

Establishing Online Home-School Partnership

Queena N. Lee-Chua, PhD

Mathematics / Psychology Departments

Ateneo de Manila University

Some family concerns: What schools can address

- Mix of online & offline / live & non-live sessions
- Assessment (grades!)
- Lack of learning structure
- “Why pay tuition if we can get free online classes anyway? We’ll just homeschool.”
- “We parents are not teachers. How can we teach math, sci, Fil? That’s why we are paying the school. Should we get tutors?”

Other family concerns: What parents need to address

- Children's poor study habits
- Distracting and unstructured home environment
- # of children vs # of gadgets
- Troubled parent-child relationships

“My son won't listen to me. He says he is studying but he is playing games.”

“If I tutor my daughter, I end up screaming at her. What should I do?”

Some Student Concerns

- Grades! “Creative ways of cheating”
- Distractions - “I can’t stop looking at YouTube even if I am supposed to be on Moodle.”
- Tech limitations - “For hard math problems, it’s hard to type out chat with teacher. I viber with friends, but we waste so much time. We prefer live class with teacher to clarify difficulties.”
- Parents – “Oh no, my mom sits beside me during class!”
- Peer interaction - “I miss my friends.”
- Physical health – “My eyes & head hurt if I’m online a lot. I have to read and read and read again before I get it.”
- Mental health – “What’s the use of studying if we are all...?”

Learning from Home: Challenges

- Insufficient technologies [including for teachers!]
- Distracting home environments
- Lack of structure – less teacher guidance & peer interactions
- Family issues (e.g., unemployment, sickness, miscommunication, etc.)
- Personal issues (COVID anxiety, preexisting mental health, etc.)

These may lead to lack of motivation & inability to learn well

Survey families on tech capability [VERY IMPT], home environment, family factors. Then dialogue with them.

Dep Ed's Learning Continuity Plan

“The choice and contextualization of the learning delivery modality of schools will depend on the local COVID-19 situation as well as access to certain learning platforms...

“Key features [include] K-12 curriculum adjustments; alignment of learning materials; various modalities of delivery; and ***corresponding teacher and parent/guardian training for homeschooling.***

“These modifications on certain policies and practices were necessary steps in adapting to the ‘new normal’ while still remaining true to the framework of Sulong EduKalidad and Education Futures.” (May 6, 2020)

<https://www.deped.gov.ph/2020/05/06/official-statement-2/>

What makes JBEC online learning different from regular homeschooling?

Ignatian pedagogy and care (*cura personalis*)

Regular teacher support, peer interaction, health support from counselors – maintain sense of community

Create a structured support system – flexible, doable, conducive to learning, in partnership with the home

Avoid one-size-fits-all approach

Content, Coach, Community [from SALT's Adaptive Design for Learning]

Developmentally-appropriate programs

The younger the child, the more support needed (generally)

Support from home is crucial

We aim to help children **grow** in knowledge and skills, in mindset, attitudes & behavior (e.g. self-regulation, motivation, resilience)

Orient parents – not only on classes or fees – but also on responsibility to ensure children study well at home -

e.g., block out time for class / develop study habits / establish routine / minimize distractions / schedule physical exercise

Live vs non-live class sessions

The mix would vary based on age, grade level, subject matter

Plan live sessions very well: good for complex topics, for class discussions that elicit insight, etc.

If live, slides must be detailed – account for connectivity issues [and record session/use chat box]

Do one-on-one chats with students when needed

Children should not be online for many hours a day [even adults]

Check out: American Academy of Pediatrics, “Working and Learning From Home During the COVID-19 Outbreak,” 16 June 2020

Asynchronous learning

Curate carefully. Do not go overboard!

Offline: Printed books, downloaded worksheets, USB files

Online:

- Ebooks, free (open) texts to read online or offline
- Webpages (not websites, which can induce mindless surfing)
- Short videos (your own, or those already on YouTube). Don't embed big videos on LMS – provide link to YouTube.
- Discussion groups (e.g. chats on Google Classroom)

Think About: Lesson Flow

Meet regularly with colleagues (chat, email, etc.)

Which material will need live discussions? Which can be done offline?

How much time for these?

How much of the syllabus can **realistically** be covered?

How much of the syllabus is needed to **advance to the next level**?

You may want to prioritize these topics [e.g. in math]

What online tools can be used to supplement the textbook, if needed?

Some reasonable requests from parents

- More materials to be done offline regularly (textbooks, pdf exercises that can be printed, etc.)
- Orient parents on guidelines per subject or even topic – what to expect, how to assess, etc.
- Orient parent reps: the tone & content of viber messages can influence other families in the batch
- How can child learn as independently as possible? (e.g. tips for online dictionaries, etc.)
- Online PTCs [when needed]

From DepEd

“We expect a grueling transition and we will need the help and support of all our stakeholders.

“There will be birth pains in this path but we look forward in having our teachers, our parents, our learners, and our communities as allies who will work with us to provide valuable insights and contributions.”

(May 6, 2020)

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Thank you