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**WHAT WE
KNOW
ABOUT OUR
CHILDREN
AFTER 2021**

EXCLUSIVE

**FEATURED
ACCREDITATION**

**THE IMPACT OF
ONLINE LEARNING ON
STUDENTS**

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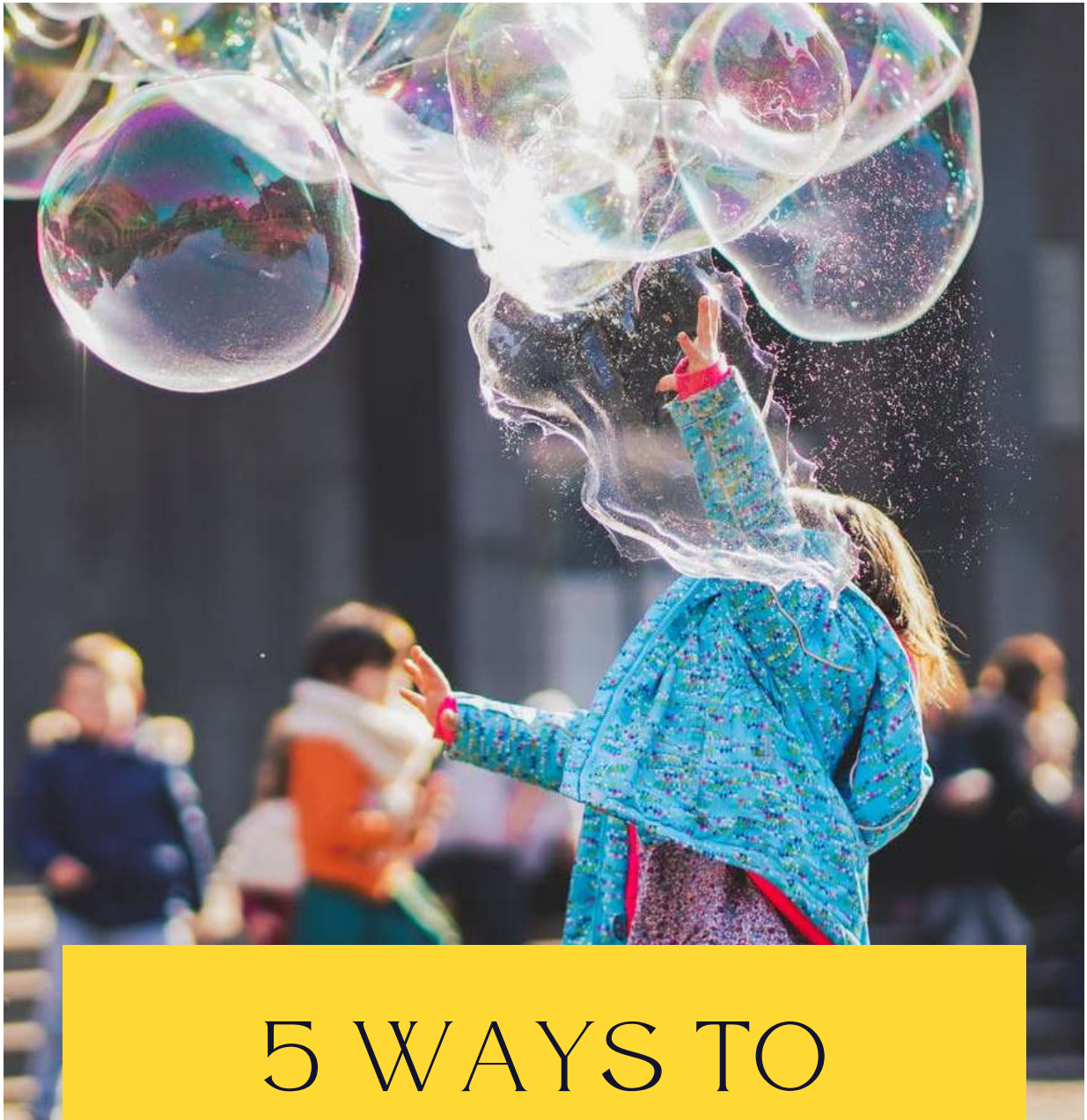
EDITOR'S NOTE

As 2021 drew to a close, the focus for children, parents, carers and educators alike was getting schooling back on track and re-establishing familiar routines while maintaining wellbeing.

In 2021, families across the nation and around the world endured a second year of interrupted schooling, with the associated challenges of home-learning, working from home and isolation from the support networks of extended family and friends.

For our youngest learners the proportion of their lives spent living in a pandemic is very large, and we don't yet know the lasting impact COVID-normal will have.





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WHAT WE KNOW ABOUT OUR CHILDREN AFTER 2021

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Parents and teachers will need to remain alert, observant, adaptable and responsive to ensure our young people can thrive as best they can to a range of challenges – not just COVID-19 – in a world that’s found a new way of getting through this unexpected moment in history.

At the closing of 2021, we asked three educational experts from the Melbourne Graduate School of Education to review the year and what we’ll need to do next.

Dr Annie Gowing is a Senior Lecturer and Student Wellbeing Specialisation Leader in the Master of Education program. Hernan Cuervo is an Associate Professor and Deputy Director of the School’s Youth Research Centre. Yong Zhao is Professor in Educational Leadership and Jim Watterson is Enterprise Professor and Dean of the Melbourne Graduate School of Education.



DR ANNIE GOWING SAID:

School closures caused by COVID-19 have affected the education and wellbeing of children and young people worldwide, however, those impacts haven't been experienced in the same way by all, and a more nuanced analysis invites consideration of age, place, community resources, individual and family circumstances and personal histories.

The pandemic has magnified some inequalities and revealed others that may have been previously invisible.

Those most affected, including young people with additional learning needs and disabilities, are likely to carry the pandemic wellbeing burden for longer than their less impacted peers.

In viewing the pandemic as a natural disaster, there will be impacts on social-emotional development for all young people.

Those living in households and communities with elevated economic and social impacts, and those with pre-existing mental health concerns are likely to be more seriously affected. For all there has been an uplift in uncertainty and anxiety as the predictability, safety and stability of their world has shifted.



The ruptured connections with teachers and peers, particularly for those at key transition points like preschool settings into primary school and primary school into secondary school, have translated into a loss of relatedness that will take time to rebuild.

Particular attention needs to be directed to the youngest students who have had their foundational learning in literacy and numeracy disrupted, along with their social development, particularly in forming their student identities.

The duration of these effects will vary and the capacity of young people to be resilient in the face of these challenges

will heavily depend on the capacity of their families, communities and schools to prioritise restoring wellbeing in the short and longer-term.

Schools will need to hold on to the flexibility and adaptability they discovered over the past two years as their students will require finely calibrated and differentiated interventions to rebuild their socio-emotional and cognitive wellbeing

The well-being of teachers must also be rebuilt as they have endured the same challenges as the whole population but with the additional occupational stress of teaching and supporting their students for extended periods of time in the online environment.





ASSOCIATE PROFESSOR HERNAN CUERVO SAID:

The COVID-19 pandemic brought new and old uncertainties, and social and economic risks, into sharp relief.

In the last two years, parents and caregivers in Australia and around the globe have tried to work remotely, had their work changed or increased, particularly those being an “essential worker”, or became unemployed, while trying to navigate the education and care of their children.

Parents and caregivers have certainly lived in the present since the pandemic began. But what about their concerns for their children’s future?

The Life Patterns project run through the Melbourne Graduate School of Education has followed two cohorts of Australians since they left school, in 1991 and 2006 respectively.

This year we surveyed the youngest cohort, who are currently aged 33, and of whom four out of ten are parenting in some form. In this survey, we asked them about the level of concern they have for their child/children’s future regarding several themes.

Cost of living and environmental issues were the two top concerns. Parents’ and caregivers worries for the future also included their children’s ability to develop friendships, the development of their life values, mental health issues, the political climate and the cost of education.

These concerns closely resembled the same worries these parents had in early 2020.

While some parents appreciated that their children were too young to understand how COVID-19 affected the world, others were focused on the cost of living and education or the missing socialization of their children with their peers.

This father living in a regional town encapsulated contemporary concerns that have an impact beyond the present and into the future:

I'm worried about inaction on climate change, increased polarisation of society on political and cultural discourse, the perpetuation (and seeming celebration) of misinformation, the safety of the digital world, and a general concern around how people treat each other with respect (or lack thereof).

Ultimately, when it comes to their children, parents and caregivers live in the present but also think of the future. While COVID-19 has shaken things up for them, some of their woes and concerns predate and will go beyond this time of the pandemic.





PROFESSOR YONG ZHAO AND PROFESSOR JIM WATTERSTON

COVID-19 occupied our thoughts this year but it's far from the major issue for our children's futures.

To thrive in a world that is drastically transformed by technology and globalisation, children need to become independent, critical, entrepreneurial, creative and collaborative. When jobs are replaced by machines or outsourced, our children will need to become job creators instead of job finders.

We need to rethink the purpose of education: it isn't to prepare children to be ready for the future, because they are the creators of the future. Our job is to help them develop the skills and perspectives to develop a better future for all human beings.

Every child has a jagged profile of abilities, good in some domains and poor in others.

Education should be a strength-based and passion-driven process to help each child develop their strengths and find their passions. Education should also help each student learn to use their unique talents and passions to serve others and the world.

To create such education is to give children more freedom to exercise their right to self-determination and lead their own education.



We need to pay a lot more attention to the growth of children than the content of the curriculum. We should provide a broad and flexible curriculum, use product-oriented pedagogy, and engage students in real-life learning on a global scale.

Ultimately, learning should be personalised by students.

For professional support, a good place to start is your family GP and/or a mental health professional. Discuss any difficulties with schoolwork with teachers to derive a modified learning plan and ensure you know where to access crisis support if required.

Featured Accreditation

IAO received an enormous number of applications from institutes wanting to be recognized internationally through our mark and accreditation. We include the most devoted institutes seeking to provide high-quality education in the IAO highlighted accreditations, which are accredited internationally by IAO.



Dr. Avneet Makhni, being the delightful owner of Academy, is a graduated doctor, a certified beauty expert, a makeup artist and now a cosmetologist. She graduated as a doctor and got married to an engineer. They both built their house in Nabha after shifting from Ludhiana. She was just taking care of her family until one day when with her husband's support they decided to open a Slimming Center in their home. That decision was taken 16 years ago. It has created its own niche in the market.

THE IMPACT OF ONLINE LEARNING ON STUDENTS

Today, with enormous technological advances, teachers can train their students with various online tools to communicate with them when they are unable to interact with them or share the problems they have.



Implications Of Transition To Online Learning

The transition to online learning has implications not only for teachers, who need to change their courses but also for students, who need to adapt to the new learning environment. Educators and parents are taking notice and many are considering whether the shift to online education will lead to lasting changes for students who move out of the classroom. One of the most important consequences of the transition to online learning is its impact on students' health and sleeping habits.



ONLINE LEARNING ADVANTAGES

One of the easiest effects of online education on children's recovery is to improve learning outcomes. Online learning provides students with access to a time and place for education. With online courses that can take place at home or in a place of their choice, there is less chance for students to miss classes.

On the contrary, online courses provide access to students who may never have the opportunity or the inclination to attend lectures in person. Advancements in artificial intelligence offer hope for the future: Online courses address students' needs, meet them where they are learning, and better integrate them into higher education than they have ever been able to do in personal courses. Online courses offer the promise of accessing students' lives at all times, redefining educational opportunities, or at least serving the traditional classroom better. With online education, students have the opportunity to learn from teachers from any time zone in the world and at any time of day.

Online learning is growing at the same rate as before COVID-19, with a third of postsecondary students attending at least one online class and 30% of graduate students studying online. Another benefit of online education is that it allows students to participate in classes at places of their choice. It also allows schools to reach an extensive network of students without being constrained by geographical boundaries.

Asynchronous online education gives students control over their learning experience, allows flexibility in the curriculum for non-traditional students, and gives students greater responsibility. Through the use of online learning, students can distance themselves from each other without being exposed to coronavirus and online learning has many health benefits for students and their families.





Impact Of Online Learning On Children

Online learning for children improves student accessibility. Students must be organized, self-motivated, and have a high level of time management to participate in an online program. Online learning methods can be an effective alternative educational medium for mature and self-disciplined pupils but are unsuitable for learning environments that depend on the learner. The main benefit of asynchronous, online learning is that it allows students to fully participate in high-quality learning situations, where distance learning makes it difficult or impossible to learn on the ground.

It is essential for teachers to keep their online lessons clear, engaging, and interactive so that students can concentrate on the lessons. Students' commitment to time is often misinterpreted as meaning that online courses require less time and effort than traditional courses. Online students can participate in internal class discussions and complete assignments, essays, and projects.



This shows the effects of not being able to interact with other students and teachers in an online school, which can result in serious negative effects. Online learning can lead to students not developing the necessary communicative skills. In addition, students must have high-speed internet access at home, which can lead to complications if it is not available.

The challenges of online learning can impact children to a great extent; loss of motivation, self-discipline, and the need to study are some of the biggest problems children face. Impacts include the lack of efficiency of technology, the difficulty for pupils to understand the concepts taught, and online learning causes social isolation and results in pupils not developing the necessary communication skills. Factors that determine how well a pupil's education performs in online learning include individual learning styles, learning environments, and the level of parental involvement.



How Technology Can Support Student Learning

In online teaching, there is minimal physical interaction between students and teachers. Many students skip tasks and classroom sessions, an action that has implications for online education. While this can be supported by learning technologies, it also affects students' ability to interact with professors and ask questions for immediate help.

For example, a joint study by the National Education Association (NEA) and the National PTA on the impact of online education found that most students felt they had received a good education but also felt pressured to learn due to emotional, economic, and health stress. Distance teachers cite a 2001 study of online courses that found that feeling isolated was an enormous stress factor that led students to drop out.





Online courses provide a sense of normality in uncertain times and give students an opportunity to use their time to continue education in these difficult times, which can be a relief to parents worried about their children's future.

Today, with enormous technological advances, teachers can train their students with various online tools to communicate with them when they are unable to interact with them or share the problems they have. In online learning, teachers can write notes on a digital whiteboard and assign students to write notes in real-time that they can download in the classroom. Other forms of communication between students, peers, and teachers include online messages, e-mails, and video conferencing, which facilitate personal interaction and reduce the feeling of isolation.

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