

Distance learning

Hands-on guide and collection of best practices and advice
Teachers - Parents - Students



An initiative of:



With the support of :



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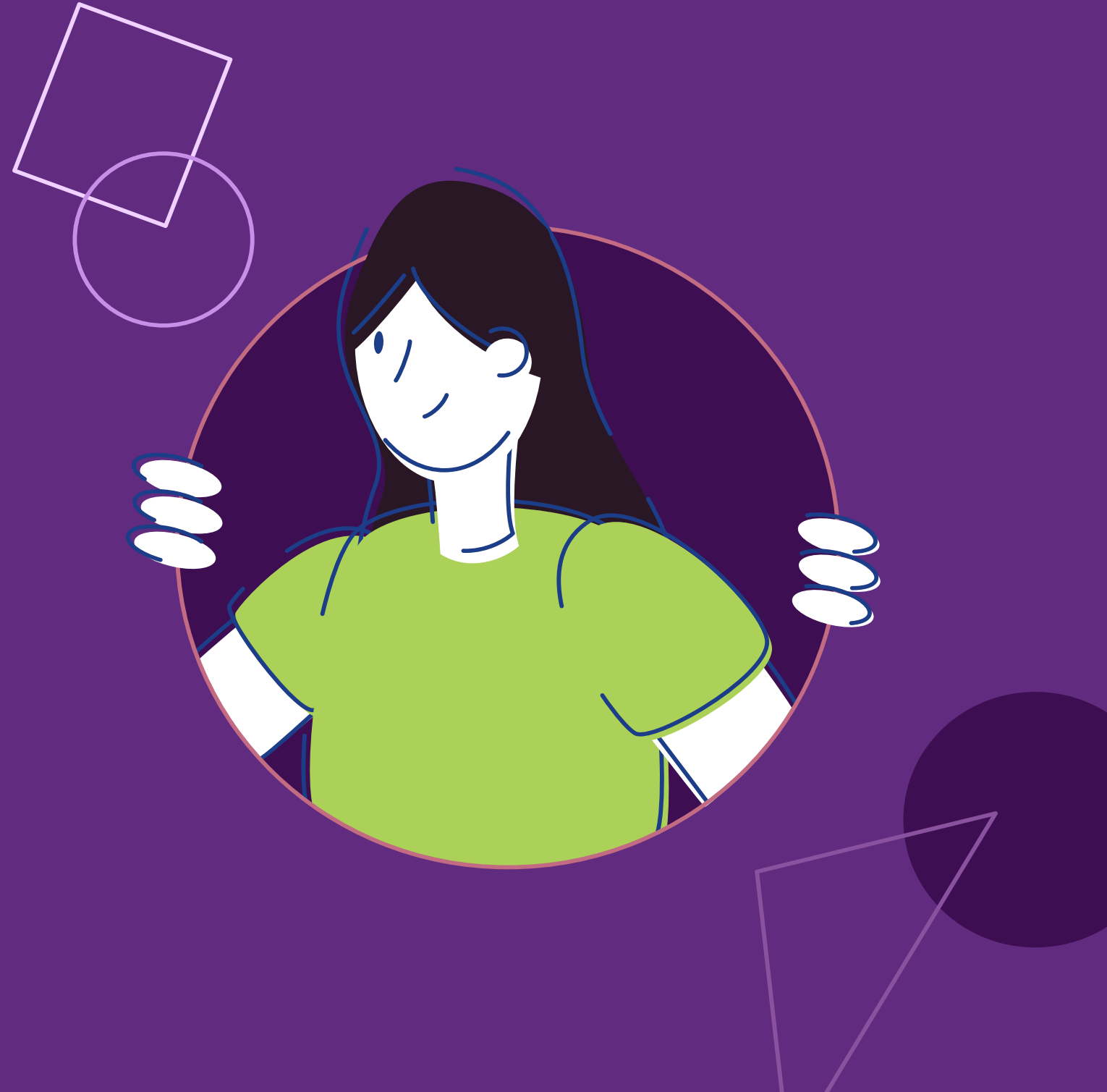
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- OCP Foundation
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I. Preamble



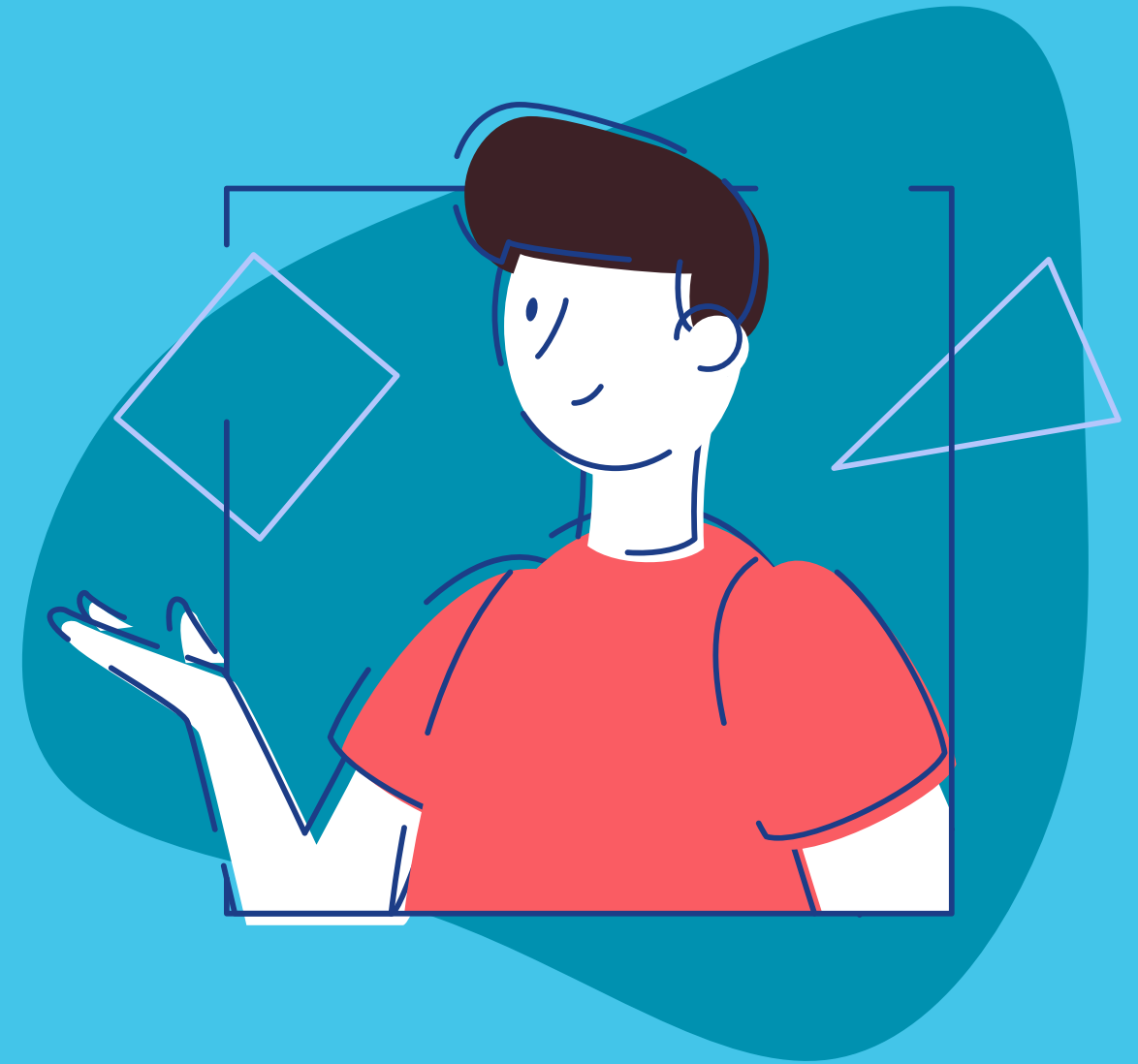
True to its commitment to education in Morocco, the OCP Foundation is making efforts to promote innovative approaches in the field of education. Among these approaches is distance education, which is based on the use of new information technologies that are considered a sustainable form of education.

The implementation of the distance education processes was accelerated by the crisis of Covid 19. Meant for younger generations and determined more than ever to support them during this context, the Foundation joins the efforts made by OCP Group and the country to ensure educational continuity and provide the necessary assistance to the educational ecosystem.

It is in this context that the OCP Foundation is pleased to present this guide, created in collaboration with Mohammed VI Polytechnic University. It is intended for teachers, parents and students. It aims to provide concise advice and tips that will help individuals learn/teach at a distance. Indeed, it is necessary to capitalize on the achievements obtained during this period of crisis. The two modes of teaching, traditional and distance, will now have to coexist for a better learning performance.



II. Definitions



Confinement:

Due to the COVID-19 epidemic, almost 4 billion people are forced to stay at home, or strongly encouraged to do so. This represents half of the world's population. Confinement means staying at home, to protect yourself and others.

Teaching continuity:

Teaching continuity is intended to ensure that students pursue school activities, allowing them to progress in their learning. The proposed activities are a natural extension of what has been done in the class before and / or a possible preparation of what will be done when returning back to school.

E-learning:

Designates all the solutions and means allowing distance learning by electronic means.

Distance learning:

It is a teaching device comprising a set of organized means to achieve the objectives of a course or a program. This device allows a person to learn relatively independently, with minimal scheduling and travel constraints, and with the remote support of resource individuals.

Synchronous teaching:

real-time distance learning, is interaction with the teacher and the students. Some call this: virtual «live» classes.

Asynchronous teaching:

Flexible distance learning, at your own pace. It can also be a presentation that took place synchronously, recorded and then viewed later by the learner.

Hybrid education:

Teaching which brings together moments in class and moments at a distance. This can lead to reverse pedagogy, in which the student learns the content from a distance and takes advantage of the teacher's presence in the classroom to put into practice what has been learned and to solve problems.

Netiquette:

This is the use of good manners when exchanging online with others, whether by email, on forums, or in group workspaces.

Learning Management Systems (LMS):

In French, we generally speak of "learning platform" or "digital learning environment" (DLE). It is thus a computer system offering a digital workspace (DLE). On this platform one can find the semester calendar, the course notes, the works to be produced, a work deposit box, quizzes, audio-video content, forums, etc. There, all the digital elements necessary for the conduct of a course are centralized, whether face-to-face, distance or hybrid.

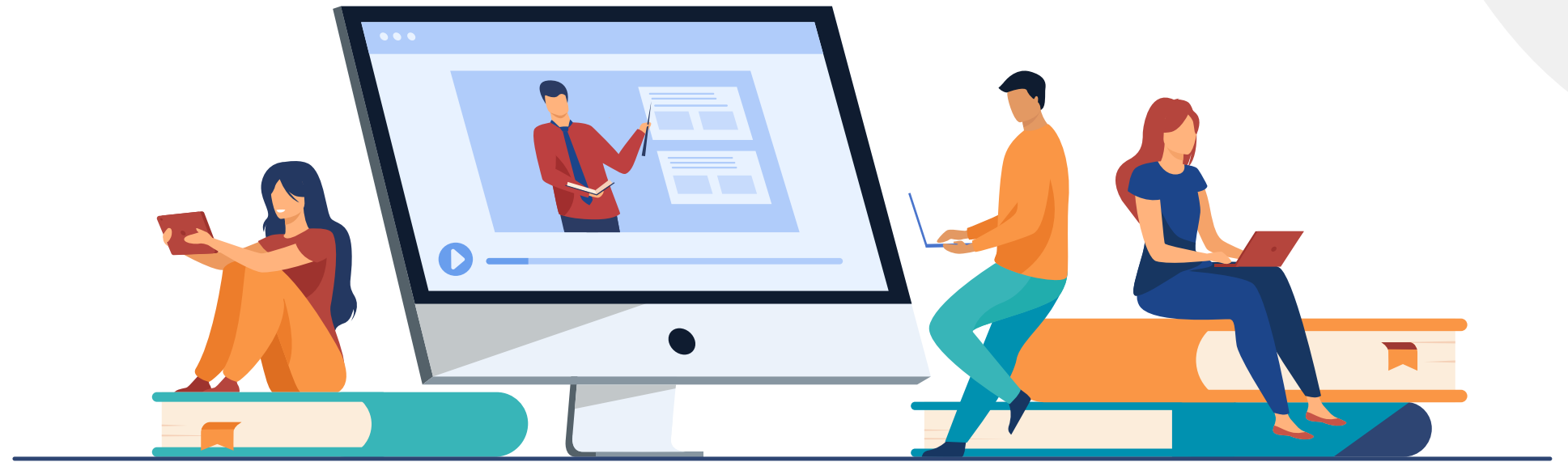
III. Best practices

In this section we have consolidated some tips and good practices, meeting each profile, to help you achieve an optimal organization at home to succeed in your distance learning.



Instructors

Foreword



In a world where technology is constantly evolving, e-learning is increasingly present in education and has been able to establish itself as a proven teaching medium in recent decades.

Ensuring distance learning courses therefore means taking advantage of technology to integrate it advantageously into your teaching.

Distance education also calls for the use of information and communication technologies as training tools for student-centered learning.

Online education also calls for redefining and recreating learning activities. Now adopting the role of facilitator, you will have to

select the information to be grasped by your students, ask questions that stimulate thinking and fuel discussion.

Taming technological tools and using interactive teaching strategies has the advantage of making the courses motivating, as much for the students who attend it virtually as for those who will consult it offline.

Caution! The key to success, however, lies in organization!

In short, being organized in time and in virtual space makes the distance learning experience pleasant and effective!

Plan effectively

Planning a distance course is similar to planning a traditional course.

You will be required to:

- ◆ Determine the objectives to be achieved;
- ◆ Choose the subject that will be covered in the course;
- ◆ Plan learning activities;
- ◆ Allocate time for students to practice what they have learned;
- ◆ Assess students' learnings.

However, you must be able to:

- ◆ Modify the course objectives;
- ◆ Organize content differently.

In order to:

- ◆ consider the delays caused by the transmission of audiovisual data;
- ◆ consider exchange times.



+ Tips

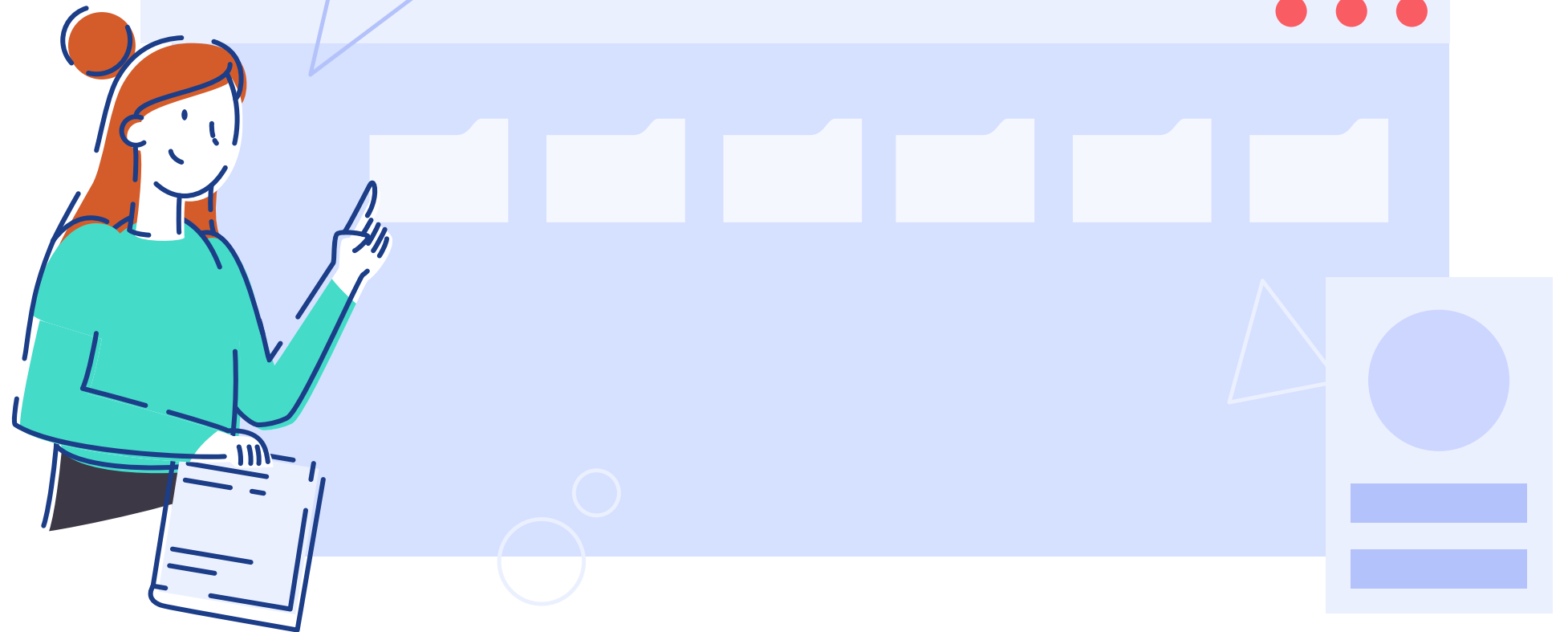
Make technology your ally when creating content and materials for learning and integration activities.

Although designing the teaching session may require more effort at the start, documents that are new content created in electronic or multimedia format will be more suitable and will allow your students to follow along easily, as well as understand and interact with the content. On the other hand, the digital content created will save you valuable time in subsequent terms, since your lessons will already be prepared.

Do not forget to put yourself in the student's position when thinking about the wording of the questions and the options of support.

Prepare Your Lessons

For optimal progress of each course, you must take the time to prepare it as thoroughly as possible. This preparation takes place in 2 stages.



1. Beforehand you must:

- ◆ Establish clear written rules and obtain students' support: management of exchanges during the course, planning for the collection of work, etc...
- ◆ Ensure respect for copyright and privacy: to disseminate the image, the voice of a person or any type of work in a course, you must ensure that it is permitted to "disseminate" it and cite its sources when necessary (see the document by F. Bordignon, March 2015: [creative commons](#)).
- ◆ Make all required documents for the course available to the students in advance, including the rules and the timeframe of the session. This can be done on a platform such as [Google Doc](#) or on the Learning Management System used by your institution (this point will be discussed later).

2. Before the start of the course:

- ◆ Plan enough time before the lesson to ensure the devices are working properly.
- ◆ Position the camera properly as to not pick up window lighting, as well as entrance ways not displaying visible movement, in order to reduce distractions.
- ◆ Make sure the camera is positioned correctly (preferably choose a close-up).
- ◆ Wear solid or semitone colored clothing. Avoid white, black or overly bright colors.
- ◆ Remove sparkly or bright jewelry.
- ◆ Use artificial rather than natural lighting and don't hesitate to close the curtains.

Adopt and Master Digital Tools

One of the first qualities required in the context of distance education is the mastery of technology. If you do not master the training tool, for example a videoconferencing platform, the quality of learning is automatically compromised. Some experience and practice with the use of the technological tool chosen is necessary.

It is essential to become disciplined with the tool, either by doing a practical exercise with colleagues or by testing the tool. Each technological tool has its own particularities even if the basic principles, especially at the level of videoconferencing platforms, are often the same. Mastering the technological tool will reduce the stress that the teacher might experience on the day of the course.



Create visually appealing online content

Now more than ever, you need to share content online with your students, not only to make it stimulating, but visually appealing as well. Here are some suggestions for tools in this regard. Besides, these tools can also be useful for students to present their projects.

Click on the applications to see more details



First, to redo or create a PowerPoint presentation, visually appealing PowerPoint templates can be downloaded from the Slidescarnival website:



In addition, Prezi has become the preferred choice for online presentations in the form of slides. The fact that it progresses in a tree structure, and not in a linear fashion, makes it unique:



On the other hand, to produce documents that stand out from a simple writing on a blank page, computer graphics tools that are very useful in this regard:



Wordsalad allows you to create word clouds:



While the Flickr and Unsplash sites have several photos to enhance your documents:



Tools which also allow you to create animated or interactive content:



It is also possible to create graphic organizers to visually illustrate the content of your course. These tools can also be very interesting to utilize from the point of view of the student, in order to lead them to make links between the various elements administered. Here are some examples of such tools:



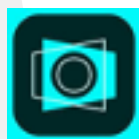
A number of digital books, or e-book, to convey the content of the course is also an interesting area to explore. To do this, here are, among others Crello and Bookcreator:



For very long web addresses that make your documents look less appealing, you can hide them by a hypertext link or reduce it with Bit.ly:



Finally, if you need to scan documents to integrate into your hardware, PDF Scan, which is used with a smartphone, is an essential resource:



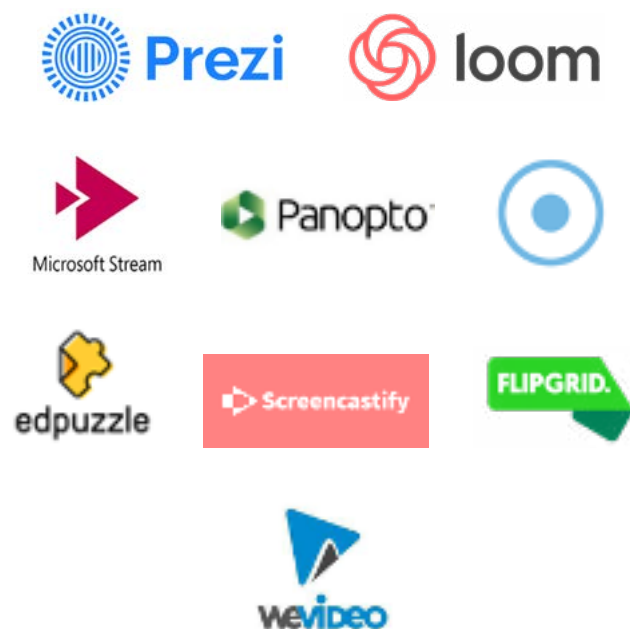
In the same order of ideas (speaking of PDF) if you need to convert files from one format to another (PDF to Word, Word to PDF, etc.), you can use the PDF Candy website. No need to get Adobe Pro to complete these maneuvers:



We can also produce digital audio only content, for example, with Audacity. Anchor is also a good solution for producing podcasts:



Finally, it is possible to make short videos by yourself using, among other things, your phone. Ideally the video should not exceed 5 minutes in order to be effective. Several tools allow the production of videos, such as Prezi Video, Microsoft Stream, Loom, Panopto, Screencastomatic, EdPuzzle, Screencastify, Flipgrid, and Wevideo:



VideoAnt allows you to add annotations or comments to your videos:



While Flashback allows you to record what is happening on your screen so that you can then share it with students:



Finally, if necessary, Shotcut is a video editing tool:



Foster daily interaction

Your courses in synchronous mode can take place with meeting or videoconference solutions. So, check with your institution which tool is recommended. Several tools exist for this purpose, such as Teams or Adobe Connect:



In the context of distance learning, interaction presents a major challenge in which the teacher seems to play a pivotal role. Several techniques can be used to strengthen the active participation of students:

- ◆ Give the floor to different participants, alternately, even if some did not ask to speak, to ensure everyone's attention and the participation of the most discreet students.

- ◆ Promote the participation of each student.

- ◆ Encourage exchanges by asking questions regularly, doing surveys, go around the room or by asking students to summarize what has just been said. To do this, during synchronous teaching, it is possible to use clickers. These are applications that allow students to respond to a question or quiz from their teacher in real time from their smartphone. Clickers are fun, generate student interest and participation, and encourage long-distance interaction and communication. For example, the Mentimeter application can produce word clouds in real time with participants' responses. Here is a series of suggested clickers:



beekast



Kahoot!



◆ Be active: it is possible to use a whiteboard to write keywords, make a diagram that illustrates or highlights words, or write spontaneous ideas that will be shared directly with the students. Several whiteboards exist for this purpose. Among other things, the [Microsoft Collaborative Whiteboard](#) is a good option.

The ShowMe app is also a good tool in this regard:



◆ It is recommended to avoid lectures for three hours in front of the camera. Rather, it is better to alternate lectures with tasks that promote critical thinking, integration, problem solving, such as case studies for example.

◆ Foster collaborative learning by requiring teamwork: impose a random composition of teammates to encourage new interactions, allocate enough time to allow them to complete the work, encourage students to use technology by inviting them to speak as in face-to-face interactivity, to present documents or to lead the session thanks to the sharing of documents on the platform used. Cloud work tools can be offered to students for collaborative work. Besides, these same tools can be very useful to you too to co-create documents with your colleagues:



◆ We can also invite students to discuss the subject in interactive periods using for example:



◆ Create a virtual collaboration space: facilitate the sharing of ideas and exchange with your students by creating your online learning space with:



◆ The Trello tool is recommended for students in order to facilitate the management of the distribution of tasks between them for collaborative work. This tool allows planning of actions to be done, by "To do Lists" to write and share. It can also be used individually, and becomes an essential tool to manage its tasks:



Move in front of the screen

Avoid having you or your students standing still in front of the computer during lessons by incorporating movement into your distance learning. This will loosen the legs while bringing a playful touch to your class: GoNoodle, Classroom Yoga, Music and Movement Time.

GoNoodle



The more minimal and controlled the interventions in the course, the less likely they are to be stimulating or engaging for a student at a distance.

Humor and self-mockery also appear to be outlets that can be beneficial in establishing positive relationships with distance students.

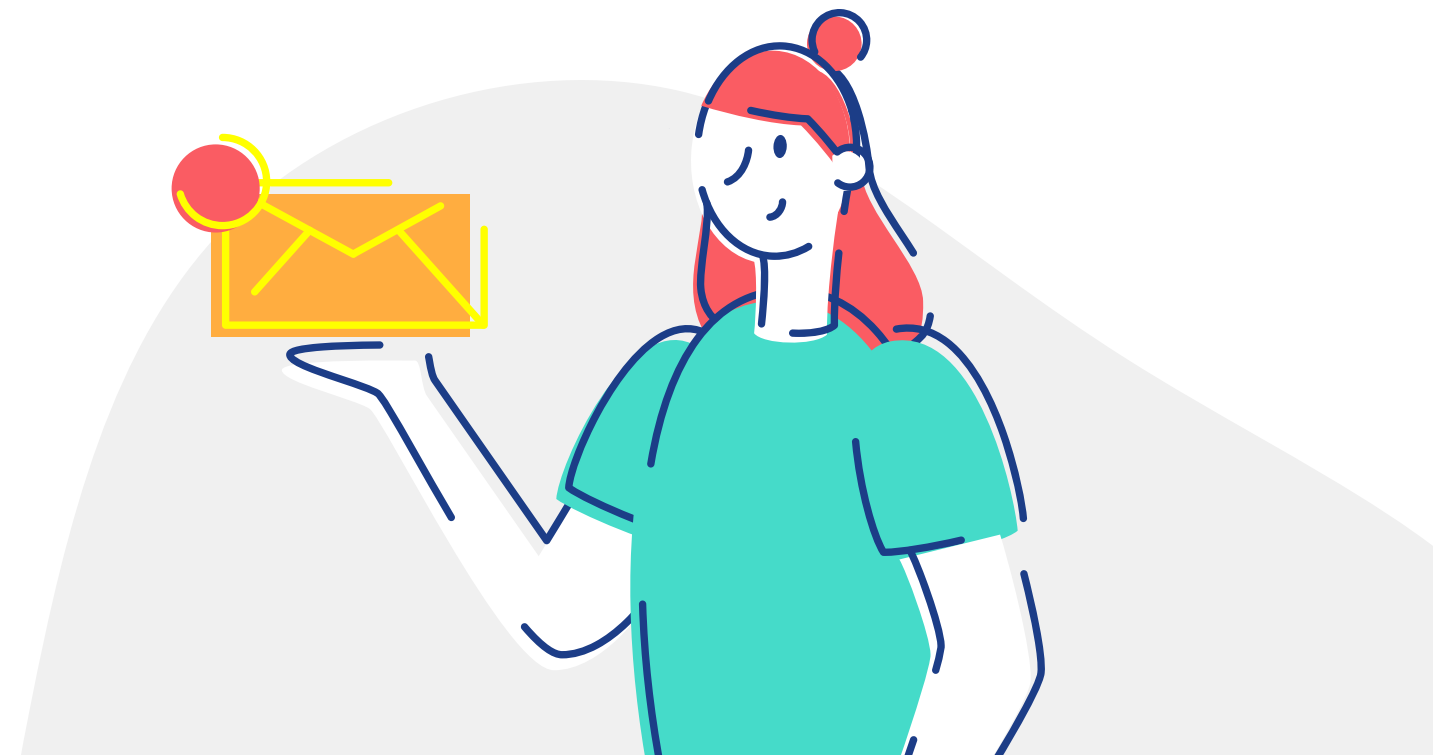
Your work as a teacher does not end there. In order to reduce isolation and keep the student community alive, students need to interact. You will be led to stimulate exchanges between students:

- ◆ Reserve time for interactive socialization activities between students.
- ◆ Use the period at the beginning and at the end of the sessions to converse informally with the students and maintain a relationship with them.
- ◆ Include actions and means that humanize the interactions between students and reduce the feeling of isolation. For example, propose to students or allow them to submit weekly challenge ideas, photo(s) to support. The challenges may or may not be related to the subject taught.
- ◆ Invite students to exchange online more often, either to review together or to have a virtual “coffee”.

Ensuring continuous monitoring

Factors affecting students' involvement and motivation may be more difficult to identify and control, especially due to the lack of direct contact between the teacher and their students and between the students.

Continuous and, as far as possible, individualized educational support therefore appears to be an essential measure of follow-up and motivation support.



Here are some golden rules to apply:

- ◆ Make sure that the students are attentive: observe their behavior in order to ascertain by non-verbal language their intention to speak or ask questions. If the cameras are off to ensure better information flow, adopt a method that allows students to virtually signal their intention to speak. For example, on Zoom, it is possible to “raise your hand” virtually, by clicking on an icon revealing our desire to speak.
- ◆ When a student asks a question, pay attention to the other participants to detect any student’s intention to answer or ask another question. If the cameras are off, you can ask the students if anyone has an answer to share.

- ◆ Set up a monitoring system (in an Excel table, for example) grouping indicators such as the submission of assignments, attendance and any other determining information that would help identify possible drawbacks that students might face.
- ◆ Regularly solicit the opinion of students on the course, so as to make improvements if necessary, at the appropriate time. To do this, you can administer an online questionnaire. At your request, the class representative can also take charge of collecting students’ feedback and forwarding it to you.

Evaluate the learning process

When developing the lesson plan, the evaluations, especially since they are carried out remotely, must be rigorously planned, taking into account, in particular:

- ◆ The level of achievement of targeted skills.
- ◆ The number of evaluation activities and the weight associated with each of them.
- ◆ The implementation of instructions and the correction criteria.
- ◆ The summary organization of the activity.
- ◆ The choice of tools used.

In the specific context of remote evaluation, additional parameters are taken into account:

- ◆ Verification of the identity of the student evaluated.
- ◆ Digital access management (user accounts, activation of peripherals, etc.).

In addition, if, in the traditional classroom, restrictions may be imposed on the use of external resources during the assessment (e.g.: parallel consultation of websites or manuals, use of software, communication with peers, etc.), the distance teacher must, for their part, show greater flexibility. While there are digital ways to control what students do on the screen, including screen sharing and “overview” camera activation, the activities must be complex and authentic enough for the use of other digital tools to have no effect on the objectively assessed criteria.

At the same time, sound management of the maximum time allowed for each of the stages in carrying out the assessment would dissuade distance students from any attempt to cheat, given the deadlines to be met. Of course, this is not to add a stressor to the assessment, but rather to introduce a frame of reference for time management.

As the communication channels are more circumscribed and more «formal» in distance education, it is important to seize all the opportunities for feedback that allow students to provide individualized, constructive comments oriented towards concrete areas for improvement. Distance students are isolated and, in the absence of a close relationship with their teacher, each feedback represents a significant opportunity to guide and support them.

To go further with remote assessment, here are some digital tools that can meet your needs:

- ◆ It is possible to take advantage of the compulsory transition to distance assessment to digitize your assessment tests. For example, the Office Forms tool can be of use for this purpose, as can Google Forms:



◆ In the event of plagiarism concern, the Compilatio plagiarism detection tool remains a must. It is a tool that traces the degree of similarity between a student production and any content that is accessible elsewhere:



◆ On the other hand, some tools make it possible to remotely check the progress of the evaluation tests. These are instruments based on artificial intelligence which allow, among other features, to identify the individuals being assessed or catch sight of any suspicious activity of a student during an assessment. A notable example is when a student moves away from the monitor. Below are two references to this end:



◆ Finally, this obligatory transition to distance education provides an opportunity to seize to adopt the digital correction mode. It is also a practice to be used definitively afterwards, as it allows the reduction of paper consumption. Thus, with LMS (Learning Management Systems), it is now possible for students to submit their work directly online. In order to avoid printing for correction in paper format, it is possible to do the correction directly on the screen and upload in digital format on the platform. This saves time and contributes to the effort to save the environment. There are several options in this perspective. For example, the iPad Pro offers a stylus (Apple Pencil) that allows you to write directly on the touch screen in a variety of colors.

Some laptops also offer the option of the stylus. This is particularly the case with the Dell Latitude 7390 2 in 1 and the Lenovo ThinkPad L390 Yoga. If a stylus isn't available on your device, you can still use the revision tool in Word to write comments, make insertions or deletions in the text following the modifications. PDF, also, currently offers the option of inserting comments while referring to the Tools, Comments sections. By clicking on the speech bubble on the left, it is possible to move it in order to insert a comment in the text.

◆ Feedback can be given to students in video or audio format using digital tools previously seen.

Learning Management Systems (LMS)



All these educational formulas and digital work tools must be centralized towards a common virtual workplace accessible to all, namely, a Learning Management System (LMS). Although the various digital tools as previously named are based on individual choice, the Learning Management System must be shared between teachers in the same department or the same institution. They must therefore be the subject of a concerted decision between the members of the teaching team.

They also require the purchase of an institutional license. Adopting a common LMS makes it easier for students to manage the various courses. Several Learning Management Systems are available on the market, such as, Moodle, Canvas or Pronote:



III. Best practices

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- ◆ Define a workspace for your child
- ◆ Support your child and get involved in their learning
- ◆ Practical activities and creative tips



Parents

Foreword



Your child will have to carry out their schooling at home for an indefinite period. This cannot be done without your daily help.

Teaching is a complex profession that requires expertise. Rest assured: this is not what you are asked to do! It's more about helping your kids keep their learning ongoing. You are all able to accomplish that. Here are some tips to help you implement distance education with your child, especially the little ones.

Define tasks and communicate effectively

Your child needs to have a structured organization of their timetable at home: rest time, work time, reading time, physical activity time and family games.

Take advantage of this situation to share family moments and activities: chat, play board games together, listen to music, listen to and comment on television news, browse on virtual museums or do physical activities together with tutorials available online or offered by professional trainers.



It is essential to keep in mind that these are not holidays, so it is essential to keep the rituals in place during a normal class week:

- ◆ Sufficient sleep time (10 to 12 hours per night for kindergarten-primary, 8 to 10 hours per night for upper levels) and usual bedtime
- ◆ Balanced diet
- ◆ Adapted screen exposure time
- ◆ Daily sports practice outdoors or indoors

You have to make sure that the space-times are very clear by defining moments when you need privacy and other times when you get together to study.

Indeed, it is important that everyone shares the living space favorably during these few weeks. Involve your children in suggesting creative activities to do. You may simply ask what would make these weeks more pleasant or what ideas they might have. This could result in something rewarding to everyone.

Finally, it is essential to maintain a link with the outside world: being in touch with friends and family by email, phone, WhatsApp or any other interactive exchange platform.

Define a workspace for your child



Teaching your child from the comfort of home is not always easy. For the little ones, the distractions are numerous. For you, transforming the bedroom or living room into a space for fun and work requires a few adjustments:

◆ Think of a simple way to visually demarcate the play space and the workspace. For this, you can, for instance, use a mat to mark the play space by adding games, toys or other playful elements.

◆ Suggest creative activities and don't hesitate to use the walls. As in a classroom, the walls allow you to display the essential points of the lessons, as well as successful exercises, the latest drawings, the timetable, etc.

◆ At least during this confinement period, dedicate a piece of furniture to gather all the work supports, if possible, a drawer, a box or even a box per activity. This way, you will easily find the supports for each assignment: notebooks, books, plastic art materials, etc.

Support your child and get involved in his/her learning

Keep contact with your child's teacher



In primary school, your involvement will be essential at home to ensure supported continuity of your child's work and in their relationship with their teachers.

◆ The teachers remain the privileged interlocutors to your child, under your control for the follow-up at home: they will communicate their time slots with you to exchange with you and / or the pupils.

◆ Respect the instructions and advice given: Do not exceed 3 hours of work per day; reassure your child, and do not put pressure on him/her by overwork; do not try to substitute for their teacher by wanting to tackle new concepts.

Practical activities and creative tips



Learn a foreign language through adapted applications



Make slime



Learn to sew



Build animals with Legos or with decoupage



Play miming games



Watch virtual museum tours



Build characters from salt dough or plasticine



Paint, draw and color



Play board games



Create origami in the shape of animals



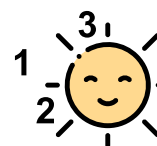
Play musical chairs



Display drawings with positive messages in the windows



Prepare cakes



Play Red Light, Green Light



Play sports as a family

III. Best practices

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Students

Foreword



Distance learning is a real challenge for the student. The distance with the teacher pushes the pupil to be more autonomous and to master a learning environment different from the traditional classroom. The student must take a more active role in the learning process.

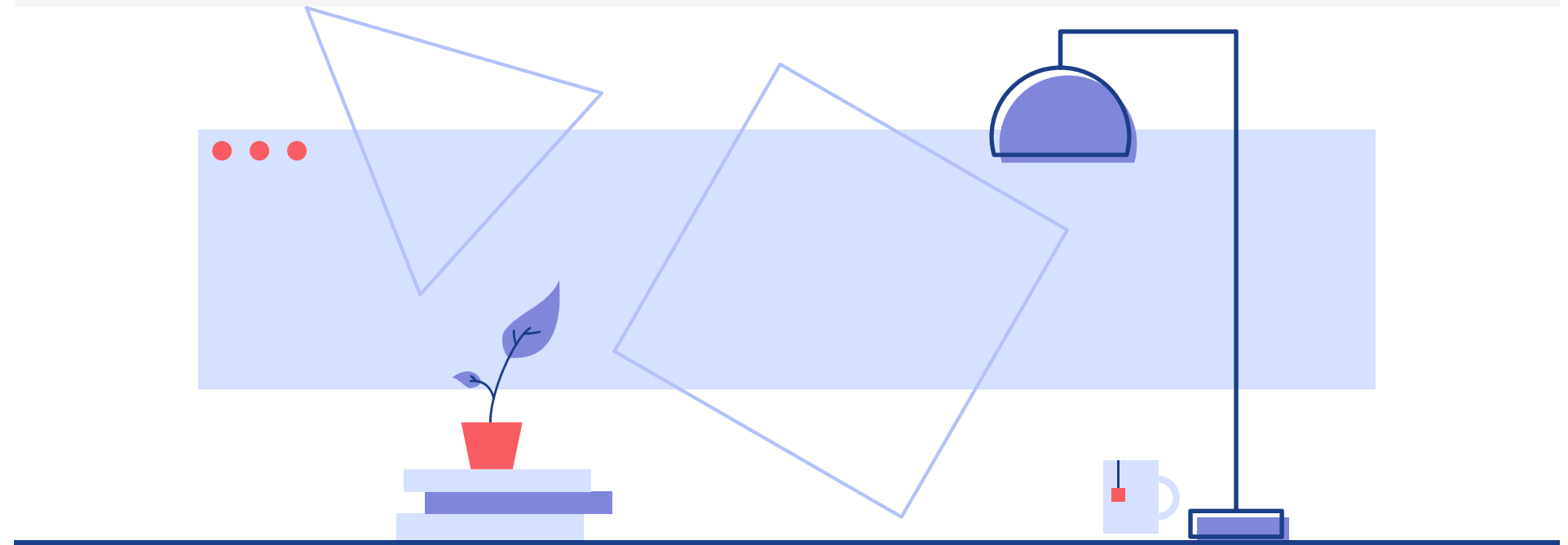
Demonstrating autonomy, being motivated, managing your time efficiently, being responsible and organized are all challenges that you will have to meet, and skills that you will develop. In addition, special attention must be paid to the technical aspects related to learning to properly use the tools associated with this mode of operation.

Here are some practical strategies and information to help you prepare well for distance learning.

Define and organize your workspace

Studying at home requires organization and especially the arrangement of a workspace conducive to motivation. The ideal is to sit at a real desk to reproduce a classroom or exam atmosphere, especially for the grades that will take a common examination.

The right approach is to choose the room in which to set up your office:



- ◆ If you have an unused space within your accommodation, it is recommended to place your workspace there
- ◆ If it is impossible to settle in a fully-fledged room, you will have to free up space in the living room, for example, in order to install your office. Consider the orientation of this space so that it is bright enough, without direct light, and not in an entrance or hallway. The use of functional and practical furniture is highly recommended.

- ◆ Clear the workplace: Working on a desk that is not tidy and / or cluttered can lead to the student losing focus. On the other hand, an open space with the bare minimum has the reverse effect.
- ◆ Avoid working on your bed: it should only be used for sleeping or relaxing! Sleep problems can also arise from mixing work and rest spaces.

Organize your day and develop your autonomy

The challenges most often encountered in distance learning relate to work organization such as establishing and sticking to one's schedule, respecting deadlines for sending homework, etc.

Indeed, autonomy is the skill most often identified as a determinant of success in distance learning. Even if you have access to teachers, all kinds of learning tools, information materials, etc., you are responsible for ensuring the organization and use of the various means and resources available to you. How does one become autonomous? Autonomy manifests itself through one's ability to organize, adapt the environment and learning process and to make decisions. It is then possible to develop your autonomy by implementing certain practices that facilitate organization and decision-making:

First make sure you have all the necessary materials, including educational documents, textbooks, resources and any other learning tool that the teacher considers necessary to successfully complete the course.

Carefully note the deadlines for submitting assignments and, based on these dates, plan a work schedule allowing you to be up to date and deliver the assignments on time.

Allow a certain number of hours each day, or each week, to study in a quiet place, free from interruptions.

Develop a work and study methodology.

Do not hesitate to share with other students, and work / revise in a group.

Make a self-assessment of your work based on the established correction criteria

Be proactive.

In addition to the tools offered by teachers to continue your distance learning, you should not hesitate to adopt certain digital tools that allow you to organize and efficiently manage your time. In this regard, the «calendar», usually integrated in the mailbox, allows you to note online meetings, work submission schedules, etc. In addition, the Trello tool is very interesting for noting lists of things to do (to do lists) so as not to forget anything:



Reinforce your motivation & participate actively

Motivation is a dynamic state that can go down or up. It is almost inevitable to experience a decrease in motivation during distance learning. The difficulties encountered, the fact that a subject is difficult to fathom for the student and the perception that everything is going too fast are factors that can affect motivation.



Contrary to popular belief, it is possible to reactivate your motivation. To do this, you must identify and remember the goal you want to achieve. You can use techniques such as:

- ◆ Using work methods that will make you feel more efficient (memorization techniques, note taking, time management, etc.)
- ◆ Dividing your time-demanding tasks into several stages, then into tasks to be completed and crossing them off the list as you go can also facilitate the task (the Trello tool mentioned above can be very useful for this purpose).
- ◆ Foster a feeling of competence by becoming aware of and using the knowledge already acquired and by remaining positive.
- ◆ Don't forget to give yourself the right to make mistakes and persevere, and don't hesitate to ask for help when things go wrong.

It is important to remember that only through your active participation can comprehension be transmitted and operational. Do not hesitate to ask questions, speak up and give regular feedback to the teacher.

A few notions of Netiquette



Since online interactions have become ubiquitous during this period of distance learning, some notions of netiquette must be mastered. Netiquette is the use of good manners when exchanging online with others, whether by email, on forums or in group workspaces.

First, it is recommended that you respond to emails or other communications sent to you, unless it is a mass mailing or spam. Failure to do so is synonymous with failing to respond to a greeting someone would address to you in person. If you think it would take too long to respond, and you have other priorities at this time,

respond quickly to your contact and let them know that you acknowledge receipt of their message, and that you will get back to them within a specified time. Then do return to it.

Avoid writing in capital letters, since it is now accepted as the equivalent of shouting. It is important to greet someone when you first make contact. Pay special attention to your spelling. Remember that you are in a formal context, that is, a distance learning context.

Conclusion

Several digital tools that could facilitate your distance learning were presented. Some are free and are easily accessible on the Internet, particularly during this lockdown. Others are paying applications as they are more sophisticated and require the purchase of an institutional license.

In short, the formats, origins and purposes of these tools are varied. The mastery of use will develop gradually in the way that these tools generally imply an intuitive operation which is easily generalized from one to the other. If necessary, to progress in mastering them, online courses can be taken in the form of MOOC (Massive Open Online Class):



As a point of fact, through these references, MOOCs can be suggested to students on topics of interest in order to further the learning experience.

To conclude, it is recommended to take advantage of the accelerated learning made with the use of new techno pedagogies, while adopting and integrating them definitively into your teaching thereafter. For example, the newly digitized content can be reused wisely for future course delivery. Similarly, the tools now mastered

could possibly be of great use in trying hybrid pedagogies of the reverse pedagogy type. According to this practice, the student becomes aware of the content of the distance course in asynchronous mode and puts it into practice in class under the supervision of the teacher.

There is therefore room for creativity by combining a variety of educational formulas and digital tools, which will make your courses unique and memorable for your students.

IV. Contributors

Writing and data collecting:
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OCP Foundation



Recognized to be of public utility, the OCP Foundation is committed to sustainable human development in Morocco and in several other southern countries. It supports integrated and general interest initiatives, which contribute to inclusive socio-economic development, to sharing expertise and disseminating knowledge. The OCP Foundation adopts an agile action model, based on a collective intelligence approach and carrying social impact, in order to contribute to the promotion of a knowledge ecosystem endowed with the best levers of excellence, particularly through supporting education,

research and innovation. It also implements sustainable solutions that meet the priority needs of the communities in areas of action according to a social innovation approach and ensures the capacity building of stakeholders to stimulate and perpetuate shared value creation.

Beyond its own initiatives, the OCP Foundation is also proud to support Mohammed VI Polytechnic University, Lycée d'Excellence de Benguerir, as well as the MASciR Foundation.

For more information: www.ocpfoundation.org

Mohammed VI Polytechnic University

Institute of Education Sciences, UM6P



Located in the commune of Benguerir, in the heart of the Green City, Mohammed VI Polytechnic University aspires to be an international level institution focused on research and innovation. Founded for research, Mohammed VI Polytechnic University offers an exceptional environment fostering advanced training and academic excellence.

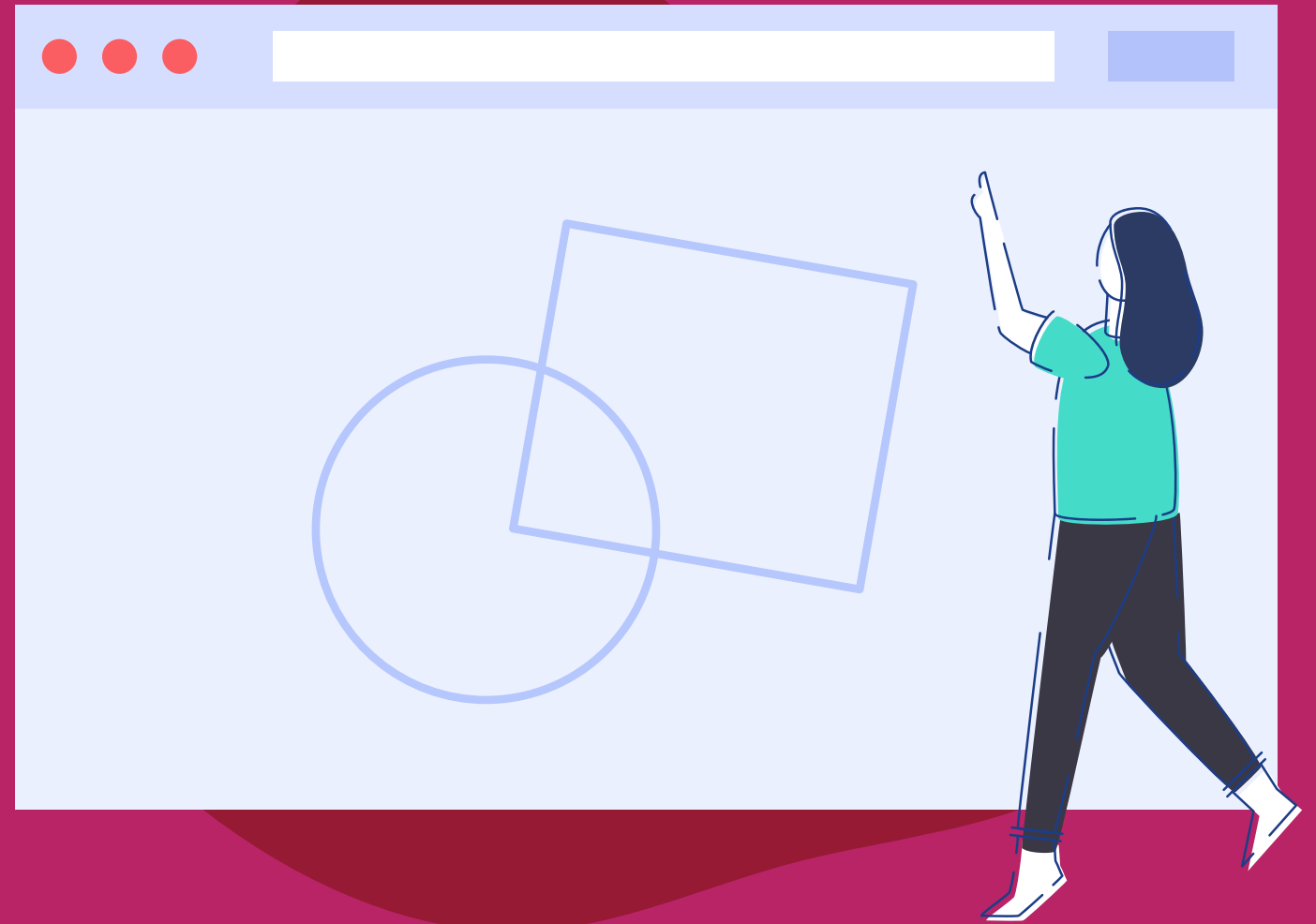
Mohammed VI Polytechnic University aims to place Morocco as an international innovation platform to meet the major challenges and issues of the African continent, such as education. The University is open

to the world and establishes world class partnerships. By establishing itself as a hub for research, high-level training and innovation, this university campus intends to become a real bridgehead between Morocco, Africa and the world.

By contributing to the training of a new generation of researchers, entrepreneurs and leaders of Moroccan and African origin, Mohammed VI Polytechnic University is committed to positioning Morocco as a country at the forefront of Technology Science.

For more information: www.um6p.ma

V. References



Références:

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- > Guide apprentissage distance
- > La netiquette qu'est ce que c'est?
- > Teach from home
- > A quick-start Guide to Distance learning
- > Learning management system



Distance learning
Hands-on guide and collection
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Designed by:

