



# Humanizing Pedagogy for Work Integrated Learning in Preservice Teacher Training: A Holistic Approach

Alice Dhliwayo  
Solusi University, Zimbabwe  
Email: [dhliwayoam@gmail.com](mailto:dhliwayoam@gmail.com)

**Abstract:** *Humanizing pedagogy is a growing concept in this era of machine aided instruction to maintain the essential human face in education. Teacher educators become the locus of such innovation. This study explores the nexus of technology and compassion-based pedagogy in work integrated learning (WIL) preparation for preservice teachers. Through the lens of compassionate teaching framework, the study investigated how teacher educators humanized pedagogy through interplay of technologies and compassionate teaching practices within WIL context. Thirty (30) teacher educators from two teacher training colleges in the same province were used as population for the study. Data were collected through semi-structured interviews, observations and document analysis. Thematic analysis revealed that teacher educators who effectively combined technology and compassion in their practices demonstrated enhanced empathy, critical thinking skills and creativity. The findings highlighted the importance of intentionally designing WIL experiences that foster development of both compassionate teaching and technological integration competences. This study contributes to the growing body of research on holistic teacher education emphasizing the need for teacher educators to develop a nuanced appreciation of the complex interaction that should exist between compassion, technology and student learning.*

**Keywords:** *Compassion, Technology integration, Work integrated learning, Teacher educator*

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## 1. Introduction

The increased reliance on technology in 21<sup>st</sup> century compliant classrooms is raising concerns on the slow but evident erosion of the humane element in pedagogy (George, 2024) and the reasons sighted included rapid technological advancement, especially its emergent characteristics (Almendingen, 2021). There is an increased reliance by humans in all aspects of life, education included, on technology which is accelerating this erosion of the human element from technology rich classrooms. Thus, humanizing pedagogy is emerging as a critical conception to counteract this emotionless machine aided educational revolution in the 21<sup>st</sup> century classrooms

(Gleason & Mehta, 2022). Teacher educator in institutes of higher learning becomes pivotal in the promotion of humane elements incorporation for pedagogy. Preparation of preservice teachers is a critical endeavor for the propagation of humanizing pedagogy in the greater majority of schools. This becomes impactful if preservice teachers are equipped in this way of teaching and learning for Work Integrated Learning (WIL) to give them the opportunity for reflection and improvement on integration tools, methodologies and processes.

WIL has become a very crucial component of teacher education programs, giving preservice teachers the opportunity for hands-on experience where theoretical

knowledge is applied in real world settings (Rusznyak & Bertram, 2021). Before preservice teachers are exposed to real classrooms during WIL, they must be equipped with requisite skills to navigate the intersection of compassionate-based pedagogy and technology with ease. The convergence of compassion and technology is likely to improve the preservice teachers' WIL experiences, making teacher training more holistic and compliant to the 21<sup>st</sup> century educational demands (Andrews, 2019). Thaanyane & Jita (2024) assert that experienced mentors play a critical role in the formation of teacher identity during WIL, perceived as the initial stage for learning the work of teaching. Technology has become an integral part of teaching and learning globally and lack of specialized skills in executing such lessons impact negatively on the formation of identities in the teaching profession resulting in the production of a poorly trained teacher (Lankveld et al., 2020; Buendia-Ariaset et al., 2020). Thus, the teacher educator is tasked with preparing preservice teachers with such skills that use technology as a vehicle for concept formation through enhancing and not replacing human connections as preparation for WIL.

The time for marrying theory and practice for the first time during WIL is critical as it helps shape teacher identities and develop efficacy as part of the process of teacher training (Thaanyane & Jita, 2024). WIL affords preservice teachers the chance to implement college theory in the field and go back after a given time to reflect and fit in the puzzle of classroom practice especially reflecting on realities of compassionate teaching in relation to technology especially for poorly resourced areas (Varadharajan & Buchanan, 2017). Compassion-based pedagogy in education is fast becoming critical especially as statistics on mental health among school going children are increasing (Maratos & Harvey, 2024), due to societal demands in the technological era (Jazaieri, 2018), giving rise to suicidal attempts by the same age group (Maratos & Harvey, 2024). The technological gaps existent in developing countries in the sub-Saharan African region, cause learners to come to school with limited technological knowledge and skill thus, need compassion and assistance in order to become active participants in technology aided pedagogy (Rusznyak & Bertram, 2021). Consequently, teacher education for the present age should of necessity consider these factors as it endeavors to produce relevant teachers to meet demand.

Literature reveals that teacher identity develops during teaching practice when they are given opportunity to put theory they have learnt into practice (Thaanyane & Jita, 2024). It is time when reflection is done as to whether they have rightfully chosen the profession or not. Palaiageorgiou & Grammatikopoulou (2016) assert that classroom practice determines teacher identity through the nexus of curriculum and instruction in the commitments

that teachers have to perform in the classroom. This is where their identity develops because it is where they professionally grow as beginning teachers because teaching practice intersects with these elements. So, the longer the teaching practice the better teachers become experienced in teaching. It was also found that teachers are not given sufficient opportunities to participate in activities related to what they teach (Cobb, 2020). There is a difference between theory and practice. If teachers are not allowed to undergo adequate training that prepares and informs them about relevant content and materials to what they teach, they become incompetent.

This study is situated in Zimbabwe where the impetus of integration of technology and pedagogy is significantly advancing, evidenced by several initiatives whose purpose is to promote digital literacy to enhance teaching and learning (Mathende & Beach, 2022). Government has partnered with several businesses and parastatals to avail free internet to remote and rural schools so as to make technologised education a reality in poorly resourced areas, bridging technology gaps existent in the country (Bamhare, 2024). As technology increases in education, remote teaching and flipped classrooms are taking center stage, reducing human contact and personal touch (UNICEF, 2025), essential elements in classroom instruction (Adetimilehin, 2024). Subsequently, giving rise to the need to prepare preservice teachers for WIL through the compassionate teaching framework to counteract this dry emotionless machine learning a result of indiscriminate use of technology in teaching and learning (Bamhare, 2024).

There is a dearth of studies that explore the nexus of technology and compassion in teaching and learning processes by preservice teachers in WIL contexts in the Zimbabwean higher education sector. This study is going to contribute to this knowledge gap by exploring the intersection of technology and compassion-based pedagogy as WIL preparation in preservice teacher preparation. Through examining the ways that teacher educators use to humanize pedagogy in the use of technology for the classroom, the study intends to contribute a deeper understanding of the complex interplay of technology, compassion and pedagogy in WIL contexts.

## 2. Literature Review

### 2.1 Humanizing pedagogy

Humanizing pedagogy is compassion in teaching and learning (Gleason & Mehta, 2022; Mehta & Aguilera, 2020). This concept is rooted in Paulo Freire (1970)'s framework in pedagogy where agency, dignity and learner experiences are incorporated in the teaching and learning process. With the advent of ICT integration with pedagogy, the humanizing pedagogical framework becomes very

relevant especially for sub-Saharan African classroom where it can be adopted as a process of Decoloniality (Freire, 2010) and closing of technological gaps for poorly resourced learning spaces (Mathende & Beach, 2022). Preparing preservice teachers for WIL with this consciousness is an enabling thrust for both the would-be teachers and the communities they will serve (Cobb, 2020). Compassion-based pedagogy in its teacher preparation process, attempts to negate traditional authoritarian methods for active participatory methods that encourage learner engagement with technological tools for innovation and problem-solving techniques that foresee the development and uplifting of previously underprivileged societies through education (UNESCO, 2023). When teacher educators adopt compassion as a bridge in negotiating technology gaps through ICT integration in teaching and learning, they produce a teacher well equipped for learner-centered education recognizing learners as co-creators of knowledge, a core principle of the 21<sup>st</sup> century education.

Compassion in teaching and learning is part of humanizing pedagogy and cannot be separated from critical theory, which challenges the banking model in education (Freire, 2010). This is how compassion converges with technology in pedagogy; properly integrated it dismantles negation of learner experience providing active participation in the navigation of educational spaces online, through networking and connections with other learners (Downes, 2010). This encourages innovation as problem solving of real issues in individual societies. Developing such skills for pedagogical practice in preservice teachers, especially for the purposes of WIL, creates opportunities for experiential learning and reflection on a platform of learning as the preservice teachers come back from WIL to think on what they would have done, where they lacked and how they can do better (Mohale & Jita, 2025). Such processes are critical when training global teachers who meet 21<sup>st</sup> century technology driven society needs. The nexus of technology integration and compassion-based pedagogy is pursuit for the transformation of education into a liberatory practice where the lived experiences of learners from formerly marginalized groups are validated resulting in empowered students who can actively direct their own education (Govender & Naidoo, 2023). The core driver of humanizing pedagogy is relational, thus, when preservice teachers are prepared for WIL in such a way as to be compassionate and humane in their use of technology, prior to being qualified for their profession, it gives them professional identity, efficacy and the confidence to participate in learner development for societal good (Day et al, 2012). The classroom should establish a caring, authentic and dialogical relationship between learners and their teachers and it happens only when the teachers are trained that way too. Thus, a WIL preparatory program fostering human elements in the teaching and learning

process counters mental health challenges which scholars are equating to the rampant use of technology without compassion at all levels of education (Buabbas et al, 2020; Da Silver et al, 2023; Melo et al., 2020).

By making dialogue, empathy and human dignity a part of holistic education, as opposed to focusing on academic achievement only, learners feel valued, visible and heard which ultimately enhances personal and intellectual growth in healthy pedagogical environments (Melo et al., 2020). This is true also for preservice teachers preparatory for full service either on WIL or as qualified professionals in the field of education. The advancement of technology and globalization have resulted in the evolvement of education to include ICT integration for relevance (Mohale & Jita, 2025). Studies have shown that multilingualism, post colonialism and multiculturalism demand compassion-based technology to bridge pedagogical gaps especially for trainee teachers in post-colonial environments (Jazaieri, 2018; Killingback et al., 2025; Petro et al., 2025), making compassion-based education framework extend beyond hypothetical discourse.

## 2.2 Technology Integrated Compassionate Teaching

Scholars declare that technology has revolutionized education and has transformed the way teachers teach and learners learn (Attahaku, 2024; Denga & Denga, 2024; Kalyani, 2024). This has brought about concern from educationists that the same technology is fast eroding humane elements of compassion, empathy and deep human social interactions (Buabbas et al, 2020; Da Silver et al, 2023; Melo et al., 2020), caused by the heavy reliance on technology by both teachers and learners. Student wellbeing has been relegated and face-to-face interaction in the classroom has become minimized by online learning and the flipped classroom models of teaching and learning. Students tend to turn more and more to technology for answers than they do to teachers or even parents, which has increased mental health issues even among some of the youngest learners in schools (Thai et al., 2020; Stohr et al., 2020; Anjomshoaa et al., 2022). Compassion-based pedagogy says that human elements of kindness, compassion and understanding towards learners minus fixation on performance, are paramount if holistic education is to be achieved for learners (Killingback, 2025).

Compassionate teaching is an acknowledgement that humans are complex beings who need more than mental education, rather, other elements that involve emotions and relationships with other beings (Schussler, 2020). According to Vandeyar & Swart (2016), a pedagogy of compassion is about teaching the whole person. In a compassionate pedagogical activity, reciprocity,

participation and collaboration by both students and teachers, is central to knowledge creation (Palmer et al, 2010), making compassionate pedagogy foundational to good teaching (Lipka, 2019). Reiner & Willingham (2010) reiterate that in a compassionate classroom, individual differences are recognized and celebrated, nurturing learners into healthy social beings. Cybercrime issues are viewed as a result of ignoring humane elements in technology mediated pedagogy, treating students the same as the machines they use (Schussler, 2020), thus dehumanizing them and concentrating on one aspect, only those performing well academically treated above their counterparts who are not doing so well in that area only! On the other hand, history has proved that the greatest innovators are not always those who performed well academically (Conklin & Hughes, 2015).

### **2.3 Work Integrated Learning vis-a-vis Technology integrated Compassion-based pedagogy**

Integrating technology into compassionate pedagogical practices can transform the hands-on experiences of preservice teachers on WIL. When teacher educators adopt compassion-based pedagogy for WIL preparation, they ensure that these trainees will be able to develop empathy, a requisite for understanding diverse students as they use and apply technology in their pedagogy (Schussler, 2020). Compassion-based pedagogy is very relevant for self-awareness and mindfulness through such methodologies as virtual or augmented reality, encouraging compassion in controlled environments (Killingback, 2025). WIL creates room for reflection for preservice teachers and for teacher educators to help the trainees in refining their skills in humane teaching strategies with the use of technology. This is very relevant in marginalized societies where there are huge technological gaps and this is characteristic of most places in Zimbabwe with colonial legacies in education (Kohler-Evans & Barnes, 2015; Aanestad et al., 2021; Marcovitz, 2022).

Leveraging digital resources for WIL preparation in conjunction with the compassion-based theory of education results in essential compassionate skills for the classroom, requisite for hitherto deprived classrooms, bridging gaps in performance and achievement through whole development (Kohler-Evans & Barnes, 2015). The disconnect between the learner's affective self and the content where methodology is machine based, tends to evolve heartless experts and if the experts are teachers, it means dysfunctional societies given the time learners spend in school from as early as four years old (Schussler, 2020). While technology has proved to be an essential aid in human endeavors, it should be agreed amongst educators first and all stakeholders that it must always be treated as a

means and not as an end for the survival of basic human affective and psychological wellbeing (Clouston, 2018).

Work-Integrated Learning is critical to teacher training such that its preparation by educators is generally done with meticulous precision especially by experienced educators. Given the complex 21<sup>st</sup> century demands through digital technologies to impart such skills that make learners fit into this technology driven society, preparing preservice teacher for WIL in such environments is crucial in ensuring the right skills so that the right experiences are generated that would give rise to proper reflections and improvements when they are back in university or college (Rusznyak & Bertram, 2021). Scholars are sitting COVID-19 as having caused a sudden evolvement of education which has witnessed a wholesale introduction of digital tools and software in classrooms across the globe (Shaji, 2024). This rapid evolving nature that education has adopted is further complicating teacher preparation. Thus, WIL has now been catapulted into a central role as trainees get the chance to experience real life classroom situations, go back to college, reflect, work on improvements and go back as qualified personnel within short spaces (Kay et al., 2019), encouraging shaping of the right teacher for the century. Preservice teachers should be exposed to ICT platforms, virtual simulations, artificial intelligence driven assessment tools and learning management systems integrated with compassion as WIL preparation to afford them the opportunity to refine their pedagogical skills in controlled environments (Schussler, 2020). Paring these technological experiences with compassion-based pedagogy which prepares preservice teachers to navigate successfully complex classroom dynamics when they put theory into practice during WIL.

Scholars refer to WIL as a transformative phase if trainees are properly prepared (De Beer, 2020; Key et al., 2019 & Campbell & Pretti, 2023). Integration technology with compassion ensures that preservice teachers develop emotional intelligence among other skills which have become requisite for mental health when dealing with learners who have previously been deprived of compassion in technology-driven classrooms (Marcovitz, 2022). Before they go on for WIL, preservice teachers, get to understand that education is evolving in response to global technological shifts (Schussler, 2020) and they need to rise to certain levels to meet the demand. At the same time, these perceptions become significant causals to their continuous professional development. This study presents key implications for preservice teacher training, particularly in designing WIL experiences where educators foster a dual perspective of technology integration and compassion. The study also underscores the role of teacher educators as critical agents of modeling humanizing pedagogy for seamless integration by preservice teachers during practice.

## 2.4 Theoretical Framework

This study is premised on the compassionate teaching framework (CTF). Compassion is a prosocial motivation that is critical to the development and survival of the human species. It is defined as, “teaching practice which emphasizes listening, understanding, empathizing, and taking actionable steps to create equitable structures in education”, (Wright-Maircmaadmin, 2020). Cultivating compassion involves developing deep wisdom, insight, and understanding into the nature and causes of human suffering, wisdom and commitment to take positive action to alleviate suffering (Day, 2021). It is the pivotal aspect of the human dimensions in teaching and learning (Buabbas, 2020). The basic tenants of the framework are relational trust, empathy and responsiveness to learners’ needs (Kennedy et al, 2021), which principles are critical in preparing student teachers for the polygonal realities of the classroom. When compassion is integrated into teacher training, this framework warrants that products are not only competent in technology and content delivery but also attuned to the emotional as well as social well-being of their learners.

In the context of technology-enhanced WIL, the CTF becomes a lens through which technology is not merely an instrument for delivery or efficiency, but an enabler of equity, inclusivity and human connection (Conklin & Hughes, 2015). Preservice teachers can be taught to use technology to create culturally responsive learning environments for diverse learner needs. Thus, encouraging preservice teachers to reflect on how digital innovations can be used to enhance human compassion in pedagogy (Buabbas, 2020). The framework therefore becomes the nexus between technological adoption and preservation of human-centric pedagogy.

CTF is complementary to WIL’s experiential nature through the promotion of reflective thinking and an ethical responsiveness for preservice teachers (Kennedy et al, 2021). Compassionate teaching is about addressing the holistic development of learners for real-world situation; CTF guides the integration of technology with compassion for practice that embodies inclusivity, care and responsiveness (Conklin & Hughes, 2015). Technology and compassion combined birth a holistic teacher training approach that equips future educators with values that nurture meaningful pedagogical experiences.

## 3. Methodology

The study adopted a qualitative research design guided by CTF to enable capturing of the nuanced ways teacher educators integrate compassion with technology for WIL (Creswell, 2018). Thirty teacher educators from two

teacher’s colleges in the same province in Zimbabwe who were directly involved in preservice teacher preparation were purposively selected. Three complementary methods were used for data collection, semi-structured interviews, classroom observations, and document analysis of schemes of work and lesson plans. The interviews explored preservice teachers’ perspectives on the role of compassion when technology is used during WIL. Observations afforded insights into the enacted practices of humanizing pedagogy, while document analysis facilitated triangulation of findings (Bans-Akutey & Tiinub, (2021). The multi-method approach guaranteed credibility, trustworthiness, depth and richness of both data and findings.

The data were then analyzed thematically through an inductive-deductive approach. Initial coding was informed by the CTF, allowing the surfacing of emergent themes from participants observed practices and narratives. Identified patterns were compared across cases, then refined into overarching themes reflecting technology and compassion convergence in preservice teacher preparation. Triangulation established trustworthiness, credibility through methodological debriefing and member checking to validate interpretations. Ethical considerations were observed throughout the study, which included informed consent, ensured confidentiality and respect for participants’ voices in representation. All data collected was safely stored in the cloud, away from prying eyes. This methodology foregrounded lived experiences of teacher educators, bringing to light how the intentional interplay of technology and compassion can shape holistic WIL experiences for preservice teachers.

## 4. Results and Discussion

The study explored how teacher educators in two teacher-training colleges in Zimbabwe integrated technology and compassion as preparation of preservice teachers during Work Integrated Learning (WIL). The thematic analysis generated four major themes: compassion as a mediator in technology integration, technology as a tool for empathy and relational care, creativity and criticality in WIL design, and institutional frameworks enabling or constraining compassionate technology integration.

### 4.1 Compassion as a mediator in technology integration

The analysis revealed compassion not as an optional add on but rather as a critical lens for teacher educators through which to approach technology use in WIL preparation. Participants highlighted that technology on its own cannot

address the needs of preservice teachers, only if embedded with compassionate teaching practices (Wright-Mairmaadmin, 2020). From participant one (P1), her preservice teachers' lesson plan excerpts confirmed this orientation. Some educators encompassed reflective activities designed to help students process both pedagogical and emotional challenges. For instance, P12's work notes indicated the activity: *"Weekly digital journal entries in which students are reflecting on classroom challenges and sharing coping stratagems with peers."*

An observed microteaching session further illustrates this integration. The lecturer observed (P17), encouraged student teachers thus: *"pause when you meet technical glitches, they are not mere disruptions but opportunities to practice empathy and patience"*, which directly aligns with the compassionate teaching framework, a foregrounding to responsiveness and relational trust (Aanestad et al., 2021).

## 4.2 Creativity and critical thinking in WIL processes

One other prominent theme that came out was the role of compassion and technology in fostering critical thinking and creativity. Teacher educators reported that technology use combined with empathy created an environment where preservice teachers felt freer to experiment and take intellectual risks. Said P3, *"When I encourage my students by saying that making mistakes is part of learning, they become more creative with technology use, recording podcasts, designing digital stories and making teaching aids without assistance."*

On the other hand, lesson plans reviewed showed that compassionate scaffolding strategies, for example, *using Padlet walls for anonymous brainstorming or peer assessment, as well as peer support circles via online platforms*. These enhanced exploration of multiple activities in a safe environment. Padlets encouraged active learning, inquiry-based learning and collaboration which are basic 21<sup>st</sup> century approaches to teaching and learning (Kirby et al., 2023). Padlets also come with advantages such as anonymity, creativity, inclusivity and formative assessment.

In one WIL preparation lesson observed, the lecturer (P14) used a flipped classroom approach. Preservice teachers watched an educational video prior to the lesson and in groups analyzed pedagogical strengths and weaknesses. On instructions, the lecturer stressed the need to respect differing opinions and for the preservice teachers to listen with care to each other, thus, integrating critical inquiry with compassionate dialogue.

## 4.3 Institutional alignment and policy support

Findings indicated a dearth of policies directly aligned to WIL preparation for converging technology and compassion. Policy documents lacked words, compassion, care or empathy in relation to technology use by teacher educators. While individual teacher educators were innovative in their preparation for WIL, these efforts had no institutional support in terms of policy directives. One institutional policy on ICT integration stated that, "Provide student teachers with opportunities to attain digital pedagogical skills including productivity tools, interactive applications and learning management systems." While this is a good policy, it is silent on compassion and its place in technology use for teaching and learning (Sinclair et al., 2021). Participants agreed that the existent emphasis on technology integration in institutions risked overshadowing compassion, said P10, *"The danger is of over-emphasizing digital competence without empathy nurturing. We need to give a balanced view to avoid producing teachers that have the tools but lack the heart of teaching."* This is what underscores the need for higher education to deliberately design WIL experiences, which value both compassionate practices in technological skills development.

## 4.4 Discussion

Findings in this study highlight convergence of technology and compassion in WIL as an aspect of teacher training that requires reflection and intentionality. Teacher educators demonstrated through the Compassionate Teaching Framework, that empathy, equity and responsiveness are potential transformative vehicles for making technology a medium for humanizing pedagogy (Al-Ghabban, 2018; Attahakul, 2024). The study found commendable efforts by teacher educators to equip students with digital skills embedded with care, empathy and learner-centered values in technology use. A very important aspect especially in view of the current impersonal and overwhelming use of technology on 21<sup>st</sup> century learners.

The study also affirms scholarship on humanizing pedagogy through showing how compassion improves the pedagogical significance of technology not only as a tool for content delivery but also for relational space for professional growth (Schussler, 2020; Killingback, Tomlinson & Stern, 2025). However, institutional support by way of policy guidelines emerged as a critical enabler, making sure that compassionate technology use during WIL preparation should be policy rather than individual discretion. Converging compassion with technology to enhance creativity, critical thinking and empathy, spelt out

that humane sensibilities buttress the dual imperative in modern teacher education of technologically competent but emotionally attuned professionals (Stöhr et al., 2020; Schussler, 2020; Attahakul, 2024).

Of importance, is the finding that a gap exists between policy and practice, where institutes have not made compassion an explicit principle for technology integration policies (Day et al., 2021) yet encourage educators to instill it. Of particular noteworthy is the paper's revelation that the practices of converging compassion with technology by teacher educators has no support or reflection in existing institutional policies. This gap creates a significant opportunity for institutes of higher learning to strengthen guidelines to make compassion an explicit principle for ICT integration (Sinclair et al., 2021; Aanestad et al., 2021). Recognizing compassion at policy level validates the work already in progress by educators at the same time ensuring sustainability, inclusivity and systemic support for humane and ethical technology use for teacher preparation (UNICEF, 2025). This study offers a strong basis for rethinking the way colleges can synchronize policy with practice to promote a holistic and compassionate approach to digital pedagogics.

## 5. Conclusion and Recommendations

### 5.1 Conclusion

The convergence of compassion and technology was found to develop creativity, critical reflection, inclusivity and empathy among preservice teachers. The deliberate design of WIL experiences with embedded compassion into technological practices supported students' academic and emotional needs as well as preparing them to replicate the same practices in their own classrooms. However, perceived inconsistencies in college policies suggested the need for stronger systemic commitment to sustain these endeavors across contexts. The study made a clear demonstration that educators are playing a critical role in preparing preservice teachers for WIL through practices reflecting empathy, compassion and learner-centered technology integration. Their efforts demonstrate a strong commitment to fostering future teachers able to engage with technology in ways that are inclusive, humane and responsive to students' diverse needs. However, the revealed lack of support by policies presents an important opportunity for colleges to revisit and strengthen their different technology integration frameworks to make compassion explicitly recognized as a guiding principle. Overall, the study presents important insights that inform both institutional improvements and wider conversations on caring and ethical methodologies to digital pedagogy.

## 5.2 Recommendation

The study recommends the adoption of a systemic more deliberate approach that embeds humanized pedagogy within WIL preparation programs by teacher education institutions. This is achievable through clear and explicit policies where the core principles of compassion are made to function alongside technology use for teaching and learning. Continuous professional development for teacher educators that focus on the compassionate teaching framework should be provided to equip them to model them effectively for their students. There is also need for curriculum designers for teacher education to be intentional in providing WIL experiences that provide a balance between emotional, cognitive and technological competences. Evaluation and research mechanisms should be ongoing to monitor whether humanizing pedagogical methodologies are responsive to the evolving digitally integrated classrooms.

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