

Editorial note: 10th Teacher Education, and Interdisciplinary Research Conference

Ramashego Shila Mphahlele

<https://orcid.org/0000-0002-9917-7089>

University of South Africa

emphahrs@unisa.ac.za

This theme section is a special issue of the 10th Teacher Education, and Interdisciplinary Research Conference held at The Ranch Resort, Limpopo, from 04 – 07 April 2022. The conference invited scholars from diverse domains to contribute their expertise and insights, redefining the discourse on teacher education through the lens of interdisciplinary research. The journal's commitment to promoting innovation, inclusivity, and informed dialogue is a testament to its role as a catalyst for transformative change in the field of education. The four published papers explored the intersection of pedagogy and diverse fields of knowledge. The first paper: Strategies Adopted by Not in Education, Employment, or Training Youth in Dealing with the Psychological and Emotional Stress Caused by COVID-19, addresses a pressing concern in today's tumultuous times; this poignant study delves into the coping strategies employed by marginalised and disengaged youth as they grapple with the profound psychological and emotional impact of the COVID-19 pandemic. By shedding light on the experiences of youth, not in education, employment, or training (NEET), the authors highlight resilience in the face of adversity. The findings offer an insightful lens through which policymakers, educators, and mental health professionals can better understand and support this vulnerable demographic, fostering a more inclusive and empathetic approach to youth well-being.

In the second paper: Exploring Tutor Experiences of 21st Century Skills During and after COVID-19: An ODeL Case Study, the authors delve into the evolving landscape of education in the 21st century, specifically focusing on the experiences of tutors during and after the COVID-19 pandemic within the realm of Open and Distance Learning (ODeL). The research sheds light on the dynamic interplay between modern pedagogical approaches and the unprecedented challenges posed by the pandemic. By capturing tutors' insights, perspectives, and adaptations, this study contributes valuable knowledge to the ongoing discourse on effective teaching methods in the digital age, emphasising the importance of 21st-century skills in remote education.

UNISA 
UNIVERSITY OF SOUTH AFRICA
PRESS

Progressio

<https://unisapressjournals.co.za/index.php/Progressio>

Volume 43 | 2022 | #14406 | 2 pages

<https://doi.org/10.25159/2663-5895/14406>

ISSN 2663-5895 (Online), ISSN 0256-8853 (Print)

© The Author(s) 2023



Published by Unisa Press. This is an Open Access article distributed under the terms of the Creative Commons Attribution-ShareAlike 4.0 International License (<https://creativecommons.org/licenses/by-sa/4.0/>)

The third paper, *Factors Affecting Pre-service Teachers' Acceptance of Online Learning to Promote Social Distancing*, is thought-provoking research in this rapidly evolving educational landscape that contributes to our understanding of pre-service teachers' adaptation to online learning platforms as a response to the imperative of social distancing. By unravelling the intricate web of factors influencing their acceptance of this mode of instruction, the authors illuminate the challenges and opportunities in shaping the educators of tomorrow. This study holds relevance beyond its immediate scope, offering insights that educators and policymakers can leverage to navigate the integration of digital learning tools into teacher training programs.

The last paper, *The Effectiveness of Using the Geometer's Sketchpad to Enhance TVET College Level 4 Students' Understanding of Circle Geometry*, enlightens readers in the realm of technical and vocational education and training (TVET), spotlighting an innovative approach to geometric instruction. The authors reveal a novel pathway to enhance students' comprehension of circle geometry by investigating the impact of integrating Geometer's Sketchpad software. With a keen focus on hands-on learning and technology integration, this study offers practical insights that resonate not only within TVET contexts but also in broader educational settings seeking to foster interactive and engaging learning experiences.

This themed section provides a space for researchers, educators, and practitioners to converge and cultivates a vibrant intellectual ecosystem where the boundaries of traditional educational research are challenged and expanded.