns underscore transformative expressions in teacher-educators' professional identity, emphasizing the imperative to delve into curricular dimensions. Notably, the study highlights the need for sustained inquiry into fundamental educational questions, particularly in the context of diverse learning environments associated with Blended Learning. This research illuminates the potential of such environments in supporting overarching educational goals and underscores the imperative for continued exploration in this learning and instruction domain.

Keywords: *Curriculum, Blended Learning, Professional Identity, Conceptual Turn.*

Introduction

In the realm of educational transformations, structural curricular changes evoke introspective and interpersonal dialogue on issues of identity and significance. This study explores pedagogical and organizational shifts, examining their influence on educational arena consciousness, particularly in the post-corona era. Emphasizing the imperative for quality education, criticisms surface regarding perceived student knowledge gaps and pressures on teacher training to revert to conventional patterns (Folden et al., 2020; Ellis et al., 2020). Conversely, optimistic perspectives envision the post-corona era as an opportunity for positive transformations, especially within teacher training institutions (Cahapay, 2020). Lockee (2021) contends that successful blended learning may impact the professional identity of teacher-educators, influencing future implementation motivations.

The introduction of a blended learning model, altering the academic schedule with monthly distance learning, aligns with a pedagogical and sociological perspective, emphasizing a functional paradigm (Parsons, 2008). This paradigm posits that socio-organizational structures can shape attitudes and behaviors within institutions and acknowledges the broader societal shifts, such as the global transition to remote work and learning, influencing institutional functioning. Zhao and Waterson (2021) reinforce this claim and assert that preserving structural curriculum changes post-corona is advantageous.

Previous studies (Biberman et al., 2023; Chamo et al., 2023) examined the attitudes of teacher educators and students toward the educational-structural change of blended learning, revealing overall satisfaction but disparities in perceptions of workload and pedagogical success. Notably, teachers perceived asynchronous pedagogy as more successful, while students favored traditional synchronous methods. Additionally, a study by Chamo and Broza (2023) found that teachers' satisfaction with identifying pedagogical strengths correlates with an expanded professional identity, emphasizing leadership aspects. This study aims to contribute nuanced insights into the evolving landscape of teacher training and professional identity amid transformative educational shifts, building upon the scholarly discourse provided by the cited literature.

¹ University: Levinsky Wingate Academic College, City of Tel-Aviv, Israel, Email: nurith@l-w.ac.il (Corresponding Author)

² University: Levinsky Wingate Academic College, City of Tel-Aviv, Israel, Email: liat.shalev@l-w.ac.il

³ University: Levinsky Wingate Academic College, City of Tel-Aviv, Israel; Email: oritbroza@l-w.ac.il

Review of Selected Literature

Since the present study seeks to trace transformations in the professional identity consciousness of teacher educators following a change in blended learning curricular structures, the literature review will focus on three aspects: crisis and consciousness; blended learning ; curriculum and their relationship to consciousness professional identity of teacher educators.

The Effect of a Challenging Reality on Consciousness

Phinney (2013), a socio-ethnic identity researcher, underscores that consciousness evolves from partial reflexivity to strong reflexivity following destabilizing events. This transition occurs during crises, disrupting routines in individual, national, and global spheres, as exemplified by the upheaval caused by the global COVID-19 pandemic. Such transformative processes manifest in education, described by Ben-Peretz et.al (2003) as a pivotal experience reshaping educators' perspectives. Biberman-Shalev and colleagues (2022), investigating lecturers during the pandemic, delineate a three-stage process: crisis, coping, and growth. The crisis phase involves a challenging shift to distance teaching, while the coping phase reflects diverse strategies for communication and pedagogical adaptation. The growth phase signifies an elevated educational discourse marked by profound questions, prompting a reevaluation of content and pedagogy in education courses.

Consciousness transformation involves breaks, pauses, and investigations, not strictly adhering to a linear model (Taylor, 1992). Alsina et. al (2019) asserts that reflective consciousness emerges through dialogue, shaping individuality within a collective entity. The importance of context, as emphasized by the scholars, extends to the educational space, serving as the collective entity where crises unfold. Examining hybrid learning and systemic curricular processes offers insights into the reflective questions of educational stakeholders, elucidating whether "broken worlds" foster an educational pedagogical consciousness indicative of change and growth.

Blended Learning

Blended learning, also known as hybrid learning, has emerged as a prominent pedagogical configuration in the post-corona educational landscape, encompassing both face-to-face and online distance learning environments. As global conditions show signs of a gradual return to "normality" amidst the waning impact of the Corona epidemic, there arises a crucial inquiry into which educational changes implemented during the pandemic should endure as positive transformations (Pelletier et al., 2022; Wojcikiewicz & Darling-Hammond, 2020).

It is important to note that blended learning did not materialize solely in response to the crisis; its conceptual roots delve deeper into considerations of technology, learning environments, and training processes (Graham et al., 2013; Poon, 2014; River et al., 2016). However, the pandemic accelerated its adoption, becoming a prevalent norm. Teacher training institutions advocating for qualitative changes deemed it imperative to stay abreast and address outdated aspects in education that fail to align with the demands for relevance and authenticity in the third millennium. Consequently, in the post-pandemic era, educators grapple with preserving the teaching efficacy of blended learning, developed out of necessity, while adjusting to the evolving nature of change (Anthony et al., 2022).

Anthony and colleagues (2022) question the driving forces behind blended learning adoption, specifically exploring perspectives and support for hybrid learning. Their systematic review of 94 research articles between 2004 and 2020 reveals a predominant focus on students' viewpoints (72%), with only a minimal emphasis on both students' and lecturers' perspectives simultaneously (12%). They assert that a comprehensive understanding of all stakeholders' perspectives is crucial for successful blended learning implementation, a point often neglected, particularly in the realm of teacher training.

Educators who undergo blended learning experiences during their training tend to exhibit more positive attitudes toward this approach (Cahapay & Anoba, 2020). Acquiring proficiency in such learning and the

intelligent integration of educational technologies, according to Koehler and Mishra (2009), prove crucial and serve as a decisive factor in technology integration in instruction. Lei and So (2021) stress the need for research examining satisfaction levels of academic staff and students with blended learning models in higher education, emphasizing the impact of social and emotional factors on attitudes and motivation. Lecturers' prior technology experience and perceptions of blended learning's potential to enhance pedagogical performance correlate positively with motivation to adopt this teaching approach (Gwande, 2016).

In focusing on blended learning as a curriculum structure, involving the simultaneous creation of face-to-face and distance learning environments (Bowyer & Chambers, 2017), this study explores its impact on professional identity, particularly emphasizing the pedagogical aspect. This shift prompts introspective questions for educators, such as: "Who am I as a lecturer in this new environment?" and "How does this redefine my role as a facilitator in the teaching-learning process?"

Perceptions Regarding the Curricular Dimension

Perceptions pertaining to the curricular dimension warrant an examination extending beyond the relatively limited context of mixed learning environments. Instead, a comprehensive analysis of the broader, systemic, and ecological context—specifically, curriculum planning—is imperative for understanding the strategic component integral to teachers' professional identity. The discourse on curriculum planning reveals its intricate, subjective, and constructivist nature, encompassing diverse perspectives on content, methods, learning environments, sequences, and time resources (Kahfi, 2020).

Drawing on Tyler's classic model (Tyler, 1949), curriculum planning is delineated into four core components: purpose, content, attitude, and evaluation. However, Zhao and Watterson (Zhao, 2021; Watterson) propose an alternative approach, advocating for an exploration of fundamental questions in curriculum planning: why, what, how, where, and when to teach. Their 'what' emphasizes the inclusion of essential knowledge and skills in national and global curricula, while 'to what end' underscores the development of basic skills, shared norms, and values. Addressing the 'how,' they promote student-centered, inquiry-based, authentic, and purposeful pedagogical models. Regarding 'where,' they advocate a shift from classroom-centered to worldly learning, emphasizing online resources and global expertise. Finally, with respect to 'when,' they contend that, under the new curriculum and within the context of mixed learning, time can extend beyond traditional schedules, allowing for asynchronous learning.

This discourse on curriculum planning, centered on profound questions, emerges during educational crises. Aktan (2021) directs attention to historical turning points that prompted the reconceptualization of education and highlights the pivotal question of purpose, emphasizing the need to redesign school curricula to reduce inequality and promote social and environmental justice. Aligning with macro-level curriculum planning advocated by scholars like Pinar et al. (1995), Aktan envisions the curriculum as a provocation for critical reflection.

The critique extends to teacher training, challenging educators to transcend their roles as content and mediation experts, focusing on the purpose of education (Ben-Peretz et al., 2001; Blaschke, 2021). Mola and Nolan (2020) advocate for teacher agency, where teachers act as consultants and curators, underlining the significance of addressing fundamental questions in the strategic component of curriculum planning. Within this process, the organization dimension, encompassing time resources, learning environments, and sequences, directly aligns with the educational-structural change examined in this study. Previous findings indicate that this change supports current pedagogical expressions (Biberman-Shalev et al., 2023) and hutagogic learning in mixed learning environments, emphasizing self-directed learning (Chamo et al., 2023).

The mixed learning schedule, as suggested by Aktan (2021), fosters qualities of self-control, self-regulation, and work discipline. These skills, supported by social-emotional learning (CASEL, 2013), become pivotal considerations for teacher training curricula post-corona. Reflecting on this, it is essential to ascertain whether the crisis has catalyzed a meaningful exploration of foundational questions in study planning, attesting to consciousness transformations.

Accordingly, the research questions are:

How teacher educators and students perceive the teaching and learning processes as they are expressed in the reflective intrapersonal and interpersonal discourse?

What are the consequences of the educational structural change on the consciousness of the professional identity of the teacher educators in the post-corona era?

Methodology

Research Model

A phenomenological approach, as advocated by Creswell (2016), framed this study, concentrating on comprehending distinct phenomena through the perspectives and perceptions of the involved participants. This methodology operates on the premise that there is no singular objective reality; rather, reality is construed subjectively by those who undergo the experience. In line with the tenets of phenomenology, the research sought to delve into intentional perceptions-meaningful experiences shaped by the individuals' viewpoints.

To capture these intentional perceptions, data were gathered utilizing a survey comprising open-ended questions, prompting written responses. Additionally, focus groups were conducted, fostering a discursive exploration of intentional perceptions among the participants. This dual approach, combining written reflections and interactive discussions, aimed to offer a rich and comprehensive understanding of the nuanced perspectives shaping the experiences under investigation.

Data Collection

At the end of the initial semester, spanning a minimum of three months following the implementation of the structural change, all college teacher educators and students were provided with an anonymous online survey link. This survey featured two open-ended questions, serving as a platform for the comprehensive articulation of reasoned perceptions within the research population. The aim was to elicit insights into the strengths and weaknesses associated with the educational structural change.

Complementing the survey data, information was gathered from two focus groups involving a total of 14 teachers. Each focus group discussion lasted approximately 60 minutes, with an additional 10 minutes dedicated to summarizing key themes. The focus group sessions comprised three rounds of questions: 1) what is your reasoned stance on the structural change? 2) What pedagogies were evident in the blended learning environments? 3) What curricular considerations guided your approach?

Furthermore, data were collected, with explicit consent, from focus groups consisting of around 10 students enrolled in the second and third years of a bachelor's degree program. Importantly, these students had no prior academic relationship with the researchers, and there was no hierarchical-academic association between them. A fellow lecturer facilitated the data collection at the end of the academic year, ensuring it occurred after the students had fulfilled their academic obligations.

Participants

The study targeted two distinct populations: all academic staff at the College of Education and all students across various levels and affiliations within the college. A total of 76 teacher educators and 553 students participated in the questionnaire, resulting in a response rate of 25% for lecturers and 28% for students. The gender distribution among respondents mirrors the overall gender distribution within the college. Regarding language, 90% of student respondents are Hebrew speakers, 5% are native Arabic speakers, 3% speak Russian, and 2% did not specify their mother tongue.

The average tenure of the teacher educators was 12 years (SD=8.4), with 78% lecturing in first-degree programs and 22% in second-degree programs. Among student respondents, 65% were enrolled in first-degree programs, while 35% were pursuing second-degree programs. This demographic breakdown provides a comprehensive overview of the study's participants, ensuring representation across faculty and student cohorts within the College of Education.

Data Analysis

The qualitative findings obtained from the open-ended questions in the survey and the focus groups underwent a comprehensive holistic content analysis, considering both content and form. Subsequently, a thematic analysis, as proposed by Braun and Clarke (2006), was employed to scrutinize the responses provided by both teachers and students in relation to the open-ended questions. This dual analytical approach enhances the depth and richness of the interpretation, allowing for a nuanced understanding of the perspectives and insights articulated by participants in the study.

Findings

The findings elucidated in this section are drawn from the responses of both teachers and students to the open questions embedded in the survey "What do you think are the advantages and what do you think are the most significant strengths of the new schedule in regards to the teaching/learning process you experienced?", as well as insights gathered from two distinct focus groups conducted with teacher-teachers and students, where the employed pedagogies within the framework of the structural change were deliberated.

The data analysis yielded findings addressing broad concepts that contribute to the comprehensive context of curriculum planning in relation to the two main categories: (a) Perceptions of Curriculum: encompassing goals, learner needs, role concepts, expressions of well-being, knowledge of curriculum types and positioning, and reasoned concepts concerning desired pedagogies. (b) Professional Identity: involving modeling and mediation processes, along with characteristics of the lecturer-student relationship.

In connection with a prior study (Biberman et al., 2023; Chamo et al., 2023) indicating high student satisfaction with the educational-structural change, the answers to open questions and the discourse in the focus group suggest that this satisfaction is primarily rooted in students' perception of the change meeting their needs as learners. These needs, partly instrumental, include economic considerations, exemplified by statements such as: "It saves us travel and parking [...] saves money on drinks, food and fuel." and "The advantages are that I can manage my time and avoid a two-hour drive that makes it very difficult to concentrate on a school day."

Concurrently, considerations related to integrated learning and the quality of learning were expressed, emphasizing flexibility in place and time to support independent learning. For instance: "[The structural change] Allows to manage time in a better way, to listen and understand better what is learned without distractions around" and "It [the new system] allows us to record the lessons and then watch the Zoom recordings as many times as I need and it helps me go back to places that I didn't really understand during the lesson itself, or even pay attention to other things that I didn't think about. It just helps to understand the material in a good way most."

However, contrasting opinions emerged, with students expressing dissatisfaction and highlighting drawbacks such as reduced instructional quality and a perceived lack of cooperation and discussions in distance learning, leading to boredom. Some students justified their preference for the structural change by acknowledging the evolving technological landscape, stating: "Our world is developing towards technology" or "we must stay up to date."

Duality is apparent in the positions expressed by students, involving both traditional and passive role perceptions, as well as openness and a desire to scrutinize the quality of learning in relation to its support

for valuable learning outcomes. The rationale behind this preference mainly stems from the desire for student agency, emphasizing flexibility in place, time, and pace of learning.

Regarding qualitative findings from teacher educators' responses, there was a tendency to primarily address the pedagogical potential inherent in the new schedule. Teachers highlighted the opportunity to employ various teaching methods and refresh thinking about course content. Additionally, some teachers emphasized emotional benefits, providing ventilation and breathing space for both students and instructors.

While some teacher-educators perceived the learning process more traditionally, insisting on fixed time and place for synchronous sessions, the majority described the rationale behind chosen pedagogies as consideration of learners' needs. For example: "I ask the female students if they prefer that I give them an asynchronous task in the model and this is because I fear an overload, which will make the learning ineffective and burdensome." Teacher educators also linked pedagogical choices to the nature of the course content, indicating that the choice of pedagogy should align with the course's characteristics.

In conclusion, the two populations perceive the structural-educational change differently regarding its goals, emphasizing the needs of the learner, pedagogical concepts, and content. While teachers view the old schedule as central and the new schedule as more peripheral, teaching students perceive both schedules in a more balanced manner. Teachers perceive the new schedule as enabling the activation of various pedagogies, whereas students see the structural change as a response to aspects they lack, promoting personal gain, such as the ability to review recorded meetings for better understanding.

Concerning the second category examining aspects of professional identity, teachers referred to the pause, the stopping, and the investigation facilitated by the change. They reflected on the organizational challenges posed by distance learning and contemplated its effectiveness in meeting students' needs. The set of needs of both teachers and students is also reflected in the modeling of pedagogies and the teaching students. For instance: "Taking their preferences into account, I think it's good modeling because I hope they will act like that as future teachers.... The new timetable transfers the responsibility of learning to them and I think it pushes them to be more active in the course." Another lecturer specifically emphasized the issue of modeling for distance teaching: "I think it is important to give an example of how to plan an effective asynchronous session in case they need to teach their students remotely." These explanations may correspond with the quantitative findings about the teachers' perception that asynchronous teaching combined with technology is the most successful pedagogy.

The contemplation about the meaning of the professional identity of the teacher-teachers against the background of the structural change was not confined solely to questions of mediation; it also touched on other aspects, emphasizing their roles as educators. For example: "The personal relationships with some of the students strengthened unexpectedly for me precisely because of the distance learning. I initiated more personal meetings and precisely the quick availability and the possibility to coordinate a convenient meeting for both me and the students was less cumbersome than a face-to-face meeting." and "I feel that I am a different kind of lecturer in different courses and in different classes. In the research courses and seminars, I am more of a supportive instructor, but there are courses in which I teach at Zoom. This diversity in the concept of my role gives expression to both academic needs and a response to what the students want. Sometimes they prefer A good lecture and a conversation and not an independent activity and not led by student-colleagues. You have to be attentive to all the diversity." This nuanced movement, characterized by exclamation marks and question marks, signifies forward progress coupled with moments of reflection and introspection within the discourse of the teacher-teachers.

Discussion

The findings derived from the examination of perceptions present a nuanced and multi-faceted portrayal. Within this complexity, our focus is directed towards elucidating the implications for the research questions, specifically exploring whether a discernible shift in consciousness is underway. This line of inquiry aligns with global literature addressing changes in education following the COVID-19 pandemic, both generally (Zhao & Watterston, 2021) and within teacher training specifically (Ellis et al., 2020).

The findings delineate three pivotal turns, each constituting a continuum characterized by a progression of continuity and development. These sequential phases offer a lens through which the intellectual evolution can be explored: the tactical turn, the conceptual turn, and the strategic turn. The tactical turn accentuates shifts and contemplation concerning significant aspects, addressing the overarching inquiries of 'what' and 'how.' In contrast, the conceptual turn delves into the essence of the matter, enabling an exploration of the underlying desire to foster meaningful learning for the learner. Finally, the strategic turn interconnects these inquiries, providing a comprehensive strategic overview. Our analysis will delve into the nuanced implications of these turns, unraveling the depth of their interplay and the insights they collectively yield.

Tactical Turn: Navigating the Pragmatic Landscape

In its broad sense, pedagogy encompasses the entirety of the educational process, while in a more specific context; it focuses on various modes of mediation in teaching to facilitate learning processes. Carrillo and Flores (2020) stress, in their extensive review on pedagogical practices and online learning in global teacher training, the imperative to transcend a merely instrumental approach to online teaching. They emphasize the inclusion of ethical, political, and pedagogical dimensions in this equation, prompting a consideration of the fundamental question: "to what end." This question lies at the heart of pedagogical professional knowledge and the development of a professional identity.

The findings of this study reveal a dichotomy. On one hand, there is an instrumental approach characterized by a traditional and routine preoccupation with questions of "what" and "how." Additionally, pro-digital approaches articulated by teacher-educators seem to emanate more from a perception of the breadth and diversity of pedagogical practices than a contemplation of their contribution to meaningful learning. Despite the structural changes in education, both teacher-educators and students predominantly express a traditional inclination, retaining familiar preferences for face-to-face teaching. These results align with previous studies conducted both before the COVID-19 era (e.g., Bingimlas, 2009) and in its aftermath (e.g., Cahapay, 2020 & Anoba), indicating that, while blended learning integrates traditional and online modules, teacher training institutions tend to adhere to traditionalist approaches.

Moreover, it is noteworthy that within the reflective intra-personal discourse among teacher-educators, there are expressions of halting investigation and raising questions, particularly concerning the selection of an appropriate intermediary. This finding complements a prior study (Biberman-Shalev et al., 2023) which detailed how the change in curriculum structure and the shift to blended learning resembled the approach in Jewish sources described as "coerce him until he says I want." This underscores that the constraints imposed by the teaching organization in mixed learning not only induce changes in pedagogical practices but extend beyond. While focusing on the tactical layer of the educational act may initially seem limited, it appears that such a pedagogical turn can open pathways for subsequent turns, elevating the discourse towards intended perceptions.

Conceptual Turn: Unveiling the Philosophical Underpinnings

One of the foundational principles guiding teaching and learning processes is rooted in the hutagogic approach, which aims to foster valuable, relevant, and authentic learning, allowing learners to spiritually grow through self-directed learning. The hutagogic approach has regained prominence, especially in the context of distance learning and blended learning (Blaschke, 2021; Chamo et al., 2023).

This research reveals that the redesigned schedule has empowered students to actively participate in selecting the timing (When) and the location (Where) of the learning process. Their satisfaction with the newfound flexibility in the learning model underscores the significance of flexibility in assessing the effectiveness of blended learning (Chambers & Bowyer, 2017). These outcomes lend support to the argument that mixed learning can enhance adaptability, learning skills, and the autonomous conduct of students (Sriarunrasmee et al., 2015).

Nevertheless, it is essential to note that, for some students, the primary emphasis is on the flexibility offered by the learning environment, while teacher-educators prioritize self-learning and fostering a sense of

responsibility for learning. A notable shift is observed between a classical pedagogical approach, where the responsibility for learning lies mainly with the teacher, and the heutagogic approach. This shift is evident in negotiations between teacher-educators and students regarding pedagogies to be implemented in the distance learning component of the academic hours system in the mixed format. This negotiation discourse is a direct outcome of the blended learning context and may significantly influence the turning point in pedagogical paradigms and the perception of the roles of teacher educators and students in the learning process.

This negotiation discourse is bolstered, on one hand, by the teacher-educators' shift towards pedagogies suitable for distance learning, particularly in crisis situations. These pedagogies are shaped by the instructors' desire to listen to students and prioritize their needs as learners and individuals within the learning process. A minority of lecturers, however, resisted negotiation with students regarding pedagogy, opting to maintain traditional pedagogical paradigms. This approach reproduces a hierarchical role concept, placing the expert-lecturer and the content at the center, with the learner's role framed as a passive receiver of information. Consequently, these lecturers predominantly adopt synchronous teaching (utilizing the Zoom application) in the distance learning component while adhering to the traditional lecturer-student role concept.

Teacher-educators who endorse the negotiation discourse view it as a novel and unfamiliar situation in their interactions with students. They recognize it as a necessary discourse in the reality of distance learning, designed to promote meaningful learning. This stance may signify a shift in consciousness, justifying efforts to adopt advanced pedagogies that prioritize learner growth and the learning process. It underscores the creation of a meaningful learning experience, emphasizing the expression of the learner's "voice" and providing space for self-expression and unique needs, whether related to feelings of burden, difficulty, or pedagogical preference. Additionally, it is plausible that the physical absence induced by distance learning has prompted lecturers to make a conceptual turn, supporting self-learning while challenging traditional pedagogical concepts. Howard (2021) contends that hybrid learning spaces bring about a transformation in the role of lecturers and their professional identity.

Strategic Turn: Weaving a Tapestry of Purpose

It is crucial to emphasize that the tactical shift, leading to a conceptual turn, has prompted significant inquiries among the research participants concerning the processes of designing and planning studies. This emphasis revolves around providing responses that cater to the diverse needs of all learning partners. The complexity and holistic consideration of various needs reflect ecological concepts, where the learner and the learning process are integral to struggles aimed at achieving valuable learning, fostering construction, and promoting ownership.

These inquiries delve into essential questions, such as determining the content appropriate for the face-to-face (physical) learning component versus the distance learning component. They also address issues like scaffolding provision and the mediation of self-learning. Considerations extend to understanding students' experiences during crises, both emotionally and socially. Furthermore, questions related to disciplinary knowledge emerge, exploring the advantages of learning specific content remotely and the decision-making process regarding what to choose and emphasize. Pedagogical and curricular needs are also explored, focusing on how to maintain continuity between the physical and distance learning components.

These questions align directly with the research findings, indicating that a majority of teacher educators perceive asynchronous pedagogies as most effective in the distance learning component. The emphasis on a pedagogical turning point highlights the prominence of advanced pedagogies, particularly self-learning. However, expressions of skepticism persist regarding the ability to establish an effective study planning process with a substantial volume of self-learning for the learners.

Moreover, the strategic turn is not merely about surface-level formations; its significance lies in the consciousness it cultivates. Teacher educators and learners, grappling with the questions of what and how, find themselves compelled to delve into in-depth inquiries integral to curriculum planning. The research findings underscore the ongoing need, echoing Ben-Peretz and colleagues' (2010) call, to deepen curricular

thinking in teacher training and the construction of professional identity. This aligns with contemporary perspectives, exemplified by Molla and Nolan (2020), who advocate for a professional identity shaped by active and engaged teachers. These educators envision themselves as creators deeply engaged in significant questions, particularly those situated within the strategic realm of curriculum planning, emphasizing their pivotal role in building students' professional identity.

In conclusion, the crisis event, exemplified by the corona epidemic, instigated a structural-educational transformation evident in the academic calendar of the teacher training institution. While this research acknowledges certain limitations, such as the potential for qualitative deepening through in-depth interviews, which could offer additional insights into the evolving consciousness of the two populations, the examination of the educational-structural change in this study provides a platform to contemplate the role and contributions of this transformation to the reconstruction of pedagogical consciousness among teachers and students.

The findings underscore that behavioral change, even when "imposed" on teacher-educators and students, falls short without an accompanying exploration of fundamental questions pertaining to education and the perceptions of various stakeholders throughout the educational process, including their roles. The study reveals phrases indicative of reflective processes emerging from both intrapersonal and interpersonal dialogues. These reflections serve as an initial step in tracing the budding facets of a diverse and expanding professional consciousness.

As further studies are envisioned, there exists an opportunity to delve comprehensively into the various reference points proposed herein. Such exploration can deepen both research and practical understandings, ultimately benefiting significant advancements in teacher training. This ongoing inquiry promises to unveil valuable insights into the transformative potential of educational-structural changes on pedagogical consciousness, paving the way for more informed and effective teacher training practices..

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