

# RFCDC – LEARNING ACTIVITIES BASED ON THE COVID-19 PANDEMIC

**Ideal online class during Covid-19**

## Target group

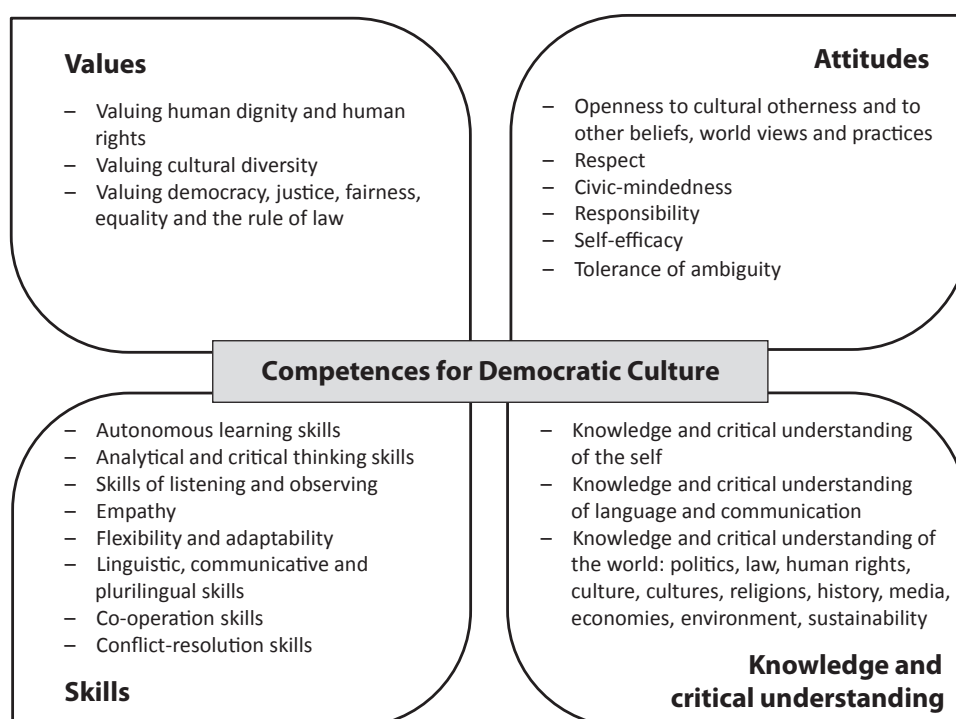
■ Learners in primary or secondary schools

## Rationale

■ During the Covid-19 pandemic, learners are experiencing a new method of online teaching.

■ However, they were not adequately prepared for this new method, and unfortunately classes have often been arranged without taking into consideration learners' own wishes and willingness to participate. This activity is aimed at giving learners a voice in the learning process, at least in defining how it should be organised, and it is based on the rationale that effective learning processes occur only when both teachers and learners interact and participate actively in the learning activities. Learners who feel that they are protagonists in the learning process tend to have better academic achievement than those who are more passive in participation.

## The RFCDC Competences



## Competences promoted by the activity

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■ Skills of listening and observing; Co-operation skills; Autonomous learning skills; Empathy; Linguistic and communicative skills.

## Learning outcomes

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■ Completing this activity will help learners to:

- ▶ Reflect on the best online class that they can conceive for themselves and for other learners;
- ▶ Listen carefully to differing opinions;
- ▶ Identify resources for learning (e.g., people, books, the internet)
- ▶ Understand what is needed for all learners who are involved in online learning, without distinction and discrimination;
- ▶ Empathise, accept, respect and be open to other people's ideas.

## Description of activity

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1. Show some pictures and/or videos related to online classes during the Covid-19 pandemic crisis. Hold a brief discussion with the learners about what they have seen and about their own experiences with online classes. Questions such as the following may be used:
  - ▶ What are the characteristics of online classes?
  - ▶ What aspects of online classes are better than your usual classes in school?
  - ▶ What aspects of online classes are worse than your usual classes in school?
  - ▶ Think about your online classes during the Covid-19 pandemic – were you in contact with your friends? Did you support and help them?Summarise the main ideas that emerge.
2. Ask the learners to reflect individually about their own personal experience of online classes and to think about them. Ask them to write down 3 positive characteristics or rules of online classes. Check to make sure that their ideas and suggestions are in line with the school regulations and are feasible.
3. Divide the learners into small groups, and ask them to reflect about an ideal online class. Then, ask them to share with the others in their group the most positive characteristics or rules of their ideal online classes and to discuss them.
4. Each group votes in order to decide, among all the characteristics or rules discussed within their group, the five features that an ideal online class should have. An online voting tool may be used.
5. Each group presents the final list of features that has been approved by their group to the whole class. The members of the class discuss all of the aspects that have emerged.
6. The class as a whole then decides a final list of five features that an online class should have, selected from those that have been expressed by the different groups. Again, an online voting tool may be used.
7. It is also possible to ask each group to prepare a role play in which they act out together an online class, with one of the learners taking on the role of the teacher, in which they explain all of the characteristics or rules that an ideal online class should have. The role play may be recorded and shared with other teachers in order to promote the adoption of the learners' preferences.

## Materials or resources required

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- ▶ Pictures and/or videos related to online classes during Covid-19, in the learners' own language. These can be taken from online sources such as films. Some suitable YouTube materials are available here: [https://www.youtube.com/watch?v=M6B4\\_oUeZhw](https://www.youtube.com/watch?v=M6B4_oUeZhw)
- ▶ If necessary, you can make your own video in the learners' language using an online video making tool such as the one available here: <https://www.rawshorts.com>
- ▶ For online implementation, you can use an online voting tool such as <https://www.mentimeter.com> – in the case of young children, the teacher can prepare the poll in advance for each group
- ▶ If the activity is implemented online, teachers can take notes in online walls such as <https://www.pearltrees.com>

## **Reflection on the activity and the learning outcomes that have been achieved**

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■ Ask learners to consider the ideas that other groups have chosen, and how realistic they are, reflecting on their advantages and disadvantages. Learners could share any other personal tips or advice they might have for online classes either during the present pandemic or for other future lockdowns.

■ Hold a debriefing session based on some of the following questions:

- ▶ What kind of experience was it to imagine your ideal online class?
- ▶ Has anything changed in your thinking after hearing about the ideas from others concerning their ideal online classes?
- ▶ Did you learn anything about yourself?
- ▶ Do you now view online learning in a new way?

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