Schooling disrupted – schooling rethought

Education in times of Covid-19

Council of Europe - Andreas Schleicher
By the end of June, schools across the OECD had experienced some form of closure lasting an average of 14 weeks.
Present value of lost GDP due to Corona-induced learning loss (average 1/3 school year lost)

Source: Hanushek and Woessmann (OECD, 2020)
Evidence from previous epidemics suggests school-closure can prevent < 15% of infections.
The affected students or teachers will be required to quarantine.
All students and staff will be tested.
The classroom will be closed.
The school will be closed.
Health measures included in the reopening plans (Averages across 36 countries, May 2020)

- Mandatory use of gloves for all students, teachers, and school staff
- Installation of additional open-air handwashing facilities outside the school building
- Closure of all common areas in school
- Mandatory use of antiseptic wipes for students, teachers, and school staff to clean their desks every day
- Mandatory use of masks for all students, teachers, and school staff
- Mandatory use of antiseptic gel by students, teachers, and school staff before entering a classroom or the canteen
- Mandatory application of social distancing protocols
- Training students, teachers, and staff on basic hygiene and barrier gestures
- Extremely likely
- Somewhat likely
- Neither likely nor unlikely
- Somewhat unlikely
- Extremely unlikely
- No answer

Table 22
School closures have long-lasting effects, amplifying disadvantage
  - Cognitive, social, emotional

Ensure reliability and predictability of services for students and parents
  - Ensure all students have regular and dedicated contact
  - Avoid long phases of distant learning, daily schedules for hybrid learning work better than weekly or monthly schedules

Where school capacity is limited, prioritise young children and disadvantage for presentational learning
  - Invest in lateral capacity development and incentivise experience sharing

Align resources with needs
  - Use funding formulas to ensure that resources reflect social and economic conditions of students and schools

Combine transparent criteria for service operability with flexibility to implement these at the frontline
Contingency strategies - delivery

• Strengthen early diagnostic and intervention
  • Integrate compensatory measures in instruction and delivery
  • Cognitive, social, emotional

• Invest in development, provision and quality assurance of digital technologies
  • Include teachers in the design of digital solutions
  • Involve teachers in coaching, mentoring and knowledge mobilisation

• Provide standardised learning platforms that enable crowd-sourcing and crowd-curating

• Prioritise continuing collaborative professional development for teachers over education up front

• Reconcile sharing of data with privacy
Prioritise curriculum: teach fewer things at greater depth

Balance cognitive, social and emotional development

Prioritise limited capacity for presentational learning to focus on...
  - New content
  - Preparation and review of material learned at distance
  - Motivation and development of effective learning strategies
  - Social learning
Who decides?

Percentage of decisions taken at each level of government in public lower secondary education (2017)
### Focus of contingency strategies

(Averages across 36 countries, May 2020)

<table>
<thead>
<tr>
<th>Focus of Contingency Strategies</th>
<th>To a great extent</th>
<th>To some extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure the continuity of the academic learning of students</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Ensure continuity/integrity of the assessment of student learning</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Provide professional support, advice to teachers</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Ensure social development of students</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>Ensure well-being of students</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Ensure well-being of teachers</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>Revise graduation/grade transition policy to allow student...</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>Support education of disadvantaged students</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Ensure support for parents and caregivers to support student...</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Ensure provision of other social services to students</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Ensure medical attention to teachers affected by Covid-19</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Support students at risk of violence at home</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>Ensure medical attention of students affected by Covid-19</td>
<td>60%</td>
<td>40%</td>
</tr>
</tbody>
</table>

*Table 10*
### Strategies beyond the pandemic
(Averages across 36 countries, May 2020)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progressive return of students (e.g. by age cohorts)</td>
<td>80</td>
</tr>
<tr>
<td>Classroom based teaching and learning in shifts</td>
<td>70</td>
</tr>
<tr>
<td>Hybrid model of distance and classroom based teaching and learning</td>
<td>60</td>
</tr>
<tr>
<td>Return to normal scheduling and student attendance</td>
<td>50</td>
</tr>
<tr>
<td>Student and teacher returns contingent upon results of antibody testing</td>
<td>20</td>
</tr>
<tr>
<td>Classroom teaching conducted in schools’ outdoor spaces</td>
<td>10</td>
</tr>
</tbody>
</table>

**Table 17**
An effective online learning support platform is available (PISA 2018)

Percentage of students in schools whose principal agreed or strongly agreed that an effective online learning support platform is available
Global education venture capital

Venture capitalists have invested USD 7B in 2019, up from USD 2B in 2014 – mainly from China

Source: HolonIQ, January 2019
Many online and distance learning and other innovative approaches such as AR, VR and AI were created, adapted and expanded.
Assessments and exams

New types of assessments through simulations and games
Adaptive assessments
Hands-on assessment in vocational settings
Increasing reliability of machine rating for essays
Predictive models may disrupt the exam model
Learning analytics

- Learning analytics helps educators personalise learning
  - in real time
  - as a reflective tool
- Data come from sensors, learning management systems and digital activities of learners
  - When should you shift to a new activity?
  - Are you losing the attention of learners?
  - How do you structure instruction time (lecture, small group, discussion, assessment, practice, etc.)?
  - Which students do you talk to and support the most?
Prevalence of pedagogical strategies (TALIS 2018)

Teaching practices
Percentage of teachers who frequently or always use the following practices in their class (OECD average: 31)

Classroom management
- Tell students to follow classroom rules
- Tell students to listen to what I say
- Calm students who are disruptive
- When the lesson begins, tell students to quieten down quickly

Clarity of instruction
- Explain to students what I expect them to learn
- Explain how new and old topics are related
- Set goals at the beginning of instruction
- Refer to a problem from everyday life or work
- Present a summary of recently learned content

Cognitive activation
- Let students practise similar tasks
- Give tasks that require students to think critically
- Have students work in small groups to come up with a solution
- Let students to solve complex tasks
- Present tasks for which there is no obvious solution

Enhanced activities
- Let students use ICT for projects or class work
- Give students projects that require at least one week to complete
Assessing risks, leveraging opportunities

Tensions and paradoxes require smart responses

- MODERNISING
- NEW GOALS
- GLOBAL
- INNOVATION
- POTENTIAL
- VIRTUAL
- LEARNING

↔

- DISRUPTING
- OLD STRUCTURES
- LOCAL
- RISK AVOIDANCE
- REALITY
- FACE-TO-FACE
- EDUCATION

Trends Shaping Education 2020
Assessing risks, leveraging opportunities

Tensions and paradoxes require smart responses
Thank you

Find out more about our work at [www.oecd.org/pisa](http://www.oecd.org/pisa)

- PISA 2018: *Insights and Implications*
- PISA 2018 Results (Volume I): *What Students Know and Can Do*
- PISA 2018 Results (Volume II): *Where All Students Can Succeed*
- PISA 2018 Results (Volume III): *What School Life Means for Students’ Lives*

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PISA Data Explorer: [www.oecd.org/pisa/data](http://www.oecd.org/pisa/data)

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