# Distance Learning and Training

Engaging, learning, succeeding together

## COOPERATIVE APPROACHES

"The only path offering humanity hope for a better future is one of cooperation and partnership".
Kofi Annan

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## EDITORIAL

# Evolution of Distance Learning: Implications for Education and Training

Larry Childs and the English language team

**D**ue to the pandemic distance learning, specifically in the context of education and training, has become a more prominent aspect of daily life for billions. Given its dramatic rise these past two years, Cooperative Approaches has dedicated this entire edition to the topic. Insights derive from diverse experiences in France, West/Central Africa and the US.

According to UNESCO the closing of educational institutions was ordered in more than 190 countries impacting more than 90% of students across the entire globe. 'Never had anyone imagined', said UNESCO assistant director Stefanie Giannini, 'That in 2020 more than half of all students in the world, 1.5 billion young people, would be required to abandon their school due to a virus'. While a pivot to on-line would work out for some, the vast majority of young people would experience set-backs in their formal education and socialization despite rapidly-evolving on-line learning technologies and platforms.

In West and Central Africa UNESCO studies estimate 120 million students have been affected with repercussions not only on school-age children, but upon older students engaged in apprenticeships. One



positive response explored in this edition is UNESCO'S 'ImaginEcole', an initiative reinforcing national and regional capacities to support remote apprentice learning. Another is WebRadio, an auditory experience that heightens auditory experience and theatrical expression while by-passing video all together.

Yet, as new platforms and increased availability of tech hardware has been so widely welcomed and disseminated, UNESCO observed that most students and their families are still inadequately

prepared for such a transition. ImaginEcole raises pressing questions such as the extent to which distance learning really permits development of hands-on physical competencies even for those with access to education technology. For example, how can one become a competent mason without actual use of a trowel and hands pressing into the mud?

In another article Professor Brigitte Narvor defines on-line distant learning (ODL) and places our current pandemic induced condition into historic context. She offers a look at its evolution over time and specifically in France. First experiences with ODL there stretch back to the formation of the National Center for Distance Learning in 1939-40. Earlier still was the first recognized proposal by Isaac Pitman who, in 1840, advanced a 'course at a distance' for stenographers to learn while at home. Then there was Emile Pigier who, in 1877, supported an exam from home for administrators.

Access to tech or lack thereof is another issue further revealing mounting rather than diminishing inequities within and across countries. Particular deficiencies exist in Africa where already limited networks have been further destabilized by underfunded governments and political unrest. Even in France and the US substantial percentages of their populations have, as Le Monde noted in September 2021, 'suffered an accelerated breakdown of public services reliant on technology'.

There is also good news from the grassroots. A flurry of innovative user-generated adaptations are underway making on-line learning platforms that much more active, engaging, effective and even fun. The training and consulting team

at the US Based non-profit Project Adventure are a font of such innovation. They share their insights through a useful rubric-packed compendium of tested tips and techniques. Yet, their enthusiasm is also tempered as they question the extent to which humanity really wants or needs to replace in-person encounters with a mechanized interface. Is that necessarily our destiny? Do we have a choice? In recent months some Project Adventure training programs have returned to in-person. In these settings participants and trainers alike have taken note that the greater depth of interpersonal connection and sheer satisfaction as compared to their on-line substitute is undeniable.

So, please crack open our virtual pages within and don't hesitate to share with your friends and network encouraging them, of course, to subscribe. Also keep an eye out for an announcement in the New Year as our on-line library migrates to a fully developed website – one that it seems will remain only available on-line...

To a good read, or 'bonne lecture' as they say in French.

**Back to TOC**

## DECIPHERING

# Open & Distance Learning (ODL): Concept and foundations

Brigitte NARVOR – University Professor

**Editor note**: *This English version is significantly abbreviated from the original in French.*

Our goal in this article is to help one better understand this approach to education and training. To achieve this we draw upon ODL history, research, features inherent to these learning modalities and our own experience.

## MY EXPERIENCE WITH DISTANCE LEARNING

It all started with the 'computer plan for all' in 1985. After having widely applied these tools to my pedagogy, I then shared my knowledge, techniques and experiences with teachers.

Beyond the monitoring of these new uses, I have, in the Grenoble academy, identified and disseminated practices that added value. To measure this added value, I relied on the SAMR model, which is a model for integrating digital technology into the classroom in an educational way. Indeed, at that time, there was no research to affirm that the use of digital technology improves learning and the academic results of learners. The hope in new technologies was to offer students new, rich and varied learning activities and situations developing not only digital skills but also the social competencies of sharing, communication, collaboration, and creativity through its use.

Ruben Puentedura has worked on the integration of digital technologies in pedagogy. His SAMR model (Redefinition, Modification, Augmentation, Substitution) allows the teacher to understand how to integrate technologies in the service of pedagogy and practice.

My personal and training objective has always been to show future teachers that it is not a question of using digital technology for its own sake, but rather to use it with an objective focused on skills acquisition for the students. An example of the application of digital in Ruben Puentedura's grid is the e-Education Spiral:

The e-education spiral from La Délégation Académique au Numérique Éducatif de Versailles: A tool to help teachers identify

Examples of learning technologies through the lense of the SAMR Framework.

THE SAMR MODEL OF RUBEN PUENTEDURA : HTTPS://TECHNOLOGYFORLEARNERS.COM/THE-SAMR-MODEL/

usable practices for teaching and learning with digital technologies.

My first experience on distance learning was my support to the "cartable électronique de la Savoie" schools. Then, as an "expert at the SD-TICE" in the national level « PAIRFORM@NCE" project. As a member of the development group of this hybrid training-action program, I took part in its development, in the training of trainers and designers, as well as in the evaluation of these courses and systems, I took advantage of Marcel Lebrun's experience in distance learning to take a DU Elearn 2 inter-university diploma piloted by M. Lebrun and the University of Lyon 1. My experience as a course designer allowed me to intervene in the "management and follow-up of remote projects". This aimed at training future professionals in the implementation of distance learning systems: project management, implementation of pedagogical scenarios adapted to ODL, creation of online courses, evaluation of ODL, training and support of designers, and implementation of skills portfolios..In parallel to these external missions, I accompanied and set up remote training systems at the ESPE of Lyon: the CRPE distance learning in Bourg en Bresse, training in new technologies with students from Lyon 2 and Lyon 3, accompanying teachers from Morocco, and more.

Next I will clarify some of the terms, then after a brief history I will discuss some of the types of remote training including an introduction to the scripting of this type of training. Throughout the article, I develop certain aspects that show impediments to the success of these systems.

## CLARIFICATION OF THE TERMS "OPEN AND DISTANCE LEARNING"

The introduction of the notion of openness reflects flexibility. We will be interested in mixed modalities (also called hybrid training) of teaching associating presence and distance as well as in purely "distance" modalities.

The word "distance" can be taken in two different but complementary ways:

Distance can be geographical for learners who are far from a physical training center. Some foreign universities have declared themselves to be "virtual" to show their desire not to be anchored in a territory. French universities have turned instead to remote "versions" of some courses. The large number of students enrolled in Massive Open Online Courses (MOOCs) shows that there is a need for remote training that is not covered by traditional in-person structures.

The distance can also be temporal and concerns audiences with reduced availability. The interest here lies in the ability for a learner to access content that is always accessible.

"Open training courses are training actions that are based, in whole or in part, on non "face-to-face" learning, in self-training or with tutoring, at home, in the company and/or in the training center. What characterizes them fundamentally is the flexibility of their pedagogical organization

and therefore their greater accessibility, compared to "traditional" training (Amid Bendouba, Thierry Tran, Françoise Lepâtre)

Let's try to clarify what the word "open" means. When we talk about Open and Distance Learning (ODL), we refer to several non-exclusive definitions of the word "open":

- "Open" can mean that the learner can register and follow a training without prerequisites. (case of MOOCs).

- "Open" can also express the fact that the training and the corresponding resources are accessible at any time with asynchronous access.

- "Open" also means that the learning pace is not imposed. The learner can plan his training (more or less long), organize himself according to his availability, and capitalize on his knowledge.

The official definitions of open distance learning are less precise:

- DGEFP (circular of July 20, 2001): ODL = "Flexible training device, organized according to individual or collective needs that includes individualized learning, access to local or remote resources and skills, and which is not necessarily carried out under the permanent control of a trainer"

- The European Union 1994: "...flexibility of time, place and means".

- B. Blandin (p. 43 ff.) and several authors following him refer to the European Commission (1994): "Open learning: any form of study with flexible aspects that make it more accessible (...) Distance learning: any form of study that is not

under the permanent control of a director of studies ».

## HISTORY

Open and distance learning has evolved over the course of four periods based on the medium used:

1. The correspondence course was the first stage and based on a postal exchange between teacher and learner. In 1840, with the invention of the postage stamp, the same year Isaac Pitman proposed a "distance course" concerning the learning of shorthand "at home". In 1877, Emile Pigier proposed course materials for the preparation of administrative competitions, the first manifestation of the "enriched classroom". Others followed: the Cours Hattemer, Léon Eyrolles (home schooling), Frédéric Ozil (l'Ecole Universelle)... In 1939, the German occupation forced the French National Education System to create the Correspondence Teaching Service. In 1944, this service became the ″Centre national d'enseignement par correspondance[1]″ (CNEPC).

2. The second period of distance learning concerns the use of analog communication technologies and the major media for the dissemination of information by radio with the Mormons of Salt Lake City in 1921, the University of Iowa in 1925, Radio Luxembourg in 1926, Institut radiophonique universitaire de Paris PTT in 1927, and beginning of Radio Sorbonne in 1937. Then in 1942 telephone combined with the use of radio and telephone in Australia for school support. Next was television with the first school TV

programs in France in 1953 and an initiative of the RAI in Italy in 1958 for illiterate audiences ("non è mai troppo tardi"). We saw the creation of the Centers of University Tele-education, creation of the National Center of Tele-education (CNTE, successor of the CNEPC) which became the National Center of Distance teaching (CNED) in 1986.

3. The advent of digital technologies defined the third period, first with the CD-ROM as digital media, then the use of the micro-computer with the telecommunications networks and the Internet. The Plan Informatique Pour Tous (Computer Plan for All) in 1985 allowed teachers to be trained in these techniques but also, for the most convinced, to develop "innovative" teaching methods based on the digital presence. The relative technicality of these new technologies did not allow, at first, to exploit the potential of the tools to make distance learning.

4. The constantly evolving digital media easily permits people to digitize sound, images, video, and create sites. The use of shared platforms and with them the arrival of networking tools see the birth of the fourth stage. It is from this moment when the technique was no longer an obstacle and that the pedagogical potential of these tools will finally emerge and the arrival of new forms of teaching combining distance and presence will allow for considerable innovation.For instance paralleling this technical evolution is the accelerated mission of 'lifelong learning' entrusted to universities which is attracting an ever wider public

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[1] National Center for Education by Mail

to a point that is has outpaced young people engaged in universities for their initial training. Especially important to continuing education is the ability to reach those for whom 'availability constraints' can now be overcome thanks to the introduction of asynchronous features of ODL.

Distance learning can therefore be considered a strategic element in the development of universities leading to an increase in enrolment. Even if these same universities have long believed that all they had to do was to translate face-to-face training to remote training at lower cost, the technical evolution must be associated with a renewed pedagogy which in turn requires exploring variables that have not yet been sufficiently recognized or assessed. So, we are going to explore different facets of distance learning in their variations but also in their complexity by highlighting obvious constraints allowing for quality training services.

## TWO MODELS

Two models are particularly interesting to developing distance learning systems : The Competice model and the Hysup model.

## The Competice Model

"Competice" is a tool for managing projects through competences. Its main objective is to contribute to the professionalization of all the actors who work on the integration of ICTE (Information and Communication Technology for Education) in the teaching/learning practices of higher education.

The typology of Competence revolves around two axes: 1) Presence/distance and; 2) presence of a trainer/absence of a trainer. From these axes continuums exist:

1. Enriched face-to-face teaching: e.g. the teacher projects a slide show, communication by videoconference, face-to-face work on digital data...

2. Enhanced face-to-face teaching: before and after the face-to-face session, the learner trains with the help of online resources, the teacher uploads online content.

3. Lean classroom: online or CD-based courses, remote tutorials and practical work during group sessions (flipped classroom).

4.  Reduced face-to-face instruction: For example since 2006 during the first year of medical school at Grenoble there are 520 required hours of multimedia study using DVD's. The digital materials are animated and voiced over by professors and also enhanced by 24 in-person meetings. Once in their 3rd year students support the professor as tutors.

5.  Almost non-existent face-to-face teaching: a fully distance learning system that provides remote access to resources with synchronous and/or asynchronous tutoring. The term "quasi" is used because, under current legislation, exams cannot be administered remotely yet COVID has certainly changed that.

## The Hy-Sup model

Hy-sup was produced by a consortium of universities united by a European project carried out from 2009 to 2012, whose characteristics were based on teaching, courses and training of higher education educators which relied on online learning platforms. It proposed 6 forms of hybridization according to their focus on teaching or learning, the type of resources and activities proposed, and the support implemented across 5 dimensions: Articulation, Presence/Distance, Accompaniment (support for learning), 'Mediatization' (choice of media) and Openness and evolution. Here are the 6 forms:

1.  **"the stage" and theatrical symbolism**: This first configuration of the "teaching" group is presented as a space of restitution and representation, close to a theater stage, in which the teacher plays the main role. This metaphor thus refers not only to the textual nature of the teaching resources but also to the idea of a principal actor and a process of oral communication of the order of transmission.

2.  **"The screen", a multimedia opening**: type 2 is centered on a "teaching" configuration characterized by support for the classroom and the provision of numerous multimedia resources. In "screen" configurations, teachers favor the provision of multimedia resources, whereas in "stage" configurations, written text is predominant.

3.  **"The cockpit" or distributed intelligence**: type 3 is centered on a "teaching" configuration oriented towards the organization of the course through the use of management tools and sometimes tending towards the integration of relational and reflective objectives. This third configuration of the "teaching" group differs from the two previous ones by the particular emphasis placed on the organization and management of the course and, consequently, by a more important exploitation of the potential offered by the digital environment.

4.  **The "crew", a change of course**: type 4 is centered on a learning configuration and is characterized by support for the knowledge construction process and interpersonal interactions. This configuration marks a real break with previous systems characterized by a rather transmissive pedagogical approach. This time, it is a matter of proposing more differentiated learning methods, integrating all the activities into the course scenario. In this perspective, the metaphor of the crew refers to the idea of a community pursuing a common goal. Achieving

this goal requires collaboration, mutual aid and effective communication.

5. **The "public space", the field of possibilities**: type 5 is centered on a learning configuration and is characterized by the openness of the device, the freedom of choice and the accompaniment of the learners in their learning pathways. The public space symbolizes a place in which everyone is free to evolve as they wish. A freedom of choice is offered to learners in their learning path with a wide variety of resources and actors. However, this freedom is constrained by laws and conventions and does not make it a lawless space. The public space offers a multitude of guiding elements and landmarks (street names, signposts, urban signage, etc.) symbolizing support.

6. **The "ecosystem", a creative synergy**: the metaphor of the ecosystem evokes the idea of an environment in which each living organism develops in harmony and balance.

   The last configuration of the "learning" group, the ecosystem makes the most of all the technological and pedagogical dimensions offered by hybrid devices: (a) the organization of face-to-face and distance activities according to active and participatory pedagogical modalities, (b) the methodological and metacognitive support of learners, (c) the mediatization of all the constituent functions of a training device and of resources from diversified registers of representation, (d) explicit expectations in terms of relational and reflexive mediation, and finally (e) the openness to resources and contributors external

to the course and to the academic world, as well as the freedom of choice left to the learners in their learning path.

In this respect, it can be said that this is the most complex configuration, and the "richest" from a techno-pedagogical point of view.

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**A REGIONAL INITIATIVE TO ENSURE EDUCATIONAL CONTINUITY IN AFRICA**

# ImaginEcole

- Idalina RODRIGUES: Consultant in charge of the ImaginEcole project - UNESCO Regional Office for West Africa / Sahel

- Léonie MARIN : Education Communication Officer - UNESCO Regional Office for West Africa / Sahel

- Guillaume HUSSON: Head of Education Sector - UNESCO Regional Office for West Africa / Sahel

The economic, social and health crisis linked to Covid-19 has shaken education systems around the world. The closure of schools has resulted in the deprivation of education for some 290 million children worldwide. In West and Central Africa, UNESCO estimates that school closures have affected 120 million children.



## MISSION OF IMAGINECOLE: CONTRIBUTING TO DEVELOPMENT OF DIGITAL APPLICATIONS IN EDUCATION

To mitigate the impact on learning and ensure educational continuity, UNESCO, under the aegis of the Global Coalition for Education, with funding from the Global Partnership for Education, launched a sub-regional initiative.   The Global Coalition endeavored to support lifelong learning among the most marginalized children. This initiative has covered 10 countries in Francophone West and Central Africa (see diagram) and aims to strengthen the resilience of education systems in the face of other current and future crises that could lead to the total or partial closure of schools. Sharing experiences between countries remains the central strategic feature.

This initiative responded to an April 29, 2020 request emanating from sub-Saharan

countries within the framework of the Conference of Ministers of Education of the States and Governments of the Francophonie (CONFEMEN). It would respond to the challenges of school closures and address related discussion points that the ministries of education and the International Organization of the Francophonie (IOF) raised. All endeavored to ensure educational continuity in teaching and learning. It was also to specifically contribute to the development of educational digital technology.

Thus, the UNESCO Regional Office for West Africa (Sahel) in Dakar, in partnership with the French government - in particular the Ministry of Europe and Foreign Affairs (MEAE) and the Ministry of National Education, Youth and Sports (MENJS) - was entrusted with the responsibility of coordinating this sub-regional effort which

featured launch of the imaginEcole platform on December 21, 2020.

## IMAGINECOLE, A PLATFORM AT THE HEART OF TODAY'S CHALLENGES AND TOMORROW'S ISSUES

The ImaginEcole platform has one objective: Strengthening national and sub-regional capacities to support distance and blended learning so that no learner is left behind. In doing so, it "re-imagines" how quality education should be delivered while making national education systems more resilient amid shocks and crises. It therefore provides primary and secondary school students in the ten target countries with more than 600 digital educational resources while ensuring pedagogical continuity. There are two resource areas: One for teachers and students and another

where teachers can develop quality digital resources.

ImaginEcole adapts to the context of each country with personalized, national spaces and specific content that takes into account curricula, school programs and languages of instruction.

An inclusive and collaborative strategy has been put in place in each country with an ImaginEcole project team composed of representatives from the ministries. The national team provides a framework for consultation and validation of the various activities, aiming to achieve the initiative's objectives.

## MORE THAN A PLATFORM, AN INITIATIVE AT THE SERVICE OF TEACHERS

Another central element of the ImaginEcole initiative is the reinforcement of teachers' capacities through its digital training. In order to best support educators, ImaginEcole conducted a survey of teachers' ICT skills in order to develop a national training plan that would take into account the specific needs of each country's teachers. It then developed a cascaded training strategy for each country. This allowed for the development of a network of competent trainers capable of replicating their knowledge among 10,000 teachers. Furthermore, thanks to this cascaded training strategy, a maximum number of teachers received trained while ensuring the creation of a national network.

ImaginEcole taught teacher/trainers to use the platform of Réseau Canopé, the technical service provider for imaginEcole. ImaginEcole implemented also a capacity-building plan to disseminate the trainer's KIT and help educators master the

indexing of educational resources and pedagogical scripting.

In total, no less than 102 trainers have mastered the use of the platform and the various aspects of digital education, delivering 75 virtual workshops. This core group of trainers, capable of ensuring the archiving of educational resources to the national platforms, constitutes a real boost for implementation of the platform in each country while safeguarding its sustainability. Finally, the imaginEcole initiative will have cultivated an inventory of digital teaching and learning resources within its 10 country group, from national strategies to the inventory of educational resource platforms all of which will be continually enriched.

## REDUCING DISPARITIES AND CREATING DIGITAL EDUCATIONAL CONTENT FOR FRANCOPHONE AFRICA

The complex situation of the pandemic has also altered equity in access to quality education. Even before the pandemic, countries like Mali, Niger and Chad had unsatisfactory and insufficient educational resources. Indeed, the lack of infrastructure and connectivity affects these places the most. Yet universal and equitable access to educational resources allows for better learning opportunities. For this reason, imaginEcole has selected these three countries to print 60,000 educational resources to be distributed in their most disadvantaged areas. The goal is to reduce growing disparities while favoring sustainable development.

Moreover, using its highly participatory approach, imaginEcole is in the process of conducting a "CREATHON" during the last quarter of 2021. The objective of this

competition is to provide the framework for creating digital content adapted to Francophone Africa, as digital technology can help reinvent education. The 10 countries are invited to create/develop digital educational modules, allowing them to go with the flow, i.e. to move from a tool-centered approach to a content and usage approach. In each country, the 25 best developers will be rewarded with laptops.

The ultimate goal is to meet the needs of mixed-mode or hybrid teaching and learning, which will develop increasingly over the next decade. ImaginEcole currently covers primary and general secondary education but can be extended to higher levels in time.

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### AN NEW APPROACH OF DISTANT LEARNING

# Webradio and Interactive School radio Programming

Christophe LE ROHO - National Education Inspector of Guingamp-Sud (Brittany) in charge of the "Scientific and Technological Culture" mission



THE SCHOOL WEB RADIO TEAM

From ensuring educational continuity in Brittany during the pandemic to Burkina-Faso creating equal opportunities for impoverished youth, web radio has proven a most versatile and effective communication tool.

## WEB RADIO IN THE CLASSROOM

As an educational inspector in charge of a district of Centre Bretagne (France), I wished to begin a project around webradio that would benefit rural schools located in the Community of Communes of Kreiz-Breizh (CCKB). We started in October 2019 with district and private funds from Saooti based in Lannion and had many objectives. Indeed, a school-based web radio is a complete learning tool that combines the work of different modes of expression from oral and written to content creation, production and digital broadcasting.

In addition through frequent podcast production students gain confidence in speaking, which is so important today. This particular issue was highlighted by the new

**Here is an excerpt, translated to English, from the discussion between Mr. Le Roho, Pedagogical Inspector, and Ms. Céline Corfdyr, Teacher, after one month of operation.**

Le Roho: " Have you noticed any progress in terms of motivation and self-confidence in your students?

Ms. Corfdyr: " Yes, and who better to answer than the students themselves?

We invite you to  listen to a sidewalk microphone recorded by students from Paule and Le Moustoir schools . They answer the question, "What does the web radio bring you?

Student 1 : " To learn and at the same time to have fun while talking ".

Student 2 : " I am happy to do this with the whole school and my friends ".

Student 3 : " It's interesting because we work in a group, we speak as if we were really on the radio and then those who have stage fright will not have it anymore! ".

Student 4 : " It gave me confidence because before I was shy to speak in public "

Student 5: " It makes the students happy "

Ms. Corfdyr: "This excerpt shows the impact on students, with one mentioning his shyness, which he feels has been reduced since the first recordings. He even goes so far as to talk about his self-confidence, which shows such an initiative can even impact introverted students. In fact, we can also see that the younger students find it easier to speak and are more motivated to do so. The pedagogy and desired  outcomes include the more reserved students gaining from a collective production.

Le Roho: " We end our round table discussion with Laurie addressing a particularly important subject in our society. It is the development of critical thinking skills. So Laurie, how did you implement it in your class?

The teacher managed to combine several fields such as written productions in French, oral expression, science and media education, work on the food chain in 4th grade / 5th grade through the realization of a police investigation in four parts.

oral testing component of the baccalaureate exams.

Another foundational objective was and remains reinforcement of a student culture that merges the artistic and scientific as they create podcasts which explore rich local heritage. Through the audio contents put online and the preceding research activities, this work contributes strongly to critical thinking skills and solid media education. They practice posing questions like: To whom should I address myself? What tone and level of language should I use? How might I check sources? etc.

Moreover, the realization of podcasts requires a pedagogical and technical organization that induces team work thus favoring cooperation and collaboration between students within the same class, at

school level and even among several schools if desired..

Finally, such a project gives deep meaning to the learning process and enhances the students' sense of self-efficacy by posting their productions on the web.

After a few months of experimentation, during the launch year (2019-2020) with educational teams very involved in the project (three schools), the students and their parents were delighted by the integration of this new educational tool in the daily life of the class. They were impressed by the quality of productions. Examples are the police investigation series or the podcast dedicated to the exceptional archaeological discovery of the Gallic statuette of the "Lyre Man" dating from the 4th century B.C. in the commune of Paule: https://radioeducation.saooti.org/main/pub/podcast/1657

On the eve of the winter vacation February 2020, a highlight was coordinating a podcast with all the institutions (Deputy, President of the community of communes, Mayors, Academic Directors of National Education, Director of the CLEMI of the academy of Rennes, Academic Delegate to the Digital)

In order to communicate with a large audience the initial feelings and analyses on the added value of this learning tool, a round table discussion was organized. It involved three teachers who had implemented the project along with an educational consultant and myself. One can listen to the discussion in French here. It includes sample recordings with students.

https://radioeducation.saooti.org/main/pub/podcast/1660



**L'HOMME À LA LYRE**

## ENSURING EDUCATIONAL CONTINUITY WITHIN THE FRAMEWORK

In March 2020 due to COVID-19 continuity in learning absolutely had to be maintained with the vast majority of students confined to their homes and in the presence of their parents.

Thus, teachers with their students at a distance started to invent new uses and learning methods in this anxiety-provoking context. In the first weeks of confinement educators were recommended to reinforce knowledge and skills previously worked on, but intime it was necessary for everyone to gradually approach new concepts.

Not all institutions and schools in France were at the same level of preparation to provide distance learning. Indeed, high

schools and colleges equipped with ENT (Digital Work Environments) were able to more easily keep the link with their students by making available adapted resources. But studies conducted after confinement showed the difficulties in mobilizing students at a distance, accompanying them and encouraging them in their learning,. This context was more marked in vocational high schools and in socially fragile environments which unfortunately led to many students dropping out of school.

During the first weeks of confinement in primary schools, e-mail or the implementation of tablets made up for the absence of ENT in schools. In rural areas, due to poor or even deficient local Internet coverage or the absence of suitable means of communication, some schools organized procedures for transferring to paper documents while still avoiding physical meetings.

Thus, the pedagogical responses have progressively expanded at the level of districts, departments, academies and at the national level ("Ma classe à la maison" of the Centre National d'Education à Distance/CNED). A diverse adaptation by each teacher was noted which was in part attributed to the pedagogical freedom awarded to teachers. However, an essential question remains, how to individualize this distance education and engage the student in tasks, especially when the latter has little support at home? Another question was how to maintain equality of opportunity, which is the foundation of the school in France? Does the webradio aim for equal opportunities mong all elementary school students?

Thus, a global reflection was initiated at the level of the district to respond to the problem of isolation and sometimes the lack of support for the child in their home. The idea of exploiting webradio through the provision of educational and guiding podcasts quickly emerged. Providing the student with educational content at home and allowing them to work in total or even semi-autonomy, was the objective.

Secondly, it was necessary to offer the teacher a means of evaluating the student's level of understanding on the basis of feedback from the student in order to individually identify his or her points of progress and respond to them in a specific way. The Quizinière tool from CANOPE was chosen. The ease with which the teacher can create and reproduce the quiz from a template dedicated to each podcast was one of the success factors. For students without an Internet connection, the use of SMS or telephone contact was preferred. https://www.ouest-france.fr/education/bretagne-durant-les-vacances-la-webradio-du-kreiz-breizh-fait-ecole-6813194

Some rural territories are currently characterized by poor Internet access. The problem of listening to podcasts in synchronous or asynchronous mode remained. The podcasts are directly usable (synchronous) or podcastable (asynchronous). However, students without an Internet connection were not able to listen. To get around this technical constraint, steps were taken with the local bilingual radio station RKB to broadcast the bilingual podcasts (French and Breton) via the airwaves at a fixed time. In this way we were able to offer the same service to everyone: https://www.ouest-france.fr/medias/radio/coronavirus-saint-nicodeme-radio-kreiz-breizh-sollicitee-par-l-education-nationale-6812179

**INAUGURATION OF THE WEB RADIO**

Finally, as far as the materials are concerned, it was necessary to design content that could be explored without feeling constrained by pedagogy or sequencing specific to each class and the diverse methods used by teachers from kindergarten through high school.

Moreover, the pedagogical challenge of these audio productions resided in the fact that the work could not be based on visual aids. In addition, the instructions had to be presented in a synthetic and rhythmic way in order to make the student feel autonomous in the task. Here, the parents are considered as simple facilitators by provision of the computer or telephone, stopping the podcast to answer questions, accompanying via sms or quiz, etc..

The voice and the benevolent tone of the teacher are also key elements to the effective engagement of the student. Thus,

when the teacher speaks, she speaks to the whole class. Some parents have reported that their child addresses the teacher via the radio or computer just as if they were in the classroom.

The main objective is the development or reinforcement of strategies for understanding texts by identifying the story characters, understanding where the story takes place and when. A correction option is also integrated into the podcast, thus making it possible to validate the answer and help students focus on the part of the text in which the answer is found. This common exercise helps students understand how an answer should not build from personal or approximate interpretations of the text.

## An example: The ZOO

Level 1st grade/2nd grade; Competence worked on: Identifying a main character : https://radioeducation.saooti.org/main/pub/podcast/1747

## TRANSPOSITION OF THE WEB RADIO PROJECT TO AUDIENCES LACKING SUFFICIENT SCHOOL SUPPORT IN AFRICA

For several years members of the Education For All Network in Africa (REPTA) grasped the need for adapting this webradio model to the context of impoverished regions in sub-Saharan Africa. Indeed, the countless constraints to basic education leaves hundreds of thousands, if not millions, of children on the sidelines of the learning process. Security conditions in certain regions of Burkina Faso and Mali, in particular, exacerbate the difficulties.

## Podcasting

Burkina Faso within the wider Sahel region has been hard hit by violence with more than 700,000 displaced fleeing their homes, nearly 500 schools closed, and administrative offices deserted in many communes. In the refugee camps, NGOs are working to provide basic needs and schools are gradually being set up. However, in some camps, education is not the priority in the face of more urgent humanitarian needs. Orphaned children are placed with families but often cannot attend school because of the cost.

After consultation with friends in the field working with displaced peoples in Africa, and in particular in Burkina Faso, it became apparent that this distance learning tool developed in Brittany might be beneficial.



SCHOOL CHILDREN IN BURKINA FASO

**PRODUCTION OF PODCASTS**

The strategy, still to be implemented, is to broadcast the podcasts over the air through local radio partners.. Afterall, radio is the most used medium in West Africa, especially in Burkina Faso, due to the oral nature of the medium, the low cost of radio equipment and the high illiteracy rate.

Podcasts can be broadcast directly if the local radio has Internet access, or podcast asynchronously if it does not. Networking across the different refugee camps is also possible through live broadcasts thanks to the virtual studio of the company SAOOTI. A facilitator can contact one or several learners at different physical sites via a telephone call and the discussion relayed via the radio waves simultaneously over a vast territory via local radio stations.

Finally, the educational endeavor responds to a desire to adapt to extreme constraints where there is for instance no classroom, minimal equipment and replicating the approach in African languages is necessary. Indeed, the product is to be built around syntactic and phonological variants by exploiting common sounds of both French and African languages. The specific sounds of certain African languages that are absent in French are also incorporated for the transition to writing.

## Learning to read and write in mother tongues

Thus, the other pillar of the project is supporting learners as they read and write

in their mother tongue while developing French oral communication skills. As recent studies show, it is essential to learn in one's mother tongue before transferring to another such as French. The program also relies on the presence of accompanying teachers who can read and write. Indeed, podcasts are to be produced with teacher guidelines on strategies to engage learners with the audio contents as well as the simple texts that support the writing component. They are also to be given advice on how to make the texts visible to the learners.

There is also reliance on RFI[2]'s bilingual radio drama, "The Broken Talisman" translated into several African languages. This production introduces the listener to the world of French language by providing some elements of the language from the first moments through conversation in French. Nevertheless, this program as it stands seems difficult to access for a public far removed from a school environment and / or in distress. This is why the REPTA[3] program has two objectives:

1. bringing learners to a pre-A1 level[4] and;

2. leading them to a level of understanding sufficient such that they can benefit from the RFI program during a second stage.

This program is based on themes worked on over a two-week period and in the framework of a spiral approach. The expressions and vocabulary used are mainly in the national language, in this case Moré, and to be also replicated in French.

Three podcasts are to be broadcast daily. The first is for learning the expressions in French and memorizing them. The second aims at working on vocabulary, phonology and writing sounds, words and short sentences in national languages. A third podcast entitled "Rebrassage" is proposed to take up the concepts discussed the same day while reviewing those previously studied.

Following this educational framework, a first series of podcasts will be produced remotely with Yassia Nacanabo, an official from the Burkinabé AAAE association (Association Aidons l'Afrique Ensemble) who is also a primary education advisor. These materials aim to help with acquisition of first level oral proficiency in French as a second language for children or young people speaking Moré.

This address captures aspects of the approaches:: https:// radioeducation.saooti.org/main/pub/ p r o d u c t o r / 9c992db9-4bb0-407e-99db-68eafcf0d1af ? p r o d u c t o r = 6 0 7 9 5 7 6 0 - e9a7-4be3-935a-6317b3dd18e0

An educational guide will include recommendations for the management and facilitation of groups in addition to podcasts that can be broadcast directly on the airwaves. A call for funding will be organized during the third quarter of 2021 from the Micro-Projects Agency to develop this program in conjunction with African linguists..

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[2] Radio France International : a French radio station

[3] REPTA: a French NGO "Réseau Education pour tous en Afrique" (Education for All in Africa Network)

[4] According to the level descriptors of the Council of Europe.

**A CRITICAL LOOK**

# Education Facing the Health Crisis

An interview with Bruno Devauchelle
Trainer / researcher / consultant
Associate Professor at the University of Poitiers
Editor of digital technology for the Café Pédagogique

T he pandemic has caused a critical reexamination of educational practices in France and world-wide. Given these circumstances Cooperative Approaches asked that DEVAUCHELLE respond to a few questions.

*What are the primary obstacles that need to be addressed? What are some important innovations you would like to highlight? What is your view of French education system COVID adaptations in particular?*

The global health crisis that began in March 2020 has completely shaken up the school system in France causing children to study from their homes versus school and other public spaces. This was a radical change for which no one was prepared but a disappointment in France was the lack of innovative thinking. Rather, responses all focused on attempting to maintain the notion of the regular school day, but at a distance and online. Whether in the words of the ministry or daily actions of educators in schools, the desire to maintain and return to the pre-crisis state of education was the guiding theme. They called it "pedagogical continuity".

**BRUNO DEVAUCHELLE**

After an initial period of panic, ministerial announcements were based on assumptions of the existing system and intended as reassuring. Yet the fragility of the status quo had not been measured. Among the critical weaknesses was the IT infrastructure which was not designed for adaptability and or sustainability in the first place. Then there was the hardware owned by families which proved insufficient. Thus families found themselves both ill

equipped and on the "front line" far more responsible for the formal education of their children than ever before. Y

et the Ministry of Education, despite speeches that suggested an embrace of families since the early 2000s (cf. the A.C. Benhamou report of 2002), has always held parents at arms length and literally outside the school walls. Now that the ministry has been finally forced to recognize and embrace parents as partners these wide gaps have become that much more apparent. The 'Territoire Numériques Educatifs' project is a good illustration of significant insufficiencies in the field of educational digital technology. It is as if the essential role of parents in supporting young people's education through training, equipment, and other resources has only just been discovered.

In the area of support to teachers and teaching teams, readjustments were made mainly around  coordination of individual needs such as choice of digital tools, synchronous or asynchronous work methods, activities given to students and

evaluation of their achievements. It was necessary to regulate these activities and it was the teaching teams themselves who stepped up to do this in conjunction with their directors. Unfortunately, this was sometimes pursued only after complaints from families and students who had discovered in real time how the methods often contradicted common school practices. Multiple layers of digital controls during simple evening class council meetings is an example of cumbersome and poorly adapted protocols.

At the Ministry level perhaps the most spectacular and promising change has been more acceptance of formative assessment. This refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Indeed the health crisis finally imposed the need to free teachers from some of the most punishing constraints of formal assessment/testing routines and to trust them to apply their craft (teaching!). The unions, although quick to criticize

formative assessment and historically part of the problem, have also let down their guard. This is a positive sign and in significance presses well beyond the ministries earlier minimal commitment to baccalaureate reform. Thus, it appears the dogma of 'republican egalitarianism' still characterized by a rigid, unchanging baccalauréat system has finally been cracked.

### *The question of hybrid education and training is very topical. How do you view this issue?*

Since the end of the 1990s and the rise of the Web, the emergence of Open and Distance Learning (ODL) has been on everyone's mind, especially in the world of higher and continuing education. In this context the extensive use of the term "hybridization" is first and foremost an effort to name that which has characterized these different settings but also insufficiently understood. Due in part to this confusion hybridization has been misunderstood and even abused during the crisis relative to the start of its

widespread use in the early 2000s. Yet, then and now the term has been used to reassure us that what is effectively an imposed absence could be positively redefined and experienced as an opportunity - an opportunity to still connect and operate effectively from a distance. In this new paradigm one is simply invited to engage in a balanced alternation between physical presence and virtual distance. These nuanced definitions emerged after the first strict lockdown, when so much attention was placed on the necessity to oscillate between several different present and distant teaching strategies. This was especially the case for middle and high school levels.

The term hybridization actually covers a wide variety of situations which sometimes do not concern digital technology at all, but rather work methods which combine elements which are traditionally distinct and stand alone. It turns out, however, that hybridization, whose multiple forms should be developed in greater depth for increasing integration of learning, is a sign of a possible positive adaptation for school designs of the future. For the moment

though if the Ministry and other leaders who boast about their achievements in hybrid wish to return to the classroom, this should be the occasion to launch a more concerted, global reflection on the future of teaching. This should apply not only to schools and universities, but to initial and continuing training needs of adults and teachers in particular.

### *Education is also human interaction between young people and adults within the educational system. What are the limits of digital technology?*

In a 1993 article, Geneviève Jacquinot invites us to rethink the notion of "remote presence". This researcher, a pioneer in the field of education and technology, clearly demonstrated that if interactions are essential for learning, the artifacts used in education, from the magic lantern to the video projector, are only relevant if they maintain, sometimes by redefining instructional modalities, the relational quality that makes learning possible. In the collective imagination, computers and digital technology are often represented in the form of a person isolated in front of a screen. However, this is only one of the work methods that, since the advent of the web, has evolved considerably making new forms of interaction possible. Some face-to-face teaching practices are not necessarily as interactive as we think they are (lectures in a study hall) while digital technology is transforming relationships. Never before has there been so much communication and interaction.

### *How can parents find their place in an educational system that uses digital*

**_technology, especially among the more vulnerable families?_**

Welcoming spaces for parents are finally opening most notably at the middle school level where parent-teacher communications through for instance, meetings and other forums are intended to animate and open their eyes. We are already forgetting, or attempting to forget how they had been literally held back at the doors of the school for decades. Today parents are considered essential to the success of a student's distance learning experience, yet they are too often the most ill-prepared when it comes to digital applications. A report of the Senate on Illiteracy largely illuminated a widespread, unequal use of the Internet and digital learning among parents (ARCEP-CREDOC). It also indicated that we have not yet sufficiently measured and analyzed what I call "cultural digital domination". The place of parents can only be different and advance if teaching is radically transformed to include more support to out-of-class instruction and the position of parents in the process. Yet, teachers who try to change the pedagogical processes struggle to obtain such support every day and testify to their difficulties.

**_How can and should schools reinterpret their socializing role with the development of digital technology?_**

The socialization of young people is like a kaleidoscope. Theirs is a scattering of activities that we try to shape into a stabilized, lasting image. School is an essential part of the process. Its importance is evident and in large part due to its duration, from compulsory schooling/training for ages 3 to 18 years. Yet the processes of social selection including pressures of all sorts is such that their socialization can slow or even reverse as society is placed at a distance during pandemic. So today digital technology, following the cinema, television and the media, has opened a breach in what some considered an essential archipelago of island sanctuaries. However this breach, which we observe every day as growing, has not yet led the system of schooling in France to question its evolving new place in the socialization of young people. Especially alarming are the various monopolies (diplomas, programs etc....) all under the control of the Ministry of Education, that maintain a dogmatic version of what socialization should look like. Theirs has been challenged by a promising new thrust stemming from

digital technology and its associated social practices.

Yet the critiques of digital technology made by young and older people alike further reinforce the ministries' desire to manage socialization and perhaps even over-manage it. 'Too many screens, too many games, too many social networks, etc.' are all legitimate concerns, yet enlisting young people and educators as partners is the only hope for a more productive and effective path forward.

*What are the prospects? How can a digital world that is compatible with a school's long-term vision? More globally, what is the future of digital technology in education and training?*

One only has to listen to recent political speeches on economic recovery to measure the space digital technology does and will occupy in the future.   Given its prominence, it is hard to see how schools could ignore it or continue to hesitate as they have for nearly fifty years. The recent turnaround of the Ministry in France which aims at better equipping schools and families reveals evolution is indeed in process. In higher education, almost all students have personal mobile equipment at home and in class. Even if most teachers have not yet understood the full capacities of this equipment and implications for their



practices, students have developed strategies for its use on a daily basis, often adapted to their situational needs.

Digital technology "at your fingertips" is the basic framework for ensuring that this modality is given its rightful place in education. As evidenced by schools that have embraced it, there is no question that students and teachers will ever go back and abandon their equipment.

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# Instructional paradigms and adaptative strategies for our times

Larry Childs and the Training/Consulting team at Project Adventure



## ASSESSING CONSTRAINTS TO LEARNING

Social distancing, closure of schools, and home confinement have all become essential for maintaining one's health and protecting others. The resulting constraints and set backs on education systems and youth development have been devastating and global, from conflict zones to well-resourced countries. Young people are not only pulled away from classrooms and important content, but the social supports of peers.

Despite the many onerous and justifiable constraints imposed by the pandemic, there are also many new approaches to distance learning which are being leveraged to better assure that young people continue to advance their education when going to school is not an option.

## An inventory of experiences

Since the on-set of pandemic the training and consulting team at the US-based Project Adventure have been exploring ways to work around these constraints. Through their distinctive approach to active learning, which involves collaborating with clients and colleagues from around the world, they have developed a wide range of effective facilitation strategies and activities that make distance learning more active, engaging, fun and effective – more so than previously practiced and even imagined possible.

To help educators better meet learning objectives from a distance the team has assembled their methodology summary below. It starts with identification of constraints which should be assessed for characteristics specific to one's community. From there it offers corresponding distance learning paradigms and strategies. These strategies also support the adaptation and application of Project Adventure experiential learning methods and activities to a distance learning context.

This pursuit is critically important and urgent since extended delays in learning can stifle a young persons' motivation to learn and stunt development.

### Technology and legal constraints

- Student lacks computer with camera and video capability

- Student lacks access to broadband

- Home or school insufficiently wired

- Hacking exposure and measures designed to prevent hacking

- District policies (ie. FERPA laws) regarding student data access and varying interpretations can impede school communications

### Physical constraints

- Physical contact and presence with classmates not permitted

- Housemates (parents, siblings, etc.) not willing or able to provide support (pre-occupied by health, work tasks etc.)

- Lack of quiet or private space in the home

- Re-entering a country and trapped in quarantine with limited access to people or technology

### Emotional constraints

- Concern of personal safety or the health of others – anxious due to actual risks, perceived threats or exaggerated perceived risk

- Challenging family situation exacerbated by dramatically increased time at home

- Pre-existing conditions exacerbated – anxiety or depression flairs up; screen addiction flairs up; self-isolation increases

- Boarding school/college student returns home to an environment that draws them back to earlier dysfunctional behaviors/family patterns

- Screen fatigue increases over the course of the pandemic such that students are even less willing to turn on webcams than before

### Responsibility concerns

- School or home messaging that a particular content area, class, or assignment is lower priority (ie. effectively marginalizing specialist classes such as physical education, art, music etc.)

- Excessive school or home pressure to complete assignments

- Student not feeling accountable to teacher or schoolwork

- Parent not available or willing to speak/conference with teacher and/or student around student needs

### Teacher needs and preferences

- Need to attend to need to attend to one's own family members in and/or outside of the house so they become less available to students

- Less familiar and competent with technology

- Uncomfortable with live video in front of students

- Uncomfortable with video and/or voice pre-recording for later viewing

- Uncomfortable inserting oneself into a students' home via video

## OPPORTUNITIES AND STRATEGIES

To address these constraints the Project Adventure team has identified various opportunities, strategies and new learning strategies that are detailed in the tables below. While enthusiastic about these innovations they also have expressed reservations since the individual and group development of children, so often accelerated through an active, experiential group process, is more effective when in person.

## Value of in-person human connection and communication

All these adaptations and innovations are necessary, practical, effective and even exciting at times. Yet this sudden pandemic-caused acceleration of on-line learning also provided something unexpected - a window to a possible future. We have had a taste of society in

which human beings spend considerably less time physically face-to-face and more time in computer mediated interaction.

As we approach 2 years into this massive global experiment, impacts and responses to sustained time in the on-line learning ecosystem are beginning to surface. A couple of the biggest questions posed are: What conclusions about the impacts on our humanity? Is this the future we want or require? Well, there is plenty of anecdotal evidence, even if not yet scientifically validated, that a substantial majority are resistive to massively diminished in-person encounters. That while most welcome the technology for its convenience and will use it more often, we still highly desire, value and even need physical human presence. It is that simple.

As COVID restrictions have eased in recent months due to development and adoption of various protective measures and/or resistance to safety regulations, the basic biological need for face to face interaction seems undeniable. People crave assembling in person. It is as if we, all of humanity, traveled into a possible future of pure digital interaction, took a look, and came back with most everyone arriving at the same conclusion. 'Please no. We don't want that!'

Of course there are very practical obstacles to communication that on-line strategies address. So perhaps the more reasonable conclusion is, yes indeed let's embrace on-line communications but please, keep it in balance such that convening in-person doesn't feel rare and awkward. After all, the social and emotional development of children relies on their exhibiting and interpreting multi-sensory communication cues that are challenging enough to accurately assess and share in person but far more limited in the on-line distant context



WE CONCLUDE THIS EDITION ABOUT ON-LINE LEARNING WITH A GROUP OF NEW YORK CITY TEACHERS WHO IN THIS INSTANCE ARE CLEARLY **NOT** ON-LINE. CONSIDER HOW THEIR IN-PERSON ENTHUSIASM AND JOYFUL SPIRITS SERVES US AS A REMINDER THAT ON-LINE LEARNING CANNOT FULLY REPLACE THE ESSENTIAL NEED FOR PHYSICAL HUMAN PRESENCE

| Opportunities and strategies | Comments |
|---|---|
| **Convening synchronous video classes and meetings** | |
| 1. Live video check-in with the class that is optional and supportive and not content related | Recognizes the notion of connection first then content. Also pre-supposes a level of maturity and trust such that live video chat can occur safely and falls within school policy |
| 2. Mandatory attendance at synchronous video classes with live instruction and/or written lesson related activity instructions attached | Some schools set expectations that accredited and graded classwork would resume on line yet many as pass/fail. Some find that without the expectation/requirement many students will not be motivated. |
| 3. Mandatory classwork continues based only on emailed assignments – no video interface | This approach eliminates risks and time demands associated with live video while allowing students to work on their own schedule and pace. However it eliminates the classroom community experience, opportunities to practice social skills, and experience the joys and discomforts of human encounters. |
| 4. Live video class with large group on-screen activity-based and interactive challenges in the moment (without physical props/materials) | This format allows for direct adaptation of adventure-based activities while still engaging with one's school- connected learning community. 'Zen Count' and 'Perfect Circle' are examples of activities that have been effectively adapted. |
| 5. Live instruction with break out groups for small group challenges and/or debriefing | Active participation is difficult in large groups so the technical break-out room feature replicates this excellent facilitation strategy. One disadvantage is that students are out of eye sight and ear shot so there needs to be a high level of trust and alignment with school policies. Note that the host/teacher can enter the rooms at any time to check that the assignment is clear and things are going OK. Knowing a teacher may visit can help with safety and focus on task. Groups can be arranged randomly or by intention which is another way to manage safety. Also a group of 3-4 may be more comfortable than a grouping of 2 which can be very awkward |

| Opportunities and strategies | Comments |
|---|---|
| **Convening synchronous video classes and meetings** | |
| 6.   Use of physical props/materials that students are asked to gather in advance for live interactive challenges. | Screens have their limitations yet physical props can enable prop-centric activity thereby increasing engagement, better addressing lesson goals, and adding variation as well as fun. There are many items commonly found in a house that can be gathered ahead of time such that special purchase is not needed – advance collection also saves time. That said being asked to gather props in the moment can add an element of surprise and movement ('You have 60 seconds to find an object that tells the class something about your interests'). |
| 7.   Physical movement during video communication | Often video-based meetings are facilitated just for the face-to-face value (aka 'talking heads'), yet far more movement and physical expression is possible. For instance groups can engage in a wide variety of physical tasks including coordinated or synchronized physical exercises coaching to assemble something, interpreting mime (no speaking) gestures, through mirroring of a stretching exercise, etc. While we cannot replace physical embodied presence and contact with others, there are many adaptations that can approach these modes of interaction and physical engagement common to an in-person setting. |
| 8.   Asynchronous assignments to perform activity with someone else in the home (parent/sibling) with readily available props | This approach encourages and permits the physical expression of adventure activity, gives the student facilitation responsibility, and can help build relationships in the household. It also allows for direct application of adventure curricula though adaptations to a small group often of just 2-3 people. A disadvantage is that all students may not have a willing adult/sibling/friend in the house. They may though have a buddy from outside the house who the family has identified as a 'pandemic buddy'. Note that this approach was developed by a teacher who was not comfortable convening students in the conventional large group video context. |
| 9.   Office-hours | This common higher education/university level strategy has pushed down to K-12 and even been extended such that parents can also take advantage of a set period for parent/ teacher check-ins. |

| Learning paradigms & new opportunities | Comments |
|---|---|
| 1. Schooling from home and shifting parent responsibility | As schooling shifts into the home parents, particularly for younger children, are being required to assume a much stronger role in their child's education. Schools, recognizing this can engage parents more deeply or differently as partners by provide parents with coaching and resources to help them adapt. |
| 2. Parent education | Children and many parents are spending more time at home and more time with their children. This shift presents an opportunity for parents to not only assume a stronger role around school content instruction, but to better develop their parenting competencies. Many parents have not even attended a parent education class. Schools can direct parents to resource and even encourage their joining formal or informal parent education groups. |
| 3. Counseling/Check-ins | Many schools are encouraging teachers to check-in directly with students and parents to better understand their conditions and provide support. This can help them adjust better and more quickly to distance learning and help with the overall mental health of the home environment. |
| 4. Social Contract development | Teachers that have a social contract or PA style 'Full Value Commitment' developed can reference their class commitment as a mechanism for check-in, identification of needs and collaborative goal setting. It is also an opportunity to introduce parents to the FVC concept and how it might be applicable to home. |
| 5. Students assuming a facilitation role at home | Students can be assigned to lead and facilitate their family member(s) through games and small group problem-solving initiatives. This can involve their framing and leading activity and on through to debriefing the experience. Debriefs might consider not only what happened and how the task was accomplished it transfer transference themes such as the student assuming more responsibility for helping with specific tasks at home. |
| 6. Hold high expectations yet with compassion | Teachers are balancing continued high expectations with increased need to consider personal home constraints that might severely limit a students' ability to turn on their camera or follow through on assignments. |