

A woman with long dark hair, wearing a red long-sleeved shirt, is looking at a laptop screen in a study area. The desk is cluttered with books, a pen holder, and a desk lamp. A shelf with various items is visible in the background.

Setting Your Child Up For Success for Online Learning

9:30 am – 10:15 am January 4th 2021

Middle and High School

International School of Beijing

Dr Jennifer Chang Wathall

HAPPY NEW YEAR



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Technology Gremlins

- They feed off frustration!
- They thrive off impatience!



Who am I?

- I teach part time at the University of Hong Kong
- Classroom teacher for 27 years
- Author, Consultant for IB
- Research areas:
 - Teaching for Deep Conceptual Understanding
 - Educational Technology
- I am Chinese

Concept-Based MATHEMATICS

Teaching for
Deep Understanding
in Secondary Classrooms

What's my number 1 tip as a parent to support my child's online learning?

- <https://www.menti.com/ij31kfog7v>



Guiding Questions



- 1) What are the best practices for online learning?
- 2) What does personalized learning look like?
- 3) How can I support my child with their learning online?

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TRADITIONAL DIDACTIC PEDAGOGIES VS NEW PEDAGOGIES

TRADITIONAL

Fixed to brick and mortar and confined set times

Transmission of knowledge model: Learners are passive

Traditional textbooks and static modes

Emphasis on summative assessments such as standardized testing

Focus on individual cognition

Focus on low order thinking such as memorization

One size fits all approach



NEW

1. Ubiquitous Learning

2. Active Knowledge Making: Learners are creators and producers

3. Multimodal Representations

4. Recursive Feedback: formative, constructive feedback

5. Collaborative Intelligence: Peer learning, social memory

6. Metacognition

7. Differentiated Learning

Adapted from the work of Cope and Kalantzis (2017)

WHAT IS EFFECTIVE BLENDED LEARNING & WHAT IT IS NOT!

EFFECTIVE BLENDED LEARNING IS



A mix of synchronous and asynchronous which creates a richer learning experience



Adopts effective reflexive pedagogies



Transforms pedagogy for an integrated learning experience



Encourages student agency, choice and personalization



Multi modal and ubiquitous



The same as a brick and mortar timetable with the same synchronous time



Fixed 50% Asynchronous
50% synchronous



Not a lecture or one way broadcast online



Using traditional learning experiences in the online environment



Using traditional assessments in the online environment

Confucius

Tell me and I will forget;

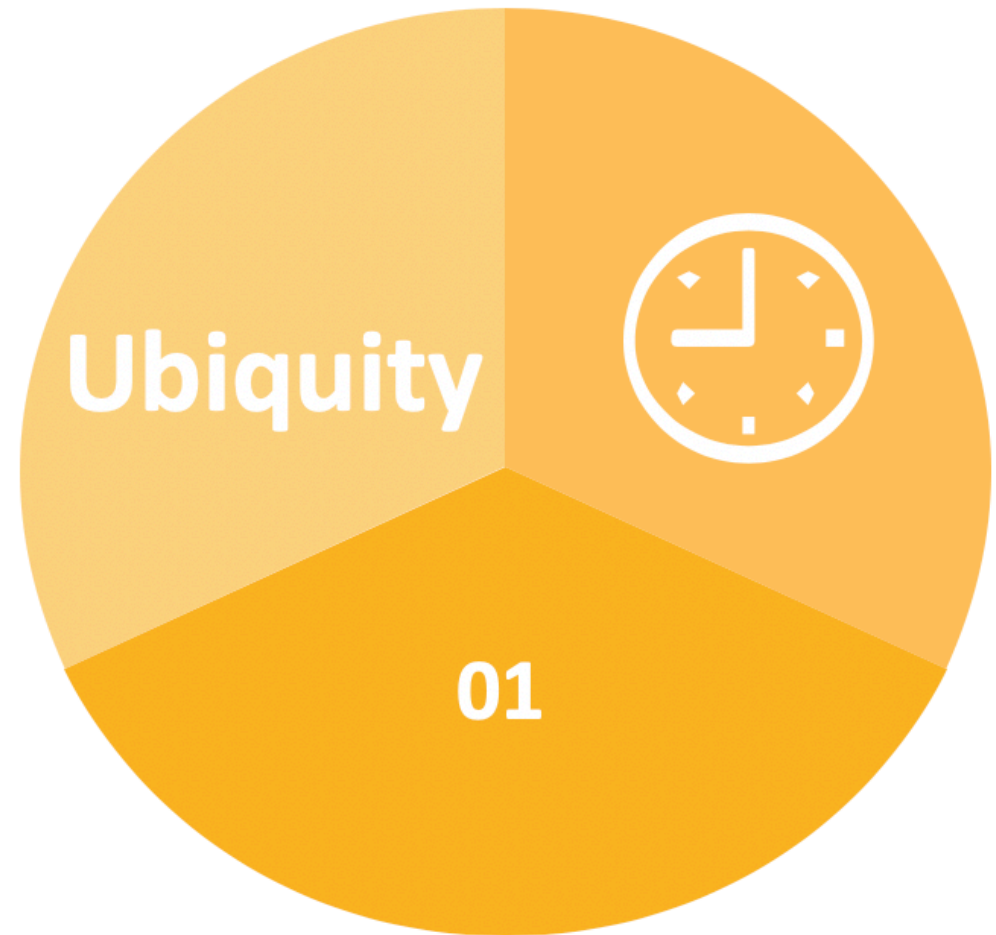
Show me and I may remember;

Involve me and I will understand!



Affordances of eLearning

- When students are not in front of teachers they can still learn.
- Power of asynchronous learning students have time and space to explore, digest and synthesize.
- Learning is not bound by timetable and learning is always accessible.
- Develops self-regulation and independence
- Learners are **co-organizers**



Affordances of eLearning

- More scope for student agency
- Active learning strategies such as social constructivism from Vygotsky and Piaget
- Hands-on approaches
- Students learn more when mentally engaged in process of inquiry, exploration, and interpretation



SYNCHRONOUS LEARNING

Occurring at the same time and in the same place (e.g., students working in the classroom or meeting online for a video conference session).

Students can access content, resources, and activities at a specific time and location.

Students *may* have some control over the pace of their learning, but they do not control the time or the place.

Students have access to teacher and peer support while completing assignments and tasks.

ASYNCHRONOUS LEARNING

Occurring at different times and in different places (e.g., students working at home).

Students can access content, resources, activities at any time, and from anywhere.

Students can control the time, place, and pace of their learning.

Students work independently and sometimes with peers to complete assignments and tasks.

[Retrieved from https://catlintucker.com/2020/08/asynchronous-vs-synchronous/?fbclid=IwAR3cag-EzZGcmLPZxbrcDUun_9QeB5EjzUKfbT3b3rZAnMIT4srIsLbLva4](https://catlintucker.com/2020/08/asynchronous-vs-synchronous/?fbclid=IwAR3cag-EzZGcmLPZxbrcDUun_9QeB5EjzUKfbT3b3rZAnMIT4srIsLbLva4)

Asynchronous Learning Activities



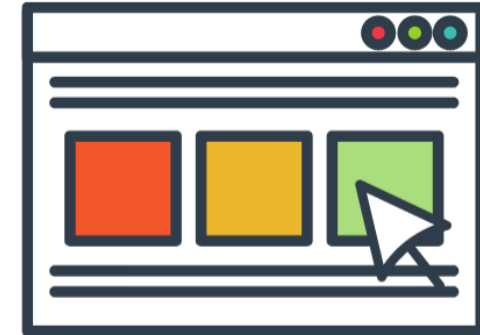
Read + Take Notes



Watch Video-based Instruction



Listen to Podcasts



Explore Teacher-curated Resources



Engage in Online Discussions



Practice + Review



Research + Explore



Reflect + Document Learning

The Purpose of Screencasting



Allows for Clarification

Learning experiences for the week, answers common questions and misunderstandings



Facilitates Tutorial

Demonstrations/ Instructional video on low level facts and skills



Provides Feedback

Targeted feedback individual student, group or class as a whole

Clarification

Tutorial

Feedback

Connection

Ubiquity

Promotes Connection

To promote human connections with your students using multi media e.g. digital storytelling with music, sound effects or gifs



Enables Ubiquity

Students can access anytime anywhere increasing student engagement





So far what has
been your **Main
Takeaway** from
this presentation?



Guidelines for Breakout Rooms

- Please take note of your breakout room number
- If you do not know each other please introduce yourself
- One scribe – one post per group
- **Colour your post green if willing to feedback to group**
- Nominate one speaker
- Every person given 1-2 minutes to speak
- You have 8 mins in total in your rooms



- <https://padlet.com/jenniech/ISBPAREN>
[TAUG2020](#)



2) What does personalized learning look like?



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PERSONALIZED LEARNING INCORPORATES...

01

SOCIAL CONSTRUCTION

Learners are encouraged to learn collaboratively utilizing collaborative intelligence and develop interpersonal skills.

02

STUDENT AGENCY

Learners are given voice and choice over learning goals mode of assessment and success criteria.

03

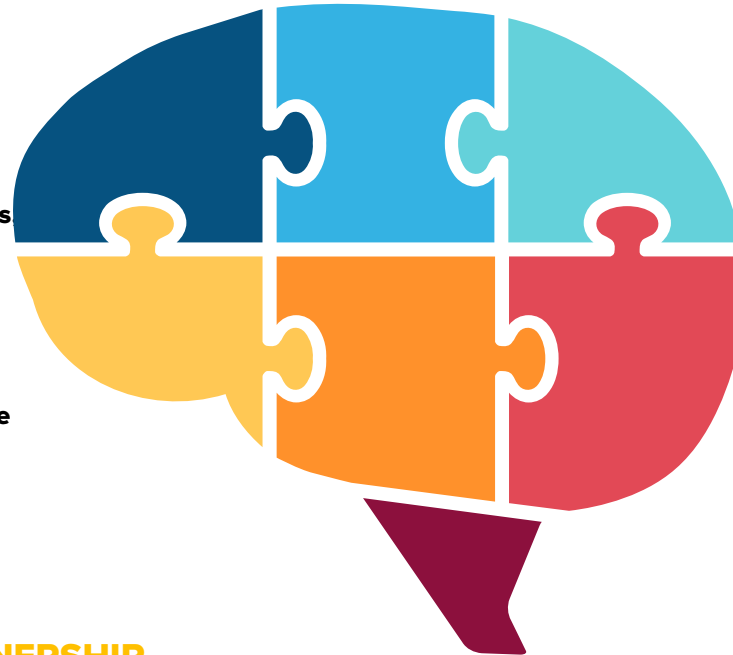
INQUIRY-BASED LEARNING

Students are given opportunities to inquire and explore to form deep, conceptual understandings developing independent, resilient, and lifelong learners.

04

OWNERSHIP

Students drive and direct their learning path which leads to academic mastery.



05

MULTIMODAL EVIDENCE OF LEARNING

Learners express their understanding and mastery through a variety of different modes.

06

CREATIVE CONFIDENCE

Learners are problem solvers and able to navigate ambiguity to build creative confidence.

07

CO-CREATION

Teachers and learners co-create learning paths for engagement and motivation.

WHAT IS STUDENT Agency & WHAT IT IS NOT!

STUDENT AGENCY IS NOT

Free for all

Lack of accountability

Lack of guidance

Lack of structure

Teacher directed

STUDENT AGENCY IS

Giving students choice and voice over their learning

Interest driven

Allows students to be decision makers for greater motivation and engagement

Empowers students to take initiative and enhance cognitive ability

Student directed





Student Schedule

ISB Online Learning Guide page
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Student Schedule

All classes will be **synchronous** and teachers will teach classes via **live** Teams meeting aligned with students' 8-day rotation according to the schedule shown below:

Middle School

Mon, Tues, Thurs, Fri

Block	Time
Homeroom Check-In	8:15-8:25
1	8:30-9:45
Break	9:45-10:00
2	10:00-11:15
Mentoring/Flex	11:20-12:00
Lunch	12:05-12:45
3	12:45-14:00
Break	14:00-14:10
4	14:10-15:25

Wednesday

Block	Time
Homeroom Check-In	8:15-8:20
1	8:25-9:40
Break	9:40-9:50
2	9:50-11:05
Lunch	11:05-11:45
3	11:50-13:05
4	13:10-14:25
School Development Time for Faculty	





Student Schedule

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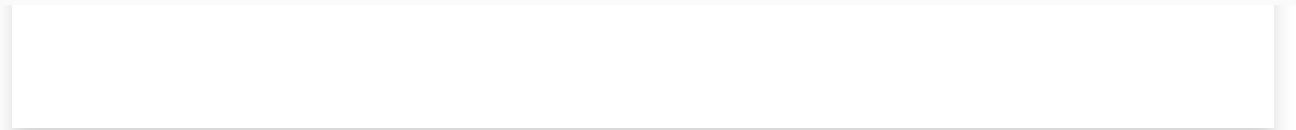
High School

Mon, Tues, Thurs, Fri

Block	Time
1	8:15-9:35
Break	9:35-9:45
2	9:45-11:05
Lunch	11:05-11:40
Dragon Time	11:45-12:30
3	12:35-13:55
Break	13:55-14:05
4	14:05-15:25

Wednesday

Block	Time
1	8:15-9:35
Break	9:35-9:45
2	9:45-11:05
3	11:10-12:30
Lunch	12:30-13:05
4	13:05-14:25
School Development Time for Faculty	



3) How can I support my child with their learning online?

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Setting your Child up for Success

All students are expected to participate in online learning. In exceptional circumstances or illness, parents of students that are unable to participate should notify the school/divisional office.



To be successful, your child will need:



Their ISB laptop and access to a reliable internet connection

Other laptops or tablets should work but will not function as well as the student laptop assigned by ISB. Phones are NOT suitable devices for online learning.



A responsible adult to facilitate the learning (where required)

Students may need varying degrees of support in accessing and approaching the learning tasks. This may include providing structure to day, general encouragement, or assistance in processing learning.



A dedicated place for learning

Students need a space dedicated to learning where they can focus on their learning tasks.



Breaks

Ensure your child has opportunities for breaks, exercise, creativity, and social engagement (as they would have at school).



Understand expectations for participation and work completion

Allow for time to reflect at the end of the day on what worked and what were the challenges.



Communicate questions or challenges to teachers promptly

It is not expected that parents have detailed knowledge of teaching strategies, so please direct all questions to the teachers.

Parent Expectations

- ✓ Check Dragons Exchange (DX) for the expectations posted by teachers. To log into DX as a parent, follow the instructions [here](#).
- ✓ If your child has questions, direct them to contact their teacher promptly.
- ✓ Monitor screen time for your child. They will have more than usual because of online learning; ensure they are taking a break from screens. They should not have more than six hours of assigned work per day. If your child is taking longer, please contact the teacher or counsellor.
- ✓ Be diligent, make sure you are checking in with your child daily on their progress. Be supportive, patient and encouraging.
- ✓ Consider where in the house your child will work. Ideally this would be a location where they will not be distracted and can be supervised.
- ✓ If students are unwell or for any other reason unable to participate in online learning, parents should report to the school as they would any regular school absence.
- ✓ Spend time engaging with your child: play board games, card games, or word games; do puzzles; cook recipes. Be creative and resourceful; the possibilities are endless!
- ✓ Further resources and support for parents can be found on Dragons' Gate: [Parent Education and Support](#)

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Last words of advice...

- Online learning develops self-regulation and independence
- Try to give your child a dedicated space to engage with learning
- Exemplary teaching incorporates:
 - Connections and **Care** for our students
 - **Collaboration** to develop communication and interpersonal skills
 - **Clarification** using multimedia representation
 - Critical and conceptual thinking in order to **Captivate**
- All of these elements can be facilitated through either synchronous or asynchronous learning



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“The child who has never learned to work by him/herself, to set goals for his/her own acts, or to be the master of his/her own force of will...

...is recognizable in the adult who lets others guide his/her will and feels a constant need for approval of others.”

Dr Maria Montessori



Please ask in chat box

Questions?



Thank you!

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