
WS 6 ONLINE LEARNING AND TEACHING: THE ROLE OF PRACTITIONERS AND CAPACITY BUILDING

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1. Let’s introduce ourselves – 5’;

2. Brief overview of the topic – 5’

3. The group will discuss 3 key issues within the overall topic;

4. For each key issue, the group will have to identify 3 MAIN POINTS (reflections/conclusions/solutions or good practices) – 20’ discussion per key issue;

5. Brief discussion and identification of 1 key message from all 9 that will be presented and that will be followed through in the whole Conference plenary – 20’
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SOME THOUGHTS
<table>
<thead>
<tr>
<th>Features</th>
<th>Traditional education system</th>
<th>An education system embodying the “new normal”</th>
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<tbody>
<tr>
<td>Education system</td>
<td>Education system is an independent entity</td>
<td>Education system is part of a larger eco-system</td>
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<td>Responsibility and stakeholders engagement</td>
<td>Decisions made based on a selected group of people and thus they become held accountable and responsible for the decisions made</td>
<td>Decision-making and responsibilities shared among stakeholders, including parents, employers, communities, and students</td>
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<td>Division of labour (Principals manage schools, teachers teach, students listen to teachers and learn)</td>
<td>Shared responsibility (everyone works together and assumes responsibility for a student’s education and students also learn to be responsible for their own learning)</td>
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<td>Approach to effectiveness and to quality of school experience</td>
<td>Outcomes most valued (student performance, student achievements are valued as indicators to evaluate systems for accountability and for system improvement)</td>
<td>Valuing not only “outcomes” but also “process” (in addition to student performance and student achievements, students’ learning experiences are in and of itself recognised as having intrinsic value)</td>
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<td>Focus on academic performance</td>
<td>Focus on not only academic performance but also on holistic student well-being</td>
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<td>Approach to curriculum design and learning progression</td>
<td>Linear and standardized progression (the curriculum is developed based on a standardised, linear learning-progression model)</td>
<td>Non-linear progression (recognising that each student has his/her own learning path and is equipped with different prior knowledge, skills and attitudes when he/she starts school)</td>
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<td>Focus of monitoring</td>
<td>Valuing accountability and compliance</td>
<td>System accountability as well as system improvements (e.g. continuous improvement through frequent feedback at all levels)</td>
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<td>Student assessment</td>
<td>Standardised testing</td>
<td>Different types of assessments used for different purposes</td>
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<td>Role of students</td>
<td>Learning by listening to directions of teachers with emerging student autonomy</td>
<td>Active participant with both student agency and co-agency in particular with teacher agency</td>
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OECD Future of Education and Skills 2030: OECD learning compass 2030
Digital skills are not only technical skills... but also creative and social skills.
2. CAPACITY BUILDING

Emergency Remote Teaching (ERT) ≠ Online Learning

https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning
CAPACITY BUILDING

- safe environments
- professional support
- collaborative work
- sharing quality resources
- lower the problem of workload
- communities
- network of schools
"LINK" TEACHERS/TRAINERS

WORK COLLABORATIVELY

NETWORK: COMMUNITIES OF EDUCATIONAL PRACTICES

BECOME SCHOOLS’ ACTION TANKS

...THE TRANSFORMATIVE EFFECT OF THE ORGANISATION!

"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives."

Robert John Meehan
NOW WHAT?... LET’S SHARE OPINIONS AND PRACTICES!