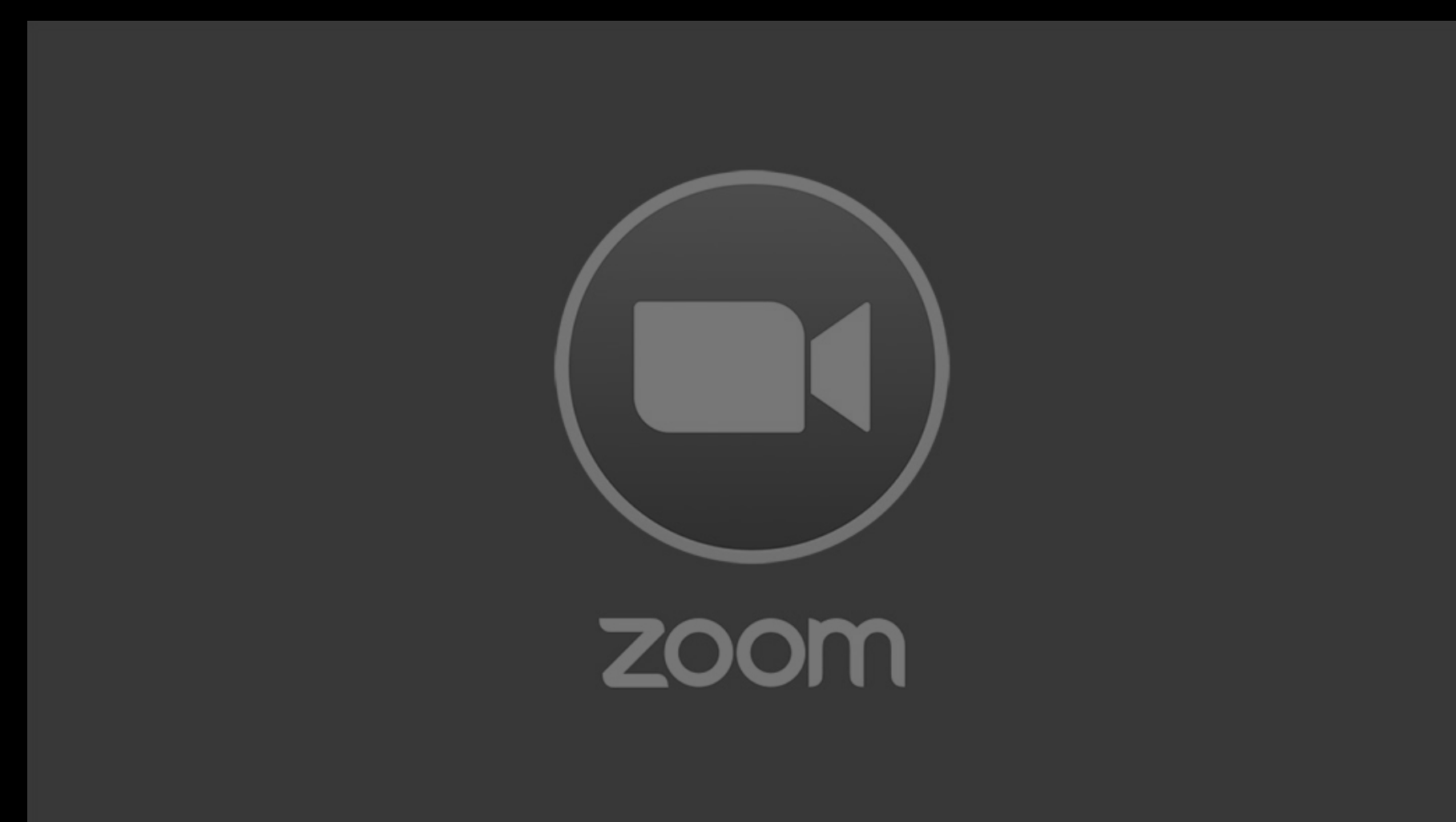


## AAAE ORIGINAL



## Teaching In Pajamas: New Teacher's Reflections About Teaching Through A Pandemic

▶ PLAY

✓ MY LIST

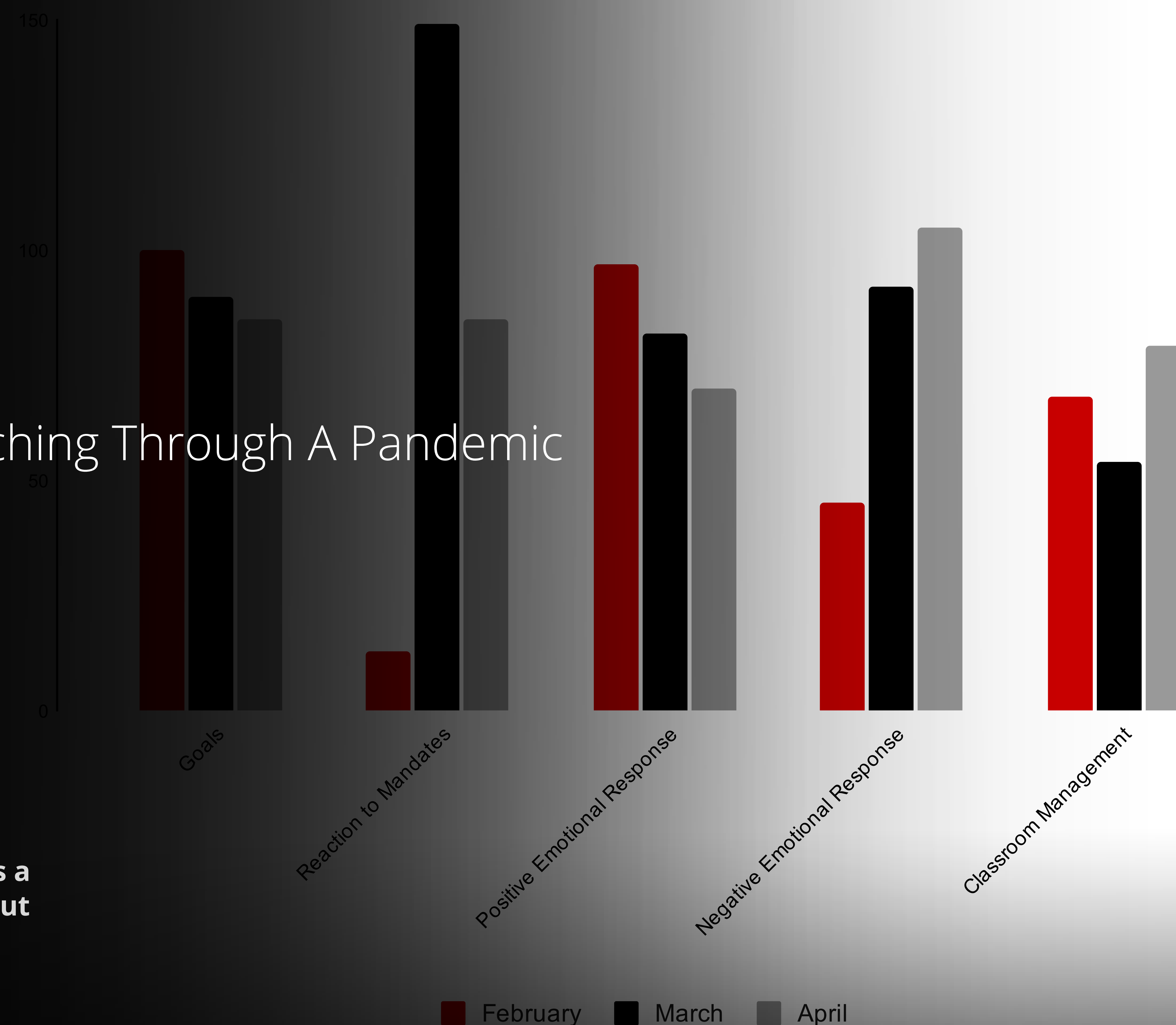


Starring: Sharon Freeman, Ann De Lay, Jalisca Thomason, Grant Ermis, Mike Spiess

Genres: Research Poster

**This show is:** Based on the tragic tale of the COVID-19 Pandemic. Five researchers pick up the mantle of qualitative inquiry to explore the nature of early career agriculture teacher's (ECAT's) reflection on their goals. In this epic adventure the viewer takes a step into the first-hand experience of ECATs as they react to mandates, emote about the experience, and discuss the adventure of Emergency Remote Teaching. Ebert and Roper, give this study two thumbs up and recommend not reliving this experience, but suggest immersing ones-self in lived experience of others.

## Code Application Frequency



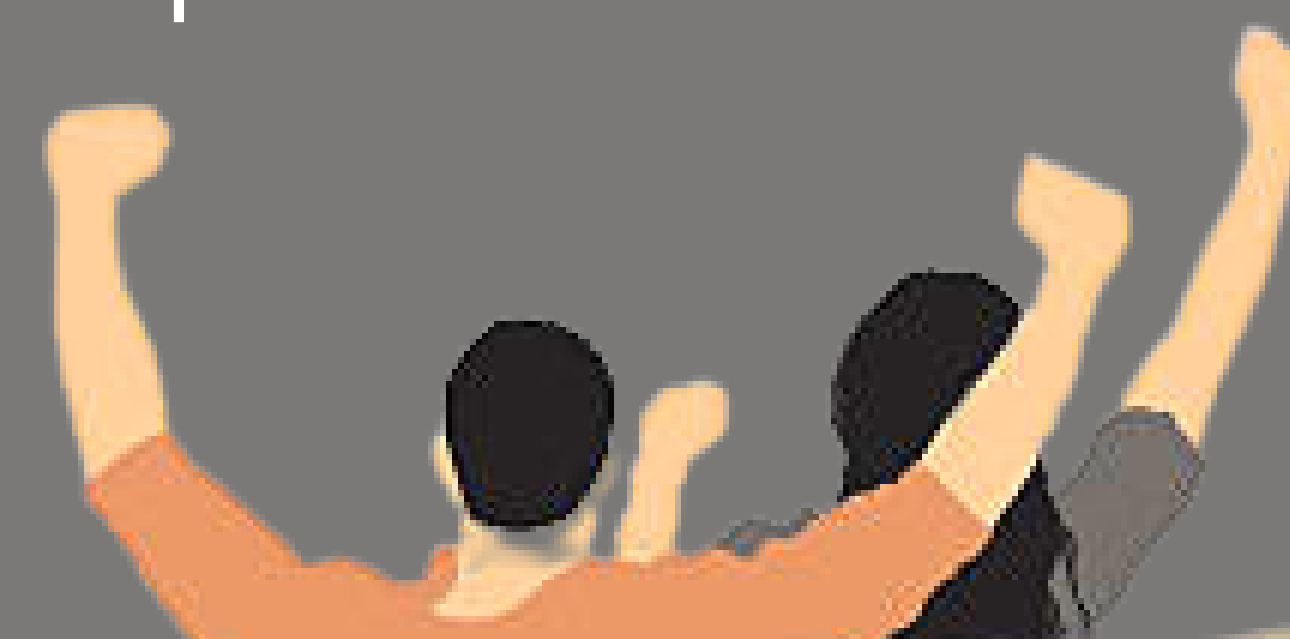
## OVERVIEW

## FINDINGS

## CONCLUSIONS

- SBAE programs were expected to instantly transition to instruction online (Easterly et al., 2021)
- 52 ECATs in years 1& 2 of teaching, participating in an Agriculture Induction Experience
- 156 data points across 3 different months
- Theoretical lenses of: Human Capital Theory (Becker, 1994) and Pedagogical Design Capacity (Brown & Edelson, 2003)

- **Reaction to Mandates** spiked and then declined.
- **Positive Emotional Response** declined steadily from February to April.
- **Negative Emotional Response** increased, more rapidly at first, and then slightly between February, March, and April.
- **Classroom Management** declined in March, and then increased past February levels in April.



- Data suggest ECATs experienced the transition in teaching--during the initial phase of the COVID-19 pandemic--with increased emotional and regulatory burden. Data also suggest ECATs were able to overcome initial burdens on their teaching and centralize their focus on how to teach in their new environments.
- We recommend researchers and teacher preparation programs provide greater emphasis on teaching with technology, adaptable pedagogy, and the power and use of emotion during emergent situations.