

Impact Report Summary 4.0

What's Working in Learning Right Now?

The following themes and supporting statements have been transcribed and coded from video interviews conducted in the last two weeks with seventeen educators working across the province of New Brunswick, in all four Anglophone districts.

During this **COVID 19** prompted remote learning time, these educators were asked two simple questions:

“What’s Working in Learning Right Now?” and “Why?”

From their answers to these questions, the following four themes arose, and we found that what is working in education right now are:

1. **Pre-Existing Learning Frameworks**
2. **Adaptability of Learning Activities, Space, and Time**
3. **Authentic Experiential learning**
4. **Sharing / Collaborating / Relationship**



LOOK!

Supporting statements taken from interviews are listed below with each of these four themes.

Pre-Existing Learning Frameworks

- Parents are happy with the remote learning framework provided by the Essential Skills Achievement Pathway (ESAP) programs
 - They like the structure and accountability
- Students who already had purpose and had a reason to get over hurdles are doing well
 - They were already doing something different
 - They have choice in what they do
 - They have flexibility of when to do their projects
- Plans and aspirations are driving engagement
- Regular classroom (89% drop in engagement); Innovative Personalized Learning Center (IPLC) classroom (less than 50% drop)
- Those still engaged had solid ideas / projects before going remote
- Projects and ideas that were already underway are still working
 - Those students whose ideas 'had roots' before they left the classroom (past ideation) are moving along like nothing has changed
- Students have the ability to break down tasks and talk about outcomes
- The 'continuation of learning' is natural as they are already doing tasks and work that fits their pathway
- They know how to break down tasks
- They know how to recognize their learning
- What they know about learning is portable



- The SYSTEM is the benefit
- They know the OPERATIONS necessary to start, complete, and evaluate a task
- The WHY is built in
- PARENTS are interested in understanding the SYSTEM and they are buying in
- The Average student has to wait to be given material and then wait to have it assessed but ESAP students can and do self-start and are able to self-assess and report
- The SYSTEM allows gradual release to the students (note: those students who are brand new -- February entries -- to ESAP are not doing as well as those who already know the system)
- ESAP activities draw-in curriculum and make other curriculum relevant -- i.e. math in the shop
- Continuous learning is built in
- Once students get ESAP, it works very well
- The ESAP SYSTEM is adaptable

Adaptability of Learning Activities, Space, and Time

- Choice in activities for students
- Flexibility in student learning
- Using different ways to capture evidence of learning
- Keeping things basic, simple
- Self-paced learning
- Flexibility of learning
- Flexibility of schedule
 - For students to get and to do their work
 - For teachers to give and grade work
 - For community members who are willing to connect with students about businesses, projects, etc.
- Community involvement has increased – up 50%!
- Students and teachers who otherwise wouldn't confront technology have, and it is not that bad... in fact, it is helpful
- Students who are persevering are learning a lot of Soft Skills right now
 - Time management; preparation; individual responsibility; independence etc.
- The 'teams' platform because there is opportunity to create notebooks and posts and to have discussions and set up channels
- Videos of teachers teaching, of guest speakers
- Gamification like 'Virtual Business (from Knowledge Matters) and 'Investopedia' (a free stock market game)
- Novel content
- *Note: soft skills are being uncovered for their relevance in bringing everything (skills) together

Authentic Experiential learning

- Hands on experiences
- Students are getting validated by DOING their projects
- Projects that have purpose in their lives
- Activities and projects relevant to life
- The know how to relate their tasks to their lives
- Focusing on the essential skills that students need – while still relating these to the curriculum



Sharing / Collaborating / Relationship

- Sharing work with others
- Mentorship
- Deeper conversations with students one on one with Zoom
- Relationships through video (and phone) conferencing is working and is creating deeper relationships with students
- Participation with others
- Connection with class
- Developing relationships with students
- Relationship and conversation
- Verification of learning via e mail, photos, my Blueprint, video... is working
- Focusing on and developing relationships
- Using an approach of Wellness as a foundation for both students and teachers