

When Pedagogical Time Stopped: A Temporal View of the Pandemic

Nicholas Bowskill, *University of Derby, UK*

Anders Norberg, *Campus Skellefteå, Sweden*

We often discuss the role of time in relation to pedagogy. Time shapes the organisation of materials, activities and people. Chronology enables an instrumentalist view of time allowing scheduling, setting of deadlines and measurement of time. This industrial view, distinct from the subjective experience, has played a central role in education. Digital technology offers flexibility of time and the coordination of pedagogical life. Synchronous activities compensate for time apart while supporting pacing and continuity.

This paper looks beyond these popular features towards a sense of time relative to significance. We might ask what part of chronological and pedagogical life was significant in the eyes of the student? What was significant for the group and what is a significant time for the teacher? Equally, when do these significant moments support, conflict or influence each other? This paper will map significant and insignificant time at different levels in the learning society. We then chart these different levels in terms of past, present and future.

Importantly, we then consider a time of global significance which is the pandemic. This is a time when classroom teaching stopped. School buildings around the world were abandoned. Teachers, students and staff departed the scene. What happened between departure and reconnection online? What does it mean when time stops for one mode of learning? For some time, there seemed to be a very uncertain future for the classroom as a place or as a technology for learning. We consider this intriguing paradigm shift by asking what does it mean for the pedagogical planet when time stops?

Keywords: Time, Pandemic, Paradigm shift, Stopping