

A.P.E.E.E.L 1



Survey of parents on distance learning and remote teaching at the European School Luxembourg 1 (Kirchberg)

9-15 April 2020

Full Report

30 April 2020

APEEEL1 SURVEY ON REMOTE TEACHING

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Introduction

In mid-March 2020, our School community – together with the rest of our society – was plunged into an unprecedented crisis as the confinement measures designed to combat the spread of Covid-19 were suddenly put in place.

Over one weekend, our School went from being the most populous school campus in Luxembourg to delivering all of its teaching remotely.

We were all – teachers, parents, pupils – poorly prepared for this exceptional situation. The challenge was immense and the response to it has been understandably diverse, from those who have struggled to cope to those who have excelled in the circumstances.

In consultation with the School Management, the Parents' Association launched this survey over the Easter weekend in order to learn from the first three weeks' experience of remote teaching and to prepare better for its continuation.

Initial results were already shared with the management, teacher representatives and on the APEEEL1 website before the restart of term on 20 April. This report contains the full and detailed breakdown of the responses, as well as summaries of the thousands of written comments made by parents.

I would like to take the opportunity to thank all the teachers who have worked so hard to make a success of remote teaching: the survey shows that there are real stars.

I would also like to recognise the immense contribution of parents to ensuring that distance-learning works: the survey reveals just how many hours they put in and obstacles they overcome, usually on top of doing their own job entirely online.

I would like to thank the Director and Deputy Directors for their openness to parents' feedback, their concern for the huge challenge that we are all facing and their constant willingness to cooperate with the Parents' Association.

Finally, I would like to thank all the APEEEL1 Management Committee members and staff who helped design and compile the results of this survey. Their commitment and hard work for the association – in addition to being parents and professionals – ensures that the concerns of parents are always represented, even in difficult times such as these.

John Coughlan
President, APEEEL1

APEEEL1 SURVEY ON REMOTE TEACHING

Aim

After the first three weeks of remote teaching at the European School Luxembourg 1 (Kirchberg) due to the confinement measures to contain the Covid-19 pandemic, the Parents' Association – in consultation with the School Management – invited all parents to help evaluate the situation by sharing their and their children's experiences.

Timeframe

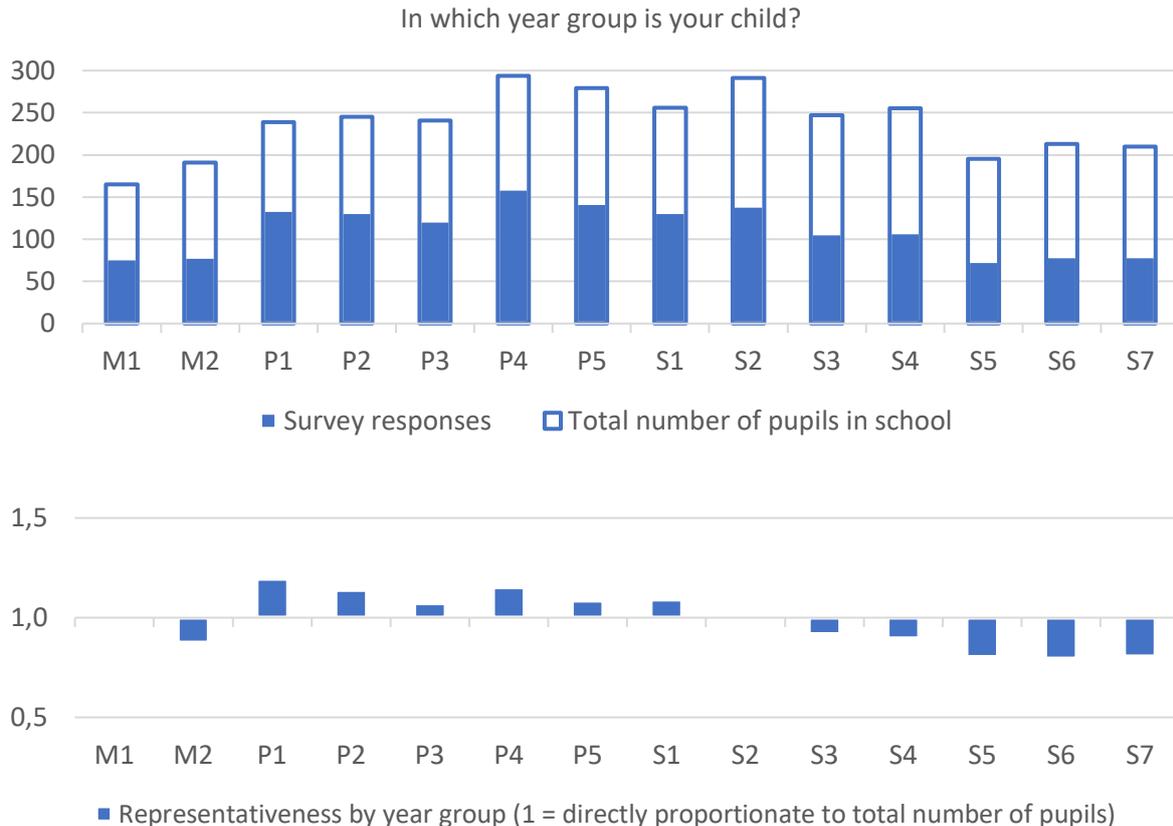
- Invitation to participate in survey sent to all parents by SMS MySchool on Thursday 9 April
- Reminder sent to all parents by SMS MySchool on Tuesday 14 April
- Reminder sent to APEEEL1 members on Wednesday 15 April

Design

- Only one response per family/household covering all children in the family/household
- Only one response technically permitted per device to discourage abuse

Responses

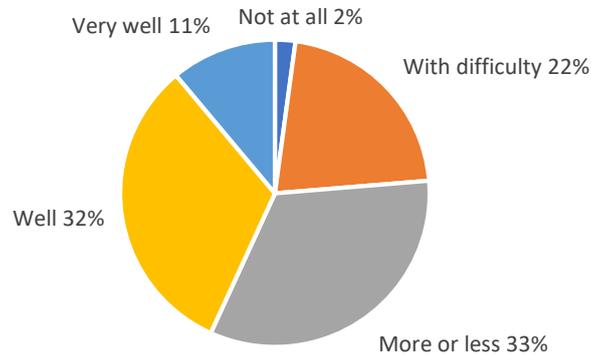
- 1,138 responses received
- 1,564 children covered by responses



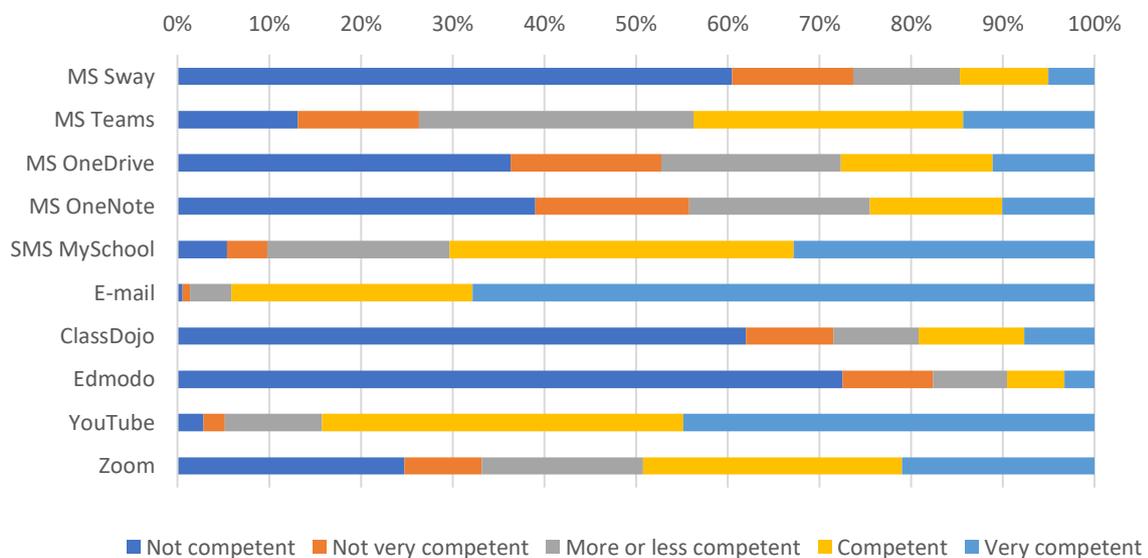
APEEEL1 SURVEY ON REMOTE TEACHING

A. Parents' experience of remote teaching

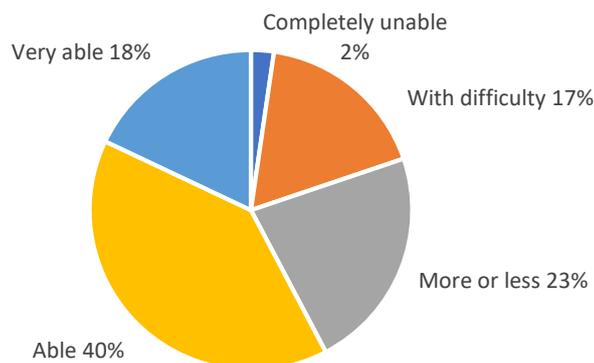
A.1. How well have you coped – as a parent – with the first few weeks of distance learning?



A.2. How competent do you feel in using the following tools and supporting your child(ren)'s use of them?



A.3. How able do you consider your family to be to continue distance learning in future?



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A.4. Comments on parents' own experience of remote teaching

Summary by Daniel Latev & Heloïse Gornall-Thode

Very wide-ranging experiences seem to be:

- teacher-dependent: since the school didn't/doesn't have a unified approach to the platforms / tools / materials / goals / objectives, there seems to be the whole range of experience from highly unsatisfactory to highly satisfactory
- child-dependent: age, degree of autonomy, special needs.
- parent-dependent: working / teleworking / not working, single parents, number and age of dependent children to take care of, sufficient resources (e.g. IT equipment and literacy) or not.

Main points (and **suggestions**):

Providing support to children is incompatible with teleworking (and managing multiple children, esp. small ones, and household chores etc.) and causing a lot of stress.

Suggestion: more flexible schedule with work to be complete so that families can organize the schoolwork around work schedule (ie offer longer deadlines)

Provide a list of key tasks to be completed for the week (helps with scheduling at home)

Highlight clearly the learning objectives (some have reported to have built lots of stress trying to cover everything that the teacher has sent)

Many different tools/platforms used by different teachers, or even by the same teacher who is evolving in their approach with time and experience. Technical issues. Too much admin work for parents finding, printing, uploading the work etc.

This is the single biggest issue causing confusion and frustration among parents and limiting effectiveness of the e-learning **Harmonise the platforms/ tools and do as much online as possible. Offer trainings for teachers/parents/children as required. What kind of support for families who cannot afford/manage the IT?**

Many parents complained of very little actual remote teaching: just setting of exercises, with all the rest (the actual teaching, explaining, motivating, marking etc.) left to the parents. They reported very few actual online lessons. Many parents requested more direct teacher involvement in teaching concepts **More online lessons: virtual classrooms and/or recorded videos by teachers**

Large distinction between younger children and older ones: younger ones need far more support from parents. Older ones are sometimes so autonomous that parents feel too removed and out of touch. **More online lessons esp. for the younger ones? More awareness for the parents of older children?**

Parents need both overview of longer-term learning goals and curriculum as well as short term timetable/tasks in user-friendly format: **This could be provided by all teachers**

Observations of children needing school, teachers, peers etc., and this not being replicable at home. Also: too much screen time for kids. **Not much we can do about that without re-opening the school.**

Parents report big difference in quality of teaching between different teachers. Some who put lots of effort and provide lots of support, while others are just sending homework to be completed, with no

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teaching or involvement. **Suggestion: School administration to set up common base line with best practices for teachers to observe**

Scheduling: Some parents have reported conflicting schedules due to too many Zoom and Teams meetings, mostly for higher grade students. **Suggestion: Asking for more help by the school to help avoid conflicts between teachers. Keep to the usual lesson times.** A second issue related to scheduling is due to lack of enough devices to connect for some bigger families, but mostly report to have found a workaround. Also some parents thought that some of the video calls were not adding much, but are being done just to meet some targets. **Suggestion: Limit unnecessary use of video calls**

Workload: - many parents report very high workload either for the child or for them to work together with the children especially in combination with teleworking. **Suggestion: provide clear guidelines on core concepts vs additional/optional work. Do not substitute teaching with too much homework.**

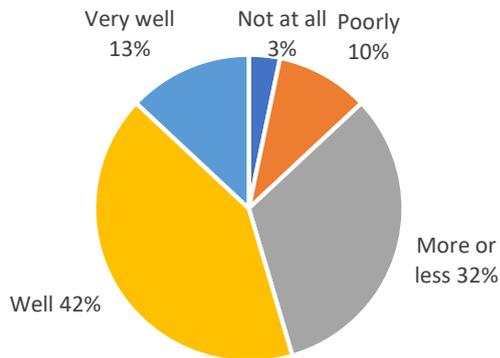
Security: Some parents have reported concerns relating to use of ZOOM, its security concerns and generally issues with online safety for children.

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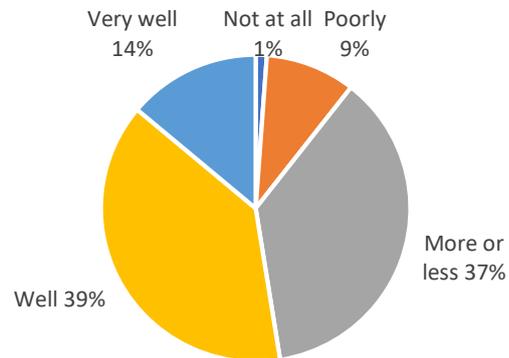
B.1. Nursery & Primary

B.1.1. How well have the first three weeks of distance learning worked out for your child?

Nursery:

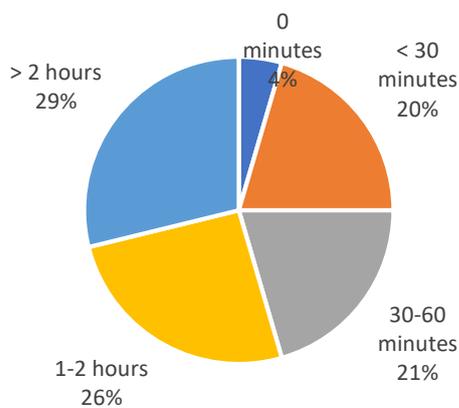


Primary:

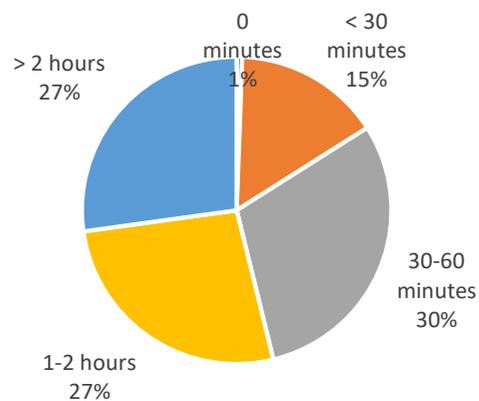


B.1.2. How much time do you spend on average each day helping your child to *organise her/his work* (e.g. structuring workload, completing assignments on time, resolving connection problems, returning work to teacher)?

Nursery:

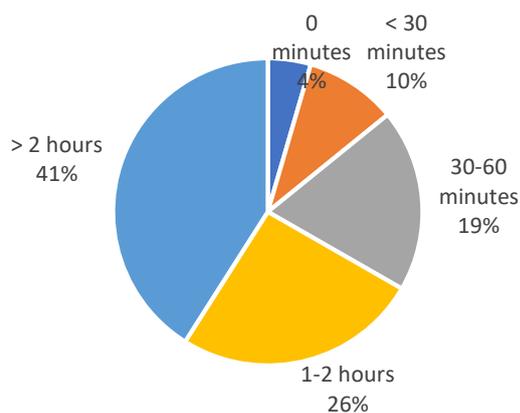


Primary:

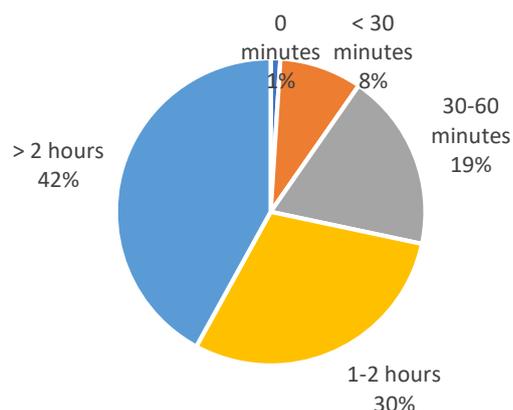


B.1.3. How much time do you spend on average each day *supporting your child's education* (e.g. providing learning support, researching topics, correcting assignments)?

Nursery:



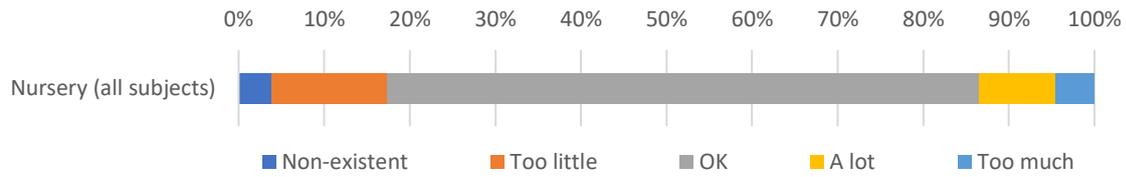
Primary:



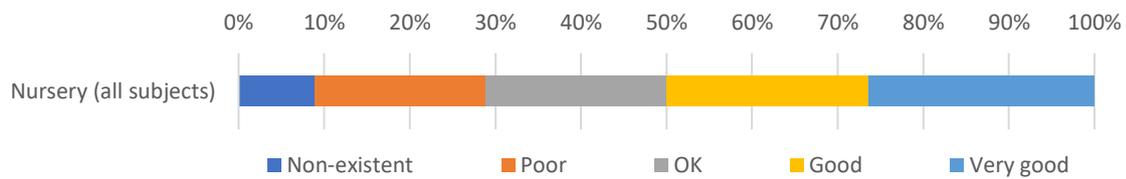
APEEEL1 SURVEY ON REMOTE TEACHING

B.1.4. Nursery only:

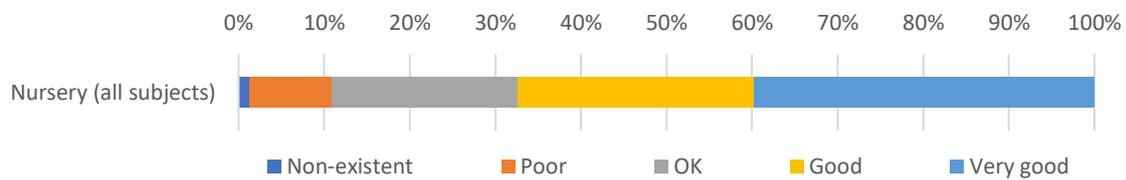
a) How would you rate the workload?



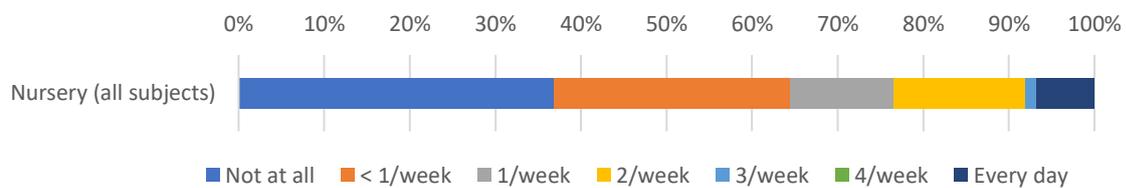
b) How would you rate communication between the teacher and the *pupil*?



c) How would you rate communication between the teacher and the *parents*?



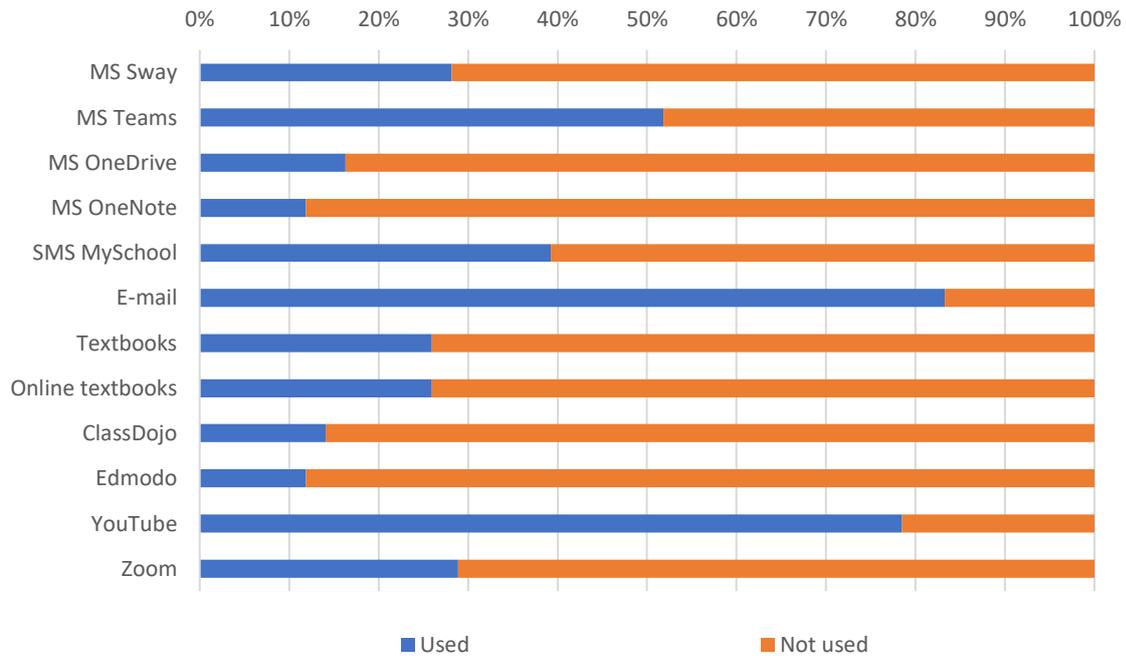
d) How often do teachers provide an opportunity for your child to interact online (e.g. online classrooms)?



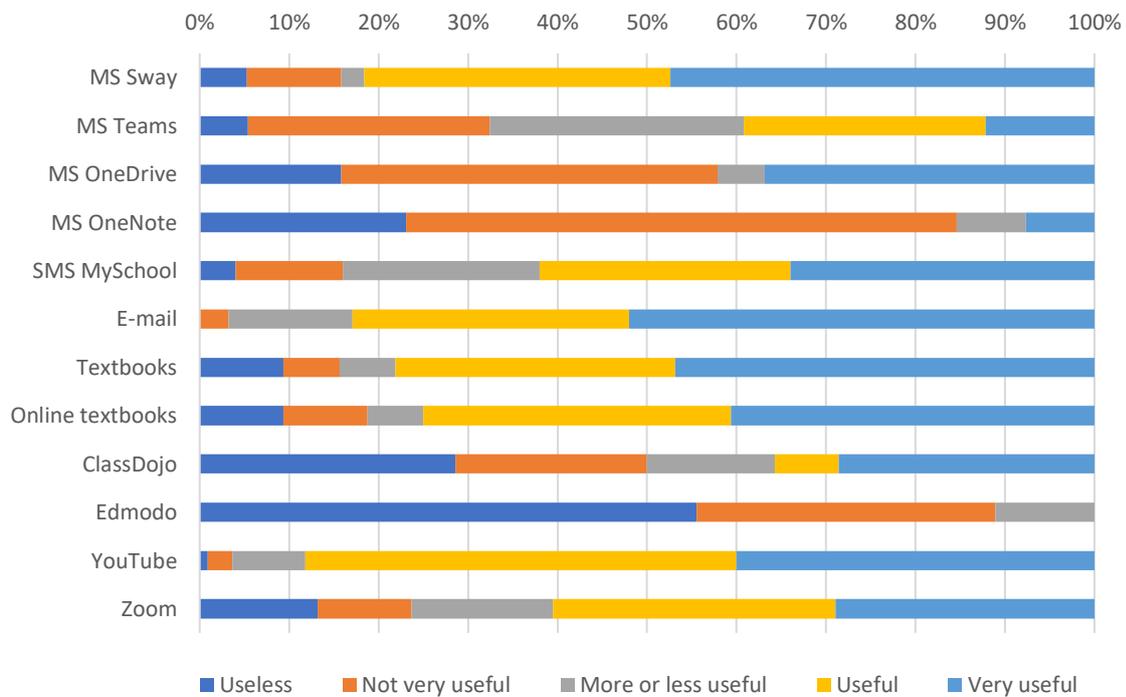
APEEL1 SURVEY ON REMOTE TEACHING

B.1.4. (cont.) Nursery only:

e) Use of distance-learning tools



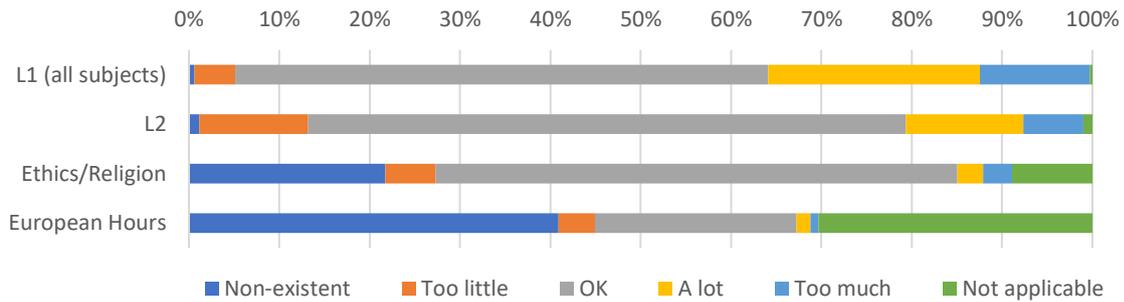
f) If used, how useful has your child found the following tools for distance learning?



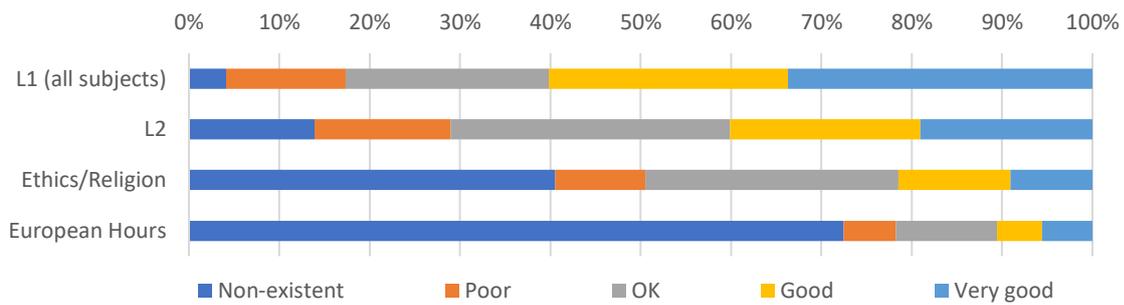
APEEL1 SURVEY ON REMOTE TEACHING

B.1.5. Primary only:

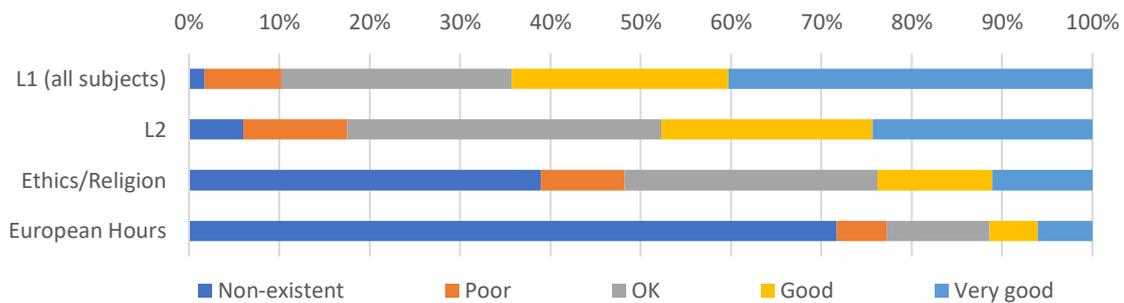
a) How would you rate the workload?



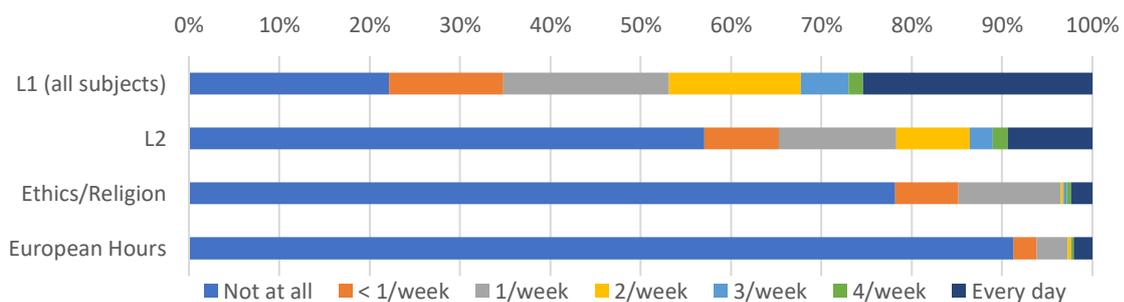
b) How would you rate communication between the teacher and the *pupil*?



c) How would you rate communication between the teacher and the *parents*?



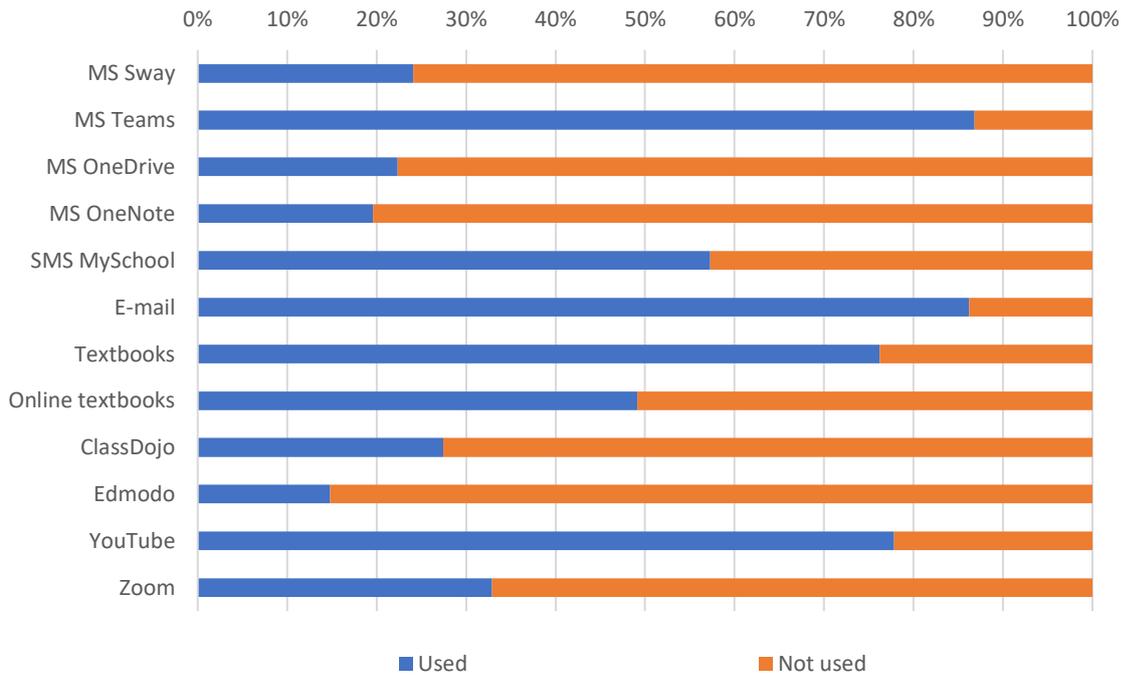
d) How often do teachers provide an opportunity for your child to interact online (e.g. online classrooms)?



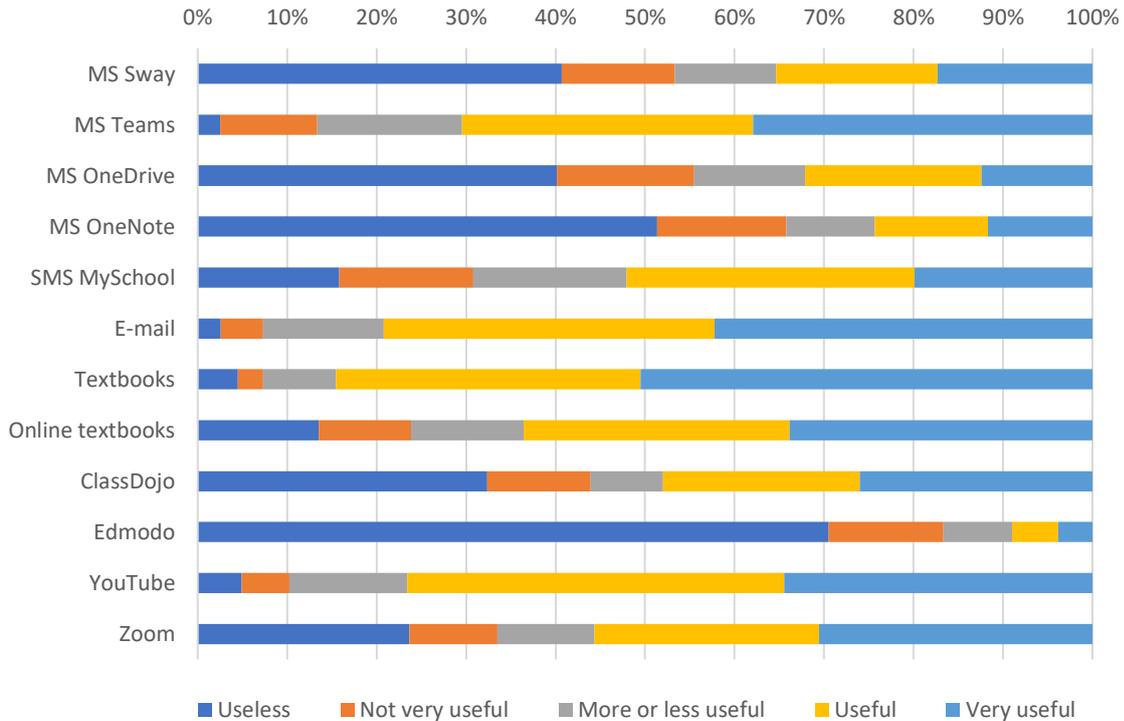
APEEL1 SURVEY ON REMOTE TEACHING

B.1.5. (cont.) Primary only:

e) Use of distance-learning tools



f) If used, how useful has your child found the following tools for distance learning?



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B.1.6. Parents' written comments

Summary by Olivia Saunders and Ewa Sinclair

What worked well for your Nursery/Primary child?

There are a few key areas which parents seem to agree on, that can help us understand what has made this a positive experience for them and their children. The results show that many parents did not necessarily consult their children on this question; but have given their own opinion on what has worked well for themselves. It is a real mix:

- **Parents' availability to work with the children**

For those families who have a parent that is not having to telework and is able to look after the children's education, "home schooling" does indeed seem to be seen extremely positively. Parents are reporting that their children seem to be learning faster and better than in a classroom where there is naturally less attention for them as individuals (*"He was very focussed, progressed quickly and well, learned a lot, and appreciated a family-friendly learning routine"*).

- **Clear, detailed and structured instructions from teachers**

Parents seem to prefer receiving daily instructions with very concrete tasks to be done that they can "tick off" as they complete. These are easier to understand and the older children can get on with the tasks fairly independently. For those parents who are struggling with time, this enables them to spend limited time actually assisting the children to understand what is expected. Generally, parents prefer receiving all the information in one place, so email is clearly the preferred transmission. The use of different tools is confusing so one email, including all necessary documents, is very much appreciated. This is complemented generally by an email recapping the activities for the week, which enables parents to flexibly choose to do a little bit more or a little bit less, depending on their own workload for the day (*"Our teacher uses a good methodology, she sends the instructions every day. Our child doesn't have any problem to follow these instructions, everything is very clear and well organized"*).

- **Online, regular, remote teaching**

The organisation of regular, online chats and video materials via youtube, is being praised by parents and children alike. It is clear that what children miss the most in these younger years is the social interaction and the possibility to chat to friends and teachers regularly has been extremely well received (*"My child like to see the photos of her friends and their work on the blog. She also likes to see videos on youtube of the teacher reading a story"*).

Parents also appreciated it when teachers tried to ensure a mix of very different types of activities and methods for the day, to keep the young children interested and motivated (*"Tasks presented in a fun and varying way, for instance maths presented as riddles, own presentations to be handed in by video, quizzes on subjects they've studied"*).

As a result of the very different personalities of each child, differences naturally appear. Some parents say that their child likes to have a clear, structured day with precise timings for everything (one family even recreates the ringing of the bell!) and others appreciate the fact that the children are free to do whatever work they want, whenever they want; can lie in and are generally more relaxed.

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Some parents seem to have understood this question to mean “what advice would you give other parents”. Several recommendations were made, ranging from using an app to organise work (Trello), to taking regular breaks, to playing outdoors, to involving children in the day’s planning to make them feel involved and “responsible”.

What difficulties did your Nursery/Primary child face?

Problems with concentration/motivation/working independently

Very different reasons were given, ranging from homework too difficult or too simple, to too much homework being sent in a bulk. In addition, children lacked a sense of achievement as there was no feedback from the teacher. **No visual contact with the teacher** was one of the most frequent reasons mentioned. In addition, no diversity of work (e.g. teachers sending only handouts by e-mail) or on the contrary **too many platforms** used (“*She is 6 years old. She is very much depending on instructions. Especially since she needs to be on several web-based applications, apps, websites and paper books. It’s like switching all the time to something else.*”).

Suggestions: regular contact with teacher (audio and video) at the same time of the day to introduce routine so that the child can differentiate “schoolwork at home” from “playtime at home” (“*Main difficulty is to transition from free/spare time to school time without physically moving.*”), sending small amounts of work every day just for one day. There is a high importance of feedback from the teachers to boost motivation and give the children a sense of achievement. Working via video chats in smaller groups (chat with whole class can scare and demotivate especially younger kids, parents especially praised “*individual time messaging and speaking to the children which has been invaluable*”).

Problems with language skills for L2

For example, in case of no speakers of L2 at home.

Suggestions: targeted teaching via video chats in small groups for pupils whose families do not speak L2 at all.

Problems with IT equipment

There are not have enough devices, or they are old and obsolete, or they do not have a printer.

Suggestions: finding special arrangements for those families, if someone lives nearby maybe it would be possible to drop printed copies into a letterbox?

Problems with lack of teaching when introducing new material

Parents do not have proper pedagogical materials or knowledge (“*New topics/ issues are difficult to understand on your own. Youtube videos are not always easy to understand and not interactive.*”).

Suggestions: webinars/video messages prepared by teachers to present new material.

Problems with social distancing

No (individual) visual contact with teachers, missing peers, missing two-way interaction, unorganised video chats.

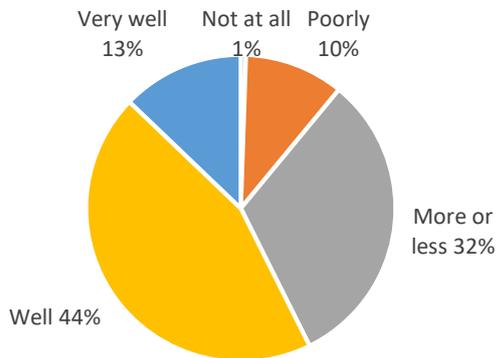
Suggestions: more regular video chats with peers and teachers (both individual or in groups), or recorded video messages to the pupils.

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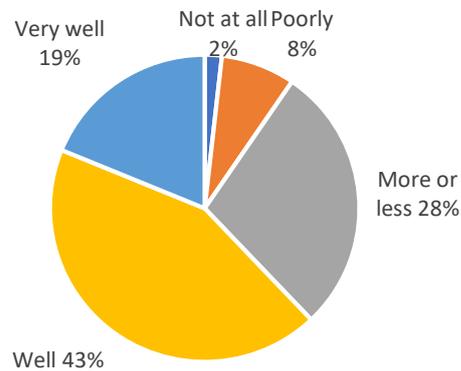
B.2. Secondary

B.2.1. How well have the first three weeks of distance learning worked out for your child?

S1-S3:

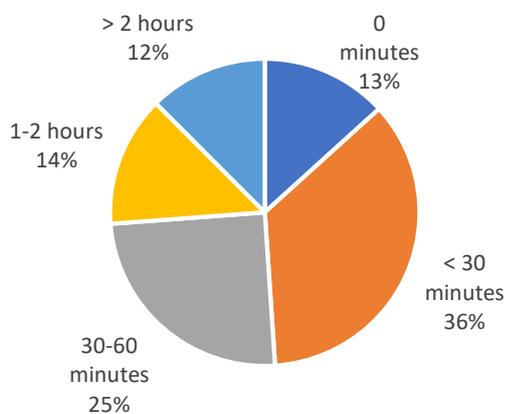


S4-S7:

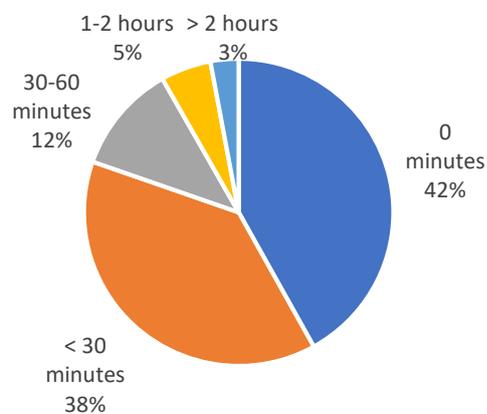


B.2.2. How much time do you spend on average each day helping your child to *organise her/his work* (e.g. structuring workload, completing assignments on time, resolving connection problems, returning work to teacher)?

S1-S3:

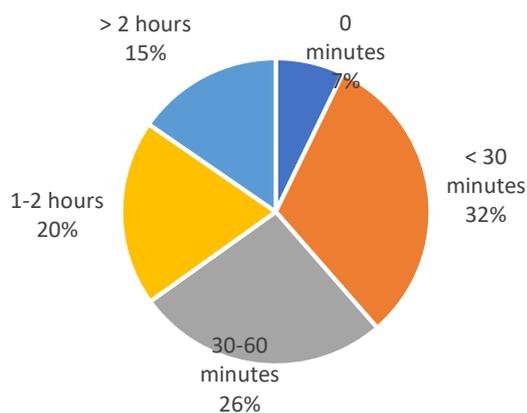


S4-S7:

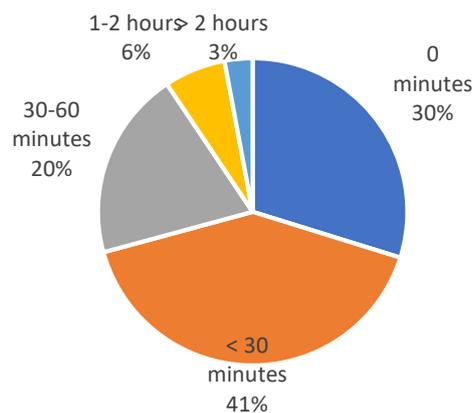


B.2.3. How much time do you spend on average each day *supporting your child's education* (e.g. providing learning support, researching topics, correcting assignments)?

S1-S3:



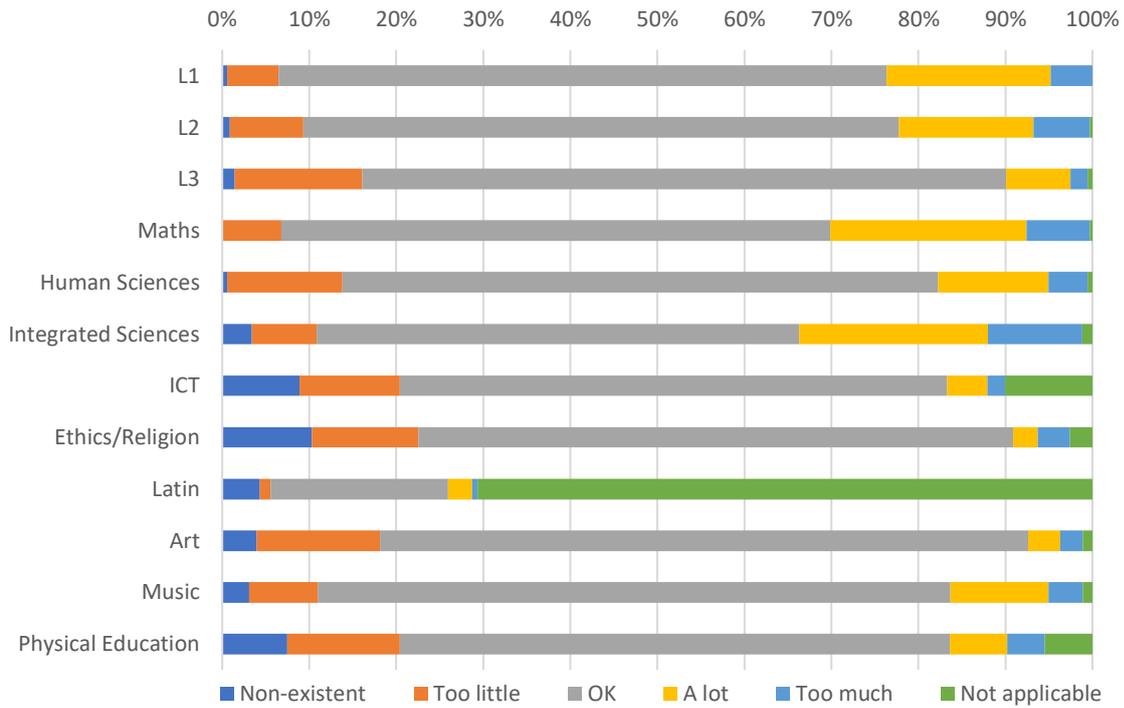
S4-S7:



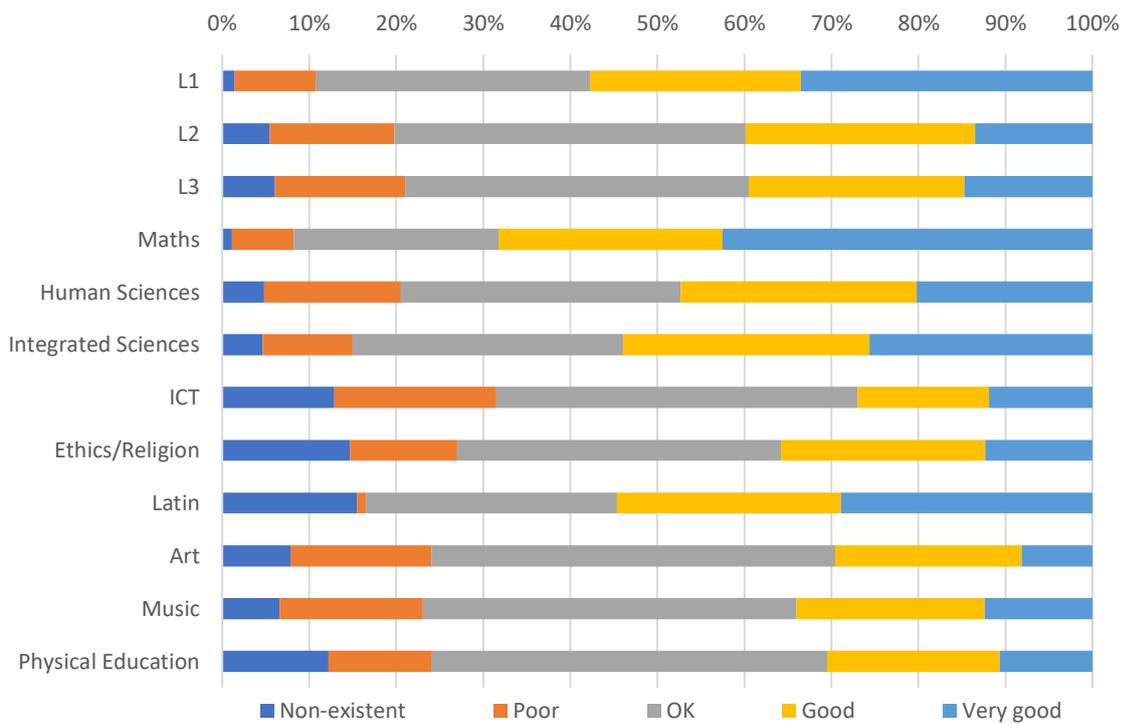
APEEL1 SURVEY ON REMOTE TEACHING

B.2.4. S1-S3 only:

a) How would you rate the workload?



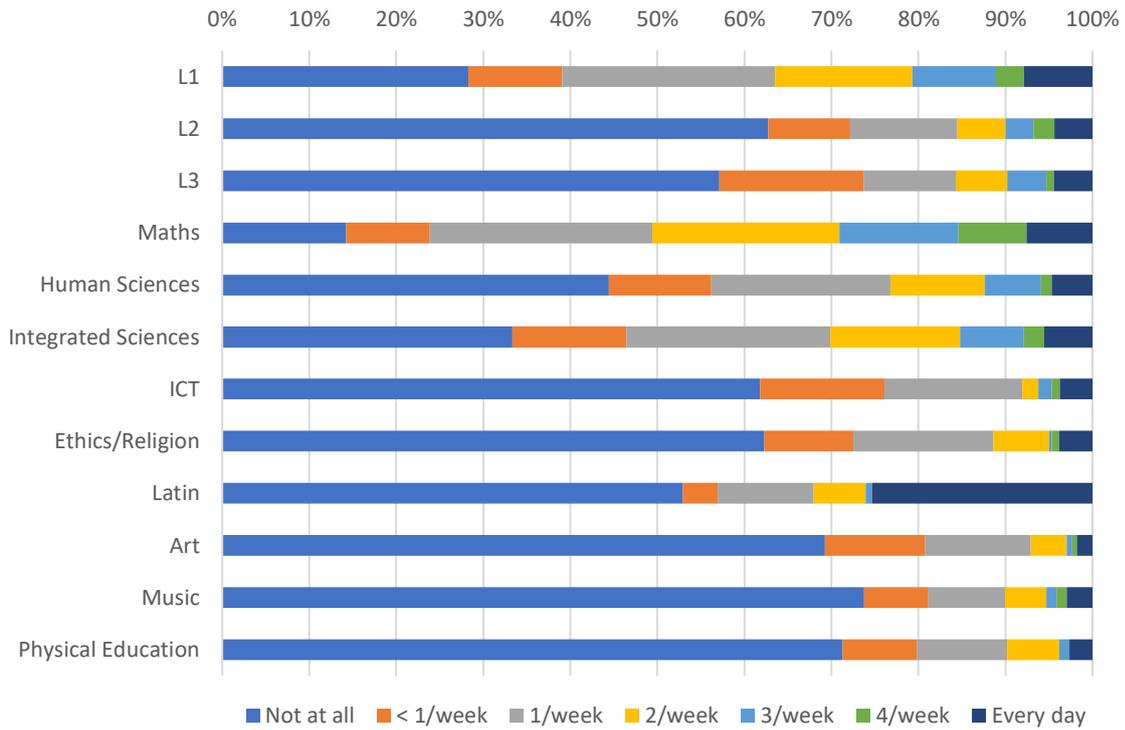
b) How would you rate communication between the teacher and the pupil?



APEEL1 SURVEY ON REMOTE TEACHING

B.2.4. (cont.) S1-S3 only:

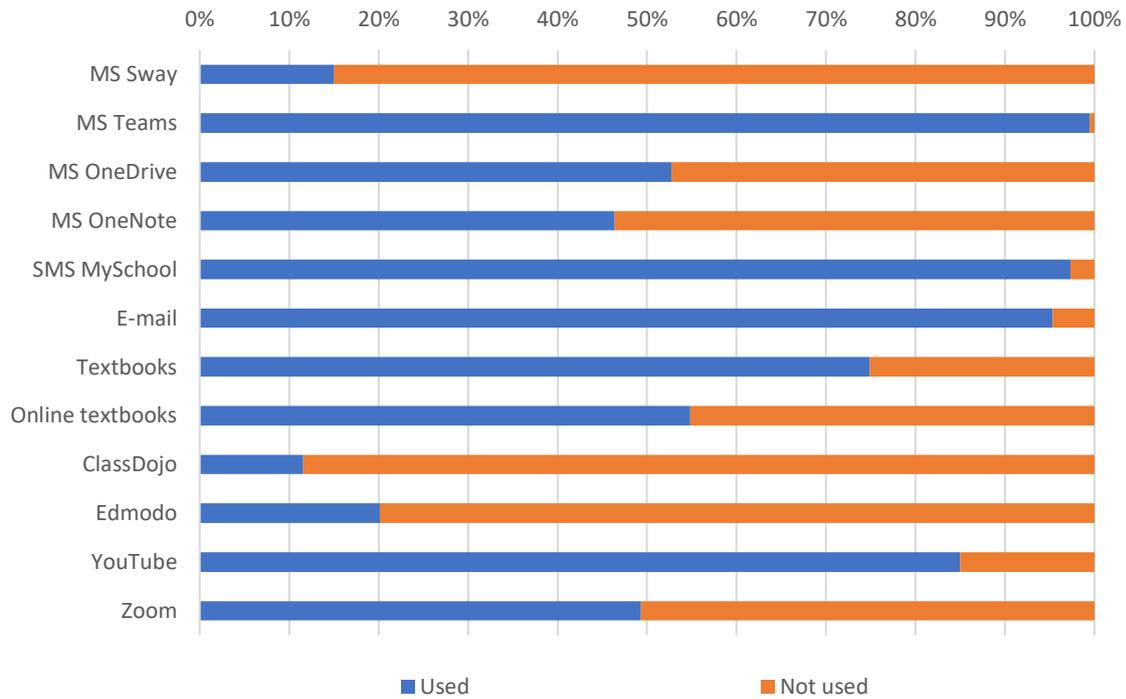
c) How often do teachers provide an opportunity for your child to interact online (e.g. online classrooms)?



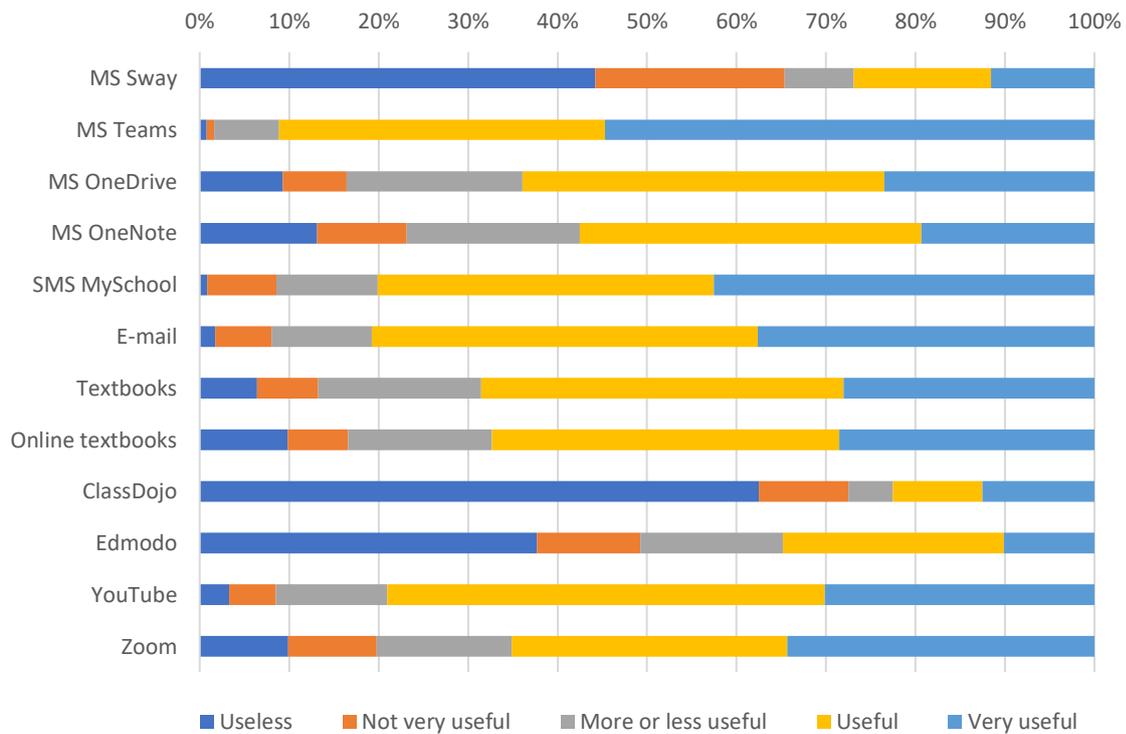
APEEL1 SURVEY ON REMOTE TEACHING

B.2.4. (cont.) S1-S3 only:

d) Use of distance-learning tools



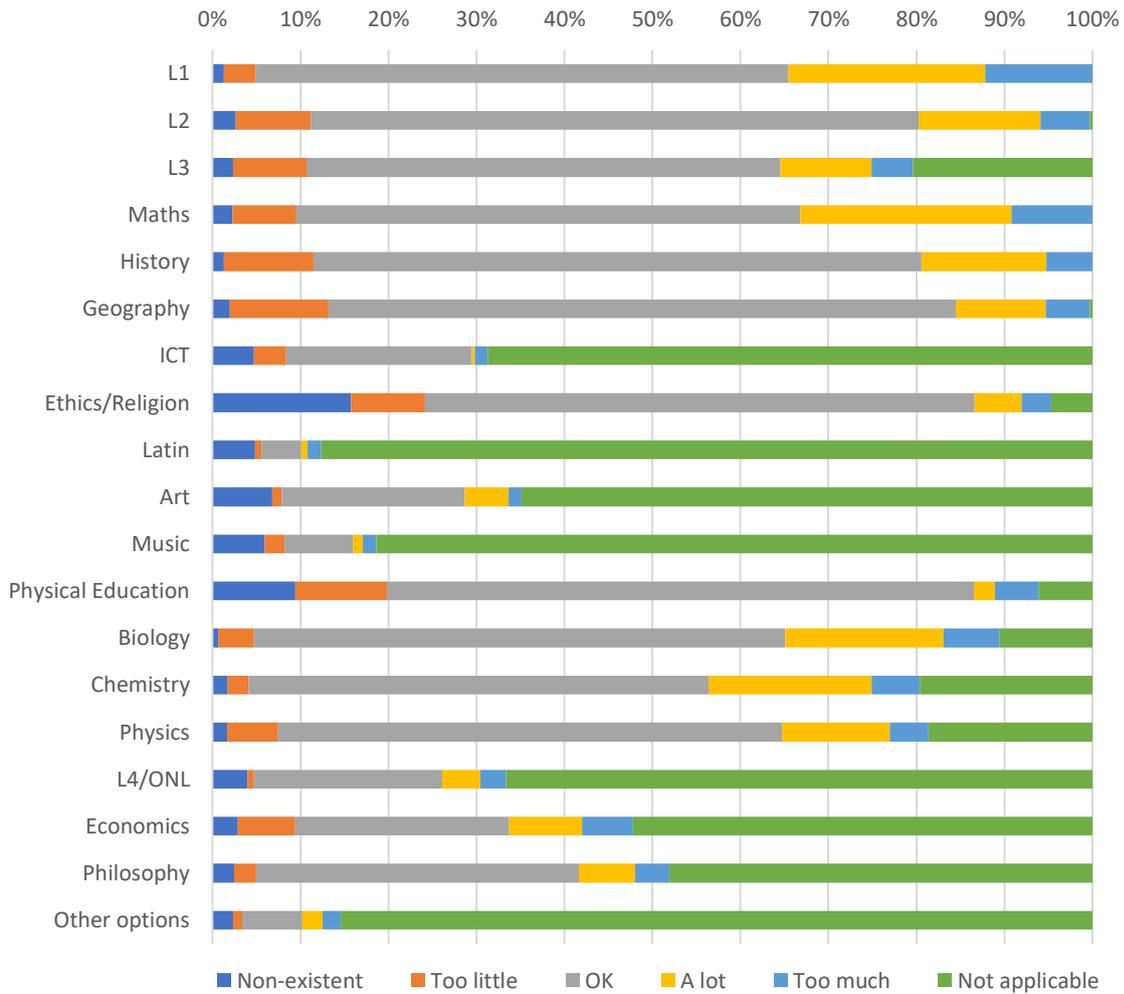
e) If used, how useful has your child found the following tools for distance learning?



APEEL1 SURVEY ON REMOTE TEACHING

B.2.5. S4-S7 only:

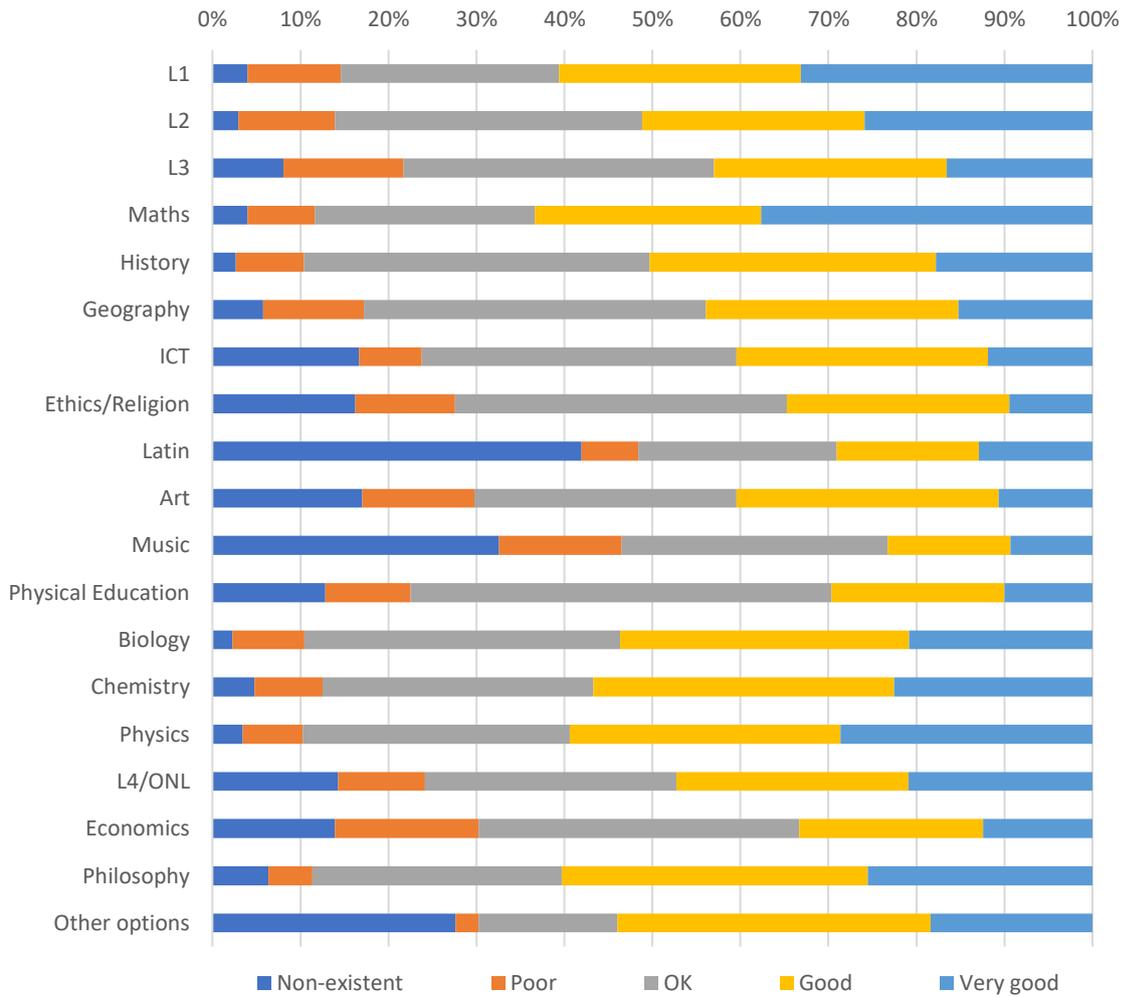
a) How would you rate the workload?



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B.2.5. (cont.) S4-S7 only:

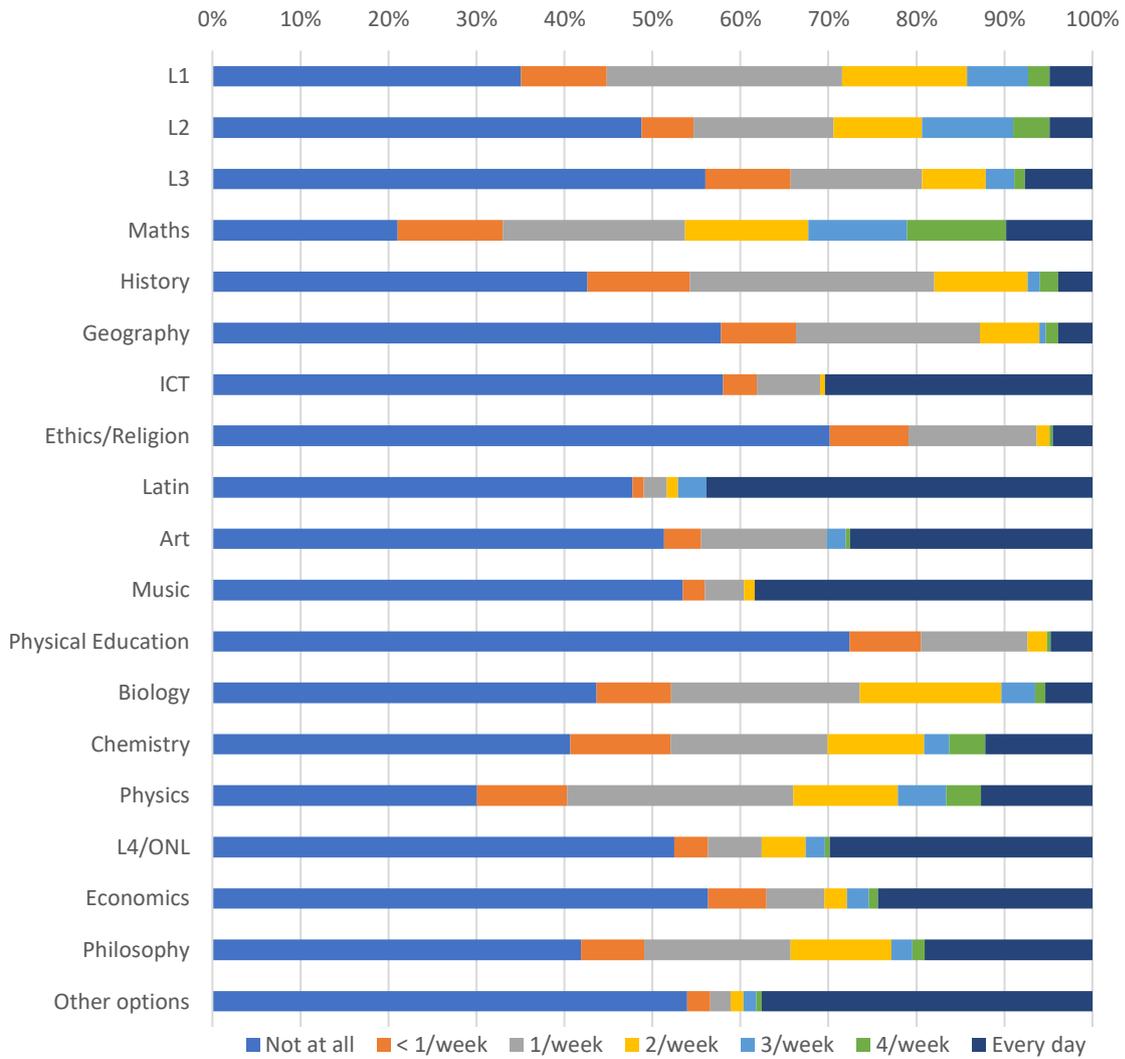
b) How would you rate communication between the teacher and the pupil?



APEEL1 SURVEY ON REMOTE TEACHING

B.2.5. (cont.) S4-S7 only:

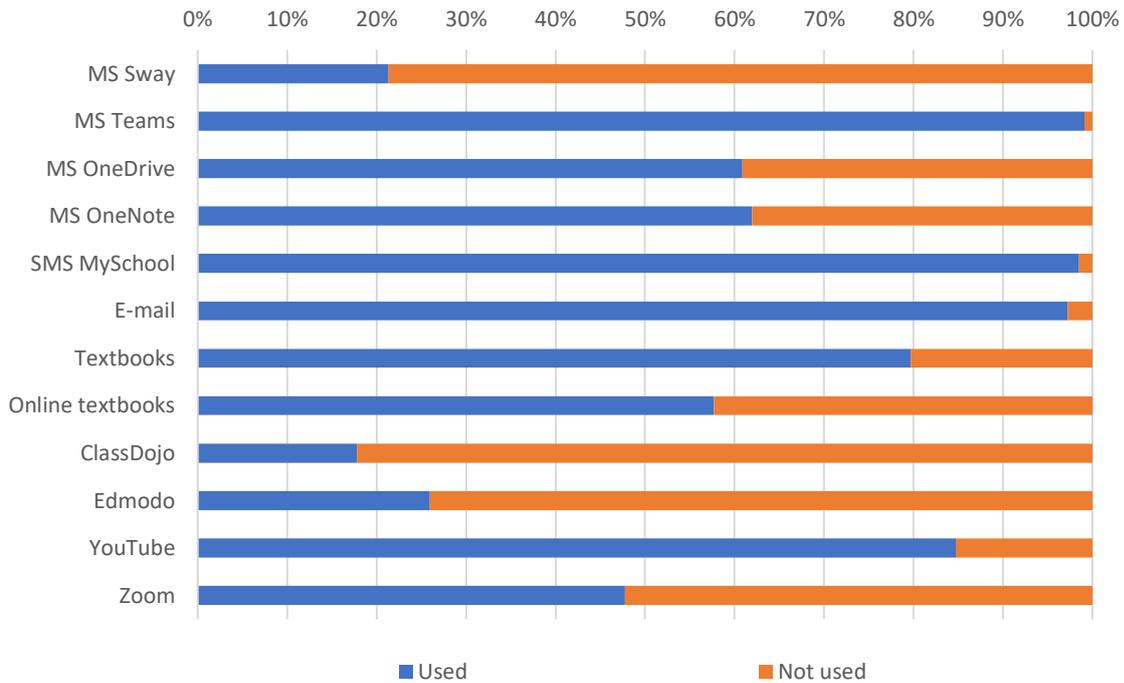
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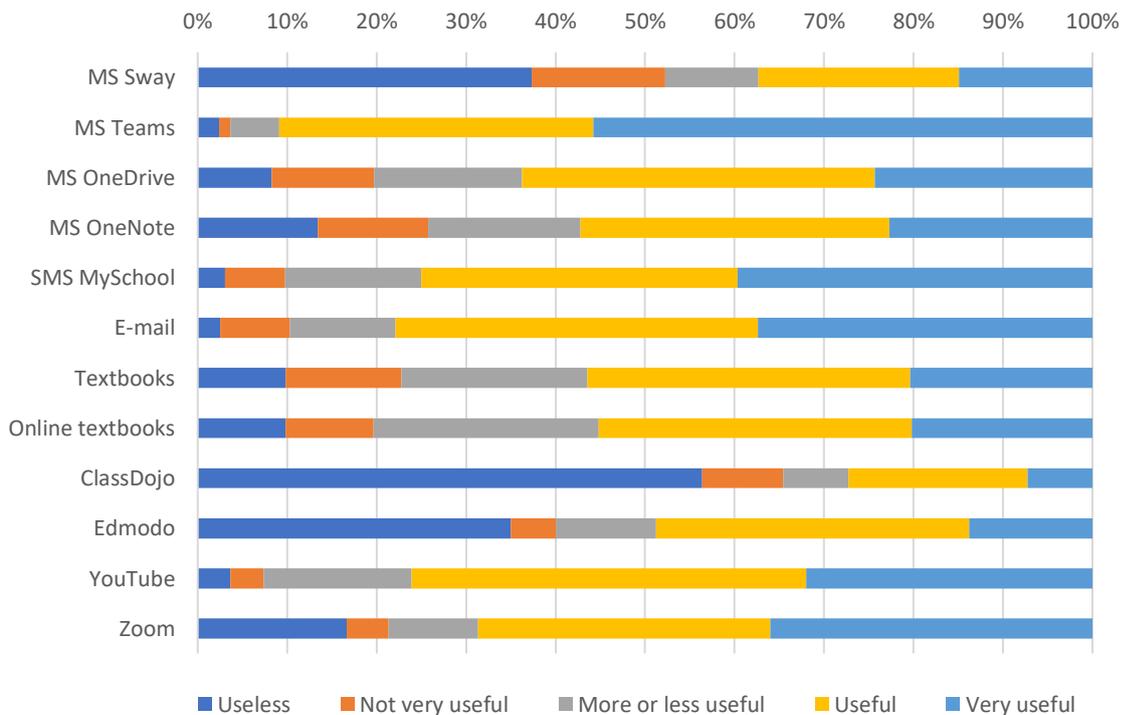
APEEL1 SURVEY ON REMOTE TEACHING

B.2.5. (cont.) S4-S7 only:

d) Use of distance-learning tools



e) If used, how useful has your child found the following tools for distance learning?



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B.2.6. Parents' written comments

Summary by Annette Mai

What worked well for your Secondary child?

Many parents commented that video teaching and online classes (in classes that were well structured) worked very well for the pupils. Especially Zoom and Teams was mentioned quite often. This helped them to stay also in contact with their classmates (esp. via Zoom). But also video material like youtube videos (for example for math lessons) were seen as very helpful.

Overall, distance learning in subjects taught by teachers who gave organized tasks and instructions worked very well. Unfortunately, not every teacher was so well structured, which we can see in the "difficulties" comments.

Many pupils, especially the ones in higher secondary grades, are already used to work with most of the remote tools and work quite independently, so the parents did not have to oversee the work. Many mentioned in this context that their children gained autonomy and self-discipline, as well as responsibility and organization skills.

There were also many parents that felt there was starting to be less stress for the pupils, that they were able to complete assignments on time and had a flexible time management. (It seems that there are two groups here: one complaining about time management (see "difficulties"), the other praising it. Presumably it depends on the age of the pupil or the instructions from the teachers.

What difficulties did your Secondary child face?

Most of the parents complained about **heavy workload**, consisting of a lot of homework and too many assignments (often without any explanation from teacher). In relation to this they are missing real time explanations and interactive lessons/teaching.

The teachers use **different tools/learning platforms** (for example mySMS, Teams, e-mail), so the pupils have to jump from one tool to another to retrieve their assignments from different teachers. Pupils missed their appointments (difficulty in finding information due to the different communication channels).

Another big issue is **time management**. The pupils don't know how to organize their time, also due to lack of a common structured time schedule. In this regard there were several complaints that teachers did not stick to their regular time of lessons, so there were several classes held at the same time.

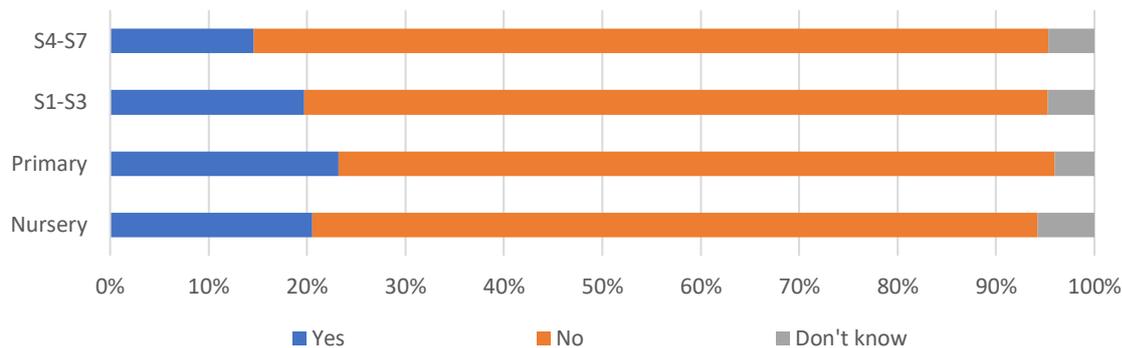
Many parents also complained about **motivation issues** and **loneliness**, with the pupils missing social life and their friends.

A few parents mentioned problems with internet/sharing computer time/no printers and **technical issues** (some platforms did not work).

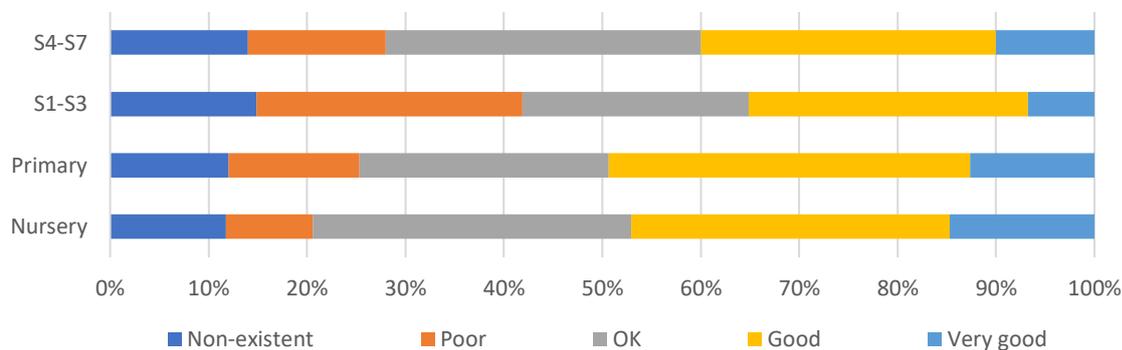
APEEL1 SURVEY ON REMOTE TEACHING

B.3. Educational Support

B.3.1. Does your child receive moderate or intensive educational support during normal school operation?



B.3.2. If yes, how would you rate the provision of educational support for your child through remote teaching?



B.3.3. Parents' written comments on educational support through remote teaching

Summary by Jorge Del Rio Cumbreno and Anna Maria Vago

This section was only completed by parents who reported that their children receive moderate or intensive educational support during normal school operation. In many cases, though with significant variations by cycle, they reported that the educational support via remote teaching was non-existing or poor (e.g. little contact or none with the students, not looking into the specific profile and needs of the student etc).

Some parents were of the belief that it would have been both useful and necessary for the regular teachers to coordinate and liaise with the support teachers. For example, in order to know what the students should concentrate their efforts on. Also students with learning difficulties tend to need a physical presence and need to have their lessons in a visual manner. In a few cases, there was a mention of a lack of adapting to the new ways of learning and trying too much to keep to the Curriculum...

There was a genuine request/wish from parents for a more active approach from the teachers regarding the distance learning eg. more video calls, more lessons given on-line and more feed-back to the students regarding instructions, corrections of their home-works, tests etc. Students should not be "left to discover everything on their own".

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A few parents pointed out that without their assistance, the distance learning would not work for their children.

A few parents thought that the approach was too IT-centric and that there should be more in writing. They thought it was rather chaotic with the multiplicity of communication tools and the sequence of communication. Lack of IT resources and too much printing was also a large complaint, especially for Primary and Nursery pupils.

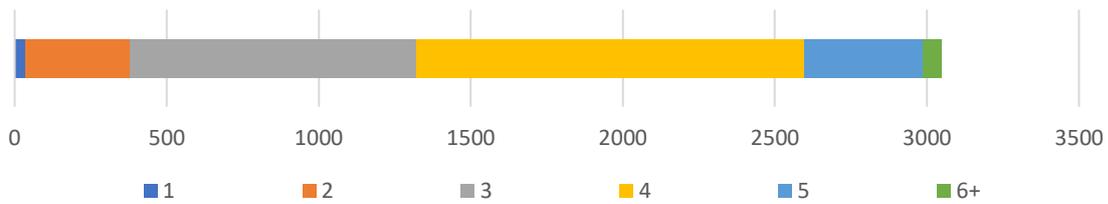
Few students managed to self-organise their tasks. A few parents commented on the bad management on behalf of the school management regarding the instructions to the teachers as well as too much pressure on some teachers from the school.

On the positive note, some teachers were said to be very efficient and helpful (while others had no or little experience with remote tools thus their support was less structured).

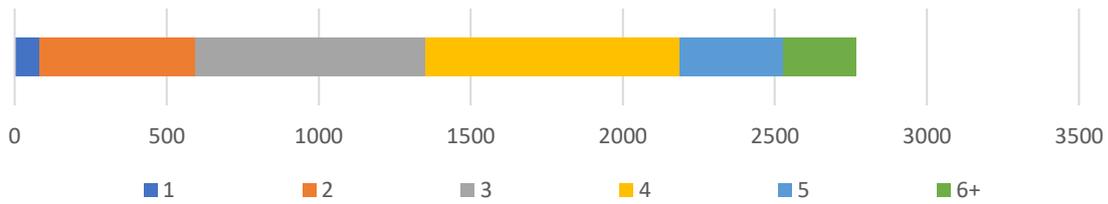
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C. Household situation

C.1. In total, how many persons in your household require online access for schooling or telework?

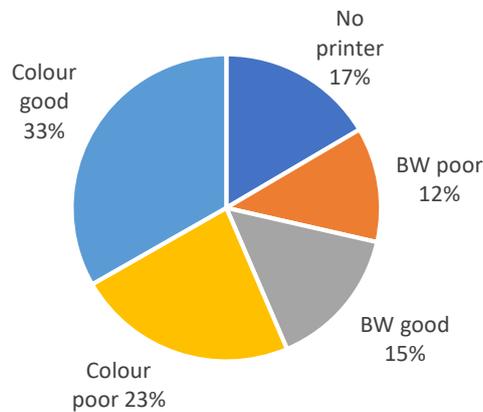


C.2. How many devices do you have at home on which to access schoolwork online?

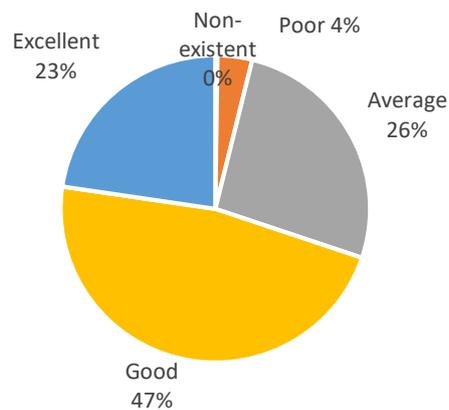


Average number of devices per family member requiring one: **0.91.**

C.3. Which of the following options best describes your ability to print schoolwork at home?



C.4. How good is your home internet connection?



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C.5. Parents' written comments on their household situation

Summary by Jorge Del Rio Cumbreno and Matilde Fernandes

Main Reason	Comments
Difficult to manage: telework and school	<ul style="list-style-type: none"> • It is difficult to cope simultaneously with the work and the school activities • It is hard to have children of different ages sharing the same space • When toddlers around, it is difficult to do something • Parents tend to focus on essential classes and dismiss others considered as "less important". • Parents need to organize all the workload of the children.
Internet problems	<ul style="list-style-type: none"> • Internet cannot support teleworking and home schooling at the same time • Internet is enough for one person, but not for 3 or 4 • Internet issues outside of my control (low bandwidth, provider issues...)
Too much printing	<ul style="list-style-type: none"> • I have to print too many documents for my child • Teachers replace lessons with print outs
Lack of IT resources	<ul style="list-style-type: none"> • There is no PC or laptop for everyone • There is no scanner • IT security not taken into account for selection of applications. • Lack of art material / unrealistic expectations from the art teachers.
Others	<ul style="list-style-type: none"> • Very expensive • There are elderly people at home and I don't want to risk them sending my children to the school • One child is ok, more it's complicated.
Lack of space	<ul style="list-style-type: none"> • There is no room for everyone • We have to share the same space so it is difficult when having meetings
No Printer	<ul style="list-style-type: none"> • There is/was no printer at home. I have to print in the office or buy a printer just for this.
Lack of educational support	<ul style="list-style-type: none"> • No contact from the school for support • Teachers are not understanding if work is not completed within timeline. • Teams is used as a chat by the students, parents don't have time to check it. • No assistance for children with special needs.
No guidance from the teachers	<ul style="list-style-type: none"> • Each teacher has a different approach • Teachers send the material but they are not available for review • It would be good to have at least once per week an online lesson with the teacher • More online classes / videos would be best, BUT careful with coincidence of classes with other children or parent's meetings.

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D. Parents’ suggestions for remote teaching

Summary by Luc Dupont and Karolina Zielinska

D.1. What short-term improvements could be made to change the outcome of remote teaching positively?

- Total number of respondents: 679
- **Challenge: foster a sense of purpose as parents, pupils and students, and teachers; having the agility to adapt and evolve along the learning curve of remote learning; preserving the human connection throughout this daunting period of collective crisis, and embrace the challenges as an opportunity to grow, develop and inspire to prepare the future.**
- The words and style of the views expressed were rich and diversified but tended to converge on the following dimensions:
 - Planning
 - Organization
 - Interaction
 - Differentiation by levels
 - Technology
 - Feedback
 - Line of sight on what is coming and where we are going

Considerations		Low Hanging Fruits
Planning	Planning is essential to guide and orient students, monitor and control their tasks and meet deadline	A substitute to the class agenda is essential to allow the weekly agenda to be followed. Convergence of Teachers’ demands is imperative to manage and structure the students plan for the week and to allow the parents who also work to be able to provide required oversight. The current situation is random not systematic.
Organisation	<p>Predictability</p> <p>The organization of the modus operandi is essential to achieve predictability. The absence of predictability is a source of anxiety, stress, conflict and at the end of the day, consumes our energy.</p>	<ul style="list-style-type: none"> • Anything that can be done by Teachers to provide students and parents a sense of predictability would be greatly appreciated. • Examples: Consistent use of platforms to communicate with students deliver material, request submission of homework etc. • Assist students in coming up with weekly plans for their use of time during a week.

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	Considerations	Low Hanging Fruits
Interaction	<p>Checking-in with teachers and classmates is pedagogically and psychologically important to students. Difference between confinement and disconnection. Important to keep the connection, inspire and motivate.</p> <p>Essential to academic progress</p> <ul style="list-style-type: none"> • Interface with students is fundamental – smaller groups but more often. • Predictable time slots to connect with Teacher (parents & students) by video • More personal approach • On-going communication. Long term projects tend to foster disconnection as opposed to ongoing projects (shorter and more regular) create a rhythm, a pace, a momentum (which avoids stop and go type of teaching) • Avoid document dump 	<ul style="list-style-type: none"> • Create regular forum to allow students to simply connect to foster a dialogue and exchange views on how they are living through this ordeal • Checking-in individually with the teacher to obtain feedback, guidance, and advice. • Checking hours between parents and teachers on a given day and given hours. • Provide more short-term assignment rather than multi-week assignments as a means of setting a learning pace. • Prioritize the learning – what is fundamental, essential or nice to know?
Differentiation by Levels	<p>Important to differentiate categories by levels to consider maturity, autonomy, and drive.</p> <p>Specific needs exist for example: the bac students</p> <p>Survey results suggest that parents and some teachers might be more technologically challenged than the students.</p>	<ul style="list-style-type: none"> • Primary • Secondary (1 to 3) • Secondary (4 to 7)
Technology	<p>Agility in using and understanding technology is essential to remote learning and to foster the use of common tools.</p> <ul style="list-style-type: none"> • Share best practices amongst teachers, amongst parents, amongst teachers and parents. 	<ul style="list-style-type: none"> • Create a compendium of online learning on the different software platforms such as Teams. • Identify a resource person for troubleshooting in providing guidance to Parents and Teachers. • Foster common principles amongst teachers as to best use technology

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Considerations		Low Hanging Fruits
		<p>to achieve a convergence and disseminating best practices.</p> <ul style="list-style-type: none"> • Videothèque-collection of recommended online videos to support teaching. As opposed to allow parents and students to randomly consult the internet, provide guidance on reliable sources compatible with the school curriculum. • Session on how to study remotely (dos and don'ts) session for pupils and parents.
Feedback	Feedback is essential to validation of learning	<ul style="list-style-type: none"> • Create and structure to provide feedback formally or informally. Preferably live
Line of Sight	<p>Convergence</p> <p>Process to submit homework</p> <p>Work Loads</p> <p>Weekly Timetables</p>	<ul style="list-style-type: none"> • Sharing of pedagogical approaches for teaching online (best practices) 1-3-6 month horizon • Notion of success

D.2. What other comments do you have?

- Total number of respondents: 412

Most of the substantive considerations have been covered in comments on the question on “What short-term improvements could be made to change the outcome of remote teaching positively”. The replies to the question on “What other comments do you have” identifies a number of qualitative themes:

- **Safety and Health** – the lingering prospect of the health hazard associated with going back to school. New discoveries are being made on a daily basis on the virus. These demonstrated that we think we know but we do not really know. It is important to put this issue front and center of preoccupations.
- The need for **Best Practice** sharing continues to be front and center as well, since creative and clever people often come up with new approaches to disseminate knowledge and learnings e.g. see teachers, schools or countries best practices and guidelines. It is an on-going endeavor that can be also achieved with time and engagement: *“Exchange between teachers and students will naturally improve the remote teaching process. It is essential to continue under this mode”*.

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- **Heroes:** Parents have singled out a number of teachers that have demonstrated outstanding leadership. We should do something about this by at least recognizing them perhaps in a Face Book article. It is important to position positive examples.
- **Recognition:** Nobody was prepared for this crisis, yet many have stepped up to take on the challenge: teachers (*"I wish to thank and show much appreciation for the hard work teachers are doing to comply and meet student needs. Together we can make it!"*), members of the school management, parents and our own association.
- **Positive experience and new perspectives:** parents have pointed out to new opportunities coming out of this unprecedented situation: *"It's amazing how much new possibility the remote teaching can offer."* or *"Je crois que l'un des avantages de cette drôle d'expérience sera que les enfants auront énormément progressé en autonomie de travail et en maîtrise des outils informatiques."*, *"We are surprised how well it worked. ... Personal contact in video chats with teachers and class mates have been very well received. For the explanations but also for some laughs...."*.
- **Looking Forward** is the need to plan ahead in the event that the virus crisis continues for the next 18 months with theoretical probabilities of a return in strength in the Fall in conjunction with influenza.

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