

Emergency Remote Teaching and Learning (ERTL) or PANDEMIC PEDAGOGY



CAPITOL UNIVERSITY
Cagayan de Oro City
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Introduction

What is happening today can best be described not as online education but as *emergency remote teaching and learning* (ERTL) — or, as some have called it, pandemic pedagogy.




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Kappaonline



what took place... was no ordinary transition, and what occurred wasn't online instruction per se — it is more accurate to describe it as emergency remote teaching (ERT), defined as “a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances” (Hodges et al., 2020).


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ERT is distinct from ordinary online teaching and learning, in which virtual experiences and online instruction have been planned from the beginning (Affouneh, Salha, & Khlaif, 2020; Hodges et al., 2020; Milman, 2020a).


The distinction between ERT and online learning is crucial.

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“online learning is a viable, sustainable, valuable method of teaching and learning” (Manfuso, 2020), many people continue to view it as inherently inferior to face-to-face instruction.


-remote instruction offered (during the pandemic) was not the typical online instruction.



— *validating their assumption that teaching online is not as effective as teaching in a classroom — is an unfair comparison (Hodges et al., 2020).*




The extraordinary circumstances teachers faced in light of the pandemic prevented them — and their students — from making a normal transition to remote education.



“We’re all operating in the shadow of a global pandemic, and it is disorienting and limiting . . . [To proceed with] business as usual is unrealistic” (Merrill, 2020).

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Acknowledging that “these are not normal teaching and learning conditions,” Natalie Milman (2020b) suggested that school leaders and educators prioritize needs by establishing short- and long-term priorities, being flexible with policies and practices, and collaborating in online communities to support one another.

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How teachers experienced the COVID-19 transition to remote instruction

David T. Marshall, David M. Shannon, and
Savanna M. Love

September 2, 2020

Phi Delta Kappan

Professional Journal for Educators

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***Pracademics in the Pandemic:
Pedagogies and Professionalism***


by


Trista Hollweck Faculty of Education,
University of Ottawa, Ottawa, Canada,
and Armand Doucet Riverview High
School, Riverview, Canada.

Journal of Professional Capital and

Community, June 2020

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- 
- The COVID-19 pandemic has catapulted educational systems into emergency remote teaching and learning ERTL
 - the pandemic is a critical opportunity to rethink the future of schooling,
 - A key to Transformational change,

- 
- do not wish for a return to “normal” public education, which has never served all children well or equitably,
 - the pandemic is an opportunity to disrupt the status quo.



For us PAFTE:

....as we move forward, it's good to remember that indeed, it will be the educators' professionalism and pandemic pedagogies that will catalyze meaningful transformational change.



Kalinaw Mindanao!



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- CU's answer to the call of delivering quality education to our students without compromising their safety
- Learning Continuity Plan

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cuddle (verb: to show care)

- way of expressing CU's culture of care
- warmth of a caring mentor and an understanding community in order to minimize the stress the situation brings.





Online Pedagogy

Module Preparation

Interactive Teaching-Learning Activities

Performance Based Assessment

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Implementation Guidelines

1. Populating Google Classrooms
2. Producing and Management of Learning Materials and Assessments
3. Google Account and Google Classroom Guidelines
4. Faculty Resources
5. Monitoring and Feedback

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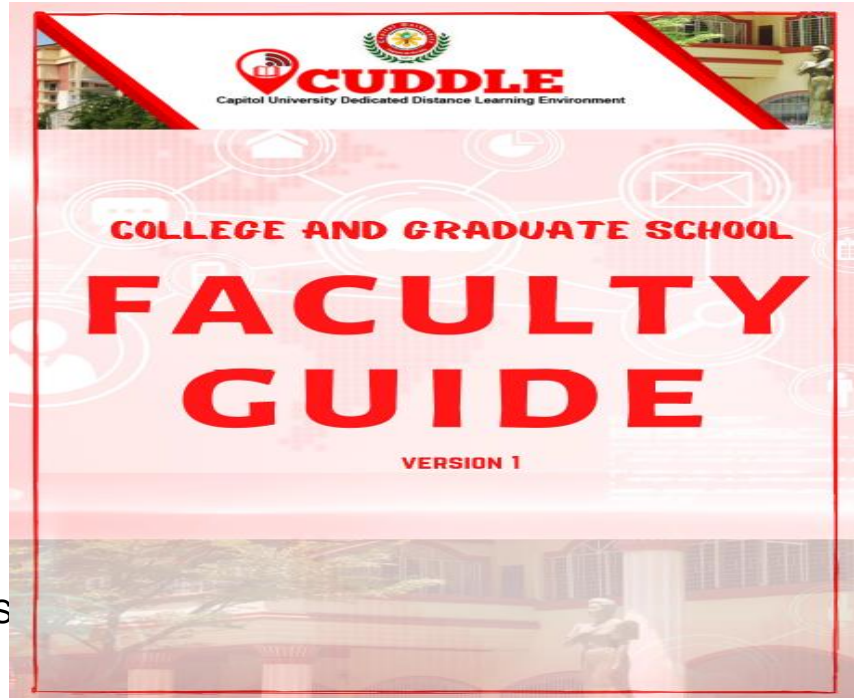
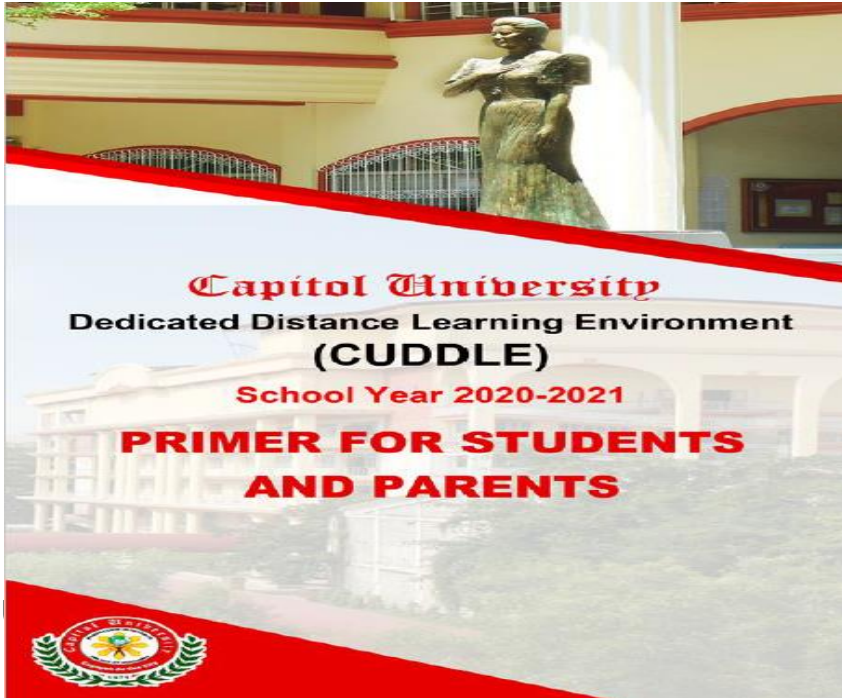




CUDDLE

Capitol University Dedicated Distance Learning Environment

ON-BOARDING TRAINING



ES




College of Education

- Introduction to Online Pedagogy
- *Curriculum Development* includes preparing Modules for Online Teaching.
- Field Study became Virtual Field Study

Virtual Teaching Internship

- Protocols in Conducting Online Classes and Establishing Online Classroom Routines and Procedures.
- Practice role-playing, lesson planning and preparing instructional materials as shadow teacher to tenured teachers in the CU Basic Education Dept. and in the Public Schools.

- 
- ❖ challenge posed to the Teaching Internship students is **if they are accepted as online teachers in English or Filipino.**
 - ❖ What more exposure is better than being hired as online teachers!



Indeed the ***emergency remote teaching and learning*** is a stop gap, a work in progress.

Let's take this opportunity to change the status quo in the Teacher Education.

Onward PAFTE!!!


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CONCLUSION


The shock of the COVID-19 crisis on education has been unprecedented. It has set the clock back on the attainment of international education goals, and disproportionately affected the poorer and most vulnerable. And yet, the education community has proved resilient, laying a groundwork for the

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rebound.

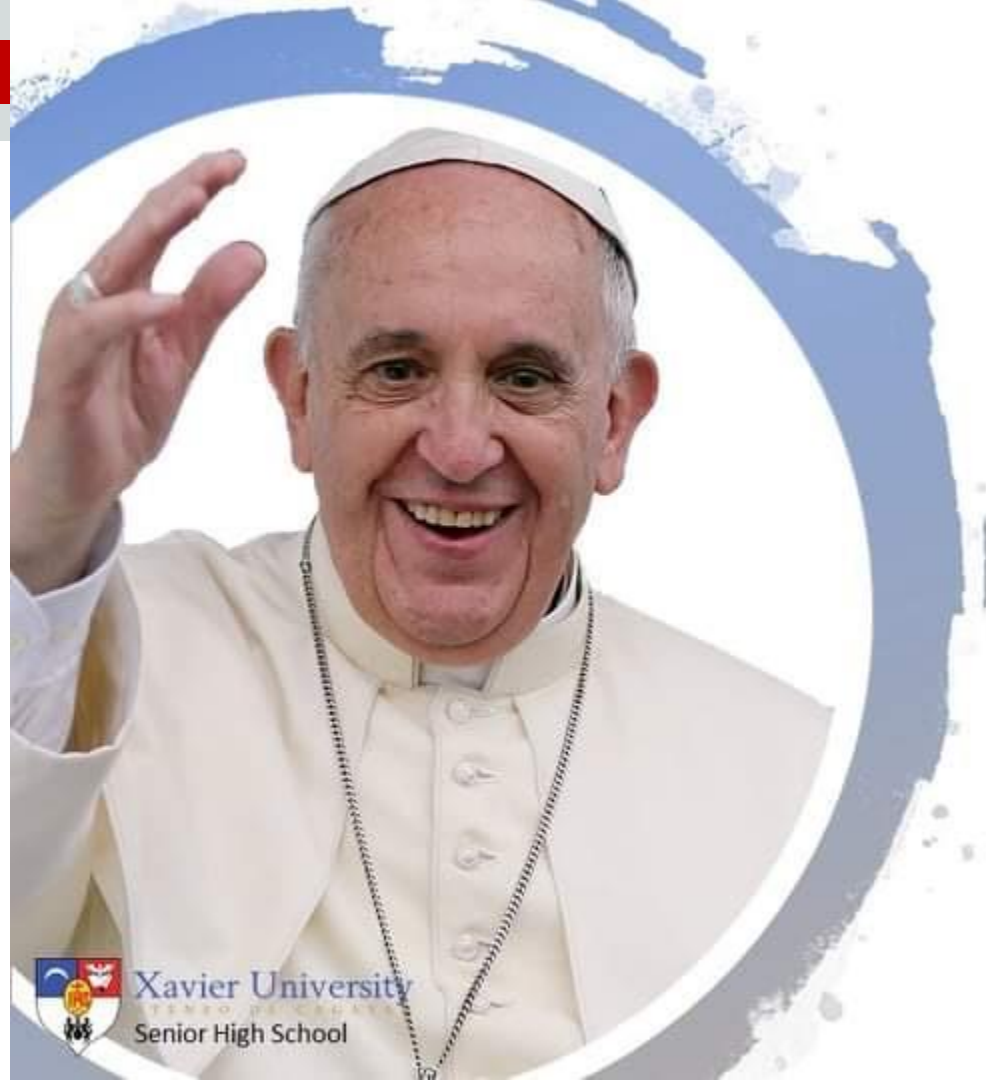


There remains a risk of a downward spiral, in a negative feedback loop of learning loss and exclusion. Yet every negative spiral of aggravating socio-economic circumstances suggests its reverse image of a positive spiral, one which would lead to the future of education we want:



one of inclusive change in education delivery,
of unleashing the potential of individuals, and
of collective fulfilment, in all areas of life,
through education investment.

(UN Policy Brief: Education during COVID-19 and beyond, AUGUST 2020)



**“TEACHING
is a beautiful job;
as it allows you
to see the growth
day by day of people
entrusted to your care.
It is a little
like being parents,
at least spiritually.
It is a great
responsibility.”**

Pope Francis

**Happy World
Teachers' Day!**

5 October 2020



Xavier University
Senior High School

Thank you!