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*The Digital Change Accelerator:  
Sustainable Reshaping of Adult Education Post COVID-19*

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The COVID-19 pandemic has disproportionately impacted the education of disadvantaged, marginalised groups

It required their teachers to rapidly develop digital competencies to ensure that their students could overcome potential challenges and succeed in their education

Few studies indicate challenges relating to the disruption of integration courses for migrants during the pandemic

At this moment, research on how teachers working with adult migrants handled these challenges in practice, and how the pandemic contributed to developing their professional digital skills is scarce.

# Fullan's theory of educational change and professional development

Use of new materials:

Selecting and implementing appropriate educational resources

Development of new pedagogies:

Exploring teaching strategies or activities for achieving educational goals

Altering beliefs:

How teachers talk about what constitutes good education and how it should be delivered.

## **Setting:**

SFI courses courses within MAE  
Selected migrant-dense areas from the three largest cities in  
Sweden.

## **The data:**

a questionnaire to the teachers (n=60): November **2020**  
20 interviews with teachers, April-November, **2021**  
an interactive workshop generating open-ended free-text  
answers (up to 250 characters at a time) (n=60): August, **2022**

## **Data analysis:**

The data was transcribed verbatim and analysed following  
thematic analysis

1. How do MAEd teachers talk about their competence in using digital resources for teaching during and after the pandemic?
2. Which new pedagogical strategies do MAEd teachers report applying in relation to online teaching?
3. What revised beliefs do MAEd teachers hold about teaching and learning?

# Themes and coding categories

Themes	Coding categories
1 Acceptance, successive and surprisingly extensive development	a. Acceptance of online teaching b. Successive and extensive development of digital skills c. Enhanced awareness of digital infrastructure and learners needs
2 Disruption and emerging modes of education	a. Initial dropouts b. Increased enrolment in online courses c. Subsequent consensus for a combined teaching design
3 Teaching strategies, students' attitudes, and quality of teaching	a. Effective for individualizing and group work b. Active students online c. Students' attitudes and quality of teaching d. Exploring theories, guidelines, and recommendations
4 Implications for teaching in the online mode	a. Structure and planning to activate students b. Engagement more challenging online c. Reduced interaction between students d. Teaching as design
5 Remediation and repurposing of materials	a. New tools stimulate novel solutions b. Repurposing physical designs to online mode c. Constant adaptation on-site and online

*I was quite negative when we started. I am more positive today, probably because I feel a bit more confident and that I have had to try a few more tools and explore what I can do. (1a, Interview, 20, 2021).*

### **Competence in Using Digital Resources**

- Shift from skepticism to embracing digital teaching
  - Significant development in digital competence
- Adoption and creative use of a variety of digital tools

*Problems with students who did not understand instructions on connection or did not have the internet.*

*A large number of students who did not dare to take their place in the classroom took their place in the digital room (3b, Workshop, 2022).*

### **New Pedagogical Strategies**

- Emergence of new teaching modes
- Increased emphasis on individualising learning.
  - Active student engagement in online settings



*I have developed an avatar that provides information every week using Lumilive. First, when I switched to distance learning I repurposed all my course designs and now when I switch to on-site teaching, I need to see how I use them in the physical classroom (5c, Interview 8, 2021).*

### **Revised Beliefs About Teaching and Learning**

- Transition from initial skepticism to acceptance of online
- Recognition of online teaching as a legitimate and effective mode.
- Development of spatially aware pedagogies combining different delivery modes

- MAEd experienced substantial digital and pedagogical transformations (2020-2022).
- Teachers shifted from skepticism to embracing digital tools and pedagogies.
- Educational change consistent with Fullan's dimensions: revised materials, modified pedagogy, altered beliefs.
- Institutional adaptation, decentralisation and self-organisation in response to crisis were pivotal for educational development.
- Implications for strategic leadership in lifelong learning.
- Addressing diverse learner needs, comparing international studies is the next step.



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Thank you for your engagement  
Questions?

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