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# Rural and Remote Teacher Education Program: An Innovative Hybrid Approach

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## 01. Introduction

The need for certified teachers in rural and remote communities is a critical equity issue. Rural and remote schools:

- face long term and dire teacher shortages;
- have high Indigenous populations;
- lack of access to certified teachers impacts the quality of teaching and learning.

UBC's Rural and Remote Teacher Ed program is the first hybrid program approved in BC. Teacher candidates (TCs) stay in their communities during the program for online courses and practicum and in online courses throughout the school year.



## 02. Purpose

BIPOC and white university faculty, graduate students, and TCs co-create principles and practices within a new hybrid rural and remote teacher education (TE) program.



## 03. Methodology

Design-based research (DBR): Research and design in naturalistic situations; iterative design and feedback processes; collaboration and consideration of social and contextual factors, uncontrolled variables and emergent pedagogies; and recursive analysis to inform design iterations.

## 04. Analysis

Inductive and iterative analysis of TCs responses across affinity circle data are categorized, grouped by themes, and tested with data from student circles to generate design guidelines. Students used the guidelines to give feedback on draft courses, learning objects and platform features. Data sources include:

- 1) jamboards from affinity circles
- (2) jamboards from sharing circles
- (3) feedback on draft and finished online course resources

## 05. Findings

