Emergency Remote Teaching & Learning

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Learning from the Efforts

Themes

❏ The role of leadership

❏ The quantity and quality of professional development

❏ Strategies for engaging learners together with supporting access to devices, connectivity, and resources

❏ Partnership opportunities

❏ Policy and practice challenges

❏ The learning that is guiding planning for fall 2020 and beyond

The Role of Leadership

What We Learned

❏ Make distance education a requirement of all AEFLA providers and support their efforts.

❏ Grow the capacity of adult education leaders to provide flexibility underpinned with clear definitions and processes.

❏ Provide solid policy and guidance and communicate it continually and through a variety of channels beyond hierarchical structures.

❏ Overcome cultural bias (e.g., English language students can't do distance learning.)

❏ Secure funding to build capacity for distance education, including devices and connectivity for staff and students.

Professional Development

What We Learned

❑ A vast amount of professional learning was offered in spring 2020 but we have little understanding of its impact, beyond anecdotal feedback provided by participants.

❑ Rapid evolution of professional development from simple tools to sophisticated learning management systems and how to strategically use them to support instruction took place as teachers gained skills and access to digital tools.

❑ Policy and guidance helped shape professional development topics.

❑ Supporting distance education platform capacity and alignment with local education partners can position adult education as integral to a K20 learning system.

The Learner Experience

What We Learned

❑ Adult education learner and staff access to devices and reliable internet plus lack of skills for distance education were the primary barriers to implementation and persistence.

❑ Learners and staff who committed to distance instruction quickly gained skills and confidence for remote learning.

❑ Non-academic needs took precedence over learning during the pandemic.

❑ Low tech solutions can be effective for remaining connected.

❑ Despite lower expectations by teachers, English language learners were among those students who persisted, especially when they had access to a cohort.

Partnerships

What We Learned

❏ Established partnerships proved valuable foundations for pivoting to new levels of support for learners.

❏ Nascent partnerships were largely put on hold, except when they were for very immediate crisis needs (e.g., food banks and access to COVID-19 testing).

❏ Peer-to-peer partnerships proved valuable for support and learning in the midst of the crisis.

Challenges

What We Learned

❑ Though there are pockets of innovative programs and educators, for the most part adult education providers have predominantly limited experience with distance education.

❑ Pre and post testing remotely is highly resource intensive.

❑ Program accountability, as generally practiced, prioritizes in-person models of program implementation.

❑ Some program models, like IET, were designed for hands-on skill training and require more sophisticated technology tools (e.g., virtual reality) to be offered remotely.

❑ Staff mindsets about which learners might succeed with distance learning limits equitable access to it.

Looking to the Future

Distance Education is Here to Stay

WORLD EDUCATION

https://edtech.worlded.org/twg

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