

Exploratory research review: Promising practices and approaches to support remote learning

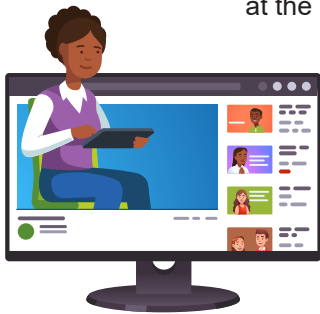
When schools are forced to shutter their doors because of natural phenomena, remote learning takes on added importance. Recent school closures because of COVID-19 have highlighted the need for a better understanding of the most promising **remote learning** strategies when there are no classroom alternatives. We reviewed 110 studies on the effectiveness of **remote learning** practices in K-12 settings.¹

What is remote learning?

Remote learning describes all learning experiences that happen outside the traditional classroom, including learning online and completing instructional workbooks using pen and paper. It can be either:

Synchronous

A teacher and students interact at the same time, such as by video, phone, or chat.



OR

Asynchronous

Students work on their own without simultaneous interaction with the teacher. Interaction occurs at different times for students and teachers, such as by email, classroom bulletin board, text message, or mailed instructional packets.



What promising practices support remote learning?

Promising practice	Activities to consider
Providing opportunities for real-time interactions	Office hours held through video chat or phone calls with teachers can support students with or without web access, one-on-one or in small groups.
Facilitating and sharing feedback	Feedback from teachers or peers can be sent via email or shared through phone calls or text messages. When possible, provide feedback in real time.
Connecting curriculum to students' experiences through project-based learning	Relating academic content to meaningful real-world problems can help students find relevance in their learning and foster creative thinking to develop their own solutions.
Engaging and motivating through games that embed learning content	Competitions through instructional packets or by video can engage students who might otherwise lose interest or become distracted.
Offering resources to students and families on how to explore content on their own	Explicit directions, responses to frequently asked questions, and links to quality educational resources can help ease anxiety that students and families might experience while learning remotely.

¹ The exploratory research review was conducted using the following methods.

Search strings: remote learning OR virtual learning OR online learning OR web learning OR distance learning OR remote teach OR virtual teach OR online teach OR web teach OR distance teach OR remote instruct OR virtual instruct OR online instruct OR web instruct OR distance instruct OR remote educat OR virtual educat OR online educat OR web educat OR distance educat OR e-learning OR elearning OR e learning

Date of publication: Between January 2010 and March 2020

Searched databases and resources: EBSCO Host search using the following databases: (1) Academic Search Premier; (2) EconLit; (3) Education Research Complete; (4) E-Journals; and (5) SocINDEX with Full Text, Google custom search

Methodology: Study eligibility was determined based on three criteria: the study (1) examines effects of remote learning strategies on K–12 population, (2) occurs within the United States or its territories, and (3) uses a comparison design or is a literature review.

Full Reference List: Malick, S., Hurwitz, F., & Bennet, H. (2020). Citation list for webinar: Learning remotely in the age of COVID-19: Lessons from evidence and concerns for equity. *Mathematica*. https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/Events/Remote_Learning_Citation_List_508.pdf

For more information: Malick, S., Hurwitz, F., & Bennett, H. (2020). *Learning remotely in the age of COVID-19: Lessons from evidence and concerns for equity webinar* [Webinar]. *Mathematica*. https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/Events/Remote_Learning_Webinar_Slides_508.pdf