

A RESEARCH BASED PRO-D WORKSHOP FOR MONTESSORI TEACHERS PIVOTING
TO REMOTE LEARNING

by

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Abstract

Montessori education philosophy is one of the most astounding in the world-with, with the schools being overtly unique. The system of education, in this case, stresses the use of artifacts in learning. Unlike a typical elementary school, Montessori schools have specialized items for manipulation to teach learners how to use their innate and acquired skills and abilities to solve their problems. For a long time, Montessori school administration has been opposed to the influence of disruptive technology on learning. As such, much of the learning has followed the approach of the conventional model. However, the insurgence of COVID-19 brought disruptions that adversely interfered with face to face learning. As such, most if not all Montessori schools had to resort to remote learning. With this transition being the best shot, most schools were affected because teachers-most of whom teach the lower grades- were not properly prepared to teach remotely. This transition has brought severe challenges that have negatively impacted the quality of learning of Montessori education. The biggest concern was how hands-on learning approach would easily be incorporated into remote learning. Coupled with that, most teachers struggled to adapt to this reality of remote learning because they lacked the necessary skills, experience, and exposure meant to help them smoothly transition. As such, this paper intends to develop a professional development workshop for Montessori teachers, educational assistants, resource teachers, and school administrators to address these issues pertaining to the skills gap and the challenges faced in transition. The approach used to develop the professional development workshop was by use of a design-based approach (DBR).

Keywords: Montessori education, remote learning, design-based research