

MODES DE LA CONNAISSANCE | FORMAS DE CONOCIMIENTO
WAYS OF KNOWING

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Successful IB DP online learning as a new “way of knowing”

IBAEM regional conference, Rome

Friday, 17th October 2014

Session 10:15 – 11:15

Branka Sreckovic Minic, DP coordinator / SBC / DP History teacher



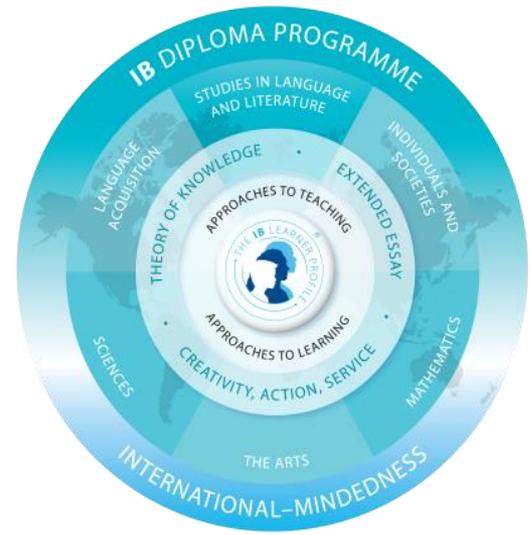
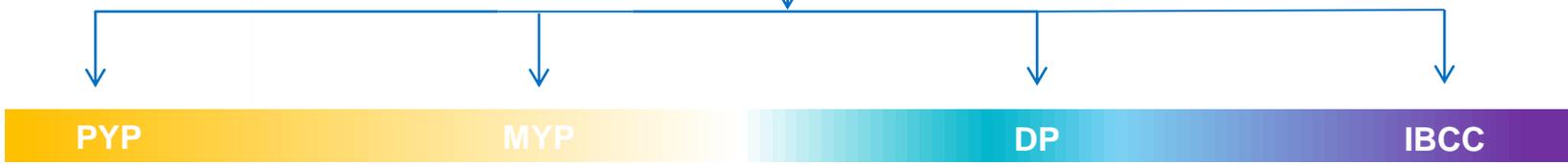
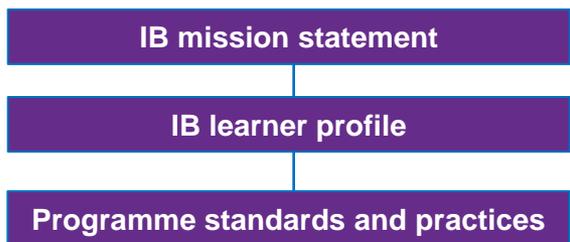
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***School experience with the IB
DP online learning
2010-2014***

***IB online courses are offered by the Pamoja Education, UK**

The IB continuum of international education





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Online learning as a “way of knowing” alignment with IB mission and philosophy

In IB programs, it is both recognized and appreciated that students come from various backgrounds and bring with them a wealth of experience.

(especially the situation in online courses)

All teachers (**including online**) have a responsibility to help students develop as lifelong learners in the context of the learner profile.

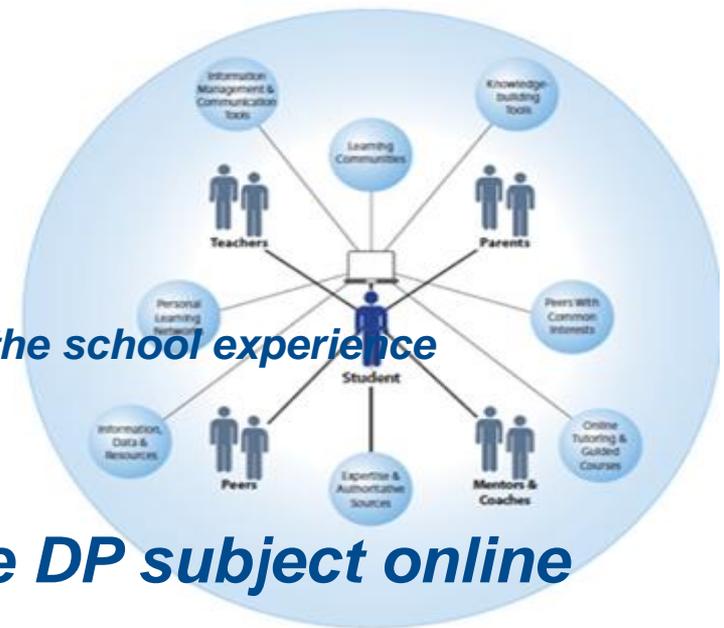
“Towards a continuum of international education” (2008)



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Presentation is based on evidence from the school experience

Background info



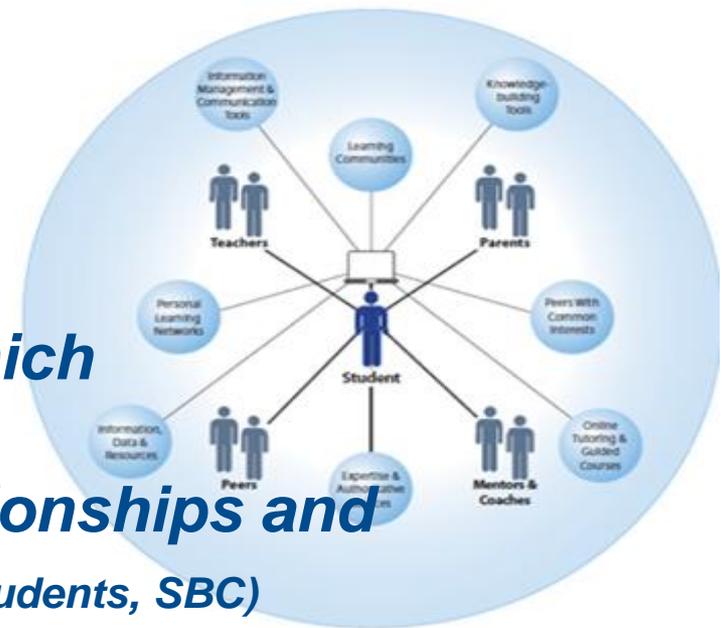
- Students can choose one DP subject online (SL or HL)***
- 15/15 successful students in 4 online courses from 2010-2014, (3 cohorts); experience with 10 online teachers;***
- Course time built within regular daily schedule / usage of time flexible;***
- Site-based coordinator is overseeing the learning.***



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Goals: **To demonstrate ways in which**

- **Students build new relationships and partnerships** (teacher, other students, SBC)
- **Online learning positively enhances student motivation, engagement and overall learning;**
- **Students further develop Approaches to Learning skills and Learner profile attributes**





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□ Relationships & Learning*

- Student related
- Student – online teacher
- Student – Site based coordinator
- SBC – parents/guardians
- SBC – DP coordinator

*school related – ways in which online learning help build new **relationships and partnerships**



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Relationships & Learning (student related)

- **Asynchronous learning**
- blogs, discussion threads, emails, e-textbooks, audio and video materials

Semi-self-paced within the weekly calendar, allows students to exchange ideas without depending on other student involvement at the same time

Students complete work in low stress environment and flexible timeframe and can spend more time on questions

- **Synchronous**
- Real-time live teacher instructions, guidance, feedback;
- skype interviews,
- chat rooms;
- oral exams, IAs



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Student related student – centered learning

- ✓ Online course and student-centered learning

“student-centered learning is focused on helping students to develop understanding, to build their own conceptions and knowledge” (Lunenberg, Korthagen (2005))

- “student-centered classroom is based on organized expectations orchestrated by the teacher and put into practice by the students” (Hickman (2007))***
- “Students determine how to proceed based on individual needs and questions that arise...” (Land, Hannafin (2000))***



Student related – student centered via technology

- ***“ Technology enables students to apply and communicate their ideas in innovative and creative ways, reaching wider audiences. In a globalized world, IT and research skills enable our students to amplify both their learning and their impact.”***

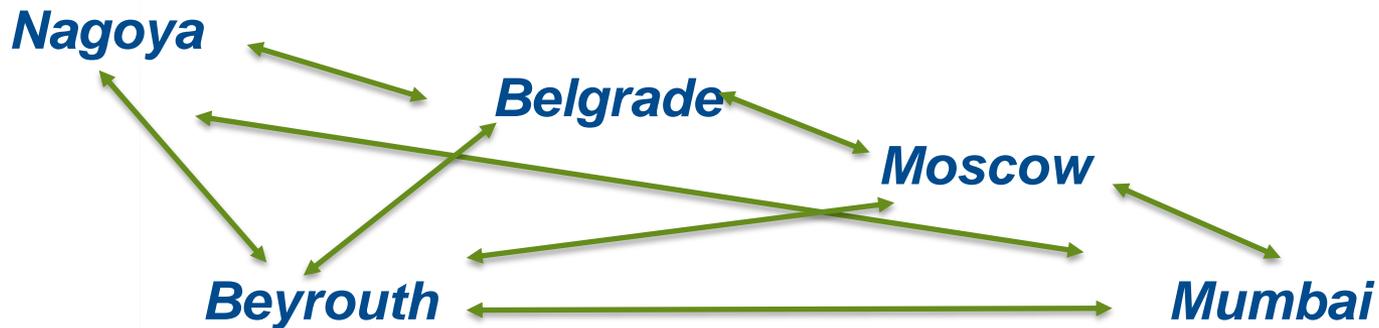
(IB position paper- Learners without borders, Irene Davy,(2011))



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Student related – developing ATLs

Collaborating skills across the world



What are students bringing into the group work?

- different cultures and perspectives, same IB DP content in different contexts studied*
- apply to case-studies, assignments / projects*
- ✓ **International mindedness (IB philosophy)**



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Approaches to Learning skills development

✓ Communication skills

- Exchange thoughts, messages and information effectively through interaction;
- Read, write and use language to gather and communicate information



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Approaches to Learning skills development

- ✓ **Self-management skills**
 - Manage time and tasks effectively
- ✓ **Affective skills**
 - Self-motivation
- ✓ **Media literacy skills**
 - Interact with media to use and create ideas and information



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Relationships & Learning (student –online teacher- SBC)

Online teacher

- ❖ Close monitoring and ongoing communication with student and the SBC
- ❖ Regular progress reports
- ❖ Regular detailed formative feedback to students and SBCs
- ❖ Detailed feedback after summative assessments

Site-based coordinator

- ❖ Access to what student learns
- ❖ Follows the student learning journey
- ❖ Frequent and ongoing communication and online learning in its symbiosis build strong relationship that positively contribute to student **overall achievements**



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Relationships & Learning

(SBC – parents / guardians – DP coordinator)

- SBC - daily monitoring of student engagement, attendance and work submission in online course.
- Immediate dealing with issues (screenshots, emails, meetings) and communication with online teacher and/or parents
- In-house communication with DP coordinator



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Student reflection

(student – SBC conference, end of course)



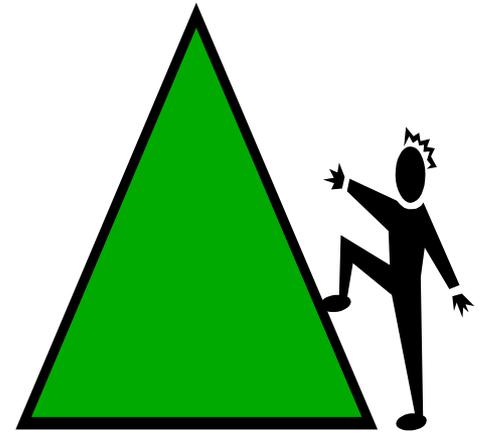
” I never regretted taking an online course, and I would recommend it to other students, especially if they are passionate about the subject... What I liked very much, was finding posts from other students in the world about my own posts they appreciated. I was more willing to reply to them, or start a thread. I felt I was on a right track, way before receiving my teacher’s feedback.”
(student MK, cohort 2012)

(learner profile: reflective, open-minded)



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Student reflection (once at university)



” ...really helpful was finding out we are all in the same pool, even thousands miles apart...and have the same goal, learn and succeed, so we should help each other, and talk as much as possible. ...at times, before I logged in and answered the question, someone else already did, which made me think more about what I would answer.”

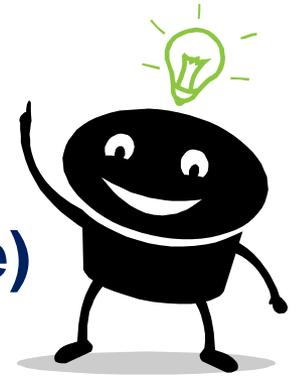
(student AS, cohort 2013)

(learner profile: thinker, inquirer, communicator, caring)



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Student reflection (student – SBC conference, end of course)



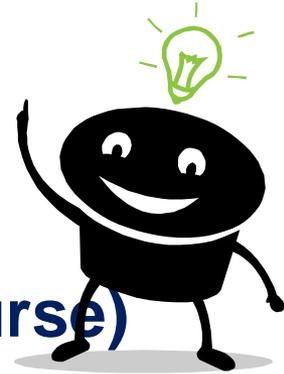
”...it’s funny, I noticed that because I spent more time at home on my online assignments, especially at weekends, I got better in organizing myself in other subjects, and could continue with after school sport season activities, during the week.”

...I always had to force myself to participate in class discussions, this way suited me so well.”
(student TG, cohort 2014)

(learner profile: balanced, thinker, reflective)



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Student reflection

(student – SBC conference, during the course)

”...I saw some students are doing an online course without a teacher... I prefer this one. I wouldn't wish the computer to assess my work! But, again, online is not for everybody.”

(student KB, cohort 2012)



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Student reflection (once at university)



”...it’s easier for me to learn like this... I felt very comfortable, for many reasons... now, at university, I will easily decide to enroll in online courses...even though they might be very different...

With my health condition, I don’t know how would I have done it, if I had to take all my DP courses as regular school courses.”

(student MO, cohort 2013)

(learner profile: risk-taker)



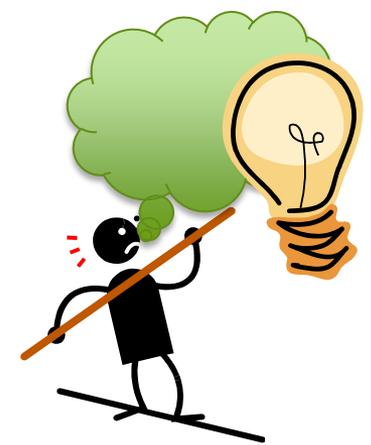
Students reflections – I wish it was different...

- “My teacher being in a same time zone”
- “School and online calendar not aligned is fine, but I didn’t appreciate doing my big exam in the first week of my school winter break”
- “Technology tools to work ALL the time”



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IB Learner profile



thinkers

caring

balanced

reflective

knowledgeable

principled

open-minded

inquirers

communicators

risk-takers



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Conclusion

LIMITATIONS

TRENDS

PATTERNS

despite being findings of one school & number of students, useful insight to new ways of teaching and learning.

A variety of benefits for students taking online courses in their preparation for the final exams and in post-secondary education.



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"UBUNTU" na jeziku plemena Xhosa znači: "Ja jesam jer mi jesmo"



Thank you!

Q & A

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