Perceptions of Senior Academics in Teacher Education Colleges Regarding the Integration of Digital Games during the Pandemic

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Abstract : The current study adopted an interpretive-constructivist approach to examine how senior academics from a large sample of Israeli teacher education colleges serving general or religious populations perceived the integration of digital games into their teacher instruction and what their policy and vision were in this regard in the context of the COVID-19 pandemic. Half the participants expressed a desire to integrate digital games into their teaching and learning but acknowledged that this practice was uncommon. Only a small minority believed they had achieved successful integration, with doubt and skepticism expressed by some religious colleges. Most colleges had policies encouraging technology integration supported by ongoing funding. Although a considerable gap between policy and implementation remained, the COVID-19 pandemic was viewed as having accelerated the integration of digital games into pre-service teacher instruction. The findings suggest that discussions around technology-related vision and policy and their translation into practice should relate to the specific cultural needs and academic preparedness of the population(s) served by the college.