
THE CULTURE of LEARNING
IB 4-7 OCT 2012 MADRID
IB Africa, Europe & Middle East Regional Conference
Venturing into online education

ISBerne Online and the IB Open World Schools Pilot Project
• “The end of education as we know it may be the prelude of learning as students need it...the new technologies of web-delivered instruction offer disruptive competition that’s good... and will meet some of the needs of students that traditional classroom-based instruction typically does not: adaptive testing and monitoring of progress; subsequent individualizing of instruction; ability to access and re-access lessons anywhere, anytime; etc.”

• “If you are not a school of the future, you won’t be a school in the future.”
  – Pat Bassett, NAIS
IB Open World Schools Pilot Project
4 Schools –
  – IBAEM – ISBerne
  – IBAP – IS Yokohama
  – IBA – Adrian HS – Michigan, Riverview HS – Florida
able to offer Diploma courses to external students – they do not need to be in an IB authorized school
These courses require a 2 year commitment and the ability to sit the exam at an IB authorized school
A part-time Site Coordinator must be assigned
  – Coordinate student enrollments
  – Ensure that students have properly working equipment and access to high speed internet
  – Monitor your students’ progress by checking the grade book and login/activity
Context and Concept - ISBerne Online

• Added Value with Online Learning
• Extend course choices
• Resolve scheduling conflicts
• Reduce the cost of low enrollment courses
• Continuity of learning as students move globally
• Help students develop 21st Century skills
• Meet diverse and individual needs of students (i.e. special education/learning needs)
• Manage waiting lists
• Increase student access
• Competitiveness in local school market
• Blended Learning is a balance of teacher-led instruction with student-centred, flexible, self-paced, multimodal approaches to learning
• Students learn in a supervised brick and mortar school environment in part through online delivery
• It is an increasingly popular instructional model that is helping schools and their communities address issues of:
  – broad curriculum access
  – student engagement
  – challenges of student achievement
  – expectations of 21st century learners
Snapshots

• Pamoja courses and our students
  – Math HL
  – Film Studies SL
Robert:

• The biggest difficulty was that there was no teacher who was physically present and who I could approach.

• Belonging to a class is not an aspect of an online class – at least not as we know it.

• It’s great for independent students who are confident in learning by themselves, or students who are willing to try to do so.

• It might be closer to the experience one might have at university.

• Perhaps some piece of nifty software which would allow us to have sessions where we are pretty much in a class with a teacher teaching.
Snapshots

Eden:

• I understand why people would want to drop out at the beginning because it can be very aggravating.

• If you’re not motivated, and if you don’t check your Pamoja course every single day, it’s really difficult to stay on top of the course work.

• You just automatically don’t take it as seriously because it’s not a real classroom.
The tally thus far

Potential

• Future of education?
• Broadening the reach and opportunity for students as part of a small community
• Improving access to IB programmes – overlap between our mission and IB mission
• Want to incorporate this 21st-century learning into our new campus

Hurdles

• Convincing parents they are rigorous, and valued programmes – even though these are accredited – public perception that online is less academic
• Students, their child will progress, will be supported, will reach the high standards the teacher with a class in a bricks and mortar would reach
• Students will keep on task
World Cafe

- What is working in schools using technology for learning beyond the classroom?
- What is needed in online learning that could make it as vibrant as f2f learning? What is needed to make it ‘IB’?
- How to maintain quality while extending access - How do we support and engage students to meet requirements in courses that demands self-regulation and engagement?
Next Steps?

• Current conditions
• Identity of target cohorts and partnerships?
• Full IBDP online?
• Online MYP?