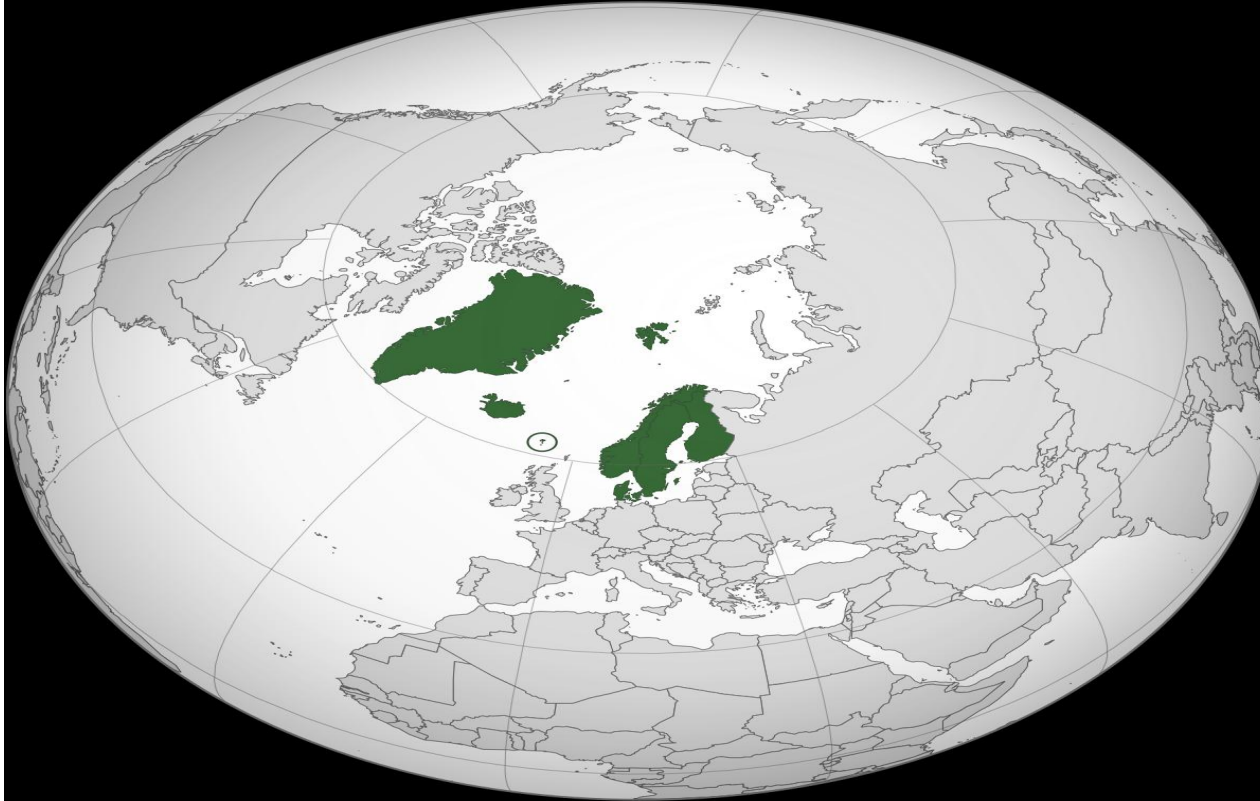


e-Learning in the Time of Corona Virus

The Nordic Experience



... Back to the Future with *The e-Learners Manifesto*

by *Eleni Berki*



About... me, Eleni: Who and Where am I?

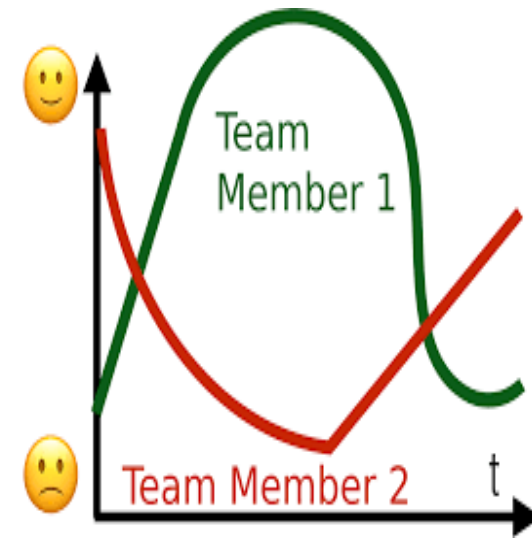
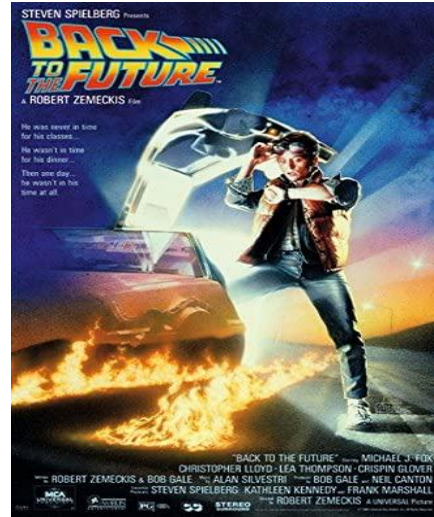
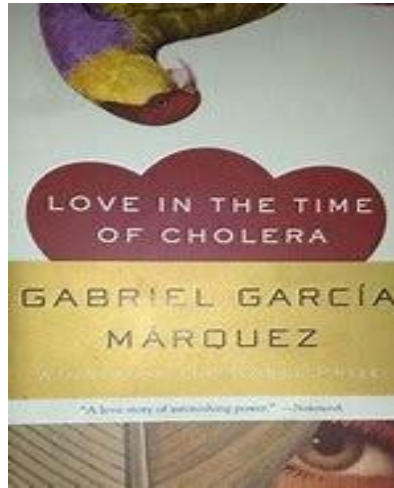


University of Jyväskylä, Central Finland



About ...Title and Talk

- What's in a Title...



- What's in **This Talk** - The reality of Open/Distance e-Learning as avoided/praised in:
 - Back to the Past! A brief *historical perspective*
 - Back to the Present! – The **Nordic Model**
 - At Present! – INSPIRE a **Plan** for organising e-learning
 - Back to the Future! - With a **Strategy/Manifesto**

Learning/Schooling in Times of Health Hazards

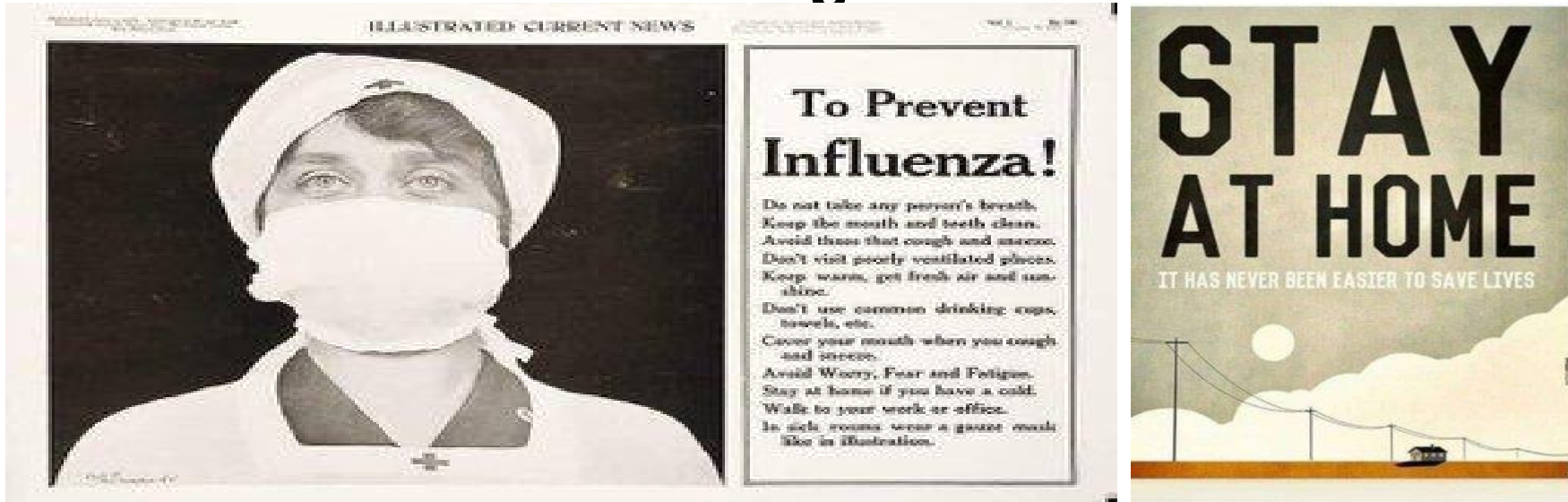
- Which were well-known health hazards? When and where did they start? How long did they last? What triggered and what ended them?
- *Which were the **most affected countries? Why (these only)?***
- Who/What guided humanity to ***safe life, secure interaction and healthy survival?*** How?
- **In the absence of TV, telecommunications, Internet:**
 - How did information and knowledge dissemination happen?
 - How was the reality reported, described, avoided, praised?
- **In the absence of Internet, ICT, e-learning/m-learning:**
 - Were there any Learning? Teachers? Students?
 - How were Schooling and Learning organised?
 - ***Which countries outperformed? Why (these only)?***

***Enforced Social Distancing/Exclusion: Distance Learning
AND Distance Schooling in the Time of Lepers Colonies***

@The mysterious islands of
Själö (Seili)
Nordic Archipelago and *Spinalonga*, Crete



Back to the Past: Schooling in the 1918 Pandemic



1918 Pandemic *Recommendations & Lessons Learned*

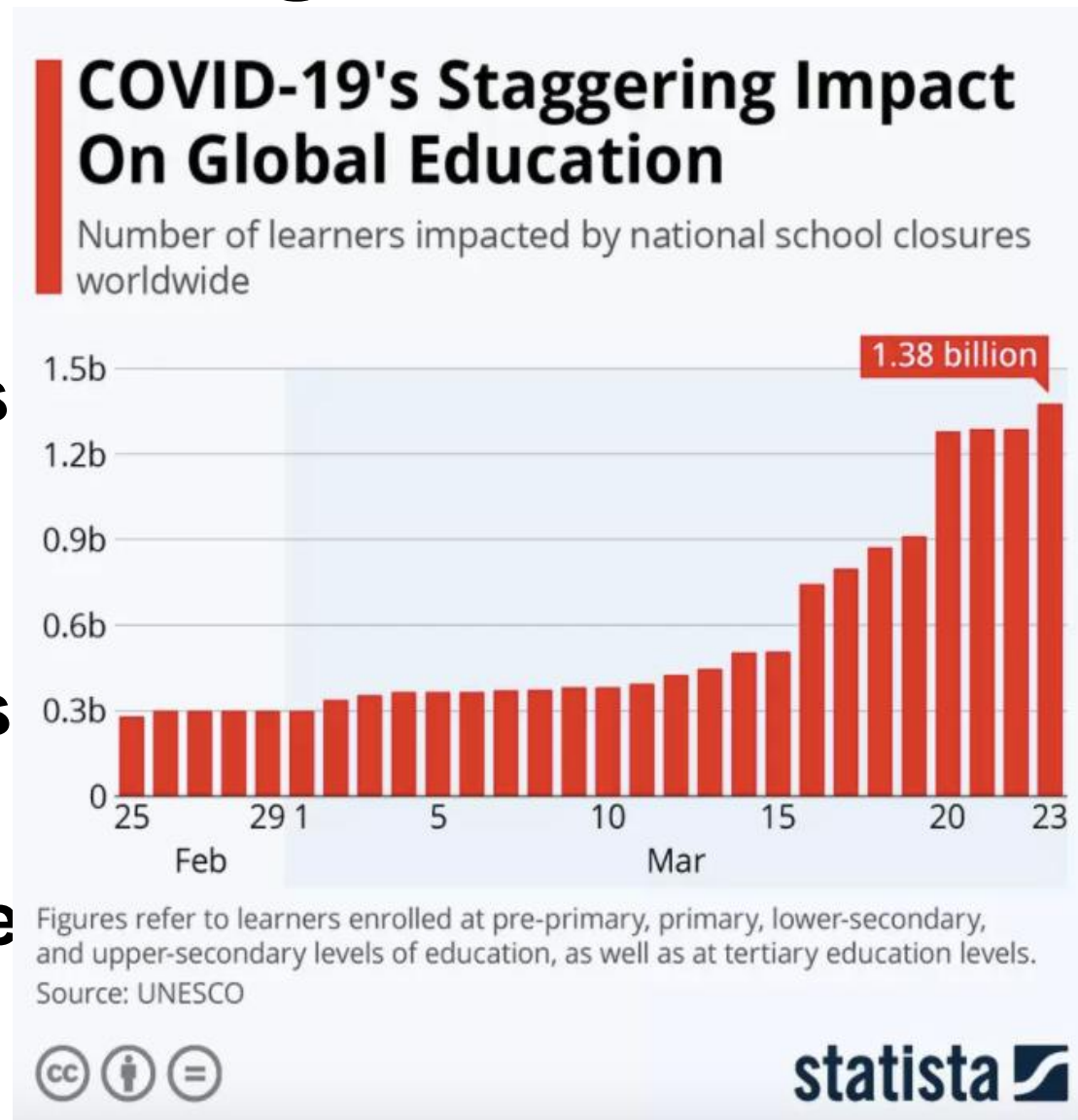
1. Invest in school nurses
2. Partner with other authorities
3. Tie education to other priorities

At Present - Learning Worldwide

Ø 1,184,126,508
affected learners

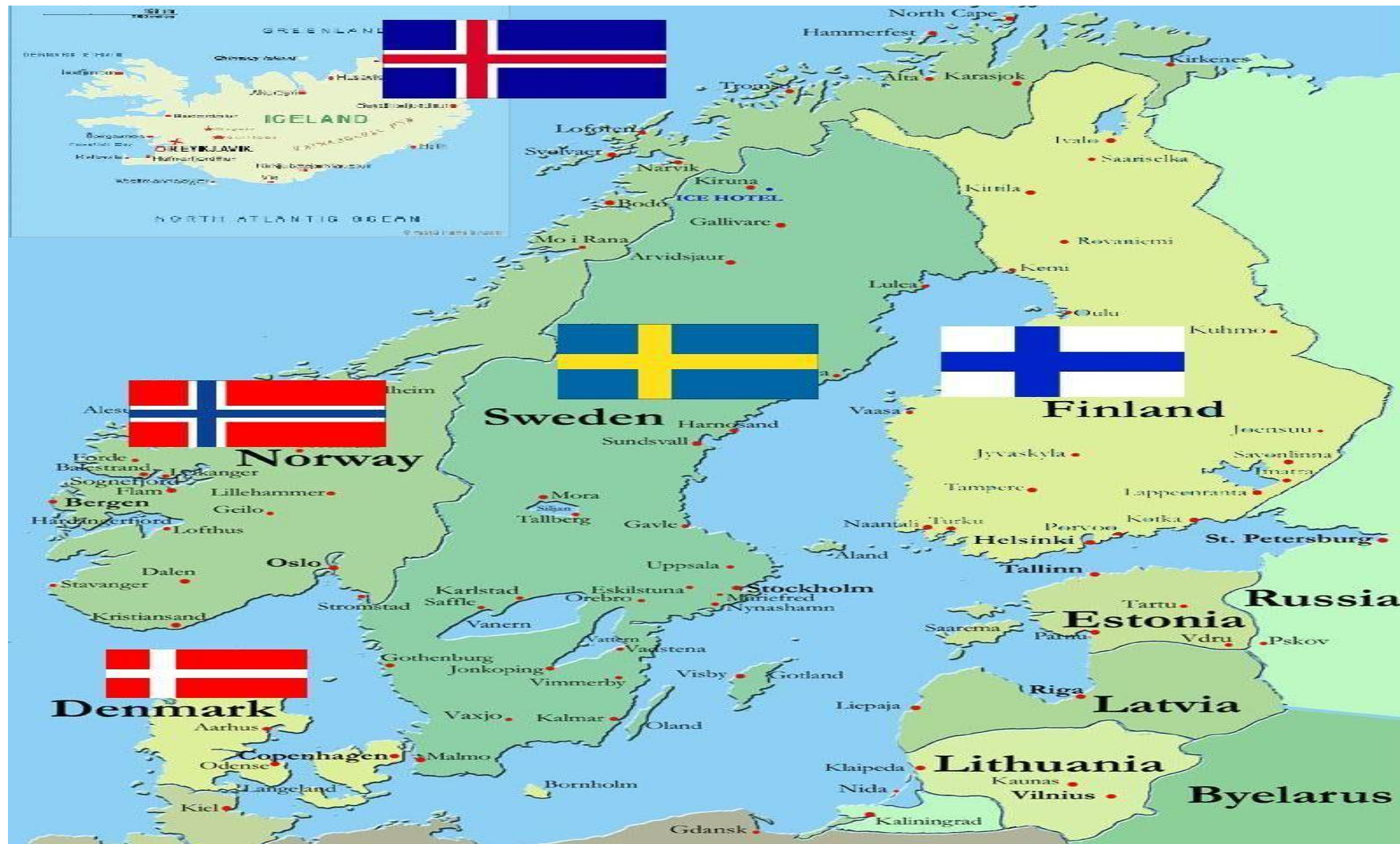
Ø 67.6% of total
enrolled learners

Ø 143 country-wide
closures



The Five Nordic Countries

(4/5 have women Prime Ministers)



Attention to the Nordic Countries:

By [Elena Sánchez Nicolás](#), Brussels, 15. Apr, 07:04

- *Denmark* are expected to start reopening some kindergartens and schools from this week, although **children should be at home** if they were in contact with someone who was ill.
- Additionally, **Finland** recently extended the **restrictions on face-to-face teaching** until 13 May, while the country is preparing for **school closure** until the end of the term (30 May 2020).
- Meanwhile, **primary and lower secondary schools remain open in Sweden** since the beginning of the coronavirus crisis.

Sweden: Mix of open schools + distance learning

- Education unions focused on emphasizing the role and safety of their members, since **schools remain mostly open**. While local authorities have a mandate to call for school closures, **unions criticised** this and **called for national guidelines** on whether schools should be closed.
- **Upper secondary and HE closed; distance teaching/learning** is being implemented.
- Education International's affiliates – *Läraryrket*, *Lärarnas Riksförbund* and the Swedish Association for University Teachers and Researchers – provide **up-to-date information** on developments with links to the website of the education directorate (*Skolverket*).

Norway: Cooperation and communication

Education International's three member organisations in Norway – the Norwegian Association of Researchers, *Skolenes Landsforbund* and *Utdanningsforbundet* – **cooperated with the government** and were consulted prior to the adoption of **crisis packages** by the Parliament. The education workforce is well protected and (for now) has **financial security**.

All schools, kindergartens and universities were **closed**, as part of **emergency measures** that lasted until April.

- Unions and their members stand together, build **trust** and show **social responsibility**. Communication is vital and the unions cooperate with the education ministry and employers to provide professional advice to educators.
- Students and teachers had **access to whatever equipment** they require and are using educational and school-based platforms.

Denmark: *Online Assistance* to Union Members

- The Danish National Federation of Early Childhood and Youth Educators, the Danish Union of Teachers, the *Dansk Magisterforening* and the *Gymnasieskolernes Laererforening* – affiliates of Education International – have set up **informative and easily accessible webpages** focusing on **educators' rights** and **practical information**. The *online resources give advice related to health and on how to interact with children*.
- They also **outline ways** for members to **continue their teaching during the school closure**. Links to the websites of local education authorities and UNICEF are provided and members are encouraged to **follow all official advice** on the COVID-19 crisis.

Iceland: *LL e-Learning and Edutainment*

- The **LLL Centres** offer **online** courses on physical exercises, job-related and for fun and courses to **teach people to relax**.
- Idan Education Centre, which provides training for VET professionals has made courses available to its target group. The **most popular is the funny "breaks on a Friday "** provided by comedian **Ari Edjárn**. He works from home, equipped with a laptop and a bottle of sanitizer.
- Many teachers of the Universities of Iceland and Akureyri held **online educational camps 26.5**, where **shared useful tools and techniques for online teaching**.
- Students of psychology have been offering **online consultations** for their co-students and their families, who are suffering from different forms of anxiety.
- Private Initiatives - a mother and her son **developed courses for elderly people on the utilisation of all sorts of online tools**; simple YouTube videos.

Finland Outperformed: *Dialogue on distance learning, day-care, duties, special needs*

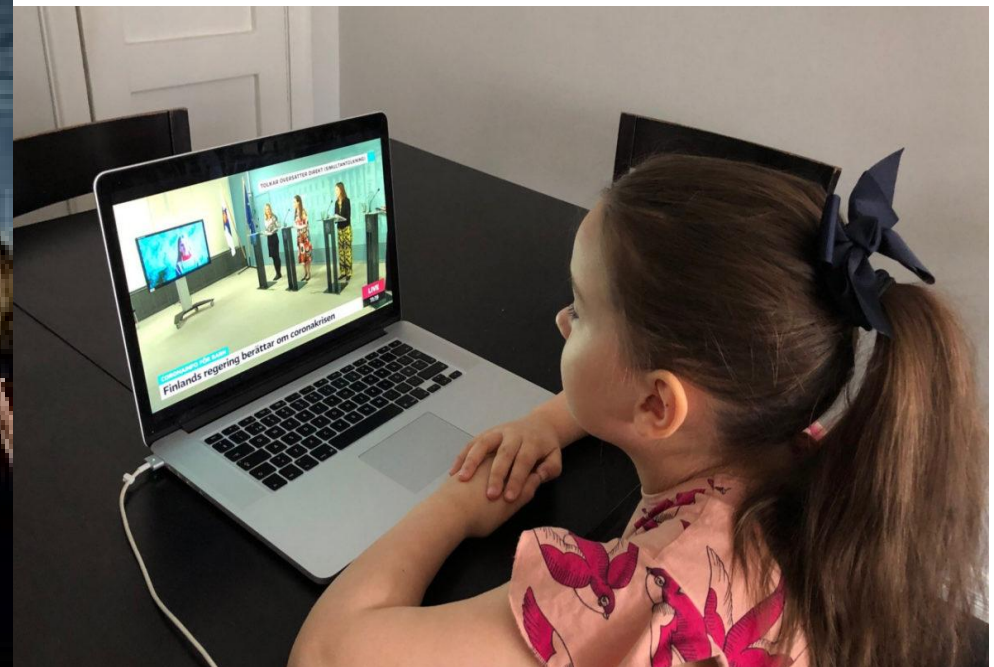
- *16.3. - The government announced a state of emergency. Nationwide school closures to help prevent the spread of COVID-19 started on 18 March and are set to continue until 13 May. Day-care centres stayed open but parents were asked to keep their children at home if possible.*
- **Parents in jobs critical to the functioning of society** who have young children can send their children to **specially arranged care.**
- Adjustments to the quarantine of **students with special needs** were made available.
- **Most education was delivered via distance teaching/learning.**
- *Educators retain their salaries and rights when they transfer to distance-based teaching.*

Finland: e-learning and distance work for the teachers

- [Opetusalan Ammattijärjestö \(OAJ\) is fully supportive of the Government's decisions](#) and participated in discussions for schools closing. **Two key issues** were:
 - **Distance teaching** requires particular competency, **knowledge, equipment, programmes,** and ***education of teachers*** themselves. Whilst many teachers were familiar with distance-based learning, it was a new experience for others. The OAJ said that **employers must ensure that every teacher has adequate skills and equipment to teach.**
 - In the **collective agreements**, employers have a right to define where a teacher should undertake their work. Some local authorities told teachers to deliver their distance teaching from the school premises. OAJ tried to convince employers to allow teachers to work from home.

Finland – Adaptation to *The New Normal*

- [As Finnish teachers move classes online, family routines change](#) (From Helsinki Times).
- [Finnish universities of applied sciences start to apply distance and online learning practices due to the coronavirus situation](#) (Themes, Education, 17 March 2020)
- ["We see lots of happy faces on the screen": how one Helsinki school is adapting to the new normal](#) (Themes Education 25 April 2020)



Nordic handling of the covid-19 crisis

Similarities and Differences

- q Whereas **Finland and Sweden** have small ministries and autonomous administrative authorities, ...
- q The **politicians** are more directly **in charge** of the administration in **Norway and Denmark**.
- q Thus, it was **easier in Denmark and Norway to react quickly** with political decisions - and even to overrule authorities and their expertise when it was considered politically necessary.
- q **The Danish** government **swiftly imposed restrictions** and closed its borders even **though the epidemiologists** at the Danish Health Authority (*Sundhedsthyrelsen*) **said it was unnecessary**.
 - *Fundamental reason: the differing administrative traditions.*

Different Experts for the Well-being

- *In Sweden the state epidemiologist is more often on television than the prime minister, and is considered the 'captain' who will ride Sweden through the storm.*
- *In Norway and Denmark, the prime minister is a clear front figure.*
- *In Finland Prime Minister Sanna Marin is also a front figure, but constantly emphasises that she follows the recommendations of the **Finnish Institute for Health and Welfare**.*

According to Henrik Stenius, the founder of the [Centre for Nordic Studies at Helsinki University](#):

The **central expertise in crisis situations** are:

- ü *economists* in Sweden,
- ü *historians and philosophers* in Finland,
- ü *lawyers and historians* in Norway, and
- ü *political scientists* in Denmark.

Issues Raised and Lessons Learned

- e-Learning and/or distance teaching are ***different*** than just making video conferences and lectures.
 - Interacting and engaging with students online, as well as assessing and evaluating them, require *specific methods, tools, expertise and skills*.
 - Conventional educational content **cannot just be moved online** – it must be adapted and ...it does take time!
 - **Not all** students, families and schools **have reliable internet access; or car; or lunch meals; (or food, or electricity, or home address, or home, ... elsewhere!)**.
 - *Blended learning, suitable digital tools, security of the digital presence, availability of open/free materials can be the drive for the teachers, students and parents to be motivated and committed to learning.*
- ✓ In a '**breathing**' curriculum! Sometimes LESS IS MORE!

IMPORTANT LESSON: Collaboration of *Private* and *Public* Sector for *Open Educational Resources*

- *Coronavirus: Nordic digital educators collaborate with authorities amid pandemic. (By Gerard O' Dwyer 16.4.2020)*
 - **Nordic education technology startups** support education establishments in offering continued education.
 - Leading **Nordic e-education providers** Sectra and Koulu deepen **collaborations with national education authorities** to deliver **cost-efficient home schooling** and **remote learning**.
 - Concerning closing the schools, ***teaching and learning moved fully online***. To support the teachers and parents in this new situation, ***Nordic countries opened up their e-learning solutions*** for the world for free.
- √ Here you have 40+ remote FREE/OPEN learningsolutions:

<https://education-nation.99math.com/>

Nordic Model: Free education access

Mon, Aug 19 2019 6:59 AM EDT, CNBC

Minister of Education Li Andersson

on Educating for the Future, says that:

- Teaching is a highly-valued profession in Finland.
- The country has built a system of education that is *accessible for all* students.
- Equal Access to Education is a **Constitutional Right**.
- Original Interview Video (02:28 mins) at: (<https://www.cnbc.com/video/2019/08/19/teaching-is-a-highly-valued-profession-in-finland-education-minister.html>)



Nordic countries - Metrics and Measures

The 5 countries are some of the world's most equal on a number of metrics and measures; it makes sense to look into them for lessons in how to build a more equal education and society.

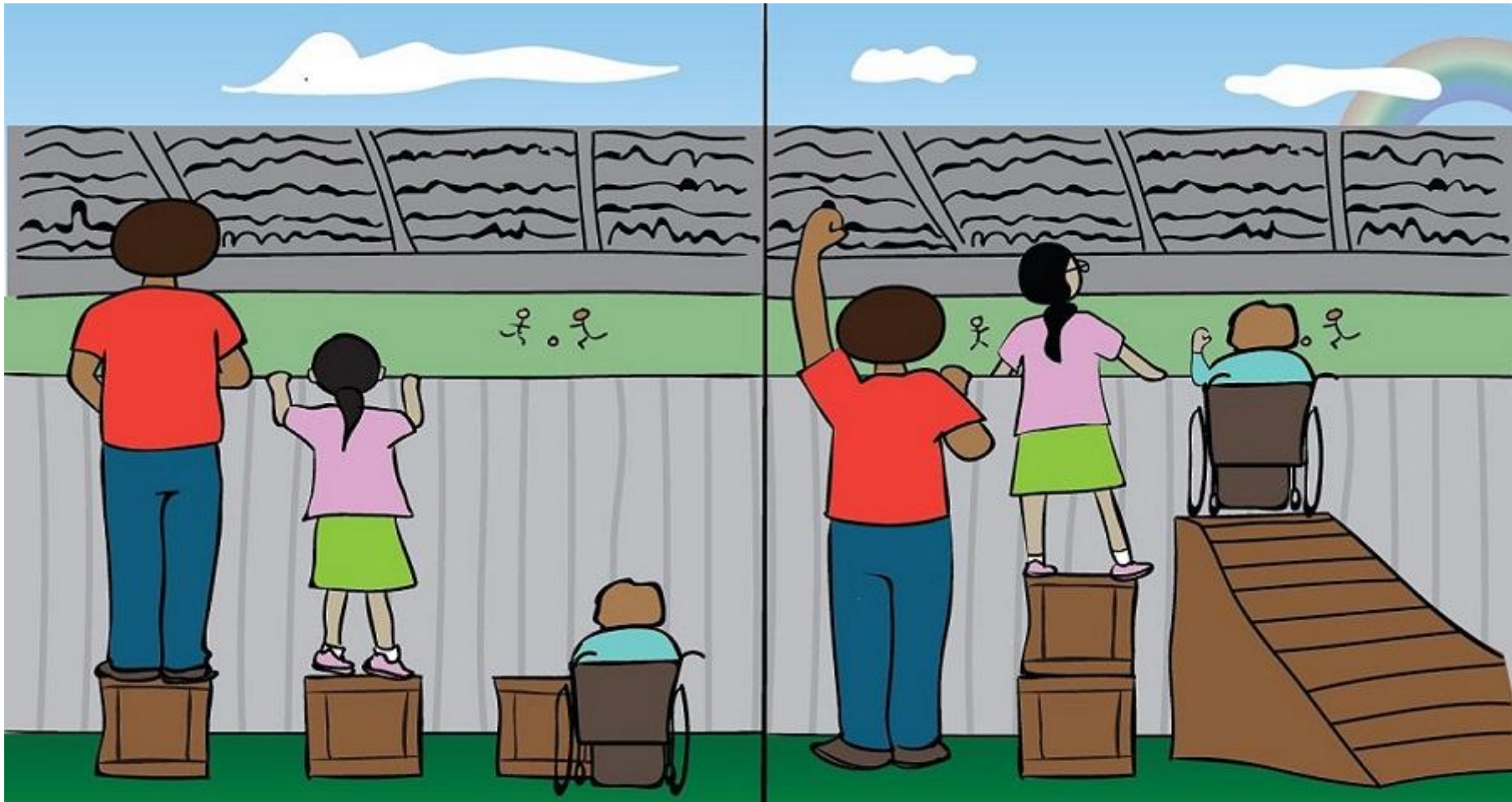


– *What can the world learn about equality in education from the Nordic model?*

Equality is not justice!

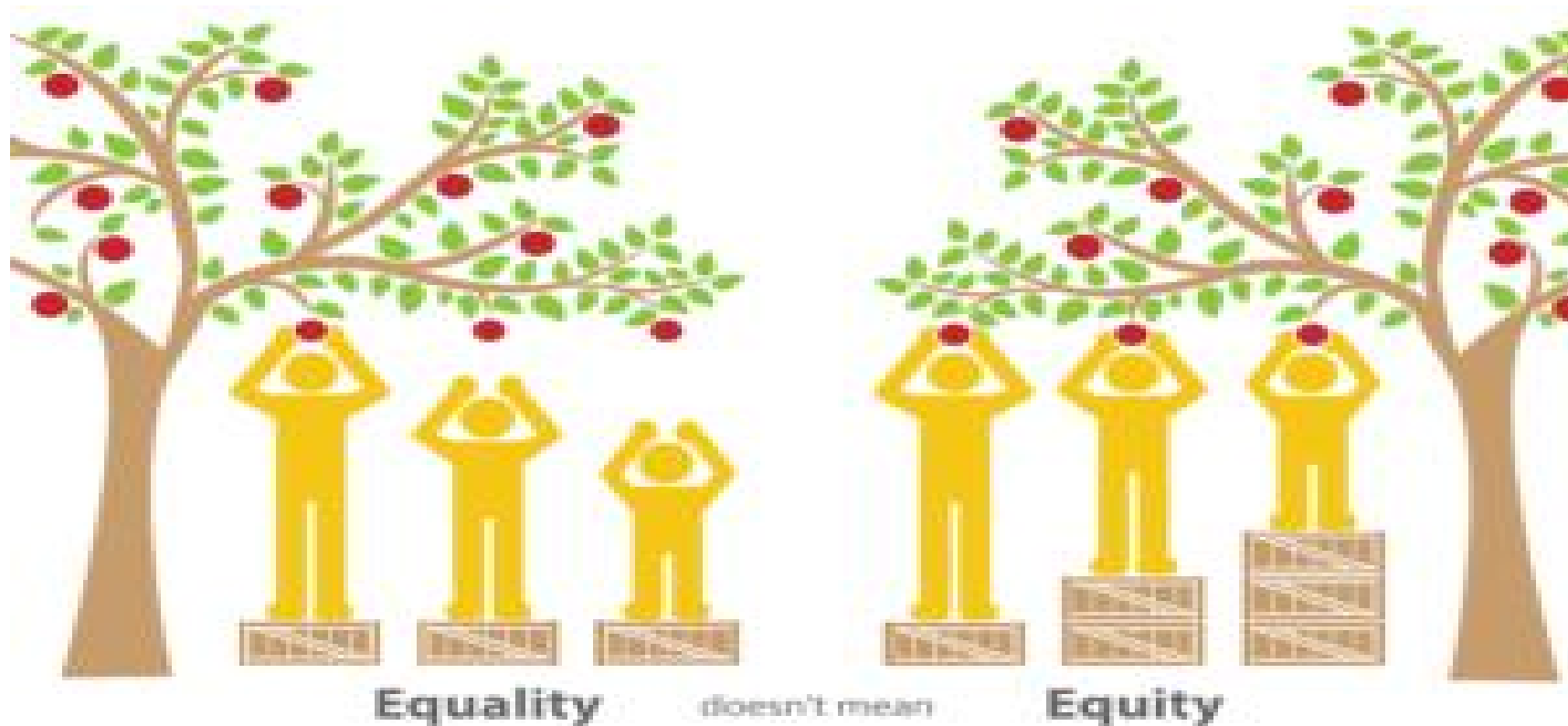
- This is equality

This is equity



For Being Able to *Reach and Get* the Fruits of Knowledge ...

- One should also establish **reliable measures and metrics** for the **learning process** and its **outcomes**.



Evaluating e-Learning and Distance Schooling *Reliably* - Measures and Metrics (Worldwide)

(Posted on April 3, 2020).

1) Education in coronavirus times: **trial and error!**?

(<https://www.firstpost.com/learning/online-learning-in-times-of-coronavirus-net-based-learning-cant-be-temporary-measure-must-be-part-of-education-policy-8277281.html>).

2) As Coronavirus **forces online learning**, a project with **Syrian refugees in Turkey** already sets an **example**:

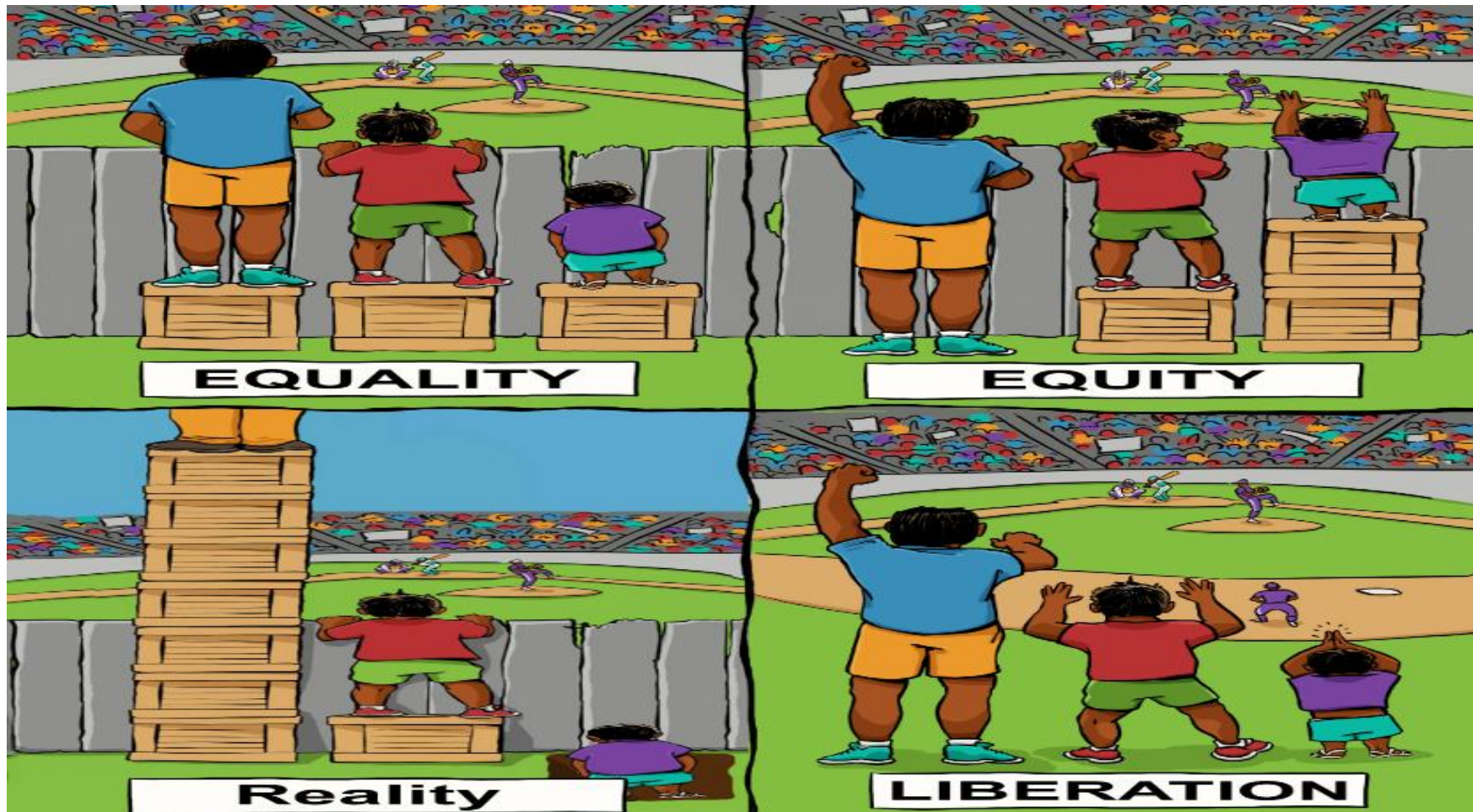
(<https://www.undp.org/content/brussels/en/home/presscenter/pressreleases/as-coronavirus-forces-online-learning--a-project-with-syrian-ref.html>).

3) Could a **numeric evaluation** be more specific?

Digital gap: 42% of EU citizens lack basic digital skills.

More reliable measures and metrics are needed for a 'free of barriers' education

"I had a dream ... " = I *learnt* to have dreams!



Back to the Present/Future.

Do our (digital) learning boundaries offer
a *cleaner*, brave new world of ...

... equality and equity? ... transparent and secure e-learning? ... more or less learning opportunities? ... equal opportunities? ... less violence and discrimination?



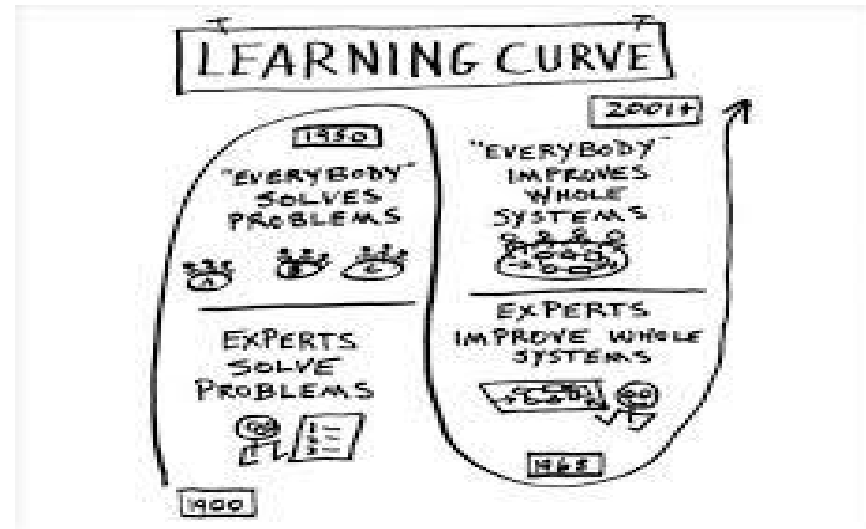
Building the Future Learning - with which Manifesto?

Agile Manifesto

We are uncovering better ways of developing software by doing it and helping others do it. Through this work we have come to value:

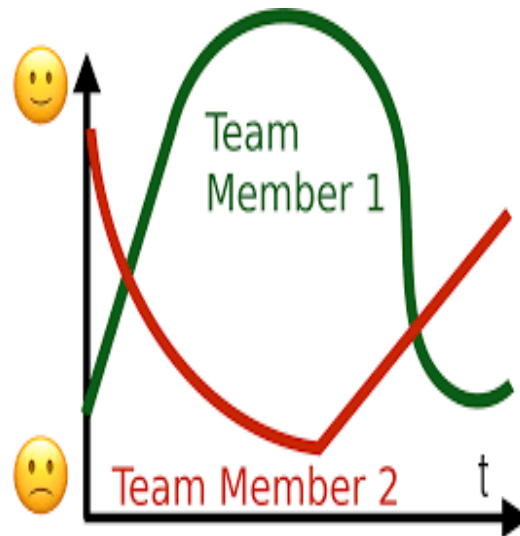
Individuals and interactions	Over	processes and tools
Working software	Over	comprehensive documentation
Customer collaboration	Over	contract negotiation
Responding to change	Over	following a plan

That is, while there is value in the items on the right, we value the items on the left more.



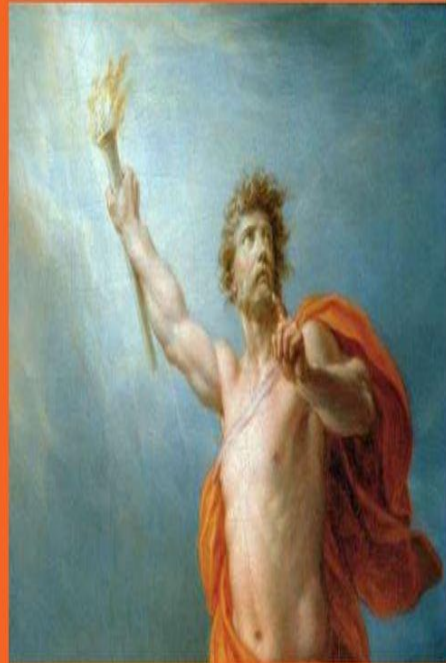
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@ 1.5 18



REMINDER: We are Citizens/Netizens but ... just people/learners, people/learners who need other people/learners of other ages, values, races, cultures, societies, background knowledge, experiences, countries ...to accomplish our knowledge trip.

Far in the Past: Technology And Thinking Tools for the Well-being



In Greek mythology, Prometheus is a Titan who challenged the gods by stealing fire and giving it to humanity. Prometheus is known for his intelligence and also like a symbol of kindness, that is why it is associated with fire.

Epimetheus (“afterthought”) and Prometheus (“forethought”), are assigned to create all species. Prometheus gave **technical know-how** and **creativity** to humankind to survive and develop. Later on Zeus *had to* give **ethical intelligence**, a sense of right and wrong. In so doing mankind could thrive with **collective moral Judgement**, a form of **social contract of responsibility**.

At Present: Our Consulting Group Nordic R&D activities, services and products

***Vision: Far and Beyond e-learning – Back to a SAFE and
SECURE Future! With wisdom and ethical judgement.***

- **Parents support with ICT design tailored to the needs**
- **Instructors support with *usable security guidelines***
- Online courses and consultancy training sessions for tools
- **Secure & Safe OERs and MOOCs with Reliable Metrics**
- LL e-Learning **Creativity** and **Learnability Evaluation**
- **Collaboration with UNIFEM, UNICEF, UNESCO, EU/EC**
- Policy Makers Support through Plans/Recommendations
- **Edutainment: Games & Gamification, script-writing...**
- Ongoing & Towards: **The e-Learners Manifesto**
- During Coronavirus crisis *pro bono consultancy!*

Summary: Quality, e-quality, equality

- "I have a dream ..." = I learn and dare to have dreams; I also *learn how to think online and offline*.
- Realising dreams in the boundaries of physical or virtual learning communities is possible with teamwork, collaboration and reliable evaluation to monitor the progress.
- **GDPR** - (General Data Protection Regulation). (Unofficial: **Get to know your Digital Privacy Rights!**)

The Condensed Ideas - In a Nutshell

- *The worldwide effects of causality can be triggered anywhere by anything, be that the wings of a butterfly, the metalaxis of a virus, ...*
- *It is up to the humankind to learn and demonstrate the appropriate levels of preparedness and readiness for their well-being.*
- A new social/learning normal needs a new manifesto of manifold thinking; a new social contract for social learning with free and open social software.
- *Hey teachers, **don't** leave the kids alone, online! Think: How **easy, motivational, safe and secure** is this new e-learning environment?*



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Back to Present!

- Many thanks for the invitation and your attention!
- Questions now and during the rest of the day and later on (also other days!).

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- Eleniberki1@gmail.com

