



## Scaffolding Teachers into Distance Learning in Pandemic Times: from emergency remote learning to sustained Distance Learning<sup>1</sup>

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### Abstract

The SARS-COV 2 developed in 2020 into a pandemic situation. In an attempt to contain its consequences, governments had to deploy extreme measures including the enactment of a state of emergency, with the consequent home confinement and the imposition of telework. In Portugal, all educational institutions had to close. However, there was still the need to continue and conclude the school year without resorting to the traditional classroom.

Inserted in a broader study, the authors describe research in progress about Portuguese schools and their need to rapidly adopt an alternative to the traditional learning process. For some educational institutions this transition to online learning was merely a replication (Remote Learning) of the conventional classroom, while others recognized the importance of a sustained transition to Distance Learning (DL).

As a methodological option, the authors opted for DBR, which included several phases: the collection of information about the specific situation of some educational institutions (interviews and focus groups); the design of solutions by an interdisciplinary group of experts; the implementation and evaluation of training courses for the institution's teachers.

From the information gathered, the need to design different DL scenarios emerged, mainly due to the diversity of the target audience (from preschool to 3rd cycle of basic education teachers). Based on a simplified ADDIE model, training courses were created and carried out for the different groups using a personalized model (MIREAD).

This is an ongoing project and further research will be undertaken, namely based on the results of the post-training interviews and the analysis of the observations of the trainees' paths along the training and afterwards.

The importance of this study and of the proposed training stems from the fact that the courses can be perceived as a first step towards the adoption of DL in schools in a more sustainable way.

**Keywords:** COVID-19 Pandemic; Distance Learning; Emergency Remote Learning; Teachers' Training; MIREAD.

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