

## remedial work

Remedial work in a virtual classroom, a project of ITI-IPIA "L.da Vinci", [Florence www.leonardodavinci.csa.fi.it](http://www.leonardodavinci.csa.fi.it), school year 2007/8

The project was aimed at creating remedial activities for small groups or single students. The use of synchronous online lessons takes place in an environment of "blended e-learning" (a mix of face to face classroom, live e-learning and software sharing, and selfpaced learning) appeared to be the most flexible technique to tackle the students' needs in terms of cognitive styles and habits.

### Initial situation

- Students of the first two years of an Upper Education School
- Widespread basic web competences
- Need of remedial work

### Development

- Identification of two pilot subjects and available teachers
- Training of students and teachers (the latter proved more complex, due to competences needed to develop and manage online synchronous lessons)
- Convention with University Department with expertise in blended e-learning. Licences for the software and platform
- Creation of a series of synchronous online lessons to be monthly scheduled with students
- Planning of face to face classrooms (an initial one to introduce the course, an interim one monitoring it)
- Uploading onto the school site the materials, course schedule and application forms for participants
- Creation of teachers' personal weblog to communicate asynchronously with students and teachers

### Results

- Students' higher motivation and consequent high level of cognitive, relational success of remedial work
- Personalised remedial work
- Less need of teacher's presence
- Creation of online remedial Units available on the school site for repeated, asynchronous use
- Teachers' training on teaching relational, methodological and epistemological aspects

### Comments

Teachers and students have highlighted different strengths and weaknesses: students have appreciated the new type of relationship with teachers, teachers have had problems in managing online synchronous lessons since they felt they did not have a clear perception of the students' attention and had difficulties in re-organizing the lesson structure when required by students' feedback. Online synchronous lessons share the attention problems of conventional face to face classrooms together with the rules and management of distance learning. Probably the teacher should be a member of a group similar to a distance learning team in roles and competences.

[See also Module 3, Chapter 5, Paragraph 3. Project of Cornaro Upper Secondary School for remedial work](#)

### Bibliography

Garrison, R. D., Kanuka, H. *Blended learning: uncovering its transformative potential in higher education. Internet and Higher Education*, 7: 95-105 , 2004