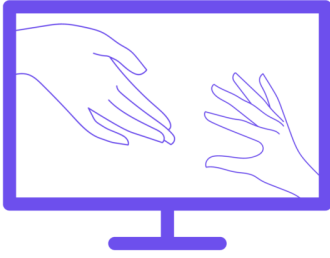


KEEP



KEY ENGAGING EDUCATIONAL PRACTICES USED BY SECONDARY SCHOOL TEACHERS
TO KEEP CONNECTED WITH THEIR STUDENTS FOLLOWING COVID-19 PANDEMIC

Erasmus+ Project

The results and conclusions of the KEEP project to prevent early school leaving





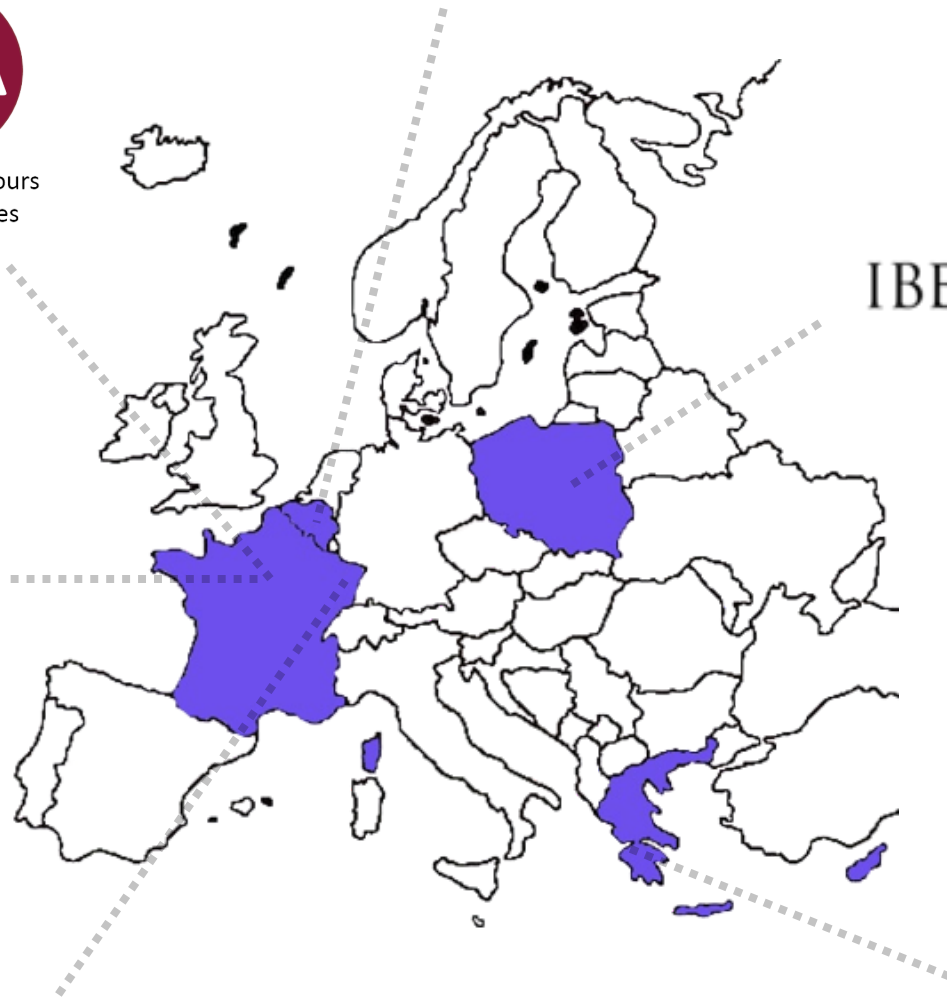
FOUNDATION P&V
*emancipation participation
citizensolidarity*



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**RÉGION ACADÉMIQUE
GRAND EST**

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Égalité
Fraternité*

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Délégation régionale
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au numérique éducatif



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Presentation of the KEEP Project

France Education international has launched the KEEP initiative which aims to identify and sustain good practices implemented by secondary school teachers during the COVID-19 pandemic to maintain pedagogical continuity and prevent early school leaving.



2,5 years
since March 2021



6 partners
4 countries

The project also aims to encourage the improvement of teachers' pedagogical and digital skills. More widely, the objective is to create a community of teachers united in the fight against school failure and drop-out. It should ultimately contribute to reducing school failure and the low involvement of some pupils in the learning process in Europe during school closure episodes.

In order to achieve these objectives, the six European partners have joined forces to carry out the KEEP project in 5 steps:

- 1** An overview of the measures put in place in four European countries to ensure educational continuity during the COVID-19 pandemic
- 2** An ecosystemic report on secondary education during the COVID-19 pandemic in four European countries
- 3** 20 portraits of teachers each highlighting an innovative teaching practice to keep in touch with students at a distance
- 4** A cross-national analysis of the practices collected
- 5** Conclusions and recommendations at the end of the project to prevent the risk of dropping out of school when students are at a distance

Situational review

The first step of the project, led by the P&V Foundation in Belgium, was devoted to research and data collection. Based on the methodological framework provided by the foundation, a common questionnaire was developed to collect data during the year 2021. This questionnaire was divided into three sections:

- the situation before the COVID-19 pandemic;
- the measures implemented in the educational systems during the pandemic;
- the impact of these new practices at regional and national level after the pandemic in Belgium, France, Greece and Poland.

According to the various sources quoted in the report, the COVID-19 pandemic was found to have had a significant impact on young people's learning, regardless of the efforts made by schools to maximise digital learning. In addition, education and policy makers found that inequalities according to the socio-economic background of the student were exacerbated by the pandemic. Those living in a lower socio-economic status were much more vulnerable (OECD, 2021b).

In response, many solutions were put in place as a matter of urgency, including the use of multiple strategies to catch up with the learning and acquisition of different educational programmes of students. In this sense, although many countries did not accurately measure learning losses, they were evident enough that they felt the need to put in place remedial programs to compensate for them and avoid too much disruption to the entire school population.

However, the COVID-19 pandemic also brought **new opportunities**. Digital transformation, for example, has been greatly stimulated. What would normally have taken years has been achieved in a short period of time. It now seems that governments and the various education stakeholders in Europe clearly feel the emergency to accelerate this digital transformation. Teachers and school staff have been **very creative** in minimising disruption to learning, and many **materials for distance learning** have been developed.

For further information:



Contextualisation

The ecosystemic report is an analysis of surveys and focus groups conducted in Belgium, France, Greece and Poland. Led by the University of Patras, this report highlights the relationships between the different contextual elements that contributed to teachers' activity during the COVID-19 pandemic.

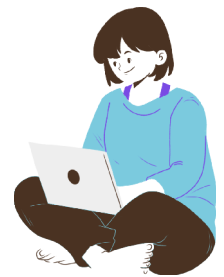
It shows, by country, the interconnections among three levels of study: regional (macro), local (meso) and personal (micro). In particular, it highlights the obstacles encountered by the participants, their needs in terms of digital tools and equipment, and the existing social and digital inequalities.



School leaders

The school leaders interviewed identified as obstacles the lack of teachers and students' infrastructure, teacher training and equipment, and the exposure of teachers' private space.

The students interviewed expressed their higher mental distress, their need for more communication and contact from the teachers during periods of lockdown, while praising the creative initiatives of most of them.



Students



Families

Families, in terms of support and management, pointed out the lack of coherence in national and local school guidance and would have liked financial support from the government in the purchase of equipment.

Teachers surveyed reported they didn't know what digital tool to use in the beginning and did their best to find some on their own. They trained themselves to adapt to the unusual situation they were experiencing.



Teachers

For further information:





Transnational analysis



In order to have an overview of the data collected during the realisation of the first three deliverables of the KEEP project, the EDA laboratory of Université Paris Cité led the realisation of the transnational analysis. This report identifies the factors that led teachers to declare their practices as effective and innovative.

Overall, 125 testimonies about hindering elements and 145 supporting elements were identified, each element representing a separate idea in the discourse of the teachers.

Within the main findings, the following elements appeared as very important: fostering autonomy and learning agency among students, teachers wanted to make the **learning experience enjoyable** for their students and, to enhance their engagement, the teachers in the study **customised** the learning experience based on their individual needs and interests. Additionally, they incorporated **interactive** elements into the learning experience to enhance student engagement.

As the learning environment shifted from physical to virtual, it became essential to establish and maintain meaningful connections between students, teachers, and families. This was particularly important for ensuring consistent attendance and preventing students from dropping out of school. To address this challenge, creating **spaces for exchange** was critical.

Teachers identified a series of challenges that hindered an effective transition to distance teaching. These obstacles encompassed both concrete issues, like **inadequate technological resources and training**, and more intangible problems tied to **emotional and psychological well-being** during the global pandemic. Educators had to face student-specific issues, a **deficit of digital skills and experience**, and the pressing need for greater parental engagement and support. Additionally, organisational difficulties within schools, and a scarcity of lesson preparation time further complicated the shift. Lastly, it was noted that pre-existing systemic issues in education were amplified during this period.

Finally, the teachers' mindset, particularly their **resilience and lifelong learning mindset** emerged as an important factor in their ability to adapt in the new educational landscape.

For further information:

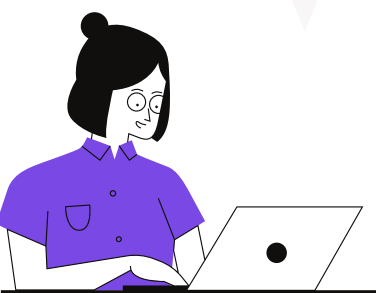


Recommendations

In order to enable the successful implementation of the project identified educational practices used by some secondary school teachers to keep in contact with students while teaching online, the KEEP consortium developed the following recommendations:

Maintaining and creating **open and engaged communication** between all relevant stakeholders in conjunction with developing the necessary **social skills**.

Students often ask for a better handling of communication channels. It could be sensible to think of a communication protocol that would be the same for every teacher in a given school. - Students and parents' voice



Availability of **digital communication technologies**, appropriate equipment and **high-speed internet (both for schools and for families)**.

"Important preconditions must be met before digital or distance learning can be done in a qualitative way: (to provide) access to infrastructure and sufficient connectivity, (...) and high-performance digital tools, learning resources and platforms (are available). There must be clear agreements on what, where, when, for what and how digitisation is deployed. These agreements are clear to all involved." - Policy maker's voice

Keeping online **lessons attractive and varied**.

Most of the students love competition and gamification. Even before the pandemic, they asked for playing e.g. Kahoot. It was the same during the remote lessons and could also play a role during repetitions. - Student's voice

A paradigm shift in teaching - student-centred teaching that **enhances student autonomy and self-reliance as well as their digital skills**.

"We must not only give information, but also activate students by encouraging them to create material." - Teacher's voice

Regular **training for teachers** and providing opportunities to improve their digital competences.

"The training for teachers, both in the use of digital media in education and in the basics of psychology that can help in difficult, sudden situations is crucial." - Expert's voice

Ensuring a uniform, coherent and clear **educational policy** for distance learning.

"It would be a good thing to establish a clear protocol in case of a new period of mass distance education. Either step by step, or with at least some general guidelines as to what to set up for it to be as efficient as possible." - Parent's voice

Develop **innovative practices in vocational education** for the training of specific professional competences.

"There is a crucial need of rethinking remote education basic principles for teaching practical subjects which are very important in technical and especially vocational education. We teach practical subjects. You can't have students do that at home on their own, but then again, you can't give them eight hours of digital theory either, that's not feasible for the students." - Teacher's voice

Creating an **environment for greater comfort** in teaching and learning - looking after the wellbeing of both students and teachers, avoiding stressful practices, keeping the human/social aspects of teaching/learning in mind.

"It is crucial to shift the focus from the delivery of the core curriculum to keeping students in school and, above all, in their peer group. It is important to take care of young people's wellbeing, taking into account the diverse needs, constraints and abilities of students" - Expert's voice

For further information:

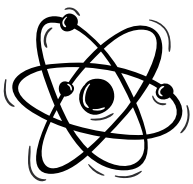


French portraits



French, History and Geography

*Interactivity through video media
and the Genially platform.*



Physics and Chemistry

*Asynchronous teaching through the flipped classroom,
supporting autonomy through digital technology.*



Sport

*Provide physical and sports education during periods
of confinement through the creation of a dedicated
application.*



History and Geography

Energising learning activities with annotated video.

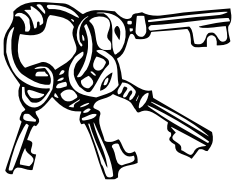


Italian

*Playing with language acquisition through role-playing
and immersion in a fantasy world.*

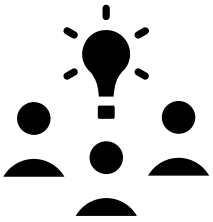


Polish portraits



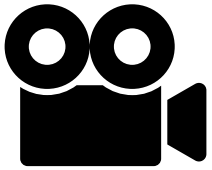
Spanish

Gamifying learning through educational escape rooms.



Polish Language and literature

Make learning fun with a collaborative board.



Physics and natural science

Animate and engage your physics classes through the use of videos.



Polish language

Energise learning activities with a range of resources.



Programming and Computer science

Understand the mindset of your students to make lessons more engaging.



Belgian portraits



History

Digital learning paths to follow in order to work independently.



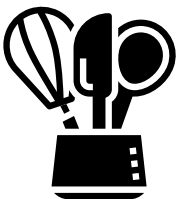
Dutch literature

Analyse a text at your own pace using sound slideshows.



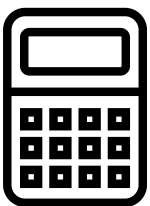
Cooking

Taking cooking classes in times of confinement with home delivery instructions.



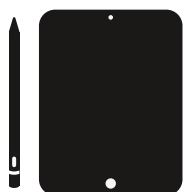
Mathematics

Alternate asynchronous and synchronous lessons to make the lessons more dynamic.

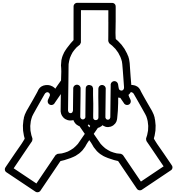


Electromechanics, industrial mechanics and electricity

Graphic tablet and digital pen to replace chalk and board for distance learning.



Greek portraits



Mathematics

To share practices through a digital collaboration space.



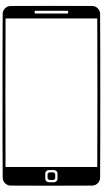
Music

Understanding music through collaboration on slides.



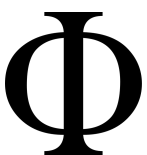
History

Asynchronous teaching and diversification of resources through the flipped classroom, supporting autonomy through digital technology.



Physics

Mobile phones as scientific tools.



Greek Philology-Literature and Philosophy

Making learning fun and developing autonomy through a concentration of resources



Notes

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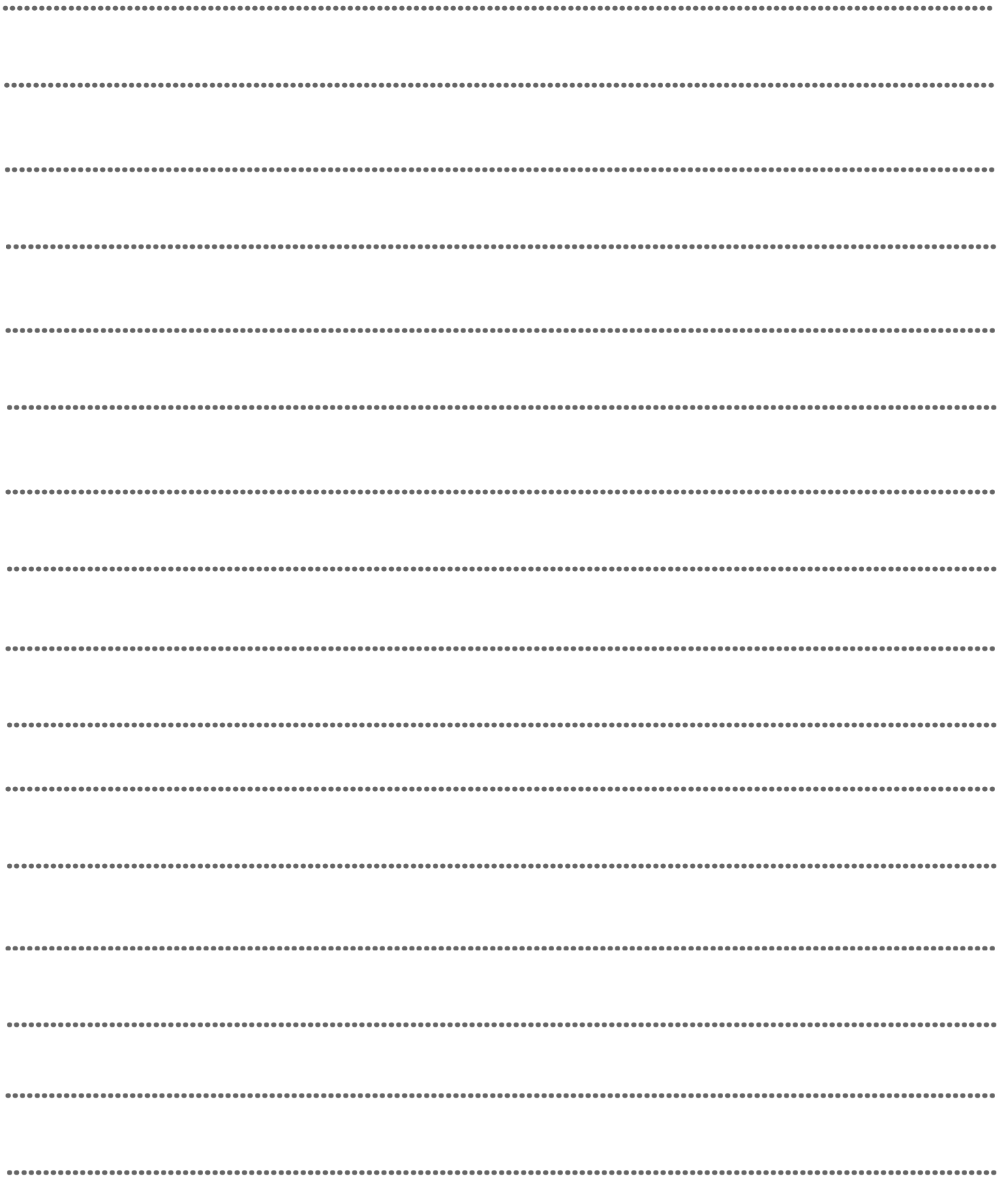
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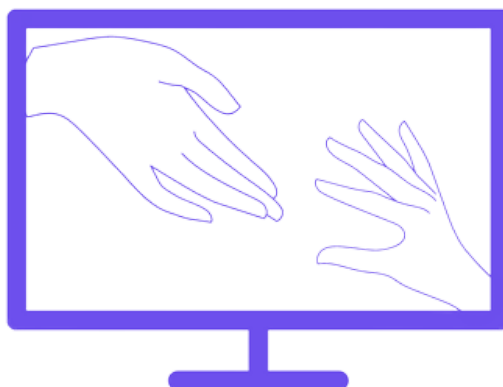
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KEEP



For further information, find France Education international on:



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