



DELVING INTO THE PEDAGOGICAL TRANSITIONS OF PRE-SERVICE TEACHERS TO NEW NORMAL: INDIVIDUAL DIFFERENCES OF ELEMENTARY LEARNERS IN FOCUS

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ABSTRACT

This research inquiry aimed to explore and describe the experiences of elementary pre-service teachers on pedagogical transitions to new normal. The study used a qualitative research design employing a phenomenological approach. The study focused on the experiences, coping strategies and insights of the fourteen (14) elementary pre-service teachers in private tertiary institutions in Tagum City, Davao del Norte. Seven (7) participants underwent in-depth interviews, and another seven (7) participants underwent focus group discussion. On the experiences of elementary pre-service teachers in the pedagogical transitions, the study revealed that the pre-service teachers facing difficulty on students' lack of participation, embracing teaching and technological skills, experiencing intermittent and unstable internet connection, struggling in finding appropriate teaching strategies and learning virtual teaching strategies with the guidance of cooperating teacher. To cope with the challenges, data showed that pre-service teachers were maintaining patience, employing technology integration in virtual class, utilizing differentiated strategy, creating a conducive virtual learning environment, and having a positive attitude. Apart from the findings, pre-service teachers gained insights of equipping pre-service teachers with professional skills, realizing one's potential, improving adaptability among pre-service teachers and enhancing creativity of pre-service teachers. These results are important to the pre-service teachers, cooperating teachers, Higher Education Institutions' administrators and Commission on Higher Education for them to be aware and understand the practice teaching experiences of pre-service teachers. This will help them in making initiatives to support and strengthen the curriculum, programs **and training intended for the pre-service teachers who will also benefit from this study.**

KEYWORDS: pedagogical transitions, new normal, qualitative-phenomenological study, online teaching, private tertiary institutions, elementary pre-service teachers

INTRODUCTION

In a teacher education program, teaching internship is crucial as it enables pre-service teachers to apply their knowledge and skills in an actual classroom situation. The Commission on Higher Education switched from traditional to online education because of the pandemic to avoid and minimize the danger of infection in the academic community. However, most pre-service teachers have difficulty adjusting to this new normal. The sudden shift in the instructional delivery mode for teaching internship enables pre-service teachers to encounter quite diverse and challenging circumstances. These pedagogical transitions pose difficulty in delivering content and managing virtual classroom for pre-service teachers.

A study conducted by Ogonnaya et al. (2020) in Ghana revealed that pre-service teachers faced various issues due to many institutions switching to online teaching and learning. Pre-service teachers at a Ghanaian university face difficulties when teaching and learning online, such as poor internet connectivity, a high cost

of data, irregular power supply, a lack of suitable gadgets, an inability to effectively manage their time, and family disruptions. In addition, a study conducted in Pakistan by Mahmood and Iqbal (2018) discovered that pre-service teachers' lack of experience and expectations about the teaching and learning environment in schools presents issues. Their challenges during practice teaching are divided into the following five categories: facility needs, instructional needs, administration's attitudes, student behavior, and mentoring of pre-service teachers. Furthermore, in Turkey, Özüdoğru (2021) highlighted that pre-service teachers have issues with the online educational process. The issues on the implementation, student, internet connection, technical, and instructor are what the pre-service teachers encountered. The pre-service teachers claimed that their most significant issues were a lack of computers, limited internet connection, technical difficulties during online classes, and not receiving instructor feedback

In the Philippines, Napanoy et al. (2021) conveyed that some impediments that pre-service teachers encountered are the



communication with learners, awareness of teaching techniques and strategies, the context for teaching and learning, and the new virtual learning environment. Additionally, pre-service teachers in one of the Philippines' state colleges cited difficulties with lesson planning, classroom management, and technology in their demonstration teaching. Furthermore, a study conducted by Ugalingan et al. (2021) revealed that since the transition to online education required modifications in how they offered instruction, pre-service instructors initially had difficulty. Also, pre-service teachers encountered different challenges such as interaction in an online environment, lack of self confidence in teaching, and technical difficulties.

Further, based on my first-hand observation in one of the private tertiary institutions in Tagum City, there are some pre-service teachers that have difficulties in adjusting to the pedagogical transitions to new normal. Based on the initial interview, it is a challenge to them to find and discover teaching practices that is appropriate to online education that focuses on catering to students' differences. It becomes an issue when pre-service teachers' content knowledge, experience, and training are inadequate. In these pedagogical transitions in our existing educational system, they are not adequately prepared, which restricts their ability to select efficient pedagogical methods and curriculum materials.

Pre-service teachers' pedagogical transitions are among the most important issues in the new normal. Therefore, it is crucial to address issues pertaining to the pre-service teachers' experiences with these pedagogical transitions. This study will give the Commission on Higher Education (CHED) the information about pre-service teachers' experiences in their practicum course that they can use to revisit and strengthen the curriculum in the new normal. In this inquiry, the experiences of participants may offer ideas for coping with the pedagogical transitions to the new normal. Their insights about the pedagogical transitions that focuses on catering to the differences of students may help to improve the practice teaching course in the new normal.

PURPOSE OF THE STUDY

This phenomenological study aimed to explore the experiences of pre-service teachers in the pedagogical transitions to the new normal that focuses on the individual differences of elementary students in private tertiary institutions in Tagum City, Davao del Norte. Furthermore, this study aimed to generate results that may give guidance to pre-service teachers in thinking of coping strategies to these pedagogical transitions that gives focus on the students' differences in the new normal education setup.

At this stage in study, pedagogical transition generally defined as the shift to alternative mode of instructional delivery known as online education.

RESEARCH QUESTIONS

This study aims to answer the following questions:

1. What are the experiences of pre-service teachers in pedagogical transitions in catering to students' individual differences in the new normal?
2. How do the pre-service teachers cope with the pedagogical transitions in catering to students' individual differences in the new normal?
3. What are the insights of pre-service teachers on pedagogical transitions in catering to students' individual differences in the new normal?

METHOD

In this study, qualitative research was utilized to analyze the phenomenon and gain a thorough understanding of it. Additionally, data about the topic under study were gathered and examined using qualitative research method. The use of qualitative research was ideal for my study since it enabled me to describe the common experiences of the participants. Related to this are pre-service teachers' experiences with pedagogical transitions to the new normal. Furthermore, this study used a phenomenological approach to examine pre-service teachers' experiences. A qualitative phenomenological research design was utilized for the reason that I gathered data and information by means of interviews about the lived experiences of elementary pre-service teachers on the pedagogical transitions in the new normal that focuses on catering the students' individual differences. All data that were obtained was utilized to interpret, evaluate, and understand the phenomena on pedagogical transitions of pre-service teachers in the new normal and to describe it substantially.

This phenomenological study was participated by 14 pre-service teachers from private tertiary institutions in Tagum City, Davao del Norte, Philippines. Among the 14 participants, seven (7) went through in-depth interviews, and seven (7) were subjected to focus group discussion. This study adhered to the idea put forward by Creswell & Creswell (2018) that phenomenology involves 3–10 individuals and is adequate for conducting qualitative research, and that this participants' number is sufficient to saturate the information in the inquiry. The interviews were performed virtually using the Zoom application. In the selection of the participants, purposive sampling was utilized in this inquiry. Patton (2015) mentioned that purposive sampling is a procedure that the researcher specifically chooses the study participants based on the qualities they possess.

The following inclusion criteria was employed in the selected participants of this study: (a) must be officially enrolled in a practicum course in private tertiary institutions in Tagum City, Davao Del Norte; (b) must have been already deployed to the respective cooperating school; (c) must have facilitated in online class; (d) must have facilitated in catering the individual differences of elementary students; (e) must be willing to participate in this study.

In this study, I gave emphasis to the use of data coding and thematic analysis in the formulation of themes. Data coding and



thematic analysis are some steps in qualitative data analysis (Akinyode & Khan, 2018). Coding is the process of categorizing subjects, interests, preferences, and disliking that emerge from participant replies which are evaluated by the researcher (Sutton & Austin, 2015). Additionally, a technique for finding, evaluating, and reporting patterns or themes in data is called thematic analysis. It is an effective technique for examining the participant's viewpoints, highlighting parallels and differences, and revealing unexpected insights (Nowell et al., 2017). Since thematic analysis was flexible and practical as a research tool and has the ability to produce a significant, comprehensive, and rich record of the data, it is particularly beneficial in this study (Castleberry & Nolen 2018).

REVIEW OF RELATED LITERATURE

Pedagogical Transitions

The term "pedagogical transition" refers to the change from one delivery method to another, typically remote and online. It is a new event that emerged because of the pandemic and a brief change in the delivery of instruction (Hodges et al., 2020). Moreover, as a pedagogical transition, distance learning is a mode of instructional delivery in which the learning happens between the students and their teacher that were in a different location during discussions. Further, the mentioned distance learning has three types: the modular distance learning, online distance learning, and TV/Radio-based instruction (Quinones, 2020).

Likewise, Pace et al. (2020) expressed that pedagogical transition is when a physical classroom is replaced with a virtual one, requiring many academic institutions to quickly adapt. Moreover, a particular difficulty in a virtual class for educational institutions is coming up with a strategy to maintain classes interesting, engaging, and safe. As an outcome, many educational institutions globally are reconsidering and redesigning their teaching pedagogies. Furthermore, pedagogical transition refers to the shift to a different method of delivering education. It is the transition from face-to-face instruction to online education because of a crisis situation. This shift in the educational landscape, specifically online education, entails synchronous and asynchronous learning (Khanal, 2021).

Experiences of Pre-service Teachers on Pedagogical Transitions

Challenges with internet connectivity were considered as the primary barrier to obtaining and using electronic resources by teachers (Olaniran et al., 2017). Similarly, Alan et al. (2020) stated that pre-service teachers encountered the problems in terms of the dependence of online education on technology and inadequate infrastructure for example internet and electricity. Also, another drawback of online education is the absence of

constructive communication. Hence, poor interaction, students' passivity, and preventing socialization are a few of the issues that arise.

Likewise, Jin (2022) highlighted that pre-service teachers also experienced challenges about technology, the decision regarding the right time to step in, as well as students' participation. Also, the internet was unreliable, and Zoom lagged, leading the pre-service teachers to occasionally talk over the students. Consequently, Sánchez (2019) conveyed that the lack of teacher training, physical barriers, and the diversity of students are some of the barriers and impediments to participation and learning in educational environments. Hence, students are unable to participate in and learn from pre-service teachers' conversation because of these difficulties. Meanwhile, pre-service teachers experienced many difficulties in identifying appropriate strategies in a virtual class. Students' varied learning preferences, attitudes, and values are responsible for difficulties. As a result, pre-service teachers always struggle to create lesson plans that include the necessary activities and discover effective teaching methods that consider student differences (Napanoy et al., 2021).

Insights of Pre-service Teachers on Pedagogical Transitions

Online teaching provides a setting for preservice teachers to recognize difficulties and build resilience to employ various strategies. As a result, the pre-service teachers tried to use various ways to meet the needs and interests of the children, even though many difficulties arose; this process cannot be separated from reflection (Jin, 2022). In addition, Dhawan (2020) mentioned that online instruction and learning give pre-service teachers the flexibility to adapt their practices to the unique needs of their learners. Thus, a wide range of online materials are accessible and are seen to be crucial for efficient and successful teaching and learning. Also, in this pedagogical transition, pre-service instructors can maintain interactivity in their lessons by using a combination of voice, video, and text to connect with their students.

Moreover, Singh and Kasim (2019) revealed that some effective technology pedagogical content knowledge approaches were used to draw pre-service teachers' attention and help them achieve their teaching potential. Also, it is believed that in order for pre-service teachers to meet the challenges in the context of education, they must have a clear understanding of the technology pedagogical content knowledge for teaching practice. Besides, establishing pedagogical conditions at the higher school and developing learning technologies that bridge the gap between theoretical and practical knowledge are the authentic ways to address the challenges of realizing teachers' pedagogical potential. Additionally, it has been found that pedagogical settings significantly influence how well future primary school teachers are prepared for their training (Zhakipbekova, 2018).

**RESULTS AND DISCUSSIONS**

Table 1
Major Themes and Core Ideas on the Experiences of Pre-Service Teachers in Pedagogical Transitions in Catering to Students' Individual Differences in the New Normal

Major Themes	Core Ideas
Facing Difficulty on Students' Lack of Participation	<ul style="list-style-type: none"> • having problems in conveying students turning on camera during class participation • lacking students' participation during teaching demonstrations • keeping on listening but not participating in class • having few and same students participates in class • getting students attention during recitations is challenging • interrupting the class discussion • playing while having online class • struggling in getting the attention of the students to participate in class • struggling in maintaining students' attention
Embracing Teaching and Technological Skills	<ul style="list-style-type: none"> • employing different strategies in catering students' differences • catering the individual differences through different learning opportunities • learning new strategies useful in online teaching that caters students learning needs • exploring varied ways of utilizing different technological platforms • sharing educational sites to students for interactive learning to happen • learning while having fun by employing game-based instruction activity • developing technological and operational skills in exploring internet and other websites
Experiencing intermittent and unstable internet connection	<ul style="list-style-type: none"> • having difficulty in delivering the proper lesson in class due to poor internet connection • losing internet connection during virtual class • challenging to sustain internet connection during demonstration • having problem with unstable internet connection • having limited internet connectivity • having interruptions during online classes • having problems in terms of gadgets and internet connection
Struggling in Finding Appropriate Teaching Strategies	<ul style="list-style-type: none"> • thinking always on the different strategies and activities that caters students learning needs • exerting more time to study the lessons • searching on activities to aligned to the topic being taught • having difficulty in dealing with students' individual differences and needs • feeling stressful in dealing with students' individual differences • feeling anxious in thinking of online teaching techniques and strategies
Learning Virtual Teaching Strategies with the Guidance of Cooperating Teacher	<ul style="list-style-type: none"> • performing well in online teaching while implementing the strategies learned from the cooperating teacher • receiving advice from cooperating teacher after teaching demonstrations • coping the challenges by learning and exploring technological platforms with cooperating teacher's guidance • exciting to learn in delivering the lessons accurately with cooperating teacher's company • having accommodating and responsive cooperating teachers

Facing Difficulty on Students' Lack of Participation

This theme is supported by the study of Alan et al. (2020) which stated that pre-service teachers encountered problems including poor interaction, students' lack of participation, and limited socialization. In the study conducted by Aziz and Kazi (2019), teachers perceived they had a significant influence in increasing student participation in class and acknowledged doing so in various ways, including through pedagogy, creating a safe and welcoming environment in the classroom, building close

relationships with students, encouraging speaking, and using humor to ease tension.

Furthermore, the findings of the study of Sánchez (2019) shows obstacles to participation and learning in educational settings that support inclusive educational methods. These barriers and obstacles include lack of teacher training, physical barriers, and the diversity of students. The existence of obstacles prevents



students from participating and learning in pre-service teacher's discussion.

Embracing Teaching and Technological Skills

Pre-service teachers had the opportunity to test their teaching abilities as well as exploring more techniques to hone them during their teaching practicum experience. Pre-service teachers were able to independently explore strategies and develop new ideas to provide information to students in this novel teaching and learning situation, which also increased their responsibility (Kadir & Aziz, 2021). Moreover, Rahmani (2021) revealed that the use of technology in online instruction has given pre-service teachers more opportunities to use and experiment with it. The utilization of different online tools such as Google Meet, Quizzes, and Google Classroom was mandated by the school, which had a favorable effect on the pre-service teachers. Through practice, pre-service teachers establish techniques and strategy to efficiently handle online classrooms and make greater use of the internet and numerous online platforms.

In connection to that, pre-service teachers agreed that having to learn how to use software and tools they had never used before to construct lesson plans and deliver synchronous instruction was the most pertinent and significant learning experience, they had during their teaching practice. Pre-service teachers expressed appreciation for the opportunity that this online teaching provided to explore and learn how to use various online platforms given the central role that technology played in this experience (Sepulveda-Escobar & Morrison, 2020).

Experiencing Intermittent and Unstable Internet Connection

Pre-service teacher experienced a challenge about technology in terms of internet connection. The internet was intermittent, and Zoom lagged, limiting the pre-service teachers in communicating with the students. This made it difficult for pre-service teachers to observe children's actions or progress (Jin, 2022). In fact, Olaniran et al. (2017) highlighted that majority of the pre-service teachers faced connection issue with the internet. Pre-service teachers encountered internet access related problems which refers to issues with an individual capacity to access e-resources due to a poor or unreliable internet connection.

In addition, this notion supports the study of Gurung (2021) who mentioned that one of the main struggles pre-service teachers in online education experience is the issue of internet connectivity. Online classes are not feasible without reliable internet connectivity. Conducting online classes is a difficult task for

some teachers, and some people cannot afford a reliable internet connection because of its high cost. The school, the instructors, and the students all experience issues with the internet connection.

Struggling in Finding Appropriate Teaching Strategies

Pre-service teachers experienced several difficulties in identifying appropriate teaching strategies for a virtual class. Pre-service teachers find it difficult to choose appropriate activities and teaching methods given these diverse attitudes and behaviors of students (Napanoy et al., 2021). Similarly, Kadir and Aziz (2021) highlighted that pre-service teacher found it challenging to identify and adapt content to fit students' unique needs. Not all pre-service teachers expected they would be capable of teaching online. Also, it is challenging for pre-service teachers to offer sufficient hands-on activities to their pupils.

Likewise, Al Abiky (2021) mentioned that the some of the challenges that pre-service teachers have when teaching online include the delivery of content, appropriate teaching strategies and online assessment techniques. Although the flexibility and continuity of learning offered to students by online and virtual classes are beneficial, the abrupt transition from traditional to remote learning and virtual teaching had an uneven impact on teachers.

Learning Virtual Teaching Strategies with the Guidance of Cooperating Teacher

Gaining professional experience requires collaboration with cooperating teachers. Pre-service teachers learned various approaches and techniques from them, learned about problems in the teaching profession, and realized the value of good communication skills. Also, pre-service teachers' self-managed classroom management, interactions with students, control over student behavior, and employment of different approaches and strategies significantly contribute to their professional experience (Ozdaz, 2018) Another study led by Ersin et al. (2020) highlighted that the online teaching experience was well-accepted by pre-service teachers. They were nervous when they first started their online practicum with their cooperating teachers. However, they quickly adjusted to the new situation and thought it was interesting. They experienced the support of their cooperating teachers, which enabled them to get over their fear and feel more competent about good classroom management. Also, the advice and guidance of their cooperating teacher helped them solve problems during online teaching in terms of classroom management and infrastructure.



Table 2

Major Themes and Core Ideas on the Coping Strategies of Pre-Service Teachers with the Pedagogical Transitions in Catering to Students' Individual Differences in the New Normal

Major Themes	Core Ideas
Maintaining Patience in Dealing with the Students	<ul style="list-style-type: none"> extending patience in dealing with students needing much patience in dealing with students manifesting forbearance in unexpected situations embracing patience in overcoming students' individual differences increasing patience in facing different challenges having patience in repeating lessons to students
Employing Technology Integration in Virtual Class	<ul style="list-style-type: none"> integrating educational technological application making use of varied educational activities and games creating video presentations as technological integration integrating technology by using varied resources and activities having quiz through google forms utilizing different websites and educational applications
Utilizing Differentiated Strategy in Virtual Class	<ul style="list-style-type: none"> employing differentiated instruction by employing various activities to students integrating activities that caters the different multiple intelligences of students utilizing differentiated activities to cater students' skills using differentiated activities to make class more entertaining providing activities in helping students understand the topic employing strategies that are engaging for the student to actively participate
Creating a Conducive Virtual Learning Environment	<ul style="list-style-type: none"> maintaining a conducive learning environment in online platforms having a peaceful and manageable environment creating a child-friendly environment that leads to students' active participation providing a conducive environment for learners to easily understand the lesson building connections with students in new normal education making students feel safe understanding students' differences and needs
Having a Positive Attitude	<ul style="list-style-type: none"> having a positive mindset to overcome difficulties being optimistic and positive in getting students attention thinking positively during unanticipated problem showing determination and optimism in teaching in the new normal portraying enthusiasm in teaching

Maintaining Patience in Dealing with the Students

This finding conforms to the study of Tajeddin and Alemi (2019) which emphasized that pre-service teachers believed that qualities of excellent instructors include patience. Pre-service teachers recognized the value of patience and advised being polite while repeating instructions to help children understand. For pre-service teachers, a good teacher is patient and nice to all their students. Similarly, Bülbül and Izgar (2018) stated that for the pre-service teachers, having patience with learners will be essential as diversity continues to rise. Additionally, learners encounter a variety of problems. Therefore, it is crucial to be patient when attending to their specific needs. Pre-service teachers also need to

be patient concerning class requirements, schedules, and modes of communication.

Employing Technology Integration in Virtual Class

Pre-service teachers integrate technology into the classroom to increase student success, provide a stress-free environment, improve students, foster interaction, and make the lessons more exciting. In addition, pre-service teachers regarded digital teaching tools as useful, captivating, and interesting. Also, digital teaching materials aid in teaching by making lessons enjoyable, producing creative, and useful content, making learning simpler, encouraging student participation, boosting student motivation, effectively communicating, and fostering a positive classroom



environment. Moreover, digital teaching materials are used by pre-service teachers to provide variety in their lessons because they are more effective and efficient (Demirkan, 2019). Likewise, Shand and Farrelly (2018) who mentioned that technology-integrated activities have been employed in certain pre-service teachers' lessons to boost student engagement while ensuring academic learning. Many institutions have adopted remote learning in several ways like using flipped classrooms, in-class online activities, modules, and hosting online class sessions.

Utilizing Differentiated Strategy in Virtual Class

Employing differentiated strategy was significantly more common among pre-service teachers. This is true because describing how you will deliver lessons to pupils is the main objective of the lesson plan. In particular, the differentiation process strategies were used by pre-service teachers more often than any other type of strategy. Moreover, students working in groups or pairs, visual and auditory activities, pacing, and reteaching with more practice were all strategies for process differentiation. Also, the group activity approach was the process differentiation technique that was most frequently used (Herner-Patnode & Lee, 2021).

The result is also parallel to the study of Kim (2020) who revealed that play and different hands-on activities are beneficial for the learning of young children, however it is challenging to do in online setting. Nevertheless, the pre-service teachers include different hands-on activities for the children, such as singing and dancing, cutting out shapes from a handout and constructing patterns, making an instrument out of leftover materials, and sketching pictures related to a specific topic. Moreover, creative thinking is needed to build developmentally appropriate strategies that engage students in a variety of hands-on online activities. Also, Cooper et al. (2020) which stated that preservice teachers designed and presented lessons to students that gave them practice adapting for various learning styles, using a range of assessments, encouraging student responsibility for learning, offering an alternate explanation, encouraging collaborative learning, and offering both suitable challenges and positive learning experiences for all students.

Creating a Conducive Virtual Learning Environment

To adapt to the new virtual learning environment that is conducive, they considered the pupils' diverse needs and tried to properly address them. Pre-service teachers also observed the learners' conduct to see what aroused their curiosity, made them appreciate their lessons, and helped them comprehend the lessons effectively. Further, they tried to understand the peculiarities and requirements of their culture. They tried to adapt their teaching methods and instructional activities (Mendoza, 2020). Consequently, Sharoff (2019) highlighted that conducive environment is characterized by being present, helping students learn, and enhancing their comprehension of the material while encouraging proactive and student-centered learning. These are considered fundamental components of teaching. Pre-service teachers need organization, structure, well defined boundaries, and explicit criteria for their students to succeed in an online course.

Further, the study of Darling-Hammond et al. (2020) emphasized that an essential element of an engaged virtual learning environment is collaborating with students in dialogues and encouraging peer-to-peer collaboration. Peer-to-peer interactive design promotes a sense of belonging and cooperation. With this information, future teachers create exercises for online lessons that encourage teamwork.

Having a Positive Attitude

Giving teachers the chance to obtain practical experience will help them feel more confident and competent, and it will also encourage positive attitudes. Additionally, while inclusive pedagogy and course content were the best indicators of pre-service teachers' attitudes, practical experiences and assignments helped them better understand the various special education needs. It also increased their willingness to accommodate these students in their classrooms (Pit-ten et al., 2018). This is also given support in the study conducted by Jin (2022) who mentioned that online teaching provides a setting for pre-service teachers to recognize difficulties and build resilience to employ different teaching techniques and strategies. Moreover, pre-service teachers exert efforts to employ various ways in order to meet the needs and interests of the learners in class.

Table 3

Major Themes and Core Ideas on the Insights of Pre-Service Teachers on Pedagogical Transitions in Catering to Students' Individual Differences in the New Normal

Major Themes	Core Ideas
Equipping Pre-Service Teachers with Professional Skills	<ul style="list-style-type: none"> • having orientation and seminars in dealing with students in the online setting • holding seminars suited for a virtual class • having training on different teaching methods • providing seminars on using different educational websites and games • offering additional training before deployment



Realizing One's Potential	<ul style="list-style-type: none"> • having self-efficacy in teaching online despite challenges • recognizing own's ability to teach online • discovering being efficient in manipulating technology • being able to teach diverse students in a virtual class • surpassing hardships through positive feedbacks • growing professionally while understanding the new normal
Improving Adaptability Among Pre-Service Teachers	<ul style="list-style-type: none"> • developing professionally by adapting and accepting changes in educational system • adapting to inevitable changes in educational system • portraying flexibility in teaching as adjusting to change • being flexible to cater the individual differences of students • seeking new knowledge to adjust to new trends in teaching • persevering in teaching students despite the destructions
Enhancing Creativity of Pre-service Teachers	<ul style="list-style-type: none"> • exploring teaching strategies and innovations to improve teaching • thinking beyond to explore different strategies • being creative in making PowerPoint presentations • being creative and innovative in making learning materials • being creative to cater students' individual differences

Equipping Pre-Service Teachers with Professional Skills

Pre-service teachers contend that they still lack the essential abilities to carry out their assigned jobs, despite the effort of the institution to prepare them for their pre-service teaching. Hence, pre-service teachers recommended that they require more training in creating daily lesson plans and school forms. They also suggested that workshops or seminars on resilience and interpersonal skills would be most beneficial, as well as teaching methods to assist pre-service teachers (Napanoy et al., 2021). Similarly, Hunter-Johnson et al. (2021) cited that professional development for pre-service teachers is essential since the recent shift from face-to-face instruction to online education. Also, effective continuous engagement and training of educational technology is necessary for pre-service teachers to complete a successful teaching practicum. Further, to advance their knowledge and experience using digital technologies to support their teaching in classrooms, pre-service teachers need training opportunities.

Furthermore, Zilka (2021) highlighted that the understanding of the difficulties that the pre-service teachers encountered in the processes of online teaching and learning in digital environments enables training programs to meet the needs of various learners and build collaborative learning communities. In addition, the key to using digital environments effectively is to select the right pedagogy for the needs of the learners and the content itself.

Realizing One's Potential

To stimulate pre-service teachers' attention and support them realize their teaching potential, certain efficient methodologies on technological, pedagogical, and content knowledge (TPACK) were implemented. Also, it is believed that in order for pre-service teachers to meet the challenges in the context of education, they must have a clear understanding of the technology pedagogical content knowledge for teaching practice (Singh and Kasim, 2019). Moreover, Zhakipbekova (2018), examined the

issues of training pedagogical pre-service teachers for future employment in inclusive educational institutions. It is concluded that establishing pedagogical conditions at the higher school and developing learning technologies that bridge the gap between theoretical and practical knowledge are the authentic ways to address the challenges of realizing teachers' pedagogical potential. One of the factors that will help teachers reach their pedagogical potential is the role of socio-emotional barriers, such as coping with uncertainty and transforming an individual instructional failure into a shared opportunity for teachers to learn (Vedder-Weiss et al., 2018).

Improving Adaptability Among Pre-service Teachers

In order to provide the greatest services to the pupils, teachers had to overcome any challenges and swiftly adjust to any teaching circumstance. The experiences of pre-service teachers in teaching online taught them that they would need to continue learning to address the predicament they faced, especially those pertaining to the use of technology and efficient teaching methods (Rahmani, 2021). In addition, Sepulveda-Escobar and Morrison (2020) cited that pre-service teachers valued their ability to adapt to new and unfamiliar situations. Aside from that, they also value their ability in dealing with unanticipated issues, gaining knowledge from the experience, and positively seeing the pandemic's effects on education.

Enhancing Creativity of Pre-Service Teachers

The content delivery was prompted by this new situation as some of the pre-service teachers experimented on their own to be more innovative and creative. Also, a group of pre-service teachers worked together to share resources and use a mobile application to distribute the materials to students and make them understandable (Al Abiky, 2021). Besides, Sepulveda-Escobar and Morrison (2020) stated that pre-service teachers had to look for new ideas and mechanisms to actively engage with students in a virtual class. Further, they acknowledged that while they had



to learn how to communicate with their students using new technological platforms, it had also given them more autonomy in their work because they had to come up with new ways to create educational content.

More so, Astuti et al. (2019) emphasized that creativity and innovation encourage the formation of the character of pre-service teachers to have the ability to develop, implement, and provide new ideas to others, as well as being open and responsive to different new perspectives. To enhance these skills, work product associated with teaching materials and the environment they live is required.

IMPLICATIONS FOR TEACHING PRACTICE

The pedagogical transition to the new normal posed significant challenges for pre-service teachers, as highlighted in interviews revealing issues such as intermittent internet connectivity, student disengagement, and difficulty in adapting teaching strategies to virtual settings. These hurdles notably impacted their teaching demonstrations. To address these challenges, it is crucial to modify teaching strategies to suit virtual environments and promote student participation. Pre-service teachers should actively explore diverse teaching approaches, utilize educational tools and platforms, and undergo pedagogical technology training to stay abreast of evolving educational trends. Moreover, intervention programs and webinars can play a vital role in mitigating the challenges encountered during the pedagogical transition to the new normal, fostering a more effective teaching experience for pre-service educators.

CONCLUSION

This study focuses on the experiences of the elementary pre-service teachers in the pedagogical transitions to the new normal that focuses on the individual differences of elementary learners. From the varied and detailed responses shared by the pre-service teachers, I gleaned valuable understandings of their experiences, the coping strategies they employed, and the beneficial results they achieved through this unique educational journey.

Firstly, the results of this study underscore the importance of providing comprehensive training and support for pre-service teachers in adapting to the new normal of virtual teaching environments. This includes not only technical skills but also pedagogical strategies tailored for online instruction. Secondly, the study highlights the necessity of fostering resilience and patience among pre-service teachers to navigate challenges such as student disengagement and technological difficulties. Thirdly, it emphasizes the significance of promoting creativity and adaptability in teaching approaches, particularly in virtual settings where traditional methods may not suffice. Additionally, the insights gained from this study can inform curriculum development and training programs for pre-service teachers, ensuring that they are equipped with the necessary skills and mindset to thrive in evolving educational landscapes. Lastly, it calls for collaboration among stakeholders such as cooperating teachers, Higher Education Institutions' administrators, and

regulatory bodies like the Commission on Higher Education to provide holistic support and resources for pre-service teachers' professional development in the new normal.

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