

Face-to-Face Teaching Skills of Virtually Mentored Pre-Service Interns

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Abstract. During the COVID-19 pandemic, pre-service teachers found completing their online teaching practicum impossible. Their doubt extended to their thoughts about making it difficult for them to perform their obligations effectively as practicing teachers. This basic qualitative research aimed to explore the practices and experiences of graduates in their online teaching internships and their effect on their teaching experience. Fifteen Teacher Education alumni participated in this study and were selected through purposive sampling. Data was collected using semi-structured interview questions and gathered through Google Meet and face-to-face interviews. Thematic data analysis was used to identify essential themes. Based on the results and discussion of the study, Teacher Education graduates of a Catholic Institution were exposed to unforgettable experiences and practices with their supervising instructor, cooperating teacher, school culture, and peers, which they continue to utilize in their current teaching roles. Subsequently, the study revealed that their experiences led them to the following: (a) commitment to the ongoing development of soft skills, (b) enhanced technological skills, (c) strengthened cooperation among coworkers and supervisors, (d) improved classroom management strategies, (e) innovation of assessment strategies, (f) refined creativity in creating instructional resources and (g) improved sense of accountability and adaptability. This implies that the online environment did not deter the would-be teachers from developing the skills necessary in the contemporary world. Thus, this study recommends enhancing the implementation of hybrid teaching internships in the teacher-education program.

Keywords: Pre-service teachers; COVID-19 Pandemic; Internship experience; Online teaching internship.

1.0 Introduction

Teacher Education Institutions (TEIs) seek excellence in teacher preparation by pursuing continuous development and adhering to international quality education standards despite the accelerated changes in the education sector caused by the COVID-19 pandemic. With the advent of the pandemic, TEIs shifted to flexible learning. This mode of learning utilizes both synchronous and asynchronous teaching and learning methods and a student teaching internship to encourage experiential learning among student interns (Quinco-Cadosales, 2022).

Internship is called teaching apprenticeship in Teacher Education Institutions (TEIs). The fundamental goal of teaching practice is to introduce and prepare students for the teaching profession (Mokoena, 2017). Teaching internships offer prospective teachers a variety of learning opportunities to help them become effective educators (Abdullah & Mirza, 2020). Pre-service teachers in the study of Rogayan & Reusia (2021) regarded internship as a gratifying hurdle to overcome with remarkable journeys. Filipino pre-service teachers described the teaching internship as an endless learning adventure, a satisfying challenge to overcome, an opportunity to be a second

parent, an improvement in pedagogical competence, immersion in the workplace, and the ultimate path to becoming a teacher.

However, due to COVID-19, an actual workplace for internships was impossible, posing a difficult challenge for teacher education institutes (Cho & Clark-Gareca, 2020). Teacher preparation during the pandemic was also challenging, particularly in giving interns supervised chances to transfer knowledge, skills, and competencies from online internship experiences to actual classroom practice (Ugalingan et al., 2021). Hora et al. (2021) found that online interns report poorer satisfaction, developmental value, 21st-century skills, professional network development, and high-skill tasks compared to in-person interns. During the COVID-19 outbreak, pre-service teachers found completing their online teaching practicum impossible. They see obstacles that make it difficult to perform their obligations effectively as practicing teachers, consequently impacting their work performance (Reyes, 2023).

The University of Saint Louis, a Catholic Higher Education Institution of Learning in the Northern Philippines, is among the academic institutions that switched to flexible learning modalities recommended by the Commission on Higher Education (CHED) in response to the worldwide health crisis. The University used the Learning Management System (LMS) before the global crisis. It heightened its use during the pandemic as the primary platform for the teaching and learning process, which includes methods and tools for submitting learning tasks, activities, and assessments assigned by teachers (Turingan et al., 2023). In addition, the practicing instructors resorted to using the NEO-LMS, one of the basic academic platforms in the teacher education curriculum (Sarini, 2021; Ugalingan et al., 2021). During this field activity, Louisian pre-service teachers encounter desirable and undesirable experiences. The University provides ongoing assistance for the internship through weekly online feedback-giving. Pre-service teachers must receive the necessary assistance in their development into competent professionals (Paronjodi et al., 2017) to TEI's goal of providing support in the implementation of internships, developing pre-service teachers through authentic internship practices, and allowing teachers to see themselves as professionals despite the various challenges encountered (Ruohotie-Lyhty et al., 2018).

Given the diverse experiences gained by pre-service teachers throughout the pandemic, it is critical to investigate the effect of their online teaching experiences on their teaching performance. Only some studies look into school internship practices and how they affect a teacher's career development. As a result, it is proposed that a study be conducted to investigate the effect of teaching internships on education graduates' actual teaching careers (Rogayan & Reusia, 2021). In this study, the focus was on how online teaching internships affect graduates' performance in their actual teaching careers. Furthermore, identifying graduates' best practices from internships highlights what the institution ought to provide to ensure high-quality education despite the constraints posed by the pandemic.

2.0 Methodology

2.1 Research Design

This study utilized qualitative research employing the basic qualitative research design by Merriam and Tisdell (2015) in exploring the best practices and experiences of graduates in their online teaching internship and how they, employing the basic qualitative research design by Merriam and Tisdell (2015), to explore the best practices and experiences of graduates in their online teaching internship and how they give meaning to these practices and experiences in their role as professional teachers carrying out their mission in a face-to-face.

2.2 Research Informants

The study was conducted at the University of Saint Louis, where the participants earned their degrees in teacher education. The informants of this study were fifteen (15) Teacher Education Alumni of the University in the school year 2021-2022. Purposive sampling was used to select the study's informants, who were selected by the following criteria: (1) they must have completed an online teaching internship during the pandemic, and (2) they must be in-service teachers. The identified participants teach at (a) the University of Saint Louis and (b) Mater Ecclesiae School, Inc. San Pedro Laguna, (c) San Antonino National High School Burgos, Isabela, (d) Saint Michael Academy Rizal, Inc., and (e) Apayao Community Learning Center during this study.

2.3 Research Instrument

The researchers employed a semi-structured interview guide validated by research experts before collecting narrative data on the practices during the online internship and their effects on the graduates' teaching practices. The first part of the questionnaire is the profile of the respondents, and the second part contains four semi-structured interview questions.

2.4 Data Gathering Procedure

The researchers sought the study's approval from the SECAP Dean and Vice President for Academics. After this, the outreach to the intended participants started. Informed consent was handed out before the interview session to inform the participants of the purpose of the study and the importance of their voluntary participation. Those who consented to participate in the study were interviewed. Some chose to have the interview face-to-face, and some had it via Google Meet. The interview was conducted at a time convenient for the participants.

2.5 Data Analysis

Thematic data analysis was utilized to identify essential or recurring topics. The selected data was evaluated thematically using the Clarke and Braune (2017) technique. The six-step process for thematic analysis is as follows: familiarization, generating initial codes, looking for themes, reviewing themes, defining and labeling themes, and producing the report.

2.6 Ethical Considerations

The ethical considerations were rigorously followed during the conduct of this research. Respondents are allowed to withdraw their involvement at any moment without affecting their social position, as their responses to the questionnaire are kept confidential by the researchers and used for research purposes only. After this paper had been finalized and approved, all interview recordings and transcriptions were discarded to avoid identifying the participants. Given the researchers' student status, the study did not involve monetary compensation, financial incentives, or reimbursement for study expenses.

3.0 Results and Discussion

Figure 1 presents the major themes for the effects of online internships on the teaching practices of in-service teachers. At the heart of the framework is the online teaching internship of teacher education graduates, and the effects of the teaching internship are as follows: (a) commitment to the ongoing development of soft skills, (b) enhanced technological skills, (c) strengthened cooperation among coworkers and supervisors, (d) improved classroom management strategies, (e) innovation of assessment strategies, (f) refined creativity in creating instructional resources and (g) improved sense of accountability and adaptability. This implies that the effects are the product of the pre-service teachers' experiences during their online teaching internship. This implies that the online environment did not deter the would-be teachers from developing the skills necessary in the contemporary world. The following sections will present each of these effects.

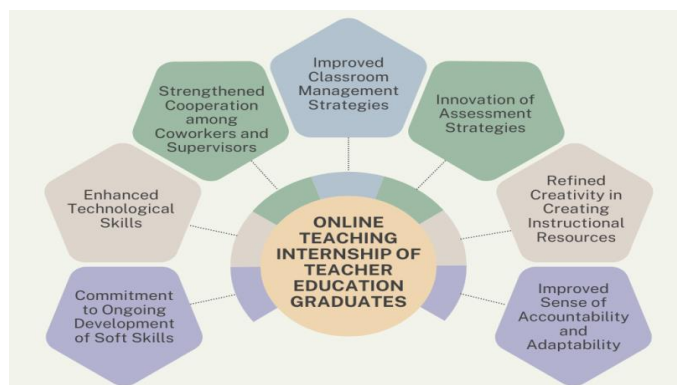


Figure 1. Major themes

3.1 Commitment to Ongoing Development of Soft Skills

Personal development is a cornerstone of effective teaching practice, empowering educators to strive for excellence and continuously positively impact students' lives. There were instances where the pre-service teachers were disheartened by the challenges they faced in their online internships. But, they could process their emotions through indulging in reflections and introspections. This step enabled them to understand their capabilities and interests better, resulting in increased confidence and a sense of purpose in their teaching career. They have shown personal characteristics like willingness to trust the process that led them to the realization about the help provided by their internship training: they became more convinced that teaching is their field of interest with the joy that they have experienced while helping the learners, and they became resourceful in seeking for help for the struggles they met particularly in lesson planning. Some of the verbalizations are as follows:

P06: *"These experiences led me to question myself and assess if I could compete with my fellow co-teachers. Ultimately, I realized that I am capable. I realized that the internship helped me grow a lot."*

P09: *"During my online teaching internship, I felt unsure if teaching was right for me as I faced many challenges and felt overwhelmed. It was disheartening at first, but with time, I discovered my passion for teaching and realized how much I enjoy helping students learn. Now, I am more confident and excited about a career in teaching."*

P12: *"I struggled with lesson planning due to a lack of knowledge but continuously sought help from my cooperating teacher and integrated technology to enhance assessments. My reflective practice demonstrated my commitment to improvement."*

These personal characteristics of the pre-service teachers, which were developed during their internship, were used when they were already in the actual field as in-service teachers. The graduates have displayed characteristics that arose as their response to the situations they were confronted with. It reflects their commitment to ongoing personal development. Their process of self-reflection and introspection could result in a transformative process in the teaching profession. Moreover, through introspection and perseverance, they develop enhanced communication skills and a deepened commitment to professionalism, which are integral to success in teaching (Dangara, 2018).

Educators' narratives of personal development underscore the transformative journey within the teaching profession. From initial struggles and uncertainties to eventual growth and confidence, these experiences highlight the importance of self-reflection, perseverance, and ongoing learning in shaping effective educators. Through seeking guidance, integrating innovative approaches, and embracing challenges, educators cultivate a dynamic skill set that enhances their teaching practice and positively impacts their personal development (Roger, 2020).

The journey of personal development not only empowers educators to overcome challenges and uncertainties but also enriches their teaching practice, enabling them to inspire and positively impact the lives of their students (Borja, 2018). As a result, these educators are better equipped to foster a supportive and inclusive classroom atmosphere that encourages student participation and collaboration. Their continuous self-improvement and adaptive teaching methods ensure that they remain responsive to their students' evolving educational needs.

Further skills beneficial to the present status of these teacher-education graduates include their step towards continuous learning and wide reading to stay knowledgeable and effective. Their online internship experience trained them in time management skills so that they could handle responsibilities efficiently. Some of the verbalizations are as follows:

P06: *"You need to be a wide reader because it also influences the students as you continue learning. You must impart the knowledge you want to share with them, so you must keep reading. Also, I developed communication skills because I am an introvert. Building good connections with students, cooperating teachers, and co-teachers is important. Lastly, time management is crucial; if I need to do something, I should do it right away and avoid procrastinating."*

P07: *"I developed my cognitive skills because the grade level I handled was science. They were bright, and it was a shame if they asked me and I did not know the answer. I need to do research and go beyond the box. My cognitive and communication skills must be prepared, especially when I teach at the college level. At almost the same age, you must avoid words like "uhm" and "ah" when you teach because they will laugh behind your back. My technological skills have also been honed since we are in the 21st century."*

P14: *"Well, I developed ICT skills, communication skills, and time management. For practice, it was my hobby to read books for my resources, give and receive feedback, implement house rules, and keep the student as my top priority in my plans. Lastly, my favorite practice or skill I developed is being patient enough to handle unfavorable things."*

During their internship, graduates demonstrated the impact of their experience by acquiring soft skills. According to Schutz et al. (2018), soft skills are acquired because a teacher involves learning from various experiences. During their online teaching internship, the informants encountered various experiences that served as examples and shaped their future as educators. The following narratives reveal that skills like communication, time management, understanding, patience, and a positive mindset significantly influenced their professional growth and personal development. These experiences aid students in improving and preparing them to assist communities. This represents a crucial milestone in initiating a prosperous professional journey that provides individuals with modern abilities and inventive adaptability, such as teamwork, critical thinking, and others, to address obstacles that may currently be beyond imagination (Roberts & Santulli, 2022).

Whitaker and Valtierra's (2018) study confirms that internship experiences significantly impacted the self-confidence of new teachers, their ability to implement culturally responsive teaching approaches, their appreciation for teaching in diverse environments, and their enthusiasm for teaching diverse learners. This exemplifies how a proficient teacher training program may mold the attitudes and talents of novice instructors, equipping them to confront the difficulties of instructing a diverse group of students. The practicum experience has also strengthened the pre-service teachers' capacity to handle everyday challenges and improved their proficiency in time management (Egeland, 2016; Pilonieta et al., 2017).

Adding to this, Ripamonti et al. (2018) show how internships help develop the abilities and potential of new teachers, turning them into highly capable and qualified educators. The positive impact of a well-organized internship is clear in how these educators are ready to handle the complex demands and opportunities of being teachers. The enriched experiences of the teachers contribute to their well-rounded skill set, enhancing their readiness for diverse academic, career, and social settings. Enabling students to apply their formal education in a practical setting through an internship program will help them develop essential work values and competencies. This is crucial for producing skilled and capable professionals in today's competitive world (Robinson, 2018).

3.2 Enhanced Technological Skills

Graduates reported that with their online internship, they explore technological tools and integrate them into the actual teaching profession. Their online experiences exposed them to varied uses and advantages of technology in teaching and learning. Their consciousness to keep the learners motivated and engaged pushed them to explore technological tools. The use of these technologies not only serves to motivate learners but also to assess their learning. Their resourcefulness worked when they blended face-to-face schemes (e.g., index cards blended with the number of likes with equivalent points in recitations). Some of the verbalizations are as follows:

P04: *"Skills acquired, such as effective lesson planning, diverse assessment strategies, and managing online classrooms, have equipped me to meet the demands of modern education effectively. Moreover, the experience has fostered adaptability and resilience, qualities essential for navigating the ever-evolving teaching and learning landscape."*

P07: *"I use Kahoot, Mentimeter, and other technological tools to instill enjoyment in my students. I always make sure not to repeat strategies to retain the amusement of my students. It is effective in getting their attention and assessing their knowledge gained in class."*

P11: *"Yes, I still use those technological tools in my class. I use different technological tools, such as Mentimeter and Word Cloud, to engage my students. I also used recitation schemes like index cards, vaccine cards, and the number of likes with*

equivalent points in every recitation. I can see the effectiveness of these activities if my students enjoy them. Online, there are limitations, whereas in face-to-face settings, once they are engaged, it may feel unnecessary to listen to the discussion. If I apply my strategies, I can also apply my communication skills. Being resourceful also helped me."

The graduates claimed their fear of technology in class was visible throughout their online internships; nevertheless, due to its impact and usage in the success of classroom strategies, they overcame it and subsequently utilized technology as the main bridge in education. The graduates, therefore, possess proficient knowledge and skills in advanced technology, enabling them to adapt to an online environment. However, their experiences contradict the results of Bansawan et al.'s (2022) study, which identified technical difficulties and lack of experience in technology as the primary challenges pre-service teachers face. Additionally, a significant number of individuals need more familiarity with technology and often encounter recurring technical issues, resulting in delays in the delivery of instruction. The research conducted by Turingan et al. (2023) supports the findings of Bansawan et al. (2022), which indicate that pre-service science instructors have negative experiences when incorporating technology into their teaching practices. Nevertheless, throughout the unfavorable encounters, they gradually acquired the ability to modify and conform until they mastered the virtual internship procedure and effectively presented their discussions.

Graduates' regular use of technology before their deployment and through preparatory courses at the University boosts their confidence and gives them the urge to integrate technology into instruction. During an online class internship, their experiences explain how they managed online classrooms and kept students engaged in virtual learning. According to the study's informants, it is inevitable not to apply their practices during their teaching internship due to their multiple benefits in increasing learning experiences, boosting access to knowledge, and preparing students for future issues. As these individuals step into teaching roles, they bring not just book knowledge but also a proactive approach to handling the always-changing needs of education, especially online education, which is likely to persist since many institutions are moving toward a comprehensive online or blended learning modality in instruction responsive to the demands of modern times (Flores & Swennen, 2020).

According to the study of Ghavifekr & Rosdy (2015), the findings indicate that teachers' well-equipped preparation with ICT tools and facilities is one of the main factors in the success of technology-based teaching and learning. Technological tools have emerged as the tool of choice for capturing and disseminating best practices, particularly in web-based and distance education contexts (Johnson et al., 2016). Different teaching tools and methods are important for making lessons interesting and easy to understand. Teachers use books, videos, and technology to help students learn better (Bekou et al., 2024). They become skilled at making engaging activities, ready to use new and creative methods that make the educational experience better for their students.

3.3 Strengthened Cooperation among Coworkers and Supervisors

The informants emphasize the role of building good relationships with their colleagues, especially in their actual teaching experience, because the challenges to connect with colleagues are inevitable, which makes them adopt their practice approach during their internship to communicate appreciation, care, and concern, trying to earn their coworker's trust. The effects of their internship strengthen their bonds with their coworkers and students as their internship trains them to be flexible and adaptable to cope immediately at work. They exchange ideas and concepts to build a bigger idea and foster teamwork, respect, and communication to have a healthy working environment. According to the graduates, their experiences train them to help the teachers in need and share their resources and strategies. They practice give-and-take methods with their coworkers, and when there is conflict, they choose to be professional in addressing the issue. Some of the verbalizations are as follows:

P02: *"My cooperating teacher influenced me by teaching me patience, which is crucial for teaching grade 7. I believe that she contributed to my development as a teacher. I found her easy to work with, with no rushing or pressure, and she is approachable. She is strict regarding deadlines and always taught me formulas and tips on how to teach the lesson, especially since I am teaching mathematics."*

P07: *"The teaching internship is a way to sharpen what is to be sharpened and improve what is to be improved. In my internship, I always kept in touch with my cooperating teacher because she needed my knowledge and expertise in technology,*

especially since she had not been exposed to using technology. You should share the things that you have known because if you do not share them, you are just the one progressing while others are not."

P15: "The most memorable experience I have encountered is when the sense of friendship or collaboration is magnified. After our final teaching demonstration, we always check on and comfort each other. We never let anyone from us feel unloved and unappreciated. We extended the undying support system."

According to the informants, collaboration with coworkers is easy to create since they maintain a sense of professionalism and collaboration at work despite connectivity issues. With their previous experiences and practices, they described their relationship with their cooperating teacher and peers and how they encourage each other in the workplace on an initiative, participate in committee work, and offer assistance. Furthermore, recent studies revealed that students' internship success could be seen if proper communication and regular feedback had been conducted to monitor students' development and progress (Wright et al., 2018). Similar to the findings of Sepulveda-Escobar and Morrison (2020), university instructors, cooperating teachers, and peers have an important role in assisting prospective teachers in developing positive relationships and empowering teaching and learning practices, allowing pre-service teachers to embody the value of collaboration between peers and instructors. Dangara (2018) also added that teachers' instructional supervision improved their performance in teaching and learning.

The graduates indulge in collaborative work and opportunities, making it easy to establish collaboration and teamwork in teaching. The study by Vehviläinen & Souto (2022) emphasizes the significance of displaying active involvement, attentive listening, and effective communication within a receptive environment to foster a positive relationship. This concept was also mentioned in the study of Cavendish et al. (2021), which states that pre-service teachers who actively participate in collaborative efforts with colleagues, mentors, and fellow educators will easily establish collaboration in actual teaching experience. These collaborative endeavors contribute to improving their teaching practices and expose them to diverse perspectives within the educational community. The results of this theme coincide with the study of Omar (2014), which claims that internships were the totality of educational and personal experiences that contributed toward an individual being more competent and satisfied in an assigned professional role.

Hands-on supervision and regular feedback during internships helped graduates develop and enrich important teaching abilities. This practice went on even during the online modality. The cooperating teachers even recommended speakers and seminars that the pre-service teachers could attend for further knowledge and training for their professional growth. Admittedly, the pre-service teachers identified challenges like reduced attention and engagement. Acknowledging the reality that such a challenge should be addressed, the pre-service teacher participated in training sessions focusing on using the Learning Management System (LMS) and was equipped with the skills to navigate virtual teaching environments effectively. Furthermore, the personal disposition of the cooperating teacher also influenced the pre-service teacher's approach to education. Their supervising instructor was taken as their guide during their internship experience. The following are sample verbalizations from the participants:

P02: "The hands-on supervision I received during my internship helped my career growth, with the instructor (supervisor) offering valuable feedback and support. However, transitioning to an online format presented challenges such as reduced attention and engagement. To address this, I participated in training sessions focused on utilizing Learning Management Systems (LMS), equipping me with the skills to navigate virtual teaching environments effectively."

P11: "Our supervising instructor is hands-on in monitoring us, and sometimes she is strict. She also recommended seminars with speakers from outside the school. Her dedication to fostering practical skills and a growth mindset significantly influenced my approach to education."

P13: "As I work with my cooperating teacher, I also embody professionalism; I consider them as my guiding path to execute my internship and also my helping hand to grow individually. Their constant support, guidance, and suggestions for my activities are highly appreciated. I also practiced accepting feedback and considered it a motivation to improve my skills. They pinpointed my strengths and weaknesses gently, which motivated me to finish my internship and apply them to my work."

The mentoring received by the pre-service teachers from their supervising instructor and their cooperating teachers was seen by them as influential in their professional growth. It is important to highlight that the pre-service teachers still need to settle for what their mentors can provide. It extends to their adherence to the advice of their mentors to upgrade themselves to address the problems they meet while having their online internship. This positive attitude is a manifestation of the problem-solving attitude of the pre-service teachers. The graduates highlighted that they continuously seek improvements to fulfill their responsibility in providing quality education. Through their experiences, they indulge in a continuous journey that requires commitment, curiosity, and willingness to embrace change and innovation. Behind these practices, some mentors introduced the importance of professional growth, just like in the study of Gorozidis & Papaioannou (2014). They highlighted that cooperating teachers inspire their student-teachers through their dedication to upholding quality instruction, made possible through relevant teacher education training and programs to improve their skills and become more proficient. Similar to the experiences of the graduates, their mentors greatly influenced them in their work. Despite their virtual interaction, they actively participated in their online teaching internship. Through this teacher education, graduates provide valuable insights into the effectiveness of their training programs that make them effective teachers.

The in-service teachers develop their competencies as professional instructors through continuous support, feedback, and effective mentorship. Training and support are essential in enhancing teachers' efficacy (Avargil, 2019). Uribe and Vaughan (2017) also emphasized the importance of professional growth activities such as seminars, InSeTs, and other training to get the best learning from the pre-service teachers. It also helped them enhance areas needing improvement in their teaching journey, contributing to their proficiency in the profession. Along with these opportunities, mentor feedback facilitates professional development because it improves teaching and helps future students (Ubogu, 2020). These experiences were designed to help students develop a strong personality and practical abilities necessary to comprehend what it means to be a teacher (Theelen et al., 2020).

Continuous guidance, support, and constructive feedback are essential in building the graduates' confidence. The study of Borja (2018) also highlighted that pre-service teachers should be well-monitored, supervised, and guided by their cooperating teachers to become prepared, as teaching internships offer prospective teachers a variety of learning opportunities to help them become effective educators. The gained experiences and practices shall be nurtured so that they can be well-prepared to handle the ever-changing learning environment and expectations of diverse stakeholders as the demands of our world continue to grow (Otara, 2014; Pustovoitov, 2014). The guidance they get during internships is essential for shaping how they become teachers, teaching them important classroom management skills, and always being ready to learn more (Genelza, 2022).

Even though they were in virtual interaction, the graduates sought advice, approached, and expressed their concerns to their supervising instructors. According to the study by Vehviläinen & Souto (2021), to achieve a good relationship, the supervising teacher needs to show engagement, listen carefully, and communicate in an accepting atmosphere. Dangara (2018) also added that teachers' instructional supervision improved their performance in teaching and learning. According to the graduates, having a supportive and communicative supervising instructor greatly impacted their online internships. The unwavering support, guidance, and feedback from their instructors helped them succeed in their internships.

The study conducted by Wisniewski et al. (2020) emphasized that feedback enhanced students' confidence, self-awareness, and passion, equipping them for a realistic work environment. Despite engaging in virtual connection, the graduates actively sought assistance, approached, and addressed their concerns to their supervising professors and cooperating teachers. Moreover, recent research has shown that the performance of students' internships may be observed by implementing appropriate and consistent feedback to track their growth and advancement (Wright et al., 2018). Graduates have developed valuable and significant learning experiences with their mentors, owing to their steadfast support, advice, and constructive feedback. This revealed that Internships offer aspiring educators valuable experience in navigating the challenges and fluctuations of teaching while also equipping them with the skills to effectively employ various methods and tactics that cater to the diverse needs of students.

3.4 Improved Classroom Management Strategies

Effective classroom management is essential for creating a conducive learning environment, as demonstrated by educators who have implemented various strategies. The graduates shared ways to maintain an organized classroom, such as setting clear goals and standards, developing strong connections among their students, planning and preparing engaging activities, organizing the physical classroom, and encouraging positive behavior. By establishing clear ethical guidelines and house rules and fostering respect and accountability, these educators laid a foundation for effective classroom management. Effective classroom management creates a structured and supportive learning environment, allowing students to focus on their studies and participate actively. It also enhances teachers' ability to maintain order and discipline, which is crucial for delivering lessons smoothly and fostering a positive classroom atmosphere. According to these graduates, they nurture classroom management because when they were in their internship, they proved that classroom management is very effective despite the restrictions of online setup. Some of the verbalizations are as follows:

P02: *"Students' needs must always come first; that is what I always tell myself. Promoting an environment where students can freely learn and enjoy studying gives them a high chance of succeeding in class. That is why I always give activities individually and group work so they can see their potential even more."*

P08: *"Actually, it is difficult to promote active participation and engagement in a virtual setup, but if you look at it, it helps a lot not only in reducing the child's stress but also in learning from the ideas of their classmates. Even though it was hard to establish, I tried my best so that they would mingle in my class. Especially in my final demonstration, I can say that it molded me to become who I am today because there are many challenges, not just online. It also made us resilient on how to be flexible with the resources that you have and how you would be able to pull off the available things."*

P14: *"I cannot control my students physically for classroom management. That is why I always set my house rules for them to know what I expect them to do. I also monitor my students' activities, such as how they respond if I call their names, and the value that I always bring on when I am teaching is being patient enough to understand my situation and the situation of my students."*

Effective classroom management is crucial for educators to create a conducive learning environment, as evidenced by the experiences of several teachers during their internships. Implementing clear ethical guidelines and house rules fosters a respectful and accountable learning environment, contributing significantly to effective classroom management (Robinson, 2018). Establishing clear rules and promoting real-time engagement is vital in managing online classrooms and encouraging ethical behavior among students (Roger, 2020). They also start discussions with online house rules to set expectations and address both technical guidelines and behavioral expectations. The challenges of managing online classes, especially without seeing students in person, require educators to be patient and adaptable, using strategies like recitations and asking for student takeaways to keep them engaged. These insights into effective classroom management not only contribute to students' academic success but also enhance educators' professional development by equipping them with essential skills for managing diverse learning environments. In their current roles, these educators leverage their classroom management expertise to create structured, supportive learning spaces that maximize student learning outcomes.

Moreover, the role of feedback in effective classroom management cannot be overstated. Regular, constructive feedback helps students understand the consequences of their actions and guides them toward desired behaviors. Graduates noted that timely and specific feedback, coupled with positive reinforcement, encourages students to reflect on their behavior and academic performance, promoting self-regulation and accountability. This approach addresses immediate issues and fosters long-term behavioral change and academic improvement. Additionally, involving students in setting rules and expectations can increase their sense of ownership and responsibility, leading to a more harmonious and cooperative classroom atmosphere. By actively engaging students in creating and maintaining their learning environment, educators can cultivate a sense of belonging and respect, further enhancing the overall effectiveness of classroom management strategies (Edison, 2020).

3.5 Innovation of Assessment Strategies

Graduates revealed that they used differentiated assessment strategies to suit the needs of the learners. The teachers have to develop new ways to test their students, making it easier to see how well students are learning,

considering different ways of learning, and keeping students interested in every aspect of the lesson. This practice resulted in a fair score distribution to the students, and the classroom environment became engaging. According to them, students like these assessment strategies rather than quizzes and seatwork. The graduates' experiences taught them to be innovative in teaching so that they do not settle for less and ineffective strategies. In addition, graduates set a high standard for themselves by displaying a deep understanding of the topic they teach, mastering various instructional styles, and knowing when to employ them correctly. In using their teaching experiences, they were able to establish strategies aligned with the lesson. Some of the verbalizations are as follows:

P01: *"I employed varied strategies, like video assessments and written assignments, to engage students and comprehensively assess learning. These innovative methods ensured fair evaluation and encouraged active participation."*

P03: *"I used interactive quizzes and games to enhance student participation and learning outcomes. These innovative digital tools facilitated real-time assessment and dynamic engagement with course content."*

P06: *"My cooperating teacher provided various assessment strategies focused on application-based evaluations. My classmates also gave me ideas; in other words, it was a give-and-take method. We always help each other and ask strategies if they are good or not."*

Innovative assessment strategies are essential for fostering student engagement and enhancing learning outcomes in contemporary education. Because of the switch to online education, pre-service teachers have had to develop new ways to test their students, making it easier to see how well students are learning, considering different ways of learning, and keeping students interested in a virtual setting. Using different assessments could help students stay interested and grasp the lessons better. According to the graduates, they utilized digital tools, including interactive apps, online platforms, and multimedia resources, to involve their students in dynamic and immersive learning environments that encourage active participation, stimulate creativity, and cater to various learning styles, ultimately resulting in more effective teaching and enhanced student outcomes.

According to Kalloo et al. (2020), using technology and various tools has many benefits, aiding student participation development and facilitating teacher effectiveness. Integrating these helps them to strive for the teaching challenges during their internship, such as lack of communication, cooperation from the student, and the quality of student learning in difficult subjects. Despite the challenges of remote teaching, access to online tools, especially in subjects like mathematics, has enriched teaching experiences (Thompson et al., 2022). The transition to online teaching necessitated that pre-service teachers be highly adaptable and well-prepared for the unique challenges of virtual classrooms. This requirement has driven them to develop new skills and strategies, emphasizing the importance of continuous improvement and flexibility in instructional delivery (Eman, 2021). These experiences prepared future teachers for the evolving educational landscape, where technology plays a significant role in assessment and instructional delivery (White & Forgasz, 2018). Overall, using various tested tools and technology-enhanced ones together was important for making learning experiences that were both interesting and useful. These methods not only made sure that students were evaluated fairly, but they also encouraged them to take part and understand more.

3.6 Refined Creativity in Creating Instructional Resources

Creating self-made resources by teacher education graduates displays their ability to facilitate learning. Creating videos, lectures, and presentations has helped them improve their technical and creative talents. Graduates remarked that their internship experience taught them how to creatively modify PowerPoint presentations and customize teaching tactics, allowing them to tailor their materials to meet the needs of their students better. Using technology and internet resources, such as YouTube videos, has increased their ingenuity and adaptability. Adopting this practice in their online teaching internship allowed them to create their materials and avoid being dependent on the materials of others. They also revealed that it makes their job fulfilling and satisfying. This hands-on experience with resource design has prepared them to face various educational issues. Some of the verbalizations are as follows:

P10: *"My resources before were books, online references, and curriculum guides. I also make my videos and lectures, and I am also sharing resources with my classmates. I also watched YouTube videos because my major is skill-based."*

P13: *"My experience teaching resources is that I perceived my self-made resources, and I collect resources from my cooperating teacher and classmates. I practiced editing my PowerPoint presentation, designing my teaching strategies, and utilizing technology to enhance students' learning. Luckily, I had my classmates back then who wanted us to excel and not foster a crab mentality; all we wanted was to graduate. That is why we helped each other and shared resources; that makes it a good practice to be professionals even though we were just students back then."*

P14: *"The resources my cooperating teacher contributed are just half what I need. That is why I find solutions to cope with the resources in teaching. I rely on watching YouTube lectures, asking the resources of my classmates, and creating a very good presentation. In short, I practiced to become resourceful to teach beyond the context of my lessons."*

The responses from the Teacher Education graduates highlighted the significant impact of creating and utilizing educational resources on teaching and student engagement. Utilizing self-made teaching resources allows teachers to cater to diverse learning styles, making lessons more engaging and effective for all students. Additionally, it enhances teachers' flexibility and creativity, enabling them to incorporate innovative tools and approaches to enrich the educational experience. According to Muico (2019), these resources are made by improvising and creating new learning materials. In this manner, the competencies of the subject are enhanced for the students when these resources are used in the classroom and serve as supplements to help them better understand abstract topics. In the study of Torrington & Bower (2021), they emphasized that videos can be a highly effective tool in the classroom, allowing students to gain a deeper understanding of subjects and accelerate knowledge acquisition. Through this, they make their videos, especially in PE subjects, to effectively influence students since it is skill-based.

Creativity and resourcefulness are crucial traits every teacher should have, just like in-service teachers developed these traits during their online teaching internship. Teachers with this trait can give their students an effective education, which includes making the classroom conducive to learning. According to Uçar (2022), since instructors place a high value on creativity, locations where it may be displayed and where creative ideas can be communicated should be made available wherever possible. Teachers are often highly resourceful, leveraging various strategies to enhance their teaching and support student learning. The in-service teachers use their resourcefulness to cater to the needs of the diverse students as they underscore the significance of collaboration and pooling resources to attain educational objectives.

3.7 Improved Sense of Accountability and Adaptability

Developing a sense of responsibility is crucial for effective personal development, highlighted by memorable experiences shared by pre-service teachers. The graduates emphasized their embrace of accountability, highlighting that it benefits them personally and contributes to a more positive and productive work environment. Also, by learning from their internship experiences and consistently meeting their commitments while taking responsibility for their career actions, they earn the trust of colleagues and students. One teacher recalls a power interruption that abruptly ended their class, teaching them the importance of having backup plans and being prepared for unexpected events. Another teacher exceeded their allotted demonstration time and learned the importance of time management from their cooperating teacher's reminder. Lastly, one teacher had to re-demo due to poor execution and took this as a positive experience, using constructive feedback to improve their teaching skills. These experiences illustrate how challenges and feedback can foster a stronger sense of responsibility and growth in educators. Developing a sense of responsibility equips educators to confidently handle unexpected classroom challenges, ensuring a smooth and productive learning environment. This sense of accountability also drives teachers to continuously improve their teaching methods and stay committed to their student's academic and personal growth. Some of the verbalizations are as follows:

P05: *"My memorable experience is when a power interruption ends my discussion in class. I cannot forget how nervous I am and do not know how to handle that situation. That was my first time, and I take it as a lesson to always have backups and be open to sudden interruptions."*

P07: *"I believe in my capabilities whenever I experience challenges because I confidently approach each task. During my online internship, this confidence helped me navigate challenges and uncertainties, knowing I had the skills to overcome them. While there were moments of doubt, my self-assurance ultimately allowed me to persevere and succeed in my teaching endeavors. I aim to continue building on this confidence, knowing it will be key to my growth and success as an educator."*

P12: *"I exceeded my teaching demonstration, which was supposed to be a 1hr and 30 minutes, but I exceeded 30 minutes, and my cooperating teacher reminded me to be mindful of my time. I take it as a positive one because I know it was my fault not to manage my time. That was my memorable experience."*

P14: *"My memorable yet turning point in my life is when I re-demo because I did not execute my demonstration well, and I take it positively because I know it happened for a reason. Because of the constructive feedback I received, I perceived it positively."*

Online internships introduce unique challenges, such as managing digital classrooms and engaging students remotely, which further enhance the adaptability and resilience of teacher education graduates. For instance, experiencing a problem during class highlighted the importance of backup plans and adaptability (Wang et al., 2021). These experiences shaped their teaching practices and enhanced their ability to handle unforeseen challenges and manage their time effectively, which are essential skills in their current profession.

As pre-service teachers, these learned competencies allow them to remain calm and resourceful during unexpected classroom disruptions, thereby maintaining a productive learning environment; the continuous cycle of feedback and improvement cultivates a growth mindset, encouraging pre-service teachers to view challenges as opportunities for development. Consequently, their proactive approach to professional growth enhances their teaching effectiveness and serves as a positive model for their students, promoting a classroom culture that values perseverance and lifelong learning (Stark, 2019).

Furthermore, having to re-demo due to poor execution and receiving constructive feedback underscored the value of continuous improvement (Lee et al., 2023). These challenges teach pre-service teachers the importance of preparedness, time management, and embracing feedback positively. As they navigate these experiences, they cultivate a deeper sense of accountability and professionalism, which is essential for their future educational roles. By incorporating these lessons, educators are better equipped to create effective, engaging, and resilient learning environments, benefiting their professional development and students' educational outcomes.

4.0 Conclusion

This study concludes that the training for pre-service teachers to become effective professional teachers may be done through more than just a face-to-face modality. The virtual training the pre-service teachers underwent made them more of a professional teacher. Their discovery of what they could do implies that any situation could be turned into a learning experience when one is willing to explore and learn. It further implies that those in charge of the training of the pre-service teachers could expose them to different uncommon or even uncomfortable situations to push them into becoming problem solvers and critical and innovative thinkers. Even further, this study implies that courses could be delivered online as long as the intended learning outcomes of the course are met.

5.0 Contributions of Authors

Janella C. Baligod organized and composed the literature by themes, gathering data, writing results and discussion, and fixing the RRLs. At the same time, Loverlen D. Licupa is also responsible for writing the literature by themes, interpreting the data, writing results and discussion, and arranging the literature matrix. Karen Joy Molina managed the entire research process, which included writing the introduction, research methods, results and discussion, conclusion, recommendation, revision of the manuscript, and overseeing each phase. In addition, Kristine Mae R. Auayang is accountable for thoroughly reviewing and assessing the entire research process. Lastly, Jennifer C. Bangi is responsible for checking, reviewing, and revising the final output to ensure that the paper meets the standard of a quality paper.

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The authors declare no conflicts of interest about the publication of this paper.

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