



TOPIC 1. ONLINE CLASS ADAPTED TO THE STUDENT'S ABILITIES

AIM

The aim of the module is to understand how to adapt online classes according to students' abilities

IMONED consortium

TOPIC 1:

Online class adapted to the student's abilities

General

Specific topic	Online class adapted to the student's abilities
Duration	3 hours

Specific Topic

- Areas of adaptation of courses and materials in terms of the conditions of the educational process (i.e. principles, methods, forms, teaching aids)
- Areas for customizing courses and materials in terms of teaching organization (e.g. student's time and place of work)
- Areas of adjusting courses and materials in terms of the conditions for checking the level of knowledge and skills (methods and forms of checking knowledge and skills, assessment criteria)
- Adapting online courses to students' problems (e.g. disability, risk of social maladjustment, behavioral or emotional disorders, special giftedness, specific learning difficulties, competence deficits and language skills disorders, chronic diseases, crisis or traumatic situations, educational failures, environmental negligence related to the living situation of the student and his family, adaptation difficulties related to cultural differences or a change in the educational environment)
- External and internal factors influencing the teacher in distance learning

Summary

The main purpose of this topic is to provide knowledge about the necessity and ways of adapting online materials and courses to the individual needs of students. Lack of knowledge and competence in this area is usually the main cause of emerging or escalating problems and disorders in the emotional and motivational sphere of students. The individualization of the teaching process is therefore the main goal when designing and conducting educational activities.

Learning Outcomes. After this module attendees will be able:

1. Understand the need to adapt online materials to the individual needs of the student;
2. Identify individual and group problems of students;
3. Identify the most common causes of student problems during distance learning;
4. Select appropriate strategies for reacting and dealing with difficult situations;

-
5. Identify and name the needs and expectations of one's own knowledge and skills in adapting online courses to students' abilities;
 6. Help learners to develop their personal, social and digital competences.
 7. Understand how to adapt face to face education to online education.
 8. Providing resources for online education.

Guiding Concepts

- Instrumental treatment of students by teachers and educators generates and deepens behavioral disorders.
- Relationships based on connectedness and shared responsibility reduce the manifestation of behavioral problems.
- Creating a team climate conducive to meeting the need for belonging, social acceptance and self-fulfillment reduces the manifestations of students' problems.
- Teachers' verbal and non-verbal communication skills during distance teaching are a basic condition for the proper conduct of the educational process.
- The ability to set limits, norms, requirements and rules of conduct and their proper enforcement helps to reduce difficulties in the learning and teaching process.
- Formulating requirements not adapted to students' abilities deepens their problems.
- Helping students express their emotional states in an acceptable way enhances their personal and social competences.
- Being aware of the most common mistakes in learners' relationships (eg, asking "why?", Reproaching, ignoring, name calling, hostility, blaming, threatening, punishing, etc.) reduces the likelihood of committing them.
- Being able to talk about their difficulties and seeking help and support in difficult situations reduces students' problems.

Guiding Questions

- Why distance education is different from face to face education?
- What are the most common mistakes teachers make in their relationship with their students in the course of distance learning?
- How should teachers and educators react to inappropriate student behavior while teaching distance?
- How to prepare for work with students who need help and support?
- How to communicate with a student who needs help and support?
- How to develop personal, social and digital competences in students and pupils in the process of distance learning?

Glossary

Face-to face education - Educational environment where teachers and students are in the same area and communicate each other without any barrier.

Integration of technology - Bringing technology into something and benefit from it

Purpose - A thing aimed at or sought; a goal.

Adapting - Make (something) suitable for a new use or purpose; modify.

Expected outcomes - Forecasted results that can be understood while making preparation for something

Assistance - Getting help form something or someone

Technological advancement - The developments and changes of technology during time

Distance learning - The act of remote learning where teachers and students are not physically in the same place.

Collaborate - Working together and helping each other.

Work independently - Work on one's own without getting any help.

Team - Group

Interaction - Communication or direct involvement with someone or something.

Miscommunication - Failure to communicate adequately.

Resource - A supply of application, books or any material that can be used during education.

Accessible (of a place) - Able to be reached or entered every time.

Support - To support somebody is to provide help him/her in different aspects.