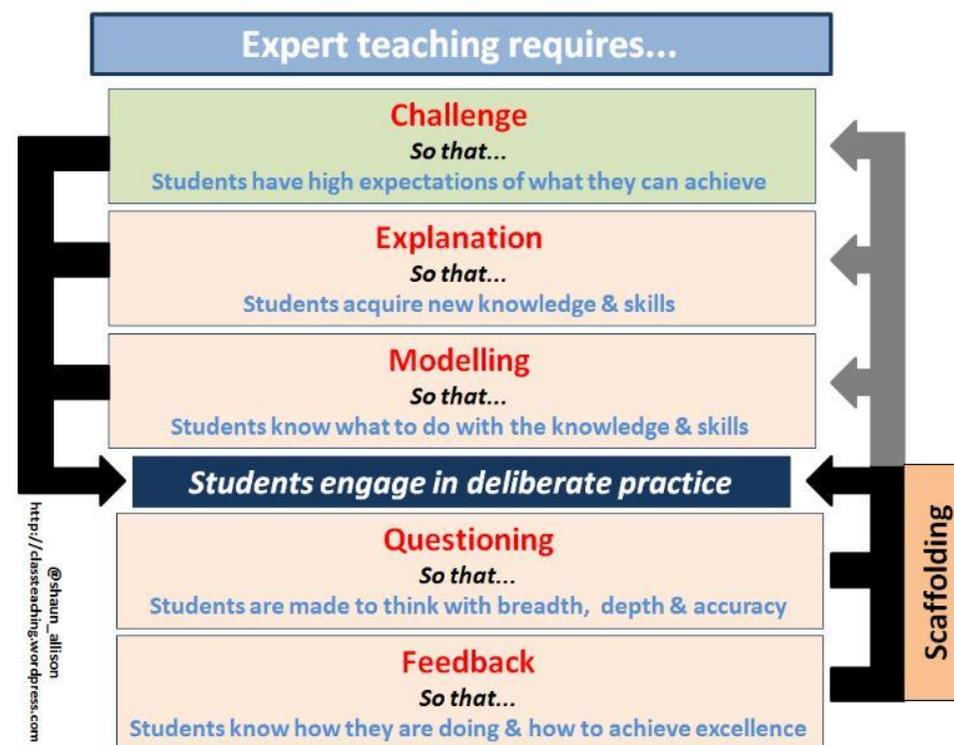




We will still be striving to offer CHALLENGE, EXPLANATION, MODELLING, PRACTICE, QUESTIONING and FEEDBACK. There are three sections to this summary: (1) some general points, (2) some ideas on engaging learners (3) some advice on evidence-based approaches based upon <https://classteaching.files.wordpress.com/2020/03/making-every-distance-lesson-count-v2.pdf>

Some general observations

- Try to create a warm and supportive atmosphere in our Google Classroom, as we would in our physical classroom. For example, start the lesson with a message on your stream, asking how learners are, is everybody ready to work? Etc.
- Establish good habits in your Google Classroom e.g. start off with a retrieval quiz, questions about prior knowledge, an introductory video etc.
- Keep it simple - learning new material is hard enough when learners have their teachers on tap. It's really hard when they don't, so avoid trying to cover too much in one lesson and make sure instructions are very clear. This is something we will all need to keep under review as we work through what can realistically be achieved in an online lesson.
- Be realistic - this period of distance teaching is likely to last for a while, so don't start with heavily resourced lessons that we won't be able to sustain.
- Remember to motivate learners by praising them for their efforts in rising to the challenge of this new way of working, but also as you would normally for specific aspects of their work.
- Be mindful of disadvantaged learners. They may well have limited resources, a lack of parental support and not a great space to work in. Furthermore, they will probably have knowledge gaps and literacy challenges to contend with.





How can we ensure learners keep ‘keep turning up’ and learning when schools are closed?

- We plan online lessons – and some learners don’t attend?
 - We set tasks – and some learners don’t complete them?
 - We try to keep learners learning – but some learners don’t see the value?

The likely consequence may be to widen the attainment gap: the learners who need the most support and who get the least at home will struggle most when schools are closed. So how can we encourage learners – especially those in most need – to keep learning?

1) SPECIFY OUR GOALS - Prioritise fundamental goals; turn them into habits

Principle: Any change demands a huge amount of energy and attention: we should prioritise the most fundamental challenges and develop habits which address them. Resistance is usually due to a lack of clarity.

Implications: Initially only two things matter: are students turning up and are they completing assigned tasks?

So the two habits to develop are that every student:

- Learner attends every online lesson (health permitting)
- Learner completes (specified) independent tasks daily/weekly

2) MOTIVATING ACTION – Know what everyone else is doing; know what is expected; show things are changing - show learners the value of participation.

Principle: Know what is expected; people respond to the way a situation is framed, not just the situation itself: people are more worried about losing what they already have than gaining something new.

Implication: The crucial frame is “Don’t miss out. Don’t miss your friends. Don’t miss school.” Online lessons/forums are a chance to talk to their friends and make sense of events. Alongside learning, we can leave space for learners to share experiences. Most importantly, we can convey to learners that the school community still exists, and by attending they don’t miss out on being part of it.

Principle: know what is expected; people are strongly influenced by (perceived) social norms: the behaviour that is expected, and the behaviour that they see around them; for example, they’re more likely to litter if they see others littering.

Implication: First we can emphasise expected behaviour: “School is still open, we still expect full attendance.” Second, we can highlight prevalent behaviour – as long as it’s positive: “Last week, 90% of you submitted your assignments.” Third, we can create positive peer pressure: as an online session starts, we can highlight how many learners are present (not who’s missing). Or we



could reinforce that pressure by inviting learners to text absent peers. We can emphasise social norms with parents/carers too and show that this is the norm.

3) PLANNING ACTION - when and how we will act.

Principle: People are more likely to act if they plan when to do things and pick the best moment to act: for example, people are more likely to search for diet advice at the start of the year, month and week.

Implications: The days are going to stretch out empty and unstructured for learners: we know they'll struggle with this. We can set really clear schedules for what is going to happen and when. This applies both for online teaching and for learners' independent work: we can give learners timetables or guide them to create them. We can reinforce this with clear deadlines – “tasks are due in by 5pm on Friday” – and by involving parents: we could ask learners, when communicating with teachers, to copy in their parents/carers, for example.

4) RELAUNCHING HABITS – making something a habit can take at least 60 days.

Principle: Achieving small wins creates a feeling of progress and success.

Implication: In our first few lessons and tasks we can focus on ensuring learners achieve small successes. We can set simple tasks, well within learners' comfort zones (and our own) to show learners that they can be successful at distance. We can continue to highlight their successes every time we make an online lesson work, and every time they succeed in something new.

Principle: It's hard to form habits: they may need to be relaunched.

Implication: We keep relaunching until it works: each week, each lesson is a chance to start again, to highlight progress from previous attempts and refine what hasn't work, until we form the routines which will work:

- Sit down to study as you would sit down to a lesson – phone off, desk clear, no distractions
- Online lessons start promptly – learners have pen and paper ready, microphones off, cameras on/off (depending on whether you'd rather see that they're attending/avoid distractions)
- All learners respond to formative tasks promptly
- Tasks are completed on time – students (and maybe parents) receive an email if tasks aren't completed.

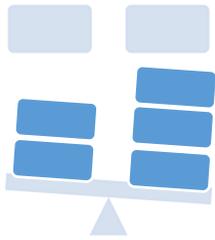
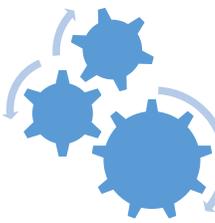
Checklist to engage learners in distance learning by:

- | | |
|--|---|
| <ul style="list-style-type: none">• Clarifying the habits learner should pursue• Encouraging them not to 'miss out' on seeing friends• Emphasising what we expect and what's being achieved by learners who are participating.• Helping learners plan what to do and when to do it. | <ul style="list-style-type: none">• Simplifying everything.• Creating and highlighting small wins, to show learners it works.• Relaunching habits when learners struggle. |
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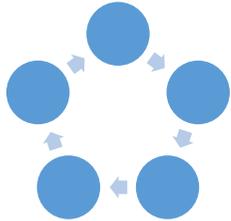
	<p>An important piece of advice beforehand: Stick to the essentials.</p> <p>Beware of offering too much new subject matter and possibly concentrate more on maintaining previously learned subject matter. This advice is powerful and good to follow, because learning materials that you don't repeat is forgotten. It might be worth re-thinking your curriculum. If there are particularly challenging topics due to be taught in the forthcoming summer term, it might be better to move these to the autumn term and replace them with less challenging topics that were due to be covered in the autumn term. Be crystal clear with your task instructions; in a normal lesson you will be able to judge if students are confused by your instructions. You won't get this 'in the moment' feedback with distance teaching, so try to be as clear as possible.</p>
	<p>EXPLANATION - Frame new subject material that you want students to learn in the bigger picture.</p> <p>Clearly indicate what your students should learn and place this in a larger picture so that they have some context. Provide them with scaffolding or anchor points that help them structure the new materials and direct their learning process. Remember we learn new knowledge by making links to what we already know. This is why we as teachers tend to ask questions to ascertain their prior knowledge at the start of the lesson. You could do this by setting a quiz on Google Forms for students to do before the lesson, or record a short video for students to watch recapping the prior knowledge, again for them to watch before the lesson.</p> <p>Another approach to support activating their prior knowledge before the lesson is to ask them to create a mindmap on the topic you are going to study and submit this before the lesson. This will help to inform your lesson planning.</p>
	<p>Refer to relevant prior knowledge students have and can look up.</p> <p>The most important factor in learning new things is what you already know. Make sure your students know what specific prior knowledge is expected of them and where they can find it if it's no longer in their heads. Where can they go if they no longer understand certain concepts, have forgotten formulas or if previously acquired skills no longer work? You don't have to do the explaining! There are lots of videos on 'YouTube' of other teachers explaining key ideas – it is probably best to check through them beforehand to ensure quality, level and relevance. TEDTalks, BBC Bitesize, etc. might also be a source of useful videos. When learners are interacting with content online, they will be assimilating this into their own schema (network of knowledge in their long term memory) on their own, without our intervention. It's easy to see how misconceptions can be embedded here.</p>



	<p>CHALLENGE - Communicate concrete goals and/or success criteria with the subject matter.</p> <p>Obviously the goals and expectations that you have set are for you, as teacher, are clear. Pupils don't always find clear what exactly is expected of them and to what level they should master the material. A well-designed task will go into depth but still rely on only one key concept. This is useful when we are not teaching a normal lesson in person - as long as the key concept they are studying is clear, questions can increase gradually in challenge and require students to use other related knowledge. In the same way as you would in a classroom lesson, use the stream to ask students more challenging questions on the lesson content, to ensure higher attaining students are being challenged.</p>
	<p>MODELLING - Have students study a detailed example before starting the exercises.</p> <p>One way to use examples effectively is to use worked-out examples. These are problems or exercises where the solution is completely worked out, step-by-step. Another type of example is a modelling example. You carry out the task yourself (in a YouTube maybe) and during the solution process you constantly also tell why you do certain things. Subject areas should consider the metacognitive processes required to complete tasks and how this will be shared with students. Videos that talk through the steps of a task and labelled model examples can both be created and added to task assignments. Share examples of good work that students have completed on Google Classroom and ask students to identify and discuss why it is so good. This could also be done with a pre-prepared piece of not so good work, and ask students to discuss how it could be improved.</p>
	<p>PRACTICE - Offer students support during practice.</p> <p>Not everyone understands the content immediately. It's important to realise this so that you have alternate routes and examples ready just in case. We must do our best to match the knowledge and skills of the students with what they need to learn. Use scaffolding to support learners and decrease this as they better understand the material. When creating quizzes, remembering to include material from last week, last month and last year, so we are also spacing out the practice. We know that providing learners with a worked example, really helps to reduce cognitive load and supports their practice. This is really important when they are working remotely. So when setting them a task on 'Google Classroom' include a worked example for them to use.</p>



	<p>QUESTIONING - Have students actively process the subject matter.</p> <p>Studying the subject matter isn't enough. Therefore, give your students assignments that activate the processing of the material. Have students elaborate (expand): Formulate questions that get them thinking. Think of questions about: What? Where? Who? When? Why? How? Here too, ensure that students can improve and expand their answers. Elaborative questions are an excellent form of formative assessment and a tool for deepening learning. Open questions can be to elicit answers from multiple students. Alternatively the private comment section of the Classwork tab can be used to probe students further on any work they submit. We must also provide the answers to simple closed questions in our online lessons to check or embed knowledge. Otherwise any incorrect answers may be embedded in the learners' long-term memory.</p>
	<p>Let students find out whether they have mastered the subject matter.</p> <p>Have your students (after practicing) make a kind of "practice test" with which they can check whether they have mastered the learning materials. Research clearly shows that retrieval practice leads to better learning and retention but also gives the student insight into whether she or he has really understood the material. The latter is important, because as a teacher you are not present with the student to check for their understanding. Continue to develop learners metacognitively by asking learners to think about the strategies they used to tackle online tasks and how successful they were. There are some strategies to help with this e.g. ask students to write a summary paragraph explaining the ideas in their own words; or they could upload a podcast of themselves explaining the idea; another alternative is to produce a mindmap of the key ideas.</p>
	<p>FEEDBACK - Provide students with adequate feedback on what they have done.</p> <p>It's important that students receive feedback on their answers. This can be corrective (wrong: the answer is...), but better is directive (wrong: you should have solved it that way) or epistemic (How did you get this? Was the answer different if you had taken into account ...? If learners are submitting work at the end of the lesson, you are probably best served to take your time and provide feedback on this at the start of your next lesson, This could take the form of whole class feedback, where having read the work submitted by students you identify some common areas for development and then model to the class (perhaps using video) how to improve. This is a really important point. In normal lessons, we don't mark every individual piece of work. The same principle should be applied for distance teaching, which is why whole class feedback is such a great tool.</p>



Spread tasks/learning exercise over time

If you are presenting new subject matter, don't do it in one long session but use shorter sessions and return to it at one or more later moments. This is called the spacing effect. Research shows that it is much more effective to spread the practice over time. The importance of feedback in terms of closing any learning gaps can never be underestimated, and with distance learning feedback is even more vital in ensuring that misconceptions do not become embedded. However with the reduced ability to observe students as they work and the tendency for them to all submit work simultaneously within the last two minutes of the lesson providing high quality feedback is challenging.

Reference:

This has some excellent detail, examples and helpful links/further references:

<https://classteaching.files.wordpress.com/2020/03/making-every-distance-lesson-count-v2.pdf>

This is the website that has much more professional development support: <https://classteaching.wordpress.com/>