

# Distance Education & Digital Pedagogy Manual

2024



**COVER PHOTO: A Ugandan primary teacher Annet Rukundo giving an English class via radio during Covid-19. Photo: Saara Mansikkamäki / FCA.**

PHOTO: SAARA MANSIKKAMÄKI/FCA

## FCA

Finn Church Aid (FCA) is Finland's largest international aid organization with operations in 12 countries.

FCA specializes in supporting local communities within three priority areas: Right to Quality Education, Right to Livelihood, and Right to Peace. FCA works with people in the most fragile contexts, regardless of their religious beliefs, ethnic background, political convictions etc.

FCA's work is anchored in international human rights frameworks, and cuts across development and humanitarian contexts. FCA vision is a world comprised of resilient and just societies where everyone's right to peace, quality education and sustainable livelihood has been fulfilled.

By working for the Right to Quality Education,

through direct programming and advocacy, FCA strives for ensuring safe, inclusive schools with quality learning for all children and youth. The inclusion focus is on children with disabilities, girls and the most marginalized in particular. The education programs are implemented through strategic focus on Education in Emergencies (EiE), Technical and Vocational Education and Training (TVET) and linking learning to earning, teacher education and education sector development.

FCA works with a range of local and international partners and promotes accountability through its programmes, being the first Finnish organization to be certified against the Core Humanitarian Standard (CHS).



## TWB

Teachers Without Borders (TWB) Finland acts in response to the global learning crisis, promoting inclusive and equitable quality education for all. Qualified, motivated, and supported teachers are the key to quality education. TWB contributes to this through international education collaboration, building on Finnish education expertise in different forms depending on the contextual needs and resources. The network strengthens the professional capacity of teachers and other education sector personnel both in developing contexts and in Finland.

TWB operates under FCA as one of its volunteer

networks. The network's expertise primarily serves FCA's development cooperation programs focusing on the Right to Quality Education. The volunteers support education system development through, for example, pre- and in-service training, coaching, and mentoring local colleagues: teachers, principals, career guidance counsellors and other actors in the sector from early childhood and basic education levels to vocational and higher education, onsite or remotely. Quality professional volunteer work, mutual respect and two-way learning are at the core of TWB's work.

# TABLE OF CONTENTS

## Notes for the Facilitator

- 7 Training Approach and Methodology
- 14 Guidance for the Facilitator

## MODULE 1. Distance Education

---

- 17 1.1 What is Distance Education?
- 21 1.2 Distance Learning – How Does It Feel Like?

## MODULE 3. Pedagogy of Digital and Distance Education

---

- 45 3.1 Short Introduction to Pedagogical Theories
- 49 3.2 Digital Pedagogy
- 51 3.3 The Cornerstones of Good Quality Digital and Distance Education
- 57 3.4 Language Awareness and Media Literacy

## MODULE 2. Distance Education Modalities

---

- 29 2.1 Different Forms of Distance Learning – Teaching and Learning Online
- 34 2.2 Different Forms of Distance Learning – Teaching and Learning Offline

## MODULE 4. Psychosocial and Emotional Wellbeing

---

- 63 4.1 Physically and Psychosocially Safe and Supportive Learning Environment
- 66 4.2 The Importance of Psychosocial and Emotional Wellbeing for All
- 70 4.3 Identifying Psychosocial Needs in Distance Learning



## **MODULE 5. Learner-Centred Methods in Distance Education**

---

- 73 5.1 Learner-Centred Methods
- 
- 77 5.2 Applying Learner-Centred Teaching Methods in a Remote Learning Setting
- 
- 79 5.3 “Learning-to-Learn” Skills in Distance Learning

## **MODULE 7. Inclusive Education**

---

- 93 7.1 Inclusive Education – Each Learner is Different and Valuable
- 
- 98 7.2 Contextualising Inclusive Education into a Distance Education Context
- 
- 100 7.3 Learners with Special Educational Needs in Remote Learning
- 
- 103 7.4 Inclusive Return to School – Looking for Opportunities for All

- 118 A List of Useful Platforms, Software and Applications for Distance Learning and Online Training
- 122 General Reference Points and Resources per Module
- 126 Certificate of Participation

## **MODULE 6. Home Support**

---

- 83 6.1 General Approach to Home Support, and Differences Between Home and School
- 
- 86 6.2 Parental and Caregiver Support in Distance Learning

## **MODULE 8. Assessment and Evaluation**

---

- 107 8.1 Evaluation: Types and Function and Supportive Evaluation
- 
- 113 8.2 Assessment in the Context of Distance Learning



Two Palestinian teachers participate in a remote mentoring session a Teachers Without Border Distance Expert and FCA colleague. The Distance Education Manual was originally developed for the Palestinian context during Covid-19 pandemic by FCA & TWB.  
PHOTO: AHMAD AL-BAZZ



# NOTES FOR THE FACILITATOR

## Training Approach and Methodology

A warm welcome to the Finn Church Aid (FCA) & Teachers Without Borders (TWB) Teacher Training Manual on Distance Education and Digital Pedagogy! This manual supports quality distance education and pedagogical approaches in contexts with varying degrees of internet connectivity and digital resources. The development of the training manual began in 2020 as a response to the school lockdown situations caused by the COVID-19 pandemic, when teachers and learners quickly had to adapt to remote education modalities. Even though the pandemic has subsided, the need for quality distance education prevails. Ensuring the continuity of learning for all learners is critical in all contexts.

The training primarily targets the teachers in FCA-supported schools and working environments but is adaptable for use anywhere in the world. Please note, the manual is not a fixed but a living document, the content and structure of which can be fine-tuned and developed further according to the training needs and context.

Note, the links to materials developed during the COVID-19 pandemic contain guidance and resources that will support teachers and learners in all contexts where traditional classroom-based learning is disrupted.

### Structure and Modes of the Training

The training consists of eight (8) modules that can be used flexibly either in a remote or face-to-face modality:

1. Distance Education,
2. Distance Education Modalities,
3. Pedagogy of Digital and Distance Education,
4. Psychosocial and Emotional Wellbeing,
5. Learner-Centred Methods in Distance Education,
6. Home Support,
7. Inclusive Education and
8. Assessment and Evaluation.

Furthermore, the content design allows picking out individual modules to be used, or even individual sessions. In other words, the manual can be used as a comprehensive training programme, and also as stand-alone training modules and sessions.

The mode of delivering the training is chosen to best suit the participants and the training circumstances. The facilitation of the activity in a remote context requires sending and relaying content and assignments guidance (audio, video, text, images), but keeping in mind restricted internet access, most of the material is in text and image format. Therefore, video conferencing tools with a supportive, free-to-use learning platform (such as Google Classroom or Microsoft Teams) are recommended if available. Alternatively, if a mobile phone is a preferred device, the training is deliverable through Signal, Telegram, WhatsApp, or a similar mobile application. The facilitator can also use different applications or platforms side-by-side.

Module	Sessions in the Module	Overall Learning Objectives of the Module	Relevant Elements & Tips for Additional Material
<b>1. Distance Education</b> 2 h 50'	1. What is Distance Education? 2. Distance Learning – How Does It Feel Like?	<ul style="list-style-type: none"> <li>• To understand the concept of distance education</li> <li>• To learn to know different forms of distance education</li> <li>• To acknowledge the various aspects that need to be taken into account with a distance education approach</li> <li>• To learn from previous experiences to apply them in a distance education setting</li> </ul>	<p>Suggested tool for training with a learning platform e.g. <a href="#">Google Classroom</a> or <a href="#">Microsoft Teams</a></p> <p>Suggested online platforms to be modelled e.g. <a href="#">Padlet</a>, <a href="#">Flinga</a>, <a href="#">Mentimeter</a></p> <p><a href="#">A Guide to Playful Distance Learning</a> by the LEGO Foundation to be found at the Inter-agency Network for Education in Emergencies (INEE) resources' database</p>
<b>2. Distance Education Modalities</b> 3 h 10'	1. Different Forms of Distance Learning – Teaching and Learning Online 2. Different Forms of Distance Learning – Teaching and Learning Offline	<ul style="list-style-type: none"> <li>• To acknowledge different forms of learning and select the most relevant ones to my teaching context</li> <li>• To distinguish between online and offline distance education</li> <li>• To learn about benefits of interactive methods in distance teaching and learning</li> </ul>	<p>Try out our ready-made games and quizzes via:</p> <ul style="list-style-type: none"> <li>• <a href="#">Kahoot</a></li> <li>• <a href="#">Wordwall</a></li> <li>• <a href="#">Quizlet</a> (only partly free)</li> </ul> <p><a href="#">TV and RADIO learning</a></p> <p><a href="#">Educational Television &amp; Covid-19 – Steps</a> by the World Bank</p> <p><a href="#">National Learning Platforms and Tools</a> by UNESCO</p> <p>Televised educational episodes of the local broadcaster</p> <p><a href="#">Learning at Home in Times of Crisis Using Radio</a> by the Education Development Center</p>

Module	Sessions in the Module	Overall Learning Objectives of the Module	Relevant Elements & Tips for Additional Material
<b>3. Pedagogy of Digital and Distance Education</b> 5 h 50'	1. Short Introduction to Pedagogical Theories 2. Digital Pedagogy 3. The Cornerstones of Good Quality Digital and Distance Education 4. Language Awareness and Media Literacy	Three pedagogical theories - short introduction  What criteria to use when assessing digital learning environments  Learning how to plan lessons in classrooms or online using digital tools  Learning how to plan a course in classrooms or online using digital tools  What is language awareness?  Why are media literacy and source criticism important?  <ul style="list-style-type: none"> <li>• To become more familiar with some pedagogical theories that will help us plan our lessons and assignments</li> <li>• To be able to make decisions about which digital tools to use in our classes and why</li> <li>• To understand what the cornerstones of good quality digital and distance education are and how to incorporate them into our work</li> <li>• To understand what language awareness means in teaching and how to utilize it in class</li> <li>• To become aware of media literacy and source criticism and how to teach it to our learners</li> </ul>	Short introduction to pedagogical theories: <u>Embedded slides</u>  <u>Kahoot</u> on pedagogical theories  Digital learning environments of good pedagogical quality: <u>Embedded slides</u>  Inventory of ICT tools and open educational resources  The cornerstones of good quality digital and distance education: Embedded slides  <u>Getting started with Language Awareness</u> (Cambridge Assessment International Education)  <u>Media literacy examples</u> (Helpful Professor)



Module	Sessions in the Module	Overall Learning Objectives of the Module	Relevant Elements & Tips for Additional Material
<p><b>4. Psychosocial and Emotional Wellbeing</b> 2 h 50'</p>	<p>1. Physically and Psychosocially Safe and Supportive Learning Environment</p> <p>2. The Importance of Psychosocial and Emotional Wellbeing for All</p> <p>3. Identifying Psychosocial Needs in Distance Learning</p>	<ul style="list-style-type: none"> <li>• To acknowledge physical and psychological risks to the learners during a pandemic or a crisis situation and what can be done to reduce or eliminate the risks</li> <li>• To understand the importance of psychosocial and emotional wellbeing for everyone</li> <li>• To acknowledge that a teacher's wellbeing is just as important as a learner's wellbeing</li> <li>• To know how you can support your own and your learners' wellbeing</li> <li>• To acquire various strategies that can be used for psychosocial and emotional support</li> <li>• To learn how to identify psychosocial needs in distance learning and how to support them</li> </ul>	<p>Food for thought e.g. <a href="#"><u>Teacher wellbeing: What is it and why should we care?</u></a> (written during the COVID-19 pandemic)</p> <p><a href="#"><u>Looking after teacher wellbeing</u></a> by Education Support (UK)</p> <p><a href="#"><u>Teacher Wellbeing</u></a> by ReachOut Australia</p> <p><a href="#"><u>Sustainable solutions for improved teacher wellbeing (2021)</u></a></p> <p><a href="#"><u>Teacher Task Force (TTF) Knowledge Hub</u></a></p> <p><a href="#"><u>Stress Busters</u></a> from our Heart Program by Save the Children</p> <p><a href="#"><u>My Hero is You</u></a> - Story on how kids can fight COVID-19 by the Inter-Agency Standing Committee (IASC). Other translations such as Tigrinya, Arabic, Spanish and many others can be easily found from <a href="#"><u>here</u></a>.</p> <p>INEE PSS and Learning Kits <a href="https://inee.org/resources/pss-and-learning-kits-disease-outbreak-psychosocial-and-learning-activities-during"><u>https://inee.org/resources/pss-and-learning-kits-disease-outbreak-psychosocial-and-learning-activities-during</u></a></p>

Module	Sessions in the Module	Overall Learning Objectives of the Module	Relevant Elements & Tips for Additional Material
<b>5. Learner-Centred Methods in Distance Education</b> 3 h 10'	1. Learner-Centred Methods 2. Applying Learner-Centred Teaching Methods in a Remote Learning Setting 3. “Learning-to-Learn” Skills in Distance Learning	<ul style="list-style-type: none"> <li>• To define learner-centred teaching methods (and implement them in teaching)</li> <li>• To select learning activities that engage and activate learners in a distance learning context</li> <li>• To recognize learners’ different abilities in a distance learning context and use relevant teaching methods and learning activities</li> <li>• To report challenges in distance teaching context and solve problems based on participants’ context</li> </ul>	<p><u>Presentation on Intellectual Development of School-Age Children</u></p> <p><u>The Future of Education and Skills - Education 2030</u> by OECD</p> <p><u>8 Ways to Reach Every Student While Teaching From Home</u> by Teachers Pay Teachers</p> <p>Share your own tips!</p>
<b>6. Home Support - Parents and Caregivers’ Role and Collaboration</b> 1 h 40'	1. General Approach to Home Support, and Differences Between Learning at Home and School 2. Parental and Caregiver Support in Distance Learning	<ul style="list-style-type: none"> <li>• To discuss and gain new perspectives on home support</li> <li>• To become familiar with recommendations for children learning at home</li> <li>• To be able to support parents supporting their children’s learning</li> <li>• To be able to answer to the need for a positive and safe learning environment at home</li> <li>• To be able to create a working home-school collaboration and a trusting teacher-parent partnership</li> </ul>	<p><u>Guidance Note: Home support</u></p> <p><u>COVID-19 Parenting tips</u></p> <p><u>Tip sheet: Keep calm and manage stress</u></p> <p><u>Social media squares</u></p> <p><u>Wilho-material</u></p> <p><u>Keeping connected during COVID-19</u></p> <p>COVID-19 PARENTING POSTERS:  <u>One-on-One Time</u>            1. <u>Keeping It Positive</u>            2. <u>Structure Up</u>            3. <u>When Children Misbehave...</u>            4. <u>Keep Calm and Manage Stress</u></p>

Module	Sessions in the Module	Overall Learning Objectives of the Module	Relevant Elements & Tips for Additional Material
<p><b>7. Inclusive Education</b> 4 h 30'</p>	<p>1. Inclusive Education – Each Learner is Different and Valuable</p> <p>2. Contextualising Inclusive Education into a Distance Education Context</p> <p>3. Learners with Special Educational Needs in Remote Learning</p> <p>4. Inclusive Return to School – Looking for Opportunities for All</p>	<ul style="list-style-type: none"> <li>• To acknowledge that we are all different</li> <li>• To understand the meaning of inclusive education</li> <li>• To acknowledge that every child is different and has the right to education</li> <li>• To reflect on which different groups of learners they have in their classrooms, how these groups may be disadvantaged</li> <li>• To identify the types of learners we have in our context</li> <li>• To identify the most vulnerable and learners with special educational needs in the context of distance learning</li> <li>• To be able to contextualise inclusive education in a distance education context</li> <li>• To learn about how to take into account special education needs (SEN) students in distance learning and how to prevent school dropout in distance learning</li> <li>• To ensure that every learner is included and can overcome the challenges in the context of distance learning</li> </ul>	<p>INCLUSIVE EDUCATION SECTOR GUIDING NOTE ON COVID-19</p> <p>UNICEF: <u><a href="#">Ensuring an inclusive return to school for children with disabilities</a></u></p>

Module	Sessions in the Module	Overall Learning Objectives of the Module	Relevant Elements & Tips for Additional Material
<b>8. Assessment and Evaluation</b> 3 h 20'	1. Evaluation: Types and Function and Supportive Evaluation  2. Assessment in the Context of Distance Learning	<ul style="list-style-type: none"> <li>• To understand what is evaluation and its main types</li> <li>• To acknowledge the function of evaluation</li> <li>• To be able to evaluate in a distance education context</li> <li>• To know what to do with the information gathered from the evaluation</li> <li>• To have a general approach to good evaluation practices and to learn useful tips for assessment in distance learning</li> </ul>	

\*Note the time of the modules is an estimation and for the facilitator to adapt according to the their selection of relevant content of the training. Therefore, the facilitator can emphasise specific sessions or select the most needed sections depending on the context.

### Who Is This Training for?

This training is developed to enhance teachers' professional development in distance and digital education skills, remote teaching and learning, and the various aspects they bring in an educational setting.

The training can be targeted at different groups of teachers according to how this manual is adapted. For example, participants may teach at different educational levels of basic education, teach various subjects, or represent different levels of expertise.

The number of participants may vary, and the facilitator should adapt the training based on the numbers.

## Guidance for the Facilitator

We encourage the facilitator to take the necessary amount of time before the training to: (1) tailor the training and the module(s) to serve that particular training context and participants' needs optimally; (2) choose the modalities to deliver the training; and (3) to adapt and prepare the training accordingly.

At the beginning of the training, the facilitator should spend some time introducing themselves and creating a safe and positive (online) environment. It helps a lot to know the participants, at least to some degree, and make the training personal despite the potential physical distance. Explain who you are, where you come from, and your background, and allow the participants to do so via a suitable online platform, for example [Padlet](#).

All of the training material is in English. The duration of a single module varies from 2 to 5 hours. The facilitator may further develop the different modules based on the needs of the participants. Sessions within the modules can be selected, and some can be easily left out. If there is more than one facilitator, it is recommended to plan how each module or session is shared and make a timetable accordingly.

As much as possible, we recommend trying to provide the information in a variety of ways for example by providing visual aids, talking and encouraging discussion. Asking questions that raise discussion and personal reflection is always a great start for learning. Write down the schedule for the training and display it so that everyone can see it. When talking about a new theme, write down the topics and the key points. Providing appropriate pictures and illustrations is always a good way to facilitate learning and understanding in an inclusive way. Talk through the reasons and goals for different activities and practices, for example, that providing visual aids is one way of making teaching more inclusive. Put simply, do as you teach, teach by example.

In addition to managing and leading the training sessions, the role of the facilitator(s) is to guide participants based on this facilitation guide. It includes facilitating and fostering participants' engagement, motivation, and participation in the assignments proposed, collecting feedback and input from participants, and reporting on participants' feedback and learning outcomes. Remember, the content is not set in stone but for you to accommodate your training style, the context, and the learning needs.

**i** Texts highlighted in **green** contain hints, comments, and action prompts for the facilitator – they are not to be shared directly with the participants.

### Suggested Training Instructions

Facilitators can adapt the ground rules to optimally suit each training context. The rules can be shared with the participants as a list (and reviewed together) or created with the group at the beginning of the training. This supports group affiliation and commitment. The facilitator should point out that such instructions are a very useful tool with learners, too. For example:

- Respect your colleagues. Whenever we discuss a topic, we will make sure we use a respectful tone. We will be friendly and welcoming towards everyone in the group.
- You are always welcome to ask if something is unclear. There's no such thing as a stupid question – people have very different knowledge and experience!
- We learn from each other, respect our time together and give everyone a chance to participate actively and equally.



- We will take a short break approximately once every hour to maintain our focus and concentration. We will respect the time schedule as much as possible.
- If you face network issues or any other technical problems during the training, please don't hesitate to let the facilitator know. Have a plan for connectivity interruptions!

**Before the beginning of the training, make sure all participants (including the facilitator) have:**

- The selected online platform and/or application(s) downloaded and functioning on their devices, and a general understanding of how to use that platform and/or application.
- Internet connection set up and working. Back-up connection ready if possible.
- Back-up link sent in advance (to another platform e.g. Teams, Zoom, Google Meets) in case the first-choice platform fails. Communicate / hierarchy order of use in advance.
- Set up a separate direct message group (WhatsApp, Telegram, Signal, SMS) in advance (with permission from the participants) so that you can communicate if the main platform fails.
- Devices fully charged and the participants can charge their devices if needed.
- Enough internet data (if relevant).
- Notebooks and pens for exercises.
- Clear understanding of the training ground rules. Consider setting a clear time frame for the daily training and discussion (e.g. messages between office hours 10:00-16:00 only, clarify time zones / time differences).

### **Icebreakers and Short Energizer Activities to Use (Online)**

The facilitator can use these or other energizing activities to start the modules. We suggest allowing approximately five to ten (5-10) minutes for a short action like this. Such activities help improve a sense of collectivity as a group, encourage an open discussion and help to model a playful pedagogical approach online.

- **Touch something:** Let's play a game! Please gently touch an object near you which is made of .... (e.g. plastic, wood, metal). Try to find an object that in one way or the other is meaningful to you. After touching the object, write the name of that object in the chat (could be a chat box or a separate platform). You have two minutes to touch and write the name of the object.
- **Heart sign ready:** Let's type a heart sign <3/♥ in the chat to show that we all are together here on the same page, ready to move on. If you have a question, you can type in your question.
- **Paper creatures:** Let's create something from a piece of paper within the next three minutes. After turning your piece of paper into a creature, we will turn on our video or send a picture of our creatures!
- **Red nose energizer:** Please find an object that you think is linked with today's topic somewhere near you and touch it with your nose. Then write in the chat box what you touched.

# MODULE 1. DISTANCE EDUCATION



Ukrainian learners are gathered in a bomb shelter to wait for the air alarm to pass.

PHOTO: ANTTI YRJÖNEN / FCA

This module is a part of **FCA & TWB Teacher Training Manual for Distance Education and Digital Pedagogy**. *Distance Education* is first of the eight (8) modules of the wider manual. This module can be used independently or together with the other modules.

## 1.1 What is Distance Education?

**Suggested duration: 1h 10 min**

<b>Objectives for the specific training session</b>	<ul style="list-style-type: none"> <li>• To understand the concept of distance education</li> <li>• To acknowledge the different aspects that need to be taken into account with a distance education approach</li> </ul>
<b>Suggested tools</b>	<ul style="list-style-type: none"> <li>• Google Classroom or Microsoft Teams as a training platform, Flinga, Padlet, Google Jamboard, Mentimeter, AnswerGarden</li> </ul>

### Intro (5')

#### Notes for the facilitator

! We recommend that the facilitator starts by going through practical advice and training rules (to be agreed together with the group) before beginning with the training content.

You can say/write: Dear everyone! I'm glad to meet you all and I wish to warmly welcome you to explore and discuss distance education.

Introduce yourself/yourselves.

I am here for you. If you need support, have problems with your device, or anything else, please let me know.

Send/Share the picture "Network of Wellbeing".

In this training, we focus on developing skills for good-quality distance education. In addition, we will use our own experiences to share best practices and learn from each other.

! If applicable, you might ask the participants to introduce themselves and share their expectations for this training, allowing some time for questions. Then, discuss the expectations and questions briefly, if you are working online then the sharing could be done on a Padlet or in the chat.

I/We warmly recommend that you take notes for later use and have a notebook ready for that purpose. Let's now dive into the concept of distance education.

Picture: Network of Wellbeing



## NETWORK OF WELLBEING



Adapted from <https://networkofwellbeing.org/five-ways-to-wellbeing/>

### Defining Distance Education - What is Distance Education? (5')

In this module, we are going to discuss distance education in general. In other words, we want to understand what we mean by distance education. One way of defining distance education is as follows:

According to a definition by UNESCO, distance education is an educational process and system in which all or a significant proportion of the teaching is carried out by someone or something removed in space and time from the learner.

It means that - in addition to the teacher and the learner being physically in different places, they might also be active at different times. For example, this is the case if the teacher has designed online activities that the learner is requested to do at any time, by a certain time. However, distance learning can undoubtedly be simultaneous with teaching, for example, through a video call connection. In addition, the modes of distance education vary from print-based learning to mobile learning.

The different distance education methods have many implications for the pedagogical design, and the approach is always different from contact education. By contact education we mean a situation where the teacher and the learner(s) are in the same physical space. Despite the practical differences between distance education and contact education, the crucial aspects that we need to consider are similar in many ways.

Distance education requires

- Structured planning
- Well-designed courses
- Special instructional techniques
- Methods of communication by electronic and other technologies

## Activity 1. Brainstorm (5')

Please think about a distance education situation. What are the most important aspects to consider when planning a distance education lesson? Let's brainstorm to collect a list of crucial elements that we need to consider.

Encourage participants to share their thoughts. You can start, for example: "How to assess learning in distance education?" or "How to encourage the learners to participate actively in distance education?"

This brainstorming activity can work as a first summary of what comes up in the other modules. Next, try to collect a list based on the discussion. Ideally, you end up briefly introducing the different modules and their relevance.

You might want to share the complete list with the participants after the discussion. For example, if you use a learning platform, such as Google Classroom or Microsoft Teams, you could share the document via the platform.

## Considerations about Distance Education (10')

Thank you for sharing your thoughts and experiences. As we discussed, many aspects of distance education have a lot in common with contact education. Let's now take a closer look at some of the primary considerations to make when designing distance education.

### 1. The psychosocial and emotional wellbeing of the student and the teacher

The wellbeing of students is an essential prerequisite for learning. If the distance learning situation is connected with uncertainty and exceptional circumstances, children might be going through stressful experiences and might suffer from anxiety. The school may be perceived as a safe learning environment, but they don't have access to school when children are learning at home.

### 2. Distance education modalities (high-tech or low-tech) – platforms and devices

This is the most tangible aspect that differentiates distance education from contact education. Distance education happens typically through devices: computers, smartphones, radio or television.

### 3. Psychosocial and emotional wellbeing

A crisis may change the habits that children and teachers usually have. This might make the children unsettled, and they might have to be learning from home or exposed to new challenging situations. Having a SAFE, SUPPORTIVE LEARNING ENVIRONMENT is critical for everyone to learn. In distance education is essential to find out specific needs and apply strategies that can help students' and teachers' own wellbeing.

### 4. Teaching and learning strategies, and differentiation

As time and space are different, teaching and learning might not happen at the same time. Learners generally require more autonomous work or the support of their families. Learning through playing is more relevant to help children have fun while learning. Remember that children might be learning alone, and the lack of socialisation and friends might make them feel bored.

Differentiation is necessary to reach all the students. Every learner learns differently, and, therefore, multiple methodologies need to be applied.



## 5. Home support

Families can be very supportive, or they might not be able to help at all. They might be good supporting “teachers”, or they could be illiterate. Communication with families is now more critical than ever.

## 6. Inclusive Education

Inclusion is more relevant than ever. It can be very tricky to reach everyone, but we need to ensure that inclusion is happening. There are different types of learners, and to include everyone, there needs to be a variety of approaches considering these characteristics.

## 7. Assessment and evaluation

Evaluation would change. Evidence that the teacher can gather might be of different sorts. This will, however, always depend on devices, platforms or modalities, and how the teacher is connected to their students.

### Activity 2. Previous Knowledge (35')

❗ It is important to understand what participants know, their previous experience, what they have done in similar situations, what worked and what didn't. Use this time to gather information regarding the 7 considerations to share ideas from participants who might have been previously exposed to distance education. This is an essential exercise as it is an opportunity to learn from each other.

This activity aims to share the existing knowledge and contextualise what distance education means for the participant and the facilitator. Everyone might have experiences as a teacher or as a student.

The participants should work in groups if possible, to help each other and learn from each other. Otherwise, everyone can make their own list.

You have seen various (7) considerations that are relevant in distance education. Now I will give you 30 minutes to go over each of the considerations and to write down what things have worked in any previous experiences you may have with distance education. For example, they could have been experiences that you have as a teacher or experiences as a student.

Please add your comments under the right topic.

### Activity 3. Sharing (10')

Now that we have reflected on our experiences, it would be good to share them. (Use Flinga or Padlet.)

(Encourage participants to also bring up their concerns. Ask some of them to share what they think can be relevant for the whole group.)

## 1.2 Distance Learning – How Does It Feel Like?

Suggested duration: 1 h 40 min

### Objectives for the specific training session

- To comprehend that distance education makes learning different, and what aspects children are missing beyond the physical space of school
- To understand the importance the importance of playing even within a context of distance education

If you have been teaching online or remotely, how have you felt about it?

! Encourage participants to share their thoughts via Mentimeter scales. NB! You have to create it first.

Any crisis can disrupt the routines of learners, their families, and teachers across the world. In any situation that demands a physical closure of schools, distance learning is the safest and most feasible solution, helping children to continue learning away from the classroom.

Distance or remote learning means any learning that happens at a physical distance. Distance from what? Not just from teachers.

### Activity 1. What are WE Missing? (10')

! Leave participants space to answer and reflect. Encourage them to come out with things that children are missing. Participants should be able to think beyond the fact that children are learning at a physical distance. Participants should bring up many aspects.

With school closures during the COVID-19 pandemic or due to other types of crises, children may find themselves distant from things like:

- The safe spaces of school buildings and playgrounds
- School meals programmes
- Stimulating environments with books, resources, and/or technology
- Interaction and play with their peers and other social and emotional support
- Creative activities such as music, dance, drama, and games

Children and teenagers learn best through play and activities. We, therefore, think of distance learning as much more than just the packaging of learning content for remote delivery.

Distance learning should be about having a flexible approach aimed at the learners' overall development. It needs to be sensitive to the great diversity in the learners' circumstances, especially the amount of access children have to learning resources. There are many forms of

distance learning: they use different kinds of technology to various degrees. Used well, they all have the potential to connect the learners to teachers and each other across physical distance.

Link: [The LEGO Foundation](#)

## Playful Distance Learning (30')

Drawing on lessons learnt about distance learning from around the world, [the Inter-agency Network for Education in Emergencies \(INEE\)](#) has identified some essential things to consider, to help make learning inclusive, engaging, focused on and meaningful for children, joyful and sociable.

1. Nurturing a community of learners
2. Keeping learners safe online
3. Making learning flexible
4. The Spectrum of Play

### 1. Nurturing a Community of Learners

The shift to learning remotely starts with creating a virtual home for your learning community and establishing new routines. It is important to remember that not every family has the same access to technology or digital skills as you do.

Some examples can be “Hot Chocolate Fridays”, “Friendship groups”, “Singing Routines” (See [A Guide to Playful Distance Learning – Online and Offline](#)) or “Virtual Pyjama Parties”. Let me explain one of them:

! Other examples can be found from the link above.

Virtual Pyjama Parties: Asmaa video-calls her students daily to nurture her online learners. It can be challenging with small children as they are inexperienced with video calls and feel shy. But when some of her students mentioned that they miss their friends, Asmaa set up a pyjama party over Zoom. Some children remained shy, but others started chatting to each other. Eventually she muted everyone, and allowed each child to show their favourite toy, speak about it, and share a short message with their friends.

Can you come up with ideas that can create “a virtual community / home”?

! Again, use Flinga or Padlet to collect ideas.

Some participants can just send a photo with the mobile phone of the breakfast everyone is having, or a video of a daily dance. Encourage participants to think within their context. They might not be able to use the same technology you are expecting.

### 2. Keeping Learners Safe Online

As children use online platforms for distance learning, away from the classroom and with less adult supervision, there are essential things to bear in mind about their safety: their privacy, for example, or being exposed to inappropriate material. Therefore, it is necessary to help equip children with the skills they need to know what information they can trust, communicate respectfully, and stay safe online.

Can this be an issue in your context? You can use different toolkits. See e.g. <http://globalkidsonline.net/>

### 3. Making Learning Flexible

Routines are necessary, and they help learners to focus. However, sometimes, sticking to routines can be difficult for families in any crisis, and differences in family situations and access to distance learning sessions require a flexible approach to teaching.

Let me give you an example: Be flexible with people, objects & spaces -> Jessica is an experienced online educator living in South Africa but teaching children in China. She has a wealth of ideas when it comes to flexible online teaching. Remember that every time the camera is active on a remote communication platform, you enter someone's private space, and you never know what you will find. There will be times when your students are alone and times when they're sharing the room with family members, times of calm, and times of mess. It makes life easier when one incorporates the learner's environment into the lesson, whether it concerns people or objects. Jessica points out that there tends to be a high level of engagement when children get to use personal and meaningful things instead of learning theoretically. There are many cases when siblings enter the frame wanting to engage with you and the student. Here, it is always best to include them in the lesson too.

Can you think of another way to make learning flexible?

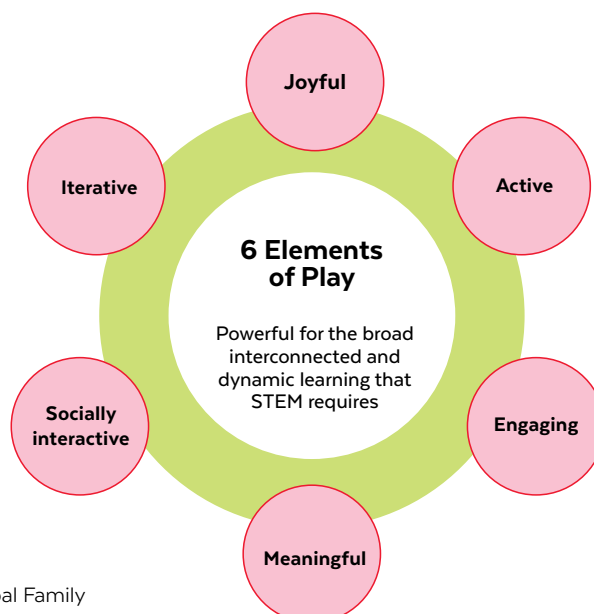
### 4. The Spectrum of Play

Distance learning can cover the whole spectrum of play, from the free play children choose to the most adult-directed. In a distance learning environment, activities can take the form of play in the home and online. By combining activities from different points on the spectrum, teachers can vary the guidance and structure, choice, and self-direction that children have, to meet children's needs and develop their skills and confidence.

Learning through play happens when the child finds the experience joyful, meaningful, actively engaging, social and interactive.

! Share the image: 6 Elements of Play by Global Family Research Project

## THE SPECTRUM OF PLAY



Adapted from Global Family Research Project

## Learning through Play -approaches (20')

According to the level of guidance by the teacher towards the learner, there are three (3) main types of Learning through Play -approaches:

### 1. Self-directed activities and free play

Children of all ages find self-directed and free play very engaging, and activities at this end of the spectrum may help to reveal skills and interests that teachers were unaware of. By showing interest in these forms of playful learning and enabling children to share them, teachers and caregivers can connect with children's rich personal worlds.

How can you do this in your class – either remotely or in contact teaching? For example:

- a. Create daily space for free play -> Encourage and allow for specific times for free play during the day. Consider joining in with the children's offline games, but to keep the space for self-directed activities and free play, make sure you do so only on their terms.
- b. Facilitate virtual play dates -> Encourage children to play with their peers via video or audio chats (along with their caregivers, as a teacher). You still have an important role in mediating any conflicts and helping all children feel part of the group.

### 2. Guided play and games

These kinds of activities involve children being given a clear structure, but within that structure, children can make their own choices. Teachers and caregivers have an important role in choosing activities that children can connect with that actively engage them, relate to their learning goals, and are joyful and fun.

Set home-specific challenges: No matter if you're teaching maths, science, English, art, or something else, try to use what's already in the children's homes when giving them a challenge. You can use cooking as a way of exploring numbers (such as the weights and quantities of ingredients), family photos to copy or create science experiments using household items.

### 3. Playful and direct instruction

These forms of learning sit at the more structured end of the spectrum, with teachers and caregivers directing the activities and learners having less choice over what they do. Instruction is a good way of introducing subjects, ideas and activities that are new to learners. It is still important to make activities interactive and engaging.

These three (3) examples of "Learning through play" -approaches are beneficial and can be combined and used according to the objectives. Which of the three types shown before have you used the most?

Let participants understand the differences between the three types. They are all equally helpful. Some participants can explain in which situation they use WHAT type.

## Discussion (20')

In thinking about how you can support creative learning from a distance, it can be helpful to bear in mind some key questions:

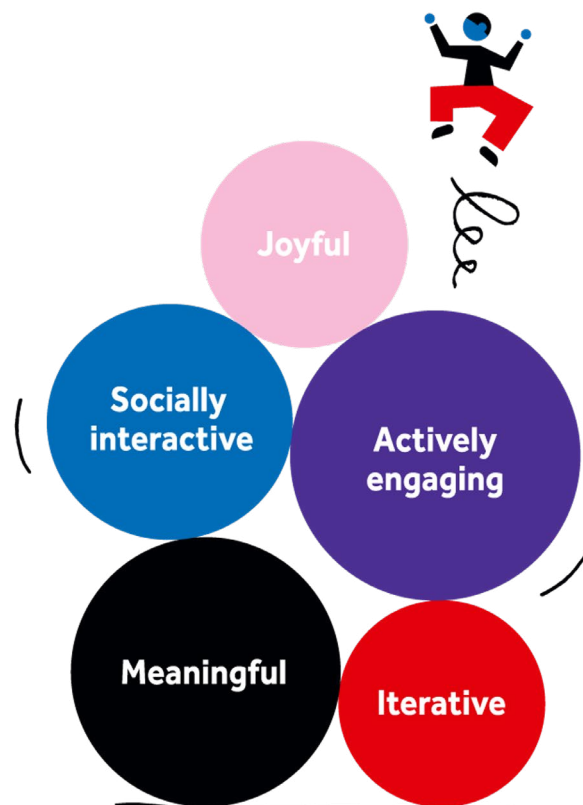
- How will you design experiences that are inclusive of the children's choices (of what to do and how to do it)?
- What guidance and resources will the children need to explore?
- Exploring and creating is demanding How will you make the time and space for it?



- What do the children already know and care about, and how could their experiences inspire them?
- How can you design experiences which meet children at their level of skill (including practical and technical skills)?
- Could you invite the children to ask their own questions which spark wonder and delight and intrinsically motivate them?
- How will you document and reflect on learning and progress with the children?
- If there is a product or creation, how will you share or use it among the children?
- How can the experience and each child's learning be transferred to other activities?

❗ It can be interesting to go over these questions and see what comes out. It can help everyone to contextualise what is relevant and can be done to support creative learning from a distance.

## CHARACTERISTICS OF PLAYFUL EXPERIENCES



## Potential Challenges and Solutions in Distance Learning (15')

When teaching online or remotely, consider the following:

Distance learning can provide a lot of good: ease of participation, sometimes less burdening or alarming environment, technical applications, becoming closer to the everyday environment: e.g., seeing and possible exploitation of the home environment, no need to travel to school. Some learners may also find it easier to participate online than in a classroom. BUT possible challenges are also good to note in a generally remote implementation:

- The environment where the learner is learning and its potential distractions, the presence of a family
- In remote groups, the support provided by the group and the environment, for example, in understanding and activities, is often limited.
- Possible unilateralism of activities and absence of variation: e.g., greater emphasis on “lecturing”
- Interaction situations and feedback of action: Less non-linguistic knowledge (gestures & emotional states)

### Benefits of an interactive approach to distance learning

A participating learner is focused, engaged and enthusiastic. Lecturing is less effective the younger the student is. The ability of a child to listen and focus is about 10 minutes, which is why having a proper, structured lesson plan, breaks, and interactive learning are essential. Notice that an online lesson doesn't have to be as long and detailed as it would typically be. As a teacher, feel free to lower your learning outcomes standards and focus on continuation, safety, and wellbeing!

Thank you for your active participation during this training session!



# MODULE 2. DISTANCE EDUCATION MODALITIES



With Covid19 closing all schools in Uganda, Uwasse Mbabazi tuned in to classes held over the radio.  
PHOTO: SAARA MANSIKKAMÄKI / FCA

This module is a part of **FCA & TWB Teacher Training Manual for Distance Education and Digital Pedagogy**. *Distance Education Modalities* is one of the eight (8) modules of the wider manual. The facilitator can use this module independently or together with the other modules.

## 2.1 Different Forms of Distance Learning – Teaching and Learning Online

**Suggested overall duration: 1h**

<b>Objectives for the specific training session</b>	<ul style="list-style-type: none"> <li>• To acknowledge different forms of learning and select the most relevant ones to my teaching context</li> <li>• To distinguish between online and offline distance education</li> </ul>
<b>Suggested tools</b>	<ul style="list-style-type: none"> <li>• Google Classroom or Microsoft Teams as a training platform, Flinga, Padlet, Google Jamboard, Mentimeter, AnswerGarden</li> </ul>

### Intro (5')

! It is advisable that before you begin with the training content, go through the agreed ground rules/housekeeping.

Dear all! Welcome to today's training session and thank you all for your participation. We are here to learn together and from each other.

Introduce yourself (and possibly other facilitators) to the participants. I am here for you. If you need assistance, have problems with your devices or anything else, please let me know.

Send the picture "Network of Wellbeing" to the participants (see page 20).

Let's keep up the great work!

! Send/Share the picture "Network of Wellbeing".

In this training, we focus on developing skills for good-quality distance education. In addition, we will use our own experiences to share best practices and learn from each other.

### Different Forms of Distance Learning – Low-Tech & High-Tech (10')

In this session, we will learn about different forms of distance education depending on the resources available. Distance education can look very different depending on the context. Our objective as teachers is to use the most appropriate and inclusive methods to keep every pupil engaged.



Next, I would like to share some photos that showcase types of distance education. (Share the picture “Distance Education”.) Some of them might not be relevant in your context. Please take a look and choose the types you could use according to the delivery medium you can use in your teaching context. Take into account whether you can reach every learner or not, or if resources/connectivity are available in every home.

❗ Let the participants share the type of distance education they have already used or would be able to use. These types can vary between teachers depending on what kind of learners they have, what resources are available, how familiar the teacher and learners are with different devices, etc. This list will give you an idea of various options.

Here we first highlight some of the most important ways to conduct online teaching:

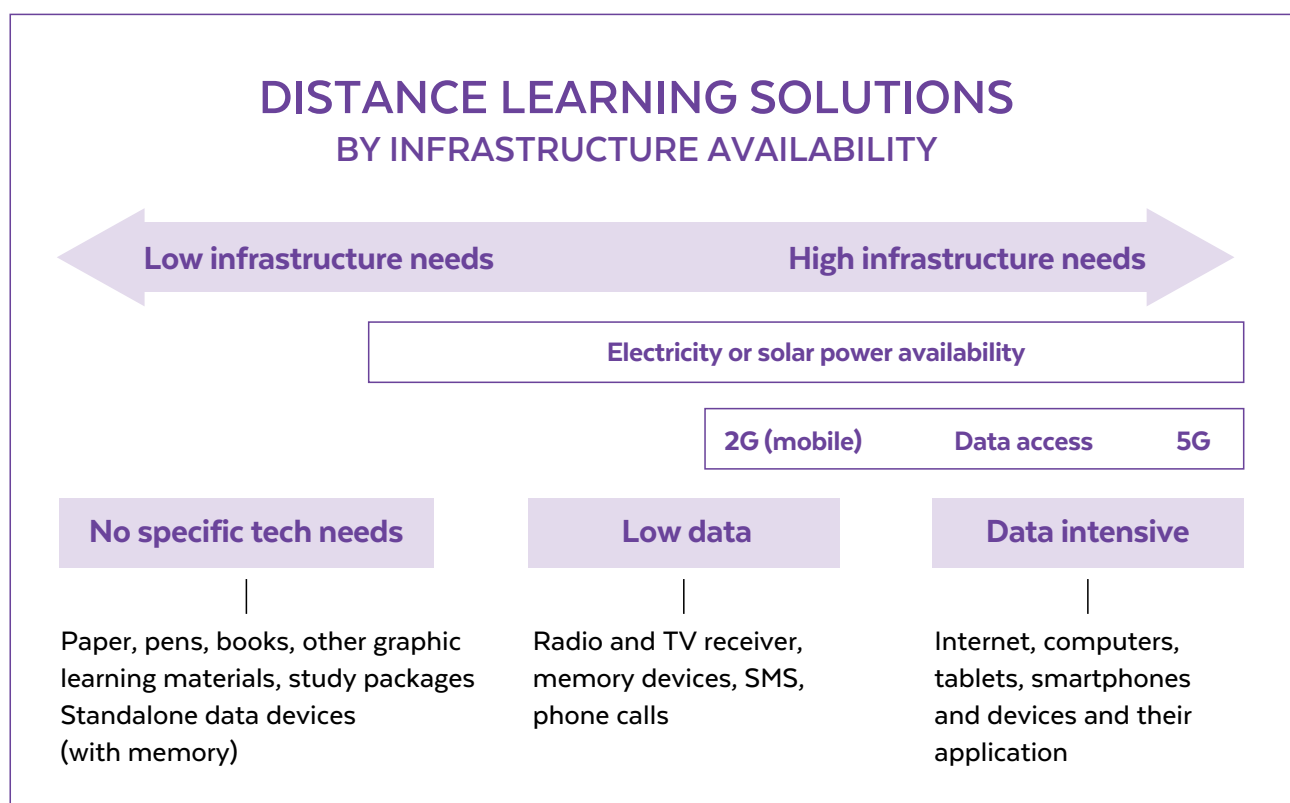
- Online learning platforms
- Online lessons through video calls
- Educational games
- Blended or Hybrid Learning
- Personalized learning

**Model the Google Classroom functions, e.g.:**

- How to create a class
- Adding students to your class
- Giving assignments
- Using the stream
- Commenting and evaluating the tasks

We will also examine five effective offline channels of distance learning:

- Radio
- TV
- SMS-based mobile technology
- Printed and self-study materials, and
- Offline learning platforms.



## Teaching and Learning Online

Great! In our first session, we are going to focus on the ONLINE forms of distance learning.

**Note**, you can model each online platform by giving examples of how to use them. You can also provide the participants with tasks in small groups to try out the different functions and educate each other.

### Online Learning Platforms and Learning Portfolios (5')

**Google Classroom** is an example of an educational platform to communicate and distribute distance learning assignments.

Teachers can use the platform to post assignments, share announcements, ask questions, conduct online assessments, gather essays, and grade papers. Students can turn in an assignment as a text document (Google Docs, Word), a presentation (Google Slides, PowerPoint), a picture or a video.

Google Classroom is also an excellent platform to create a learning portfolio. A learning portfolio is a compilation of a student's work and achievements. It can contain written tasks, drawings, videos, audio recordings etc. For teachers, it is a handy tool for evaluation, especially in a distance learning context. Evaluation is essential for student's self-reflection.

Google Classroom is free of charge, but you will need to have a Google account.

### Online Lessons through Video Calls (10')

There are many applications for video calls, for instance, **Zoom**, **Microsoft Teams**, or **Google Meet**. If you are already using Google Classroom, then Google Meet is an easy option.

1. First, go over some **basic online classroom rules**. You can also create the rules together with your students from scratch. In this way, you can enhance their sense of responsibility for their learning.

2. **Set a clear objective for your lesson**. Make a clear and easy-to-follow plan. The objective should focus on what your students will be able to achieve at the end of it.

When planning an online lesson, keep in mind that an online lesson can't be as long as a typical lesson as the concentration span is shorter. The most important thing is to meet your students daily online and check that they are doing ok. Also, bear in mind that the teaching / lecturing part of the lesson should be short and concise. The most important learning will take place when the pupils are working on their **assignment**.

3. You can share your screen with your students when you want to teach a new skill or concept. For example, you can show them a PowerPoint or Google Slides presentation, a picture, or a video. Or you can use Classroom Screen for various purposes, for example, dividing students into groups, taking time, throwing dice etc.

It is good to incorporate **visual elements** into your lesson to take into account different kinds of learning styles. For example:

- Replace written instructions with videos. You can use YouTube videos or make your own videos. As a collaborative approach, the pupils can make their own teaching videos on a selected topic in small groups and teach each other.
- Use presentation tools (**Powerpoint**, **Google Slides**), visual organizers (Prezi) or mind mapping tools, for example, Mentimeter, Padlet or Flinga. They are convenient when you

want to gather ideas or share information interactively. Visual learners will appreciate the structure and layout of information on a mind map that is appealing and easy to understand. Put the links to these materials somewhere where students can find them easily in case they want to return to them, for example Google Classroom stream.

It is also advisable to go through previous assignments and give oral instructions for new ones. Then, allow the students to ask for help (in private, too) if they haven't understood a task. For example, with Google Meet you can start a separate meeting and tell the students to enter that meeting if they want to ask something in private.

4. End your lesson with something fun and playful, for example, a quiz or an educational game.

### Educational Games (15')

Online learning can be fun too! By using games, you can have some fun and learn new things at the same time.

Educational games are games explicitly designed for educational purposes. Usually, children enjoy them very much and learn new things without realizing that they are studying something.

Let's take a look at some **examples**.

- The first one is called **Wordwall**. You can log in with your Google account and create five games for free. Teachers can create various games and share them with other teachers to save time. There are many different types of games in Wordwall, for instance, quizzes, matching pairs, anagrams, and word search. We can take a look at a Wordwall game together. Start the Wordwall game: <https://wordwall.net/resource/6571672>. Note that you can choose a different game template with the same content from the right-hand side of the page: Switch template.
- Another popular online learning game is **Kahoot**. It is a pretty and colourful website to create quizzes. It works well when you want to find out what pupils know about a topic beforehand or when you want to see how much they have learnt. **Want to try it? You may find a link to a ready-made quiz about distance learning and teaching below! The participants can do the quiz either in the Classic mode (as individuals) or Team mode (for which they need to be in the same space or able to communicate with their team members).**
- **Quizziz** is pretty similar to Kahoot, but there are some new features that Kahoot doesn't have, for example, open-ended answers. Quizziz is also a good tool for testing what the pupils have learnt.
- **Quizlet** is another learning tool. You can use it to give pupils material they need to learn and memorise, for example foreign language vocabulary or terms for different subjects. In the free subscription you and your students get to use Flashcards and Match options and also Classic Live and Checkpoint options, which are nice ways of checking what has been learnt, similar to Kahoot. We can try Quizlet together, for example, with this one. **! Share the link to Quizlet. Give some time for the participants to use the Flashcards and Match options and then you can play Classic Live and/or Checkpoint led by you.**





**Here's a ready-made Wordwall game:**

<https://wordwall.net/resource/6571672>

**Here's a ready-made Kahoot:**

<https://create.kahoot.it/share/distance-education/ae12f58f-aa2e-4c1c-ae14-b14f236e3f44>



**Here's the link to a ready-made Quizlet:**

[https://quizlet.com/\\_9z8926?x=1qqt&i=jhy6f](https://quizlet.com/_9z8926?x=1qqt&i=jhy6f)

### Blended or Hybrid Learning (10')

Blended learning combines digital learning and contact instruction. For instance, the blended method can incorporate **'flipped learning'**, which reverses or 'flips' traditional classroom learning by giving the pupils curated content like videos and reserving classroom time for discussion and group work.

#### ADVANTAGES

- **Enjoyment** - Studies show that as blended learning is collaborative, children enjoy learning more, are more motivated, and have better relations with their teachers.
- **Freedom** - Blended learning allows learners to navigate and interpret materials for themselves, exploring their interests and progressing at their own pace.
- **Skills** - Blended learning can help give children real-world research, digital and decision-making skills.

#### DISADVANTAGES

- **Resources** - Blended learning can be demanding in terms of the resources it requires, as these can be expensive.
- **Demands on teachers** - Blended learning can require several teachers to create original content, grapple with technical issues, and switch between platforms and formats.

#### Examples:

You can send students a link to a YouTube video. For example, you can use a video about healthy food: <https://www.youtube.com/watch?v=kKuYfLM0yDc>. Ask them to take notes and tell them that you will talk about the video in your next lesson. Then, prepare some questions or a Kahoot quiz about the video for your next online meeting.

You can also make your own educational videos. You don't have to be a professional filmmaker, a mobile phone with a camera is enough. If you want, you can use editing tools like iMovie or CapCut. Or, as in "flipped learning", the learners can make their own educational videos and teach the rest of the class!

## Personalized Learning (10')

Personalized or individualized learning means that the teaching is tailored to the learner's unique needs, interests and background. It is an alternative to the 'one-size-fits-all' approach to education, in which teachers provide all learners with the same type of instruction and materials.

### ADVANTAGES

- **Pace** - Similar to blended learning contexts, personalized learning allows children to progress at their own speed.
- **Feedback** - Learners and teachers get rapid and regular feedback on how quickly a child is learning.

### DISADVANTAGES

- **Sociability** - Personalized learning can reduce a child's interaction with others as an online method.
- **Expense** - The software required for some forms of personalized learning can be costly.
- **Gamification of learning** - Software can seem to marginalise the role of the teachers and caregivers and can put more emphasis on game-based rewards than on actual learning.

### Example:

Learners and their parents could create stories as they fold the laundry or observe the different shapes of soap bubbles while washing their hands. Teachers could talk to families about the learner's interests: what materials are they interested in? What aren't they playing with? Just like in a classroom, activities can be tailored to specific learners, making learning personalized and meaningful.

Children can use online games and applications for learning languages at their own pace. Some excellent and free of charge applications are [Duolingo](#) or [Drops](#).

## 2.2 Different Forms of Distance Learning – Teaching and Learning offline

Suggested overall duration: 2 h 10 min

### Objectives for the specific training session

- To understand how the Universal Design for Learning for TV-based and Radio-based education works.
- To understand how SMS-based education can enhance learning
- To understand how to apply printed and self-study materials

## Teaching and Learning Offline

ⓘ Sometimes it is necessary to use offline resources. In this section, we will take a look at different offline options for distance education.

ⓘ Note that it is not advisable to go through all different resources but depending on the context and the participants' needs, select the most adaptable ones.

### Universal Design for Learning: TV and Radio (5')

Welcome to this session on **low-tech or OFFLINE resources**. We will focus mainly on RADIO and TV as the means for learning to happen.

Most countries around the world are also using television or radio-based programmes to implement distance education. Countries in Africa seem to be the most active in the efforts to leverage either TV or radio (70%), and some combining both (34% of countries). Retrieved from UNESCO, 'Learning through radio and television in the time of COVID-19.'

As a teacher, when supporting learning via Radio or TV, we recommend following the Universal Design for Learning, or UDL..

The UDL combines:

- REPRESENTATION,
- EXPRESSION AND
- ENGAGEMENT

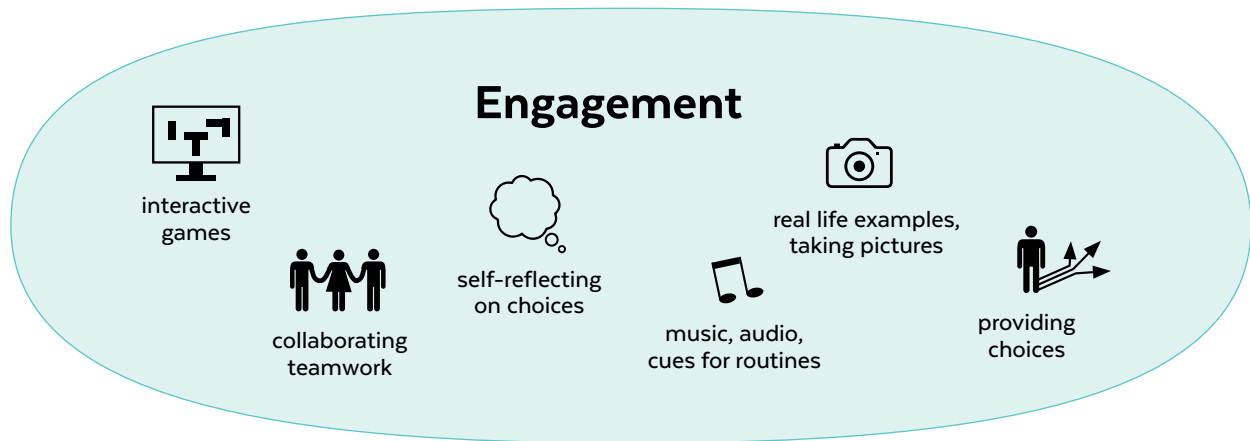
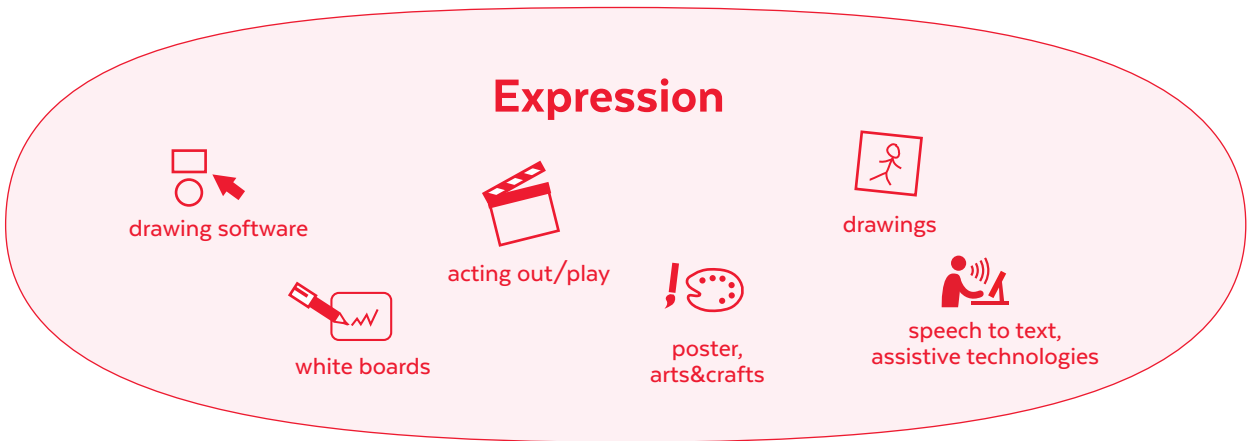
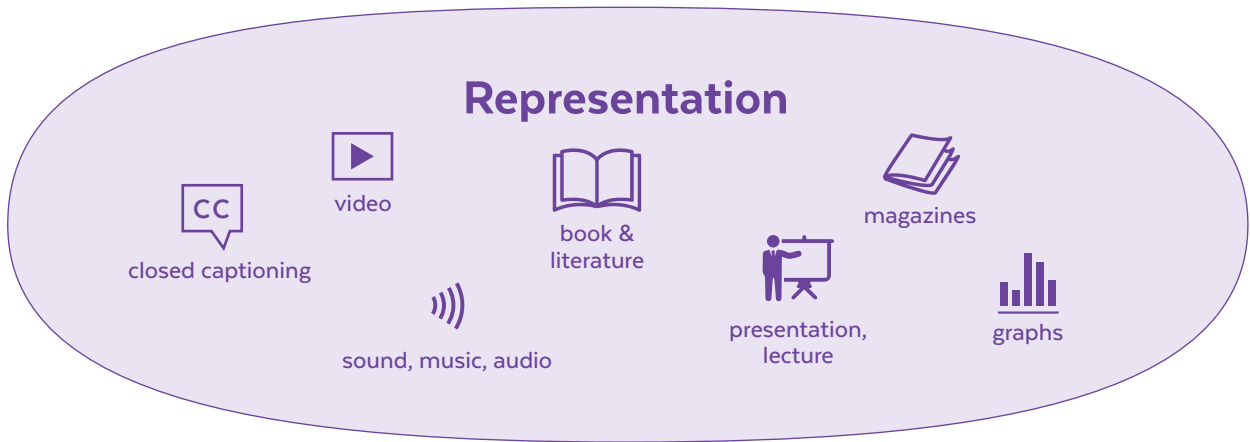
If a learner only listens to the radio or watches the TV, the UDL will not happen. The learner needs to be directly INVOLVED by, for example, taking notes, acting out, or drawing (EXPRESSION), and by self-reflecting or making choices (ENGAGEMENT)

### Activity 1. Brainstorming (10')

Imagine a TV programme explaining the addition of two digits. How would you involve the learner with the two extra steps (EXPRESSION AND ENGAGEMENT) you see on the picture?

ⓘ The activity can be brainstormed in pairs or small groups and shared via an online tool or platform such as Padlet.

## UNIVERSAL DESIGN FOR LEARNING



Can you guess what I did yesterday?

The icons show three stylized human figures, a birthday cake with a single candle, and a party hat with streamers.

## TV in Distance Learning (20')

This topic guides the use of educational TV programmes as a form of remote learning to respond to school closures. The effectiveness is illustrated by over 40 examples of different countries using a TV as a tool during the COVID-19 pandemic (see the links in the box).

The TV has an impressive reach and deals with visual topics such as art. As a result, it can be effective in engaging people who have low levels of technological literacy. In addition, a TV can make subjects available that are difficult to deal with in the classroom.

Evidence shows that TV-based education is suitable for engaging children in what they are learning: it is joyful, builds relationships with peers, and helps children experiment and find connections with their own lives.

TV-based education has its challenges: TV is less widespread globally than radio, and TV content is costly to make. It can also be passive and one-sided. As with radio, TV-based education is often not prioritised for vulnerable groups, and it depends on having a reliable electricity supply.

TV-based education is on the spectrum of play facilitation between guided play and direct instruction: adults generally initiate watching programmes. Still, there is potential for using a TV for play-based teaching. A TV is good for storytelling, dancing, hands-on making, sing-alongs, and physical games.

Here is an example of how to combine what is on TV and learning:

⚠ Note that here there are some ready examples for sharing. However, encouraging the participants to bring in their own examples might be more fruitful and relevant.

**Adding storytelling to TV programmes:** Combine TV-based education with SMS, radio, printed materials, or even household items to immerse children and adults in playful learning. For example, if there is a suitable show on TV about nature or history, you could ask the kids to draw, build or tell a story as if they were present in that exact programme setting.

### Steps to be followed when using TV-based learning

There are five things to do:

⚠ If the facilitator wants to develop this part further, they can guide the learners following the Educational television steps.

#### 1. Work on developing and curating content:

- Consider the different types of programs that the teacher can use for educational TV. Three main types of programs are possible: live broadcasts, pre-recorded broadcasts, and edutainment programs.
- Live broadcasts (in mock classroom settings is the fastest way to get started for countries with limited or no education television experience)
- Pre-recorded (is a useful option for countries with existing educational television programs)
- Edutainment Program (provide education in the form of entertainment is another useful source for programming)

#### Useful links

- [Educational Television & Covid-19 - Steps](#)
- [National learning platforms and tools by Unesco](#)

**2. Identify channels for broadcasting educational television programs:**

- Start with government television channels.
- Work with private broadcasters.
- Rebroadcast television programs on other channels and mediums.

**3. Create schedules for educational television making:**

Broadcast schedules must clarify where and when such broadcasting can be accessed. Some countries are providing student-friendly daily and weekly schedules on their education ministry's website, some on their education television network websites and some on an institutional website.

**4. Develop a communication strategy:**

- Communicate before launching programs (build some excitement around it!)
- Communicate schedules continuously and widely
- Organise all resources in one place
- Ensure that TV-based learning can INCLUDE everyone (this is a fundamental aspect the facilitator should emphasise)

**5. Provide support for learners, parents, and teachers:**

- Technical and pedagogical support (as teachers, we will provide more pedagogical support considering the ULD (see section above), for instance, "answering questions related to the program")
- Feedback (aiming to improve programs)
- Socio-emotional support (to families, learners, but also teachers should receive it due to their stress intake)

**Activity 2. TV-based Learning (15')**

! The next proposed activity requires knowledge regarding the local platforms or TV programmes. However, if you lack knowledge regarding the existing platforms, try to focus on BEING INCLUSIVE, make learning LEARNER-CENTRED and ACTIVE, and challenge participants to ensure they are taking into account all the possible challenges.

This section has been a general input regarding TV-based learning. Make sure INCLUSION is happening at all stages, and that this modality is fair for everyone. You can always use a combination of modalities.

Now, look at the UDL and the 5 STEPS TO BE FOLLOWED (see UDL in previous sections) and try to come up with an **example of how to use TV-based learning**. Reflect on the type of learner you have in class, their contexts, the resources you have and the platforms available in your country.

**GROUP DISCUSSION**

Many countries have set Radio or TV channels that can support learning. Look for TV resources in your own country and share with everyone whether you have used them, how they worked or if they didn't work.

**Radio in Distance Learning (15')**

Most countries in the world have a nationwide **radio** network, and this is usually the simplest way to get the programs to as many households as possible.

However, you can find other means to get the programs to households (e.g., Community radio station broadcasting; Audio downloading & streaming; Podcasting; Interactive Voice

Response; Phone to phone distribution; Shortwave & satellite radio). You can find more information here: [Learning at Home in Times of Crisis Using Radio](#).

**INCLUSION** is critical when considering radio-based learning. The challenges of radio include the fact that it is not accessible for deaf or hard of hearing children, and radio content is often not prioritised for vulnerable groups. In addition, learners cannot pause or rewind to review or ask questions. Finally, in many cases, radio education depends on having a reliable electricity supply.

### Curriculum and Adaptation

Most of the time, nationwide radio programs connect learning objectives across subject areas to maximise learning.

The radio programs might indeed follow an outdated methodology or information, but it is more acceptable than learners being entirely out of school.

Changing a whole radio program might be time-consuming and expensive and depends on the radio broadcasting. For the teacher, it means that you might not be able to propose changes. If radio programs need to be adapted by the broadcasting company, easy adaptation can be made by:

- CUTS: We can use only some parts of sections of programming
- ADDITIONS: We can add new instructions (if possible) for the independent work of learners.

Moreover, suppose teachers can contact families through other means. In that case, they can plan activities according to the radio programs and suggest recommendations or extra activities adapted to the specific classroom context when listening to radio instructions.

### New Types of Classrooms

It is essential to consider families when creating the learner's new home classroom. For example, radio instructions may require doing activities/games with other classmates. Families need to be creative and find alternatives to these; family members might consider roleplaying as classmates. Using any objects, notebooks, boxes, or anything around the house as a resource might facilitate learning.

### New Roles for Teachers

Radio-base education programmes can count on two types of teachers:

1. **Radio teachers** typically will give clear instructions and guides the learning through their learning
2. **Home teachers:** Their primary role is to provide the learner with feedback when they answer questions about the radio. An older family member can roleplay as a teacher, and they can perform the same role for each broadcast to familiarise themselves with the role.

If possible, the home teacher can be given some suggestions regarding their role. Simple tips such as being patient, empathetic, and playful can help home teachers approach the children at home.

### Example:

One of the main initiatives is 'PlayMatters at Home Radio', which incorporates home-schooling guides and hands-on play activities fitting the environment. The radio programme gives caregivers recommended daily routines, wellbeing tips, and examples of everyday interactions as learning opportunities. Each show is filled with singing and is entertaining for children and families alike. Still, they are also meant to guide educators and caregivers with tips to support their wellbeing and reminders to check in on their community.

### Activity 3. Radio-based learning (10')

**i** This activity requires knowledge regarding the local platforms or radio stations programmes. Make participants think and don't give too much importance to the radio station itself, but focus on BEING INCLUSIVE, make learning LEARNER-CENTRED, and challenge participants to think beyond.

This section is a general input regarding RADIO-based learning. Make sure INCLUSION is happening at all stages and that this modality is fair for everyone. You can always use a combination of modalities.

Now, have a look at the UDL and the type of teacher your COUNTRY-radio broadcasting channel has, and try to come up with an **example on how to use RADIO-based learning**. Reflect on the kind of radio teacher and learner you have in class, their contexts, the resources you have and the platforms available in your country.

Many countries have set Radio or TV channels that can support learning. Please search for these resources for your country. Share with everyone **whether you used them and how they worked**.

### SMS-based Mobile Technology (15')

Education via mobile phones has great potential reaching learners especially in the rural areas. It is accessible, information is easy to find, and it is good for collaborative learning, connecting learners with teachers and with each other.

The challenges of this approach include the fact that many families only have one mobile phone, which other family members may need. Mobile devices and data plans can be costly, and there may be limits on sending large messages. Some content is not designed for SMS formats.

Teachers and caregivers may have concerns about the misuse of mobile phones, and the perceived risk that they will distract learners from learning. There are also concerns about the learner's privacy and data protection.

Use of SMS-based mobile technology falls between playful and direct instruction: many apps designed for mobiles are quite dictated, but there is potential for play-based learning, especially when mobile technology is used alongside radio, TV, or printed materials.

#### Try It Out - Could You Use This?

Discuss the following list and examples with the participants. Introduce the list and encourage comments and questions from the participants.

- **SMS chains:** Experimenting with using SMS to encourage learners to design and share their own learning quests, challenges, and projects. Try to create a 'challenge/support SMS chain', where one learner always challenges or asks the same small group of peers for help whenever they run into a problem or want to ask subject-specific questions. In this way, you can build networks between the learners.
- **Photo hunting:** Send subject-relevant photos to the learners and ask them to find something either similar or opposite in their home. Maybe you can ask them to find 'something round' or 'something sharp', 'something yellow' or you can send them a photo of a lamp or tool and ask them to take photos of where it connects or 'fits' in their home.
- **Tell a story:** Start a story with one sentence, for example "Once upon a time there was a girl with a superpower". Ask every learner to add one sentence to the story by sending a message one after another. The teacher can decide the order of students.



- **How are you feeling?:** Ask the learners to send a set of emojis to describe their feelings of the day.
- **Emojis** can be used for many other purposes as well, for example as riddles.

#### Activity 4. Group Discussion (10')

Could these ideas work with your class when using SMS-based mobile technology? How can you ensure inclusion? Can you think of other activities done through mobile phones? Would it be possible to create a schedule and send it at the beginning of the day so learners know what they would be expecting to do?

! After the group discussions, go through discussion summaries together.

#### Printed and Self-Study Materials (20')

The oldest, and yet effective, medium of distance learning, printed materials, are low-cost and easy to use. Learners can progress at their own pace. No special equipment is needed, and materials are portable.

The challenges of using print and self-study materials include e.g.

- not being as interactive or engaging as other distance learning methods,
- they pose difficulties for blind and partially sighted learners (Braille transcription can be costly),
- in crises, there may also be risks involved in the physical distribution of printed material.

On the spectrum of play facilitation, using print and self-study materials falls between guided play and direct instruction: it can be a flexible method for promoting play-based teaching.

#### EXAMPLE

To make sure her young students did not fall behind during lockdown in the Covid-19 pandemic, Asmaa and her teaching team created literacy packs, which consist of one letter activity per day similar to what they normally do at school. Families were able to pick these up before the lockdown or receive them via email. Because she is aware that many caregivers are very stretched during lockdown, Asmaa uses her experience as a teacher and parent to give recommendations for engaging learners and keeps reminding parents to reach out if they need support. Asmaa also sends out communication daily via WhatsApp, offering group and individual guidance (as needed) for the day's activities.

#### Try it out:

**Reading books or stories.** Reading novels or children's books is always a good option. If there is a public library or a school library, learners should have a possibility to borrow books. Another option is that the teacher copies or prints some stories on paper and sends them to the learners. After reading, the teacher can give different exercises, for example:

- draw a picture of the main character,
- draw a map of the setting,
- write a different end to the story, or
- tell the plot in your own words.

**Combining print material with other types of media.** Use print materials alongside other more engaging content, for example on the radio or TV. You can for example try to give the learner a subject-specific challenge to listen to the radio or look out for while watching TV, like ‘how many different animals do you see tonight?’ or ‘what political statements have you heard in the news?’

**Staying culturally relevant.** Use print material that has imagery, illustrations and visual cues that are culturally relevant to where the learners live.

📌 Discuss and share how you could use printed self-study materials in your teaching. You can use an online tool such as [Flinga](#) to share your ideas.

## Offline Learning Platforms (10’)

Quite new to the distance learning market, offline learning platforms involve content that can be stored on small devices such as tablets; once it is on a device, learners do not need an internet connection to access it. This can be an easy and cost-effective way of making new resources available, and devices can also be used to collect data to assess progress in learning.

The challenge of offline learning content includes the high cost of many of the devices that it is designed for. Many platforms are not open source and cannot be used with other platforms. To update devices and download content, an internet connection is needed. Note also that not all platforms follow inclusive design standards.

On the spectrum of play facilitation offline learning platforms fall between games and direct instruction. They have potential for play-based learning but are often designed for the consumption of content with gamified rewards – it is not easy to experiment with them.

You can explore the following sites on your own:

- [Kolibri : A Free, Open Source Education for All](#)
- [Onetab](#)

Could you utilize these with your own class / learners? If yes, how? If no, why not?

Thank you for your active participation during this training session!





## MODULE 3. PEDAGOGY OF DIGITAL AND DISTANCE EDUCATION



Consolata Wanyonyi teaches a class at Future Bright Primary School in Kalobeyi, Kenya. She participated in mobile mentoring program with Teachers Without Borders to develop her mentoring skills. FCA supports eight primary schools in Kalobeyi Refugee Settlement where half the population is primary-aged or younger. PHOTO: ANTTI YRJÖNEN / FCA

This module is a part of **FCA &TWB Teacher Training Manual for Distance Education and Digital Pedagogy**. This module can be used in both distance and face-to-face training sessions. *Pedagogy of digital and distance education* is one of the eight (8) modules of the wider manual. This module can be used independently or together with the other modules.

If the timeframe suggested feels too short or too long, feel free to take more or less time to go through the content and the exercises. Make sure the participants feel appreciated and take their needs and the learning context into consideration.

## 3.1 Short Introduction to Pedagogical Theories

**Suggested overall duration: 50 min**

<b>Objectives for the specific training session</b>	<ul style="list-style-type: none"> <li>To become more familiar with some pedagogical theories that will help us plan our lessons and assignments</li> </ul>
<b>Suggested tools</b>	<ul style="list-style-type: none"> <li>Google Classroom or Microsoft Teams as a training platform, Flinga, Padlet, Google Jamboard, Mentimeter, AnswerGarden</li> </ul>

### Intro (10')

**!** We recommend that the facilitator starts by going through practical advice and ground rules (found in the general introduction) before starting the session with the training content. You can say/write:

Dear all!

Thank you for all the great efforts you have already put towards this course and developing yourselves within the DISTANCE LEARNING context. Great work and a lot of learning has taken place.

Introduce yourself/yourselves.

I am here for you. If you need support, have problems with your device, or anything else, please let me know.

SEND PICTURE “Network of Wellbeing” from the page 20.



In this training module, we will be focusing on the PEDAGOGY OF DIGITAL AND DISTANCE EDUCATION. The module has five (5) parts:

1. Short introduction to pedagogical theories
2. Digital pedagogy – Assessing digital learning environments and the teacher’s role
3. The cornerstones of good quality distance education (they also apply in the classroom / contact setting!)
4. Language-awareness
5. Media literacy and source criticism

❗ If appropriate in your context and the members feel safe enough, you may want to ask the participants to share their expectations and concerns for this training. If you do, please acknowledge every question and concern.

I warmly recommend that you take notes for later use and have a notebook ready for that purpose. Let’s now dive into the concept of distance education.

**Tips:**

Use an appropriate method such as Google Classroom or Microsoft Teams “Rooms” to create groups manually or automatically before the training.

You can use e.g. [Flinga](#) or [Google Jamboard](#) as a platform where the group members can share their ideas collaboratively. NOTE, make sure the participants know how to use these platforms or tools before starting an activity or reserve some time to go over the basics at the beginning of an activity

First, let’s take a quick look at some pedagogical theories. You may or may have not heard about them before and both situations are fine! But sometimes it is also useful to have some theoretical background based on scientific research to rely on when we plan our lessons.

### **Activity 1. Small Group Discussion, Different Ways of Teaching (10’)**

But before we start, I would like you to talk with each other about the different ways you teach. What do you do in the classroom? How are your lessons built? How much do you talk and how much of the time are the learners active? Do the learners interact with you or each other?

❗ You can ask the participants to talk in small groups with people who are sitting next to each other or use small breakout rooms in an online session. If that is not possible you can ask people to share comments on a [Padlet](#) (you must create the Padlet with the question yourself). Allow some time for discussion and then go through the answers together.

Thank you! Hopefully, this discussion will help you relate to the theories I will now talk about your everyday work as teachers.

I will now share three different pedagogical theories with you in the following slides.



! You will find the slides under the link in the right-hand box and also the slides as images. Feel free to share the link to the slides to the participants so they can see them all the time, also when they work on the exercise.

**1.1 In cognitive-behaviourist pedagogical theory** the learner is seen as a passive recipient of information that is imparted by the teacher. The learners are expected to memorize and be able to repeat the information that has been taught to them, and they will be assessed based on the success in doing so. There is little room for the learners' personality or their individual learning process, or the fact that they exist in a social context. In this model the role of the teacher is enhanced as the "one who owns the knowledge".

**1.2 In the social-constructivist pedagogical model** teachers do not only transmit knowledge to be passively consumed by learners; rather, each learner constructs means by which new knowledge is both created and integrated with existing knowledge. The social-constructivist model sees learning as an active process in which the learners engage with their peers and tackle authentic problems. The role of the teacher is to guide learners and provide timely assistance (called scaffolding) and assess the learning process rather than the outcome. The learners are also encouraged to think about and assess their own learning process, which will make them more aware of how they learn. Understanding of one's own thought process is called metacognition. Teaching learners metacognitive skills will help them to learn new things throughout their lives.

**1.3 In the connectivist model** it is assumed that the learners have access to an infinite source of information through powerful networks. In connectivism the learners' role is not to memorize or even understand everything, but to have the capacity to find and apply knowledge when and where it is needed. The learners should be literate and confident enough to exploit these networks in completing learning tasks. Connectivist learning is based as much upon production as consumption of educational content.

## Activity 2. Small Group Discussion, Pedagogical Models (30')

! Ask the participants to talk about the following questions in small groups and then get ready to report back to the whole group.

Think of examples of situations where these different pedagogical models might typically be used. All of them have their place in teaching and learning, but in different situations. What is an example of cognitive-behavioural teaching and learning taking place? What about the social-constructivist model or the connectivist model, in what type of teaching and learning situation would we use that? How would you assess the learners in these models? Take

### Short introduction to pedagogical theories:

- [Embedded slides](#)
- [Link to slides in Slideshare](#)  
(here you can download the slides if you want!)

SHORT INTRODUCTION TO THREE DIFFERENT  
PEDAGOGICAL THEORIES



15 minutes to discuss in small groups! You can share your answers on a Padlet. Make sure the participants have access to the slides. You can share the link or the images to them. Allow another 15 minutes to discuss the participants' answers to these questions.

Divide the participants into small groups and make sure they know what to do.

**Possible answers:** An example of the cognitive-behavioural model is when learners memorize things like the periodic table or a vocabulary list of a language. The assessment would be based on how well the learners are able to repeat these in a written or oral exam. An example of the social-constructivist model is when learners investigate a real-life phenomenon and then build new knowledge upon the knowledge they already have. The assessment could be based on the assignment that the learner has handed in, and the learner's own reflection on what has been learned. An example of a connectivist model could be a workshop for professional development in which the participants tackle real life problems, network, and learn from each other. The assessment would be based on how well they manage to solve an authentic, real-life problem and/or how much they are able to learn from each other.

❗ Make sure all groups can share their thoughts and allow time for discussion. It is not important to get the answers "right" but to think about the different ways to teach and learn and become aware of them.

❗ If you want, at the end of the discussion you can play this Kahoot game about different pedagogical theories: [Pedagogical theories game](#).

## 3.2 Digital Pedagogy

**Suggested overall duration: 1 h 30 min**

### Objectives for the specific training session

- To be able to make decisions about which digital tools to use in our classes and why
- To understand the role of the teacher in distance education

### Assessing Different Digital Learning Environments (15')

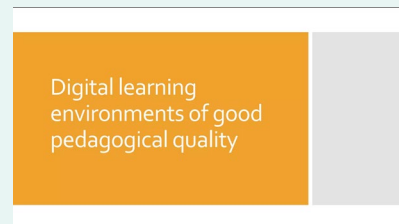
When we choose and start using different digital tools in our classes, it is always important to know why we choose one tool or platform. The teacher should always have a reason to choose to use one digital tool instead of another. What pedagogical value do different digital tools and platforms bring to our lessons? When evaluating and choosing digital learning environments it is important to use criteria that consider the pedagogical aspect. The following criteria are based on the instructions on how to build a good quality digital learning environment by the Finnish National Board of Education. Obviously, these criteria reflect the Finnish National Curriculum, nevertheless they are a useful tool for any teaching environment.

You may show the slides to the participants via the links above. Go through the slides together with the participants and then continue to the following activity.

#### Digital learning environments of good pedagogical quality

Embedded slides

Link to slides in Slideshare (here you can download the slides if you want)



### Activity 1. Digital Environments (50')

**!** This exercise can be done in small groups. Allow 15–20 minutes for the exercise and then 20–30 minutes for the follow-up discussion.

**Ask the participants:** Which digital learning environments do you already know or use? If you are not yet very familiar with any, you can choose from this list, for example: Kahoot, Quizlet, Quizziz, Google Classroom, Microsoft 365, Wordwall, Classroom screen, Mentimeter, Answergarden. Choose one or two digital learning environments from the list and see which criteria mentioned in the slides above are met by them. Not all tools meet all criteria, obviously, but this will allow you to compare and assess different tools.

**!** All participants should be encouraged to choose different tools so at the end you get as broad a view as possible. If they are not familiar with the tools already, allow them enough time to see how they work and help them.

At the end you can share this link with the participants: [Inventory of ICT tools and open educational resources](#). Even though this inventory includes many tools meant specifically for language teaching, many of them work very well in other subjects as well. The inventory is updated regularly. You may encourage the participants to go through the different digital tools listed there in their own time.

#### List of links to digital learning environments:

[Kahoot](#), [Quizlet](#), [Quizziz](#), [Google Classroom](#), [Microsoft 365](#), [Wordwall](#), [Classroom screen](#), [Mentimeter](#), [Answergarden](#)

[Inventory of ICT tools and open educational resources](#)

## Teacher's Role When Using Digital Learning Environments

### Activity 2. The Role of the Teacher (15')

❗ Ask the participants the following questions and let them share their thoughts on a [Padlet](#) or [Flinga](#), for example, and allow some time for discussion about their answers.

If learning now takes place online, what is the role of the teacher? If the students hide behind their computer screens, how will they learn how to interact with each other in contact lessons?

These questions are very important and should be considered as well when planning to use digital learning environments either in the classroom or in distance education.

The role of the teacher is still very important. The teacher is the one who creates the setting for learning and working together and makes sure everyone feels safe and appreciated in the class, either on site or online. The teacher's role must not be subdued merely to a person who gives orders on what the learners must do individually on their computers, but instead the teacher should see themselves as someone who looks after the wellbeing of the group of learners and guides and assists them on their learning path. Also, the teacher should make sure rules are followed and learners treat each other respectfully in the online environment. Each teacher should create their own routine for their classes to make sure there is ample interaction between the teacher and the learners, and between the learners themselves. Interaction should take place at the beginning and end of the lesson, as well as at suitable times during the lesson.

## 3.3 The Cornerstones of Good Quality Digital and Distance Education

Suggested overall duration: 2 h 10 min

### Objectives for the specific training session

- To understand what the cornerstones of good quality digital and distance education are and how to incorporate them into our work

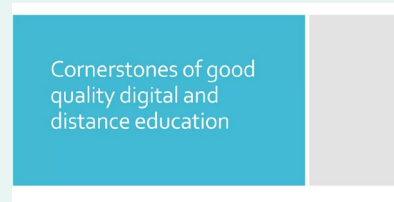
### Activity 1. Learning in the Classroom vs Distance (10')

Warm-up questions to start the third part: Get into groups and talk about the following questions: Is it true that lessons in the classroom are always automatically better, regardless of what the teachers do? Does quality learning and teaching always take place in the classroom? What is the role of the learners in the classroom context? Do the walls of the classroom automatically guarantee a better lesson than we could create in an online environment? What are the things that are easier to achieve in the classroom and what might be easier to achieve via distance lessons?

#### The cornerstones of good quality digital and distance education

##### Embedded slides

[Link to slides in Slideshare](#) (here you can download the slides if you want)



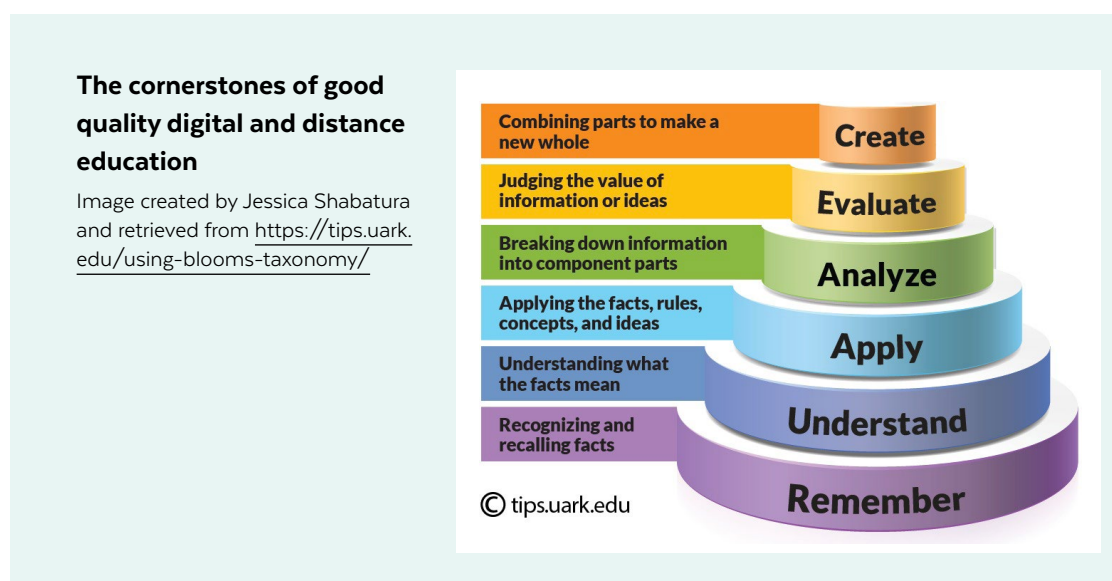
⚠ Remember: it is not the walls of the classroom that automatically guarantee excellent teaching and learning, it is what we do and how we do it that guarantees that learning takes place. Things that enhance learning are quality interaction, learning together and building on what the learners know about the subject already, the goals that the learners set for themselves, and continuous feedback. These are the prerequisites for learning to take place, not the walls of a classroom. What we need to be aware of are the special circumstances of the online environment to plan our lessons so that they actually work. The purpose of this manual is to help you plan those lessons.

Since the COVID-19 pandemic there has been a myriad of scientific research into what constitutes good quality distance and online education. Also, since teachers have become more experienced in both distance teaching (holding lessons online) and online teaching (designing courses that are studied completely independently online without any teacher presence for example via Zoom), they also have written guidebooks on the subject, based on their own practical experience. The following is **based on both scientific research as well as practical guidebooks written by teachers.**

⚠ Encourage the participants to take notes on the following minilecture. Writing notes by hand enhances remembering! You have the slides for the following in the box above.

## Community (5')

When you start working with a new group, it is very important to create **a sense of community**. Ideally a group in distance education should not be bigger than 25 learners, but if it is not possible to keep the group size small, the teacher should strive to make everyone feel welcome and an important member of the group. The teacher can give the group a name that is repeated at suitable times, the teacher should make sure to learn everyone's names and also that the learners know each other's names. The learners could introduce themselves on a suitable platform, such as Padlet. Also, it is important to set ground rules so that everyone can feel comfortable and secure in the group.



## Teacher Empathy & Connectedness (5')

Distance learning, especially coupled with a possible crisis situation, may cause anxiety in the learners. Feelings of isolation and disconnectedness may make the learners unmotivated and eventually even lead to them dropping out. Effective ways to reduce anxiety in learners are for the teacher **to show empathy and be sociable with the students**. For example, in asynchronous teaching (where there are no lessons online) the teacher may make short videos instead of written instructions, to appear closer and more human to the learners. The learners will appreciate it if the teacher approaches them with humour or a conversational tone as this will make it easier for them to approach the teacher and ask for help. You should start every online meeting by engaging with the learners, asking them how they are, allowing them time to answer and to interact with you and each other.

## Choosing the Distance Learning Platform and Helping Learners with Digital Tools (15')

**In Module 2: Distance Education Modalities** we took a look at different distance teaching platforms and tools. If you are able to choose your own teaching platform, bear in mind what your and your students' needs are. Zoom and Teams are designed for videoconferencing where you can also upload and store materials for later use. Adobe Acrobat is designed



for virtual learning but requires an excellent web connection to work. Google Classroom is designed specifically for teaching purposes, and there you can share content and assignments as well as use Google Meet for online lessons, so it is highly recommendable.

Sometimes you might not get to choose your platform, but you have to work with what is available to use in a certain environment, then you just have to choose the best ways to work on this platform. It is very important to allow time for guiding and helping learners with use of different learning platforms, even if this means you will get through less content during the lesson. The learners must feel they are in command of the digital learning platforms they are expected to use and feel that they get the support they need. On the other hand, compared to the traditional lesson in a classroom context, using technology once the learners are comfortable with it will allow some parts of the lesson to happen more quickly.

The teaching of how to use different online learning tools / platforms should only take place at the moment when they are needed, not so that you go through all of the tools in the first lesson and expect your learners then to know how to use them.

### Course Organization

You and your learners will benefit from a well-planned course structure. When writing the pedagogical transcript for your course, you can follow these steps:

1. State the learning objectives. You can for example write them in the form of questions.
2. Gather the content material. Even if there is a lot of material available, don't over-do it. Don't turn your course into a shelf of material that will only gather dust.
3. Think of the activities and assignments that will promote learning. What do the learners do? How will those activities help them learn the content in question? In distance learning, **it is the assignment through which learning takes place**, not through listening to a lecture.
4. Make a timeline in which you add online meetings, assignments, time for feedback to the learners and time for assessment.

Timely feedback from the teacher that is positive but also constructive, will increase the learners' sense of connectedness with the teacher and therefore also their motivation. And remember, **in distance education less is more**. Don't overwhelm yourself or your learners with too much information or too many assignments.

### Activity 2. Group Discussion (15')

Now you have received lots of information, so let's talk about it for a while. Please get into groups and talk about what you have heard so far. Do you agree or disagree? What would be the biggest obstacles for you when trying to follow these steps? What are the best / most useful tips you have received so far? (10-15 minutes)

! Make sure all the participants have a chance to share with others what they think and encourage conversation even if there are critical voices. The idea is for the participants to learn from each other and test the validity of their ideas. At the end, ask each small group to share their thoughts with everyone either by speaking or if you are in distance mode you can use Padlet.

## Plan Your Lessons – Focus on Learner Engagement! (10')

**Distance education is NOT delivering the same lesson online you would deliver in the classroom.** The environment is different and therefore a different approach is needed.

Make sure your lessons are not too long. The online lesson can be shorter than a lesson in the classroom to make sure learners actually focus. With adults as learners an online lesson may last up to 60 minutes, with younger learners less time depending on their age. There should be enough breaks in between the lessons and also time for the learners to have lunch or eat a snack.

The main focus in the lesson should be on the assignment, not your lecture. In an online lesson the teacher should only speak for about 1/3 of the time since no one will listen to a long lecture online, no matter how excellent it is. It is important to use many different modalities to get your message across, such as lecturing with slides, videos, engaging the learners by asking them to participate through for example [Mentimeter](#) or [AnswerGarden](#), have them talk in small groups, etc. A great tool to help you plan your lesson and let the learners know exactly what is expected is [Classroomscreen](#).

With online learning the focus should really be on student activity, so start with **thinking about the goal**, what needs to be learnt and then plan the lesson accordingly with the main focus on the learners' assignment.

## Designing Assignments (10')

When planning lessons keep in mind your learners. What age are they? What challenges / benefits do they possess that will affect their learning? What motivates them? How will you engage them and make sure there is interaction between themselves and the teacher?

Bloom's taxonomy is a model for the classification of learning goals. When planning your lesson and the corresponding assignments, you can focus on what it is that the learners will need to be able to do after the lesson. **Is it to remember, understand, apply, analyze, evaluate, or create information?** There are different ways to achieve these different goals.

If the learners' first goal is to remember and understand some content, perhaps they could watch a video, read a short text or go through a short presentation about the topic before the online class? This is called flipped learning, and it will save valuable time together in class, if the learners familiarize themselves with the topic beforehand. The time in the online lesson will be spent on making sure the learners have understood the main points and then working on the topic through different assignments, and applying what has been learnt instead of spending the valuable time together on one-way lecturing delivered by the teacher.


When designing assignments, make sure there are different levels of difficulty: the shorter and easier assignments will motivate the learners to move forward and will give them a sense that they have learnt something.

## Interaction with the Learners (15')

Make sure there is plenty of time for interaction between teacher and learners as well the learners themselves. Learning is supported by interaction, experiencing positive emotions, and correctly timed feedback.

The main focus of interaction should be on the content of what needs to be learnt. Therefore, engaging the learners through questions they need to answer or online games they need to participate in are counted as interaction. In a classroom lesson the learners should be engaged every 8 minutes, but in an online lesson there should be interaction every 4 or 5 minutes!

So, if you start counting the number of times there should be interaction per lesson you might feel surprised! If there needs to be interaction every 5 minutes, then how many points of interaction would you need in a 45-minute lesson? When planning the ways your learners interact with you or with each other, make sure each student feels they are engaged. When asking questions, don't expect learners to come up with answers in 5 seconds. Allow them time to think and be quiet! (Yes, this is difficult for teachers. But remember that you are a teacher, not a radio host.) If you ask questions that the learners answer for example in the chat, also go through the answers together and discuss them, this is engaging the learners in the lesson. Don't just dismiss what they have just answered by ignoring their input. If you dismiss the learners' input, they will find it unrewarding.

In fact, let's have some interaction right now! Can you please write your thoughts in the following **AnswerGarden**?  If this link in question has been used already feel free to create another AnswerGarden.)

## Assessment (10')

Formative assessment means that the learners get feedback on their learning process at various stages during the course so that they are still able to improve their learning.

Summative assessment means that the learners are assessed at the end of a course or study unit against some standard.

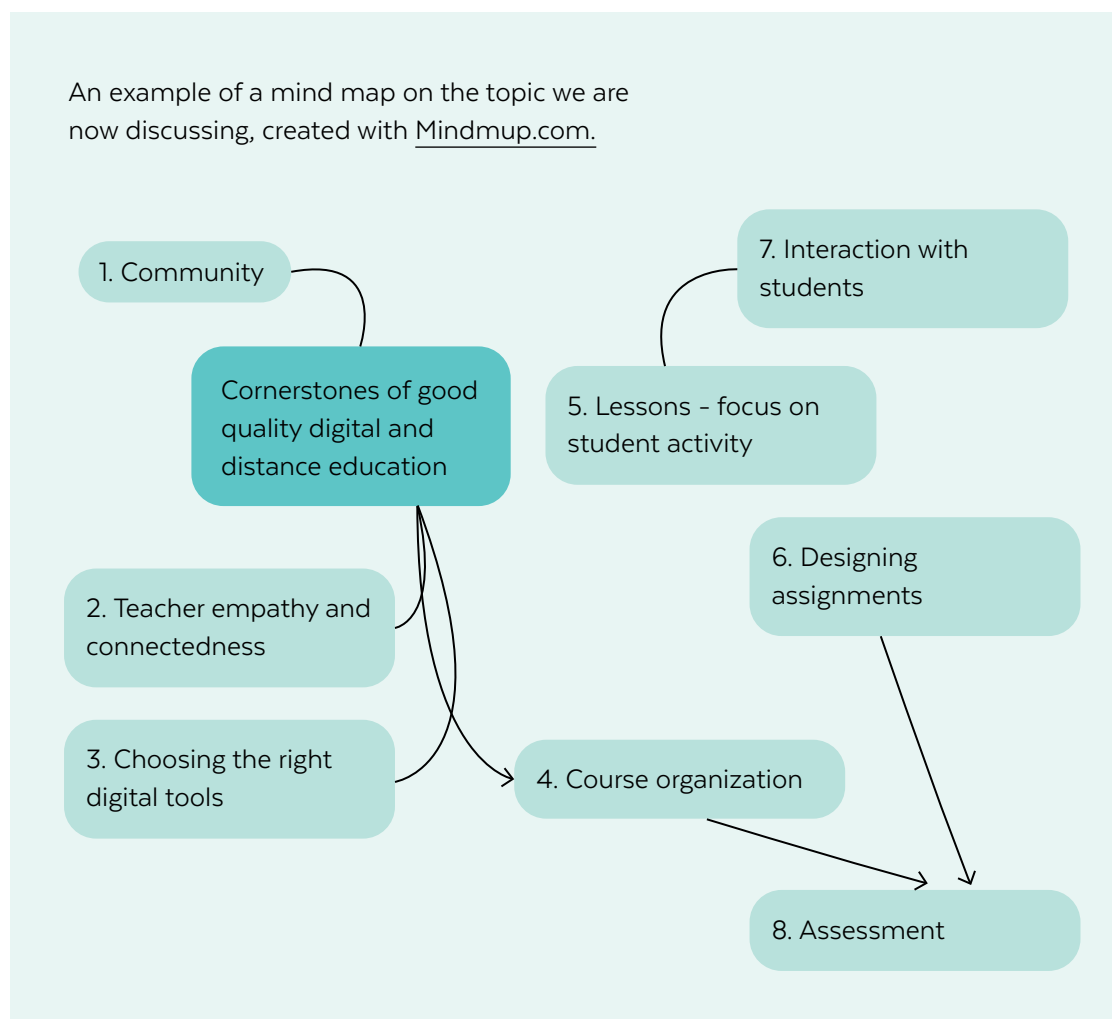
In the case of distance learning, summative assessment will of course be problematic if you can't have the learners come in for a traditional pen and paper exam. If you create an online exam through Google Forms, for example, it is always possible for the learners to cheat by checking the correct answers online. Of course, you can always give a time limitation so that the learners won't have the time to look for the answers online, but that might make learners very stressed and it would put for example learners with dyslexia at a disadvantage. Therefore, it might make more sense to rely more on formative assessment.

The way you assess your learners will depend on the learning goals. If they need to memorize things like words of a foreign language, you could for example use the results of Kahoot or Quizlet games you have played with them. On a more creative level, they could write stories or draw pictures where they use the words they were supposed to learn. With distance education you can get as creative as you want with assessment! You should also remember that timely feedback from the teacher regarding any assignments the learners have handed in will make them feel more appreciated and committed to their learning.

Here are some ideas for assessment in distance education: 1) Learning journals where learners share what they have learnt over time 2) One-pagers where learners share in a creative way what they have learnt on a specific topic 3) Drawing mind maps about a phenomenon on pen and paper or using a digital tool 4) Taking photos in their surroundings to go with an explanation of different phenomena 5) Have a discussion or an interview with a peer on a topic to see how much they have learned and video this discussion 6) Asking learners for feedback on a topic to see what they learnt and what they still struggle with.

Remember not to over-do the amount of work with assessed assignments - you don't need to overwhelm yourself or your learners.

An example of a mind map on the topic we are now discussing, created with [Mindmup.com](https://www.mindmup.com).



### Activity 3. Lesson Plans (45')

Maybe you can already guess what I am going to ask you to do now. Please get into small groups and plan 1 or 2 lessons in which you would go through a unit or a phenomenon or some content that is relevant to your subject or your learners. If there are teachers of the same subject or same age groups, you could work together.

Try to answer these questions: How would you plan the lessons? How would you start and finish the lesson? What content would you teach and what assignments would you give your learners so that they learn this content? How would you make sure there are enough points of interaction? How would you assess your learners' achievements during these lessons?

Please come up with a clear plan that addresses all these questions and get ready so share it with all the participants. You can create your plan on paper or on a Padlet, for example.

**!** You should allow at least 30 minutes for the groups to come up with their contribution.

Please make sure that all participants have time to share their input and thank them for their hard work.

Thank you for your participation and commitment and I hope that everybody has learnt a lot from each other in this session!

## 3.4 Language Awareness and Media Literacy

**Suggested overall duration: 1 h 20 min**

### Objectives for the specific training session

- to understand what language awareness is and how to utilize it in class
- to become aware of media literacy and source criticism and how to teach it to our learners

Next, we will talk about language awareness. Being language aware in the teaching context means that the teacher understands that language might create barriers to learning. One reason for this might be that the learner is not learning in their first language. Another reason might be that the learner is not familiar with the “academic language” used at the school, or that they are not familiar with the terms of a certain subject, such as mathematics, for example.

### Multilingualism (5’)

We should always remember that knowing more than one language is a richness. Growing up bilingual develops working memory, selective attention, processing information, and mental flexibility of the speaker. At school all learners should feel that the languages they know are appreciated and equally valued. You can do this by encouraging your learners to tell the group about the languages they know and where they speak them, and maybe encourage them to teach some basics of the language to other learners. You can organize a Language Day to celebrate the linguistic diversity of your group. Let’s organize a mini Language Appreciation Moment right now! Can you use this AnswerGarden to write “thank you” in all the languages you know? If this AnswerGarden is already full or has stopped functioning, please create another one.

### Conversational and Academic Language (10’)

Our learners might not be prepared for the fact that at school a “different kind of language” is used when describing for example scientific phenomena or mathematical problems, compared to the language they speak at home or with their peers in familiar settings. Therefore, it is important for the teacher to make sure that the learners will also become familiar with this academic language and terminology that come with it in different subjects.

When starting to teach new content, the teacher should make learners aware of the new terms they might encounter and make sure they understand them and are able to use them. Sometimes the problem in understanding content might have to do with the learner not being familiar with the terminology that goes with the content. Even if you teach science or mathematics or some other subject that is strictly not a language related subject, you should still make sure that you also teach the basic terminology of your subject to your learners.

An excellent resource to find out more about language awareness is [Getting started with Language Awareness](#) compiled by Cambridge International Education. Teaching and Learning Team. If you look at this web page and scroll all the way down, you will find a Glossary, where all the main terms used on the website are explained to the reader. Does this make it clearer to you what is meant by language awareness?

### Activity 1. Language Awareness (15')

Please get into small groups and discuss the following. Think about your own group of learners. What special features do your learners have that should be addressed, regarding language awareness? Do your learners speak many different languages? Is their language of schooling different to the one they speak at home? Are they familiar with the academic language of your subject? How can you support their knowledge of it? (15 minutes)

❗ Make sure there is enough time for all the groups to share their discussion with all the participants.

### Media Literacy and Source Criticism (20')

❗ Start by showing the first image on the right to the participants. Ask whether they have heard about this topic before and how they feel about it.

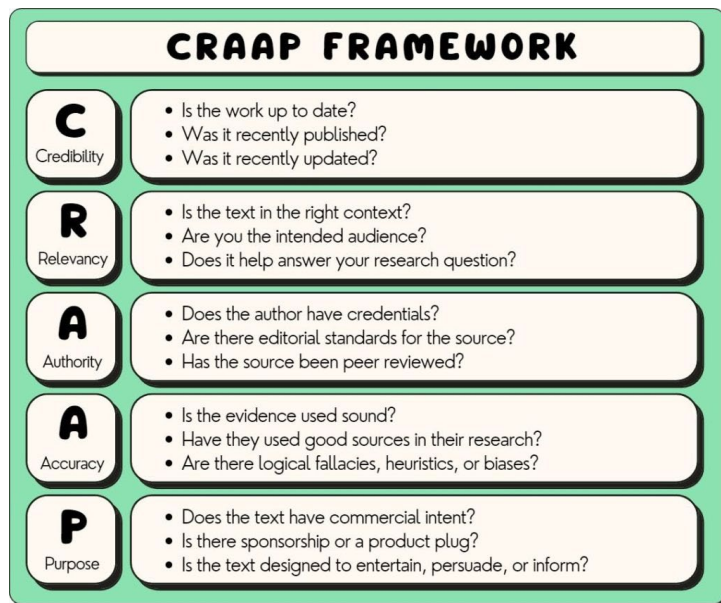
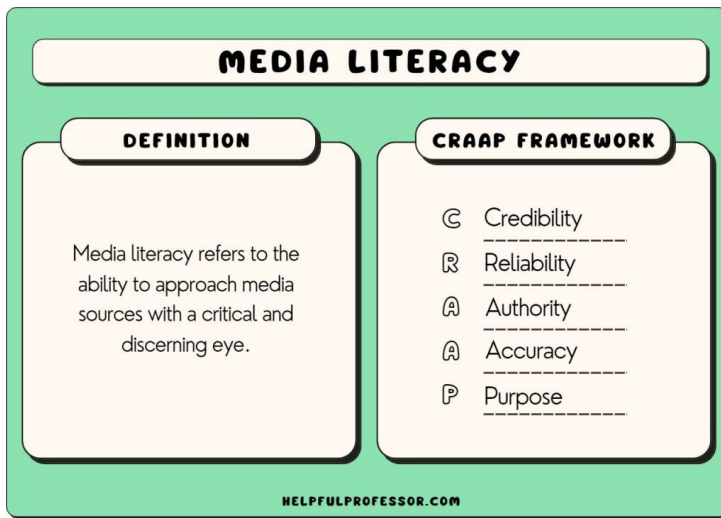
Last, but definitely not least, we will address the topic of media literacy and source criticism.

Traditionally students have read textbooks and articles selected by the teacher, so we have been able to count on the trustworthiness and truthfulness of the material. When using the internet for schoolwork, there is a risk that some students may not be able to use the internet effectively and might read and extract irrelevant or even misleading information. On the other hand, teachers might not be aware of the problems students encounter, because students are confident about their skills in using the internet. Therefore, it is very important to teach the learners to read texts critically. By text we mean any article, piece of news, video or image that can be found in traditional and online media.

In research conducted with Finnish teenagers at a high school level it was found that they were overconfident with their media literacy skills. They were asked to find information on the internet about the topic of sleep and write an essay based on two or more sources. They were observed while they were choosing the sources and evaluating the credibility of the sources. It was found out that the first problem for some students was that they were unable to recognise trustworthy sources at a glance, and therefore spent a lot of time on reading information from sources that were not appropriate. In another study it was found that the students who were indeed able to recognise non-credible sources stated problems such as **no research evidence to support allegations, no citation of sources or experts cited in the article, a sensational writing style, and sweeping statements.** You can now show the participants the second image on the right and below.

When teaching media literacy skills to our students, it would be useful to use questions with which they can analyze the sources they have found. While there certainly are many sets of questions that are useful, let's try these:





Images retrieved from <https://helpfulprofessor.com/media-literacy-examples/>

Whenever you ask your learners to do research on the internet to find out about a topic, remind them to be critical of the information they find with the help of these questions.

Also, there are a number of ways to teach media literacy through assignments in the classroom. Here are some suggestions:

- **Dissecting Logos** (Where and by whom was this logo created? What do we associate it with?)
- **Describing Characters** (How are different characters described in the media?)
- **Building a Brand** (How would you build a brand that is attractive to the customers?)
- **Finding Movie Messages** (Think of a movie you all know. What is its true message, in your opinion?)
- **Differentiating Media** (Find the same piece of news in different media and compare how the topic has been treated in them. Do you see any differences? Where do you think they stem from?)
- **Deconstructing Advertising Language** (What kind of language is used to impact the readers?)

- **Making a Newspaper** (What choices would you make to attract readers? Would you go for the facts or more sensational topics that would bring in lots of readers?)

By trying to influence the readers of the message created by themselves, the learners will become more aware of how they are being influenced.

### **Activity 2. Internet Sources (30')**

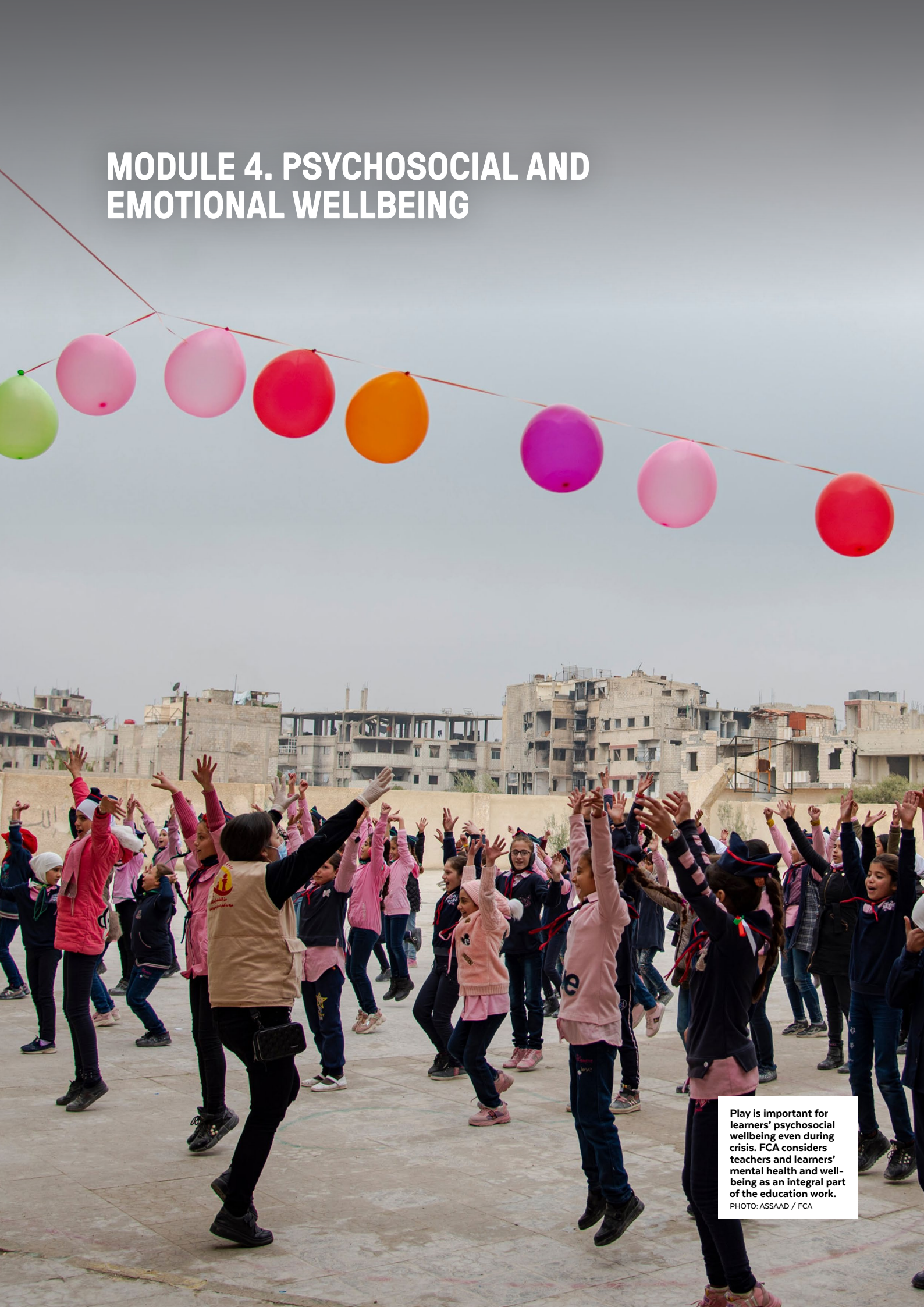
Finally, let's try to practice critical reading of internet sources ourselves. Think of an assignment you would give to your learners that requires an internet search. Then do the search yourself and find two reliable and two less reliable sources. Conduct a quick analysis on what makes them reliable and unreliable. Get ready to report back to the whole group. Allow 10 minutes for the search and 15 minutes for discussion.

❗ Finally, make sure you thank the participants for their participation in this module.

Thank you everyone for your contribution and for making this conversation so fruitful!



# MODULE 4. PSYCHOSOCIAL AND EMOTIONAL WELLBEING



Play is important for learners' psychosocial wellbeing even during crisis. FCA considers teachers' mental health and learners' wellbeing as an integral part of the education work.

PHOTO: ASSAAD / FCA

This module is a part of **FCA & TWB Teacher Training Manual for Distance Education and Digital Pedagogy**. *Psychosocial and Emotional Wellbeing* is one of the eight (8) modules of the wider manual. This module can be used independently or together with the other modules.

## 4.1 Physically and Psychosocially Safe and Supportive Learning Environment

Suggested overall duration: 1 h 20 min

<b>Objectives for the specific training session</b>	<ul style="list-style-type: none"> <li>To acknowledge physical and psychological risks to the learners during a pandemic or a crisis situation, and what can be done to reduce or eliminate these risks</li> </ul>
<b>Suggested tools</b>	<ul style="list-style-type: none"> <li>Google Classroom or Microsoft Teams as a training platform, Flinga, Padlet, Google Jamboard, Mentimeter, AnswerGarden</li> </ul>

### Intro (10')

**!** We recommend that the facilitator starts by going through practical advice and ground rules (found in the general introduction) before starting the session with the training content. You can say/write:

Dear all!

Thank you for all the great efforts you have already put towards this course and developing yourselves within the DISTANCE LEARNING context. Great work and a lot of learning has taken place.

Introduce yourself/yourselves.

I am here for you. If you need support, have problems with your device, or anything else, please let me know.

SEND PICTURE “Network of Wellbeing” from the page 20.

Let us keep up the great work done so far!

In this training module, we will be focusing on PSYCHOSOCIAL AND EMOTIONAL WELLBEING. The training has four (4) parts:

- 1. Physically and psychologically safe and supportive learning environment**
- 2. Importance of psychosocial and emotional wellbeing for everyone**
- 3. Practical strategies to support learners psychosocially**
- 4. Identifying psychosocial needs in distance learning**



**i** If appropriate in your context and the members feel safe enough, you may want to ask the participants to share their concerns and expectations for this training. If you do, please acknowledge every question and concern.

I warmly recommend that you take notes for later use and have a notebook ready for that purpose. Let's now dive into the concept of distance education.

## Physically and Psychosocially Safe and Supportive Learning Environment (5')

First, start with acknowledging some physical and psychological risks to the learners there might be in school or at home, and what they can do to reduce or eliminate the risks in their own schools.

A pandemic or a crisis situation may change the habits learners and teachers usually have. This might make the learner unsettled, they might have to be learning from home or be exposed to new situations. Having a SAFE SUPPORTIVE LEARNING ENVIRONMENT is critical for everyone to understand.

To find solutions, we need to first think of the risks such as drastic changes in the environment poses to the learners. In the next two sections, we are going to explore the risks learners might face. Then, we will try to address them with potential solutions.

### Tips:

Use an appropriate method such as Google Classroom or Microsoft Teams "Rooms" to create small groups or create groups by hand before the training.

You can use e.g. [Flinga](#) or [Google Jamboard](#) as a platform where the group members can share their ideas collaboratively. NOTE, make sure the participants know how to use these platforms or tools before starting an activity or reserve some time to go over the basics at the beginning of an activity.

## Risks in Our Context (15')

Divide the participants into two groups. Each group brainstorms on one of the two questions below. This can be adapted according to the platform where the training is implemented. The facilitator or a participant needs to take notes to find solutions in the next section.

In order to put this in our context, let's think about our own experience! Every class, every school, every family, every country, has risks that people might have to face.

1. What are the potential physical risks to a learner in school or at home?
2. What are the potential psychosocial risks to a learner in school or at home?

**i** Let the groups have enough time to brainstorm. Ask someone in the group to take notes of what has been said and be ready to share it with others. You can also use e.g. [Flinga](#) or [Google Jamboard](#) as a platform where the group members can share their ideas collaboratively. NOTE: make sure the participants know how to use these platforms or tools before starting the activity or reserve some time to go over the basics at the beginning of the activity.



## Solutions in Our Context (20')

We have brainstormed the physical and psychosocial risks learners might face either at school or at home. These may vary locally and individually. A learner might have challenges related to their family relations, others might have difficulties to concentrate, there are possibly risks that are related to a current crisis situation and other risks that are always there.

What can you do to eliminate or at least reduce the risks? Write a list of solutions corresponding to the potential dangers.

**i** Let the participants brainstorm in small groups. Ensure there is enough time.

## Summary: Wellbeing flower (10')

Share the pic Domains of Wellbeing from from below.

### WELLBEING FLOWER



## 4.2 The Importance of Psychosocial and Emotional Wellbeing for All

**Suggested overall duration: 1h**

### Objectives for the specific training session

- To acknowledge that the teacher's wellbeing is just as important as the learner's.
- To understand how you can support your and your learners' wellbeing
- To acquire various strategies that can be used for psychosocial and emotional support.

During infectious disease outbreaks, or other crisis situations, children and teenagers may experience distress for a variety of reasons. The **collective anxiety** and grief that a community experiences can impact children and teenagers heavily. Limited public knowledge of the situation may trigger misinformation spreading, rumours and panic. Media outpour can also increase levels of **distress in the population**. Children and teenagers may lose their regular social support networks and social interaction due to limited mobility, precautionary measures such as curfews, restrictions to movement and gatherings, or school closures. They may become hyper vigilant and afraid of their caregivers or other family members falling ill, getting injured or dying. When caregivers, family members or friends fall ill or get injured, children and teenagers may be unable to visit them in treatment centres, and may not receive regular updates on their condition.

This session is divided into three (3) different sections:

- 1. Importance of psychosocial and emotional wellbeing**
- 2. Teacher's psychosocial and emotional wellbeing**
- 3. Children and teenagers' wellbeing**

### Food for thought e.g.:

- [Teacher wellbeing: What is it and why should we care?](#)
- [Looking after teacher wellbeing](#) by Education Support
- [Teacher Wellbeing](#) by ReachOut Australia
- [Sustainable solutions for improved teacher wellbeing \(2021\)](#)
- Teacher Task Force [Knowledge Hub](#).

## Activity 1. Brainstorming – the Importance of Psychosocial and Emotional Wellbeing (20')

In general terms: why do you think psychosocial and emotional WELLBEING is important?

! Let everyone participate with simple sentences that might answer the questions. You can list some of the ideas that have been noted and add the ones that are listed as follows:

- You will be able to think more clearly
- You will be able to cope better
- You will be more patient
- You will be able to understand the feelings and behaviour of your learners better
- Your wellbeing will help your body to be stronger
- Children up to 12 years old make sense of the outside world by the way you react to it. Their wellbeing is directly linked with your wellbeing.

In conclusion, we are not only considering learners' wellbeing but also YOUR wellbeing. It's important that you take care of yourself because of you, and because you are also who learners look up to.

## Activity 2. Brainstorming – Teacher's Psychosocial and Emotional Wellbeing (15')

It is very important to look after yourself, but do you have coping strategies? How do you relax? Let's brainstorm again. We can think of strategies that might help us to cope with stress and we can also learn from each other's strategies to feel mentally and emotionally better.

! Let the participants share their coping strategies in a written form, or orally, if they feel comfortable to do so. You can also use the collective online platforms mentioned earlier. These strategies may vary depending on individual participants.

Everyone is different and we all have different ways to cope with stress and anxiety, and maintain our wellbeing.

Here is a list of **tips** that might help you with your emotional wellbeing:

- Have enough rest, but do not stay too long in bed.
- Take some time for yourself each day, do whatever makes you feel at ease.
- Talk with friends or neighbours.
- Do not search for news related to the possible crisis in your area continuously. Instead, keep yourself informed through checking for news at a dedicated time once a day.
- Try to distinguish facts from rumours and false information.
- Ensure that you can exercise/move your body every day, even if you cannot leave your home.
- Once you follow all guidelines regarding hygiene and contacts with others, congratulate yourself that you are doing everything that you can to protect yourself and your family
- Accept that you are a human and all your feelings are valid.
- You will have feelings of anxiety, fear or anger, and it's ok. Your feelings don't define you.
- Once you recognize these feelings, acknowledge and accept them and try to let them come and go. Remember to breathe.

### Activity 3. Learners' Wellbeing (15')

At all ages, learners need to see that not everything in their life has changed. Stick to the routines and times of eating, hygiene, playing and sleeping, and as teachers, teaching/learning, if possible.

Discuss the following list and examples with the participants. Introduce the list and encourage comments and questions.

- Learners in this age group can have nightmares and fears about losing their parents, grandparents or other people dear to them. Respond that you understand the feelings and normalise having those feelings.
- Ask your child what they are thinking or afraid of (especially younger children may have made their own explanations and perceptions that can be much more frightening than the reality).
- Let the learners speak and allow them to express what they fear. You can use sentences like "some children fear that..."
- Talk to children about the facts, do not exaggerate but be honest. Do not make false promises.
- Inform learners why there might be curfews or restrictions to their movement outside.
- Remind your child that you are there to take good care of them.
- Remind learners that this situation will not be forever (but do not give false promises).
- Do not keep the news media on the whole day.
- Avoid talking about the number of seriously ill, injured or deceased people.

Do you think these are relevant for you / us / in your situation? If yes, how? If no, why not, and when could they be?

### Practical Strategies to Support Learners Psychosocially (5')

Hello again! In this session, we will try to be more practical regarding the strategies that we can use to reduce stress and mental burden. Some of them might help our learners, some might help you as a teacher, and some of them might help families or the school community in general.

It's very important to understand that when we talk about WELLBEING, we always refer to the wellbeing of everyone: learners as well as teachers.

### Stress Busters (15')

School closings, sick or injured friends and family members, isolation at home – these and other factors can cause anxiety and stress for children during a crisis situation.

These STRESS BUSTER prepared by Save the Children's Our Heart Program (see the links at the bottom of the next page) are some drama-based relaxation exercises. In this document, there are five simple techniques. We are going to try one of them now.

❗ You can choose one of the stress busters suitable for the participants and facilities you have. Think of a fitting online platform. You can also encourage the participants to try one of them with their learners and report back how it worked.

### The Book “My Hero is You” (20’)

“My Hero is You” is a story written for children around the world affected by the COVID-19 pandemic. This book can be read by a parent, caregiver or teacher to a child or a small group of children. It offers support for addressing topics related to COVID-19, helping children manage different feelings and emotions. It is advisable to provide some time to reflect on the story with the children and to ask questions and share feelings about it.

Open the following link and see if you can find your local language there, too. You have 10 minutes to browse the book.

[My Hero is You, Storybook for Children on COVID-19 | IASC](#)

Why do you think the title of the book is “My hero is you”?

! Let the participants share their thoughts. These questions encourage participants to read the book and understand its meaning.

Great! It’s a story to EMPOWER children and let them know that they can also FIGHT coronavirus as real HEROS!

### Other resources regarding psychosocial support (PSS) for a disease outbreak or a crisis situation (10’)

! This last section can be further developed by choosing one of the activities according to the age group we are targeting/the participants are teaching. In each of the next two documents - PSS and Learning Kits - there are different activities/games that could be done with the participants themselves so they can understand them.

It is advised that this part is adapted for the participants according to their needs and context.

Finally, there are some activities that can be useful depending on the children’s age. Next, I will share two documents with activities for children of different ages: [INEE PSS and Learning Kits](#) (Age Groups: under 6, and from 6 to 13)

! Other topics to be considered within this topic:

- Differences regarding psychosocial support in the classroom and in distance learning
- Positive discipline
- Physical safety (NO to corporal punishment)
- Local organizations to support wellbeing (child protection)

#### Useful links:

- [Stress Busters](#) from our Heart Program by Save the Children
- [My Hero is You](#) - Story on how kids can fight COVID-19 by the Inter-Agency Standing Committee (IASC). Other translations such as Tigrinya, Arabic, Spanish and many others can be easily found [here](#).
- [INEE PSS and Learning Kits](#) (Age Groups: under 6, and from 6 to 13)

## 4.3 Identifying Psychosocial Needs in Distance Learning

Suggested overall duration: 50 min

### Objectives for the specific training session

- To learn how to identify psychosocial needs in distance learning and provide support

### Challenging Behaviour (10')

The first step to prevent behavioural challenges is to identify the problem. Misunderstanding a volatile situation can be hard to root out later. Pupils with behavioural challenges might need extra guidance and attention in distance learning. Challenging behaviour in distance learning may come out as...

! Discuss the following list and examples with the participants. Introduce the list and encourage comments and questions from the participants.

- Having a bad attitude and/or lack of motivation
- Repeatedly saying they can't attend or aren't interested
- Not returning assignments or participating in activities
- Saying or writing nasty comments or threats to the teacher or other learners
- Deliberately trying to generate chaos and a bad atmosphere
- Writing or drawing inappropriate answers to assignments/tests/other schoolwork
- Bullying or violence (on the internet/online class/social media...)
- Being reserved and retreating in a passive-aggressive way

! Share your best practices for classroom management in general (use e.g. the chat, small groups, learning applications, or other applications).

### Mental Disorders (30')

About one in ten children has a mental health disorder. The more challenging the environment your learners are living in is, the higher the risk of developing a mental health disorder. Schools and teachers are in the frontline when it comes to supporting learners' mental health and wellbeing.

The most common mental disorders are anxiety, low mood/depression and self-harming. These might be hard to observe especially in distance education.

! Discuss the following list and examples with the participants. Introduce the list and encourage comments and questions from the participants.

Mental disorders in distance learning may come out as...

- Having a bad attitude and/or lack of motivation
- Repeatedly saying they can't attend or isn't interested
- Not returning assignments or participating in activities



- Being reserved or not willing to interact with anybody or choosing only one person to interact with
- Telling you that they're feeling low or depressed or want to harm themselves
- Not caring about school or seeing anything good coming in the future
- Not showing up or answer calls
- Not turning on the camera or saying anything during online classes

❗ Introduce the following list to the participants. Discuss the list and examples. Encourage comments and questions from the participants.

Useful tips to try if you suspect your learner might need psychosocial support:

- Talk to the learner. Be straightforward, ask both specific and open questions (Do you feel like you want to harm yourself? What makes you feel like that?).
- Talk with the parents. First make sure the learner is not a victim of domestic abuse.
- Stay calm and supportive, don't let your own feelings or opinions affect how you talk to the learner.
- Praise and reward the learner who takes small steps forward e.g. comes to an online class or returns an assignment in time.
- Value what the learner says, don't disregard or belittle their feelings.
- Avoid stigmatisation.
- Be aware of the risk factors. If you know that a learner is self-destructive or even suicidal, have regular outreach calls and ask help from your colleagues or other informed sources. Share your concerns, but remember to be sensitive to confidentiality obligations. Learn the difference between confidentiality obligations and right of access to information.
- Empathise and lower your standards for learning outcomes.
- Ask the learner kindly to turn on their camera, answer your calls or if possible, come visit the school regularly.

### Activity 1. Group discussion (10')

❗ Share your best practices for individual support with your learners (use e.g. the chat, small groups, learning applications, or other activating applications such as Flinga or Jamboard). Save enough time for everyone to present their ideas. You can also compile together a visual "checklist" or list of tips to be sent to the participants after the session.

Thank you all!

# MODULE 5. LEARNER-CENTRED METHODS IN DISTANCE EDUCATION



**Francis Ojok** – working with FCA in Bidibidi Refugee Settlement as a Play and Learn Assistant.  
PHOTO: ESTHER RUTH MBABAZI

This module is a part of the **FCA & TWB Teacher Training Manual for Distance Education and Digital Pedagogy**. *Learner-Centred Methods in Distance Education* is one of the eight (8) modules of the wider manual. This module can be used independently or together with the other modules.

The core objectives of this module are introducing or revising principles of learner-centred teaching methods as well as discussing the implementation of those principles in a distance education context. Both “how to” and “to whom” perspectives will be taken.

## 5.1 Learner-Centred Methods

**Suggested overall duration: 1 h**

<b>Objectives for the specific training session</b>	<ul style="list-style-type: none"> <li>• To learn to define learner-centred teaching methods (and implement them in teaching)</li> <li>• To learn to select learning activities which engage and activate learners in a distance learning context</li> </ul>
<b>Suggested tools</b>	<ul style="list-style-type: none"> <li>• Google Classroom or Microsoft Teams as a training platform, Flinga, Padlet, Google Jamboard, Mentimeter, AnswerGarden</li> </ul>

### Intro (5')

❗ It is recommended that the facilitator starts by going through practical advice and training rules (found in the general introduction) before starting the session with the training content.

You can say/write:

Dear everyone! Thank you for all the efforts you have already put towards this training and developing yourselves within the DISTANCE LEARNING context. A lot of learning has taken place.

Introduce yourself/yourselves.

I am here for you. If you need support, have problems with your device, or anything else, please let me know.

In this module of the training, we will be focusing on A LEARNER-CENTRED APPROACH TO DISTANCE LEARNING and the importance of it. This training consists of three (3) parts:

- 1. Learner-Centred Methods**
- 2. Applying learner-centred teaching methods in distance learning (making learning remotely active and engaging for all)**
- 3. Learning-to-learn skills in distance learning skills**

❗ If applicable, you might ask the participants to introduce themselves and share their expectations for this training, allowing time for questions. Discuss the expectations and questions briefly.

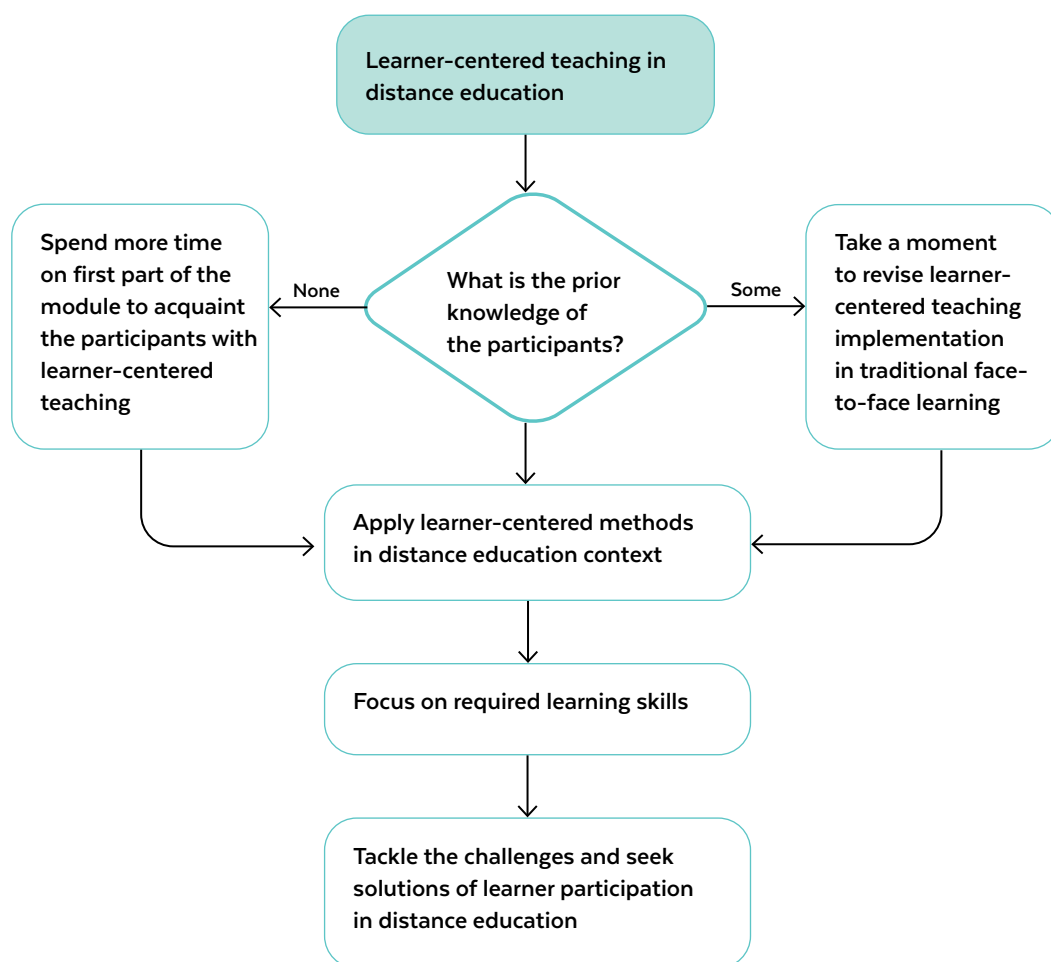
I warmly recommend having a notebook ready and taking notes for later.

## Introduction (5')

For the next two hours we will be discussing learner-centred teaching, use of active and engaging learning methods in an online teaching context and how to tackle challenges distance learning might bring. By the end of this training, you will be able to:

- define learner-centred teaching methods (and implement them in teaching);
- select learning activities which engage and activate learners in distance learning contexts;
- recognise learners' different abilities in distance learning contexts and use relevant teaching methods and learning activities;
- report challenges in distance teaching contexts and solve problems based on participants' contexts.

### LEARNER CENTERED TEACHING PROCESS (in Remote Learning Context)





❗ Below is the first group work activity to familiarise participants with online collaborative thinking tools which they can use also in their lessons. You may use online collaborative thinking tools to record and share this activity with participants. Familiarise yourself first with options on how to divide participants into smaller groups. Will you keep the same small groups throughout the training or is it possible to mix the groups?

Usually, it is best to appoint roles in the group to smoothen the beginning of the assignment. For instance, the notetaker can be the one whose family name comes first in the alphabet, is the oldest/youngest, has got the most/least teaching experience etc.

### Activity 1. Icebreaker (10')

Next, we will be working in smaller groups. When divided into your groups, please take 7 minutes to first introduce yourselves, and then discuss what 'superpowers', or core skills, teachers have. Discuss also why your group chose those particular superpowers. Each group will have a chairperson (to lead and organise the discussion), a time manager, a spokesperson and a notetaker to take notes. The spokesperson (can also be the notetaker) summarises the discussion to other groups.

After the group discussions, go through discussion summaries together.

Thank you all. It truly takes a superhero to do your job. There are many skills you need on a daily basis. It is not an easy job.

Let's continue with today's topic, learner-centred teaching and how to implement that in the classroom.

#### Tip!

Group work for icebreakers. Use an appropriate method such as **Google Classroom** or **Microsoft Teams "Rooms"** to create small groups or create groups by hand before or during the training.

**Icebreaker:** You may use a culturally contextualised image of a superhero for visualising the task.

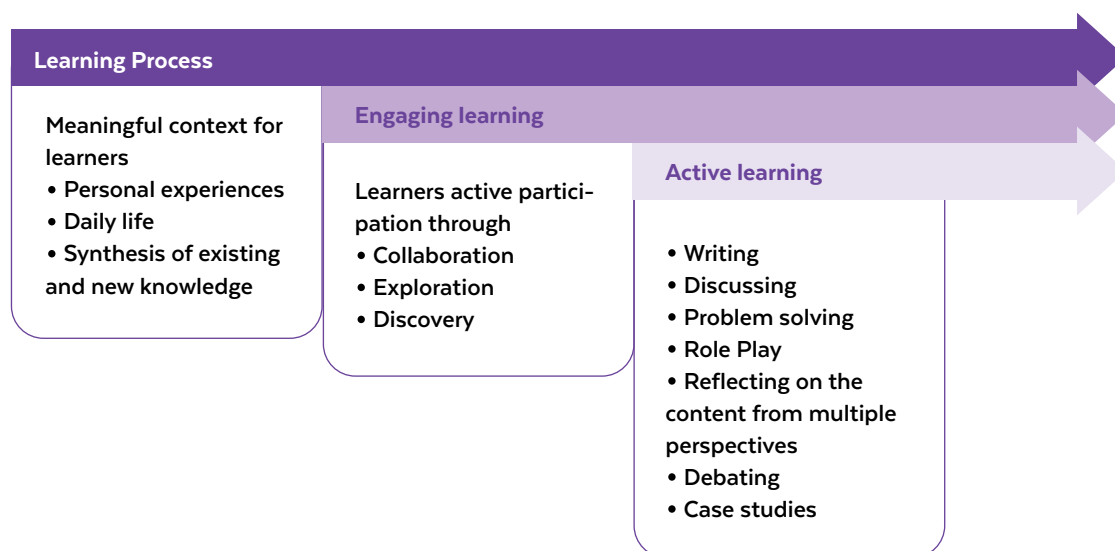
### Defining: Active and Engaging Learning (10')

Active learning is any approach to instruction in which all learners are asked to actively take part in the learning process. Here are some examples of active learning methods: writing, discussing, problem-solving, role play, reflecting on the content of learning from multiple perspectives, debating, interviewing, creating a mind map, conducting small-scale research, study visits, and case studies.

Engaging learning is the process in which learners actively participate in their learning through collaboration, exploration, and discovery with peers. Engaging learning derives from learners' experiences.

The learning process starts by activating a meaningful context in learners' minds. This can be done by starting from learners' prior knowledge on the content in the beginning of each lesson, then progressing to the topic of the day followed by activities of active and engaging learning methods.

## ACTIVE AND ENGAGING LEARNING PROCESS



Adapted from the presentation of TWB Distance Expert Annika Nieminen 2021.

### Activity 2. Active Learning Methods (15')

Online tools such as [Flinga](#) or each group takes notes and shares them via screen to other participants.

It is time for a group assignment. You will all be divided into smaller groups.

First, take a moment to introduce yourself: your name, teaching experience (years of teaching), grades you teach as well as subject(s).

Second, choose together one subject and one topic within that subject. Write that down on our online collaborative thinking tool. Then plan how to apply active and engaging learning methods in a face-to-face learning situation with your class. How can you meet learning objectives on that topic? Each group will have a chairperson (to lead and organise the discussion), a spokesperson, a time manager, and a notetaker (can also be the spokesperson) to take notes. The spokesperson summarises the discussion for other groups.

If you have extra time, repeat the exercise with another subject and topic.

Each group will have a bit of time to present their outcomes.

If you keep the groups the same, instruct participants to rotate the role as activities change.

#### Small group work:

Revision on what they remember, which methods are used most.

Dividing participants into smaller rooms, function offered by at least Microsoft Teams, Zoom, Google Meet

Online collaborative thinking tool such as Flinga



### Activity 3. Presentations (15')

Thank you all for your active participation. I can see you all put excellent effort into this assignment. Let us take a moment to go through your work.

! Save enough time for everyone to present their work, and for questions and follow-up discussion.

## 5.2 Applying Learner-Centred Teaching Methods in a Remote Learning Setting

Suggested overall duration: 50 min

### Objectives for the specific training session

- To learn to apply learner-centred teaching methods in a remote learning settings

### Theory-base: “Why Active Learning Methods are a Good Choice?”

Active learning methods help promote application of knowledge and analysis. They also engage learners in deep rather than “surface learning”. This enables learners to apply and transfer knowledge better to their everyday life.

### Activity 1. Advantages and Disadvantages of Distance Teaching and Learning (20')

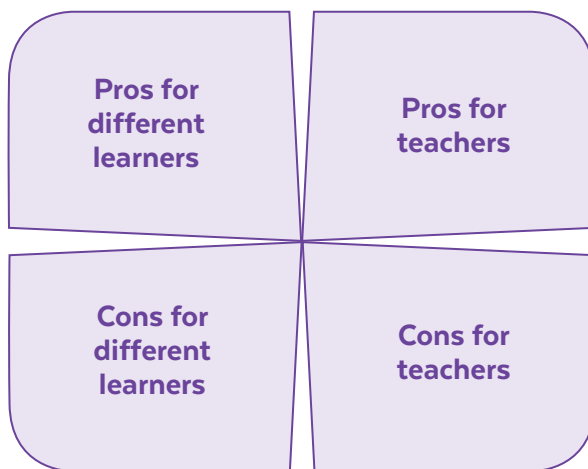
Everything in life has pros and cons. In your opinion, what are the pros and cons of distance teaching? What about remote learning? You can now share those perspectives in your small groups. Take 12 minutes to discuss and take notes. Each group will have a chairperson (to lead and organise the discussion), a spokesperson, a time manager, and a notetaker to take notes. The spokesperson (can also be the notetaker) summarises the discussion to other groups.

! On the positive note, distance learning allows learners of different learning abilities to advance at their own pace. Those with higher learning abilities are likely to be more independent, allowing the teacher to spend more time supporting those with lower learning abilities and special educational needs.

The first major challenge of distance learning is the lack of equipment for learning.

Secondly, learners and teachers may not be familiar with technology and applications that are used in distance learning. A lot of time may be needed from teachers to operate as “technical support” for both learners, as well as parents.

## DIFFERENT ASPECTS OF DISTANCE LEARNING



### How to Convert Classroom Methods into an Online Learning Situation? (15')

Tangible solutions on how to apply active learning in distance learning. Discuss the following list and examples with the participants. Introduce the list and encourage comments and questions from the participants.

- Identify the learning objectives of the lesson.
- Think of the elements that you find important for reaching those learning objectives in a contact learning situation.
- How can you convert those elements into distance learning?
- How can you make sure that active learning is promoted in a distance learning context?
- How to use available materials and tools to engage learners in learning?

### New Ways to Communicate with a Class (15')

Share your best practices (use e.g. the chat, small groups, learning applications, or other applications, etc.) and ask the participants to do the same.

## 5.3 “Learning-to-Learn” Skills in Distance Learning

Suggested overall duration: 1 h 20 min

### Objectives for the specific training session

- To recognize learners’ different abilities in a distance learning context and use relevant teaching methods and learning activities
- To report challenges in a distance teaching context and solve problems based on participants’ contexts

### Development of a Child – Cognitive Skills (30’)

Now let’s take a look at this presentation “Intellectual Development of School-Age Children” together about the intellectual development of school-age children and then discuss.

You must open the link below and take your audience through the slides. You may want to read the content of the slides aloud. During reading, you may stop and make sure everyone understands the terms used in the slides or you can come up with your own examples, e.g. when explaining deductive reasoning vs. inductive reasoning. Allow time for questions and comments.

When doing our following group work, please remember what can be expected of children of different ages, regarding the development of their cognitive skills at their specific age.

Slides: [Intellectual Development of School-Age Children](#)

### Skills Required in Any Situation Learning

- Self-organisation,
- Perseverance,
- Courage,
- Creativity,
- ICT skills

What is the teacher’s role here in supporting pupils?

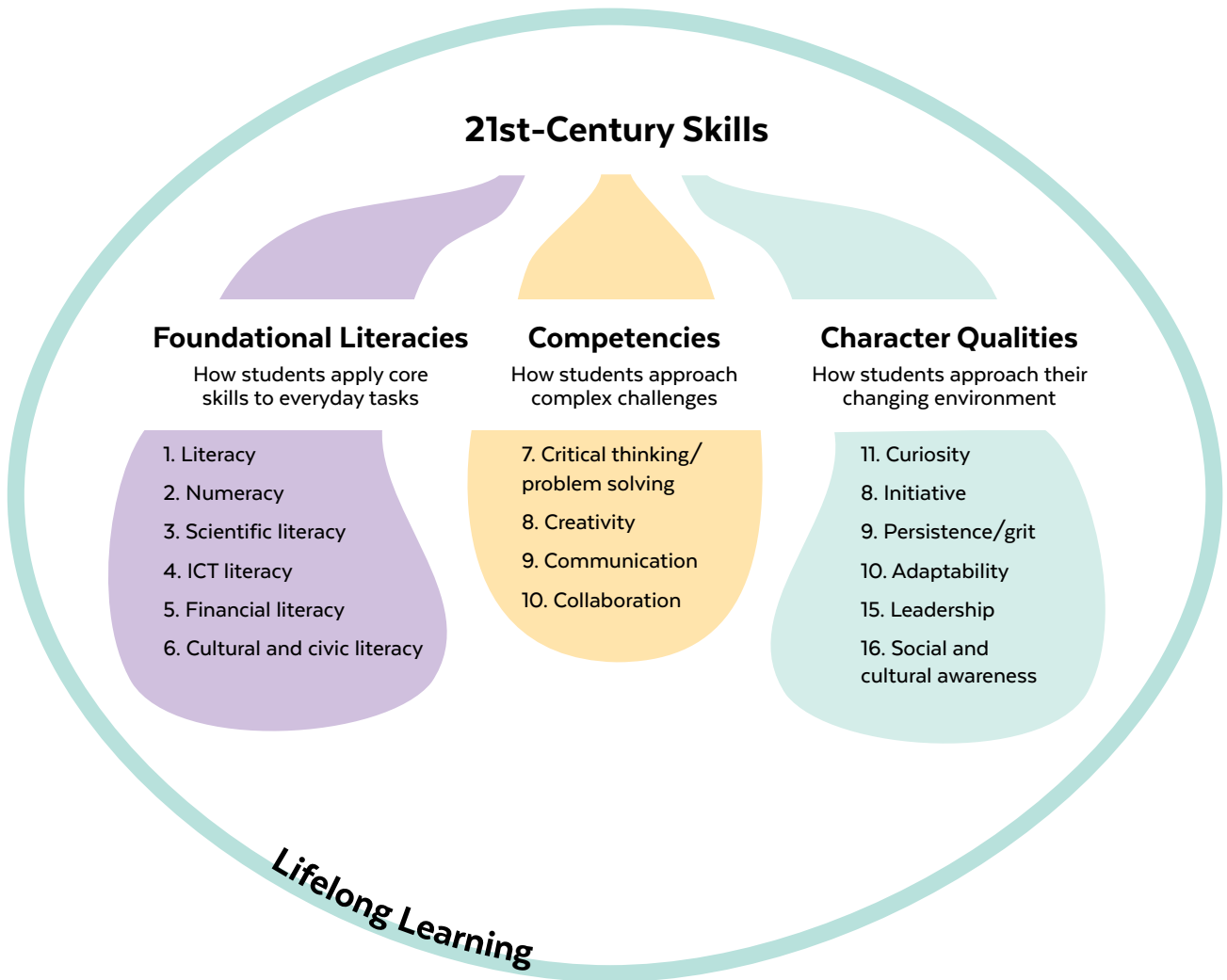
! Share the image from below. Let participants briefly discuss the 21st Century Skills listed by OECD. Discuss thoughts at the end.

### 21st Century Skills in Action in Distance Learning (10’)

What can learners from different age groups perform? How to support the development in a local context?

! Discuss and share best practices. You can use an online tool such as Flinga to present questions.

## WORLD ECONOMIC FORUM: STUDENTS REQUIRE 16 SKILLS FOR THE 21<sup>ST</sup> CENTURY



Adapted from "World Economic Forum: Students Require 16 Skills for the 21st Century"

## Facing the Challenges – Solutions in a Distance Education Context (25')

So far, we have revised what learner-centred teaching means, with examples of active and engaging learning methods. We have also had a brief look at the development of children's cognitive development at different ages, with skills learners need to learn in distance classes.

To be a teacher is to work with hope in your heart even in the most difficult situations.

In this section, we acknowledge the challenges distance classes have. However, bear in mind that all coins have two sides, including distance learning.

Your next assignment in this section is to have 15 minutes in small groups of five to **define pros and cons of distance learning both from learners' and teachers' perspectives**. Each group will have a chairperson (to lead and organise the discussion), a spokesperson, a time manager, and a notetaker to take notes. The spokesperson (can also be the notetaker) summarises the discussion for other groups. Think of the following three aspects:

1. Physical equipment (and the lack of them);
2. Communicating with pupils (and the lack of it);
3. Supporting the learning.

! Save enough time for everyone to present and discuss their work. You can use an online tool such as Flinga to present questions.

## Conclusion and Closing (15')

1. Revision of objectives for this module
2. Summary on content – discuss with the group – questions & comments

Thank you all for your active participation!



# MODULE 6. HOME SUPPORT



Parental and caregiver support in learning at home can make a notable positive contribution to child development - globally and, for example, in South Sudan.

PHOTO: ANTTI YRJÖNEN / FCAI



This module is a part of **FCA & TWB Teacher Training Manual for Distance Education and Digital Pedagogy**. *Home Support* is one of the eight (8) modules of the wider manual. This module can be used independently or together with the other modules.

## 6.1 General Approach to Home Support, and Differences Between Learning at Home and School

**Suggested overall duration: 1 h 40 min**

<b>Objectives for the specific training session</b>	<ul style="list-style-type: none"> <li>• To discuss and gain new perspectives on home support</li> <li>• To become familiar with recommendations for learners' learning at home</li> <li>• To be able to support parents supporting their children's learning</li> <li>• To be able to respond to the need for a positive and safe learning environment at home</li> <li>• To be able to create a working home-school collaboration and a trusting teacher-parent partnership</li> </ul>
<b>Suggested tools</b>	<ul style="list-style-type: none"> <li>• Google Classroom or Microsoft Teams as a training platform, Flinga, Padlet, Google Jamboard, Mentimeter, AnswerGarden</li> </ul>

### Intro (10')

**!** We recommend that the facilitator starts by going through practical advice and training rules (found in the general introduction) before starting with the training content.

You can say/write:

Dear all!

Thank you for all the great efforts you have already put towards this course and developing yourselves within the DISTANCE LEARNING context. Great work and a lot of learning has taken place.

Introduce yourself (and other facilitators) to the participants. I am here for you. If you need help, have problems with your phone or anything else, please let me know.

SEND PICTURE "Network of Wellbeing" from the page 20.

Let us keep up the great work done so far!

In this training, we will be focusing on **HOME SUPPORT and its role in distance education**. By home support, we mean the different ways in which learning can be supported when the learner is studying at home in a distance learning situation.

! If applicable, you might ask the participants to introduce themselves and share their expectations for this training, also allowing some time for questions. Discuss the expectations and questions briefly.

I warmly recommend that you have a notebook ready and take notes for later use.

Today we will be talking about what is happening at home during remote learning setup, and how we, as teachers, can support learning at home.

The learning objectives for this session are:

- To discuss and gain new perspectives on home support
- To become familiar with recommendations for children learning at home

Do you have any questions regarding the session topic or learning objectives at this point? Please post your questions here (use an appropriate application, e.g. Padlet). Take time to answer the questions together.

## Keywords (10')

Please read this text (TEXT: Home support) and try to identify a couple of keywords on home support. Please post the keywords here (use an appropriate application, e.g. Mentimeter or AnswerGarden).

! The image is an extract from the Palestinian Ministry of Education Back to School 2020 response to COVID-19, and it can be a starting point to brainstorm. Briefly comment on the collected keywords before opening the discussion.

**“Home and schools are always natural partners in raising and educating children. Home is the first school for the student, while the school is the second. Thus, communication, cooperation and harmony between home and school, concerning the educational and learning affairs of the students is vital at all circumstances, especially during emergency conditions. Let’s make house teaching a nice space for a comfortable interactive educational process, away from the pressure of examinations and grades. In all circumstances, we shouldn’t add to tension at home, by crowding too many educational assignments into already the crowded houses that struggle with the burden of technical and logistic arrangements. We want to see a family engagement to the extent they can and wish to have, in managing their educational affairs at home. We take into account the fact that there is a natural variation in the knowledge, abilities and commitment of the families, a result of which is a variation in the nature of the role they can play in education at the family level.**

Ministry of Education, Palestine – Back to School 2020

## Activity 1. Differences between learning at home and school (20')

- What are the main differences between learning at home and in school? (Examples: socialising with other learners and adults, stress, solitude, lack of resources...)
- How do you see a situation of distance learning against home-school relationship and cooperation? What things do you consider relevant here?
- What aspects should be reinforced?

⚠ Leave some time for everyone/each group to share their thoughts. If there are a lot of participants, place them in smaller groups to make sure everyone gets to participate (if they are comfortable doing so), or use a collaborative tool such as Flinga or Jamboard to share ideas. This supports contextualising the rest of the training content.

A distance learning situation can have an impact on the learner's wellbeing (SHARE the image: Safety-Participation-Development, see also MODULE 3: Psychosocial and Emotional Wellbeing for further reference). This is a picture of a wellbeing flower that some of you might have seen before. What do you think, are there some petals that may easily be at risk in a distance learning situation? Can we support families to overcome these difficulties?

Introduce the image and encourage comments and questions from the participants.

IMAGE: Wellbeing flower

### WELLBEING FLOWER



## 6.2 Parental and Caregiver Support in Distance Learning

### Activity 2. Posters (20')

It's important that we, as teachers, know how parents can support their children who are learning at home. From needs assessments conducted in schools during the COVID-19 pandemic, we know that both learners, teachers and parents all felt that in a distance learning situation, a double effort is required from them. Clearly, this is not the ideal situation. We will now consider how teachers can support parents.

**! NOTE:** As this material has been originally developed during the COVID-19 pandemic, it is recommended to adapt the training content to the training context accordingly well in advance, or mention this to the participants.

In this session we will learn:

- Recommendations and tips for parental support in distance learning
- Suggestions for parents when supporting their children learning at home

Learning at home may be very different, with different resources and support mechanisms for different learners. Not all of them might be able to tell us if they are doing well, or not. The teacher should carefully observe learners and have individual contact with them to see how they are doing and feeling when learning at home.

We all might have some degree of experience of distance teaching and learning. Let's share some of our best practices together. Please think of a recommendation for learning at home. Write and send the recommendation here (use an appropriate application, e.g. Flinga or Jamboard). Take time to answer the questions together.

Discuss the participants' comments and answers together. Give space for further comments and questions from the participants. Remember to thank for sharing.

In a distance learning situation, as a parent/teacher, you may find yourself in a challenging situation which can seem hard to manage. Many parents are wondering how to support their children during this time, reduce their stress and help them to keep learning. I will now share a list of recommendations together with some images, taking into account different types of learning needs.

Share the pictures with recommendations from next page. Some pictures might not be relevant to the training context, you might find more suitable alternatives. These pictures and the POSTER shared in the next activity are complementary and they help to reinforce the information.

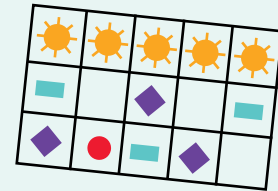
1. Keep routines during school closures
2. Coping with stress
3. Model basic hygiene and healthy lifestyle practices
4. Playing is learning
5. Keep a secure and a stimulating environment
6. Make use of the outreach rehabilitation services
7. Maintain contact with specialised resources if needed
8. Find out about the existing distance learning programs
9. Maintain socialising times
10. As a parent, take good care of yourself

**! Allow time for comments and questions. Listen to your participants' ideas to understand the contextual situation and need(s).**

## TIPS FOR PARENTS AND CAREGIVERS DURING TIMES OF REMOTE LEARNING

### 1. Keep Routines during School Closures

Structure the day with learning and leisure activities as routines can help children to feel more secure. Visual pictograms / symbols or even hand-drawn simple pictures can be useful to explain what is happening next and to reassure them about the continuation of familiar activities.



### 2. Coping with Stress

Try to reduce your child's level of stress by talking with them in a calm manner, adapted to their level of understanding about why they are staying home and what your daily structure will be during this time. Do not try to ignore discussion about this as it can make things more difficult.



### 3. Model Basic Hygiene and Healthy Lifestyle Practices

Practice daily good hygiene. Encourage your child to practice these simple steps to prevent spreading viruses or bacteria. Set healthy and safe routines, and encourage your child to eat properly, get enough sleep, and move regularly; this will help them develop a robust immune system to fight off illnesses.



### 4. Playing is Learning

Make learning as fun and playful as possible especially for young children. Encouraging play is also an important way to promote wellbeing. Use what is available nearby or at your home. If parents or caregivers structure their child's play, it can also promote learning.



### 5. Keep a Secure and Stimulating Environment

As a parent or a caregiver, you can do a few things to make children feel more secure and activated during exceptional times. Support your child's independence in daily activities. If this is difficult for them, let the child do the activities while supervising and encouraging them. Simple pictures or pictogram prompts can help too. Encourage your child's active participation in developing self-management and functioning skills.



### 6. Make use of the Outreach Rehabilitation Services

Outreach rehabilitation services might be in place in some areas despite the situation. Stay informed about the opportunities in your community. They may be available to support through SMS and phone catch ups if physical visits are not possible in the short term.

The volunteers can provide particular support such as educational activities to promote cognitive development, help students catch up on classes, and help make sure children return to schools once they re-open.



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### 7. Maintain a Contact with Specialized Resources

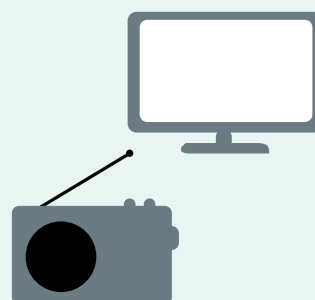
If, your child usually receives individualized support for his/her learning helped by an itinerant teacher or a volunteer/classroom assistant during school terms for example, it is essential to maintain contact. If an individualized plan exists, discuss the activities that you can prioritize and how to implement them. Home visits, and video messages sent by phone could also be arranged in the interim, when appropriate.



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### 8. Find Out about the Existing distance learning programs

In most of the countries, distance learning programs are being developed through different channels (TV, internet, radio). As a parent, it can be difficult to provide the right support to his/her child's learning. You should try to keep informed about the existing distance learning programs developed in your country and if possible, try to make a good use of it for your child. Ask you child's teacher or other educational staff for information.



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### 9. Maintain Socializing Times

Maintain socializing times with people outside the home on a regular basis (family, friends from school) if possible via the telephone or social networks. Schedule a time for your children to maintain links and communication with peers where possible.





## 10. As parent, take good care of yourself

When parents are anxious, children are too. It is important to take care of your self as a parent. You must be informed, but be careful not to listen to a loop of information channels that can increase anxiety. You can also do breathing or relaxation sessions, with or without your child.



### Parenting tips during COVID-19 - POSTERS

Now I would like to share a set of posters with you. There are versions of these posters in several languages, and they can be shared regarding PARENTING and ACTIVITIES FOR ALL AGES. As a teacher you can advise parents when managing their children's learning at home. You could share these posters with them, too.

#### COVID-19 PARENTING POSTERS:

1. [One-on-One Time](#)
2. [Keeping It Positive](#)
3. [Structure Up](#)
4. [When Children Misbehave...](#)
5. [Keep Calm and Manage Stress](#)

❗ If conducted face-to-face, print each POSTER that appears in the five links above. Participants would benefit by having them in front of them as they will work with them for the next hour. You can also share the links with them already beforehand. As a pre-task, you could ask them to have a look at the posters and think about the issues raised.

Explain that even though the posters were designed for the exceptional distance education situation caused by the COVID-19 pandemic, most of the advice applies to any distance learning situations.

1. **ONE-ON-ONE TIME.** Spending a minimum of just 20 minutes of sharing time with the learner can help their motivation. Have a look at the poster and share with the group what can be relevant, or what you have used with your learners. One-on-One Time
2. **KEEPING IT POSITIVE.** Encouraging learners, praising them, giving positive instructions is crucial for their self-esteem. Keeping It Positive
3. **STRUCTURE UP.** Making new routines can help learning. At the end of the day, take a minute to think and share how the day was. Structure Up
4. **WHEN CHILDREN MISBEHAVE...** All children misbehave when they are tired, hungry, afraid, or learning independence. Redirect, giving consequences or taking a pause might help. When Children Misbehave...
5. **KEEP CALM AND MANAGE STRESS.** Take a break, take a pause! Parents are also humans. Look at these steps: Keep Calm and Manage Stress

These parenting tips can be very helpful. If you click on each of the links, you will see a POSTER with the TIP, the steps to use it, and some other useful information.

! Divide the participants into five groups and give each group a link to one of the posters, which they go over together (in 10 min). Then ask them to share the core message of the given poster with the rest of the group. All participants can think about whether this is suitable to their context or not, and can raise some questions if needed.

### Activity 3. Digital posters (30')

These tips are VERY USEFUL. We, as teachers, can acknowledge them, but also support parents by collaborating with them. These recommendations and tips can be a way to help parents on their approach at home.

Finally, here are some social media squares you can share with parents to support them. They are made to be easily shared.

Share an example of “a parenting square” from the next page.

Now, individually or with a pair, select a digital square, and translate it into your own language. You can make your own posters with these sentences. Once you have translated it, decorate it with some colours and share it with the rest of the participants. Use an online platform or a suitable tool for sharing e.g. Jamboard could work nicely. Ensure there is enough time for this activity.

These posters can be used to spread a positive approach across the school community. They could be distributed within the school and with families and help us all to overcome stressful situations. They are made to be easily copied and pasted in any device. Simple efforts like these can change the families’ attitudes towards their children and alleviate the stress.

If a parent needs immediate support with their children, you as a teacher can always provide a “first-aid checklist” for a parent (a WhatsApp message, a phone call, text message, e-mail...). Following up with the parent may increase the parent’s sense of support from and collaboration with the school. If your time allows, you might consider sending a message or making a phone call once in a while to ask how they are doing now and if more support is needed.

To prevent parents’ feelings of helplessness, a meeting with the teacher might be a good idea to discuss together how they can support their child in a distance learning situation. A meeting like this also gives the parents the possibility to ask questions and encourages positive collaboration between the home and the school.

Here are some learning at home tips for a student/a parent:

- If possible, set up a quiet space for studying in your home
- Provide a specific place and time at home for homework - make sure there is “an end time” for the school day as well
- Give the students a reasonable pace for completing their schoolwork
- If there are difficulties in using technology needed for online learning, contact the teacher for assistance
- Keep consistent routines and expectations
- Insert breaks in the schedule for fun activities and physical activity
- Provide opportunities for time away from screens
- Have some flexibility in the schedule

What else would you add to the list? Let the participants share their ideas.

**Laughing out loud  
will always beat  
shouting out loud.**

**Fun is...**  
dancing round the kitchen  
with your kids for 10 minutes.

For more **Parenting** tips during COVID-19  
go to [www.unicef.org](http://www.unicef.org) or [www.who.int](http://www.who.int)



unicef  for every child

**They love to ask  
questions you don't  
want to answer.**

**Honesty is...**  
having open communication  
with your child when  
they ask questions.

For more **Parenting** tips during COVID-19  
go to [www.unicef.org](http://www.unicef.org) or [www.who.int](http://www.who.int)



unicef  for every child



# MODULE 7. INCLUSIVE EDUCATION



**Chhnang Sokna studies ICT at Regional Polytechnic Institute Techo Hun Sen Siem Reap. She wants to inspire more women to also work in the ICT field.**  
PHOTO: WOMAN'S BANK, © ROUNRY PHOTOGRAPHY



This module is a part of **FCA & TWB Teacher Training Manual for Distance Education and Digital Pedagogy**. *Inclusive Education* is one of the eight (8) modules of the wider manual. This module can be used independently or together with the other modules.

## 7.1 Inclusive Education – Each Learner is Different and Valuable

**Suggested overall duration: 50 min**

<p><b>Objectives for the specific training session</b></p>	<ul style="list-style-type: none"> <li>• To acknowledge we are all unique and learn in a different way</li> <li>• To understand the meaning of inclusive education</li> <li>• To acknowledge that every child is different and has the right to education</li> <li>• To reflect on the different groups of learners they have in their classrooms and how these groups may have a disadvantage</li> <li>• To identify the types of learners we have in our context</li> <li>• To identify the most vulnerable and learners with special educational needs in the context of distance learning</li> </ul>
<p><b>Suggested tools</b></p>	<ul style="list-style-type: none"> <li>• Google Classroom or Microsoft Teams as a training platform, Flinga, Padlet, Google Jamboard, Mentimeter, AnswerGarden</li> </ul>

### Intro (15 min)

**!** It is advisable that before you start with training content you, go through the mutually agreed ground rules (found in the general introduction).

Dear all!

Thank you for all the great efforts you have already put towards this course and developing yourselves within the INCLUSIVE EDUCATION context. Great work from everyone and a lot of learning has already taken place.

Introduce yourself (and other facilitators) to the participants. I am here for you. If you need help, have problems with your phone or anything else, please let me know.

Send the picture “Network of Wellbeing” from the page 20.

Let us keep up the great work done so far!

In this training, we will focus on INCLUSIVE EDUCATION and what it means in a remote learning setting. The training consists of three (3) parts:

- 1. Inclusive education – Each learner is different and valued**
- 2. Contextualising inclusive education in a distance learning context**
- 3. Inclusive return to the school – looking for opportunities**

If applicable, you might ask the participants to introduce themselves and share their expectations for this training, allowing some time for questions. Discuss the expectations and questions briefly.

Let us begin with the first part. Please, have your notebooks ready!

Today we will be talking about what **INCLUSIVE EDUCATION** is, and how we, as teachers can support all learners through inclusive teaching and learning approaches.

The learning objectives for this session are:

1. To acknowledge that we are all different and learn in different ways
2. To understand the meaning of inclusive education
3. To reflect on which different groups of learners we have in our classrooms, how these groups may be disadvantaged

Do you have any questions regarding the learning objectives at this point? You have 2 min to post your questions here (you may use an applicable online tool or platform here e.g. a chat box, a Jamboard collective board or post it -notes).

**i** Make sure you have some time to answer the questions. If you are not able to answer them all at once, write the questions down and return to them later.

### Activity 1. Icebreaker - We are All Different (10')

I'm going to ask you some random questions, and you only have to type the thumbs up emoji if your answer is "yes". For instance: "Are you a woman?" All participants identifying as women should send a thumbs up emoji. Are you ready? If yes, please type a thumbs up emoji to start.

Give some time so everyone can find the thumbs up emoji and is ready to start.

First question:

- Do you have less than 5 years of teaching experience?
- Are you taller than 1,70 m?
- Do you have children?
- Can you sing?
- Do you know more than 2 languages?
- Can you paint a portrait of a person?
- Can you find four words that rhyme with the word DOG?
- More questions can be added according to the context. The goal is to find out the differences between participants.

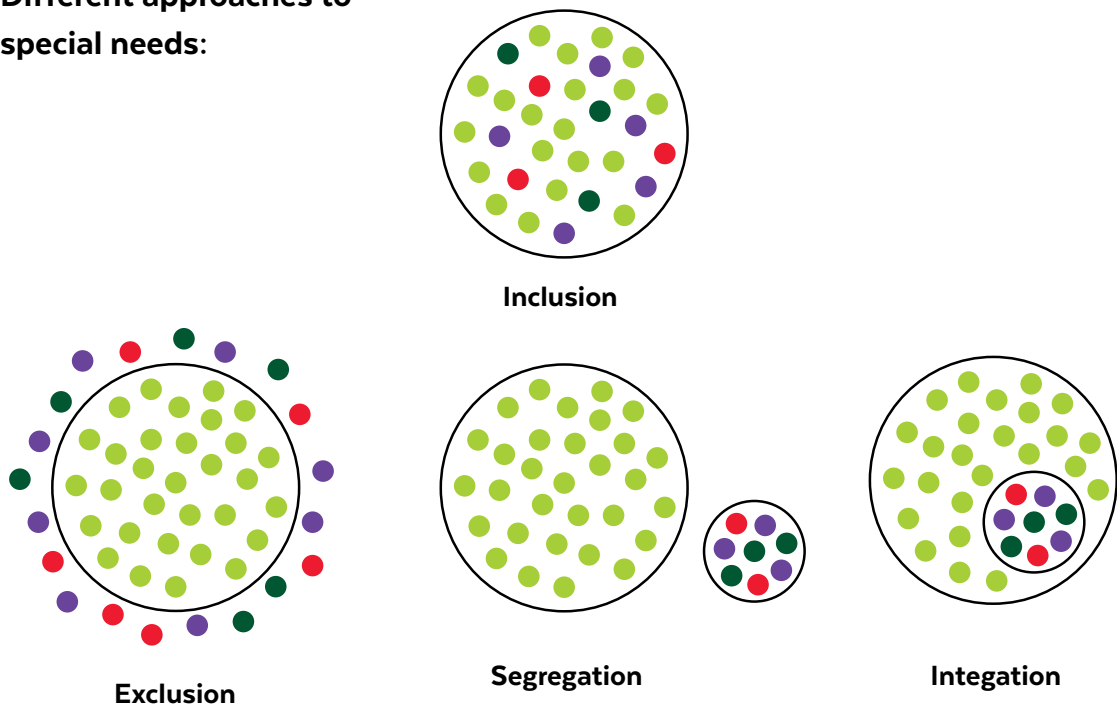
As we can see, we are all different. Some of us can paint, some others can sing. In the current context of distance education, these differences might increase, due to the extra challenges that might appear when using IT devices, depending on our personal resources. New differences might be revealed because of differences in economic background, lack of technical devices/skills, or because the parents don't have time to support their children at home.

### Activity 2. Three Approaches to Education (15')

Next, we will learn about the concept of **INCLUSIVE EDUCATION**. There have been many ways of looking at (special) education. Notice that "being different" doesn't always mean that someone has a disability or learning difficulties. Being different includes different learning styles, learning abilities and readiness for learning. "Difference" as a term should have a more positive than negative connotation.



## Different approaches to special needs:



Here you can see three main approaches to education once we know that children are different. Share the picture 'Different approaches to special needs' above.

Now, have a look at the photo and try to link the three types of education with the drawings that you see.

! Allow the participants 5 minutes to think about the solutions and ask someone to share what they think the correct answers are and why. The correct answers to pictures showing different types of education are:

- a. Integrated Education
- b. Special Needs Education
- c. Inclusive Education

What do you think is the difference between Integrated Education and Inclusive Education? If a learner has an impairment, would you change the learner (meaning the stick on the photo) or would you adapt your methods to INCLUDE them in your class?

! Give some time to share thoughts, and guide them towards including the most vulnerable learners. For instance, learners with impairments or learners who don't have access to the internet in a distance education context.

As we know learners are all different and each of them has the right to quality education. If we want to be as inclusive as possible, we need to ensure that every child is included. To do that, we need to DIFFERENTIATE our methods to INCLUDE EACH AND EVERYONE, meaning that in the picture you saw, it's the table that we need to modify aiming to fit ALL the learners, not modifying the learner.

Below, you can see a general definition of Inclusive Education (share the points of the Salamanca Statement" INCLUSIVE EDUCATION below; allow some time for questions).

**“As stated in the World Conference on Special Needs Education in Salamanca (1994):**

- **Every child has unique characteristics, interests, abilities and learning needs – education services should take into account these diverse needs.**
- **Those with special educational needs must have access to regular schools.**
- **Regular schools with an inclusive ethos are the most effective way to combat discriminatory attitudes, create welcoming and inclusive communities, and achieve education for all.”**

### **Who are the Learners to be Included? (25’)**

Let’s think about the kind/types of learners you have at your own school or class. What kind of learners do you have at your school and what affects their abilities and needs? Can you perhaps group them? We can brainstorm and someone can make a mind map.

**!** You can choose someone to make a mind map based on what everyone says. You can use e.g. Jamboard or Flinga collective board. If it’s easier you can do it yourself and you share the photo with the participants. There is an example in the right-hand page which you can use: **MINDMAP – TYPES OF LEARNERS.**

Some examples of types of learners and what might affect their abilities, and needs that you can add are:

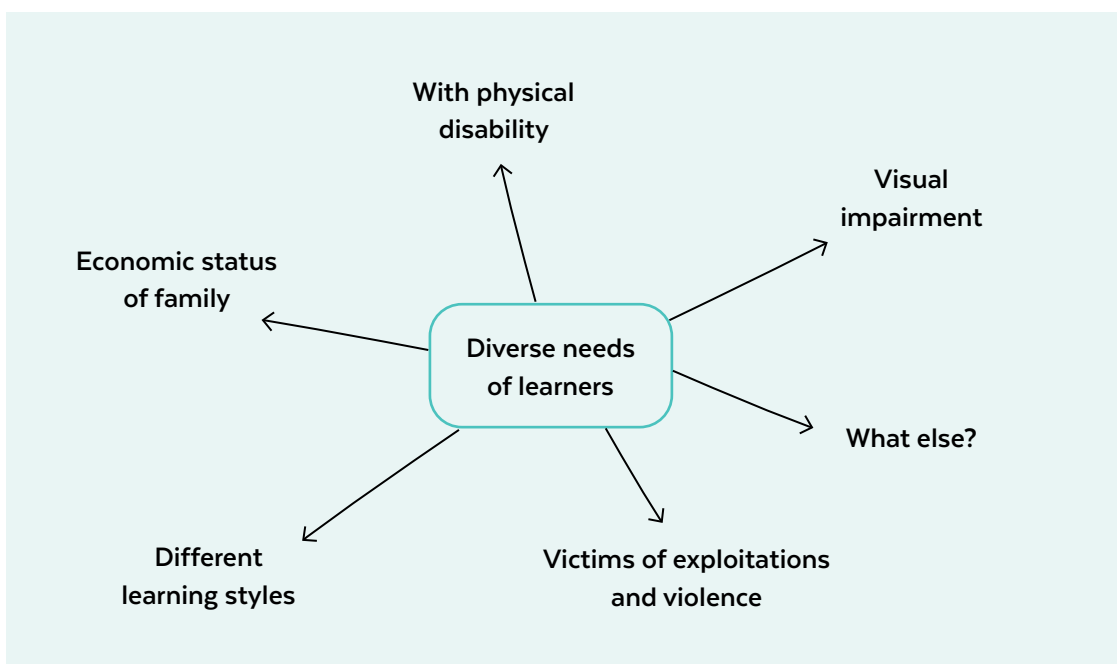
- Economic status of their family
- Educational background of their parents
- Livelihood of the family (pastoralists, fishermen, farmers)
- Gender
- Physical disability
- Visual impairment
- Hearing impairment
- Different learning styles
- Cognitive/intellectual impairment
- Religious minority
- Linguistic minority
- Cultural minority
- Homeless children
- Working children
- Victims of exploitation and violence/traumatised
- Children affected by HIV/AIDS
- Orphans, children who are heads of families
- Refugees
- Children with physical/mental health issues
- Children living far away/having trouble physically coming to school
- Challenging behaviour

⚠ Remember to save the mind map created to share it later. Keep in mind that the learners in the most vulnerable positions often might have a combination of these “risk factors” in their life affecting their ability and needs for learning.

Great work! Now we have identified many different types of learners and issues that might affect their abilities and needs for learning. We all have some of these in our classes. The most vulnerable learners might suffer exclusion even when they are physically in the class. With distance learning, learners in the most vulnerable position will suffer much more if we don't modify our approach and methods into more learner-centred and inclusive ones, or if we don't take into account the difficulties they might face.

In the next session we will try to see how we can mitigate the difficulties the learners in the most vulnerable position might face in times of distance learning.

**An example of a mind map on the topic we are now discussing, created with [Mindmup.com](https://www.mindmup.com).**



## 7.2 Contextualising Inclusive Education into a Distance Education Context

**Suggested overall duration: 1 h 50 min**

### Objectives for the specific training session

- To be able to contextualise inclusive education in a distance or remote learning context
- To ensure that every learner is included and can overcome challenges in the context of distance learning

### Activity 1. Excluded Learners (15')

How might the previously mentioned learners be more excluded in a distance education context than in a face-to-face class setting?

**!** Participants can share their perceptions. For instance, a family's low economic status might prevent them from having a computer. A hearing impairment might not allow a learner to follow a lesson through radio. Each context has its own circumstance, and they are all valid in order to find solutions for the next activity.

The types and ways of exclusion can be written on the mind map that was previously created, or on a slide (e.g. by using Jamboard). In that way, everyone can see the types of learners and how they can be excluded from learning due to their circumstances. Please pay special attention to the most vulnerable learners.

School closures severely impact access to services via the school, and challenge keeping contact with the learners. There can be an increase in domestic violence, child labour, gender-based violence and other child protection concerns such as an increase in the number of pregnant teenagers or child marriages. The return to school might be compromised after a long interruption. Therefore, it's important to advocate for the continuation of learning through distance activities and continue to share information and communicate with the learner and their families. The most vulnerable learners might be more at risk in these situations.

### Activity 2. How to Prevent School Drop-out in Distance Learning (20')

A school dropout is a student who fails to complete a course/grade/school, doesn't continue studying after graduating basic education, or who stops showing up at school/online classes and doesn't respond to calls.

Lack of successful inclusion promotes school dropouts when a student with special needs can't keep up with the rest of the class. Other risks might be lack of motivation, difficulties to take part in the lessons, lack of devices and a non-supportive home. It is worth considering that crises like a pandemic, a natural disaster, a conflict or other uncertain/unsafe situation increase the risk of school drop-out no matter how inclusive/engaging the teacher's approach is.

**Group or small group discussion:** How does an inclusive approach prevent dropping out of school? What can a teacher do?

**!** Ensure there's enough time for the discussion and reporting reflections back. You might want to use e.g. Google Classroom or Microsoft Teams "Rooms" option for the small groups. Divide the groups in advance, or use random selection.

## How to Mitigate Negative Consequences and Ensure Learning Happens at Home for Every Learner? (10')

Mitigating the negative consequences of school closures and support with alternative activities is a MUST. Due to a wide variety of situations you as teachers may face depending on the family contexts, you have to be as CREATIVE as possible when you reach and propose learning activities. Next, I am sharing some general ideas regarding distance learning aiming to include everyone:

- Schools need to remain as hubs for some of the key activities (e.g. school lunch available for all, psychosocial support, home-based physiotherapy or rehabilitation for those at risk)
- Support families at risk and work in collaboration with multi-professional cooperation e.g. social services, child protection and healthcare workers
- Encourage active school-home cooperation and advocate for positive parenting tips in line with child protection (See the **Module Home Support** for more information)
- Utilise active learning through play, activities and games where possible - learning can also be fun even in a time of crisis
- In order not to increase the burden on women and girls as caregivers, include messages towards equally shared responsibilities of providing care to sick persons or persons with disabilities.
- Include alternative, individualised formats (for learners with visual/hearing/intellectual/communication disabilities) for learning, and ensure support for understanding and following distance learning lessons. These different formats might include radio, or learners being asked to study textbooks, worksheets, mobile phone messages or online learning when possible.

### Activity 3. Supporting Vulnerable Learners (30')

Select one type of learner from the previous mind map. Preferably the most vulnerable or the most relevant in your own context. (Ensure that each participant or each group can choose different types of learners).

Once you have chosen a type of learner, choose an age group, preferably the age of the learners from your class. Imagine that they are in your class, and you have to ensure that they continue learning according to the curriculum. Let's focus on maths, to be more specific in this exercise. (If this does not work, you can let participants choose their own subject and age group). Make a list (titled with the name of the type of learner) of activities/games/material that you think might work with them and what they can do at home as well.

It's important to consider the specific circumstances of the type of learner. It is also important to include activities the learner can do independently, as parents might not always be able to help.

**!** Allow 15 minutes to list various activities that can be followed by the type of learner chosen.

After this time some participants can share their list e.g. on a shared online board or as a photo so everyone can see what ideas came up. These ideas may vary, as they are going to depend a lot on the context. Allow plenty of time for sharing ideas.

You can finish up the session by sharing some pictures taken in your context, if possible. For example, texture might help a visually impaired learner to identify them by touching them. A learner from a family with low economic status might be able to find cardboard to make numbers, helping them to develop mathematical skills. These are just a few examples, but I am sure you can come up with more when you know your learners better.

The ultimate and most important goal is to ensure that everyone is included. To do that, you need to take into account the specific context and circumstances of EVERY LEARNER.

## 7.3 Learners with Special Educational Needs in Remote Learning

Suggested overall duration: 1 h

### Objectives for the specific training session

- To learn to support all learners in remote learning especially those with special educational needs

! Give instructions of the next session to the participants. Consider sharing all the tips and other material on this session as a text document beforehand, so the participants can focus on listening/participating in activities instead of writing notes. Let the participants know that before the session.

Dear all, thank you for being here today! In the next session, we will be focusing on **learners' with SPECIAL EDUCATIONAL NEEDS (SEN) in remote learning.**

All the materials and tips can benefit in both planning and implementation of supporting SEN learners, in classroom learning and distance learning.

Let's start with a general approach to SEN learners. Feel free to ask questions and share your ideas at any point. In this session, we will have collaborative activities with different online tools.

Let's start!

### SEN Learners in a Distance Learning Context - A General Approach (5')

In this session, we will be talking about special educational needs, or in short, SEN. Special educational needs can be anything from short-lived challenges in learning to lifelong disabilities, challenging behaviour, and a risk of dropping out of school.

Distance learning is challenging for almost every learner but can be even more challenging for students with learning difficulties, attention deficit, or specific psychosocial-emotional needs. Especially during times of crisis, it is important for a student to know that their teacher is there for them. In this session, we will get familiar with the basic needs an SEN learner may have and how to take them into consideration during distance learning.

The most important thing is to **stay connected. Connection creates engagement, engagement encourages learning.** Connection means teacher to learner connection, a collaborative learning atmosphere, learner to learner connection, teacher to parent connection and teacher to teacher connection. The more the learners feel like they are part of the class and welcomed into a learning community, the more they are engaged in the learning process. If a learner feels like nobody cares, taking part in classes and handing in assignments becomes meaningless.

**Connection > Engagement > Learning**

### Activity 1. Challenges of Learners (15')

Go to [Answergarden](#). Create a new Answergarden before the session and share the QR code or a link in a chat box. The more times one answer is typed into the answerbox, the bigger it



will appear on the screen.

Read all the answers out loud.

More potential topics to discuss:

- What concerns do you have about staying in contact?
- How does staying connected support SEN learners?

! Consider presenting the following lists in a fun way, not as a long list of text but e.g. through a ready-made video, pictures or post notes. Encourage questions and comments. Leave some tips out if repetitive or not relevant.

Various challenges in learning and attention may involve factors that challenge studying remotely such as...

- Challenges in concentration, sensitivity to disturbance or difficulty of getting back to the task after being interrupted
- Slowness of reading
- Challenges of perceiving
- Memory/working memory challenges
- Weaker linguistic skills
- Lack of interest
- Challenges of operational control, such as planning or initiation
- Receiving information requires more effort than usual
- If a student has a constant feeling of inferiority, they might not want to repeatedly point out what they don't understand

### Things to be Considered in Distance Learning (20')

- Moving from platform to platform and window to window can be time- and energy-consuming and challenging - often difficult on the phone, or if the internet connection is weak
- Challenges in computer skills
- More complex applications or visually confusing pages can be difficult to use or perceive, especially for learners with dyslexia
- A learner can get distracted and start doing something else
- Learners with a short temper, difficulties in maintaining attention or dyslexia need more time in transitions

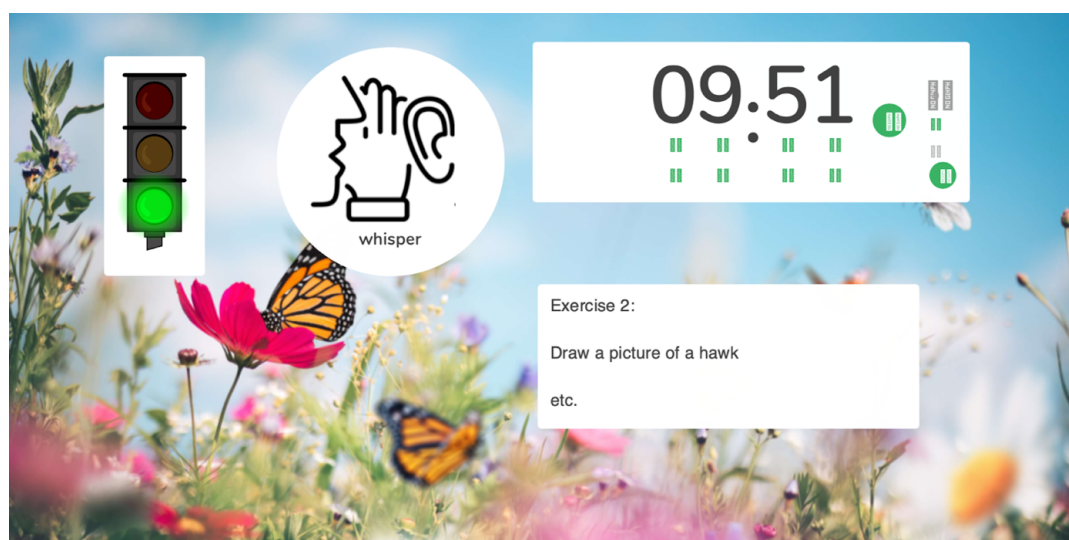
#### Avoid:

- Long speeches and long pieces of text
- Giving lots of information at once
- Giving information only at the abstract level
- Monotonous activity
- Single channel of information, e.g. lack of text/pictures when giving instructions
- Obscure and long instructions
- Long working hours without breaks

**Try these instead e.g.:**

- Shorter speeches, not too much information at once - the younger the learner is, the smaller amount of information given at once is recommended
- Managing and providing information through discussion and interaction or tasks
- Combining new knowledge with something that has already been taught
- Versatile learning materials to acknowledge different learning styles and maintaining focus: sound, text, image, video, activity...
- Get creative and have fun! Can an assignment be turned into a drawing, handcraft, voice recording, a photo or a video...?
- Prefer providing materials/instructions both in written (+ a picture) and recorded form, e.g. share a document and read the main points out loud
- Talking about meaningfulness when learning something new
- Having suitable breaks, let the learners know when it's time for a break and encourage them to leave the screen for the break - encourage physical activity and moving around
- Encouraging learners to ask for help if they don't know what they were supposed to do
- Repeating the instructions multiple times, making sure that everyone understands
- Lower your standards and expectations, prioritise socioemotional wellbeing of your learners, not academic achievements
- Tell the learners how long the lesson is going to take. Show them the time running, if possible (for example by using [Classroomscreen](#))
- Try flipped learning - introduce the topic beforehand, e.g. the previous day by watching a video, telling them the main points etc. This helps the learners to have previous knowledge and makes it easier to follow the lesson the next day.

❗ Encourage the participants to share their best practices as well and leave enough time for questions and shared discussion! Do not share everything at once but prioritize space for self-reflection and participants to bring out their own views and ideas.



Picture: [Classroomscreen](#)

## Examples of How to Support an SEN Learner during an Online Class (15')

1. Structured lesson:
2. Directions, guidance, support
3. The easier the structure, the better
4. Show the time, let the students know the next step
5. **Classroomscreen** is an amazing tool when teaching online (share the picture from previous page)
6. Let the students know if it's time to listen by using an agreed symbol
7. Traffic lights will show how it's going - with a red light, it's time to stop and listen to the teacher.
8. Make sure that the student knows what the goal of the activity is, avoid setting vague goals
9. Have small steps and low standards
10. Instead of finishing big tasks prefer small steps - one by one
11. Give positive feedback
12. Focus on strengths instead of weaknesses
13. If an SEN learner prefers handwriting instead of typing with a computer/mobile phone, let them do so and ask them to send a picture of the paper
14. During a break, have a phone call/private chat with an SEN student and ask if they understood the task and got started

Thank you for sharing! I have learned so much from you all!

## 7.4 Inclusive Return to School – Looking for Opportunities for All

Suggested overall duration: 1 h

### Objectives for the specific training session

- To learn how to ensure inclusive return to school after distance education

### Inclusive Return to School (30')

Over this session, we will focus on inclusive return to the school after a period of absence. As we said, education is a right for every child, either at home or in the school and we have to make sure we, as teachers, provide inclusive education for everyone.

**Learners with special needs** generally face bigger risks than learners without special needs, even in a normal situation. **Note that each child has different needs for learning despite them being special or more “general” or “mainstream”.** In addition, a major risk exists that learners with special needs enrolled in school prior to the crisis, WILL NOT RETURN TO SCHOOL. However, reopening of schools can be seen as a new opportunity to make the school MORE INCLUSIVE.

Now, I am going to present a general checklist with considerations a school should con-

sider either PRIOR TO SCHOOL REOPENING or AFTER SCHOOL REOPENING. (Open UNICEF's checklist from the right-hand box. The list can be adapted, or new items can be added. As the list is quite extensive, consider sharing the list bit by bit, or leave some parts out for reading later, and allow time for questions.)

Checklist presentation by  
UNICEF: Ensuring an inclusive return to school for children with disabilities

- Develop a clear plan for return to school with explicit measures for children with special needs.
- Encourage opportunities for teachers and parents to meet and discuss transition. It can be a great opportunity to exchange opinions and develop fluid communication!
- Cooperate with your colleagues and share ideas with them. You might teach them something or learn from them! :)
- Conduct specific outreach and follow up with families of children with special needs to encourage the return to school.
- Strengthen cooperation with social protection, child protection, mental health systems to advocate for and address barriers that limit the participation of children with special needs.
- Ensure WASH facilities are accessible, for example hand sanitizer, water or hygiene facilities! All children, but especially those with special needs might benefit from the AAC (Augmentative and Alternative Communication) methods like pictures. Print pictures of washing hands and using sanitizer/masks and place them near the doorways and sinks.
- Ensure that all learning materials prepared for the return to school are accessible.
- Various adjustments might have to be made. Allowing extra time for learning, providing additional take-home resources and other individual or context-specific adaptations. Lower the standards!
- Be flexible with children to regain prior knowledge and skills, understanding that there is strong likelihood that children will have lost knowledge taught prior to or during school closure.
- Allow classroom time focused on mental health and wellbeing as children transition back to school. Sharing their feelings might help them and you! =)
- Evaluate children's learning deficiency in line with renegotiated education goals and expectations.
- Consider universal promotion whenever possible and assess students' levels of learning following school closures.
- Consider waiting for less important examinations so you can focus on the critically important examinations.
- Ensure clear and adapted guideline for social distancing and personal protection measures.
- Children with special needs may belong to high-risk health groups. If they cannot return to school, make sure you support them in other ways. Can you think of other ways? (a friend might help, contact parents, prepare some fun activities to do at home...) Try to involve every student in the classroom activities daily! Can you or another student have a phone call to the student staying at home?
- Girls with special needs face increased risks of physical, sexual and emotional violence, abuse and exploitation compared to their peers without disabilities. Keep a closer eye on them!
- Girls without special needs who previously attended school may be made to stay at home to care for family members. Encourage girls to return to school.

Encourage the participants to share their own best practices (use e.g. the chat, small groups, learning applications, or other applications, etc.), if they wish. There are no right or wrong answers.

### **Activity 1. Scenario & Tips (20')**

Now, put yourself in the situation of schools being closed due to a pandemic or other circumstances. Make your own tips-list in small groups with context-specific examples that can work in your own cases. Remember that the most vulnerable learners are the ones that would be at the highest risk! Here are some guiding questions:

- Think about having a meeting with families of learners with special needs... What questions would you ask to find the best ways to support the learner?
- Think about if a learner might not return to school.... What would you do? How could you try to reach them? If you cannot reach them or if they decide not to come to school, what would you do?
- Think about a discussion with your class about sharing their feelings, what would their feelings be? How can you include learners with special needs in the discussion?
- Are girls with or without special needs more likely to not come back to school? Why? Can you do anything about that as a teacher?
- Can you consider universal promotion in your own context? Do you think focusing on critical content/subject can be positive in your own context?

There are no right or wrong answers. Remember that we all teach different learners with unique needs.

Divide the participants into small groups and give them a specific time for the activity. Consider re-grouping them randomly this time. This activity encourages teachers to think deeper within their own context. Everyone can think about specific cases in their class and the approach they could have to include the most vulnerable learners when returning to school. Once everyone has made a list, you can encourage them to share their thoughts and gather the most relevant examples. Ensure you gather the examples and share them later so the participants can learn from each other.

### **Activity 2. Sharing (10')**

I assume you have written many different thoughts. We might not have the time to share them all, but it would be interesting to share at least some. The aim of sharing is to see the different considerations to ensure learners return to school in a more INCLUSIVE WAY.

**!** Encourage the participants to share what they discussed and listed.

Thank you all!



# MODULE 8. ASSESSMENT AND EVALUATION



Cyber security training (2021) led by Ibtisam Riyadh Ghazi, trainer.  
PHOTO: OSAMA NABEEL / FCA



This module is a part of **FCA & TWB Teacher Training Manual for Distance Education and Digital Pedagogy**. *Assessment and Evaluation* is one of the eight (8) modules of the wider manual. This module can be used independently or together with the other modules.

## 8.1. Evaluation: Types and Function and Supportive Evaluation

**Suggested overall duration: 2 h**

<b>Objectives for the specific training session</b>	<ul style="list-style-type: none"> <li>• To understand what evaluation and its main types are</li> <li>• To acknowledge the function of evaluation</li> <li>• To understand a general approach to good evaluation practices</li> </ul>
<b>Suggested tools</b>	<ul style="list-style-type: none"> <li>• Google Classroom or Microsoft Teams as a training platform, Flinga, Padlet, Google Jamboard, Mentimeter, AnswerGarden</li> </ul>

### Intro (10 min)

! We recommend that the facilitator starts by going through practical information and training rules (found in the general introduction) before starting the session with the training content.

You can say/write:

Dear all!

Thank you for all the great efforts you have already put towards this course and developing yourselves within the DISTANCE EDUCATION context. Great work and a lot of learning has taken place.

Introduce yourself (and other facilitators) to the participants. I am here for you. If you need help, have problems with your phone or anything else, please let me know.

You may send the picture “Network of Wellbeing” from the page 20.

Let us keep up the great work done so far!

In this training, we will be focusing on ASSESSMENT AND EVALUATION. This training module includes four (4) parts:

- 1. Evaluation, types and function**
- 2. Evaluation in the context of distance learning**
- 3. What to do with the information gathered**
- 4. Other topics to be considered**

! If appropriate in your context, you may want to ask the participants to share their fears and expectations for this training. If you do, please acknowledge every comment. You can also use e.g. **the Word Cloud -feature by Mentimeter** to ask how the participants are feeling,

or **the Open Ended -feature** to ask what their expectations are at the beginning of the lesson. In this way, you can easily include and activate everyone from the very beginning.

Let us begin with the first session. Please, have your notebooks ready!

### Activity 1. Statements (15')

Now, I am going to share a statement with you. A child is more than simply...

- a tick on the attendance roll
- a student number
- an exam mark.

What does this mean to you? Do you agree?

Here you can use an online tool such as **Live Polling** by [Mentimeter](#) to make the session more interactive. Choose the option “Let participants choose multiple options” for voting. Encourage the participants to share their thoughts. These questions aim at opening up a brainstorming exercise that helps everyone to see their learners as more than just numbers. Numbers only tell us so much about a learner and present only one part of an assessment.

The purpose of the assessment is to support, guide and encourage each learners’ learning, develop their skills to assess their own learning, and to increase the overall quality of learning.

Quality learning assessments measure not only academic, but also social and emotional learning, as well as the learner’s wellbeing. These help us meet the unique learning needs, as well as individual strengths and areas of development of the learner.

Assessment is necessary for many reasons. Here are some of the main functions of assessment (share **the picture FUNCTIONS OF ASSESSMENT** below). Have a look and please share or write in the chat box if you can come up with more functions.

Take some time to go over possible comments.

## FUNCTION OF ASSESSMENT



## Types of Evaluation (20')

Evaluation can be roughly divided into two types when considering the student's learning progress:

1. **Formative Evaluation** > Assessment conducted throughout the educational process with the aim to enhance learning. This is done to obtain evidence about learning to close the gap between current and desired performance (so that action can be taken sooner rather than later); it is important to provide constructive feedback to learners (so they know where they need to improve); and to help the learner improve during the assessment process.
2. **Summative Evaluation** > The assessment of learner's achievements at the end of a term, stage, course, or programme usually involves formal testing or examinations. Summative assessment is most commonly used for ranking, grading, and promoting learners, and for certification purposes.

Have you used these types of assessments? How? How can we use formative and summative assessment in practice?

! Make a T-chart on a collaborative online tool, e.g. Google Jamboard and ask the participants to write down on each side how to assess according to the two types. If the group is big, you can divide the participants into smaller groups and give each group their own board to work with in e.g. Google Classroom or Microsoft Teams "Rooms".

Let the participants have a moment to think whether they have used these assessment types before. If it's difficult to think of examples, here is a list to share. Some examples might fit either side of the T chart. The most important part of this brainstorming work is that everyone thinks about ways to assess and gather information about their learners' learning process.

Think that Summative Assessment is, let's say, the LAST product where learners show evidence and Formative Assessment is ongoing evidence that can be gathered at any time.

### FORMATIVE ASSESSMENT e.g.

- Games
- Class Discussion
- Checklists
- Group Work
- Questionnaires
- Journals/notebooks
- Self-evaluation/assessment
- Teacher's observations
- Interviews
- Peer evaluations
- Observation

### SUMMATIVE EVALUATION e.g.

- Written exams
- Exercises
- Creative assignments
- Other assignments
- Presentations
- Projects
- Portfolio
- Measurable results (e. g. in sports)

Great work! We have come up with many ways of assessing and gathering information about our learners.

I would like to highlight **self-assessment** here. Learning to monitor and assess one's own learning supports the student's learning skills, intrinsic motivation, and growth into a lifelong learner. However, to learn how to assess oneself, regular and diverse support and opportunities to monitor, reflect and assess one's own learning must be provided together with regular,

constructive feedback from the teacher and peers. **The learner should also know what is being assessed to be able to monitor their learning better.**

What do you think? How can you as a teacher support your learners to better support their learning?

### Climbing the Tree -Picture (15')

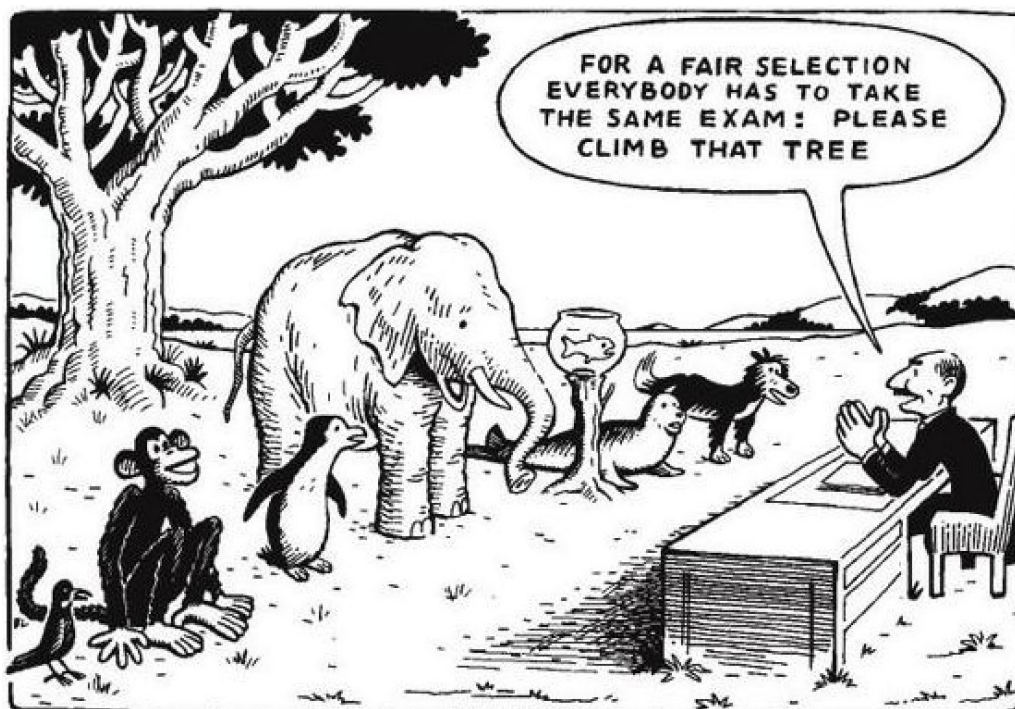
Now, I am going to show you a picture. Please have a look at the picture and write FAIR or UNFAIR in the chat according to what you think. Please think about what you see in the photo and what the message is.

! Share the picture “CLIMBING THE TREE” from below.

Once everyone has written FAIR or UNFAIR, choose one participant to give their opinion on why. The idea is that participants acknowledge all learners are different with different starting points, abilities, skills, and needs, and this should be reflected in their assessment as well.

As you can see in the picture, some of the animals might not be capable of climbing the tree, but they might be able to run quicker than the others. Some might be able to swim better. This can work as an example of our class of learners. An exam is not the only way to assess the learning process of our learners; our assessment culture should entail diverse assessment methods, just like our learners are diverse. The wider range of assessment methods we use, the richer is our information regarding the learners' learning process. If we only gather information with exams, we might not be very fair to all of our learners.

**An encouraging and supportive atmosphere for learning, and interactive teaching and learning methods** that engage our students and support them in understanding their own learning processes are key ingredients in building a fruitful learning environment.



CLIMBING THE TREE

Source: Equal Opportunities by Hans Traxler (1976), from [historyof.place/the-politics-of-disability-from-6th-century-china-to-the-industrial-revolution](https://www.historyofplace.com/the-politics-of-disability-from-6th-century-china-to-the-industrial-revolution)

## Effective Evaluation (30')

To ensure that we are assessing effectively, it's important that we are COHERENT with the learning goals we set for our students, and as discussed, let them know what we are assessing, how they are doing (constructive feedback!) and that we believe in them.

A good rule of thumb is that our learning objectives need to be SMART (share the picture "SMART" from page 112).

Have a look at the acronym SMART. Our learning objectives need to be what?

- **Specific:** What is going to be learned?
- **Measurable:** How will the objective be measured?
- **Achievable:** Can this objective be achieved by learners of a certain age?
- **Relevant:** Are these objectives coherent with the assessment methods, and the curriculum?
- **Time bound:** When can the objective be achieved?

In short, it all comes down to planning ahead: What do I really want to measure? Am I assessing what I have been teaching? How do I define a good performance? What are the criteria? What is the average? Does my assessment give every student a fair chance to show what they know? Also keep in mind, you cannot assess everything at once, so you need to decide where to focus.

! You can share the following example if there is time or ask the participants to share their own best practices. Provide time and space for questions and comments.

I am going to share an example of a learning objective and a way to assess it:

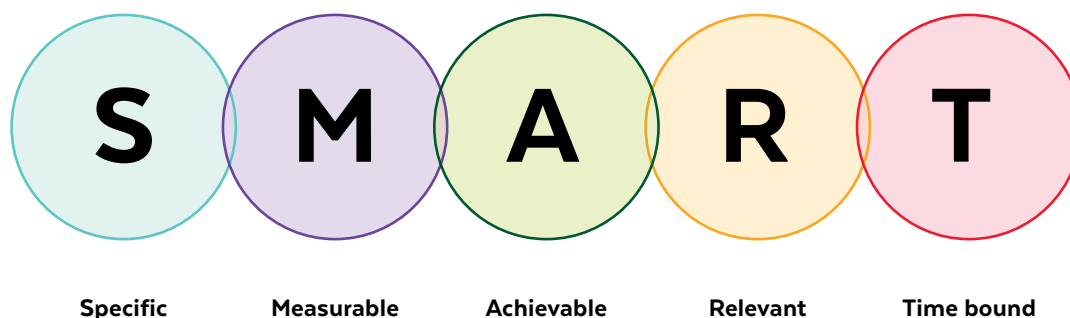
- **(Smart) objective:** My learners are going to learn how to count in fives until 50 by the end of this unit.
- **Assessment - How can you gather information?:**
  - Each day we study math, we are going to play a game where a learner is starting with number 5 and the next learner has to continue with 10, and the next with 15, until we count up to 50. If a learner fails, we start from 0 again.
  - The previous game can be played in groups of 5. You can go around OBSERVING how they play.
  - I have given the learners a drawing paper where they have to connect the numbers by 5s up to 50. A shape might come out by connecting the different numbers.
  - The teacher can come up with a song that helps learners remember how to count by 5s. Learners learn the song.

As you can see, with different ways of gathering information we can have a bigger picture about how learners are learning. These methods should be COHERENT with the learning objectives. It is important that this is also coherent with the CURRICULUM OBJECTIVES. Try to be honest and give CONSTRUCTIVE FEEDBACK to learners so they know where they need to improve, but make sure you keep them motivated.

! Check if the participants have understood the key points, especially if the SMART objectives -concept if foreign to them, by asking questions and providing their own examples.

Finally, remember that **not everything needs to be assessed**. There must be enough space and time for "free" practice and play that is simply aimed to increase the learner's self-esteem, confidence, and positive relations with peers.

Great work! Thank you for sharing.



Picture: SMART

## Supportive Evaluation (30')

In this part, we are talking more about supportive evaluation and good evaluation practices.

It's important to remember that it is never necessary to assess, for example, illness, disability, or other special needs. Please note that **if a learner has an individual learning plan, the evaluation should be done on the basis of the plan.** Set individualised learning goals for the learners with special needs and keep the goals in mind when assessing them. Sometimes we might think that fair evaluation means the same goals and measures for everyone, when actually fair evaluation is to evaluate a learner based on their individual goals.

If we evaluate the mathematics competence of a learner with special needs, the learner's behaviour, illness, attitude or learning disability should not affect the assessment, only proficiency in mathematics. Therefore, it is necessary to consider, for example, evaluating skills in mathematics in a numerical manner and alongside it have an evaluation discussion on themes related to behaviour or other objectives. Grading (numbers) is not the same thing as evaluation. What is the difference between these two terms?

### **Sustained assessment involves a continuous evaluation!**

In addition, it should be noted that evaluation without regular feedback on the learning process is just listing numbers. The assessment should inform the learner how they have progressed, where they have succeeded and in which areas they will need to improve. Evaluation should be continuous throughout the school year so that the learner is able to correct their own actions rather than only receiving a "judgement" at the end of the year in the form of a number.

## Activity 2. Re-phrasing Comments (30')

Here you can see some evaluation comments listed. These types of comments are usually given to a learner during informal conversations or when meeting the parents. How would you translate them into something more positive and constructive so that the learner would both understand what the teacher is expecting from them, and at the same time, would feel supported and encouraged to do better?

**Here's an example:** "You would get 10 in maths but you don't know how to behave in the class!" > This might leave a learner overwhelmed by their skills and make them think that they can't be academically successful in the subject if they're not well-liked because of their personality/behavioural challenges. Try this instead: "Your mathematical skills are excellent. What you are still practising is how to maintain a supportive learning space in the classroom."

Now, it's your time to re-write some comments (You can divide the participants into smaller groups and give a few comments per group to rewrite on e.g. post-it notes on Google Jamboard. Leave enough time for the groups to present their comments at the end.):



- You still haven't learned everything.
- You would get a better grade but your behaviour is horrible.
- You have been too lazy to get a better grade.
- Your academic skills are weak even though you're a nice boy/girl.
- You should start from the beginning if you would like to get better grades.
- Because of your (learning) disabilities I can't give you a better grade than this.

Ask the participants to share their thoughts on the activity above. If it feels ok and there's time, you can ask the participants to have dialogues in pairs – the other one is a teacher and the other a learner receiving feedback. How does it feel to receive supportive feedback instead of disapproving/non-supportive feedback?

## 8.2 Assessment in the Context of Distance Learning

**Suggested overall duration: 1 h 20 min**

### Objectives for the specific training session

- To be able to evaluate in a distance education context considering the key aspects
- To know what to do with the information gathered from the evaluation

### Activity 1. Brainstorming (10')

**!** The first part within this session aims to help us to contextualise assessment in distance learning situations. As each teacher might face different barriers, protocols, restrictions, or challenges in times of a pandemic or other crisis, you can ask participants about their own situation, if they feel comfortable to share. After this, we can move on to how to solve the given challenges.

Now, we can look at evaluation in the context of distance education.

Our current situation is changing the context where we assess our learners. New protocols for distance learning, varying resources at home, inadequate contact or communication, or lack of support regarding learning at home might be some of the challenges when assessing within a distance education context.

What other challenges have appeared or are present in our daily routines, when we have to teach and learn from home? (Encourage participants to share their thoughts regarding their challenges when they assess and also when they teach. To facilitate sharing, you can try small groups. As a facilitator, use this opportunity to contextualise yourself and to help the participants to learn from each other. Remember to acknowledge all feelings and comments.)

Thank you for sharing. Your feelings are valid.

## Evaluation during Distance Learning (30')

Despite the challenges, we can also use a crisis as an opportunity to transform existing assessment mechanisms and/or to develop new practices, from the education system to the classroom level, in parallel with developing stronger distance learning systems.

The way we assess our learners may vary according to the learner's access to resources, and your own access to resources, too. Gathering any type of information will help us know where the students are at, regarding their learning process, and more importantly how they are feeling.

There are a few key aspects that could be considered when assessing the students' learning in distance education.

As the following list is extensive, think about sharing it as key sentences, not as a huge pile of text, to maintain focus.

- 1. Monitor learning throughout crises.** Putting in place monitoring mechanisms might be difficult. Good communication is crucial to find out what children have regarding resources/devices. Learners should never be "punished" for not having a possibility to do schoolwork because of their home situation (lack of devices, home culture, issues in the family...)
- 2. Lower the standards!** Reduce expectations for what and how much one can learn during distance learning (or other crisis periods). Keep the stakes of assessment low because the crisis conditions are affecting the learning. Learners should not be expected to learn the same scope as in non-crisis situations.
- 3. Prioritise formative assessment.** Distance learning should integrate formative assessment components, whereby learners submit work to teachers and teachers provide individualised and/or collective feedback regarding learning content and learner's error patterns. (E.g. teachers checking in on learners via mobile or integrating a role for parents as facilitators). Teachers may use various channels to collect and assess learners' work regarding learning areas targets and priorities: online platforms can be used, homework can be dropped off at a given location on a given day, according to local regulations or teachers can contact learners periodically.
- 4. Provide guidance for parents.** Learners/parents/guardians also need to be informed and get used to the new systems so that's another key challenge (and some may simply be unable to use them). Parenting education and counselling is essential during the crisis for the wellbeing, preservation of learning motivation and safety of their children going beyond their necessary involvement in the learning and assessment culture of schools.
- 5. Equity is critical to decisions on alternative assessment methods.** Pressure to deliver examinations should not override equity considerations. Summative assessment is part of the school culture in most countries in the world, but, as we said before, formative assessment is preferable and a fairer way to track the learning progress more often. Alternatives for this type of assessment need to be developed according to the context.
- 6. Ensure quality in temporary assessment procedures.** (to reduce stress among parents and learners, school calendars can be modified or postponed or replaced. These options may be preferable rather than going ahead with high stakes examinations. If examination dates are maintained, adaptations or alternative channels, particularly computer-based solutions, should be thoroughly analysed for quality and equity implications. SMS or telephone-based interaction could also help teachers to get feedback from their students/caregivers on their learning outcomes.
- 7. The wellbeing of your learners is always the top priority.**

! Ask the participants to share their best practices and tips for assessment and motivating learners in distance education. You can use e.g. a collaborative online board with post-it notes or small groups for this. Below, you will find some more tips you can share during or after the activity.

## 10 Useful Tips for Assessment in Distance Learning:

1. Use e.g. Vocaroo voice recorder for recording answers – Ask learners to record their pronunciation when learning languages or give them a chance to replace a written answer with an oral answer. A good tip when working with SEN learners too!
2. When having a test, create questions that measure thinking, not just the right answers. Don't be worried about learners checking the answers from a book – evaluate their thinking and ability to make a good answer to a question with the knowledge they have/they have found.
3. Give more time to those with special needs, especially for learners with dyslexia.
4. Ask the learners to send a photo of what they have done.
5. Have an oral exam on the phone – keep it short and be supportive, the learners should never be afraid of their teacher calling!
6. Prioritise formative assessment!
7. Ask learners to bring their papers to school and give feedback when the papers are graded. If you make marks on the papers, send a photo.
8. Use quizzes like Quizlet, Kahoot and Quizziz for evaluation. The students will have fun with these too! If needed, ask the students to take screenshots and send them to the teacher.
9. Have an evaluation/feedback meeting with parents (video call, phone call, text messages...)
10. Let the learners know what they are expected to learn and how they should show their progress in distance learning! Make sure that they understand that evaluation happens in distance learning too – it motivates and creates continuation and safety. Avoid vague instructions and goals.

## Activity 2. Assessing a Learner When They Are “Back to School” (35')

Assessment is a central pillar in the “back to school” process. The reopening of a school comes with uncertainty among teachers and students about how to return to “normal”. Both students and teachers need to readapt and allow enough time and space for that. A period of adjustment is important for schools and teachers to assess where the learners are and how they are doing.

**Low-stakes formative assessment techniques** might be helpful to evaluate where learners are. Expectations of returning to the regular school programme and pace should be adjusted accordingly. Different age groups and/or subjects may be prioritised depending on the context.

Next, I am going to pose some questions. These questions will make us reflect on how we will be assessing learners when coming back to school.

! If you pose four questions, divide the participants into four groups. Place each question with its number on a separate whiteboard (you can use e.g. Jamboard). Each group gets to work with one question for 10 min first to write down some ideas to answer the question. Then change the questions and related (white)boards so that another group gets to add on ideas on another question for 5 min. Make sure you can clearly indicate the time and changes to the participants. Finally, let the groups present and discuss the ideas together.

## QUESTIONS:

1. What could the gaps in learning levels between learners be once schools re-open (It may not be possible to know if these gaps already existed prior to school closures, but will be important to determine nevertheless to provide additional support to learners who are furthest behind, or who may have had limited learning opportunities at home).
2. How could the effects of the school closure on learning be assessed?
3. What kinds of strategies (on a school-level) would you recommend being put in place for students who experienced delays in learning?
4. How can I as a teacher provide additional support to learners that have fallen behind the most, for example, learners with special needs, learners from families with low socioeconomic background (e.g. inadequate access to technology)?

Thank you all for great cooperation!

## Start from the Learner's Level (5')

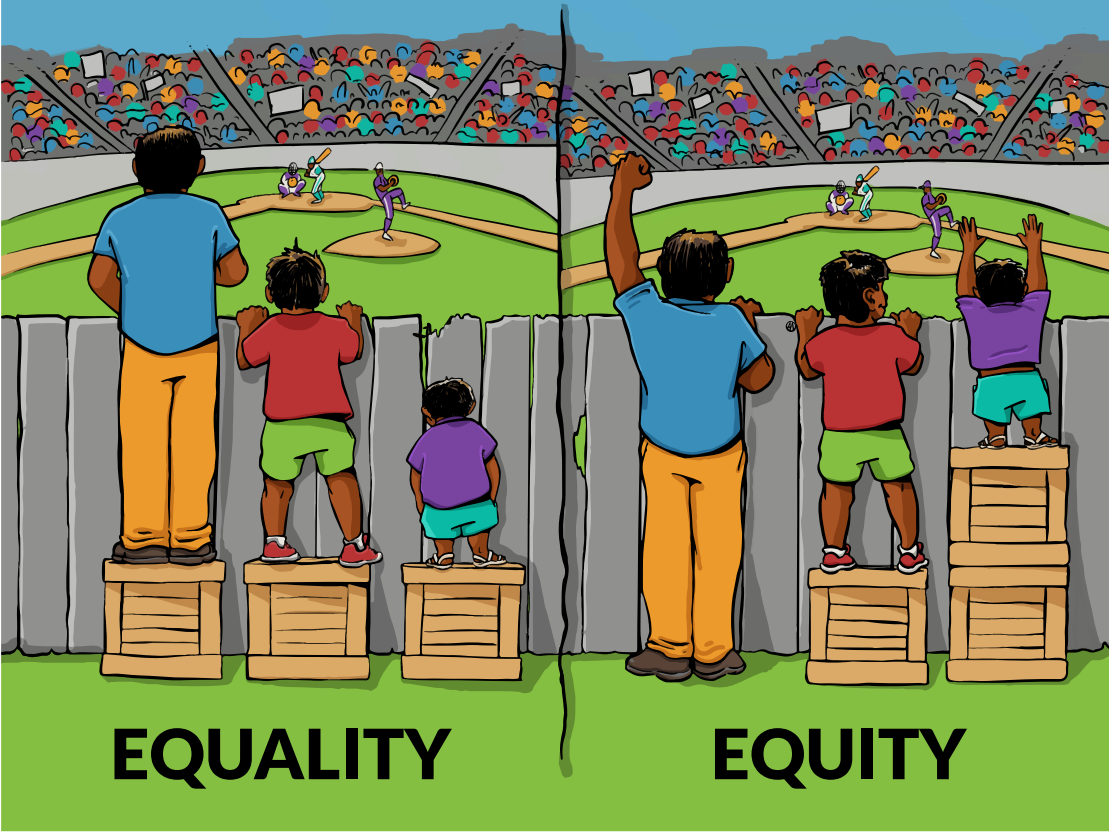
Teachers are the most important resource of any educational system. Our ability to identify learning needs in the classroom is the first step toward answering them. Once we know what these learning needs are, we can move on to the next step to resolve them. Remember, you are not alone in this but have your students, their families, and your colleagues to find suitable solutions.

Let's make the learning environment and opportunities fair, encouraging and inclusive for all!

You can share **the Equality vs. Equity picture** in the end. Allow time for final comments and questions if there are any.

Thank you everyone for sharing and learning together!

If this is the last session for the whole training, make sure you have **training certificates** (see the appendices) for the participants with you and nice closing words prepared.



# A List of Useful Platforms, Software and Applications for Distance Learning and Online Training

All the following online platforms and tools are accessible, free of charge and easy to use. Some platforms might have chargeable upgraded versions but the basic version is free. The platforms can be used both for teacher training and teaching learners online. It is necessary to consider that younger and SEN learners might need more specific guidance with getting started. With all the platforms internet access is needed, but they can be used with any device.

## Brainstorming, Feedback, Quizzes

### Mentimeter

- Create interactive presentations and meetings
- Use for small quizzes and brainstorming
- The participants don't need to sign up or log in, easy to share

### Flinga

- Collaborative thinking platform
- Flinga Whiteboard: Flinga whiteboard offers versatile visualization tools for collaborative knowledge building. The entire classroom can simultaneously participate in a new, easy and a fun way.
- Flinga Wall: With Flinga Wall it is possible to collect students' comments, questions, and answers quickly and easily for all to see.
- Pedagogical activities: Flinga Discover, Explore and Reflect -feature is perfect for working with a classroom or training participants
- The participants don't need to sign up or log in, easy to join with an access code

### Answergarden

- Feedback, brainstorming and educational tool
- Very minimalistic and easy to use, no need to sign up to create a new answer page

### Jamboard

- Google tool for collective thinking
- Use for e.g. presenting, brainstorming, sharing and saving ideas with an interactive whiteboard



**Kahoot**

- Engage students virtually
- Use for customized learning games, quizzes and having fun
- Can be used both in classroom and in distance learning
- The participants don't need to sign up or log in, easy to join with an access code

**Quizziz**

- Create gamified quizzes, lessons, presentations, and flashcards for students
- Log in with your Google account

**Wordwall**

- Make custom activities for your classroom, activities are also printable
- Quizzes, match ups, word games, and much more. You can make 5 different activities for free or upgrade to make more

**Mindomo**

- Mind mapping software for teaching, collaborating and learning

**Quizlet**

- Interactive study methods and games
- Search from millions of study sets or create your own
- Perfect for students to create flashcards and personalize their studying for all learning styles

**Mural**

- A digital workspace for visual collaboration, where everyone can do their best work together
- Has ready-to-use templates

**Padlet**

- Collaborative software
- Use to make and share content with others, like bulletin board, a blog or a portfolio

**Nearpod**

- An online tool to make interactive lessons or formative assessments
- Log in with your Google or Microsoft account

**FlipGrid**

- Simple and free video discussion platform.
- Log in with a Google or Microsoft account.

## Get Creative!

### Canva

- An online design and publishing tool
- Use for making posters, activities, presentations, printable products etc.
- Canva for Education -tool has tutorial videos to help you to set up your virtual classroom
- NEW! Canva for educators! Any teacher can get a pro version for free by showing a proof of working as a teacher. The pro version has many more new templates, ideas, and material!

### Vocaroo

- Online voice recorder
- Use for recording voice, reading samples, instructions etc.
- Use when giving instructions to students with reading challenges, sight impairment...
- Recordings can be uploaded, saved and sent

### Popplet

- Very simple and visual software
- Real-time collaboration features help students work on projects together. This also makes sharing their work with a teacher extremely easy
- Use for mind mapping or visualising the topic

### Pearltrees

- Use for organizing, exploring and sharing anything
- Save web pages, files, photos or notes and organize them
- Create customized learning platforms for your students
- Wordart
- WordArt.com is an online word cloud art creator that enables you to create unique word cloud art with ease.
- You don't need to register or log in.

## Create your own videos with a smartphone

### iMovie

- Easy to use, free of charge video editor application (Apple store)

### CapCut

- Easy to use, free of charge video editor application (Apple store or Google play)

## Digital Learning Portfolios

### Google Classroom

- A student can add documents to their portfolio that can be viewed by both teacher and student.

### Book Creator

- A tool for digital portfolios that can include text, images, audio recordings, and videos

### Seesaw

- An online tool that allows students to add videos, pictures, recordings or drawings to their portfolio.

## Classroom Management

### Bouncy Balls

- Manage classroom noise in a fun way. No need for registering or logging in!

### ClassDojo

- Create a group, manage class and give positive feedback!
- Tools also for random group selection etc.
- Can be used for staying in contact with families as well.

### Classroomscreen

- A classroom management tool that allows you to display the instructions for your lesson in a clear and visual way
- Can be used both in distance and in person learning
- Provides helpful widgets during online lesson
- Helps students to relax

**P.S. Try shifting the roles of a teacher and a learner, and let your learners teach something to you and each other! Once they get the hang of different online tools, they can make e.g. quizzes and videos to be shared with the class. 😊**

## Reading and writing, assistive tools

### Microsoft immersive reader

- Helps a student with dyslexia or other challenges with reading to follow the text
- Use coloured overlays to avoid black-white contrast when reading from the screen

### Snap type -app

- Take a picture of a worksheet, book etc. and fill it in by typing with your device

# General Reference Points and Resources per Module

## 1. Distance Education – Introduction

## 2. Distance Education Modalities

- Unesco. (2020, June 2). Learning through Radio and Television in the Time of COVID-19. <https://www.unesco.org/en/articles/learning-through-radio-and-television-time-covid-19>
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- Education Development Center. Learning at Home in Times of Crisis Using Radio – Interactive Audio Instruction Repurposing Toolkit. <https://inee.org/sites/default/files/resources/IAI-Adaptation-Toolkit-Eng.pdf>
- UNHCR. Radio for Communicating with Communities. Innovation Service. <https://www.unhcr.org/innovation/radio/>
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## 3. Pedagogy of Digital and Distance Education

- Anderson, T. & Dron, J. (2011). Three Generations of Distance Education Pedagogy. International Review of Research in Open and Distance Learning, 2011, Vol.12(3), p.80–97.
- Cambridge International Education Teaching and Learning Team. Getting Started with Language Awareness. <https://www.cambridge-community.org.uk/professional-development/gswla/index.html#Back-to-top-kDXkziA98o>
- Conklin, S., Garrett Dikkers A. & Hartline A. (2022). Through Their Eyes: Student Perspectives. Journal of Open, Flexible, and Distance Learning, 2022, Vol.26(1).
- Gorla, C. & Konstantinidis, A. (2023). A Participatory Pedagogical Model for Online Distance Learning: Ideation and Implementation. The Turkish Online Journal of Distance Education, 2023, Vol. 24(1), p.145-161.
- Harjunpää, N. & Wahl, H. (2023). Etäopettajan käsikirja – Avain menestykseen virtuaalisen koulutuksen maailmassa (Handbook for a Distance Education Teacher). Snellman Edu.

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- Marstio, T. (2020). *Verkko-opinnon muotoilu -käsikirja (Designing Web Learning -Handbook)*. Laurea julkaisut.
- Finnish National Agency for Education. 2021. Pedagogisesti laadukas digitaalinen oppimisympäristö (Pedagogically High-Quality Digital Learning Environment). <https://www.oph.fi/fi/koulutus-ja-tutkinnot/pedagogisesti-laadukas-digitaalinen-ymparisto>

#### 4. Psychosocial and Emotional Wellbeing

- Inter-agency Network for Education in Emergencies. (2019, November 22). INEE PSS-SEL Training Module. <https://inee.org/resources/inee-pss-sel-training-module>
- Inter-Agency Standing Committee. (2020, March 31). My Hero is You – Story Book for Children on COVID-19. <https://interagencystandingcommittee.org/iasc-reference-group-mental-health-and-psychosocial-support-emergency-settings/my-hero-you-storybook-children-covid-19>
- Save the Children. (2020). Stress Busters. Child Rights Resource Center. <https://resourcecentre.savethechildren.net/document/stress-busters/>
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#### 5. Learner-Centered Methods in Distance Education

- University of Minnesota. Active Learning. Center for Educational Innovation. <https://cei.umn.edu/teaching-resources/active-learning>
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#### 6. Home Support

- Humanity and Inclusion. (2020, April 23). Guidance Note 3: Home Support. INEE Resources. <https://inee.org/resources/guidance-note-3-home-support>
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- Finnish Parents' League. (2020). Wilho Material - Interaction to Encountering Parents. <https://vanhempainliitto.fi/wp-content/uploads/2020/11/2020-11-10-Wilho-ohjeet.pdf> (in Finnish)
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## 7. Inclusive Education

- United Nations Girls Education Initiative. (2010, March 31). Equity and Inclusion in Education: A Guide to Support Education Sector Plan Preparation and Revision. INEE Resources. <https://inee.org/resources/equity-and-inclusion-education-guide-support-education-sector-plan-preparation-and>
- Humanity & Inclusion. (2020, March 19). Inclusive Education Sector Guiding Note on COVID-19. INEE Resources. <https://inee.org/resources/inclusive-education-sector-guiding-note-covid-19>
- Humanity & Inclusion. (2020, July 13). Guidance Note 5: Return to School. INEE Resources. <https://inee.org/resources/guidance-note-5-return-school>

## 8. Assessment & Evaluation

- Burns, M. (2023). Distance Education for Teacher Training: Modes, Models and Methods. (2nd Edition). Washington, DC: Education Development Center. <https://inee.org/sites/default/files/resources/EDC-Distance-Education-Teacher-Training.pdf>
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## CERTIFICATE OF PARTICIPATION

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### TRAINING IN IN DISTANCE EDUCATION AND DIGITAL PEDAGOGY

**Date:** \_\_\_\_\_

**Content of workshops ( \_\_\_\_\_ hours):**

Distance Education

Distance Education Modalities

Pedagogy of Digital and Distance Education

Psychosocial and Emotional Wellbeing

Learner-Centered Methods in Distance Education

Inclusive Education

Home Support

Assessment and Evaluation

**Trainers:**

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FINN CHURCH AID



**THIS TEACHER TRAINING MANUAL** on Distance Education and Digital Pedagogy is developed by Finn Church Aid (FCA) and Teachers Without Borders (TWB) Finland. The manual supports teachers and other education personnel's continuous professional development in quality distance education and remote learning especially in diverse, low resource contexts and is adaptable for use anywhere in the world.

**The training manual consists of eight (8) training modules that can be used flexibly:**

1. Distance Education,
2. Distance Education Modalities,
3. Pedagogy of Digital and Distance Education,
4. Psychosocial and Emotional Wellbeing,
5. Learner-Centred Methods in Distance Education,
6. Home Support – Parents and Caregivers' Role and Collaboration,
7. Inclusive Education, and
8. Assessment and Evaluation.

The content design allows you to pick individual modules or sessions and adapt the training content according to the context's needs. We hope you find it useful!

**Finn Church Aid**

Eteläranta 8, FI-00130 Helsinki, Finland

Tel. +358 20 787 1201

[fca@kua.fi](mailto:fca@kua.fi)

[finnchurchaid.fi](http://finnchurchaid.fi)