

Collaborating in The Midst of the Pandemic: Chilean and Filipino Elementary Teachers Exchanging Online Pedagogical Initiatives

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ABSTRACT

COVID-19 poses a global challenge on class delivery among teachers who, in general, have not been directly trained to work under such modality. In both Chile and the Philippines, governments have mandated no face-to-face learning until a vaccine is produced or the current situation improves. These particular issues have increased anxiety and uncertainty in educators and students in both countries. This ongoing research is a collaborative project between elementary teachers in Chile and The Philippines exchanging experiences about their online teaching practices. Five language and mathematics teachers, in each country, will perform mutual online class observations and also engage in collaborative reflections over a period of two months. The objective is to examine the technical, pedagogical, and human aspects of virtual teaching and learning under these challenging circumstances. A qualitative analysis of the observation notes, the transcription of teachers' post-lesson reflections, the surveys to teachers, students, principals, and parents will be performed using ATLAS.ti. Moreover, the researchers will utilize Borich's Eight Lenses for Classroom Observation (2014) to analyze teachers' lessons during their observation. The researchers hypothesize that similar issues and online practices will emerge in the discussions. Furthermore, it is also believed that the feedback from principals, students, and parents may influence teachers' preparation as well as their reflections of online classes. This study, therefore, aspires to provide a model on how teachers across borders can collaboratively learn and reflect. It also aims to shed light on the current perspectives that teachers, students, principals, and parents have towards online education.

Keywords: class observation; cross-country initiative; reflection; teachers' collaboration; virtual education