Who's Zoomin' who? Learner engagement in synchronous online lessons
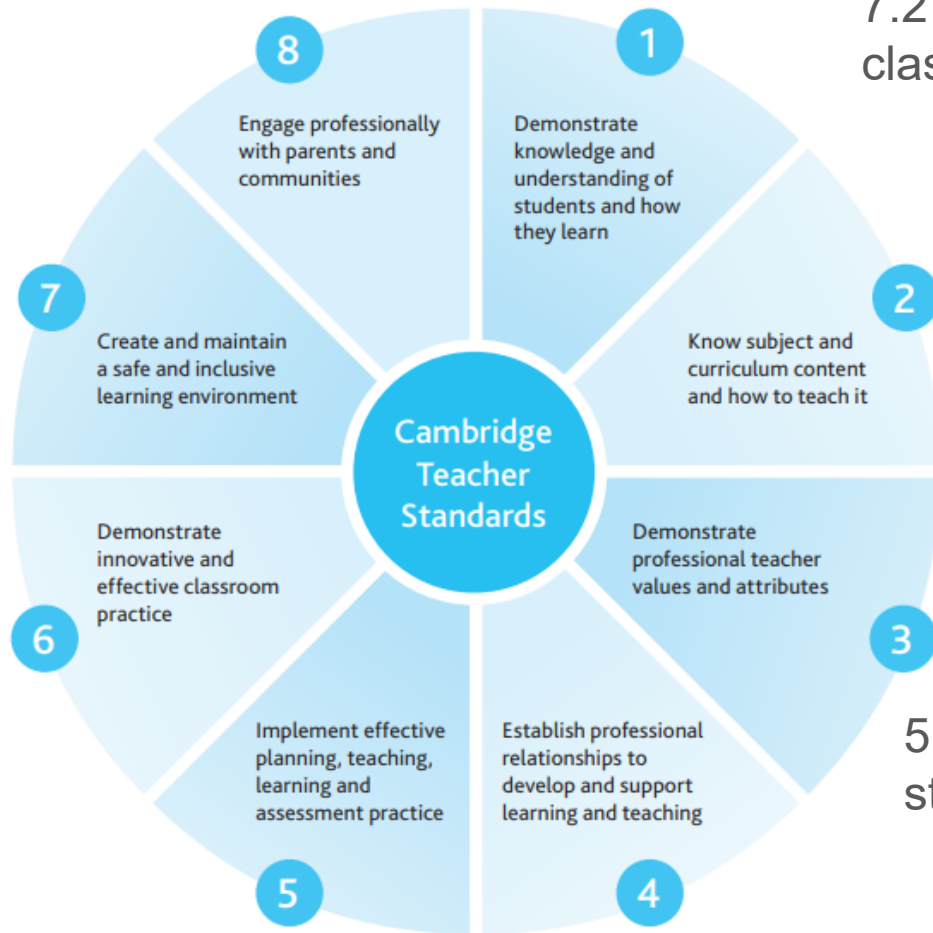
Matt James, Head of Online Education

Matt Vickery, Principal, International Well-Rounded School

Rob Leitch, Executive headteacher, My Online Schooling

Cambridge Teacher Standards

Cambridge Teacher Standards

1. Demonstrate knowledge and understanding of students and how they learn
2. Know subject and curriculum content and how to teach it
3. Demonstrate professional teacher values and attributes
4. Establish professional relationships to develop and support learning and teaching
5. Implement effective planning, teaching, learning and assessment practice
6. Demonstrate innovative and effective classroom practice
7. Create and maintain a safe and inclusive learning environment
8. Engage professionally with parents and communities

7.2 implement clear rules and routines for behaviour in classrooms

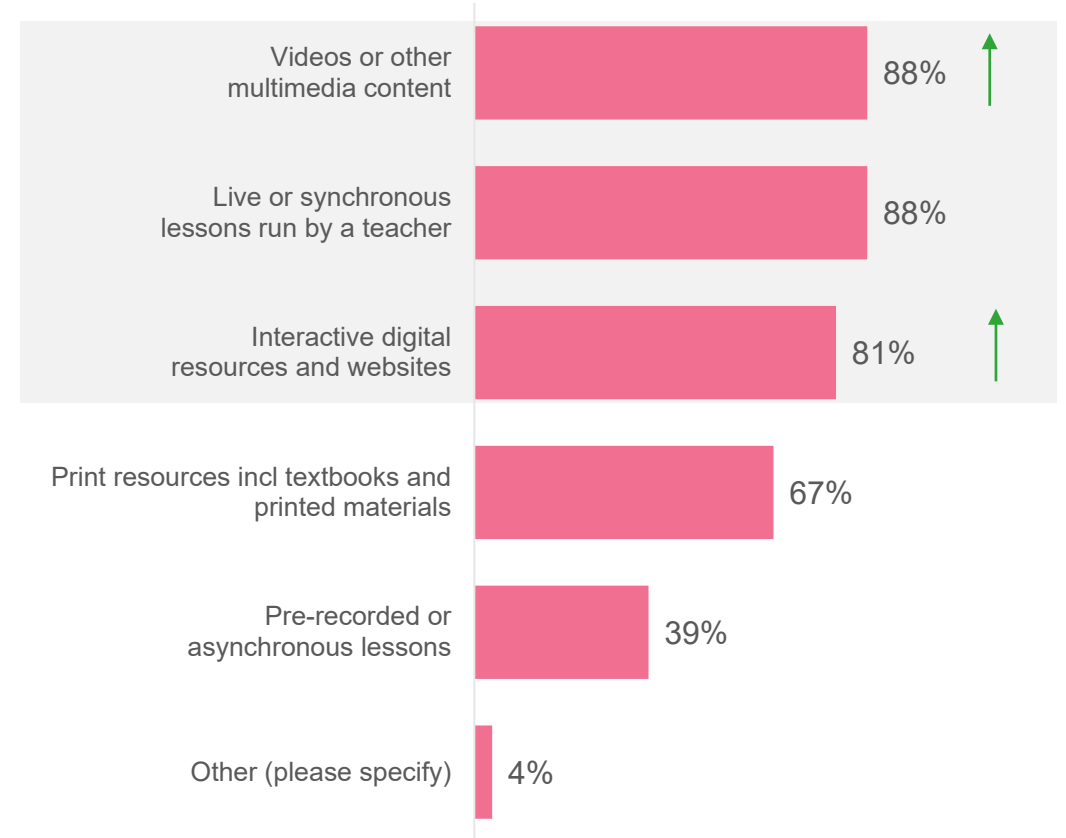6.4 create a classroom culture where students are encouraged to: work cooperatively and collaboratively…

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

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?

Material	Percentage
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%

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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**
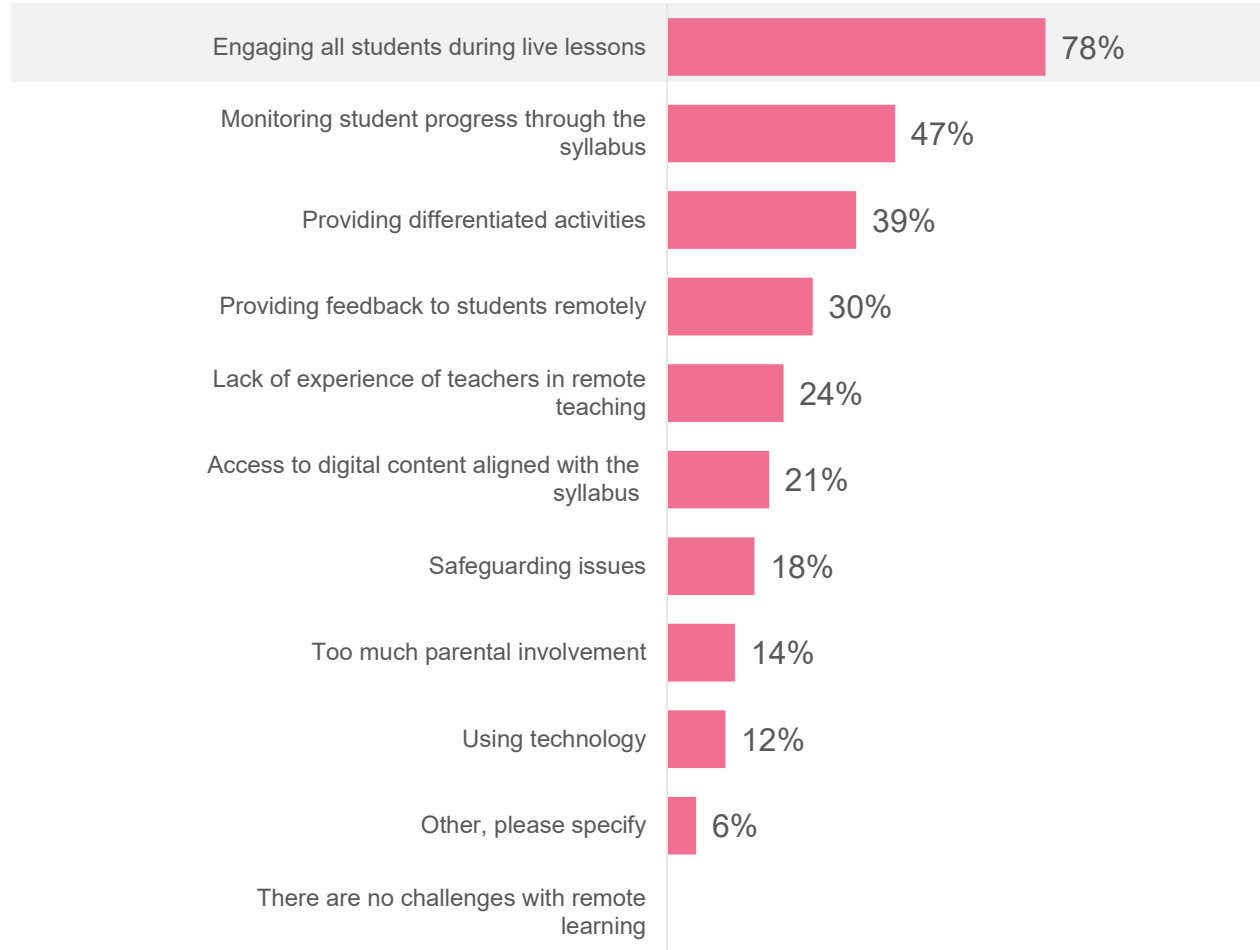
Google Classroom

zoom

canvas
BY INSTRUCTURE

"Exceptional times for everyone! We thought we were well equipped, but this was beyond anyone's imagination!" (Teacher, Pakistan)

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Student engagement is seen as the biggest challenge

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

Aspect	Percentage
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	

▶ 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

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International Well Rounded School

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

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Cambridge International School

Matt Vickery

Bricks and mortar school Headteacher in two schools

27 Years Leadership team experience

Led the transition of two schools to become 'Google' based schools

Led one school through the pandemic

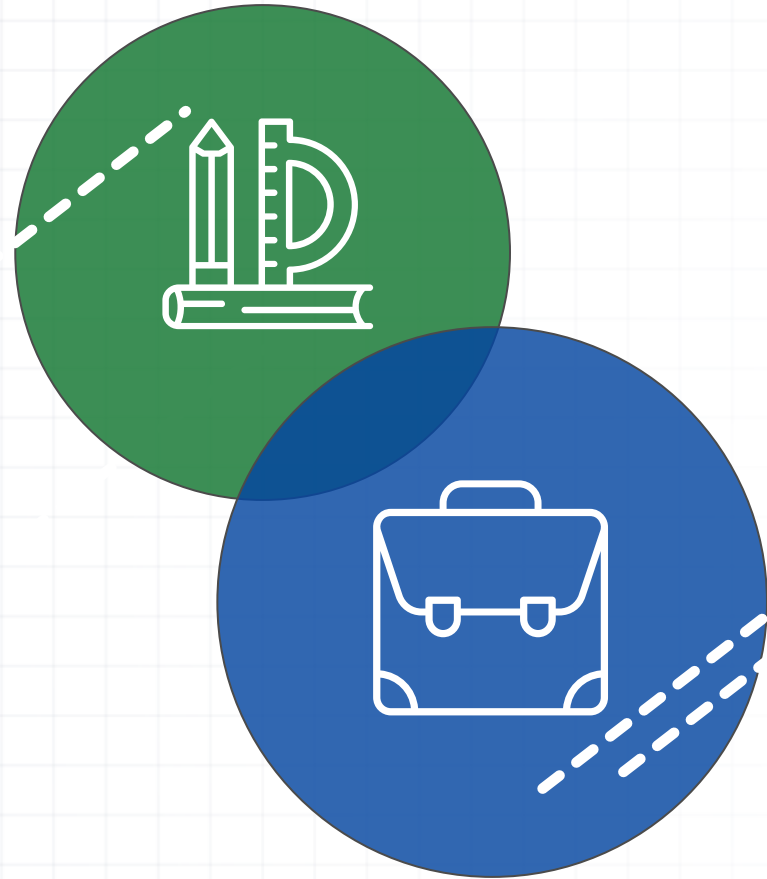Led one of the first schools in Wales to be fully online during the pandemic

Recently moved to IWS as Principal of a fully online school

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Cambridge International School

What would you do normally in your classroom?
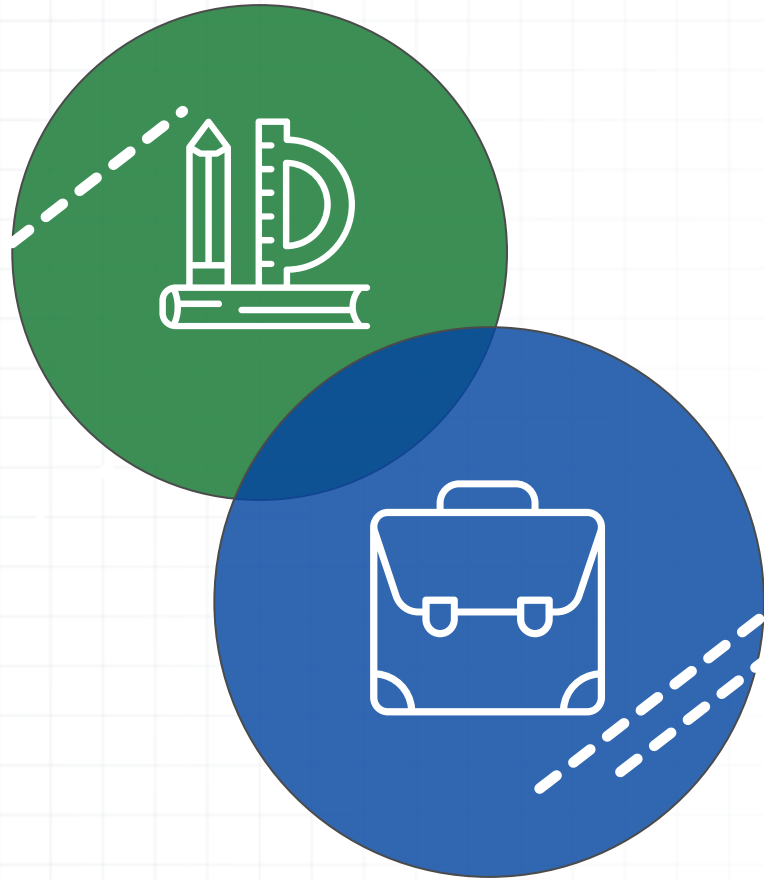
Share expectations

RRR

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.

Michael Linsin - The Classroom Management Secret (2013)

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What would you do normally in your classroom?

Share expectations – with parents too

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?

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Engaging Teaching and Learning

1:1

1:Many

Many:Many

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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

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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?

Novelty Factor

Don't ignore the novelty factor
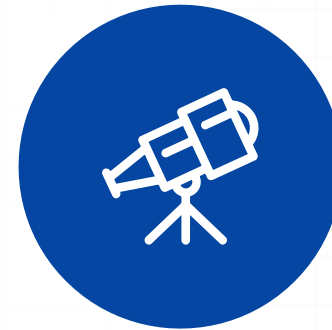
Use features with approriate responses:

COLLABORATIVE WHITEBOARDS

ONLINE NAMES

CHAT

CAMERAS

COLLABORATIVE DOCUMENTS

What would you do normally in your classroom?

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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

What would you do normally in your classroom?

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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**.

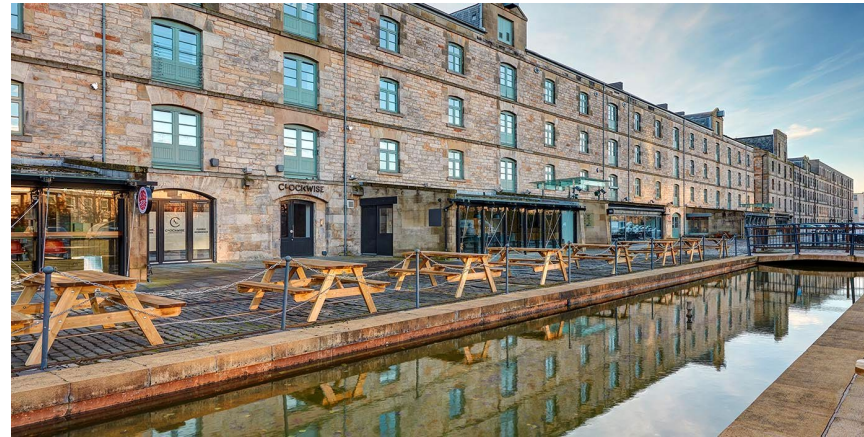| Inclusive | Innovative | International | Individualised |

Council of International Schools

Arts Award Centre

Lingua Connect

Cambridge Assessment International Education

Cambridge International School

THE GOOD SCHOOLS GUIDE

Team of 97

85% 9-4 grades at iGCSE

39% elite 9-7 grades at iGCSE

1000 pupils

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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.

MY ONLINE SCHOOLING
Respect, Empower, Thrive

● **Sophisticated E-Portfolios** - alternative to traditional exams.

● **Inclusive access** - removing postcode lottery of admissions.

● **Affordable AP** - delivering more for less.

● **Augmented Reality and Virtual Reality** - immersion in learning.

● Maximising **participation** - Learner Engagement

MY ONLINE SCHOOLING
Respect, Empower, Thrive

Comfort Zone

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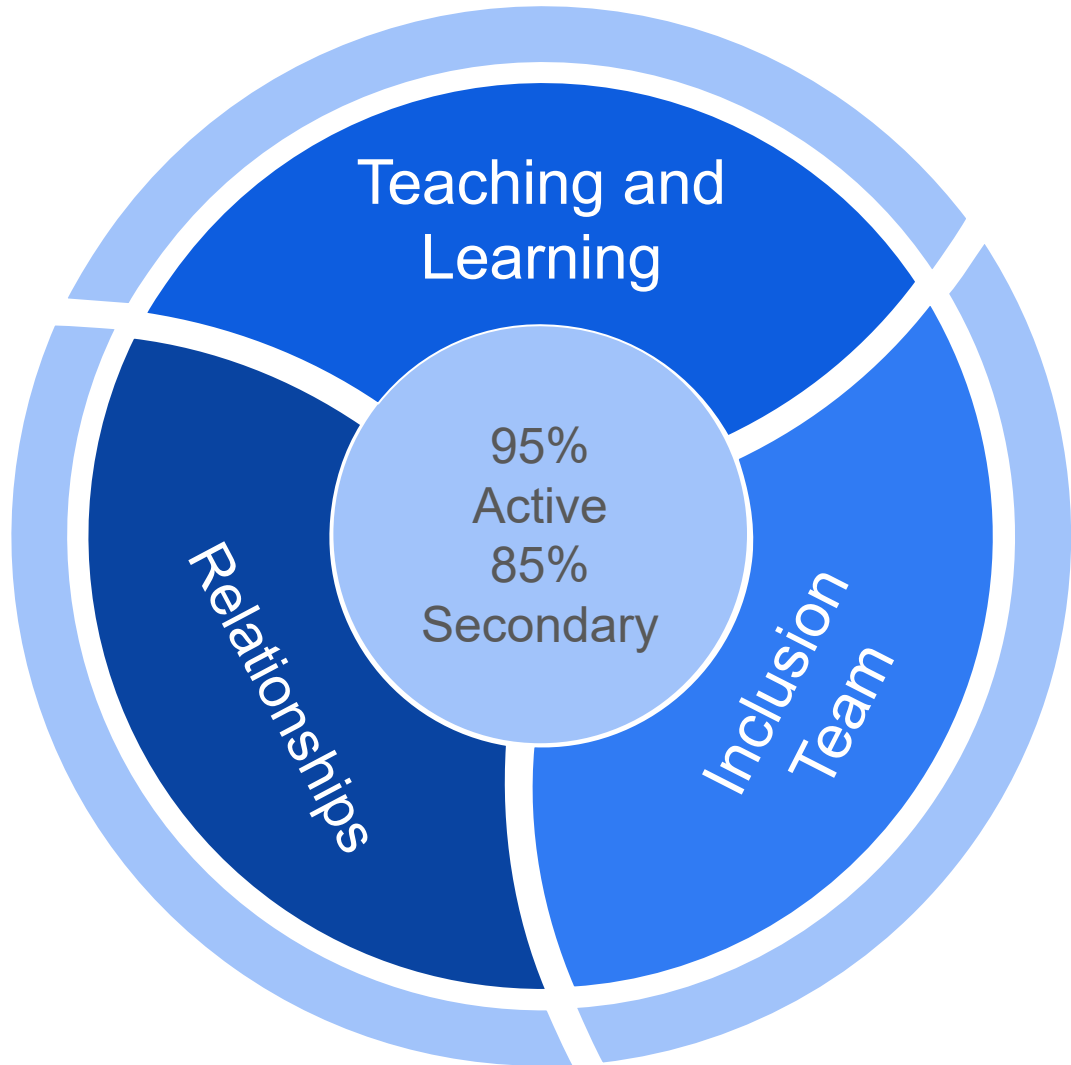 **= Little or no learning taking place**

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

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