Cambridge Assessment International Education

Tantangan Menjaga Partisipasi Siswa dalam Pembelajaran Daring atau Luring

Konferensi Pendidik Nusantara (KPN)

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6 Januari 2021

Learning in the Time of Covid-19

Berdasarkan survei terbaru Cambridge University Press (CUP) terhadap 1200 siswa dari berbagai negara tentang bagaimana mereka beradaptasi dan tentang kemajuan belajar mereka:

1

50% menganggap pembelajaran jarak jauh lebih sulit dari yang mereka bayangkan sebelumnya.

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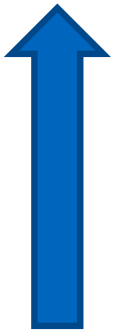
2

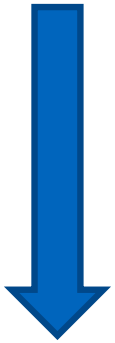
Tiga hal tersulit bagi siswa adalah manajemen waktu, motivasi dan komunikasi.

Question

Selama masa pandemi, manakah yang lebih tinggi: tingkat kehadiran atau motivasi siswa?



tingkat kehadiran



motivasi

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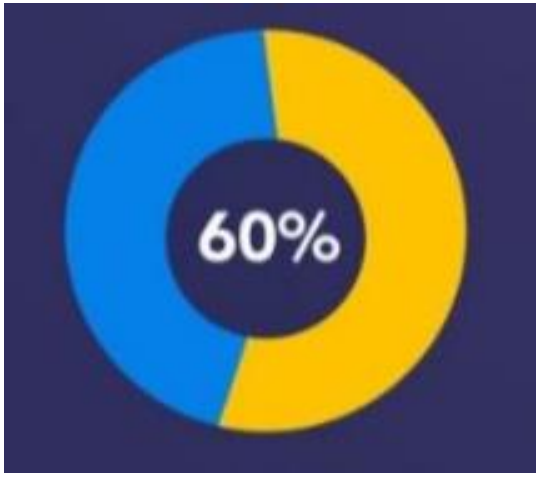
3

4



Dua hal terbaik tentang belajar daring adalah waktu belajar yang fleksibel dan sumber belajar yang banyak.

Ke depannya, siswa menginginkan 60% pembelajaran mereka dilakukan secara daring.

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5

Hal-hal yang sangat membantu siswa dalam belajar di saat pandemi: melihat kemajuan, mendapatkan jawaban untuk pertanyaan yang diajukan, dan umpan balik dari guru.

Question

Kapan waktu yang ideal bagi guru untuk memberikan umpan balik ke siswa?

setiap saat

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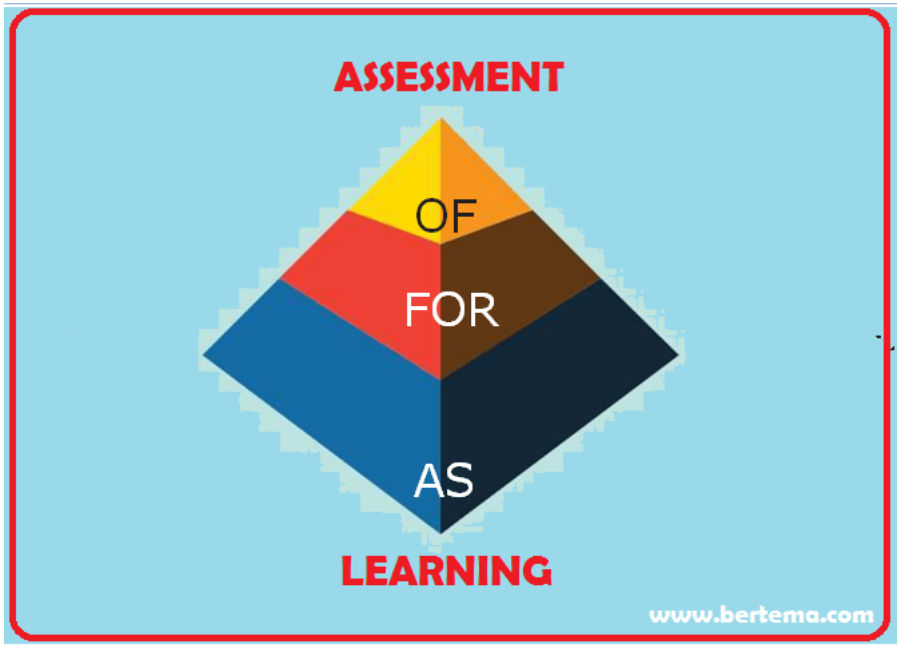
Asesmen



- Assessment of Learning → summative assessment
- Assessment for Learning → formative assessment
- Assessment as Learning → self-assessment

AfL dan Merdeka Belajar

- Ujian Nasional → Asesmen Kompetensi Minimum dan Survei Karakter
- Penilaian hasil belajar dilakukan melalui penugasan dan portofolio
- Siswa akan diberikan ruang untuk bisa mengembangkan diri mereka sesuai minat dan bakatnya masing-masing

Ketika Sekolah Dimulai

1. Mengidentifikasi kesenjangan pembelajaran (*learning gaps*)
   - pre-tes
   - refleksi
   - ceklis

Category	You should be able to	R	A	G	Comments
Number	Identify and use:				
	• natural numbers	☐	☐	☐	
	• integers (positive, negative and zero)	☐	☐	☐	
	• prime numbers	☐	☐	☐	
	• write a number as a product of its prime factors	☐	☐	☐	
	• square numbers and cube numbers	☐	☐	☐	
	• common factors and highest common factor of two numbers	☐	☐	☐	
	• common multiples and lowest common multiple of two numbers	☐	☐	☐	

Ketika Sekolah Dimulai

2. Mengatasi kesenjangan pembelajaran (*learning gaps*)
   - adaptasi
   - metode pembelajaran yang tepat
   - penugasan yang efektif
3. Mengukur kemajuan siswa
   - fokus pada hal yang dipahami siswa
   - keterampilan dan konten sama penting
   - gunakan metode *flipped learning*

Learn more

- Teaching and Learning when School is Closed
- Teaching and Learning when School Returns
- Guide: Assessing Knowledge
- Guide: Planning to Accelerate Learning
- Cambridge Website

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Practical ideas for accelerated learning for students studying exam courses

Here are some practical suggestions to help students catch up and revise after a period of remote learning.

Focus on student confidence

It is important you have a clear plan to help build student confidence. These ideas can be effective:

- Give your students an overview of what they covered in the syllabus before school closed and what you hope they covered remotely.
- Reassure them that they have time to catch up on things they missed and, if your school is running them, that there will be revision sessions available.
- Show them what you will cover in the rest of the course, so that they can see that it is achievable. Return to this frequently, with updates if necessary, to show them what they have achieved so far.
- Be there to listen to their questions and work with guidance counsellor staff too, if you need to.

Use the syllabus as a checklist to help you plan and monitor coverage: A syllabus works as a great checklist. What have learners already covered? What do they still need to do? It is useful for learners to refer to and gives them confidence as they tick topics off.

If you normally cover more than you need to, consider cutting down to just the requirements this year. For instance, you might normally prefer to teach more literary texts than you need, so the students have choice. Will that be something you still want to do?

Cover skills and content at the same time: Update your planning documents to include the skills you are covering. Make sure that the skills reflect the ones that students will need to demonstrate in their final exam. In your planning, consider topics, questions and skills development to cover each lesson, as well as key assessments.

Then, when you are reviewing your plan, look for opportunities to help students practise the different skills. You may want to colour code them to make them even easier to map.

Develop a student scheme: Use the same key questions, objectives and assessments, but include activities for independent working. This approach already works well for students who miss school through absence but in the current situation, it eases the transition from online to face-to-face lessons. It can also be useful if there is a temporary lockdown, or if either the teacher or the student has to isolate.

Used flipped learning: Set homework that focuses on getting to know the information, and then spend class time making sure students understand and can apply the knowledge. For example, ask students to watch a video you have made, or use traditional note-taking homework. In class, set a small number of quick questions, with answers that should have been covered in their homework notes. Try spot-checking whether notes are done, and show that accurate note-taking really matters.

You can then focus in class on helping students understand the material and apply it. Research suggests that students catch up more easily if teaching time focuses on the things they do not know, or need more help with.[1]

Focus your assessments: Use short-answer tests to check knowledge or completion of flipped learning activities and include informal Assessment for Learning (AfL) in your lessons. For ideas, see our **Getting Started with Assessment for Learning** advice.

1 https://corwin-connect.com/2020/04/visible-learning-effect-sizes-when-schools-are-closed-what-matters-and-what-does-not

Give students the chance to practise exam-style questions. This does not have to be whole past papers – it could be a particular sub-question. Students do not always need to write out their answers individually – you could try these ideas instead:

- the 'pen of power', where students underline key words in the question and explain why they are important
- 'exam wrappers', where students reflect on an assessment task before and/or after they do it[2]
- writing an answer together as a group
- writing a paragraph.

Break up a topic for students to research together: Ask students to work collaboratively and research different parts of a topic, which they then share with the rest of the class.

This does not just save time – it helps students develop research, collaboration and presentation skills. The sense of responsibility to each other also means they engage with the topic more effectively. Students are often worried about using the work of other students but you can reassure them with these steps:

- Make a set of instructions where your expectations are clear.
- Act as an editor – take in their work, make comments and return it for changes.
- Ask each group of students to produce a factual quiz for their fellow students as part of their work.
- Plan for follow-up – for example, plenary sessions afterwards where you can help the students analyse and reflect on what they have learnt from each other.
- Include a more formal assessment at the end, where you can check everyone's ability to answer on these topics at a high level.
- Remember, some topics are more suitable for this approach than others. It is especially good for topics where students have to cover a lot of similar examples. For instance, where students have to illustrate a process in a number of different sports, or where they have to look at the results of a historical event in a number of different areas.

Do not forget new content

It will be tempting to revise everything in depth, but getting started on a new topic is a good approach – because all students will be on an equal footing in the classroom, whether or not they were able to work well when school was closed. This also gets momentum going again and there is still content to cover.

There is evidence from previous crisis situations that teachers who get started quickly on new content have a greater impact on student learning than those who spent a lot of time revising first[1]. If you have a long vacation coming up, that could be a great chance to set up your revision activities.

Focus on your own confidence

Whether you are a new or experienced teacher, you are likely to be feeling overwhelmed. Remember, you are a skilled practitioner – you can do this! Reach out to your colleagues, or to your other teaching networks. Do not forget our Cambridge online teacher communities where you can share experiences and find out what accelerated techniques have worked for others.

1 https://corwin-connect.com/2020/04/visible-learning-effect-sizes-when-schools-are-closed-what-matters-and-what-does-not

2 https://cambridge-community.org.uk/professional-development/gswmeta/index.html

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Assessing the knowledge gap for progress

While learning remotely, some of your learners will have made more progress than others. As they return to school it is important for you to take the opportunity to assess and consolidate their learning.

While school was closed, your learners will have absorbed knowledge in different ways and will need to revise some areas. Although you may have asked your learners to submit work online, it may have been challenging to deliver feedback online. These suggestions are aimed at helping you understand and address any gaps in your learners' knowledge.

- Both teachers and learners need to assess gaps in knowledge. Learners should be able to reflect and identify where they need to revise their learning.
- Provide opportunities for learners to look back at their work by asking them to make a list of the topics and concepts they have already learnt. Then ask them to identify areas they feel confident about.
- You could also ask learners to reflect on their work and identify a piece that they feel particularly proud of. This will help to build their confidence in their own ability and knowledge.
- Remember that learners must be able to *apply* their knowledge. Quizzes with short-answer questions are a good first step but remember to allow time for learners to apply this knowledge. Make quizzes that develop in difficulty or allow learners to practise a range of skills as the answers will be useful for you to plan your next steps.
- Use self-assessment techniques with your learners to understand gaps in their knowledge, while also reminding them what they *do* know.
- Your learners may be concerned that they have missed out on learning so ask them to create a 'Things I know' checklist or self-assessment. Scaffold this by asking them to rank their confidence on a list of topics, or create a class mind-map of all the concepts or topics that you have learnt together.
- Remind your learners that revision is a process that can help improve memory. When teaching a new topic, it can be helpful to return to concepts, topics or skills that you have taught before and include them as starters, plenaries or as part of homework. This helps learners to recall and revisit content.
- Revision allows learners to make connections *between* topics and can encourage higher-order thinking skills. Remind learners of concepts that they have described, analysed or calculated before, and get them to explain the differences. Frame a new topic by asking a range of questions about it to show the application of skills.

Research skills

As you transition back to the classroom, you may like to prepare your learners by giving them the opportunity for 'flipped learning' where they find the content that forms the basis of the lesson. Not only is this a good opportunity for learners to develop their research skills, but it can also promote resilience.

When learners have varying levels of confidence and knowledge it is important that they can reflect on any areas where they need to develop and build independent learning strategies.

- To help learners research a topic, model how they can approach finding out key information. Direct them to specific websites, chapters and sources. Encourage independence by providing a checklist that they can use to verify their sources.

- Structure a research task to help learners approach it. Show them a topic or question and then guide them through how you would find ideas, quotes, extra research and resources to use.
- Allow learners to formulate their own questions. This helps them to identify and direct their research to areas they need to develop. For example, a learner may understand the content of something but have a question about how to analyse it.
- One way for learners to assess gaps in their research is to encourage them to be reflective about topics or concepts that they feel confident about.
- Take time to celebrate when learners have tried hard or performed well in a task. This will help to boost confidence and encourage learners to be proud of their research. Make this even more effective by asking them to share what made them successful in that piece of research with the class. This fosters metacognition and a collaborative classroom.

Learning to learn

One of the challenges of returning to the classroom is that the routine of school is different from the one that learners had at home. Allow learners to reflect on topics, strategies and ways of working that they enjoyed before or that they found beneficial while working remotely.

- Ask learners to share the most effective ways they have learnt content or skills and why these worked. Encourage them to write a reflective journal on their successes and challenges, which could form the basis of their revision. Or ask them to write a letter to their future selves in which they identify what strategies work for them and how they intend to use these.
- Formative assessments are a valuable way for learners to practise skills that they feel they would like to work on. Be flexible in the design and provide a range of ways that learners can submit their responses rather than prescribing a 'one size fits all' approach.
- Learners have had more opportunities to engage with learning technologies and e-learning. Encourage your learners to discuss the most useful strategies, and allow learners to use them both in and out of the classroom in independent work or homework.
- Allow learners to teach each other, to foster peer collaboration and to solidify their own learning. Invite them to share techniques and strategies that they would recommend to their peers and give them time to practise these independently.

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