Transcript - Lessons from China - how teachers have adapted to teaching during school closures

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Zoë Neville-Smith: Okay. So we have two questions for you today. One is how long have you been a teacher? And one is how confident are you teaching online? So I'm hoping you can all complete those polls and we'll see the answers very shortly. Okay. We'll just give you another few seconds. Just to select your options in these polls. Okay. Wow.

So we have a lot of very experienced teachers on the call today. Fantastic. And most of you are, seem to be growing in confidence in your online teaching, would rate yourselves okay. A few of you are not very confident at all and I hope that this webinar helps bring a few ideas and suggestions to boost that up a bit. Okay. Well, let's move on.

So as this poll has sort of told us a bit, we've all had a few weeks to adjust to working and teaching from home and we're becoming digital workers by necessity rather than by choice. Many teachers, I'm sure surprising themselves with how much they are accomplishing and how much they can engage their students. But others are grappling a bit with the technology or a bit overwhelmed by the sheer number of teaching tools available.

This is where our colleagues and other teachers and friends in China have the benefit of greater familiarity not just for the technology platforms themselves but with the psychological adjustments needed to remain productive and positive during this period of adversity.

And Cambridge international is here to help of course. We have a new section on our website called 'Teaching and learning when school is closed' which you can access from our homepage. And it's a hub for free resources to help you deliver effective teaching and learning outside the classroom and to continue your own professional development which is still important at this time. There are also study tips for learners and guidance to help parents in supporting their children learning at home and lots of webinars like this one. So check that out when you have time and we'll send you a link to those resources after this webinar.

So it now gives me pleasure to welcome our first guest who's going to share his experiences of teaching online. So we move to Babis Georgakainas, a Greek national who's taught physics for 25 years. In 2015, he moved from Greece to China joining Chengdu, Sichuan A-level center where he was head of the science department. He's now the center principal of Zhangjiagang IVY Experimental High School. And he also teaches IGCSE physics. So Babis, thank you so much for joining us today, over to you. I'm hoping you can share your screen.

Babis Georgakainas: Okay. I will try to share my screen. Okay. Hello everyone. Hello world. I was ready to say hello Europe, good afternoon Europe but I saw South America, North America, Asia, Africa. So hello world, I'm Babis thank you Zoë for introducing me. So Zoë said most of my introduction page here.

Yeah. I'm Babis, I'm from Greece and the last five years I am in China and the last year I am the center principal and a Cambridge trainer and an Assessment specialist. So I'm going to share with you in a few minutes, my recent experience in teaching and organising the online classes.

So the contents of my presentation will be - why online? How online? what were the advantages and some disadvantages that we experienced during our classes? what resources were used and some conclusions.

Before I continue my presentation I want to say the good news, the optimist message that it is this week, it is the second week that we already opened our school. So we stopped our online lessons two weeks ago.

Why online? Those are some numbers that I got from UNESCO website and I was also impressed almost nine days before. You see 91.3% of total students all over the world have their schools closed and totally 188 countries face this problem. So there is no other way, but online teaching. And if you see the map, you can see that only two countries with the white color all around the world have still schools open.

In China there are partially some province opened their schools but some others kept still schools closed. Please look at this date, this date 16th of February is a very critical date because it was the day that in China the online teaching started.

So what did we do? The schools were already closed because it was the holiday for the Chinese New Year. So most of us were in our countries. I was in Greece. And on the 10th of February, we got an email saying that the school would not open.

So we need to start teaching online. And in one week we had to choose which platform was the most suitable. So we chose Zoom, the platform that we are using now. I had to prepare a new timetable, totally new with five lessons per day because the government, the Chinese government didn't allow more. We also added two question and answer sessions per day. We merged our classes. As we had the chance to have up to 100 students per class. And then we had to train our staff, we had to train the teachers. So we sent some instructions using again emails. And also we practiced using Zoom as a group and individually.

So one week later we started, however we faced some problems this first week of preparation. And the most important problem was the lack of confidence from the staff. It was something new. So it was a fear and especially experienced teachers my age and more than 20 or 25 years in teaching, as I saw between our group now. They have technophobia, not all of them feel very confident with technology.

Also, there were teachers in quarantine and you know better than me now that this is not the best condition of psychological reasons, more of mood to start something new and to be excited about what we are doing. When you're in quarantine and you worry about your health and your beloved people health it's so difficult to start something new.

Another problem that I faced was that I had teachers in different time zones as it's happening now. So I had teachers in Africa, I had teachers in Europe. I had teachers in Canada, in America. So when I made the timetable that was quite tricky to make it work.

Some of the students were new students for the teachers because as I said before, we had to manage the classes.

And the last one is quite important because most of the students and some of the teachers had their course books in the school but the school was locked. So it was another difficult condition that they had to face. So we had to use some resources that they could find online. And at that point the Cambridge School Support Hub was the most supportive and helpful resource that we used. Apart from the past papers and the mark schemes that we always using also when our schools are open, Cambridge offered us for free Test Maker, those extra services and Resource Plus. That was very, very, very helpful because with Test Maker we could make some worksheets and with the Resource Plus we could give the students a chance to watch some videos or some digital laboratories to make the lessons more interactive.

All the updates about COVID-19 and about the schools openings were also a very useful resource but also in that website there were some soft copies of course books. So it helped us to face the problem that I mentioned before.

We also use some alternative resources like our PPTs, our PowerPoint presentations, some videos that we could make at home or making an experiment, for example in science or also videos that we found ready. Those websites PHET Colorado for science was really, really useful. I guess, that most of you, if you're science teachers you use it when our schools are open and now more and this is a website from my country again about science. Even if you cannot understand the Greek language, you can see some very good simulations there and use them.

Kahoot helped us to create some quizzes and make again the lessons more interactive and when we wanted to share with the students some material, we could just send it to the group chat that you can see here and you are using already. If you just click and drop the file in the group chat. Then you can share this with all the participants. So that helped a lot.

This is an example of students' homework. We were asking them to complete the homework and then take a picture take a photo with the phones and email us those photos. So we had also the opportunity to mark the homework and give individual feedback by email to each of the students.

So let's say some positive factors during this lessons. First of all, the Chinese students are very familiar with technology sent online communication not only the students, the whole Chinese society but helped a lot during the quarantine.

They had WeChat groups with the class teachers, with the tutors, so the Chinese class teachers were a medium to share some information between us and the students. So we were first in contact with the class teachers and then the class teachers could spread the information to the students, like for example, a new time table.

And also during the lessons the students could use smartphones and other mobile devices. You know, that in schools usually it's not allowed to use smart phones. So now we could apply some new techniques or some software, some applications that we cannot use in the class.

For the teachers was a great opportunity for professional development. Now, all the teachers that used this online teaching they developed a new skill. Maybe they will need to use it again but anyway, they gained a great experience.

The teachers also had all the time and the opportunity to be in contact with the students. Something that is limited when the schools are open and also they could help in person, each student either by emailing the feedback or even having some interaction, some private conversations.

However the difficult points where that's informative assessment we all faced a lot of problems. So it could not have the best formative assessment during the class to check the student's learning and especially understanding. And if you don't have the eye contact, you know all of you are experienced and you know how the question mark face is, we couldn't see the faces of the students. So we had possible misunderstandings but also possible distractions.

Now, some parents come to the school and say, Oh my son, my daughter need to study more and again because all the time that you were teaching online my kid was sleeping or playing some games. We couldn't check it. We couldn't apply group work, especially if we had 100 students in each class but generally so difficult in online classes to have group work. And also we couldn't supply many differentiation strategies. It was more a lecture with some interaction.

The last point is the most important for me. Although the students started with excitement after the first three or four weeks of online teaching the care, the graph of excitement was similar with the graph of coronavirus. At the beginning it was an exponential engagement and increase of excitement. And then it started dropping the last two weeks, the lessons was really a torture for teachers and students. We stayed eight and nine weeks in online teaching so this engagement gradually dropped.

Finishing because I want to have time to discuss with you later in the question session. I have a question that I cannot answer it so far. Is online education, learning is the future in education? I'm not sure, I'm not sure. Instead of giving an answer I am giving you a few quotes just for thought from quite famous educators from all over the world and from different areas all these opinions do not agree to an answer. So maybe there is no, a yes or no answer to my question. I want to thank you so much and I'm asking you to stay strong. Thank you.

Zoë Neville-Smith: Thank you, Babis that was great. I think a very important message there too.

Okay. We're going to hand over to our second speaker. We'll pick up some more questions towards the end of the session today. I'm really pleased to introduce Erin Garnhum who is joining us from Dulwich College Suzhou. Erin earned her MA in TESOL from Trinity Western University of British Columbia and her PGCE from the University of Sunderland in the UK. Erin has been teaching English as an additional language in Asia since 2002. She's taught in South Korea, Vietnam, Japan and now in China. And she's been teaching Cambridge IGCSE English as a second language since 2009. So Erin, I hope you can take control now and you can share your experiences with us please.

Erin Garnhum: Yes. Thank you. All right. So first of all, good evening to everybody. Its lovely to be here talking to you and to share my experience. As I was going through this experience I was thinking I must be taking notes because I feel like I can't be going through all of this stress is one word but also learning without recording it and hopefully being able to tell it to people out there in the world.

So I want to talk to you a little bit about what I call the classroom in the cloud. Which is what I tried to develop with my students and first of all I'll tell you a little bit about our context. So who our students were and our online platform.

Then I want to talk a little bit about how the planning, pacing and organisation of the teaching was affected by moving to an online space. And actually I really should have put this first but how online interaction and motivation were impacted and how we tried to deal with it with students and also with ourselves. And also how I dealt a little bit with feedback and I heard Babis touch on that. And for me, it wasn't the matter of like not being able to provide feedback but more how to manage the feedback that I wanted to give in the online learning space.

So I came up with this name of the classroom in the cloud because when I first was told that we would be moving to this model, I got quite stressed out. I didn't spend enough time trying to define to myself what the class would look like and I think I started off on a wrong foot because I set up a lot of correspondence style tasks where I emailed out some worksheets to the students and I expected them to email them to me back and I realised, well, you know, we weren't really having the real classroom experience after that first week.

So we fortunately had the luxury of having the Teams platform already established in our school. And I had on kind of a half organised basis set up teams with all of my classes before we in the first semester before we broke off for the break and so these teams were already set up. So I was able to have all of my students in a place and I don't know if you're familiar with Teams or not but it has a really nice social media aspect where you can put, make posts and comments. You can share files, you can have a class notebook you can also do assignments and even grades. And of course in true teacher fashion, I was using about 20% of that functionality before we moved to online learning and I was just using it basically as a fast way to share files with the students.

And so my students I should tell you a little bit about them. We have, we are in China so we don't generally have access to YouTube or Google Docs. So we are limited in some of the tools that we've been able to use with the students which is one of the reasons why the school has provided the Team's online learning platform. The students also experienced really slow internet speeds, videos and live lessons were unreliable for us because of the internet speed.

But also because students were in different time zones, teachers were in different time zones, unlike perhaps what's happening in Italy or in Spain where the teachers and the students are still in their community. Because Dulwich College Suzhou is an international school, we were spread everywhere and that complicated matters. So we had to consider aspects of asynchronous learning. So for example, I was in Canada, my students were in Asia. I was a full day behind them. So I had to think about what that was going to do to the lesson and the learning.

So what I came up with was largely embedding videos, short videos into my PowerPoints and providing activities as well. So the students could watch me present the lesson in a PowerPoint and read along with the PowerPoint and then move on to a different task in a different space.

To do the, embed the videos I used a free service called Screencast-O-Matic, there's probably loads of them out there. It was one that I knew how to use before we went into what I'm calling our COVID experience. And I really, I think that's one of my fundamental takeaways is that the best tool, there's a lot of tools out there but the best tool is the one that you and your students already know how to use. And so if you have something that you know how that works and you're happy to use it then that's the best tool for you.

So after a couple of weeks of kind of fumbling around and really spending a lot of time with the students we were spending way too much time trying to sort out where resources were and how to access them. We kind of fumbled our way to a proper planning guide.

And so what I learned worked really well with my students was that at the beginning of the week I'd set out a weekly schedule with what learning was planned and the style of lesson that was going to happen each particular day. And so you can see with my English, my key stage three English class I asked them to do some reading for the first day of the week, the second day of the week they were going to work on comprehension questions by themselves and then the third day of the week and the fourth day of the week, I was going to put them in groups online and they were going to work together. And I tried to follow that pattern because it was one less thing for the students to worry about. And I also wanted to have enough time so that if they were doing comprehension questions on Wednesday I didn't have to turn around and have them giving me feedback, I have to give them feedback on Thursday and Friday, cause it would have been madness. I needed a couple of days to actually mark that work and get some feedback together in my head.

Something else I learned that was really important was that if I was going to do videos and it wasn't going to be a live video, I should have short chunks like a YouTube stream or video five minutes. That's what you want. It's good for downloading, but it's also good for attention. And I did that by sorting out task instruction videos, teaching a concept video, or a demonstration video and a feedback video. They were all separate so that the student could find the piece that they needed, download it fairly quickly and use it again and again without having to go through like a 70 minute lesson or something like that.

This slide I wish I'd put first because the other thing I realised from my first two weeks of struggle was that the most important thing that we got feedback from the students about was how they were missing their peers and how they were missing seeing their teachers. And in fact, what they really craved was the connection of their teacher and the connection of their peer group. So anything that I could do to boost the feeling that we were in a classroom together even though we were apart was really helpful.

I asked my students to choose an avatar for when they were posting on our posts page, obviously an appropriate one. I worked in open-ended tasks and opportunities that everybody could post around. Even for, because I work with ESL students and I have a wide range of proficiencies in my class I wanted to have open-ended questions and personal connection tasks so that anybody with any kind of language proficiency could at least give like a one-sentence post or something like that with confidence.

And I really wanted to show them each other's work. So I tried to put into my feedback videos in my presentations, snips or screenshots of what students were sending me and I put their names next to it. So they could see who was sending me what and they could see each other's work and the quality of work that other students and the quality of effort that other students were putting in.

I also found later on that I could set up chats and a chat room on Teams, a Zoom meeting so students could do group work together. And perhaps that, because we were in smaller groups maybe than at Babis' school, it seemed to work fairly well.

So this picture here shows how I would snip the student's work and put their name next to it, so the other students could see what they were contributing.

The text-based chats for groups really surprised me how well they worked because I found that like Babis I had a drop-off in interaction probably around week three or four but when I started putting them into group chats on Teams and asking them to have video calls for role plays with

each other, they could set up in their own time zones. They actually motivated each other more than when I was kind of prompting them saying, hey, I haven't seen, you haven't posted anything. I found the classmates, policed them and encourage them and got them to work much better than I could by myself.

So I just simply used, I mean, I use the Teams embedded chat and stream function, but you could do it with Zoom as well as long as the students were able to contact each other. And I was really surprised how successfully they worked and how well the students organised themselves. And it actually really motivated me to put more effort into, more heart into my lessons because I could see their faces and I could hear their language and it made me really miss them.

Finally, the pause for feedback. I said, I was finding it such a struggle in the beginning when I was sending them work they were sending it to me back. Normally in a classroom, you would set an activity see how the students were doing, maybe adjust You're like, Oh, I noticed a common problem. But when you're planning online that process has kind of slowed down but also sped up in the, in-between the time that you get it from the students but the turnaround that you need to send a new lesson.

So I tried to set it up so that each day because I'm a language teacher, I could do this, you know Monday would be reading day and I'd give feedback on reading the following Monday. And then the Tuesday would be reading comprehension and I'd have a week to look at their reading comprehension answers.

I also made use of a lot of general feedback and like I said before, I included samples of the work that various students had sent me so they could see what other students are saying because we know in a classroom, when students have a chance to check their answers with each other first they feel more confident about sharing their answer and they learn more.

I also noticed that Teams has a, for final assessment, that Teams will allow you to embed your rubrics. So the feedback goes quite quickly. You can just click on your rubric categories and give written feedback as well in a box and you know, there's some element of copy paste that you can use to speed that up. So if you have some common comments you can copy and paste them in there.

Finally, I used a lot of peer review towards the end of our time and ask them to set up chats and email their work to each other. There's also an app that myself and my colleagues use called the Peergrade app, which could set up a platform for students sharing, writing, and having three or four students read and give comments on that writing. So overall that's a picture of the Peergrade app there.

Overall, I'd say that this process taught me a lot about my own teaching, about what was really important In the classroom, which was that the students have a chance to talk to each other and see each other's work. And I hope that something I've mentioned today helps you in your teaching. Hopefully I've said some sort of idea, or some sort of tip that you can carry into your own practice.

Zoë Neville-Smith: Okay. Thank you so much for that, Erin. That was a really interesting presentation. I've learnt a lot, and I think the importance of letting the students interact with each other, it's something I will definitely take away as a learning.

So I'm going to hand over to our third and final speaker. Our final speaker is Jason Wang and Jason is the vice principal of Beijing Royal School. He's been teaching international high school math courses for the last 15 years and has written a bilingual textbook in AP calculus for Chinese

students. He's also a Cambridge trainer in China. He has many years of personal experience teaching with technology and has promoted in school teaching technology projects as well.

Beijing Royal School has smoothly delivered online teaching to over a thousand students in the last two months and has received great feedback from students and parents. So Jason, could you please share with us how you have achieved this?

Jason Wang: Hi everyone. Can you hear me, Erin? Zoë, sorry. Okay. Hello everyone. So it's really a great pleasure and honor for me to have this opportunity to share some experience or I would say lessons like Zoë mentioned that our school and my school, Beijing Royal School over the past two months.

So I am a teacher that has interest in teaching with technology. And so for the school, for the past two months, I and my, with my team. So go, we went through the process from good planning when we got the notice from the government, that the school is not opening. I rescheduled and we made a plan of two weeks of online teaching and now it has been two months and there is still like two weeks to go onto our first, our grade tens to grade 12 students to come back on campus. So I hope that I can share some practice and the lessons that we gained from, this process that will help you a little bit. I will share my screen. Okay.

So the first part is less is more that this is a very, very important suggestion. I will say if there, if the participants, in the participant there are some like school heads or principals, so use SLS platforms or softwares as possible because if you use too many different platforms or softwares it would cause a lot of problems.

So here is some, like we did a lot of research and comparison of like four weeks and then we choose, focused our choices into two different solutions. This is, there is only one software it's called the DingTalk and Microsoft Teams. I think Teams is what the platform used by sorry if we can say the previous speaker. So I'm used to the Teams.

So for this one software solution, there has to be something like a requirements. So why do I call this one software solution? So like in online teaching we should think about what tool we use to teach, to communicate with our students, to teach our students. I like Zoom, right? And maybe someone, some teacher may use other software.

Another function we should, we need to think about is communication. This is communication with the students and between teachers or colleagues with the school, and then it's collaboration. So how do we collaborate together? We can, how we share files how we like to work together like Google Doc but Google Doc is blocked in China but we have some like alternatives we can use.

And then we should this platform this software has to be like the version in desktop, can work on desktop, can work on tablets, can work on mobile devices like phones, mobile phones and they need to house and run Windows and Mac OS. And then these, it has a version of Android and iOS because we have many students who have many teachers. So all these features, all this requirements needs to be met.

And we have DingTalk and the Microsoft Teams. So in DingTalk and Microsoft Teams you can use it like through the live broadcasting or through a video conference, like what we did today like you use the Zoom, the function to teach the students. Okay. And then Microsoft Teams have the similar functions. Okay.

And this is, about the, let's take another example. Let's say in the, if we want to teach a lesson, teach a class we want to assign homework. Okay. We use Zoom to teach a class and then we let

our students to turn in their homework through email and then we give feedback to them through email. This is, sometimes this is complicated. And if you use things like DingTalk and Microsoft Teams all the things can happen in this only one software, okay like file sharing, anything.

And I would recommend another thing is about the Office 365 Education edition because this is totally free. And actually the Office 365 Education, this software if you are a school or any education institution, you can apply to Microsoft and you can get a get is totally free. And it has many, many functions that help you with this collaboration, with teaching, like the Google Docs its banned in China but we have like the online docs from Microsoft Office 365. And actually you can use like Class Notebook, One Drive which is mentioned by other speakers or so.

And the other thing is how to better support our teachers and the students, and actually all the teachers most teachers and students that will need support or no matter they are aware of it or not. Maybe they think they are doing okay but actually they can do even better. Okay.

So what we did is because we are a large school. So we formed a support a team consists of people who are experts on IT who are experts on like teaching and learning with some like teaching and learning software. Like I said, I could Teams any problems with the Teams. Okay. And then teaching with ICT. So some, some of our teachers have much experience in ways of teaching with ICT. So they will be in this team as well.

And then we had a special customer service representative. I called them like this and this is only for teachers. so that if any teacher has any problems, any questions they will come to this service representative. And the, as well, similarly we have a service representative for our students. So even the students have any problems no matter it's about technology or about the software or about anything else, they will contact the representative and these two representatives is in the support team. They, these two representative is not like responsible to know everything but they take this questions back to the team and the team together will give the response to solution in the, to the representative and this response, this answer will go to the teachers and the students.

And then we, because this is a total different situation for school so we had a role transfer for some staff. Like we, our colleague in our student affairs office usually they do student discipline. Okay. Now the students are not at school so who are you going to discipline? So their role changed, transferred a little bit and the teachers who teach classes to students they sometimes, maybe sometimes they need help. Like, what has been taught before is some students may stay sleeping when it's time for class. Okay. So this, our colleagues from the student affairs office, they will call them, well really call them and wake them up to come to classes. So the teachers will not be disrupted by the, by these kind of things, but our colleagues will have to support this.

Another point is about communication and feedback. Okay. We, this is a quote I like very much and I shared with our whole team often. So listen with curiosity, speak with honesty and act with integrity. So it's about communication and feedback.

We all, we sometimes hear our students complaining about too much homework, or we didn't take it seriously at the beginning because we all know that our students complain about homework but at this time when we hear this thing, because we do like weekly survey for our students, every week. So for our students, our parents and our teachers three different separated surveys. And we will look into those results and act accordingly to make improvements, to revise, to reflect on what we did right, what we did not so right.

And as you can see the faction, the satisfaction rate of online teaching and learning for our students and our parents is very high at the first week. But the rate for our teachers is not that high. It's only about 80%, 85%. But for the second, for the third week the satisfaction rate went

up a lot for our teachers, because we know that our teachers at the first two weeks, they meet many, have many problems and need many support and we did help them, and this is, that's.

And another thing is we should hold a regular online meeting with the students and the parents to hear their voice. And more importantly, like, I think once we could mention this also is we need to care about, pay more attention to our students' social, emotionalal needs. They are apart from their peers and their teachers. They, we have online activities like online social activities for our students every two weeks or three weeks. So they can meet them, they can perform far away from the, in front of a camera, so this really helped.

And the parents, the parents has a lot of concerns and confusion and we had regular online meetings with our parents. We have a, like every two weeks we will have a parents workshop online.

And then it's about the teachers. So we, its very, very important to share those, like these webinar we are having, we're doing right now. It's very important because we have like 150 teachers in our school. So we will have a professional learning conference, maybe in a small group, maybe in a big group, but we have this kind of sharing and the communication and online sessions, every teacher can sign up for this. We have special like designated time period for this. And this really helped because and as the time moves on, all the students the parents the teachers tend to quite happy about everything that is online teaching.

Okay. The last thing is some apps I want to recommend to our viewers. So the, at the first, at the beginning, I said we should use as less platform as possible. Okay. Because this is for, it will cause a lot of problems if every teacher, every student are using different things. But here I will recommend you more apps. This is not the main platform. Okay. But it's something that the teachers can use to make their teaching and make their communication, their assessment easier.

So like, there are four quadrants. Okay. There are four quadrants like for the first one in the left up corner is about two, is two apps that are about presentation and creation. It's basically the same. The same, has the same, very similar function like ShowMe, Explain Everything. Like ShowMe is very, very easy to use but its extremely useful for, to create some videos. Okay. Like to create some videos. If we are going to do some, let's say flip the classroom you need to make a video about teaching for the students and ShowMe is, it's a great app to use. It's like, if you spend like two to five minutes you will know how to use it. And it makes you explain your instruction just as freely as rather you're doing it on a paper or doing in the classroom. Well Explain Everything is a little bit more complicated and you need to use some function, you will need maybe you need to pay for it but these two apps, very good apps.

And for the right up corner it's about collaboration and feedback. So for the, A Web Whiteboard and Padlet it's a kind of online whiteboard. So this is extremely useful when you want to let your students to collaborate online. So you just send them a link. So they, when they log in they can see that there is a whiteboard there and that you can put any posit, any notes and ideas on the board and everybody else can see what you put on there. Okay. This is A Web Whiteboard and a Padlet. The Seesaw and the Flipgrid is about, it's kind of like social media for education. So this is very helpful for some let's say arts class, maybe English class. So you, when you, if you need your students to make some video or audio records then you can use this Seesaw and then upload it and then everybody else can see their portfolio. They can comment and the teacher can have a interaction with the students and students can actually interact with their peers and Flipgrid is a similar one. Okay. Similar one is the Seesaw.

And I think PHET is about exploration, the bottom left corner is about exploration. This, we have math apps, math websites, it's GeoGebra and Desmos. I think many of our math teachers already know it but I think it's still worth putting it on the slides, because it's really there are a lot

of useful and interesting and online activities, exploration activities for math on these two websites and about the PHET is about the, I think Babis mentioned this too, is a very good virtual interactive experiment simulation website or apps. You can download the apps. So this, the students can do experiments at home. It's online, so if you want to do some exploration, you can use this.

And the last corner the bottom right is about some AR and VR, virtual reality. One is called the JigSpace and one is called Hologo. So for these, just thinking about like if you are in a class, okay, you can make some model you can take something into the classroom and show them to your students. But now you are not there. You are using online, you are using the video meeting. So, but with JigSpace, you can, it can, it has a very, very powerful and vivid 3D demonstration of almost all subjects areas like from the jet engine to earth. So you can find a lot of the useful materials in this app the same way it's like Hologo.

Yeah. So this is about, I think I guess this is all this apps is to make your online teaching to be more effective I would say, so to conclude my share, I would say our school I think many, maybe your school will also go through this three different stages of online teaching. Okay.

The first stage what we call the phase one is you think, oh, this is online teaching because you can, you continue come up with the problems with maybe it's technology, maybe it's network. So, but this, well, this is the problem with the online teaching, online education.

Then you go to when you solve every problems, every question, you move to phase two. Okay. It's well, it's no big deal with the online education, online teaching. I just feel like the same, like, I'm very familiar with all kinds of online settings. I can teach exactly like I am doing this. I feel like doing this teaching, online teaching it's like I'm teaching our kids in the classroom. I don't feel much difference. This is the phase two, but we need to think about like how to make this make the most use or utilise this online teaching opportunity actually.

That means to use the advantage of teaching our kids online. Everybody has the connection. Everybody has the device. So I think it's, we are now discussing, thinking about how to make a differentiation, how to make a formative assessment how to make the poll like anything about this. Yeah. So yeah, I guess that's my part of Sharing. Thank you. Thank you very much.

Zoë Neville-Smith: Thanks, Jason. That was really interesting and there's so many different tools there which I think a lot of people may have come across already but some certainly were new to me.

And I really liked the structure of having some teachers in the school who've been slightly repurposed and made responsible for helping people with technical queries and waking students up to make sure they're attending lessons. I think that's fantastic resource to have.

So we have about five minutes of questions which isn't very long. What I'm going to suggest is that our three panelists pop their microphones back on so they can jump in. And I've had a look at some of the questions coming in and you've been great responding to those as they've been coming in on the Q&A.

But I thought we'd start with a question that's come up a few times throughout this session which is what do the panelists think is the best length of time for the online lesson and how did you get the balance right between covering the material and maintaining the engagement and attention of your students? I think Babis you would like to answer that with me.

Babis Georgakainas: Yeah. I believe that anytime between 40 and 60 minutes is the best as I replied to a relevant question before we used 60 minutes because Zoom usually, yeah is giving 40 minutes

for free. But for Chinese schools they gave 60 minutes for free for the free version. So we used all the 60 minutes as we had less periods per day.

I believe that 40 or 45 is enough, but even 60 if you give some time to the students to work or make the lesson more interactive I think 60 minutes is the maximum. Yeah.

Zoë Neville-Smith: Okay, Erin do you have anything to add to that?

Erin Garnhum: Just that the younger, the students the less time. So with my key stage five students, we went to 60 but with my key stage three, it was much shorter. It was more like 40, but yeah it's about the length of a normal lesson.

Zoë Neville-Smith: Okay, Jason?

Jason Wang: Yes, we actually, we have different types of lessons someone will call it a live lessons class that is 45 minutes. So we teach just like regular class but we also have like a recorded offline session is part of this idea for flipped classroom.

So we make a video of the lesson of like five to 10 minutes and the rest of the 30 minutes the students need to follow the requirements and explore by themselves.

Zoë Neville-Smith: Thank you.

We've had a few questions in as well about how you're motivating your students specifically during that class time to keep the interaction and excitement levels high in your online lessons. How are you making your classes interactive?

Babis Georgakainas: Can I start? Yeah.

Well, I tried to do the same that I'm doing in my actual class. I mean, not lecturing, but asking questions. I'm teaching using questions all the time.

So now it was more difficult because as I said before I didn't have the eye contact with the kids. So I had to do direct questions.

The problem that I faced was that I had to teach in three classes the same time because I said that we merged the classes. So one of them were not my students. They didn't know me. I didn't know them. So they were the most shy.

And a trick that I did was to say, okay I give you a question. You need to answer to me privately in the group chat. And I wanted at least three correct answers from each group. So the group that I didn't teach was the last to answer. So I forced them, I said, no, I'm not moving on If IG4 is not answering at least three correct answers I tried to relax them. I tried to play with them. Otherwise it would be just a lecture. Yeah.

But it is not easy to motivate them, It is not easy.

Erin Garnhum: I found like chats helped a lot to get, so maybe not everyone's willing to speak on camera or they might be facing difficulties but getting answers out of people in chats.

In live lessons which I probably only actually did once a week usually because a lot of the stuff was offline but in a live lesson, my classes are small enough so that we could have all of the names on the screen and I had them call on each other.

So if we were working through a list of questions that they all had I would have them nominate each other. So that made them be a little bit more active because they knew they had to pay attention. If their name came up by surprise from one of their peers that they'd have to be on it they'd have to be, you know, not gaming on another screen while they were in the lesson.

Zoë Neville-Smith: I like that.

Jason Wang: Okay. Yeah. Yes. So for me, I used a, like I said, I used some software when you assign and, you know, mark their homework like you using the software. I mentioned in my presentation that we can set some students work as model work. So everybody else can see his or her, see the model work. And I think this is a very good example and to show them the students' work who has been chosen would feel very proud of this.

And also we use some techniques like Erin used that we use the lucky draw to select our students to answer questions. And we use many live classes. So everybody, we, I require all my students to turn on their mic, their microphone.

Well, it's very difficult for me to make them to turn on the camera anyway, but my bottom line is turn on your microphone. We want to make this like good communication like it's the real-time communication. I think that helped because they can feel their place there they're listening. Yeah.

Zoë Neville-Smith: Good point, nowhere to hide.

Okay. Thank you so much for your time. I think we're out of time on this call but it's been great having you with us.

We will be sending an email round to everyone who attended. We will include the presentations If panelists are happy to share those. The webinar has been recorded and will be available on our website in a few days time. So we will also share that when that's ready.

Thank you all very much, especially those of you joining from China. I know it's very late there and I think your off for a well-earned cup of tea now as am I, so thank you once again, everyone for joining us, it's been great having you, stay safe, stay strong. We'll talk again soon.

Jason Wang: Okay. Thank you. Bye bye.