PEDAGOGICAL PRINCIPLES IN REMOTE TEACHING

THE TEAM

Jhonny S.

Diana D.

Héctor B.
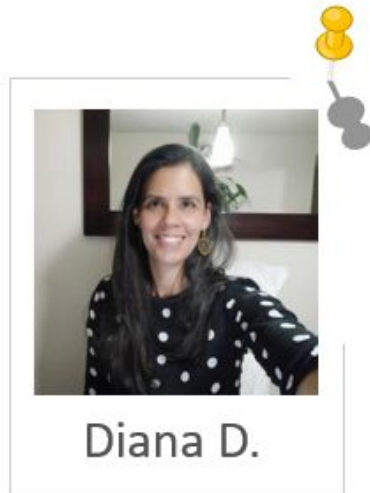
LET'S SHARE OUR CHALLENGES

Please go to
www.menti.com

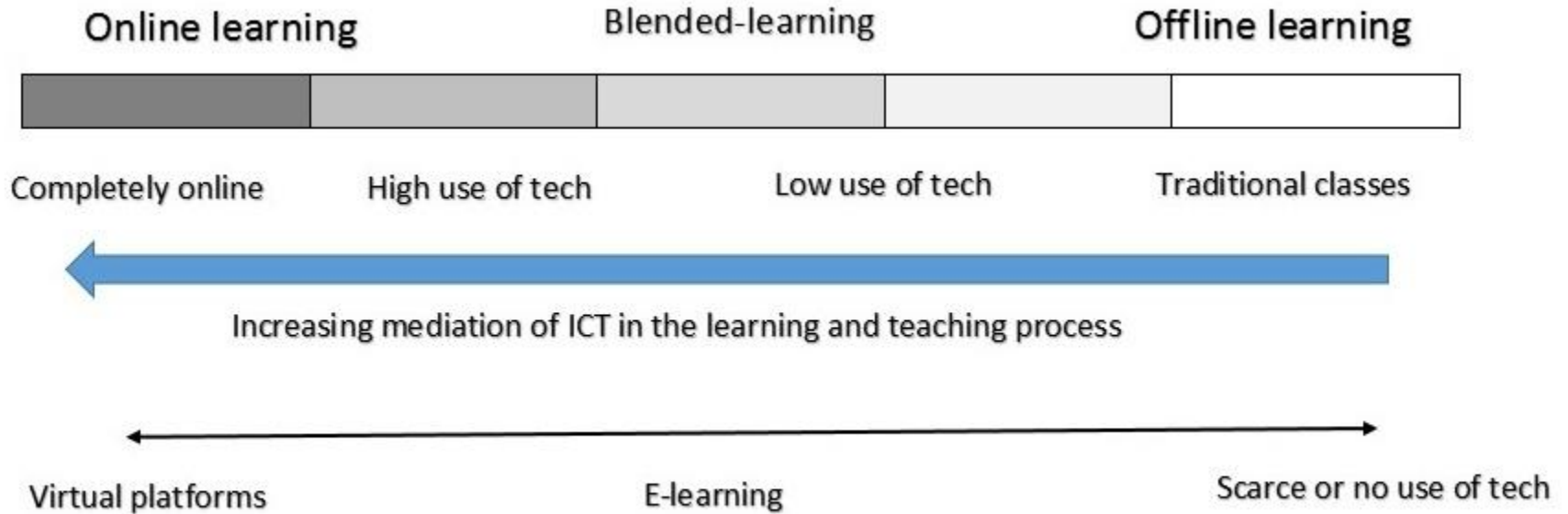# ICT MEDIATED. High and Low Tech-contexts

Figura 1. *Descripción esquemática del blended learning. Citado por (Galvis, A y Pedraza, L.,2013).*

Let's work together

Plan A	Plan B	Plan C
Jamboard https://docs.google.com/document/d/14WRbS3u_PlJrdRqc_G_Ne2tvO3mUX12cHELHn80n5DI/edit?usp=sharing	Google Sheets https://docs.google.com/spreadsheets/d/1i7YyPTo90AqGf-XwZ3XJpq6ezrLjAE12H-04TeSyn98/edit?usp=sharing	Excel One Drive https://icesiedu-my.sharepoint.com/:x:/g/personal/67001908_icesi_edu_co/ESbHzHlZb4tClyYp936Yg3kBjXN8bNk-pX6nKRw4HO9bHQ?e=uZIWAR

Pedagogical principles emerging from our practice
Jamboard
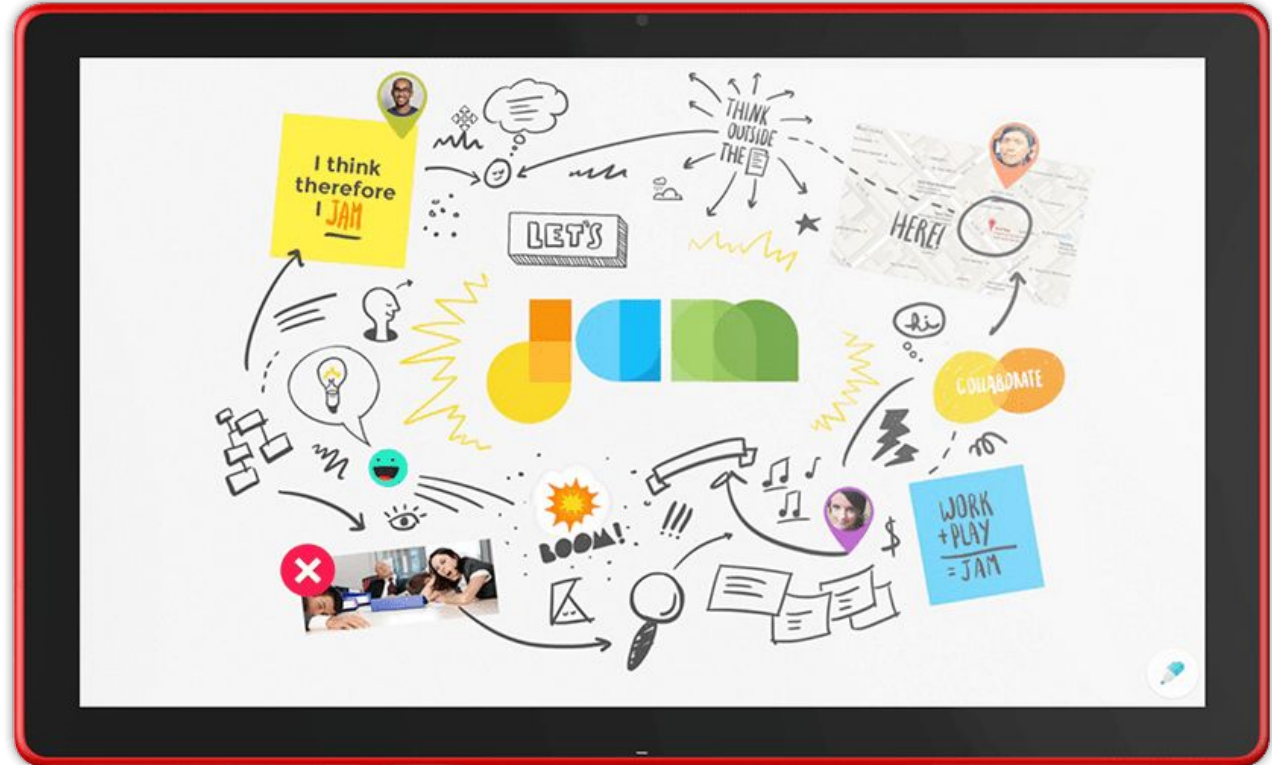
Pedagogical practice during Online/Remote/ICT mediated teaching in your context

In groups, talk about your pedagogical practices during Remote teaching in your contexts. Share effective and ineffective teaching practices implemented in your language class.

Register these practices in a poster in a Jamboard, using texts and images. Follow these recommendations:

- Choose a moderator in the group to lead the discussion and synthetize on the board on Jamboard

- Reflect on why those practices did or did not give the expected outcomes in class.
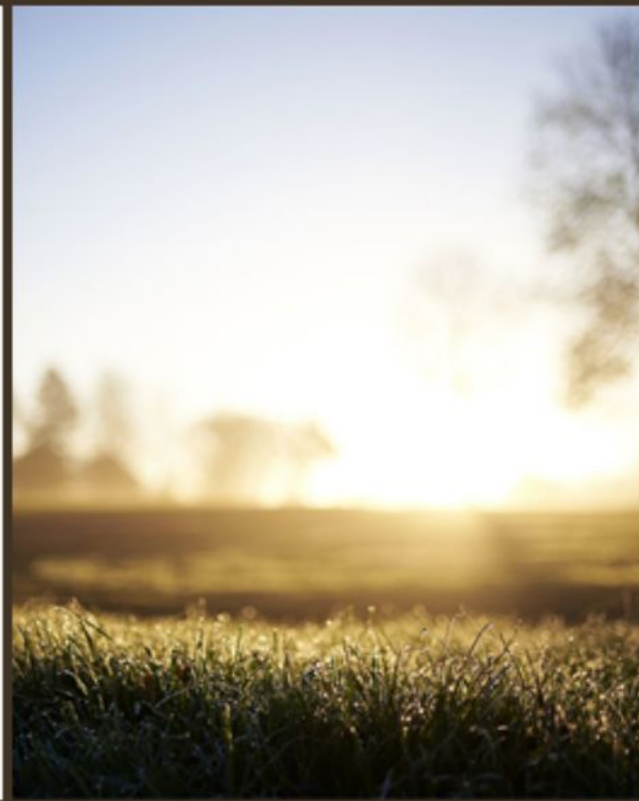
Pedagogical decisions to design activities, tasks, projects design

Effective decisions   Ineffective decisions

Promoting students' interaction and collaboration in our classes

Effective decisions   Ineffective decisions

Assessment: giving feedback

Effective decisions   Ineffective decisions

Choosing and using digital tools, Social Media, platforms, etc., to teach

Effective decisions   Ineffective decisions

WRITE DOWN THE PRINCIPLES

Pedagogical principles should emerge from our own practices...

Based on the effective and not effective practices that you discussed, you will write some pedagogical principles for Remote education in the following categories.
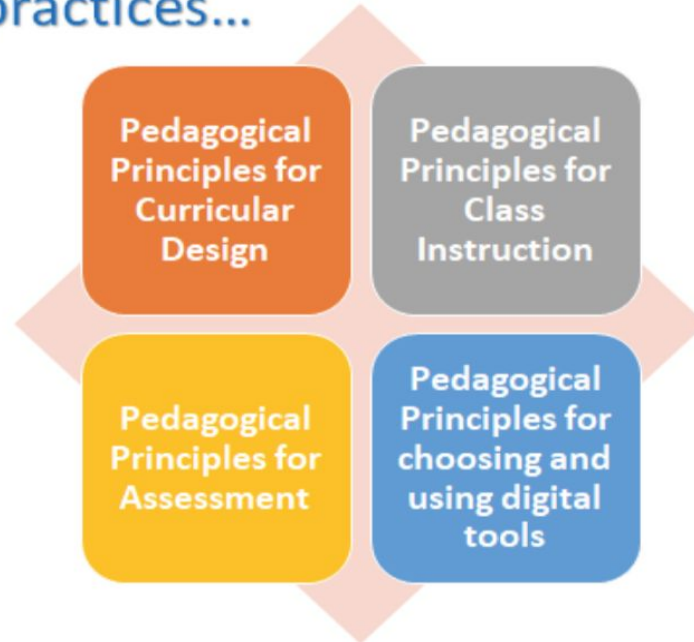
Pedagogical Principles for Curricular Design

Pedagogical Principles for Class Instruction

Pedagogical Principles for Assessment

Pedagogical Principles for choosing and using digital tools

Pedagogical principles for teaching
Based on our teaching practice

Pedagogical Principles for Curricular Design
1.
2.
3.
4.
5.
6.
7.

Pedagogical principles for teaching
Based on our teaching practice

Pedagogical Principles for Class Instruction
1.
2.
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4.
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6.
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Pedagogical principles for teaching
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Pedagogical Principles for Assessment
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Pedagogical principles for teaching
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Pedagogical Principles for choosing and using digital tools
1.
2.
3.
4.
5.
6.
7.

IN CONCLUSION

Pedagogical Principles for Curricular Design

✓ Choose quality over quantity

✓ Choose competence over content

✓ Design meaningful and pertinent activities (Synchronous and asynchronous)

✓ Design interactive activities so that student can communicate

✓ Scaffold learning the learning process

✓ The learning competence over the tool

Pedagogical Principles for Class Instruction

✓Use of personal experiences

✓Collaboration

✓Students should develop metacognitive skills

✓There must be a communicative product

✓Different ways to show learning

✓Flipped learning

Pedagogical Principles for Assessment
Assessment

Feedback should provide students with information about their learning process in order to enhance metacognitive skills and produce improvements

✓ The principal function of evaluation is formative

✓ We must assess students' communicative competence instead of content knowledge.

✓ Feedback is the vehicle for providing sufficient, pertinent and timely information so that students know if they are on the right path and what corrective actions to take in case they're not.

✓ Feedback should be clear for students.

✓ Feedback must be provided throughout the activities.

✓ Promote reflection so that your students identify how they are feeling about the class. Their feedback will allow you to make changes if needed.

Pedagogical Principles for digital tools selection

✓ **Use different digital tools to enrich the learning experience in and outside Zoom**, for instance, breakout rooms in Zoom to promote group work, Kahoot to practice grammar, online games to practice vocabulary, Socrative for reading activities, Puzzled for listening activities, etc. However, remember that technology should be used with a pedagogical purpose, **not just on a whim or to make the class 'entertaining'.**

Pedagogical purpose
Learning objectives
Type of interactions
Students' context

Figura 1. Modelo SAMR
Fuente: López, J. (2015)

Source: https://images.app.goo.gl/UmdnN1vDe3qeAgk29

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