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### Abstract:  
Bennett, Agostinho and Lockyer’s (2017) work on teachers design practices addresses the exact activities that teachers had to complete in order to quickly shift to a digital form of delivery. The pandemic required teachers to modify their pedagogical designs and deliveries to reduce the risk of harm to themselves and those in their care. For many, switching from one mode of delivery (i.e., face to face) to a digital format meant that the appropriate designs had to be sacrificed to meet deadlines. Deadlines which were, in most cases difficult to achieve. The following summarizes eight essays from scholars, researchers and practitioners all providing much needed guidance to support this pivot to the digital space.
Influencing the Design Outcome

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Compliance with Ethical standards
There were potential conflicts of interest as this is not a research contribution
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The responses to this study highlight opinions that are grouped into two categories. These responses stayed true to Gooyear’s (2015) statement that “design is not a panacea” (p. 28) and that with more planning and capacity to design there will be benefits for all of the stakeholders. The two themes are:

1. Those who design for learning: Here, Kanjanapongpaisal and Antee (2020) discuss the characteristics of the study’s population that was not included (i.e., novice teachers) by asking key questions surrounding novice teachers and their design practices. Additionally, Lohman’s
(2020) response focused on those who typically assist teachers with these design activities. In her response, she discusses how to resource the support for these activities with instructional designers (IDs) with the understanding that different needs require different approaches.

2. The practice of designing for learning: The responses here suggested when pivoting quickly to the digital space, design practices should include the use of systematic models and tools to support teachers in their development processes (Connolly and Hall, 2020); have teachers deliberately reflect as part of the design process (Hrastinski, 2020), use non-systematic design cycles (Lee, 2020), include humanizing pedagogical and/or pedagogy of care (Karakaya, 2020), consider culturally responsive designs (Engerman and Otto, 2020) and create flexible pathways for teachers to engage in the practice of design (Galyen, Meekins and Kilgore, 2020)

These responses address some of the considerations that teachers in all sectors struggle with, during the pandemic. Additionally, there are gaps in the literature where more support can guide these transitions:

- Measuring intent versus actual design practices (Whitford, 2020)
- Contributions of design practices from parts of the world where the current research/literature is in other languages or rarely found in English publications
- Learning designs that use contextual weakness and turn them into achievable outcomes (e.g., environments with limited ICT infrastructure or weather patterns such as hurricanes or earthquakes)
- Designs that change cognitive constructs (Individual differences literature)
- Policies that can promote more professional development education for the teaching profession

All of these and more can close some of the gaps in the literature which can support these and similar situations, like the pandemic, in the future.

References


Whitford, T. (2020) “We need to provide structure, but with open arms” An exploration of intent and practice of social learning design by teachers”, doctoral research presentation at the *Melbourne Centre for the Study of Higher Education, 21st April, 2020.*

Responses papers in the shifting to digital special issue

Lee, 2020

Hrastinski (2020)

Kanjanapongpaisal and Antee (2020)

Lohman (2020)

Connolly and Hall (2020)
Karakaya (2020)
Engerman and Otto (2020)
Galyen, Meeks and Kilgore,(2020)