



# Towards Quality Teacher Training in Emergency Contexts

## Presenters

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## What is RedLEI?



A network of **six Central American and Caribbean universities** and one international organization.



An initiative to strengthen and promote **evidence-based, effective Early Grade Literacy (EGL) instruction** in Latin America and the Caribbean.



A continuation of the **LAC Reads Capacity Program**, a USAID funded program, to provide **high-quality EGL research and training to educators and policymakers** striving to increase the impact and sustainability of early literacy intervention.

RedLEI is designed to connect research to action.

# RedLEI PURPOSE AND VISION



## PURPOSE:

To engage Central American and Caribbean **Ministries of Education, academics, policymakers, educators, and civil society** in developing and advocating for EGL best-practices in a regional context.

## VISION:

- \* To operate as an **international team** to increase access to, trust in, and approachability of EGL **resources, research, and training materials**.
- \* To strengthen local capacities to **support students through the application of evidence-based, tailored EGL teaching**.
- \* To grow the network and maintain strategic partnerships to conduct **EGL research and inform future policy**.


# FOUNDING MEMBERS

Coordinación Educativa y Cultural de Centroamérica y el Caribe (CECC-SICA)





# Context

- **Devastating effects** of the pandemic on education
  - **Need: Profound transformations of education systems**
    - **In-service teacher training**
  - **Central America and the Caribbean**
    - **Rethink how we understand teaching and learning?**
    - **The region's education systems** were already lagging behind prior to COVID-19. Gual Soler and Dadlani (2020)
      - **Learning poverty rate** in the region was high, with 5 out of every 10 primary school students unable to comprehend a simple, age-appropriate story (World Bank, 2020)
      - **Risk of educational exclusion** associated with **dropout** affected 48 percent of Central American children and adolescents (UNICEF, 2010).
  - **Opportunity** to reverse poor educational trends across the region and improve the overall quality of learning
- 




# Design and Implementation of a Virtual Training Series on Emergency Remote Teaching (ERT)

Rebecca Stone






# Understanding the situation

- RedLEI conducted a **survey** with university students and professors to better understand the challenges.
  - **68% of the professors** indicated that this was the **first time** they ever had to **teach remotely!**
  - **72% of the professors** noted that they had to **spend more time** that usual preparing to teach remotely.
- 




# Survey results continued

- **67%** of university students reported having to put in **more effort** for remote learning than in-person learning.
  - **57%** of the students indicated that they **did not understand** some of the content that was imparted remotely.
  - **46%** of the students felt that their **academic performance declined** during the period of remote teaching and learning.
  - **75%** of the group of students surveyed said they felt **overwhelmed** due to the amount of homework assigned.
- 





# Call to action

- RedLEI decided to address these findings through a series of **Emergency Remote Teaching (ERT)** webinars.
  - Colleagues with OER Africa had already designed a series on this topic for African Universities focused on 4 topics.
  - RedLEI **adapted** these sessions for the **Central American context** and based on the needs identified from the survey.
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# RedLEI ERT Series

1. Introduction to Emergency Remote Teaching ERT
2. Curriculum selection and appropriate tools during ERT
3. Communication and relationships during ERT
4. Assessment and assessment tools for ERT
5. Inclusivity during ERT
6. ERT in practice

**6 sessions of  
90 minutes  
each  
May - June  
2020**



## Agenda

1. Educación Remota en Emergencia vs Educación en línea
2. Selección de contenidos
3. Selección de materiales
4. Diseñar actividades ajustadas a ERT
  - 4.1. Proveer contexto
  - 4.2. Generar significado
5. Comunicación
6. Resolución de dudas

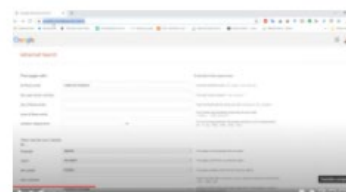


Watch on YouTube

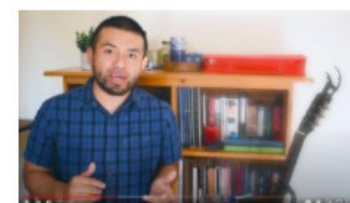
Descargar Presentación en PDF

<https://red-lei.org/ert-2020/>

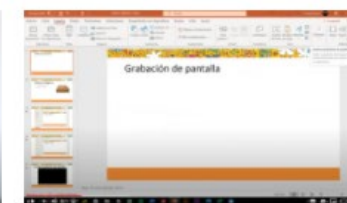
### Recursos Adicionales



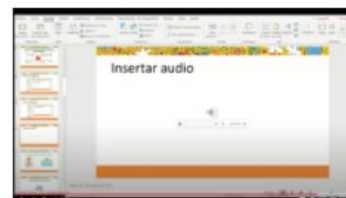
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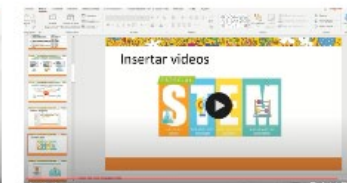
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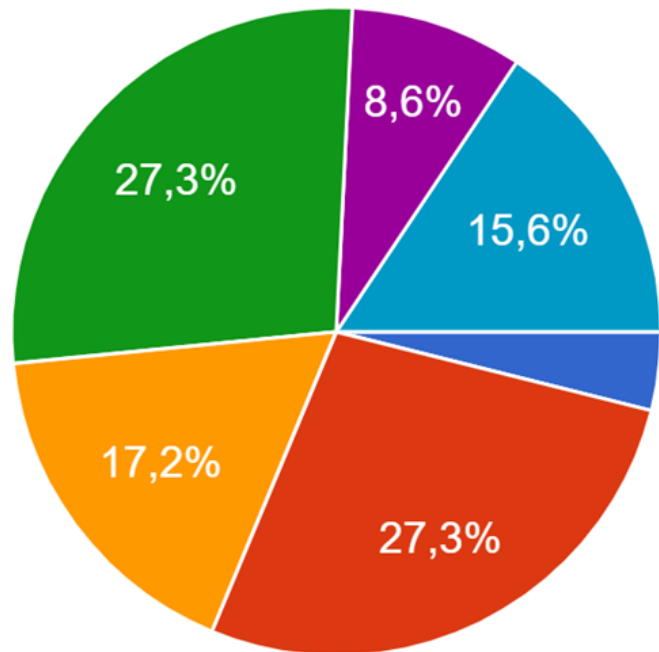


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# Evaluation findings: Most Useful Sessions



- Sesión 1: Introducción a la ERT
- Sesión 2: Mapeo curricular y selección de materiales
- Sesión 3: Comunicación en ERT
- Sesión 4: Evaluación en ERT
- Sesión 5: Inclusividad en ERT
- Sesión 6: Transición de la presencialidad a ERT



# Lessons Learned

- Participants most valued the modeling of practical tools to enhance remote teaching.
  - Participants requested more emphasis on the socioemotional aspects of remote teaching both for the students and teachers.
  - Participants requested more information on supporting students with low technology access.
  - It would be helpful to create communities of practice for teachers to support each other as they are employing new ERT techniques.
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# Next Steps

- There is a need to design similar courses for teachers with less access to technology.
- Primary grade teachers also require instruction and support in teaching remotely with primary grade students.
- RedLEI is focusing on supporting teachers to teach early literacy remotely.





# Design and Implementation of a Virtual Training Course Focused on Early Grade Literacy (EGL) and Emergency Remote Teaching (ERT)

Paola Andrade



# Why?

Demand and need for educational personnel in elementary schools responsible for introducing, ensuring and consolidating EGL instruction with the use of ERT.

+

Children who do not master basic EGL skills during the early grades are at risk of failing to develop a foundation for lifelong learning

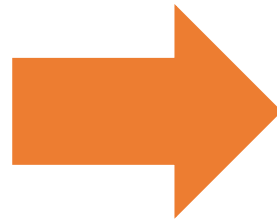
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This especially affects vulnerable populations since school closures have widened the inequality gap



# Need...

Contextualized  
training that  
addresses the **gaps**  
in **teachers'**  
**knowledge** about  
teaching the **EGL**  
in an **emergency**  
**context**



# As a network, we have...

- Training experience
- Research experience
- EGL specialists
- ERT series


# Aim

To apply the fundamentals of ERT and EGL through situated learning strategies to design didactic sequences that contribute to the continuity of learning during school closure

- To understand ERT theoretical foundations and its didactic implications for EGL teaching in emergency contexts
- To contrast EGL classroom practices with ERT theoretical foundations and its didactic implications
- To use the ERT theoretical foundations to organized and formulated an effective EGL teaching -learning processes for emergency contexts




# New training experience...

- **Alliance** with the Colegio de Licenciados y Profesores en Letras, Filosofía y Artes de Costa Rica (**Colypro**) through University of Costa Rica (UCR) / **RedLEI** founding member
    - Collegiate institution that contributes to **quality education through the regulation of professional practice**
  - **Participants**
    - Colypro selected **20 elementary school teachers** linked to EGL teaching
  - **Implementation period**
    - **October and November, 2020**
- 



# Content and methodology

- **Cooperative Learning and Case study methodology**
  - **Mentoring system** and three work groups
    - **TEAMS platform** (currently used by the Costa Rican Ministry of Education)
    - Whatsapp chat groups
  - **Six synchronous sessions (weekly) and asynchronous (videos and documents) group work related to:**
    - Introduction to EGL
    - Curricular Mapping
    - Evaluation
    - Communication
    - Educational inclusion
- 



# Process

1

Case study /  
ERT  
component

2

Learning  
path



# Process

1. Curriculum mapping
  - a. Schematization of **didactic sequence**
2. Communication in ERT
  - a. Organization of an **LMS using Microsoft Teams**
3. Evaluation in ERT
  - a. Design of **formative and summative evaluation instruments**
4. Educational inclusion in ERT
  - a. **Adjustment** of didactic sequence

All sessions: **Application** of contents through **cooperative work**

# Products

**Three learning paths, on:**

1. Reading comprehension of narrative texts (1st grade)
2. Teaching the alphabetic principle (2nd grade)
3. Promotion of creative writing (3rd grade)

**\*Instructional and resource design**



12 de febrero 2021

Explicar qué es una...

Elabrar una lista de...

Comprender de lectura a nivel inferencial, haciendo preguntas y al niño las responde de forma oral, por ejemplo:

- 1) ¿De qué se trata el cuento?
- 2) ¿Cómo hubiera afectado al personaje principal si los demás animales no lo hubieran invitado a su fiesta?
- 3) ¿Qué fue lo que pasó primero en el cuento?
- 4) ¿Dónde viven los castores?

El estudiante le narra el cuento "Nadie quiere jugar conmigo" a su familia y se graba en video. Este video lo sube a la plataforma o lo envía por el medio más accesible para él.

Preparar con formato

Editar "párrafo"

Editar "párrafo"

Comentarios

Seguir editando

Ver Vistas

Insertar fila arriba

Insertar fila abajo

Insertar columna a la izquierda

Insertar columna a la derecha

Eliminar la fila

Eliminar la columna

Video call participants: Dunia Diaz, Paula Rojas, Rafael Santiago Méndez, Ana María...

Video call participants: Grethel Bonilla, Larolita Méndez, Dunia Diaz, Ana María..., Ana María...

**Colopro**  
70 Aniversario

Tutora:  
Elizabeth Mora Sandi

Diseño Instruccional  
Caso Enrique  
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Bianca Rosa Marín Rodríguez  
Milagro Meneses Obando  
Shirley Zeledón Trejos  
Hazel Milagro Rojas Gómez  
Grethel Sánchez Arguedas

Video call participants: Ana María..., Grethel Sánchez Arguedas, Milagro Meneses...

Video call participants: Bianca Rosa Marín Rodríguez, Grethel Sánchez Arguedas, Milagro Meneses, El Mora, Grethel, Hazel Rojas

Video call participants: Laura Morales Espinoza, Viriany Zamora Ufca, Ana Meneses Celpedes, Jeannette Gómez, Jose Pablo Ugalde, Cledhya Jiménez, Clyde Calderón

**RedLEI**

Testimonial  
Serie formativa #ERT – RedLEI / Colopro

**Nubia Porras Calderon**  
Docente en escuela Joaquín García Monge

<https://red-lei.org/testimonial-ert-redlei-colypro/>





# Process

1

**Case study**  
assigned to  
each group  
related to a  
**ERT**  
component

2

**Learning  
path**

3

**Group presentation**  
of the learning  
paths, review and  
discussion of the  
products based on  
EGL and ERT  
theoretical  
foundations

4

**Evaluation**








# Reflections

01	Strengths	<ul style="list-style-type: none"><li>• Course design</li><li>• Commitment of the implementing team</li><li>• Initial evaluation and assessment of the weekly sessions</li><li>• Mentoring system</li></ul>
02	Weaknesses	<ul style="list-style-type: none"><li>• List of minimum technical requirements to participate in the course (example: internet access).</li><li>• The free nature of the course may generate a dropout culture.</li><li>• Virtual technical training and teacher training</li></ul>
03	Threats	<ul style="list-style-type: none"><li>• Lack of connectivity and differences according to territorial location</li><li>• Teacher training gaps not linked to the course.</li></ul>
04	Opportunities	<ul style="list-style-type: none"><li>• Improve selection criteria</li><li>• Vary application methodologies and platforms</li></ul>



# Next steps...

- RedLEI training model
    - Design **self-training** modules or with a **mentoring system**
      - Subject
    - **Flexible learning path** that favors autonomy, with **resources** that present **evidence-based information**, and with learning activities that promote **meaningful experiences based on day-to-day situations**
    - **Andragogic approach**
      - Own interests and learning pace
    - Pedagogically mediated educational resources to favor **interaction** between **previous knowledge** and the **new information**, with **contextualized language** and oriented towards the **improvement of professional practice**
- 




# Early Grade Literacy (EGL) Teacher Training Curricula Redesign

Mariela Zelada





# Highlights about the process

- It is an ongoing process result of the first RedLEI regional research did on 2019 about Teacher training programs linked with EGL in five regional Universities RedLEI members.
  - The **curricular redesign** is doing jointly with UP NFM members designed by provost and RedLEI Team as **a process which links research evidence and capacity building process**.
  - It comprehends 3 courses who are being redesigned::
    1. Childhood Development
    2. EGL knowledge
    3. Assessment & Evaluation
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