



International  
School  
of Berne

ISBerne  
Online



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# IB THE CULTURE 4-7 of LEARNING OCT 2012 MADRID

IB Africa, Europe & Middle East  
Regional Conference

of LEARNING



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# Venturing into online education

## ISBerne Online and the IB Open World Schools Pilot Project



# Schools of the future?

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- “The end of education as we know it may be the prelude of learning as students need it...the new technologies of web-delivered instruction offer disruptive competition that’s good... and will meet some of the needs of students that traditional classroom-based instruction typically does not: adaptive testing and monitoring of progress; subsequent individualizing of instruction; ability to access and re-access lessons anywhere, anytime; etc.”
- *“If you are not a school of the future, you won’t be a school in the future.”*
  - Pat Bassett, NAIS

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- IB Open World Schools Pilot Project
- 4 Schools –
  - IBAEM – ISBerne
  - IBAP – IS Yokohama
  - IBA – Adrian HS – Michigan, Riverview HS – Florida
- able to offer Diploma courses to external students – they do not need to be in an IB authorized school
- These courses require a 2 year commitment and the ability to sit the exam at an IB authorized school
- A part-time Site Coordinator must be assigned
  - Coordinate student enrollments
  - Ensure that students have properly working equipment and access to high speed internet
  - Monitor your students' progress by checking the grade book and login/activity

# Context and Concept - ISBerne Online

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- Added Value with Online Learning
- Extend course choices
- Resolve scheduling conflicts
- Reduce the cost of low enrollment courses
- Continuity of learning as students move globally
- Help students develop 21<sup>st</sup> Century skills
- Meet diverse and individual needs of students (i.e. special education/learning needs)
- Manage waiting lists
- Increase student access
- Competitiveness in local school market

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- Blended Learning is a balance of teacher-led instruction with student-centred, flexible, self-paced, multimodal approaches to learning
- Students learn in a supervised brick and mortar school environment in part through online delivery
- It is an increasingly popular instructional model that is helping schools and their communities address issues of:
  - broad curriculum access
  - student engagement
  - challenges of student achievement
  - expectations of 21st century learners

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- Pamoja courses and our students
  - Math HL
  - Film Studies SL



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## Robert:

- The biggest difficulty was that there was no teacher who was physically present and who I could approach.
- Belonging to a class is not an aspect of an online class – at least not as we know it.
- It's great for independent students who are confident in learning by themselves, or students who are willing to try to do so.
- It might be closer to the experience one might have at university.
- Perhaps some piece of nifty software which would allow us to have sessions where we are pretty much in a class with a teacher teaching.



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## Eden:

- I understand why people would want to drop out at the beginning because it can be very aggravating.
- If you're not motivated, and if you don't check your Pamoja course every single day, it's really difficult to stay on top of the course work.
- You just automatically don't take it as seriously because it's not a real classroom.

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## Potential

- Future of education?
- Broadening the reach and opportunity for students as part of a small community
- Improving access to IB programmes – overlap between our mission and IB mission
- Want to incorporate this 21<sup>st</sup>-century learning into our new campus

## Hurdles

- Convincing parents they are rigorous, and valued programmes – even though these are accredited – public perception that online is less academic
- Students, their child will progress, will be supported, will reach the high standards the teacher with a class in a bricks and mortar would reach
- Students will keep on task

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- What is working in schools using technology for learning beyond the classroom?
- What is needed in online learning that could make it as vibrant as f2f learning? What is needed to make it 'IB'?
- How to maintain quality while extending access - How do we support and engage students to meet requirements in courses that demands self-regulation and engagement?

# Next Steps?

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- Current conditions
- Identity of target cohorts and partnerships?
- Full IBDP online?
- Online MYP?