



Pedagogical Practice - Approach from the Perspective of Online Learning

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Abstract: The hybrid approach to pedagogical practice has become increasingly necessary in the context of technology development and recent educational changes. Hybrid pedagogy, which combines traditional face-to-face learning with elements of online education, offers a comprehensive range of advantages that meet the needs of both teachers and students, ensuring they are well-informed and knowledgeable about its benefits. This gives teachers and students greater flexibility and accessibility, enabling better adaptation to various educational needs.

Keywords: pedagogical practice; synchronous; asynchronous; hybrid learning

1. Introduction

Pedagogical practice is a crucial component of a psycho-pedagogical training program for developing the skills of future teachers and educational counselors. The program is typically structured in several stages, each designed to contribute to developing the skills necessary for a successful teaching career. These stages provide a clear progression, allowing future pedagogues to build on their knowledge and experience.

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1.1. The Objectives of Pedagogical Practice

Pedagogical practice within the psycho-pedagogical training program aims to develop the following skills:

- Developing teaching skills so that future teachers learn to plan lessons, manage classes, and adapt teaching methods to students' needs. Practice allows them to experience various teaching, learning, and assessment strategies;
- Observational and participatory learning is another objective that, in the first phase, initiates students in observing lessons conducted by experienced teachers and gradually participating in educational activities to understand the dynamics of teaching and interactions in the classroom;
- Feedback and reflection are important competencies and pedagogical practices, including continuous feedback sessions from mentors, where future teachers can evaluate their performance and reflect on their professional development.

1.2. The Components of the Pedagogical Practice Program:

- One of the central components of the program is the internship, which takes place in schools or other educational institutions. Here, students directly apply pedagogical and psycho-pedagogical methods in their work with students under the supervision of a coordinating teacher.
- Practical supervision. Each trainee benefits from the supervision of a mentor or tutor who provides guidance, evaluation, and support in implementing teaching activities.
- Evaluation and feedback activities. After each practical lesson, mentors and peers provide constructive feedback, and trainees are encouraged to reflect on their performance and improve in areas that require development.

2. The Role of Psychopedagogy in Pedagogical Practice

The role of Psychopedagogy in pedagogical practice is pivotal, as it provides a theoretical and methodological framework for understanding how learning occurs and how it can be optimized. By combining principles from psychology and pedagogy, Psychopedagogy creates effective educational strategies that support students' cognitive, emotional, and social development.

Psychopedagogy is centered on understanding students' individual differences. This understanding is crucial, whether it's their learning styles, cognitive development levels, or emotional and social needs. It allows for the creation of personalized teaching methods tailored to each student's specific challenges. This student-centric approach is critical to maximizing their potential in the classroom.

Psychopedagogy is also based on applying learning theories, such as behavioral, cognitive, and constructivist ones. These theories help teachers create teaching strategies adapted to various educational situations.

Psychopedagogy emphasizes cognitive and socio-emotional development. Teachers train conflict resolution, empathy, and interpersonal skills, which are essential for creating a healthy and productive learning environment. This component is also essential in managing diversity and inclusion in schools.

Psychopedagogy also integrates elements of educational counseling, providing teachers with the necessary knowledge to support students who face learning difficulties or emotional challenges. Teachers trained in Psychopedagogy can recognize signs of emotional problems and intervene to provide appropriate support or refer students to counseling specialists.

Psychopedagogy emphasizes reflective learning, which encourages teachers and students to constantly analyze the educational process and adapt teaching strategies based on feedback. This emphasis on adaptability fosters a flexible and open mindset among educators, making learning a dynamic process based on reflection and continuous adaptation.

Last but not least, Psychopedagogy helps to form an inclusive learning environment that meets the needs of all students, including those with special educational needs. Teachers are trained to use techniques and strategies that promote each student's integration and active participation, regardless of the difficulties encountered.

3. The Impact of Psycho-Pedagogical Training on the Teaching Career

Psychopedagogy plays a fundamental role in pedagogical practice, supporting teachers in understanding and applying practical and adapted educational methods. By integrating psycho-pedagogical principles, teachers can create a learning environment conducive to cognitive and socio-emotional development, thus contributing to the formation of students as complete individuals.

This comprehensive training provides future teachers with the necessary skills to become effective teachers, able to adapt their teaching style to various educational situations and create a stimulating and inclusive learning environment. Pedagogical practice thus becomes a fundamental element in their training, providing practical experience that complements theoretical training.

This type of training is vital to ensuring the quality of the educational process. It prepares future teachers to face the challenges encountered in the classroom and contribute to students' optimal development.

Approaching pedagogical practice from a hybrid perspective (online and face-to-face teaching) has become increasingly necessary in recent educational changes and increasingly pronounced technological integration. This adaptable model gives teachers and students greater flexibility and accessibility, enabling better adaptation to various academic needs.

Under the hybrid model, students can access teaching materials online at their own pace but also benefit from direct interactions with teachers, which are crucial for clarifying concepts and group activities. This inclusive model allows for the customization of teaching for students with special educational needs or those who face time or resource limitations, thereby promoting inclusivity.

The hybrid model provides access to various digital resources (videos, interactive presentations, simulations) and modern pedagogical methods. Teachers can offer more prosperous and varied learning experiences by integrating these tools into traditional teaching. At the same time, face-to-face lessons can provide progress checks and more direct assistance in practical activities.

Another constant of the hybrid approach is that it allows for personalizing the educational process. Teachers can use technology to monitor individual student progress and adjust lesson plans based on their performance. Students can work independently online but also interact directly with professors and peers to clarify more difficult issues.

The hybrid model's crucial feature is flexibility. Students can collaborate online through educational platforms or in person in seminars or workshops. Teachers can provide continuous feedback in both virtual and physical environments, ensuring an effective educational process that caters to each student's unique needs.

4. Challenges and Solutions in Approaching Pedagogical Practice in a Hybrid Format

Despite the apparent benefits, the hybrid approach comes with challenges, such as difficulty keeping students engaged online or needing uniform access to technology. Schools and universities must invest in technology infrastructure and support the effective Use of digital resources. Teachers must also be well-trained to use modern pedagogical methods that effectively combine the two types of teaching.

Challenges in online pedagogical practice:

- a. Lack of face-to-face interaction. One of the main disadvantages of online pedagogical practice is the need for more direct interaction between teachers and students. This can make it challenging to develop a mentoring relationship and limit the teacher's ability to assess students' non-verbal behaviors;
- b. Unequal access to technology. Not all students can access adequate technological equipment (computers, high-speed Internet), which can create barriers to active participation in online courses and practices. Educators and policymakers must address this issue to ensure an inclusive learning environment for all students;
- c. The potential of online learning and the challenges it presents. While online learning can lead to decreased student engagement and motivation due to distractions from the home environment or Lack of formal structure, it also offers a wealth of opportunities for the future of education;
- d. Performance evaluation and feedback. It is more difficult for teachers to provide immediate and accurate feedback online, especially for hands-on activities that require direct observation;
- e. Technological training of teachers. Many teachers need to become more familiar with using complex digital platforms, which can slow down or affect the quality of the teaching process.

Solutions for the challenges of online pedagogical practice:

- a. Use of interactive technologies. Online learning platforms that integrate interactive features (e.g., Zoom, Google Classroom, Microsoft Teams) can recreate face-to-face interactions to a certain extent. Synchronous learning, which includes real-time video conferencing and asynchronous learning, with material available for review, can be combined to keep the teacher and students connected;

b. The crucial role of schools and universities in creating accessible resources. To reduce inequality in access to technology, educational institutions must provide resources (equipment, internet grants) for disadvantaged students. Also, using platforms with low technical requirements or accessible on mobile devices can contribute to the democratization of online education;

c. Innovative pedagogical methods. Teachers can use active and engaging teaching methods such as online group discussions, collaborative projects, simulations, and case studies. Educational games and gamified assessments can boost student motivation and engagement;

d. Fast and constant feedback: Instead of waiting for scheduled sessions, teachers can provide regular feedback through messages, comments on learning platforms, or clear rubrics. This approach ensures that students are continuously guided and relieves teachers from the stress of managing feedback during busy schedules. Modern platforms allow real-time student progress monitoring, making the process even more convenient;

e. Teacher training in technology: Teachers should receive continuous training in using educational technologies and be supported in developing digital skills. Teacher training courses may include e-learning platforms, digital content creation, and online classroom management.

5. Conclusion

Online pedagogical practice brings significant challenges and opportunities for modernizing and diversifying education. The key to success lies in adopting appropriate technologies, personalizing instruction, and creating pedagogical strategies that keep students engaged. Adjusting resources and methods to the new context can make online learning a practical and accessible experience.

By overcoming technological and methodological challenges, online pedagogical practice can become a flexible and effective way of training future teachers.

When approached from a hybrid perspective, pedagogical practice can offer students a more flexible, accessible, and personalized learning experience. However, it necessitates continuous adaptation and investment in teacher training and educational infrastructure. This model aligns with the evolving needs of education, blending the benefits of traditional teaching with the advantages of modern

technology and underscores the importance of continuous adaptation in pedagogical practice.

The hybrid approach can face challenges, such as uneven access to technology, difficulties adapting to online teaching for teachers less familiar with technology, and the need to ensure coherence between the online and face-to-face components.

To effectively adapt to the online environment, teachers must participate in specialized training that helps them use technology creatively and effectively. These trainings prepare them to create active learning experiences that engage students and maintain a steady pace of teaching.

Therefore, hybrid pedagogical practice is an innovative and effective solution that allows combining the advantages of traditional teaching with the flexibility and opportunities offered by digital education. This contributes to better-preparing teachers for the future and to a more inclusive and adaptable education.

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