A photograph of four young children sitting at a desk in a classroom, focused on writing in their notebooks. The children are diverse in ethnicity. The background is a simple classroom setting with a whiteboard and a window. The text is overlaid on the center of the image.

Setting Your Child Up For Success for Online Learning

8:30 am to 9:15 am January 4h 2021

Elementary School

International School of Beijing

Dr Jennifer Chang Wathall

HAPPY NEW YEAR





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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Dr Jennifer Chang Wathall

TRADITIONAL DIDACTIC PEDAGOGIES VS NEW PEDAGOGIES

TRADITIONAL

Fixed to brick and mortar and confined set times

Transmission of knowledge model: Learners are passive

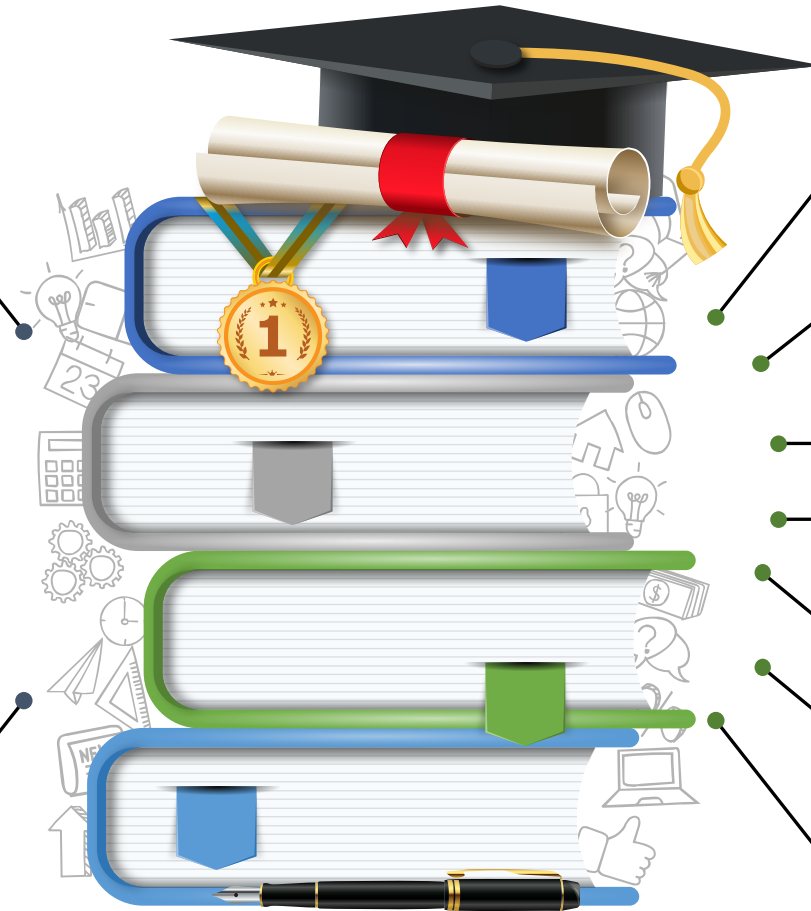
Traditional textbooks and static modes

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;

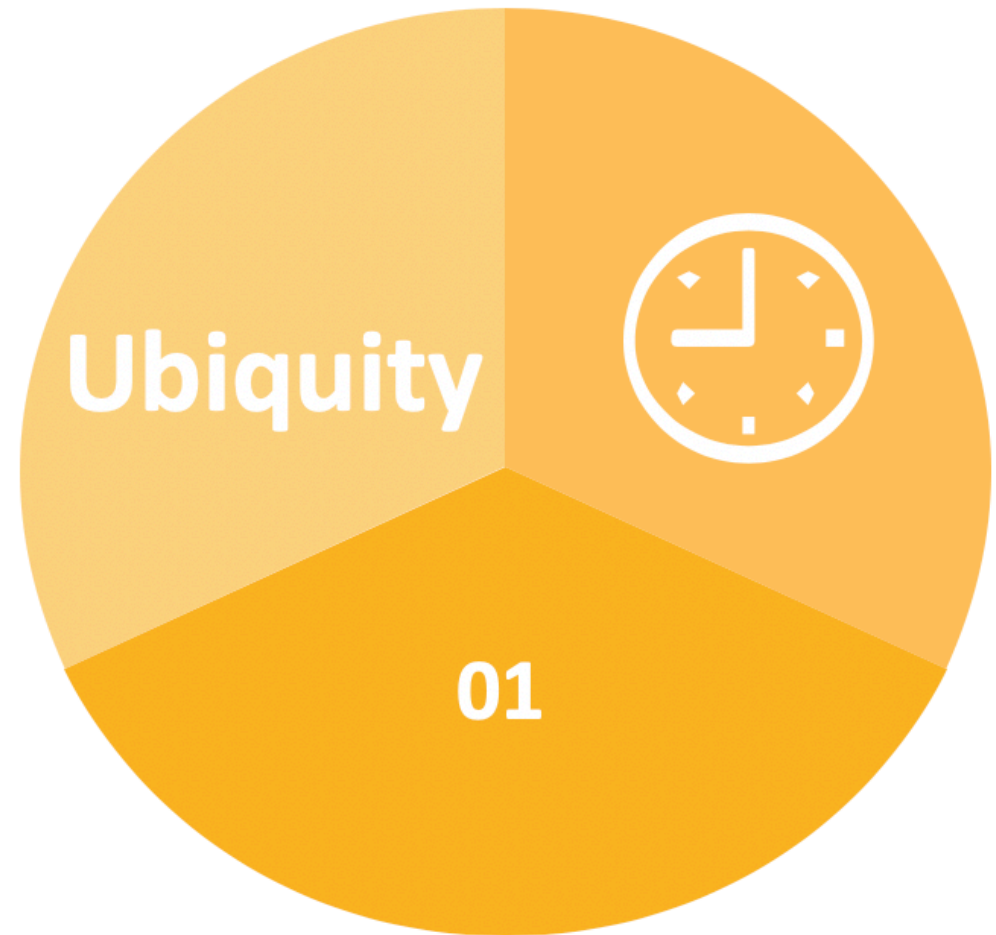
Show me and I may remember;

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



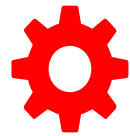
Reflect + Document Learning

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 6 mins in total in your rooms



- <https://padlet.com/jenniech/ISBPAREN T20202021>



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





Sample Student Timetable

ISB Online Learning Guide page 13

Early Years 3-4

The specific details of the weekly schedule will be shared with parents in the Seesaw post at the beginning of each week.

The following is an example of what an EY student's day might look like:

Time	Schedule
8:15 - 8:45 am	Circle Time
8:45 - 10:00 am	Community Time (集会), Guided Play/ Small Group Meetings
10:00 - 10:20 am	Snack
10:20 am - 10:55 am	Recess (Encourage Outdoor & Exploratory Play)
11:00 - 11:30 am	Specials (PA, VA, or PE*)
11:30 - 1:00 pm	Lunch Break & Choice Boards
1:00 - 1:30 pm	Chinese
1:30 - 2:00 pm	Recess/Choice Boards (Encourage Outdoor & Exploratory Play)
2:00 - 3:15 pm	Community Time (集会), Guided Play/ Small Group Meetings
3:15 - 3:25 pm	Closing Circle

*VA - Visual Arts PA - Performing Arts PE - Physical Education

- Music, creativity, movement, and brain breaks will be intentionally embedded during live sessions.
- Families who wish to do so can participate in learning choices outside of the allotted time at their own convenience.
- Guided play and small group learning embeds pre-literacy and math skills.
- Read alouds will emphasize pre-emergent reading skills.



Sample Student Timetable

ISB Online Learning Guide
page 20

Grade 4-5 Sample Student Schedule

Time	Day A	Day B	Day C	Day D	Day E	Day F
8:15-8:30	Morning Meeting					
8:30-9:15	Live Lessons & Small Groups	Chinese	PE	Chinese	Live Lessons & Small Groups	
9:15-10:00	Performing Arts	Live Lessons & Small Groups			Visual Arts	Live Lessons & Small Groups
10:00-10:45	Live Lessons & Small Groups				Live Lessons & Small Groups	
10:45-11:10						
11:10-11:30	Break					
11:30-12:15	Chinese	PE	Chinese	Live Lessons & Small Groups	Chinese	Live Lessons & Small Groups
12:15-13:00	Live Lessons & Small Groups	Visual Arts	Live Lessons & Small Groups	Performing Arts	Live Lessons & Small Groups	PE
13:00-13:45	Lunch					
13:45-14:30	Live Lessons & Small Groups					
14:30-15:25	Live Lessons & Small Groups					

While optional extensions may be offered, they are not required for completion. If the parent feels like the workload is inappropriate for your child, please contact your child's teacher. Additional homework will not be provided.



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

ISB Online Learning Guide page 5

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.

To be successful, your child will need:



Access to a reliable internet connected computer or iPad

Parents should contact the teacher and school principal in the eventuality that there is no device available for student use at home. Alternative arrangements can be made to provide student access to their iPad.



A responsible adult to facilitate the learning

Students may need varying degrees of support in accessing and approaching the learning tasks. The younger the student, more adult support will be necessary to fulfil learning tasks.



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, family time and fun, as would happen in school! We recommend setting up a "home schedule" for online learning.



To 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.



To communicate questions or challenges directly to teachers and specialists

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

As a parent supporting your learner:

- ✓ Ensure your child(ren) read a *just right* book for at least 30 minutes a day. Students should also have frequent opportunities to hear stories or texts read aloud. Check your Seesaw family announcements daily.
- ✓ Support your children. Mistakes will be made and that is okay! Provide positive feedback and remember, they need breaks and play.
- ✓ Contact the teacher when you need clarification, have a concern, or feel like the work is too much for your child.
- ✓ Ensure your child is following the teacher's instructions.
- ✓ Monitor screen time - you will have more than usual because of online learning, so ensure your child is taking break from screens where possible.
- ✓ Spend time engaging with your child: play board games, card games, or wic games; do puzzles; build things with Lego, blocks or similar construction materials; cook recipes. Be creative and resourceful; the possibilities are endless!

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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