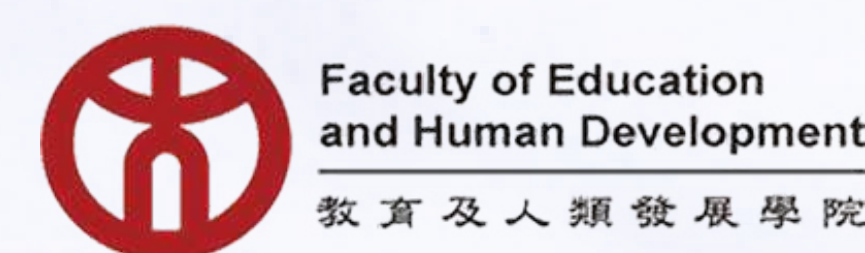


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Teacher's Guide for Remote Learning During School Closures and Beyond

Quick decision-making guide
for rapid start up and continuity of learning

Made possible through the support of



International Development Research Centre
Centre de recherches pour le développement international

Over 91%

of the world's student population has been affected by school closures due to the COVID-19 pandemic, according to UNESCO.

How can national education systems ensure that all students have equal access to quality education during this unprecedented crisis?

Pivotal role of

TEACHERS

- helping students deal with the uncertainties caused by the pandemic
- engaging students to continue learning even while normal school operations are disrupted

This guide is for teachers who

- ✓ must continue to support their students while physical access to schools are fully or partially restricted
- ✓ can engage their students in some form of remote learning



To guide decision-making for rapid start-up and continuity of learning

This Guide does not attempt to replace any official guidance from national and local government authorities.

Action Principles

1 Do no harm. As teachers around the world try to mitigate possible loss in learning due to school disruptions, the safety and well-being of students should be foremost in mind. Attempts to deliver the curriculum remotely should not create more stress and anxiety for students and their families.

2 Be realistic. Teachers should have realistic expectations about what can be accomplished remotely, and use their professional judgment to assess the consequences of their plans.

THREE KEY TASKS

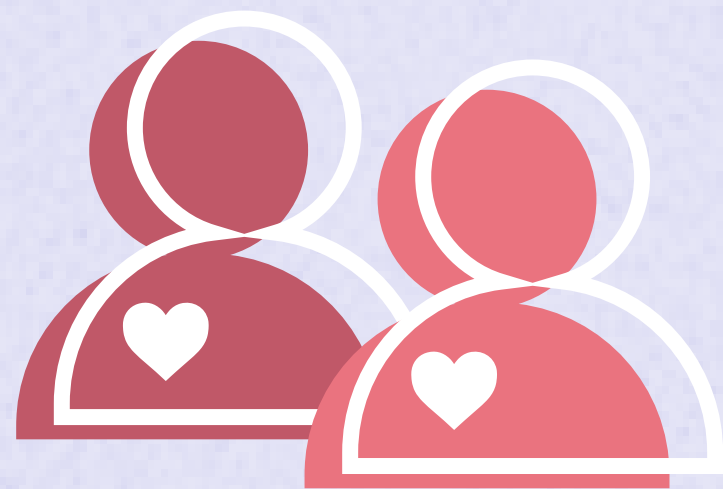
in designing and implementing
remote learning

1



what
content

2



who
learning profile, current status and needs

3



how
learning design and implementation

WHAT

coordination with education leadership

Align with your education leadership on the most appropriate content to cover. Make sure you keep abreast of any changes in curriculum, policy or directives.



WHAT

coordination with education leadership

Ask Yourself

- Have our education leaders given any official guidance on what I should be teaching? How do I find out?
- How do I keep myself updated on any changes in guidance from my superiors? Are there any formal or informal channels being used? Are there any meetings I need to attend or discussion groups I should participate in?
- What are other teachers doing? Are there any discussions going on? Should I join in? How?
- In the absence of any clear official guidance, how much autonomy do I have in deciding what to teach? Where can I seek advice, assistance and support?

WHAT

curriculum review

Following government directives, and depending on the resources available to you and your students, you may be expected to:

- a) complete as much of the standard curriculum as possible,
- b) cover core knowledge and skills, or
- c) focus on content and activities that will help students cope with the current crisis.

Take stock of your priorities.

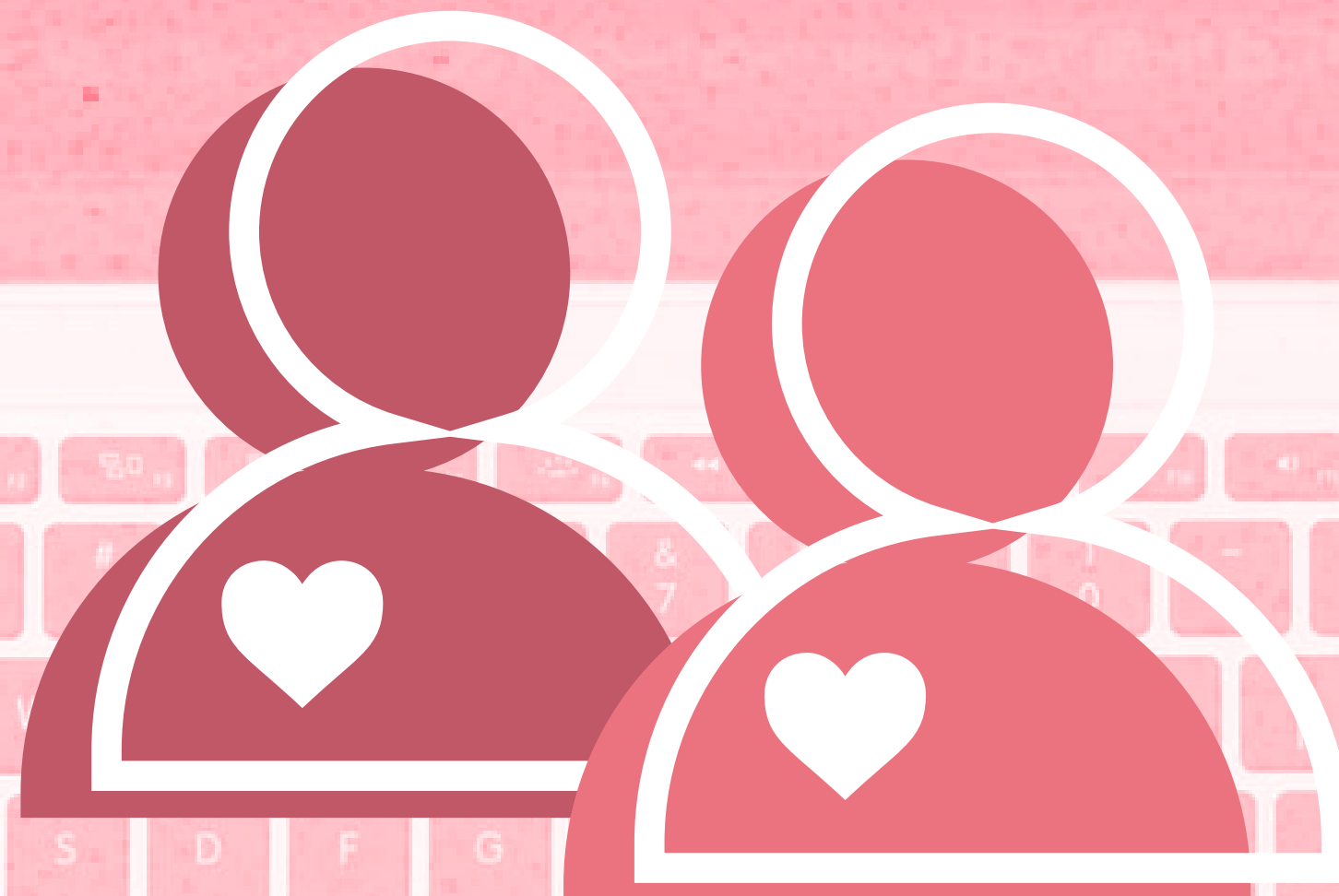


WHAT

curriculum review

Ask Yourself

- Am I expected to deliver the full curriculum, cover only core knowledge and skills, or focus more on the well-being of my students?
- For any one of these scenarios, are there official guidelines I need to follow? Are there any recommended resources? If there are no guidelines or recommendations, who do I seek out for assistance?
- Where should I start? Do I need to review any previously learned content with my class? Are there any skills that need to be reinforced first?



WHO

learning profile, current status
and needs of students

WHO

learning profile

Having a deep understanding of your students and how they learn will help you better design the remote learning experience.

Review what you know about your students—their knowledge, skills, habits and interests, their strengths and their challenges.



WHO

learning profile

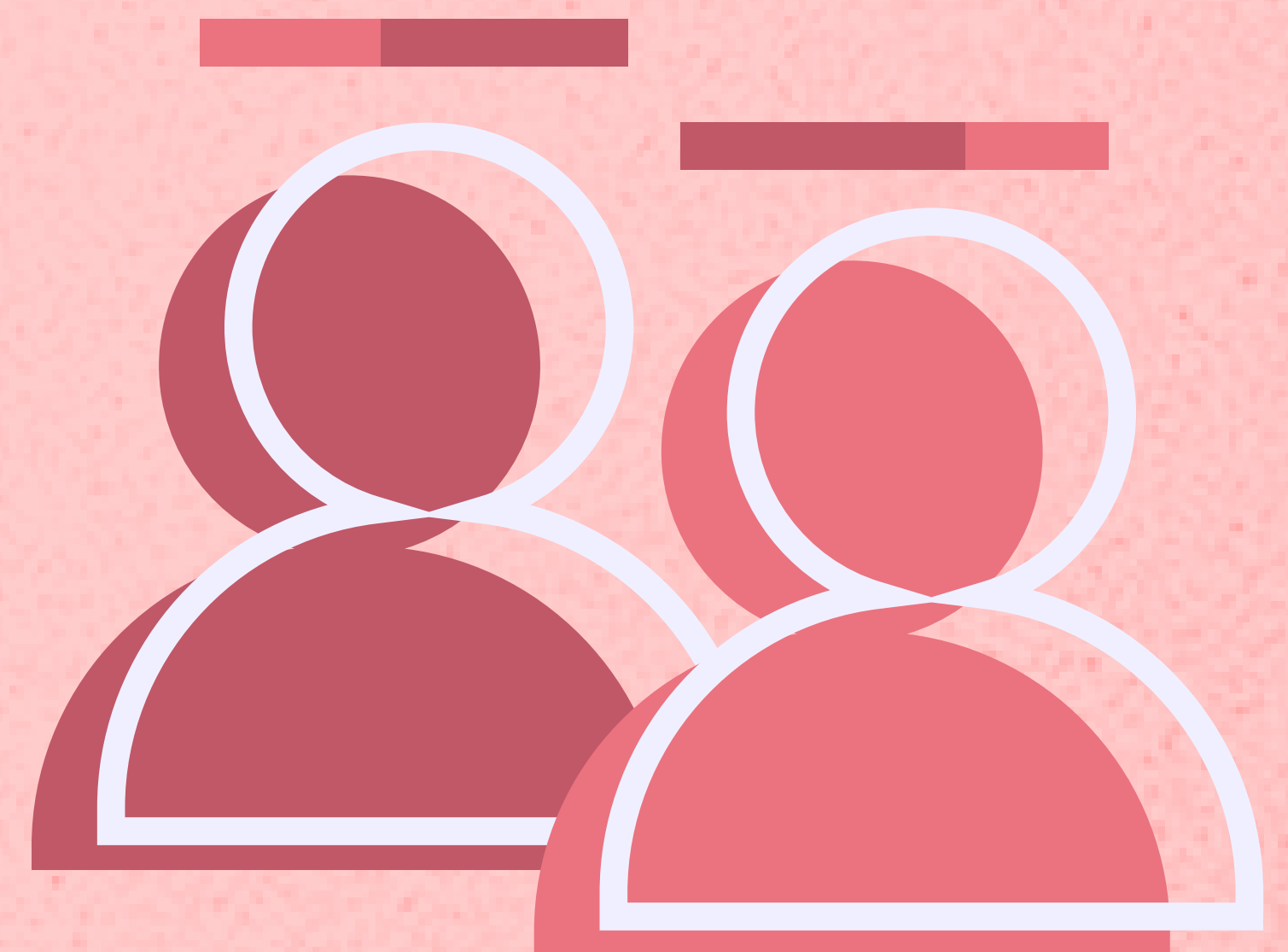
Ask Yourself

- Which of my students were coping well with their school work before schools were closed? Which ones were struggling? Why?
- What teaching strategies and learning activities have worked best with my students? What differentiation or personalization strategies have been the most effective?
- Which of my students can work independently? Who will need more guidance and support studying remotely?
- Which of my students are comfortable using technology? Who will need more help?
- Which of my students can help classmates with the learning activities? with the technology?

WHO

current status and needs

Knowing the home environment and psychosocial condition of your students will help you set realistic goals for their learning.



WHO

current status and needs

Ask Yourself

- Where are my students? What kind of home environment do they have? Are they safe? Are their basic needs being adequately provided for?
- What's their mental and emotional state? Are they anxious or afraid? Do they have a strong support network within the home or their community?
- Do they have access to technology for remote learning? What kind, how often, for how long, and at what cost? How will they access learning materials? How will we communicate with each other? Who will need the most help in terms of access?
- Can their parents or others in their household help them with their school work? Which students will need more guidance and support from me?

WHO

family support

Parents and caregivers will undoubtedly play a huge role in helping students succeed in remote learning. Keep in mind, however, that they are not trained teachers and are being asked to take on a challenging task while also dealing with other pressures and demands at home. They will need lots of guidance and encouragement from you as well.



WHO

family support

Ask Yourself

- What can I ask parents and caregivers to do? What are their capabilities? How do I make sure that the tasks I assign them are within their capabilities?
- How will I manage expectations? What inputs and guidelines should I provide parents and caregivers at the start? What resources and tools should I provide them throughout?
- How will we communicate? How will we give each other feedback? How often?
- How do I support them? How do I encourage them and keep them motivated?



HOW

design and implementation
of remote learning

HOW

teacher self-assessment

Shifting from face-to-face learning to remote learning in the midst of this unprecedented crisis, with little prior experience or preparation, will be a great challenge for teachers. Now more than ever, teachers need to be **creative** and **flexible** while staying true to the principles of **good teaching** and **inclusive learning**.

Build on your personal and professional strengths, acknowledge your challenges and address them, and reach out to your fellow teachers and education leaders for help and guidance.



HOW

teacher self-assessment

Ask Yourself

- How has my role as a teacher changed as a result of school closures? Am I prepared to take on this evolving role—physically, intellectually, mentally and emotionally? Do I have apprehensions or fears about teaching remotely? What can I do to feel better able to take up this challenge?
- What technology and resources are available to me? Am I comfortable using them? How can I get more access to what I need?
- Do I need extra training for remote teaching? What kind and how do I get it?
- What tools and resources do I have to create or prepare and how much time do I have to be ready? How will I prioritize my tasks?

HOW

teacher support

Teaching remotely is neither easy nor desirable, and **you don't have to do it on your own**. Find the support you need:

- Professional support
- Emotional support
- Technical support



HOW

teacher support

Ask Yourself

- What kind of support do I need?
- Are there any official channels for teacher support like hotlines, helpdesks or online groups? Where do I get information about this?
- Are there any informal support groups I should know about? Are teachers from my school organizing themselves? How do I find out?
- Should I form my own support group with teachers from my school or other schools? How can I reach out to them?

HOW

resourcing

As you make the shift from face-to-face to remote learning, think about **how you need to adapt your strategies and materials**. One important factor to consider is what resources are available to you and your students.



HOW

resourcing

Ask Yourself

- What technologies, platforms, tools and resources are available to me and my students—print, audio and radio, video and TV, computer-based, internet-based and phone-based?
 - Which of these can all or most of my students use? Which are the easiest to use for communication, direct instruction, discussion, sharing of work and assessment?
 - Which of my students don't have access to a phone? a computer? the internet?
- What teaching and learning materials can I adapt for remote learning? Are there open educational resources I can use? How do I know which ones are of good quality and safe to access?

HOW

structuring learning

How you structure remote learning depends on what you're teaching, who you're teaching, your own capabilities and available resources. Keep in mind your reflections on these matters as you design the remote learning experience.

Scenario A: Complete, structured lessons following the standard curriculum

Scenario B: Complete, structured lessons focused on core knowledge and skills

Scenario C: Selected learning content and activities to help students cope with the current crisis



HOW

structuring learning

SCENARIOS A and B: Complete, structured lessons

You will need to rework your face-to-face lesson plans for remote learning.

Ask Yourself

- **Holding a remote class.** How long and how often should our classes be? How do we communicate with each other? Is cost a consideration? Do we work synchronously (at the same time) or asynchronously (not at the same time) or a blend of both?
- **Direct instruction and resources.** Do I need to modify my lectures and presentations? What other materials do I need to adapt or develop?

HOW

structuring learning

SCENARIOS A and B: Complete, structured lessons

- **Activities and tasks.** Do I need to simplify old activities or create new ones for my students to accomplish by themselves or with help from their parents or caregivers? How can I best foster their sense of ownership of their learning process through self-direction, discovery, inquiry and collaboration? How much time will I give them for each activity? Will they work individually or in groups?
- **Facilitation.** How do I give my students guidance while they work? Will I do it one-on-one, in small groups or to the whole class? What tasks will I assign parents or caregivers and how can I work effectively with them to keep their children engaged and making progress in their learning?

HOW

structuring learning

SCENARIOS A and B: Complete, structured lessons

- **Psychosocial well-being.** How do I support my students mentally and emotionally as they take on the challenge of remote learning? How much work should I give them? How do I balance their psychosocial well-being with the demands of the curriculum? How do I work with their parents or caregivers to achieve this balance? What resources and tools can I offer them to help them cope better? What measures should I take for those who are struggling especially?

HOW

structuring learning

SCENARIOS A and B: Complete, structured lessons

- **Inclusion.** How do I ensure that all my students are able to participate in remote learning? Do I have students with limited or no access to the internet or to phones? If so,
 - How do I communicate with them? how often? What alternative direct instruction, resources, activities, and assessments do I need to prepare for them? How will I facilitate their learning, support them mentally and emotionally, and check on their progress?
 - What alternative arrangements will I need to make for them with my school principal? with their parents or caregivers?

HOW

structuring learning

SCENARIO C: Selected learning content and activities

Reflect on the same questions as in Scenarios A and B, bearing in mind that your primary objective is to support your students through the current crisis.

Ask Yourself

- How do I discuss the current crisis with my students in a way that will help them deal with any confusion, anxiety or fear?
- What developmentally appropriate resources, tools and activities can I offer them that would give them a better understanding of the crisis, help them achieve a sense of normalcy and routine, and make them feel safe?

HOW

structuring learning

SCENARIO C: Selected learning content and activities

- How much work can I give them and at what pace without creating more stress for them and their families?
- How can I best work with their parents or caregivers to achieve these goals?
- What do I need to do to better equip myself to be mindful, responsive and supportive?

HOW

student support and feedback

Plan for and implement **supportive tasks** at each phase.

Before: clarifying tasks and managing expectations

During:

- monitoring progress and learning
- providing ongoing feedback and support

After: administering summative assessment and giving feedback on learning



HOW

student support and feedback

Ask Yourself

- How can I best support my students' learning? What kinds of scaffolds should I give my students to guide them through the various learning tasks?
- What communication channels should I use? What tools can I maximize so my students get timely feedback from me?
- How do I support them mentally and emotionally? What can I do to keep them engaged and motivated to learn? How do I help them deal with their anxieties and fears?
- How do I encourage my students to learn from and support each other?

HOW

assessment

Assessments should be planned for and embedded in learning activities. This will enable you to monitor and facilitate your students' learning progress, and help your students manage their own learning. You will also need to think about how you will assess learning outcomes.

Ultimately, what assessment methods you use will depend on your learning objectives.

Find a good balance between what is effective and what is feasible to do remotely.



HOW

assessment

Ask Yourself

- **Formative assessment.** How do I monitor, assess and facilitate remotely the learning progress of my students? What tasks can I embed in learning activities to enable me to do this? What tools can I use to give my students regular feedback and keep their work aligned to the learning objectives? What tasks can I give them to enable them to reflect on what they are learning and communicate these insights to their classmates and to me?
- **Summative assessment.** How do I assess remotely the learning outcomes of my students? What summative assessment tools can I use? What are the pros and cons of using these tools?

Onwards and upwards, Teachers!

Remember, technology is just a tool.
It's your commitment, creativity
and caring that will spell
the difference in your students'
remote learning experience.



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Authors

Anne Tan-Choi
Victoria L. Tinio
Dante Castillo-Canales
Cher Ping Lim
Justin G. Modesto
Sarah R. Pouezevara



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