



WELSmain 2021 - Abstracts

29.09.2021, 15.30 – 16.30 CEST

R1 Digitalization in Education

Dr. Jacqueline Baxter, The Open University, United Kingdom

Title: Strategic leadership of online learning in English Secondary schools through Covid and beyond

Covid 19 has presented unprecedented challenge to school leaders in England: challenge that intensifies as pupils return to full time schooling (Adnan and Anwar, 2020; Dhawan, 2020) The Department for education has demanded 'a high standard of remote/blended learning' be offered during the pandemic. (DfE, 020720). During lockdown schools developed online learning strategies, but to date there is little or no knowledge of how online learning has been led and managed or how they have /or will address the needs of disadvantaged pupils (Jewitt et al., 2020). This project takes a mixed methods approach to investigate how school leaders at three levels; head teacher (or CEO), heads of curriculum planning and heads of department, in state secondary schools in England, are strategically planning for the management of online learning over the next 2 years, and how this builds on current practices. Using a case study approach based in 20 schools, the project uses an adaptation of Puntedura's model of differing degrees of technology integration to establish what level of online provision is being offered at present and what plans schools have for the next 2 years (2006) These are:

L1 Substitution- technologies are used passively to support teaching;

L2 augmentation - traditional pedagogies are adapted for online use;

L3 Modification-strategic thought is given to the design of online learning and enhancements that add value to online teaching are implemented in order to improve learner performance;

L4-strategic planning for design of online offerings linking to whole school/ department approaches in online learning. (van der Spoel et al., 2020)

As such, the project will offers unique insights into the short- and medium-term planning for online learning.



Dr. Isabel Tarling, Two Oceans Graduate Institute, South Africa

Title: Mathematics Curriculum Online, Data Informed Decisions Making and Systemic Change: socially embedded transformation in action

Systemic change has been difficult to attain in South African education, where, since the early nineties, researchers have repeatedly noted the lack of a culture of teaching and learning in most schools. In the past few years however, an innovative online Maths programme, coupled with professional development of all role players, and a philosophy of socially embedded transformation has positively impacted schools, districts and the system as a whole. Green Shoots Education provides a Maths Curriculum Online (MCO) to approximately 321 000 children in 641 primary schools across the Free State, Eastern, Northern and Western Cape provinces of South Africa. Children complete weekly online Brain Quests related to the work they do in class, which are immediately marked and feedback provided, highlighting areas for improvement. Learners also write assessments each term that in the Western Cape, are moderated by the department of education's Maths Curriculum Advisors. All learners, regardless of background or educational context, complete the same Brain Quests and assessments. Their results are immediately available to their teachers, Maths leaders and school principals, as well as department representatives such as curriculum advisors, circuit managers and the head office team. This data is used extensively by all parties to identify gaps in the delivery, pacing and/or teaching of Maths. At schools and in district Maths teams, the data reflects challenges in the teaching or assessment of Maths, which can be addressed through targeted and tailored continuous professional development. Teachers use the data to track their students' progress and to plan interventions, re-teaching content or adapting pedagogies. At district level, the usage data indicates how district and head office teams can in real-time support eLearning challenges, for example, identifying connectivity issues or slow-usage of the Maths Curriculum Online in specific areas. Usage data also informs everyone from teachers, principals and curriculum advisors, to district directors and the Maths coordinator for the province, of the pacing of Maths teaching and learning in the province as a whole. As such, data informed decisions are made throughout the system to change, adapt and transform practices. This has to a large degree, led to socially embedded transformation of the system in schools, district office and head office processes. A longitudinal mixed-methods study of the systemic transformation associated with this process was conducted. The study extrapolates the internal logic of the Green Shoots Maths Curriculum Online process as experienced by different role players and users throughout the system. Using semi-structured interviews and observations, surveys and usage data, the study maps the systemic transformation from the thick descriptions and rich data collected.



Prof. Dr. Hemlata Talesra, North Gujarat University Gujarat, India

Title: Innovations in Learning, Teaching and School System in India

In today's increasingly globalised world, it is important to make learning and education a holistic experience beyond classroom. Keeping this in mind, Indian schools are introducing various innovations in classrooms to give students all-round development and growth. The proposal is based on a research study on Innovations in learning, teaching and school system in India. Its aims to explore the innovations using in teaching learning and providing information about the views of heads and teachers of 04 central schools (2 from Rajasthan State and 2 from Gujarat State of India) regarding computer, information, mobile and communication technologies application in education and their effective implementation. The main objective of the research study is to identify the use of innovations in learning, teaching and school system in Indian schools. For collecting information conducted descriptive study, 5 point rating scale, questionnaire and observation Schedule were used. The research paper investigating the views of heads and teaching faculty about technology-based and other innovation using by them in teaching- learning and school system, their experience in experimentations. The study provides some empirical findings that underline the crucial role of teachers and heads to ensure the promotion of education systems' innovation through the use of new technologies in educational practices, as well as the need to provide them adequate professional development opportunities by existing digital divide in school system.



Yasmeen Salman, Aga Khan University, Pakistan

Title: Teaching and Assessing Art Online During COVID-19: Reflections and Resolutions (PhD)

The ongoing COVID-19 situation has affected education in an unprecedented disruption globally. Both teaching and learning have undergone substantial and far-reaching changes, in practice as well as theory, where beliefs, ideals, ethics, and morals have been challenged and reoriented in many varied ways. Deepening inequity and disparity in education and community on the one hand has affected developed and developing countries alike, but at the same time has necessitated and accelerated changes in fast and effective online educational provision. As an art educator and researcher heading the art department in a K-12 educational institute, the past year and months have been a novel opportunity to look at the pre-COVID educational system(s) and assessments, and reflect upon the strengths and weaknesses of that academic-driven system and compare it to the ongoing online engagement. The studio has been redefined by personal spaces, teaching and learning have become two-way (I learned so much from the students), communication and collaboration have been essentially the two core skills required in the present situation, and creativity and critical thinking have been cardinal in acquiring new skills like technological and virtual adaptation. At this point, when high stake examinations have been canceled, rescheduled, and postponed, and degree shows and art exhibitions have been conducted online, redefining space, experience, and outcomes, assessments in art education need to be revised and realigned with the present times. It may require, on observation and reflection, a new way of looking and assessing at teaching and learning in art(s) and related fields. This is an area that I will be looking at and examining in greater depth as it resonates with my main research as well, assessing and inculcating the 4Cs of 21st-century skills through art.. Leadership and policymaking together can bring an effective change by using the present experience(s) and practices to inform decisions and policies.