

Lessons Learned from MENA Educators during COVID-19 And Strategies for Post-Pandemic Hybrid Learning.

Hemani Naran

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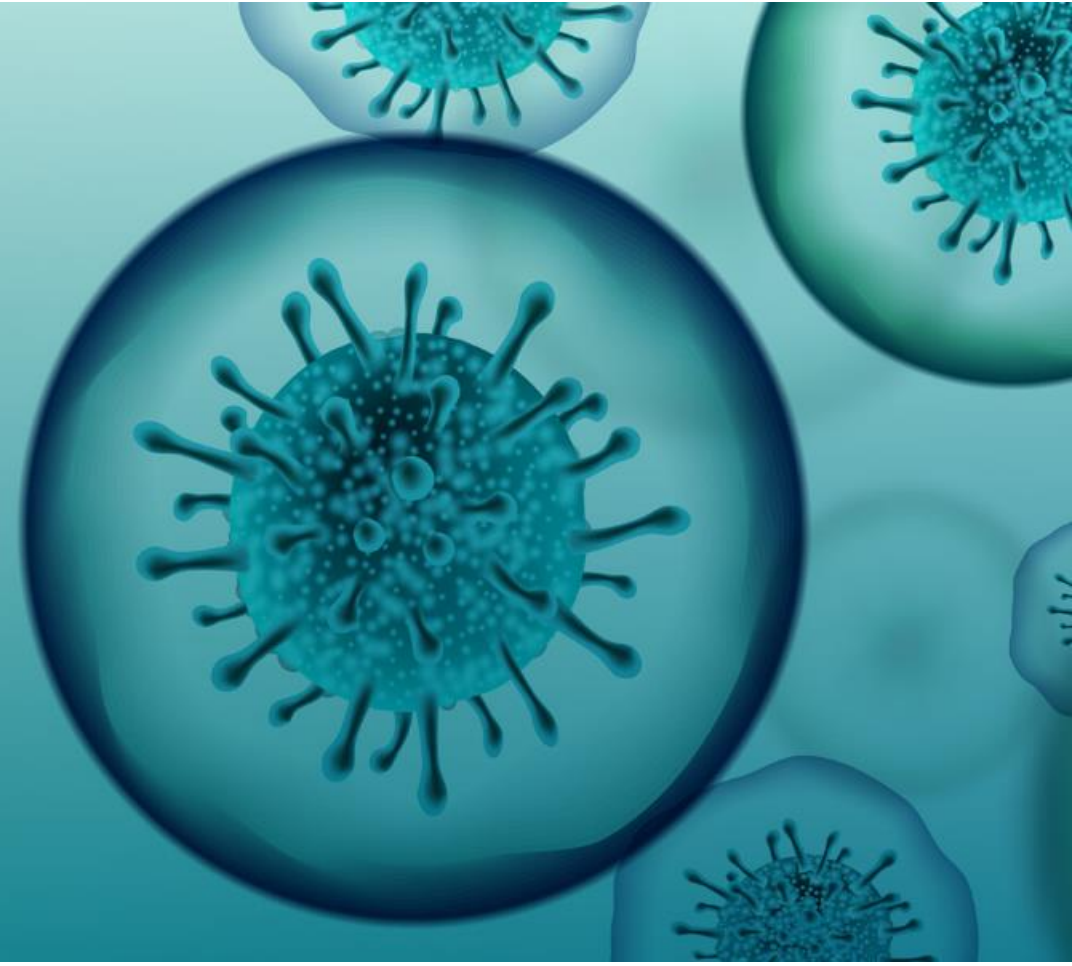


About Me

- Education Consultant @ Pearson
- Over 10 years experience in South Africa, South Korea, Australia and the GCC
- Certified Master Trainer
- Certified Leader of Learning (Harvard X)
- Areas of Interest: Ed-Tech, Future of Education, Fourth Industrial Revolution and Social Impact Work.



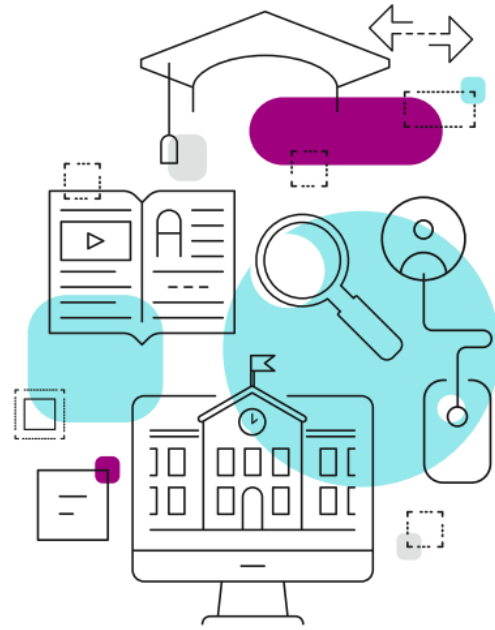
CORONAVIRUS COVID-19



The Future of ELT in the Middle East

Higher Education

Pamela Johnson | Pearson Learning Consultant



<https://middleeast.pearson.com/content/dam/region-core/middle-east/pearson-middle-east/pdf/Future-of-ELT-Report.pdf>

<https://www.linkedin.com/pulse/what-i-learned-pandemic-education-after-delivering-20-hemani-naran/>



What I learned about the Pandemic and Education after delivering 50 webinars!



Hemani Naran

Education Consultant - Passionate about Education & the Future of Learning. I help organizations achieve the best quality of teaching & learning by building...

1 article

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Describe your Covid Experience in a few words

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The COVID-19 pandemic imposed a reckoning with traditional content and practices.

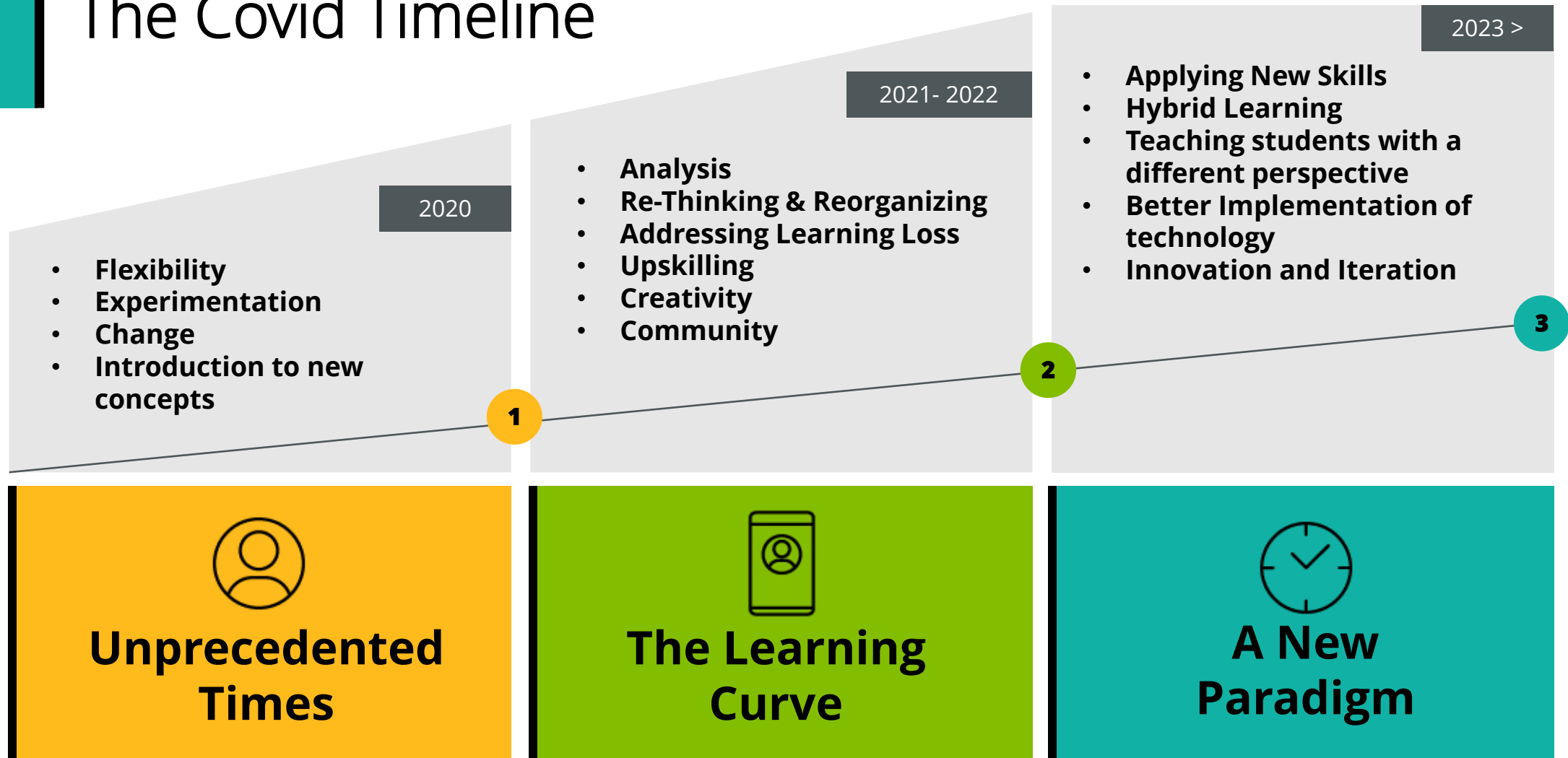
It exposed the inadequacies of outdated content and, a widespread lack of professional development in teaching with technology.



The pandemic forced us to adapt, reimagine, and reinvent our educational systems.

In the MENA region, educators faced unique challenges but also showcased immense resilience, adaptability, and creativity in ensuring that their students' learning remained uninterrupted.

The Covid Timeline





Changing Perspectives



Changing Classrooms

New Perspectives



01

Resilience



02

Community



03

**Traditional
Universities**

Resilience

- Teachers became agents of change
- Stronger focus on student and teacher wellbeing
- Move towards a growth mindset





Community

- Professional Learning Communities
- Virtual Conferences, forums & webinars





Traditional Universities

- More avenues for non-traditional learning
- The role of Universities is changing
- Universities as Knowledge Hubs



Resilience

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Traditional Universities

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The Changing Classroom

**01
Tech Tools**

**02
Course
Content**



**03
Assessment**

**04
Professional
Development**

01

Technology Tools

A Big Change

Many teachers were not used to using basic technology tools

Camera Culture

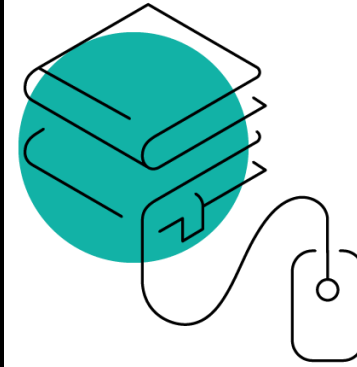
In some countries using cameras on video conferencing was taboo

Interactive tools for engagement

Many teachers relied on quiz tools to gauge engagement

'Chunking' became a key strategy

Using technology to break down lessons into smaller chunks such as a video, a forum discussion then a mini quiz became popular



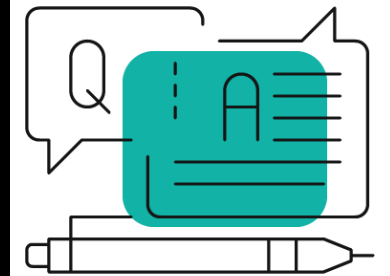
70%

Of teachers used quiz and game tools daily or weekly

Student Engagement was a major focus with technology tools

55%

Of teachers stated student engagement was their biggest challenge



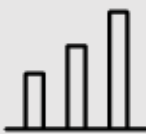
Use of Tools



LMS's & Video Conferencing were the most widely used tools



Video & Audio Tools were utilised far less

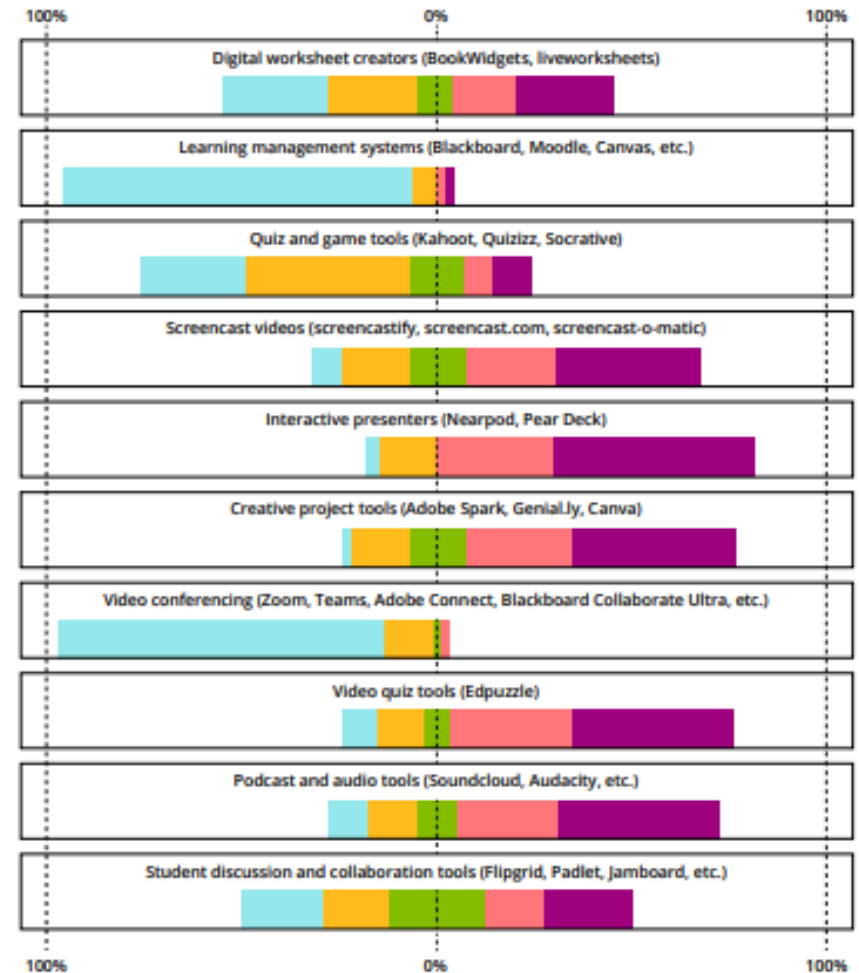


Going forward there will be a greater focus on newer tools such as generative AI



How often do you use the following tools in your teaching?

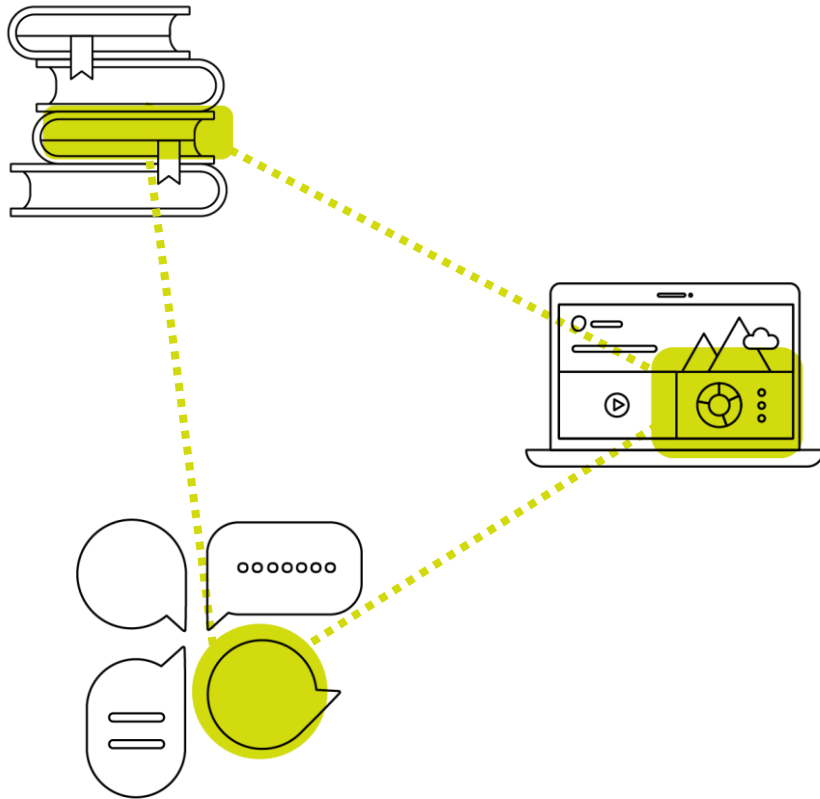
■ Daily
 ■ Weekly
 ■ Monthly
 ■ Rarely
 ■ Never



Sample: 48

02

Course Content



Covid-19 led to a huge shift in how content was delivered



The use of e-books was accelerated thus increasing the need for dynamic technology



Many Teachers believed that print or hybrid models were better for ELL than purely digital



The change in content delivery was non-linear



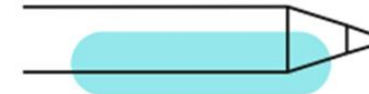
Learning was still blended



Positive Response to Publisher Content, In turn Publishers invested more in hybrid models

Q

Do you prefer to create your own resources or use a coursebook?



Q

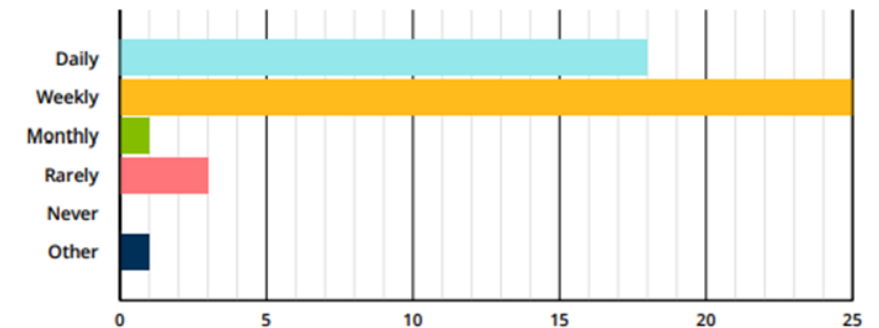
Is it hardcopy, eText, or both?



Sample: 42

Q

How often do you create or use your own resources?



A note on technology

“If technology is the only thing about your classroom that has changed, then your classroom hasn’t changed”

Remember: It’s not just about the tools you use, but more about the mindset you adopt towards technology in the classroom



03

Assessments

An Educator in Qatar

*"We had to **rethink our assessment procedures**. We didn't have any lockdown [Respondus Lockdown Browser or Monitor] for our examination procedures so we had to **think on our feet**." The educator later explained during the focus group that due to concerns about cheating, they **switched to a portfolio approach**, so students were "assessed on their **reflections on their performance** rather than their performance."*



Rethinking assessments



Academic Integrity

- [Thomas Lancaster and Codrin Cotarlan \(2021\)](#) flagged a 200 per cent increase in students accessing answer-providing sites.
- Cheating became much easier!



Lack of Physical Cues

- More difficult to build trust and mutual respect
- Difficult for teachers to gauge student responses



EdTech Does Support Testing

- Remote proctoring
- Website Blockers
- Text-Matching Software



Alternate Assessments

- Portfolios
- Open Book assessments and projects
- UAE 'Smart Measurement Program'

Case Study:

IEPAR MODEL

Developed by UoW Center for Academic Integrity

- Inspiration
- Education
- Pedagogical Consideration
- Assessment Design
- Response and Restorative Practice

An incredible example of agility and problem-solving in the face of the pandemic!



UNIVERSITY
OF WOLLONGONG
IN DUBAI

CALLING OUT THE ELEPHANT IN THE ROOM: INTEGRITY AND ETHICAL PRACTICES IN TIMES OF CRISES – EXPERIENCE FROM THE MIDDLE-EAST

Christopher Hill¹, Zeenath Reza Khan²

¹British University in Dubai, United Arab Emirates
²University of Wollongong in Dubai, United Arab Emirates

As a result of COVID-19, institutions around the world scrambled to move teaching and assessment online. Academics realized they no longer had traditional face to face modes to investigate, proctor and could not develop lasting impressions on their students through traditional means of engagement. Some grappled with contract cheating sites, seemingly taking advantage of students studying remotely; others faced issues of assessment design; others had to decide whether to use proctoring services at all.

Initial responses took the form of crisis management and over time, from a position of mere reassured understanding and awareness. Prior awareness and understanding of integrity values such as honesty, fairness and responsibility was of immense value but was firmly underpinned by innovative assessment and lesson delivery techniques. This was not a constant however as not every classroom or campus (school or HE) prioritized values of integrity.

Encouraging conversation and dialogue around issues of academic misconduct can sometimes be like calling out the elephant in the room; it can be one of frustration, caution and sometimes outright denial as faculty either under-report or do not report cases (Khan, 2017; McGlynn, 2019; Morris, 2018; Sison et al., 2019). The objective behind this session is to identify the national barriers to academic integrity and to identify possible responses in order to establish a culture of integrity in educational institutions (K12 – HEIs) that can act as good practice guide for stakeholders within the academic community such as faculty, management, policy and decision makers, students and parents.

As a result of years of awareness campaigns, publications, formal and informal activities in a middle-eastern country, a group of colleagues established a national-level centre for academic integrity. The aim of the Centre was to highlight and discuss an array of good practices in the wake of the COVID-19 pandemic, some well-established and some introduced in response to the crisis, and how they have helped address challenges of integrity in education.

This session traces the Centre's activities and initiatives and attempts to develop a framework for engagement and activity and explore ways in which the focus can be on proactively instilling values of academic integrity rather than the more traditional positive treatment or even just the focus on prevention. The session draws upon key issues such as awareness of cheating, learned behaviours from an early age, established parameters of interaction, informal and formal interaction, community engagement and building, and place these within the research framework mentioned below and discuss the role of inspiration and how best we can seek to alter the pattern of understanding and activity.

Based on the past and current experience of the researchers independently and through the Centre, we explore the concept of inspiration and the impact that this can have on establishing an environment of integrity, particularly through the development of a training module for K-12 and HE faculty and staff based on a proposed model that uses the Spectrum of Prevention by Cullen and Swift (1999). Although the spectrum was more geared to looking at injury prevention, the concepts of looking at individual knowledge and skills, promoting community education, fostering networks, changing



04

Teacher Professional Development



At the beginning of the pandemic PD and developing appropriate skills was challenge most cited by teachers



A sense of community and innovation was more apparent than ever before



An Unexpected Upside: Teachers were able to form communities of practice beyond geographical restrictions



“We are all more skilled now than we had been, not by choice but by necessity.”

- Mena Educator, 2021



**The pandemic accelerated
the adoption of a Growth
Mindset**

Strategies for Post-Pandemic Hybrid Learning



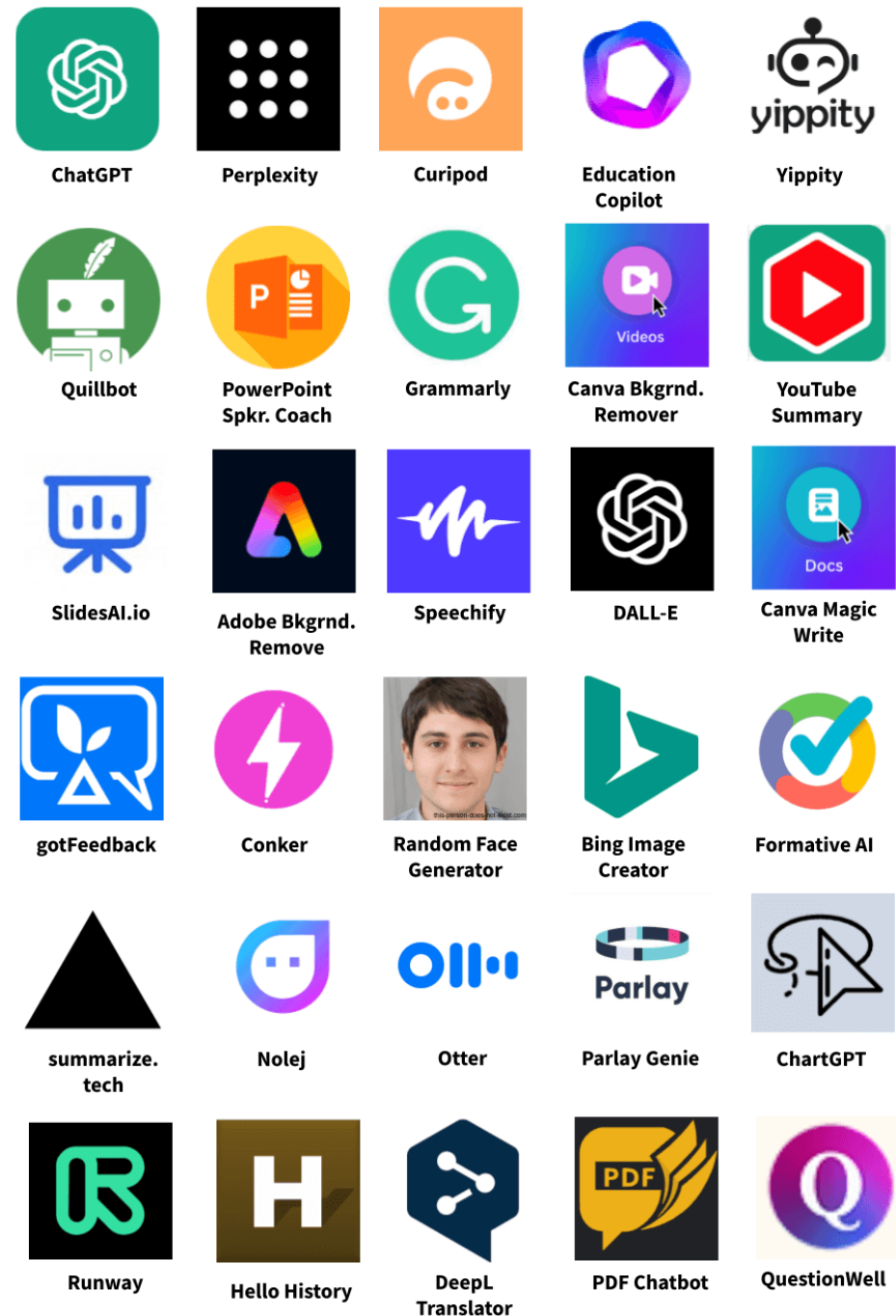
Pearson



The Elephant in The (Class)Room

Generative AI Tools!

In the context of hybrid learning, generative AI tools can revolutionize content creation, assessment, and feedback, fostering engagement and innovation.



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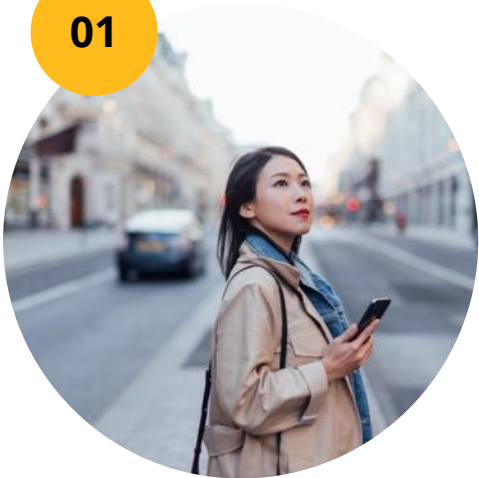


How do you feel about incorporating AI into your classes?

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Strategies

01



**Leveraging Generative AI
Tools for Content
Creation**

02



**Enhancing
Assessment and
Feedback with AI**

03



**Fostering Collaboration
and Creativity with AI**

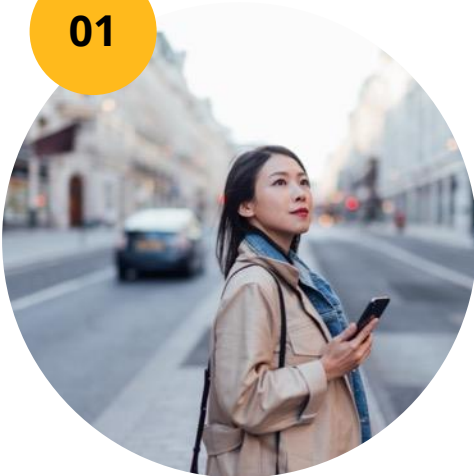
04



**Promoting Student
Autonomy and Self-
Directed Learning**

Strategies

01



**Leveraging Generative AI
Tools for Content
Creation**

- Generative AI tools can assist in creating interactive and engaging content for hybrid learning.
- Use AI-powered content generators to develop quizzes, worksheets, and multimedia resources. These tools can save time, ensure consistency.
- AI promote student-centered learning experiences.

Strategies

02



**Enhancing
Assessment and
Feedback with AI**

- Generative AI tools can revolutionize assessment and feedback in hybrid learning.
- AI-powered grading systems can provide instant feedback and reduce grading workload.
- Use AI algorithms to analyze student performance data and identify areas for improvement, allowing for targeted interventions and personalized learning paths.

Strategies

03



**Fostering Collaboration
and Creativity with AI**

- AI tools can facilitate collaboration among students and promote creative thinking.
- Implement AI-powered brainstorming tools to generate ideas collectively.
- Virtual reality (VR) and augmented reality (AR) can create immersive learning experiences, allowing students to explore new concepts and ideas.

Strategies



**Promoting Student Autonomy
and Self-Directed Learning**

- Provide Choice and Flexibility
- Foster Metacognitive Skills
- Emphasize Problem-Solving and Critical Thinking
- Leverage AI for Personalized Learning

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Any Other Hybrid Learning Strategies You Would Like To Share?

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Thank You!

Please Keep In Touch:

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