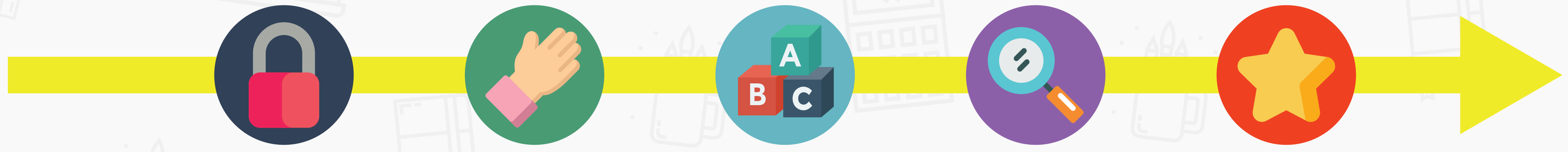


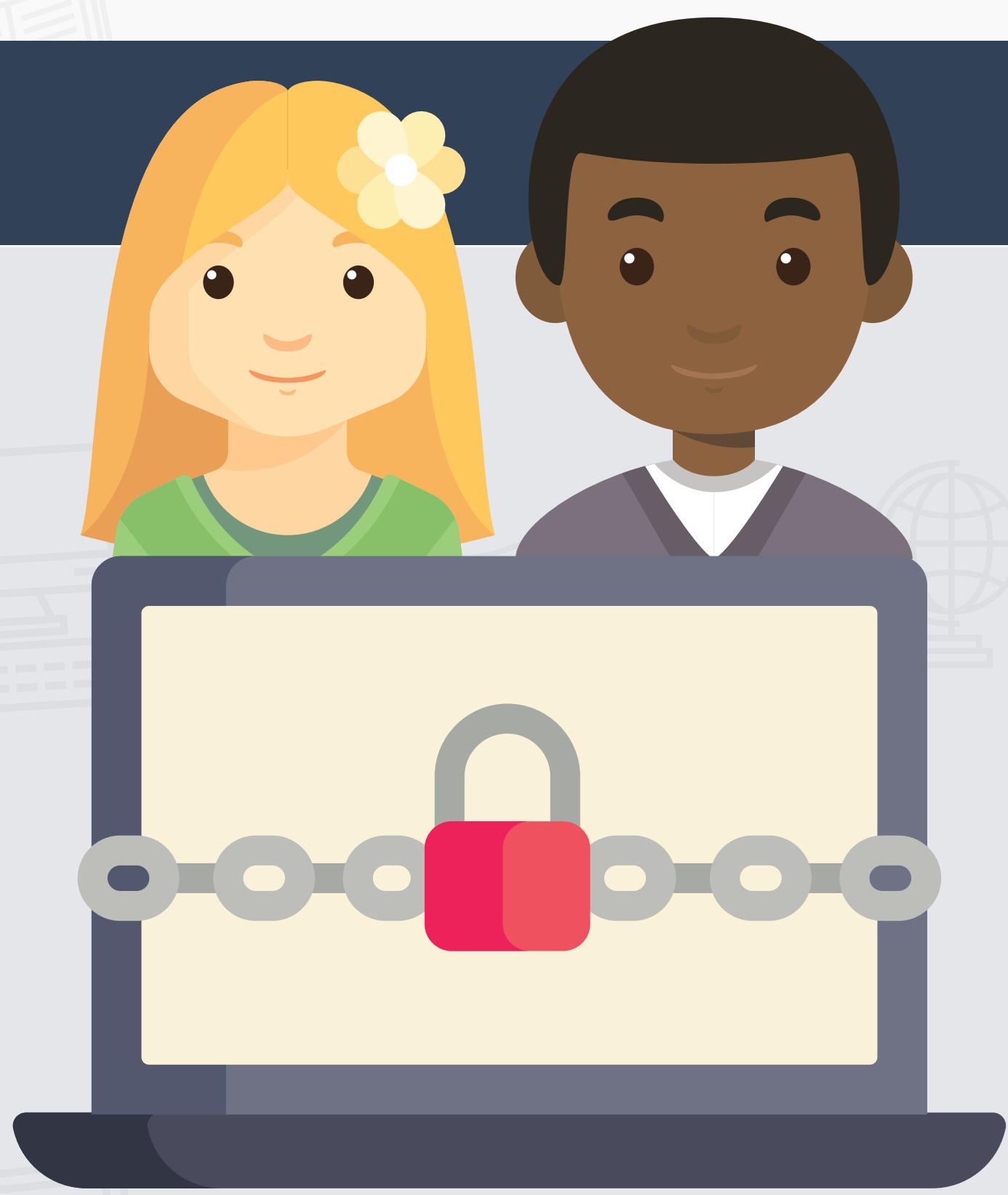
The Evolution of Monitoring



As educators open the web to learners, there is an increased responsibility to ensure student safety. The challenge is - is this accomplished by locking down access and policing learner browsing, or through supervised self-monitoring and a gradual release of responsibility?

Where do you fall in the evolution of monitoring?

Locked-down learning



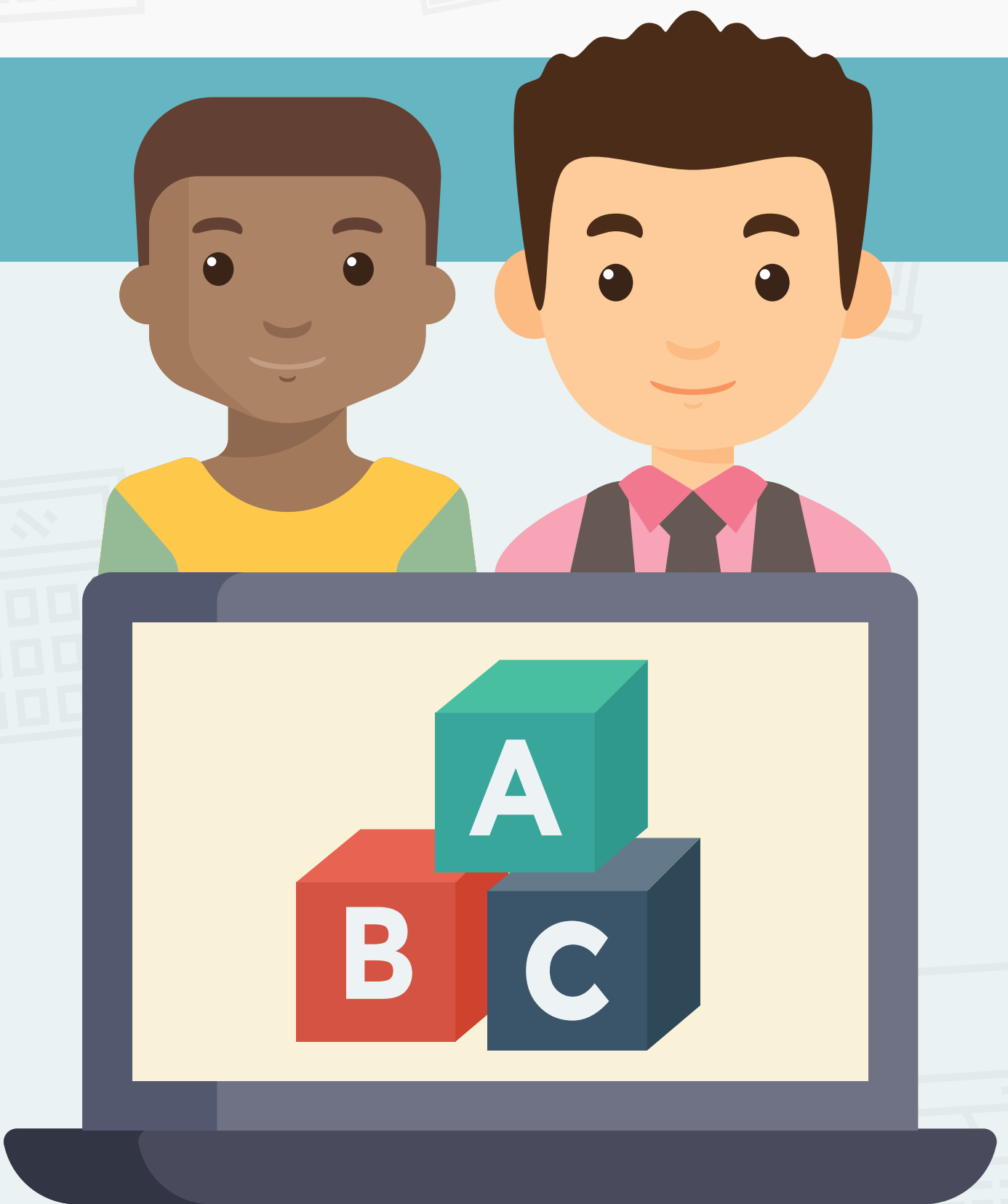
- 🔗 Learners are limited to very specific web pages and sites that are provided for them.
- 🔍 Educators monitor constantly to make sure learners don't get off task.
- ⚠️ Inappropriate tabs are closed without warning in order to refocus learning.
- 🎯 Educators rely on Focused Browsing sessions to limit distractions.

Hand-held learning



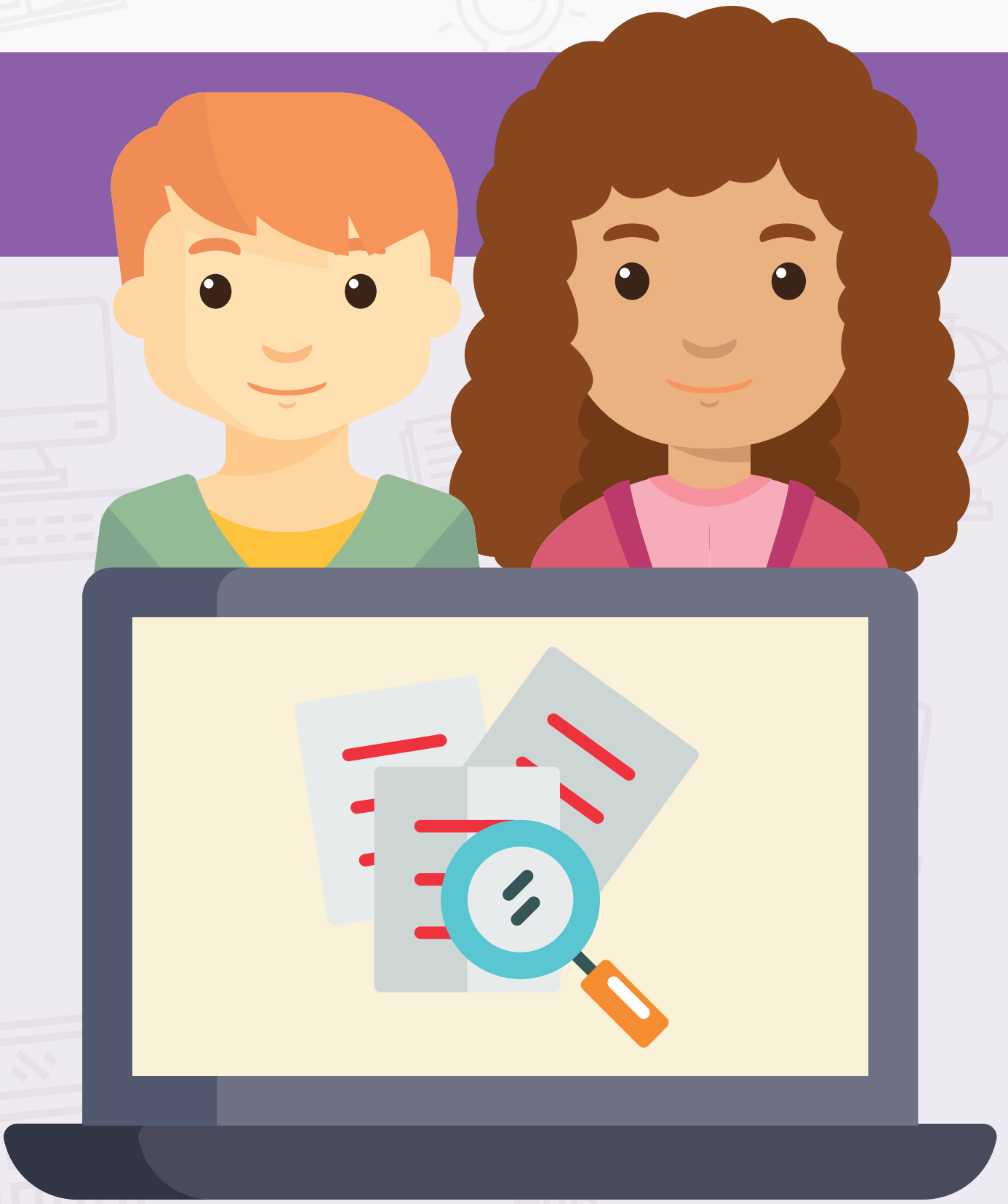
- 🔗 Learners are limited in what websites and pages they can use, but occasionally find resources on their own when appropriate search engines and databases are provided.
- 🔍 Monitoring is used throughout class to ensure learners are on task.
- ⚠️ Warnings are provided to off task students before intervention. Off task or inappropriate internet use is heavily documented.
- 🎯 Focused Browsing is used frequently to limit distractions.

Structured learning



- 🔗 Learners are provided with a mix of independent and hand-held digital learning tasks.
- 🔍 Monitoring is used frequently to ensure learners are on task and engaged, as well as to provide feedback on the work being done.
- ⚠️ If necessary, warnings and reminders are provided to off task students.
- 🎯 Focus Browsing is primarily used for assessments, while Filter Browsing allows learners to explore more freely, with some limits.

Semi-independent learning



- 🔗 Learners can largely be trusted to work independently and stay on task. They can locate resources and information with support.
- 🔍 Monitoring is used periodically to check that learners are engaged and to offer feedback.
- 🎯 Focus Browsing is sometimes used for assessments and Filter Browsing is used to provide some limits, as needed.

Independent learning



- 🔗 Learners know what is expected of them and can be trusted to go online and primarily stay on task. They can independently locate resources and information.
- 🔍 Monitoring tools are used to check learner progress and offer formative feedback.
- 🎯 Focus Browsing is only used during online assessments.

Hāpara enables educators to assist their learners on a progressive evolution toward autonomy and learner agency.

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