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**Leading Through Learning**
Global Platform

# Distance Learning

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# Leading Through Learning Global Platform is

A global education <u>learning system </u>for USAID and partners to enhance thought leadership and education program quality.

# This learning system includes three learning networks and three regional hubs



Global Reading Network

Washington, D.C.

Education in Crisis and Conflict Network

Higher Education Network
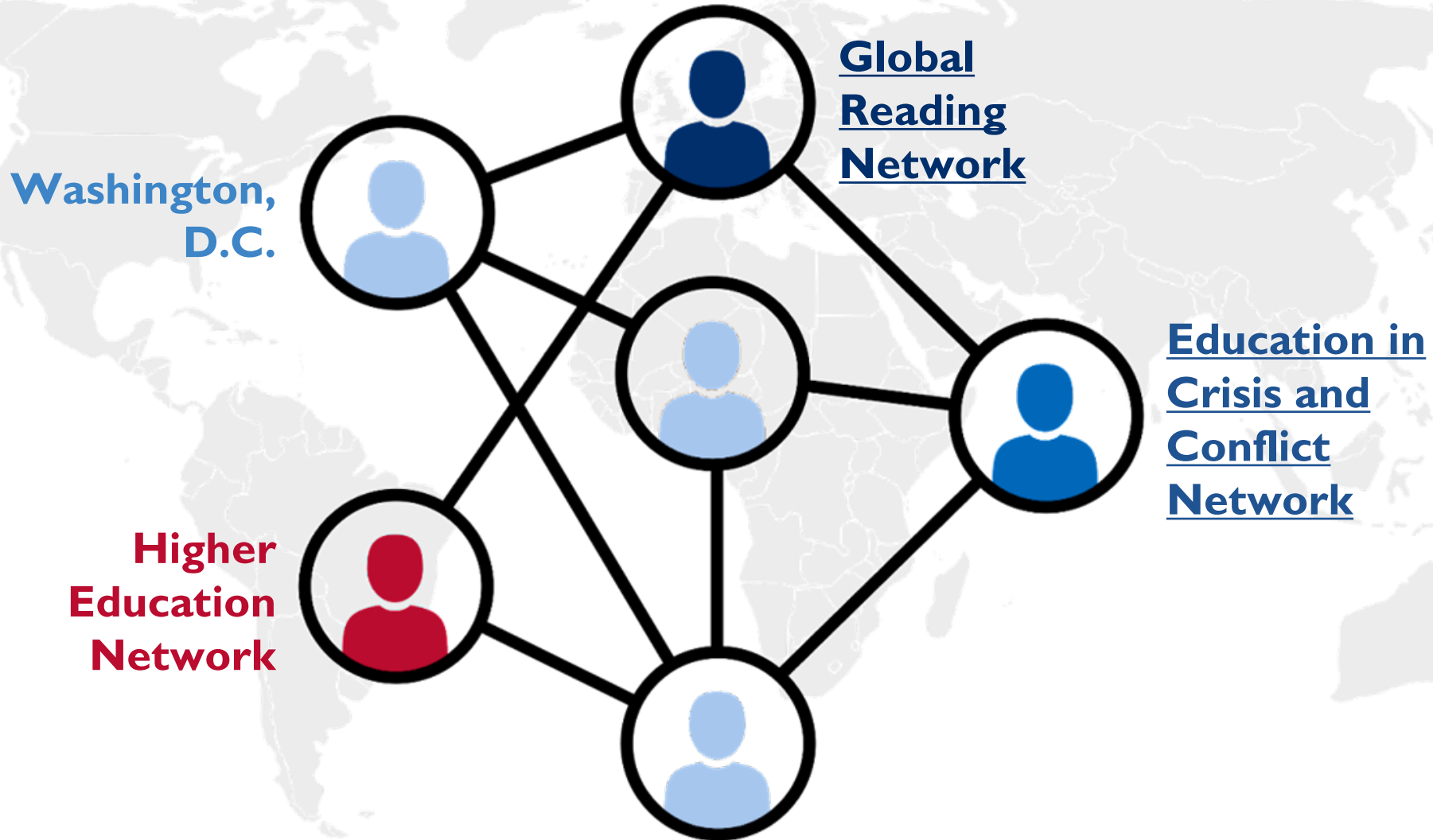
# Webinar Goals

Education sector practitioners, such as yourselves, to receive support and engage in dialogue around their delivery of higher education and literacy programs and development of comprehensive strategies for distance learning in the context of COVID19 disruption to education.

# Webinar Objectives

- **Identify** distance learning modalities used in higher education and how these overlap or vary with primary and secondary grade levels

- **Determine** what questions to ask to plan and design distance learning in higher education and beyond, and **identify** tools that exist to answer these questions

- **Ask and respond to** questions about the nature and applicability of distance learning methods for the given contexts
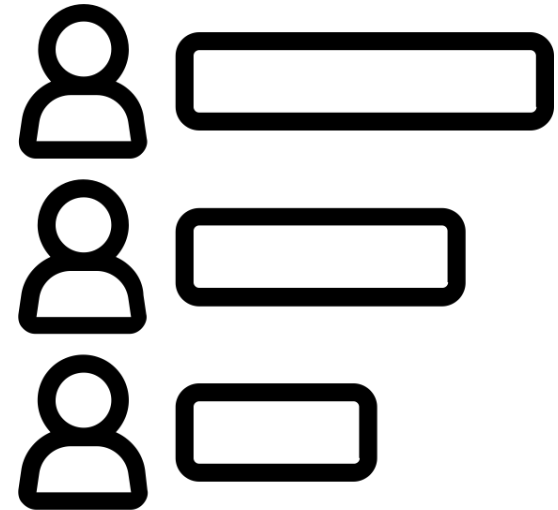
# Audience Polling Activity

# Objective 1

**Please rate your level of confidence to:**

Identify distance learning modalities used in higher education and how these overlap or vary with primary and secondary grade levels.

(1) No confidence
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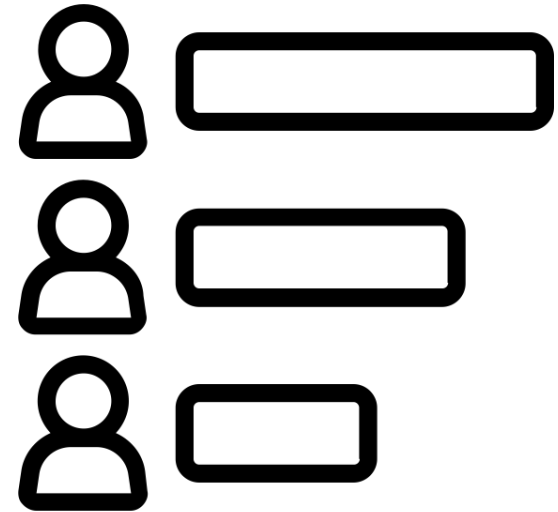(5) High level of confidence

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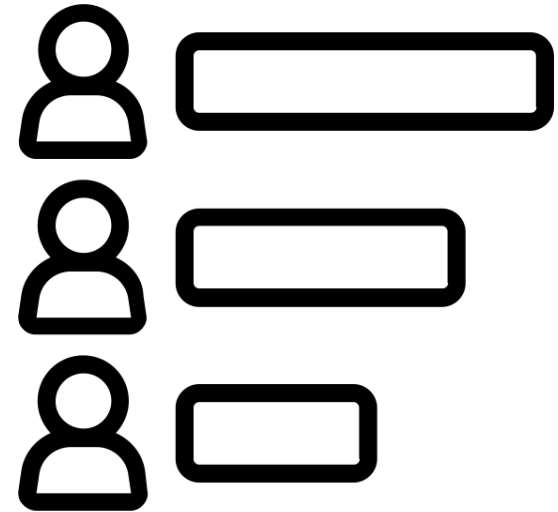(5) High level of confidence

# Objective 3

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# Meet the Subject Matter Experts



**Dr. Samantha Alvis,**
**Senior Advisor**
**Higher Education**



**Dr. Saima Malik,**
**Senior Advisor**
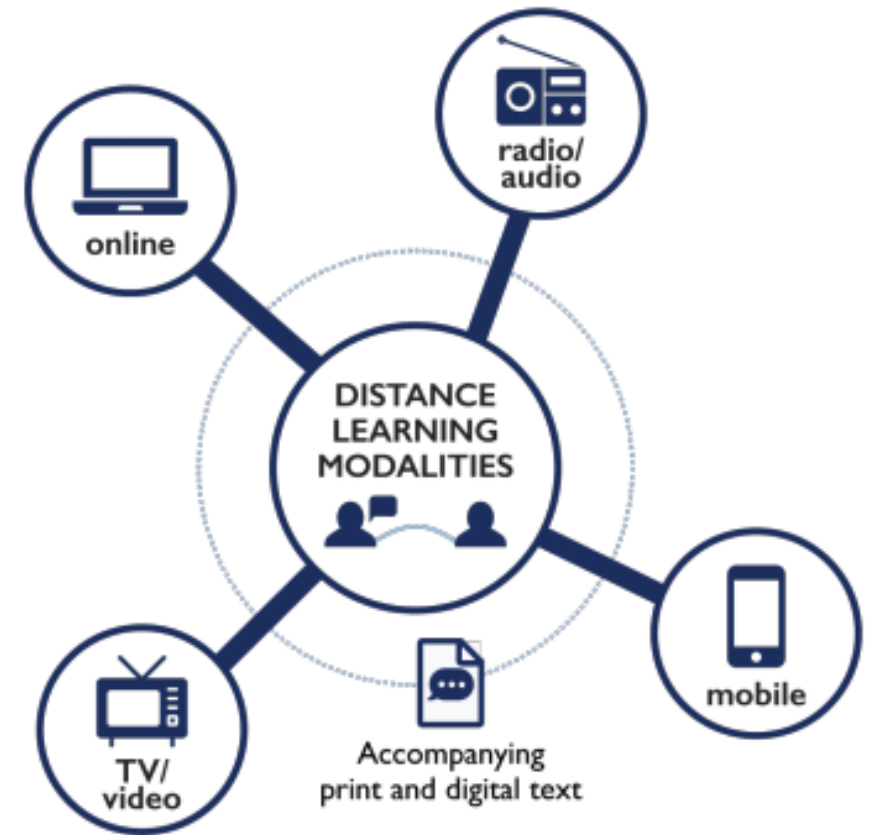**Reading & Literacy**



**Dr. Emily Morris,**
**Director of International Training**
**and Education Program (ITEP) &**
**Senior Professorial Lecturer at**
**American University**

# What Is Distance Learning?

# Distance Learning

**Distance learning is broadly defined as teaching and learning where educators and learners are in different physical spaces.**

# What distance learning tools or strategies for higher education or literacy are you using in your work?

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# Distance Learning in Higher Education

## Introduction and Discussion

Dr. Samantha Alvis
salvis@usaid.gov

# Key Takeaways From USAID Evidence Brief on Implementing Effective Online Learning

1. Online learning can increase access to education for some students as long as principles of universal design are enacted.

2. Innovations in online learning can improve pedagogy across modalities.

3. Barriers to implementing online learning can be overcome with strategic investments at multiple levels.

# The USAID Higher Education Learning Agenda

**5** Themes

**10** Questions



USAID Higher Education
## LEARNING AGENDA QUESTIONS

### Management and Financing of Systems and Institutions

1. How can Higher Education (HE) systems and institutions become more strategic in planning, implementing, and monitoring core activities (e.g., enrollment, academic programs, research, and outreach)?
2. How can financing of HE systems and institutions become more sustainable?

### Academic Programs

3. How can the viability and effectiveness of online and other forms of distance education be improved?
4. How can skills or competencies (e.g., technical and soft skills) for employability best be identified, analyzed, and incorporated into curricula, teaching, and learning?
5. How can the practice and culture of teaching become more learner-centered?

### Research and Innovation

6. How can HE systems and Higher Education Institutions (HEIs) play a more active role in the development and strengthening of national and regional innovation ecosystems?

### HEI Outreach and Engagement

7. How can HEIs collaborate most effectively with the private sector to enhance the relevance and quality of teaching and learning, and research and innovation?
8. How can USAID best partner with HEIs to make use of local knowledge and expertise?

### Access, Equity, and Student Services

9. How can HE access, retention, and completion rates be improved for underrepresented populations (e.g., women, indigenous and marginalized populations, and people with disabilities)?
10. What institutional and behavioral changes are needed to improve gender awareness and gender equity?

### Higher Education Learning Agenda Development and Approach

The Agency-wide Higher Education Learning Agenda was developed collaboratively with over 100 individuals from USAID Missions, USAID Washington, implementing partners, and other stakeholders. These contributors supported learning agenda development and catalyzed a collective movement towards advancing the higher education evidence base.

Questions in this learning agenda are diverse and require different approaches:

- **Evidence Generation:** Minimal evidence exists for these questions, which require generation of new evidence.
- **Evidence Gathering:** Evidence exists for these questions, but it is dispersed and requires gathering and analysis to transform it into usable information.
- **Evidence Dissemination:** Evidence exists in a usable form, but it is relatively unknown and requires targeted dissemination and socialization.

Visit edu-links.org/HELearningAgenda on EducationLinks for more information. We invite you to join us in implementing and learning through USAID's Higher Education Learning Agenda!

Photo: USAID

# Higher Education Learning Agenda Question 3



**How can the viability and effectiveness of online and other forms of distance education be improved?**

- Higher Education Learning Agenda Evidence Map
- Evidence Primer on Distance Education

What were the challenges that you faced in distance learning within or partnering with higher education?

# Key Takeaways From USAID Evidence Brief on Implementing Effective Online Learning

1. Online learning can increase access to education for some students as long as principles of universal design are enacted.

# COVID-19 Case Study: Leveraging the University of Philippines System for Community Support



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CENTER FOR EDUCATION                                    DECEMBER 2020

## COMMITMENT TO LEVERAGING SYSTEMS FOR COMMUNITY SUPPORT

THE UNIVERSITY OF THE PHILIPPINES SYSTEM CRISIS RESPONSE TO COVID-19

### INTRODUCTION

The COVID-19 pandemic will have lasting global impacts, but it presents greater obstacles for low- and middle-income countries. Higher education institutions in the Philippines were some of the earliest affected by COVID-19. They had to make drastic adjustments to their infrastructure and means of communication in order to continue providing a quality education and learning environment for more than 3.5 million students.[1]

There are more than 2,300 higher education institutions in the Philippines, of which approximately 1,700 are private.[2] USAID has supported the Philippines' goals of sustained growth of the higher education system by helping these institutions align their research and academics with the demands of industry and improving the country's science, technology, and innovation.[3] COVID-19 tested the ability of the University of the Philippines (UP) to adapt in a crisis through efforts directed at continuity of learning, research and innovation, community engagement, and communications.

This case study looks at the UP system holistically across multiple campuses and explores the conditions that led to a strong crisis-response to ensure learning continued during the COVID-19 pandemic. The UP, being both a public university system and the national university of the Philippines, prides itself on the diversity of its curricula options as "a graduate university, a research university, a public service university, and a regional and global university."[4] UP is a large system of eight universities (Diliman, Los Baños, Manila,

**KEY FEATURES**

**Location:** Philippines

**Theme:** The University of the Philippines system's holistic approach to COVID-19 response

**Website:** https://www.up.edu.ph/

**Major Results:** Development of a sustainable, virtual learning system that engages those affiliated with the university along with the local community.

[1] "Education: From disruption to recovery," UNESCO, accessed August 2020, https://en.unesco.org/covid19/educationresponse.
[2] "Higher Education Indicators 2019," Commission on Higher Education, Republic of the Philippines, accessed August 2020, https://ched.gov.ph/higher-education-indicators-2019/.
[3] "Education," USAID/Philippines, last modified November 19, 2019, https://www.usaid.gov/philippines/education.
[4] "University Profile: University of the Philippines Diliman," accessed August 2020, https://ched.gov.ph/wp-content/uploads/2017/10/University-of-the-Philippines.pdf.

1 | COMMITMENT TO LEVERAGING SYSTEMS FOR COMMUNITY SUPPORT: DECEMBER 2020          USAID.GOV

# Key Takeaways From USAID Evidence Brief on Implementing Effective Online Learning

2. Innovations in online learning can improve pedagogy across modalities.

# Case Example:
# University of Fort Hare, South Africa


Photo Credit: Wikimedia Commons

# What benefits have you experienced from online learning in the previous year?

# Key Takeaways From USAID Evidence Brief on Implementing Effective Online Learning

3. Barriers to implementing online learning can be overcome with strategic investments at multiple levels.

# Case Example: University of Jordan



Photo Credit: University of Minnesota

# Evidence Brief Key Takeaways

1. Online learning can increase access to education for some students as long as principles of universal design are enacted.

2. Innovations in online learning can improve pedagogy across modalities.

3. Barriers to implementing online learning can be overcome with strategic investments at multiple levels.

**What kinds of investments, tools, or strategies have helped you navigate to distance learning and what additional resources do you need?**

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# Let's Connect!

# How can you engage?

- **Join** the USAID Higher Education Learning Network (HELN) and other Learning Networks
- **Forward** the link to your colleagues.
- **Share** the link on your LinkedIn profile.
- **Refresh** your knowledge on USAID's approach to distance learning in higher education.

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# Toolkit for Designing a Comprehensive Distance Learning Strategy

Examples from Teaching Reading Remotely

Dr. Saima Malik
samalik@usaid.gov

Dr. Emily Morris
morr0321@umn.edu

# Presentation Overview

1. Overview of the *Toolkit to Design a Comprehensive Distance Learning Strategy*

2. How Can This Toolkit Help Those Who Teach Reading Remotely?
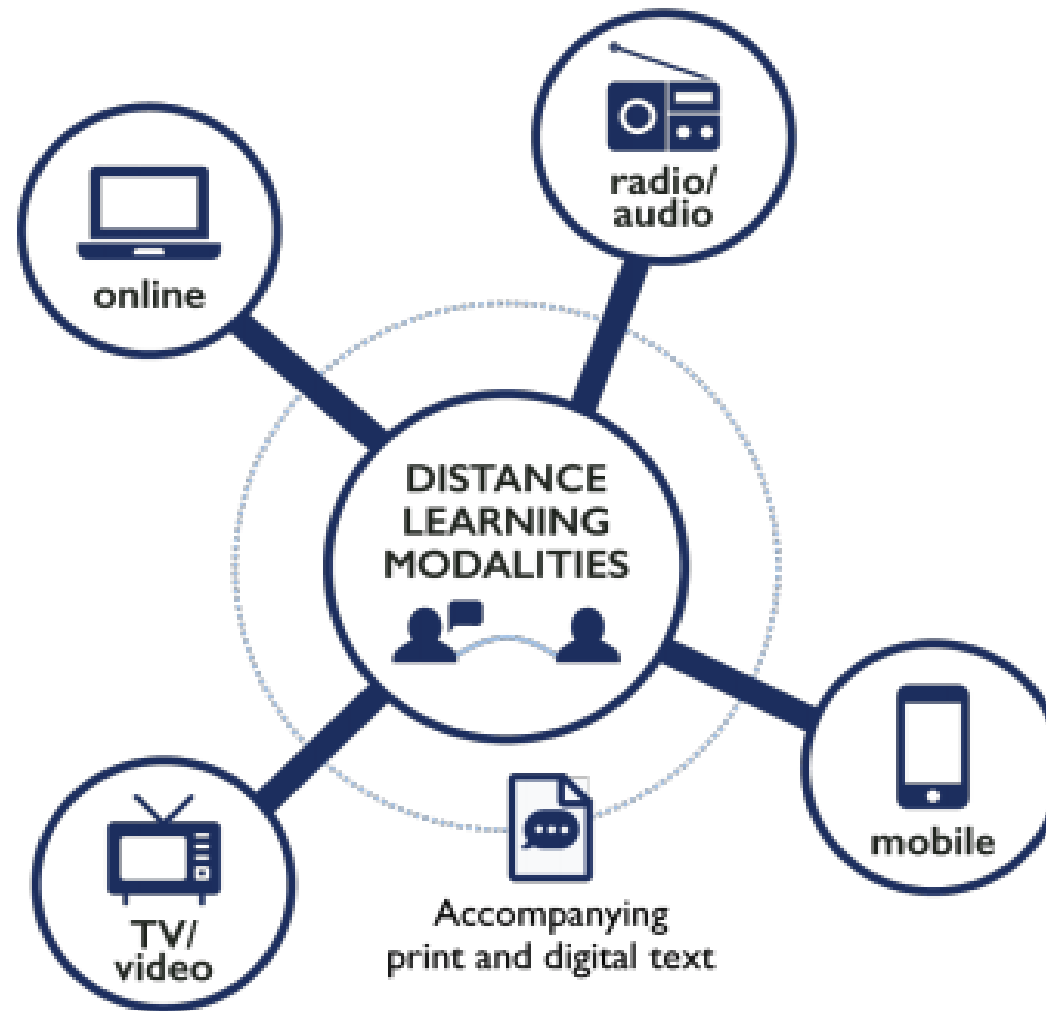
3. Questions

The full Distance Learning Toolkit can be found here: https://www.edu-links.org/resources/designing-comprehensive-distance-learning-toolkit

# Overview of the <u>Toolkit for Developing a Comprehensive Distance Learning Strategy</u>
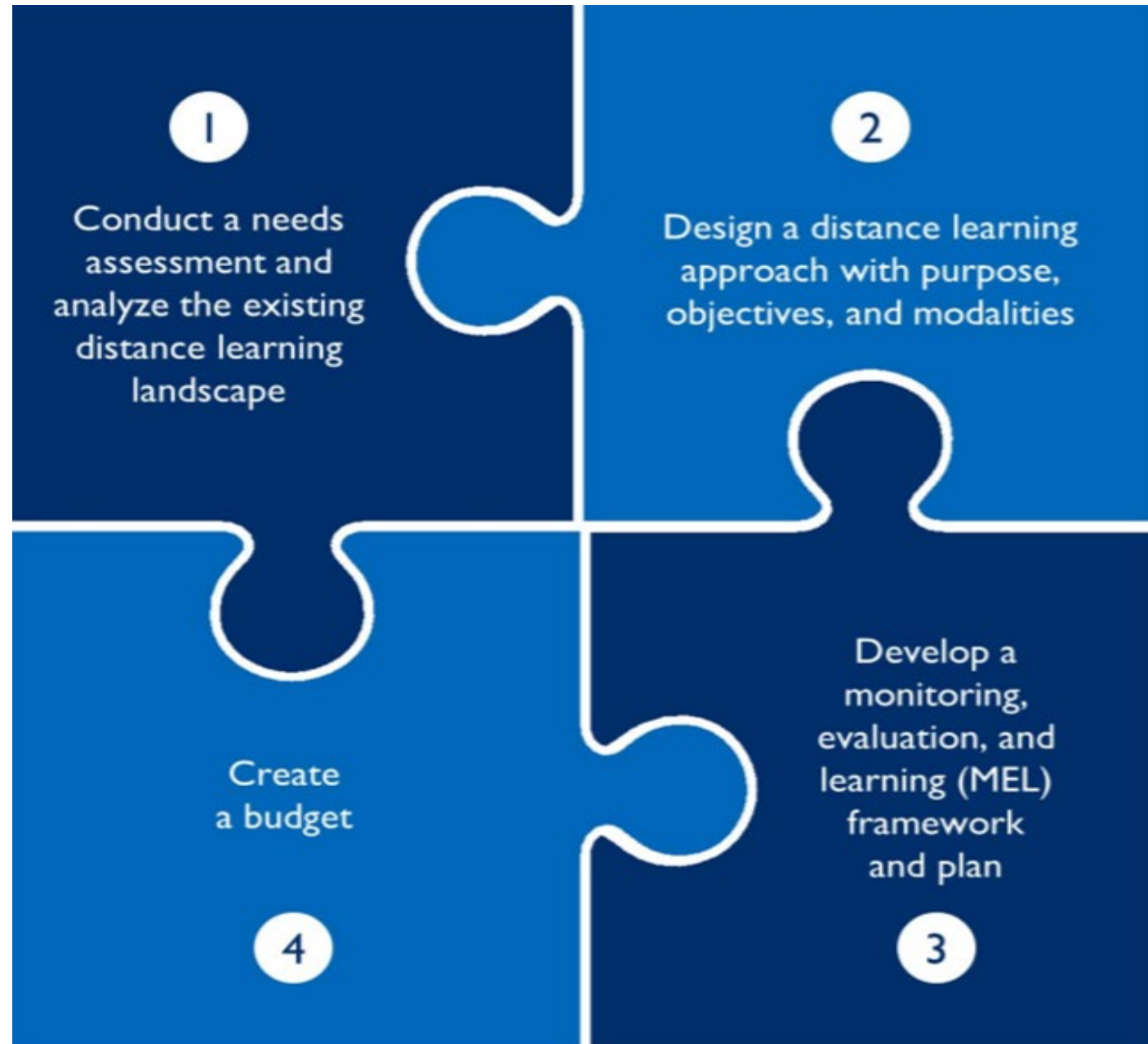
*Written by Dr. Emily Morris & Yvette Tan*

# Modalities of Distance Learning

# Components of the Toolkit to Develop a Comprehensive Distance Learning Strategy



**1** Conduct a needs assessment and analyze the existing distance learning landscape

**2** Design a distance learning approach with purpose, objectives, and modalities

**4** Create a budget

**3** Develop a monitoring, evaluation, and learning (MEL) framework and plan

# How To Use The Distance Learning Toolkit

1. Determine membership of the working groups developing the comprehensive strategies.

   The target audience for the toolkit includes ALL stakeholders in a given country/context with a decision-making power about EdTech and Distance Learning.

1. For each component, review the guiding questions table.

2. Complete the tools referenced in the guiding questions table and use the decision trees throughout the toolkit.

3. Using information from these, draft sections of your Distance Learning strategy.

4. Compile, cross-reference, finalize, and validate the strategy.

# Outline of a Comprehensive Distance Learning Strategy

| SECTION | DETAILED INFORMATION | TOOLS FOR COMPLETING ACTION POINTS |
|---|---|---|
| **A. Introduction**<br>(Component 1: sub-component 1A) | • Purpose of strategy<br>• Vision and instructional goals | **Tool 1:** Vision and Instructional Goals |
| **B. Background**<br>(Component 1: sub-components 1B-1G) | Needs assessment data on:<br>• Marginalized groups<br>• Existing education frameworks<br>• Technology infrastructure<br>• Existing programming<br>• Institutional capacity<br>• Contextual factors | **Tool 2:** Data and Strategies for Marginalized Groups<br>**Tool 3:** Education Frameworks Checklist<br>**Tool 4:** Technology Infrastructure Landscape<br>**Tool 5:** Distance Learning Inventory<br>**Tool 6:** Institutional Capacity Checklist<br>**Tool 7:** Distance Learning Contextual Considerations |
| **C. Strategic Plan**<br>(Component 2) | • Tech infrastructure commitments<br>• Tech knowledge commitments<br>• Content commitments<br>• Pedagogical knowledge commitments | **Tool 4:** Technology Infrastructure Landscape<br>**Tool 5:** Distance Learning Inventory<br>**Tool 6:** Institutional Capacity Checklist<br>**Tool 7:** Distance Learning Contextual Considerations |
| **D. MEL Plan**<br>(Component 3) | • MEL goals, indicators, and plan | **Tool 8:** MEL Plan |
| **E. Budget**<br>(Component 4) | • Costs for developing and implementing the strategy | |

# Example
## Component 2: Design a Distance Learning Approach

| GUIDING QUESTIONS | ACTION POINTS AND TOOLS |
|---|---|
| **A.** Which modalities are feasible given the existing technology infrastructure? How are marginalized groups reached? (technological infrastructure) | ✓ Determine which modalities will be used and how to reach those without technology devices and infrastructure.<br><br>**Tool 4:** Technology Infrastructure Landscape<br><br>**Tool 7:** Distance Learning Contextual Considerations |
| **B.** What content will learners receive and how will the content be delivered (remotely, in-person, and/or hybrid)? What content will best serve marginalized learners? Do educators and learners have the requisite technological knowledge? (content and technological knowledge) | ✓ Determine which technological and content knowledge will be covered.<br><br>✓ Determine the intended (target) users.<br><br>✓ Determine if the distance learning approach should be fully remote, in-person, or hybrid.<br><br>**Tool 5:** Distance Learning Inventory |
| **C.** What institutional capacity-building approach will ensure effective and equitable implementation of distance learning? (pedagogical knowledge) | ✓ Determine which pedagogical knowledge is needed for implementing distance learning.<br><br>**Tool 6:** Institutional Capacity Checklist<br><br>**Tool 7:** Distance Learning Contextual Considerations |

**Write it up:** ✓ Document the approach (modality, content, and institutional capacity) in your comprehensive distance learning strategy.

# Example
## Component 2: Design a Distance Learning Approach

## Tool 5. Distance Learning Inventory

Includes guidance to…

- Group existing content by grade level and modality

- Analyze use or adaptation needed according to instructional goals and equity/inclusion data

- Identify and analyze new content needs by:

  ○ Modality and education level

  ○ Content administration (i.e., remotely, in person, or hybrid)

  ○ How to prioritize needs of marginalized groups (e.g., language minority, learners with limited to no access to device)

  ○ Technical knowledge covered

# Example
## Component 2: Design a Distance Learning Approach

The Excel document walks users through the process of determining...
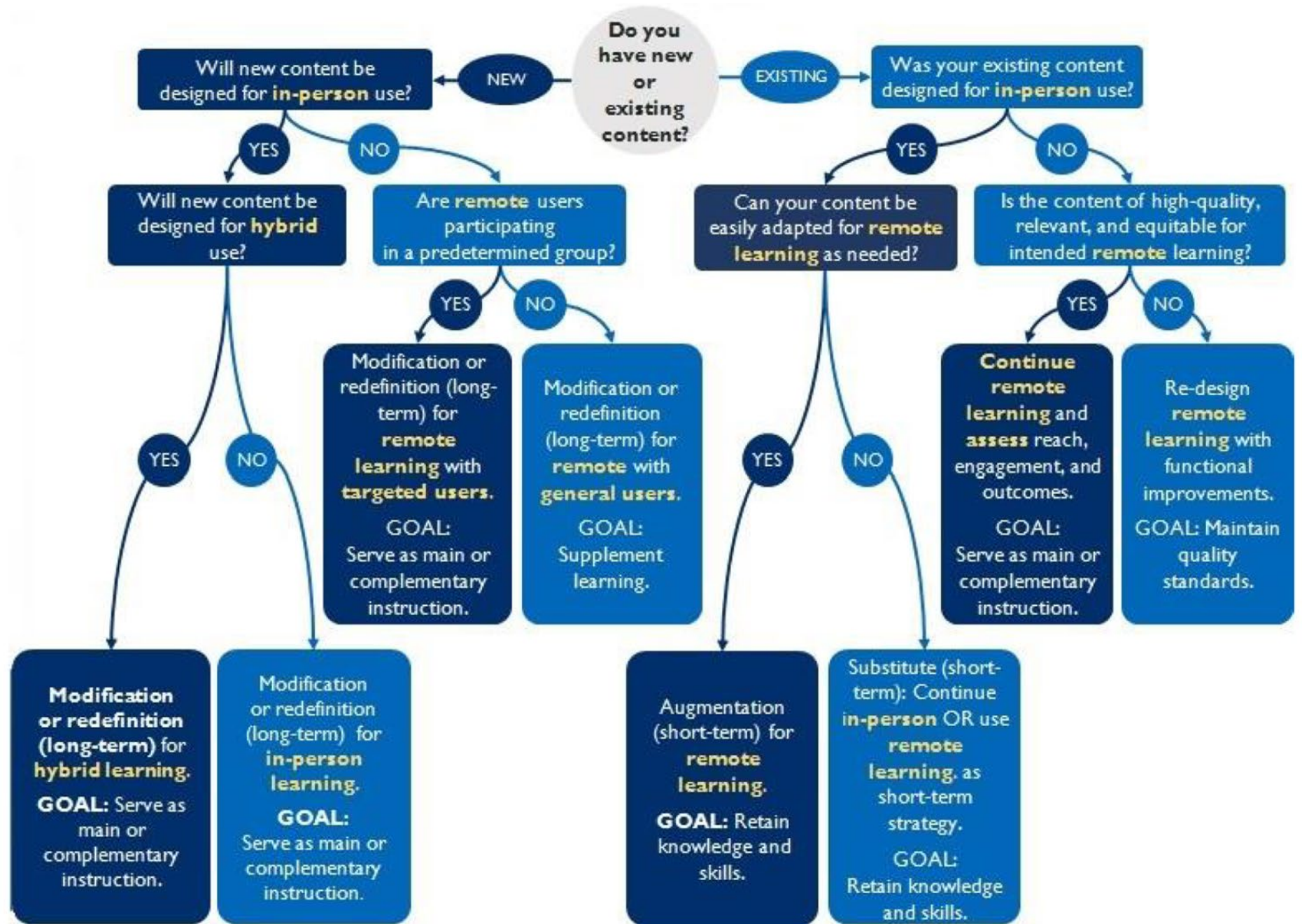
**WHAT CONTENT EXISTS?** → **WHAT CONTENT IS MISSING?** → **WHAT CONTENT NEEDS TO BE CREATED?**

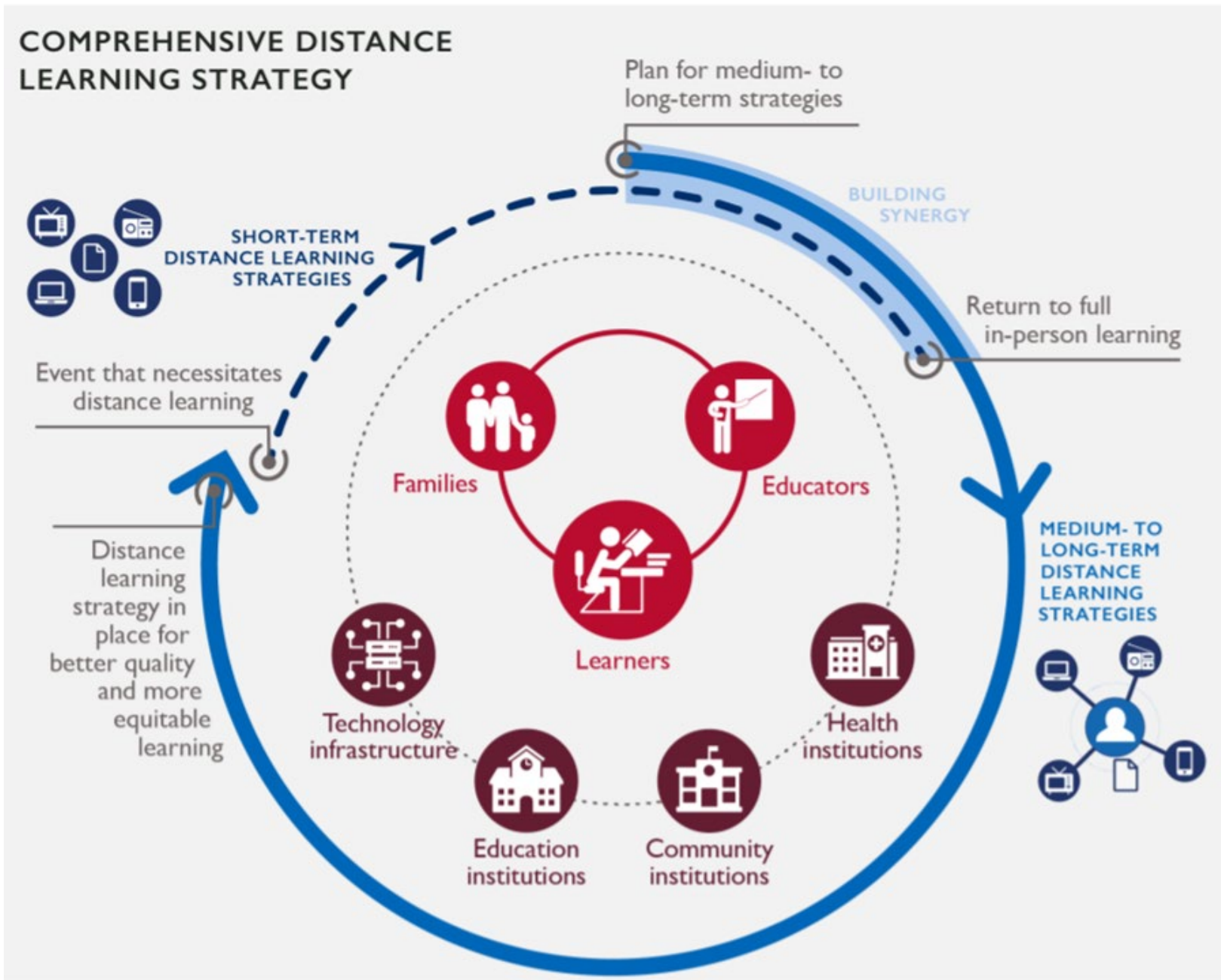# Sample Decision Tree from the Toolkit

# How Can This Toolkit Help Those Who Teach Reading Remotely?

# In Summary…

Please try out the toolkit to support developing these strategies.



COMPREHENSIVE DISTANCE LEARNING STRATEGY

Plan for medium- to long-term strategies

SHORT-TERM DISTANCE LEARNING STRATEGIES

BUILDING SYNERGY

Return to full in-person learning

Event that necessitates distance learning

Families

Educators

Learners

Distance learning strategy in place for better quality and more equitable learning

Technology infrastructure

Education institutions

Community institutions

Health institutions

MEDIUM- TO LONG-TERM DISTANCE LEARNING STRATEGIES

# Questions & Answers

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Closing Polling Activity

# Webinar Objectives

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# Objective 1

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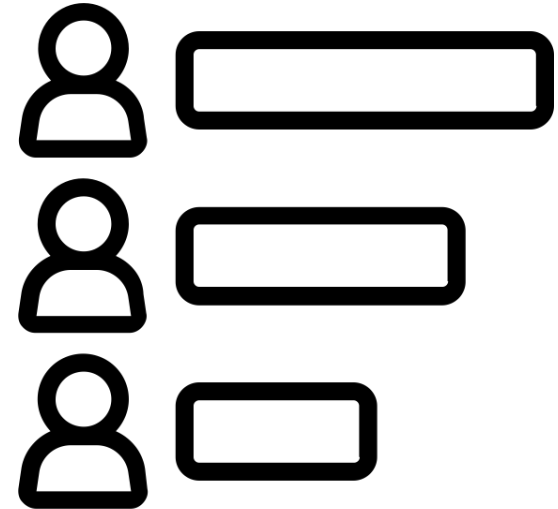
# Objective 2
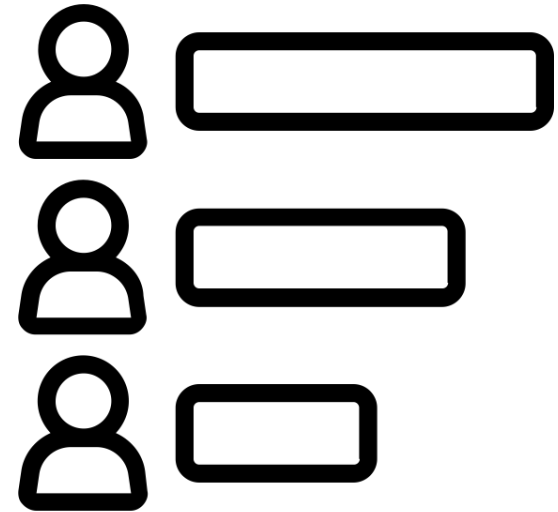
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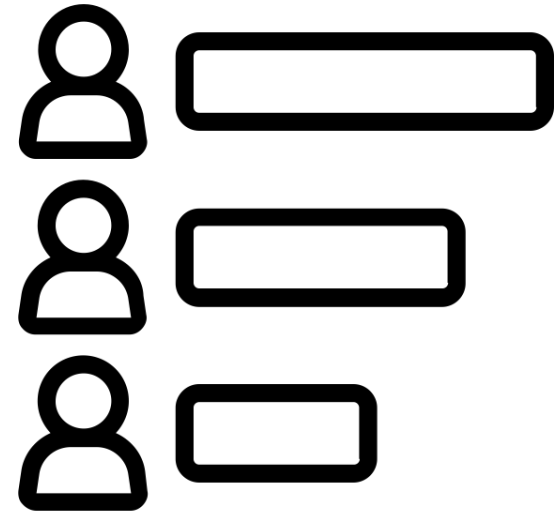(5) High level of confidence

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# Type in the Chat!

What has permanently changed in how you approach education programming to sustain education outcomes due to COVID-19?

Would you like to participate in a follow-on web event related to this topic?

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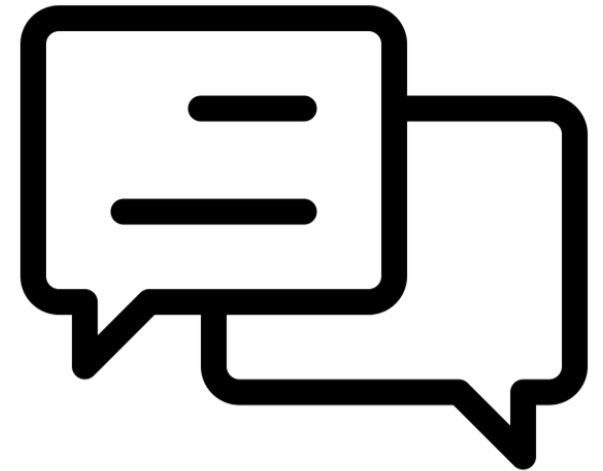
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# THANK YOU!

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Dr. Samantha Alvis
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