

Transcript: Educating Online – Practical tips and strategies

Julia Yu

Regional Professional Development Manager, North Asia

Dr Bipana Bantawa

(Dphil in Education, University of Oxford)

Julia: Hello everyone, good afternoon, this is a webinar on Educating Online organised by Cambridge International Education. The webinar starts 3pm Beijing time. Thank you for joining us. So if you can hear me clearly, would you please put number six in the chat box. And if any teachers coming joining from outside China, would you please let us know. Thank you very much and a warm welcome to everyone.

Female Voice: At Cambridge International, our programmes are delivered by teachers in 160 countries around the world. To help you with each stage of your teaching journey, we offer a wide range of support. This support starts with your lesson planning. As well as syllabuses and specimen papers, there are schemes of work for many of our syllabuses.

These suggest teaching sequences, activities for the classroom, and links to help you find key learning resources. You can also use our teacher guides to help you with your planning. They include advice on teaching strategies, language learning support, and example lesson plans.

In the classroom, you can rely on a great range of resources to help you and your learners. Our online learning area is home to Resource Plus, a collection of additional teaching and learning resources, designed to help you deliver challenging topics and skills, across some of our most popular syllabuses.

Specialised guidance and materials, to help you teach Cambridge Global Perspectives, can also be found on our online learning area, as well as resources for your learners to use. Our handbooks and self-study training programmes provide guidance on administering and marking coursework and speaking tests.

We also work with a range of publishers to produce high quality resources to support our syllabuses. Our support explains the standard of Cambridge exams and how to prepare your learners effectively. To help your learners understand how they will be tested in a subject, and what they need to know, we produce subject specific learner guides.

Each guide includes exam advice and revision checklists. As well as past papers and mark schemes, we provide example candidate response booklets, which show how real candidates responded to past paper exam questions.

Alongside each response, your learners can see the examiner's comments, explaining where marks were given, how the response could have been improved, and common mistakes candidates make. Support and guidance for Cambridge Exams Officers, including training, and step by step guides, can be found in the Cambridge Exams Officers' Guide on our website.

You can learn a lot from your learners results to improve your teaching practise and approach. Our Principal Examiner Reports provide detailed feedback on learner's overall performance on each question. The reports give insights into common learner mistakes, which you can explore in lessons.

You can also find detailed information about your learner's exam performance in each area of the syllabus through results analysis. Results analysis is available for some of our most popular Cambridge IGCSE syllabuses.

As a Cambridge teacher, you are part of our global education community. We have more than 40 online discussion forums, where you can ask questions, and get the latest information about your syllabus from other teachers and experienced examiners.

You can also share your own resources with Cambridge teachers around the world. To find out more about the support we offer for schools, visit Cambridgeinternational.org/teachers.

- Julia: Good afternoon everyone, this is a webinar on Educating Online organised by Cambridge Assessment International Education. The webinar will start at 3pm Beijing time, so thank you for your patience.
- Anjula: The Cambridge International A Levels programme, it trains the students to work independently and develop skills such as critical thinking and other analytical skills.
- Dev: Studying towards the Cambridge qualification has benefited me in many ways. It has taught me how to acquire knowledge in the right way. It is the universal wealth for a learner when he can learn any subject with confidence.
- Jonathan: If you like being creative, if you like relying on independent thought and building from there, it's definitely something for you.
- Fauzia: Studying towards the Cambridge qualification has made me more responsible and engaged as a global citizen, because a lot of what we are taught is relevant to the current world situation.
- Katie: Cambridge International curriculum really encourages you to apply your own set of experiences and thoughts, to every piece of information that you come to. And I think that that really suits the university approach to work as well.
- Xiong: It's a very open way of teaching and it encourages students to think critically, to provide their own opinions and own thoughts.
- Sacha: Being able to find good research, or find interesting papers on a topic, that is actually really important. I knew at the time, but I now know now that it was fantastic training for what I have to do on a week by week basis now at Uni.
- Stuart: It teaches them how to look at analyse problems and issues, propose solutions to them, in ways that they haven't really had to face in other classes.

- Richard: Cambridge International A Levels, they're an excellent technical qualification, provides really good core knowledge and helps build aptitude. And they provide a really good bedrock for the move, the transition to university in the first year of study.
- Noura: The Cambridge qualification gives you the right foundation and the right qualification to go wherever you want in the world, that gives you an international qualification, that will enable you to pursue any degree that you want in any university.
- Julia: Good afternoon everyone, welcome to our webinar on Educating Online, this is one of the series we organised to support teachers teaching online, ever since the outbreak of Covid-19, Nova Coronavirus. We are Cambridge International Education, and we devote a lot of time and effort to support teachers and school leaders to improve the outcomes of students, and also to achieving improved school performance.
- Our webinar will start in about 10 minutes and thank you for your time. And thank you for joining us, and your patience.
- Female Voice: At Cambridge International, we believe that supporting teachers and school leaders in their professional development, can lead to better learner outcomes and improved school performance. Every year, we run more than 1000 training courses, which means there's something for you, whatever your needs and level of experience.
- Our introductory training is designed for teachers who are new to Cambridge International, or new to a specific qualification. During introductory training, you'll become familiar with our approach to teaching and learning, as well as the content and assessment structure of your syllabus or curriculum framework.
- You'll learn about the support materials and endorsed resources that we offer. And reflect on different teaching approaches. This will help you teach our programmes with greater confidence. Once you've attended our introductory training, you don't need to go again, unless you start teaching another syllabus for the first time.
- Our extension training is designed for teachers who have already attended our introductory training or have been teaching our programmes for at least two years. Extension training will help you develop a deeper understanding of the syllabus or curriculum framework.
- You'll learn more about the assessment of the programme you're teaching, including what learners have done well in previous exam sessions, and what they have struggled with. You'll also learn about any updates to the syllabus, how you can use the resources we provide, and share a range of approaches to teaching and learning.
- This will help you to plan your lessons more effectively and prepare your learners for their assessment. You only need to attend our extension training once, unless the syllabus has changed significantly. Our enrichment professional development is perfect for teachers and school leaders who want to transform their approach to teaching and learning.
- Each workshop focuses on a specific skill or concept. In our enrichment workshops you will be encouraged to reflect on your performance and develop new strategies to use in your school.
- You can attend an enrichment workshop, even if you haven't been to our introductory or extension training. We offer both face to face and online training, so you can choose the format that is most convenient for you. We run face to face workshops in

many locations around the world, they provide a fantastic opportunity to meet other Cambridge teachers, and share best practise.

Our online training is a flexible and effective way to engage with professional development. You can study at a time and location where you feel most comfortable. In both face to face and online training, the role of the trainer is to guide you through your learning, facilitate collaboration with your peers, and make sure that you have a clear understanding of every topic on the course.

We work closely with our trainers to make sure they can offer you training that is of the highest standard. All our trainers are experienced with specialised knowledge in their field, so they can answer questions that you have about your subject or teaching more generally. To book a place on our training visit www.cambridgeinternational.org/training.

Julia: Good afternoon again everyone, if you can hear me would you please put the number six in the chat box, we would like to check whether we are working alright. And welcome again to everyone, and this webinar is going to start in about seven minutes' time. And this is a webinar on Educating Online, as you can see from the title, that we are trying to help our teachers, who are now teaching online, and this is one of the series that we organised by Cambridge Assessment International Education.

And so the webinar will start soon, thank you for your patience.

Female Voice: Cambridge International is the world's largest provider of international education programmes and qualifications for 5-19 year olds, from primary through to secondary and up to university.

Female Voice: It's just taught me to learn independently and to research independently and to think on my own and based on my own initiative.

Female Voice: We offer world class international education through high quality curriculum, assessments and support for teachers.

Philip: What I find attractive in what I might call the Cambridge approach, is that first of all, there is content, but there is a primary emphasis on the analysis of the content. And maybe most importantly being expressive about the content, being able to communicate it.

Female Voice: We're a not for profit organisation, and a part of the University of Cambridge. We share the same educational values and the university's commitment to excellence in education. Our qualifications are internationally recognised by the world's universities and employers.

Providing learners with a global passport to success. To find out how we can work together contact our customer services team.

Julia: Hello again, our webinar will start in about four minutes time, and we are working very busy at the moment, to prepare everything, and we look forward to seeing you soon at three sharp, so see you soon.

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Julia: Good afternoon everyone, I'm Julia, the Professional Development Manager of Cambridge Assessment International Education. Warmly welcome to every one of you again, who join this webinar today, we will focus on Educating Online. This is one of our Cambridge online PD series. Ever since the outbreak of Covid-19, Novo

coronavirus, Cambridge International East Asia has organised three webinars on teaching online.

This is the fourth one. For those who are not very familiar with Cambridge International, we are part of the University of Cambridge, we provide pathways to students for educational success, from age 5-19, and also provide rich resources to teachers and school leaders, with the aim to achieve better outcomes of students, and improved school performance.

So next page please. And to be fully engaged with the webinar, I would advise that you install the CCTalk app to join the chat room, if you don't have it, I'm afraid that you cannot raise a question in the chat room or join the discussion there.

You are advised to change your alias in the chat room, so that we can easily recognise you when you raise a point, valuable. And also during the Q&A session, you can put your questions in the chat box, and then we will try to answer your questions.

In case of any internet breakdown, please reenter the classroom. So, quickly to go through the agenda of today, and as you will see, I'm doing the opening remark, and then I will hand over to the speaker of today Dr Bipana Bantawa, and she will talk for around 40 minutes, and then we will go to the Q&A session, we will take questions from the audience.

So the webinar is supposed to end by four o'clock in the afternoon. And next I'd like to briefly introduce the speaker of today, Dr Bipana Bantawa. Dr Bipana Bantawa is, was most recently working as a postdoc research associate at the University of Wisconsin, Madison, and she has a masters and DPhil degree in Education from the University of Oxford.

Both her master project and her doctoral thesis are focusing on the use of technology in teaching the learning. I'm very happy to see this picture here and it seems that she is still as young as, if not younger than, she was 14 years ago, when we started together at Oxford University.

We haven't seen each other face to face ever since, and I'm very excited to have her today, to speak on Educating Online. So welcome Bipana, and over to you.

Bipana:

Oh thank you Julia, that was a great introduction, bear with me for a second while I load my talk, can everybody hear me? Can everybody hear me, could somebody type 6 if they can hear me, perfect, thank you.

So hello everybody, thank you for being here, I'm very excited to talk to you today, and I hope to cover quite a few things, some practical, some theoretical and some things about some of the strategies you can use to teach students in this unusual situation.

So let's get started. So the objective for today for me is to encourage you to think about how to use the solutions you need right now and think about them in ways that will be helpful for you in the long term.

So how are we going to do that? I'll begin by quickly talking about how can we characterise the current situation, it is a bit unusual, it's a bit difficult. What are some of the challenges that you're facing right now? What kind of tools, I mean sorry, how can the tools online and offline that you have all of you have been using, and that you can use, and how might they help? Some of the preconceived notions that you might have about online learning and I'll also share some practical tips very quickly for

especially the teachers who are just getting into the situation, I've been told that we have attendees from different countries today, and for some of you, the schools have just shut last week. So you are new to this and we are here to help you.

So for those who have been doing this for a while, please have some patience while I do that. And the key part of the talk is also going to be talking about universal design for learning, and how you can use that in your classrooms for higher student engagement. And lastly, but probably one of the most important parts of your teaching practise, I'd like to also talk about managing your stress and anxiety, which all of us are kind of feeling these days.

And I will wrap up with the takeaways and that will be followed by the Q&A. I will quickly want to also say that what I'm not going to do today is go through a list of online platforms and tools, there's a huge variation out there, your school will be deciding a lot of tools that you'll be using, and Cambridge International also has a page dedicated for it, so I would encourage you to go check that out.

Right so, how can we characterise the current situation, well we all know now that it's become a global pandemic. It's disrupted almost every aspect of our lives as you can imagine. Silicon Valley has been trying to do this for years and pumping in billions of dollars, and here comes a virus and does it in about a week's time, so definitely interesting times to live through.

We are also suddenly hyper aware of how connected we are, and it seems like the uncertainty is emerging and unfolding, and a lot of people don't know what is going on.

However, there have been various responses, there is the good, there is the bad, there's the ugly, that's going on. I've put up a Tweet here for you to have a look at, which kind of sums up the kind of situation, I think this comes from China, about what teachers and parents are going through about having kids at home and home schooling by both teachers and parents.

So as an educator, sometimes you might want to go on things like they're normal, but sometimes you have to engage with the students in what's happening. And I think you'll have to probably do a good mix of both I would say.

So, what is the situation like; its an unprecedented global event, and the good news is, well the bad news is first that no one is really expert in this matter, but the good news is, is also that now one is really an expert in this matter, and we're all trying it together.

So, if you look up the etymology of the word expert, if you go to the root of the word, it actually means to try. So we are all going to try this together and hopefully we'll share what we know as we go along.

Now some of the challenges for you today, I'm not going to cover all of them obviously, but some of them which you have probably experienced are, you have to suddenly find new ways of teaching, and you suddenly find your workload has increased quite a bit.

You are disconnected from your students, how do you manage their motivation, how do you engage them when you can't see them, and you can't talk to them face to face. How do you manage your own motivation, and what do you do when you don't have the kind of community that you usually have when you go to school every day?

So, given the situation now, how can online tools and teaching help? Well for one they can help you carry on schooling, even though the physical schools are shut. Online tools can also provide opportunities to be creative in your teaching and learning. And well, the part of the future of learning is online and it's something that you either are already doing or you'll have to do in the near future, well right now.

And also, a huge part of the learning is going to be online in the future, so might as well prepare for it. Also, online, there are lots of resources and tools online available, it can sometimes be overwhelming, but once you find the right tools, you have a treasures worth.

And lastly, online tools can also help you connect with your peers as some of you have watched in the video that Cambridge International was playing before, I saw the talk, there's an excellent community around the world, and you can share your experiences, you can share your resources, you can share your issues.

So these are some of the reasons which online tools can help you right now. So, what about some of the preconceived ideas that you might have, again, this is not an exhaustive list. The first one, which a lot of people say, oh online education is somehow inferior in quality, so what do I say to that?

Well some of the world's finest universities have been the first ones to embrace online education, so I think I would go with that. Also, online technologies can offer a lot of opportunities, especially relating to access and connectivity that cannot be possibly done without the technology.

Secondly, teaching online is difficult, well it will take some time to get used to it, and to learn. Like any new method or practise, it's just different. And also, I think it's important to acknowledge that some of the elements will be out of your control, unlike when you're in a classroom environment.

So it's just different, it's just new, you have to learn a little bit. And lastly, well you know, you see all these kids running around with their devices, so they must be good with technology, and therefore they know how to learn with technology. Well that mightn't necessarily not be true. There are questions of access, not everybody will have stable internet at home, they might not have all the necessary devices at home.

And also, learning online platforms have a lot of variation in how they're designed and their function. And so it's best not to assume that students will magically be proficient at navigating those platforms.

And also, yeah students are good at technology and they might even be able to actually show you some new tools, so I would encourage you to be open to that idea. So, where do we begin. Let's begin by getting to know some of the commonly used terms in online learning, most of you might have heard about this, most of you might already know it, most of you might be using all these things, but let's just refresh our memories.

The first one is, Learning Management Systems, now these are software platforms that can be used to manage and deliver courses, some of the most popular examples are Blackboard and Moodle. So if somebody throws out the word LMS, it's just a platform.

Some of the other names for it are also Course Management Systems, CMS, they're pretty much the same thing. Synchronous, and Asynchronous teaching and learning, it simply means Synchronous is real time, so the student doesn't have control over

how you're teaching or what you're doing, and it happens real time and it ends when it ends.

As opposed to Asynchronous, which happens, can happen at the student's own pace, so it could be things online, it could be things offline, and the student has a lot more control, they can play back, they can go back, things like that.

The third term is Blended Learning, which I have a feeling that most of you are already using, and it is essentially a mix of a classroom base teaching face to face, and some asynchronous tools online. All you have to remember it's a mix of both tech synchronous technology, asynchronous technology, and it has, again, a lot of variation in it, in how it can be done.

The next one is called MOOCs, they stand for; Massive Online Open Courses and it's exactly what it is, massive, it means they cater to a huge population of students, they're online and they're open to use. And most of them are usually asynchronous, and some of the most popular ones are Coursera, Edx, like some of them, they mostly offer courses, a lot of them also offer college credits.

They can offer a certification, some of them actually also offer company work placements, they can also offer financial aid. And the last one is Content Chunks and it's quite simple, it sounds, it is exactly what it is, it's the process of, or it's actually the broken down parts of a lesson so that it's easier to learn, it's easy to remember, and again, you're looking at an example right now. When you make a platform presentation, you are chunking.

You are taking a piece of text or a piece of idea and you're breaking it down into simple concepts in chunks so that it's easier to look at.

So, now that we know some of the terms, what options do you have for moving your remote teaching on suddenly. Now I'm not going to cover all the approaches, I'll be talking about mainly two approaches. As you can see from the diagram before, if you were primary doing classroom-based teaching, you can simply move it online, you can use the same methods it will only be the new environment.

The positive is that you will have easy continuity of your classroom, you'll need lower effort to move, but you might have some challenges in keeping students engaged.

Now the second way to do this is if you're already using blended learning, you can simply do it remotely and do more of the same. The third way, which is what I'm going to sort of advocate here, is you can take a blended approach with the principals of Universal Design for Learning, and this is something that I'm going to talk about at the end of the talk.

The advantage of that is that this way you can focus on the learning goals, it has a good chance of improving student engagement, and most importantly it, I mean it aims to lower barriers to learning.

So, these are some of the ways, choose the option that works for you, you do not have to suddenly move to the third option, if you're new to this, start simple, that's always what I've been saying, start simple first.

Right, so how do you begin, well some of the easiest ways to energise your classroom right now, if you are moving simply from classroom based technique to an online classroom would be to use some of the great resources that you have online and take them to your classroom.

For example, you can take your class to a virtual tour, you can take them on field trips, a lot of museums have put up their collections online. You have online theatre now. You could connect your classroom, there's a great organisation called Skype a Scientist, where you can connect, you can request for a scientist, whether it's a biologist, a marine biologist, an astrophysicist, a geologist, and they can come and give your class a talk from wherever around the world.

You can connect the classroom, so Skype I think has a programme where they connect classrooms from all over the world. You can give students collaborative projects that they can do online. You can celebrate, you can celebrate birthday, you can celebrate Mary Shelley's birthday, you can choose your own day.

These activities are fairly easy to organise and plan, and you will get your students excited to come and do an online class. And another way to energise a classroom right now, is to involve students in real scientific research online. And it's one of my favourite high engagement activities which actually has a real life impact.

It basically involves members of the public as volunteers in working with scientists in helping them with the very simple tasks. And one of the projects on the right, Zooniverse, where you can, I think there are about 30-40 different projects, and it's not necessarily just science, it's literature, it's climate science, it's humanities, you can transcribe Shakespeare's handwriting.

You can, you know, go and hunt for planets and you can classify galaxies and scientists have actually made new discoveries, and published many papers with the help of volunteers through this project. So, that's something you can do with your class.

Now, for those who are new to all of this, before we move to the University online for learning, I would like to quickly go through some of the tips for teachers who are new to this way of working.

So for those of you who are already doing this, please have some patience, I will try to go through them a bit quickly. Right, so what can you do, well, here are some of the super practical tips that I thought of. One of the things that I do, and it works for me is to get into the work mindset, which is by doing different things, like it's very tempting to wear home clothes when you're home, but I try to wear work clothes just so that I feel like I'm at work.

Simple things, stretch and move regularly, set reminders because your health is very important and you're going to be on that desk for hours and hours. And this is really not the time that you want to venture out to a pharmacy or to go to a hospital if you need to, so take care of yourself.

Also, you'll have a lot of unexpected situations while you're working from home, especially if you're having a meeting online, or if you're having classroom, whatever it is, try and deal with it with some humour. And stay connected with your friends and family. Teachers are organising online coffee hour, online happy hour, try and join those, find your community, it will make life much easier.

Also, planning and preparing before a lesson, it's extremely important, if your school has already chosen a learning platform, take some time to get familiar with these tools. And ask for support. Companies that make these systems, they have a helpline, they have dedicated tech support for you, so use it.

And again, as I mentioned before, start with the simple tools, don't try and use all the tools, it might be very tempting, but start with the simple ones. Make sure that every

student has access to the platform and has tested it with the help of a parent, if possible, before the classes begin.

And again, ask for help, ask help with other teachers if they've already done it, and know who can help you. Also, do consider that students might be sharing devices at home. And they might necessarily not have laptops, they might have to use tablets or smart phones.

So when you're designing your material, and your presentations, try to make them mobile friendly, it will really, really help. Right, so you prepare your lesson, now before a lesson what can you do? Turn off your notifications on your phone and your computer. If you're sharing a screen and suddenly you start getting emails, it can be very distracting for the students, and it's an easy thing to do, to make sure that your students don't get distracted.

Make sure that your background is distraction free, check how you appear on camera, it's incredible how many times you have people who are using a video and they're halfway out of the screen, sometimes you see weird angles of their face and that can be very distracting.

Test your internet connection, your camera and your mic every time before you log in. Also have a plan B in case your connection is disrupted, and this happens quite a bit when you are teaching online. And also, try and share the plan B with your students before the lesson, so that in case something happens, they are ready for it.

Also, a very good practise, log in, arrive 10 minutes early before class starts, set up everything so that when the class starts you won't have to spend too much time. Now, during the lesson, now you're ready to start your online classroom, what do you do? Start with a warm welcome, it is probably more important to do this in an online environment than in a face to face environment, because you're simply going by either somebody's voice, or just a part of your head. You don't see body language; you don't see anything.

So it's very important to convey that with your voice, with your face. Remind your students to put away all the devices, set rules about asking questions, a lot of learning platforms, even like the webinar platforms here, they have a raise your hand function, so you can use that.

And if you're not using a mic, if a student is presenting or if you're drinking water, just mute it, it's a very simple thing but it can make a huge difference because it's noise, it's very, very distracting. And ask the students to do the same.

And once in a while, make sure, again, check your camera, make sure you're in the view. And if a student seems a bit distracted, or if they're not participating, take a note and contact the student after the lesson is over. It's sort of, there's a lot of cognitive load in you trying to manage your PowerPoint, you're trying to manage your Learning Management System, and chatting and everything, so put that for later.

So you're finished your lesson, at the end of the lesson make sure you turn off the mic and the camera before you leave the desk. Again, a very, very simple thing but a very, very important thing. You don't want to leave the mic or the camera running after the lesson is over.

Review how things went immediately, if you can, and write down what you would like to do differently, it's amazing how easy you can forget the things you wanted to do, I forget it all the time.

And if you, again, if you noticed a student was distracted during the lesson, and or if they were not participating, get in touch, ask how they're doing, try and understand what's going on, again, all these students are working from home with their parents, you don't know their situation, you don't know what's happening.

So it's better to give them the benefit of the doubt. So now that we are done with practical tips, let's move on to student engagement, which is a huge challenge. So, how do you engage students when you're not in the same space as they are.

Well, you can start by thinking about how learning actually happens, how do people learn, not all students are the same, and you have to provide them with some flexibility to learn. And you have to support them to become expert learners.

Now you might ask, what do you mean by expert learners, expert learners generally means students who are more self-directed, and they know how to learn, they understand how to learn. One of the questions that comes up in the field of education again, and again, is, is the emphasis on high grades a good thing. Do high grades mean good students, are the good student quote unquote expert learners.

Now this is a discussion you can have with anyone, and it's a discussion that I've been having for many, many years now. And I would disagree, you can have students who have great grades, but they might not necessarily be expert learners. They might not necessarily be very good at understanding what's the best way they learn.

Or they might not be very good at, for example, if you give them a project, as opposed to giving them a test. And also, thinking about student engagement, why don't students engage with a certain type of curriculum, well because a lot, or most of the curricula are designed for the so called average student.

And a lot of students are not the average students, if you think about your own classroom, think about how diverse your students are, how diverse they are in their interests, in their backgrounds, in their personalities, you might have students who are struggling academically, who might have disabilities, or learning disabilities, physical disabilities.

Who might be quote unquote talented, and are bored with the curriculum? They might have English as their second language. So how do we engage all these types of students in your learning, especially remotely.

So now, if you look at this diagram that I made, hopefully to illustrate my point, you have three different types of students, and they all might have different ways of picking up information, of engaging with information and of demonstrating how they understand the information.

Not a single way might not work for all the students, different students might benefit from different paths. So how can you cater to students who might benefit from learning in different ways. This is where the Universal Design for Learning comes in, and you're probably already using it.

So what are these principles, well it's a set of principles that allow educators, such as you, with strategy to meet the diverse need of all learners by being flexible in how learning outcomes are achieved. The aim of UDL is to lower the barrier to learning and to increase access to learning outcomes.

And it calls for multiple means of how the information is represented, how the students engage with that information, and how do the students express or

demonstrate what they've learnt. So let's go through the principles one by one. Oh and before we do that, I would like to quickly touch upon, where does UDL actually come from?

Well it comes from the field of architecture and planning, and when they were thinking about how can they, how can architects and planners design public spaces, or spaces that meet the need of all public, consider somebody on a wheelchair, can they go up a flight of stairs.

And then ramps were designed, and what happened when the ramps were designed is that it was not only useful for people who use a wheelchair, but also for the elderly, for the pregnant, for the injured.

So UDL comes from a line of thinking that makes, that aims to create inclusive spaces, and as educators you can use this type of thinking to think about how can you create educational spaces, learning spaces, that basically support all learners, not just your average student.

So, the first one, the first strategy, or the first principle is to provide multi means of representation. So what do you do, the aim is to provide the key content of your lesson in different ways, and make sure obviously, that they align with the learning goals? What are some of the strategies that you can use?

You can use, well you can lecture is something that everybody uses, but by lecturing or talking might not be the best way for everybody. So you can record the lesson so that that student can listen to it or watch the video in their own time. They can control the speed, they can playback if they don't understand something, they can control the volume.

You can also use a lot of video resources online, most of you probably already know it, the Khan academy is great. TED-Ed is great, again, if you show different ways in which the same information, or the same concept can be represented it might help students understand it better.

The other way is to show relationship between concepts. I love concept maps, it's one of my sort of favourite ways, and one of the most effective ways for me to understand something.

And it's something that I use all the time, again, not everything is going to work for everyone, and you have to find what works for which student, and what works for you as well. Using annotated text with hyperlinks, this helps a lot of students for whom English is not their first language, for people who didn't completely understand the concept as it's in the lesson, so they can again, find different ways of understanding, or going deeper into the learning material.

Chunking, which we talked about earlier, this is very important as well. Especially when you're learning online, chunking is very, very important because attention retention is extremely, or not extremely, it's more difficult. So the smaller the chunks are the better.

Usually the advice goes around between five to 10 minutes so, if you are making a video, or if you are making a lesson online, make sure that they are created in small chunks. The other example that you can see on the top right corner, it's not a video, it's just a screenshot of the video, but it's a rap about statistics. It seems to be one of the very popular ways to teach math in many schools around the world, and it's something that you can explore.

And for some reason, students really like that. So that's, those are some of the ways in which you can represent information and the key content in different ways for different students.

Now, let's talk about multi means of engagement, how do we get students to engage in a lesson. Again, give them options. Some of the strategies could be using, like using online real world application projects such as Citizen Science as I mentioned earlier, having guest speakers, engage students in what's happening out there in the world, students love that.

A lot of the times when you have all these like especially in math, I remember in school there were so many concepts, I would think what, like what's the use, you know, what's the use. Again, a great way to show their use actually go to the experts who are using them in real life.

Again, giving them collaborative projects, some students are more engaged in projects than in your traditional assignments. Ask students for their feedback, ask students for their input in how the class activity should be designed.

The other way is to vary activities in different levels of difficulty, so the same activity we can start from easy to difficult or go from difficult to easy. And giving regulation informative feedback also can be very, very motivating.

I have a fun example of when I was at high school, which was ages ago, but I still remember it to this day, was that one of our teachers wanted us to understand pricing and costs of running a business. And so instead of having a lesson in the classroom, he decided that for the day, we will be pizza business owners and we will make pizzas.

So you can just imagine how exciting that was for a bunch of 15 year olds, and yeah, and I still remember it to this day. So find different ways of engaging the students in the lessons. And the third principle, which is provide multiple means of expression.

OK, now so you have given the information or the lesson, the student's engaging with it, how do you know that they actually understand it. So, again, give them options, change it up, encourage them to use different formats. Some of the strategies you can use is to communicate what they have learnt in different formats.

Again, concept maps, make them write a news article, a poster, a presentation, videos. There's very popular, in the PhD circles there's a very popular form of communicating which is called, Dance your PhD, so you can actually communicate your research in the form of dance.

So if PhD students can do it, I think high school students, or middle school students can definitely do it. We can also vary the assignments by length, by purpose and by audience. You can ask them to think about a real life problem and I don't know if you've heard about problem based learning, but it's an excellent way of getting students to think about how they would solve a real life situation.

And as you know, right now, we have a lot of problems going on, and new problems, uncertain problems, so engage them with it. And also, you can try varying degrees or varying configurations or group work from individuals, to small groups and to whole class. And group work again, is important because when your students go to university, when they go in their professional jobs, group work is extremely, extremely important.

So I would highly encourage to use multiple means of letting students demonstrate how they learn. And I've listed a little self-isolation addition for this principle, which is constraints are actually great for creativity. So you can challenge your students to use common objects that they can find at home because a lot of people might not be able to go outside.

And they could use that for their assignments. And let their creativity be unleashed. So what are the tech tips for Universal Design for Learning. Well because the entire principle is around inclusivity, increasing access, lowering the barriers, so it's better to use tools that are free, tools that are low in tech and low in terms of like what, how many log ins do you need, you might have to pay for it, like all these things.

Again, these are not actual videos, they are screenshots and I wanted to show you this because this is an example of an activity where you have someone, a physicist in this case, and he is explaining the concept of dimensions in five levels of difficulty from, I don't know, a six, seven year old kid to somebody who's an expert in some other topic.

So, you know, you can demonstrate all of this and I mean the thing is, you might want to start with the simple tools, but you have to remember that once this situation passes, many, and many years down the lane, you will find yourself using, probably different types of technologies and different types of materials. And the future of education is very exciting, we have virtual and augmented reality entering classrooms, probably in the next couple of years.

And you might have students being able to manipulate atoms and molecules in their own, with their own hands. So start small but think about the big picture, think about the long term.

That is a rap for UDL. Now I'll be moving to the last part, but definitely not the least important part of the talk, which is managing your anxiety and stress, which I will say is absolutely essential given the circumstances. And as most of you know, stress has adverse effects on your immune system. Too much stress and anxiety lead to poor learning outcomes.

However, there is great encouraging research coming out from a lot of research centres around the world who are looking at how things like mindfulness practise can help students and teachers, and parents, sort of mitigate the impact of stress.

And I would like just to mention that there's a great centre that does great public engagement based at the University of Wisconsin, Madison, where I was. It's the world leading research centre in mindfulness, and they have a great website, and it's a great resource for practical advice for educators. So if you're interested you should definitely have a look at that.

And what can you do about the stress that you're going to be going through, simple things, when you are doing an online lesson, consider building in short breaks into your lesson. Get up and move with your students, make it fun, there are no rules about it.

Sitting, you can just imagine you and your students, and the parents have been sitting all day on a chair, it's really not good for your health, so make them move, make yourself move, consider doing breathing exercises. I'm going to be giving out a list of resources, I think once you fill in the survey and there is a great website for educators and there are great tips on how you can do that in your classroom.

So I hope you see that. Also, one of the important things I wanted to mention is, there's a lot of anxiety, especially right now, given the pandemic situation. And one of the tips from a psychologist interestingly, was to find a purpose, find a purpose right now, and it would really, really help you to deal with the situation.

Help your students to find a purpose. And for yourself, find a community, share what you know, there are a lot of teachers here who have already been dealing with the situation for six to eight weeks, and there are teachers here who are going to start dealing with this situation next week.

Share what you know. Things about news, news is fantastic these days, so I would highly recommend you to limit your time, make time slots to read the news and put alarms if necessary, and look for the good news, share the good news.

Sleep enough, I don't think I need to say that, but again, we need our immune systems right now, and sleep is key in having a good immune system. Lastly, be aware of emotional contagion, right now we have a virus that is very contagious, but you have to remember, emotions are also contagious.

You have a student sitting at home unable to go out, you don't know their situation at home, your mood, their parent's mood, their friend's mood, they can all be affecting the student, and they can be affecting you.

So just be aware of what is going on. So finally we are at the end of my talk, what are the takeaways. Well there are a few things that I would like you to takeaway from this, is that I would urge you to think about what you need to do in this situation, is not going to help you deal with the current situation in the short term, but also it is a great opportunity for you to think about how can what you do now help you as a teacher, and as an educator, beyond this situation.

How can you help your student think about how learning right now will help them when they join a university, when they join work, think about what kind of educator you want to be? And also, finding a purpose helps during stressful times. Again, I know I'm repeating this, but it's very important that you share, like I said before, no one is really an expert in this situation,

Probably the teachers who are attending this seminar right now are the experts, share what you know with your peers and your students. As for the lessons and tools, it's really important to plan, test and review. Especially technology will find a way to give you issues in the middle of your lessons, it's very important to test everything.

Try and use Universal Design for Learning to help all of your students, not some of your students. Think about how the curriculum is restricting some of the students that you have from learning, think about ways of helping them. And also, not every solution for this situation is going to be technological, it has to be, it has to come from creativity, it has to come from compassion and humour.

And the last thing, is do what you can, destress, it's a little live long and prosper, this is the self-distancing special greeting or goodbye that I've been using for now. Lastly, let's come together in this experience to stay safe, sane and energised. Our lives are being disrupted, but this is a great opportunity and I am pretty sure teachers are very resilient and creative in dealing with this situation. And that is where I'll end this talk.

Julia: Thank you very much Bipana for the very informative and enlightening presentation. Dear participants, this is a webinar on Educating Online, organised by Cambridge International to support teaching online. Now we are coming to the Q&A session, please put your questions in the chat box and we will try to answer them one by one.

It is also advised that you use a very simple name in the chat box, so that we can easily read your name. So, at the moment I don't see any questions coming, I've taken this time, I want, OK a question is about the recorded version of the session. Yes you can definitely get access to the video after webinar. So when you come back again via the link, you access this webinar, you are able to find the video recording here.

OK, so while we are waiting for the questions coming up, I'd like to take advantage of my role as a facilitator, and I'd like to ask a question Bipana, so as you mentioned that there is some overlap in between inclusive teaching and UDL, can you explain a little bit more about the relationship between inclusive teaching and UDL?

Bipana: Sure, I'll be very quick with this, so UDL, you can think about UDL as one of the frameworks that helps teachers achieve inclusivity, so inclusive learning is the goal here and UDL is almost like the process or the method.

So that's how I would think about it.

Julia: OK so my understanding is that UDL is a way of thinking, so it can be both for a face to face teaching and also online teaching. So it's not restricted to any specific situation, right, or context. OK now we have one question here in the chat box, where can I find subject specific online resources, do you have any recommendations, I'm not sure whether this is your area of research, do you happen to have any idea, or any advice to give to this teacher called Tanya?

Bipana: Yeah sure, I mean I don't know, I mean this is on top of my head, but I mentioned the Khan academy, and Edx, and I know they mostly have videos but they're excellent videos. I think, correct me, please correct me if I'm wrong, but Cambridge also has subject specific online resources, right Julia?

Julia: Yes, we provide a tool list for teachers to choose from, and teachers can visit our official website to find the web page, it was released just a few days ago, and if it's not for subject specific on that resources, you can definitely find some tool lists for which you can make use of.

And I do think that Cambridge has a lot of subject specific online resources on our official website. If you are a Cambridge teacher, you have access to our School Support Hub, where you can find a lot of subject specific online resources there. I hope these can answer your questions. OK.

If we don't have any more questions in the chat box, I'd like to ask another one. Just now, as we mentioned that the UDL is not only for teaching online and it also, it's actually a set of, a way of thinking, so do you think teaching online can have some advantage or disadvantage for using the UDL way of teaching?

Bipana: I think online learning is quite advantageous, especially given UDL, and if you consider the fact that a lot of the lessons, a lot of the materials, a lot of the exercises can be done asynchronously, it allows the students who might be a bit behind, who might take a little bit of time, who might have English as a second language.

It allows them a lot of time to look at the resources as they progress, so I think, and also we, in face to face interactions we are limited by time, I think you cannot expect the teacher to sit with the student for hours and hours, and I think that's where having online resources really helps.

Again, online resources are not a substitute for teaching or teachers, they are there to support them in their absence most of the time. And especially right now, I think we can look at a lot of these tools and think about what are the things that are essential, that teachers have to do, and what are the things that are supplementary, or complimentary that tools can help you with.

Julia: Yes, yes I think, and I'm really impressed by the key word of flexibility, so when we are learning online, there is a lot of flexibility in how we learn and what we learn. So perhaps this is one advantage that we can make use of the UDL in our online teaching.

OK next we have another question here, how to motivate students to discuss a certain topic in groups or it's about group work or, yeah, group work you mentioned in the presentation. Yeah.

Bipana: Yeah so I think, yeah I think somebody just mentioned you can use Zoom, you can use chat rooms, if you have LMS systems like Blackboard for example, and you're doing a live session, you have the functions for categorising and putting students in separate groups.

So within the classroom you can have virtual small groups and then they can have small discussion groups. A lot of tools have this function, you just have to look for it. So it is, it is definitely possible to have group conversations in an online environment.

Julia: Yes I think that they can also work together without actually discussing, they can work on the file together online and also, yeah -

Bipana: Sorry.

Julia: Yeah, I mean that so for a project based learning they can also work on a project together in small groups, that's also kind of group work right.

Bipana: Yeah there are, I don't know how many of you have access to Google Docs but it is an extremely simply and a free tool for online collaborative work. So that's also an example if like chat rooms and Zoom doesn't really work.

Julia: Yeah, sadly we are not able to access Google Docs, as far as I know, but we can actually find other alternatives such as SharePoint kind of way, not, I don't know exactly how you can have that, but that's a potential that we, that students can work together on file at the same time, OK.

I'm not sure whether there are any questions coming, I remember that you have a list of resources to share with our, with the participants. Do you want to just to show what kind of resources you want to share with our participants, yeah?

Bipana: Yes, I'm just trying to bring that up on the screen. Yeah. I hope everybody can see this.

Julia: Yes we can, very clearly, OK so there are all together 11 resources in the list. OK, while we are looking at this resource list, we do have another question coming, so do you have any suggestions on science online teaching?

Bipana: Right, I think I just mentioned a couple of them, if you, I don't know what kind of technology, what kind of platform you have, I've mentioned Khan academy, I've also mentioned using some of the Citizen Science projects which is again, a very low barrier to access, where you can engage students in everything from biology,

chemistry, physics, geology, to get them a taste of what actually scientists do, and have conversations about different topics that might be in your curriculum.

I think I already mentioned, I think if you go to some of the list here, Citizen Science, there's Khan academy, there's Edx as well, I think the one recommendation I would make again, it's to do a search, if you simply take your discipline, and if you simply search up, let's say Physics Teacher's Association or something like that, I know that the UK has a lot of associations where this goes back to a question somebody asked earlier.

There's a lot of online communities who share resources for discipline specific materials, you just have to look it up. There might be too many actually once you look them up. So I would suggest you do that.

Julia: OK thank you. So our next question is about screen time limit, so do you have any advice on how to keep the -

Bipana: I, sorry I think I forgot to mention this, but when I was talking about the self-isolation edition for assignments, the reason I mentioned looking for objects in the house to use in assignments, is that we have to consider that students are string at screens for too many hours in a day.

So you have to think about what can you give them as assignments, as homework that limits, or at least doesn't make them sit even for longer after the lessons are over. And concept mapping is a really fun exercise that you only need a pen and paper for.

So I would highly recommend looking at mind mapping, concept mapping, that's what I would recommend off the top of my head. But if I think of something more I will add it to the list of resources here, and you can have the list from Cambridge International.

Julia: OK thank you. As mentioned by Bipana, so Cambridge International also released a tool list which is their first one on your resource list right, so everyone is welcome to visit the web page, and you will find a full list of tools for different purposes.

And our next question is about the community to share online resources and strategies, perhaps with chat group, we are working on that actually, but at the moment, we already have dozens of web chat groups for Cambridge teachers and in different subject areas.

So if you are a Cambridge teacher I'm sure that you, you can join one of the subject teaching group. And actually in those groups you can talk about anything related to teaching and learning. And we encourage also sharing and asking question, peer learning in the web chat group. So perhaps you can keep in touch with us after this webinar, so that we will tell you how to join this web chat groups, I hope that helps.

So, I guess if we don't have any more questions we would like to call this a day and just before we leave, I'd like to invite everyone here to finish the feedback survey with the purpose to send you the PPT and also the resource list listed here.

And thank you again Bipana for your wonderful presentation and a very helpful answers to the questions. And thank you everyone for making time to join us. And so after a while, yeah actually now I, from on the screen you can see the QR code for the feedback survey with a link which can take you to the survey. It's a very, very simple survey, so you only need to spend one or two minutes on it.

If you cannot access the survey by either way, you can write to us via professionaldevelopmentEA@cambridgeInternational.org, to ask for a copy of the PPT. And so we will stay here for a few more minutes and thank you again for joining us. And we are looking forward to seeing you again, you know, future events organised by Cambridge International and during this special time we wish you a safe and well and take care and look forward to seeing you again. See you next time.

Bipana: Thank you.

Julia: Thank you very much.