

Guidelines for LIFV elearning (March 27th 2020)

1/ Although we, as a school, have been very swift at moving our lectures online, we are aware that making our school fully digital while achieving the same quality that we had while being a traditional school with face-to face teaching, is a process which requires cooperation, thorough thinking, analysis and training of our teachers in new digital tools.

In order to achieve this, the whole administration and educational team is committed to reshape its teaching method and its IT environment. This is a very steep learning curve for us but luckily we have the support from the AEFÉ, the experience of our colleagues from Asia Pacific who went through this transitional period before us, as well as an E-Learning consultant.

2/ The model of teaching we are working on is called **blended learning method** (or hybrid learning) and is the one which is recommended by latest studies in the educational field.

Students work on both synchronous and non-synchronous tasks. Synchronous meetings are used to keep social interaction, explain or keep track of daily/weekly assignments, tutor targeted students upon specific subjects, set up workshop for students who need extra support.

Non-synchronous tasks give students time to practice on interactive exercises in their own time, work on collaborative projects, learn their lessons and finally build their knowledge in an active way.

3) We are currently working on setting up the collaborative tools which will help teachers and students to work in a more agile environment, on different kinds of devices (PC, tablets and phones) while boosting social interaction and make learning more fun, and more effective for everyone.

We understand this is a very challenging period for parents, but we urge you to give us a bit more time and trust so we can implement this new working environment and train our staff.

Reducing school fees at this point would lead to cutting on salaries and discouraging our teachers who are working very hard to take on this challenge and deliver high-quality teaching.

4/ Research on education show that it is not effective to replace traditional teaching with a 100% face-to-face video conference tool. It is impossible for a teacher to interact in an effective way with its students while having a full class in a video conference. Such practice leads to non-active students in front of a computer, non-engaging teaching material, problems with broadband connections, shared computers availability within families and finally too much time spent in front of the screen for children.