Who's Zoomin' who? Learner engagement in synchronous online lessons

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Cambridge Teacher Standards

6.4 create a classroom culture where students are encouraged to: work cooperatively and collaboratively...

6.5 ...encourage development of the students’ problem solving, metacognition, critical and creative thinking skills

5.3 use an appropriate range of teaching strategies...which promote equality and inclusion

7.2 implement clear rules and routines for behaviour in classrooms
Remote learning is expected to increase

- 9 in 10 schools have now experienced ‘remote learning’ (96%)
- Majority of remote learning is facilitated by video (88%), live lessons (88%), and interactive digital resources and websites (81%)
- The reasons for increased remote learning are improved platforms & tools (81%), resources or materials to enable more effective use (78%) and better access to WiFi and devices, such as laptops, tablets and mobiles (78%)

When studying remotely at home, which of the following materials have your students been using?

- Videos or other multimedia content: 88%
- Live or synchronous lessons run by a teacher: 88%
- Interactive digital resources and websites: 81%
- Print resources incl textbooks and printed materials: 67%
- Pre-recorded or asynchronous lessons: 39%
- Other (please specify): 4%
Technology

- **Majority of schools were unprepared** and struggled at first with setting up technology for lessons online.
- **Many used the Google suite** (i.e. Google Classroom, Google Meet, Gmail) at the beginning, then moved to other platforms - which have now also evolved (i.e. Teams, Zoom, Canvas).
- **Infrastructure**, particularly in certain countries – electricity, internet connection.
- **Difficult to start with and with limited support**, teachers, learners and parents had to adapt and collaborate more closely.
- **Older students quickly learn to use technology** independently, whilst **primary classes still depend heavily on the support of their parents**.

“Exceptional times for everyone! We thought we were well equipped, but this was beyond anyone's imagination!” (Teacher, Pakistan)
Student engagement is seen as the biggest challenge.

Despite the increasingly important role for parents, particularly with younger students, they lack time or the skills...though too much parental involvement can be a challenge too.

Some subjects can be more challenging in online lessons (e.g. science, art).

Lack of emotional connection between teachers and students can hamper learning process.

What do you think are the three most challenging aspects of remote teaching?

- Engaging all students during live lessons: 78%
- Monitoring student progress through the syllabus: 47%
- Providing differentiated activities: 39%
- Providing feedback to students remotely: 30%
- Lack of experience of teachers in remote teaching: 24%
- Access to digital content aligned with the syllabus: 21%
- Safeguarding issues: 18%
- Too much parental involvement: 14%
- Using technology: 12%
- Other, please specify: 6%
- There are no challenges with remote learning: 6%

- Despite the increasingly important role for parents, particularly with younger students, they lack time or the skills...though too much parental involvement can be a challenge too.
- Some subjects can be more challenging in online lessons (e.g. science, art).
- Lack of emotional connection between teachers and students can hamper learning process.
Operating as “IWE Academy” since 2016 providing online supplementary schooling

Now operate by the name “International Well-Rounded School” transitioning to mainstream schooling

Offers high-quality live education from KS2 to KS5

Has 350+ registered students

Accommodates students between the ages of 7 and 18

Provides online education across the globe
Matt Vickery

- Bricks and mortar school
  Headteacher in two schools

- Led one school through the pandemic

- 27 Years Leadership team experience

- Led one of the first schools in Wales to be fully online during the pandemic

- Led the transition of two schools to become ‘Google’ based schools

- Recently moved to IWS as Principal of a fully online school
What would you do normally in your classroom?
Share expectations

1. Listen and follow instructions.
2. Raise your hand before speaking or leaving your seat.
3. Keep your hands and feet to yourself.
4. Respect your classmates and your teacher.


What would you do normally in your classroom?
Google Classrooms will be used by teachers to provide access to learning and monitor attendance.

Please note this is not an avenue for parents to have a private parent teacher conference and is a tool for children.

We expect all individuals engaged in Distance Learning to adhere to the safety parameters/protocols that are outlined on our website.

All parent queries need to be addressed via the Office.

What would you do normally in your school?
Engaging Teaching and Learning

What would you do normally in your classroom?
Engaging Teaching and Learning

All in the same classroom:
Google Meet

Being able to interact with each other:
Google Meet (chat enabled for all)

Interactive questioning:
Kahoot, Quizizz, ClassKick

Group work and collaborative work:
Google Classroom, Docs, Sheets, Slides, JamBoard

Formal and informal feedback:
Mote (audio feedback)
Google Chat, Google Docs

What would you do normally in your classroom?
Cameras on or Cameras off

THE BIGGEST DILEMMA

What would you do normally in your classroom?

Always looking at the teacher?

Allowing a student to put their head on the desk and disengage?

Appropriate setting

Safeguarding

Staff/School record lessons

What would you do normally in your classroom?
Don’t ignore the novelty factor

Use features with appropriate responses:

- Collaborative Whiteboards
- Online Names
- Chat
- Cameras
- Collaborative Documents

What would you do normally in your classroom?
Pastoral and Social time

Online social rooms
- Form time was held online every morning
- Heads of year hosted a year group assembly once a week
- Heads of year hosted online social time rooms at break and lunch time
- Some lunchtimes provided online activity/clubs
- VR headsets can enhance this further
Who are we?

My Online Schooling is the world’s leading British online school. Registered as an online Cambridge International School, we offer an inclusive, high quality education from KS2 to A-Level. With a range of global timetables and live, interactive classes of a maximum of 20 pupils, our team of experienced UK teachers deliver the English national curriculum to over 1000 pupils, across 80 countries worldwide.
Cambridge International School

Team of 97

85% 9-4 grades at iGCSE

39% elite 9-7 grades at iGCSE

1000 pupils
Our School Structure

Key Stage 3
English National Curriculum

Key Stage 4
Pearson Edexcel
International GCSEs

Key Stage 2
National Curriculum

Key Stage 5
Cambridge International A levels

Inclusion Hub
- Reading and Writing Support
- Social Skills
- Anxiety Management
- Role Models
- Laughtercise
The past...

• Seeking to replicate the best parts of physical, bricks and mortar and adapt them to online.

The future...

• What can online schools, or hybrid schooling offer that traditional, physical ones cannot.

The why?

• To broaden choice, to offer personalisation in education.
- Sophisticated E-Portfolios - alternative to traditional exams.
- Inclusive access - removing postcode lottery of admissions.
- Affordable AP - delivering more for less.
- Maximising participation - Learner Engagement
Learner Engagement

**Comfort Zone**
- Work is too easy
- Pupils can ‘hide’
- Pupils are bored and disengaged
  = Little or no learning taking place

**Struggle Zone**
- Work is challenging but desirable
- High participation ratio
- Pupils experience consistency
  = Learning is maximised

**Panic Zone**
- Work is too hard
- Undesirable - high risk of failure and/or embarrassment
  = Little or no learning taking place
Teaching and Learning

95% Active
85% Secondary

Inclusion Team

Relationships
Final thoughts

- Are you simply seeking to replicate physical schooling online?

- Does high quality online T&L have distinctive CPD, QA processes and expectations?

- Expectation or experience - what is your deliberate strategy for participation in synchronous online lessons?
THANK YOU