

# Preparing for Distance Learning

Webinar – Monday 16<sup>th</sup> March 2020





## Preparing for Distance Learning Webinar

### **Agenda**

**10:00**

Welcome

**10:00 – 10:20**

Amy Hollier – Head of Blended Learning, Blended Learning Consortium

**10:20 – 10:30**

Peter Kilcoyne – Blended Learning Consultant

**10:30 – 10:50**

Chris Rothwell – Director of Education, Microsoft

**10:50 – 11:10**

Iain Thompson – Advanced Practitioner TEL, Leeds City College

**11:10 – 11:30**

Stefanie Campbell – Dep.Head of Learning, South Eastern Regional College

**11:30 – 11:50**

Martin Lewarne – Senior Regional Director, Canvas

**11:50 – 12:00**

Discussion and sharing of practice

**12:00**

Close

## Considerations for staff and students to work remotely:

- Do students and staff have access to devices and internet access outside of the institution?
- Are staff able to access a remote desktop?
- Are staff aware of the capabilities of software available to them i.e video streaming, online submission, discussion forums, online meeting rooms, MS Teams and Google apps?
- Do all staff and students know their log-in details?
- Do staff know how to access existing online content i.e BLC material?
- Are staff briefed on accessibility guidelines before developing online material?
- Are online submission points open and accessible?
- Is there a structure for staff to follow when working remotely?



## Blended Learning Taken Entirely Online

### **Do:**

- Provide students with structure -  
Schedule times that you will all meet online
- Give clear guidance
- Use a range of mediums – ask them to use or present on vlogs, wiki's, voice notes, essays, online quizzes, discussion forums
- If you don't have time to prepare several lessons – offer reading, watching and listening lists that are vocationally relevant
- Ask students to do research around different topics and use Wakelets for them to curate information

### **Don't:**

- Forget the students who are less comfortable with technology
- Forget to make content accessible to all
- Over complicate things
- Forget to record online sessions for those who will need to refer back to it
- Expect too much, this is an unusual situation that many will take a while to get used to
- Put content onto a VLE without guidance on how to work through it or what is expected from the learner

# Regular contact is essential

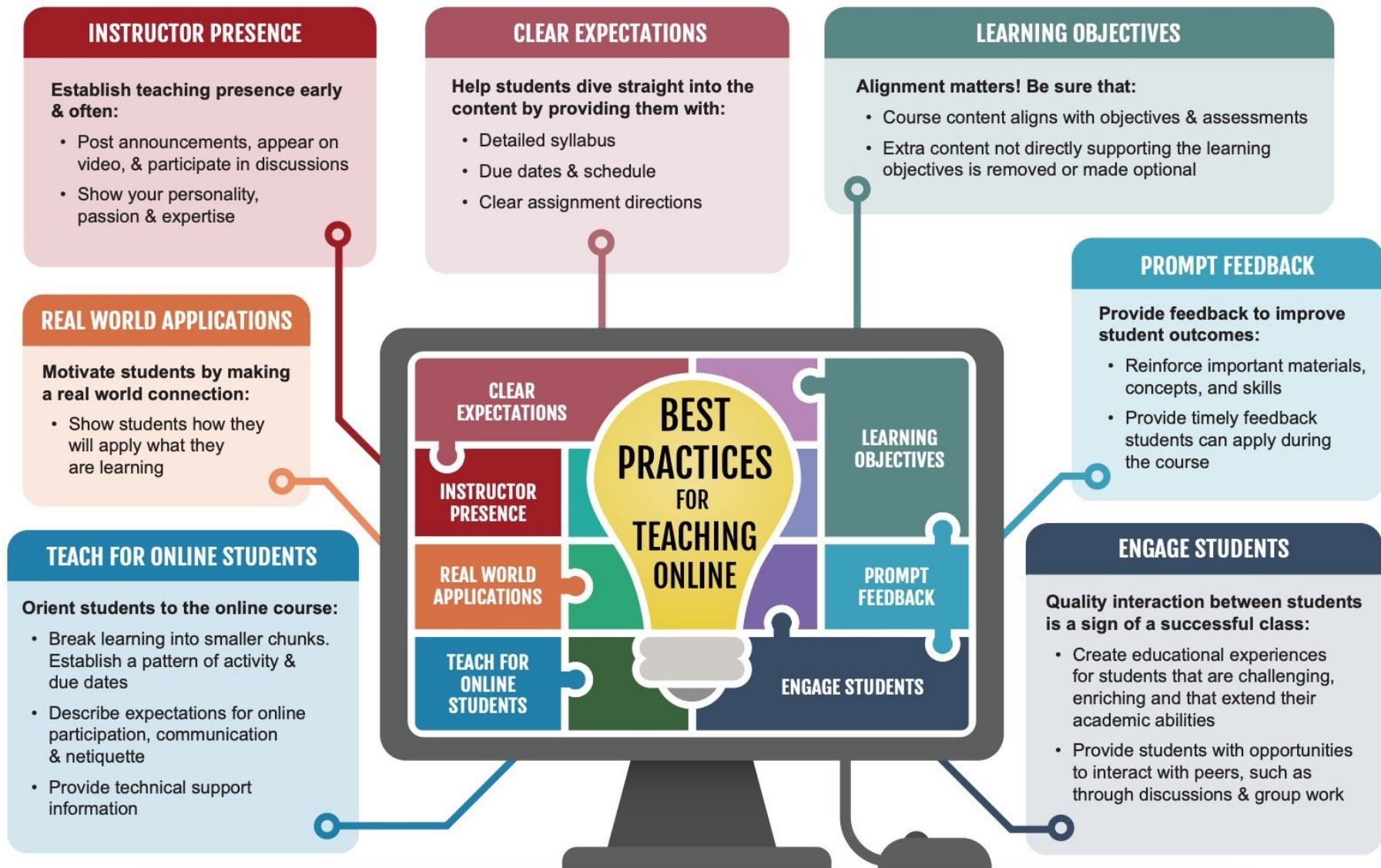
- This situation could induce anxiety for some - signpost to additional support

<https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/>

- Some students, and staff, may feel very isolated



- What is the preferred mode of communication? Test it asap
- Try to maintain a sense of community amongst students and staff
- Remind staff of necessary policies around informal communication i.e social media for safeguarding



## The basic six things to consider when creating accessible information

### Structure (heading styles)



# S

Use heading styles in your document such as H1, H2, H3

### Colour & contrast



# C

Consider the colours you use and the contrast between text and background

### Use of images



# U

Use alternative (alt) text on your images

### Links (hyperlinks)



# L

Describe your link, never use click here

### Plain English



# P

Use clear uncomplicated language with no jargon

### Table structure















# T

Use simple tables without merged or split cells

[www.worcestershire.gov.uk/WCCSculpt](http://www.worcestershire.gov.uk/WCCSculpt)

# Blended Learning Consortium Resources

A grid of six course cards arranged in two rows and three columns. Each card features a circular icon at the top, a title in the middle, a small person icon to the right of the title, and a purple button with a white arrow pointing right at the bottom. The top row contains three Engineering courses: Level 2, Level 3, and Level 3 (Year 3). The bottom row contains three Literacy courses: English Level 2, Functional Skills Literacy E3 (Year 3), and Spelling, Punctuation and Grammar. The Engineering icons show a gear and a wrench, while the Literacy icons show an open book with the letters 'A' and 'b' on the pages.

 Engineering Level 2  <a href="#">Course &gt;</a>	 Engineering Level 3  <a href="#">Course &gt;</a>	 Engineering Level 3 (Year 3)  <a href="#">Course &gt;</a>
 English Level 2  <a href="#">Course &gt;</a>	 Functional Skills Literacy E3 (Year 3)  <a href="#">Course &gt;</a>	 Spelling, Punctuation and Grammar  <a href="#">Course &gt;</a>

**1800 HOURS OF INTERACTIVE ONLINE CONTENT**

**60 SUBJECT AREAS/LEVELS**



# Welcome

Welcome to this session on algebra. By the end of this session you will be able to:

- 1 Simplify algebra problems
- 2 Evaluate algebra problems
- 3 Use algebra to solve number and word-based algebra problems

You will need a pair of headphones.





## Useful Links:

<https://www.jisc.ac.uk/full-guide/ensuring-continuity-of-learning-during-enforced-absence>

<https://community.canvaslms.com/groups/admins/blog/2020/03/05/maintaining-the-connection-of-the-classroom>

<https://www.microsoft.com/en-us/education/remote-learning>

[https://edu.google.com/latest-news/covid-19-support-resources/?modal\\_active=none](https://edu.google.com/latest-news/covid-19-support-resources/?modal_active=none)

<https://www.clickview.co.uk/blog/continuity-learning-during-absence/>

Also offering 3 months free use of their platform during this time

**REMINDER – MICROSOFT TEAMS WEBINAR 3PM – DOMINIC WILLIAMSON**