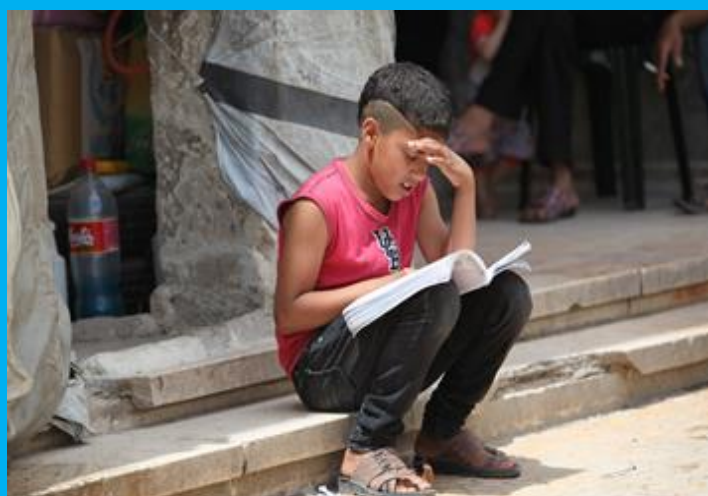


# unrwa education department



## unrwa self-learning programme

guidelines for teachers on  
supporting students' self-  
learning



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## **guidelines for teachers on supporting students' self-learning**

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**2018**

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## 1. Welcome note

Dear Teacher,

Welcome to the UNRWA Self-Learning Programme Guidelines for teachers. The purpose of these guidelines is to help you, as a teacher, to make the best possible use of the Self-Learning Programme resources developed by UNRWA, whether in times of emergency or times of relative normalcy, to support students' learning.

The Guidelines will:

- Outline how the UNRWA Self-Learning Programme fits within the UNRWA education programme and education in emergencies approach.
- Introduce you to the UNRWA Self-Learning Programme resources and how you can access them.
- Explain key principles of self-learning and how it is different from regular classroom teaching and learning.
- Give specific guidance as to how you can best use the self-learning resources in the classroom or support their use by students at home, both in emergencies and in times of relative normalcy.

We hope that you will find the Guidelines useful in supporting you to use the UNRWA Self-Learning Programme!

## 2. The Context

In 2011, the Department of Education embarked on a major systemic **Education Reform** to further strengthen the UNRWA education programme and enhance the capabilities of all Palestine refugee students. The Reform was designed and implemented to operate at three key levels – the policy or legislative level, the organizational or framework level, and the individual (and cadre) capacity development level – and in four interrelated substantive programmatic areas: teacher development and school empowerment; curriculum and student assessment; inclusive education; technical and vocational education and training and youth. The Reform has already shown impact with improvements in the quality of teaching and learning, children achieving more academically and more equitably, and dropout rates decreasing.<sup>1</sup>

Within the context of protracted crisis and conflict, UNRWA has always sought to address the needs of all children and youth, including the most vulnerable, to ensure that they are not left behind educationally in times of crisis. Here the Reform of UNRWA education has enabled the Agency to be better prepared, and more able to respond to, and recover from, conflict and crisis. The delivery of the UNRWA **Education in Emergencies (EiE) approach** introduces innovative new ways of delivering and supporting education, building on the policies, principles and practices of the Education Reform.

The UNRWA Education in Emergencies approach has three key dimensions:

- **Safe and secure learning environments:** This addresses both the physical and emotional needs of children. The capacity of education personnel and communities is also being built to respond to insecurity, provide safe learning spaces and psychosocial support to help students deal with trauma and support their recovery.
- **Quality teaching and learning:** This includes the provision of alternative learning modalities which help to ensure the provision of quality education for children with restricted access to school. This may involve learning taking place in different locations (e.g. homes or Safe Learning Spaces) or using different learning materials (e.g. the Self-Learning Programme).

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<sup>1</sup>UNRWA. Education Reform Report. 2016. Available online at [https://www.unrwa.org/sites/default/files/content/resources/2016\\_education\\_reform\\_report\\_final.pdf](https://www.unrwa.org/sites/default/files/content/resources/2016_education_reform_report_final.pdf)

- **Student, parent and community engagement and participation:** This involves identifying and mobilizing available resources within the community, as well as building consensus and support for EiE programming.



UNRWA students watching UNRWA TV at home @ UNRWA 2016

### 3. The UNRWA Self-Learning Programme

One of the key elements of the UNRWA EiE approach, under Quality Teaching and Learning, is the provision of alternative learning modalities. One of these alternative learning modalities is the UNRWA Self-Learning Programme, which facilitates the learning of basic skills and core subject concepts (in Arabic, Mathematics, English and Science).

The Self-Learning Programme was originally designed to meet the educational needs of children and young people living in emergencies and crisis. For these children and youth, self-learning provides a means of continuing their studies in times of crisis, either as a supplement to perhaps an irregular delivery of the school curriculum, or for when they are not able to access school at all.

However, the Self-Learning Programme is also a rich resource that can be used by all UNRWA teachers in regular times as a supplement to the regular curriculum in school, and as consolidation for students at home. Teachers can also draw upon the resources of the programme to support children's learning in the classroom. Getting children familiar with self-learning plays an important role in preparedness for emergencies.

The UNRWA Self-Learning Programme is designed to support the learning of the core concepts and skills in the regular curriculum and textbooks, with an emphasis on literacy and numeracy. The UNRWA Self-Learning Programme resources cover the core concepts and key skills of the four Host country curricula (Gaza and West Bank, Jordan, Lebanon and Syria) to ensure that UNRWA students in all Fields of operation can benefit from the programme.

The UNRWA Self-Learning Programme includes three components:

- **Self-Learning Materials (SLM):** Self-Learning Materials in print can be developed by every Field Office. For example, the SLM developed in Syria are print materials available online for Grades 1-9 Arabic, English, Mathematics and Science, aligned with the Syrian curriculum, but also could serve children in other Fields. The SLM have been made publicly available, for all children affected by the crisis in the region and beyond. These materials can be read online or downloaded in soft copy at: <http://wos-education.org/slm-without-logo>
- **Online Interactive Learning Programme (ILP):** The ILP is a web-based series of interactive games for Grades 1-9 Arabic and Mathematics, aligned with the core concepts and skills of the

four UNRWA Host country curricula (Gaza and West Bank, Jordan, Lebanon and Syria). The ILP materials are accessible through the ILP dedicated website: [ilp.unrwa.org](http://ilp.unrwa.org)

- **UNRWA TV educational episodes (UNRWA TV):** The UNRWA TV episodes are available on YouTube. They address the core subjects of Arabic, English, Mathematics and Science for Grades 4-9, aligned with the core concepts and skills of the four UNRWA Host country curricula (older episodes were developed specifically for Gaza and West Bank), and they can be found via:

**YouTube access:** <https://www.youtube.com/user/unrwatv>



## 4. The Self-Learning Approach

The self-learning approach is different from regular teaching and learning in the classroom, and accordingly self-learning resources are designed to facilitate children to learn independently. This section will provide an overview of what self-learning is and what this means for you as a teacher in supporting children using the Self-Learning Programme.

### 4.1 What is self-learning?

- The self-learning approach can be an effective alternative education modality children who have reduced access to schools or other educational institutions. Here, learners may have to study at home or in a safe learning space within the community.
- Self-learning is different from being taught by a teacher in a classroom with other students, i.e. in self-learning, learners engage directly with the learning resources and may only have limited opportunities to discuss their learning with teachers and peers.
- Self-learning allows the learners to decide the speed of their learning so that they can work at their own pace, repeat content if they want to or skip familiar information and concepts. Students should enjoy the autonomy and self-sufficiency of self-learning, and it can support their overall development as a learner.
- However, self-learning does require more self-motivation on the part of the students, who may not be able to immediately ask for help or feedback<sup>2</sup>. It therefore requires students to have strong self-learning (learning to learn) skills as outlined on pages 4-5 such as: goal-setting and planning,

<sup>2</sup> USAID. 1989. A guide to creating self-learning materials. [http://pdf.usaid.gov/pdf\\_docs/PNABD174.pdf](http://pdf.usaid.gov/pdf_docs/PNABD174.pdf)



self-motivation and persistence, time management, attention control, flexible use of learning strategies, self-monitoring, help-seeking and self-evaluation<sup>3</sup>.

- Where possible, children's self-learning should be supported by a facilitator, such as a parent or member of the community. The facilitator will need to understand the principles of self-learning, although they do not have to be a trained teacher. A facilitator can help motivate the children, guide them through the resources, help them understand the concepts and practice the skills. They can also play a key role in assessing progress made, for example by recording the student's progress in a portfolio, so that the learner's progress through the materials is monitored. A portfolio is a file to collect key samples of students' work throughout the year, and often also includes self-reflection and feedback from the teachers.

## 4.2 How can teachers support students to become successful self-learners?

Self-learning may require learners to have some knowledge and skills of (1) basic technology/computer literacy, and (2) self-learning (learning to learn) skills. As these are key skills not only for self-learning but also for lifelong learning, teachers should already be integrating these key skills in their day-to-day teaching practices<sup>4</sup>.

Key **"learning to learn" skills** that teachers should promote through their regular practices in the classroom are:

- **Goal-setting and planning:** Encourage students to regularly set and reflect on their own learning goals, and identify the strategies, time and resources needed to achieve them.
- **Self-motivation and persistence:** Support students to identify self-motivation strategies that work for them and to reflect on why learning is important for them, and encourage them to persist when learning is difficult. This is linked to goal-setting – students are more likely to work towards goals that they have set for themselves and they feel are relevant to their lives and aspirations.
- **Time management:** Teach students strategies for time management, such as how to develop a study schedule, prioritise tasks and estimate how long they need to complete a task.
- **Attention control:** Give students guidance as to how to create a learning space that is conducive to concentration and learning (e.g. setting up a specific area for studying at home that is quiet and free of distractions). Gradually support students to spend more time on learning activities, but also to know when they need a break.
- **Flexible use of learning strategies:** Support students to identify learning strategies that work best for their learning style, and model some of these different learning approaches, e.g. drawing mind maps, applying what has been learnt to a situation in their everyday life or routine, giving a short presentation to their family on what they have learnt.
- **Self-monitoring:** Encourage students to regularly record their progress towards the learning goals they have set for themselves, for example by taking short notes each day of what they studied, what they learnt, what went well and what they need to work further on.
- **Help-seeking:** Promote positive help-seeking by ensuring that when students ask for help they get constructive, positive feedback. Help students to distinguish between when they need to ask for help and when they should persist in trying to figure something out themselves first.

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<sup>3</sup> Zumbrann, S., Tadlock, J., and Roberts, E. 2011. Encourage Self Regulated Learning in the Classroom. [https://scholarscompass.vcu.edu/cgi/viewcontent.cgi?referer=https://www.google.jp/&httpsredir=1&article=1017&context=merc\\_pubs](https://scholarscompass.vcu.edu/cgi/viewcontent.cgi?referer=https://www.google.jp/&httpsredir=1&article=1017&context=merc_pubs)

<sup>4</sup> Ifenthaler, D. 2012. Determining the effectiveness of prompts for self-regulated learning in problem-solving scenarios. *Journal of Educational Technology & Society*, 15(1), 38–52.

- **Self-evaluation:** Give students regular opportunities to self-evaluate their own learning at the end of a unit, module, semester or school year. Encourage students to reflect on how they could improve their own learning based on these self-evaluations.

Helping students to develop self-learning skills has been shown to have a positive impact on student achievement and engagement. Students who have been taught self-learning skills are more likely, for example, to read independently at home.<sup>5</sup>

In line with the self-learning approach described above, the Guidelines below provide broad principles and approaches that you as a teacher can apply in supporting students in their self-learning using the UNRWA Self-Learning Programme.

Please note that the Guidelines in Section 5 are about supporting the use of the Self-Learning Programme in emergencies. The Guidelines in Section 6 are about using the Self-Learning Programme as a supplement to the regular curriculum in times of relative normalcy.



UNRWA students working on the ILP lessons ©UNRWA 2017 by Rushdi Sarraj

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<sup>5</sup> Zumbrann, S., Tadlock J., and Roberts, E. 2011. Encourage Self-Regulated Learning in the Classroom. [https://scholarscompass.vcu.edu/cgi/viewcontent.cgi?referer=https://www.google.io/&httpsredir=1&article=1017&context=merc\\_pubs](https://scholarscompass.vcu.edu/cgi/viewcontent.cgi?referer=https://www.google.io/&httpsredir=1&article=1017&context=merc_pubs)



## 5. Guidelines for teachers on supporting the use of the Self-Learning Programme in times of emergency

When children are unable to access school due to emergencies, the Self-Learning Programme can be used to enable children to continue with their study at home or in alternative learning spaces in the event of short or prolonged school closures. As a teacher, you have an important role to play in supporting and facilitating children's self-learning, depending on the type and length of the emergency and how the Self-Learning Programme is used.

On the next few pages you will find a grid with guidelines as to how a teacher can deploy the Self-Learning Programme for their students in the stages of an emergency:

- Prior to an emergency (**preparedness**)
- During an emergency (**response**)
- After an emergency (**recovery**)

The guidelines are organised as follows:

1. Familiarising yourself with the Self-Learning Programme and understanding your role (prior to an emergency – preparedness)
2. Preparing your students (prior to an emergency - preparedness)
3. Engaging the wider community (prior to an emergency - preparedness)
4. Understanding your role in supporting children's self-learning (during an emergency - response)
5. Providing ongoing support (during an emergency - response)
6. Re-engaging students in learning (after an emergency - recovery)

For each guideline you will find detailed steps for you to take, as a teacher, to support children's self-learning at each stage of an emergency.

The guidelines in the grid should be seen as broad suggestions as to how to use the Self-Learning Programme resources in emergencies, not as hard and fast rules. As the needs of children in each type of emergency, and in each school and community, may be different, the Guidelines below are likely best applied in consultation with your School Principal, Education Specialists, other teachers, parents and members of the community.



An UNRWA student uses Self-Learning Materials in Syria to study independently at home.  
©UNRWA 2016 by Taghrid Mohammad

## Guidelines for teachers on supporting the use of the Self-Learning Programme in times of emergency

### 1. Familiarising yourself with the Self-Learning Programme and understanding your role (prior to an emergency - preparedness)

- 1.1 Understand the self-learning approach (see above on pages 4-6). Discuss with your peers and Education Specialist the differences between the role of a classroom teacher and a teacher-facilitator of self-learning.
- 1.2 Write a description of what you think your expected role is in supporting children's self-learning. Ask yourself questions like these:
  - Do I already have experience with Self-Learning Programme materials?
  - In what ways do I expect to use the Self-Learning Programme?
  - What is the situation of schools in my area? Are children often not able to attend schools because of conflict or other reasons?
  - Are parents or other adults already implementing Self-Learning Programme in my community? Have I ever engaged with them on this?
- 1.3 Refer to the table of Self-Learning Programme resources (ILP, UTV and Self-Learning Materials) in Annex 1 of this document for selecting relevant materials based on the school subject and your students' grade level.
- 1.4 Get to know the content of the materials in your subject area. Try out some of the lessons yourself.
- 1.5 Make a list of UNRWA TV episodes, ILP lessons and SLM units that can be linked to the school curriculum within your subject or skill area.
- 1.6 Identify the Self-Learning Programme resources that children can use from your school and/or in the community (whether at home or in an alternative safe space). This depends on the technology available. Internet connection and a laptop/computer are required for ILP and UNRWA TV. UTV episodes can also be watched on a phone through YouTube.

### 2. Preparing your students (prior to an emergency – preparedness)

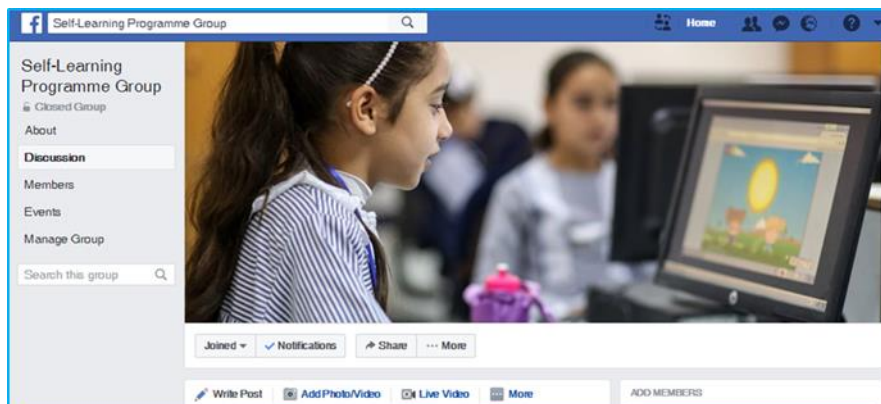
- 2.1 Familiarize your students with the Self-Learning Programme resources by using them regularly in the classroom during times of relative normalcy so that it is not something new they are asked to do in the event of an emergency.
- 2.2 Develop and strengthen children's basic computer skills through utilizing the ILP and other multi-media resources in a school context.
- 2.3 Encourage students to also use the Self-Learning Programme resources at home for consolidation and additional practice of what they have learned using the regular textbooks.
- 2.4 Ask your students to keep progress of their Self-Learning Programme activities in a portfolio (see School Based Teacher Development Programme (SBTD) II, Module 3 "Assessment for quality learning" for more information on how to develop a portfolio).

An example of a portfolio for English might include: reflections on the language-learning strategies a learner uses at school and elsewhere, as well as a selection of their best work in English at school. See Module 3 in SBTD II: <https://www.unrwa.org/sbtd-ii>.

### 3. Engaging the wider community (before an emergency - preparedness)

**3.1** Parents and community-based facilitators are key in supporting the continuation of children's learning during an emergency. Therefore, it is important that you try to prepare the parents and the community for their role as community-based facilitators of self-learning when children are using the resources at home:

- Reach out to parents through asking your School Principal to organize parents' meetings/awareness sessions during times of relative normalcy. These meetings should aim to ensure that parents are familiar with the Self-Learning Programme, and understand how they can facilitate its use when their children are unable to access school.
- Establish a means of communication in discussion with your School Principal so that, during any period of school closure, you can communicate regularly with parents and community members to let them know what Self-Learning Programme resources children should be using and how they can support. Here you will need to decide on the most practical and accessible means of communication with children, parents and other community-based facilitators (mobile phone, email, WhatsApp, Facebook, blog, or other forms of social media).



Establish a means of communication to share challenges and find solutions.

#### **3.2 A note on social media use:**

Facebook or WhatsApp groups are a great way to stay in regular contact with parents, community-based facilitators and other education colleagues. However, it is important that use of social media is in line with UNRWA policies (see Website and Social Media Guidelines for Official Use – November 2014):

- Ensure that Facebook or WhatsApp groups are 'private', 'closed' or 'secret' and that only members can view content.
- Do not refer to UNRWA or specific UNRWA schools in the title of groups– you can use a general name like 'Self-Learning Programme Group' or 'Studying at home' etc.
- Do not use the UNRWA logo or photos that show the UNRWA name or logo.
- Ensure that any content posted in the groups is in line with the UN principle of neutrality and reflects UN values, and remove any content that does not meet these requirements.

- Do not post personal information about UNRWA staff or beneficiaries (e.g. children's names, telephone numbers, or addresses).
- Do not share internal UNRWA staff communications or Circulars on social media.

#### 4. Understanding your role in supporting children's self-learning during emergencies (response)

- 4.1 When an emergency arises, contribute to assess the impact it might have on schooling. Are children likely to be out of schools for a short or long period of time? Will they have irregular access to schools or none at all? It is important that you discuss this with your School Principal and peers and prepare an action plan accordingly.
- 4.2 If possible, identify the parts of the Self-Learning Programme tools that are related to the topics in the curriculum that you would have been covering in school during those weeks and months, and encourage children to use these at home in addition to working through relevant sections of their textbooks.
- 4.3 You are encouraged to play the role of a facilitator to children in your neighborhood. This could be at home or in alternative safe spaces. If you do support new students, i.e. students you do not know from a classroom context, try to assess their levels of literacy (Arabic) and numeracy (Maths), and levels of achievement in Science and English. This way you can guide them to the right level in the Self-Learning Programme resources.
- 4.4 You can also act as a 'facilitator lead' in providing parents and other community-based facilitators who are not professionally trained with professional guidance as to how to support children's learning using the Self-Learning Programme, for example how to decide which resources to use that are appropriate for children's subject and grade level, how to assess children's learning and how to keep children motivated.

#### 5. Providing ongoing support during emergencies (response)

- 5.1 If not in place yet, establish a practical and accessible means of communication with children, parents and other community-based facilitators (cell phone, email, WhatsApp, Facebook, blog, or other forms of social media). For guidelines on social media use see page 8 above.
- 5.2 Phone, email, text or post supportive messages at agreed intervals. Ensure that all those involved in facilitating the Self-Learning Programme know how to get in touch with you with any questions or concerns. If possible, encourage facilitators to meet in person on a regular basis to discuss experiences, share tips and solve frequently occurring problems
- 5.3 Ask parents and other community members to keep you informed of children's progress through the Self-Learning Programme resources. Ask them to describe any problems children are having in accessing and using the resources and provide simple solutions. Use private message to discuss any individual children's needs.
- 5.4 Encourage parents to be constructive and motivate their children to continue learning. Advise parents on how to support their children's psychosocial needs during the crisis. You can refer to the guidance to Self-Learning Materials that has been developed for parents/caregivers and community members titled [Supporting your Child's Learning at Home Using the UNRWA Self-Learning Programme: A Guide for Parents/Caregivers and Community Members](#).

**5.5** If no self-assessment tools are provided within the resources, suggest ways for facilitators and students to measure their progress. Provide some simple questions and techniques that facilitators can use to assess children's learning. Here again you can refer to the recommended techniques in the Guide for Parents/Caregivers and Community Members.

**5.6** If the teaching is in alternative Safe Learning Spaces, you should encourage children to continue using the Self-Learning Programme resources at home and in the Safe Learning Spaces too, if possible.



*Teacher: How are Nadia and Ahmed? Are they keeping up with their lessons?*

Parent: Oh yes, thank you. Nadia just finished the last unit in her sixth grade science book. She got all of the answers correct!

*Teacher: Wonderful! 😊 And is Ahmed still enjoying the computer games?*

Parent: Oh yes, he loves the games, but he gets so upset when we lose electricity. He cries and won't talk to anyone.

*Teacher: Here's an idea. The next time the lights go out, tell Nadia and Ahmed a story you remember from your childhood.*

Parent: Well, yes, I can remember a lot of stories my parents told me. There is a story that teaches children to be patient.

*Teacher: Perfect! Then in the morning you can ask them about the story and what it means. They can write it in their notebooks and share it with their friends.*

## 6. Re-engaging students in learning after an emergency (recovery)

**6.1** Once children return to school after an emergency, it is important that the whole school and you first ensure the psychosocial well-being of children. Only when children start to feel safe in school will they be able to go back to standard learning activities. To achieve this, you should follow a three-phased approach:

- **Phase one** should be focused on the provision of structured psychosocial support (PSS) and recreational activities. This can include activities such as art, drama, music, sports, to make the students feel comfortable and give them room to express their emotions. You can use the activities from the UNRWA Recreational Guide to organize these activities. (<https://www.unrwa.org/resources/about-unrwa/psychosocial-support-recreational-activities-resource-guide>) You can also refer to the 'UNRWA Conceptual Framework on Psychosocial Support in UNRWA schools' for guidance as to how to help children manage their emotions after an emergency.
- **Phase two** should be a transitional phase to support the learning and PSS needs of students. This phase should begin once you feel that students are ready for learning activities, and then you can begin to slowly start introducing these into the classroom. Here you should first assess the learning that has taken place, using the Self-Learning Programme (and the textbooks), while students were unable to access school. If students have developed their own student portfolio during their absence, take the time to go through the portfolios and acknowledge the progress they have made. It may be useful to focus on key concepts and skills in the school curriculum to make up for lost time. You may have to integrate differentiation exercises, as some students may have made a lot of progress during their absence, while others were not able to study at home. Make sure that learning is not stressful as children are still readjusting to school.
- **Phase three** should be the resumption of normal schooling as per the standard curriculum schedule and timetable. If you feel that some students need extra support, they can continue to

work with the Self-Learning Programme resources, in addition to the regular classroom curriculum, to catch up with the content in the textbooks. The Self-Learning Programme resources can enable children to move at their own pace and are fun to use, making them an excellent way to re-engage children in learning who have been out of school.

## 6. Guidelines for teachers on using the Self-Learning Programme in the classroom when school is accessible

### 6.1 Advantages to using the Self-Learning Programme in the classroom

Whilst the original purpose of the Self-Learning Programme was for children to use it when they could not be in school, it is also a rich resource that you can draw on to supplement the normal curriculum in school. More specifically it can be used to:

- Enrich your students' classroom learning in Arabic, English, Maths and Science by using Self-Learning Programme resources related to specific lessons being taught in the classroom (see annex 1 for an overview of the existing materials per subject and grade);
- Provide extra practice for all students, but especially those who may be falling behind in their learning. Children could use Self-Learning Programme resources from lower grades to help them catch up or from the same grade to reinforce learning;
- Allow gifted and talented students to move ahead in the curriculum to more challenging topics by using the Self-Learning Programme resources from higher grade levels;
- Give students a fun way to reinforce what they are learning in school at home, if students are able to access the Self-Learning Programme from home.

When the Self-Learning Programme resources are used in the classroom, children most likely can receive more support from you than when the resources are used in true 'self-learning contexts'. Because you see the children every day in school, you can easily tailor the Self-Learning Programme resources to the children's needs, selecting appropriate UNRWA TV episodes, ILP games or SLM units, and children can readily ask you questions as they work through the resources.

For example, in an English Language lesson about 'time expressions (grades 4-5)', you could use the following UNRWA TV lesson on the topic of time, either as part of the lesson or for children to watch at home the week that you are covering that topic in class to reinforce their learning.

[UNRWA TV Magic English Club – Tick Tock \(Time\)  
https://www.youtube.com/watch?v=rsZyM-S6dPM](https://www.youtube.com/watch?v=rsZyM-S6dPM)

### 6.2 Student Assessment

Using the Self-Learning Programme in the classroom also gives the teacher more opportunities to assess students' learning through both **formative and summative assessment**. Some ideas for assessment are as follows:

- Self-assessments are embedded in the ILP and SLM, although not in UNRWA TV. The ILP games will check children's understanding through lessons and games that let children know if their answers are correct. The SLM includes 'answer keys' at the end of each book to enable children to check their work.
- Children should be guided to check their own understanding and reflect on their learning before they proceed to the end of a module or unit. This enables children to review and clarify concepts before moving on to more complex ones.



- Upon completion of a unit or module, you can again assess children’s understanding of the material by asking specific questions or creating a short quiz on the key concepts. You can also encourage children to work together and ask each other questions about the content studied.
- Assessment can also be very informal. For example, if children have watched an UNRWA TV episode at home or during a lesson, you could have a class discussion on what the children learned. If children are watching at home, you will need to make sure they all watch the same episode to enable a class discussion. You could also reshoot the episode in class prior to the discussion in case some children were not able to access it at home. You could then follow up by asking them to apply what they have learned in a practical way, by giving them a similar problem to solve or by asking them to implement a similar activity in the classroom. For example, after watching an UNRWA TV episode related to health/disease, students could develop a presentation on healthy habits.
- If you are using a portfolio system in the classroom, don’t forget to add information on the Self-Learning Programme to the progress measured.

For any teacher, even if you are not currently working in an emergency context, it is recommended that you read Section 5: ‘Guidelines for teachers on supporting the use of the Self-Learning Programme in emergencies’. In this section you will find a table containing guidelines as to how a teacher can use the Self-Learning Programme in each stage of an emergency: prior to an emergency (preparedness), during an emergency (response) and after an emergency (recovery).

The first three guidelines in the table (i.e. Familiarising yourself with the Self-Learning Programme and understanding your role, Preparing your students, and Engaging the community) relate to ensuring preparedness for emergencies. These should be useful for any UNRWA teacher to ensure that students, parents and community members are confident in implementing the Self-Learning Programme, both in regular times and in case an emergency happens.

We hope that this Guide is useful in helping you to support your students’ learning, and remember that UNRWA learning support staff and School Principals are available to help if you need more support.



An UNRWA teacher supporting a student to use the Online Interactive Learning Programme in class.  
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