

The 2020-2021 course and HYBRID training

by Pere Marquès

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In times of HYBRID TRAINING, there will be periods of time when the training will only be online at home, and there will be eriods when it will be possible to attend classes in person (often with reduced schedules).

To face this TRAINING, some key actions are recommended.

SCHOOL

Safety management

Distance, face-masks, ventilation, cleaning, other sanitary aspects, etc. at the entrance and exit, classrooms and the patio, in the dining room...

Timetable Organisation

(in the centre and at home), spaces and groups of students (shifts, splitting up...)

Re-organizing curriculum

Identify and prioritise essential learning, selection of tasks and training resources (for face-to-face and online activities -hybrid training-), correction systems, bimodal curriculum.

Support services for students and families

Ensuring ICT facilities
Ensure digital competence and study and self-learning techniques of students.
Provide tutoring and family consultancy.
Mediate with social services that help families who need them to care for their children when they are not in school.
Monitoring and evaluation of student learning (exercises, portfolios, rubrics, etc.) in both online or face to face sessions to facilitate the attention to diversity (reinforcements, recovery, talent enhancement) aimed at the success of ALL students.

Teacher training

Digital/educational platform, new resources, didactic updating) and "just in time" coordination and support for teachers in the centre, trying to reduce the overload of work that this hybrid training entails.

See full document at <http://peremarques.blogspot.com/>



atoms

atoms

TEACHERS TOWARDS STUDENTS AND FAMILIES

Ensuring that students have the material and intellectual means necessary for learning

Home study environment and work schedules, ICT tools, digital study skills.

To provide training content (explanations, books, videos, multimedia documents...) **so that students acquire new knowledge and skills** (general and specific), **and have a good personal development** (emotional, value system, attitudes...).

According to the programme of the subjects, the teaching staff directs the sequence and the rhythm of the learning processes.

It will not be possible to achieve all the learning that is usual in other years. Therefore, priority will be given to the teaching of essential knowledge and skills to ALL students.

When the training is mostly online, the teachers' didactic exhibitions are best served by video recordings so that everyone can watch them at their own time and their own pace.

To provide learning tasks that involve challenges where this knowledge and skills can be applied to consolidate learning. It is necessary to ensure the correction of all the tasks and give the option to ask questions if they do not understand the revision.

It is vital that students develop self-learning skills, and to this end, they can consult multiple sources of information and, as far as possible, that the tasks are self-evaluable.

Some of these activities (e.g. projects) should be carried out in groups.

In the online training periods, teachers can call video conferences with their students to offer guidance, listen to their questions and comments and ask them some questions about the activities. The involvement of students should be encouraged.

To offer a consultancy and guidance service, ensuring that when students have difficulty in studying or in carrying out learning tasks they can make a query (in the teacher's forum, email, etc.) which will resolve their doubts and allow them to continue with their learning activities.

Peer support techniques can be used (service learning in the classroom): consultation forums attended by "specialist students" in certain subjects, student "peer tutors" who sponsor others...

To monitor and evaluate the learning that each student is doing, which will allow "personalising" the tutorial and some of the learning tasks (review activities, reinforcement, expansion of knowledge...) **in order to ensure the necessary learning that is essential for ALL the students and to promote the most outstanding possible development for each one** (attention to diversity, inclusive school)

All the activities that the students do will be monitored (formative evaluation) and those students who require it will be offered reinforcement activities. Complementary activities, sometimes optional, may also be offered.

The more formal evaluation activities (exam type) will be done "in person" as far as possible during the periods when the schools are open. These periods will also be used to explain difficult subjects and to develop more personalised reinforcement and extension activities.

During the online training periods, students will be offered personal tutorials by videoconference.