

Preparing to teach remotely

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Go to www.menti.com and use the code **47 19 81**



What are your thoughts, concerns or worries about teaching remotely?



Go to www.menti.com and use the code **47 19 81**



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

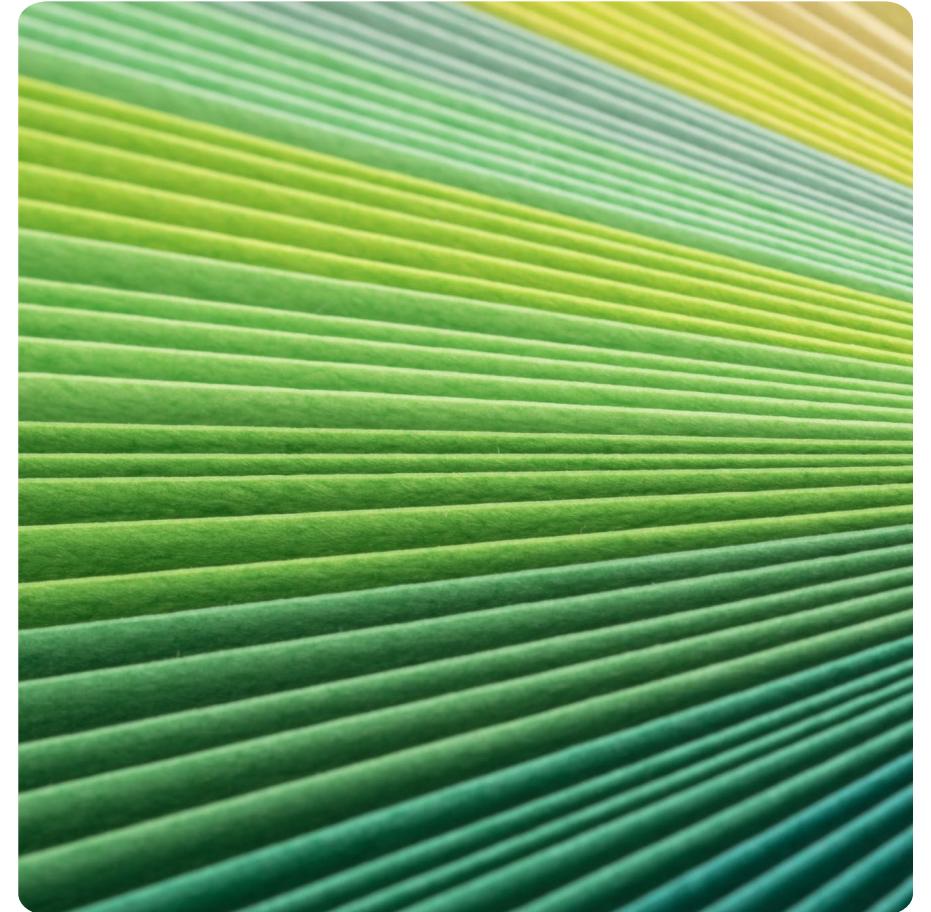
Asynchronous

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



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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





QUIZIZZ



padlet



Blackboard Collaborate

nearpod

Digital tools to support synchronous learning (live sessions)





QUIZIZZ



▶ ClickView

wakelet

Digital tools to support asynchronous learning



Digital tools to support monitoring and tracking

Microsoft Planner app

ToDo

Office 365

Microsoft Teams

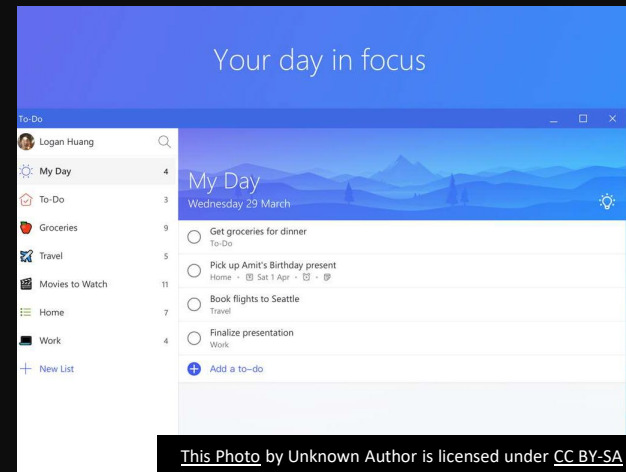
Virtual Learning Environments



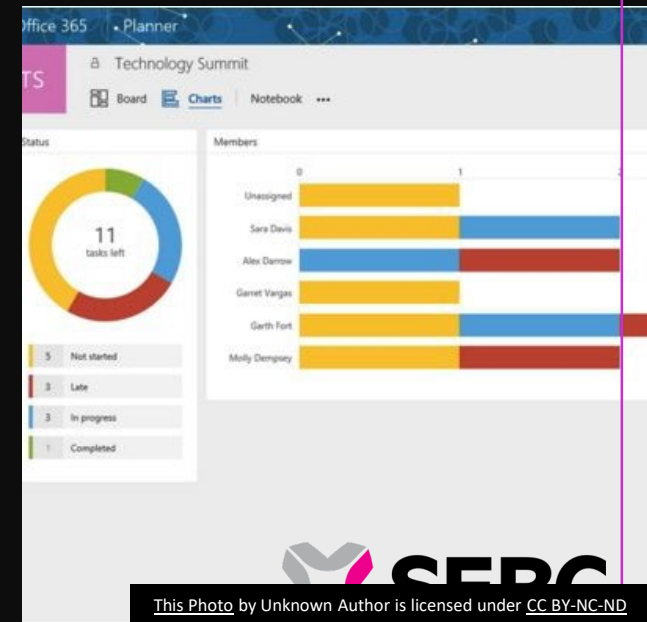
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Remote teaching and learning

What are your favourite EdTech tools which might help with re

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.

Introduction

- 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.

Which Hot Water Cylinder?

Today we are looking into different routes of transmission in diseases.

By the end of this class you will be able to:

- Explain how seven different forms of transmission spread disease
- Verify the method of disease transmission used by seven different diseases

would like you to name a disease and how it is transmitted from one animal to

Response

- Cat flu - transmitted through sneezing
- Parvo virus - transmitted through contaminated faeces and urine from dogs

13:52

Dusting

Hoovering

Task
match chore to description
OK

Making the bed

Ironing

Washing the floor

Washing the floor

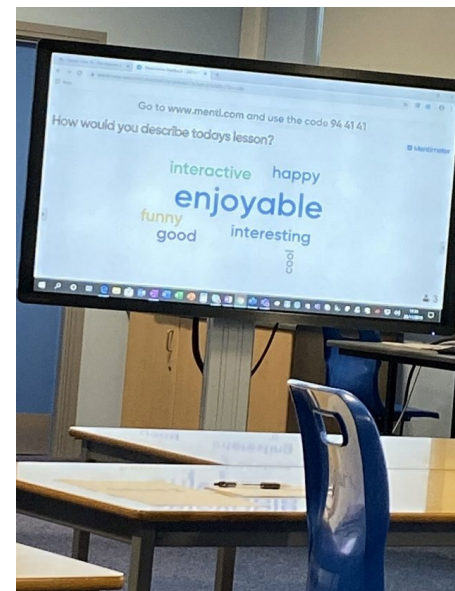
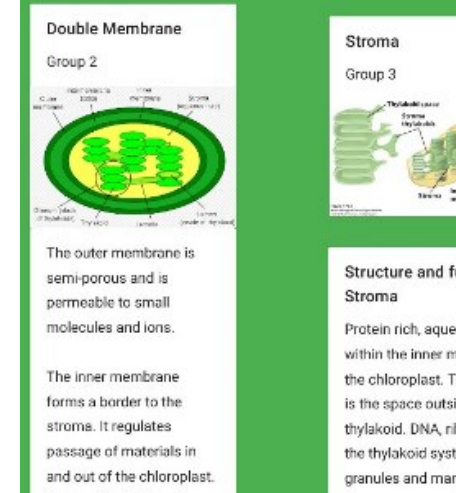
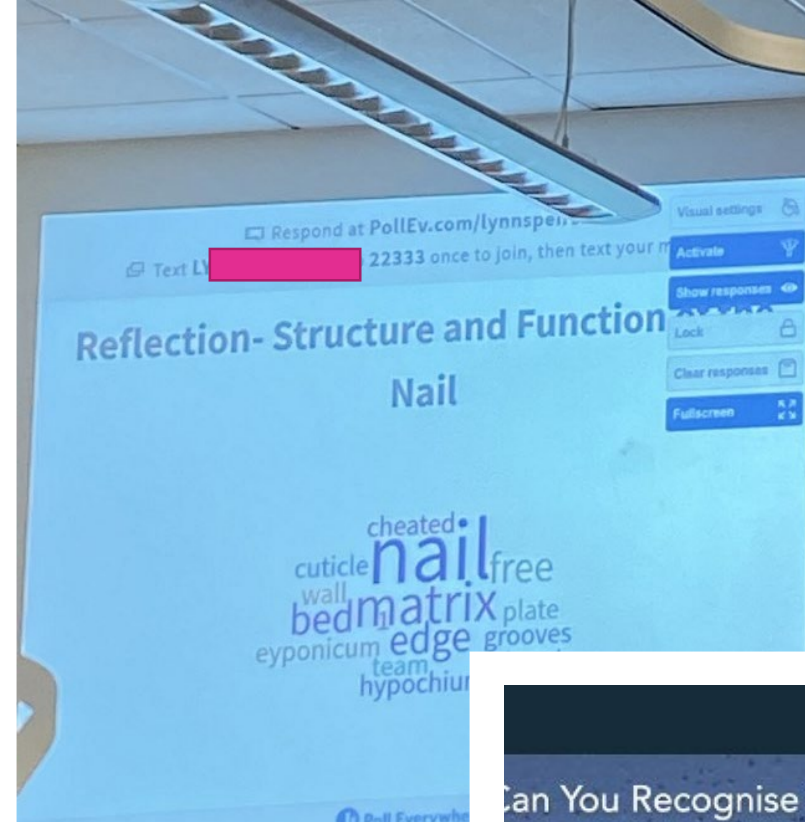
Washing the car

Washing the floor

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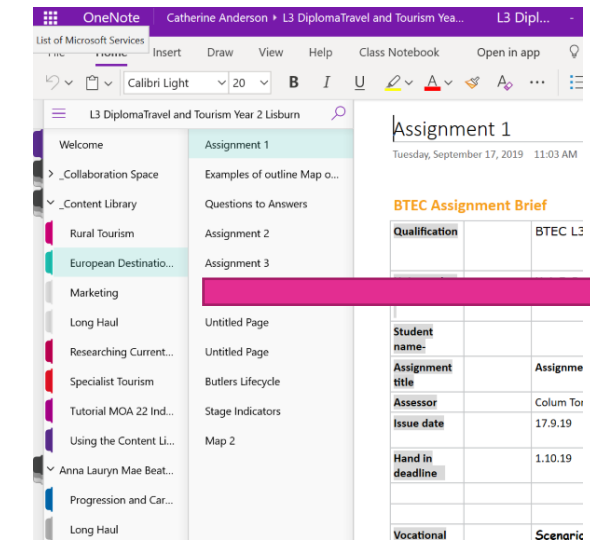
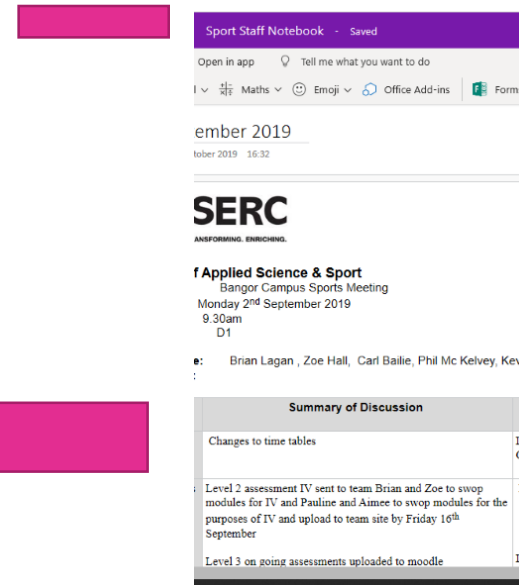
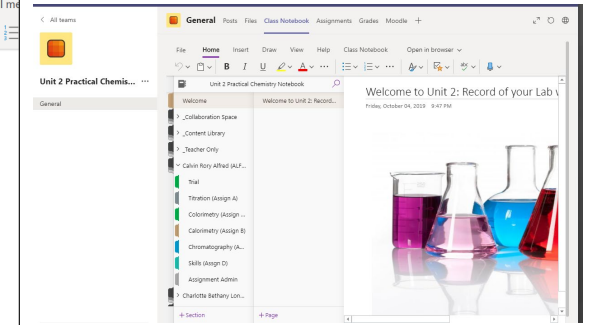
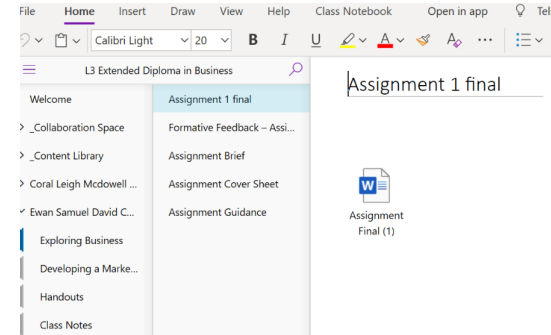
Mentimeter, Polleverywhere and padlet to capture the student voice

- 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.



Files **Class Notebook** Assignments Grades Moodle +

ert Draw View Help Class Notebook Open in browser v

I U abc

cal Chemistry Notebook

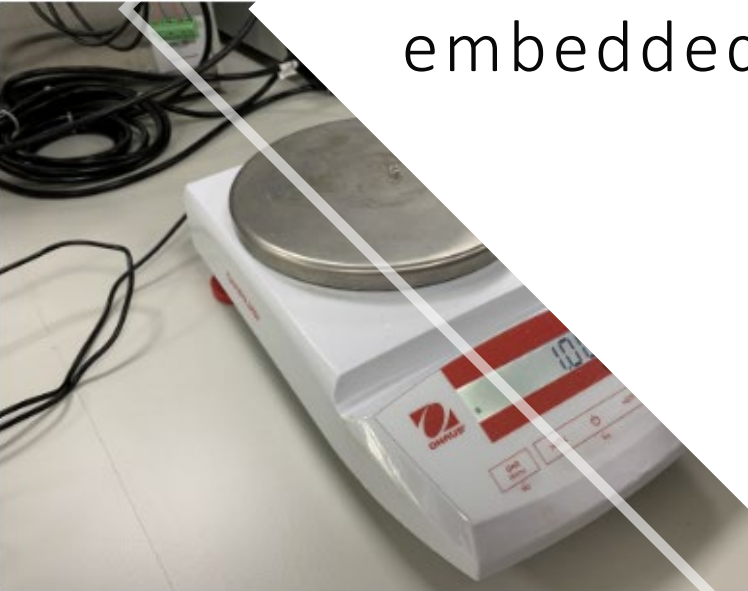
- Standard solutions P1/P2 ...
- Titration with pH meterP1/...
- Standardisation of HCL P1...
- Titration with standardised...

Standard solutions P1/P2 achie

The purpose of the lab work was to safely carbonate Na_2CO_3 .

There were 4 main steps to this

1. Calibration of the B



2. Weighing Solid

Class Notebook- embedded in Teams

General Posts Files Class Notebook Assignments **Grades** Moodle +

Due before Feb 27

Search students

	Assignment 1 Resubmission	Assignment 2 Task 1 Practice quiz	Assignment version 2
	Today	Feb 13 · 10 points	Jan 30
[redacted]		Viewed	Return
[redacted]	Handed in	Viewed	Return
[redacted]			Return
[redacted]	Handed in	Viewed	Return
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[redacted]			Return
CC	Viewed	Viewed	Return
DC			Return
JE		Viewed	Return

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