Implications of COVID-19 for Education

Statement of the World Emergency COVID19 Pandemic Ethics (WeCope) Committee
(31 March 2021)

1. Preamble

The global trends in education are transformational and critical to address issues for the 21st century as countries emerge through the COVID-19 pandemic. As an independent, multidisciplinary and cross-cultural committee, comprised of educators from cultures and nations across the world, in the context of our previous statements, we offer the following reflections on the implications of the COVID-19 pandemic for education.[1]

The conditions as we enter the second year living under the spectre of COVID-19 pandemic require many societies to join in solidarity and exchange ideas available in the prevailing educational systems. The pandemic has impacted all, regardless of age, nationality, culture, gender or other factors. Most schools and higher educational institutions have had to re-invent new ways to cope with networking especially when not all students and communities have access to online learning tools. Not all schools have this luxury and in addition online fatigue syndrome is affecting educators and students alike. Stress disorders are on the rise and COVID as well as post COVID traumatic stress disorders began manifesting themselves in different ways. As we present the issues, albeit briefly, and we offer recommendations, a few selected solutions are available in the Appendices.

Quality education is often being redefined. There is a need for policies, pedagogies and curricular changes which will incorporate a more holistic view of life-long learning. While in some countries, earlier economic imperatives which sometimes created an elitism are being replaced by more universal value-based approaches, promoting equality, solidarity, peaceful communication and the right to education, other countries are suffering from the lack of education because of the effects of war and/or civil unrest in addition to the pandemic.

Some countries find themselves offering good quality education only to those who can afford to pay high tuition fees. All around the world many students have withdrawn from their studies because of a lack of financial resources. All this will eventually have a bleak effect on countries in general and the global dynamic in particular. The pandemic has created grounds for discussion of the principle of sociality and solidarity and the principle of liberty and responsibility for the common good.

One of the main causes of this disruption and lack of equality in education can be traced back to an individualist approach which has plagued humanity for some time. Despite of the disastrous effects of the pandemic, it has engendered an important concern that is important for the rise of humanity at large: Solidarity (WeCope Statement on Autonomy and Responsibility, 2020). These discussions are important for all levels of education and are often lacking in the curricula.

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We urge all schools, colleges, school systems and nations to share their analyses of the changing nature of education. The International Association of Universities (IAU, www.iau-aiu.net) is closely monitoring the impacts of COVID-19 on higher education around the world.

2. Universal Right to Education and Teacher-Student Relationships

The right to education is a fundamental human right enshrined in the Universal Declaration of Human Rights, and thus a duty of any state to ensure regardless of the financial status of the population. While universal education plays an important role, it is also crucial to allow some sifting to take place particularly when it comes to teachings in relation to civics and international regulations as it is not the case that all laws are universally applicable.

The right to education does not just confer the right to knowledge but a right to a nurturing relationship between teachers and students. The pandemic should have taught us that the educational relationship is essential precisely at the moment when everything seems to be questioned. Education is an attempt to give meaning to what happens, or rather to find it together with our students; it answers questions of meaning without which you cannot grow up, you do not insert an event in a biography. From this point of view, it is truly irreplaceable because it goes alongside concrete material needs and forms the basis for the construction of an individual and collective identity. Education is one of the most important ways of resisting evil and inequalities. It is needed to allow humanity to grow and develop for the bettering of the humane race. Not being able to attend school has also led to a gap in leadership in many cases.

Teachers who may not be able to adjust to the new models of education may also have more different attitudes. A nation will suffer long term damage if it loses trained teachers and its educational capacity. In some countries the class sizes are being reduced to increase physical distancing between students, which means more teachers will need to be employed.

Research has shown that it is important that students be aware of their own local contexts. Human lives are linked to immemorial wisdom of and about environmental protection which is widely seen in different religious, traditional and cultural practices.

Some school curricula in schools often fail to integrate environmental responsibilities and their roots to the land. We urge schools and universities to take account of the importance of integrating environmental concerns, ethics and responsibilities to their educational endeavours. After all, the lands are treated as resources not only for the society as a whole but also for the coming generations for the entire human race, both in the present as well as in the future. These are closely related to health and well- being of the people (Shiza, 2013; Senanayake, 2006; Durie, 2004).

Recommendation 1:

1a) The rights-based approach to education requires that every child has a right to education, and to lead an existence commensurate with his or her childhood which also means the right to be nurtured and to play.

1b) Education is not only a right but also a moral and societal obligation without which nations will be condemned to misery and starvation, we argue that all countries and nations need to empower teachers currently suffering through

economic recession. There is a need for solidarity, upholding of values and resilience in students, teachers and parents.

1c) Education is not indoctrination, rather allowing students to learn, reflect and be critical thinkers. A holistic education requires an open-minded approach and integration of scientific, religious, traditional and cultural practices among other major subjects. Intercultural dialogue enables solidarity and strengthens learning communities.

3. Education for Social Capital and Technology

Policies for education that are innovative in content, delivery and outcomes can strengthen human capital. There has been a strong focus in the past several decades in most countries in science and technology, business and economics which encompasses a vision driven to produce more wealth and entrepreneurship in societies. However, education, and the efficiency of education, cannot be measured using the yard stick of how rich a country is. Indeed, one of the most important lessons that need to be taught is solidarity. The latter has been proven extremely important in facing and /or combating the pandemic.

Since the 1980s some schools have been introduced to corporations and business which has accelerated with the integration of technology. Pressure to increase the quality of research and teaching profile of universities to increase the diversity of the student population and to enhance student market globally demonstrated that economy and their needs are major players that bring change to Universities (Fleming, 2012). The integration of technology into education has brought many changes in schools and Universities, and some students have selected online educational delivery systems as their choice over in-person schools for several years. School closures due to COVID 19 have accelerated the shift to on-line educational methodologies.

If public schools become broader learning communities through networking between schools and sharing of resources, training of teachers and capacity building, online platforms could become better options for those who have less opportunities. In recent years we have also seen the significant increases in the provision of open access and free educational lectures and resources, both at school and university levels.

Recommendation 2:
Nations and communities should be enabled to build capacity within local and national Institutions through innovations that will enhance social capital. If local and national Institutions can share their online learning resources without cost and help everyone without holding back their own resources, there will be a paradigm shift in teaching and learning.

4. Internet Access and Access to Education

Since March 2020 countries across the globe have experienced some types of school closure, and most have attempted to use Internet as a portal to allow some students to access education. The COVID 19 pandemic has made online teaching a major medium of instruction. The introduction of online teaching has led to the recommendation to more

widely adopt self-directed learning (SDL)[2] to reinforce the knowledge imparted by a teacher. The student is made to learn with the help of a teacher acting as a facilitator and mentor. From the Teacher centric method to student centric learning has opened up the minds and hearts of the student. *"In its broadest meaning, SDL describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes"* (Knowles, 1979). The luxury of online teaching is not available to all persons worldwide. There are numerous cases of under privileged in societies, refugees, not only war-stricken countries such as Yemen and Syria.

There are three types of learning theories: cognitivism, constructionism and behaviorism. **Cognitivism** is a theory that explains how the learner processes new information gained through experience. (Kolb,1984). Kolb's learning theory explains that the learners are named as accommodators (hands on experience), convergers (Hands on learning and theory), divergers (real life experience) and assimilators of theories and facts. (Kolb, 1984).

Another model is named the VARK model: V (visual), A (auditory), (R) reading and writing experience and K (kinesthetic (Fleming and Mills, 1992). The Gardner (2013) model describes multiple intelligences learned using logical mathematical skills, linguistic knowledge, Musical learning involving rhythm, pitch and wave, and other using spatial, body kinesthetic, interpersonal and intrapersonal experiences.

In constructivism, students through personal experience winnow and obtain knowledge that need to be learned by them. Problem based learning is another model which devise cases that could allow the student to gather information regarding the case, analyze and evaluate the case covering a topic or a unit to learn (Savery and Duffy, 1995).

Behaviorism is a psychological approach based on an instructional model that creates the material for instruction, devise a method of instruction, and help learn through a method that suits their mindset (Dick et al., 2014).

From an ethical perspective, one way to promote well -being of children is by using the right based approach. The right of education is a human right and many students do not have facilities or support for learning with limited internet support. UNESCO (2020) reported that there were around 1.6 billion affected learners by April 2020 in 188 countries, in all levels of learning. The most affected areas at that time were Latin America (160 million) and the Caribbean. Students living in poverty, and in rural areas, particularly suffered because they lack access to internet. These challenges require government bodies, policy makers and educators to consider ethical issues of social justice, equity and inclusion.

At the same time, 99% of the 5.34 million students in primary and higher education in the Republic of Korea could attend online classes (Ministry of Education, 2020). In other countries in Asia, such as Indonesia and Nepal, many students missed out on classes because of the lack of access to the Internet. Children with access to basic technology are 'digital natives' and not having access will frustrate them. This has become a reality in many public schools especially in the rural areas. In many remote areas in developing countries, even students who could financially afford access to internet were

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[2] E.g. https://www.coursehero.com/file/p2iom8a/Learning-is-much-more-enjoyable-when-youve-set-your-own-standards-Whether-you/

constrained by poor connectivity and lack of technological support. This calls for the concerned governments or other authorities to attach high priority to provision of high-speed and affordable internet access.

Teaching during the COVID-19 has also changed many aspects of how information is retrieved. Digitalised knowledge content involves the transfer of information through digital tools and teaching, and it has become multi-format, interactive, reusable and accessible (Nguyen and Chung, 2020). The recommendations by researchers for a way forward in integrating technology is for schools to develop competency in learners to apply information, create knowledge and to develop talents instead of providing knowledge, contents and having rigid programs for training human resources (Nguyen and Chung, 2020).

The pandemic has taught us that families, communities, schools and Universities separated physically can network for shared resources and knowledge, across geographical boundaries. This can be a positive impact to enhance the diversity of education.

Recommendation 3:

3a) New conditions for education provide opportunities and challenges for education. Some learners will be able to learn more effectively with online methodology, and other learners may not be able to learn at all.

3b) Emergency relief funds should be provided to enable free high speed Internet access and tablets or computers to all learners, with special attention on rural areas, and to families that need assistance.

3c) Appropriate support should be made as there is a shift towards more self-directed learning in education.

5. New Assessment Methods
Many countries faced issues with assessment in education when teaching moved from traditional modes to online education. Online assessment is one method to evaluate students' academic performance. (García-Peñalvo et al., 2021). In Europe different countries varied, for example, the U.K. cancelled national exams while Germany held normal exams (Sky News, 2020). Italy went through oral exams instead of written ones. In some countries, students were graded by teachers who predicted their performance based on their previous performances.

Successful implementation of online examinations has inspired many universities to take ongoing initiatives to promote online education. In some countries private schools and universities are using online exams more than the government-funded schools and universities. Many parents are more motivated that students need to continue their online academic activities instead of simply wasting time while they are staying at home in the pandemic. These developments are improve the Learning Management Systems (LMS), and services such as Remote Proctoring and Plagiarism Checkers.

Recommendation 4:
Educational systems need to set goals and achievement standards that can be measured fairly by a variety of assessment methods as necessary to improve

student learning, and to enhance teacher competence in areas that need targeted remediation. Extra attention should be also paid to the needs of children and teachers with Special Needs.

6. Teacher and Parent Training

Training programs are needed not only to train teachers, parents and learners but also human resources need to be invested for administrative and technology development (Nguyen and Chung, 2020). The integration of technology can enable ethical ways of educating students through volunteerism and collaborative networks between schools, giving them a larger network so that they are able to be part of larger learning communities.

Recommendation 5:
Teachers need training in knowledge and skills (not limited to):

5a) To be competent to teach using all available communication modalities.

5b) To reorganise training for professional development on how to facilitate online education for core course contents.

5c) To assist in healthy mental health development using techniques such as mindful practices, peace communication skills and ethics education. Teachers may need to be trained to enhance their affective dimension (attitude, feelings and beliefs), and in ethics education.

7. Special Attention to Education in Rural areas and LDCs

There are significant challenges for rural students during the COVID-19 pandemic (Ratledge et al., 2020). Ratledge et al. (2020) stated that only 63% of students in the Americas had access to internet facilities in the rural areas compared to 75% of students in urban areas. The rural areas also have the highest poverty rates as well as the lowest graduation rates. Among complex issues students in higher education face are poverty, historically related matters and systemic racism.

Carmen Lopez Horizons in Mexico serves many Native students, and recommended that federal agencies, states and school districts need to meet the treaty obligations of Tribal Nations and invest in infrastructure and fund schools; to make their courses mobile friendly; provide touch screen devices to families who have only one internet capable device. The other important recommendation was to reinforce a sense of community even if students have to learn from far (Ratledge, et al., 2020).

A similar situation was seen in South Africa where rural learners were excluded from learning because of a lack of resources to connect. Values such as social justice and the rights of rural learners must be accounted as they suffer the effects of the pandemic (Dube, 2020). The opportunities that are emerging with COVID-19 as reported by the OECD include: providing digital tools in rural regions; greater awareness to provide quality service for both e-health and e-education (OECD, 2020a). Even worse situations exist in most Least Developed Countries (LDCs).

Alternative pedagogies of teaching, such as the use of physical exercises and other moral games (Macer, 2011), the use of outside spaces such as the school grounds, parks and other open spaces, can actually achieve learning goals more than some intensive classroom study. More training is needed in the use of all technologies and methods,

including ICT, when it is available. Care should be taken so that innovative developments are shared openly, otherwise they may cause more inequity especially with the underserved population.

Recommendation 6:

6a) The education system should apply many models for learning, and when possible, consider the greater use of outside spaces, home gardens and rooms, as is available and affordable, to achieve learning outcomes. Education systems that celebrate having children think outside of the box, also need to think outside of the box.

6b) Schools and teachers should collaborate in sharing resources, pedagogies, and knowledge within and between countries, with special attention to the needs of isolated rural areas and least developed countries (LDCs).

8. Mental Health, Well-being and Learning

COVID-19 has increased the obstacles to education and mental stress. The emotional burden of being separated from the family and absence of parental supervision is an issue for students and parents separated by lockdowns. The need for both intrapersonal and interpersonal resilience for mental health have increased during the pandemic. Many students, both in schools and universities, require more support to develop better mental health for health and academic progress (Hartely, 2011). Intrapersonal resilience has been found to be more important (Hartley, 2013).

COVID-19 impacts on education, life and the affective states have demonstrated that there is a need to humanise education. The missing link is the inclusion of values such as peace, love, truth, non-violence and right conduct in the curriculum at the primary and secondary levels. Motivating stories help build innate strength in students. Students learn how to manage stress, difficulties and gain lessons of strength, love and courage from stories. Silent visualisation exercises and music help calm students who are stressed.

The pandemic has also kept children away from social support and reduced child protection. Early interventions and pedagogies that support the development of resilience can be used regularly in schools. Goldstein et al. (2013) asserted that internal resilience becomes a protective factor for depression symptoms. The model used below for this discussion has been integrated in schools where parental and community involvement is high.

Societies and communities progress in a more just, equitable and sustainable direction if the cultural, ethical, and spiritual values of those societies are central determinants in shaping their futures. Widespread informed public participation is necessary for wise decisions about the future. By developing the intellectual tools to analyze and understand key concepts such as justice, dignity and freedom, by building capacities for independent thought and judgement, by enhancing the critical skills to understand and question the world and its challenges, and by fostering reflection on values and principles, philosophy has been described as a "school of freedom" (Wolf and Macer, 2011). The goals of philosophy education are particularly important to prepare mature citizens for living in challenging times. These were goals adopted in the UNESCO Asia Pacific Meeting on Philosophy Education (Macer, 2011).

"The outcomes of philosophy education include:
a) Understanding and a search for wisdom. To this end we encourage:
  Development of trans-disciplinary knowledge
  Clarification of concepts
  Enhancement of the ability to integrate knowledge, principles and argumentation in rational discussion
  Understanding the power of questions
  Broadening intellectual horizons
  Knowledge of cultural values in different communities
  Search for meanings
  Living a better life

b) Development of capacities for:
  Quality thinking and reflective processes
  Wise judgment and decision making skills
  Formulating appropriate questions
  Creative thinking
  Foresight
  Reasoned choice
  Interpretation, construction and communication of knowledge
  Respect for reasons and evidence
  Better understanding of reality

c) Development of a disposition to:
  Use knowledge and skills for good
  Increasing respect for all forms of life
  Take into account the interests of others and the environment in the spirit of solidarity
  Have empathy and compassion
  Be tolerant, inclusive, and reasonable
  Understand better the diversity of views of different persons (listen to others)
  Respect different points of view, people and culture, and their values
  Reflect upon values
  Consider alternative possibilities and world-views
  Build and improve other virtues."

There are many reports from studies conducted of students and adults having trouble coping with the pandemic and they need support through specific coping strategies (Shanahan et al., 2020). One of the proposed solutions is a well-established framework called Social and Emotional Learning (SEL) which has been used for dealing with social and emotional issues (Cippriano et al., 2020). The framework was used to help distressed families and schools. The SEL framework is implemented systematically. The stress related feelings were caused by a general fear that someone in their family will contract COVID-19 or fall ill. The other reasons were anxiety faced when they were involved with working full time at home and adapting to new technologies for both teaching and learning. In addition, there were concerns about their future education and college and career plans (Cippriano et al, 2020).

SEL includes modelling and teaching of cognitive, affective and behavioural competencies which contribute to both physical and psychological well-being. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), SEL

comprises five interrelated competencies: Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, and Responsible Decision Making (Cippriano et al, 2020). (www.casel.org). Students who had suicidal tendencies are able to have timely interventions related to stress can use SEL program to help them (Raquel, 2020). Resource mapping will help in emergency planning within local communities.

There are many existing models that may be useful, for example, the Jumsai model (1997) as illustrated in Figure 1 defines five human values. Love: When students are made to elicit the values from the stories, real life examples they become inspired and also learns what compassion means. Truth: Students learn to be truthful and this leads them to gaining wisdom on how to deal with life. Peace: Students who are calm have high emotional quotient. Non Violence: All the above three values when internalised leads students to an attitude of non- violence.

The model has three components. According to Jumsai (2003), students will translate these human values when their environment is filled with the five values. Teachers, parents and the community play important roles. The direct experiences are gained in a school ethos where values are role modelled. The model has been tested with teachers from several countries both in education and for a water project implemented by the United Nations Human Settlements program (Parahakaran, 2013). Several research studies have shown that resiliency is developed when values are integrated and students become resilient and have innate coping strategies. When there are challenges or adversities, when an individual has the capacity to adapt and cope with the difficult circumstances then they are said to be resilient (Masten, Best and Garmezy, 1990).
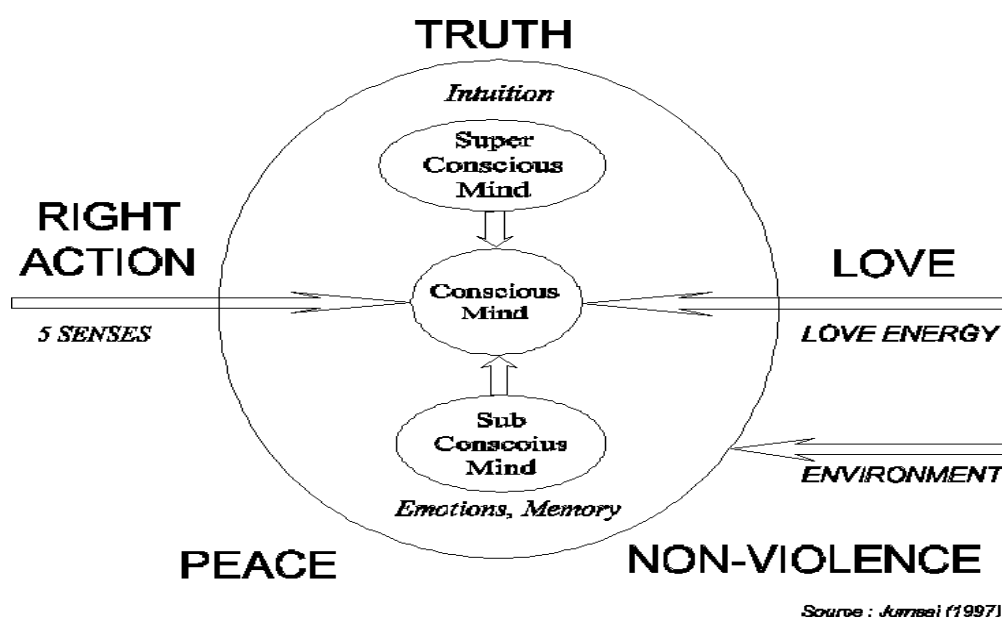

Figure 1: Jumsai Model (Source: Jumsai (1997; 2003);

There are direct impacts of mental health on resilience (Wu et al., 2020). University students have been impacted with poor mental health in a number of countries which leads to depression, anxiety, high stress (Brown, 2018). The health and well- being of a society depend on the kind of training that schools have for students. There is an increased interest in free dissemination of information related to health based practices, yoga, meditation, learning benefits for green environment, health benefits from research

such as the neuro- sciences, spiritual well-being, mental health and psychosocial support needs, and address problems related to stigma.

Many other strategies used relate to adapting best practices and tele heal methods (Raquel, 2020). A number of strategies are suggested in the Appendix.

Recommendation 7:
There are existing resources and pedagogies available to enhance the holistic development of learners, including consideration of ethical, social and psychological approaches to education, that can be utilized in both remote and in-person learning, and these need to be shared, and subject to ongoing evaluation in each setting.

9. Balancing the Needs for Intimacy and Socialization in Education

A fundamental characteristic of adolescents is the relationship between the need for intimacy and the need for socialization, a relationship that has been upset and redefined by the pandemic. Most children were forced to remain alone when most wanted to be with others and at the same time, as discussed below, they could not experience a true and profound solitude, the one they seek in normal situations. We do not yet know how this will affect their growth and the work of elaborating their adolescence, but certainly the theme of the relationship between loneliness and socialization will have to be at the center of remedial educational practices, especially for the attention of adults.

Although children have great adaptability and responsiveness to critical situations, these skills must be cultivated and supported by adults. Children and adolescents only grow up within an adult project, whether explicit or implicit, democratic or totalitarian. The first point which we must try to study is the relationship that these children will have with their parents; especially for teenagers, staying closed at home for months meant breaking that path of emancipation that involves distance from home, through school or through peer groups. Having spent so much time under parental gaze may have somehow meant a regression, however it has involved a number of problems related to the process of growth and differentiation. For some time in Italy there has been discussion about the excessive attachment of children to families, also linked to the economic difficulties for a young person in making his own life project. These months lived side by side with parents and siblings may have to be overcome through new forms of detachment and autonomy.

Another important issue is that of intimacy. For many young people it was difficult to find spaces of privacy within the family universe. Even just staying at home alone for an entire afternoon when parents are at work is a fundamental experience to take possession of the spaces of the house and to experience one's own growth and autonomy in solitude. Especially for children who have many siblings, the lockdown means forcibly sharing many spaces, even private ones, and having enormous difficulty in obtaining their own personal space. Perhaps the difference between solidarity and isolation is in the fact that the former is sought after and is the first source of the ability to feel good with others while the latter is imposed and risks locking the subject in what may seem to be a dead-end prison.

The resumption of socialization. School will be the first area in which children who may have been subject to living in lockdown with their parents and family members, will

have to learn again to be together, to work together, to confront each other. In 2020, many teenagers have experienced the phenomenon called *hikikomori* in Japanese, considered a form of pathology that consisted in the fact that a young person or a teenager closed himself in his room for months without ever leaving and without keeping any contact with the world except through the web. This has become almost the norm for many young people; and especially activities outside the school such as sport, were impossible for them. They were deprived of moments of physical and psychological confrontation with others which are so important for the growth of any young person

Recommendation 8:
Every individual, and family, is different and all should be celebrated. Stories and data gathered exploring the balancing between the need for intimacy and the need for socialization at all ages of childhood need to be gathered. The routes for growth of every child need to be assisted when necessary so that each person can flourish, while walking along the path of a human life which has both ups and downs.

10. Development of Online Physical Education Classes

Physical education centres on physical activity and is distinct from general knowledge-based subjects. Therefore, online physical education classes require special preparation and operation to communicate and practice the values of physical education well. With many schools closed, online physical education classes have been held to convey the values of physical education (Lm and Kim, 2007; Lyu, 2011, Hong, 2006).

It is possible that online physical education classes can be made more efficient if students receive feedback through viewing their own or their classmates' actions. This is in contrast to face-to-face physical education classes, where students can immediately receive feedback on their motor skills or their success completing physical activities. In contrast, students cannot modify their own activities by viewing a video of them, so they receive limited feedback. Immediate feedback is needed to motivate students to learn and strengthen their active class attitude. It can be difficult to maintain the basic rapport between the teacher and the students, and among the students, through online approaches. In addition, only through good interaction between the teacher and students in online courses can the values of physical education be conveyed, and online assignment performance in interactive physical education classes needs further research (Jeong and So, 2020). This experience suggests that attempts to convey the value of physical education may be initiated later in the semester, after rapport has been developed between the teacher and their students and after the technical skills for various sports have been reviewed (Guan, 2012). Particular research should also assess the long term impacts of very restrictive regulations upon youth leaving their houses during pandemic measures, as well in periods of closures of in-person classes at schools.

Recommendation 9:
There is a need to review and systematize approaches to online physical education classes as a whole, linked to face-to-face physical education classes to examine their respective effectiveness and potential possibilities in light of physical education teachers' increased expertise gained through their operation of online physical education classes. There is a need to further adapt and develop theoretical

frameworks for online physical education classes by examining the educational value of modifying existing pedagogical methods, content, evaluations, and so on to more effectively teach online physical education classes which will also examine the efficiency and affordances of different online platforms employed by physical education teachers and evaluate their generalizability across actual school sites, especially as novel tools are developed.

10. Education Overcoming Fear

It is normal that parents and elders will protect children from fear and worry, but in the pandemic, this is very difficult. Perhaps the most fundamental change in the emphasis of education is overcoming a growing sense of fear. While this may be a norm for child refugees, now this experience is almost global. This is a critical aspect for research and educational practices. Fear has dominated most societies during the pandemic, and it has not always been processed in the correct way. The world of information has often fed the fear, rather than teaching how to tolerate it. For example, someone denying the coronavirus tried to walk away from it as if fear did not exist.

Especially children who saw loved ones die, and images of dead bodies on the media, were afraid and this risked compromising that attitude of trust and openness towards the world which according to psychology, from Erikson onwards, is fundamental for this age of life. A great balance will be needed to help these children to recover the sense of trust, even physical, in other people and in any case make sure that the emergency reminds us of our fragility and our exposure to evil and above all our non-immortality and non-invulnerability. Unfortunately, one of the problems that adds to the already tragic experience of children is the insensitivity of many adults and unfortunately also of some teachers.

A subtle form of denial leads too many adults to fail to realize that children who have been denied the right to school, the right to play, the right to socialize and the right to the outdoors will need help and guidance, and above all their sufferings must be understood and not underestimated in a hypocritical way. We also think that there are negative consequences of overuse of the War Metaphor in the Discourse associated with the Pandemic (WeCope, 2020a).

Recommendation 10:
Efforts to reduce anxiety, while also enhancing the development of emotional maturity, need to be systematically reviewed, evaluated, and applied in evidence-based studies through the lens of different cultural contexts, for the sake of a healthy balance of the mental state of children.

11. Educational Challenges of Children with Special Needs

There are obvious gaps in the educational system when it comes to children with special needs. The latent problem of exclusion is one of them. In terms of priority, persons with disability are least considered. When it comes to government programs, the absence or lack of representation exacerbate the powerless situation of some people. But the issue is not only a question of policy or law. It is something that is rooted in prejudice. Society excludes some people consciously or unconsciously. The dominant rules of society often

discriminate against individuals who lack the ability to communicate normally. This bespeaks of the violation of their dignity as persons.

There is a tension between the traditional approach, which is curricular in nature, and the progressive approach, which is rooted in the creative spirit of the learner. On one hand, one can say that the value of schooling is purely academic; on the other, it can be argued as shown above in the goals of philosophy education that schools are established to form human character. What this character means ultimately depends on the moral values of the community, but more importantly, the universal values of autonomy – freedom of speech, freedom of assembly, and human dignity. The diversity of students help them understand the value of openness in a pluralist society.

Let us consider Autism Spectrum Disorder (ASD). Data show that at least 62 million people have autism around the world, and one in 160 children have this neurodevelopmental disorder, according to the World Health Organization (2019). 18 million have autism and 44 million have Asperger's syndrome. The U.S. Centre for Disease Control (2016) says that one in 54 children have the condition. ASD can be described as. "*A range of conditions characterised by some degree of impaired social behaviour, communication and language, and a narrow range of interests and activities that are both unique to the individual and carried out repetitively*." (WHO, 2019),

Outcomes in education seek to guarantee social integration or political recognition. This is obvious when it comes to the advocacy of identity politics. An example is the participation of Indigenous Peoples (IP) to societal culture. Will Kymlicka (2007) defines societal culture as a "*territorially concentrated culture, centered on a shared language which is used in a wide range of societal institutions, in both public and private life (schools, media, law, economy, etc.)*." He also speaks of a common language and societal institutions. The point is to recognize diversity in society. Pluralism is inevitable in every liberal democracy as it seeks to guarantee the basic freedoms of citizens.

The best way to secure the good of children with special needs is by means of care (Kittay 1999). Resources will never be enough. Love, attention, and the total commitment of parents will be required. This will also entail some sacrifice on the part of parents. A spouse may have to put aside professional work to give more attention to the need of a child.

Inclusion requires intervention from the government in terms of employment opportunities and tax relief (UNESCAP 2015). But the root of the problem is systemic injustice. Public schooling for children with disability often did not have enough funding even before the pandemic. Local Government Units do not provide the resources to improve the situation of special schools given the other difficult problems that education officials need to deal with. The pandemic, for instance, has exacerbated the problem due to the lack of or poor internet access of many students. Printed modules are also lacking.

The unequal positioning of people in society results to structural injustices (Young 1990; Maboloc 2019). Competition will ultimately favor the intelligent, the well-endowed, and those who are in higher positions of power and influence. Structural inequality is a result of the positional advantage of some people (Young 1990).

When it comes to children with development delay and other neuro-disorders, one way to promote their well-being is the rights-based approach. The right to education extends to children with special needs. We can consider two areas of concern. First, there is a need to provide adequate funding or resources to special schools run by the

government. This will require improving the facilities and increasing the budget for the operations of these schools. Such must include provisions for food to ensure the health of special children who belong to poor families. More teachers should be hired to improve the ratio between teacher and learner, which stands at one per fifty students in most instances. This is problematic since the teacher or caregiver will not be able to give enough care and attention to each child.

We note that in the Philippines for example, the government is not allowed to give funding or any direct financial aid to private special needs schools and therapy centers, but it can actually help provide support to families through some form of a tax relief to parents of children with special needs. Since the time of the pandemic, private special schools have resorted to online learning while in-person behavioral intervention requires compliance to strict Department of Health safety protocols to protect the teacher and child. In some cases, however, there are parents who opt to postpone any type of schooling or therapy because of the high risk to the child. Any type of medical emergency during a pandemic will be very difficult on the part of parents given the behavioral condition of the child. In this regard, any improvement in the educational services can only come after the end of the pandemic, which would require the availability of the vaccine for all.

Recommendation 11:
The education of persons with special needs in the time of the pandemic may require even more resources than in ono-pandemic times, which should be provided in accordance with the right to education. The bias against children with different abilities, such as autism, for instance, must be corrected by recognizing their rights through ending unjust policies and structures.

12. Economic Implications

The pandemic has particularly affected persons in lower socio-economic classes, both in terms of mortality, and lost employment. We can see changes in government spending on education. Some countries like Australia have been able to implement short term measures to cope with school disruptions. An example is the Higher Education Relief package launched by the Australian Government which was implemented to those affected by the COVID-19. This package reduced the cost of online learning, and exemptions of loan fees for students for as long as six months (OECD, 2020).

As economies have entered recession there will be pressures to reduce costs, and some programs such as the integration of children with special needs, may suffer more. Although staying at home away from other children may suit persons living with some traits, such as autistic children, it can lead to withdrawal away from the community, and also lower tolerance of human diversity where children with special abilities are not included in the mainstream classroom.

Disrupted education results in a lower rate of skilled labour force which can lead to long term consequences for economic growth. COVID-19 has impacted working parents who had to take care of their children's education and at least one parent may have been unable to work outside their home because of child-care.

Significant numbers of students had to cease their university and private school education because their parents lost their source of income. There have been significant closures of educational institutions.

Recommendation 12:
Special attention to the economic impacts on education needs to be remedied to maintain the universal right to education. Institutions may explore models such as lowering fees by involving volunteers and passionate educators to mentor students (providing a high quality of experience is maintained).

13 Conclusions

The COVID-19 pandemic has altered some ethical values (WeCope, 2021) and shifted some human behavior and social systems, including the regular attendance of schools. This provides both an unprecedented challenge and opportunity for educators to look deeper into how learning is affected by different methods of inquiry. Despite massive impacts on mental health, economy and education, humans have the capacity to make paradigm shifts in the modalities of education with informed choices that will have greater sustainable social impact personally, locally and globally. There is urgency to transform educational systems from leveraging memory driven replications to curriculum that incorporates the lived value experiences and social impact to enhance our emotional intelligence and bioethical maturity.

The research and community responses during the pandemic have illustrated that the lifestyle choices we have made and the underlying issues within education requires a deeper intellectual inquiry. Education and training providers have to take into account the human dimension of life, dignity, and equality which must be incorporated with the curriculum. The positive impact can be amplified by personalizing the learning experience within the social context that assists in improvements of the quality of life of students, and their economic prospects. Policies which were used earlier for teaching and learning have to be redesigned and packaged, and training of both administrators and teachers have become more significant because of the use of technology during the pandemic.

14. Appendices: Examples of Competency based education and Self -directed learning

Appendix 1: Enhancing affective development in children

The Dhall and Tehseen (2017) model for the affective domain has been used in the Australian Education for Human Values program from 2002 in the Australian Institute for Sathya Sai Education. The model was introduced to participants in Malaysia in a workshop conducted by Pal Dhall and Tehseen Dhall in 2017 (June 11-16, Malaysia). The model was implemented in three districts (Indonesia) and two countries (Indonesia, Malaysia) (Parahakaran, 2018). The model enables and prompts students to reflect on situational contexts and real life situations.

Another exploratory study (global) of elicitation of values in statements using media tools were conducted with a small sample of teachers and students and the

findings concluded that the affective domain can be developed in students with reinforcement of good values in the curriculum contents (Parahakaran et al., 2017). Students are not only sensitized to use their thinking skills but also their feelings and their discriminatory power to decide what is right and wrong. Bloom's affective taxonomy enables students to receive, respond, value, organise and characterize to include their feelings by responding and valuing the situational value. When they reflect on the positive values which they experience through the value of visualisation they are able to organise the value into their own personal framework (Dhall and Tehseen, 2017).
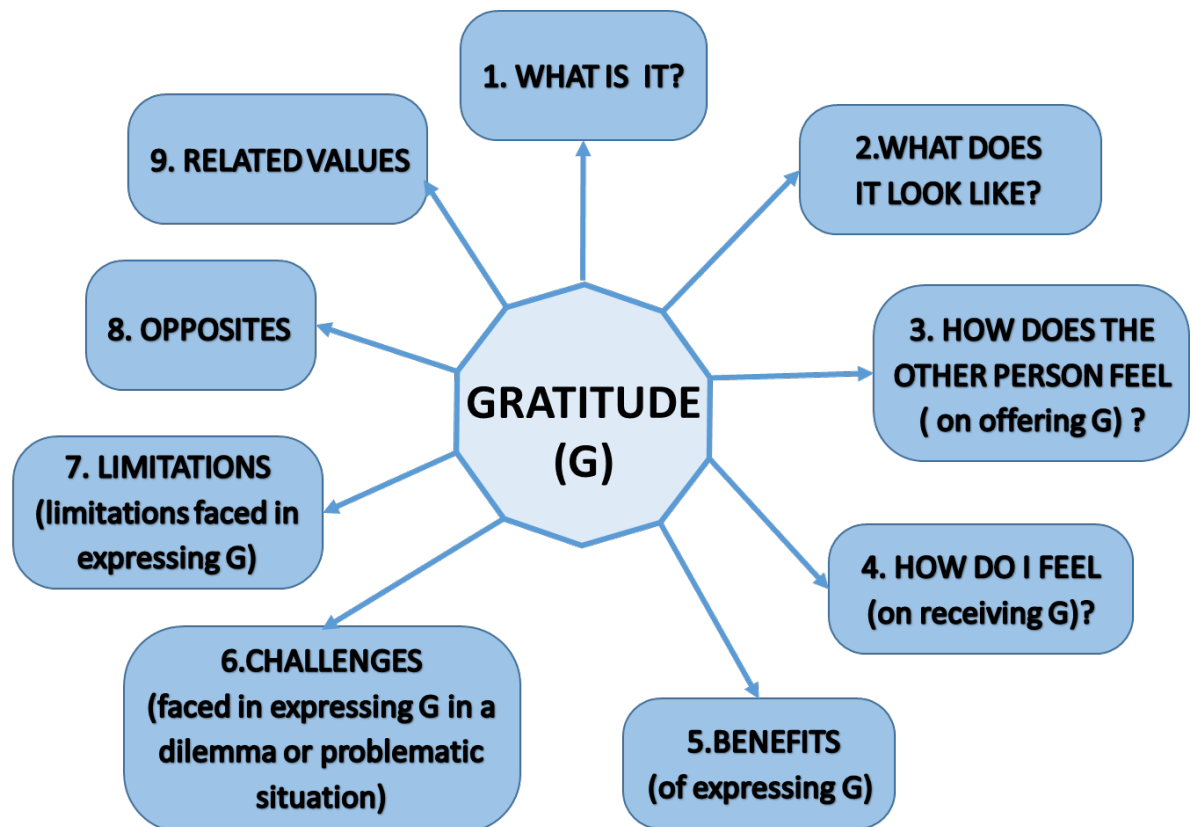

Figure 2: Dhall and Tehseen Concept Map of Higher Order Thinking Skills for the Affective Domain
Source: Workshop conducted by Pal Dhall and Tehseen Dhall in 2017 (June 11-16, Malaysia); in Parahakaran et al. (2018).

The model in Figure 2 helped students gain vocabulary related to human values. When students use the model frequently with competent teachers they will start building a vocabulary of value words and instil positive words both in their minds and actions. Group discussions on situations related to social justice, human rights, kindness, gratitude, inequity will further enhance their affective development. Teachers' perceptions of integration of values in online learning also revealed that integration of values will enhance affective development in students (Parahakaran et al., 2018). The mind mapping is used with real life situations as examples enabling students to respond using their own experiences.

The benefits include collective sharing of ideas and students learn to scaffold their ideas. It has been used both in primary and secondary students in Malaysia and in a school

in Indonesia. There were positive responses with the model. However, teachers may need to be competent and trained to use the model and this depends on class size. Topics such as public health and environmental issues can be discussed using the principle of sociality and solidarity.

The resulting lessons learnt from the pandemic requires a further understanding that it is important to bring the principle of solidarity. For example, when each person shares the realisation of the good of other people, every citizen can consider the life of other people and their personal life as social good (Shickle et al., 2007). This helps to increase the solidarity of by binding the community so that there is enhancement both in life and health (Shickle et al., 2007). Students will be aware that promoting the common good will support the promotion of everyone (Shickle et al., 2007, p. 106).

Applied health education (Healthcare professionals)

Education helps individuals to gain different skills as well as knowledge to be successful in their field while developing their thinking skills. The main purpose of health education is to raise health care professionals in ways to integrate the developments in science and society with their professional technical practices and have the knowledge, skills, and attitude to respond to the health problems of the society with high-quality health services. Further, they should have the desire and ability to learn more than they know throughout their professional life. Moreover, they should have a vision and competent to collect data, scientific methodology to contribute to scientific developments.

Therefore, the main purpose of healthcare faculties is theoretical knowledge should support with practical applications to provide better healthcare. They should involve those in medicine, dentistry and nurse are not only healthcare professionals with medical knowledge but also they should contribute scientific views, teamwork, organizing skills, communication skills, leader, management skills, and be a good healthcare advocate. However, with covid-19, the practical training of students of health faculties was seriously disrupted, because healthcare traditional education the shift to online education due to the current situation, those who participated in face-to-face training lost the opportunity of internship in clinics suspended due to the COVID-19 patient density, or with very limited theoretical training they have received in their written exam. Especially senior students and assistants that took part in the follow-up team and treatment team of COVID-19 patients instead of receiving the theoretical and practical training they should receive in their field.

Recommendation 12:
Since education can never be stopped for a long time, education should continue without interruption through temporary solutions. However, taking into account the importance of practical training that fails during the pandemic process, pandemic hospitals should be distinguished.

Recommendation 13:
Completion of practical training, which cannot be done during the pandemic process, by determining additional time, will make a significant contribution to preventing problems that may arise for health professionals.

Appendix 2: Intensifying Peace Communication in the New Learning Environment

Even before the onset of pandemic, the education system in many countries has been harsh to students (Zulueta, 2019). Putting too much pressure on students plus creating to them restrictive environments *"have caused them mental issues like depression, anxiety, and nervous breakdowns and therefore would break rather than create them"* (Zulueta 2019). For example, a high school teacher caused anxiety to a student after telling the latter that she does not care about poor internet connection. Some post rants on social media also humiliated students.

Flaherty (2020) narrates how a language professor at Eastern Michigan University has been transformed by the pandemic from being very strict on deadlines and attendance to being lenient or emphatic in grading his students. While the situations above are a harsh communication situation intensifying the reality of pandemic, the latter attitude promotes peace communication through kindness and empathy which learners need from their teachers (Eviota-Rivera and Maboloc, 2021).

Peace education as defined by Filipino peace educator Castro (2010) is an education that is transformative. It is one that creates a culture of peace. Such transformation must be personal and inter-personal and puts premium on nurturing our spirituality and caring for our environment. Nurture and care are feelings of empathy in the classroom help learners face the pains and overcome the many struggles in online learning (Eviota-Rivera and Maboloc, 2021).

Peace communication in a class learning context means freedom from harsh comments and actions by teachers and learners. On the part of the teacher, insults, discriminatory remarks, blaming attitude, and hasty comments are among the examples of harsh communication. Since communication is both verbal and non-verbal, a case of not replying to a relevant comment in the Google classroom, chat messenger, or email is disheartening. Also included under harsh communication is unreasonable amount of requirements to students and a very strict sense of due dates during pandemic (Eviota-Rivera, and Maboloc, 2021).

On the part of students, disrespect and dishonesty are contrary to a peaceful attitude. In particular, students pretending to be offline but enjoying posting comments in their social media account and the preference of replying their teacher's message via e-mail using a template response is discouraging. "How are you doing today?" is a simple way of opening an online conversation with students yet it can uplift a weary soul hence it opens a gate for a more meaningful learning experience. This shows concern to the learner as a human person and behind this expression is the virtue of patience which manifests peace. The patience of teachers in online mode learning is undoubtedly tested but it should remain in force to fight back the perils to education of the global health crisis (Eviota-Rivera and Maboloc, 2021).

Peace communication is equivalent to compassionate communication. For Dickinson (2009) this approach of communication is beneficial in two ways: *"helps people remain empathetic with each other, even in situations fraught with anger or frustration"* and *"teaches people to speak to others without blaming and to hear personal criticisms without withering."*

Appendix 3: Teaching Sports for Persons with Intellectual Disabilities Online

This is a case of adaption of teaching to an online format forced upon many teachers during the Pandemic. Online programs using google classroom were used to teach sports for persons with intellectual disabilities during the COVID-19 pandemic at Sendai University, as an example. The content includes kinds of physical activity guidance for people living with intellectual disabilities, and the current status of exercise / sports guidance for people with intellectual disabilities, specific guidance methods, and basics for specific support for lifelong education (Takahashi, 2020).

Twenty-nine students participated in the online classes. Five assignments were requested and they include the student's profile, what they learned from class, what do they want in the future, opinions and questions from the class ,and the lesson plans. Students were asked to read from their home-work and the Instructor asked questions from their report philosophically. In addition, a practicum report for teaching online based environments **including** COVID-19 pandemic (Takahashi, 2020). Students could teach each other from their own philosophical learning and teaching approach effectively. Students could review from recorded lectures repeatedly. There is a need to also include disaster education in the curriculum at all levels of education

The theme of the 15 classes were: ⅰ. Introduction of teachers in charge of orientation, class goals and procedures, explanation of syllabus, method of grade evaluation. ⅱ. Physical characteristics of people with intellectual disabilities ⅲ. Historical transition of physical education for people with intellectual disabilities ⅳ. Review the historical transitions learned in General Education for Persons with Disabilities. ⅴ. Historical transition of exercise and sports for people with intellectual disabilities ⅵ. Significance of exercise and sports for people with intellectual disabilities ⅶ. About exercise and sports guidance for people with disabilities; ⅷ. Principles regarding specific exercise and sports instruction methods for persons with intellectual disabilities. ⅸ. Necessity and challenges of leisure activities in people with intellectual disabilities and lifelong education.

Appendix 4: Field Trips and Field Surveys Tool kit for Education

Field trips and educational visits in schools should be viewed as powerful, positive teaching tools that help enhance the social, personal and emotional development of all learners. The additional stimulation in new environments can be particularly beneficial to learners and can help teach life skills, build on social skills and improve independence and self- confidence. Field trips are a common exercise to complement the classroom curriculum activities.

First, it is important to understand teacher's concerns and experiences to arrange a field trip. Other factors include student and parent concerns, and factors including the characteristics of the learning environment or logistical features like organisational time, entrance fee collection, parental support, insurance, and so on. Field trips provide unique opportunities for **kinaesthetic learning i.e. 'learning by doing'** and encourage students to engage with people, places and buildings in new ways. This is particularly beneficial for many students who find **visual and sensory experiences** helpful to their learning and understanding.

Hands-on learning activities outside the classroom often lead to better achievement, standards, motivation, personal development, and behaviour. Children and young people can **enjoy and achieve** in new engaging ways. Learning outside the classroom is rewarding and enriching for both teachers and pupils alike. Discovering new places such as museums, galleries, and law courts undoubtedly adds extra depth to pupils' and students' learning and experience.

Learning outside the classroom provides a vast learning experience with a variety of positive outcomes including:

- It is enjoyable.
- It provides improved self-confidence and self-esteem
- Spiritual, Moral, Social and Cultural (SMSC) development can take place
- Students are able to empathize and understand new perspectives better
- It provides increased aspirations and motivation
- Allows enhanced team working and communication skills
- Allows communicating to new people and provide broader understanding of society.

Planning for educational visits and catering for specific needs:[3]
1. Decide on a Destination of interest and number of days
2. Inform your school administrator or Principal for permission
3. Plan for Transportation. ...
4. Decide on a Food Plan and discuss this with students
5. Plan and Schedule the dates. ...
6. Arrange Supervision and Volunteers. ...
7. Create a Permission Slip. ...
8. Decide Who's Allowed to Go.
9. Language interpretation where needed (sign language, interpreting from local languages to the language of instruction at school)

Study the history of the place you are going to
1. Use available educational materials.
2. Look at key personalities.
3. Do a Quiz on the place you are visiting.
4. Explain the purpose of your trip.
5. Prepare students for What They Will Be Doing. ...
6. Watch a short movie if available. ...
7. Show the students the site's web page.

Appendix 5: Competency Based Education (CBE) in India

"Where my reason, imagination, or interest were not engaged, I would not or I could not learn." – Winston Churchill

"Education is not the learning of facts but the training of the mind to think." - Albert Einstein

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[3] For example, refer to more information in: https://www.explorableplaces.com/blog/the-benefits-of-field-trips

Education is a method to bring the best out of a student. This depends upon the curriculum devised which provides the track along which the student needs to travel during a course of study. It is accomplished by using or choosing proper teaching and learning methods and followed by evaluation of the student to assessments (Kalam, 2015). Learning brings about a permanent change in the behaviour of the student and teaching facilitates learning by encouraging learners to think, feel and perform. Teaching involves a unique challenge of conveying knowledge and information within a confined time period in such a manner that it is retained, remembered and effectively interpreted by a student (Sheriff,2010)

This evolution has resulted in compelling reforms in the field of education, with transformation from subject-based teaching to the practice of interactive, problem-based and student-centered learning (Koh, et al, 2008). Adopting newer teaching and learning methods in education results in the mutual betterment of both learners and teachers. Therefore, the chief goal of education is to bring about desirable changes in the behavior of the learner in the form of acquisition of knowledge, proficiency in skills and development of attitudes (Arlinghaus and Johnston, 2017). Learning involves three steps: remembering information, thinking, which is the rearrangement of information, and learning a process to use the information in a thought process until the person becomes fluent. Therefore, a true teacher works with individuals and helps them in their efforts to learn how to learn.

Good teachers try to present concepts with interesting examples and metaphors rather than spewing out hundreds of factors and reveal to the listeners their intense interest in the subject. If the teacher is not excited about the subject she is going to teach then the audience will also be uninterested (Sheriff, 2010). The need to get very high scores in the examination and master the questions to answer directly or indirectly made students to master the ability to recollect facts. The varied curricula of these students from the state Boards to central Board to international syllabi have trained students in different ways. The availability of more resources and better exposure of students learning in cities possibly contrasts with those students who learn in a very poor environment of schools in the remote villages (National Education Policy, 2020).

In structure-based education the driving force is curriculum content and acquisition of knowledge. The teacher became the most important cog in the wheel of education. The core concept in such a teacher centric education is to attain a strong knowledge base with little attention towards training in application and development of clinical as well as soft skills. The method of assessment was summative and time restricted. The shift in education is towards shared responsibility in the learning process, self-directed and collaborative learning. The emphasis is on learner centric leading to acquire clinical skills and certification. Formative assessment became the integral part of the learning process stressing the need to assess continuously until the learner gets proficient in the skill or knowledge taught.

Competency based education (CBE) is an outcome based approach to design, implementation, assessment and evaluation of medication education using an organizing framework of competition (Keen, 1992; Klein-Collins, Ikenberry and Kuh,2014). CBE focuses on the application of knowledge to enhance the practical skills of the learner. The learner is exposed to multiple objectives to learn by direct observation applying different criteria of assessment. Until the learner succeeds in completing the competency the learner is not certified. The learner is made to repeat learning the same competency to

achieve success. CBE relies on greater accountability, flexibility and, is student centric (Byrne, et al., 2013).

The suggested steps to be taken for implementing CBE are:
1. Competencies are determined and aligned to the mission and vision.
2. The learning outcomes are stated and communicated to the learner.
3. An environment to achieve the outcome has to be created.
4. Achievement of the outcome is to be ascertained and documented.

It is suggested to have a system that will have proof of acquisition of selected competencies and achievement of that outcome. This has to be followed by an assessment (of a determined standard periodic evaluation (internal assessment)), document the attainment of predetermined skills, attitudes and values referred in the curriculum developed with core competencies.

Taking these factors in mind, one can redefine a competency as the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform" critical work functions" or tasks in a defined work setting. It may require the application of measurable skills, abilities, Personality traits. Therefore, competency is more than knowledge and skills. The core values imparted will be Responsibility, Decision Making, Communication, Leadership, Trustworthiness and Ethics (Jean et al.2009).

Some examples of active verbs used to create competencies are given below: (Anderson and Krathwohl, 2001)

Cognitive domain Active verbs used for knowledge:	Psychomotor domain: Active verbs used for Skill:	Affective Domain Active Verbs used for
Enumerate List Describe Discuss Differentiate Define Classify Choose Elicit Report	Demonstrate Perform under supervision Perform independently Document Present Record Interpret Collect Create	Counsel Inform

Appendix 6: Bird's Eye view of Assessment and Education

"Examinations are necessary to bring out what lies in our minds and hearts and our skill in answering all kinds of questions."
Examinations are a good means to test the ability of the student. It is through the answers he gives in his examination that we learn about his real ability. The preparation for an examination makes him able and efficient. 1 Examinations are of great use. Examinations are a means (way) of judging or knowing the ability of candidates. Good results in examinations are taken as a sign of knowledge and ability.

Formal examinations versus regular assessment with projects

Education experts par education industries have been discussing various methods of evaluation with the aim to come down to an evaluation system which is most effective, that is, which is able to judge the student on maximum parameters. However, there is no one method which is exhaustive and can judge a student on all the parameters. Hence, instead of relying on just one method, evaluation system should be designed in such a way that it broadens the options and is most suited to the type of students, the curriculum, teaching and learning strategies. Most of the education systems have relied solely on formal examinations for the final assessment of the students for centuries. However, with emergence of new courses, new curriculums every year due to Globalization, it is being realized that formal examination can be just one component of evaluation but are not equipped enough to assess multiple skills of the students but merely their performance on one single day.

Summative assessment

Summative assessment sums up what a leaner has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time may vary, depending on what the teacher wants to find out. There may be an assessment at the end of a topic, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage. A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded through writing, through photographs or other visual media, or through an audio recording. Whichever medium is used, the assessment will show what has been achieved. It will summarize attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing stakeholders (e.g. parents, governors, etc.).

Formative assessment

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and students to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and a student understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning. Formative assessments may be questions, case histories, tasks including problem solving, quizzes or more formal assessments. Often formative assessments may not be recorded at all, except perhaps in the lesson plans drawn up to address the next steps indicated. It is possible for a summative assessment to be complemented with

materials that help teachers to analyze the results to inform teaching and learning (therefore also having formative benefits).

Table.1. Questionnaire Used

Assessment must be a part of education-teaching process.

Both formative and summative Assessment methods are carried out. Yes/no

Formative assessments carried out are in line with the curriculum/Specific learning outcomes/competencies

Feedback from the learner help to promote the formative assessment

The most proper method must be selected according to the specifications of the course. The assessment method used must be appropriate for multi-way assessment of the success of the students.

New and different methods related to assessment are often used in the courses. Adequate/sufficient time must be used to assess the students.

Students were informed about their performance in the assessment indicating their strengths/weakness

The environment, where the measurement is made, congenial or comfortable to assess the success of the student.

There must be different approaches other than perfect academic success in the assessment of the success.

New assessment methods must be sought in order to assess students effectively and they must be tried to be practiced.

Performance of the student must be monitored continuously.

Group assessment must be conducted as well as individual assessments.

Multiple choice tests can be used to assess**,** for example:
1=I do not agree at all 2= I do not agree, 3=Indecisive, 4= I agree, 5=I totally agree
The 4 methods used at most are open ended questions, True-False questions, Case Histories and Problems.

Summative assessment (Assessment of learning)
Opinions of instructors related to summative assessment, stated as assessment of learning, have been interpreted under the themes, its importance, difficulties faced and effective methods.

Importance

Summative assessment is executed for determining the success of the group, listing, and submitting reports when the learning tasks are completed. At this point, it is observed that some felt assessment is formed within this context

> *"It is important for listing the currently available situation of individuals. We cannot make an objective classification between the groups if we do not make measurement-assessment, and among the individuals within the group."*

> *"Putting forward what is currently available and reaching a solution with the data at the same time…"*

"It is important for understanding the level which students fulfill the targets of the course. We seek for the answers to the question "how much.""

"Measures, scores, notes we obtain as a result of the measurement-assessment provide us a feedback and if we obtain high scores herein, it means we have already achieved what we desire in learning…"

Difficulties faced

"Students got used to see a different method that they feel awkward for the method I use. There is only one mid-term at the universities; however, the instructor may give more exams. That is what I do. They are not used to have more than one exam. They feel like just have one and I will get prepared for that and it will be finished. Actually, repeating a couple of times ensures the learning and the student has more chances. Yet, the student interprets differently and objects."

"If you are going to make assessment in applied courses, you follow general exercises due to time restrictions. Since you do not have time, you cannot assess them in couples; we cannot use different methods, either. In usual courses, if you want to make presentations you need to zip them again due to time restrictions."

"…It is seen that classically exams are made in the way students get used to. This causes the issue to be evaluated as a whole. You ask three of four questions and those students who may know the three or four questions get better scores. However, a student better than the one who answered those questions cannot be able to answer the questions. The people, who make the assessment, need to ask questions addressed to the entire unit/audience and they need to ask questions by diversifying them…"

"Number of students… The best measurement-assessment is made mutually and when completed by observation. When you have huge numbers of students, it is obligatory to use mechanical methods. Those methods never give the real result…"

Effective methods

It is taking attentions that the high number of the instructors, who believe that the tools used in the summative assessment among the used assessment methods are more effective. In terms of need for conducting analysis to indicate whether the answer is really known open ended questions are the ones used very often and in order to ensure objectivity multiple choice tests are the methods used at most and it is stated by the instructors that those are thought to be effective methods.

"I mostly use questions with long answers open for interpretation. I believe that is most correct method."

"I believe questions with short answers are more effective. The possibility to take the chance or see the answers of the student nearby is high in multiple choice tests. In long answered questions they write to long even though they do not know the answer."

"Always an essay test. I keep the classical questions with long answers in the first place. I also find mixed tests developed according to that course valuable. Also, I believe that oral exams are very important."

"I believe the most effective ones are the inquiries made in analytical level; that means open ended questions. I usually ask them in final exams. However, in the mid-term directly."

"Exams with long answers because in such exams you find out if the students really know the answer or not…"

Another reason why instructors believe multiple choice exams are more effective is the students are used to have that assessment method and they prefer it. For example;

"Multiple choice exams are internalized from the perspective of students. I observe that they avoid questions with long answers. They prefer multiple choice tests. We try to prevent them from cheating by grouping single type questions. Since the exams are based on multiple choice tests today, I believe it is appropriate to have a pattern they may use in their lives."

Formative assessment (Assessment for learning)

Opinions of instructors those include classification of formative assessment are interpreted under themes of motivation, self-assessment, regulating education, difficulties faced and effective methods.

Motivation

One of the important contributions of formative assessment, stated as assessment as learning, is ensuring immediate feedback and increasing motivation since it fulfills the needs. When we considered the opinions of the instructors related to assessment, we observe that they attribute importance to the assessment due to this specification.

"First of all, it has an importance to ensure better motivation of the student and to understand whether the student learned or not…I feel like measurement-assessment is also a learning process…"

"If we make an objective assessment, this both increases the motivation of the student and the deficiencies are better detected as an instructor and studies for abolishing deficiencies may be conducted."

Self-assessment

Another characteristic of formative assessment is it provides opportunity to assess the performance of both the student and the instructor's own performance. This characteristic indicates that formative assessment encourages self-assessment. According to instructors, those characteristics make the assessment important.

"You also assess yourself. It will give you a path to increase your own education quality"

"It is important in terms of how students react in which period and understanding how much students understood as well as understanding our own mistake."

"It is important in terms of assessing yourself on your own because usually measurementassessment group gives you the chance to assess the instructor himself other than assessment…."

"Nevertheless, it is first of all important to inquire the person giving the lecture himself personally. How much can I transfer, I am sufficient? This is very important.

Different instructors give the same courses. Everything is the same but the result may differ. It is important to bring those out. …"

Regulating education

One of the important features of formative assessment is ensuring reviewing education according to the feedback received. With this qualification, the instructor rearranges the content of the education, teaching method used, and the material in order to reach the desired target. Opinions of the instructor at this point indicate that they take formative assessment as more importantly.

"Again, according to the feedback you receive, it is classically important to see why the student could not learn instead of whether the student learnt or not in your good and bad practices. In order to see if the used teaching method is correct this is important. The quality of education will increase parallel to that."

"…If there is gain, it is a must to have measurement-assessment.…If the kid could not take what s/he needs to have, then there is either a problem in the method or the program is not proper to the kid. This only provides ıs what they did not have only for increasing the quality. Thus, this is the first step to make the plan of the following lecture."

"Right after the measurement-assessment we need to identify the deficiencies with accurate analysis, where did we make mistakes, did we able to put a correct method forward? Which method brought to which point? Would another method be more useful? It is important to find answers to these questions.…"

"There are two important things in measurement-assessment. One of them is the assessment of the students. The second one is if the problem does not come from the student's side, and then there may be a problem in the planning. This result we have should be corrected on which issue it is and thus, in order to solve the problem assessment is very important…"

Difficulties faced

Although there are studies conducted about importance of formative assessment and recommendations are available, there is no tradition of formative assessment in higher education neither in terms of student nor instructor. At this point, perspective of the students through alternative assessment methods and preparedness level are important. At this point, the level of the students are one of the difficulties faced according to the instructors.

"I am trying to use assessment methods focusing students; however, lack of students' required level in this issue or the fact that they are not aware is pushing us to use instructor focused methods. I want to assess the result and the process. I want them to make performance and colleague assessment yet they are doing it unaware of its importance. Then, I believe that the assessments are left insufficient."

"For example, I assign them project work. They bring me 5 to 10 pages. But our course is an applied course and I want to see a visual video rather than that. I experienced that it was more useful when applied."

Effective methods

When the opinions of instructors are examined in terms of the methods used in applied courses, we observe that some of the instructors use alternative assessment approaches that may be used with the purpose of formative assessment (self-assessment, colleague assessment, portfolio, observation forms) in their courses and efficiency has been achieved.

> *"It is important for them to make self-assessment, and also it is important for them to assess the others, product folder"*

> *"...I believe that the most effective method is the observation. The best way to understand how much the student understands and how s/he understands is to observe what the student does. I want to have them repeat the previous hour in my courses. If the student cannot do that then s/he cannot learn that. We do not need an extra method to see that."*

> *"For example, after showing then body elements of modern dance and tell them what they are going to use, I want them to see at least two modern dance shows in this term and criticize the shows. Maybe they will do what they will never do and they watch the show twice and compare."*

> *"...When you assign a student a project, s/he searches a different topic and sometimes that topic may be within his/her intention and they like the course more than usual. I have simple weekly homework."*

It is observed as a result of the research that the assessment methods used at most in theoretical courses are multiple choice tests, case histories, open ended questions and True/False questions The assessment methods used at most in applied courses are aptitude tests, performance assessment, objective structure practical examination (OSPE) and case histories.

Opinions of students of higher education were evaluated towards the behaviors of instructors within the class, course practices, and measurement-assessment practices. The results indicate students of higher education had negative perceptions in measurement assessment practices. (ref).

Opinions about assessment and the methods they use within the framework of formative and summative assessment, formative assessment is preferred. . Identification of deficiencies during the process, instructors giving opportunities to themselves for self-evaluation, increasing motivation, re-planning the education according to the deficiencies identified, and similar opinions reflecting the purposes of formative assessments are specified by the instructors. In terms of the use

Questions with open ended answers and multiple choice tests are among the most common methods used. Only a few used formative assessment as observation, competency evaluation and self-assessment. It was observed assessment were more multi-dimensional and less summative assessment and more formative assessment (Tomanek, 2011). Therefore, it will be very important to educate instructors on the purpose of formative assessment and the most effective alternative assessment tools as well as increasing the similarity between the thoughts and practices.

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