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★ S T A R F I S H

E D U C A T I O N

Recommendations for Learning Management During Covid-19

1.   How should schools adapt? (these guidelines may be suitable for most schools in general)
2.   How should teachers change their methods of learning management?

The Covid-19 pandemic has caused 91% of students in 191 countries to not be able to go to school as normal (UNESCO, 2020). Distance learning, therefore, has become an important topic for education during this world crisis. Distance learning can be implemented in many ways including, online and offline. This includes "synchronous" learning, which is the arrangement of the study in time synchronization (or live), with appointments for teachers and students to study and do activities together, or "asynchronous", which is learning in such a way that teachers prepare lessons and other materials for students to study by themselves. Lessons and learning materials can be organized both online and offline.

In order to plan adjustments to education that are the most suitable for their situation, schools should consider the context of their personnel's potential, as well as the community. Schools and teachers should focus on learning outcomes and consider six key factors, which are:

1. **Age of Learners** – The age and developmental level of students are important factors in the planning of appropriate learning management. For example, organizing activities for kindergarten and elementary school – aged children must focus on activities that take short amounts of time, and that have parental support and involvement.

2. **Internet Access** – In many areas, accessing the internet may be a problem. If you have designed lessons that require high amounts of internet data usage, such as video-based materials, it may make the lessons difficult to access for students.

3. **Communication Equipment** – Lessons designed for use on computer versus those designed for use on a smartphone are very different. Activities that can be accessed on computer tend to be more diverse way that can utilize documentation and printing, while those intended for smartphones are streamlines for the viewing/listening of various media, but still have limitations if a lesson is designed in written style or refers to printed documents.

4. **Pedagogy Teaching Methods** – Schools should stick to teaching methods aimed at developing competencies, which include content, skills and attitudes. Therefore, when

UNESCO, https://en.unesco.org/covid19/educationresponse

designing learning activities they must ensure that learners have the opportunity to develop skills and attitudes via active learning, which are most consistent with the real world (also known as real world learning). They must be careful to not design activities that focus on students simply memorizing and remembering content.

5. **Learning Styles of Students** – Each learner has a different learning style. Design activities that are flexible, and a variety of activities should be considered. For example, avoid designing activities that are "read and answer-only" because it leads to learners who only can understand through listening not being able to complete the lesson.

6. **Parental Support** – Distance learning requires cooperation from parents / guardians. The context of each family or community is different. In some communities, parents can help provide education for children at home with ample resources and potential. However, in some cases, communities in remote areas or families who do not use Thai as their first language have parents who may experience restrictions on arranging home-schooling for their children.

When a school has studied and considered all six of the above factors, they can then plan and choose appropriate tools for learning management for students.

Guidelines for learning management during the Covid-19 pandemic that Baan Pladao School has created and can serve as leading examples are:

Learning Box

A Learning Box is a package that is sent to each student's family in order to help parents set up a learning experience for their children at home, by using the project-based learning (PBL) method, the Makerspace method, and a method called 3R Innovation for Children to Read, Write & Do Math.

The Learning Box is designed for children in different grade levels in order to gain knowledge and skills suitable for their age by focusing on integrated learning, social and emotional skills, and learning development skills.

Learning Box KG Level includes -

- A booklet designed and created by the homeroom teacher, and will be divided into two levels (KG 1 and KG 2/3) and includes:

    o an Early Childhood Skills Development Toolkit so that children can help themselves, such as using the restroom on their own, eat meals using cutlery, dressing themselves, etc (specifically for KG 1).

    o an innovative 3R Learning Toolkit for improving communication skills and analysis through active learning activities.

    o a Project-Based Learning Toolkit using a Makerspace area to increase 21st century skills for children. Study sets will be designed by teachers on a weekly basis to give children and parents the flexibility to choose a convenient time for usage.

- Posters and charts of the steps for creative Makerspace activities for children and families that can be set up in a corner of their homes/living space.

- Weekly record forms and assessment forms for parents and homeroom teachers.

- Learning materials and supplies such as crayons, stickers, pencils, erasers, clay, colored paper, scissors, etc.

Learning Box Primary School Level includes -

- A booklet designed and created by the homeroom teacher which includes:

  - Integrated Problem-Based Learning (PBL) Toolkit with topics that students choose themselves, with the requirement of completing one story this semester break (for students in Grades 2-6).

  - a Project Management Toolkit for Makerspace activities to increase 21st century skills for children. Study sets will be designed by teachers on a weekly basis to give children and parents the flexibility to choose a convenient time for usage.

- Posters and charts of the steps for creative Makerspace activities for children and families that can be set up in a corner of their homes/living space.

- Weekly record forms and assessment forms for parents and homeroom teachers.

- Learning materials and supplies such as crayons, stickers, pencils, erasers, clay, colored paper, glue guns, scissors, etc.

- A student notes set that students can use to record everything about their learning, such as questioning experts, researching, listening to TV news reports, drawing charts, etc.

- Assessment forms based on the real conditions, and weekly records for parents and homeroom teachers which can be created in the form of videos clips or pictures to be kept as records, or that can be created in the form of e-portfolios for those who are already skilled with computers and internet.

Community Outreach

In order to help parents and to promote relationships and well-being among students, Baan Pla Dao School visits and services the area to help children whose parents are illiterate or are unable to teach their kids. This is done in various communities; however, it first must receive approval from village/community leaders in order to provide services to children. Planning and implementation of these operations involves Baan Pla Dao School teachers, volunteer teachers in the community, and older children in the community that can assist and support the children's learning.

Online Learning Platforms

Baan Pla Dao School has created online lessons for learning and downloading of various tools for parents and those who are interested in supporting student learning under the Baan Pla Dao School curriculum, which focuses on the development of competencies through Problem-Based Learning (PBL), Makerspace, a 3R system for learning reading and writing, and even learning for innovation and modern technology at www.starfishlabz.com.

Real-Time Communication

Parents can contact homeroom teachers and the school director via a Hotline phone number and a LINE Group Chat that has homeroom teachers included for providing advice and assistance to parents who have questions about problems for various learning issues as well.

3.   What areas should be addressed for poor or underprivileged students?

The key to taking care of students who are fragile is to focus on various issues, including:

Psychological Well-Being – In times of crisis, parents or families may encounter serious economic or social problems and experience stress that can directly or indirectly affect children, which can result in inappropriate ways of stress management such as domestic violence, substance abuse and gambling. Students may lack trusted counselors, or don't know how to ask for help. Help or assistance from anyone can result in considerable psychological support.

Physical Well-Being – If there are vulnerable school children who do not receive adequate nutrition at home, the current situation of not going to school results in not receiving a healthy lunch (or breakfast, in the case of many schools), milk and snacks that help to promote growth. This issue directly affects learning potential and capabilities.

Social & Emotional Well-Being – When students cannot come to school, many children must be in a household without other children of a similar age. This results in a lack of social development and learning, and without care may lead to children lacking social skills and can result in the mind and body following suit.

Parental Care – In many families, no matter if they are poor or not, parents have the intention to try and take good care of their children. Schools should have a way to work together with parents to help them improve skills in raising their children. However, in many families the parents may not be ready to look after their children due to a lack of time, or may have risky behaviors. Schools must know each parent individually and be able to make plans to work with families for helping their children.