Notes from 2017 e-learning

March 15: Epsom Campus

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Process to digitize entire sci-course for all kids & all classes takes a "bit of time"… 3 yrs in this case.

- 1 focus: reduce content so kids can focus on big ideas.
- 1 year was used just to redevelop online year 9 course (moodle for them).
- 2015 was 1st yr: just yr9.
- 1 decision: moodle was clunky… moved to google-classroom where possible a year later
- 2016: yr10 and yr9…
- Folded in Education Perfect in 2016 when possible. (other products are available – ABA – but took the heavy-lifting off teachers – not to have to create heaps of resources)
- 2017: 1st yr of L1 (with yr9 and 10): assessment with devices (internal & practice externals).
- Webpages organized by activity/standard: also organized by "big idea" using SOLO taxonomy… also linked to ed-perfect or g-classroom g-docs/quiz/task or other activity
- Google-classroom / drive / docs: easier for things to stay organized AND for teacher to keep an eye on how kids are going (marking/feedback) AND can be shared with parents in some manner
- Philosophical goal: traditional L1sci course confined to mech/gene/acid-base. But if all is digitized (IEPs) with many aspects (loads of externals/internals for kids to choose)… Can ditch idea of "teach from the front: all kids learn same thing". More quality 1-on-1, checking on work,
- Things they noticed:
  - "avoid the scroll of death" too much stuff on 1 webpage… use icons or multilayers.
  - "good things take time (and a team)": they've been working on this for SEVEN years
  - Google-sites is way better than moodle
  - Use of e-workbooks in g-classroom can be very transparent to kid/teacher/parent
  - Still the issue of "I don't have my device"… more cooperative activities help. Old pen and paper things still exist.
  - It's not all about apps – apps enhance and work along-side… but not core design
  - BLENDED e-learning: externals are still pen/paper. Collaboration key to best activities.
  - Takes ages for kids to make transition from paper world to e-world (about ½ year).

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Smaller-stuff than Green Bay's "big ideas"

Goolge-forms: (with flubaroo add-on for multi-choice questions)
- auto-marked things: pre-test / post-test / "thinking-with-evidence" test
- use pictures/diagrams
- organizes responses: spreadsheet / graphs per question
- kids can view correct answers (get scores) or get emails with answers

EdPuzzle (sign up with school g-mail account) free-package is very useful…
- Taps into google-classroom classes – can assign
- Similar to "zaption" where you can post questions attached to video: kids must answer question to see next bit of video.
- Can reply to kid (comment) if needed/wanted
- Can make own content or borrow from existing content

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Note: current google forms does have auto-mark inbuilt tool – not as versatile as flubaroo though

A year ago – with relief work and some research, he realised that with well-planned relief: kids don't really need teacher in front of them, all listening to him.

Cell phones as "devices" just don't really work. Laptops are the real need for most things.

Goal was to give chunks of material to kids, with tasks for the week, with variety (digital, practical, textbook)… kids get onto it on their own, collaboratively… gives Matt time to work with kids in small groups or 1 on 1. Can get kids to make a video (with whiteboard) explaining some idea.

Heavy use of google-docs – for same reasons Green Bay explained… simple.

Content-Heavy subject (bio): How to do collaborative things and tap into e-learning things? 2 or 3 kids each get a "section" on a collaborative google-doc. Each small set of kids become experts and add to document that all kids can view.

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BYOD school for 3 years (with expected teething problems)

OLY (online learning system) with live-reporting

e-tasks set for kids (work at home or school) but much of work is still pen/paper with OLY being more of a library of tasks/activity

Goal was to promote critical thinking skills

- 1 task: interactive glossary including comment on fellow student's work. The peer critique helped motivation heaps.
- 2nd task: debate an issue (with use of a shared google doc with info/resources/roles for kids)
- 3rd: forum discussion (continued all year)… to encourage interaction. Shy kids struggled to give it a go. Quality of discussion was used for marking to keep the kids how love to say silly things in check.

Important to really think about what activity is… before you slap it on line. Kids will take shortcuts if they have the chance. Your instruction is essential. But hands-on is really important, so include that whenever possible – with addition of video of hands-on activities.