

Conversation with Alfredo Hernando

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For educators & policy makers

- The global crisis has brought about rapid transformation – the current challenge is how to integrate technology, space & methodology in this new unusual context.
- Schools need to consider how to manage work with a new learning platform.
- We have landed into a spectrum of responses: some schools are trying to do things the previous way & the online world is much the same as school, replicating the same timetable. This is not working though. There is zero transformation. On the other side, some are using different methodologies & tools. The challenge is to mix different elements because of the needs that exist.
- Schools need to consider: what do your students need? How can you reach them in the best way considering their devices or social background? How has technology advanced the possibilities?
- Take the time with your team to think through how you are going to manage digital learning & manage everyday life.

What are we learning?

- That social contact is a key factor.
- That with technology we can learn more from the data.
- Teachers need to learn new ways.
- Work as a team. We need teams.
- We need leadership from school headteachers.
- It is not the best moment to go crazy about platforms or tools: we really need to think which tools are best for our new digital school.
- Family connection & creativity are important.
- We have to come up with learning structures that are possible on digital platforms.
- We need to create a new daily life that is not going to be the same as a traditional school, because time & places are not the same.
- Our life is like the heart – we are pumping bits from the digital world & we are pumping atoms from the physical world. But it is the same heart. We are pumping things together in the same heart. At the middle of the heart is the learning of the students, so we need to focus on what is the best for learning, which won't be the same timetable as we had for school.

[RE] LEARN | Takeaways

- There is this big tension between learning & teaching. Sometimes the teaching is taking the learning away. We need to believe our children want to learn. We need to build the conditions where they will learn. We have to trust something could happen.

For parents

- Ask the family: how do you want to organise the day? Talk with kids – what do you want to learn today? Take the time.
- The parent role is now very important.
- When shopping parents now have to add in additional things like paper, scissors, glue.
- For younger children, the day is about movement, about creating something; talking about what they are watching.
- For the first time you can really organise the learning. Parents can make their own timetables.
- For the young learners - building, creating, writing their own books are the best things.
- Don't worry about the long-term impact. There is already an opportunity to learn something in every corner of our homes.
- Look to books, reading, using the neural connections.
- A lot of children will need inspiration.
- We have to trust our children - that they can learn without us.

A way ahead

- We have the best environment now to work out creativity, about learning how to learn. Now we are in a situation where these things have to be worked out.
- We need to work with families & children at home.
- We cannot simply do the old way online – it will not work. We have to develop a pathway of learning & exercises where learning is happening.
- The way we do the activities is important. They don't have to be digital. We can work with parents. The path we are creating has to be about learning.
- As we think ahead, when the crisis is over, kids will want to be highly social & be outside. Children will think *I can do a lot by myself*. All of the previous model, the timetables, the subjects will have to change. We need to put the focus on how we learn.
- The global crisis will see an acceleration of technology, communication, industry & in education & a big push for school transformation.

*"I would love to see that we believe in students ...
& that we believe in the power of learning by themselves."*