

# Getting started with online teaching and learning

## Transcription: Video 5

### Interviewees:

#### **Laura-Lee Morin**

School Education Manager  
Cambridge International Education

#### **Lalith Prasad**

Regional Senior Education Manager  
Cambridge International Education

### What are some approaches to assessment?

#### **Laura-Lee Morin**

One of the things that I think I see a lot is we talk about formatively assessing and people view assessment as something that happens maybe at the beginning, you know, to understand where the students are at, which is extremely important. I think that's one of the most important things is establishing where students are. So you know how to scaffold a lesson. And then they understand, you know, assessing at the end. They seem to get that fine. But what they seem to forget sometimes is you have to assess throughout and it doesn't have to be a formal assessment. It can be quick assessments like *thumbs up*, *thumbs down*, you know, think, *five fingers*. *How do you feel about what I just showed you?* Quickly.

#### **Lalith Prasad**

I think when we wanted to bring this online education, the first question or the important questions in their mind was *How do we do assessments?* Because they will not be sitting and writing in front of I mean, along with other students - in front of a teacher. So this was something that was always there in their mind. But the assessment practices like, with the active learning, which we always wanted to kind of build on, and also then bring the students together and also probably Think-Pair-Share or group work. And these kind of activities really worked very well. And also the breakout rooms that we created and the forums or platforms and things like that.

#### **Laura-Lee Morin**

Providing the opportunity for reflection and a debrief is important from each group. So you understand *did they really understand the task?* You know, *what were their learning outcomes from that task?* Debrief is really important, not just moving forward, you know, summarising and moving forward, but taking the time so that you can grow as a teacher from, maybe, you know,

or revise, like: *Hey, it doesn't seem like anybody got this one this one point that I was trying to make from that assignment or that task.*

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