## Setting Learning Free: Lessons from online teaching





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## Setting Learning Free: Lessons from online teaching











# Yuval Noah Harari: the world after coronavirus

This storm will pass. But the choices we make now could change our lives for years to come

Yuval Noah Harari MARCH 20 2020

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# The Results Are In for Remote Learning: It Didn't Work The pandemic forced schools into a crash course in online education. Problems piled up quickly. 'I find it hect

Lucia Curatolo-Boylan supervises the online schooling of her four children, ages 4 to 10, in Staten Island, N.Y. KEVIN HAGEN FOR THE WALL STREET JOURNAL

#### II an Hawkins



# The reason? Bad pedagogy!

![](_page_14_Picture_0.jpeg)

information transfer

### sense-making

# **Traditional model**

![](_page_15_Figure_1.jpeg)

# **Traditional model**

![](_page_16_Figure_1.jpeg)

![](_page_17_Figure_1.jpeg)

![](_page_18_Figure_1.jpeg)

![](_page_19_Figure_1.jpeg)

![](_page_20_Figure_1.jpeg)

![](_page_20_Picture_2.jpeg)

# Small wonder!

# **Traditional model**

![](_page_22_Figure_1.jpeg)

# **Flipped model**

![](_page_23_Figure_1.jpeg)

# **Flipped model**

![](_page_24_Figure_1.jpeg)

class

sense-making

instructor-led synchronous & interactive

![](_page_24_Picture_5.jpeg)

## **Flipped model**

![](_page_25_Figure_1.jpeg)

information transfer

self-paced asynchronous & interactive

![](_page_25_Figure_4.jpeg)

sense-making

instructor-led synchronous & interactive

![](_page_25_Picture_7.jpeg)

![](_page_26_Figure_1.jpeg)

![](_page_26_Picture_2.jpeg)

![](_page_27_Figure_1.jpeg)

![](_page_27_Picture_2.jpeg)

![](_page_28_Figure_1.jpeg)

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![](_page_39_Figure_1.jpeg)

![](_page_39_Picture_2.jpeg)

![](_page_40_Figure_1.jpeg)

![](_page_40_Picture_2.jpeg)

![](_page_41_Figure_1.jpeg)

![](_page_41_Picture_2.jpeg)

![](_page_42_Figure_1.jpeg)

# more time to help students where it really matters!

# Try this exercise!

#### synchronous

collaborative work

#### synchronous

#### collaborative work

- not all students engaged
- inefficient team work
- poor use of staff time
- no quality control

#### synchronous

#### collaborative work

- not all students engaged
- inefficient team work
- poor use of staff time
- no quality control

#### asynchronous

individual work

#### synchronous

#### collaborative work

- not all students engaged
- inefficient team work
- poor use of staff time
- no quality control

![](_page_47_Figure_7.jpeg)

#### synchronous

individual work

team work

#### synchronous

#### collaborative work

- not all students engaged
- inefficient team work
- poor use of staff time
- no quality control

![](_page_48_Figure_7.jpeg)

#### synchronous

#### collaborative work

- not all students engaged
- inefficient team work
- poor use of staff time
- no quality control

![](_page_49_Figure_7.jpeg)

![](_page_50_Picture_0.jpeg)

# Does it work?

![](_page_51_Figure_0.jpeg)

![](_page_52_Picture_0.jpeg)

# What do students say?

he Coronavirus Outbreak

**Research Shows Students Falling Months Behind During Virus Disruptions** The abrupt switch to remote learning wiped out academic gains for many students in America, and widened racial and economic gaps. Catching up in the fall won't be easy.

## **Agile Feedback Survey (Talbert)**

- 1. I was challenged intellectually
- 2. I had plenty of support
- 3. I am closer to mastering the ideas of the course now
- 4. I made progress because of my own efforts and choices
- 5. I felt I was part of a community of learners

- 1. I was challenged intellectually
- 2. I had plenty of support
- 3. I am closer to mastering the ideas of the course now
- 4. I made progress because of my own efforts and choices
- 5. I felt I was part of a community of learners

![](_page_55_Figure_1.jpeg)

![](_page_56_Figure_1.jpeg)

![](_page_57_Figure_1.jpeg)

## self-determination

- 1. I was challen sed intellectually (challenge)
  - had premy of support (support
- 3. I am closer to mastering the ideas of the course now (growth)
- 4. I made progress because of my own efforts and choices (auton.)
- 5. I felt I was part of a community of learners (relatedness)

## self-determination

# What do you predict?

![](_page_59_Figure_2.jpeg)

## self-determination

![](_page_60_Figure_1.jpeg)

![](_page_61_Figure_0.jpeg)

![](_page_62_Picture_0.jpeg)

# same gains in person

# classrooms are a constraint

![](_page_65_Picture_0.jpeg)

### InnoBreakCafe

# "breaking down classroom walls"

InnoBreakCafe

# online can be better than in person

# pedagogy is key

## time together is precious

InnoBreakCafe

- online can be better than in person
- pedagogy is key
- time together is precious
- physical classroom is a constraint

![](_page_69_Picture_0.jpeg)

#### for a copy of this presentation:

# mazur.harvard.edu

course Canvas page:

bit.ly/erics\_course

![](_page_69_Picture_5.jpeg)

![](_page_69_Picture_6.jpeg)

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