

THE REFLECTIVE ACCOUNT OF TRANSITIONING TEACHING PRACTICES ACROSS INSTRUCTIONAL MODALITIES

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ABSTRACT

The current paper presents a reflective account of the transition of teaching practices across instructional modalities for one teacher educator in the Midwest region of the United States. The transition between modalities was deemed by college leadership as an essential means for aiding current students in adding additional educational endorsements to their degree programs. The teacher educator volunteered to transition this course across instructional modalities and applied the principles found within Salomon and Perkins' research pertaining to transfer of learning theory to reach his desired goal. The goal was to improve upon best practices already developed in the face-to-face modality when tasked with teaching the same course in the online modality. Specifically, the teacher educator introduced the concept of providing teacher candidates with assessment options that aligned with the curriculum objectives and promoted a sense of control for the teacher candidates. Three central challenges were explored through the reflective lens: communication of choices to teacher candidates specific to the asynchronous learning environment, development of manageable assessment options for a condensed online course timeframe, and the creation of communication protocols to support collaborative student engagement and provide support regarding assessment options. The qualitative nature of the study allowed for depth of analysis regarding how the teacher educator thought through and implemented revisions to the course with respect to transitioning the teaching practices to the online modality. The authors conclude the paper by providing recommendations surrounding the continued exploration of how the instructional modality plays part in the transitioning of teaching practices between modalities.

Keywords: Teacher educators, modalities, higher education, reflective practice

There is increasing attention paid to the transition of teaching practices between instructional modalities. Specifically, there is a need to ascertain whether certain practices are best utilized only for the face-to-face modality or if they can be used in the online classroom as well. Kearns (2016) and Juarez (2019) addressed teaching practices shared between modalities. To examine the impact

that the use of assessment choices have on online student success, a recent study was completed at a teacher educator preparation program in the Midwest region of the US. This study built upon the recommendations from Kearns (2016) and Juarez (2019) to explore how teacher educators innovate teaching practices across modalities. Specifically, to follow Kearns' (2016) suggestion

for researchers to ask questions about “the kinds of changes higher education faculty make to improve their teaching and the ways in which they innovate across multiple teaching formats” (p. 76). In addition, the study used the framework of Salomon and Perkins’ (1989) learning transfer theory as a theoretical foundation regarding the ability for a teacher educator to transition practices across modalities. Further, Gibbs’ reflection model is used in this paper to provide the reader with a comprehensive framework with respect to how the teacher educator reflected on the experience. Thus, Salomon and Perkins’ learning transfer theory is used to underpin the transition of practices across modalities while Gibbs’ reflection model is used to tell the story.

During the study, the teacher educator engaged in the reflective practice by (1) revising course content to include assessment options for pre-service teacher candidates to complete within one education course, and (2) making the same opportunities available to online pre-service teacher candidates when the course was placed in the online modality. The reflective account of how the teacher educator transitioned practices from the face-to-face modality to the online modality will be explored in this paper. Specifically, learning transfer theory will provide the framework for how teaching practices were transferred between the face-to-face and the online modality.

STATEMENT OF PROBLEM

There were three particular problems associated with this teacher educator’s transition of teaching practices across modalities. These problems initially arose from the teacher educator’s analysis of the students’ end of course surveys and the knowledge that the face-to-face course would soon be taught for the first time in the online classroom environment. The three central challenges regarding the transition from face-to-face to online were the (1) communication of choices to pre-service teacher candidates specific to the asynchronous learning environment, (2) the development of manageable assessment options within the condensed online course timeframe, and (3) the creation of opportunities for pre-service teacher candidates to collaborate and seek support regarding their options.

The teacher educator had a lack of knowledge

regarding how best to transition face-to-face practices to the online modality for this situation. As well, since the teacher educator was tasked to create this particular online course alone, there was no ability to collaborate with colleagues. The institutional leaders did provide additional training on best practices in online teaching, but this training was not focused on how to transition a course previously taught in a face-to-face modality and modify it successfully for the online classroom environment. The primary rationale for transitioning this course online was to provide students with additional space in their schedules for other courses that led to additional educational endorsements. Thus, the course was seen by the institutional leaders as one that was a good option for shifting to the online modality since it did not have any field experience requirements.

The particular course that the teacher educator was tasked to create and teach online was a course that the teacher educator had taught for two consecutive semesters in the face-to-face modality. After each time of teaching this particular course, the teacher educator analyzed all data from student end of course surveys, which included quantitative scoring of questions using a Likert-scale and qualitative data in the form of open ended comments and feedback. In addition, the teacher educator examined the teacher candidates’ assessment data throughout the course and reflected on trends from student work. One central theme that arose during this time was that teacher candidates wanted more control over their assessments and a desire to complete tasks in ways that they perceived to be beneficial to their own learning, their success in their future teaching careers, and aligned with their personal strengths in areas such as writing, oral communication, and artistic expression. The teacher educator applied this theme of personal control over assessments to the face-to-face modality by providing a “bank” of three assessment options for teacher candidates to select from for each of the eight course objectives. The teacher candidates in the face-to-face environment displayed an increase motivation to complete these tasks, the quality of work was judged better based on scoring rubrics, and the teacher candidates’ end of course surveys indicated positivity regarding this practice. However, once the teacher educator was tasked to teach the same

course in the online modality, the initial problem emerged of how best to communicate these choices to the teacher candidates in this asynchronous learning environment. Subsequently, the teacher educator transitioned from relying on low-road transfer (teaching practices transitioned between instructional modalities subconsciously) to high-road transfer (conscious abstraction from one modality to the other).

Salomon and Perkins' transfer of learning theory served as the lens to view the transition of teaching practices for this teacher educator. The theory was selected because of its relevance to the contextual learning applied to a new setting. Within the theory, high-road and low-road transfer are constructs that conceptualize varying qualities of transfer. High-road and low-road transfer are used to differentiate between complexities of transfer. For instance, the teacher educator first attempted to transition teaching practices from one modality to the other using just low-road transfer. As the process unfolded, the teacher educator quickly realized the need to apply the high-road transfer principle to consciously consider how the transition should be orchestrated. The authors defined high-road transfer involves "explicit conscious formulation of abstraction in one situation that allows making a connection to another" (p. 118). Conversely, low-road transfer occurs quite automatically when past skills or practices are used in new circumstances. Low-road transfer involves "the spontaneous, automatic transfer of highly practiced skills, with little need for reflective thinking" (Salomon & Perkins, 1989, p. 118).

The teacher educator viewed this as a problem since crucial element in the face-to-face classroom was establishing a sense of ownership among the pre-service teacher candidates. When teaching the course in the face-to-face modality, the teacher candidates often lacked trust regarding the practice, and because this was deemed as a novel approach to experiencing course content, the teacher candidates usually voiced questions and concerns. Sometimes these discussions were rather lengthy and allowed teacher candidates to examine the purpose of the assessments and then decide upon an option best suited to match their personal educational goals. The concern for the teacher educator was that this sense of ownership would not occur in the online classroom

environment, and the use of the assessment options may be perceived as confusing to these teacher candidates. To overcome this problem, the teacher created supplemental materials to facilitate the choices pre-service teacher candidates would be offered. Throughout this reflective process, the teacher educator comprehended the need of offering support, guidance, and a clear explanation regarding the rationale behind providing assessment options.

Another significant problem that the teacher educator had to face was the development of manageable assessment options within the condensed online course timeframe. For this particular institution, the majority of face-to-face courses are 16 weeks in length with classes being held two or three times a week. The majority of online courses are taught for eight weeks in the summer with a belief that teacher candidates can attend four to six times a week. When the course was taught in the face-to-face modality, each assessment was completed every two weeks. This provided teacher candidates with ample time to examine the options, collaborate with the teacher educator and other teacher candidates, complete the task, and receive feedback on the assessment. The teacher educator's concern was that the weekly assessment options would limit the ability for the teacher candidates to communicate and to utilize feedback prior to moving to the next assessment. To best overcome this problem, the teacher educator once again relied upon the tools in the online modality to provide guidance beforehand by utilizing programs to embed videos and to ensure that feedback was given for all assessments within 24 hours of the due date. This allowed the teacher candidates to apply the feedback and to make adjustments for their next assessment in a reasonable amount of time.

The third problem was the creation of opportunities for pre-service teacher candidates to collaborate and seek support regarding their options. As related above, when the course had been taught in the face-to-face modality the teacher candidates often had lengthy conversations in class regarding these assessment options. In addition, the teacher candidates were allowed to work collaboratively in groups of up to four participants. The teacher educator was unsure how the collaborative nature of the course would

transfer to the online classroom environment and how best to address questions and concerns.

The teacher educator assumed the distance in the online classroom modality would create a greater need for accessibility and timely answers to student questions and concerns, especially in regards to the assessment options. Furthermore, the teacher educator assumed pre-service teacher candidates would have limited peer support for assessment completion as there could be increased difficulty collaborating in the online classroom environment. Therefore, in addition to creating announcements and providing instructor support at the beginning of each topic throughout the course term, it was necessary for the teacher educator to create a specific communication space within the learning management system (LMS) for teacher candidates to collaborate and seek support specific to the selected assessment option. As well, the teacher educator opted to create video lectures and provided these for teacher candidates to view on their own throughout the online course in order to proactively answer potential questions. To align with the same procedures used in the face-to-face classroom, the teacher educator did not force students to work collaboratively but allowed for the practice and create spaces within the online classroom environment to support the usage.

STATEMENT OF THE PURPOSE

The purpose of this study was to provide the description of how a teacher educator in the Midwest region of the US utilized reflective practice to transition teaching practices from the face-to-face modality to the online modality. In an effort to provide a cohesive account of the experience, the reflection used Gibbs' reflection model for this paper. Finlay (2008) illuminated, "Reflective practice is understood as the process of learning through and from experiences towards gaining new insights of self and/or practice" (p. 1). This reflective practice was informed by the challenges of transitioning a specific teaching practice (assessment options for pre-service teacher educators to select) from the face-to-face modality to the online modality.

The Gibbs' model of reflective practice (1988) was used in this study to frame the analysis of the reflection. The Gibbs' model underpinned the conceptualization of the reflective account to the transition of teaching practices for this teacher educator. Further, Larkin and Pepin (2013) concluded the Gibbs' model of reflective practice is useful for analyzing practices that are not normal or common practices. The lack of resources the teacher educator had available regarding the transition of teaching practices from

Table 1. Prompts through the Reflective Process

Gibbs' Model of Reflection	Revised course to offer assessment choices, Spring 2019	Transitioned teaching practice to online modality, Summer 2018
Description	What caused the need to modify the teaching practice of offering assessment choices to pre-service teacher candidates?	As the teacher educator prepared to teach the same course in the online modality, the three aforementioned problems serviced and were addressed.
Feeling	The end of course survey results and comments motivated the teacher educator to change the delivery of instruction via the new approach of offering assessment choices.	Was the need to offer the same teaching practice, with respect to providing pre-service teacher candidates assessment choices, necessary in the online modality?
Evaluation	How might assessment options be offered that align to curriculum goals?	How might assessment options be offered to pre-service teacher candidates who complete the course in the online modality?
Analysis	What impact might assessment choices have on student success rates and end-of-course surveys?	At the time of the experience, the teacher educator analyzed how to best prepare pre-service teacher candidates for the use of assessment choices.
Conclusion	What could be changed or modified from the outcomes of this reflective practice in preparation for transitioning this andragogical approach to the online modality?	The ways in which higher education faculty members overcome hurdles associated with the andragogical decision-making when different instructional modalities are a factor
Action		A project like this could be beneficial to higher education faculty members who teach the same course when different instructional modalities are a factor.

the face-to-face modality to the online modality were the challenges. Thus, this is where Salomon and Perkins' learning transfer theory was used to ascertain the process of low-road and high-road of transferring teaching practices between modalities. Subsequently, Gibbs' model was useful to direct how the reflection process was unpacked. Table 1, below, provides a visual representation of how the Gibbs' model was used as the reflective lens for this study.

The level of detail pertaining to the description of the reflective approach to transitioning teaching practices from the face-to-face modality to the online modality was intended to provide a cohesive account of the experience. Moreover, Hitch, Rowan, and Nicola-Richmond (2014) addressed how the Gibbs' model of reflective practice (1988) is used iteratively to show the ways that elements of the experience change and evolve. Thus, the teacher educator reconsidered elements of Gibbs' model before and throughout the transition of teaching practices.

DESCRIPTION OF THE ACTIVITY

On the surface, teaching the same course in different modalities may appear simplistic because the same instructor is teaching the same content with the main different being the modality of instruction. However, the three problems outline specific components the teacher educator overcame to transition teaching practices from the face-to-face modality to the online modality. When taking a closer look at the transition of teaching practices, specific instructional decisions must be evaluated to maintain curriculum goal alignment and ensure best practices in both modalities.

Setting up the Learning Environment. As previously mentioned above, online courses at the focus institution tend to be taught for eight weeks while the same course taught in the traditional face-to-face environment is 16 weeks. The rationale behind the difference is that the online courses are taught mainly during the summer sessions when students normally take one to three courses at a time, whereas the face-to-face courses are taught during the traditional semesters when students are taking four to six courses.

The teacher educator reflected on the transition of teaching practice prior to beginning the online education course. Through this process, the teacher

educator identified the need to communicate the reasoning behind the instructional practice of offering teacher candidates assessment choices throughout the course. Subsequently, using Gibbs' reflective model, the teacher educator (conclusion section of Table 1 above), debated with how best to describe the assessment choices pre-service teacher candidates would be offered throughout the course. Using the modification of andragogical practice in the face-to-face modality, the teacher educator realized the need to explicitly detail why choices were being given and how this practice would be implemented in the online modality.

Salomon and Perkins (1989) highlighted high-road transfer is the process of mindful abstraction from prior face-to-face teaching practices to the online modality. The teacher educator's conclusion of the need to provide a rationale for the purpose of offering assessment choices is the high-road transfer of how the process transitioned to the online modality. Therefore, the recognition of advanced explanation at the beginning of the online class was a critical aspect of setting up the online learning environment.

Developing Assessment Choices in the Online Modality. Next, the condensed online course timeframe proved to be an additional problem the teacher educator considered as part of the transition of teaching practices from the face-to-face to the online modality. For instance, the curriculum needed to be developed throughout the duration of each topic/unit. Additionally, the assessment choices needed to be explained and time given for teacher candidates to select which option would be chosen for each topic/unit. In the face-to-face modality, the teacher educator and pre-service teacher candidates had two weeks (double the time) to make the selection of assessment choice. In the online modality, the timeframe was cut in half and the teacher educator needed to find ways to infuse the assessment options into the content delivery so there was enough time for pre-service teacher candidates to learn the content and make a selection from the possible choices. Salomon and Perkins (1989) explained, "Identifying a case of transfer requires no more than documenting the side effects of learning something on a different performance or context" (p.116). Thus, transfer of learning occurred as the teacher educator worked to condense the course curriculum and the assessment choices to fit

the online modality (specifically the condensed time of each topic/unit). As part of Gibbs' model, during the conclusion component of revising the face-to-face course curriculum to include assessment choices, the teacher educator considered the third problem associated with the study.

Creating Opportunities for Pre-Service Teacher Candidates to Collaborate. The third hurdle in the transition of face-to-face teaching practices to the online modality was identifying how pre-service teacher candidates could collaborate and seek support from the teacher educator as well as peers within the online learning platform. Using the low-road of transfer of learning, the teacher educator realized that pre-service teacher candidates would need a space to collaborate and seek support from the teacher educator as well as peers in the online course. Thus, the teacher educator considered where to create a message board within the LMS for online pre-service teacher candidates to post questions, concerns, and challenges for others to read and respond. The challenge with creating such a space for pre-service teacher candidates was twofold: (1) illuminating the forum for pre-service teacher candidates to use early in the online course as well

as the purpose of such a space was warranted, and (2) utilizing this designated space (in addition to the already present forums pre-service teacher candidates could utilize to get in direct contact with the teacher educator) in a public nature for peers to read and respond to messages.

By providing online pre-service teacher candidates assessment choices, the teacher educator undertook the three central hurdles of transitioning a face-to-face teaching practice to the online modality. As the teacher educator worked to provide the same learning environment for pre-service teacher candidates in both modalities, these three critical constructs needed to be considered and addressed. Throughout the transition of this teaching practice, the teacher educator used both high-road and low-road aspects of Salomon and Perkins' (1989) learning transfer theory. Transfer of learning occurs when contextual learning is applied in a new setting (Perkins & Salomon, 1992).

REASONS FOR THE PROBLEM

There were two central reasons associated with the three problems for this teacher educator. First, there was a lack of literature pertaining to offering assessment choices to online pre-service teacher candidates. Consequently, the teacher educator

Table 2.

Evaluation of each problem	Reason for the problem	New knowledge and understanding gained
Communication of assessment choices: After the teacher educator modified the face-to-face education course to include assessment choices, the teacher educator knew pre-service teacher candidates would need clear and proactive communication at the start of the online course.	<ul style="list-style-type: none"> • The asynchronous environment associated with the online modality has the potential for a delay in communication. • Lack of prior knowledge, or colleagues with experience of transitioning this teaching practice from the face-to-face modality to the online modality 	<ul style="list-style-type: none"> • The online modality required the teacher educator to provide as much upfront information and communication as possible. • Pre-service teacher candidates were skeptical of this specific teaching practice, and communication was critical to convincing them of the purpose and rationale.
Condensed online course timeframe: Per institutional policy, the teacher educator had to keep the same curriculum goals and objectives for the same course in both modalities.	<ul style="list-style-type: none"> • The teacher educator had success with offering assessment choices in the face-to-face modality and wanted to transition the practice to the same course offered in the online modality. • Identifying where to condense the content to fit in the online course timeframe while still offering the same assessment options was a problem. 	<ul style="list-style-type: none"> • The results of the study suggest this particular teaching practice can be applied in both instructional modalities. • The teacher educator had to condense the content by limiting or removing supplemental materials to afford time to implement assessment choices in the condensed online format.
Creating opportunities for collaboration and support: The prior modification of this particular teaching practice in the face-to-face modality offered the teacher educator insight to the need of providing a designated space for pre-service teacher candidates to seek support and collaborate.	<ul style="list-style-type: none"> • The asynchronous environment associated with the online modality proved to be part of the problem in terms of pre-service teacher candidates seeking and receiving support with the assessment options. 	<ul style="list-style-type: none"> • In addition to the typical and standard private message area in the LMS, the teacher educator created an additional forum for pre-service teacher candidates to seek support and collaborate with peers regarding the assessment options for each topic/unit within the online education course.

was left to transitioning this teaching practice with limited understanding of how the process would unfold. Having no prior knowledge regarding this teaching practice being used in the online modality, the teacher educator questioned if the teaching practice could in fact be utilized for online pre-service teacher candidates. Wake and Bunn (2015) highlighted online and face-to-face instructional practices are not perfect substitutes. Subsequently, the first two problems associated with this study—(1) communication of choices to pre-service teacher candidates specific to the asynchronous learning environment, and (2) developing assessment options that were manageable in the condensed online course timeframe—were due in large part because of the limited resources the teacher educator could obtain prior to the transition and the known differences of the modalities.

The second reason for the problems associated with this study was convincing online pre-service teacher candidates of the purpose and merit of this teaching practice. As part of the preparation process for using assessment options in the online modality, the teacher educator reflected and processed how to quell potential concerns of pre-service teacher candidates. For instance, the teacher educator reflected, “Am I creating an issue where teacher candidates second guess themselves because they are given options?” Downing and Dymont (2013) noted there is limited research pertaining to the overall value of teacher education programs regardless of instructional modalities. In response to the teacher educator’s self-questioning and reflecting on the prior transition of this teaching practice in the face-to-face modality, the teacher educator created a specific communication process/forum in the online LMS for collaboration among teacher candidates and to ask specific questions regarding assessment choices.

The focus of this study was the reflective nature of how the teacher educator transitioned a specific teaching practice from the face-to-face modality to the online modality. Salomon and Perkins’ (1989) learning transfer theory underpinned how the teacher educator transferred the teaching practice across modalities. Gibbs’ model of reflective practice (1988) facilitated the reflective process for the teacher educator throughout the transition of the teaching practice from the face-to-face modality to the online modality to form the framework for

this paper. Juarez (2019) highlighted that teacher educators make changes in their teaching practices specific to the instructional modality. Thus, although the course and curriculum were the same (for both modalities), the teacher educator pursued the goal of using the same teaching practice in both modalities. To this end, the teacher educator experienced three central problems to the transition from the face-to-face modality to the online modality. Table 2, below, is intended to provide a visual representation of the reasons to the three problems associated with this study.

RESULTS OF THE STUDY

In an effort to complete the Gibbs’ model of reflective practice (1988), the teacher educator created an additional survey, in addition to the normal end-of-course survey that the institution used, to gather data from the pre-service teacher candidates completing the online course. The teacher educator received site authorization and Institutional Review Board (IRB) approval before conducting the survey. Using the standard end-of-course survey results from the face-to-face modality (prior to transitioning this teaching practice to the online modality), the teacher educator wanted to explore how these online pre-service teacher candidates experienced assessment choices as part of the online education course. In essence, the teacher educator had learned earlier that the pre-service teacher candidates in the face-to-face modality were more engaged in the learning when given assessment choices. In large part, this awareness of the teacher candidates’ beliefs regarding the use of assessment options was connected to lengthy discussions with these teacher candidates during class time. The teacher educator wanted to specifically receive feedback regarding the transition of this teaching practice in the online modality from these specific pre-service teacher candidates who experienced the assessment options in the online modality.

Although the sample size was small (specific to this one education-specific course at one institution in the Midwest region of the US), the teacher educator gleaned specific feedback from the online pre-service teacher candidates. (Note: the survey instrument is in Appendix A of this study.) For instance, all of the pre-service teacher candidates who took this online course and chose to complete

the survey, either agreed or strongly agreed that the assessment choices motivated them to complete the assessments in the course. In contrast, when asked, I would prefer to simply be told exactly what I should do for assessments and not be given any options, none of the online pre-service teacher candidates responded with agree or strongly agree. The teacher educator asked an additional five questions on this survey, and the results suggested the online pre-service teacher candidates in the course not only appreciated the assessment options, but also valued the learning process. For instance, one pre-service teacher candidate commented, "I appreciate your flexibility and understanding with us in this class! I have thoroughly enjoyed it and have learned so much about how I can assess my teacher candidates in SO many different ways!" In summation, the survey results from the pre-service teacher candidates in the online course suggest the transition of this particular teaching practice was successfully transferred from the face-to-face modality to the online modality.

REFLECTIVE CRITIQUE

The purpose of this reflective study was to provide in-depth analysis pertaining to the transition of one specific teaching practice from the face-to-face modality to the online modality. Researchers are beginning to illuminate alignment and cohesiveness of teaching practices between modalities. For instance, Juarez and Sell (2019) addressed the shared collaboration of two teacher educators, from different modalities, co-planning an education course. Additionally, Juarez (2019) noted participants in the study reflected on the differences and similarities of teaching practices across modalities. Further, Kearns (2016) called for researchers to continue to investigate how [higher education faculty] innovate their teaching practices across modalities. Taken together, the researchers of this study heeded the call for further exploration of the ways that teacher educators transition teaching practices across modalities. It is in this vein the researchers explored how one teacher educator, in the Midwest region of the US, transitioned a specific teaching practice from the face-to-face modality to the online modality. The survey results from pre-service teacher candidates suggest the meaning and significance of the transition.

The reflective nature of the study was intended

to provide a framework for future inquiry and exploration of shared teaching practices across modalities. Much of the literature regarding higher education and instructional strategies between the face-to-face modality and the online modality highlight the differences between the modalities. For instance, Wunder, Elliott, and England (2013) posited the two modalities are not perfect substitutes. The following question guided the researchers throughout this reflective practice: How does a teacher educator transition a teaching practice from the face-to-face modality to the online modality? Salomon and Perkins' (1998) learning transfer theory provided the lens for the high-road and low-road of transfer to occur throughout the transition of teaching practice from the face-to-face modality to the online modality.

Future inquiry regarding transitioning teaching practices across modalities should include additional aspects of instruction. For example, Bergom (2015) questioned the ability to transfer teaching practices from one modality to the other. Thus, future researchers should explore which teaching practices are conducive to application in both modalities. Juarez (2019) identified five themes regarding teacher educators who transitioned their teaching practices from the online modality to the face-to-face modality. The themes are: (1) similarities and differences of teaching strategies and instructional practices, (2) developing as teacher educators, training, and planning, (3) associations and partnerships with colleagues, (4) teacher educators being different than other higher education, and (5) feelings about the transition. Therefore, it would behoove the teacher educator profession to continue to explore teaching practices that can be applied across modalities.

An additional recommendation for future research is to take a deeper look at how Salomon and Perkins' (1989) transfer of learning theory applies to teacher educators who attempt to transition teaching practices across modalities. Specifically, researchers should explore which teaching practices transition naturally or automatically (low-road) versus the teaching practices that require mindful abstraction (high-road), such as the transition of offering assessment choices as the teacher educator in this study performed. By further exploring how teacher educators apply teaching practices in both

modalities may expose additional similarities of teaching practices between modalities.

SUMMARY

Researchers have questioned the ability to transition teaching practices across modalities with many claiming distinct differences in teaching practices between modalities. The teacher educator in this study, through the process of using Gibbs' model of reflective practice, undertook the experience of transitioning a specific teaching practice from the face-to-face modality to the online modality. With institutional approval, the teacher educator surveyed pre-service teacher candidates to explore their perceptions of the teaching practice being applied in the online modality. The data lead the researchers of this study to suggest successful transitioning of offering assessment options to pre-service teacher candidates in the online modality. Through the reflective process, the teacher educator used Salomon and Perkins' (1989) learning transfer theory to underscore the high-road and low-road transfer process. The teacher educator used this theory to reflect and plan to overcome the three central problems associated with this transition. Overall, the reflective nature of this experience should allow readers to take away the process of ongoing reflection as part of the transition process from the face-to-face modality to the online modality.

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