

TEACHER'S

NEWSLETTER

AUTUMN 2020



LESSONS FROM LIFE
WALT DISNEY

BLOOM'S TAXONOMY
HOW TO ACHIEVE
SUBJECT MASTERY
IN THE AGE OF
E-LEARNING



FROM EDUCATORS TO EDUCATORS

TIPS FOR IMPROVING ONLINE CLASSES

POWERPOINT

EASY SCREEN RECORDINGS



VIDEO RECORDINGS

WHY THEY ARE IMPORTANT?



SENDING NOTICES
EASIEST WAY TO
NOTIFY STUDENTS
IN CITREX



NEW ARRIVALS
CITREX CONTENT LIBRARY



Have you ever wondered what generates innovation?
What are the production management techniques that drive innovation?
Is there Economics behind innovation?

Learn their answers and a lot more !

INNOVATION AND ECONOMICS

4-Year Undergraduate Program in JAPAN after A-Levels

WHY JAPAN

Japan is the world's third largest economic centre and one of the most popular travel destinations thanks to its rich traditional and modern culture combined with beautiful landscapes. Living in Japan means you are residing in one of the safest countries. With a world class academic system that facilitates students to experience practical learning with in-class lectures, and home to iconic pop culture ranging from anime and manga to video games, Japan is an amazing place for students to pursue their higher education.

WHY APU

Ritsumeikan Asia Pacific University (APU) offers a multi-cultural learning environment consisting of half international students and half Japanese students. We understand the needs and requirements of international students and help them transition into the Japanese system. Our top class education system has produced global leaders, working in diverse range of fields and industries. For further information please visit our website and write to us. We look forward to welcoming you!

<https://admissions.apu.ac.jp/>

Further information email: fazalqkhan@citrex.uk

DISCOVER JAPAN, BROADEN YOUR HORIZONS

INTRODUCTION

The opening of markets and commercial activities since August has led many to believe that the threat of the pandemic is over. With regular schools scheduled to start in September it is even more necessary that teachers are aware of the looming threat of COVID and equip themselves appropriately for the journey ahead.

Work-from-home and e-learning are going to continue to play an important role in schooling. It is imperative that we as teachers understand that holistic e-learning is more than just delivering live online lectures or taking online quizzes. We are preparing a generation of young men and women who will be competing globally in a hypercompetitive world that will be dominated by artificially intelligent machines and robots. The competition is going to get intense! Much more than what we have seen and experienced in our lifetimes. We need to teach our students how to achieve subject mastery. It will be the most valuable gift we can give them.

“

**BEING VIRTUOUS,
BE CONFIDENT IN YOURSELF
AND NEVER GIVE UP**

”



The following commentary has been adopted from “Everyday Greatness” by Reader’s Digest.

VISION

All things are created twice. All things. Vision is the first creation. For a house it’s called the blueprint. For a life it’s called a mission. For a day it’s called a goal and a plan. For a parent it’s called a belief in the unseen potential of a child. For all, it is the mental creation which always precedes the physical, or second, creation.

Vision not only helps us spot present opportunities where others might not see them, but it also points us toward the future and inspires us to ask, “Where do I want to be five years from now? Ten years from now?” To answer these questions takes time—it even takes some dreaming. A master among masters of vision and dreaming was Walt Disney. His creative genius and sense of vision helped him to spot ideas invisible to others and to look ahead to future opportunities. His life demonstrates how vision, grit and grind are important towards achieving one’s dreams.

LESSONS FROM LIFE

PASSION, GRIT & GRIND

WALTER ELIAS DISNEY

Fazal Q. Khan

Walt was born in 1901 in Chicago. When he was four, the family moved to a farm in Missouri where he spent his childhood. He had four siblings but the large age difference meant that Walt had little company. He would spend time in the barn drawing things he saw around him and imagined animals to be his friends.



Walt Disney
1901 - 1966

The animals were the toys and friends that Walt Disney never had, and the farm itself was the first of his magic kingdoms.

The margins of his schoolbooks were a veritable frieze of animals: squirrels, goats, pigs, his friends from Crane Farm, endowed with uncannily human qualities. Once a teacher set the class a routine still-life exercise: a bowl of spring flowers. To her amusement, Walt's flowers took on a life of their own: tulips pouted prettily, with petal lips and expressive eyelashes. Daffodils talked in cartoon balloons, and stems and leaves became arms and legs.¹

However, drawing was not the only thing that he did. In his early teens Walt worked at a juice factory. At 18, he was shifted to France where he worked as an ambulance driver during World War 1.

The barn where Walt played with his imaginary animal friends.



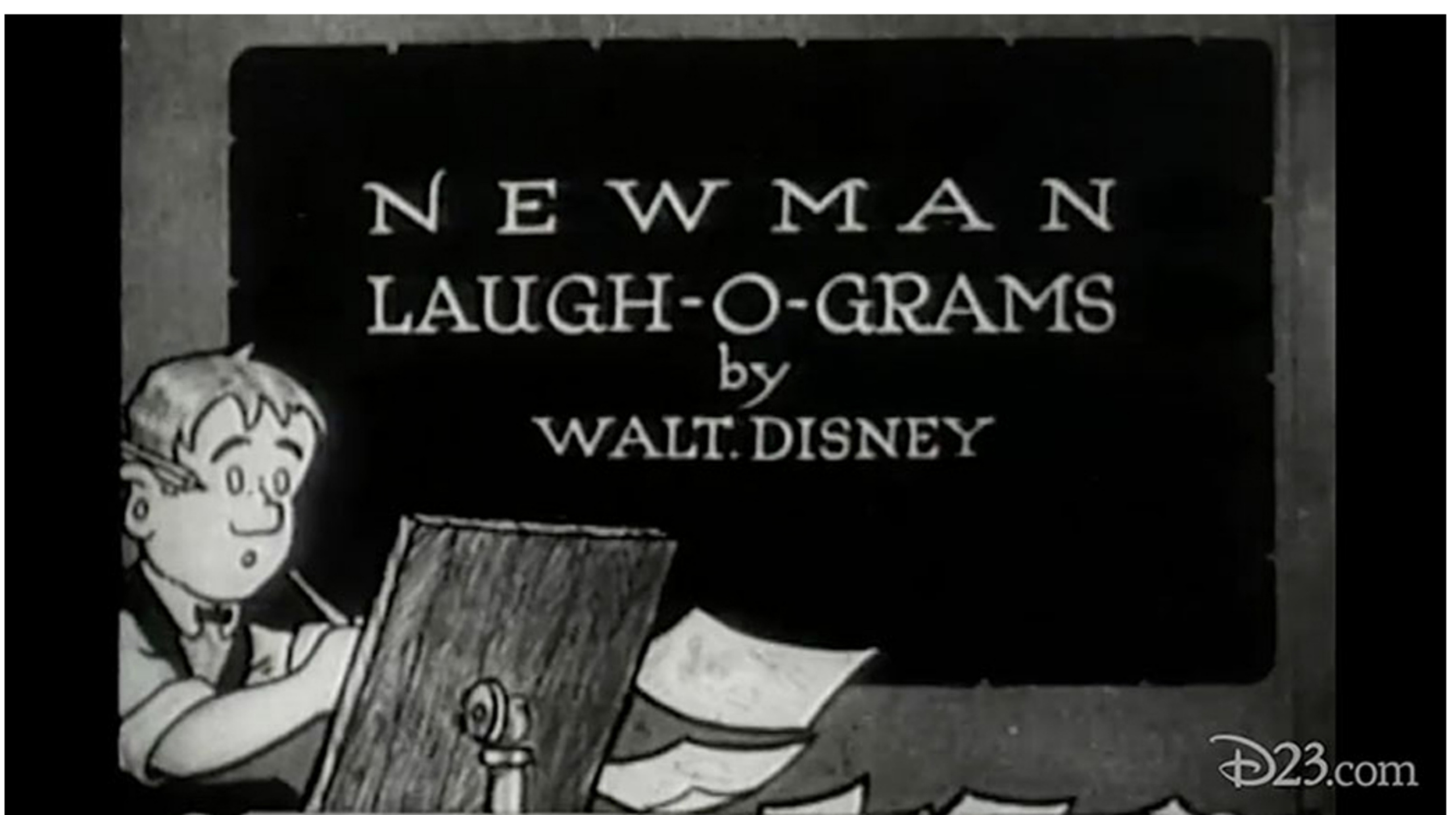
¹ Richard Collier

After his return from France, Walt found a job at a small art studio in Kansas where he drew commercial illustrations for advertisements, theatre and catalogs, and got paid \$50 per month. At the studio he met another young artist, Ub Iwerks. Soon the two became partners and began doing ads on their own. The first month they netted \$135; the next, they nearly starved.

After losing the studio job in Kansas and an unsuccessful attempt at setting up their own business, Walt and Ub decided to look for jobs to make ends meet.

Walt's next job was at the Kansas City Film Ad Company. There he got the opportunity to study the prevalent techniques used in the industry for animations. As he worked, experimented, analyzed and compared the different methods, he was able to envision what was needed to improve the quality of animations.

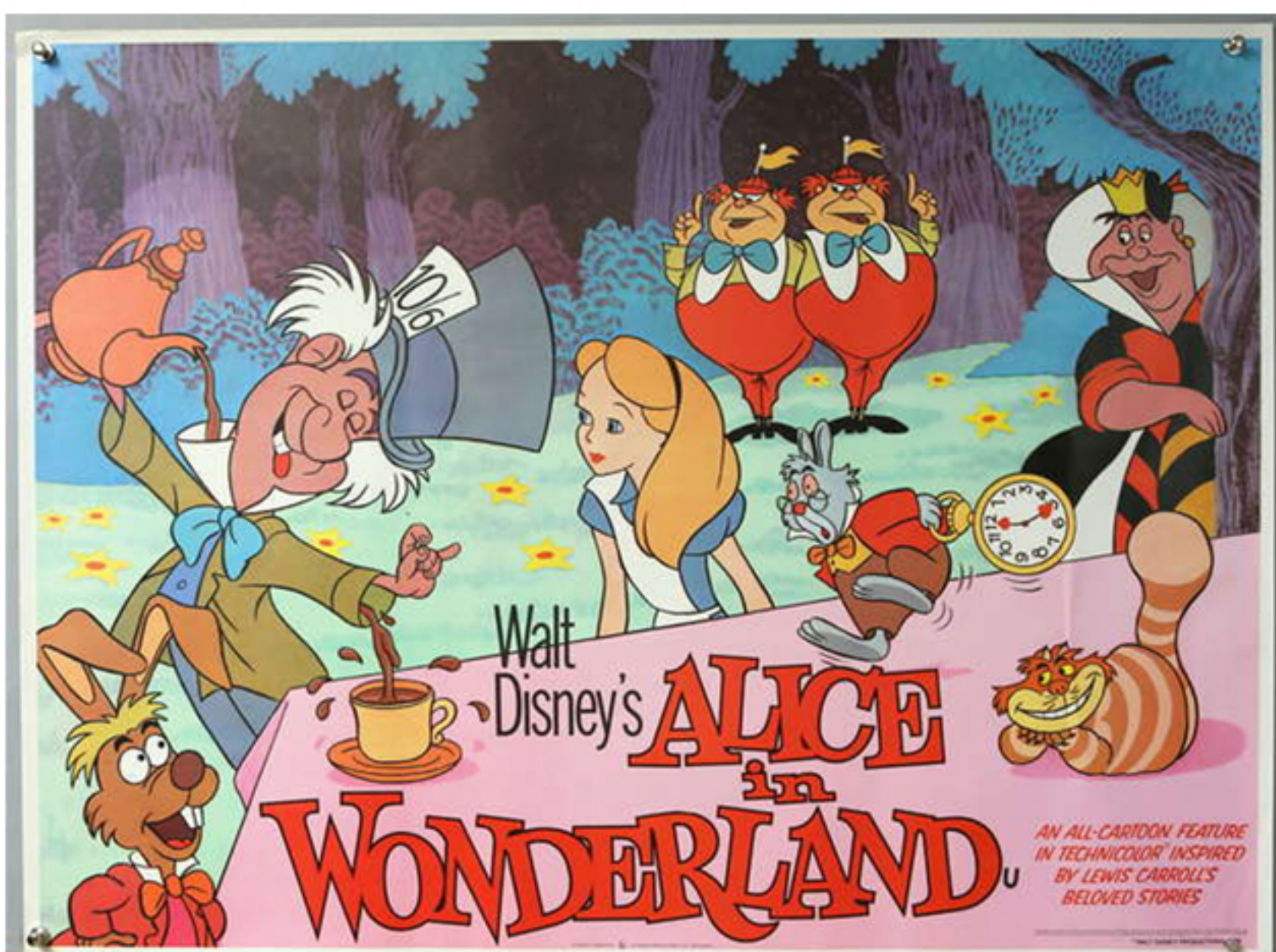
After being unable to convince his company to use the new technique of animations that he had discovered, Walt decided to leave his job and start his own business. He secured his first contract with a local Newman theatre that would sell his modernized fairy tales in the form of short cartoons as "Newman's Laugh-O-Grams".



The income generated from Laugh-O-Gram was not enough for Walt to sustain his team of animators for long. He decided to create a new series of cartoons on Alice's Adventures in Wonderland with the hope that he would be able to find more clients and generate more income. However, by the time the first animation was complete, it was too late and the business had gone bankrupt.

Months earlier Walt's office had been plagued by mice due to remnants of food stuff left by the people who worked at the studio. Walt created a harmless trap to cage the mice. It is said that one of the mouse got so tamed that whenever Walt worked alone in the late hours, the mouse would come and play around him on his canvas. Walt named him Mortimer.

1923: Mentally exhausted, bankrupt and without a place to live, Walt sold his only possession, his camera, to buy himself some food and a train ticket to Hollywood where his uncle lived. As the saying goes, the grass is always greener on the other side, Walt had lost hope in himself and was on the look for other avenues for work that seemed more promising. He tried to work as an actor and as a film-director. These were things that seemed flashy from a distance, however, they did not work out for him when he tried.



Alice in Wonderland
source: ewbankauctions

Before moving to Hollywood, Walt had sent samples of his work on Alice's Adventures in Wonderland to a famous film distributor in New York, Margaret J. Winkler. As luck would have it, Winkler was on the look for a new cartoon series and when she saw Walt's work she got interested.

Although excited in the beginning, Walt and his brother Roy had a difficult time dealing with Winkler. Like all businesses that are cut-throat and focused around maximizing profits, Walt was squeezed hard in the contract with Winkler for the production of Alice's comedies.



It was around this time that Walt and Roy formed the Disney Brothers Studio which later became The Walt Disney Company. Alice's Comedies was one of their initial projects that gave them some stability and direction.

In 1927 Walt and Iwerks developed Mickey Mouse, most likely inspired by Walt's pet mouse Mortimer. Initially the cartoon was not successful. However, instead of giving up, Walt kept on improving its quality by adding improved sound and using better recording systems. He hired professional composers and employed the new technique of providing stories through the use of music. Walt partnered with Cinephone for initial distribution of Mickey Mouse but then felt he was not getting his fair share in return, so his company signed a contract with Columbia Pictures. It took Mickey Mouse almost 2 years to get going and another 3 to become successful.

Walt Disney was a dreamer—a visionary. He saw entire worlds in plants, animals, playgrounds, and technology that others could not even begin to imagine. He kept his sights constantly on the future. He went through a lot of struggle in pursuit of his dreams. On the journey he felt countless setbacks and desperate situations where he had to improvise, remain flexible yet determined and focused on his vision.

LESSONS FOR EDUCATORS

The Universe has bestowed upon us a unique gift of our ability to dream. We can imagine things and use our creativity and imagination to build our world and improve our circumstances. Creativity needs nourishment. It is our responsibility as teachers to provide that nourishment to our students so they can unleash their hidden potentials and become masters of their subjects. We need to teach our children the importance of struggling and not spoonfeed them with solutions. They must learn to go through hardships. It is only through the grit and the grind that they will be able to face the challenges that lie ahead of them. In other words, **we should encourage students to come up with their solutions and not solve everything out for them.**

IF YOU CAN
DREAM IT,
YOU CAN
DO IT.

- Walt Disney



MEANINGFUL E-LEARNING

Fazal Q. Khan

In the term e-learning, the letter “e” stands for “electronic”. The effectiveness of e-learning depends on the teacher’s skill level in tools such as software and hardware, and awareness about the basic psychology of learning, including the Learning Pyramid or Bloom’s Taxonomy.



Blooms Pyramid of Mastery Learning

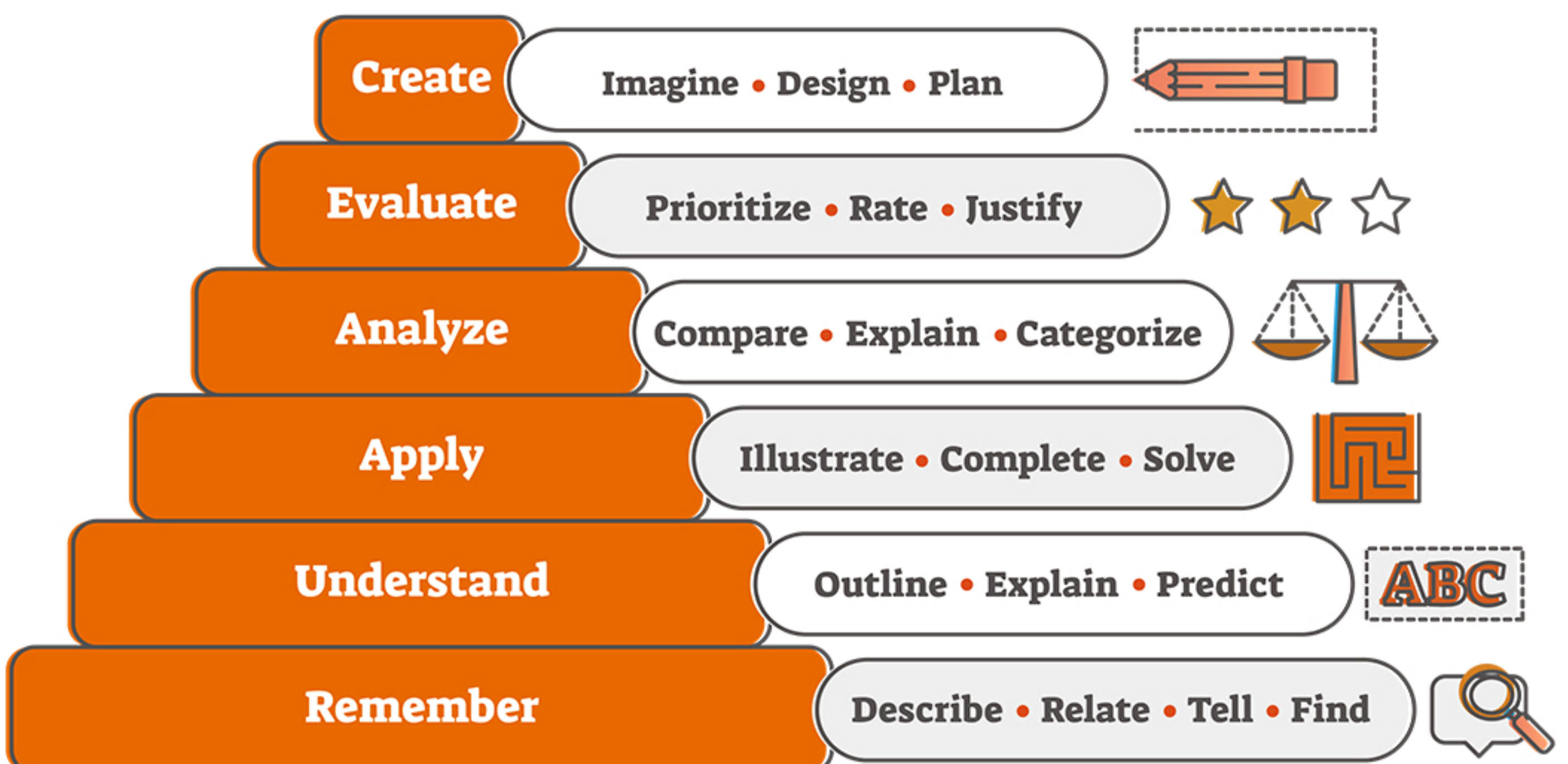
BLOOM'S TAXONOMY

In 1948, Benjamin Bloom a leading psychologist at the University of Chicago introduced a list of cognitive skills that teachers could use to determine the level of thinking their students had achieved. This list became known as Bloom's Taxonomy.

According to Bloom, there are six stages of learning. The first stage signifies the lowest order for learning while the highest one, stage six, signifies the highest order of learning.

Bloom states that if a student is able to remember or recall a lesson then he has achieved level 1. If the student is able to understand the subject matter and explain it or describe it, he has achieved level 2. If the student is able to apply that understanding in a different situation and solve a problem then he has achieved level 3. If the student is able to compare the subject matter with other subjects, analyze it or categorize it, then he has achieved level 4. If the student is able to evaluate the content taught to him, rate it, prioritize it or justify it through analysis then he has achieved level 5. And if the student is able to create something new out from the knowledge gained then he has achieved level 6, which is also known as, "Subject Mastery".

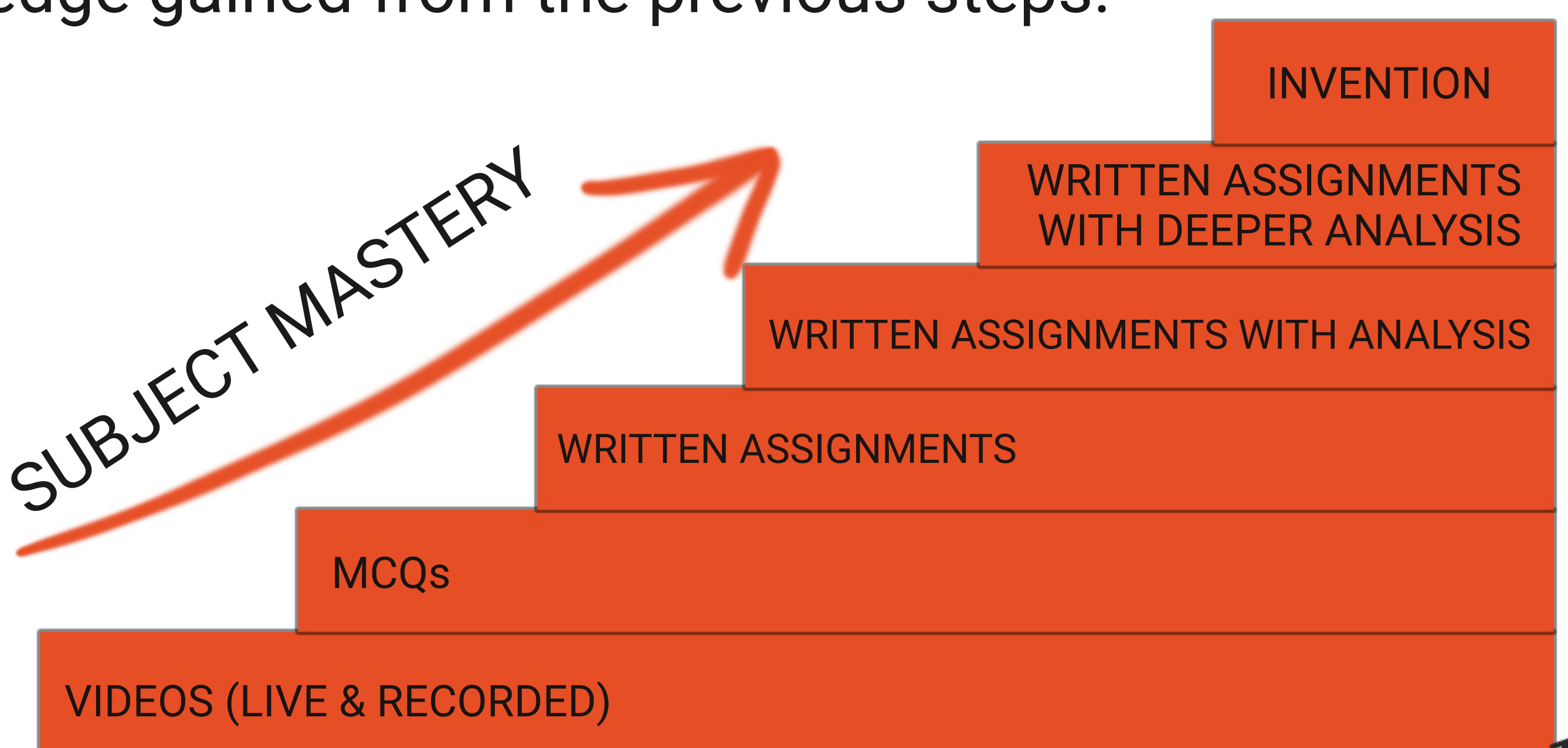
BLOOM'S TAXONOMY



In other words, Subject Mastery is achieved when the student becomes an inventor. Invention is made when one works on a project. And this is the reason why newer curriculums such as IGCSE and IB are comprised of project-based learning. They encourage students to apply cross curricular knowledge on real world projects and come up with novel solutions. The practical and relatable aspect of their projects involve active learning which promotes student engagement, while the research and analysis element promotes higher order learning and improved knowledge attainment.

E-LEARNING WITH BLOOM'S TAXONOMY

Today, technology can help our students achieve subject mastery faster than ever. Step 1 of Bloom's pyramid can be achieved through meaningful videos. Step 2 through MCQ quizzes. Step 3 through online assignments that require students to write about what they learnt, maybe in a slightly different setup. Step 4 through further assignments involving projects that may require students to analyse the subject and then provide a solution to a problem. Step 5 through further assignments revolving around the project from the previous step and require students to further analyse and refine their knowledge about the subject. Step 6 through creating something new from all the knowledge gained from the previous steps.



WHY ARE VIDEO RECORDINGS IMPORTANT?

In 2017, while working on a teacher development project at the University of Leicester in UK, we were asked to convert lectures into instructional videos for aspiring teachers. A 60-minute lecture was compressed into a 10-minute video resulting in a significant reduction of lecture time for students. It is this level of efficiency that can be achieved when lessons are carefully scripted and converted into videos. The time saving allows teachers to focus on activities that promote higher order learning.

Videos play an important role in effective e-learning by improving learning outcomes. Students can watch videos at their own free will and improve at their own speed. In 2003, during an e-learning project² at the University of Cincinnati, a class of first year University students was given recorded video lectures in addition to regular lectures, throughout the term. At the end of the term their grades were analysed, and it was observed that the average grade increased by one letter. Furthermore, students suggested videos be made available to them for other classes as well.

All modern learning platforms such as Coursera, EDX, Udemy etc. depend extensively on professionally developed videos that students can watch repeatedly.

In a recent study in Lahore where we surveyed about 500 parents from areas around Cantt, Gulberg, Askari-X and Paragon City, nearly 50% wanted recorded lectures in addition to live online classes for their children. Recorded lessons can play an important role in improving the quality of e-learning, student attainment and parental satisfaction.

² Hazem Said and Fazal Khan, Towards Using Problem-Based learning in Teaching Computer Programming. Department of Mathematics, Physics and Computing Technology, University of Cincinnati. 2004

LESSONS FROM EDUCATORS FOR EDUCATORS

According to a research conducted by Oliver Wyman, a global research consultancy, more than 200 million primary and secondary students in China, 53 million in US and tens of millions in Europe and the rest of the world are attending school online. 71% of their teachers say their biggest challenge is gauging how effective their teaching has been. Almost 40% of China's teachers spent at least six hours a day preparing for their next day's lessons. Some teachers sent 800 to 1,000 messages per day to parents of typically 45 students in their classrooms.

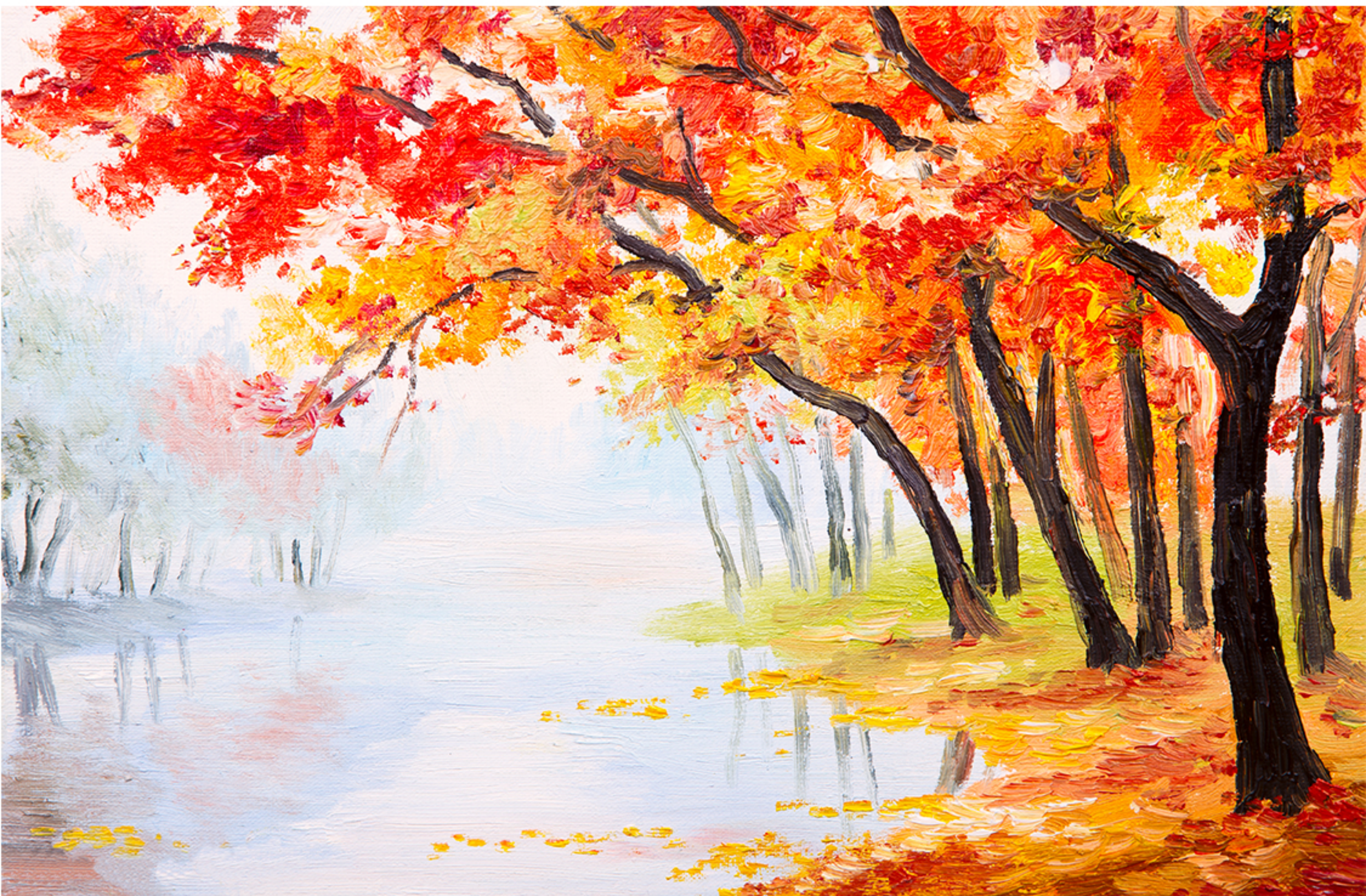
The experience of teachers in online classes in Pakistan has been no different. Most teachers had to spend five to six hours per day preparing for next day's lessons. The number of Whatsapp messaging skyrocketed, working hours increased significantly and many teachers are unsure how to gauge the effectiveness of online classes. Furthermore, due to the lack of digital infrastructure and relative lower computer literacy among the parent body, our challenges became amplified. It is, therefore, important for us to analyse the work of educators across the world and see how they are dealing with such issues.

1- Redesign your class: Chinese educators found that following the same school schedule online was impractical and did not hold student attention. It forced parents to sit and keep a watch on their children, which was impractical. Teachers redesigned their classes and reduced their duration from 40 to 20 minutes, which included activities such as lectures, drills, quizzes and student presentations every 5 to 10 minutes. Some teachers took a lesson from cram schools and jammed two days of curriculum into one day, to give families a one-day break.

2. Teach with parents in mind: Students and parents can become distracted with online classes. It is important for teachers to make expectations clear and stick to a schedule. Homework deadlines should be clearly communicated so there is no confusion. Teachers should keep in mind that a parent is dealing with multiple teachers of different subjects (even more in case of multiple children) and sometimes different schedules of teachers can become overwhelming to keep track of causing frustration among parents.

3. Give feedback to parents: It is natural for parents to be more concerned about the learning attainment of their children in these trying times. It is, therefore, more important now than ever for teachers to keep parents updated with student performance and a more personalised feedback.

Adopted from Oliverwyman's insights,
"Lessons from China about Online Schooling".



*Don't try to force anything. Let life be a deep let go.
God opens millions of flowers everyday without forcing their buds.*

Osho

NEW ARRIVALS

CITREX CONTENT LIBRARY

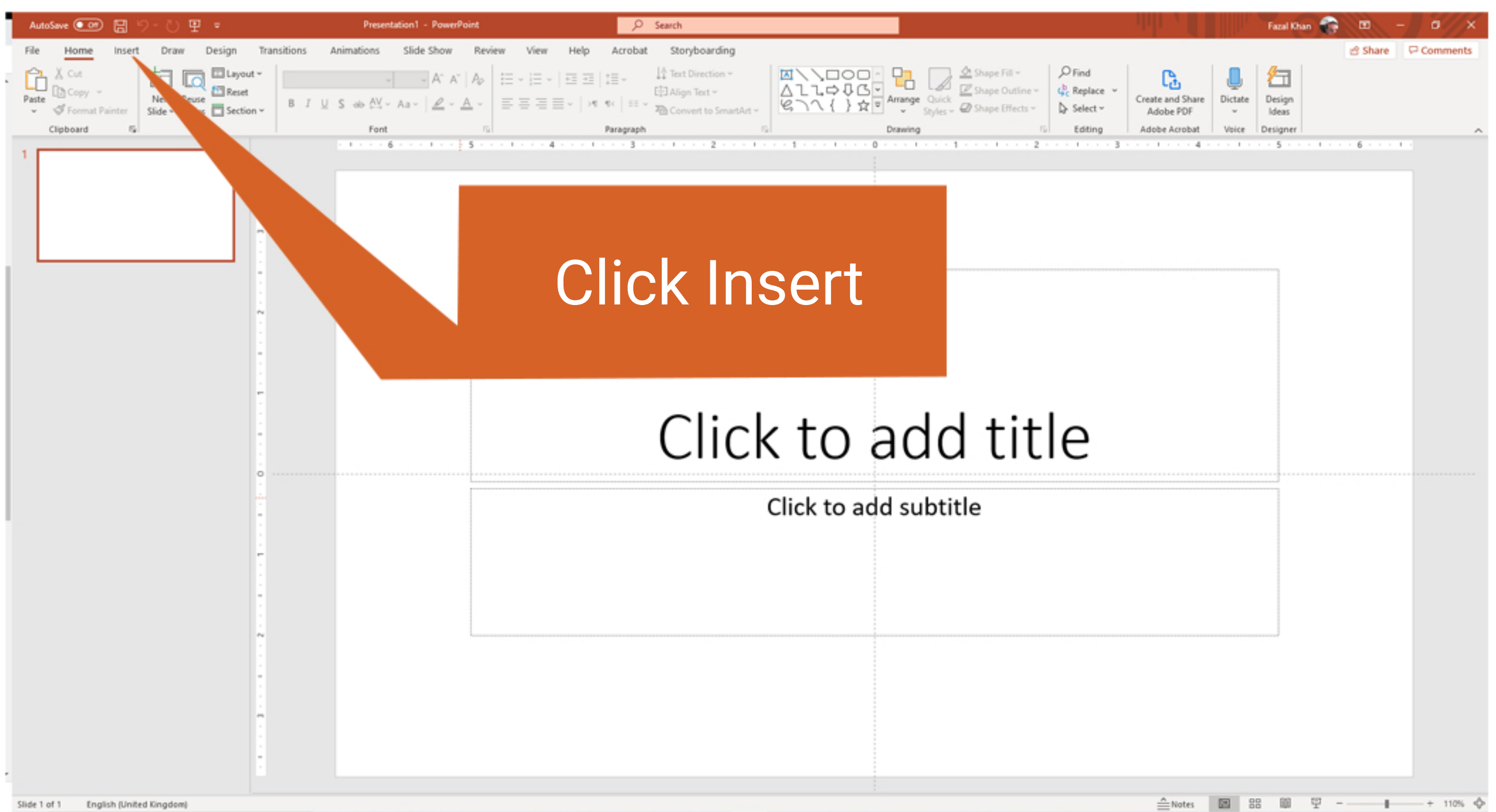


MICROSOFT POWERPOINT

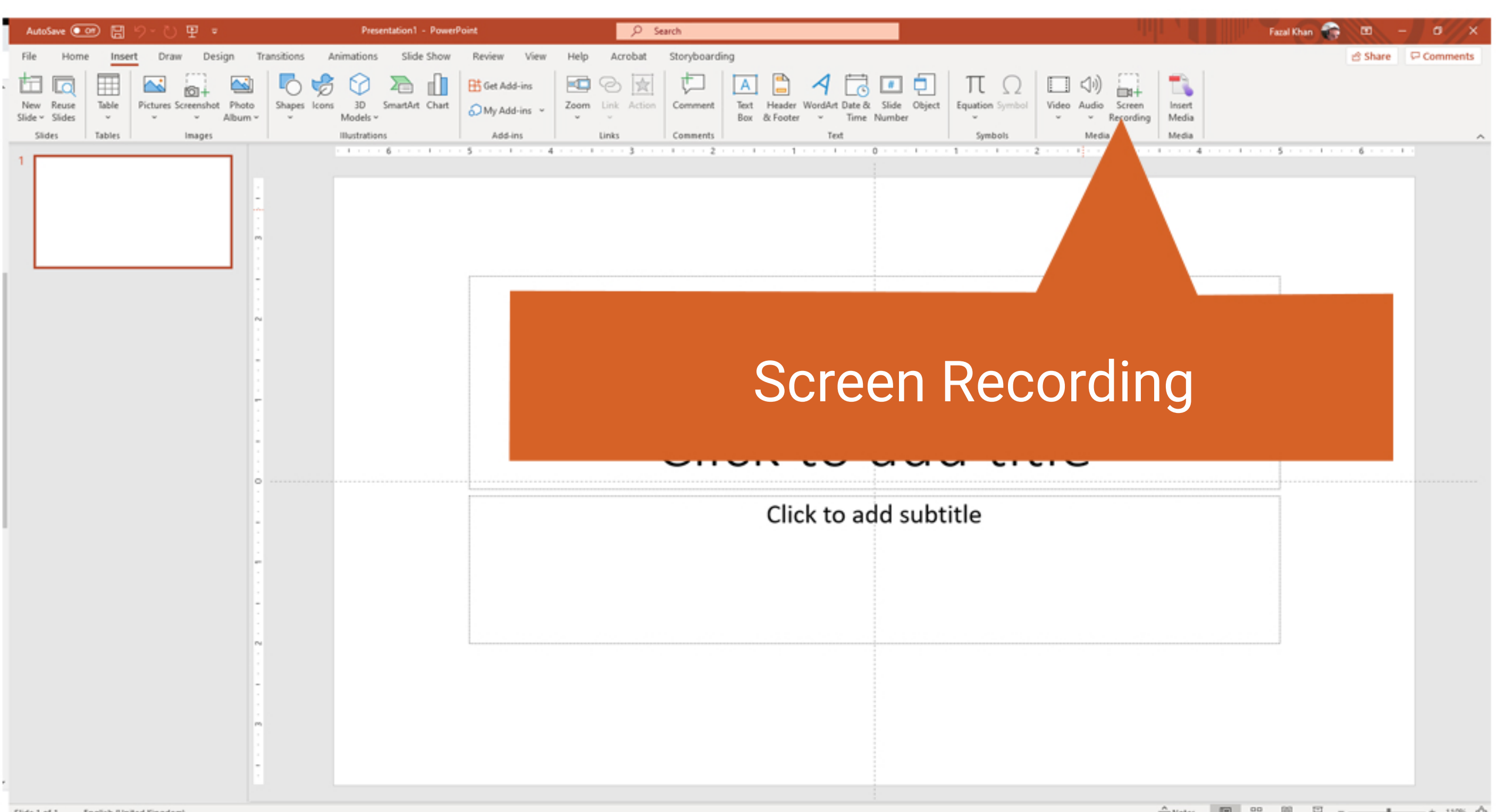
HOW TO DO EASY SCREEN RECORDINGS?

We often want to record our online lectures and presentations and convert them into shareable videos. Some teachers use the inbuilt option in Zoom for video recording, which works fine in most cases, but sometimes the conversion takes longer and that can be inconvenient. There is an alternative.

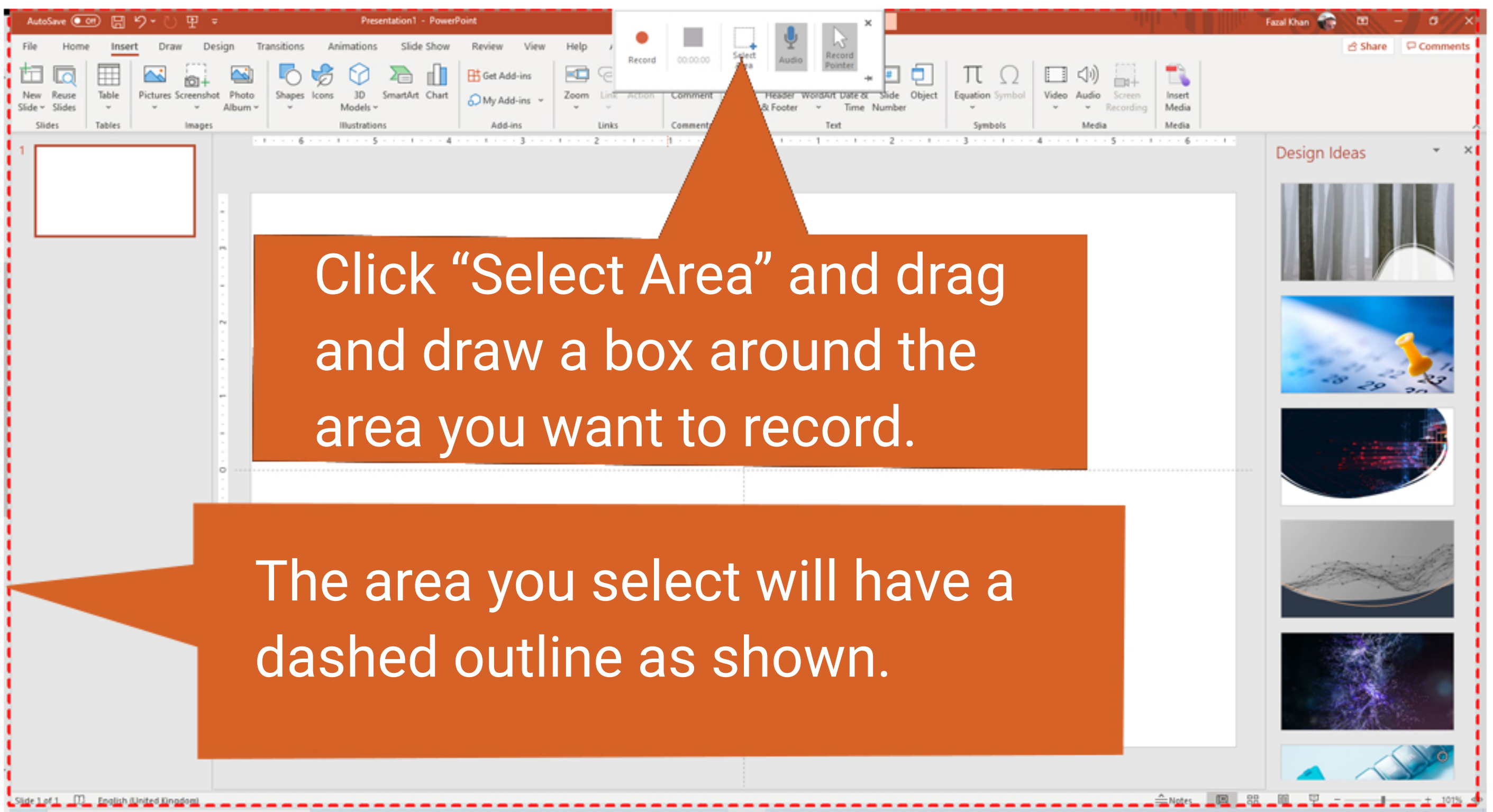
Microsoft Powerpoint gives you the option to record your screen. The conversion is fast and the video quality is good. Here is how you can do screen recordings using Microsoft Powerpoint:



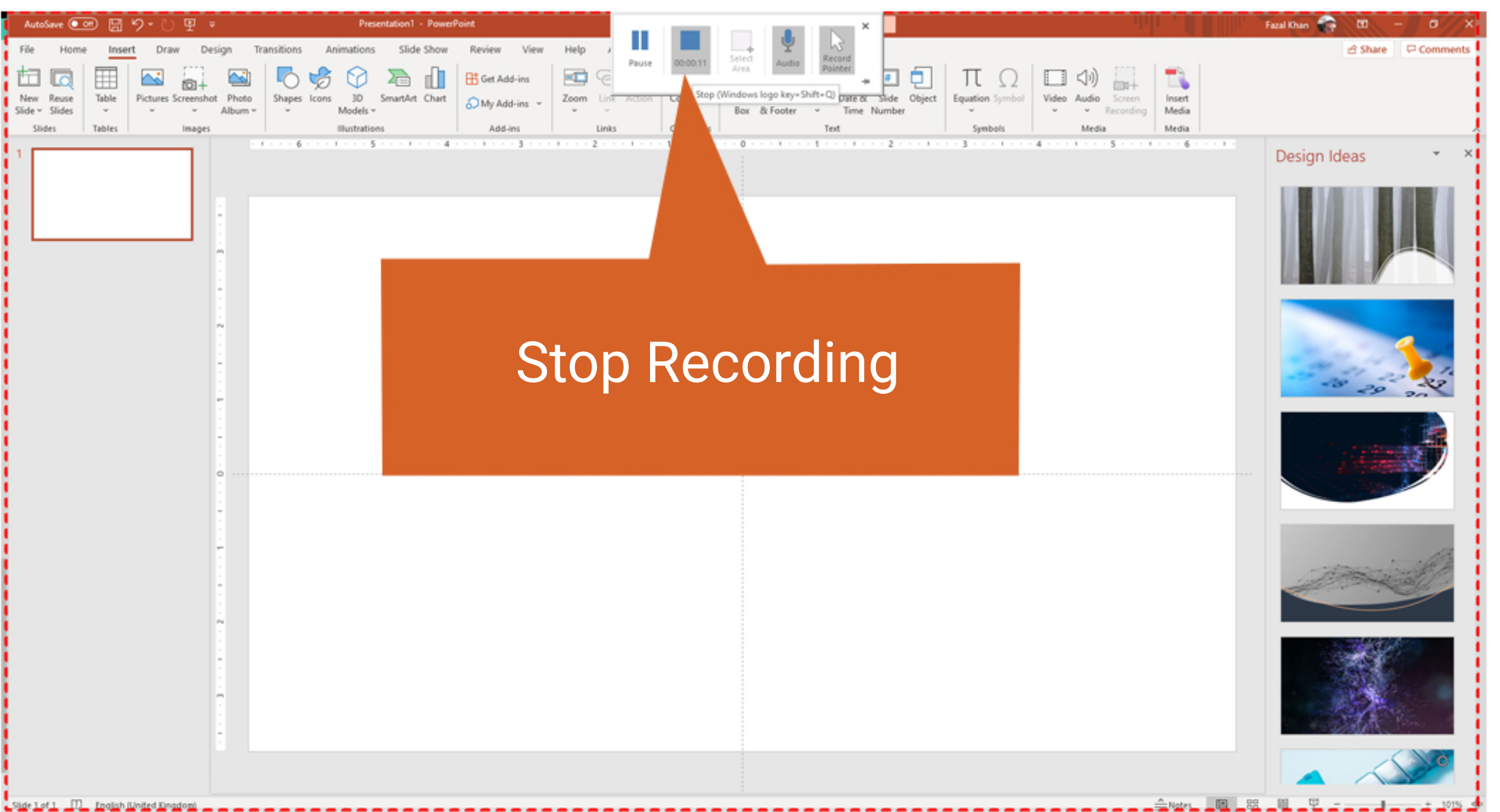
Step 1: Open Powerpoint Click “Insert”.



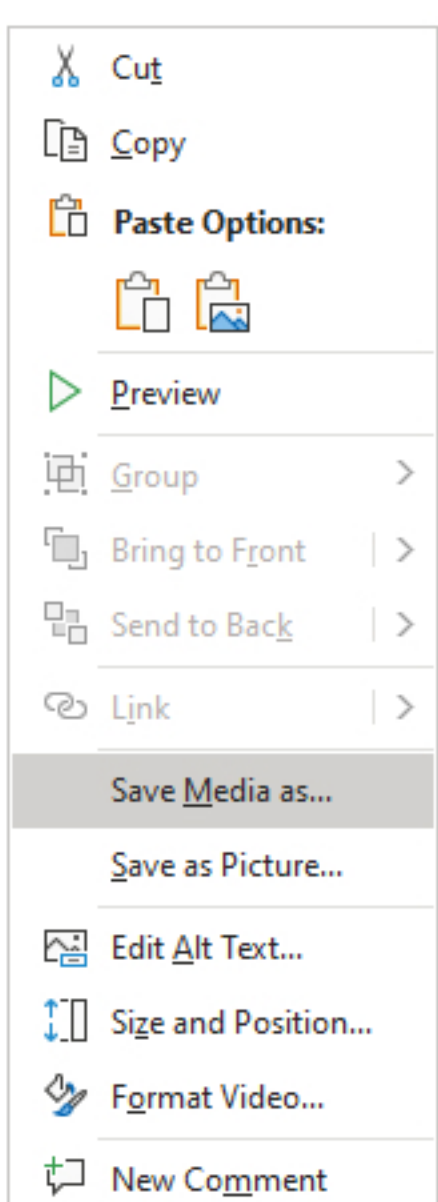
Step 2: Click “Screen Recording”



Step 3: Click the “Select Area” button and left-click drag your mouse around the area you wish to record on the screen. Then click the “Record” button.



Step 4: When you are done with recording, click the Stop button as shown above. The video will save on the Powerpoint screen.



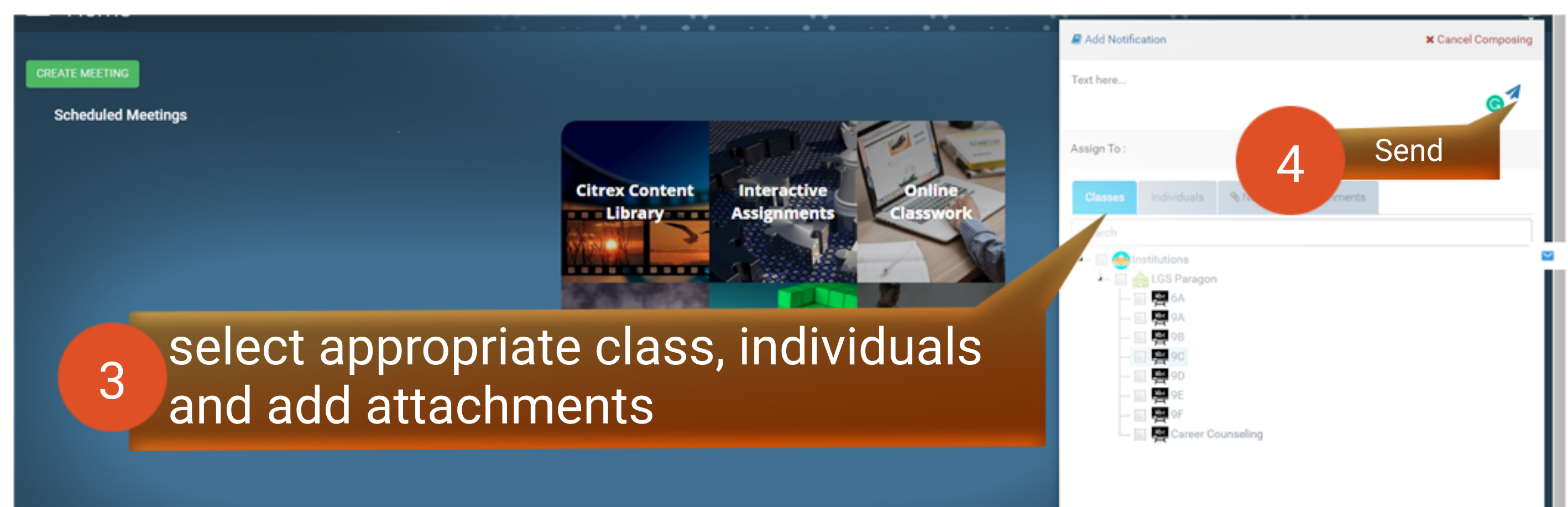
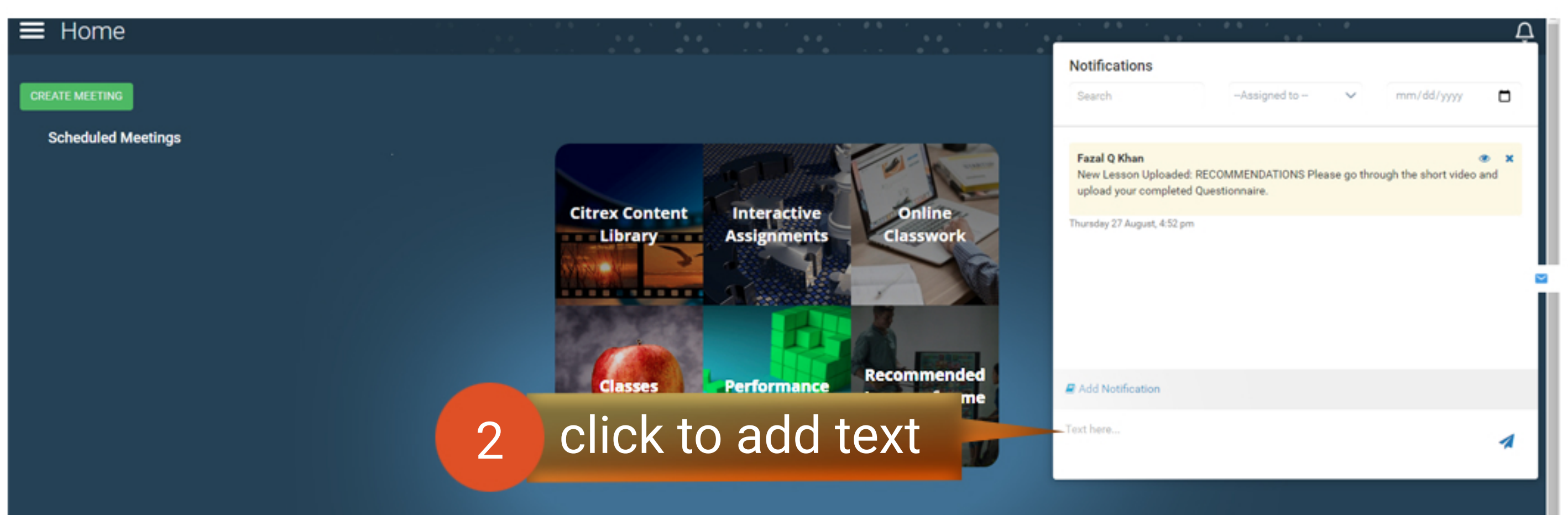
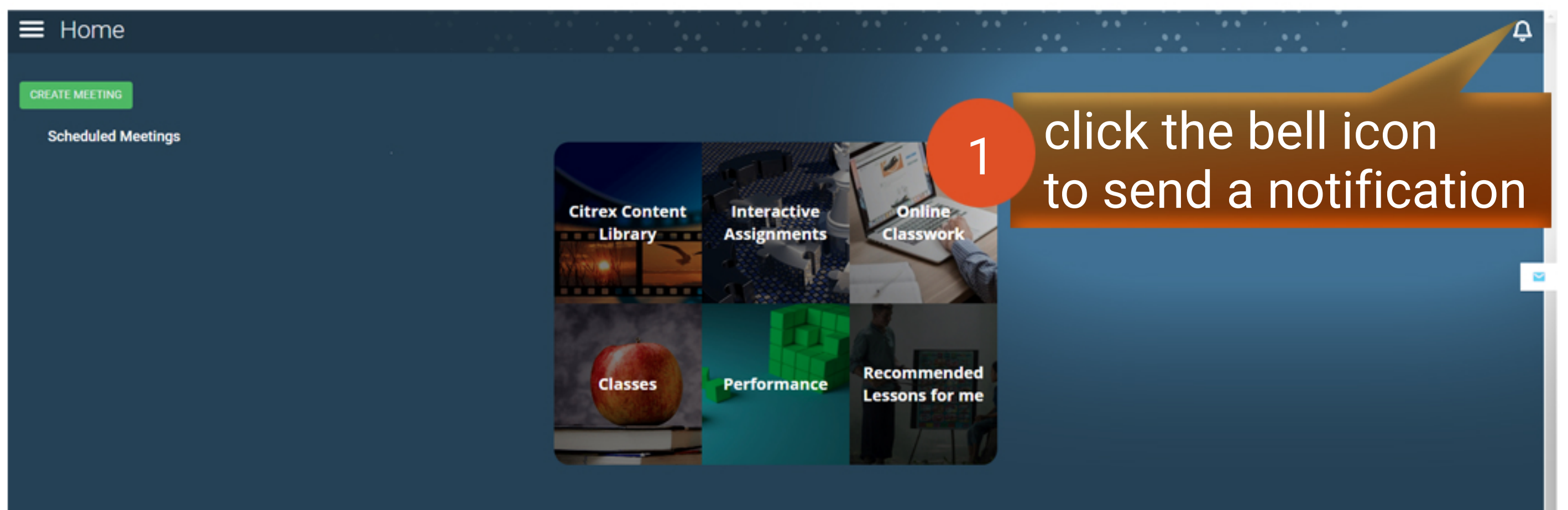
Step 5: Right click on the video and click “Save Media as”and save the file as a media file in your desired folder. Please note that the status of the conversion process will be shown at the bottom of the screen and may take some time depending on your computer.

EASIEST WAY TO SEND NOTIFICATIONS IN THE CITREX LEARNING PORTAL

Sending notifications to students and teachers is an important feature in running an online school. Since the beginning of the Pandemic, schools have been using different social media platforms such as Facebook and Whatsapp. While these Platforms can be used for sending out notifications, they are not meant for this purpose and as a result, at times, using them leads to frustrated parents who miss out on posts and are then unable to locate them.

To deal with the problem we created the Notifications feature in Citrex. It allows the school administration to quickly send various categories of notices such as school-wide notifications, class-wide notifications, individual notification to student, or notifications to individual or group of teachers.

As a teacher, you can use the Notifications Feature in the Citrex Learning Portal by following these steps:



BACK TO CLASSES

TIPS FOR SAFE SCHOOLS

DR. STEPHANUS OOSTHUYSEN
UNIVERSITY OF NORWICH

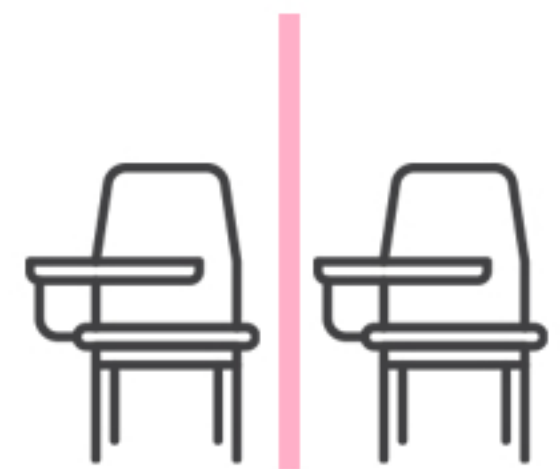
1

Maintain small class sizes so that students are able to maintain 6ft distance.



2

Use polycarbonate shields between students in case they are seated side-by-side.



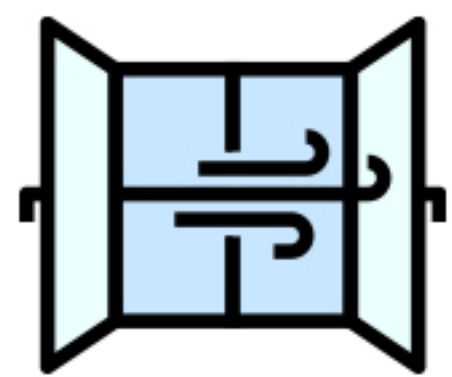
3

Everyone must wear face masks.



4

Air conditioning should be switched off and air flow maximised.



5

No shaking of hands.



6

Desks, chairs, door knobs must be thoroughly wiped with disinfectant periodically.



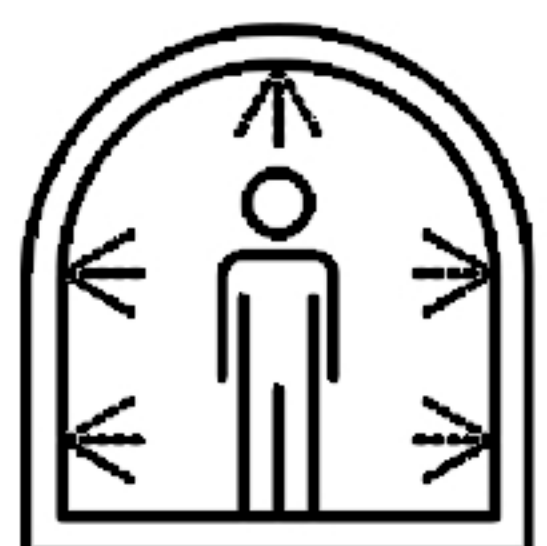
7

Hand sanitizers and wet wipes must be easily accessible for all personnel.



8

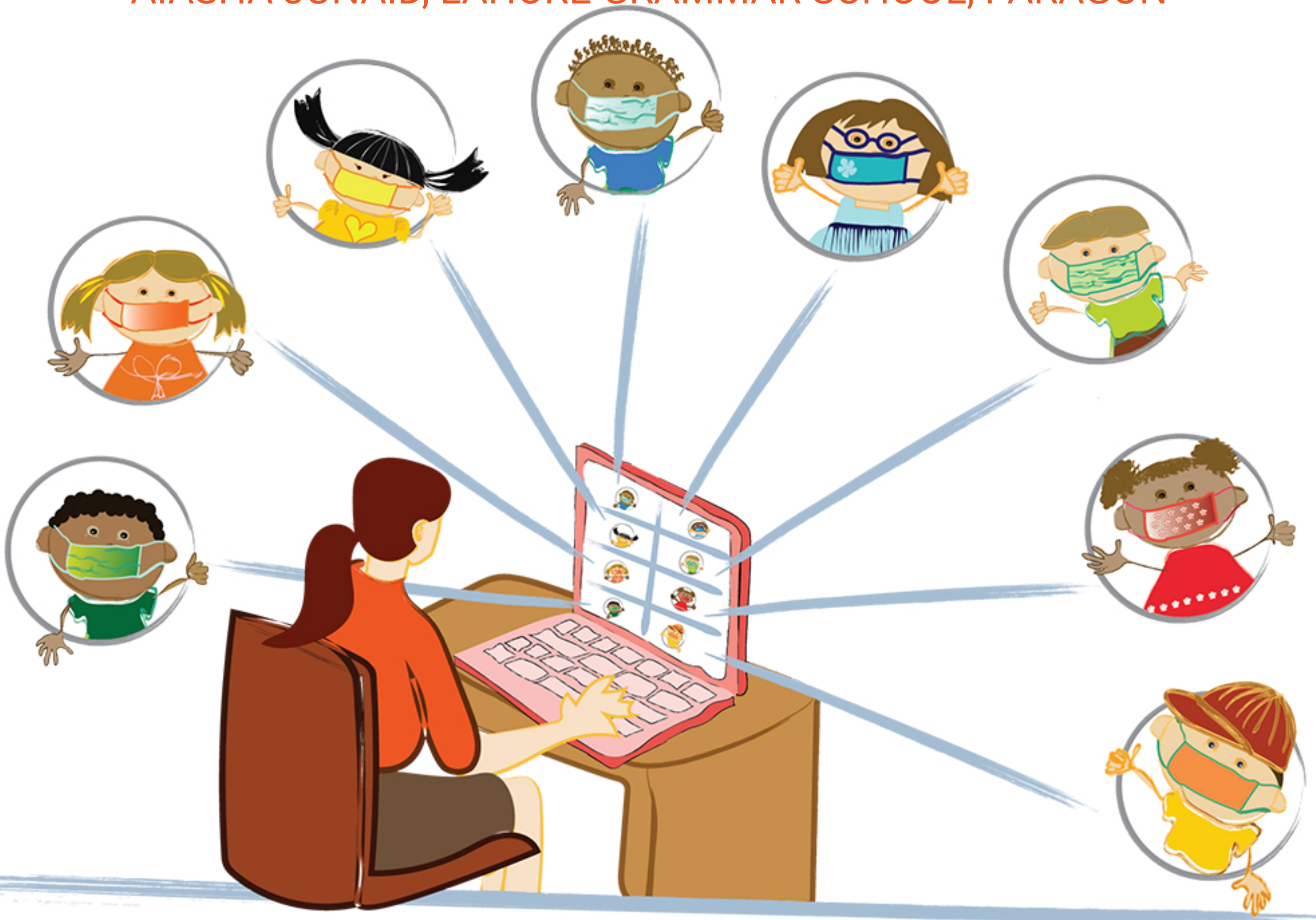
Temperatures of all entrants should be recorded at the gate while Sanitizing-Tunnels and Wash Basins should be placed for everyone to pass through and wash hands before entering.



PRESCHOOL

TIPS FOR ONLINE TEACHING

AIASHA JUNAID, LAHORE GRAMMAR SCHOOL, PARAGON



Pre-schoolers are the most challenging when it comes to online learning due to shorter attention spans. Here are the tips that we have found beneficial and we inculcate these during class:

Tip 1:

The start is the most crucial part of the class. Teachers are overwhelmingly energetic and lively to get their attention. There is always a 5-10 minute start up by welcoming the pupils by their names and talking about them.

Tip 2:

Children imitate their teachers when the teacher politely asks them to sit up straight like them and look at the screens. That is the first step of engaging them.

Tip 3:

Teachers show different props such as finger puppets or stuff toys to develop interest for the topic they will teach. They show flash cards through which they also play guessing games.

Tip 4:

Teachers sing songs or show them songs on screen, related to their learning.

Tip 5:

Teachers develop bright coloured powerpoint slides to attain their complete focus on the screen and ask questions.

Tip 6:

Teachers play games like Simon Says or Eye Spy with the children and incorporate the learning topic in these games. This enables them to keep focused while doing a physical activity.

Tip 7:

Lots of praises by calling out their names is a huge motivation for the children to do their work and finish on time.

Tip 8:

It is important that the children are able to clearly see the teacher as she somewhat relies on body language and constant reminders to control the class. Therefore, the teachers ensure plenty of light and a colourful background related to their learning is there to give them a classroom like feeling.



Encourage positivity among children.

TEAM HOLLO FROM THE UNIVERSITY OF HONG KONG WINS 2020 MICROSOFT IMAGINE CUP WORLD CHAMPION.

THE UNIVERSITY OF HONG KONG



THE UNIVERSITY OF HONG KONG



Imagine Cup is an annual competition sponsored and hosted by Microsoft Corp. which brings together student developers worldwide to help resolve some of the world's toughest challenges.

Team Hollo from the University of Hong Kong (HKU), won the 2020 Microsoft Imagine Cup World Champion with a mental health platform connecting a mobile app for users and a web application for mental health professionals; leveraging their own technology with Azure analytics and AI services to advance youth therapy practices. This is the first team from Hong Kong to have won the World Champion since the launch of the Microsoft Imagine Cup in 2003.

Hollo Team members, Cameron van Breda (Final Year, Bachelor of Science), Ajit Krishna Namakkal Raghavendran (Year 3, Bachelor of Engineering) and Piyush Jha (Final Year, Bachelor of Engineering) met at HKU. The team noticed that mental health aid was not reaching the younger generations in their communities effectively and envision a future of tech-based, accessible, and comprehensive mental health management tools. With this in mind, Team Hollo developed a mental health companion web application leveraging Azure analytics and AI services to advance youth therapy practices.

Over 28,000 students from more than 200 countries registered to take part in the Microsoft Imagine Cup and only 10 teams were selected for the Asia Regional Final. Earlier in February this year, Hollo had won the title of World Finalist in the Asia Regional Final with their impactful solution. In winning the World Champion, the team won USD100,000, a mentoring session with Microsoft CEO Satya Nadella, and USD50,000 in Azure grants.

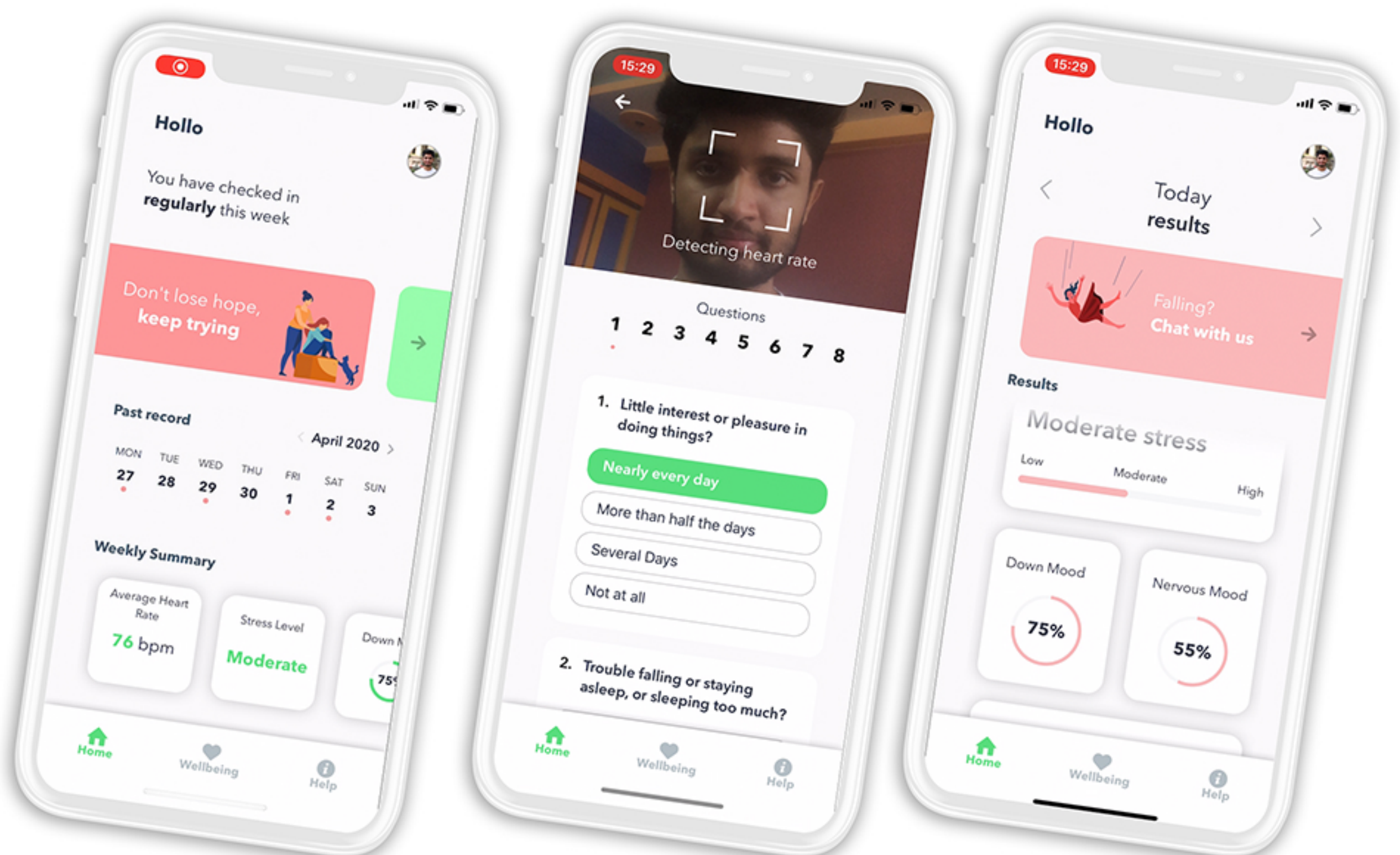
The Microsoft Imagine Cup aims to empower students to use their imagination and passion for technology to develop innovative and inclusive solutions that tackle key societal issues. Held online this year due to the pandemic, it is the first time a Hong Kong team took home the Cup, often called the "Olympics of student tech competitions."

When asked about how HKU has supported the team in pursuit of their tech aspirations, Team Hollo said, "iDendron at HKU has been a huge help to Hollo. It organised workshops for industry leaders and entrepreneurs to share with us their experiences and perspectives. We were also given networking opportunities to connect with potential elite founders from a wide spectrum of fields who have a common vision to create an impact to the world."



Cameron, Co-founder and CEO of Hollo added, “The Faculty of Science’s new minor, Science Entrepreneurship, has brought us insights via critical analysis of enterprises and taught us the connection of academic knowledge with the real world. It is this minor that has enlightened us on how to create something impactful and feasible at the same time.”

HKU Chief Innovation Officer Dr. Yiwu HE congratulates Team Hollo, “It demonstrated the growing culture of innovation and entrepreneurship on campus among both academics and students here at HKU. We should think not only in terms of pursuing a new idea or concept for discovery, but to facilitate excellent research that results in products that impacts the world. We hope HKU will incubate many successful companies with innovative products to help grow the high-tech industry and provide the younger generation with more opportunities in Hong Kong.”



Above: Hollo is a mental health companion web application leveraging Azure analytics and AI services to advance youth therapy practices.

Do You?

- have limited time to prepare for your IELTS, TOEFL iBT, GMAT (Verbal), GRE (Verbal), PTE, IELTS Life Skills, Cambridge First, Cambridge Advanced, Cambridge Proficiency or even the new Duolingo English Test with teachers based in Cambridge?
- need to make sure your course covers ALL that you need to know for your test?
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TILA EdTech was founded under the University of Cambridge Graduate Entrepreneur Scheme in 2018 and was formally registered as a limited company in 2019.



If you are a teacher and would like to contribute to this magazine by sharing your experiences please feel free to contact us at: fazalqkhan@citrex.uk or call us at +92 (0)321-8489349



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