Preparing to teach remotely

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Go to www.menti.com and use the code 471981

What are your thoughts, concerns or worries about teaching remotely?
Go to www.menti.com and use the code 471981

If you have questions or discussion points during the presentation, add them here.
Agenda

- Types of remote teaching and learning
- Moving from the classroom
- Digital tools to support remote teaching and learning
- What does remote teaching look like?
Two types of remote learning

Synchronous and asynchronous learning
Synchronous

Students learn at the same time

‘Live lessons’

Collaborative environment

Activities happen live, with instant feedback

Structured sessions
Asynchronous

Students learn independently at different times at own pace

Lessons are flexible

Activities happen over a longer timespan, with feedback at the end

Less structured sessions, but structure provided through different activities
Areas to consider

- Communication
- Access
- Activities
- Feedback
- Structure
- What ifs?
Communication

Email
Virtual Learning Environment
communication tools
Live text chat
Video conferencing
Phone calls
Communicating remotely

Realistic
Accessible
Responsive
Accessibility

• Equipment
  • Laptops, phones, cameras, space

• Digital accessibility
  • Speech to text
  • Video transcripts
  • Range of alternative options

• Support
  • Phone number/email
Activities

Interactivity
Scaffolding
Collaborative
Engaging
Structure

• Particularly for live sessions
• Follow a structure for learning, to build skills and keep familiarity
• Students will seek reassurance that their learning is on track
• Clear guidance and expectations
Feedback

How will your students get meaningful feedback on their work?

How can you get feedback on the teaching models used?
What ifs??

Plan for the what ifs?
IT support
Student disengagement in learning
What would you expect to see in a remote session?

Introductions
Teaching content
Activities
Assessment
Feedback
Plenary

Everything you would see in a classroom
Digital tools to support synchronous learning (live sessions)
Digital tools to support asynchronous learning
Digital tools to support monitoring and tracking

Microsoft Planner app
ToDo
Office 365
Microsoft Teams
Virtual Learning Environments
Contribute... https://tinyurl.com/remotelearningSERC
What might a remote lesson look like? (synchronous)

Set time and place, with ‘meeting’ invitations sent to students/teachers, through chosen medium.

It’s best to practice this at least once with your students whilst they are on campus.

Aim to have another teacher (or ‘techxpert’) join the session also.
• Live webcast to ensure all are logged in, can hear OK and have been able to access the technology
• Give overview of timings for the session, and what digital tools will be used (so students can log on)
• Describe how students will be communicating e.g. text questions, or use mic – how will they ‘raise their hand’ virtually?

**Teacher activity**

• Presentation, screen-share, video demonstration

**Student activity**

• ‘Breakout rooms’ for group work (e.g. group chat, or separate link to a virtual room), to complete a document or activity
• Discussion task with whole group, note-making, or contributing to a collaborative space (e.g. OneNote or Padlet wall)
## Assessment and feedback

- E-assessment, e.g. running a Kahoot or Quizizz live
- Contributions to forum, or chat wall with grading attached, or verbal assessment from tutor
- Feedback to whole group, and feedback to individual students

## Plenary

- What worked well? Have we ensured that all students have learned during this live session?

## Closing

- Recap on lesson, provide indicator of ‘what next’ for the students
- When can they meet up again? Where can they find support?
What might remote learning look like (asynchronous)?

No set time and place – indicate expectations of submission of work and indicate guidance.

For example, “all students should have their activity completed by 21st March. This should take you around 4-5 hours to complete over the next week”.
Introduction

• Video describing key learning outcomes and expectations.
• Outline where to find support if they need it.

Teacher activity

• Presentations, videos, links to materials, documents

Student activity

• Contributions to a collaborative space, or to an individual space
• E.g. Moodle journal, Assignment drop box, Class Notebook
• Group tasks – templates, or activities to complete within a set timescale. Inform students how to keep in touch
Assessment and feedback

• Through email, voice or video feedback, or through written communication
• Individual feedback given over a voice call or video

Plenary

• Summarise back to students through a video on outcomes met, and upcoming learning

Closing

• What's next for students?
• Where can they find help and guidance?
EdPuzzle, Learningapps.org, and OneNote for active learning

- Students can engage in active learning strategies through digital tools.
- Edpuzzle allows teachers to create interactive videos, which enhance the learning experience. Learningapps.org and Quizlet generate templates, to encourage students to actively work with new information.
- OneNote harnesses Office 365 live technology to develop digital literacy, self-motivation and group working within student cohorts.
Mentimeter, Polleverywhere and padlet to capture the student voice

• Capturing the student experience through digital tools allows teachers to assess for and of learning, and to encourage digital literacy through student autonomy and feedback.

• Mentimeter, PollEverywhere and Padlet offer this opportunity.
Class Notebook

• Class Notebook offers a unique opportunity to create an open, collaborative space for students to generate their content.

• Teachers can maintain control on all aspects, and monitor and assess students in real time.
Standard solutions P1/P2 achieved.

The purpose of the lab work was to safely carbonate Na2CO3.

There were 4 main steps to this:

1. Calibration of the pH meter
2. Weighing solid
Final thoughts

REMOTE LEARNING IS A GREAT OPPORTUNITY TO INTRODUCE STUDENTS AND TEACHERS TO A NEW WAY OF WORKING

THERE IS A LOT OF SUPPORT AVAILABLE IF YOU ARE UNSURE

CHOOSE THE TECHNOLOGIES THAT WORK BEST FOR YOU AND YOUR STUDENTS