

# 14<sup>th</sup> DEPIA INTERNATIONAL CONFERENCE: Meeting The Challenge

DEPIA Member's  
Responses to COVID-19

Edited by Kevin Laws, Vicki Grey and Prapassara  
(Mim) Thanosawan

26 – 27  
November  
2020

**Via Zoom**

**MEETING THE CHALLENGE: DEPISA MEMBERS' RESPONSES TO COVID-19  
14<sup>TH</sup> DEPISA INTERNATIONAL CONFERENCE 2020**

**DAY ONE – THURSDAY, 26<sup>th</sup> NOVEMBER 2020**

**Session 1 Thursday afternoon**

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## DAY ONE, THURSDAY, 26<sup>th</sup> NOVEMBER 2020

### SESSION ONE

#### INTRODUCTORY COMMENTS

##### Kevin Laws

Chair, DEPISA

[kevinlaws@depisa.org.au](mailto:kevinlaws@depisa.org.au)

In November 2019, at the conclusion of a very successful DEPISA Conference held in Ho Chi Minh City, Vietnam, plans were made to hold the 2020 meeting in Bangkok. A hotel was chosen in which we would hold the meeting and dates were locked in. Little did we know at that time that all those plans would be scrapped and we would be holding the 2020 conference virtually through the use of Zoom.

The outbreak of the novel coronavirus, which became known as COVID-19, initially was localised but it soon became obvious that the virus was very serious and spreading rapidly on a global scale. With no known cure and no vaccine to prevent large numbers of people from succumbing to the virus the reaction of most countries was to close everything down in order to try to curb the spread while solutions were found. In some areas whole cities were shut down at a few days' notice, while in others severe restrictions were imposed in an attempt to slow the spread of the virus while health authorities tried desperately to find solutions. On 30<sup>th</sup> January 2020 the World Health Organisation declared the novel coronavirus a Public Health Emergency of International Concern, and on 11<sup>th</sup> March declared the coronavirus a global pandemic.

In the home countries of DEPISA members schools, colleges and universities were immediately closed, as were shopping malls and offices. No-one knew just how long the pandemic might last and most governments realised the implications of interrupting the education of students at all levels for what could be a long period of time. Most education authorities decided that classes for students would continue using online technologies. Many teachers and lecturers were ill-prepared for the rapid switch to online teaching and learning. Despite the challenges the important task of educating the young continued. The presentations at the 14<sup>th</sup> DEPISA International Conference illustrate the dedication of the authors in meeting the challenges and providing their courses and programs of learning in innovative ways.

One of the few positive outcomes from the COVID-19 experience was the opportunity to rethink how digital technologies can be used to support teaching and learning. While some DEPISA members have been incorporating digital technologies into their teaching for some time it took emergency government responses to the pandemic to bring about widespread use of the technologies that were available to lecturers. Often very short periods of time were available for lecturers to transform face-to-face lectures into forms which could be provided online to students who were in lock-down in their homes. Many important lessons were learned in overcoming the challenges of remote learning and it is likely that some of the changes that were made to teaching and learning will have a great impact upon how learning programs will be presented in the future.

The presentations in this conference focus on a wide variety of themes. They illustrate an acceptance of the necessity to change the major paradigm of teaching and learning, at the same time as making virtual learning effective and motivating. They report on the impact of the rapid change to online learning on teachers, their students and their practices, and in a number of instances they tell of the reactions of students, parents and teachers to these changes. From a number of the presentations we learn about different government reactions to COVID-19 in relation to education.

Most presentations provide an insight into useful software and how it can be used in specific learning situations. The variety of strategies adopted by presenters to provide for online learning include the use of Google Classroom, Google Scholar, Zoom, WhatsApp, Moodle, WebEx, Facebook. In each instance we learn of how different apps provided different types of learning experiences. In other presentations we learn about how the challenges of presenting courses which relied on providing practical or clinical experiences for the students were modified and adapted. In many of the

presentations we learn about the special difficulties related to student assessment and examinations and how these were resolved.

Throughout many of the presentations the need for the continuing professional development of teachers and lecturers is emphasised and this will continue into the future. A number of issues related to difficulties of students not having a computer, not having access to the internet, or unreliable internet connections, and lack of access to electrical power. These issues were linked to whether students lived in cities, towns villages or in the countryside. The inequities which exist in all societies were brought to the fore.

We can think of COVID-19 as presenting to all our societies an example of a “wicked problem” (Rittel & Webber, 1973) which is socially complex, has no clear solution, and possible solutions which often leads to unforeseen consequences. More importantly, “wicked problems” always involve changing the behaviours of those involved in order for the problem to be addressed adequately.

The presentations in the program of the 14<sup>th</sup> DEPIA International Conference are a celebration of members’ achievements in rapidly adapting to the challenges and issues confronting them and their students at a time of great stress as they faced the “wicked problem” of the novel coronavirus.

(Rittel, Horst W. J. & Webber, Melvin M. (1973). ["Dilemmas in a General Theory of Planning"](https://doi.org/10.1007/bf01405730). *Policy Sciences*. 4 (2): 155– 169. doi:10.1007/bf01405730)

Kevin Laws  
2020

# MEETING THE CHALLENGE

DEPISA MEMBERS' RESPONSES TO COVID-19

## THE CHALLENGE

(confronting a  
'wicked' problem)

- The novel coronavirus (COVID-19)
- 30<sup>th</sup> January 2020 – WHO declares a Public Health Emergency of International Concern
- 11<sup>th</sup> March 2020 – WHO declares COVID-19 is a pandemic situation
- Different countries responded to the challenging situation at different times with different policies

## THE IMPORTANCE OF TEACHERS

**Lecturers play a crucial role in the learning process by creating the right conditions for learning**

**They draw upon different learning theories**

**They understand the importance of instructional theories**

## LEARNING THEORIES

- All learning theories are aimed at understanding learning in order to improve students' learning
- Learning theories are contextual
- Different learning theories explain the learning process in different ways e.g.
- Behaviourism – observable behaviour
- Cognitivism – memory, motivation, thinking
- Constructionism – observing, processing, interpreting

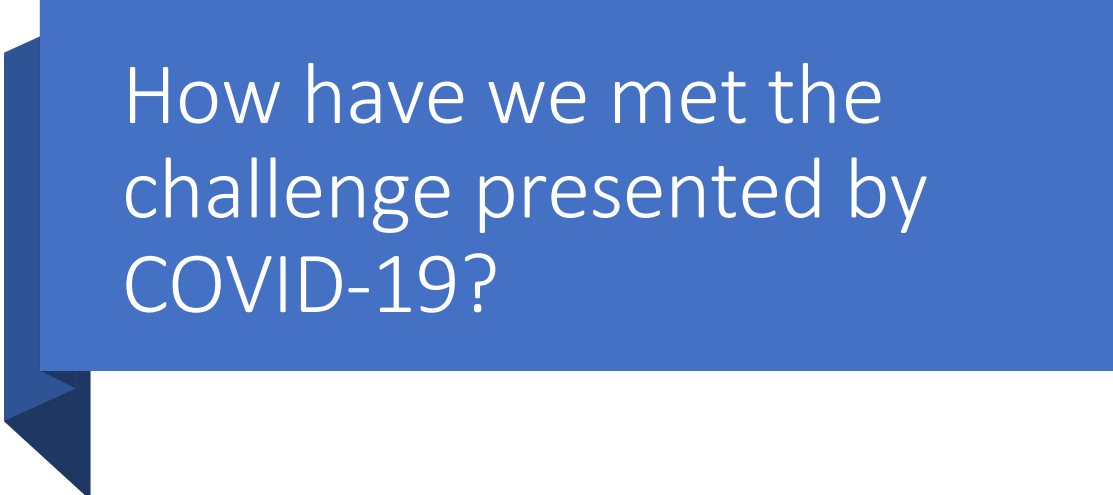
## INSTRUCTIONAL THEORIES

- Instructional theory provides general guidelines for presenting learning
- Constructive alignment
- Design intended learning outcomes
- Align assessment tasks with intended learning outcomes
- Select learning activities

## EDUCATION AS ART, SCIENCE & TECHNOLOGY

- Art requires judgement on the part of the lecturer in designing learning activities
- Science provides empirical evidence to support the principles of learning
- Technology involves applying scientific principles to practical situations



A blue speech bubble graphic with a white question inside. The bubble has a tail pointing towards the bottom left.

How have we met the  
challenge presented by  
COVID-19?

## Google Suites for Online Teaching and Learning

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We all work for the Academic Excellence Department that delivers services such as training and continuing professional development for lecturers, staff and students. In February 2020 the COVID-19 outbreak started to spread in Malaysia. On 16th March 2020 the Malaysian Prime Minister announced the Movement Control Order (MCO) which was enforced throughout the nation on 18th March 2020 shutting down all schools, universities, offices, malls. This presentation tells how the COVID-19 pandemic impacted upon us and our work.

In March 2019 the Malaysia Ministry of Education began distributing IDs and password to all 430,000 teachers for the domain [@moe-dl.edu.my](mailto:@moe-dl.edu.my). However, for all Teacher Education Institutes IDs for the domain [@epembelajaran.edu.my](mailto:@epembelajaran.edu.my) were not introduced until the first week of March 2020, a week before MCO was implemented and more than one month after the first semester had begun.

By 11<sup>th</sup> March, 2020 we had conducted only one professional development session on GC and GS to co-ordinators of all academic departments and units here, just one week before the implementation of MCO phase 1. During the first six weeks of MCO many webinars and tutorials were conducted by IPG lecturers and management personnel from the Malaysian Ministry of Education (MOE) which had advised all school teachers to use GC and GS as the main platforms for teaching and learning activities. As the declaration for MCO was made by Malaysian Prime Minister a day before the MCO begin, not much preparation and exploration on Google Classroom had been made by most of lecturers at IPGKI.

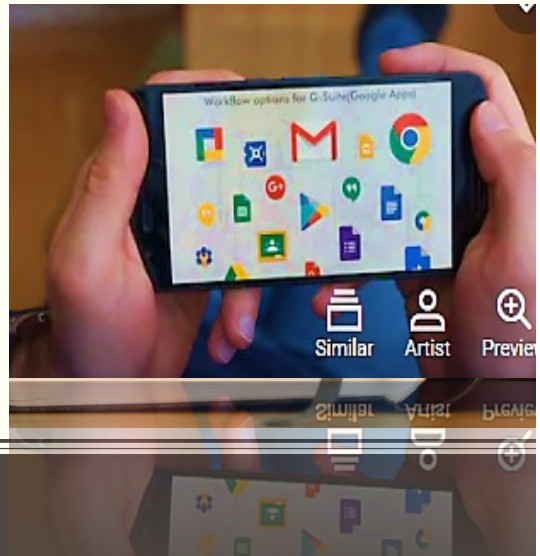
Google Classroom now is being used for teaching and learning activities. We were advised by our headquarters to follow the standard operating procedures (SOP) which state that we should not use programs such as Google Meet more than 40 percent of the total credit hours of the course. Most of lecturers, including us, prepared our digital learning objects and uploaded them to Google Classroom. We asked students to login and fill in the attendance form on Google Classroom. Students were given more time to complete the classroom tasks because of some issues with internet connections and lack of access to other alternatives to connect to the web. Because it was not possible to hold final examinations alternative assessments with additional coursework or continuous online assessment were introduced.

To evaluate the switch to online learning questionnaires were sent to all students and lecturers to observe and understand their responses and reactions to using GC and GS. The Technology Acceptance Model developed by Davis & Punya was used to measure students and lecturers self-efficacy and GC/GS acceptance. Findings showed both students and lecturers had high levels of self-efficacy and GC is accepted as a good Learning Management System. Steps are being taken to address issues such as the Google Classroom template, alternative assessments and internet access.

At the campus we now are teaching newly registered students face to face for a maximum of 40 percent of the course credit hours. In the future it has been announced that this hybrid mode will be used even the MCO is ended. Only the percentage of face to face activities and online activities for teaching and learning is yet to be decide.

**GOOGLE SUITES FOR SYNCHRONOUS AND  
ASYNCHRONOUS ONLINE TEACHING AND LEARNING  
(T&L) AT TEACHER EDUCATION INSTITUTE, CAMPUS  
IPOH (IPGKI), PERAK STATE, MALAYSIA**

Ahmad Jihadi bin Abu Samah  
Normajwa Bt Ghazali  
Radiah Bt Idris



### Implementation of e -Learning (Blended Learning/Hybrid Learning In Malaysia in Higher Education System)

- DEPAN 2.0 (National e -Learning Policy) introduced in Malaysia Higher Education System in 2011
- 3 phase: a-Early Phase (2011 -2012),b- Implementation Phase (2013 - 2014) and c- Mature Phase(2015 & above)
- According to DEPAN 2.0, from 2016 -2020 compulsory for every high institution to provide:
  1. Broadband services with a capacity of 6Gbps - 10 Gbps
  2. 90% WiFi coverage with an average of one student allocated 2 M
  3. e-Learning 2.0 platform and availability of MOOC and mobile technology

## Implementation of e -Learning (Blended Learning/Hybrid Learning In Malaysia in Higher Education System)

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4. 100% of lecturers as well as 95% of students have either a computer, notebook, tablet or smartphone
5. 75% of lecturers need to have access to e-Content development software
6. For the Pedagogy, In Phase 1 of Mature Phase (2015), 30% of courses in the Blended Learning
  - In November 2019, IPGM as the parent of all IPGs took the initiative to standardize the platform and Learning Management System (LMS) by subscribing to the learning portal from google and creating a @epembelajaran domain for all lecturers and students

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Ahmad Jihadi bin Abu Samah, Nomajwa binti Ghazali, & Radiah binti Idris

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## Pandemic Covid -19 & Movement Control Order (MCO) In Malaysia

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- On 16<sup>th</sup> March 2020 Malaysian Prime Minister announced The Movement Control Order (MCO) will be enforced throughout the nation beginning on 18<sup>th</sup> of March 2020
- All education institutions, industries, shopping malls, restaurants are ordered to shutdown. Public not allow to cross to other districts and states
- However, Ministry of Education (MOE) and Ministry of Higher Education (MOHE) make compulsory for teacher and all educators to continue the T&L from home
- Suddenly all educators have to quickly learn and modify their methods of delivery because T&L activities need to be conduct in 100 % in online mode.

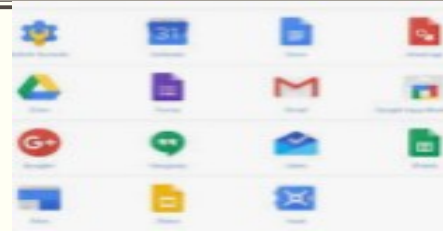
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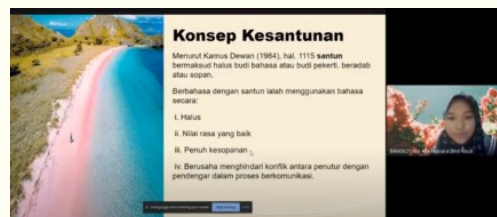
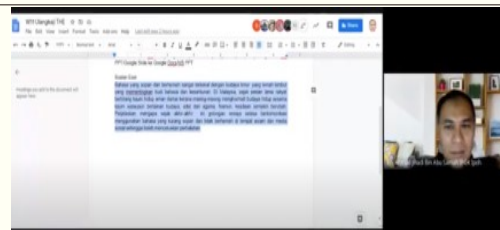
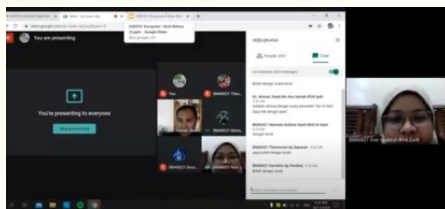
# GOOGLE SUITES (GS)

## Google Classroom (GC)



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## Google Meet (Synchronous) Google Docs/Google Slides(Assynchronous)

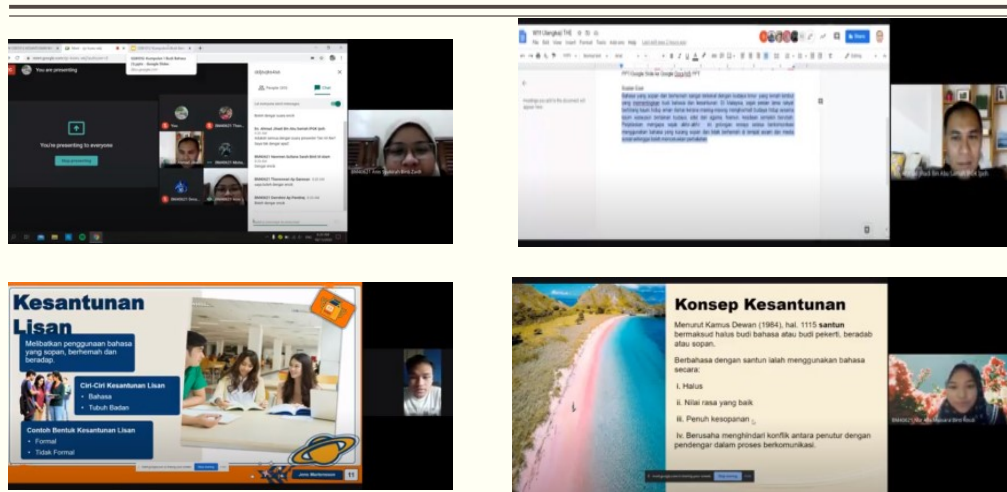


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## Google Meet (Synchronous) Google Docs/Google Slides(Assynchronous)



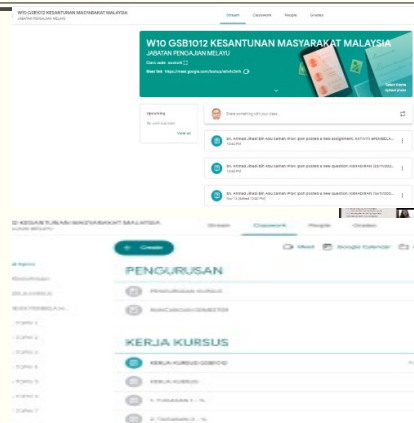
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## GOOGLE SUITES (GS) AND GOOGLE CLASSROOM (GC) AT IPGK IPOH

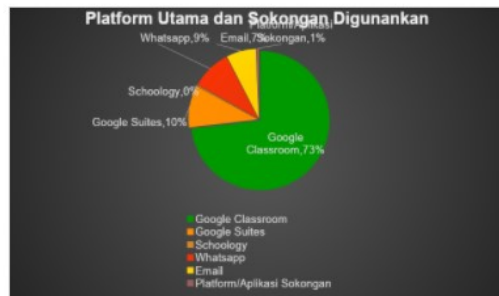
- IPG Campus Ipoh received ID @epembelajaran PW from IPGM end of February 2020.
- A day workshop was held on 11 March 2020 to representatives of each department and unit on GS and GC
- Plans to hold a hands-on workshop to all lecturers in the following week could not be carried out because the MCO will start on 18/03/2020
- However, we managed to submit id and pw to all lecturers and students on 17/03/2020 along with the GC and GS usage manual



11/22/2020 Ahmad Jihadi bin Abu Samah, Nomajwa binti Ghazali, & Radiah binti Idris

## Percentage of Main Platform (GC) and Support Platform Usage

### Percentage of Main Platform and Support Usage During MCO



Percentage of Main Platform & Support Platform Usage  
Google Classroom: 73%  
Google Suites: 10%  
Whatsapp: 9%  
Schoolology: 0%  
Email: 7%  
Others: 1%

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Ahmad Jihadi bin Abu Samah, Nomajwa binti Ghazali, & Radiah binti Idris

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## Percentage of TnL Mode During MCO

- Synchronous: 52.7%
- Asynchronous: 24.6%
- Mix Sync & Async: 22.7%

### Online TnL Execution Mode During MCO

Mod Pelaksanaan PdP Dalam Talian



Percentage Online T&L Mode  
Synchronous: 52.7%  
Asynchronous: 24.5%  
Mix Sync & Async: 22.7%

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## Issues

### Lecturers

- Standardized Classroom Content (GC)
- Standardized Digital Learning Object (DLO)
- Effective Alternative Assessment
- Balancing assignments given with the new TnL mode, time and task weighing and alignment with CLO

### Students

- Internet Access
- Complete The Task Given and divide the time allocated
- Input and task to complete

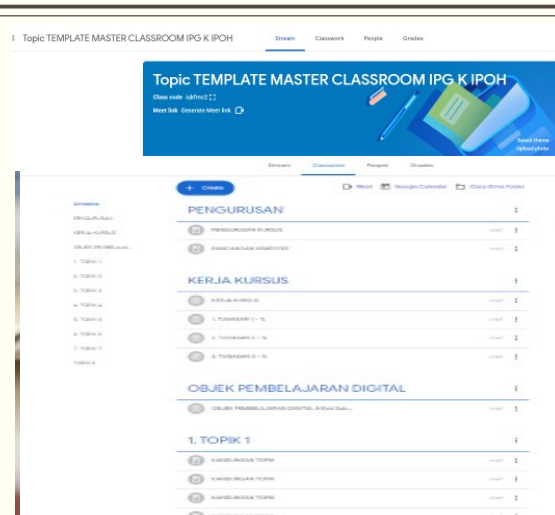
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## Solution initiatives

- SOP-Use GC & GS as the Template Given
- Organised webinars and hands -on ways to use the GC Template provided
- Max of Synchronous Mode not exceed 40 %
- make adjustments so that CLO and TnL online are implemented taking into account the challenges faced by students such as internet access and infrastructure facilities as well as the time given for assignments
- conduct monitoring and provide online questionnaires from time to time to find out any issues encountered and find solutions as soon as possible



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Ahmad Jihadi bin Abu Samah, Nomajwa binti Ghazali, & Radiah binti Idris

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# Thanks

## **From Classroom Learning to Online Learning**

**Aria Septi Anggaira**

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Online learning is a medium of learning that must be carried out by every education unit in Indonesia during the COVID 19 pandemic. Since March 23, 2020, learning carried out at IAIN Metro has also applied an online learning system.

At the beginning of learning using the online system, the campus did not determine what online media must be used. Each lecturer was allowed to choose and use applications or online media as needed. In its implementation, both lecturers and students were hampered by online learning. Some of the obstacles faced were related to the internet network which was a major factor in the continuity of the learning process. Many students complained that it was difficult to follow the lessons, because the internet network was not good or not available in the areas where they lived, most of which were in rural areas.

At the beginning of the pandemic I used Google Classroom and WhatsApp Group as the learning media for the Curriculum Development course I taught. Learning was felt to be less effective when compared to face-to-face learning. Because when using Google Classroom and WhatsApp, lecturers and students could not communicate directly face-to-face like in a classroom learning. In addition, students always argued that they were constrained by the internet network which prevented them from participating in active learning activities. In the end, learning ran less optimally. Until the end of the semester I still continued to use Google Classroom and WhatsApp group, even though I realized that it might be more effective to use Zoom meetings or Google Meet.

Entering the second semester of the 2020-2021 school year, the campus has provided a Moodle-based Learning Management System as the learning medium that must be used by every lecturer. In addition, starting from August, the government through the campus provides very useful assistance in the form of internet packages to lecturers and students.

Moodle-based LMS makes it easier for lecturers and students to take part in lessons. In this semester I teach Teaching Media courses, and use Zoom meetings and Google Meet as the teaching media.

Students seemed to be more enthusiastic when they can directly interact with lecturers and other students, even though there are still some students who are constrained by an unstable internet network.

In giving lectures, I apply a project-based learning model a lot. The purpose of using this model is to maximize students involvement in producing projects. The project-based learning model is a learning model that uses projects as a medium in learning where the learning process involves students to work and produce a project as a result of their learning. With this learning model, learning becomes more beneficial for students because they demonstrate the ability to plan, manage, and complete projects through the knowledge and language skills they master. Hence, students work on projects offline and report them online.

# FROM CLASSROOM LEARNING TO ONLINE LEARNING

Aria Septi Anggaira



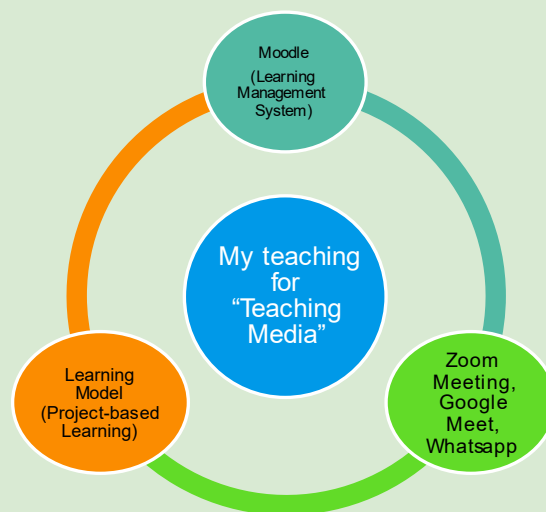
Face To Face



Online Class

## About online learning

1. Online Media format (Learning Management Platform/ Video Conference)
2. Teacher's role
3. Learner autonomy



## **Project-Based Learning**

To maximize students involvement in producing project (media for teaching)

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## **Learning Outcomes**

Students create their teaching media for learning. (using digital online media: pedlet , quizziz, mentimeter , tiktok , etc)

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**Problem**

Internet connection

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## The Unexpected Pandemic and Changes in Delivery Mode

Ngoc Lan Thi Dang

Vietnamese German University  
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The Covid-19 pandemic came to a climax in Vietnam in the second week of March 2020 by which time all the schools, higher education institutions, markets, supermarkets, shops, bars, clubs, and so on were closed down. At the national level, in order to implement the slogan “*Stopping going to school does not mean stopping studying*” schools were asked to apply various modes of distance learning to suit students from various socio-economic backgrounds, among which online learning was the most popular. The Ministry of Education and Training issued two documents to guide online and televised learning and these together with related documents issued by the local Department of Education and Training, schools and higher education institutions nationwide implemented online learning from the middle of March 2020. At the Vietnamese-German University online learning was started on March 23<sup>rd</sup>, 2020 with various online courses in science and foreign languages (English and German).

Academic Writing is one of the courses that I delivered online in the winter semester, from March 23<sup>rd</sup> to May 5<sup>th</sup>, 2020, while both online and offline learning was offered.

Because the university had to shift to online teaching rather abruptly, there was not enough time to prepare for the facilities, curriculum, and digital tools to accommodate online learning. I, as well as other VGU instructors, was trained how to use Zoom, WebEx, and Google Classroom to deliver courses online. However, all VGU instructors had to learn to revise the curriculum by themselves without receiving any training from the university. Most instructors created more PowerPoint presentations and uploaded them together with learning materials, exercises, and home assignments on Google Classroom. Students attended synchronous meetings on Zoom or WebEx and did exercises, assignments, and quizzes on Google Classroom. After the Covid-19 was controlled in Viet Nam, students came back to the university to finish the remainder of the winter semester on April 5<sup>th</sup>. This means that blended learning was applied to the winter semester at VGU during the first outbreak of Covid-19 in Viet Nam.

A survey showed that a number of students preferred online delivery, saying that it was a convenient, flexible mode of learning, which also saved them time from going to the campus in heavy traffic. On the other hand, others stated that they found it substantially challenging to understand the lessons and communicate with the teacher and classmates, including asking clarifying questions. Problems with Internet connections, electricity availability, especially in rural areas, and digital tools for online learning (e.g., PC and Wi-Fi) were reported by students since a number of them did not possess these things, and thus had to share them with their friends or neighbours. Multiple students found online learning boring and hard for them to concentrate for three or four hours. For various teachers, facilitating whole-class discussion, eliciting student thinking, and maintaining classroom norms was a big challenge.

The Covid-19 pandemic is now getting better in Vietnam and all students have gone back to school since the beginning of September 2020, and face-to-face learning or traditional classroom can be resumed. Nevertheless, I as well as numerous other teachers recognize the advantages of online delivery and combine online collaborative tools such as Google Docs, Google Classroom, or Moodle with our face-to-face method courses to best benefit our students and make them more engaged in the lessons.

Blended learning and flipped classrooms are brought into use so as to enhance student engagement and active learning and to give the instructor a better opportunity to deal with students' mixed levels, learning difficulties, and differentiated learning preferences while they are in class.

# The Unexpected Pandemic & Changes in Delivery Mode

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DANG THI NGOC LAN, PH.D.

OCTOBER 4, 2020


## Background




- ❑ Climax of Covid -19 in Viet Nam in early March 2020;
- ❑ Forced closure of schools, higher education institutions, markets, supermarkets, shops, bars, clubs, etc.
- ❑ MOET's declaration of school closure all over Viet Nam on February 2<sup>nd</sup>, 2020
- ❑ Implementation of the slogan "Stopping going to school does not mean stopping learning"



## Online Learning Reality at VGU


- ❑ University's lockdown when winter semester started after Tet;
  - ❑ Online and blended teaching: March 23<sup>rd</sup> – May 5<sup>th</sup>, 2020
    - ✓ 05/04 - 05/05/2020: students' coming back to school and face to-face leaning
  - ❑ May 25<sup>th</sup> - July 17<sup>th</sup> (summer semester): face-to-face teaching
  - ❑ The university had to shift to online teaching rather abruptly;
    - ✓ Insufficiently prepared facilities, curriculum, and digital tools for online learning;
- 

## Teacher preparation

- ❑ Immediate teacher training to use digital learning platforms:
    - ✓ WebEx, Microsoft Team, Zoom, Google Meets, Google Classroom;
    - ✓ No training on how to change a conventional curriculum to an online one;
  - ❑ No training for instructors from 36 partner universities in Germany
    - ✓ only informed of the software used for online delivery
- 


## Student preparation

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- ❑ Students were given a meeting ID and a password to join a Zoom or WebEx account
  - ❑ Students were not trained:
    - ❑ how to participate in online classes effectively,
    - ❑ how to behave properly in online classrooms,
    - ❑ how to operate Zoom or WebEx, and
    - ❑ how to handle digital tools supporting online learning.
- 

## Challenges of Emergency Shift from Face-to-Face to Fully Online Delivery

---

- ❑ Ill-prepared facilities, digital tools, learning soft wares, and curricula;
  - ❑ Insufficient training for teachers and students;
  - ❑ Lack of time for curriculum revision to suit online learning;
  - ❑ No upgrade of the Internet bandwidth;
  - ❑ Time difference (6 hours) between Vietnam and Germany;
  - ❑ Synchronous and asynchronous meetings on Zoom/WebEx;
  - ❑ Innumerable emails and chats from students;
- 

## An Academic Writing Course

- ❑ Google Classroom:
    - ✓ learning materials uploading;
    - ✓ Student writing assignments and assignment submissions;
    - ✓ Student quizzes;
  - ❑ Synchronous Zoom meetings:
    - ✓ Giving PowerPoint lessons;
    - ✓ Teacher-student interaction;
    - ✓ Break-out groups: discussion, group work
  - ❑ Asynchronous meetings through Messenger and Skype;
  - ❑ Removed lockdown: Faceto-face classes (04/05– 05/05)
- Unanticipated blended learning

## Challenges

TO TEACHERS	TO STUDENTS
<ul style="list-style-type: none"><li>❖ finding an appropriate room at home to deliver online lessons (because of children's disturbance, home responsibilities, etc.);</li><li>❖ keeping students remain online, awake, and engaged throughout the class;</li><li>❖ facilitating whole-class discussion;</li><li>❖ eliciting student thinking;</li><li>❖ correcting exercises and getting students' opinions and feedback;</li><li>❖ maintaining classroom norms</li><li>❖ Lecturers from German partneruniversities: got up early to teach all the afternoon classes in Viet Nam.</li></ul>	<ul style="list-style-type: none"><li>❖ finding reliable Internet access or private spaces to participate in synchronous meetings;</li><li>❖ staying focused for two to three hours of teaching;</li><li>❖ finding it harder to understand lessons and communicate with the teacher and classmates, including asking clarification questions;</li><li>❖ Internet disconnection or sudden electricity cut, especially in rural areas;</li><li>❖ sharing digital equipment (e.g., PC and/or Wi-Fi with friends or neighbors);</li><li>❖ Stressful learning schedule: morning classes with Vietnamese instructors and afternoon classes with German ones.</li></ul>

## Implications for Practice

- ❖ Better prepare teachers and students for online learning mode, both academically and psychologically;
- ❖ Digital equipment and Internet access should be improved before online delivery;
- ❖ To engage students, online collaborative tools (e.g., Google Docs, Google Classroom, or Moodle) should be made used of;
- ❖ When possible, blended learning should be applied to improve or maximize teacher – student communication and students' knowledge acquisition.



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## **Shock Virtual Learning**

**Yvonne Frietche Panjaitan**

Rajamanggala University of Technology  
Rattanakosin Wangklaikangwon Campus (District 4), Thailand  
jasminewhite2@hotmail.com

Learning in the classroom used to be the regular activity in most of institutions. A typical face-to-face learning interaction occurred in situations where students learn primarily from the instructor (the “sage-on-the-stage”) and/or from resources such as books, journals, and audio and video-tapes. This approach to teaching and learning refers to lecture based learning where teachers provide instruction to students. It was teacher-directed learning in a setting where course implementation takes place with face-to-face interaction.

On March 2020, the situation in Thailand changed completely. Almost learning activities would be done from home. Our lessons have to be presented through a virtual classroom. It is completely different to traditional lecture-based classroom teaching and learning. Teachers need to prepare software and hardware instantly for student learning. Some of the students don't feel happy with it but they have no choice. They have to limit their outdoor activities and direct contact with people.

The virtual classroom uses the course materials, homework, tests, and assignments that are typically used in self-paced learning. However, all of these activities are external to the classroom experience. The virtual classroom became a shared online space where the learners and the teacher work together simultaneously. The participants have tools to present learning content in different formats, as well as to implement collaborative and individual activities. Teachers had to prepare Videoconferencing, online whiteboard for real-time collaboration, instant messaging tool, participation controls, and breakout rooms. In this type of interaction, the teacher has the particularly important role of a moderator who guides the learning process and supports group activities and discussions.

Working with high technology in our teaching is a brand new thing. It is quite challenging. The virtual classroom provides an abundance of opportunities, especially when combined with self-study platforms (learning management systems) or when used in addition to traditional classroom learning activities.

Although teaching and learning in a virtual classroom provide experiences similar to the physical one, it requires new pedagogical approaches and a redesign of the instructional model that includes the following characteristics: High interactivity, Collaborative learning, Student-centered instruction, Variety of content presentation and learning activities, Psychologically safe environment and positive and constructive feedback

# SHOCK VIRTUAL LEARNING

Ivonne Frietche Panjaitan  
Rajamangala University of Technology Rattanakosin  
Wangklaikangwon Campus  
Hua Hin  
Thailand

## TEACHING APPROACH AND LEARNING SPECIFIC CHANGES

### Traditional

1. Face-to-face learning
2. Creates good routine
3. Teaches good social skills
4. No flexible hours
5. Larger students loans
6. Passive listening

### Online

A teacher will upload or post content on a learning management software (LMS) and share it with the class digitally.

## GOVERNMENT REACTION TO COVID 19

Thailand's overall response, and ability to curb infections, has led the World Health Organization (WHO) to identify Thailand, alongside New Zealand, as a success story in dealing with the pandemic. That success entirely depends on continued vigilance, a whole-of-society approach, and ramped up testing to prevent a second wave as borders open and full economic activities are resumed.

The economic impact of the pandemic has been serious, with predictions of an 8.1 per cent contraction of the economy in 2020. According to a recent survey, 65 per cent of people in Thailand report that their incomes are totally or very inadequate under pandemic conditions, with almost the same percentage saying that their finances had been adversely affected.

## A CHANGE PARADIGM FOR TEACHING AND LEARNING

A change paradigm for teaching and learning could briefly be described as a profound change in the theoretical and conceptual models that are commonly accepted. These models are important because they provide solutions and roadmaps to professionals, including educational researchers, practitioners, administrators, and policy makers. As many practitioners would know from experience, a multitude of paradigms coincide in education.

## Synchronous or asynchronous learning

### IMPACT ON, AND REACTIONS TO, NECESSARY CHANGES

**Synchronous learning** refers to all types of learning in which learner(s) and instructor(s) are in the same place, at the same time, in order for learning to take place. This includes in-person classes, live online meetings when the whole class or smaller groups get together. In synchronous learning, students usually go through the learning path together, accompanied by their instructor who is able to provide support while students are completing tasks and activities.

**Asynchronous learning** is a student - entered teaching method widely used in online learning. Its basic premise is that learning can occur in different times and spaces particular to each learner, as opposed to synchronous learning at a same time and place with groups of learners and their instructor, or one learner and their instructor. In asynchronous learning, instructors usually set up a learning path, which students engage with at their own pace.

### IMPACT ON, AND REACTIONS TO, NECESSARY CHANGES

1. Dysfunctions in children's homes as well as societal conflicts
2. Imperatives imposed by school administrators
3. Most evaluation focuses exclusively on student achievement



## **Technical and economic difficulties**

Technical barriers, issues, and success factors from the students' perspectives that may affect the learning outcomes (e.g., learning effectiveness, learner attitudes, and motivation).

## **Economic difficulties**

Online learning will flourish with the reason universities will need it to stay afloat during a long and painful recession.

## Professional Development

Professional development teachers online have many potential benefits for teachers also schools or institutions . A number of workshop participants, its greatest potential benefit should be the improvement of student learning, as is the case for all forms of high-quality professional development . Online professional development, when it is done well, has the opportunity to change teachers' practice .

Other potential benefits of online professional development were :

1. Flexibility and versatility,
2. Potential to build community among teachers and across groups .
3. New possibilities for accountability
4. Improvement of teacher retention by enabling teachers to become more directly involved in their own learning and professional growth .

**Making online learning effective and motivating**

**Thank you for being with me**

**Let's make online learning more effective and motivating**



## SUMMARY

Therefore, it can conclude that

- the country's first reaction to the current pandemic was frustrating,
- teaching and learning is somewhat challenging yet rewarding,
- asynchronous learning enabled students learn at their own pace,
- the approaches were easily adopted nationwide despite the challenges,
- internet interruptions could sometimes disrupt or delay the process,
- utilizing current technologies were essential to increase the lecturers' interest,
- the use of Rubrics to evaluate the student's output minimizes assessment issues,
- OBS Programs, ZOOM, YouTube, Facebook and Line were effective and met 95% of the course outcomes and lastly,
- the students preferred these methods after they had adopted the different variety of teaching and learning approaches.



**DAY ONE, THURSDAY, 26<sup>th</sup> NOVEMBER 2020**

**SESSION TWO**

**Project-based Online English Learning: A Case Study of a Primary School Project on the Theme of COVID-19**

**Huirong Gao**

East China Normal University

[hrgao@english.ecnu.edu.cn](mailto:hrgao@english.ecnu.edu.cn); [dehrgao@hotmail.com](mailto:dehrgao@hotmail.com)

During the Covid-19 pandemic, traditional classroom teaching has been shifted to online learning. I have been given the responsibility of coordinating in-service English teacher training programs for the primary schools affiliated with my university. The programs used to involve on-site class observations and lectures. But how can I help the teachers to overcome the difficulties in having to teach online?

How can teacher professional development be maintained during a pandemic?

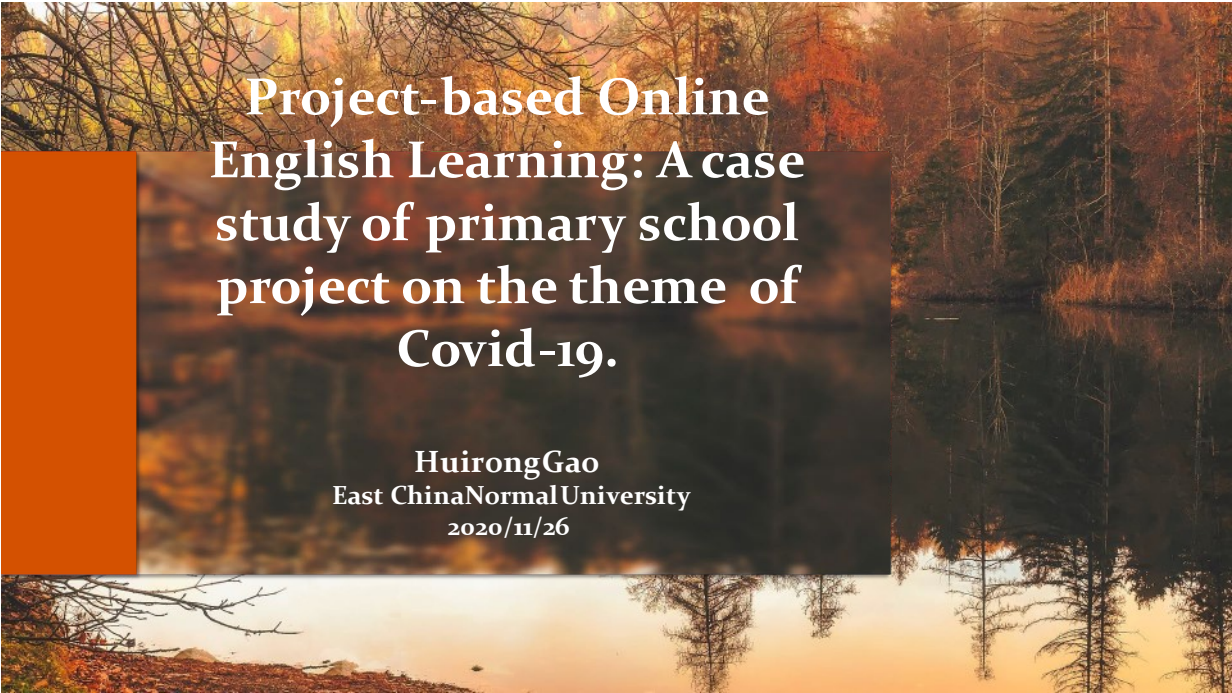
I figured out that project-based learning can be a solution. It is student-centered, competency-oriented, project-oriented, and aims at producing a practical result. Focusing on learning on context-based social issues helps to bring the advantages of Internet learning, i.e. sharing and interaction, into a viable model for effective online teaching activities.

I designed a COVID-19 theme-related project for the school teachers participating in continuing professional development to involve their students in learning about the corona virus in English with the help of their family.

The main advantages of this online learning project was that it motivated learners through tasks aimed at solving real problems while at the same time learning English in a real-life context. It breaks through the roles of teachers and students in traditional classrooms and focuses on the development and improvement of the core of English literacy learning.

However, in its implementation, we need to seek a balance between the project and subject knowledge, provide for timely reflection and adjustment, and develop an improved sense of cooperation and consensus between home and schools.

I think in the future, PBL can still be useful in our teacher professional development programs even when offered online.



# Project-based Online English Learning: A case study of primary school project on the theme of Covid-19.

Huirong Gao  
East China Normal University  
2020/11/26



## Backgrounds:

- The outbreak of COVID-19
- The “Classes Suspended but Learning Continue” policy in China

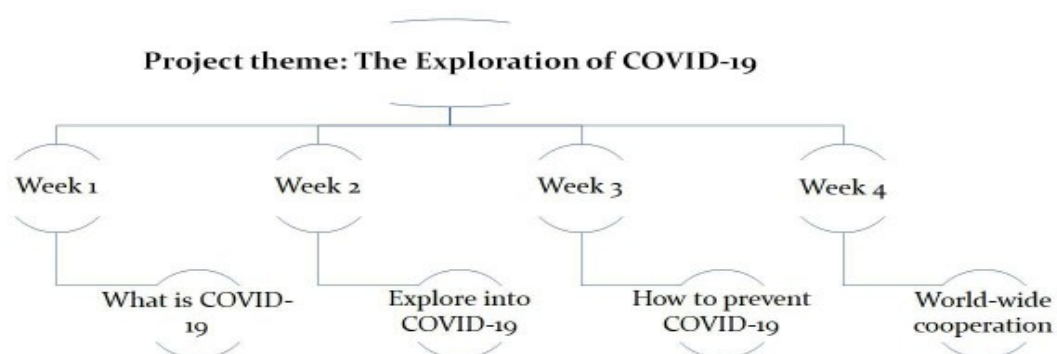
## Problems of English online teaching:

- The lack of timely language drill
- The lack of effective learning interaction and feedback
- The lack of teaching intervention from teachers

## Problem-solution: Project-based online English learning



## Introduction to project

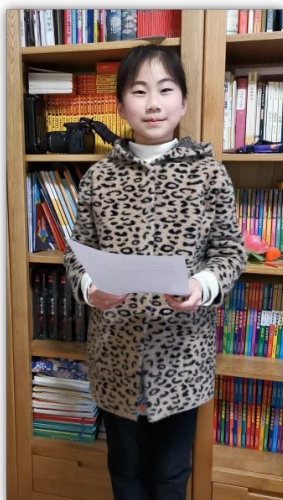


## Week 1 & Week2



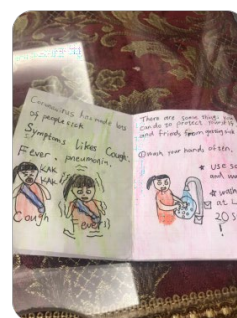
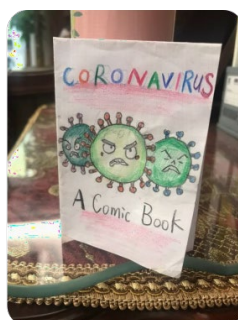
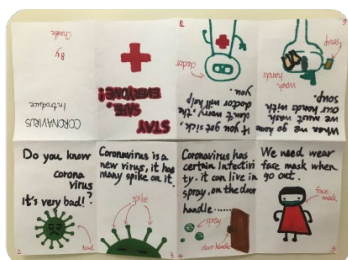
	Projectcontent	Projectwork	Toolresources
<b>Week 1 What is COVID-19</b>	Read a short video about COVID-19 in English	A home-made readingvideo	A short video about COVID-19
<b>Week2 Explore into COVID-19</b>	<ul style="list-style-type: none"> <li>Read the two Englishpicture books about COVID-19</li> <li>Create the picture book about COVID-19 by DIY videoguide</li> </ul>	A home-made picturebook	<ul style="list-style-type: none"> <li>Two English picture books about COVID-19</li> <li>The DIY videoguide about picturebook</li> </ul>

## Student's projectwork



Week 1 Project work  
The reading videos  
about COVID-19

## Student's projectwork



Week 2 Project work  
A DIY picture book





## Week 3 & Week 4

	Project content	Project work	Tool resources
<b>Week 3</b> <b>How to prevent COVID-19</b>	Create a simple mask by DIY video guide Introduce the mask to your family members	A home-made simple mask	Guide videos about how to create a simple mask
<b>Week 4</b> <b>World-wide Cooperation</b>	Draw a poster in English for the global fight against the epidemic	A poster	/

## Student's project work



*Week 3 Project work*  
*A simple mask*





## Student's project work



## Conclusion

- **Teaching objectives:** focus on key competency by doing project
  - Language learning and use
  - Autonomous learning ability
  - The understanding of value of life and health
- **Teacher roles:** Project developer/learning facilitator/tool resource provider
- **Student roles:** Project practitioner/cooperator
- **Multiple and multidimensional assessment**
  - Self-assessment
  - Peer assessment
  - Teacher online feedback



## Teaching and Learning During the COVID-19 Pandemic

### Duangporn Pasuwan

Faculty of Nursing  
Nakhon Pathom Rajabhat University, Thailand  
[duangprnaaw@hotmail.com](mailto:duangprnaaw@hotmail.com)

The COVID-19 outbreak from March to June 2020 had significant effects on the health, economy, education and politics across all of Thailand. Restrictions were placed upon the people to prevent the widespread of infection and its worst effects. Social distancing, isolation precautions and good personal hygiene were mandated by the Government to prevent the spread of the infection on a wide scale.

The advent of COVID-19 has required the nursing faculty at Nakhon Pathom Rajabhat University to be innovative, flexible, nimble and agile. It has also produced considerable challenges, the major one being that all classes that were previously held face-to-face now had to be online.

In education, a major concern for instructors and lecturers is how to deliver quality education despite temporary closures of all learning institutions amidst this COVID-19 pandemic. Lecturers and students are required to study all forms of online teaching technologies and platforms to apply those that are most appropriate in their respective teaching.

The Summer Semester Schedule requires the nursing students to enrol in a theoretical subject with a certain number of hours of clinical practice, but because of COVID-19 all modes of teaching and delivering nursing courses must be done through online and various e-learning programs.

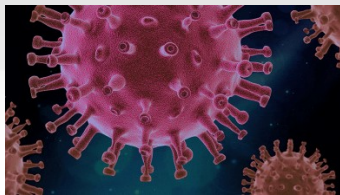
All instructors must study the use of online teaching programs such as OBS with Facebook live streaming, Zoom, Webex by evaluating the theoretical results from taking the exam in the LMS.

Nursing students are instructed to record the videos of the nursing procedures assigned to them or link corresponding videos on the YouTube channel ahead of the evaluation of nursing procedures by the instructor. An oral graded recitation of the topic "Mechanism of Birth" is also conducted to evaluate the students' learning. Students' creativity is also tested by the instructor for the students will set-up their own baby model to perform a demonstration of this nursing procedure.

For the summary of teaching during this COVID-19 situation utilizing the online programs, the strategies outlined above were performed effectively. However online learning requires a strong and stable internet connection so as it can record video for review as needed.



## Teaching and Learning during the COVID-19 Pandemic



Duangporn Pasuwan

Faculty of Nursing,

Nakhon Pathom Rajabhat University, Thailand

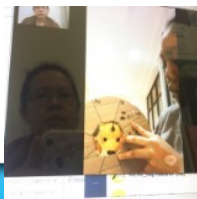


### In Thailand



The COVID-19 outbreak from March to June 2020

- How to deliver quality education despite amidst this COVID -19 pandemic .
- Lecturers and students are required to study all forms of online teaching
- All instructors must study the use of online teaching programs such as OBS with Facebook live streaming, Zoom, Webex, Line, Microsoft team.
- Evaluating the theoretical results from taking the exam in the LMS.
- Evaluating comprehension in some topic one by one in VDO line call.
- And use “Kahoot” Program for test after teaching.



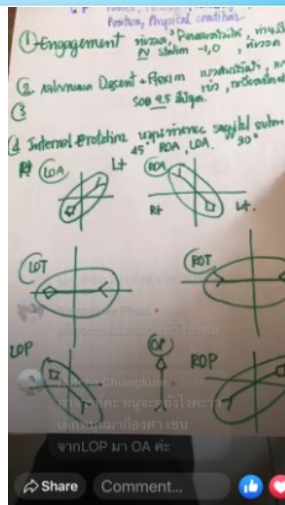
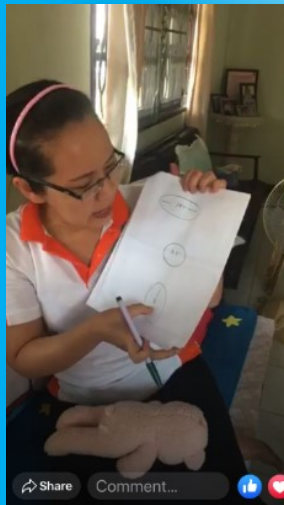


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## Teaching by facebook live



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## Teaching by OBS with facebook

Advantage

- Social distancing ( appointment anytime ).
- Appropriate for student who smart and lesson pay attention.
- Student can review as much as they want. (up load in FB or link YT)

Disadvantage

- Some student miss class, not attention (force to open camera).
- Problems accessing the internet.
- Increased anxiety & stress.
- Increased internet expenses.

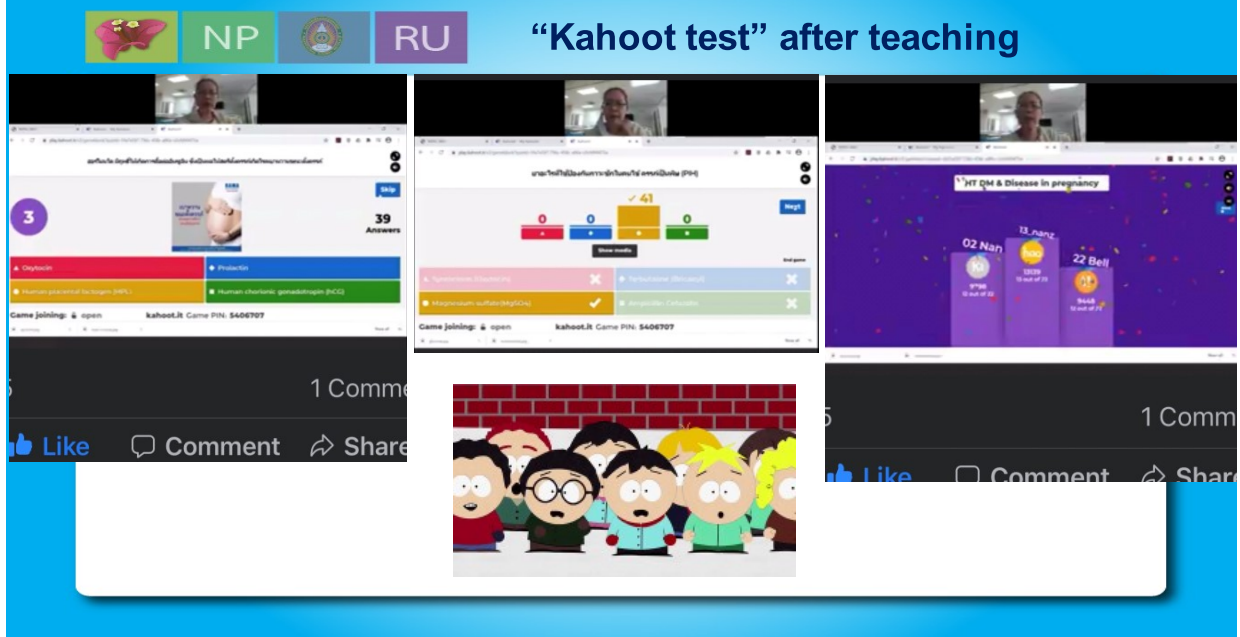


## Oral test one by one

“Mechanism of birth” (line VDO call)



## “Kahoot test” after teaching



## **Teaching and Assessment of the Subject 'Primary Medical Care' During the COVID-19 Pandemic**

### **Wanpen Waelveerakup**

Faculty of Nursing, Nakhon Pathom Rajabhat University, Thailand  
wanpenw@webmail.npru.ac.th, wanpenw307@gmail.com

During the pandemic of COVID-19, the 'Primary Medical Care' course director and instructor teams agreed to change teaching methods from classroom teaching and nursing laboratories to teaching and evaluating results through an online system.

The transformation process started with a meeting to agree on techniques and teaching methods, assessment tools, and techniques. Each instructor was then assigned a topic for remote instruction and assessment. Before beginning to work from home all instructors were trained in editing of video or teaching materials, the uploading of teaching materials, as well as online communication techniques. Likewise, students received a course orientation, training on how to use the teaching programs that the instructor will use such as the University Learning Management System (LMS), zoom meetings, Cisco Webex meetings, Facebook live, line application, and google classroom.

All 78 of the third year's students had to get a link URL of online teaching and link URL for separate teaching in small groups of 8-16 people per instructor. The lecture period on the remote platform was taken 2 hours a day. The sub-group was then taught for another 2 hours for students to analyze case studies or completed task assignments. The instructor delivered counseling, providing answers, and reflecting on the results according to the assessment form for each activity. At the end of each topic, the instructor edited the video clip and uploaded it to the university LMS for students to review.

For the knowledge evaluation method, a quiz, a midterm examination, and a final online exam were used. Ethical and moral development, cognitive skills, interpersonal skills and responsibilities, and analytical and communication skills were assessed through the nursing faculty assessment form based on the Nursing Council of Thai Qualification Framework (TQF) and developed by all faculty during the pandemic period. The students' analytical skills were assessed from case study analysis tasks through online presentations from individual and group work.

Some topics involved nursing skills that must be performed in real situations. Students were asked to record video clips of reverse demonstrations such as patient history taking and physical examination of a family member and then submit the clips to each group of instructors. Then the teachers assessed and reflected on the return demonstration using online communication.

After the implementation of online teaching and after receiving the students' reflections an evaluation of the course using remote teaching and learning methods was conducted. It was found that

1. There were too many assignments (indicated by 66.2% of the students),
2. The students had problems accessing the internet by using a telephone network (68.8%), and their Wi-Fi signal (66.2%)
3. Students suffered from increased anxiety (72.8%), increased stress (64.6%) and increased internet expenses (57.0%).
4. However, students were pleased to have the video clip for reviewing the lesson (89.7).

The teacher evaluation results in the field of academic performance evaluation according to TQF were difficult to assess such as TQF 1 which focuses on morality and ethics. Also data from the verification of learning achievement, it was found that TQF 2 which focuses on the knowledge of the students increased more than before and there was an unusual distribution of scores and grades.




# Teaching and assessment of the subject Primary Medical Care during the COVID-19 pandemic




**Wanpen Waelveerakup**

Faculty of Nursing,  
Nakhon Pathom Rajabhat University,  
Thailand



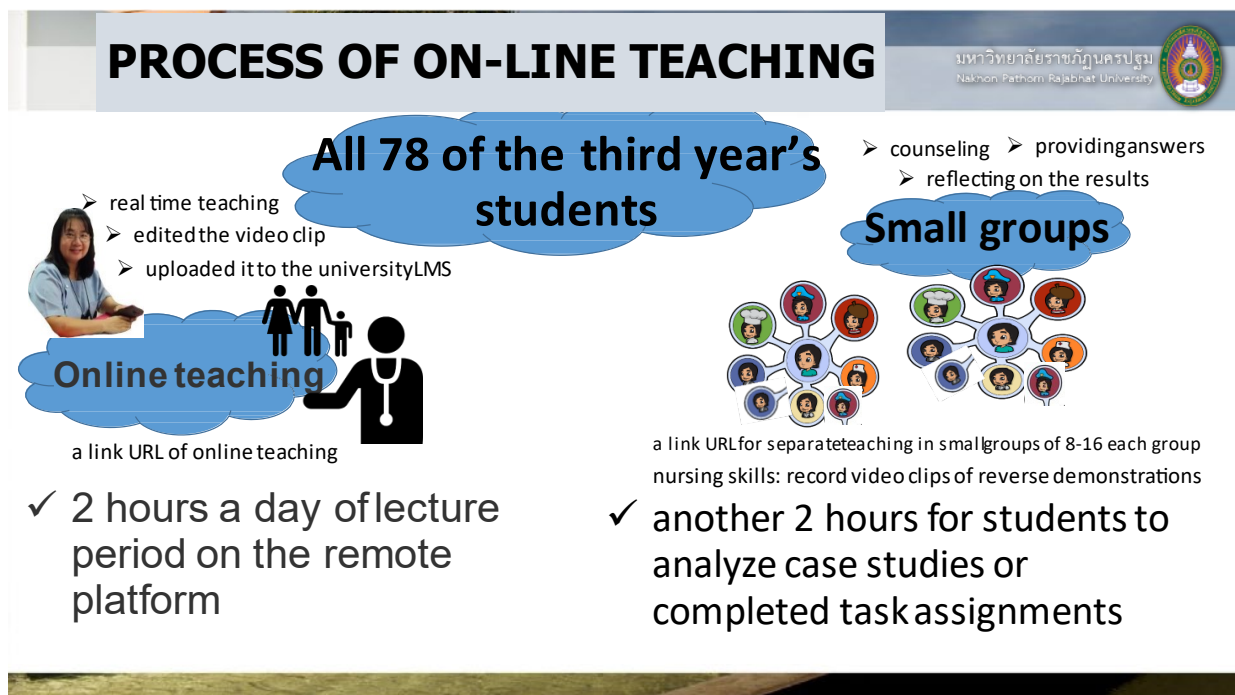
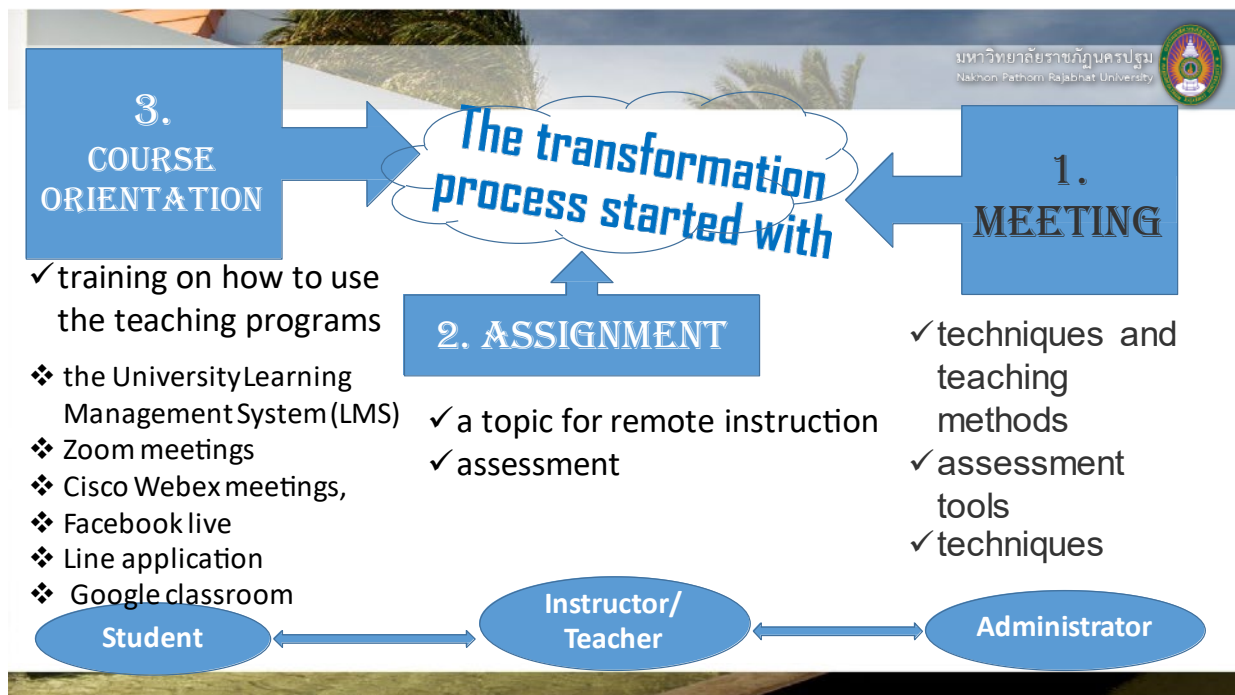
**Primary Medical Care**

Course ID 4174403  
Credit 3 Credits 3 (2-2-5)



Concepts, principles and scope of primary medical care for nurses;  
health history interview, physical examination, problem-oriented  
medical record, laboratory test and interpretation, diagnosis,  
prescription which related to primary medical care

- groups of medical signs and symptoms,
- basic surgical procedures and care,
- classification and referrals regarding signs and symptoms of  
urgent and emergency conditions, .





## STUDENT REFLECTION



มหาวิทยาลัยราชภัฏนครปฐม  
Nakhon Pathom Rajabhat University



- There were too many assignments (indicated by 66.2% of the students),
- The students had problems accessing the internet by using a telephone network (68.8%), and their Wi-Fi signal (66.2%)
- Students suffered from increased anxiety (72.8%), increased stress (64.6%) and increased internet expenses (57.0%).
- However, students were pleased to have the video clip for reviewing the lesson (89.7).

## INSTRUCTOR / TEACHER EVALUATION

มหาวิทยาลัยราชภัฏนครปฐม  
Nakhon Pathom Rajabhat University



- Difficult to assess such as TQF 1 which focuses on morality and ethics
- Increased of learning achievement, TQF 2 which focuses on the knowledge (an unusual distribution of scores and grades)



THANK YOU



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[wanpenw@webmail.npru.acth](mailto:wanpenw@webmail.npru.acth)

## **Migrating the Subject 'Essential Newborn Care' onto Online Platforms During COVID-19**

**Labmie Lynnette L. Dematoque,**

Faculty of Nursing

Nakhon Pathom Rajabhat University, Thailand

[labmie\\_lynnette@yahoo.com](mailto:labmie_lynnette@yahoo.com)

In the Midwifery II Professional Nursing Course, one of the main topics to be delivered to the Third Year I Nursing Students is the course 'Essential Newborn Care'. 'Essential Newborn Care' or 'Immediate Newborn Care' consists of vital routine practices in the care of the newborn at the time of birth and at the first hours of life in hospital facilities and birthing institutions. It is a simple, concise, straightforward protocol of medical intervention and management backed up by solid research evidence mandated by the World Health Organization. The core steps of 'Essential Newborn Care' are: immediate and thorough drying of the newborn, early skin-to-skin contact between mother and baby, properly timed cord clamping and cutting, and non-separation of the newborn from the mother for early breastfeeding. Nursing students assigned to the Delivery Room in their respective affiliated hospitals, primary care units and assigned communities are expected to render immediate care of the newborn upon delivery, demonstrate nursing skills in performing assessment to recognize deviations from normal, and develop the necessary competencies in the care and management of the mother and newborn.

As part of the Dual Team Teaching approach (Thai and English Language Instructions) in the Faculty of Nursing, Nakhon Pathom Rajabhat University, we aimed to teach our courses through lectures, nursing skills demonstrations and clinical scenario simulation in the Nursing Skills Laboratory but due to the Covid-19 mayhem this has changed the nursing education dramatically. In Thailand, a complete lockdown of all nursing education institutions was imposed with the health and safety of all students and educators being prioritized. This current situation now poses a great challenge to nursing educators since nursing theory and concepts should relate with the nursing skills procedures performed in the Nursing Skills Laboratory and hands-on demonstration should be done utilizing the

nursing mannequin models and equipment when teaching on these important topics. With the COVID-19 scenario, the Faculty of Nursing offers training workshops to nurse educators on e-learning platforms and activities, offering teaching and digital support, and other online learning resources to instructors who are teaching or work from home remotely with the main objective of delivering nursing topics and lectures online.

According to Gardner (2020, March), while many academic institutions, and nursing programs, may have embraced online education and have well developed plans about how to offer robust online programs, COVID-19 has propelled many faculty to offer online education in the absence of "well-considered, durable learning plans".

We utilized a range of online teaching and learning strategies to implement the migration of nursing topics through platforms such as OBS and Camtasia for the recorded online lectures, and Facebook livestreaming and Google classroom for more interactive teaching and games. The Zoom app was used for live conferencing and discussion of topics, YouTube for the uploaded recorded online classes and for the students to review the topics, and online learning software for a more enhanced understanding on the case management and nursing interventions to be given to the newborn upon delivery. Lecture notes and updates of the nursing topics were posted in Facebook groups, while powerpoint slides and files, assignments and answers to activity sheets are emailed. Quiz and unit tests were facilitated through the university LMS. For the nursing skills demonstration of the 'Immediate Newborn Care' procedure, students are advised to view links on YouTube for nursing skills demonstration and oral revalida are done through Zoom app to revise and evaluate the learning needs of the students.



## MIGRATING THE SUBJECT ESSENTIAL NEWBORN CARE INTO ONLINE PLATFORMS DURING COVID19

LABMIE LYNNETTE L. DEMATOQUE, RN, MN, RM  
LECTURER



## SUMMARY

- **Essential Newborn Care** consists of vital routine practices in the care of newborn at the time of birth, and at the first hours of life in hospital facilities and institutions.
- **Core Steps are:**
  - A. Immediate and thorough drying of the newborn
  - B. Early skin – to – skin contact between the mother and baby
  - C. Properly timed cord clamping and cutting
  - D. Non- separation of mother and baby for early breastfeeding
- In the Midwifery II Professional Nursing Course, one of the main topics to be delivered to the Third Year Nursing Students is the Essential Newborn Care.



- Nursing students assigned in the Delivery Room in affiliated hospitals and institutions are expected to render assessment from normal deviation and develop competencies in the management of the mother and newborn.
- In Thailand, a complete lockdown of all nursing education institutions was imposed with the health and safety of all students and educators being prioritized.
- This situation poses a great challenge to nursing educators since theory should relate with the nursing procedures performed in the Nursing Skills Lab and actual demonstration is done using the nursing skills models.
- In the Faculty of Nursing, Nakhon Pathom Rajabhat University offers training workshops to nurse educators in online learning, platforms and activities, offering teaching and digital support to instructors who work from home remotely and deliver nursing topics and lectures online.



- Blended teaching and learning strategies using:
  - **Synchronous learning** – live lectures thru video conferencing with online platforms
  - **Asynchronous learning** – recorded lectures, power point and lectures files in pdf and word forms, video links to nursing skills procedures and demonstrations
- Nursing students commented: live conferencing allows them to ask questions and addressed immediately, sharing and discussions of the topics among them worked well, active participation and interaction is also noted. Recorded lectures, nursing skills videos, online assignment and activities gives them flexible time to complete course requirements and comply at their own pace.
- Issues and concerns raised included: unstable internet connection, some devices are not compatible with the software, home environment factors, stress and emotional concerns and adjustments to pandemic challenges , poor communication by the lecturer and students and workload assigned to the students.



- Challenges on Nursing educators includes the need to adjust in the new teaching style, requires technical and requisite skills in online platforms and software, more preparation and efforts in preparing classes, stress and emotional concerns and adjustments to pandemic challenges, online resources and home environment factors, consider the learning styles of students and incompatible devices with some online platforms and software.
- Faculty of Nursing provides trainings and workshops for online platforms to the nurse lecturers, educators should need secure their own technical equipment, researched online databank, websites and course materials needed and knowledge on software installation and technology support.



- Issues and concerns on the assessment of student learning requirements, quiz and term exams includes avoiding cheating during tests, late submission and transmission of answers and overlapping of schedules from other subjects.
- For Nursing Skills Procedure evaluation, students are instructed to submit a recorded video of their demonstration with their checklist and Oral evaluation are done thru Zoom to assess learning needs. Actual demonstrations in the Nursing Skills Lab are done during the resume of regular classes.
- Utilized the OBS and Camtasia for the recorded online lectures, Zoom for live conference and oral recitation, Facebook livestreaming and google classroom for interactive teaching and games. Youtube for the uploaded recorded class and online learning softwares for cases management and nursing interventions of newborn babies.



- To make learning effective and motivating:
- interactive games are done during live lectures,
- sharing of individual experiences during the pandemic times,
- online contents are lively, animated, concise and accessible,
- good communication between lecturers and students for proper facilitation of requirements,
- Line groups per students level are helpful for direct queries and student's suggestion on activities.



## **Approaches to Teaching and Learning in a Course in English Communication for Nurses During COVID-19**

**Ruffel Joy Cometa-Manalo**

Faculty of Nursing  
Nakhon Pathom Rajabhat University  
rjcm02071982@gmail.com

The recent Covid-19 pandemic is an unexpected catastrophe paralyzing the mobilization of the economy and placing everyone's health at risk not only in Thailand but also the world. Year 2020 has brought so many challenges in the part of a student and a lecturer. Gatherings in a big crowd are withheld including face-to-face class meetings.

Online class meetings could bring students and lecturers together from different locations particularly in the university level as digital approaches have come lately as a necessity to practice social distancing while teaching and learning. This approach was utilized as well in other parts of the world according to (Gardner, 2020).

As part of the country's solution to stop the spread of contagion in the university level, The Ministry of Education advised educators to conduct classes by utilizing a variety of online technologies applicable for teaching and learning. The students and lecturers had to acquire knowledge and skills associated with the use of these new approaches during the first semester of academic year 2020.

Due to not being able to meet students face-to-face during the pandemic, I was able to consider the use of Zoom, Facebook live streaming, Line video call and recorded videos of class discussions via OBS Program that were being published in the lecturer's You Tube channel in order assist students to achieve the expected outcomes of the course.

As a lecturer, organizing an effective approach is a fundamental task in order for the students to learn. Encouraging students to participate in online class discussions was a challenge. I adopted the approach outlined below.

Students first completed a pretest. With the aid of the variety of these technologies, the students were able to learn from video recordings of class discussions about each topic. Worksheets and recorded audio tracks were given to the students and they were required to complete them in a specific period of time. In order to promote speaking skills the students were asked one question related to the topic and provide their response to me via Zoom or Line video call before the start of the next online class. For other speaking skills the students were tasked to submit a recorded video of a conversation involving hospital admission, hospitalization or patient discharge to the lecturer. Also, the students were required to write a 150-word-essay about signs and symptoms or preventive measures for certain topics as part of the course objective. All of these tasks were the means by which the

students' performance was evaluated.

However, to be able to use the approaches outlined a stable internet connection is essential in order for students to attain the expected outcomes.





# APPROACHES TO TEACHING AND LEARNING IN A COURSE IN ENGLISH COMMUNICATION FOR NURSES DURING COVID19

**RUFFEL JOY C. MANALO, RN, MAN**

Lecturer, Faculty of Nursing  
Nakhon Pathom Rajabhat University  
Thailand  
November 26, 2020



## INTRODUCTION

The current situation of the entire world has brought so much challenges to every human being not only it affects the economy but as well as the educational system. In order to fit in the process, digital classes was considered the best teaching approach of choice among University lecturers during the Covid -19 pandemic. Social distancing while learning online has been adapted in Thailand as well as in other parts of the world (Gardner 2020).





## APPROACHES

### Primary

1. Recorded class discussions and rationalization using **QBS Program**
2. Short class discussions and interactions utilizing **Zoom** application

### Secondary

1. YouTube live streaming /Facebook live streaming (utilized for students to use the comment section below in clarifying information related to the current and previous class discussions)
2. Line video chat/call (utilized for one-on-one interaction between the lecturer and the student)



## IMPLEMENTATION OF THE TEACHING AND LEARNING APPROACHES

**LISTENING SKILLS:** The students learned each lesson discussion or rationalization from the recorded or streamed video of the lecturer during the actual class schedule

### WRITING AND READING SKILLS:

- ✓ Each student were given an ample time to answer the pretests, worksheets and unit tests posted in a closed -Facebook page or sent in student emails
- ✓ The students were tasked to submit a 150 -word formative writing project and submitted in the lecturer's email one week after each class

### SPEAKING SKILLS:

- ✓ The students were given specific time frame in creating a video presentation of a project called "English for Health"
- ✓ The lecturer conducted an online speaking examination with one student each time





## RESULTS

### Lecturer's Feedbacks:

- ✓ preparation and checking of online worksheets has been time -consuming
- ✓ recorded or streamed class discussions were very challenging
- ✓ the efficiency of due worksheets submission were maintained
- ✓ interactive online learning were achieved
- ✓ worksheets were answered with authenticity
- ✓ conducting an online speaking examination needs a stable internet connection
- ✓ retention of online learning showed remarkable improvements among the students

### Student's Reactions:

- ✓ repeated viewing of recorded class discussions were experienced
- ✓ interrupted internet connection affects few students
- ✓ online speaking examinations needed a clearer tone of voice to understand each questions being asked



## SUMMARY

Therefore, it can conclude that

- the country's first reaction to the current pandemic was frustrating,
- teaching and learning is somewhat challenging yet rewarding,
- asynchronous learning enabled students learn at their own pace,
- the approaches were easily adopted nationwide despite the challenges,
- internet interruptions could sometimes disrupt or delay the process,
- utilizing current technologies were essential to increase the lecturers' interest,
- the use of Rubrics to evaluate the student's output minimizes assessment issues,
- OBS Programs, ZOOM, YouTube, Facebook and Line were effective and met 95% of the course outcomes and lastly,
- the students preferred these methods after they had adopted the different variety of teaching and learning approaches.



**DAY TWO, FRIDAY, 27<sup>th</sup> NOVEMBER 2020**  
**SESSION THREE**

**The Impact of COVID-19 on the Teaching and Learning Activities in ITL Trisakti Jakarta**

**Shelma Shakira Bhakti,**

Institute of Transportation and Logistics (ITL) Trisakti Jakarta, Indonesia  
[english.smplabsky@gmail.com](mailto:english.smplabsky@gmail.com)

When the COVID-19 pandemic hit Indonesia in March 2020, the Indonesian government required all schools and universities to cease face-to-face teaching. The classes I taught were English for Business, English for Special Purposes and English for Preparation Proficiency. I urged the students to use the simpler applications that we had been using such as *Whatsapp* and *Line*. Fortunately, I have used blended learning technique by using *Edmodo* since 2014 so that the students were familiar with it.

The big changes occurred when I couldn't meet with my students my students couldn't meet and we had to use the official learning platform as LMS (Learning Management System) run by *Moodle*

system, although it didn't prohibit some using of other platforms such as *Edmodo* and *Google Classroom*.

The pandemic caused the students to be very worried. Most parents lost their income or jobs and couldn't afford to provide a good internet connection. As the result, some students did parttime jobs to fulfil their needs and tragically for the students who were from other provinces out of Java island couldn't return to their hometowns.

I realized it was not easy for my students so I designed learning activities which were still interesting and varied to attract my students to online learning. I maximized the use of class groups in *Whatsapp* and *Line* as a bridge to communicate with my students. All material was posted in LMS and *Edmodo* a day before the session. Learning material was delivered in least in two ways such as *Powerpoint* with audio, *Powerpoint* (only) and video. The *Powerpoint* with audio of myself teaching the material was recorded by using *Screen-O-Matic*. The students could choose the medium they preferred and they could observe what the topic was about before the session. At the beginning of each session, I greeted my students in *Whatsapp* or *Line* groups then we brainstormed about the topic by using *Padlet* or *Mentimeter* and I did screenshots of the students' responses. After that I let the students to open the material through the media they chose and gave them few minutes to study it. This was followed by discussion. When the students were clear, I gave them a task that was to be submitted in LMS. The task was designed to be done within one hour just as if they did in the classroom. The submission of the task was a day just in case the students had a connection problem or they were out working. The task simply could be voice note recording or writing a simple paragraph. In addition, reviews of materials were delivered periodically by *Quizziz* while the exams used *Google Forms*.

Although the students were adults, they liked *Quizziz* for its sounds and colourful design. However, they refused to have *Quizziz* for the exam instead of having fun. Sometimes, I also posted motivational video in LMS without asking the students to download it and they just directly played it on the page. At the end of every session, we shared our wishes. I asked my students to give their impressions of my online teaching through *Padlet*.

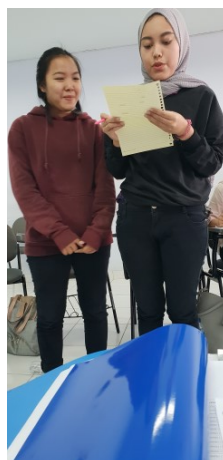
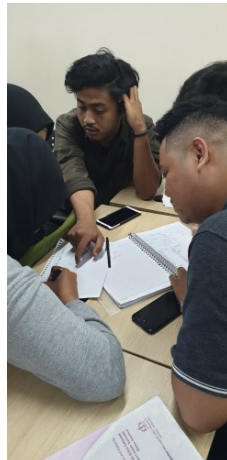
The pandemic has taught me to be more creative and to learn more about the many recent technologies that can be applied to support the learning process. It also has taught me that it is hard for both the students and the lecturers to conduct online classes in the severe conditions. In short, building relationship is required to maintain the students' motivation and encouragement to study by creating attractive learning activity.



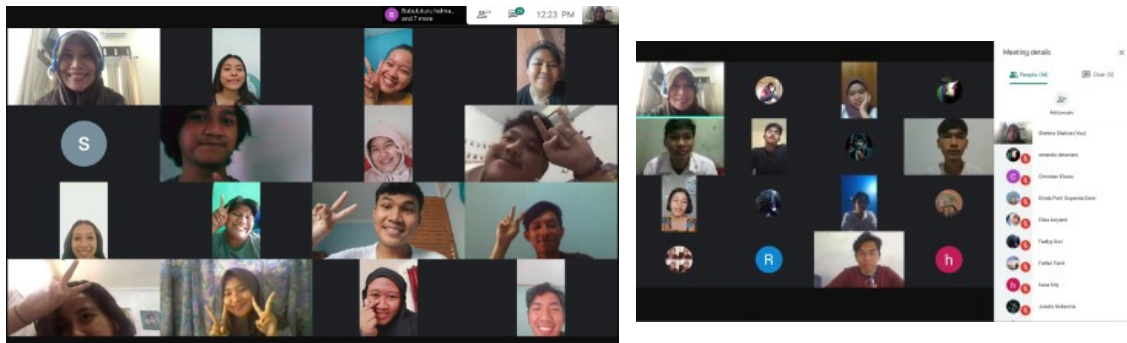
## THE IMPACT OF COVID19 FOR TRANSFORMING TEACHING AND LEARNING ACTIVITY IN ITL TRISAKTI JAKARTA

*Shelma Shakira Bhakti*  
*ITL TRISAKTI Jakarta, Indonesia*

Let's have a flash back



This is the change 😊



These what we call now .... CLASSROOM

What should the teacher do?

- Aware
- Creative
- Eager to learn
- Open-minded

SCREENCAST MATIC



moodle



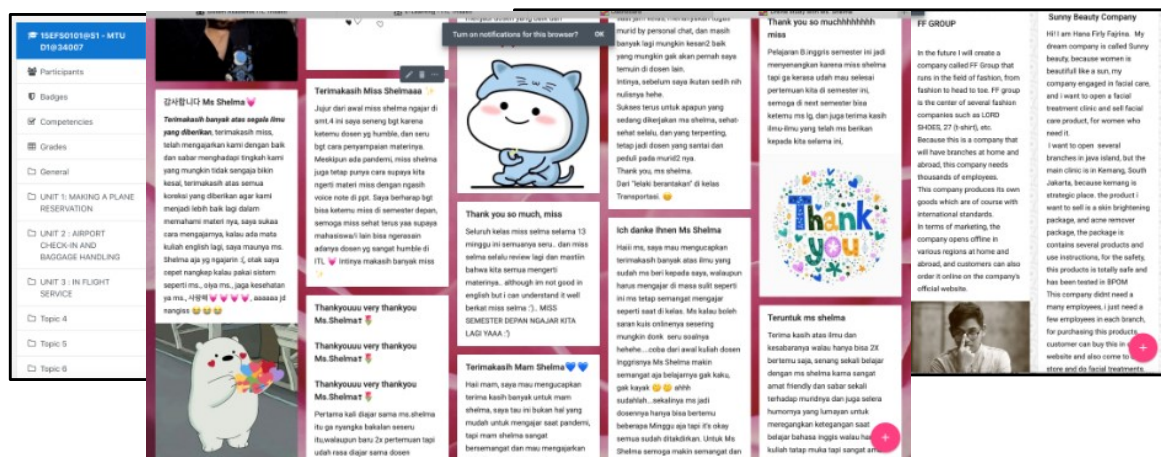
Mentimeter



Wordwall



- Greeting students; encouraging and empowering
- Various media
- Flexibility
- Feedback
- Reflection





## **The Online Learning Systems: Problems and Solutions**

**Nurul Aryanti**

State Polytechnic of Sriwijaya, Palembang  
aryantinurul47@gmail.com

Long before the outbreak of the COVID-19 virus, which forced all learning activities to be done online, the State Polytechnic of Sriwijaya had provided a Learning Management System (LMS). This system enabled lecturers to upload teaching materials, check students' attendance, work, tasks, and tests.

Meanwhile, students could obtain teaching materials, collect assignments by using the system.

However, this system did not work well because lecturers were reluctant to upload teaching materials. All learning activities were done face-to-face, so this system was considered not really necessary. In March 2020, on the instruction of the Minister of Education and Culture, all learning activities must be done online, to avoid the spread of the COVID-19 virus. Since then, lecturers and students have to strived to achieve their learning goals.

One of the courses that I had to teach last semester was Cross Cultural Understanding. In the course, the students were divided into several groups and they were responsible for making a presentation about chosen topics. With online learning that had just been implemented some problems arose. For example, the materials presented could not be discussed thoroughly and smoothly, due to constraints with a busy and unstable network, so that it was sometimes frustrating. Moreover, many students lived in areas that did not have a stable internet signal. This forced them to choose a provider that was more sophisticated, meaning that they had to pay more. Sometimes while studying through Google Meet or Zoom meetings, there were students asking for permission to buy an internet quota. Although the Indonesian Government adopted a policy to provide free internet quotas for all students and lecturers, the problem still occurred.

The requirement to use online learning caused some issues for me. One task I have is to check the work of the students and upload the result in the LMS or Whatsapp group. Something else that made me annoyed was the absence of some students at the beginning of the lesson. They would sign up 20-30 minutes after the class began, because they thought that they would not get compensation.

Despite the problems encountered, the students made some progress by the end of the course. For example, in relation to the subject requirements, the students should do an individual mini research based on the topic that had been discussed (They had to highlight the cultures in their own regions). Surprisingly, all students could submit the results of their research on time. I was quite happy with the results, because each of them provided sufficient findings supported by some preliminary studies.

In order to maintain students' discipline in the class participation, the regulation to sign up in LMS on time has been issued. Those who do not want to get compensation from the administration staff should sign up on time. In order to avoid a bulk of students' work, I have to be disciplined in my approach to correcting students work on the same day they submit the tasks. By doing this, I will be more prepared in creating and presenting new materials. However, I hope that the vaccine of the COVID-19 will be successfully produced soon so that I can give lectures in the classroom.



# THE ONLINE LEARNING SYSTEM: PROBLEMS AND SOLUTIONS

NURUL ARYANTI

Learning Management  
System at State  
Polytechnic of Sriwijaya

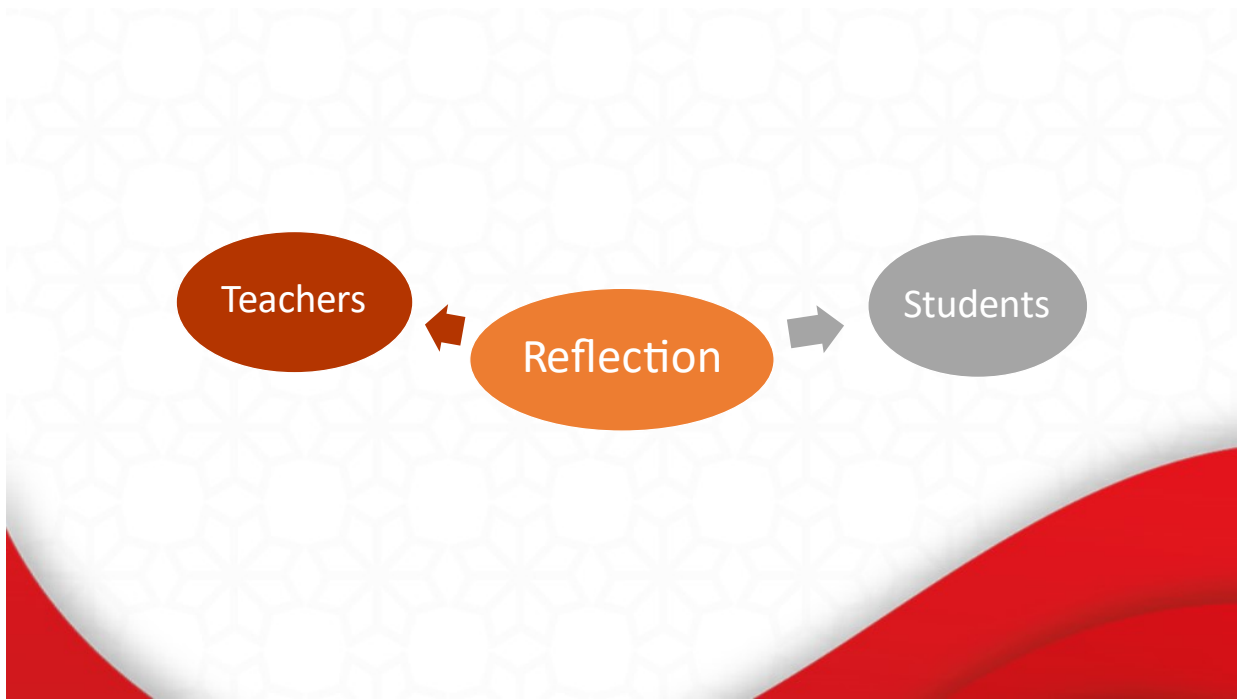
Strength

Weaknesses

## Online Learning System

Obstacles		
Teachers' low internet skill	Lack of materials	Suitable materials





## **Crisis or Opportunity? Necessity or Alternative?**

**Feng Xun**

Director of two early childhood education centres in Shandong Province, China

[feng.xun@alumni.sydney.edu.au](mailto:feng.xun@alumni.sydney.edu.au)

The Chinese government closed access to all educational institutions in China from late January to the end of May in 2020 because of the spread of COVID-19. The two private early childhood education centres in a small city of Shandong Province faced unprecedented difficulties caused by the school shutdown. To address this situation teachers were asked to provide regular family interactive activities online for the children in their classes, who must stay home with their parents without any outdoor activities for months.

At the same time professional development programs which previously had been conducted face-to-face were set up online to improve the thirty-five staff members' understanding of Montessori educational theory which was implemented in the two centres. This was a big challenge because the Montessori approach is very different from the traditional one. The practical exercises of Montessori teaching skills were modified to online forms through video conferences led by different teachers who demonstrated methods of using different teaching materials while other teachers learned through observation and discussion.

The quality of the Internet connection was one of the obstacles mentioned mostly that affected participants' involvement. Less experienced teachers also appeared to be passive in the interaction and usually remained silent in discussions as they were afraid of embarrassment caused by a wrong answer. The school principals and teachers actively responded to the online programs, which were not required by any authorities but were the initiative of the director of the two schools. Participation in the online professional development activities was effective in terms of developing team cohesion at a time when uncertainty, anxiety and insecurity were spreading in the society during the quarantine period caused by the COVID-19 pandemic. Most teachers involved gave positive comments about the online program. The more experienced teachers were pleased to be able to provide model demonstrations of using Montessori materials. They organised private discussions to ensure the accuracy and utility of their presentations before the formal program. Inexperienced teachers also appreciated the online learning form as they could replay the recorded programs again if there was anything missed or not understood. Besides, all of teachers valued the time flexibility when they had other engagements at the time of each program as they could always watch replays although they could not interact with other teachers at the time.

After the reopening of the two schools the advantages of the positive experience of the online learning form led to a continuation of regular resource- and experience-sharing and group discussions by all of the teachers in the two centres. Additionally, video conferences or online classes also were used when necessary within several different groups of teachers.

Before the pandemic professional development days were conducted three times every semester for all of the teachers in the two centres. This has been modified into online learning and sharing activities which don't need teachers to gather physically. This not only saves time but improves the centres' professional development as the frequency of online meetings among different groups has increased. Therefore, the new combination of online activities within the big group and face-to-face within smaller groups is a good change of professional development project for these two centres.

# Crisis or Opportunity? Necessity or Alternative?

Teacher professional learning for educational transformation whilst in quarantine: a case study of two early childhood centres in China

Feng Xun

Kevin Laws

DEPISA November 2020

教师俱乐部  
www.910club.cn

## Background of the case study

- Private early childhood education centres
- Educational approach we apply
- Impacts of quarantine around the country
- A crisis or an opportunity?
- Responses:
  - ✓ Online interaction between teachers and families
  - ✓ Online learning among teachers

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# Online professional development programs different than before

- Online discussion:
  - ✓ topics given before the program
  - ✓ typing was slow but led to more engagement
- Operational activities:
  - ✓ hand-made materials
  - ✓ presentation videos that allowed good preparation

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## How I felt?

- Before it started:
  - ✓ Anxiety, insecurity, pressure
- After:
  - ✓ It felt like still working
  - ✓ Less stressed while being occupied
  - ✓ Felt belonging as meeting them regularly
  - ✓ Kept thinking about a better way to do it
  - ✓ Amazed by teachers' creativities

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## Reactions of the teachers

- Showed incredible potential
- More confidence
- More engagement in discussion
- Young and unexperienced teachers were very shy
- Learning from each other
- Appreciation towards the new form

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## Downsides and solutions

- Downsides:
  - ✓ internet connection was the main obstacle
  - ✓ attendance couldn't be ensured
  - ✓ hidden problems and unraised questions
- Solutions:
  - ✓ videos and recorded meetings
  - ✓ homework
  - ✓ ask for feedbacks



The background of the slide features a series of thin, intersecting grey lines that form a complex, abstract frame. Scattered throughout this frame are several circles of varying sizes. Some circles are solid grey, while others are white with a grey outline and contain smaller dots. A few circles have a small green center. The overall aesthetic is modern and minimalist.

# An alternative necessity

## Thank you for listening !!

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## Challenges and Opportunities of Teaching and Learning in Grades K-6 During COVID-19

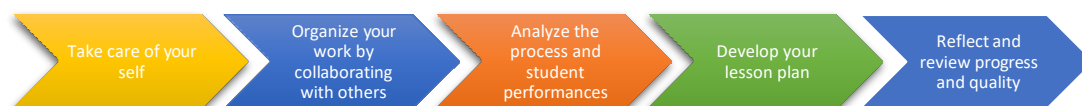
**Nurtati Pranata**

Santa Laurensia School, Indonesia.

[Nurtatipranata@gmail.com](mailto:Nurtatipranata@gmail.com)

Due to the COVID-19 outbreak worldwide, educational institutions were forced to entirely cancel face-to-face teaching as a mitigation phase against the risk caused by the coronavirus. After the first two COVID-19 cases were announced in Indonesia in early March 2020, our school immediately took the decision to convert face-to-face learning into home learning programs. In terms of technology, we felt confident about implementing home learning because our school was already implementing e-learning programs especially in Junior and Senior High School using the G Suite Education Platform. There are a variety of challenge in implementing the home learning programs in the levels of Grades K-6, particularly changes to the teachers' paradigm of teaching and learning.

The decision of changing learning programs where students must learn from home and teachers must work or teach from home encouraged the school leaders to develop an innovative learning and teaching strategy. We developed the planning structure to bring changes to teaching and learning and to overcome the challenges as shown in the diagram below:



Firstly, we created new guidelines for teachers and students in term of safety and well-being. These guidelines were our priority in our action within the cycle of crisis. Secondly, the school community was encouraged to reorganize their work and collaborate with each other. Teachers of Grades K-6 collaborated with others and used research and development in preparing and creating new plans.

Thirdly, the way of analyzing the process of students' learning has been modified by considering

teachers' abilities and skills in implementing new strategies; students' abilities, skills, and well-being involving learning experiences which take place in the family environment. New challenges were encountered when teachers started to create and develop their lesson plans in accordance with virtual learning and teaching. Blended learning is an approach that we used to increase students' performance combined with various digital applications that can engage students in the learning process. Based on results obtained in the final phase of reflection and review of the teaching and learning process and the students' achievement the teachers improved and revised their lesson plans. All the actions of changing the approach to teaching and learning required changes in teachers' paradigms.

After the first three months of implementing the home learning program, students and parents voiced their responses to the learning process. Many students in the upper grades said that the workload of online classes is larger than that of regular classes. Parents of students in lower grades complained that they and their children suffered from burnout. Based on the students' and parents' reports, teachers reflected on their teaching approaches and sought to improve the learning processes and find new strategies that can help students and parents by considering online and offline learning opportunities.

The COVID-19 crisis has stimulated innovation within the school community. We have seen innovative approaches to support teachers' professional development and students' learning. Home learning required teachers to develop their abilities of innovation and creativity using digital technologies and new teaching models. What we have learned will be used in future planning to transform our education program.

# CHALLENGES AND OPPORTUNITIES OF TEACHING AND LEARNING IN GRADES K-6 DURING COVID-1

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NURTATIPRANATA

NOVEMBER 26, 2020

## CHALLENGES AND OPPORTUNITIES

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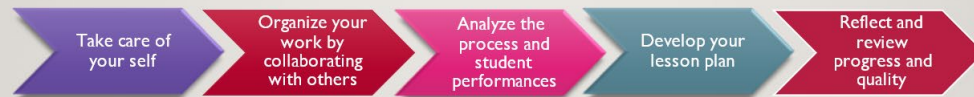
### CHALLENGES

- How to change from offline to online teaching and learning.
- Using technology.
- Parents' Expectation
- Implementation of Curriculum including assessment.
- Change teachers' paradigm

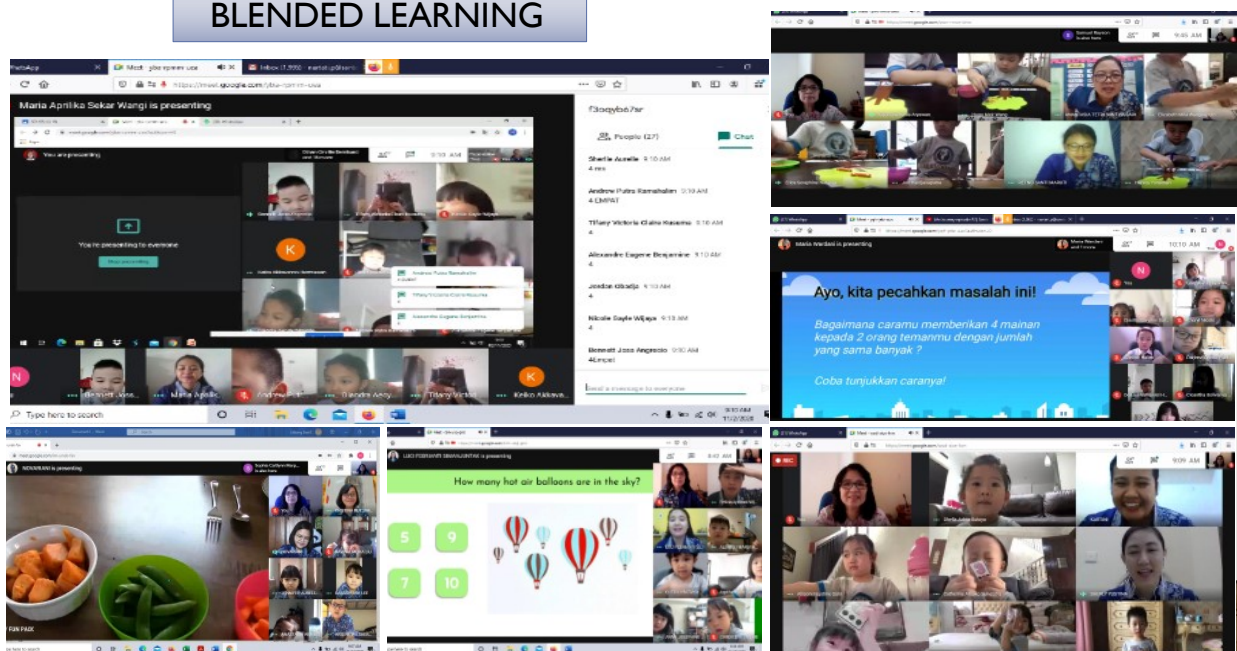
### OPPORTUNITIES

- Develop an innovative learning and teaching strategies.
- Develop skill in implementing a variety digital applications
- Develop Skill of 4C ( Critical Thinking, Creativity, Collaboration, Communication)

# THE PLANNING STRUCTURE TO OVERCOME THE CHALLENGES



## BLENDED LEARNING

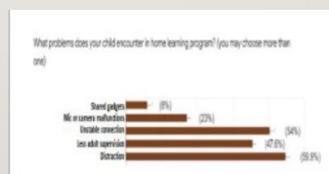
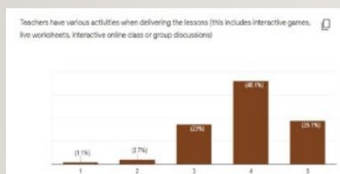
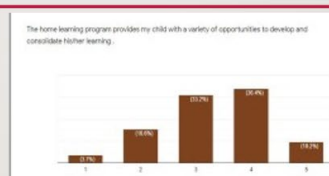
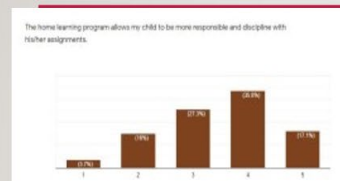




## STUDENTS' LEARNING



## PARENTS' RESPONSES



“When we are no longer able to change a situation, we are challenged to change our response.”

Viktor E Frankl



THANK YOU

## Teaching and Learning during COVID-19: the Point of No Return

**Kittiwan Sinthunava**

Phranakhon Rajabhat University  
[kittiwan@pnru.ac.th](mailto:kittiwan@pnru.ac.th)

The disease resulting from novel coronavirus was given the name COVID-19. There is no vaccine to combat COVID-19 at the moment, although many different research efforts are being made in a number of countries. In those countries adopting the quarantine approach, universities, institutes, and schools have been temporarily closed down. Students were sent home and teachers/instructors shifted their modus operandi to working from home, because their workplaces were closed. This brought about changes to the common teaching/learning model of lectures in classrooms to online learning.

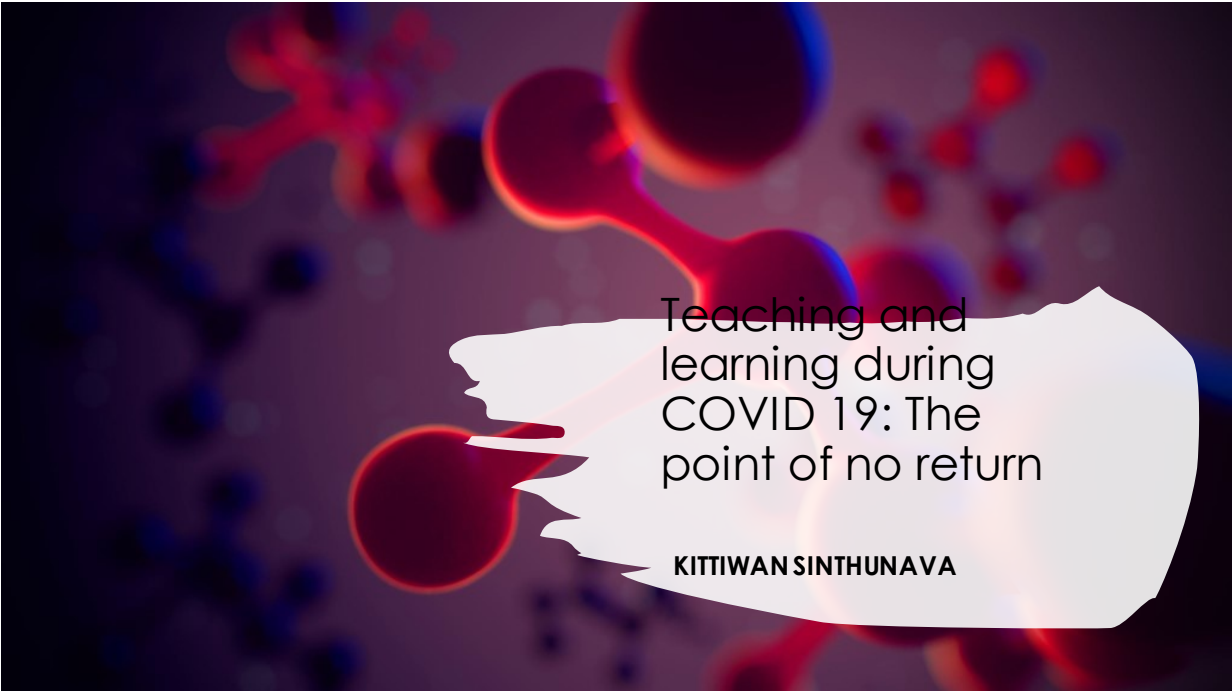
Online platforms have been heavily utilized to replace classroom teaching. The shift was abrupt and full of challenges and impacts. Higher education institutions had neither sufficient warning signs nor time to prepare their facilities for full online learning. Course teaching by lecturers is mostly improvised due to time constraints. Not all students can access e-learning. Often laptop computers and internet connections are unavailable to underprivileged students. In addition, instructors have to use their own resources, e.g. computer, software, internet connection, and sound recording systems to develop course teaching resources for online learning. Several instructors are technologically illiterate and are unable to effectively use these online platforms.

In my classroom, I have to teach through the program which has been called “loom”. It is similar to video recording and students can turn it on whenever they want to study. It is a one-way communication. Students have to listen and watch my video clip, and send their questions to me later, either through emails or Google Classrooms. Most of my students found it difficult to learn through the video clip and asking their questions through emails or Google Classrooms. They lacked attention while they were watching the video clips. They said that it was boring to watch the video clips for more than 10 minutes. They would prefer to come back to their normal classrooms, where they can participate face-to-face with their friends and lecturers.

The outcomes of their learning while using the “loom” program to deliver the lectures have dropped after three months. I found that I have less relations with my students and I feel it is important to meet with them in a small private group to assure that they understand what I have taught via the video clip. The evaluation process through the online examination is another big problem for my students, because the internet and computers are not available for them to have an examination at home.

Consequently, they have to come into the university to take their examination online.

We are now in the age of unpredictable circumstances. Governments are trying to restrict the infection of the emerging COVID-19. Higher education as a domain in society is under the great pressure and needs to reconstruct itself whether in teaching, learning and evaluation. They need to reconsider their stance at the present as to where they are moving to in next step.



## Teaching and learning during COVID 19: The point of no return

KITTIWAN SINTHUNAVA

### The impact of COVID 19

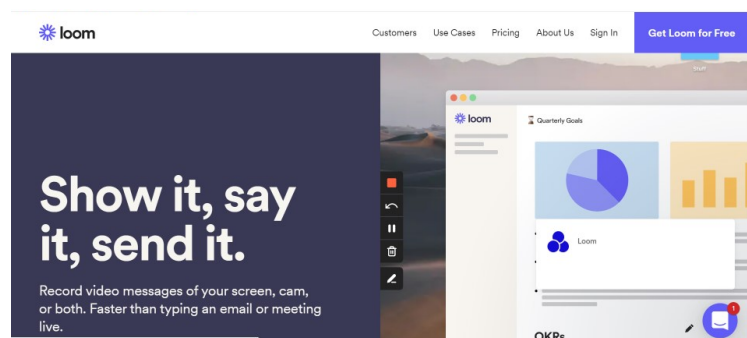
- Quarantine approach
- Universities have been temporarily closed down
- Working from home
- Online learning



## Online learning

- Lecturers is mostly improvised
- Most of students cannot access to e-learning
- Laptop computer and internet connections are unavailable
- Technologically illiterate and are unable to effectively use these online platforms

## In my classroom



- <https://www.loom.com/>

## The outcomes

- Less relations with my students
- Students lack of attention
- Online examination

## Questions

**DAY TWO, FRIDAY, 27<sup>th</sup> NOVEMBER 2020**  
**SESSION FOUR**

**COVID- 19 Teaching Methods**

**Sivarajan Ponniah**

Malaysia Teacher Training Institute, Tuanku Bainun Campus,  
Bukit Mertajam, Penang, Malaysia  
sivamptb@oum.edu.my

The COVID-19 pandemic meant that students are not allowed to be on the campus and also not allowed to attend lectures. To overcome this problem, I have to change the form of teaching and learning to online learning. I now use Google Classroom for teaching and learning sessions which allows me to deliver the lectures for both online learning and offline learning.

Lectures are delivered in Google Meet because it is necessary to explain in depth the topic so that students can understand the content. In Google Meet all students can meet simultaneously, discuss with each other and ask questions frequently and discuss the topic. Through Google Meet I can make the lectures more interactive as I can upload important materials related to the topic. For example, the use of video and You Tube can attract students to participate actively while the use of power point allows students to easily follow the discussion

I also conduct offline tutorials using Google Classroom because this can provide specific spaces for students to access and answer questions. Students can take specific time to answer questions and also can discuss using chat forum in Google Classroom.

Google Classroom which has Google Meet allows my lectures to be recorded so that the students can access them at anytime. I use Whatsup Video Call and Whatsup Chat to share ideas and not just rely on Google Classroom. This situation occurs when students want personal views and comments from me and also need information in a short time.

Students feel comfortable when there are changes in my lecture delivery because they can communicate with me at any time either using Google Classroom or Whatsup. In addition, students can text to me anytime to solve the problem to ease the misunderstanding among their classmates regarding the lecture notes. Thus the students do not have to worry about not understanding the topic. Students do not feel pressured because they can study at any time to understand the topic of discussion.

The students who face the problems of poor internet connections are so not keen and active in online learning. There are also students who say they are less motivated in using the Google Classroom especially in doing assignments due to lack of socialization among classmates. Some students are not comfortable using Google Classroom because teaching and learning activities only occur in the home environment and feel bored and less motivated.

Online learning using Google Classroom will influence others because Google Classroom is very easy and suitable for all levels. In addition Google Classroom can be used at any time and students can also access according to their schedule, but it depends on the internet connections especially in urban areas and rural areas.

# COVID- 19: TEACHING METHODS

**Sivarajan Ponniah**

- The COVID-19 had a huge impact on the world of education.
- The world of education has faced major problems in terms of teaching and learning.
- The students are not allowed to be on the campus and also not allowed to attend lectures
- I have to change the form of teaching and learning to online learning.
- I have used Google Classroom for teaching and learning sessions
- The use of Google classroom is due to deliver the lectures in two forms namely online learning and offline learning.
- For online learning, I use the Google Meet platform that is available in Google Classroom because it is easy for students to access it

- Lectures are delivered in Google Meet because it is necessary to explain in depth the content of the topic.
- The interaction with students can be carried out completely even if their location of the home is far away.
- In Google Meet all students can meet simultaneously, discuss with each other and ask questions frequently and also to discuss in depth.
- I can make the lectures more interactive as I can upload important materials related to the topic of discussion.
- For example, the use of video and You Tube can attract students to participate actively
- The use of power point allows students to easily follow the discussion which display the important facts and relevant examples.

- I also conduct offline lectures using Google Classroom for tutorial sessions.
- I use the Google Classroom by providing specific spaces for students to access and answer questions .
- Students can take specific time to answer questions and also can discuss using chat forum to get answers and upload in Google Classroom.
- My lectures will be recorded according the day of my lecturers .
- Some students are facing problems in attending courses due to lack of internet .
- I recorded my lectures and the students can access anytime.

- Students feel good because they can communicate with the lecturer at any time either using Google Classroom or WhatsApp.
- Students can text to me anytime to solve their problems to ease the misunderstanding among their classmates regarding the lecture notes.
- Thus the students do not have to worry about understanding the topic in depth.
- Even the use of video makes students feel fun and feel easy to follow my teaching.
- Students do not feel pressured because they can study at any time to understand the topic of discussion.

- There are also students who face the problem of Internet connection
- Lack of Internet connection makes them not keen and active in Online Learning.
- Students are less motivated when using the Google Class Room especially in doing assignments due to lack of socialization among classmates
- Students are not comfortable using Google Classroom
- Teaching and learning activities only take place in the home environment and students feel bored due to self centered

## **FERW Online: A New Challenge for English Teaching During the COVID-19 Pandemic**

**Rattana Jangpiboonpong**

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During the COVID-19 pandemic teachers and lecturers from all around the world have to confront the challenges in selecting alternative teaching and learning methods. It is not easy to deal with new technologies or innovations that the software engineers or programmers from famous software companies to create to assist the teachers who seek teaching materials which are helpful and effective. We need to learn about new online teaching methodologies which can be applied and combined with the new software to enhance students' skills in different subjects.

The sample case is my course, Fundamental English Reading and Writing (FERW) that I taught during the summer semester in June-July 2020. During these two months the students studied about the techniques of how to understand the reading texts and how to write a good paragraph. The content outline of the course was not changed too much from when it was offered through face-to-face classes, but the teaching and learning activities changed a great deal.

Although the main and highlighted topics still be kept to the previous lesson plans, new interactive teaching techniques and materials were added to motivate the students to participate in an online class. Instead of writing the keywords learnt from the lessons on the whiteboard during class, the

teacher had to get familiar with the menu "share screen" or "whiteboard" on Zoom. The students also learned how to share their writing ideas through online tools, for instance, Google Document or the share screen function.

At the beginning of the online class, I used group discussions or pair work activities because I prefer my students to learn new things by sharing their ideas or opinions with friends. Using Breakout Rooms via Zoom helped me to overcome my worries. The students could work with their friends properly and the teacher took the role as a facilitator.

According to the changes above, my students felt happier during the serious and dangerous time of the COVID-19 pandemic. Even though they could not visit the university and join the activities together with friends, they gained new experiences in online learning and learned how to use new kinds of online teaching software that their teachers used in classes. Some of them felt more confident when they needed to speak to present their ideas or opinions. They did not need to stand up or get afraid of classmates' eyes because everyone just looked at their own screens and they remained seated at their own places, which was very convenient and relaxed for them.

I believe that the changes that I used in my FERW course during the summer semester will be useful and helpful for the other teachers because it can be adapted to the other courses, especially language courses. I found that the approach I adopted was not only useful for solving the learning and teaching issues but also it helped change the classroom atmosphere and establish more interaction between teachers and students.

# **FERW Online: New Challenge of English Teaching during COVID-19 Pandemics**

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## **Introduction**





# Introduction



# The sample case-FERW

**FERW --- Fundamental English Reading and Writing**

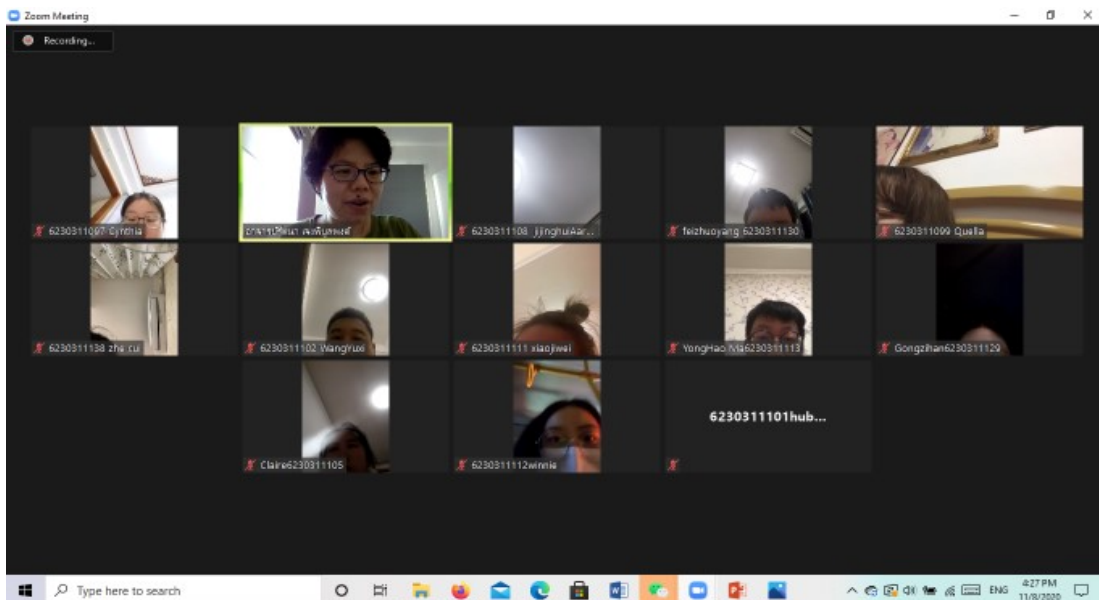


**Paragraph writing example**  
**Time is Money**  
Life is a journey travelled on the highway of time. Therefore, time is precious. Every moment in life should be properly utilized, as time, once lost, can never be recovered. And there is no way to stop should be properly utilized, as time, once lost, can never be recovered. And there is no way to stop the hands of time from ticking. Hence right from childhood, one should learn to appreciate the value of time. Just as one should learn to make the best use of money, should learn to make the best use of time, too. It has been rightly said, 'Time and tide wait for none.' People who realize the value of time, believe in action rather than procrastination. They use it to acquire knowledge and various useful skills.

## The sample case-FERW



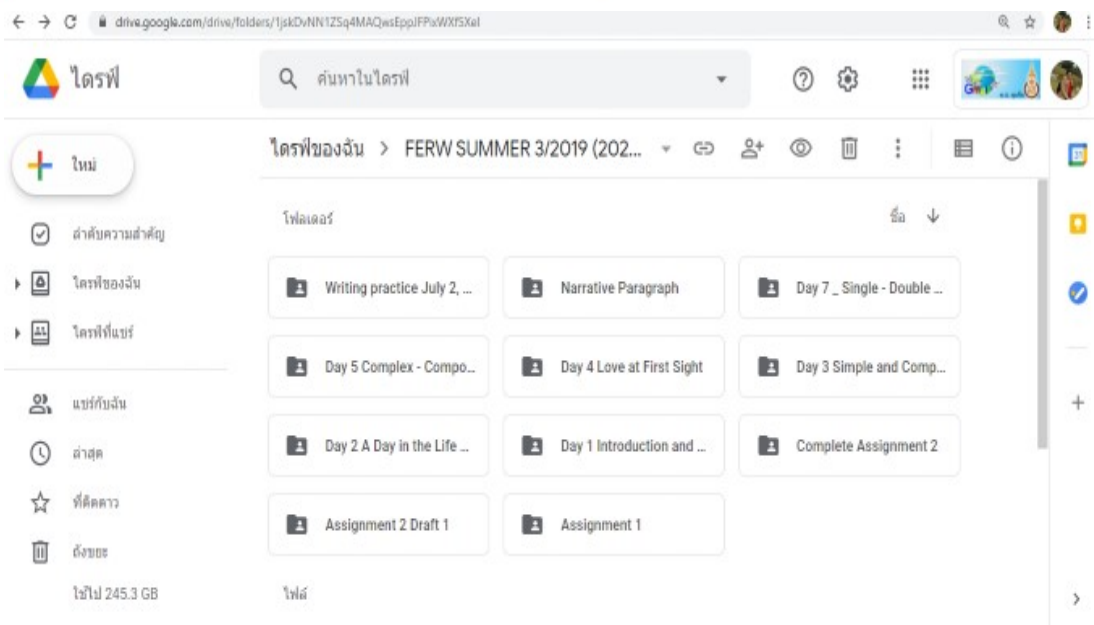
## The sample case-FERW



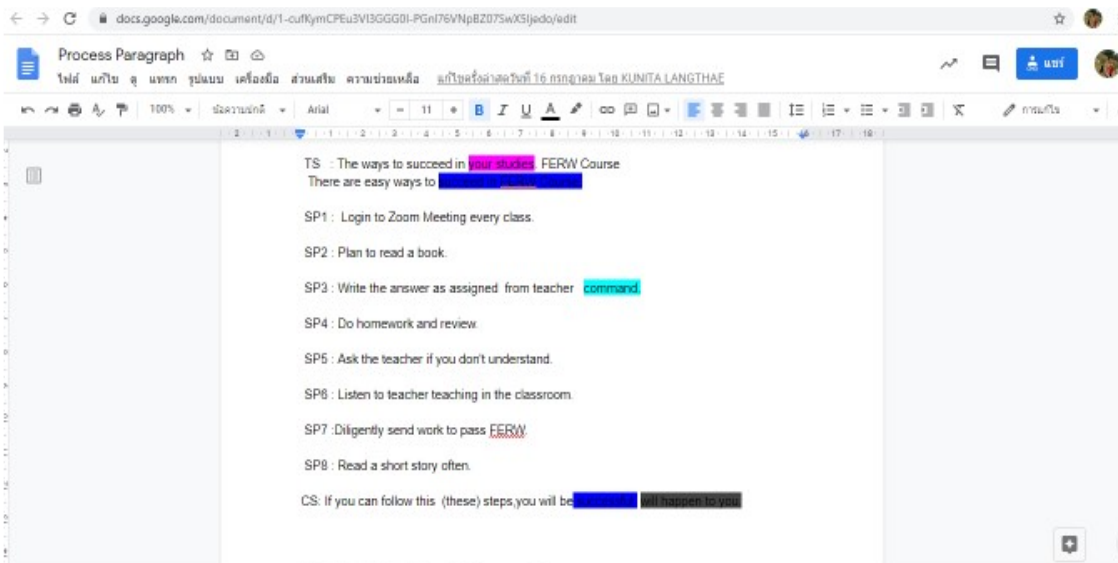
## The sample case-FERW



## The sample case-FERW



# The sample case-FERW



# Reflection



## **The Impact of COVID-19 on My Instructional Time**

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Historically, pandemics have forced humans to break with the past and imagine their world anew. In Malaysia COVID-19 led to the closure of schools, universities and colleges during the Movement Control Order (MCO) period, which began from March 18. The Ministry of Education also issued teaching and learning guidelines to implement the MCO, including the MPE-DL learning programme, which provides a link to specific learning platforms, such as Google Classroom and Microsoft Teams.

I've been teaching Art for over 18 years and I had never taught an online lesson until the past few months. At first, I was sceptical about what could be accomplished in online lessons.

In the past few months I have learned to use several online streaming platforms. I have upgraded my hardware with a new webcam, microphone and new speakers. I have taught 70 foundation student teachers to use Google Classroom(GC), which ended up being my preferred platform after much experimenting and advice from colleagues.. After starting the online classes, I realized that I need to explore more regarding GC. I have boosted my personal creativity to make these online lessons work better for my students. Usually I upload a chapter of the handbook and ask the students to read and review it and to share the review with their group members. I apply a student-centred learning approach such as problem-based, project-based and inquiry-based learning. Finally, I have learned to communicate more clearly with my students. I have had to become extra creative in what lessons will keep my student teachers coming back to my online Google Meet(GM) meetings twice a week. I have created small groups of students on a digital platform and give them a task. These students meet on this platform and discuss to find solution to the problem. I also form part of the group in order to follow their contributions and evaluate each student accordingly. I developed good relationships and loving heart with all my student teachers.

The majority of the students perceived that the sessions were interesting, flexible and enjoyable. In the open comments, they felt motivated to read on those topics. Some students without reliable internet access and technology struggle to participate in digital learning, especially in the rural areas where internet access is very poor. Additionally, in an online setting, it is harder for students to ask questions in a non-invasive way which causes stress.

The changes I have made in online learning hopefully has inspired the students think out of the box. If we do have access to the right technology, learning online can be effective in a number of ways.



# THE IMPACT OF COVID-19 ON MY INSTRUCTIONAL TIME

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## MALAYSIA GOVERNMENT REACTIONS

- IN MALAYSIA, MOVEMENT CONTROL ORDER(MCO) BEGAN FROM MARCH 18.
- SLAMMED MALAYSIAN HIGHER EDUCATION SECTOR AS WELL.
- SCHOOLS, UNIVERSITIES AND COLLEGES CLOSED.
- THE MINISTRY OF EDUCATION PROVIDES A LINK TO SPECIFIC LEARNING PLATFORMS
- INCLUDING MPE-DL learning programme such as GOOGLE CLASSROOM (GC)
- PANDEMICS HAVE FORCED HUMANS TO NEW NORM.

## THE CHANGED PARADIGM FOR TEACHING & LEARNING

- ONLINE TEACHING & LEARNING IN REAL TIME
- SYNCHRONOUS TEACHING AND ASYNCHRONOUS TEACHING
- I WENT THROUGH LOTS OF EXPERIMENTS AND ADVICES.
- I HAVE BOOSTED MY PERSONAL CREATIVITY & BUILT MY CONFIDENCE WITH THIS NEW KNOWLEDGE
- I TAUGHT 70 FOUNDATION STUDENT TEACHERS TO USE GC.

## TEACHING & LEARNING IN NEW NORM

- I HAVE APPLIED A STUDENT CENTRED LEARNING APPROACH SUCH AS:
  - PROBLEM-BASED
  - PROJECT-BASED
  - INQUIRY-BASED
- I COMMUNICATE MORE CLEARLY WITH MY STUDENTS TO MY ONLINE GC MEETINGS AND UPLOADED COURSEWORK
- TO BE MORE FORMALIZED, I HAVE CREATED A SMALL GROUP OF STUDENTS ON A DIGITAL PLATFORM & DISCUSSED WITH THEM TO FIND SOLUTION TO THE PROBLEM.
- I ALSO FORMED A GROUP IN ORDER TO FOLLOW THEIR CONTRIBUTIONS AND EVALUATE EACH STUDENT.

## COURSE WORK ASSESSMENT

- THERE ARE 3 TYPES OF ASSESSMENT:

- QUIZ (10%)
- POWER POINT PRESENTATION(20%)
- ESSEY WRITING (20%)

THE PROBLEM I FACED, HOW DO I MARK ONLINE PRESENTATION?

- I ASK STUDENTS TO CREATE A SMALL GROUP AND PRESENT THEIR WORK.
- THEY INVITED ME TO JOIN TOO
- RECORD AND COPY THE LINK, UPLOAD IN GC WITH POWER POINT SLIDES.
- THEN I EVALUATE EACH PRESENTATION ACCORDINGLY.

## IMPLICATIONS

- MAJORITY OF THE STUDENTS PERCEIVED THAT THE SESSIONS WERE INTERESTING, FLEXIBLE AND ENJOYABLE
- STUDENTS FELT MOTIVATED TO READ ON THOSE TOPICS AND AVOID THEM TO THINK ABOUT COVID.
- SOME STUDENTS STRUGGLED WITHOUT RELIABLE INTERNET ACCESS AND TECHNOLOGY TO PARTICIPATE IN DIGITAL LEARNING.
- IN RURAL AREAS, INTERNET ACCESS VERY POOR AND HARDER FOR STUDENTS TO ASK QUESTIONS IN A NON-INVASIVE WAY.
- THE CHANGES I HAVE MADE IN ONLINE INSPIRED THE STUDENT TEACHERS TO THINK OUT OF THE BOX.



- **ONLINE TEACHING & LEARNING SUPPORTS LEARNING TOGETHER**

**IF WE HAVE ACCESS TO THE RIGHT TECHNOLOGY,  
LEARNING ONLINE CAN BE EFFECTIVE.**

**THANK YOU**

## How to Make Online Teaching a Fun and Effective Teaching and Learning Experience

**Huynh Van Hien**

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COVID-19, all of a sudden, appeared in the beginning of 2020 and has caused a pandemic on a worldwide scale, causing many difficulties and challenges in so many countries. Many people have found their lives changed, more in a negative way than a positive one. A lot of plans, projects and activities have been postponed.

In this time of the world's pandemic, higher education institutions in many parts of the world have started to change their ways of delivering courses. Online courses which prove to be appropriate and effective in the new situations, therefore, have become a dominant approach of instructing. However, in this unexpected context, not all lecturers and educators are ready for the change. The readiness of teachers, to a certain extent, affects the effectiveness of teaching and learning. Research may need to be conducted to answer questions about whether delivering courses via some apps proves to be effective or as effective as the conventional ways of teaching.

At Can Tho University, Vietnam, some online courses were developed and have been run for quite a long time. As a teacher of English working in the School of Foreign Languages of the university, which has the online English Language Studies since 2018, I have taught several courses of this kind. Even though this year I am not teaching any course due to my status as a full-time doctoral candidate, I have some experience to share with the members of DEPIA.

My presentation emphasizes and discusses relevant aspects of teaching online and how teachers' pedagogical decisions may affect the students' learning outcomes and make teaching online a fun and effective way of teaching and learning.

- In relation to the schedule of lessons, teachers should follow the timetable as if students studied in a face-to-face class, and do not go online at the time only convenient for the teachers.
- Teachers should identify clear objectives and activities for each class, and email students in advance what they should prepare for the upcoming class.
- As teaching in a classroom, teachers should offer opportunities for students to have their voice heard.
- At the end of each session, it is a good idea to have a discussion and a 'take-home' summary.
- It is important that teachers do not make video clips of their teaching and just show them during a class. What students need is real time teaching with 'real' teachers, not a video.
- Teachers certainly have ways to check students' attendance. For example, students should let their faces be seen during a class, not avatars.
- For evaluation, tests of different kinds may be applied, but reports or reflections after each class are highly recommended to be sure students comprehend the lessons well.
- Finally, rather than waiting for students' course evaluations which are usually done by the end of the term, during the course teachers should allow students to give their feed and/or comments, making the class the most effective.

The suggestions I have offered above are based on my years of offering online courses. I hope they may prove helpful.

# **How to make online teaching a fun and effective teaching and learning experience**

Huynh Van Hien  
Can Tho University

DEPISA INTERNATIONAL CONFERENCE 2020

## **Introduction**

- Corona-19: a pandemic and a challenge
- Online teaching: a solution in the time of the pandemic
- Online teaching at Can Tho University: not really totally new

# **Factors to consider in online teaching**

- Timetables
- Objectives and Contents
- Interaction with learners
- Communication and language
- Evaluation
- Learners' feedbacks
- Conclusion

## **Timetables**

- As scheduled for in -class timetable
- Do not change the schedule

## **Objectives and Contents**

- Follow the syllabus
- Clear objectives and focus/foci for each class
- Contents: learners should be informed what they will learn
- There should be summaries
- Do not just send so many documents
- Do not give learners so much homework and reading
- Remember: Learners are not superheroes.

## **Interaction with learners**

- Imagine you are teaching in a physical class
- Do not just trust the green lights as signals of learners' presence
- Learners should/have to really participate in the lessons
- Faces should be seen and voices should be heard
- Do not use pre-recorded lessons – we should teach, not show
- Recording the whole teaching sessions is necessary

## **Communication and language**

- During teaching and learning: ‘online’ language – slangs and ‘language of the young’
- ‘Office hours’
- Email

## **Evaluation**

- Attendance
- Portfolios
- Reports
- More formative than summative assessments

## **Learners' feedbacks**

- Should be regularly done/ an on -going process
- A channel to get learner's voices heard
- A way to improve teaching and learning

## **Conclusion**

- Online teaching: a reaction to the pandemic
- Teachers and learners: Equal players of the games
- A doable approach
- A new tendency for the future?