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Pivot of Pedagogy: How Minority Serving Institutions Adapted to the COVID-19 Pandemic

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Abstract

During the COVID-19 pandemic, issues regarding social justice, diversity, equity, inclusion, and respect were at amplified levels. Pacific Oaks College (PO) endeavored to keep its promise and maintain its mission and core values by connecting Culturally Sustaining Pedagogy (Paris, 2012) with Engaged Pedagogy (Florence, 1998) to leverage critical actions as real practice during distance learning. To explore how this occurred, the authors engaged in self-reflection practices by employing autoethnographic accounts. The overall goal is to examine the significance of community partnerships, students' online readiness, and instructional practices used to pivot practice during the pandemic. Preliminary findings indicate that PO's critical action to build strong community partnerships was successful. The "COVID Slide" (Kuhfeld et al., 2020) indicates that students may experience learning loss and elevated levels of depression and anxiety. This institution, faculty, students, and other constituents adapted its practices so that students could be provided opportunities to engage in research, internships, teaching practice, and fieldwork projects. Instructional systems (Fuhrman, 1990) that provide levels of support have become even more critical during distance learning. We sought to understand how instructional practices (Coburn et al., 2016; Desimone et al., 2002; Honig & Hatch, 2004) that support students and value their communities and cultural assets address educational disparities experienced by students of color. The COVID-19 pandemic has impacted the evolution, design, and facilitation of teaching and learning. The most responsive college, one that invests in supporting inclusive and equitable online learning experiences, will be best prepared to adapt to the teaching approaches of the future. The implication for practice is to radically rethink teaching practices from examining the disruption of learning to intentionally include equity-focused teaching strategies.

Keywords: COVID-19, Engaged Pedagogy, Social Justice, Distance Learning

1. Introduction

The purpose of the current study is to examine the significance of community partnerships, students' online readiness, and instructional practices used to pivot practice during the pandemic through auto-ethnographic reflections by two faculty members and one administrator at Pacific Oaks College (PO). The study involved self-reflection, library searches, and conversations among the researchers to accurately portray how the critical action that PO took built strong community partnerships that proved successful as students in practicum, at internship sites, and in thesis research navigated the changes related to face-to-face interactions due to the COVID-19 pandemic. While Pacific Oaks is known for its small class sizes and sense of community these attributes can, be easily lost when in-person contact is not available.

2. Background and Theoretical Framework

In the COVID-19 era, students in urban environments faced a variety of obstacles. Teachers were forced to transition from the traditional face-to-face pedagogical methods and resort to remote learning. The worst of which transitioning to online learning with the lack of resources. These students were over-represented among those who had to transition to online instructional delivery. Covid-19 presents under-resourced Americans with a set of unique and potentially dangerous challenges. Further, policymakers who are struggling to deal with the effects of the pandemic across the nation at large may not have the resources to focus on this particularly vulnerable portion of the population. However, this study provided insight on the transition these students would make based on clear line communication between the student and the faculty. It was documented by the United Nations, that nearly 1.6 billion learners from more than 190 countries were affected by this crisis (United Nations, 2020). There were several surveys that indicated how there was a 15% decrease in confidence about career certainty and were concerned that remote learning inadequately sufficed the cultivation of their practical skills, which would become detrimental to their career development (WeWork and Brightspot Strategy, 2021).

Educator, advocate, and author bell hooks, as cited in Florence, 1998 writes about engaged pedagogy as a necessary and transformative process that supports holistic learning (Florence, 1998). In many instances, education is seen as separate from what one experiences in real life. This perspective suggests a need to integrate real world experiences with classroom content. Educators have a responsibility to create a culture that supports optimal learning, and this requires an understanding of emotional awareness and emotional intelligence in their classrooms. This often involves the sharing of experiences to build community. The curriculum of PO is specifically designed to connect lived experiences to "*book knowledge*" and supports elements of sharing public and private parts of one's life with peers. This process is bi-directional as faculty share stories with students and students with faculty. COVID-19 created space for this collegial sharing to become not only important but necessary., As bell hooks (1998) indicates that this is the meaningful education that students desire and that serves them best. Once students engage in this process and realize the role they and their experiences play in their education, learning becomes more meaningful. Engaged pedagogy assumes that every student has a valuable contribution to make in learning. During this process of active learning and interactive engagement, at least three things should be present. First, is the promotion and inclusion of student to student and instructor to student interactions. Second, is the respect for diversity regarding an appreciation for an acceptance of diverse learning styles and methods. The third is the intentionality of active learning (Florence, 1998). These then lead to an education that is not compartmentalized but, rather, addresses the whole human. This collaborative engagement was fundamental in allowing the PO community to pivot our pedagogy while still staying true to academic standards required by professional organizations.

3. Clinical Practice and Uncertainties

Teacher education candidates enter a clinical practice phase of their program, which serves as a practicum. These students are looking for placements in schools to gain experiences with observation and supervised teaching. With their levels of ambition, coupled with the desire to impact their communities positively, these teacher education candidates expect to make a difference in the lives of the students they hope to serve. The COVID-19 pandemic amplified existing challenges (i.e., teacher shortage) while shedding light on some policies that prevent teacher education candidates from being mentored in traditionally underserved districts. To better prepare students, it would be ideal to have students motivated to serve in a specific community where they would feel connected (Grant & Hill, 2020). Unfortunately, policy drivers restrict who is eligible to serve as mentor teachers. Urban areas tend to have more underqualified or unqualified teachers (Darling-Hammond, 2019; Ladson-Billings, 2021) in high-stakes subject areas like math and science.

The difficulty placing teachers in various areas is twofold. First, teacher education candidates cannot complete their licensure requirements since they do not meet the criteria. Those school districts will continue to see deficits in academic achievement since their retention and recruiting of high-quality teachers signals inequalities caused by policy drivers. The need to pivot teacher preparation is even more critical. The inequitable distribution of qualified teachers (Darling-Hammond, 2001; Ladson-Billings, 1994; Roy, 2020) caused by the systems and structures that guide decision-making cause educational disparities.

The characteristics of a good school start with good teachers. Good teachers are prepared, understand their role and expectations, participate in the decision-making process, support students, and develop positive home-school relationships. Teachers tend to enter the profession because they love children and desire to do something valuable for society and make a

difference (Hill, 2021). In recent years, there was a shift in many domains of educational practice and research from a focus on education to a focus on learning. One of the reasons behind this shift is that learning appears to be more open and less constrained (Paris, 2012).

In contrast, some unsuccessful schools affect teacher stress and burnout, especially in urban areas. Teachers often feel that their work is meaningless, and they feel powerless to effect change in their situations (Ballantine & Hammack, 2012; Darling-Hammond, 2014; Howard, 2020; Ladson-Billings, 2009). Sociological dimensions consider structural constructs of alienation, powerlessness, meaninglessness, normlessness, isolation, and estrangement, all with organizational and structural roots. While the language of education tends to focus on the activities and intentions of those who educate, the language of learning focuses on what children and young people themselves do. This means centering on how they learn, both in relation to the activities of educators, but often also beyond or outside of particular educational arrangements, scenarios, and structures (Biesta, 2011). Ballantine and Hammack (2012) suggest,

> Every generation struggles with how to provide the best education to meet the needs of children and society. In recent years, numerous commissions, task forces, and individuals have produced documents lamenting the condition of education in the United States and arguing the need for reform; one notable area is accountability. (p.347)

Giving students the necessary tools is key to changing their conditions and uplifting the relationship between teachers and students.

Socialization agents mediate culture by providing a "*cultural spin*" and increasing understanding of race, gender, social class, and other factors. This type of understanding also depends on how that socializing agent is interpreted by those families, schools, neighborhoods, peer groups, workplaces, and communities affiliated with a specific time. Each of these socializing agents has its own slightly different interpretation attributes, which it passes on to its members (Banks & Banks, 2004; Darling-Hammond et al., 2000; Ladson-Billings, 2014). Race, gender, sexuality, social class, disability, and age are some socialization agents that influence people's beliefs, attitudes, perceptions, and cultural identity. Conflict can occur when the media, television, and the internet carry cultural messages that help shape people's attitudes, values, and behaviors (Howard, 2010; Irvine, 2003; Parham, 2002). Sending mixed messages with an appropriate rationale causes chaos because perspectives are misconstrued, pushing limits on socialization. The teacher needs to be prepared to ensure that technology and other socializing agents do not alter children's personal and social development, including learning to read nonverbal social cues and the ability to empathize with others (Small & Vorgan, 2008). A cultural approach, therefore, not only provides new ways for educational research and educational improvement but also highlights that both research and improvement can only proceed based on judgments about what counts as good or desirable learning (Biesta, 2011). Effective schools create positive academic achievement environments and raise students' self-esteem, reduce student alienation, and integrate teaching racial equality into the curriculum (Banks, 1994),

4. Methods, Techniques, or Modes of Inquiry

At the heart of qualitative research is the assumption that reality and truth are shaped and constructed through interactions between individuals and their environments (Freebody, 2003; Silverman, 2000). There is a humanistic stance that qualitative research adapts that permits researchers to examine a phenomenon through the individual's perspective (Creswell, 2009; Merriam, 2009). This specific mode of inquiry also explores personal narratives, experiences, and opinions and uses them as valuable data to answer questions (Marshall & Rossman, 1999).

One approach to qualitative research is auto-ethnography. It is a useful tool to understand and analyze people's lives and uncover multiple layers Batman event personal experience with cultural experience. Ellis and Bochner (2000) and Maso (2001) have suggested that autoethnography can include information about individual experiences specific to a research process and may extend to the exploration of researchers and participants as they engage in data collection. In all, autoethnography permits a researcher to perform a narrative analysis of themselves by being intimately engaged in the research of a particular phenomenon (McIlveen, 2008). This means the researcher does more than write about self but is critical about their experiences regarding the topic being investigated. The current research adapted Ellis's (2007) position of autoethnography that "involves a back-and-forth movement between experiencing and examining a vulnerable self and observing and revealing the broader context of that experience" (p. 14). This method of analytic autoethnography is directed towards objective writing and analysis.

To engage in this process, two thesis cohorts (n = 9) who had to transition to virtual learning during the spring semester of 2020 and began in the summer semester of 2020 were part of the analysis. Both classes met weekly, and one was in the data collection stage when learning moved online. This transition for the class collecting data occurred at the end of week 10 of a 16-week semester. One of the authors facilitated the process for all the students and is responsible for overseeing the thesis process at the campus. Weekly meetings with students involved sharing current experiences and anxieties. Notes were taken and shared with administrators regarding student adjustment, and faculty endeavored to continue sharing their own experiences to allow students to feel comfortable mentioning their struggles. To add layers of support for these students, two significant strategies were used. First, instructional videos created for students centered on how to engage in qualitative research when one cannot meet face-to-face. Second, support from other institutional entities like the library and writing specialists/tutors became more integrated into the classes. In concert, these provided opportunities to continue engaged pedagogy for students involved in thesis research.

Fieldwork consists of practice and applied activities outside the classroom, and students must engage in 45 hours of service at an approved fieldwork site during the semester. Students self-identified their fieldwork location and project, but this model was replaced with a structured virtual cohort-based fieldwork model to avoid canceling spring of 2020 fieldwork courses and site placements in the middle of the semester. Five bachelor courses (n = 25) and four master courses (n = 29) had to transition to virtual learning as well as place each student in an approved virtual fieldwork location with virtual supervision for the remainder of the semester. All instructors transitioned their students within two weeks (March 23-April 2, 2020), and one of the authors facilitated this transition was the course lead for fieldwork. Summer of 2020 (n = 60), fall of 2020 (n = 31), and spring of 2021 (n = 44) were also part of the analysis, as these consisted of both bachelor's and master's students. Summer and fall students were placed with nine new local community non-profit agencies, and spring students were placed with 13 community agencies. The author found virtual placements, fieldwork projects, and site supervisors for all students. The department's critical action to build strong community partnerships made the pivot to virtual placement and supervision possible as the institution, faculty, students, and supervisors adapted to this novel platform. Weekly Zoom meetings with instructors and site supervisors involved updates on student progress, supervisors' and instructors' experiences with virtual placements that helped create relevant resources and support for students, faculty, supervisors, and the institution. For students, virtual fieldwork orientation videos were created. Each student was placed in a small cohort assigned to an approved fieldwork location with a specific fieldwork project and a designated site supervisor. Students attended mandatory weekly Zoom meetings with supervisors throughout the semester and conducted observations via Zoom. Support for adjuncts and supervisors consisted of new virtual fieldwork format training by the author as well as a bi-directional communication system between the instructor and supervisor to track fieldwork hours, project progress, and student updates. Students, instructors, and supervisors appreciated this structured model that provided stellar and enhanced learning experiences through engaged pedagogy for students to meet their fieldwork requirements.

5. Results and/or Substantiated Conclusions or Warrants for Arguments/Point of View

Analysis of the thesis process during the Spring and Summer of 2020 indicates that students, while feeling some anxiety about the pandemic's impact on their qualitative data collection, felt the pedagogy was maintained during the process. Students wanted to have a virtual classroom that would, as much as possible, reflect a live one. Given this information, the thesis chair invoked the support of two other key entities on campus: the library and the writing specialists/tutors. This decision was made based on conversations with students during office hours and observations when providing feedback on thesis chapter drafts. It became apparent that students could benefit from APA support, academic writing assistance, and an accountability system. Key to the collaboration's success were conversations where the three entities learned where students were and what support they needed to triage and create, sometimes on the spot, additional ways to assist.

This experience revealed that clear lines of communication and a willingness to adjust and evolve the process and methods during integration were beneficial for students as they worked toward completing their master's research project. This resulted in a structure the library, the writing specialists/tutors, and the faculty member who oversees thesis work collaborated to offer supports that can only be described as wraparound services. This has now become standard practice and gave way to student-led groups who meet via Zoom to support and encourage each other since some are further along in the thesis process than others. The organic creation of these groups strengthened the process created through the pandemic. The analysis of the spring and summer of 2020 fieldwork student experiences exposed high levels of anxiety and stress with the thought of finding a virtual site location during the pandemic and completing the fieldwork requirements. Communication was key in the transition and implementation of the virtual fieldwork model. Students reported that their anxiety level decreased once they learned that fieldwork would be virtual, that they were assigned a location, a project with a cohort, and a supervisor. Moving fieldwork into a virtual platform showed that structure, bi-directional communication, and placing students in a cohort were beneficial for students to complete their fieldwork requirements. Students were flexible as they transitioned and adjusted into the virtual fieldwork format and were receptive to the highly structured organization that enhanced their learning and fieldwork experiences. Some students (n = 4) were offered full-time employment after completing their fieldwork. The collaboration and pro-active communication among fieldwork coordinator, supervisor, instructor, and students provided a strong dedicated support network. This model proved successful, is standard practice, and moves away from having students find their site location, create their project, and find their supervisor. Students who wanted to self-identify a site location, project, and supervisor could do so with approval, but that number was very small (n = 3) through the three semesters. The data showed that students preferred a highly structured format that maintained the PO pedagogy during their fieldwork. Additionally, new discussion formats implemented in the bachelor fieldwork courses indicated significant increases in students' enhanced learning, engagement, and community-building. Furthermore, campus leaders devised a new way to digitally track fieldwork hours and project progress and implemented a new memorandum of understanding. Due to the demands of placing students, training supervisors, collaborating with fieldwork locations, and meeting with instructors, a fieldwork coordinator position was created and filled.

6. Findings

The findings suggest that students will require additional support as they transition to in-service teaching at the school district that recruits them. The results are consistent with prior studies, and the findings indicate that "Beginning Teacher Support Assessment (BTSA) will need to intensify coaching and professional development since the culminating experiences are done through distance learning. Pre-service teachers will require new learning to address classroom instruction after COVID-19" (Hill, 2021 p. 9). Moreover, The National Council on Teacher Quality (2021) found that several states enacted new policies to strengthen clinical practice, yet the net effect is virtually unchanged since 2015. In total, 16 states now restrict who can mentor a student teacher to classroom teachers who meet some measure of effectiveness.

The ratings indicate a level of online readiness that the teacher education candidates have to integrate technology and engage in activities. Also, the findings show that teacher education candidates understand the importance of academic achievement, which is at the center of teaching and learning. Most of the participants were proficient or above. Nonetheless, cultural competence seems to present some challenges. Emerging data indicate that students need some additional strategies and preparation to demonstrate mastery proficiency cultural competence. Teacher education candidates can work with mentors to learn more about how culture shifts and changes over time. Mentor teachers noted the need for more antibias (Derman-Sparks, 1992) education because teacher education candidates need specific guidance on their role. They also stressed the critical proposition about culture is "not to elevate one culture or denigrate the other but rather help students understand that different cultural stances help us to see the world differently" (Ladson-Billings, 2021 p. 76). Lastly, Culturally Relevant Teaching requires engaged pedagogies, and teacher education candidates must develop tools to meet the needs of a diverse student population. The socio-political climate is heightened. Issues about race and culture must be situated within the curriculum instead of treated as isolated activities (i.e., Martin Luther King Day, Cesar Chavez Day, etc.). Teacher preparation needs to pivot the clinical practice and rethink possibilities to distribute quality teachers equitably. Schools should be filled with culturally competent, caring teachers who believe that all children can learn.

7. Discussion

School districts depend on several stakeholder groups. Teachers' pedagogical beliefs (Ertmer, 2005) can affect academic achievement, cultural competence, and critical consciousness. Teacher education candidates have to engage in critical reflection because teacher discretion is one of the leading causes of educational disparities (Roy, 2020). The basic concept of general systems theory is an integrated system of interdependent structures and functions. Systems theory and organizational behavior (Owens & Valesky, 2011) examine how groups within an organization work and how tasks are communicated to the groups.

While this approach was revolutionary in understanding natural and engineering sciences, researchers in the social sciences faced challenges in applying systems thinking to human systems. Checkland (1981) argued that complex systems thinking represented an inaccurate view of human systems' reality because of its inability to recognize conflict and discord in social systems, resulting in reductionist, faulty, and unsuitable approaches to solving social systems problems. Jackson (2001) further elaborated on the challenges of hard systems thinking for social systems, noting that the engineering and natural sciences focus on complex systems thinking presumes that system goals can be established from outside. In truth, they originate from individuals and groups within social systems and often differ, causing conflict. As Jackson pointed out, the hard systems approach strives to identify an "optimal" solution regardless of the system's differing opinions or values. This assumption of hard systems meant that the success of social systems would either be based on a total agreement on goals across the entire system, which is rather unlikely, or, more likely, or objectives of the system determined by those in power and without the input of others (Watson & Watson, 2011). For example, changes introduced in educational systems affect structure and role relationships. When movements produce new ideas concerns, and programs, there are often efforts to incorporate them into the existing system. A significant risk with back-to-the-basics socioeconomic disparities affecting Black Indigenous People of Color and the lack of adequate schools is that some of the ever-growing numbers of disadvantaged students who fall in the bottom half will be left farther behind and eventually drop out (Howard, 2016; Ladson-Billings, 2021). Teacher preparation in the United States is like a pendulum because there is a constant debate between theory and practice. A growing number of critics (Clune, 1993; Fuhrman, 1993; Li & Allen, 2021) pointed out that many of the problems were directly attributable to a lack of policy coherence both within and between levels of the educational system. The political side of education has a direct impact on students. Policies and legislation guide curriculum development because the policies create a legal obligation for learning organizations. If they do not follow the policies, they face programmatic consequences and additional liabilities.

The foundations of Culturally Relevant Pedagogy (Ladson-Billings, 1995) have three main touchpoints. Ladson-Billings (2021) affirmed that:

> culturally relevant pedagogy rests on three propositions: academic achievement/student learning, cultural competence, and socio-political/ critical consciousness. Any iteration that does not reflect all three of these propositions cannot be said to be culturally relevant pedagogy. Academic achievement, or more precisely, student learning, sits at the heart of teaching-learning. (p.71)

The pivot that occurred during distance learning required faculty to rethink teaching and learning. Table 1 represents the connections among the program learning outcomes (PLOs), performance expectations, and pedagogies considered to assist with that pivot. The move away from traditional lecture and listening to instruction was needed to be effective in the distance learning

format. Providing teacher candidates, the psychological safety to discuss the country's political culture (Li & Allen, 2021) requires particular repertoires and a specifically engaged pedagogy to allow them to situate current events within the curriculum.

Table 1. Teacher Candidate Outcomes

Program Learning Outcomes	**Teacher Performance Expectations (Domains)**	**Pedagogical Repertoires**
Examine and demonstrate research–based practices through the use of technology, instructional strategies, and standard-aligned curriculum to construct comprehensible subject-matter content for the teaching and learning of our diverse student populations.	Value the socioeconomic, cultural, and linguistic background, funds of knowledge, and achievement expectations of students, families, and the community and use these understandings not only within the instructional process and maintain positive relationships in the classroom.	Critical Humility (Sealey-Ruiz, 2013)
Identify, formulate, and apply formative and summative assessments to monitor and assess the learning of students through direct and indirect evidence.	Create healthy learning environments by promoting positive relationships and behaviors, welcoming all students, using routines and procedures that maximize student engagement, supporting conflict resolution, and fostering students' independent and collaborative learning.	Reality Pedagogy (Emdin, 2017)
Design curricula and plan instruction through the immersion of a culture-centered learning framework utilizing the students' background knowledge to teach, adapt, and support the teaching and learning of all student learners.	Implement, and evaluate technology-rich learning environments to customize and individualize learning opportunities and assessments for students	Culturally Sustaining Pedagogy (Paris 2012)
Examine and integrate a culturally responsive pedagogy through best practices for the connecting, engaging and supporting students' cognitive, emotional, social, and aspects for the sustainment of educational equity with our diverse student populations.	Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.	Culturally Relevant Pedagogy (Ladson-Billings, 1995)
Demonstrate the use of effective strategies to create and maintain effective environments to connect meaningful subject-matter and promote students' life experiences for teaching and learning of diverse student populations.	Implement, and use a range of effective classroom assessments to inform and improve instructional design and practice.	Anti-Biased Pedagogy (Derman-Sparks, 1992)

Table 2. Culturally Relevant Teaching Results

Respondents	**Academic Achievement**	**Cultural Competence**	**Critical Consciousness**	**Online Readiness**
R1	(3) Proficient	(3) Proficient	(2) Emerging	(3) Proficient

R2	(3) Proficient	(2) Emerging	(2) Emerging	(2) Emerging
R3	(4) Advancing	(2) Emerging	(4) Advancing	(4) Advancing
R4	(3) Proficient	(2) Emerging	(3) Proficient	(4) Advancing
R5	(4) Advancing	(2) Emerging	(4) Advancing	(4) Advancing
R6	(3) Proficient	(3) Proficient	(3) Proficient	(3) Proficient
R7	(2) Emerging	(3) Proficient	(3) Proficient	(3) Proficient
R8	(3) Proficient	(2) Emerging	(3) Proficient	(3) Proficient
R9	(4) Advancing	(2) Emerging	(3) Proficient	(3) Proficient
R10	(4) Advancing	(2) Emerging	(4) Advancing	(4) Advancing

(4 -Advancing, 3-Proficient- 2- Emerging, 1-Not Observed)

8. Significance of the Study

The implications for practice are to radically rethink teaching practices, examine the disruption of learning, and include equity-focused teaching strategies intentionally.

Specific to the thesis process and the supports that were reinforced and refined by adding multiple layers of student support, the greatest learning is that meaningful collaboration created the environment for student researchers. Due to the three entities' intentional creativity and constant open communication with students, students' data collection felt less daunting. The pivot was most successful due to engaging other campus entities. As mentioned, PO prides itself on allowing input from various stakeholders, and when necessary, those voices provide direction for the next steps. Since students conducting research were the stakeholders impacted, their voice was paramount, and faculty designed support strategies. While these strategies do not provide a blueprint for larger institutions, there are potential takeaways. The first is to not stop collecting student feedback. That feedback must be integrated into campus efforts since their success is the institution's goal. The second is to engage in conversations with other support services, as these may result in collaborations that benefit students and create support and accountability for all involved. The three entities required open communication about service direction and integration and thereby needed to be accountable as they asked students to also be accountable in taking advantage of the resources. The third is to use technology so that students can refer to recordings or videos if they forget or miss a concept. Rather than feverishly taking notes, conversations during classes and listening to recordings might be more beneficial in reinforcing learning.

Covid-19 disrupted on-site fieldwork activities. Pivoting into a virtual fieldwork format showed that structure, communication, flexibility, and collaboration created an enhanced learning environment. Students received support and resources to thrive academically, build community networks, and complete the 45 hours45 hours (about 2 days) of supervised fieldwork. Some fieldwork supervisors offered employment to the students upon completion of the course. Bidirectional communication among the authors, instructors, and site supervisors, as well as revised observation assignments and digital tracking of hours, provided an extra level of structure. Students' course completion was based on the institution's and the department of human development's support of innovative ideas to create virtual opportunities proactively and adapt teaching to meet students' needs during the pandemic. Equity-focused strategies were implemented to leverage technology to address existing inequities in tracking fieldwork hours and project progression. Additionally, instructors' and site supervisors' success relied on constant communication, training, and feedback to revise assignments, documentation forms, virtual classrooms, and learning environments. Site supervisors' and instructors' feedback also highlighted a need for a student placement and management system and for a full-time fieldwork coordinator to provide extra support. The implication for practice is to radically rethink teaching practices and to humanize digital pedagogy to preserve our students' (and our own) sense of humanity while teaching and learning remotely.

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