



Physically separated teaching

Create relatedness.
Provide structure.
Enhance well-being.

Teaching structure

During physically separated teaching, a specially designed timetable agreed upon with colleagues should be used to provide students with a reliable structure. In order to implement suitable task structures, a one-to-one implementation of the regular timetable is not suitable.

- What could a timetable for distance learning look like that provides students with a reliable structure and differs from a one-to-one transfer of the regular timetable?
- How could lessons be structured to alternate between periods of frontal input and periods of individual or cooperative work?
- What strategies can help to ensure clear task assignments and agreements within the teaching staff? Who takes on which tasks?



Further Information
Teaching structure

Targeted use of digital media

Digital media are a key tool for conducting physically separated teaching and should already be practiced in regular classes. However, their use should be considered carefully, as excessive screen time can have a negative impact on students' concentration and well-being. The goal should be to avoid overwhelming students.

- How can contact within the class community be maintained (e.g., through video conferencing)?
- How can digital media be used in a targeted way as tools?
 - How can students' screen time be kept to a reasonable level?
 - How can students be supported in their use of media?
- Which digital platforms are used at your school and for what purposes?
- How can the use and handling of digital learning media be practiced in regular lessons so that students are better prepared for physically separated lessons?
- How can lessons be adapted to the digital resources available to students?



Further Information
Use of digital media

The role of school and teaching

School and teaching involve more than simply conveying knowledge. In addition to learning progress, attention should also be given to students' well-being.

In particular, contact with peers and teachers, as well as social development, plays an important role. These aspects should also be considered in forms of physically separated teaching.

- Do you see opportunities to reduce academic demands on students during lessons in order to prioritize their well-being?
- What possibilities do you see for selectively reducing the core curriculum in order to allow a stronger focus on essential content?
 - How can regular (informal) opportunities for exchange between students and teachers be integrated into lessons?
 - How can cooperative working phases be initiated even under physically separated conditions?
- How can you plan non-academic opportunities for exchange alongside alongside subject-related content in your lessons?
- How and in what setting can you talk with your students about their current feelings and well-being?



Further Information
School and teaching

Identifying particular vulnerabilities among students

In order to support students in the best possible way, it is essential to understand and consider the socio-economic, demographic, and other family backgrounds of individual students, and to remove barriers.

The circumstances of physically separated teaching can increase the risk of child abuse and make it more difficult to identify, which is why potential signs should be carefully recognized, assessed, and addressed as needed, despite the physical distance.

- Which students may be particularly vulnerable due to their family background?
- What measures can you take to support students who are especially affected (e.g., learning spaces, materials, etc.)?
- How and to what extent can students' parents or guardians be involved in supporting physically separated teaching?
- What potential language or cultural barriers exist in communication with parents or guardians?
- How can these be addressed appropriately (e.g., AI-translation tools)?
- What options are available for intervening when there is a suspicion of child abuse?



Further Information
Vulnerability

Provide suitable tasks

Physically separated teaching follows its own logic and rules. A one-to-one transfer of tasks from regular classroom teaching is not suitable. Specifically designed, action-oriented tasks and projects should play an important role and alternate with video conferences. Balanced and appropriate forms of social interaction and practice should be included in learning packages or dossiers.

- How can independent and cooperative learning be integrated into physically separated teaching?
- What opportunities are there to incorporate varied, action-oriented tasks or project work into lessons?
- Which task formats could encourage your students to be physically active and to leave their workspace temporarily?
 - Can the tasks be meaningfully structured into learning packages or dossiers?
 - How can it be ensured that the workload is appropriate to the students' learning resources?



Further Information
Task assignments

Observe students' learning behavior

Students' working and learning behavior should be monitored. Difficulties in completing tasks independently can lead to procrastination, which is associated with a range of negative effects on both learning success and well-being.

- Can differences in individual students' learning behavior be identified between regular classroom learning and distance learning? What might these differences be attributed to?
- How can key skills for independent learning (e.g., self-regulation) already be fostered under regular classroom conditions?
- How can you provide your students with transparent feedback and encourage self-reflection?
- Which factors could contribute to lower learning success and reduced well-being among your students, and how can these be addressed in a targeted way?



Further Information
Learning behavior

How to use the flyer:

- The short introductory texts on the front page provide a quick overview.
- The QR codes give access to more detailed descriptions, implementation guidance, and practical examples.
- The guiding questions and recommendations can serve as a guide for lesson and scenario planning (e.g., when developing an “emergency plan” for comparable crises).

This flyer was created as part of the NFP 80 research project “Learning from the Impact of the COVID-19 Pandemic” at the St. Gallen University of Teacher Education. The project is funded by the Swiss National Science Foundation (SNSF) (grant number: 408040_210193).

The aim of the flyer is to translate key research findings on the consequences of the COVID-19 pandemic into practical recommendations for schools so that they are better prepared for similar situations involving physically separated teaching. The recommendations were developed in several stages and reviewed and validated in discussions with experts from research and educational practice.

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Further Information
Impact of COVID-19

