**Lessons from Covid19**

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The global pandemic of 2020 demonstrated two things very clearly to the whole education community world-wide:

1. that most teachers were poorly prepared to facilitate students’ remote-learning of their subject matter
2. and that most students were poorly prepared to fully manage their own learning.

The reason being of course that remote learning hadn’t been a necessity of school life before Covid 19, more of a luxury or an interesting alternative but now it has moved to centre stage as the no 1. post-Covid19, most vital educational strategy for all schools and all students world-wide.

Luckily teachers are very versatile and adaptable people and it did not take them too long from when schools closed to get up to speed and start working on turning their classroom lessons into fully independent remote learning experiences for students. In doing this they discovered:

1. that they were largely unfamiliar with the full variety of websites that teach their subject matter, and also
2. that designing engaging, good quality, remotely accessible, independent learning lessons for students to achieve the same educational objectives that would have happened in class in anything like the same time frame is not an easy thing to do.

And then once they had got familiar with the on-line material and designed some good lessons using it they discovered the final hurdle:

1. that many students did not really know how to manage their own learning - remotely.

Without the formal environment of a class to support them many students felt isolated and disconnected from their schooling and found it very difficult to generate the motivation and drive necessary to put in the hours of learning at home that they normally would at school. As one parent told me:

“Even in lockdown they still seem to have almost 24/7 connection with their friends on their devices, but the idea of using that connection to work together on schoolwork just doesn’t seem to occur to them. They don’t seem to have been taught how to form digital teams, how to collaborate and work together remotely, independent of teachers.”

The real lessons we can all learn from Covid 19 are that:

1. teachers need to be very familiar with every website that teaches their subject matter – both the free and the paid sites and schools need to invest in subscriptions for teachers in all the best sites
2. teachers need comprehensive training in how to design engaging, independent remote-learning lessons for their students that utilise the best on-line resources available
3. students need to be taught all the ATL skills they need for effective self-managed learning
4. at school, students need training in and regular practice in the management of their own learning
5. becoming an effective, successful self-managed learner needs to be made into a high status achievement at school, something all children will aspire to.

LALATAT is designed to help achieve these goals.

**LALATAT.com**

Learning About Learning and Thinking About Thinking.

This is the name of our new website – release date 20 August, 2020.

Lalatat is unique in that it is the only thinking and learning skills platform that contains exercises for students to do that give them training in *all* of the ATL skills. Over 300 individual exercises that any MYP or DP student can easily do to learn all the ATL skills necessary for success at school, at university, in every modern job, in business and in every career.

Within Lalatat are two portals of ATL exercises – each one designed for one programme:

* ATL Skills for MYP
* ATL Skills for DP

One subscription to Lalatat gets a student access to both portals and many others as well.

|  |  |  |  |
| --- | --- | --- | --- |
| **IB** | **MYP** | **DP** | **Lalatat** |
| Self Management | Organisation | Organisation | Organization skills |
| Study Skills |
| Affective | Character | Character Skills  |
| Reflection | Metacognitive Skills |
| Communication | Communication | Communication | Language skills  |
| Media Literacy | Media skills |
| Social | Collaboration | Social | Group skills |
| Social skills  |
| Research | Information Literacy | Research | Research Skills |
| Thinking  | Critical Thinking | Critical Thinking | Critical Thinking Skills |
|  | Computational Thinking  | Computational Thinking Skills  |
| Decision Making Skills |
| Creative Thinking | Creative Thinking | Idea Generation Skills |
|  | Adaptive Thinking Skills |
| Transfer |  | Transfer |

Each IB portal contains a full range of ATL exercises for students that cover the full framework of ATL skills in each programme - all categories, clusters and strands. There are over 300 individual exercises in total over the two programmes that cover all the ATL skills your students will need to succeed at school and beyond.

**Lalatat ATL Categories:**

1. Organisation skills
2. Study Skills
3. Character Skills
4. Metacognitive Skills
5. Language skills
6. Media skills
7. Group skills
8. Social skills
9. Research Skills
10. Critical Thinking Skills
11. Computational Thinking Skills
12. Decision Making Skills
13. Idea Generation Skills
14. Adaptive Thinking Skills

Within each category are strands that focus skills around specific tasks or needs and within each strand are many exercises for students to do to enable them to gain mastery of all the thinking and learning skills they need.

This platform is designed for learners of all ages to use for themselves remotely at home or for teachers to use in class at school.

* Any school can use this platform to instantly create a complete ATL skills programme of their own that covers *all* the ATL skills their students need.
* Any teacher can use the exercises from this platform within existing lessons to teach specific ATL skills when they are needed or can use the exercises as complete lesson in themselves
* Any student can use this platform to teach themselves how to do all the tasks that they have to do for teachers, for tests, for assignments, for exams - at school or university, and also to learn how to concentrate, persevere, motivate themselves and develop resilience.
* Any parent can use this platform to make sure their children develop all the ATL thinking and learning skills they need for success at school and university
* Any person can use this platform to learn the ATL thinking and learning skills they will need for every career and in every business in their future.

**Lalatat ATL – 15 Categories and 102 Strands:**

1. Organization skills

 Write Goals

 Time and Task Management

 Achieve Long Term goals

 Trimming the Sails

 Plan

 Take Responsibility

 Organise Resources

 Predict Consequences

2. Study Skills

 Learning Preferences

 Learning Strategies

 Review Schedules for Long-Term Memory

 Create a Study Group

 Memory Techniques

 Exam Study Timetabling

 Exam Techniques

3. Character Skills

 Concentration and Mindfulness

 Virtues and Values

 Self-Motivation

 Failing Well

 Pressure, Stress and Anxiety

 Perseverance and Procrastination

 Resilience

 Courage

4. Metacognitive Skills

 Self-Assess Learning Skill Development

 Improve Performance

 Reflect on Knowledge

 Consider Ethical, Cultural and Environmental Implications

 Reflective Journaling

5. Language skills

 Critically Read Text

 Read Broadly

 Write for Different Purposes

 Create Glossaries of Terms

 Scientific Writing

 Business Writing

 Create Summary Notes from Text

 Create Summary Notes from Presentations

 Skim-Read and Speed-Read

 Give and Receive Feedback

6. Media skills

 Communicate Non-Verbally

 Create Presentations

 Media Options and Choices

 Media Formats

 Media Impact and Ethics

7. Group skills

 Listen well

 Ask Good Questions

 Empathise

 Understand Other Cultures

 Negotiate

 Teams and Groups

 Group Consensus

 Digital Groups

 Leadership

 Manage and Resolve Conflicts

 People Management

8. Social skills

 Relationships

 Social Pressure

 Rights and Needs

 Seeking Help

 Social Media Identity

 Social Media Security

 Social Action

9. Research Skills

 Develop a Research Question

 Build a Key-Word Search Strategy

 Effective Digital Searching

 Link Research Tasks and Tools

 Evaluate Sources of Evidence

 Primary and Secondary Sources

 Different Points of View

 Evaluate Sources for Bias

 IP rights, Academic Honesty and Referencing

 Organize and Store Information

 Create a Valid Research Argument

 Use Feedback to Evaluate Research

10. Critical Thinking Skills

 Induction, Deduction and Inference

 Develop Evidence-Based Arguments

 Consider Ideas from Multiple Perspectives

 Implications, Inferences and Conclusions

 Correlation and Causality

 Assumptions

 Interpret Data

 Draw Conclusions

 Solve Problems - Think Globally, Act Locally

11. Computational Thinking Skills

 Decomposition - break down complex problems into smaller parts

 Pattern Recognition - look for patterns in problems and data

 Abstraction - represent problems using models and simulations

 Algorithmic thinking - develop operational instructions to suit digital processors

 Solve Problems - Using Computational Thinking

12. Decision Making Skills

 Adaptive Thinking

 Take Initiative

 Recognise Danger

 Manage Risk

 Fairness and Equity

 Make Decisions - Hard and Easy Choices

 Learn from Decisions

13. Idea Generation Skills

 Metaphors

 Connections and Extensions

 Form and Function

 100 Uses

14. Adaptive Thinking Skills

 Flexible Thinking

 Guess Well

 Creation through Imitation

 Visual Thinking

Within each Strand are up to 10 exercises for students to do to develop and practise the skills that make up each strand eg in the first Lalatat category Organisation skills these are the details of the exercises in each strand:

1. Organisation skills

 1a. Write Goals

Ex 1 Write goals to generate action

 1b. Time and Task Management

 Ex 1 Chores, tasks, immediate goals

 Ex 2 Reduce the pressure by taking strategic action

 Ex 3 Manage all assignments to reduce stress

 Ex 4 Get all subject deadlines organised

 Ex 5 Make 'To Do' lists

 1c. Achieve Long Term goals

Ex 1 Generate purpose, plan and take action

 1d. Trimming the Sails

Ex 1 Evaluate action, make changes

 Ex 2 Consequences and action

 1e. Plan

 Ex 1 Plan to achieve goals

 Ex 2 Plan to develop strategies

 Ex 3 Plan to identify obstacles

 1f. Take Responsibility

Ex 1 Identify responsibilities

 Ex 2 Actions and consequences

 Ex 3 Impulsiveness

 1g. Organise Resources

Ex 1 Resources for classes

 Ex 2 Set up alarms

 1h. Predict Consequences

Ex 1 In daily life

 Ex 2 At school

The rationale for Lalatat is all about control.

Giving control of learning back to students.

What do children have control over at school?

* Who they are taught by?
* What they are taught?
* Where they are taught?
* When they are taught?
* How they are taught?
* Who sets their assignments, tests and exams?
* Who marks their assignments, tests and exams?

Of course not.

Almost everything at school is out of students direct control and yet we still expect students to try their hardest to achieve difficult academic goals. The problem is that if a child is struggling to succeed at school and they attribute their lack of success to one of the factors listed above then they could very easily become depressed, dispirited and feel helpless.

What we need to help all our children realise is that there are two factors that are completely in their control which will determine their success in any academic task. They are:

1. The amount of effort they put in, and
2. The way they apply that effort, in other words what strategies and techniques they use for:
	1. time management
	2. listening and concentration
	3. note making & summarising
	4. reading for understanding
	5. remembering well
	6. setting and achieving goals
	7. dealing with pressure & stress
	8. failing well

etc.

These of course are all ATL skills.

Taken as a whole group, ATL skills are the single most controllable factor available to students to improve their grades, scores, marks and overall performance in any area – especially in remote self-managed learning.

Any ATL programme needs to demonstrate to all learners that they do have control over the success of their own learning efforts, they just need to learn how to learn – effectively and efficiently.

The ultimate aim of ATL has to be to help students develop into fully self-managed, self-directed, autonomous, independent, life-long learners.

And not need teachers anymore.

We aim to make ourselves redundant.

Like all good teachers.

One thing that Covid 19 showed all educators and parents is the need for making sure our children develop all these ATL skills and become fully self-managed learners, not just because there may be another pandemic in the future but because those are the skills that all success in a digital future will depend on.