

eLearnit 2020 Virtual Conference

Navigating Through COVID-19 to Ensure Quality Learning

9-11 June 2020

Dear Sir / Madame,

We would like to express our thanks in your vital contribution to eLearnit 2020. It has brought robust value to the learning experience. We have received questions from our attendees that were not put forward during the live session. We hope you do not mind answering them so these may be uploaded onto the conference website as additional resource. You may choose not to answer any questions that were already tackled during the live session. Please insert your responses after each question below.

Name of Speaker: Mr. Davin Scampton

Date and Time of Presentation: 11th June 2020

Title of Presentation: It's Online?

Questions:

- What learning challenges you were able to overcome during your stay in Japan and how?

I was in Japan for ten years. I had my own school and was head teacher at 3 others. At the time computers were not as prominent as they are today. However, I was able to produce bespoke learning materials for classes which I then printed and gave to the students for areas that were not covered or not covered sufficiently in course books. I also applied the PPP (Present, practice and Produce) model to the classes I taught and the schools where I had influence to do so. Many teachers were hired because they had a degree and so were not qualified teachers. However, the biggest challenge was perhaps my own mastery of the Japanese language – even though that was the reason no other schools kept me on as head teacher until I left. It has been very enlightening to build the Japanese course for the Polytechnic – through the process of making the lessons clear, I have learnt a lot.

- do you consider physical education teaching in soft skills

Sure. It seems to me that there is an agenda behind this question and I am happy to support the idea that PE teaches more than how to play volley ball or badminton. Check out this link - <https://www.brightnetwork.co.uk/graduate-career-advice/key-career-skills/five-things-every->

[young-person-needs-know-about-getting-ahead-your-career/seven-key-career-skills-you-pick-playing-sport/](#)

Sport teaches teamwork, time management, how to handle pressure, leadership, sportsmanship, respect, patience, responsibility and commitment.

Solitary sports such as swimming teach us endurance, tenacity and discipline also

Much the same can be said for the menial jobs students get after highschool. Working in a fast food restaurant taught me a lot more than just how to prepare food.

- Pls share your opinion on engagement of student who is least present or below average performer?

I have a lot to say on this but I do not think that I can do it coherently so I will answer in point form.

- You need to positively reinforce behaviours that increase student integration – especially on line. Do not make jokes – they don't work usually. Use kind words – especially in the beginning. Please look at Gily Salamns work.
- You need to allow students time to socially construct knowledges together – hypothesis testing with peers is essential
- Provide synchronous and asynchronous opportunities for the same learning goals – introverts like myself like to think and prepare before answering and in an ESL setting – this is essential.
- Build in consequences – not punishments – but let students know what happens if they do not perform. By way of example – my son skipped school the other day. Not such a major thing but rather than getting angry and giving him a punishment – we simply said – OK – if you miss school, you may not pass and then you cannot be a pilot (which he desperately wants to be). He has not missed a second day yet.
- Use analytics – if you notice that students are not logging in, get in touch and ask why not. Try to find ways to support and encourage, rather than force interaction.
- Support students in supporting themselves – for example – set up a question forum, and encourage students to answer the questions themselves. Richly reinforce any students who answer the questions. Only get involved in the forum during your office hours – but keep an eye on it and remove anything negative immediately.
- Ensure that the extrinsic cognitive load is low with bite sized chunks of work and crystal clear instructions.
- Remove anything extraneous – for example – extra resources will never be looked at and using 300 words to explain something when 10 will do will work better.

- Open the door to your students – maybe not 100% PBL for students not used to it, but put some responsibility on them. Read this – Do this – submit – gets boring at times. Ask questions that encourage students to take responsibility for their learning.
- Use simple gamification if possible. A gold star reward for completing an activity can work well. Consider the age and maturity of the students but a “Well done” sometimes can go a long way.
- Make expectations clear with word limits and due dates etc. But also make questions specific so students know exactly what to answer
- Do not run classes like a lecture – particularly with ERT – make the classes interactive where possible allowing for introverted student to remain in the shadows a little more but encourage them to speak or answer – it will take time but they will get there.
- Always peer check – doing this means that students will be more likely to say something because they know that there is already another person that agrees with this. And this is perfect for hypothesis testing and building Communities of Practice.
- Enough? 😊