



# L'impatto della pandemia sulla scuola in Europa

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European  
Commission

## JRC SCIENCE FOR POLICY REPORT

Carretero Gomez, S.,... Ranieri, M., et al. (2021). **What did we learn from schooling practices during the COVID-19 lockdown**. Luxembourg: EUR 30559 EN, Publications Office of the European Union.

[https://publications.jrc.ec.europa.eu/repository/bitstream/JRC123654/jrc123654\\_final\\_1.pdf](https://publications.jrc.ec.europa.eu/repository/bitstream/JRC123654/jrc123654_final_1.pdf)





# Paesi coinvolti

**Belgio, Grecia, Italia, Lituania, Polonia**



# Partecipanti

	<b>Belgium</b>	<b>Estonia</b>	<b>Greece</b>	<b>Italy</b>	<b>Poland</b>
Target group					
<b>Students</b>	5	4	3	5	3
<b>Parents</b>	5	4	3	5	9
<b>Teachers</b>	10	11	13	13	7
<b>School leaders or directors</b>	6	4	5	6	3
<b>EdTech companies</b>	1	1			1
<b>Others</b>	Educator – Technological Pedagogical Coach for education, Trainer Digital Learning (1)  Policy (2)  Digital Development (2)	Professional support staff member (4)	Unionist (2)  Director of education (1)  Education Coordinator (2)		Regional education authority representative (1) NGO (1) Speech therapist (1)
<b>Total</b>	32	28	29	29	26

**20 studenti; 26 genitori; 54 insegnanti; 24 DS; 20 Altro  
Totale = 144**

- **Intervista semi-strutturata**
  - **43 domande**, alcune rivolte a tutti, altre solo a insegnanti e/o dirigenti
  - **Temi**: disuguaglianze a scuola; accesso e uso degli contenuti e degli strumenti didattici; competenze digitali, sociali e affettive; certificazione e valutazione; salute mentale.
- **Analisi tematica**, panel di esperti

### Inequality in schooling

- Remote learning may aggravate inequalities in a multidimensional way.
- Digital equipment remains a cause of inequalities in remote schooling.
- Parents' and carers' support for students in the early years of education is crucial.
- Parents need guidance on how to support their children' learning.
- Uneven levels of parents' digital competence widen inequalities.
- Remote learning was more burdensome for families with children with special educational needs and disabilities.
- Children with language barriers need targeted assistance when learning remotely.

"Some kids don't have the means (e.g. smartphone, computer, broadband connection, Wi-Fi). Reaching kids in the asylum centre was very difficult...", a school leader in Belgium said

A parent of primary and secondary school students in Estonia said: "Teachers' personal communication directly to my child did not happen very often. It appeared that teachers felt it appropriate to talk to the parent instead". Reliance on parental competence during remote schooling, in particular when parents are not prepared for such roles, may contribute to increase in educational inequalities.



Teaching, learning  
content and tools

- Remote education may complement in-person teaching.
- Synchronous digital learning sessions in smaller groups worked better than in larger groups.
- Remote teaching goes beyond making learning content digital.
- Teachers benefited from sharing good practices in the transition to remote education.
- Abundance of digital learning environments may trigger confusion and frustration among users.
- Remote schooling has an ambiguous impact on students' performance.

“In-person teaching evolves, it occurs within a dynamic environment with many children. They are not passive receptors, their presence unequivocally affects the teaching process, they learn by working together, they test their interpersonal relationships, the teacher can see everything and subtly intervene with intricate pedagogical action in a situation. This cannot be replaced”

“For me it was fundamental to make teachers understand that remote teaching was very different from in-person lessons and therefore it could not be done in the same way”, an Italian school leader said. Teachers benefitted from sharing good practices in the transition to remote ed

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Both high and low achieving students were impacted by remote schooling. For some students, who sometimes were performing very well in in-person learning, the shift to remote education had detrimental effects and some became learning 'atrisk' groups. By contrast, other students, who became more engaged during the remote schooling period, benefitted from this new situation. These positive effects on learning performance were mostly observed among introverted students, as well as those easily distracted, with learning difficulties, or even with special learning needs (e.g. autism and attention deficit hyperactivity disorder –ADHD-). In Greece, a teacher said: "The child started to do well and flourished! This is not true for every child [...] but that was the case with some, and we saw it!". Learning from home in a familiar and quiet environment, and with lack of peer pressure are factors that could explain why these students performed better. Nevertheless, the lack of support to families with children with other special educational needs, such as for speech therapy, negatively affected the performance of this group of students during remote schooling. For example, in Poland, a speech therapist from a town public school voiced "Speech therapy requires high quality. It is a bit like rehabilitation, so you just must see the child and choose exercises on a regular basis assisting her/him"



## Competences

- Remote teaching requires an appropriate range and level of digital competence.
- Teachers' competence in digital pedagogy for remote education needs further development.
- IT assistance for schools during remote learning is indispensable.
- Online privacy and safety are important topics, but they receive insufficient attention.
- Digital competence of primary level students is still too low to participate in remote learning without parental support.
- Students need both digital and social and emotional competences to take advantage of remote education.
- Students' self-regulation competence can help them to be more successful in remote schooling.
- Developing students' social skills is more challenging during remote schooling.

“Our educational technologist had provided training on Google Classroom and I am really happy that I was familiar with it. If I had to start learning from zero, then the learning curve would have been much slower and more difficult”, said a lower secondary school teacher in Estonia.

“cybersecurity topic did not come through school but through media. Starting from home as your private sphere and what you show on camera. That schools cannot require you to create accounts in various digital environments. /.../ Teachers wanted to bring in interesting elements. I do not recall school focusing on these topics”

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“There is a major difference between using the device for communication and leisure and as your main tool for studying” and another one in the same country also explained that “you would think that googling is rather simple, and you do not have to teach it, but it quickly became clear that yes, we need to teach it”

“In video lessons I noticed some development among very young students who had difficulties in self-regulation at school. Having to find their own way via screen connection without me pointing out with finger where and what increased their self-regulation skills, so they really did well”

### Certification and assessment

- Monitoring students' performance in remote schooling is challenging.
- Delayed feedback affects students' learning experiences.
- The use of self and peer-assessment was underutilised.
- Evaluation is a complex task for teachers and school systems.

“When I'm with them in the classroom I can sort of tell what they understand, what they don't understand and I'm there to spontaneously give more explanation about things if I feel like the message isn't really getting through, whereas of course in written work they are very much sort of left to their own devices”, said a teacher in Belgium.

e. Providing real-time and targeted feedback was challenging for teachers during remote schooling. Despite their efforts to ensure their accessibility and availability for students via diverse channels, students' learning quality was affected. This happened mainly because the time between task submission or students' questions, and teachers' feedback was longer than in an in-person setting. Some teachers decided to use more creative and formative approaches to give feedback, such as structured real-time communication tools (e.g. school collaborative learning and communication platforms, social media).

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The use of digital technologies for evaluation was challenging in remote schooling, particularly when technical problems with connection disrupted synchronous learning, as well as due to students' unequal levels of digital competence and access to remote education (see sub-section on inequalities). Schools sometimes resorted to paper solutions and phone calls in order to bring the most at-risk students back to the school. Occasionally, one-to-one and 18 synchronous sessions were used, as well as self-evaluation software (quizzes, polls and other task comprehension tools). There was a consensus that the assessment methods used in in-person learning need to be revised altogether: “the traditional assessment cannot work with remote teaching”, a school leader in Italy observed. Effective assessment methods for remote education have to ensure flexibility for alternative procedures and learner inclusion.



# Grazie!

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