



## WELSmain 2021 - Abstracts

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### Keynote

## **COVID-19, Education and Schooling - Lessons Learnt from the Sub-Studies of the School Barometer and Recommendations for a Future of Education**

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The COVID-19 crisis poses a great challenge for all actors in the education and school context. There is a high level of appreciation and recognition by parents regarding schools as an institution and the work of teachers. The field of digitalisation is experiencing an enormous upswing. Learning with and through technology, as well as about technology, is in high demand. Requirements for distance learning and digitalisation as an opportunity for differentiation concepts. Blended learning concepts offer advantages for all actors in dealing with the pandemic in the longer term (and beyond). Overall, it can be assumed that children could drift further apart in their development. In other words, differences in quality will not only become more apparent, but they will increase over time, at all levels/among all actors: among students, the teachers or in the classroom and in schools as a whole. We argue that learning is more than simply acquiring information and learning lessons. It is also about motivational and, above all, emotional aspects. Looking ahead, we promote a specific strategy in advancing the school system, that is the ISO strategy: innovate, sustain, optimise.

From the findings of the various quantitative and qualitative studies of the national and international monitoring of the current situation in the context of Responsible Science by the School-Barometer Stephan Huber derives 10 recommendations for a Future of Education:

1. Education strategy with a focus on education quality and compensation of differences or scissor effects
2. Understanding education holistically
3. Using digitalization pedagogically
4. Better support for groups under pressure
5. Intelligent compensation and target-oriented and demand-oriented investment
6. A good balance of standardization and flexibility in the decision-making practices of the different levels of the system
7. Acting now, but step by step
8. Aligning the strategy with education and social and pedagogical premises
9. Testing, but only as part of an overall strategy
10. Promoting educational landscapes

For further information to the School-Barometer, click [here](#).