

TRIPLE FIRST AID Di2LEARN TOOL KIT

MODULE 2: EFFECTIVE MANAGEMENT OF DISTANCE LEARNING



Di2Learn:

DISTANCE-DIGITAL TEACHING AND LEARNING IN THE POST-COVID-19 ERA

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 - POLITEKNIKA IKASTEGIA TXORIERRI S.COOP, Spain - www.txorierrri.net
 - Parents' Association "Step by Step", Croatia - www.udrugaroditeljakpk.hr
 - PCG Polska Sp. z o.o., Poland - www.pcgpolska.pl
 - FUNDATIA EUROED, Romania - www.euroed.ro

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1. Syllabus

Module 2 – Effective management of distance learning	
A module description	<p>Through this module, teachers will upgrade their knowledge and digital skills by learning how to improve the management of distance learning in their schools, making it effective and efficient. Firstly, and thanks to the knowledge shared by UNESCO in one of its guides (“Ensuring effective distance learning during COVID-19 disruption, Guidance for teachers”, 2020), teachers and educators will receive an overview about the principles all distance learning approaches should take into account and about the 3 criteria which guarantee the effectiveness of distance learning in education contexts. Secondly, an in-depth analysis will guide them in discovering the crucial topics to be considered in this process, such as the organizational skills needed to manage the distance learning in school effectively and some tools which could be useful in this way, the inclusive access to distance learning opportunities for all students and pupils, their involvement in distance learning, how to evaluate distance learning, the most important soft skills required to run this learning process and the way how to engage students and efficiently evaluate distance learning.</p>
Intended learning outcomes	<p>On completion of this module the teacher should be able to:</p> <ul style="list-style-type: none">• Improve autonomously the distance learning processes in school thanks to new knowledge and technical suggestions, which will be crucial even in the relationship to students and their families.• Know and adopt the general principles all distance learning approaches should consider while developing and implementing distance learning in schools, and the 3 criteria able to guarantee the effectiveness of distance learning in education contexts.• Recognize the crucial and relevant topics related to an efficient management of distance learning in schools nowadays.• Know the most relevant digital technologies which can support educational organization in improving distance learning.

Main content	<p>This module will contain knowledge and details about the following topics:</p> <ul style="list-style-type: none"> • the principles all distance learning approaches should consider according to UNESCO • the 3 criteria which guarantee the effectiveness of distance learning in education contexts according to UNESCO • the organizational skills needed to manage the distance learning in school effectively and some tools which could be useful in this way • inclusive access to distance learning opportunities for all students and pupils • students' involvement in distance learning • efficiently assessment of distance learning • the most important soft skills required to run distance learning
Learning activities	<p>Tools supporting and improving the process of acquiring knowledge and skills for teachers</p> <ul style="list-style-type: none"> • reading texts • exploring 3 obligatory and 1 optional reading material • doing 2 exercises • evaluating 2 exercises
Estimated duration	<p>Total workload is 45 minutes including:</p> <ul style="list-style-type: none"> • 20 minutes for reading • 15 minutes for exploring obligatory reading material • 10 minutes for exercises

Knowledge, skills and competences the teacher is expected to acquire:	
Knowledge	<ul style="list-style-type: none"> • Acquire a basic understanding about the general principles all distance learning approaches should consider while developing and implementing distance learning in schools. • Acquire a basic knowledge on the three criteria able to guarantee the effectiveness of distance learning in education contexts. • Acquire a basic understanding of the crucial topics related to an efficient management of distance learning in schools nowadays.

	<ul style="list-style-type: none"> • Acquire a basic understanding of how digital technologies can support educational organization in improving these processes.
Skills	<ul style="list-style-type: none"> • How to improve the management of distance learning in your school, making it effective and efficient, thanks to new and relevant knowledges. • How to improve your management processes of distance learning thanks to some e-tools / software (optional).
Competences	<ul style="list-style-type: none"> • Able to improve autonomously the distance learning processes in schools thanks to new knowledge and technical suggestions, which will be crucial even in the relationship to students and their families. • Able to use the necessary e-tools / software to improve the distance learning processes of schools (optional).

2. Introduction

This module will support teachers from Primary and Secondary Schools in **upgrading their knowledge and upskilling their digital competences by learning how to improve the management of distance learning in their schools, making it effectively and efficient**. Firstly, teachers and educators will receive an overview about the **general principles** all distance learning approaches should consider and about the **3 criteria** which guarantee the effectiveness of distance learning in education contexts. Secondly, an in-depth analysis will guide them in discovering the crucial topics to be considered in this process, such as the **organizational skills** needed to manage the distance learning in school effectively and some tools which could be useful in this way, the **inclusive access** to distance learning opportunities for all students and pupils, their **involvement** in distance learning, how to **evaluate** distance learning, the most important **soft skills** required to run this learning process.

On completion of this module the teacher should be able to:

- **Improve autonomously the distance learning processes in school** thanks to new knowledge and technical suggestions.
- Know and adopt the **general principles** all distance learning approaches should consider while developing and implementing distance learning in schools, and the **3 criteria** able to guarantee the effectiveness of distance learning in education contexts.
- **Recognize the crucial and relevant topics** related to an efficient management of distance learning in schools nowadays.
- **Know the most relevant digital technologies** which can support educational organization in improving distance learning.

Among the **benefits** that teachers will derive from attending this module:

- They will **upskill and / or reskill their knowledge and abilities** in improving the real management of distance learning in their schools.
- Thanks to the acquired knowledge and skills, they **will be able to play a crucial and active role in supporting their schools in implementing efficiently the distance learning**.
- Even the **educational relationships between teachers and their students** (and indirectly with their families) will be positively impacted since they will be able to foster distance learning making it more inclusive and efficient.

3. Effective management of distance learning

3.1. The principles to effectively manage the distance learning

As declared by Education Sector of UNESCO in the report entitled “Ensuring effective distance learning during COVID-19 disruption, Guidance for teachers”, all distance learning approaches should consider **the following principles**:

1. **Education as a right.** For many students, the COVID-19 pandemic has severely disrupted their access to education: *“such learners may fall behind their peers and miss the sense of stability and normality that schools provide”, while “school closures may disproportionately affect learners who already experience barriers accessing education or who are at higher risk of being excluded”.*
2. **Equity and inclusion.** Rapid-response strategies should focus on 1) *“Enabling continuous learning without exacerbating existing educational and social inequalities”* 2) Training courses should be made *“accessible for learners with disabilities and those whose primary language is not the language of instruction”,* considering that *“students with disabilities are particularly vulnerable to the disruptions caused by the pandemic because they often rely on in-class support that is difficult to reproduce virtually”* 3) Education teachers and service providers *“should be included in the school’s distance learning plan to address how individual support and services will be provided”,* since *“they should get the families’ input and outline to them how instruction will be delivered, share expectations with the adult supervising the student, and conduct a needs assessment to identify what resources the family has or may require to facilitate access to the instruction”.*
3. **Gender equality.** Girls face greater barriers to education and vulnerabilities when not in school and are twice as likely to be out of school in crisis situations, while parents give them access to digital technology at a later age than their male peers and that their access is more curtailed and monitored. *“Teachers can address gender equality in the design of online distance learning by removing barriers to knowledge, developing capabilities, and providing support around online safety. Providing knowledge about sexual and reproductive health services and access to modern contraception, for example, can reduce young women’s vulnerability to early and unintended pregnancy, HIV, and gender-based violence, and increase rates of re-enrolment and retention”.*

3.2. How to effectively manage the distance learning

In general, and as declared in the above-mentioned report, UNESCO explains that the effectiveness of distance learning in education contexts should be assessed based on three different criteria: access to learning, engagement of students, and assessment of learning outcomes.

The first crucial aspect of effectiveness is to **ensure inclusive access to distance learning opportunities for all students and pupils**, included the ones with special needs (vulnerable groups). Teachers are at the forefront of assessing whether Universal Design for Learning (UDL) principles are adopted **to assure feedback on their accessibility for learners with learning difficulties or disabilities**, and those whose mother tongue is not the language of instruction. *“They can also facilitate the quick estimate or survey on learners from the poorest households and support the temporary decentralization of digital devices to students from low-income families. Special support should be provided to teachers who are working with refugee, displaced and migrant students”*.

Secondly, **the involvement of students and pupils** needs minimizing the interference of non-learning tasks such as *“logging in or waiting for an upload, and maximizing time spent in active learning”*. Useful pedagogical methods include *“group discussions, peer assistance and assessment, and formative quizzes”*.

Evaluation is crucial in supporting teachers determine whether learners have achieved the learning objectives, but it needs to be adjusted in distance learning. Rather than grading, it is important to help students in identifying their strengths and weaknesses and work towards facing on challenges. *“Teachers are required to use more formative assessment”* inviting *“students to become more involved through the use of self- and peer assessment”*.

3.2.1. Organizational skills

It is important that designing accessible and affordable online education for the student learning. The Covid pandemic has fastened this idea and many programs changed into online teaching. Since traditional teaching methods cannot be directly applied, the institute and instructors must improve and apply new organizational skills and capitals. In the EU Digital Education Plan (2020), it is emphasized that **high quality and inclusive online education, which adheres to the protection of personal data and ethics, needs to be a strategic goal of all bodies and agencies active in education and training**. The first principle of the European Pillar of Social Rights is the right to quality and inclusive education and training and lifelong learning is, while the fifth principle of the Pillar gives workers a right to training.

3.2.1.a. Communication

Communication is crucial in an online class for giving information in verbal and written forms. Thus, the writing competences and the ability to express thoughts via written information are critical. The aim of the communication in the online education is

not different from the conventional education: sharing information, being recognized and understood, and engaging all allies. Basically, being clear, brief, and polite are fundamental elements of a good communication. In addition, communication must be bidirectional with the support of online tools. Asking for opinion is also valuable to improve communication and content of the course, besides giving feedback timely to students.

Not only synchronous but also asynchronous communication is significant for the online education. Considering that synchronous communication needs real-time discussion, asynchronous communication grants for a time lag (i.e., email, commenting on a blog post or on the forums) and enables students to interact at their own pace and schedule. Wikis, email, message boards, blogs and discussion forums can be useful for having an effective asynchronous communication.

3.2.1.b. Affordability and Flexibility

Online education can be economical and timesaving for students. Therefore, the institute should take advantage **to offer more flexible and convenient education to students.** Online course is required considerable investment to build robust education program. This investment is significant as more students' appeal alternatives to the "high fixed cost, high-tuition" model of higher education (Price, 2020). Despite possible high up-front costs, studying online means that there are no extra room and board fees. In addition, the institute does not need to pay for services which students do not utilize, and instructors do not need to commute to campus, that eliminate overhead costs.

Schools should apply freedom to connect with and educate learners using both simultaneous and nonsynchronous means. Without this chance, the online course can be thought of as a repository of knowledge, where repetition of boring lessons, assignments, and discussions. Hence, there will be no problem for parents in the meantime since they can access the online course from anywhere and anytime with an internet connection.

3.2.1.c. Technical skills and support

Tanis (2020) found that sufficient orientation and technical support for schools and students is crucial for online learning and so they can work fluently without obstacles. Furthermore, European Commission (2020) highlights **the digital competence as a core skill for all instructors.** Instructors are knowledgeable and skilled specialists that **require the confidence and skills to use technology effectively and creatively to engage and motivate their students, support the achievement of digital skills by students and to guarantee that digital tools and platform utilized are accessible to all students.**

However, this increased workload on the instructors/students might not be recognized by the schools' administrations. The learning platform should be user-friendly and so, the instructor navigate technology easily, otherwise online learning and teaching is interrupted. Moreover, the internet bandwidth may induce slower internet connection which causes bottleneck and dissatisfaction for the university and students. Device incompatibility is another problem which may cause issues about accessing the online course materials and assessment. Unavailability of sources creates delays and more

effort for improving and managing the online course. For this reason, providing sufficient training resources and support from the management is significant in order to minimize agitation and dissatisfaction among the schools. Furthermore, in case of unexpected technical issues, instructors should be flexible and adapt the online class.

3.2.1.d. Organisational assets: some digital tools

In our daily life soft skills are important to acquire. According to TechTarget, a soft skill is “*a personal attribute that supports situational awareness and enhances an individual's ability to get a job done. The term soft skills are often used as a synonym for people skills or emotional intelligence*”. There are numerous types of soft skills, they help us to be at ease in the society, with people but also to support our self-development. Well-known soft skills are communication, negotiation, positive attitude, organisation, teamwork, efficiency, problem solving or self-management.

At school, for teacher and also for students, **it is important to have a good organisation to grow.** The organisational skill can be boost thanks the use of digital tools like Miro Mind Map and Optimal Workshop. They will support teachers for their lessons but also pupils in their works.

Miro Mind Map allows to work on projects, brainstorm, do UX and product design, create agile boards, hold retrospectives or do other collaborative exercises. Miro presents an entire toolkit for user story journey maps, wireframing, roadmap or sprint planning, retros, and more. It is a great tool to empower brainstorming, organizational, collaboration and logic skills! Moreover, thanks to its board, Miro will help its user to have a clearer perspective on their idea and share it with other in a simple way. On the boards, students and/or teachers will be able to arrange plans in a structural path with colours, connections, frames and more. According to the graphic skills a person has, it might be more or less intuitive to change font size and graphic elements. Miro is a useful tool for education purposes, it provides its users with free and premium plans.

Website: <https://miro.com>

Optimal Workshop helps to understand how people think your content should be organized and categorized. This digital tool is easy to use and extremely useful especially when it comes to evaluate data, information, and digital content! It operates with the with the ‘closed card sorting’ feature to regroup concepts and label ideas, users are given a predetermined set of category names, and they are asked to organize the individual cards into these predetermined categories. Optimal Workshop has a free plan, it provides some limitations in terms of the number of users who could join your card sorting challenge. Optimal Workshop offers also some premium plans.

Website: www.optimalworkshop.com

3.2.2. Accessibility of course materials

Student should be able to access the course material easily and also, it can be useful that the material is provided before the beginning of the program. In this way, students can take a glance at resources, and get familiar with the learning platform.

One way to increase accessibility to the course materials **is to use mobile eLearning applications**. Mobile learning provides students with access to course resources anytime and anywhere and is designed to allow real time access to the online course via mobile devices. Mobile learning has also its challenges. The challenges are that the mobile devices have restricted resources such as viewable area, finite memory, and processing power. Utilizing cloud based mobile learning eliminate the limitations of memory and processing power (Khan et. al., 2017). There are many student-centered mobile eLearning strategies like the accessibility of course content that is university created as well as student created, in-class and out-of-class connection, assessment and self-assessment, tools that would facilitate student interaction, communication and collaborations. These tools provide increased access to course material as well as more ways to interact with classmates and faculty within the online environment.

3.2.3. Engaging students

The virtual environment is not the same with physical classroom and thus, tools and teaching methods used in the physical classes cannot be directly implemented to the virtual environment. They must be adapted to replace for the lack of physical proximity experienced in an online course. In order to provide effective online course and engage students, any kind of interaction (i.e., student-student, student-instructor, student-content, etc.) needs to be considered. Some suggestions are given in this chapter in order to engage students through increasing learner interactions.

3.2.3.a. Agile Plan

Students should have **clear expectations about the class start and end time**. A fair number of concepts within the class time should be prepared. Discussion and other interactive activities may take more time than initially planned and thus, keeping the students' attention on the lesson might be difficult. It is important to keep an eye out for students. Considering having breaks in the class to assure the students can move away from the computer and return with increased attention. **Having agile plan provides more efficient lessons as a result of better time management and use of various teaching resources during the class.**

3.2.3.b. Learning Environment

Good learning environment boosts student engagement through collaborations. In a face-to-face environment, these collaborations happen organically. However, **in the digital environment, students rely on the institute to enrich a learning community and to foster a sense of belonging**. Collaborative learning might be carried out via the supplementary materials such as slide presentations, video, audio, scientific papers or

related websites and several activities with the support of instructor such as asynchronous discussion forums, surveys, quizzes, blogs, glossaries, journals, which engage a variety of students with different learning styles.

Tanis (2020) found that it is critical for learning and teaching when students are allowed and supported to share ideas and experiences which may be diverse from the instructor. In order to facilitate independent work and thinking, **student autonomy in the online class should be promoted by the instructor.**

There are various types of methods to promote interaction and communication ranging from individual work to small-group and large-group discussions. To promote attendance and learning, students need to be comfortable with the new material, be actively associated and be able to analyze the material. There are some tools and strategies to boost active learning and to engage students such as small groups and give different roles to students in debates. Interactive classes will help students stay engaged. Moreover, the successful online discussion influences the effectiveness of online courses and shows the achievement of the course. The key is to not only oblige class participation within the class, **but to approach in a participatory way that engage and add value to the course.**

3.2.3.c. Pupil's attention and concentration: some digital tools

It is one of teacher's main goals to have their pupil's attention and concentration to make sure they understand the courses they are following. Hence, with the digitalisation of our world and the pandemic, **the focus of students decreased and their motivation with it.** It is then crucial for teachers to find ways to engage their students in a challenging, innovative and somehow introvertive approaches. We can now find **a bunch of digital tools to support teaching methodologies to make them more creative and attractive.**

Virbela will transform classic classrooms into avant-garde immersive virtual ones! Give place to 3D to recreate your class and spice it up with dynamic interactions, social spaces, sense of community, culture and more. Virbela engaging environments clone the real world to erase the monotonous online courses. Working with Virbela will unlock tremendous growth, students' participation and their motivation. Virbela gives the possibility to replicate a campus, classes and design spaces for students (outdoor, gym...). Teachers and students have their own avatar that they customise at their image to interact with others.

Augmented reality technology can also be used on Virbela's campus with the Oculus and HTC Vive headsets. Virbela's campus is free of charge, if you wish to set up customise your own different features are proposed from \$100.

Website: <https://www.virbela.com/>

Let's go back in the real world, **to boost students' participation, challenges and games to engage them are great.**

QuizWhizzer, Quizizz and Kahoot! will boost the dynamic of real classrooms on a given topic. Moreover, they help to create new, original and relevant content! In fact, too many questions remain with no answers during classes, or the teacher have to randomly choose a student to have an answer. The use of these 3 digital quizzes is simple, after the creation of quiz, the teacher will give to the class a code to access to it, and a live competition can start. The students will have a couple of seconds to answer to the questions (they can be with two or more answers).

These digital quizzes are quite similar, only the design of each platform is different, such as the following:

Quizizz allow to teachers and students to create and use one another's quizzes. After the quizzes have been completed, students can review their answers. There is a limit in the types of questions you can ask. It is perfect for facts and recall, but not helpful for more elaborate questioning.

Website: www.quizizz.com

QuizWhizzer allow for up to 50 players in a game and you can run more than one quiz at a time.

Website: <https://app.quizwhizzer.com/register>

Kahoot! is a game-based platform, used for learning and teaching mainly used as educational technology in educational institutions. Kahoot! makes it easy to create, discover, play and share fun learning games in minutes for any subject, in any language, on any device. Its learning games are multiple-choice quizzes that allow user generation and can be accessed via a web browser, phone, or the app itself.

Website: <https://kahoot.com>

The tools presented above **will also help students to raise their communication and collaboration skills.**

3.2.4. Effective evaluation methods

To help instructors' understanding of student needs and maintain student learning can be done with the use of effective evaluation methods. **Assessments in online classes may bring out bigger challenges in cases where instructors try to adjust assessment methods used in face-to-face classrooms.** Both formative and summative assessment can be beneficial in online classes. While summative assessments ensure a measure of the proficiency level achieved at the end of a class or a unit, formative assessment gives feedback which can be utilized by the instructor and students to make further progress in the ongoing class (Khan et. al., 2017). Besides grades, it can be useful to provide timely constructive written or audio comments.

4. Learning activities

Type of exercise and instructions

1. Quiz with true-false answer

Type of exercise	Quiz with true-false answers
Instructions	This exercise is individual. Mark the correct answer. These questions allow one and only one answer to be chosen by providing radio buttons next to the answers.

1. In its report entitled “Ensuring effective distance learning during COVID-19 disruption, Guidance for teachers”, UNESCO declares that ‘Equity and Inclusion’ are one of the principles to be considered by all distance learning approaches.
 - a) True
 - b) False

Correct answer:

True

2. In the above-mentioned report, UNESCO declares that the effectiveness of distance learning depends on the involvement of students’ parents/families in “*group discussions, peer assistance and assessment, and formative quizzes*”.
 - a) True
 - b) False

Correct answer:

False

3. Evaluation is crucial in supporting teachers determine whether learners have achieved the learning objectives, but it needs to be adjusted in distance learning.
 - a) True
 - b) False

Correct answer:

True

4. High quality and inclusive online education, which adheres to the protection of personal data and ethics, needs to be a strategic goal of all bodies and agencies active in education and training.
 - a) True
 - b) False

Correct answer:

True

5. The aim of the communication in the online education is different from the conventional education.
- a) True
 - b) False

Correct answer:
False

6. Only synchronous communication is significant for the online education.
- a) True
 - b) False

Correct answer:
False

7. In 2020 the European Commission has declared the digital competence as a core skill for all instructors.
- a) True
 - b) False

Correct answer:
True

8. One way to increase accessibility to the course materials is to use mobile eLearning applications.
- a) True
 - b) False

Correct answer:
True

9. Student autonomy in the online class shouldn't be promoted by the instructor.
- a) True
 - b) False

Correct answer:
False

10. Kahoot! cannot help students to raise their communication and collaboration skills.
- a) True
 - b) False

Correct answer:
False

2. Connections quiz

Type of exercise	Connections Quiz
Instructions	Combine a box with a text on the left with a box with a text on the right. There can be only one connection between the left and right sides. The quiz can verify the knowledge of the definition (e.g. the concept on the left) with its characteristics (on the right) or other, eg. Question (on the left) and answer (on the right).

'Education as a right'	Organisational skill
Communication	One way to increase accessibility to the course materials
Virbela	Skills crucial to be acquired in our daily life
eLearning applications	One of the principles of distance learning approaches (Education Sector of UNESCO)
Soft skills	Digital tool to support in having pupil's attention and concentration
'Education as a right'	Organisational skill
Communication	One way to increase accessibility to the course materials
Virbela	Crucial skills to be acquired in our daily life
eLearning applications	One of the principles of distance learning approaches (Education Sector of UNESCO)
Soft skills	Digital tool to support in having pupil's attention and concentration

3. Additional Reading - Obligatory

Title	Availability
Justin Reilly J., (2021). New Theories in Classroom Management in the Age of Distance Learning.	https://thejournal.com/articles/2021/03/09/new-theories-in-classroom-management-in-the-age-of-distance-learning.aspx
Lucid Content Team, (2021). Best practices for distance learning in 2020.	https://www.lucidchart.com/blog/best-practices-distance-learning
Mitchell L, (2020). 6 Strategies for Successful Distance Learning.	https://www.edutopia.org/article/6-strategies-successful-distance-learning

4. Additional Reading

Title	Availability
Education Sector, United Nations Educational, Scientific and Cultural Organization (UNESCO), (2020). Ensuring effective distance learning during COVID-19 disruption, Guidance for teachers	https://unesdoc.unesco.org/ark:/48223/pf0000375116

5. Other activity (Optional)

Try to deepen the use and technical functionalities of the digital tools and software mentioned in the learning materials, to better understand if they fit to the real and practical needs of schools in management the distance learning activities efficiently.

Title	Availability
Miro Mind Map	https://miro.com
Optimal Workshop	www.optimalworkshop.com
Virbela	https://www.virbela.com/
Quizizz	www.quizizz.com
QuizWhizzer	https://app.quizwhizzer.com/register
Kahoot!	https://kahoot.com

5. Conclusion

Covid-19 has caused full or partial school shutdowns globally and from that moment schools have been facing of new challenges every day.

Here as follows, some successful practices to keep implementing and efficiently managing distance learning in schools, again inspired by UNESCO and its already mentioned guide (“Ensuring effective distance learning during COVID-19 disruption, Guidance for teachers”, 2020):

1. Keep sustaining a positive attitude towards the use of digital technologies. During COVID-19 outbreak, schools and their educators have recognized a new value of distance learning solutions. Today, with schools reopening and with blended learning approaches adopting, *“it might be a transformative opportunity for integrating technology into education at scale”*. Indeed, teachers should continue to 1) maintain a positive mindset towards ICT, 2) *“raise awareness of data privacy and data protection, 3) create a culture of digital teaching, and 4) promote the implementation of flexible teaching”*.
2. Teachers’ skills are crucial in order to facilitate the integration of ICT into pedagogy, in particular, teachers should:
 - a. Be aware of or able to identify *“the problems to be addressed so that the new vision of teaching and learned can be achieved”*, using and assessing the effectiveness of digital technologies available
 - b. *“Understand the areas that technological solutions can actually support and take advantage of them”*
 - c. Keep up their improved competencies *“through training or informal support groups to develop skills in further integrating technologies into teaching and learning activities”*
 - d. Reflect on their practices and summarize what worked and did not work.

6. References

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