Online Teaching

An integrated approach at St Peter's College

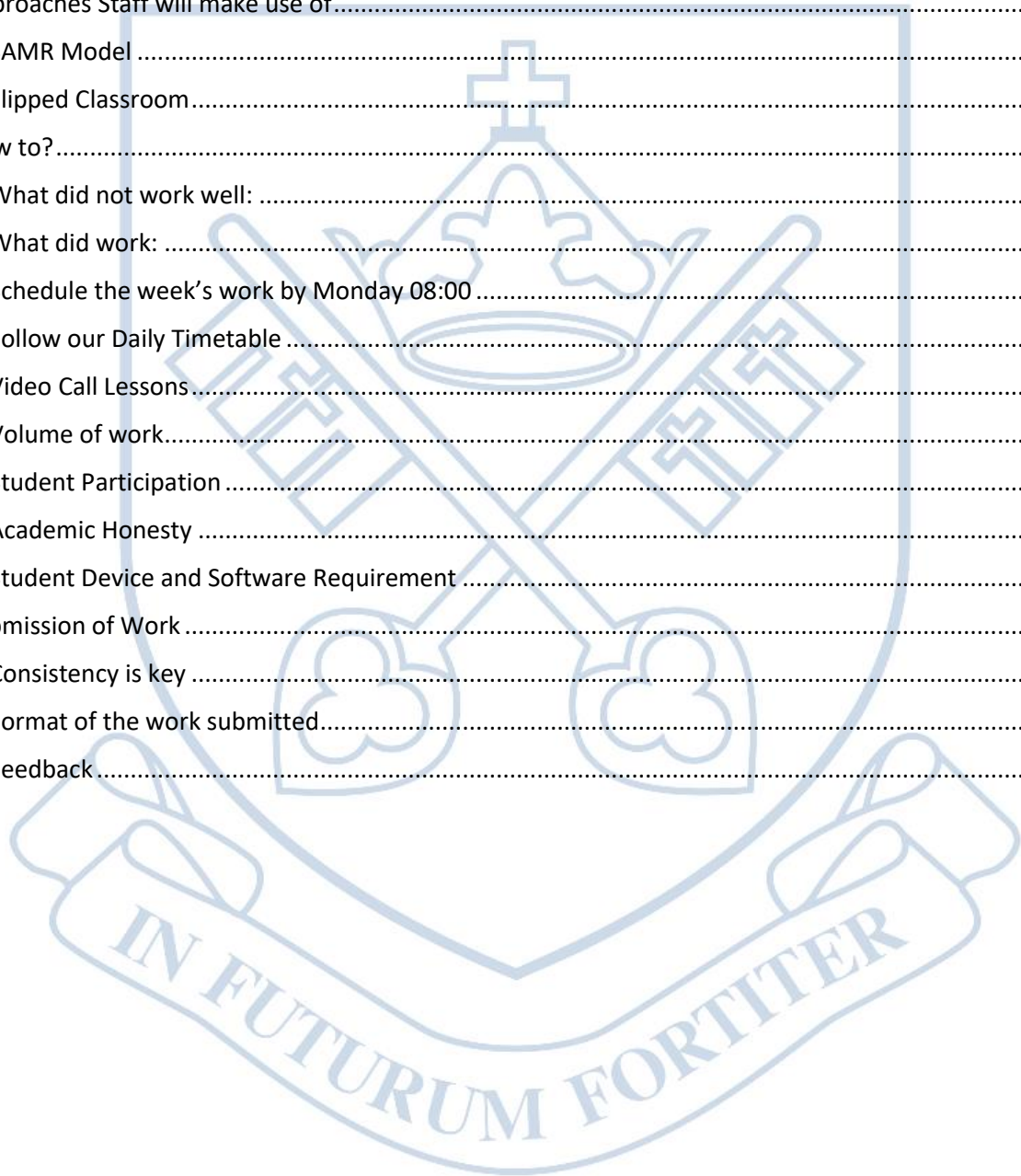St Peter's College

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What are we trying to achieve?

Develop a delivery mechanism for our Academic Programme to ensure that our students do not lose out on valuable academic time while schools are closed. Education under these circumstances looks very different and it is important that we take into consideration the fact that it is not possible to teach and complete the volumes of work we would under normal circumstances. A bench mark to work against is:
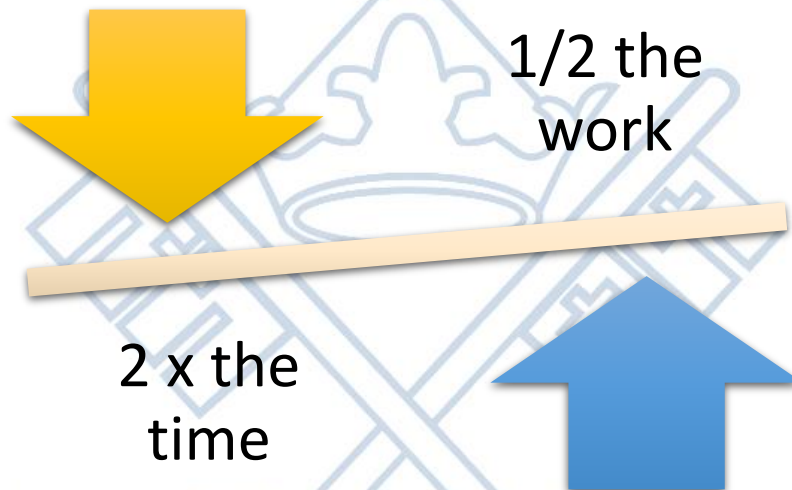

1/2 the work

2 x the time

Figure 1

We would like to lead our community to engage in such a manner that allows them to take on the challenges and achieve a new growth mindset, that will provide them with the skills to take on challenges that they will face in their futures:
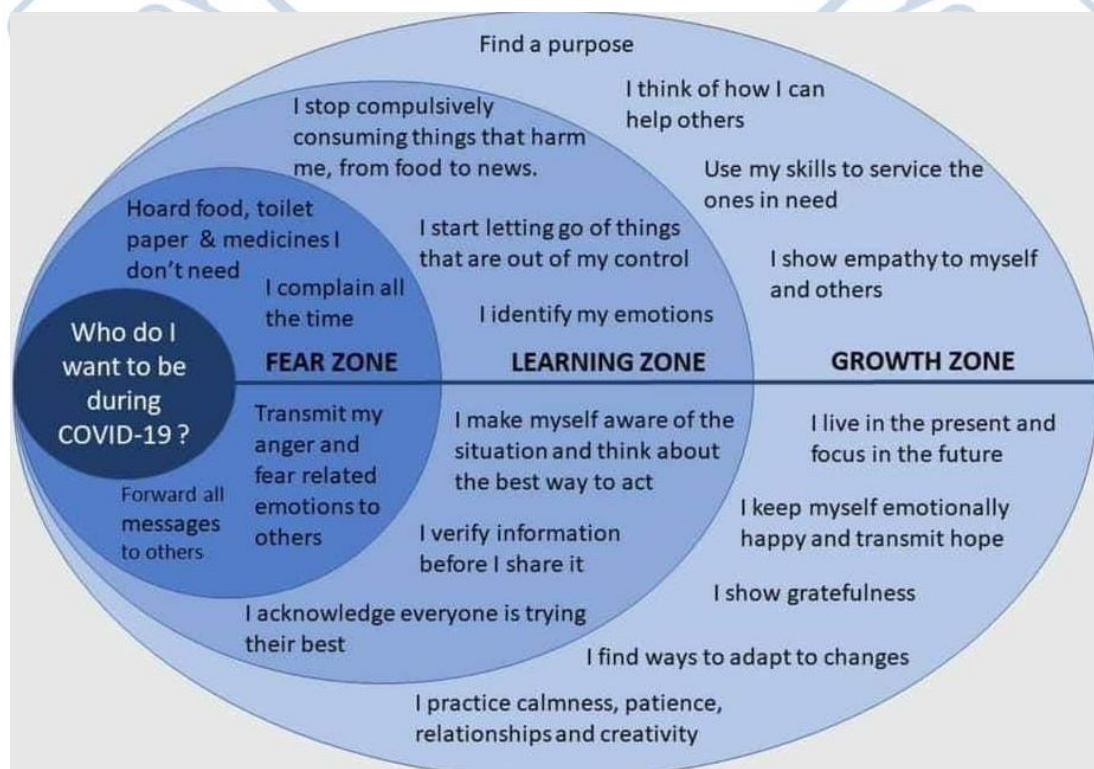

Find a purpose

I think of how I can help others

I stop compulsively consuming things that harm me, from food to news.

Use my skills to service the ones in need

Hoard food, toilet paper & medicines I don't need

I start letting go of things that are out of my control

I show empathy to myself and others

I complain all the time

Who do I want to be during COVID-19?

I identify my emotions

FEAR ZONE

LEARNING ZONE

GROWTH ZONE

Forward all messages to others

Transmit my anger and fear related emotions to others

I make myself aware of the situation and think about the best way to act

I live in the present and focus in the future

I keep myself emotionally happy and transmit hope

I verify information before I share it

I show gratefulness

I acknowledge everyone is trying their best

I find ways to adapt to changes

I practice calmness, patience, relationships and creativity

Figure 2: Who do I want to be during COVID19

Approaches Staff will make use of

SAMR Model

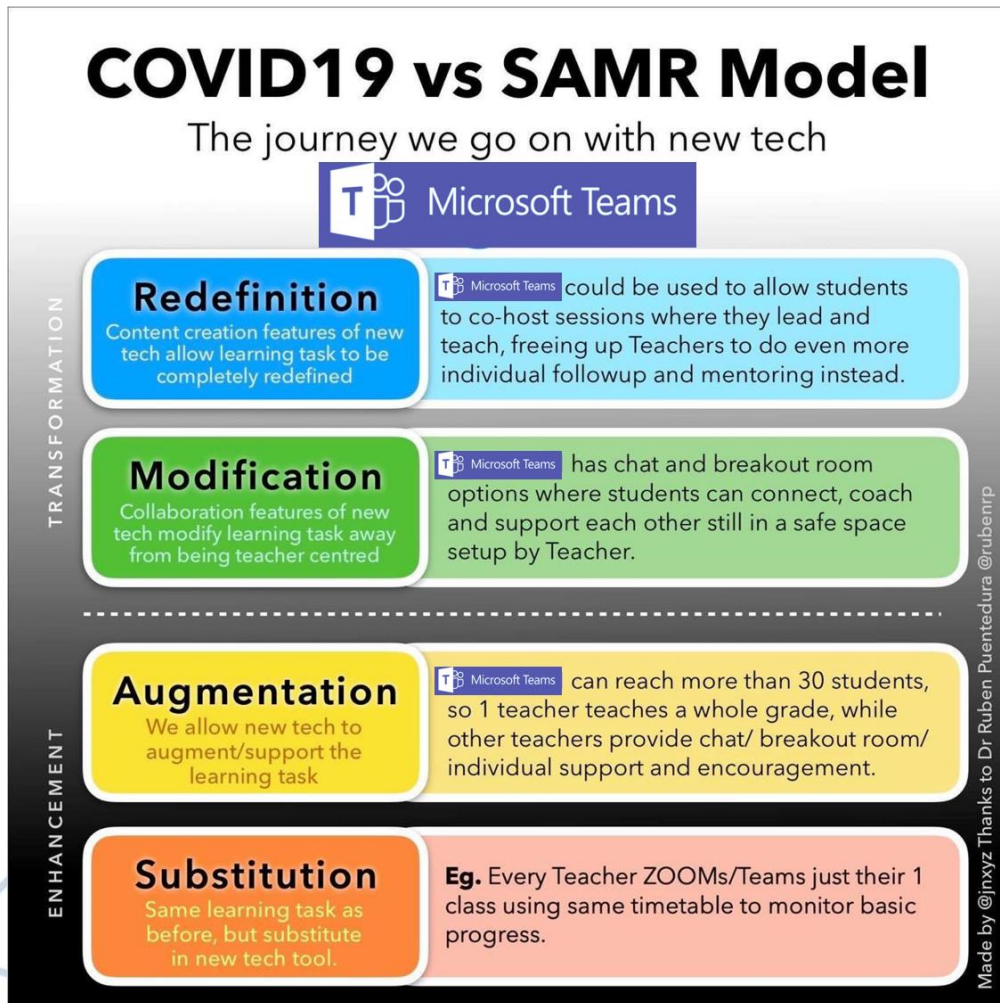*Figure 3: The SAMR Model adapted for COVID19 and St Peter's College*
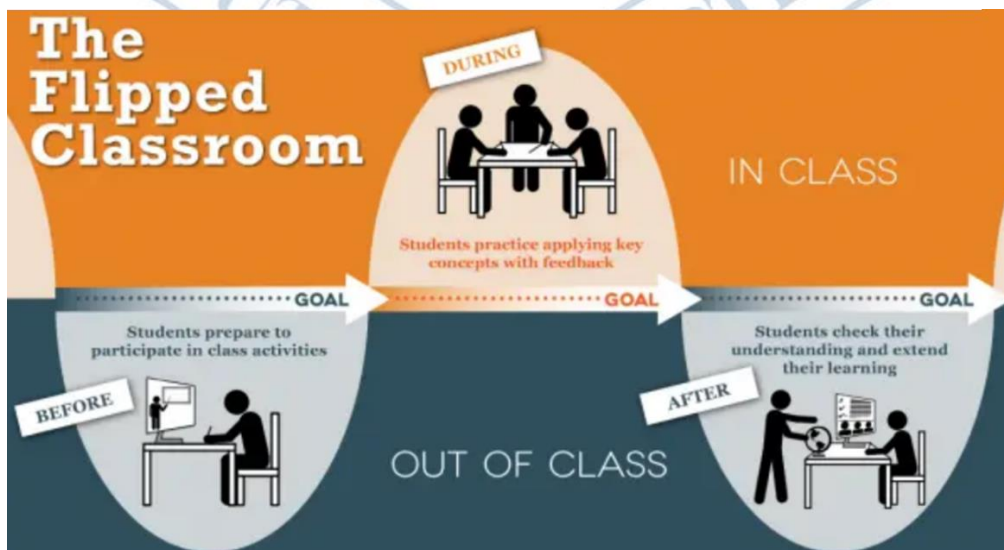
Flipped Classroom

Figure 4: Adapted from University of Texas (https://facultyinnovate.utexas.edu/flipped-classroom)

How to?

We are in the fortunate position to have had an opportunity to roll out a programme and can now apply the learnings from what worked and what did not, your feedback was as follows:
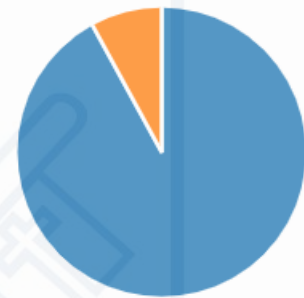
How have we done?

More Details

🔵 👍	185	
🟠 👎	16	

What did not work well:

Where have you experienced the greatest challenges

More Details

Rank	Options
1	Volume of work
2	Managing Screentime
3	Establishing a daily routine
4	Connectivity
5	Quality of content
6	Availability of Staff
7	Other

First choice ■ ■ ■ ■ ■ ■ ■ Last choice

What did work:

Rank the elements of the Programme that you feel have been successful.

More Details

Rank	Options
1	Scheduling of the weeks work ...
2	Teams as our Learning Platform
3	Video Calls for teaching
4	Balance of hard and soft copy ...
5	Volume of work
5	Flexibility in daily structure
6	Quality of Content
7	Availability of staff

First choice ■ ■ ■ ■ ■ ■ ■ Last choice
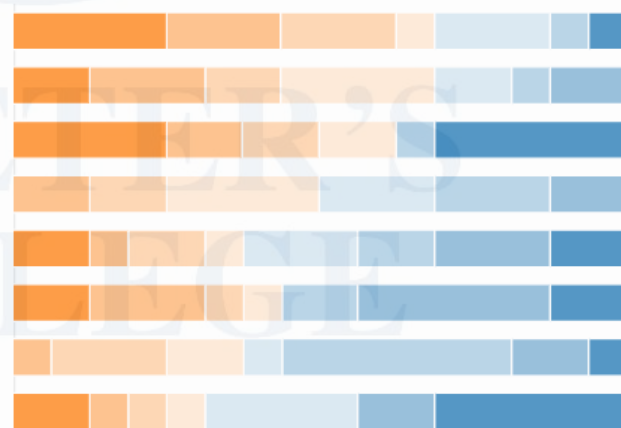
Schedule the week's work by Monday 08:00

Staff will make use of a Planning Channel to communicate expectations to students on Teams. Further, a planning template has been developed and the relevant Grade Head will collate planning for all subjects in the Grade for distribution.

Staff will be flexible around when work is due, however, once dates have been missed the follow up process will be:

1. Staff to contact student to encourage submission
2. Should there be no response, staff will then contact parents
3. Should there still be no response a 0 will be awarded.

Follow our Daily Timetable

Feedback from parents and students a like after Round 1 has been incredibly positive around the Live Video Calls and parents are asking for more:

5	anonymous	Much more needs to be done in terms of availability of online lessons via video whether live or recorded. If recorded then teachers should be available for online consults by students. This is especially critical for practical subjects like Maths. Currently the online teaching offered resembles correspondence courses offered by Unisa.
6	anonymous	Online classes should be full video and interactive. Not just a monologue one-sided presentation by the teacher. THe teacher should observe the video omages of the Learners to see if they are drifting off (literally, or mentally). Leaners should be required to participate. - Group work should equally required for Learners to set-up their own group Teams meetings. Learners should be encouraged to offer support, empathy and leadership in the group context
7	anonymous	Longer contact hous with teacher. Lessen the workload in a week. Every week each subject should have a review call. More notes available on concepts that are self taught. Review the days that work is due.

Through consultation with other schools and the HOD committee the below structure will be followed:

- Of the 5 lessons per subject per week, 4 will have a Live element to them
- In a 45 minute lesson, time will be allocated to the following:
  - Live interaction
  - Content delivery (through video call, presentation or video)
  - Student work and opportunity for students to interact with each other
- A lesson of the week should be allocated for the students to work through the tasks assigned for the week
- Please note that there will be a 15 minute break in between each lesson and that students will be expected to join lessons 5 minutes before they start, in order to complete the registration process for the lesson.
- There will be a 45 minute lunch period from 12:15 – 13:00.

Expect each subject to work within this framework to develop a structure that suits the delivery of their content best.

Video Call Lessons

All live video sessions will be recorded and posted on the team afterwards to accommodate students that were not able to join the session.

Volume of work

The feedback from round one is that that too much work was assigned during Round one of Online Teaching and that students struggled to keep up. There are obviously some important considerations here:

1. What needs to be covered as per CAPS requirements
2. Ensuring students are building an understanding of the content covered
3. Equipping students to be successful in Final Matric Examinations

Each department is using the time during this Holiday to carefully plan the content to be taught in the next round of online teaching. We are confident that through this process we will achieve balance in our programme.

Student Participation

Students will be asked to register at the beginning of every lesson that they join. This will be done in through a Form posted on the relevant team. This will be an important part of allowing staff the ability to track progression and identify issues as soon as possible.

It is also possible for us to track participation in Live events, so we can see if students join a call at the beginning, leave and come back at the end. While connectivity plays a role in this, should a trend be established staff will follow up.

Academic Honesty

The same rules regarding the submission apply in Online Teaching as school as usual. As such the sharing of work amongst students will carry the punitive measures detailed in the Academic Honesty Policy.

Note that Turnitin has been integrated into Teams and all assignments will be submitted through this tool to ensure that plagiarism does not take place.

Student Device and Software Requirement

All students need to ensure that they have access to the following:

1. All students need to be using their St Peter's Office 365 Platform, which includes:
   a. Office 365 Suite
   b. Outlook
   c. Teams
   d. OneDrive
2. As per the school requirements a laptop – Giving that we are working at home a PC or desktop will also suffice.
3. VLC media player – there have been some video format issues and not all videos are playable. We suggest downloading VLC and using this programme to play videos that do not play in Teams: https://www.videolan.org/vlc/download-windows.html
4. Students must have a scanner on their phones, we suggest **Office Lens**. These are available on the App/Play store. Staff will no longer accept photos of work going forward.

Whilst students are welcome to join Live events in the programme via their phones the generation of content should be done on a laptop/computer. Smartphones are not effective enough in the generation of content to be an adequate replacement for these facilities.

Online Teaching Checklist

A checklist will be shared with the students to help them make sure they are prepared for interacting in an online environment.

Submission of Work

Consistency is key

As an organisation we can go a long way to reduce the stresses experienced by our students if we are consistent in the way we assign and allocate work. The feedback from our parents shows that students require guidance and a focused approach from us as an institution.

Our experience during the 1st round of Online Teaching have shown that the following platforms work for us:

1. Assignments, whether it be through:
   a. Quizzes
   b. Assignments
2. Class Notebook

Format of the work submitted

Whilst it is important to allow flexibility in how we allow our students to work, the biggest challenge we have experienced in round one is the submission of photos.

Students will not be allowed to submit photos. Students can download scanner apps on their phones and scan the documents to submit. We recommend Office Lens, however, students can use the app they are most comfortable with.

Feedback

The challenges of interactions between student and teacher in this online world does pose a challenge to the feedback loop that cements the learning process. Part of the rationale behind the choice of Office 365 and the specific tools recommended to staff is that they have very useful feedback channels.

1. Forms:
   a. Through quizzes staff can give feedback per question to students and this will help enrich the learning experience.
2. Assignments:
   a. Staff can capture comments in any Office 365 documents submit to give specific feedback to students.
   b. It is possible to give general feedback on the assignment in general in the Assignments screen, regardless of submission format: Office Doc, Form or PDF.

The results for these functions pulls through to the Grades Tab and staff and students can see an overview of how they are doing in a central location, regardless of whether the task assigned will count towards a Term Result or not.