

# Will virtual classrooms flourish or wither?

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Goh Kawai

2021-06-04 18:00-19:15

JALTCALL 2021

online conference

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# abstract

The author invites JALTCALL participants to a BOF (birds-of-a-feather) meeting where everybody thinks out loud in an informal setting. Data, analyses, and predictions of pre- mid- and post-pandemic virtual classrooms are scarce because the situation is developing. Before the COVID-19 pandemic, some teachers and schools chose to use virtual classrooms. During the pandemic, many teachers and schools were forced to use virtual classrooms. Soon, we hope, the pandemic ends. How widely will virtual classrooms continue to be used? Will teachers and students return to pre-pandemic format? Or will they continue to prefer virtual classes? What variables (such as the student's age, or class size, or subject matter) might affect the choice between real and virtual classes? Nobody knows what the "new normal" will be. Let us attempt to predict, in order to prepare. The author will provide objective data and subjective analyses. Members of the audience are encouraged to voice their observations and intuitions. A link to an online survey will be announced before the conference to bootstrap discussion. Outcomes of this session may be reported at JALT-2021.



# objective of this session

- prepare for post-pandemic learning
- see what other people are doing
- become aware of options
- choose favorite learning format
- stand by for emergency online learning
  - i write dates in [iso-8601 yyyy-mm-dd format](#)



# format of this session

- me
  - shows results of some surveys
  - asks some questions
- you
  - voice your opinion
  - suggest how to prepare for post-pandemic learning



# survey for this presentation

- participate and view responses
- [my survey using google forms](#)
- link to the above from [my website](#)



# what we know and what we don't

- nobody has the answers yet
- the **digital divide** creates the modern social class
  - savvy parents cap tech but promote social activities
  - poor families suffer from widening gap of knowledge
- the **emerging consensus** seems to be
  - online learning facilitates learning and teaching
  - if and only if everybody has access to online learning



# authors of studies and reports that we look at today

- academic
  - ireland
  - latvia
  - europe
- journalism
  - the new york times
  - the straits times
- industry
  - sykes
- non-profit organizations
  - digital promise
- tiny me
  - goh



# academic study 1 of 3 -- ireland





# ireland study (primary school leaders, n=2808)

- [ireland study](#)
- conducted on 2020-03-25  
(schools were closed beginning 2020-03-12)

A total of 2,808 participants completed the survey, which represents 48% of IPPN individual members, making it a representative sample. The initial response was received from 2,864 participants, however, given that the survey was designed for school leaders of primary schools, the data was adjusted to exclude all other respondents.

### 3.1 School type

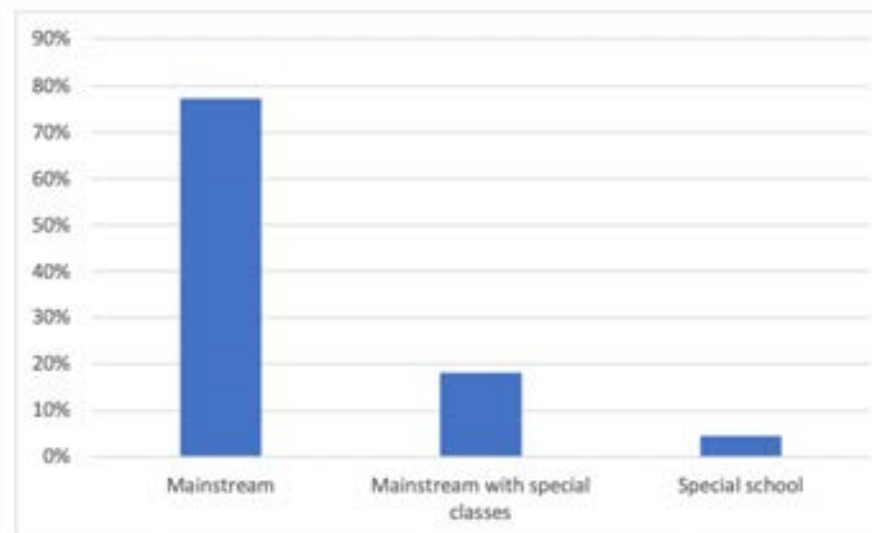


Figure 2. School types represented in the survey.



# ireland – digital divide exacerbates learning inequalities

"The most heartening findings from this extensive survey is [that the pandemic's] **impact is not equal** for all participants. Not all parents have the skills for distance learning, not all have the time, not all have the health. Not all teachers have the skills for online teaching, not all schools and pupils have the hardware and software for distance learning. The survey results highlighted a clear digital divide (hardware, software, & technological skills) that exists across schools in Ireland, **reinforcing the social inequalities** of our society."





# ireland – subjects that are difficult to teach online, and could be centralized

- ireland's native language lacks online learning tools
- "[patron's programme](#)" roughly means "religion and ethics" and differs by region or school

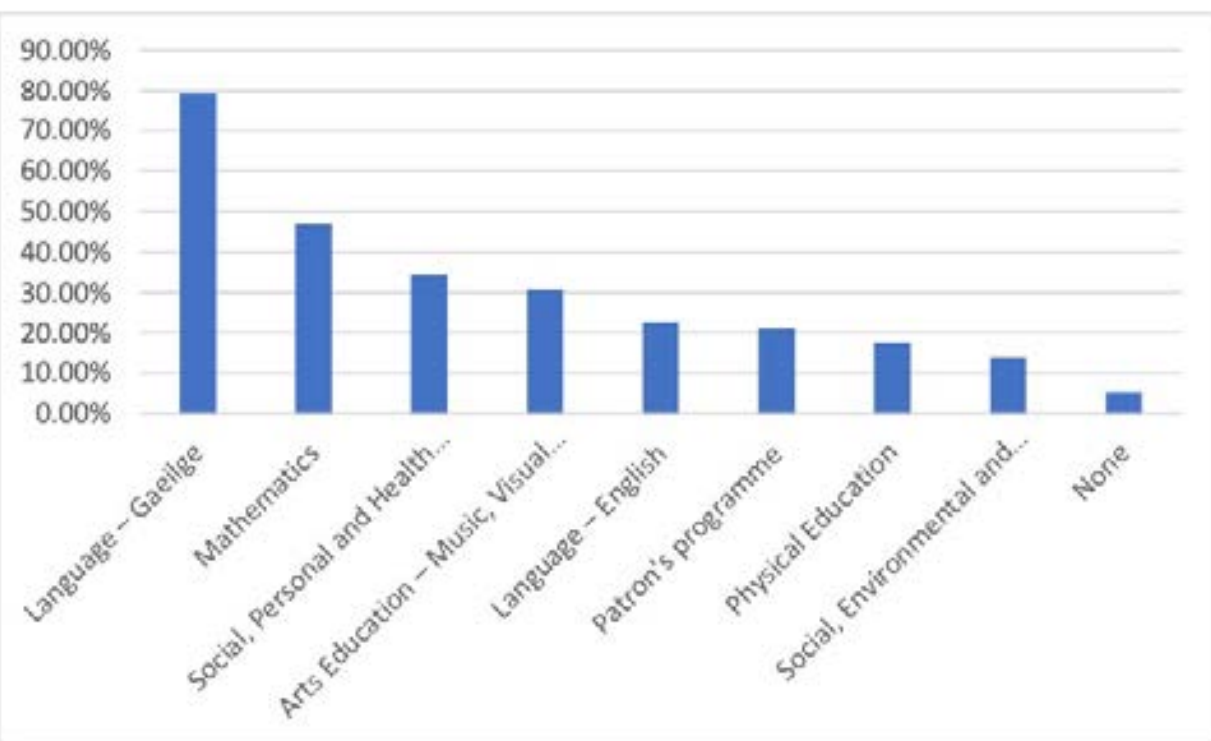


Figure 53. Curriculum difficult to adapt for distance learning.

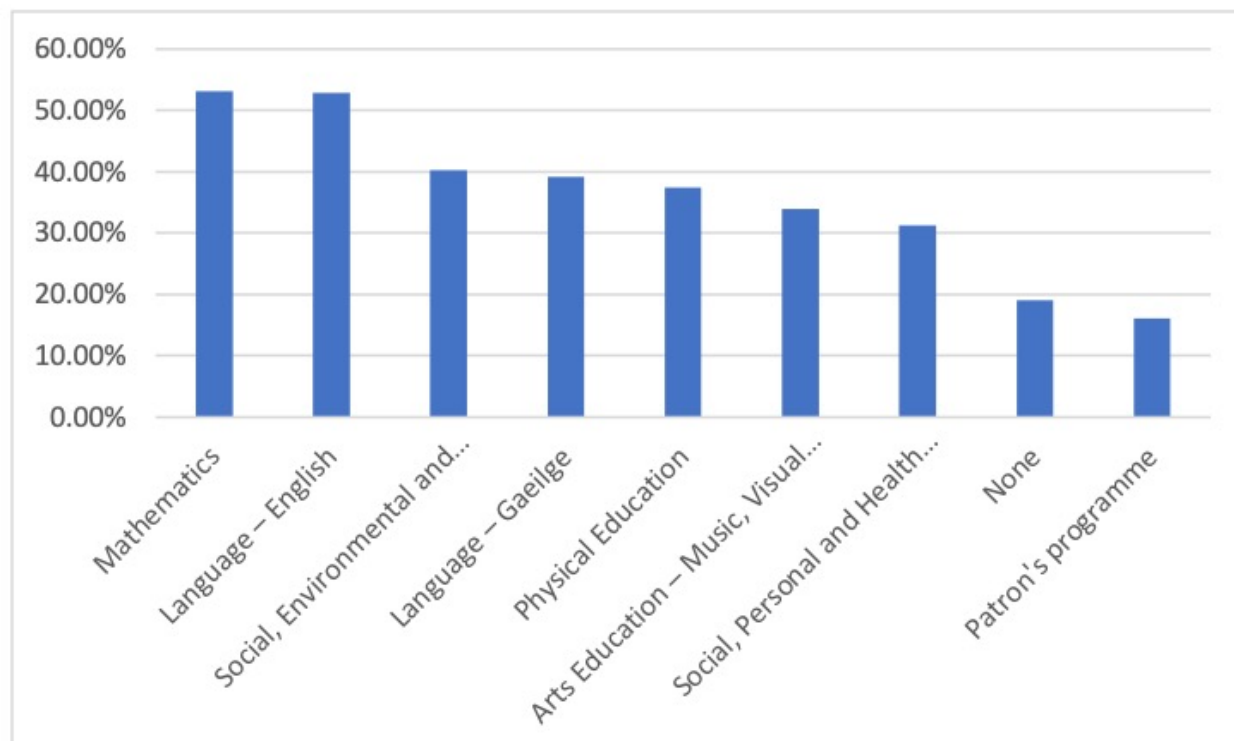


Figure 54. Curriculum area that could be centralized for distance learning.



# ireland – resources for teachers

- [twinkl](#) is an online educational publishing business
- [PDST \(professional development services for teachers\)](#) is a government service in Ireland

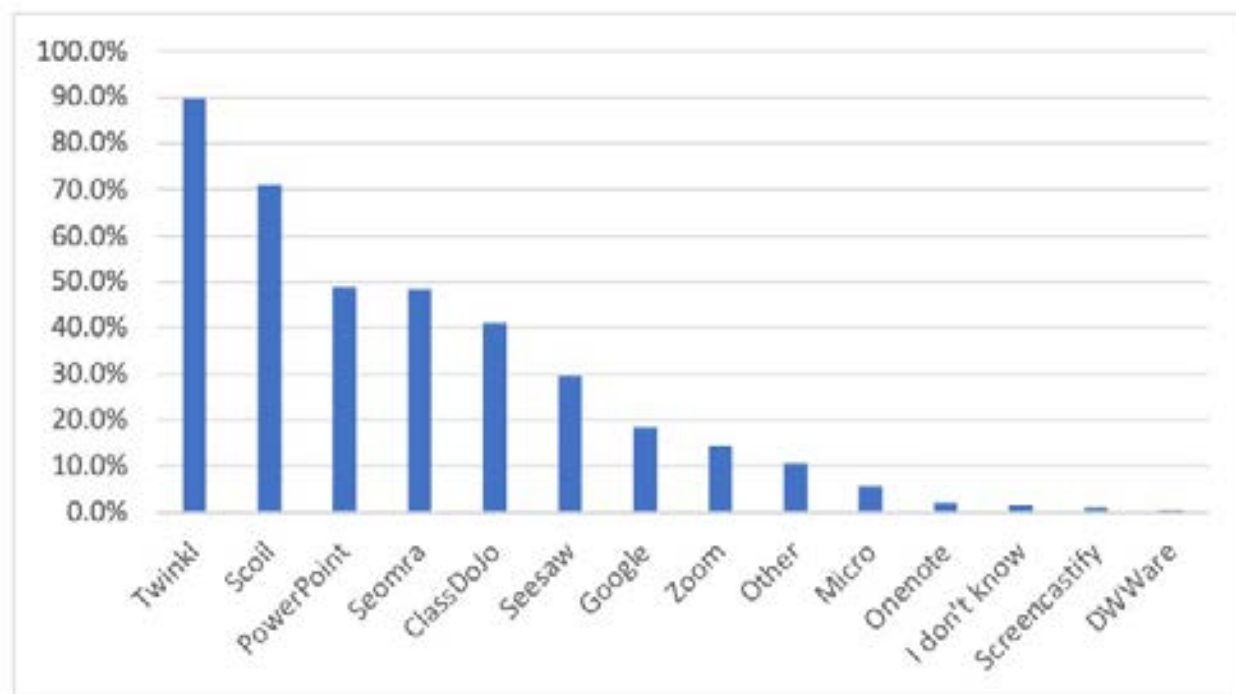


Figure 55. Digital resources used in schools to support learning.

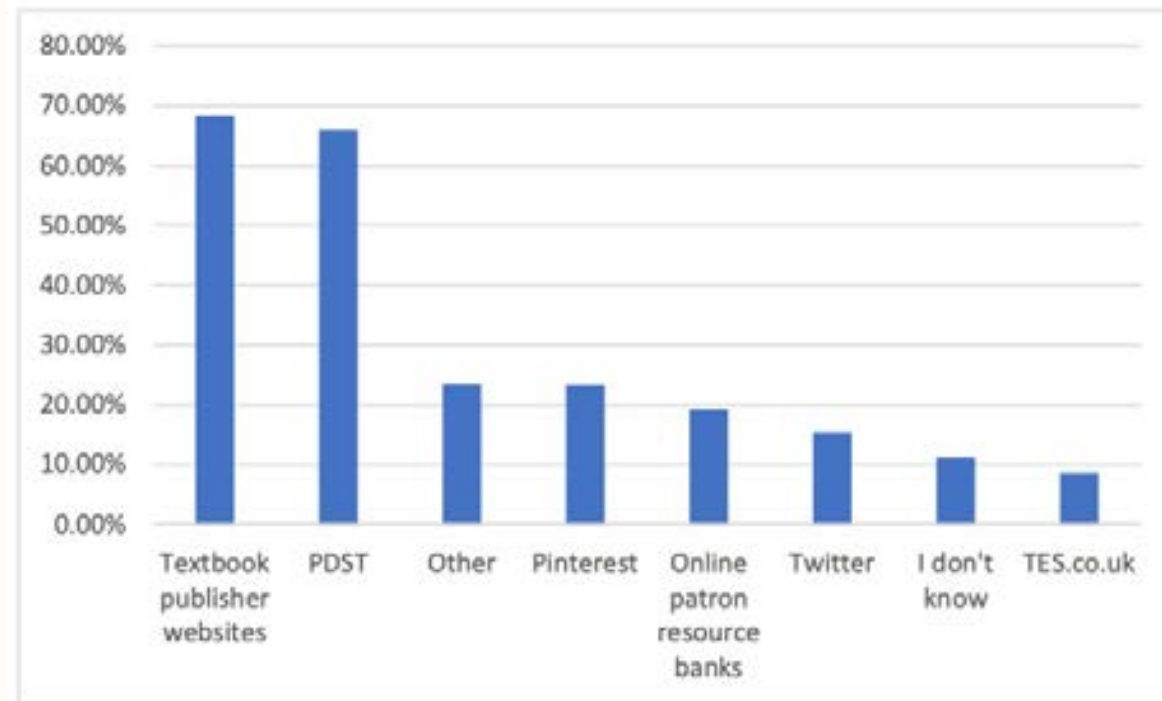


Figure 56. Useful online resources across schools.



# ireland – pupils and parents

- young people were missing the social contact with friends, missing sport, missing the events such as Holy Communion and Confirmation, Féile, tournaments and trips, and 6th class students were sad to miss the transition into secondary school
- parents were concerned of being unable to teach their children ("we are not teachers"), under pressure to work from home (a new experience for them too), and most of all worried that their children would fall behind when school resumes (will they get help?)

A teacher wrote:

"Reality is in most households there are enormous pressures to work from home to financially survive this and keep their families safe. They appreciate a work structure for the children but most appreciate acknowledgement and understanding from primary school about their struggles and **reassurance that their children will not fall behind if they cannot do this work because their teachers will be there to help them catch up when we are back in school.**

The biggest response and thank you I got from parents was to an email I sent them not to fight with their children about getting work done for teacher, instead to **enjoy this time with their children create good memories with their children do whatever they enjoyed doing together** because this could very well be the time their children remember as the best time of their life."



# ireland – take-away message

- in an emergency, **talk to the parents**
  - set priorities, define policy, **expect slower learning**
  - inform parents, **empathize**, assure, allay fears
  - value **speedy communication**, daily messages for young children
- use teaching resources
  - textbook **publishers**, online publishers
  - government or institutional support (if they exist)
  - do not rely on technology (e.g., some families could not access google classroom)
- **prepare** for the next emergency
  - develop online learning tools for subjects that are **difficult to teach online** (e.g., under-represented languages, mathematics)
  - develop activities that can be done **at home** (e.g., science experiments, art)



# academic study 2 of 3 -- latvia





# latvia study (grades 1-12, pupils, teachers, parents, n=60060)

- [latvia study](#)
- conducted from 2020-03-21 and 2020-04-03
- survey invited all schools in Latvia to respond
- online learning had started 2020-03-13 nationwide

## RESPONDENTS

**23,316**  
PUPILS

in secondary and vocational education  
(**20% of pupils** in the surveyed year groups)

**27,087**  
PARENTS

with one or more children currently in school  
(representing **over 10% of pupils** across all year groups)

**9657**  
TEACHERS

**30% of teachers** in Latvia



# latvia -- suggestions on online learning

## ① RECOMMENDATIONS FOR SCHOOL LEADERS

- ✓ Share the information you have with your pupils, families and staff rapidly. Explain your plans and actions more than usual and offer opportunities to ask questions, even if you don't feel you have all the answers yet.
- ✓ Plan regular and structured communication with families. Try to not overwhelm them as they are managing their own unique challenges. Keep the communication with parents to a couple of times per week.
- ✓ Use a narrow and consistent selection of tools for communication with pupils and parents.
- ✓ Coordinate with other school leaders in your network to find what works. Many schools are facing the same issues so good practice should be identified and copied, saving time for the school leadership team.

## ① RECOMMENDATIONS FOR SCHOOL LEADERS

- ✓ Pick the most important learning goals to be achieved remotely during the disrupted period. Communicate your expectations with your team, pupils and their families. Do not expect learning to be as effective as before.
- ✓ Plan the pupils' daily and weekly load together with your colleagues in alignment with each class's learning plan. Ensure coordination of submission deadlines.
- ✓ Allocate learning time specifically for learning new tools, time planning and digital skills necessary for remote learning.
- ✓ Make sure each learning activity is set with a clear consideration of the learning objective achieved and the time expected to be spent on it. Vague directions can cause some pupils to spend a lot more time on tasks than intended.
- ✓ Limit the number of tasks that have to be completed within a certain day. Give pupils the opportunity to plan their time across multiple days or weeks.
- ✓ Consider dropping the usual schedule of classes, reducing the number of subjects that the pupils have to study every day or every week.
- ✓ Regularly seek feedback from pupils on their mental and emotional well-being. Seek opportunities to provide individual support where necessary

## ① RECOMMENDATIONS FOR SCHOOL LEADERS

Virtual instruction and self-guided learning scales across large pupil groups. Direct support and making learning personal doesn't. Look for opportunities to collaborate, to limit the time on recreating lesson plans. Work together with parents to maximise direct support.

- ✓ Create a united plan for the week across all subjects with clear learning goals.
- ✓ Facilitate cross-curricular links in tasks for pupils wherever possible.
- ✓ Pay special attention to the development of digital, self-guided learning skills and information search and evaluation skills for pupils.
- ✓ Facilitate collaboration for teachers within the school or across partner schools to plan, prepare and deliver instruction at scale. Spend the time saved on personal support to pupils that need it the most.
- ✓ Use live sessions specifically to provide support to the class or smaller groups of pupils rather than for frontal instruction.
- ✓ Clearly communicate to the pupils, how their work is linked with their learning goals, how it will be evaluated and what format is expected for submissions.
- ✓ Maintain and continuously improve a supportive relationship and communication between the school, pupils and their families to ensure a strong implementation of remote learning



# latvia – summary of their advice

- communicate swiftly (but not necessarily frequently)
- give learners more time to learn
- prioritize learning goals
- collaborate with teachers and parents
- choose techniques that scale over large groups of learners



# compare reports from ireland and latvia

- both studies are professional and scientific
- ireland has lots of voices from the trenches (anecdotal, heartfelt, concrete, local to their country)
- latvia has analyses and generalized advice (guidelines, analytical, abstract, more universal)
- both recommend **rapidly disseminating information** to parents and students



# academic study 3 of 3 -- europe





# europa survey (86% of respondents were teachers and school heads, n=4859)

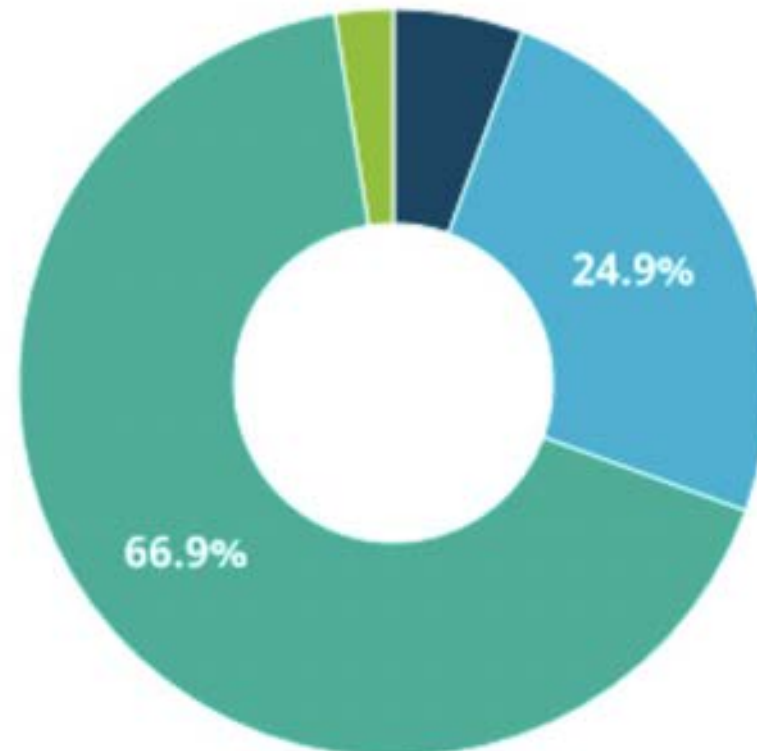
- [europa study](#)
- conducted from 2020-04-09 to 2020-05-10
- survey open across europa



# europa – 67% of teachers never taught online before

- surprising? or expected?
- *prima facie*, would you have trust your school?

1. Thinking of your school, or a school you know, which statement best describes teachers' experience with online teaching?



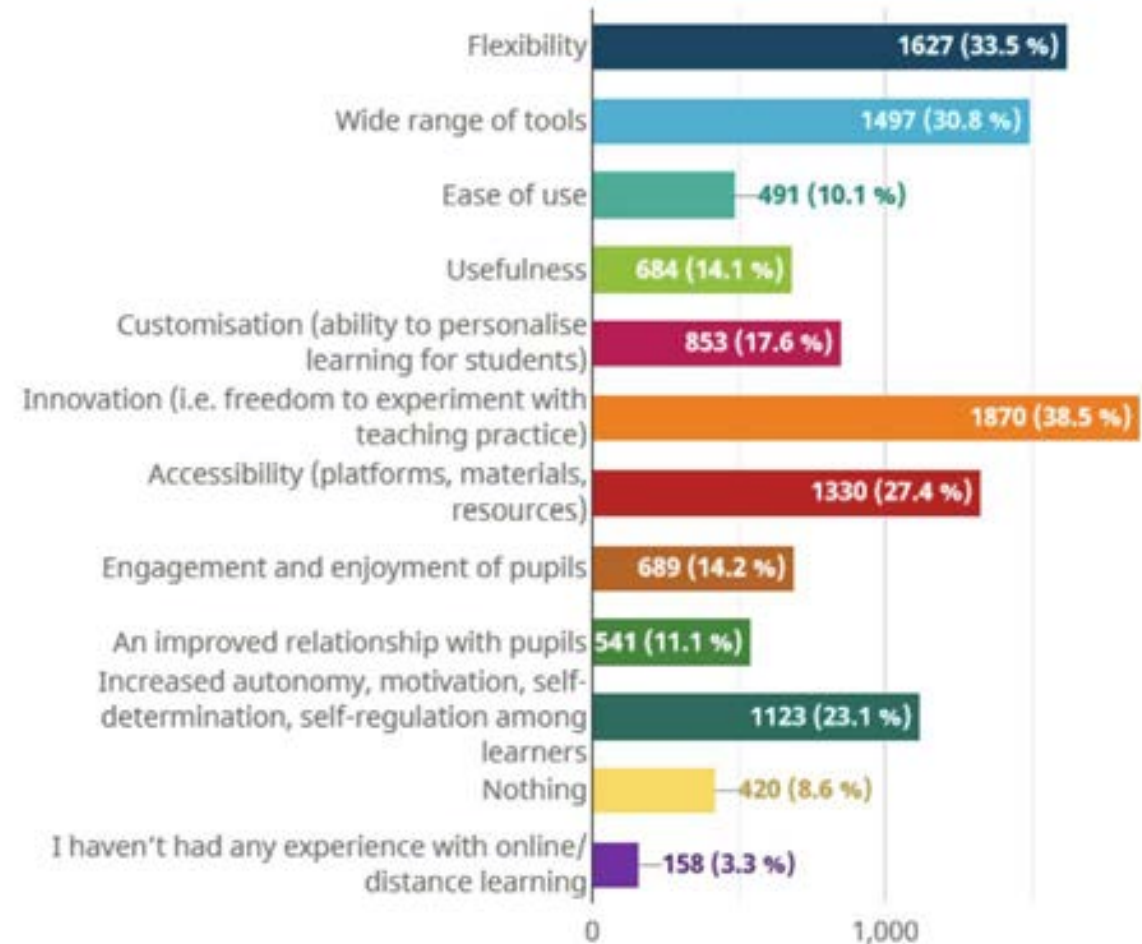
- They have extensive experience with online teaching
- They have some previous experience with online teaching, but ve...
- This is their first experience with online teaching
- The school has not switched to online/distance learning



# europa – innovation is welcome

- "pleasant surprise" presumably means "favorable feature that respondent was previously unaware of due to lack of experience with or knowledge of online learning"
- top favorable feature
  - innovation (i.e., freedom to experiment with teaching practice)

2. As a teacher, or on behalf of a teacher you know, what has pleasantly surprised you about online/distance learning?

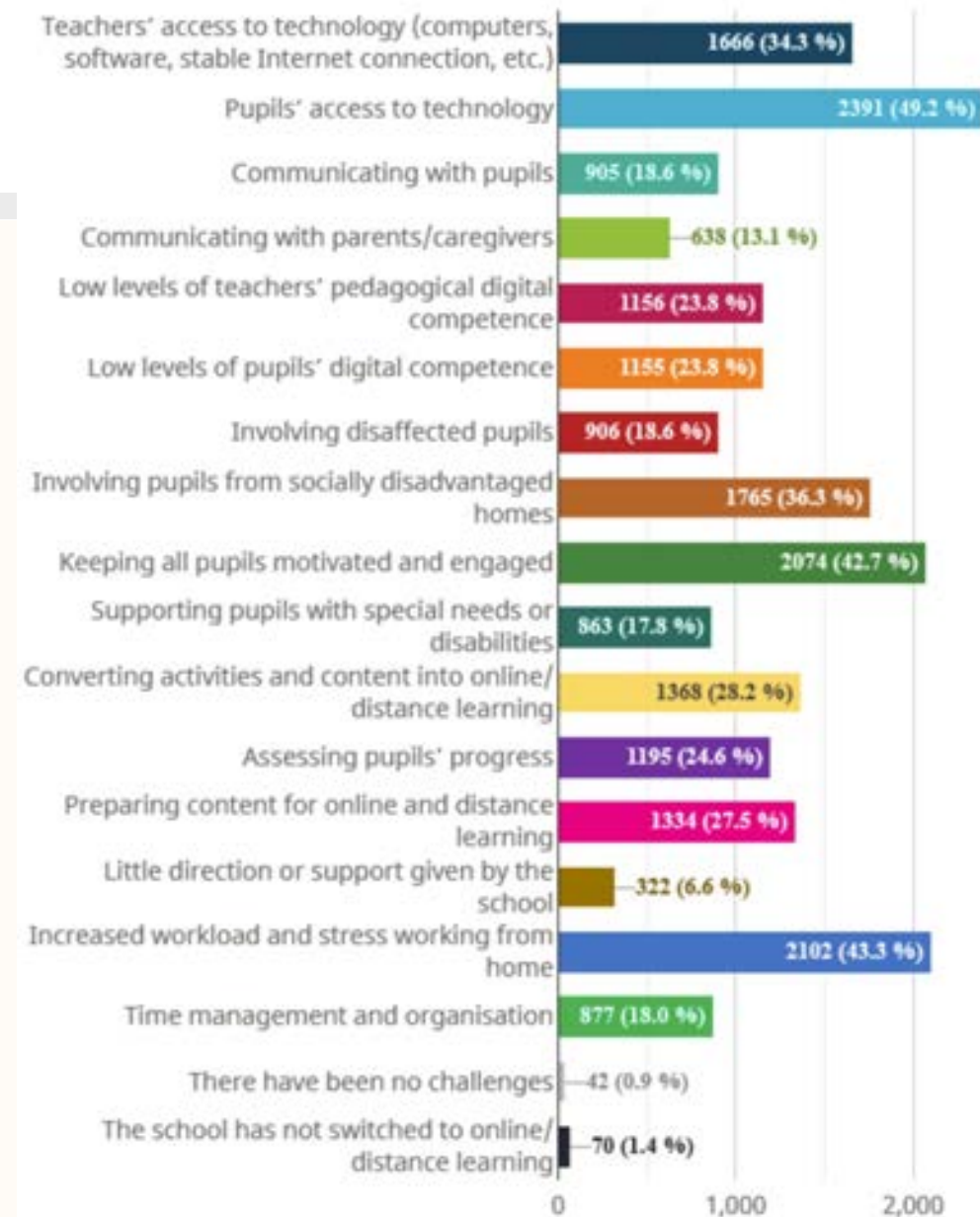




## europa – trouble

- top 3 challenges
  - pupils' access to technology
  - keeping all pupils motivated and engaged
  - increased workload and stress working from home

3. In your opinion, what have been the main challenges for teachers in switching to online/distance learning? Choose up to five options.

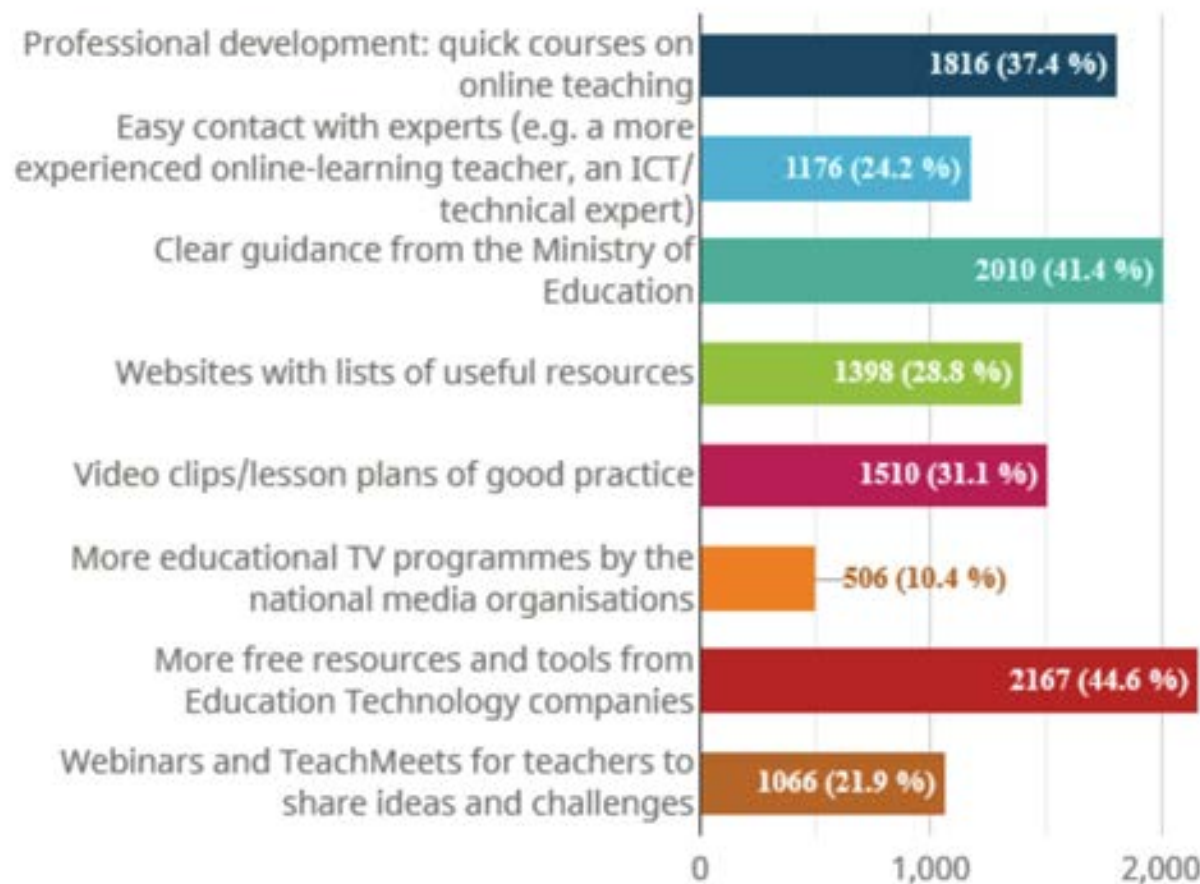




# europa – help for teachers

- top 3 requests
  - more free resources and tools from educational technology companies
  - clear guidance from the ministry of education
  - professional development: quick courses on online teaching

## 4. What would most help teachers to support online learning during the school closure?

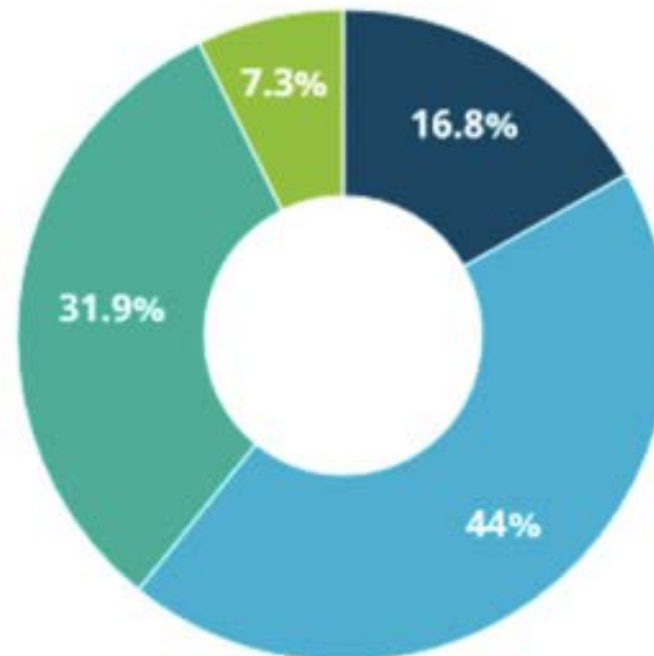




# europa – schools will change a little bit

- after the pandemic
  - schools will be a little different, with more online teaching than before
  - the school will return to its original practice, with minor changes
- majority expects to revert to pre-pandemic practices

5. In your opinion, due to the current circumstances created by the COVID-19 virus, when schools fully reopen, will online/distance teaching remain part of school practice?



- School will be different: online teaching will become integral to school practices
- School will be a little different, with more online learning than before
- The school will return to its original practice, with minor changes
- The school will return to its original practice



# more reading (not today)

- [online learning](#) special issue on the COVID-19 emergency transition to remote learning

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A Pandemic of Busywork: Increased Online Coursework Following the Transition to Remote Instruction is Associated with Reduced Academic Achievement  
Benjamin A Motz, Joshua D Quick, Julie A Wernert, Tonya A Miles

PDF



# journalism 1 of 2 – the new york times





# usa – odessa, texas

- [odessa](#), an article by the [new york times](#)
- coverage of a high school in a town in texas
- journalism, not science
- conveys voices from the ground
- real people, real places

updated 2021-06-03 01:00 utc by goh kawai <http://goh.kawai.com/>



## *Odessa*

A struggling school system. An oil bust. A marching band determined to keep playing through a pandemic. This is the story of one Texas high school in crisis — and trying to reopen its doors.



# usa – naomi fuentes

Naomi Fuentes is a college preparatory and career readiness teacher working at her alma mater. She feels that she is failing her students, unable to get them to engage remotely and watching them fade further into depression.

"Every day feels as if it's my first day of teaching all over again. And while I'm always willing to learn and improve, I'm overwhelmed by how much is out of my control.

As I prepare my lessons, I worry about these questions: What about the kids who don't have reliable internet? What about the kids who are having to work off their phones because they don't have a computer? What if they don't have the digital storage space available to run the platforms we're using? These are hard times for everyone, but they are, more important, unfair times — with the weight of this pandemic unevenly distributed. I see my students bearing that burden every day.

I've read posts on social media that we are all in the same boat during this pandemic, but we most certainly are not. We are all weathering the same storm, but some people don't even have a raft."

updated 2021-06-03 01:00 utc by goh kawai <http://goh.kawai.com/>





# journalism 2 of 2 – the straits times





# singapore – inventions during pandemic

- [inventions](#), an article by [the straits times](#)
- the pandemic spawned activities, life hacks, alternate solutions, opportunities
- we teachers might
  - discover hints of post-pandemic lifestyle
  - adopt ideas for in-person or online learning



# singapore – A to Z – what did *you* do?

(some labels are contrived to fit the A-Z scheme; some need knowledge of singapore society; ✓ marks goh's actions including those from before pandemic)

- archived online theatre
- auctions on facebook live
- bottled cocktails
- ✓ community solidarity
- collective aid for cultural workers (money pool for performing arts)
- ✓ DIY cooking kits
- ✓ edible gardening
- enrichment fun (swimming lessons)
- ✓ first-class meals served at home
- gaming chairs
- home-based businesses
- indoor online fitness
- jobs (temperature screeners)
- ✓ kitchen (ghost kitchens)
- ✓ loungewear (as business attire)
- ✓ masks
- nowhere cruises (no ports of call)
- ✓ online learning
- picnics fancy and catered
- queues for pastry boxes
- reading via book subscriptions
- ✓ streaming
- ✓ sourcing from suppliers (buy wholesale produce)
- trace (location and contact)
- uncovering (local hotels)
- value-for-money tours
- work lounges
- ✓ x-factor of home studios (lighting, backdrops, microphones)
- yeast (bake at home)
- zouk (nightclub conversions)



# industry study – sykes





# sykes survey (undergraduates in the usa, n=1500)

- [student perceptions](#), a report by [sykes](#), a consulting firm for customer care and support
- conducted during undocumented period in fall and/or winter 2020
- 1500 college students whose coursework (some or all) had been moved online in fall of 2020 were asked how they perceived online learning



# sykes – learning apps and platforms

- sykes report on [details of LMSs](#)

Which of the following online learning apps do you prefer most?

Question Type: Single Selection



Student preferences aligned closely with the apps and platforms they used most frequently, with **Google Classroom** being a clear favorite.



# sykes – teacher readiness

- teachers got a passing grade
- do you agree?

**How do you feel your instructors have adapted to online teaching this fall?**

Question Type: Single Selection



While some instructors had prior experience teaching online, others were just getting started.

**Overall, 96% of respondents felt that their instructors adapted to the shift adequately or very well.**



# sykes – collaboration and audio-video

respondents value  
community and  
teamwork

preferred tools  
include live chat and  
interactive

whiteboards – note  
these real-time tools  
require students and  
instructors to  
participate at the  
same time

students want verbal  
or video feedback

updated 2021-06-03 01:00 utc by goh

**Which form of virtual feedback on your coursework  
do you prefer most from your instructors?**

Question Type: Single Selection

Craving feedback similar to what  
they would receive in person, **a vast  
majority indicated they preferred  
verbal or video responses rather  
than written comments.**

**24.47%**  
I prefer verbal  
feedback via  
an audio call

**34.93%**  
I prefer verbal  
feedback via  
typed comments

**40.60%**  
I prefer verbal  
feedback via  
a video call





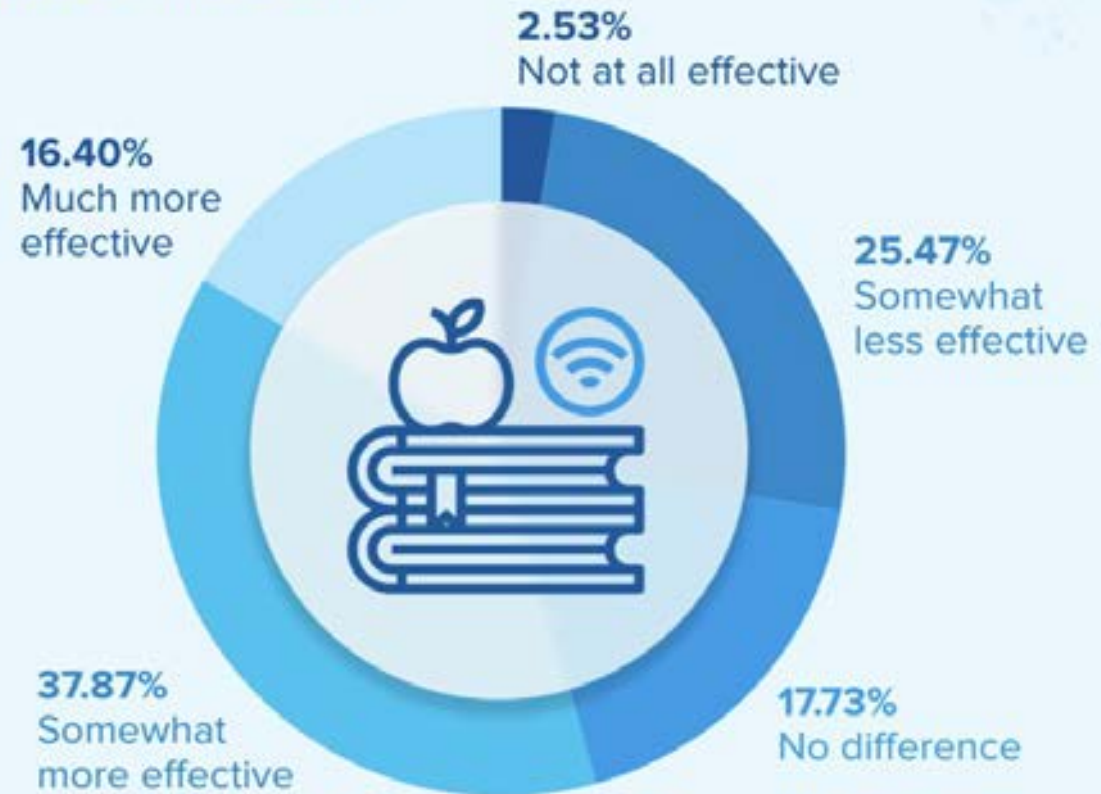
# sykes – perceived effectiveness

- responses suggest moderate support of online learning
- caution: about 30% of respondents are dissatisfied with online learning – either online learning must improve or revert to face-to-face learning

Compared to the in-person learning experience, how effective do you feel your fall online learning experience has been?

Question Type: Slider (1-5 Scale)

**Over half of respondents** rate their fall online learning experience as either somewhat more effective or much more effective than their in-person learning experience.





# sykes – predicted effectiveness

strong support or hopes for virtual learning

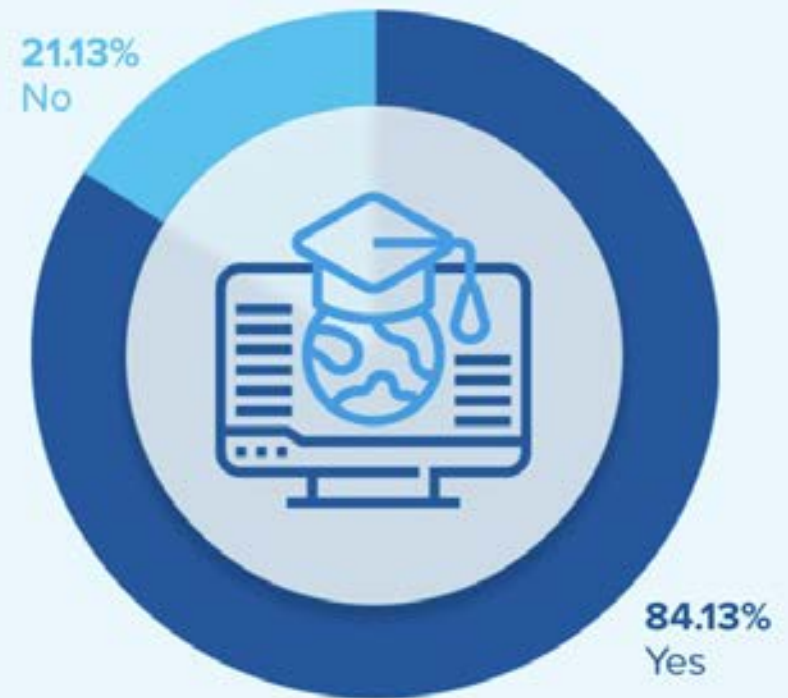
caution:  
virtual learning does not necessarily mean autonomous independent online learning – instead, it might mean technology-mediated distance learning, which does not scale to student group sizes

updated 2021-06-03 01:00 utc by goh

Do you think virtual education can offer an effective learning environment?

Question Type: Single Selection

**More than 80%** of respondents said virtual education can be effective.



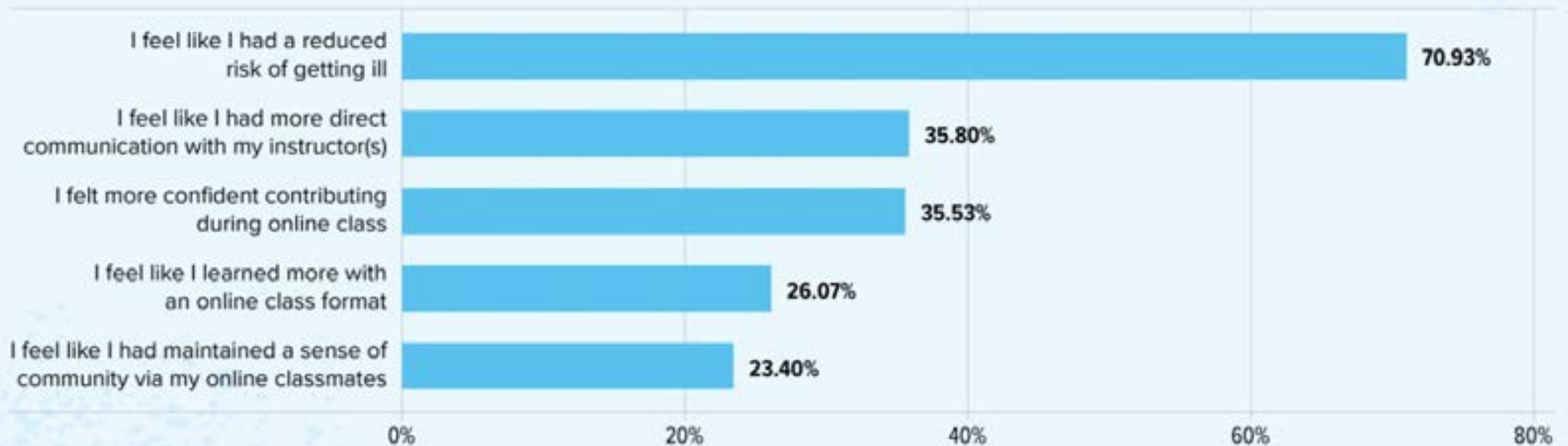


# sykes -- advantages

respondents perceived that online learning met its emergency objective – preventing illness compared to K-12 students, college students seem to be more independent and capable learners

Which of the following do you feel were the greatest benefits to you after shifting to online learning?

Question Type: Multiple Selection



Beyond feeling less likely to contract COVID-19, respondents said the biggest advantages to online learning were feeling more confident learning in an online format and feeling like they learned even more in an online setting.



# non-profit study – digital promise





# digital promise survey (undergraduates in the usa, n=1008)

- [suddenly online](#), a report by [digital promise](#), a non-profit organization that seeks to shrink the digital divide
- conducted from 2020-05-13 to 2020-06-01
- 4-year college students           717  
  2-year college students        271  
  total students                   1008
- questions focused on STEM courses because they tend to be challenging for students



# digital promise – satisfaction

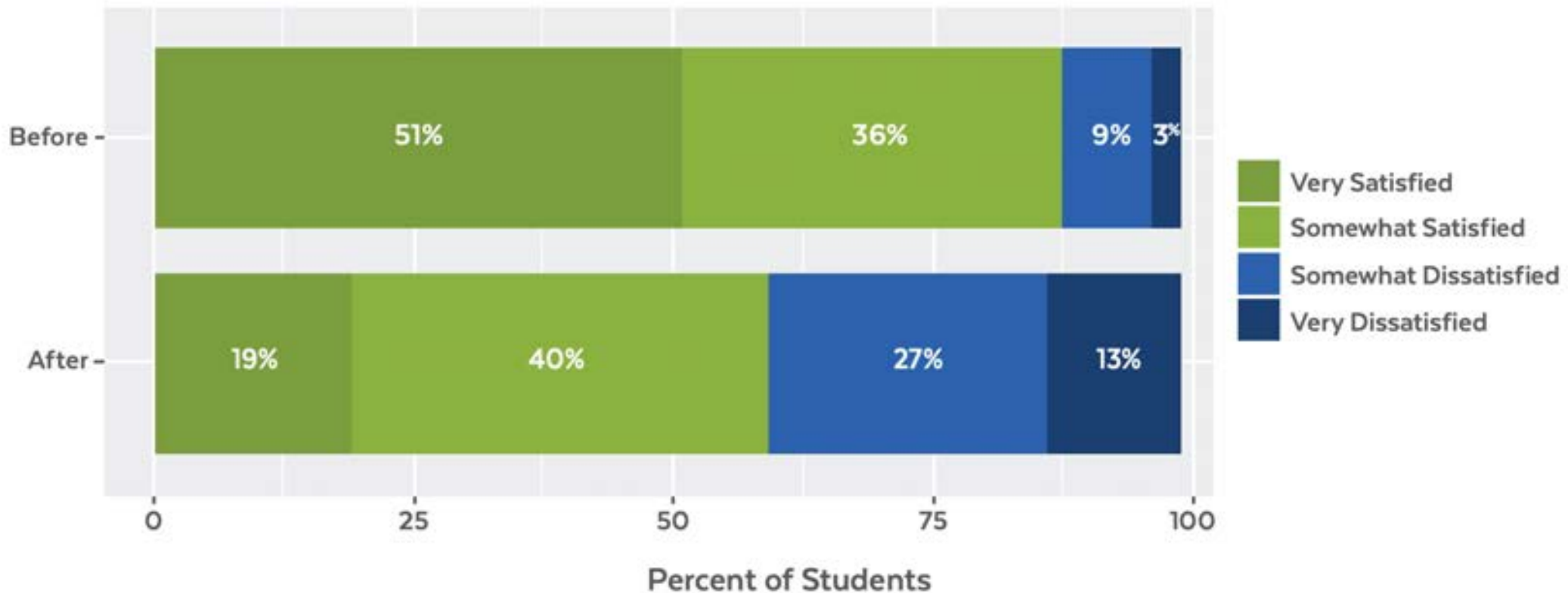
interpretation 1:  
59% of students  
were satisfied with  
remote learning

interpretation 2:  
dissatisfaction  
multiplied by 3.3

message: course  
offerings or  
syllabuses need to  
explicitly describe  
course format and  
communication  
methods

updated 2021-06-03 01:00

FIGURE 1. STUDENTS' SATISFACTION WITH THEIR COURSE BEFORE AND AFTER THE MOVE TO REMOTE INSTRUCTION





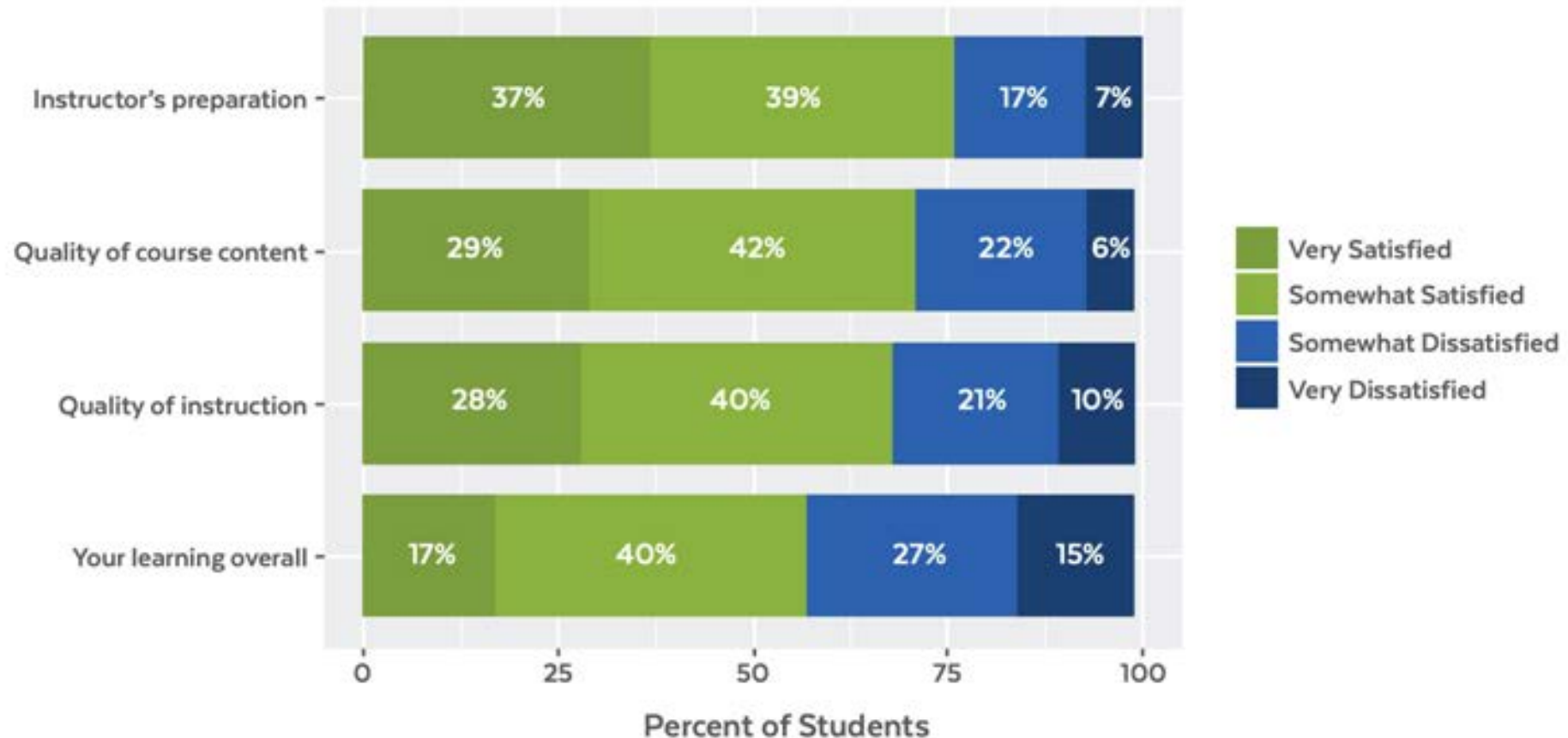
# digital promise – quality and outcomes

somewhat different from sykes study, but overall trends appear similar

no comparison of quality before vs during pandemic

no reason known for dissatisfied learning outcomes

FIGURE 2. STUDENT SATISFACTION WITH QUALITY OF VARIOUS ASPECTS OF THEIR ONLINE COURSE





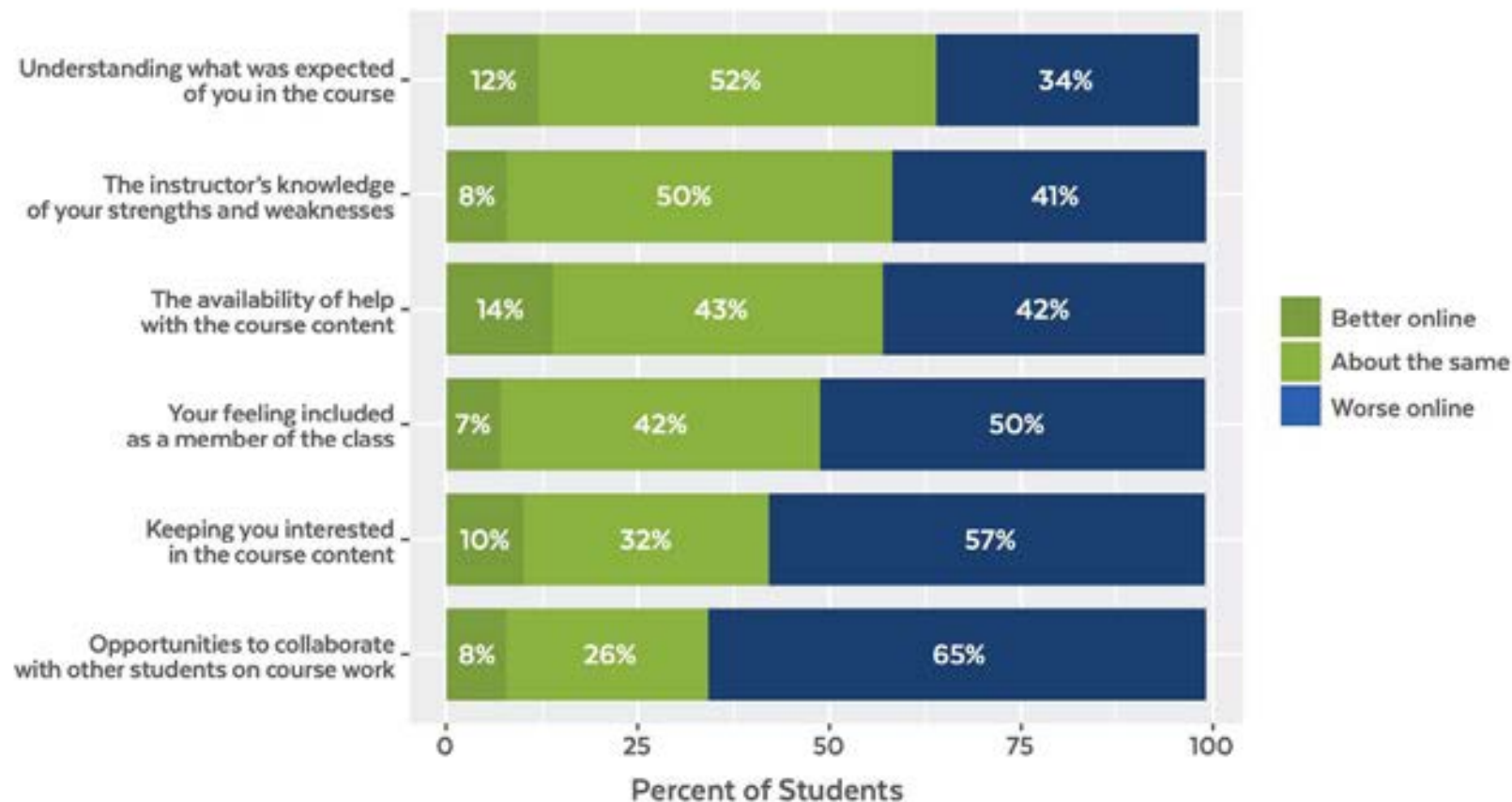
# digital promise – remote vs in-person

none of the 6 variables show "better online" values over 30%, which suggests online learning is not a clear winner in any of the 6 survey items

by contrast, all 6 variables show "worse online" values over 30%, which suggests online learning is a clear loser in all of the 6 survey items

improve: learning objectives, measurement and evaluation, support by instructors and peers

FIGURE 3. COMPARISON OF STUDENT EXPERIENCES IN THEIR COURSE BEFORE AND AFTER THE SHIFT TO REMOTE INSTRUCTION





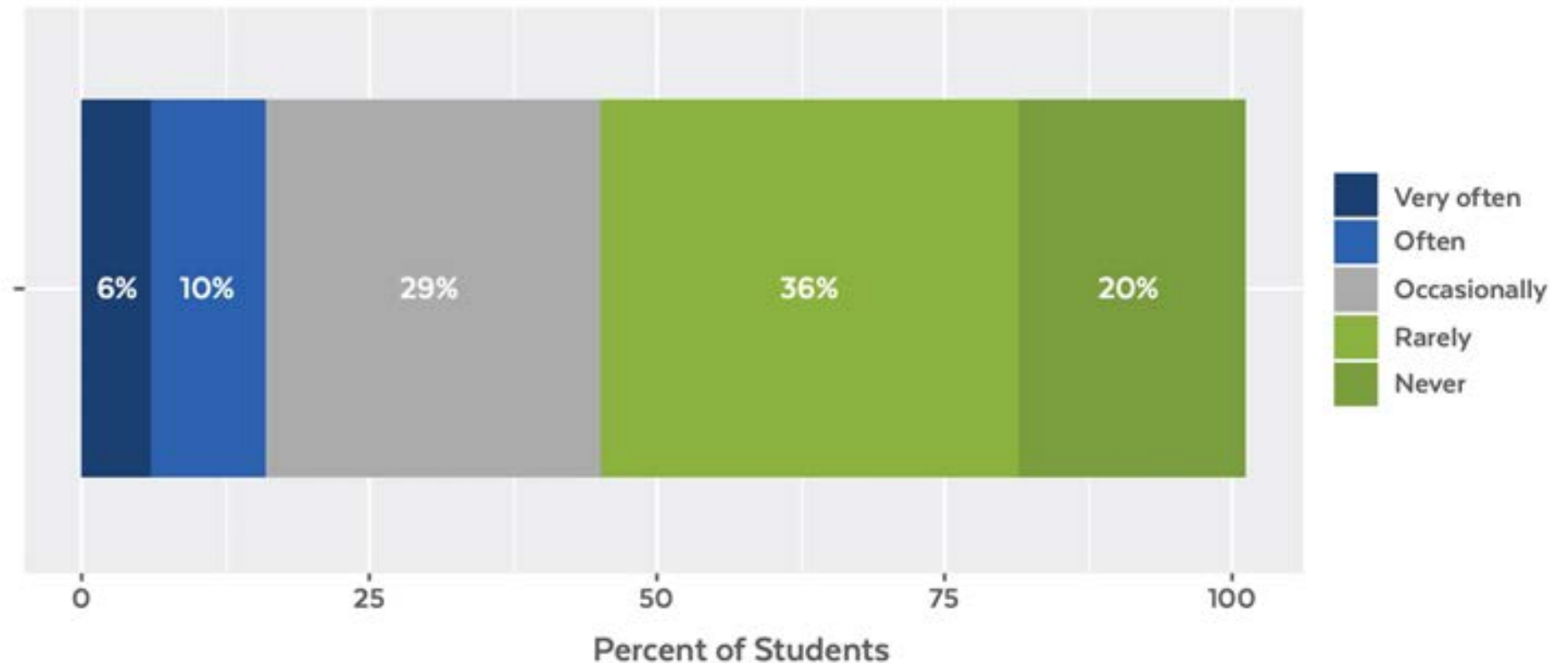
# digital promise – internet access

internet access not a severe problem

maybe because america?

digital promise says that 95% of students accessed through an internet connection they already had at home, while 5% used school or public wifi

FIGURE 4. FREQUENCY OF INTERNET CONNECTIVITY ISSUES THAT INTERFERED WITH COURSE PARTICIPATION





# digital promise – hardware and software

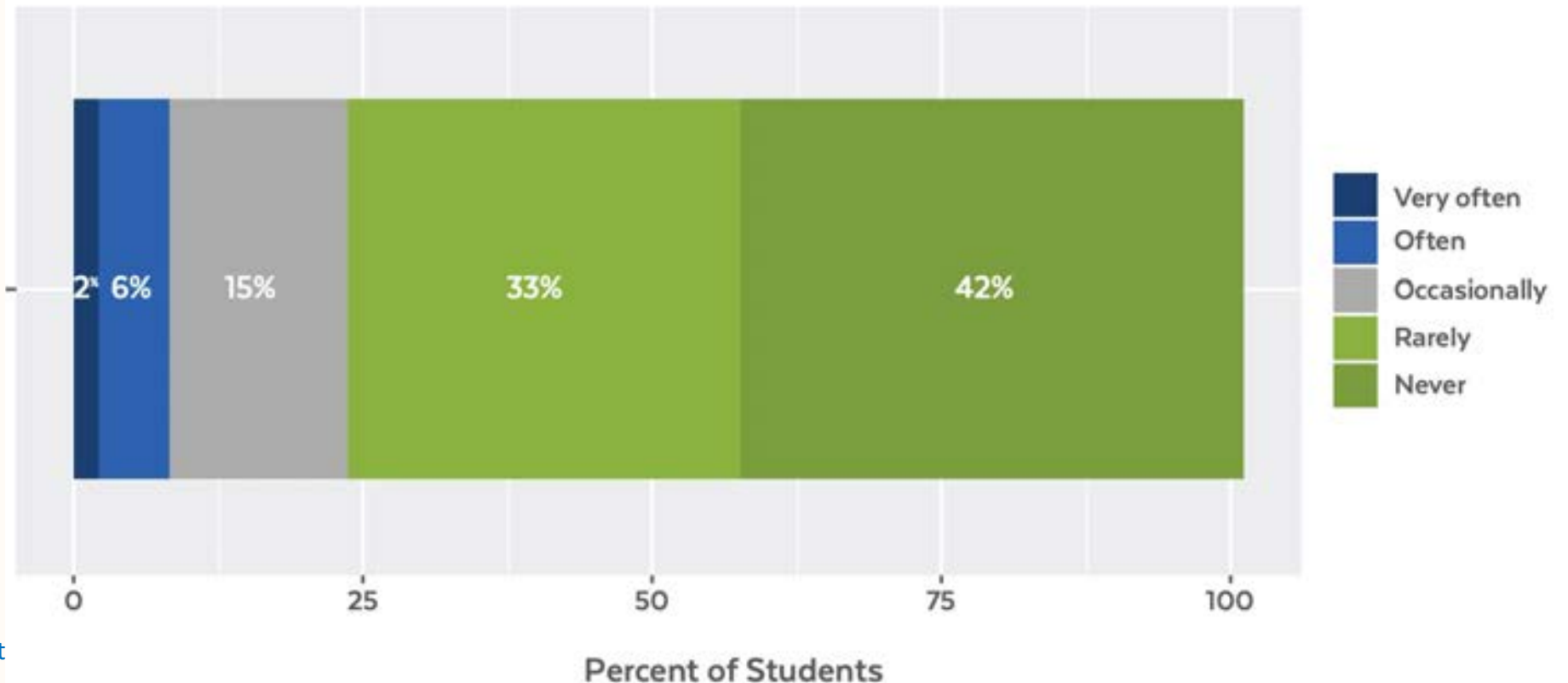
23% of students had hardware and software problems – many of these students were among the 16% of students with internet connectivity problems

again, maybe because usa?

message: students in developed urban areas have online infrastructure

updated 2021-06-03 01:00 utc by goh kawai htt

FIGURE 5. FREQUENCY OF HARDWARE AND SOFTWARE PROBLEMS THAT INTERFERED WITH COURSE PARTICIPATION



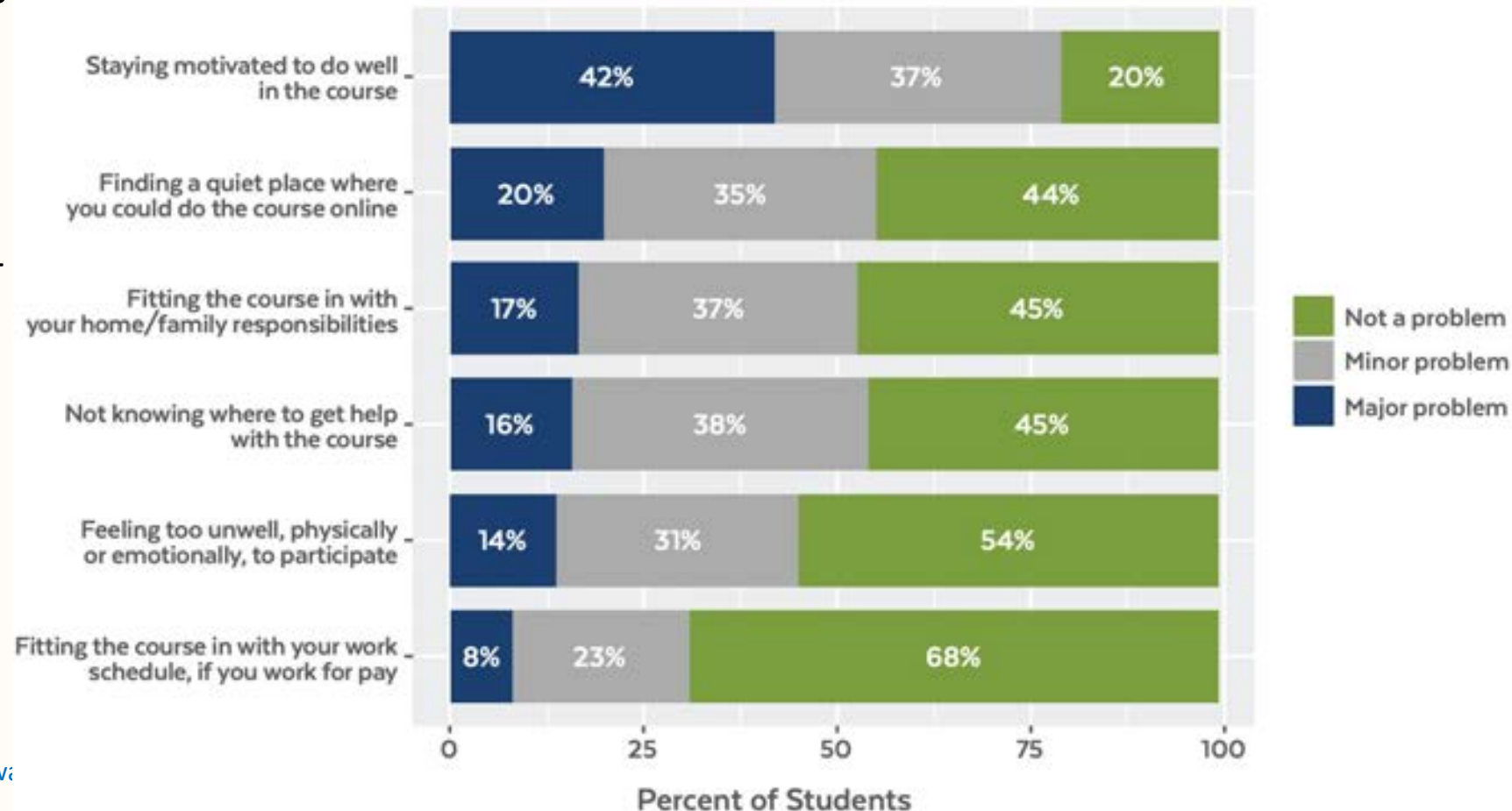


# digital promise – non-tech problems

loss of authentic, hands-on experiences

- “... all of the labs were cut out of the curriculum. I had a harder time understanding the theory and relating it to the practical.”
- “Doing the practical hands-on stuff—we had to video ourselves doing it.”
- “My work needed to be in person with kids. The online portion was nothing like what the course was supposed to be.”

FIGURE 6. SEVERITY OF VARIOUS PROBLEMS WITH ONLINE COURSE PARTICIPATION





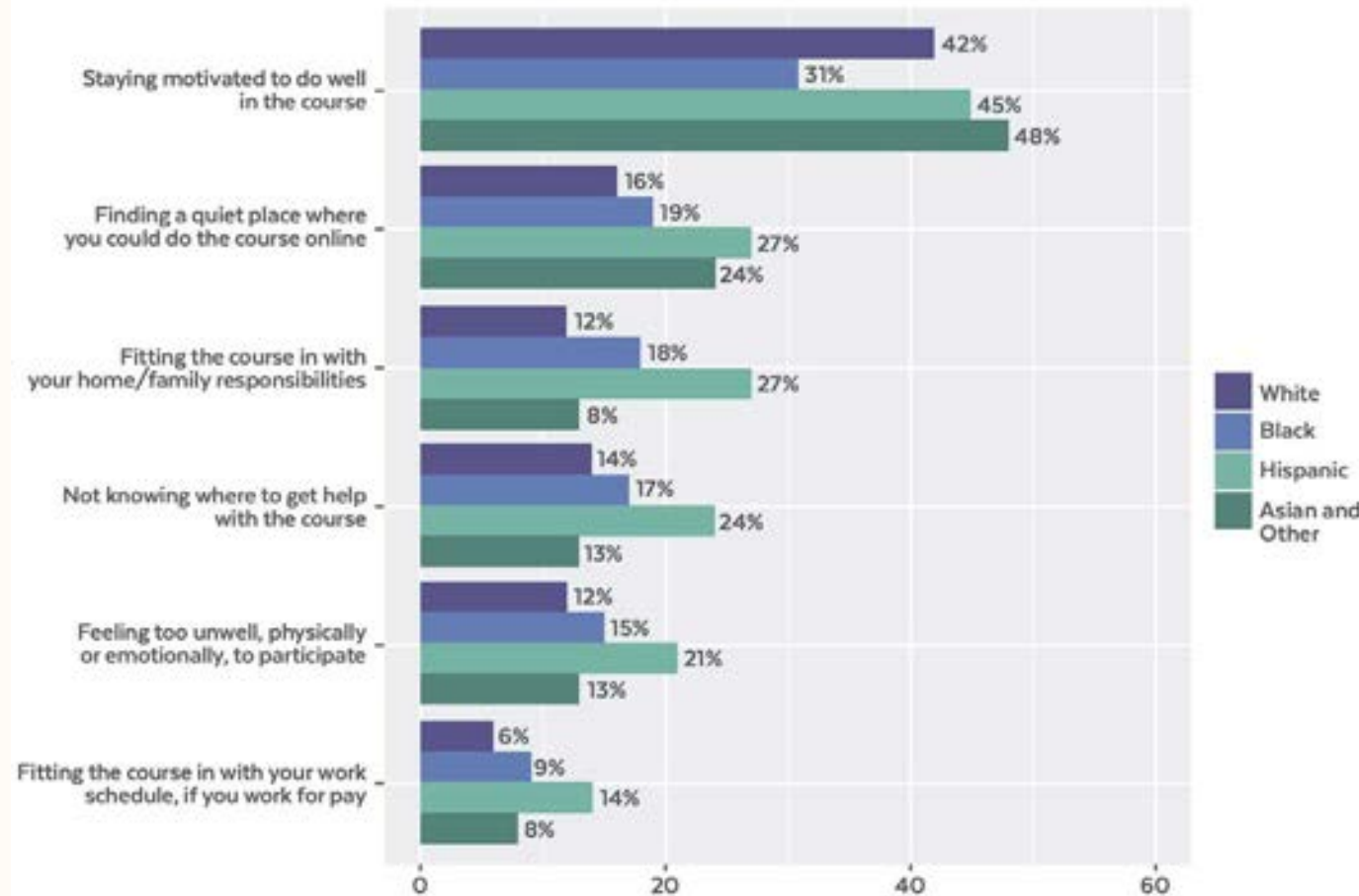
# digital promise – poor, minority, rural

from less to more advantageous:  
hispanics < blacks < non-hispanic whites

family income < \$50000 : more likely to have IT  
problems

rural living not a factor with internet connectivity –  
again, because america? (nationwide cable tv  
accessibility is mandated by law)

FIGURE 7. PERCENT OF STUDENTS EXPERIENCING PROBLEMS AS  
“MAJOR,” BY RACE/ETHNICITY





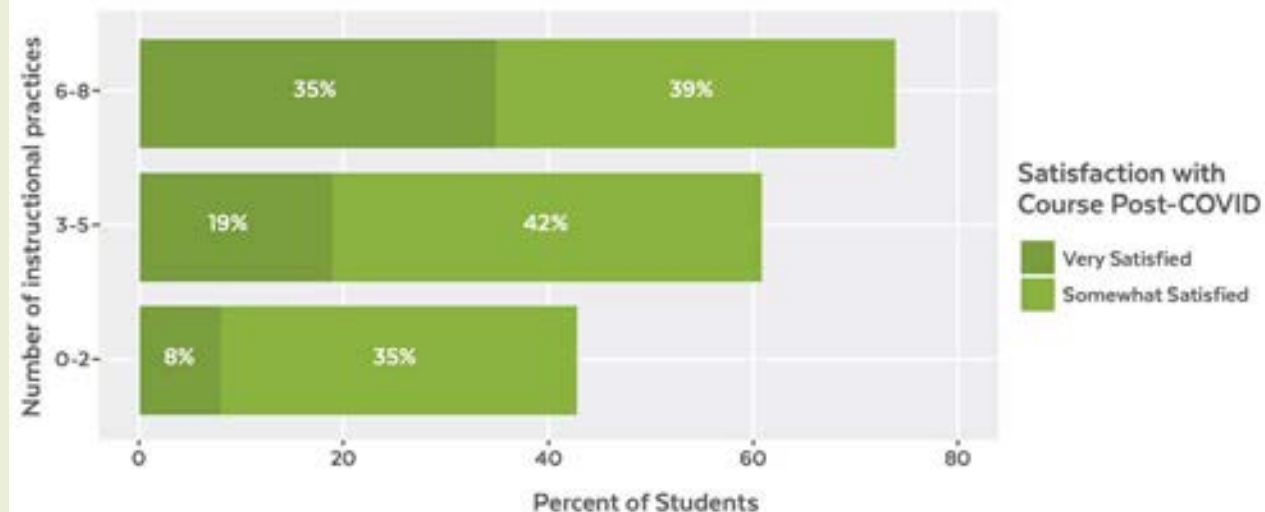
# digital promise – teaching guidelines

- 8 recommended instructional practices facilitate online learning (list at left)
- the more practices were used, the more satisfied were the students (graph at right)
- ★ mark the 3 instructional practices with the largest individual effects on students' overall course satisfaction

## RECOMMENDED PRACTICES FOR ONLINE INSTRUCTION

- ★ Assignments that ask students to express what they have learned and what they still need to learn
- Breaking up class activities into shorter pieces than in an in-person course
- Frequent quizzes or other assessments
- Live sessions in which students can ask questions and participate in discussions
- Meeting in “breakout groups” during a live class
- ★ Personal messages to individual students about how they are doing in the course or to make sure they can access course materials
- ★ Using real world examples to illustrate course content
- Work on group projects separately from the course meetings

FIGURE 8. SATISFACTION WITH POST-COVID-19 COURSE BY NUMBER OF RECOMMENDED ONLINE PRACTICES USED





# digital promise – class size

class size is a strong predictor of students' overall course satisfaction

class size ranks by number of students

small < 35

35 ≤ medium < 75

75 ≤ large

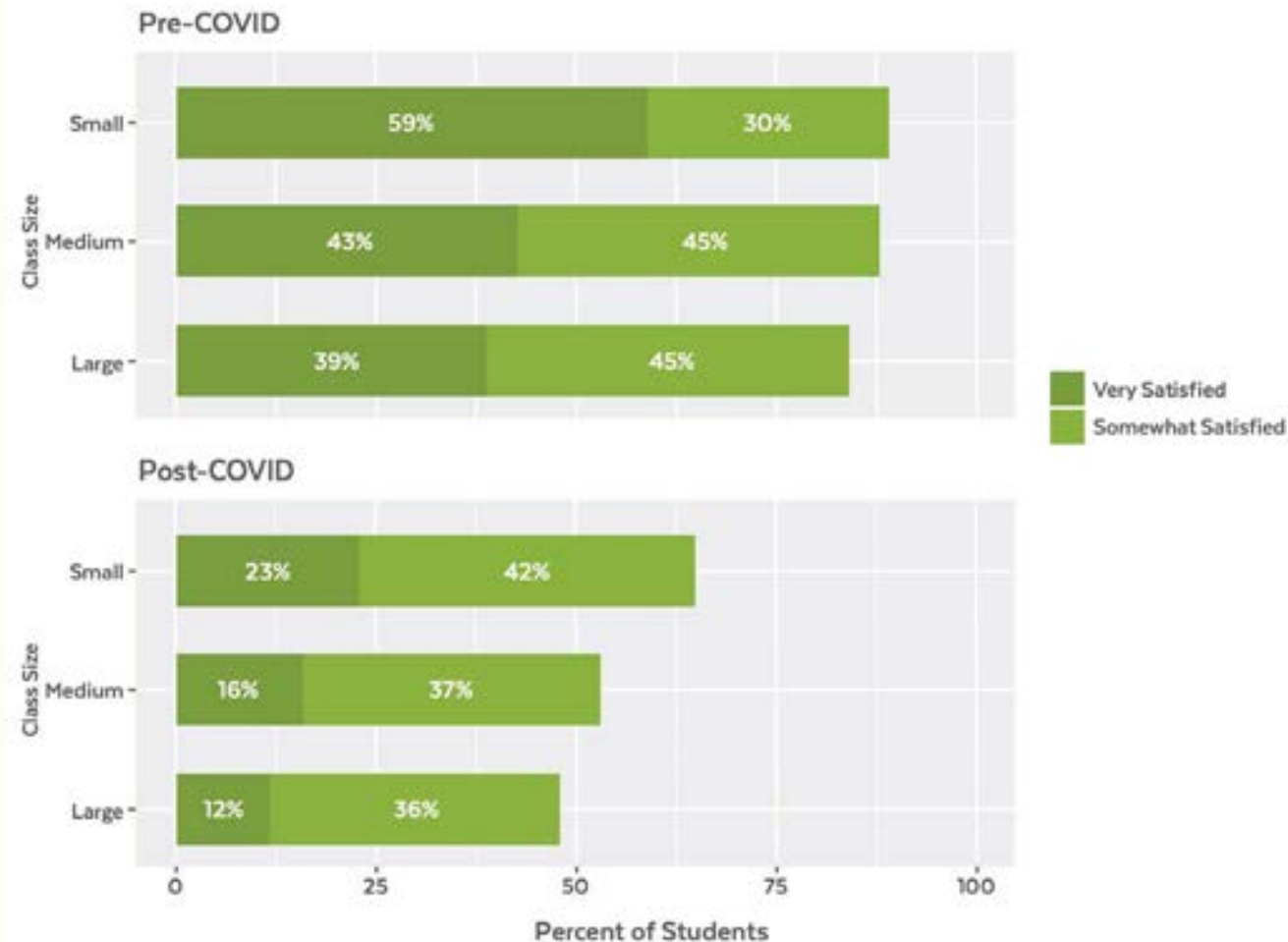
caution: class size may correlate with

- subject difficulty (introductory vs advanced)
- student participation (lecture vs lab)
- personal relationships (anonymous vs personal)

changing class size *per se* may not affect satisfaction

updated 2021-06-03 01:00 utc by goh kawai <http://goh.kawai.com/>

FIGURE 9. SATISFACTION WITH COURSE BY CLASS SIZE





# digital promise – problems $\propto$ suffering

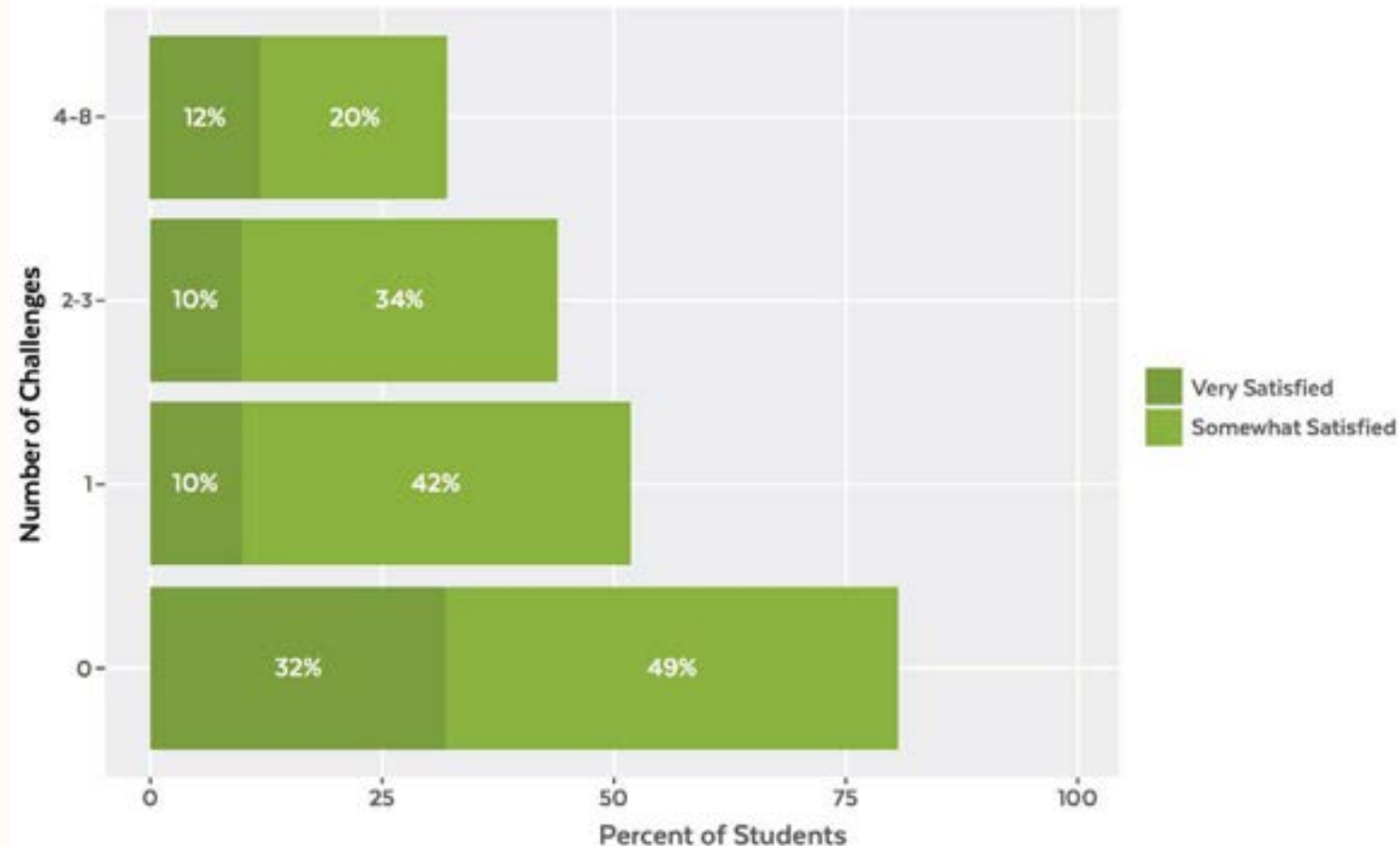
digital promise analysts devised a 9-point scale reflecting the total number of challenges each course had

the number of problems was proportional to the level of dissatisfaction of students

top 3 problems

- maintaining motivation  
(solution: personalized messages)
- finding help  
(solution: explain where to get help)
- feeling unwell physically or emotionally

FIGURE 10. SATISFACTION WITH ONLINE COURSE BY NUMBER OF CHALLENGES EXPERIENCED





# digital promise – recommendations

colleges and universities should

- train faculty on how to improve online learning and how to teach in multiple modalities
- deal with inequities across student populations
- diminish gaps in online access for low-income students and students of color
- design instruction, policies and practices that accommodate students with poor internet connectivity, limited access to appropriate devices, family and job responsibilities, and no designated place at home for doing coursework



# emerging findings at university level

- familiar tools may be accepted more readily
  - widespread prevalence might be more important than the cost or features of the tool
- online learning is better for
  - autonomous, solo, motivated learners
  - tasks such as reading textbooks, practicing motor skills
- in-person learning is better for
  - collaborative, interactive, mutually supportive learners
  - tasks such as discussions, asking questions, tutoring



# tiny survey – goh kawai



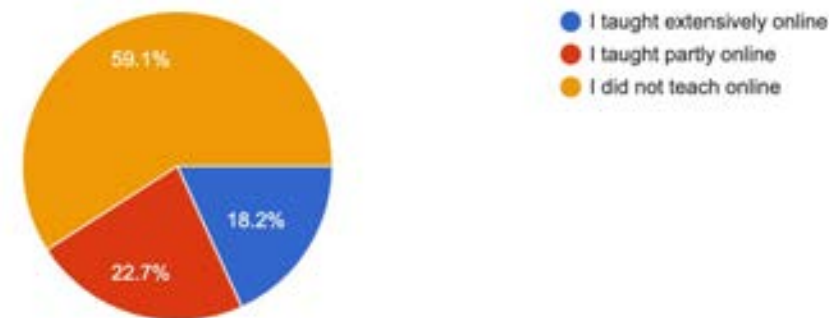


# goh survey (teachers, n=22)

- [survey results](#)
- invited JALT and JALT-CALL members
- caution: n=22 tiny!

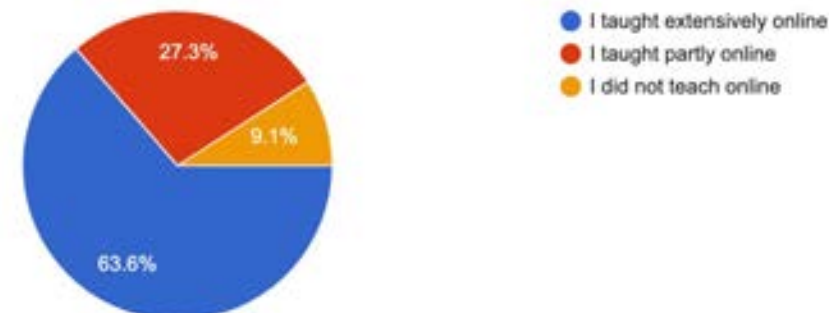
Did you teach online courses or lessons before the COVID pandemic?

22 responses



Did you teach online courses or lessons during the COVID pandemic?

22 responses



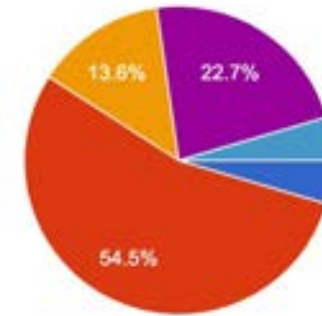


# goh – overall satisfaction

- somewhat satisfied both as instructor and student

Overall, as a teacher, how satisfied are you with teaching online courses or lessons?

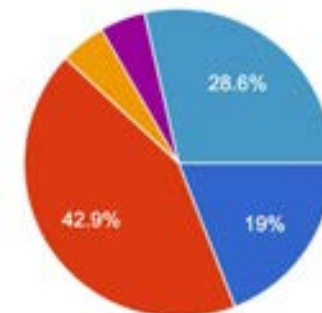
22 responses



- extremely satisfied
- somewhat satisfied
- neutral -- neither satisfied nor dissatisfied
- somewhat dissatisfied
- extremely dissatisfied
- I have no experience with teaching online courses or lessons

Overall, as a student, how satisfied are you with taking online courses or lessons?

21 responses



- extremely satisfied
- somewhat satisfied
- neutral -- neither satisfied nor dissatisfied
- somewhat dissatisfied
- extremely dissatisfied
- I have no experience with taking online courses or lessons

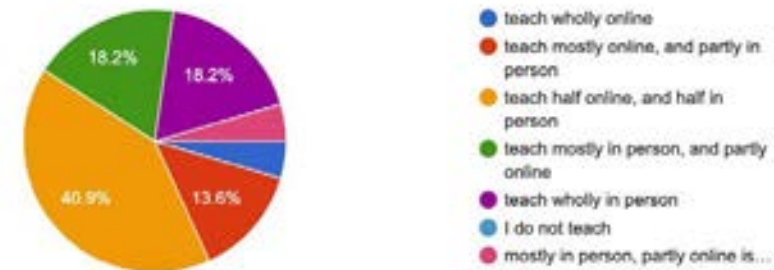


# goh – predictions

- teachers might prefer mixed (blended) learning
- administrators and co-workers might prefer in-person (face-to-face) learning
- why do preferences differ?

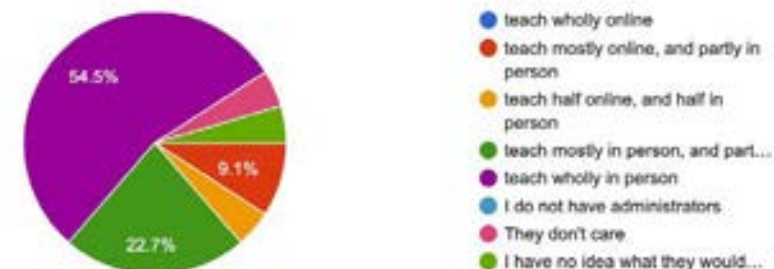
Speaking for yourself, if everybody else allows you to do so, you would prefer to:

22 responses



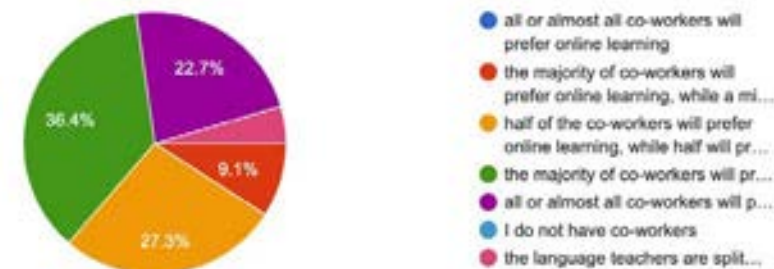
Imagining the thinking of your school administrators (such as the principal, department chair or university president), they would prefer your school to:

22 responses



Imagining the thinking of your co-workers (such as teachers or teaching assistants), their preference would be:

22 responses



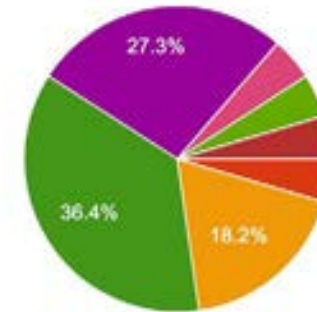


# goh – predictions

- students and parents might prefer in-person
- are the perceived preferences of parents rooted in the lack of parental experience with online or virtual learning?
- do students are parents prefer different learning methods? why?

Imagining the thinking of your students, their preference would be:

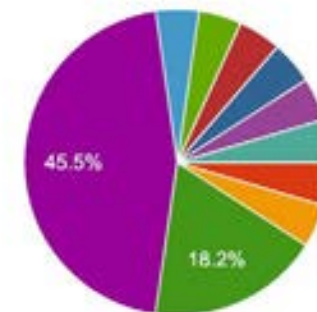
22 responses



- all or almost all students will prefer online learning
- the majority of students will pref...
- half of the students will prefer on...
- the majority of students will pref...
- all or almost all students will pref...
- I do not have students
- When the COVID infection num...
- impossible to imagine. there hav...
- Just to note, I am at an arts and...

Imagining the thinking of your students' parents, their preference would be:

22 responses



- all or almost all parents will pref...
- the majority of parents will prefe...
- half of the parents will prefer onli...
- the majority of parents will prefe...
- all or almost all parents will pref...
- my students' parents are not inv...
- I do not have students
- Again, depending on the COVID...



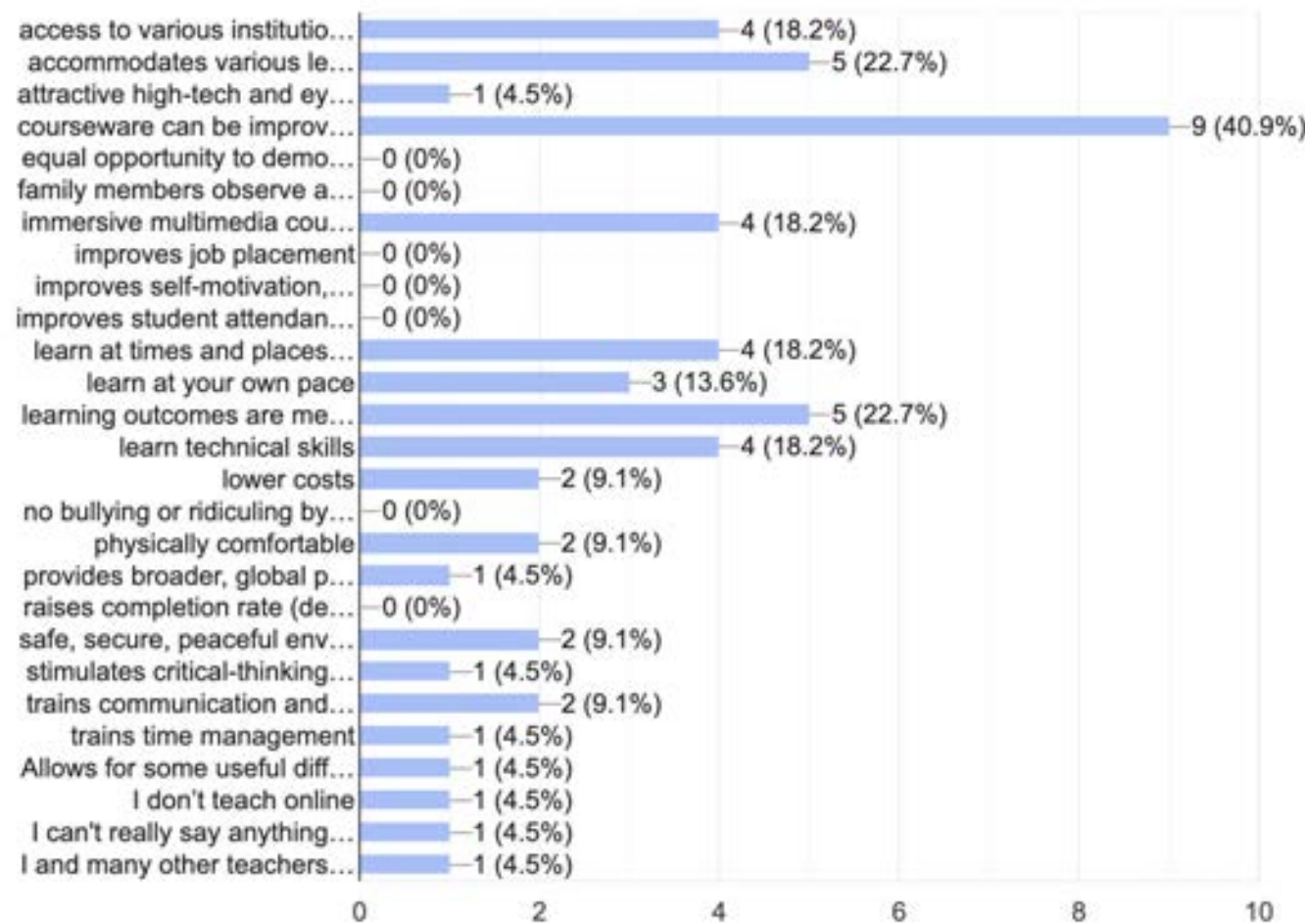
**SIROKURO**  
FLYING PUPPY

# goh – advantages

- top choice: courseware can be improved and recycled

What are the best aspects of online learning that positively affect your teaching practice?  
Choose up to 3 features that are most important to you.

22 responses





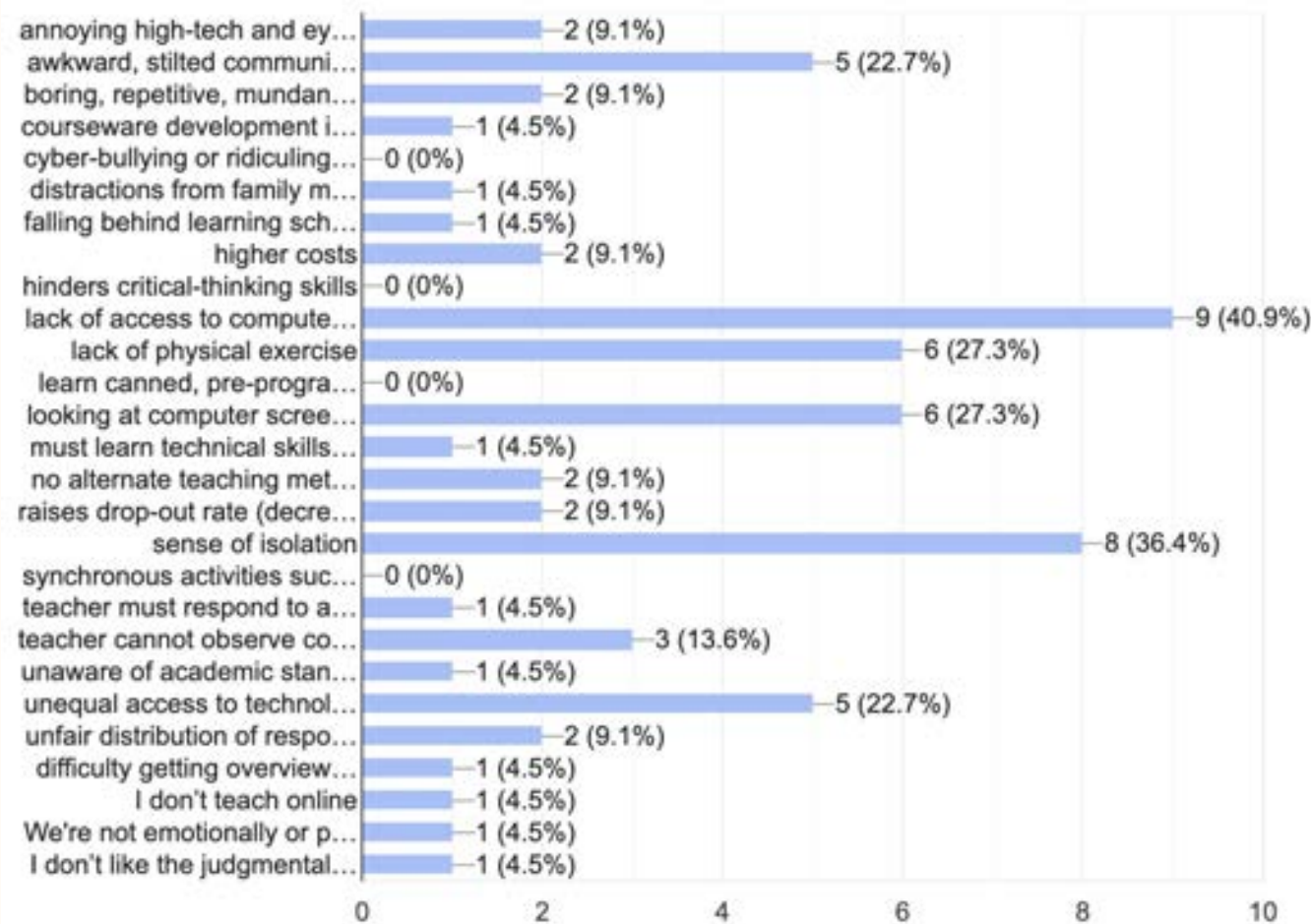
**SIROKURO**  
FLYING PUPPY

# goh – shortcomings

- top choice: lack of access to computers or high-speed internet

What are the worst aspects of online learning that negatively affect your teaching practice?  
Choose up to 3 features that are most important to you.

22 responses





# goh – leverage online experience

- for better or for worse, many students, parents, teachers, and administrators forcibly experienced pros and cons of online learning
- covid-19 won't be the last global lockdown
- post-pandemic teaching should allow swift transition to lockdown learning (which may be online but could be home schooling)



# goh – involve parents and homes

- students need to
    - feel safe, confident, connected with peers and adults
    - trust schools and families
    - expect learning to occur at any time and place
  - parents need to
    - arrange homes as spaces for working and learning (in addition to living and relaxing)
    - teach regularly and proactively (learn, work, play together)
  - teachers need to
    - communicate with parents; empathize with families
    - co-teach with parents; train and delegate; follow up and support
- families first
  - rights and responsibilities for learning rest primarily on the family
  - schools are secondary (both in time and place)



# ponder

- how widely will virtual classrooms continue to be used?
- will teachers and students return to pre-pandemic format? or will they continue to prefer virtual classes?
- what variables (such as the student's age, or class size, or subject matter) might affect the choice between real and virtual classes?



**your thoughts**





# your predictions

- your opinions are valuable
- results might be presented at JALT-2021



thanks and good luck

take a walk, enjoy the view