



**SNBI**

Schweizerisches Netzwerk für Bildungsinnovation  
Swiss Educational Innovation Network

## How to support key learning activities under COVID-19 restrictions

The following chart shows a few examples of typical learning activities that can be supported by different media functions and digital tools.

(5.5.2020 Urs Gröbhel and Christoph Pimmer. This is a **working paper**, to be further developed by the COVID-19- ICT4VET Community of Practice)

Key learning activities	Media functions that support these activities online	Digital Tools
<p><b>Learning in practice</b></p> <ul style="list-style-type: none"><li>- Documenting own achievements and experiences in the workplace</li><li>- Answering questions on practical experience</li><li>- Reflecting on and conceptualising practice experience</li><li>- Commenting on contributions / experiences of peers</li><li>- Reiterating and applying theoretical concepts to the workplace</li><li>- ...</li></ul>	<ul style="list-style-type: none"><li>- Supporting individual and collaborative writing, sharing of texts</li><li>- Audio-recording, editing and publishing functions;</li><li>- Photo-taking and editing, video- or desktop recording and editing functions;</li><li>- Feedback function (commenting, rating etc.)</li><li>- Providing content (multimedia)</li><li>- Providing assignments to groups or individuals.</li><li>- ...</li></ul>	<ul style="list-style-type: none"><li>- Online pads and mind maps</li><li>- Smartphone audio, photo and video apps (recording and editing apps)</li><li>- ePortfolios</li><li>- Personal Learning environment PLE</li><li>- Social messengers (WhatsApp etc.)</li><li>- Social software / Social networks (FB etc.)</li><li>- Offline and online repositories / learning content</li><li>- SMS with Multiple-Choice-feedback / with text response</li><li>- Learning management systems LMS</li></ul>

### Knowledge acquisition

- Reflecting prior knowledge
- Reading, listening, watching content (e.g. presentations)
- Answering questions
- Repeating and recalling knowledge
- Applying theory in assignments (individually, in groups)
- Summarising, synthesising
- Conceptualizing, self-reflecting
- ...

- Providing content (text and multimedia)
- Providing assignments to groups or individuals.
- Drill- and practice (standardized exercise: multiple-choice, fill in the blank etc.)
- Feedback function (commenting, rating etc.)
- Supporting individual and collaborative writing,
- Support of visualisation and conceptualisation
- ...

- Radio
- TV
- Offline and online repositories / learning content
- Learning management systems
- SMS with Multiple-Choice-feedback / with text response
- Drill- and practice apps, quiz
- Social messengers (WhatsApp etc.)
- Social software / Social networks (FB etc.)
- Online pads and mind maps

### Formative and summative Assessment

Students ...

- answer closed questions
- answer open questions
- consolidate knowledge (writing, presenting e.g. in essays, presentations)
- collect and showcase evidence of achievements/ performance
- Self-assess their understanding
- Learn through feedback
- ...

- Drill- and practice (standardized exercise: multiple-choice, fill in the blank etc.)
- Supporting individual and collaborative writing, sharing of texts
- Audio-recording, editing and publishing functions;
- Photo-taking and editing, video- or desktop recording and editing functions;
- Feedback function (commenting, rating etc.)
- Providing assignments to groups or individuals.
- Feedback function (commenting, rating etc.)
- ...

- SMS with Multiple-Choice-feedback / with text response
- Drill- and practice apps, quiz
- Online pads and mind maps
- Smartphone audio, photo and video apps (recording and editing apps)
- Presentation, podcasting software
- ePortfolios
- Personal Learning environment PLE
- Social messengers (WhatsApp etc.)
- Social software / Social networks (FB etc.)
- Learning management systems LMS
- ...



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**Further learning activities:**

- ...

**Media functions**

- ...

**Tools**

- ...