# Hong Kong – Learning and Teaching Exposition

## Education in Transition

Larry Nelson

ASIA Region – General Manager, Education

Microsoft

# THANK YOU

# SCHOOL CLOSED

We continue to be in contact with our community leaders and it has been decided that we will be closing school to students starting Tuesday March 17, 2002. At this point a "return to school" date has not been decided.

We will communicate throughout this crisis with our stakeholder community using our school website

If you have any questions, feel free to call the school at 555 091 3201

Resilience
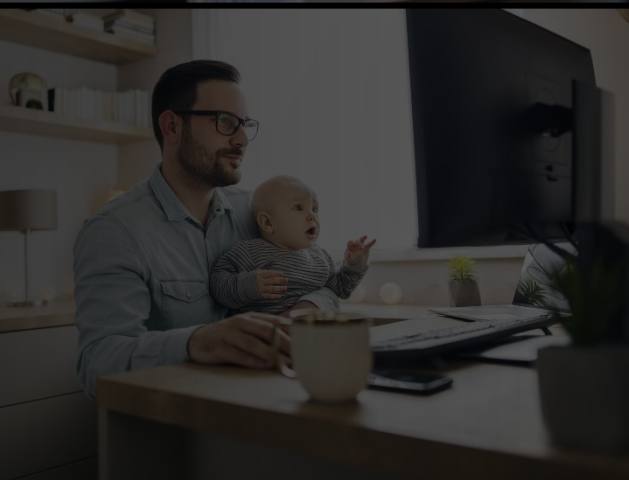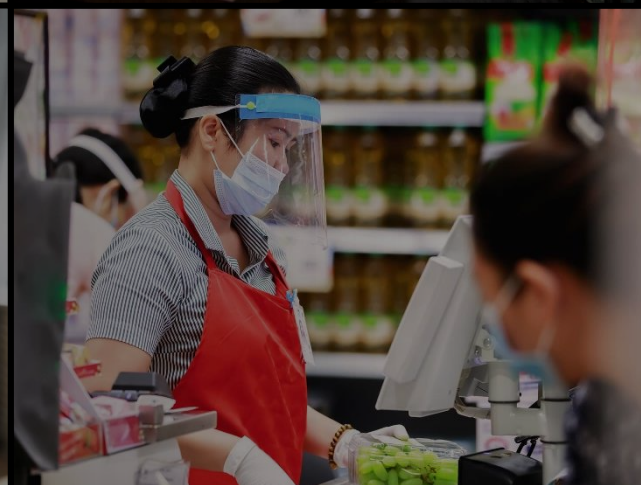
Digital Sketch: Bikramjit Debnath, PDM, MS India
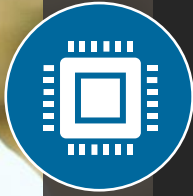
# 100 YEARS
## OF INVESTMENT IN
# CLASSROOM
# TECHNOLOGY

POWERFUL ALGORITHMS

COMPUTE POWER

CLOUD AND AI

BIG DATA

# SHIFTING TO LEARNING
## BEYOND THE CLASSROOM

# The Road Ahead

Respond

**1**

2

3

Keep essential services and operations running while prioritizing the safety of students, teachers, and staff.

**Respond**

**1**

Keep essential services and operations running while prioritizing the safety of students, teachers, and staff.

**Recover**

**2**

Build on lessons learned during crisis and transition into a post-Covid world.

Recover 2

Educators, students, and parents are all adapting with the rapidly evolving educational landscape.

# Insights from Microsoft Innovative Education Experts

Recover 2

## Keeping students and teachers engaged

**Online learning gave so much opportunity to the shy students that rarely talk and engage in classroom activities.**

**Online PD not only provided learning for all teachers, but brought some very remote and professional isolated teachers together.**

"We shifted our focus off grades, and we made it all about the learning. **My students love it and saw more success.**"

## Fostering growth opportunities

"Children learned new artistic skills. I used different new tools in my online class everyday to make class more interactive, and because of this, my students remained excited everyday for school classes.

**I'm grateful to all the ed tech platforms that provided a new horizon of teaching and learning.**"

**"We really saw how adaptable our students were,** how resilient to change. Even the 6- to 8-year-olds that I work with embraced new tools!"

"As a tech-specialist and coach, the biggest positive was the increased desire in teachers to try innovative ways to teach. It has been a hard year, but it **brought us so much closer to our long-term goals.**"

## Strengthening student-teacher relationships

"Every educator at my school developed new practices to integrate technology in meaningful ways. **We also became closer as we relied on each other to see our way through the unknown.**"

**"We were able to emotionally connect with our students,** and they realized the importance of the relationship with their teacher and learning."

**"Technology was proven to be an enabler in making learning personalized and student-centered."**

# Insights from Microsoft Showcase School Leaders

Recover
2

## Shaping the future

"Every student and teacher now works with a 1:1 device. We're **making a new strategic plan** for 2022-2026 and renovating our main school building to fit with the new curriculum."

"We are working with teachers **to reinvent their lesson plans and schemes of work** to reflect the 21CLD and re-shaping CPD offerings to target areas that are most important to our staff."

"Because of our success in remote learning strategies this year, **my district has decided to overhaul our K-8 curriculum.**"

## Shifting Practice

"The mindset of all our stakeholders has changed. The future is all tech, and it's time to **move forward with more educator empowerment and hands-on learning.**"

"We hope to use this period as **a catalyst for a shift in teaching** with more lecture/seminar/independent study rather than lessons."

"There are lots of benefits to the lockdown response though that I really hope stay with us. The **blended and flipped learning approaches and emphasis on high-quality standardized content** being one."

## Igniting growth

"So many staff members have **up-skilled and reconsidered their approach** to T and L. The challenge is to maintain this momentum."

"We believe this blended approach to learning virtually and on-site is the **best of both worlds** and maximizes the use of time and space for our students."

"Blended schooling is here to stay and **teaching will always be developmental and continuously evolving.**"

**1 Respond**

Keep essential services and operations running while prioritizing the safety of students, teachers, and staff.

**2 Recover**

Build on lessons learned during crisis and transition into a post-Covid world.

**3 Reimagine**

Redesign academics and operations for improved outcomes, resilience, and future readiness.

Back to school

# Forward to school

# What's possible moving forward

- Provide equitable education opportunities to all students

- Gain real-time visibility into student learning and take informed decisions

- Enable inclusive and accessible learning models

- Establish a unified learning experience platform for students and staff

**"We plan to offer a blend of online and in-person learning to better engage our students."**

**"We will continue to leverage blended learning and offer frequent professional development to keep staff abreast with trends."**

# What Education Leaders are Saying

- EdWeek report stating that 64% of school leaders in the US plan to continue with remote PD.

- 298 districts were surveyed.

- 65% of districts surveyed say they're likely to continue using communication platforms such as **Microsoft Teams** that have become critical tools in their school systems.



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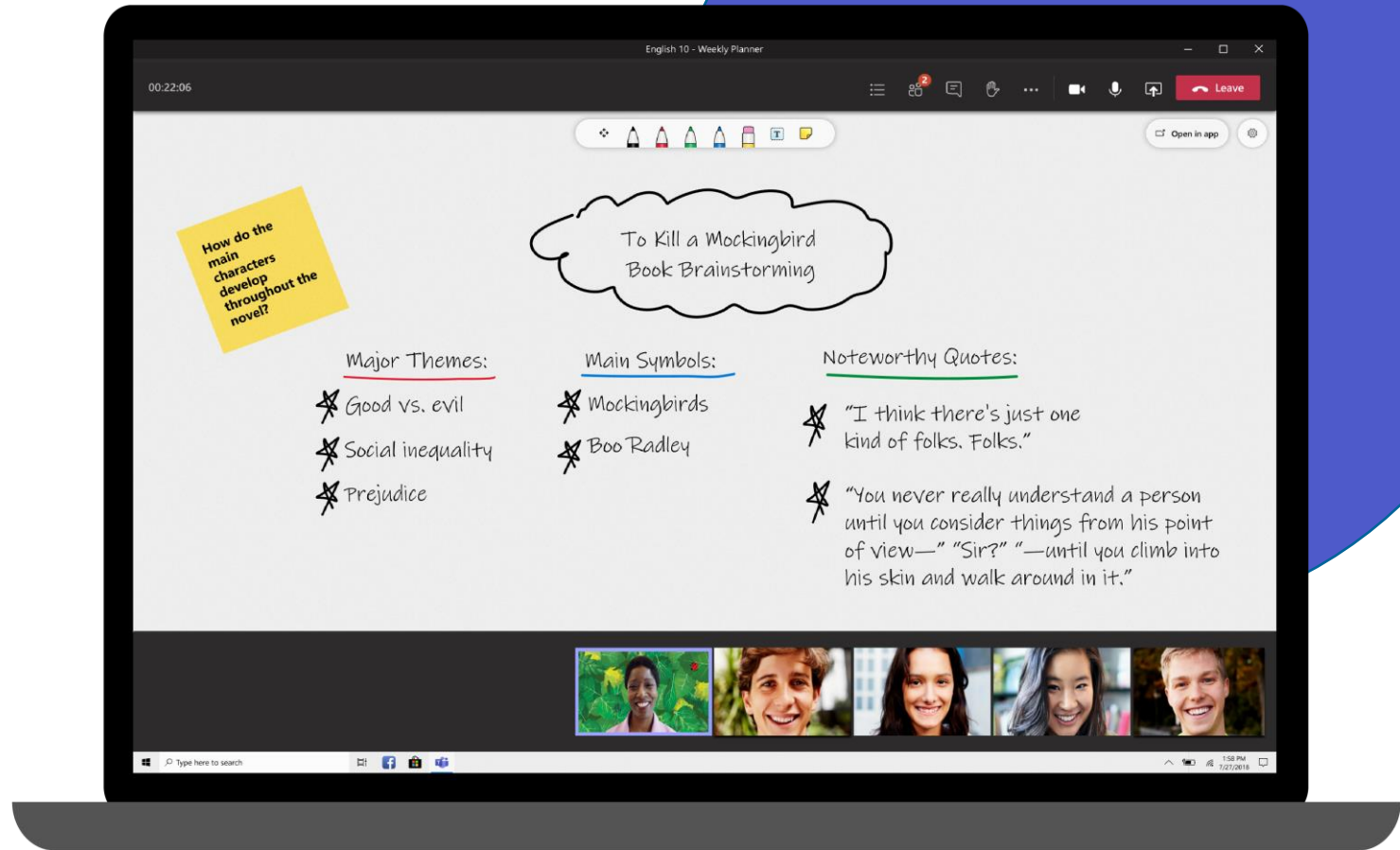
# How COVID-19 will reshape learning and work

- The COVID-19 pandemic has **busted the myth** that working from home and online training are impractical or ineffective.

- **Digital learning telepresence** will become an accepted, "must-have" part of a blended working and learning environment.

- Traditional instructional design **will take cues from mobile-first instructional design** and apply the science of adult learning to a model that is increasingly mediated by smartphones, tablets and PCs.

- With more **openness to a diversity of solutions**, we will see less top-down, one-size-fits-all technology approaches within companies.

- The "one-sided webinar infodump", which many label as a "shift to digital", will focus on more **virtual, group-based experiences** than pre-pandemic online learning models allowed.

Source: World Economic Forum (weforum.org)

# How COVID-19 will reshape learning and work

| New Decision-Making Criteria from IT to End Users | |
|---|---|
| **PRE-COVID** | **POST-COVID** |
| Digital decisions primarily led by IT who may not be the end user of the technologies | Greater influence of end users on tech choices |
| Structured, longer-term decisions on bulkier, heavier systems | Greater agility in decisions to more 'prototyping' mindsets given reality of the pressing needs |
| Strong emphasis on large mega systems as a whole, even if the user experience not optimized at use-case level | Openness to new innovative solutions that solve various pain points with greater focus on API connections and integrations |

| Shifts in Mindset from *'Digital as Nice-to-Have'* to *'Digital as Must-Have'* | |
|---|---|
| **PRE-COVID** | **POST-COVID** |
| Face-to-face is *the* most effective method of training | Face-to-face is *one* method for training that can be used alongside other effective experiences |
| Digital is a *'nice-to-have'* as part of a blended experience | Digital is a *'must-have'* and can make the learning experience even more effective than just in-person |
| Digital = Primarily video with quizzes or print-outs (MOOC-style) | Digital = Human experiences that are social and participatory |
| Face-to-face is required for skills building and any applied learning | Digital can be more effective for practice-based, applied skills development |

Source: How COVID-19 will reshape learning and work | World Economic Forum (weforum.org)

# How can we reimagine what teaching and learning can be when powered by digital technology?

## Key points

✓ Now is the time for schools to dive into digital

✓ The role of teachers will have to be reinvented

✓ Technology can help adapt learning to different student needs and give learners greater ownership over what they learn, how they learn, where they learn and when they learn

✓ It is only by investing in teachers that technology can liberate them from routine administrative and instructional tasks, and provide them with the opportunity and support to become great coaches, mentors, role models, inspirers and leaders

Source: OECD Education and Skills Today (oecdedutoday.com)

# Skill-building is the top positive societal impact of digital transformation in education

The digital transformation of education will help students familiarize and equip themselves with the skills needed to use other technologies and the steps to build on that knowledge in future.

## Which of the following broad societal areas could digital transformation in your industry most positively impact?
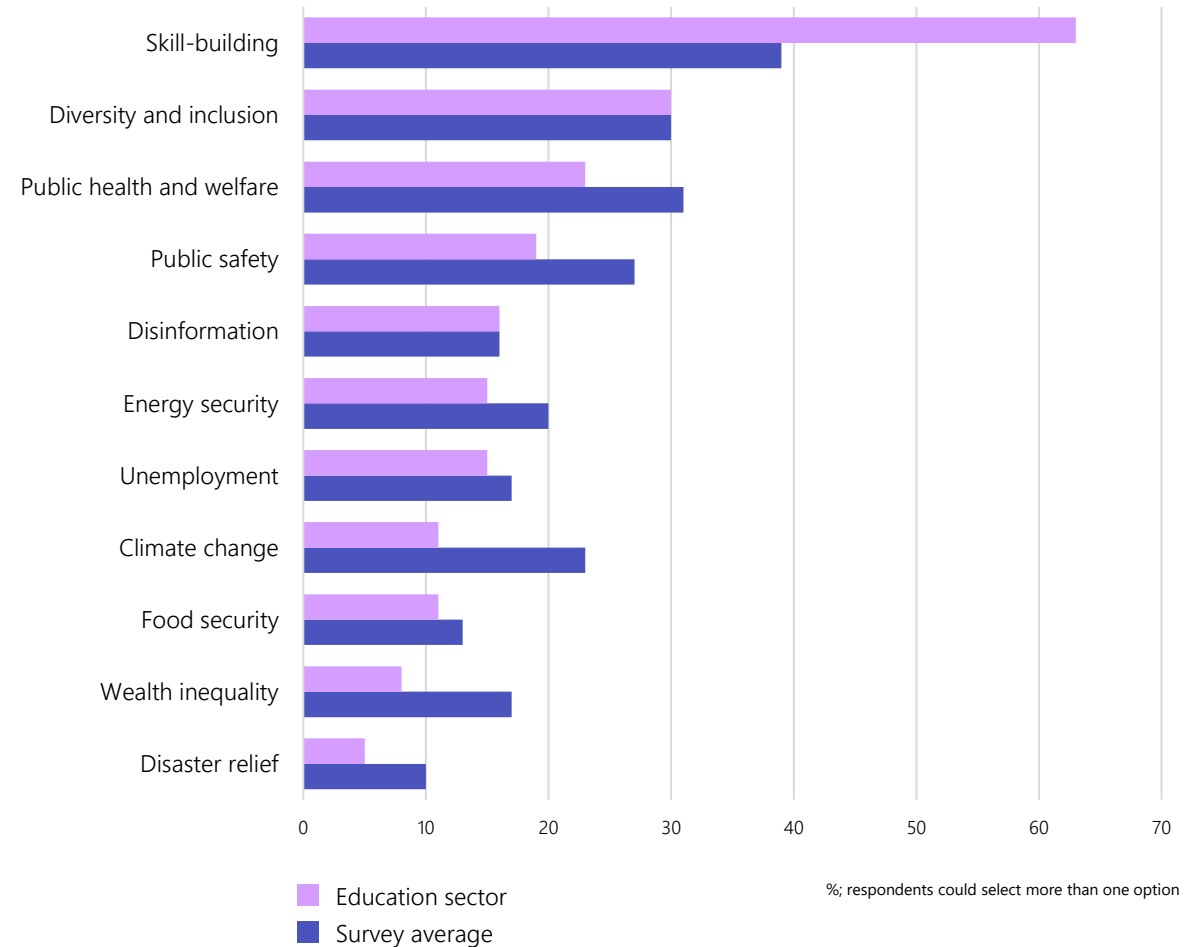


Legend:
- Education sector
- Survey average

%; respondents could select more than one option

# Looking ahead… What **innovative schools** are planning worldwide

Survey results from 62 Showcase Schools

**77%**
increase technology professional development
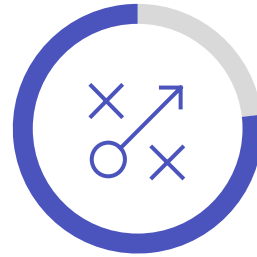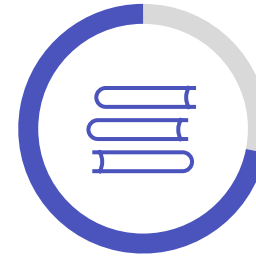
**77%**
develop plans for students to catch up to remedy any learning loss that happened during the pandemic

**74%**
develop more methods/tools to leverage data to drive short & long-term insights

**72%**
implement/ continue blended learning (using a mix of F2F and online activities to personalize learning)

**69%**
we will pay more attention to developing social emotional skills

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# Looking ahead… What **innovative teachers** are saying worldwide

Survey results from 200 MIEEs (Microsoft Innovative Educator Experts

## 59%
**of MIEEs state that their school/school system has already decided to offer (or are considering to offer) an online-only option** upon return to school buildings.

## 86%
**of MIEEs state that they plan on bringing the best of remote learning into the face-to-face classroom in a blended setting**

- "We use Teams to collaborate with our students, even while we teaching face to face. Students can upload homework or tests, discuss questions and exchange ideas. We also use Teams to collaborate with other teachers."
- "We plan to continue using Teams when we go back to school."

## 86%
**of MIEEs say short 1-3 minute "how to" videos and small group collaborative learning** (online or face-to-face) **work well for professional learning and 68% state that instructor-led sessions longer than 1 hour are not preferred. (81% like on-demand courses like those on the MEC)**

- "The best learning materials are short, authentic, informative and interactive."
- "Learning that involves doing, not just listening, works for me."
- "If videos are longer than five minutes I tune out. I've learned to play longer videos at 1.5 or 1.75 speed to get through them faster. I'm really turned off by long trainings, either virtual or F2F."

# Thought leaders on adopting hybrid and blended models of instruction focused on learning

"

In terms of doing school remotely and keeping learning time flexible—do we need to 'prepare for doing the same thing in the future'? Isn't this a one-time case? Maybe. But while nearly everyone pines for a return to 'normal,' **we must learn from what has worked while being forced to teach in this way—and what hasn't.** We must be ready to do this better in the future."
– *ASCD*

"The constraints of the pandemic provided an opportunity for educators to consider new strategies and teach targeted concepts. Though the rethinking of instructional approaches was forced and hurried, **the experience has served as a rare chance to reconsider strategies that best facilitate learning** within the affordances and constraints of the online context." – *Brookings Research*

"For my teaching practice, the key carry-over will be the creation and development of **'leadership teams'** in each of my classes."

"Public education cannot be defined and controlled by content and methods built outside of the pedagogical space and outside of the human relationships between teachers and students."
– *UNESCO*

"

We need to **shift from a system where time is the constant and learning is the variable** to one where learning is the constant and time is the variable."
– *Center for Digital Education*

"A capacity to serve learners of all ages has thus now been effectively established, and the next generation of online education can move from an enterprise that largely serves adult learners and higher education to one that increasingly **serves younger learners,** in primary and secondary education and from ages 5 to 18."
– *Nature Research*

"Educators can support **equitable, effective teaching and learning** regardless of the medium through which that takes place." – *Learning Policy Institute*

| Virtual classroom | Quizzes and polls | Assignments and grades | Digital notebook | Accessibility and inclusion | Analytics and insights | Online classes |

# Thought leaders on the need for systematic changes that are simple for students and teachers

"

Schools at the center of a **community ecosystem of learning and support** is an idea whose time has come, and some of the emerging practices amid COVID-19, such as empowering parents to support their children's education, should be sustained when the pandemic subsides."
– *Brookings Research*

"Leaders don't need to get better at a bad game, they need to **change the game!**" – *Dr. Michael Fullan*

"Education systems around the world are urgently recalibrating, realizing that they are dangerously outdated. Many are seizing the opportunity to modernize their systems for the 21st century – **reimagining learning to equip children with the skills they need to be productive, life-long learners**. Even before the pandemic, there was an increasing appetite to move beyond intention to action, beyond pilots to scaling and beyond isolated examples to systemic reform" – *World Forum*

"School systems were understandably overwhelmed and unequipped to respond."
– *McKinsey & Co*

"The crisis has revealed the enormous potential for innovation that is dormant in many education systems. The question is no longer how to scale innovations from the margin to the center of education systems but how to **transform education systems so that they will source, support, and sustain those innovations that address inequality** and provide all young people with the skills to build a better future for themselves and their communities."
– *Brookings Research*

"We also noticed that teachers and administrators are so inundated with technology that we are ignoring the new technology in favor of one or two systems that work. We call this ed-tech fatigue. Since March 2020, what I've heard from teachers is that **they do not need more technology, they need more time: time with the ed-tech tools, time to learn the features, and time to understand the scope of effectiveness in their classrooms.** As a result, in the 2020-21 school year, we limit new ed-tech to one new system per quarter to give teachers enough time to review how useful it really is in the classroom." – *Education Week, Teaching and Learning*

"Forced to rethink how education works in the wake of COVID-19, education systems have an opportunity to **reimagine learning** and equip students with the cognitive, creative, social, emotional and physical skills required to navigate the future." – *WeForum*

# Thought leaders on higher focus on student achievement gaps related to academics and life skills

"Microsoft and the Texas Education Agency (TEA) are collaborating on a range of digital skills programs statewide to **emphasize STEM engagement and spark talent pipeline growth** within the K-12 student community."
– *Accelerate Program, Digital Alliance with Texas*

**"**

Thinking about how different each student is will help teachers **reject the idea of one-size-fits-all education** and focus on educating each student step by step from where they are. We can begin to build truly student-centered education with a full spectrum of possibilities."
– *Center for Digital Education*

Stanford study shows pandemic curtailed students' reading ability. "Yearly gains in **oral reading fluency were 26% lower than expected based on prior years for the second-graders and 33% lower for the third-graders."**
– *Policy Analysis for California Education, Stanford University*

**"**

**Develop standards for digital learning** that articulate how technology should be used to empower learners."
– *Learning Policy Institute*

"To stem learning loss, every student, no matter her or his living situation, needs **access to an adequate computing device and internet connectivity**."
– *Learning Policy Institute*

"On average, that means students lost the equivalent of three months of learning in mathematics and one-and-a-half months of learning in reading. **Students on average could lose five to nine months of learning by the end of June 2021.**"
– *McKinsey & Co*

"While all students are suffering, **those who came into the pandemic with the fewest academic opportunities are on track to exit with the greatest learning loss**."
– *McKinsey & Co*

# Solution

**Empower every student to improve their learning outcomes through:**

- Blending online and in-person strategies to meet their individual needs
- Increasing their interaction with teachers and peers
- Leveraging data to proactively direct support to students when needed
- Growing their fluency and literacy skills
- Developing social-emotional skills and supporting their well-being
- A single, unified app that enables a consistent experience

**Enable educators and staff members to innovate, collaborate, and grow together**

From **meeting online** to **learning online**

Now, more than ever, education needs to shift from one size fits all to meet the needs of each individual student
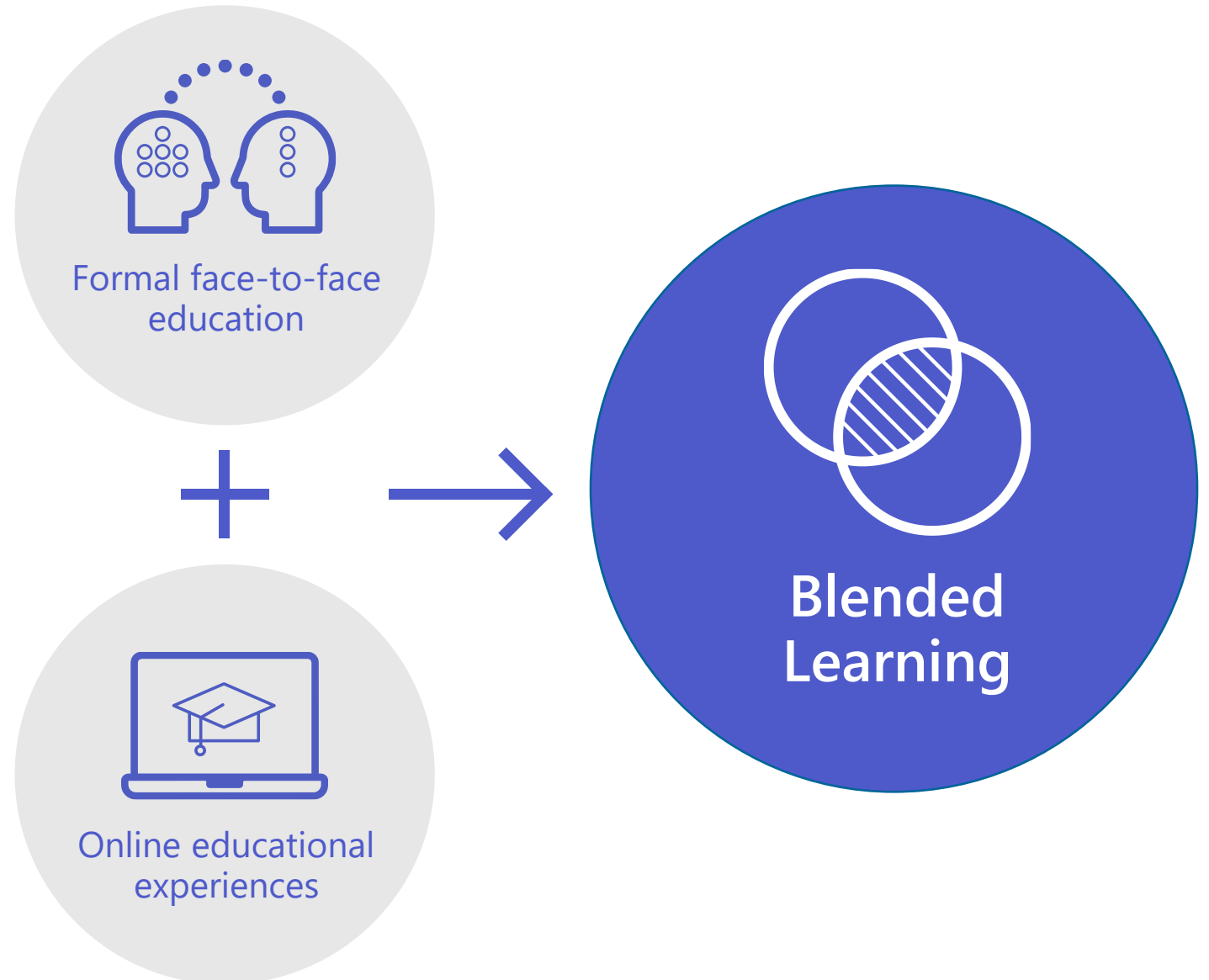
# Blended Learning

Blended learning is not a new concept, but it is an instructional innovation that we are now positioned to adopt in our classrooms in ways we may have previously found impractical.

The influx of new technologies and incredible capacity for innovation are making it easier to introduce blended learning into the classroom.
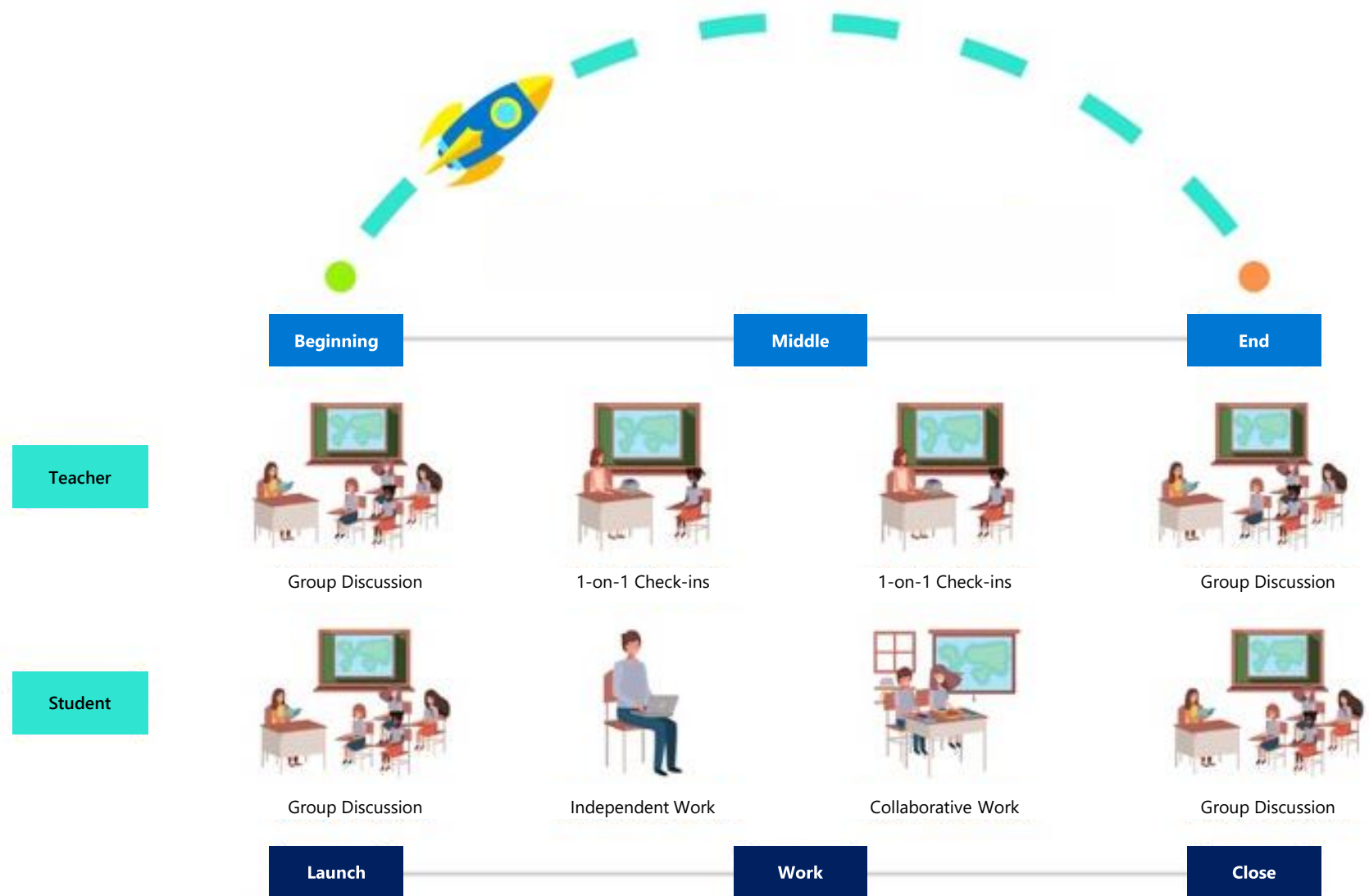
Blended learning **combines the best of whole-group instruction, independent learning, small group work, and assessment** aided by deliberate use of technology.

Blended learning is designed to allow the teacher to craft the learning time with their students that promotes their students' control over the time, place, and pace of their learning.

Formal face-to-face education

Online educational experiences

Blended Learning

# The Blended Learning arc

The blended learning arc is a process teachers use in any blended learning model to engage students and facilitate instructional learning experiences; whether it is an instructional block, week, or semester.

**Beginning**

**Middle**

**End**

**Teacher**

Group Discussion

1-on-1 Check-ins

1-on-1 Check-ins

Group Discussion

**Student**

Group Discussion

Independent Work

Collaborative Work

Group Discussion

**Launch**

**Work**

**Close**

Source: Ready to Blend

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# Blended Learning Key Elements



Enable students to move at their own pace to meet the individual student learning needs
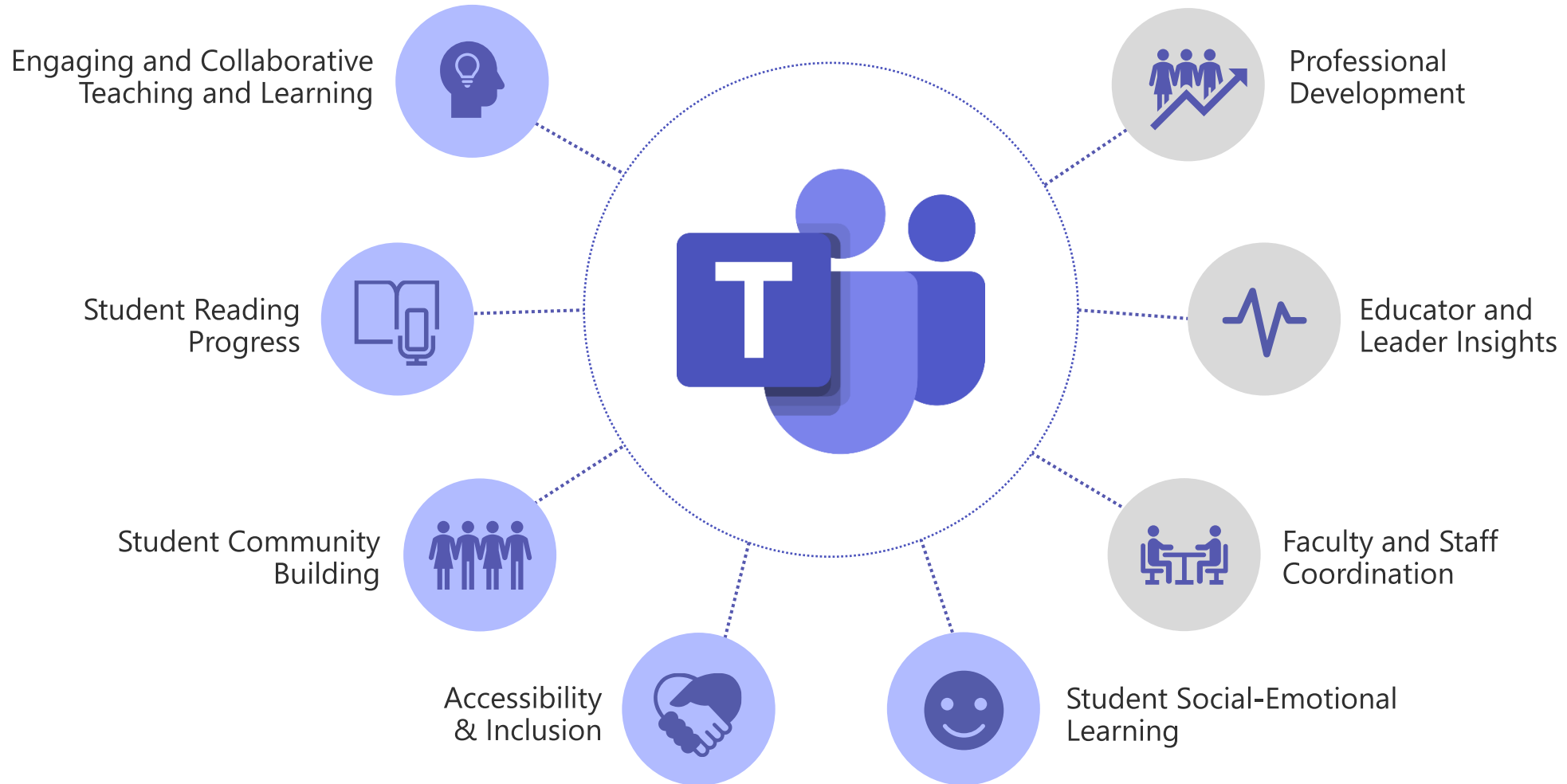
Develop students' agency to engage in active learning by giving them choice and more ownership of their learning

Provide timely, personal, and effective feedback through formative assessment and insights

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# All in One App

Empowering a connected, experience platform



Engaging and Collaborative Teaching and Learning

Student Reading Progress

Student Community Building

Accessibility & Inclusion

Student Social-Emotional Learning

Faculty and Staff Coordination

Educator and Leader Insights

Professional Development

# Blended learning in NZ

COVID accelerated the shift to Microsoft Teams, but the benefits continue for Long Bay College in Auckland, New Zealand

# Technology transitions

### Increased confidence and ability

While OneNote and other tools were used before the lock-down, increased confidence and awareness of tools is driving usage and adoption of products and features not previously used.

### Fast-tracking BYOD

Based on community buy-in and demand following the lock-down, the shift to BYOD was expedited. Year 9 is being rolled out this year, with compulsory BYOD for all students next year.

### Teams usage continues and evolves

Teams used as a synchronous communications platform decreased with the return to the classroom, but it's use as a platform for classes, groups and clubs remains strong. With the move to BYOD, a continued strong engagement is anticipated.

# Learnings and best practices

**Internal professional development**

is effective, powerful and sustainable
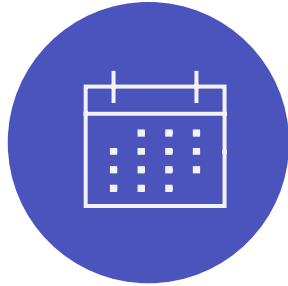
**Wrangling the Wild Wild West**

of rapid Teams creation meant creating a channel and structure strategy + process for addition of new Teams

**No one-size-fits-all mandate**

gave hesitant educators the opportunity to benefit from a stable platform without getting overwhelmed

**Lock-down accelerated cloud adoption**

and opened doors to new conversations beyond Long Bay College

"

Long Bay College relies on Microsoft accessibility tools to personalize instruction for every student."

– **Crispin Lockwood**, Microsoft New Zealand

# Resources for Schools

Strategies to improve learning outcomes for every student



## Teach forward: best strategies for hybrid, remote, and blended learning

Did your school see radical shifts in technology implementation during the pandemic? Are you wondering how to take the best of the tools and techniques from pandemic learning and create sustainable...

https://aka.ms/TeachingBlended



## Lead forward: Integrating the best strategies from remote, hybrid, and blended learning for school leaders

Blending learning environments offer students the best of all worlds of learning. Blended learning incorporates direct instruction in a face-to-face setting, indirect online instruction, collaborative...

https://aka.ms/LeadingBlended

## Training and demos on the tools you need for Blended Learning:

- Structure Teams through channels, tabs, files and apps
- Collaborate with colleagues through live Teams meetings and OneNote
- Working Collaboratively with Staff and PLC Teams
- Assign and assess students with Assignments and Forms in Teams
- Converse, collaborate and build community in Teams
- Assembling students and staff with Microsoft Teams meetings
- Microsoft Education Insights: Leveraging Data for Actions
- Leveraging Data for Systematic Action with Organizational-level Insights
- Reading Progress demo
- Reading Progress course
- Connect with us - Microsoft Educator Center

## Get customized instructor-led training from a Microsoft Global Training Partner (GTP):

- https://aka.ms/findatrainer

# Back-to-School Free Live Training

| | **Organization & Collaboration**<br>Bing and Edge<br>Class Notebooks and Channels<br>PowerPoint Presenter Coach | **Accessibility**<br>Immersive Reader<br>Dictation and Editor<br>Inking and Replay in OneNote | **Efficiency**<br>Teams Insights<br>Reading Progress<br>Reflect | **Insights**<br>Assignment services |
|---|---|---|---|---|
| **Courses** | **Lead forward: Integrating the best strategies from remote, hybrid, and blended learning for school leaders** | **Fostering inclusive learning environments for Education with Microsoft 365 and Windows 10** | **Supporting the whole student for education with Microsoft Teams Insights** | **Effective and efficient assignments and assessments for education with Microsoft Teams** |
| **Why** | • Assess current learning environments through a blended learning lens.<br>• Communicate with and involve multiple stakeholders in transition to blended learning environment.<br>• Explain why continuous improvement is important in sustaining blended learning for the future. | • Immersive Reader across desktop, web and mobile apps to promote independent learning<br>• Dictation and Editor tools to improve student writing outcomes.<br>• Inking in OneNote to support problem solving and math skills development. | • Insights in Microsoft Teams for at-a-glance data views to help you catch up on all your students' Teams activity.<br>• Reading Progress to supports students in building fluency through independent reading practice.<br>• Reflect to support students in identifying and navigating their emotions by providing regular opportunities to share and be heard. | • Using Microsoft Teams for Education Assignments and Grades<br>• Designing rubrics in Microsoft Teams Assignments<br>• Access Forms in Teams to create, share, and review assessments<br>• Sharing Forms quizzes, polls, and surveys with a few students or multiple classes |
| **Description** | • This course is designed to help school leaders assess, implement, navigate, and sustain a blended learning environment in their schools in a quest to improve every student's learning outcomes and ensure high student agency. | • Microsoft Learning Tools are a set of built-in features that assist students of all abilities with reading, writing and math in a wide range of learning environments.  These tools for the inclusive classroom, in Microsoft 365 and Windows 10,  are designed to empower every student and teacher to be more productive and inclusive. | • Microsoft Teams for Education supports educators in building a classroom environment that recognizes the whole student, every student, and saves you time in planning, giving feedback to students, and providing help where needed | • Microsoft Teams for Education offers a wealth of functionality for remote, hybrid, and in-class instruction. This training provides an overview of assignments and assessments in Teams for Education and describes how educators can gain perspective from Education Insights. |

Access this training here

# Capacity Building Guide
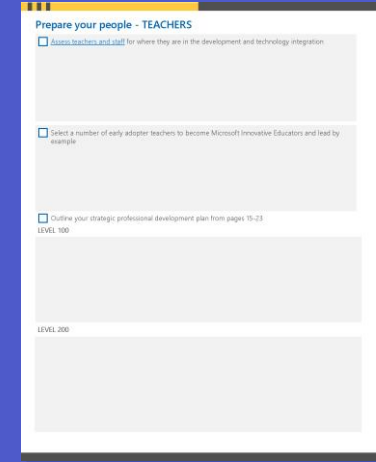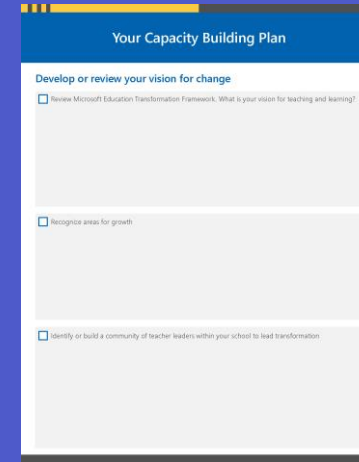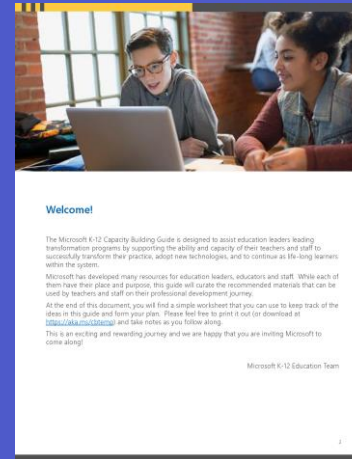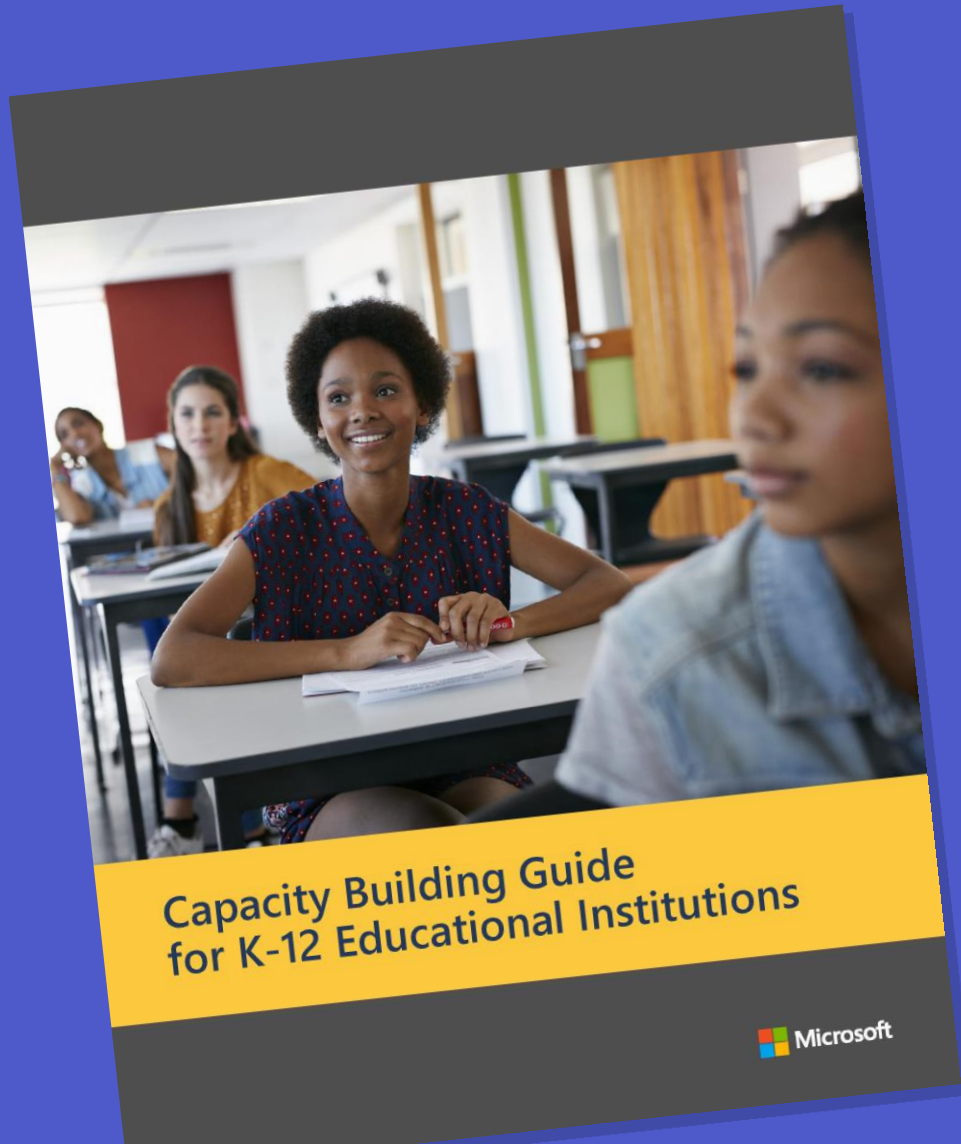


Downloadable guide inc. capacity building template : aka.ms/CBG

Microsoft

# Empower every student on the planet to achieve more

Spark curiosity with STEM, computer science and give purpose to learning

Develop productivity skills and grow knowledge and competence in emerging technology concepts

Improve employability with technical skilling, hands-on experiences, certification and path to jobs

Digital Sketch: Bikramjit Debnath, PDM, MS India

EMPOWERING
EVERY STUDENT
ON THE PLANET
TO ACHIEVE MORE

Microsoft

Thank you