



COVID-19 more likely to boost CBE than online learning long-term.

What is achievable with our online school plans and what might be stressed at this time might benefit from calibration:

1. **Pacing.** Keeping up with the pacing of our courses might place too much emphasis on delivering content that maintains school sequences. What most schools are trying is not just asynchronous or synchronous online learning but co-synchronous schooling. Because online learning is a process of agency-driven learning, it takes time to adjust to this paradigm for students. Our recommended emphasis for teachers is to get students to think meta-cognitively about how they manage themselves, their needs and gaps. Their reflections are as important as getting things right or scoring highly.

2. **Think ahead to the Summer.** With quarantines around the world being put in place for [months](#) for some age groups and corporate cancellations stretching well into late May, we believe schools should plan for a summer that will require our communities and students to continue to be served and differently. There will be a greater need for remediation for students that do not complete the scheduled sequence, there might be accommodations necessary for delayed key assessments or final exams, there may be international students unable to leave with little to do in the US, and there may be in-person or pre-collegiate options that are limited.
3. **Community creation.** Maintaining community at all levels will probably be the biggest challenge, but maybe the most important for school health. Social school portfolios of academic work, co-curricular and collaborative projects should be encouraged: there are many alternative platforms that could be used for these including the Google suite, See-saw, Portfolium and more. Look at online community platforms or portfolios that that are private school communities, that comply with legal privacy requirements, offer participation for parents, that link to learning management systems and provide pathways for agency, collaboration and assessment.
4. **Competency Perspective.** It is our belief that long-term this disruption will actually provide more of a boost to CBE rather than online learning. With CBE, students are ultimately progressing as they master things as opposed to the cohort sequence the schedule of time dictates. Schools may consider a more collaborative tutoring or office hours approach where students can reach out to any teacher in the subject to get help: many CBE approaches use this flex model and it enhances teacher collaboration as well as student agency. Adopting a CBE mindset and perspective, will leave more explicit understanding of uneven points of completion at "year-end" and student needs for the summer.

We are in the process of creating further solutions for some of these needs beyond our current online resources, pathways, and platforms: the acronym OESIS originated from the words **O**nline **E**ducation **S**trategies for **I**ndependent **S**chools. We will be announcing these shortly.

Kind Regards. All Good Health & Safety.

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President.

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