

Guided Remote Learning

The main idea in this model is that there is more emphasis on "learning" than on "teaching": not only because there are practical difficulties but also because that is the only way knowledge transfer can happen effectively. This model is based on the "flipped classroom" model.

Student motivation:

Like any other learning model, this type of learning works best when students are truly motivated and honest. This motivation can come from the following sources:

- (a) Teacher: partly thru the online interaction and largely from the material itself.
- (b) Student: thru their interest and curiosity about the subject and willingness to persist with all learning activities.
- (c) Parents (or other local stakeholders): for younger students, local stakeholders can help unblock issues, facilitate learning thru some participation, encourage students to undertake and complete activities.
- (d) Peers: Students are encouraged to collaborate, help, and assess each other's work.

Assessment and grading:

There is little importance given to assessment, grading, and continuous feedback. Students use "peer assessment" (or "parent assessment" for younger students) for smaller exercises and "detailed feedback" from the teaching staff for their unit projects. Cheating and slacking is certainly discouraged but there is little importance given to monitoring since the pace of learning is left to the individual student and there is no pressure to "perform".

Logistics:

Students learn from their own location - home, office, or whatever. They use the Internet to access the learning resources and connect with the teaching staff. Whenever possible, students are encouraged to work in groups. Students try to resolve queries among themselves using online forums. It is assumed that students are familiar with common online tools such as the browser, email, etc.

Delivery:

Content for the course is provided by the instructor -- book, articles, tutorials, examples, videos, self-assessment/practice questions and exercises, etc.

Using this material, the teaching staff assigns every week a "learning activity" to students. Students are then expected to work through all this material on their own (or in the case of children, with the help of their parents).

About halfway in the week, an online session is offered to connect with the teaching staff at which the following happens:

- (a) Teaching staff discusses some of the difficult ideas in the material.
- (b) Students get answers to their questions, get their programs debugged, get their concepts clarified, etc.

This pattern continues every week. Students are expected to keep track of their learning activity and keep pace with the overall course. As mentioned earlier, the teaching staff does not "assess" the weekly assignments.

At the end of every Unit, a unit project is offered which students can submit and get detailed assessment and evaluation of their work. The number of units in a course would depend on its duration. Every student gets a course completion certificate.

Author: Abhay B. Joshi (abjoshi@yahoo.com)

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