

'Adapting' to Remote Teaching- Learning Amid COVID 19 in Bahrain

Dr. Nidhi Goyal
College of Art and Design
Royal University for Women



Presentation scan

- Introduction
- Disruption in education
- Adaptability skills
- Adapting to the new education system
- Counter Covid 19 steps
- Students, Educators and Parents:
Standing with each other



The year 2020 is a year that may not be forgotten in history

Countries impacted by COVID-19

As of Jan. 20: **4**



As of Feb. 15: **28**



As of Mar. 1: **66**



As of Mar. 20: **165**



ARAB NEWS

Coronavirus impact on education

School closures worldwide show COVID-19 educational disruption and response

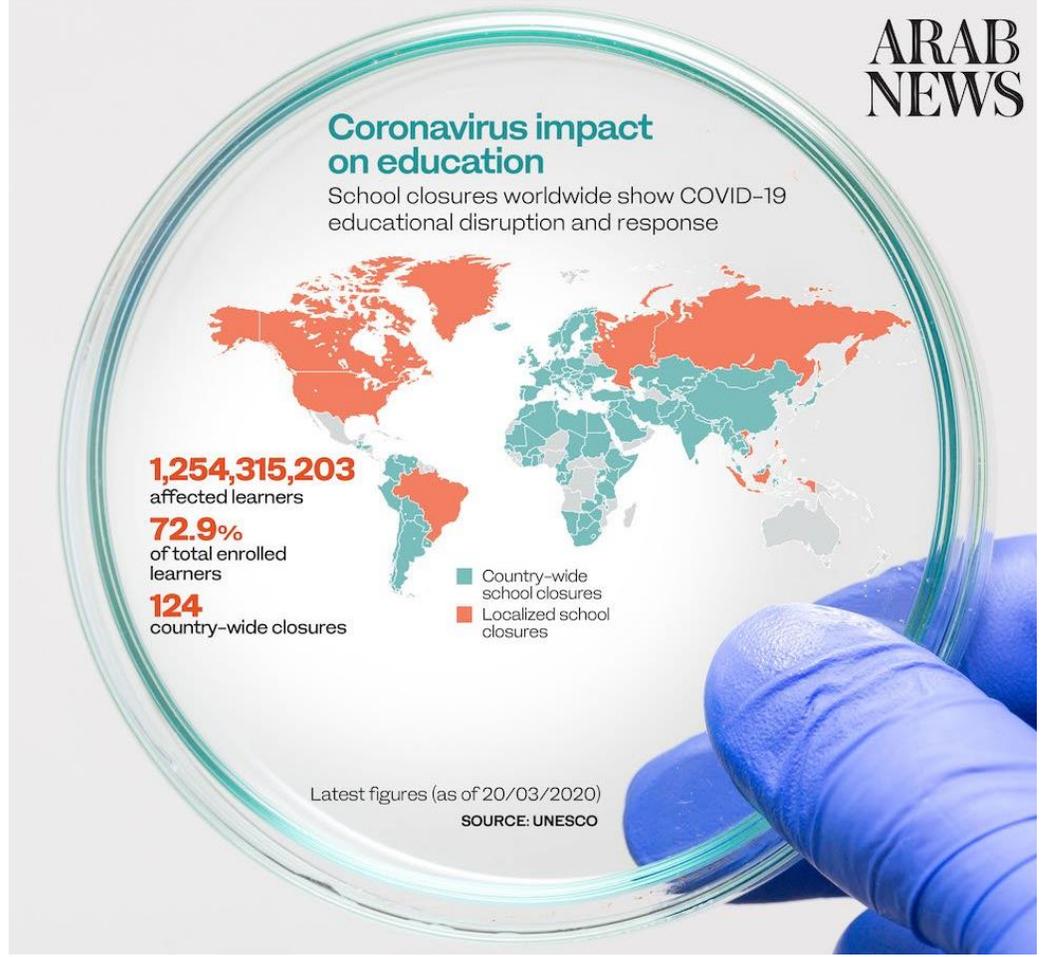
1,254,315,203
affected learners

72.9%
of total enrolled learners

124
country-wide closures

- Country-wide school closures
- Localized school closures

Latest figures (as of 20/03/2020)
SOURCE: UNESCO





Education in Bahrain

- **Bahrain** has the oldest **public education system** in the Arabian Peninsula. The system was established in 1930 when the Bahraini government operated two pre-existing primary public schools for boys. Subsequently, separate girls' schools and various universities were established in the 20th century.
- According to data the literacy rate of Bahrain stands at 97.5% (2018).
- As of 2017, education expenditure accounts for 2.3% of Bahrain's GDP.
- The Ministry of Education is responsible for education in the country.
- The national action charter, passed in 2001, paved the way for the formation of private universities. Over 13 private universities currently operate in Bahrain.
- In 2004 His **Majesty King Hamad introduced a project that uses information and communication technology (ICT) to support basic and secondary education in Bahrain.** This project is named the King Hamad Schools of the Future. The objective of this project is to link all schools within the kingdom via the Internet and introduce the concept of electronic education

Disruption in the Education system



The global coronavirus pandemic impacts **1.5b** students which reflect around 80% of the global student population



89% of University Presidents expressed “serious concern” about their entire institutions’ financial future



Many institutions have great challenges in effectively use technology to drive student success. Only **50%** have a student success data store in place



92% of University President’s are most concerned about the mental health of their students and staff



It is not the most intellectual of the species that survives; it is not the strongest that survives; but the species that survives is the one that is able to **adapt** and **adjust** to the changing environment in which it finds itself.

Charles Darwin

From Darwin's theory of survival of fittest to the disruptive **VUCA (Volatility, Uncertainty, Complexity and Ambiguity) world**, Adaptability ensures smooth transformation of individuals and organisations.

Adaptability Skills

Communication	Problem solving	Creative thinking
Team work	Organisational skills	Being present
Positive talk	Resourcefulness	Willingness to experiment
Strategic thinking	Vision	Unafraid of failure

**EDUCATION
CANNOT
WAIT**

The world has changed and so the education.

How?

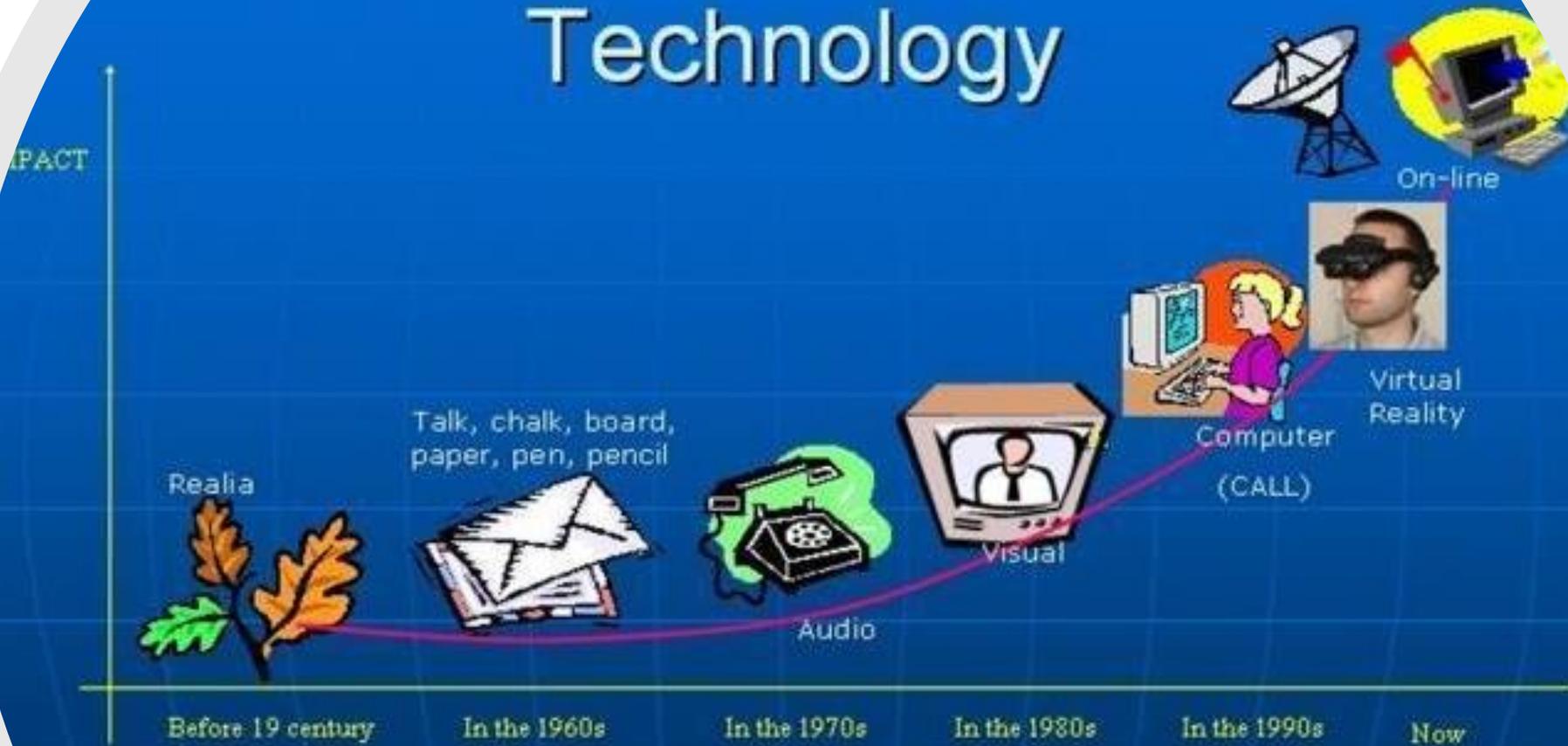
- How to change a system based mainly on classroom teaching to an online system in few days?
- How to support students?
- How to support teachers for online education?
- How to maintain the quality and excellence of our courses?
- How to evaluate students?
- How not to leave anyone behind?



"You cannot teach today the same way you did yesterday to prepare students for tomorrow."

John Dewey

Evolution of Educational Technology



AKMAL TANJUNG, INDONESIA

https://www.researchgate.net/figure/Evolution-of-Educational-Technologies_fig1_314029289

History of Virtual Learning Environments

Distance Learning Begins in USA

The phrase "distance education" is born. Postal services are used to deliver lessons.

M.E. LaZerte, University of Alberta, develops mechanical instruments to present questions and record results.

Sidney Pressey designs the first "teaching machine." This machine provides multiple choice questions.



Early Days (1700 – 1930)

Use of Television and Radio to Deliver Learning

KUHT (University of Houston) delivers the first televised college credit course.

B.F. Skinner better the "teaching machine."



The Pre-PC Era (1930 – 1960)

First Virtual Learning Environments Emerge

PLATO (Programmed Logic for Automated Teaching Operations), a computer assisted instruction system is developed. Several universities adopt online courses in their curriculum.

The US Department of Defence commissions ARPANET in 1969. The Internet is born.

Ivan Illich publishes "Deschooling Society" and introduces the concept of learning webs or networked learning.



The PC Era (1960 – 1980)

The Web Changes the World

Tim Berners Lee proposes the "web of notes with links." The World Wide Web is born.

The term Learning Management System is used to loosely describe courseware delivery systems. Several LMSs emerge, including Moodle, the most popular open source LMS.

SCORM, the standard that tracks learner activities is adopted as the de-facto standard for e-learning courses.



www.https//

World Wide Web (1980 – 2005)

Web 2.0 Democratizes Education

LMSs are adopted by almost all large organizations. LMSs and e-learning courseware turns into a multi-billion dollar industry.

Social networking sites for learning and collaboration are pioneered on the Internet by 43Things, Elgg, and so on.

The term Personal Learning Environments emerges. Intense debates begin within the learning community on PLEs vs. LMSs.

MOOCs are pioneered by Athabasca University. They get adopted across USA, with a different pedagogical approach.

MOOC

Web 2.0 (2005 – 2010)

Networked Learning Evolves

We move to LRS (Learning Record Store). xAPI/Tin Can API introduced. We await adoption, implications, and new type of tracking and data gathering.

Data analytics is all set to serve learners better.

MOOCs look to get monetized.

Corporates begin adopting networked learning through new VLEs.

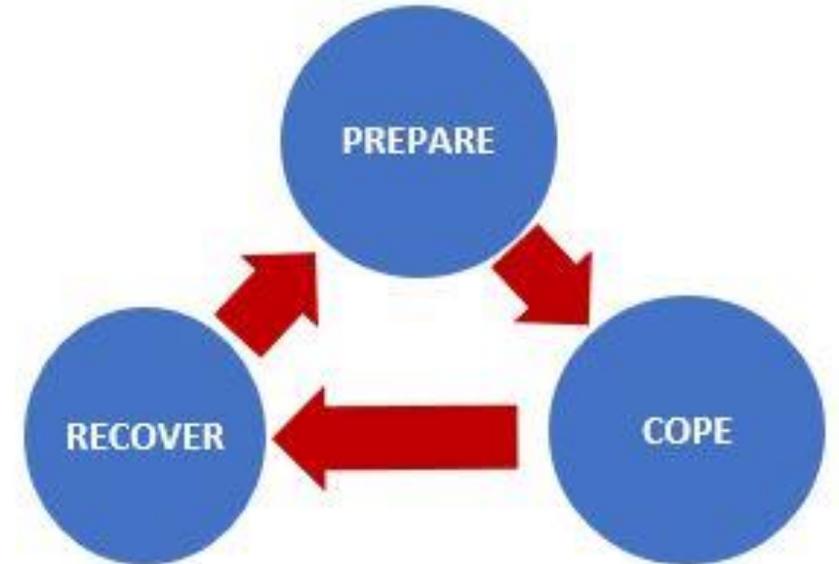


Web 3.0 (2010 – 2013)

Managing the impact: Cyclical Approach

While different scenarios exist, it is assumed that the **COVID-19 spread will happen in waves, which means the process of addressing it should be cyclical.**

- We begin with **“preparing,”** and this would facilitate **“coping”** once the crisis hits and minimizing the negative impacts. The plan can include introducing protocols for screenings in schools, rolling out hygiene practice campaigns, imposing school closures, offering distance learning, using closed schools for emergency purposes, etc.
- **As the emergency phase dissipates,** communities could move into a **“recovery” mode,** with governments implementing policies and measures to regain lost time. The approaches may include adjustments to the academic calendar, prioritizing students in grades preparing for high-stakes examinations and continuing with distance learning in parallel to schools.



A Cyclical Approach to education in emergencies

Moving Online

Synchronous learning

- *Any real-time conversation
- *Live lectures (one-to-many)
- *Moderated or unmoderated seminar-style group discussions with students (many-to-many).
- *Live drop-in sessions akin to office hours (one-to-one).
- *A synchronous medium can be video, audio, text, live chats or a combination of all three.
- *PowerPoint slides shared via a videoconferencing platform such as Zoom

Asynchronous learning

- *Sharing of pre-recorded audio/podcasts or video lecture files to be downloaded by students outside of set contact hours with instructors;
- *Text based discussion forums, wikis;
- * Other collaborative file repositories.



Online education can be effective only if it promotes active learning in learners by providing opportunities to read, write, discuss, think, ask questions, solve problems, analyze and create new things depending on the learning content.

SWOT Analysis

Strengths:

Redefine the role of the educator in the classroom

Creativity, communication and collaboration, empathy and emotional intelligence; and being able to work across demographic lines

Unlock technology to deliver education by using available and up-coming technological tools to create content for remote learning

Learning materials are shared in a **MORE** effective way as educators can upload various types of documents, e-books, videos, and others in their virtual classes

Weaknesses:

Uncertainty about how to handle a global issue of this scale when it comes to students who are stranded, being quarantined, etc

Engagement is uneven through technology across students, campus and community

Inadequate resources for facilities, equipment and recruitment and retention of quality staff

Opportunities:

Academic staff have an opportunity to learn new skills around virtual teams and communication.

Partnerships are expanding and engagement opportunities within communities.

Non-traditional market (E-learning) is expanding

Students develop socio-emotional skills and learn more about how to contribute to society as citizens

Threats:

Educational institutions are facing **financial losses** on unexpected additional consulting, refunds, etc.

Significant increase of regional and online competition for students.

Drop out rates

Some students have **fewer opportunities for learning at home due to distractions.**

Counter Covid-19 Initiatives/ steps



Online portal



While the closures initially disrupted plans for students, parents and education sector workers, educational institutions have teamed up with tech companies to ensure studies can continue.



A dedicated electronic education portal, set up by the Ministry of Education (MoE) and the Bahrain Information and eGovernment Authority, in conjunction with international cloud computing platform Amazon Web Services.



As of March 29 some **146,000 students and more than 18,000 teachers had used the portal, which includes 6600 lessons, 754 sample questions and exams, 372 e-books and 273 other educational materials, with more being uploaded daily.**



AlMabarrah AlKhalifia Foundation announced the success of its "**100 Laptops**" initiative after it contributed to providing 162 laptops for students, exceeding its initial target by 62 percent.

- **Expanded remote learning**

Alongside the development of the portal, remote learning options are being facilitated through the country's television sports network, Channel 2, which is broadcasting eight-hour lessons in a mixture of Arabic and English.

- **Interactive central lessons service activated through the educational portal** and within the digital educational content, in addition to video lessons on the TV channel and 14 channels on YouTube



Preparing young learners

The majority of students in educational institutions today are from **Generation Z**, a generation that has grown up in a truly globalized world. **This generation, the oldest of whom are now 25 years old.**

This generation is defined by technology, where the terms

FOBA (Fear of Being Alone) and

FOMO (Fear of Missing Out)

express their expectation of instant communication and feedback – effected through apps like Instant Messenger, Snapchat and WhatsApp.

That includes from parents and educators, something being amplified with the current remote learning.

Young people require to be taught **life skills as resilience and adaptability – skills** that are proving to be essential to navigate effectively through this pandemic.

Creativity, communication and collaboration, alongside empathy and emotional intelligence; have to be emphasized.

Focus on **HOLISTIC EDUCATION!**



Present-day schools cater to Generation Z, children aged 6 to 18 years.
Gen-zers have not seen the world without technology



60%
OF GEN Z



say they like to collaborate and share their knowledge with others online



50%
OF GEN Z



'Can't Live Without YouTube'



93%
OF STUDENTS



students feel confident as they understand technology well

Technology is a must for schools catering to Generation Z

Redefining the role of the educator

The notion of an educator as the knowledge-holder who imparts wisdom to their pupils is no longer fit for the purpose of a 21st-century education.

The role of educators will need to move towards facilitating young people's development as contributing members of society.

Unlocking technology to deliver education Educators across the world are experiencing new possibilities to do things differently and with greater flexibility resulting in potential benefits in accessibility to education for students across the world.

Teaching life skills needed for the future: Looking into the future, some of the most important skills that employers will be looking for will be creativity, communication and collaboration, alongside empathy and emotional intelligence; and being able to work across demographic lines of differences to harness the power of the collective through effective teamwork.



Resilience



Flexibility &
Adaptability



Emotional
Intelligence



Continuous
learning



Entrepreneurial
skills



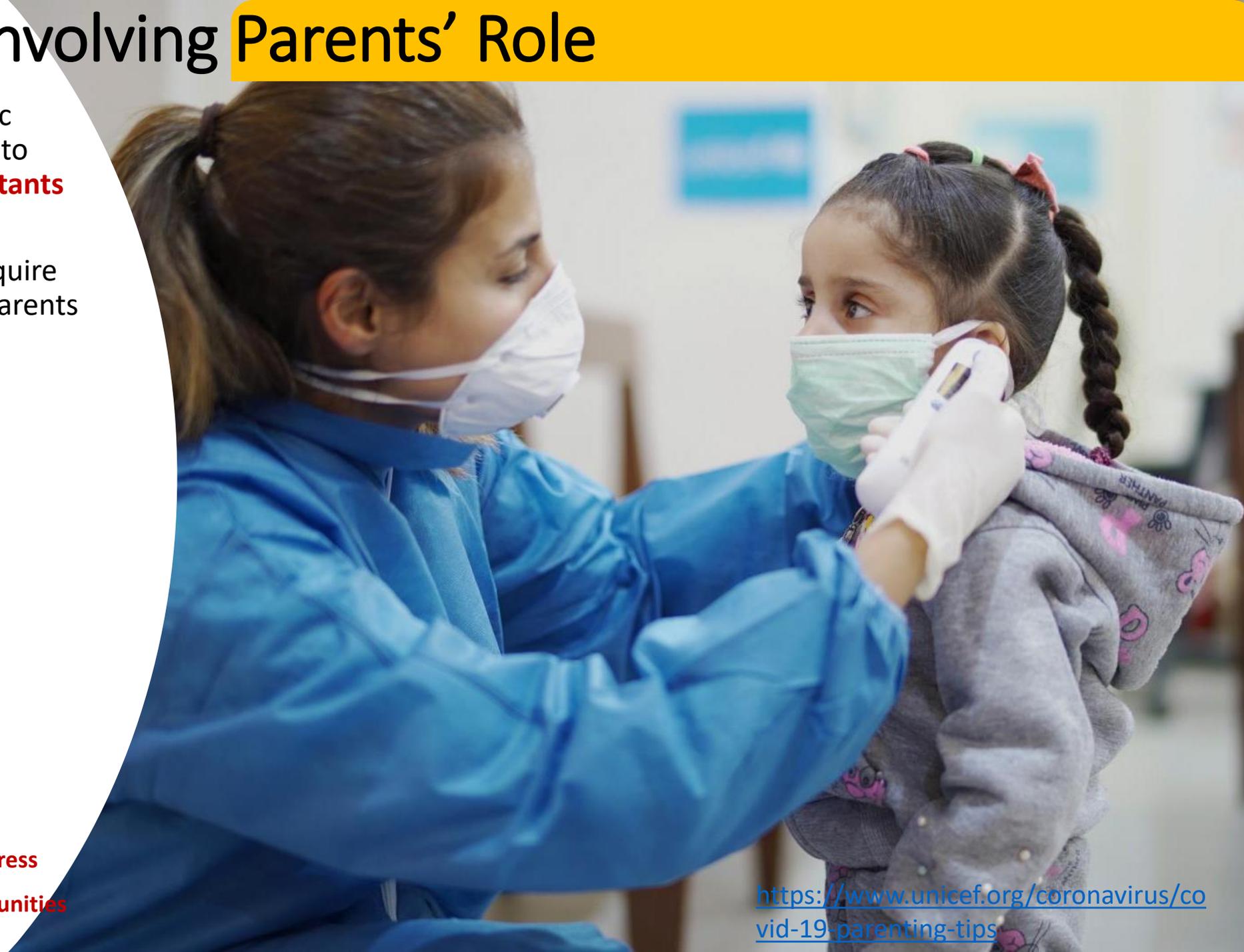
Creativity &
Critical thinking

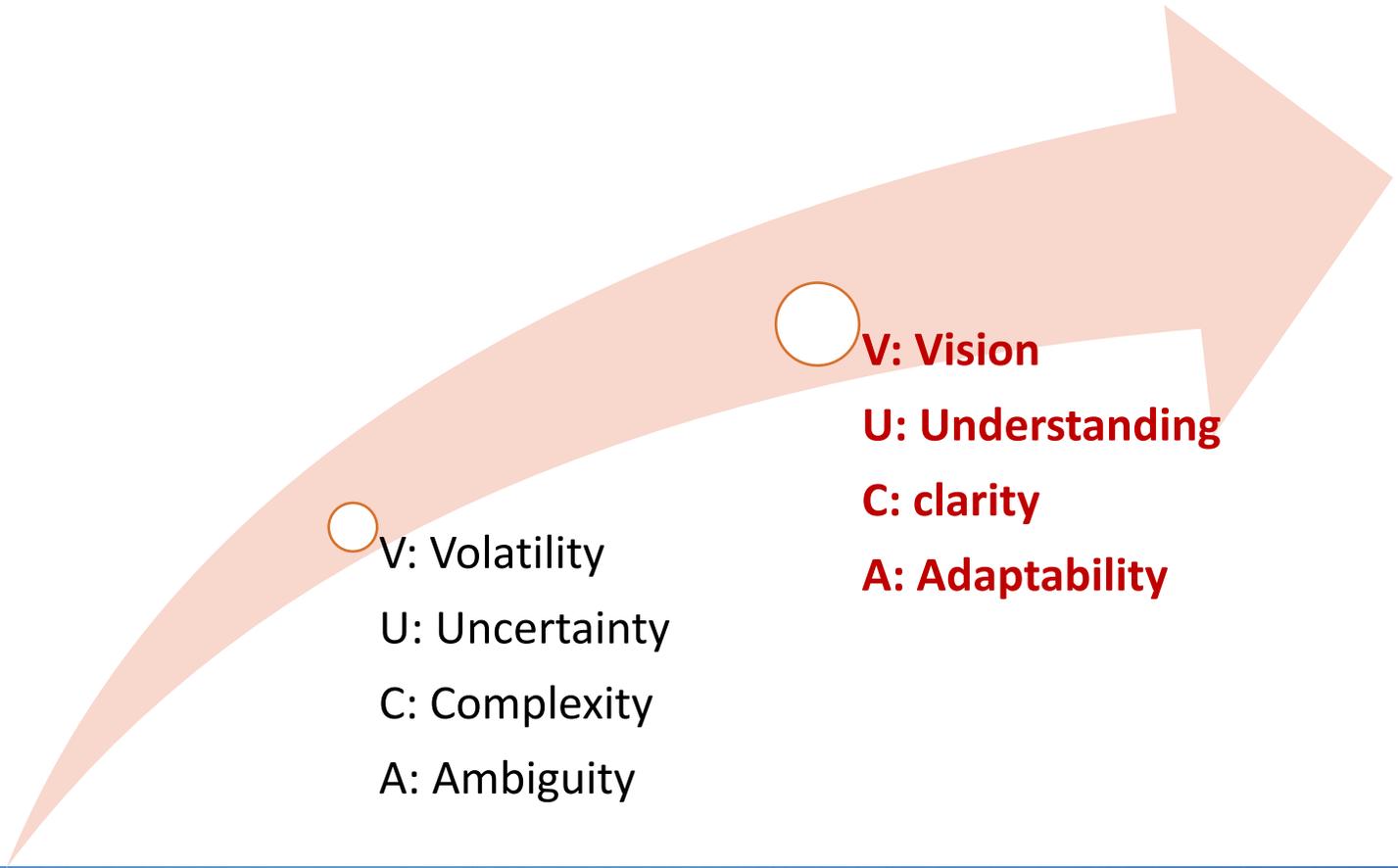
Involving Parents' Role

During the course of this pandemic period, parents or guardians have to assume the **role of teachers' assistants** to help their children learn.

The social distancing measures require people to stay home. Therefore, parents or guardians should focus on the following points:

- **Talking about COVID-19**
- **One-on-one time**
- **Keeping it positive**
- **Get structured**
- **Learning through play**
- **Keeping children safe online**
- **Family harmony at home**
- **Keep calm and manage stress**
- **Bad behaviour**
- **Family budgeting in times of financial stress**
- **Parenting in crowded homes and communities**





Thank you for the attention

**LIFE IS NOT ABOUT WAITING
FOR THE STORM TO PASS.
IT'S ABOUT LEARNING TO
DANCE EVEN WHEN IT RAINS.**



References:

- Azzi-Huck, K. & Shmis, T. (March 18, 2020). Managing the impact of COVID-19 on education systems around the world: How countries are preparing, coping, and planning for recovery. Retrieved June 03, 2020, from <https://blogs.worldbank.org/education/managing-impact-covid-19-education-systems-around-world-how-countries-are-preparing>
- World Economic Forum. (March 30, 2020). 4 ways COVID-19 could change how we educate future generations. Retrieved June 03, 2020, from <https://www.weforum.org/agenda/2020/03/4-ways-covid-19-education-future-generations/>
- Hill, N. E., Castellino, D. R., Lansford, J. E., Nowlin, P., Dodge, K. A., Bates, J. E., & Pettit, G. S. (2004). Parent academic involvement as related to school behavior, achievement, and aspirations: Demographic variations across adolescence. *Child Development, 75*, 1491–1509. doi:10.1111/j.1467-8624.2004.00753.
- Vannak, H. SWOT Analysis of Covid-19 on Education, Retrieved June 03, 2020, from https://www.academia.edu/42793550/SWOT_Analysis_of_Covid-19_on_Education
- Coronavirus (COVID-19) parenting tips, Retrieved June 03, 2020, from <https://www.unicef.org/coronavirus/covid-19-parenting-tips>
- Jonkers, R. (April 2020) Higher Education: Respond, Recover & Re-Imagine during COVID-19 Retrieved June 03, 2020, from <https://blogs.sap.com/2020/04/22/higher-education-respond-recover-re-imagine-during-covid-19/>
- <https://www.cia.gov/library/publications/the-world-factbook/geos/ba.html>, Retrieved June 01, 2020
- <http://www.designstorm.in/thoughtstorm/historical-timeline-of-virtual-learning-environments/> Retrieved June 01, 2020