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high-quality instruction to their students. Continuous program improvement and support for student-teachers' growth and development are integral to positively impacting the education system in Kuwait.

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The efforts to support students' reflective practices during the pandemic will ultimately prepare them to become effective and reflective teachers who can adapt to changing circumstances and meet the needs of their students in any situation. As such, the COVID-19 pandemic presents a unique opportunity for students in the College of Basic Education in Kuwait to develop their reflective practices and adapt to the changing landscape of education, which will serve them well in their future careers as teachers (Alenezi, 2022).

The College of Basic Education in Kuwait plays a critical role in the development of student-teachers and their future teaching practices. A strong foundation in pedagogy and educational theory equips student-teachers with the necessary knowledge and skills to be effective for student-teachers. The curriculum, practical experience opportunities, feedback, and mentorship from experienced teachers and educational professionals help support the development of student-teachers and refine their teaching practice. Innovative teaching approaches, technology integration, and a commitment to lifelong learning and professional development are encouraged (Alenezi, 2022). The college recognizes the importance of preparing student-teachers for future challenges and providing

The pandemic's implications on future teachers' attitudes in the college of basic education in Kuwait are significant. The shift towards remote learning has forced students to adapt to new teaching methods, which they may have yet to become familiar with. As a result, future teachers may have to incorporate new teaching methods learned during the pandemic into their future teaching practices. Furthermore, the pandemic has highlighted the importance of technology in education. Future teachers in the College of Basic Education in Kuwait must be empowered in using technology in their teaching practices to be effective in a rapidly changing educational landscape (Ansari & Khan, 2020).

The challenges faced by students in developing reflective practices during the pandemic, such as limited access to technology and reduced interaction with peers and instructors, could also affect their ability to be effective teachers in the future. However, the College of Basic Education in Kuwait can support students in developing their reflective practices, attitudes, and learning styles during the pandemic by providing the software access to technology and resources, promoting interaction and collaboration among students and instructors, and encouraging self-reflection and critical thinking.

5 Conclusion

In conclusion, the COVID-19 pandemic has profoundly impacted the reflective practices of students studying to become teachers at the college of basic education in Kuwait. The pandemic has posed challenges and opportunities for students to reflect on their learning, teaching practices, and attitudes toward online and remote teaching.

The pandemic has significantly impacted future teachers' attitudes at the college of basic education in Kuwait. With the sudden shift to remote learning, many students have experienced frustration, anxiety, and uncertainty about their future as teachers. This has led to changes in their attitudes toward their studies and their future careers.

Reflective practice has played a vital role in helping future teachers in the College of Basic Education in Kuwait cope with the challenges of the pandemic. Through reflection, students have identified their strengths and weaknesses and developed strategies to overcome obstacles (Marbán & Mulenga, 2019). This has led to more positive attitudes toward their studies and their future job as a teacher.

strategies and technologies to accommodate the diverse learning needs of their students.

The impact of learning styles on future teachers' attitudes and reflective practices during the pandemic may have long-term implications for their future job as a teacher. By being aware of their learning styles, future teachers can better understand how their future students may learn and adjust their teaching practices accordingly (Pit-ten Cate et al., 2018). They may be more inclined to use various teaching strategies and technologies to accommodate the diverse learning needs of their students, which can lead to more effective teaching practices and better student outcomes.

Understanding the impact of learning styles on future teachers' attitudes and reflective practices can help them become more effective and adaptable student-teachers. Teachers aware of their students' learning styles can create a more inclusive and engaging learning environment, leading to better student outcomes (Marbán & Mulenga, 2019). In addition, by being adaptable and flexible in their teaching practices, teachers can better respond to unexpected events such as the pandemic and continue to provide high-quality education to their students.

significantly impact their future job as a teacher (Alrabah et al., 2018).

The VARK model developed by Neil Fleming identifies four main types of learners: visual, auditory, kinesthetic, and multimodal. Visual learners prefer to learn through visual aids, while auditory learners prefer verbal exchanges (Balasubramaniam & Indhu, 2016). Kinesthetic learners prefer hands-on activities, and multimodal learners benefit from visual, auditory, and kinesthetic experiences.

Auditory learners may need help with written materials or online lectures that need a verbal component. They may benefit from synchronous online sessions or recorded lectures that include verbal explanations and discussions (Colombelli-Négre et al., 2021). In future teaching practices, auditory learners may prioritize verbal communication and interactive discussions to engage their students and promote collaboration and reflection.

Multimodal learners, who benefit from visual, auditory, and kinesthetic experiences, maybe more adaptable and flexible in their learning styles. They may benefit from online learning environments that offer a range of multimedia-based activities and interactive tools (Ochoa, Lang, & Siemens, 2017). In their future teaching practices, they may use various teaching

4.1 Learning styles of future teachers in the College of Basic Education in Kuwait:

Moreover, individual differences can also impact how future teachers engage with technology in their learning and teaching practices. Some students may be comfortable using technology and prefer online learning, while others may struggle with technology and prefer traditional face-to-face learning. Understanding these individual differences in technology use can help student-teacher design more effective learning experiences that meet the needs and preferences of their students. In addition, by developing their own technology skills, future teachers can better integrate technology into their teaching practices and support the learning of their future students.

The COVID-19 pandemic has caused the educational landscape to undergo unprecedented change, requiring both students and teachers to adjust to online learning settings. This sudden shift has posed significant challenges, particularly for those with distinct learning styles. Learning styles refer to how individuals prefer to learn and process information. Understanding how the learning styles of future teachers in the College of Basic Education in Kuwait may influence their attitudes and reflective practices during the pandemic can

they are likely to be more inclined to adopt a student-centered approach to teaching, where the needs and interests of individual students are taken into account. They are also likely to be more willing to experiment with new teaching methods and technologies that enhance student learning.

- 2. Increased focus on adaptability:* The pandemic has forced students to be adaptable and flexible in their learning and collaborative practices. They have learned to adapt quickly to new situations and to find creative solutions to problems (Safar & Alkhezzi, 2016). This mindset is likely to carry over into their teaching practices, where they will be better prepared to respond to unexpected challenges and adapt their teaching strategies to meet the needs of their students.

Overall, the impact of the pandemic on the reflective practices of students in the College of Basic Education in Kuwait is likely to impact their future teaching practices positively. They will likely be more student-centered, technology-focused, adaptable, and reflective in their teaching practices, ultimately benefiting their future students.

kinesthetic. Understanding how the learning styles of future teachers in the College of Basic Education in Kuwait may influence their attitudes and reflective practices during the pandemic can significantly impact their future job as a teacher.

For example, student-teachers who are visual learners may be more inclined to use visual aids and technology in their teaching practices. Similarly, student-teachers who are kinesthetic learners may prefer hands-on, interactive learning experiences for their students. Understanding the learning styles of future teachers in the College of Basic Education in Kuwait can help educational institutions tailor their teaching methods and strategies to meet their students' needs better.

The effect of the pandemic on the reflective practices of students in the College of Basic Education in Kuwait is likely to have significant implications for their future teaching practices. Here are some ways in which this impact might manifest:

1. *Emphasis on student-centered learning:* Through their experiences in online learning environments, students have learned the importance of self-reflection and independent learning. They have also had the opportunity to collaborate with their peers and explore different teaching methods and techniques (Alanezi & AlAzwani, 2020). As a result,

collaborative practices. They have learned to adapt quickly to new situations and find creative solutions. This mindset is likely to carry over into their teaching practices, where they will be better prepared to respond to unexpected challenges and adapt their teaching strategies to meet the needs of their students.

Reflective practice is another key theme that emerged from the study. The pandemic has highlighted the importance of reflection in teaching and learning. Student-teachers who have experienced the benefits of self-reflection and collaborative reflection will likely continue prioritizing reflection in their future teaching practices. They may encourage their students to reflect on their learning experiences and identify improvement areas. They may also use reflective practices to evaluate their teaching strategies and continually improve their teaching practices. They will likely be more student-centered, technology-focused, adaptable, and reflective in their teaching practices, ultimately benefiting their future students.

In addition to discussing the study's findings, the author also explores the potential implications of the learning styles of future teachers in the College of Basic Education in Kuwait. The VARK model developed by Neil Fleming identifies four main types of learners: visual, auditory, reading/writing, and

The study concludes by suggesting that understanding how the learning styles of future teachers in the College of Basic Education in Kuwait may influence their attitudes and reflective practices during the pandemic can significantly impact their future job as a teacher. This highlights the importance of considering the impact of the pandemic on teaching practices and the need for ongoing research to explore its long-term implications.

4 Discussion

One of the study's key findings is that the pandemic has highlighted the importance of technology and adaptability in teaching. Students who have experienced online learning are better equipped to meet the challenges of the 21st-century classroom and prepare their future students for success. As a result, student-teachers in the College of Basic Education in Kuwait are likely to be more inclined to adopt a student-centered approach to teaching, where individual students' needs and interests are considered. They are also likely to be more willing to experiment with new teaching methods and technologies that enhance student learning.

Another important finding is that the pandemic has forced student-teachers to be adaptable and flexible in their learning and

classroom and made them more adaptable to future changes in the field.

Effective strategies for integrating technology into teacher training programs in Kuwait may include providing hands-on training and support for student-teachers offering access to online resources and communities of practice, and promoting collaboration and innovation in the development of new teaching approaches. These strategies can be used to enhance the quality of education during times of crisis by ensuring that student-teachers have the tools and knowledge necessary to adapt to rapidly changing circumstances and continue to provide high-quality instruction to their students.

The use of technology in Kuwait during the COVID-19 pandemic may have had disparate outcomes, depending on factors such as access to technology, digital literacy skills, and socio-economic status. Solutions to address these disparities may include investing in infrastructure and resources to ensure that all students and teachers have equal access to technology and internet connectivity, providing targeted training and support for student-teachers who may be struggling with digital learning, and developing policies and practices that promote equity and inclusion in the use of technology for education.

technology in teaching, a focus on adaptability, and a stronger emphasis on reflection.

The sudden shift to online learning has likely had a significant impact on the teaching methods and attitudes of student-teachers at the College of Basic Education in Kuwait during the COVID-19 pandemic. It may have necessitated a rapid adaptation of pedagogical practices to the online environment, which could have posed a challenge for some student-teachers. The shift may have also led to changes in student-teacher attitudes toward teaching, including increased use of technology and a greater appreciation for the flexibility and accessibility of online learning.

Student-teachers at The college of basic education in Kuwait likely adapted to the rapid integration of technology during the pandemic by developing new skills and competencies related to online teaching and learning. They were compelled to think creatively and come up with novel methods to interact with pupils in a remote setting, which may have had a beneficial effect on their attitudes toward teaching and future job plans. The experience of integrating technology into their teaching may have also increased their confidence in using technology in the

3 Analysis

This paper adopts a qualitative research design to explore student-teachers attitudes toward technology integration during pandemic at the college of basic education in Kuwait. Qualitative research involves collecting and analyzing data that is not numerical, such as opinions, beliefs, and experiences, to develop an understanding of a phenomenon. The study uses purposive sampling, a non-random sampling technique, to select participants who have experienced online teaching during the pandemic. Purposive sampling is selecting participants based on specific criteria, their knowledge or experience in a particular area, to ensure the sample is representative of the population of interest.

The study's findings suggest that the COVID-19 pandemic has significantly impacted the reflective practices of student-teachers in the College of Basic Education in Kuwait. The pandemic has forced student-teachers to adapt to new ways of teaching, learning, and reflecting on their practices. They are better equipped to meet the challenges of the 21st-century classroom and to prepare their future students for success.

The pandemic has led to changes in teaching practices, like great emphasis on student-centered learning, increased use of

process involves identifying and labeling meaningful segments of data, which will then be grouped into themes. The themes will generate findings and conclude the data.

2.5 Ethical Considerations:

The researcher will obtain informed consent form the participants before the interviews. The researcher will maintain the participants' anonymity and confidentiality throughout the study. The researcher will also obtain ethical approval from the relevant ethical committee.

2.6 Limitations:

This study's limitations include the small sample size and the fact that the participants will be from one college only. Therefore, the findings of this study may need to be more generalizable to other colleges or universities in Kuwait.

The survey will be developed based on a literature review of previous studies on technology integration in education. The survey will include questions on the frequency of technology use, the effectiveness of online classes and educational apps, and the impact of technology on teaching methods. The survey will also include questions on the student-teachers attitudes toward technology integration and their reflections on the experience.

2.2 Participants:

The participants of this study will be student-teachers at the college of basic education in Kuwait researcher will use purposive sampling to select participants who have experienced online teaching during the pandemic. Purposive sampling will allow the researcher to select knowledgeable participants who can provide in-depth insights into the study's focus.

2.3 Data Collection:

The interviews will be conducted in Arabic by both Arabic native speaker participants and researcher, ensuring reliable and authentic content. Semi-structured interviews will be used to explore participant perspectives and experiences on a phenomenon, allowing for flexibility in probing deeper (Sileyew, 2019). The interviews will be recorded digitally and transcribed in Arabic with participant consent.

2.4 Data Analysis:

The data analysis will be conducted using thematic analysis. Thematic analysis is a qualitative research method that involves identifying, analyzing, and reporting patterns or themes within the data (Mezmir, 2020). The researcher will transcribe the interviews and analyze the data using coding. The coding

By engaging in reflective practice, future teachers can evaluate their experiences with online learning and remote teaching during the pandemic. They can identify what worked well and what did not, which can help them to develop new skills and teaching strategies to enhance their effectiveness in virtual settings (Gopal, Singh & Aggarwal, 2021). For example, they can reflect on their challenges while conducting online classes and assess their effectiveness in engaging students. By doing so, they can identify areas for improvement and develop new methods to facilitate learning better. Moreover, reflective practice can help future teachers develop a more positive attitude toward online learning and remote teaching.

2 Methodology

2.1 Research Design:

This study will utilize a qualitative research design. Qualitative research is suitable for exploring participants' experiences, attitudes, and perceptions toward a particular phenomenon (Sileyew, 2019). The researcher will explore student-teacher attitudes toward technology integration during the pandemic in the college of basic education in Kuwait.

those who have had negative experiences may view them as challenging and less effective than traditional teaching methods.

Reflective practice can help overcome these negative attitudes by encouraging teachers to critically analyze their experiences and learning outcomes (Pressley & Ha, 2021). By reflecting on their teaching practices, teachers can identify areas of strength and weaknesses and develop strategies to improve their teaching effectiveness. Reflective practice can also help teachers overcome reluctance to adopt new teaching methods by promoting a growth mindset that sees challenges as opportunities for growth and improvement.

The College of Basic Education in Kuwait can benefit significantly from encouraging reflective practice among its teachers. By creating a culture of reflection, the college can foster a positive attitude towards online learning and remote teaching, allowing teachers to develop the necessary skills and strategies to engage students and make learning accessible to all students. Moreover, reflective practice can enhance teachers' professional development, allowing them to keep up with the latest teaching trends and innovations and continuously improve their teaching practices.

attitudes, and learning styles during the pandemic. By providing opportunities for hands-on learning and observation, facilitating online collaboration and peer learning, fostering a culture of reflective practice, providing emotional and psychological support, and using technology to enhance learning, the College can help ensure its students are well-prepared for their future roles as teachers.

1.5 Pandemic and future studies and teaching

The pandemic has forced student-teachers worldwide to adjust to new modes of teaching, such as online learning and remote teaching. This has been a significant challenge for many student-teachers, who may have yet to gain experience with these teaching methods. However, this has also allowed student-teachers to develop new skills and teaching strategies to engage students effectively in virtual settings.

Future teachers in the College of Basic Education in Kuwait have had to adapt to these new teaching modes, which can significantly impact their attitudes toward online learning and remote teaching (Selvaraj et al., 2021). Those with positive experiences may view these teaching methods as practical tools for engaging students and enhancing learning. On the other hand,

communicating regularly and transparently about academic policies, procedures, and schedule changes.

1.4.5 Use technology to enhance learning:

The pandemic has accelerated technology adoption in education (Elder, Damiani & Oswego, 2016). The College can leverage this trend to enhance learning and support students in developing their reflective practices. The College can incorporate multimedia content such as videos and podcasts into coursework, use digital tools for collaborative learning and reflection, and provide online learning resources such as e-books and open educational resources.

1.4.6 Provide opportunities for feedback and self-assessment:

Students need feedback to develop their reflective practices. The College can incorporate regular opportunities for students to receive feedback on their performance from peers and instructors (Mantzourani et al., 2019). Additionally, the College can provide tools and resources for students to engage in self-assessment, such as rubrics and checklists, to help them evaluate their learning and development.

The College of Basic Education in Kuwait can take various steps to support students in developing their reflective practices,

social media to facilitate online collaboration and peer learning. The College can also leverage the power of online communities of practice to create networks of students, teachers, and mentors who can share experiences and resources.

1.4.3 Foster a culture of reflective practice:

The College can foster a culture of reflective practice by encouraging students to engage in regular self-reflection and peer reflection. The College can guide students on how to engage in reflective practice, incorporate reflective assignments and activities into coursework, and provide opportunities for feedback from peers and mentors (Zulfikar & Mujiburrahman, 2018). In addition, the College can model reflective practice in its teaching and learning environment by creating a reflective culture among faculty and staff.

1.4.4 Provide emotional and psychological support:

The pandemic has increased stress and anxiety levels for many students. The College can provide students with access to counseling services, create online support groups or peer mentorship programs, and offer resources for managing stress and anxiety (Phan, Nguyen & Nguyen, 2022). The College can also prioritize students' mental health and well-being by

1.4 Reflective practices, attitudes, and learning styles:

The College of Basic Education in Kuwait can take several steps to support students in developing their reflective practices, attitudes, and learning styles during the pandemic to prepare them for their future roles as teachers.

1.4.1 Here are some possible strategies:

Provide hands-on learning and observation opportunities: In-person learning experiences are essential for teacher education students to observe and reflect on classroom dynamics and teaching strategies. The College can partner with local schools or educational institutions to provide students with opportunities to observe classroom teaching and learning, participate in field experiences, and engage in practicum or internship programs (Abdar & Shafaei, 2022). Alternatively, the College can create simulated learning environments or use virtual reality tools to provide students with hands-on learning experiences.

1.4.2 Facilitate online collaboration and peer learning:

With the pandemic, the shift to online learning has made it challenging for students to engage in collaborative learning and reflective conversations. The College can use online platforms such as videoconferencing tools, online discussion forums, and

Furthermore, the pandemic has highlighted existing disparities in the education system, particularly for marginalized and vulnerable groups. Students from low-income backgrounds, those with disabilities, and those living in remote areas may face additional challenges accessing education during the pandemic (Alanezi & AlAzwani, 2020). This can have long-term implications for their educational and professional opportunities, including their ability to become effective teachers. To address these challenges, educational institutions must provide adequate resources and support for teacher education students during the pandemic.

This may include providing access to technology and resources for online learning, creating opportunities for hands-on learning and observation in safe and appropriate settings, and offering mental health support and resources for stress management (Tryzna & Al Sharoufi, 2017). Additionally, institutions may need to consider alternative modes of instruction and assessment that can accommodate students' diverse needs and circumstances. By addressing these challenges and supporting teacher education students during the pandemic, institutions can help ensure that future teachers have the skills and experiences necessary to create positive and inclusive learning environments for their students.

process of thinking critically about one's own experiences, which is a crucial component of effective teaching (Alenezi, 2022). However, the pandemic has made it difficult for students to engage in experiential learning and observation, typically necessary for developing reflective practices.

Moreover, the pandemic has increased stress and anxiety for many students. Teacher education students will likely be particularly affected as they prepare to enter a profession requiring high emotional and psychological resilience (Ashkanani, Husain & A Al Dwairji, 2021). Without adequate support and resources, students may struggle to manage their stress and anxiety, which can, in turn, impact their ability to create a positive and supportive learning environment for their future students.

In addition to the challenges related to reflective practice and stress management, teacher education students in Kuwait may also face challenges related to the digital divide. While online and hybrid learning models have become the norm during the pandemic, not all students have access to the necessary technology and resources to participate fully in these learning modes. This can create inequalities in access to education and may impact the quality of learning experiences for some students (Akbar & Taqi, 2020).

ability to engage in reflective practice (Alawadh, 2016). The uncertainty and disruption caused by the pandemic can make it difficult for students to focus on their learning and development.

These challenges may impact students' ability to be effective teachers in the future. Reflective practice is an essential skill for effective teaching, as it enables teachers to critically evaluate their practice and make changes to improve student learning. With hands-on learning and collaboration opportunities, students can develop the skills and confidence they need to be effective teachers (Alghasab, Alfadley & Aladwani, 2020). Similarly, students who cannot manage their stress and anxiety may struggle to create a positive and supportive learning environment for their future students.

During the pandemic, students in the College of Basic Education in Kuwait may face this. It is essential to note that the pandemic has led to significant disruptions in the education system. Schools and universities have had to rapidly adapt to new learning modes, and many students have had to navigate online or hybrid learning environments without the necessary resources or support.

This disruption may significantly affect teacher education students' ability to develop reflective practices. Reflection is a

It is essential to consider students' attitudes at the College of Basic Education in Kuwait toward online learning and remote teaching during the pandemic (Alsuwaileh, Russ-Eft & Alshurai, 2016). The pandemic has disrupted traditional teaching practices, and students need support and resources to adapt effectively to new learning modes. Educational institutions must provide the necessary resources to students to ensure they can continue to receive quality education during these challenging times.

1.3 Challenges that students in the College of Basic Education in Kuwait:

One of the challenges that students in the College of Basic Education in Kuwait may face during the pandemic is a need for more opportunities for hands-on learning and practical experience. Many students in teacher education programs rely on classroom observations and in-person interactions with teachers and students to develop their reflective practices (Nouf, Bader & Abbas, 2020). However, the pandemic has forced many schools and universities to shift to online and hybrid learning models, which may limit students' opportunities for observation and practice.

Additionally, students may be experiencing higher levels of stress and anxiety due to the pandemic, which can impact their

online teaching, significantly impacting their attitudes toward learning and teaching (Nouf, Bader & Abbas, 2020).

However, the transition has been more challenging for students with limited experience with technology. They have had to learn new skills and adapt to new modes of learning, which may have affected their attitudes towards online learning and remote teaching (Ashkanani, Husain & A Al Dwairji, 2021). Lack of access to digital resources such as laptops, applications, and other necessary software has hindered their learning experience.

The level of support provided by instructors and peers has also significantly shaped the students' attitudes toward online learning. Students who received support from their instructors and peers found online learning less stressful and more engaging. This support includes clear communication, feedback, and guidance on how to navigate the online learning platforms. Positive attitudes towards online learning and remote teaching have been associated with openness to experimentation with new learning strategies and increased motivation to engage in online activities. These attitudes are beneficial for the student's future teaching practice as they can help them develop new learning styles that are useful in their teaching practice (Alkazemi, 2019).

education and are better equipped to use it effectively in their future teaching careers.

1.1.4 Enhanced focus on adaptability:

The pandemic has brought about rapid changes and uncertainties that have required students to adapt quickly. They have had to adjust to online learning environments, navigate new technology platforms, and learn to collaborate effectively in virtual settings (Besser, Flett & Zeigler-Hill, 2022). This has led to a greater emphasis on adaptability and flexibility, influencing their reflective practices. Students have learned to reflect on their experiences and identify strategies for adapting to new challenges, preparing them for the dynamic and ever-changing nature of the teaching profession.

1.2 Attitudes of students in the College of Basic Education in Kuwait:

The COVID-19 pandemic has disrupted the traditional education system worldwide, forcing institutions to shift their teaching and learning activities to online platforms. This transition has been challenging for many students, and the college of basic education in Kuwait has not been an exception. Students in this college have had to adapt to remote learning and

1.1.2 Greater emphasis on virtual collaboration:

Students have had to rely heavily on virtual collaboration tools to work with their peers and instructors during the pandemic. This has led to more reflective discussions, where students are encouraged to reflect on their experiences and share their insights with their peers (Ansari & Khan, 2020). Through online discussions and collaborative projects, students have gained a deeper understanding of the material and developed critical thinking and communication skills. This has also allowed them to learn from each other and explore different perspectives and approaches to teaching.

1.1.3 Greater awareness of the impact of technology on teaching:

The pandemic has highlighted the importance of technology in education. Students have been forced to use technology to communicate with their peers and instructors, which has made them more aware of the potential of technology to enhance teaching and learning (Ashkanani, Husain & A Al Dwairji, 2021). They have also had the opportunity to explore new tools and platforms, which has allowed them to experiment with different teaching methods and techniques. As a result, they have gained a greater appreciation for the role of technology in

differing technology use and understanding in the college of basic education in Kuwait.

1.1 Reflective practices of students in the College of Basic Education in Kuwait:

The COVID-19 pandemic has significantly impacted the reflective practices of students in the College of Basic Education in Kuwait preparing to become teachers.

1.1.1 Increased self-reflection:

With the shift to online learning and the lack of face-to-face interactions, students have had to rely more on self-reflection to evaluate their progress and performance. In traditional classroom settings, students often receive real-time feedback from their instructors and peers, which can help guide their reflective practices (Al-Hashim, 2019). However, in online learning environments, students must evaluate their performance and identify areas for improvement. This has increased introspection and self-awareness among students as they become more independent and self-directed learners.

The study's findings will help improve the quality of education in Kuwait by highlighting the strategies and solutions required to increase teacher training (Beauchamp et al., 2017). This study is significant as it provides insights into the impact of the pandemic-induced technology integration on student-teachers and teaching methods in the college of basic education in Kuwait.

To summarize, this study investigates how the integration of technology, brought about by the pandemic, affects teaching styles and student-teachers at the College of Basic Education in Kuwait. Its objective is to determine the effects of using technology for teaching, the perceptions and thoughts of student-teachers regarding this new approach, and the methods necessary to improve teacher training in Kuwait.

1 Literature review

This literature review focuses on the impact of the COVID-19 pandemic on the educational process, particularly in the college of basic education in Kuwait. The pandemic has led to a sudden shift to online learning, with student-teachers adopting new remote teaching methods and technology becoming indispensable for teaching and learning. However, integrating technology into education has been challenging, particularly with

2. How have student-teachers at the college of basic education in Kuwait adapted to the rapid integration of technology during the pandemic, and what impact has it had on their attitudes toward teaching and future career plans?
3. What are the most effective strategies for integrating technology into teacher training programs in Kuwait, and how can these strategies be used to enhance the quality of education during times of crisis?
4. How the use of technology in Kuwait impacted the outcomes of using technology in teaching during the COVID-19 pandemic, and what solutions can be implemented to address these disparities?

This study aims to investigate the impact of the rapid integration of technology during the COVID-19 pandemic on the educational process in Kuwait with a specific focus on the College of Basic Education in Kuwait. This focus is crucial as student-teachers in this college are the future student-teachers who will shape the future of education in Kuwait (Beauchamp et al., 2017). The study will examine how technology integration has influenced student-teachers teaching methods and attitudes toward this new experience.

Reflective practice can play a significant role in shaping the attitudes of future teachers during the pandemic in Kuwait. Through reflection, students can critically examine their own experiences and beliefs, which may help them develop a more positive attitude toward the challenges and opportunities of teaching during the pandemic (Safar, 2018). Additionally, the reflective practice may help students develop a more flexible student's learning experience.

The attitudes that students develop during their teacher education program can have significant implications for their future job as a teacher. Positive attitudes towards teaching and a solid commitment to the profession can help teachers navigate the challenges of the pandemic and other external factors that may impact their work. Additionally, a reflective approach to teaching can help teachers continually improve their practice and adapt to changing circumstances, which is especially important during times of crisis.

The research question for this study is as follows:

1. How has the sudden shift to online learning impacted the teaching methods and attitudes of student-teachers at the college of basic education in Kuwait during the COVID-19 pandemic?

In Kuwait, the higher education system comprises eleven public universities (AlMeraj et al., 2021). With an increasing number of students each year, the Ministry of Higher Education has been focused on a digital transformation plan since 2018, allocating funds towards initiatives involving online learning systems to enhance the educational experience for students. Since the onset of the pandemic, some undergraduate students in Kuwait have been using utterly online learning methods (Abidi et al., 2022). While many colleges and universities in Kuwait have benefited from Internet resources to disseminate educational materials through official platforms like Moodle, Microsoft team, or accessible communication platforms such as Google Classroom and Zoom conferences, some faculty members use social networking sites like WhatsApp, Facebook, and YouTube for easier connection with their students (AlMeraj et al., 2021).

The pandemic has undoubtedly impacted future teachers' attitudes at the college of basic education in Kuwait. The sudden shift to online learning and the disruption of traditional classroom settings caused some students to feel uncertain or anxious about their future careers as teachers. However, the pandemic has also highlighted the importance of education and teachers' critical role in society, strengthening some students' commitment to pursue a career in education.

**THE IMPACT OF THE COVID-19 PANDEMIC ON
INTEGRATE TECHNOLOGY IN EDUCATION, AND
HOW THIS INFLUENCE TEACHING METHODS:
REFLECTIONS ON ATTITUDES FOR STUDENT
TEACHERS AT THE COLLEGE OF BASIC
EDUCATION IN THE STATE OF KUWAIT**



**Dr. Monirah Saad Alsalim * - Dr. Budour Misad Almisad **
Dr. Ayda Abdulkareem Al-Eidan *****

Introduction:

The COVID-19 pandemic has resulted in significant changes to the educational process globally, including in Kuwait. With the abrupt closure of schools and universities, student-teachers were forced to adopt new remote teaching methods. As a result, technology has become an indispensable tool for teaching and learning. However, integrating technology into education has been challenging, particularly with differing technology use and understanding across different regions, leading to varying outcomes.

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- * Assistant Professor Educational technology department, Collage of Basic Education, The Public Authority for Applied Education and Training, Kuwait.
 - ** Associate Professor Educational technology department, Collage of Basic Education, The Public Authority for Applied Education and Training, Kuwait.
 - *** Associate Professor Educational technology department, Collage of Basic Education, The Public Authority for Applied Education and Training, Kuwait.