Creating Positive Online Learning Environments

Sharing best practice for teaching and learning in the new normal

Recording of Webinars

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- This may include conversations in the Breakout Rooms
- If you do not wish to be recorded, please switch off your video

Hayley.Trenchard@leapedservices.com

Hello!

LeapEd is a social enterprise aiming to share international best practices and practical strategies across the region.

How are you feeling?

1

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What is a 'normal' positive learning environment?
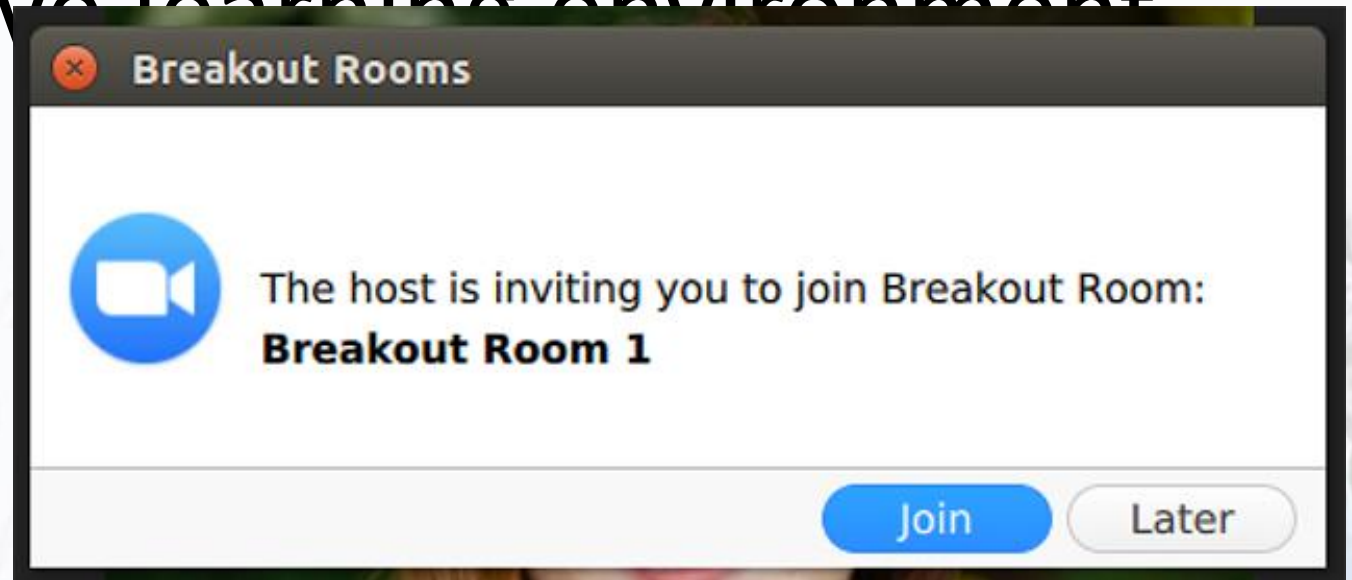

Share-N-Turns

What is a 'normal' positive learning environment?

Instructions:

1. Read the question in the grey box at the top of the slide.

2. Work in breakout rooms to answer the question.

3. Take turns to provide an answer

4. Try and make a different contribution from the previous response to ensure the creation of new ideas or solutions.

5. After completing as many turns as possible, invite one participant to act as reporter to share top 3 response/s.

6. Type them out and drop them in the chat box when you get back to the main lobby

- Introduce yourself and your school.

- What does a positive learning environment mean to you?

After 3 minutes you

Breakout Rooms

The host is inviting you to join Breakout Room:
Breakout Room 1

Join   Later

Physical Environment	Emotional Environment
• Classroom Layout • Learning Supports • Classroom Displays • Student Ownership	• Negotiated Expectations • Knowing your Students • Rules and Routines • Consistency and Fairness • Respect • Feedback

STUDENT BEHAVIOUR

Bandura (1977), Piaget (1976), Duchesne, McMaugh, Bochner, & Krause (2013), Bloom (1956), Gagne (1998)

So, what is a 'positive learning environment' online?

Do we replicate the research or do we find a new way?

Types of Online Learning

	Asynchronous Learning	**Synchronous learning**
Definition	Self-paced, self-directed learning virtually.	Real-time learning using classroom style elements virtually.
Characteristics	• Flexible • Self-paced • Pre-determined by a moderator	• Instant participation • Real-time • Facilitated by a facilitator
Benefits	• Individual pacing as learners decide when and how to learn • Flexible schedule as learners direct their own learning	• Real-time collaboration and communication as learners from different places interact virtually • Immediate sense of achievement as learners receive and give feedback instantly
Examples	• Online surveys/polls • Website links, blogs • Discussion forums/boards	• Audio/Web conferencing • Online chat/instant messaging • Online document-editing

So, what is a 'positive learning environment' online?

https://www.tes.com/magazine/article/coronavirus-how-maximise-distance-learning

"Based on UK evidence, there is not a lot to go on."

Stephen Fraser, deputy chief executive of the Education Endowment Foundation.

Distance Learning Rapid Evidence Assessment

The Education Endowment Foundation is led a project, supported by their global partners, to produce a free and accessible evidence-based report for school leaders and teachers on effective distance and online learning approaches.

The report is based on a rapid review of the evidence from existing systematic reviews and meta-analyses on effective distance learning and online learning approaches and summarise information on practices used worldwide to support and improve learning for students who are not able to attend classrooms.

Education Endowment Foundation

Reports:
2nd April
22nd April

Key findings and implications

1. Teaching quality is more important than how lessons are delivered

Pupils can learn through remote teaching.

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3. Peer interactions can provide motivation and improve learning outcomes

Multiple reviews highlight the importance of peer interaction during remote learning, as a way to motivate pupils and improve outcomes.

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4. Supporting pupils to work independently can improve learning outcomes

Pupils learning at home will often need to work independently. Multiple reviews identify the value of strategies that help pupils work independently with success.

For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable.

Wider evidence related to metacognition and self-regulation suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans.

The EEF report also says that the quality of remote teaching is more important than how lessons are delivered.

This means that livestreaming lessons is not necessarily more effective than sharing prerecorded videos, and vice versa.

The report adds: "What matters most is whether the explanation builds clearly on pupils' prior learning or how pupils' understanding is subsequently assessed."

https://www.tes.com/magazine/article/coronavirus-how-maximise-distance-learning

"In this case, often it [will have likely been] a matter of finding a pragmatic solution to a problem that can be implemented immediately rather than an elegant, scaleable and pedagogically sophisticated solution."

Keith Heggart, University of Technology Sydney

So, where do we go from here?

Information overload V. practical help

Assessment Strategies for Online Learning

Engagement and Authenticity

Dianne Conrad and Jason Openo
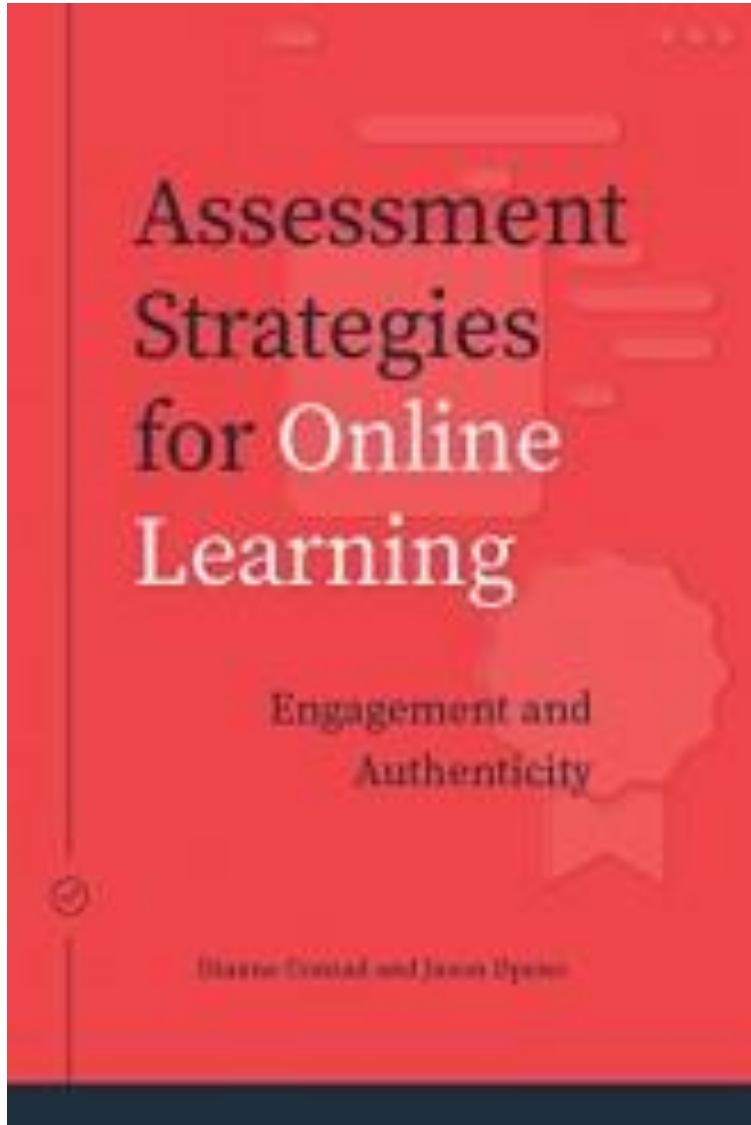
"We did not draw conclusions about the "most effective" techniques. We have advocated for a greater embrace for pedagogies of engagement, and we have covered a lot of territory for how to think about that and accomplish it."

Dianne Conrad and Jason Openo

http://cradall.org/sites/default/files/99Z_Conrad_Openo_2018
-Assessment_Strategies_for_Online_Learning.pdf

"That means finding the right tool for the right job – and testing it comprehensively before deployment – has not been an option."

Physical Environment	Emotional Environment
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What is a positive learning environment?

Classroom Layout	Learning Supports	Classroom Displays	Rules and Routines	Showing Respect
A classroom layout should support teaching and learning. There is no 1 ideal layout, but the position of the chairs and tables should be flexible according to the learning intention of the lesson.	Learning supports are resources, strategies and practices that enable all children to have equal opportunity for success.	A good display should not just brighten up the room, but also engage and inform students, and help with their learning.	Consistent rules and routines save valuable time in the classroom, and create consistency that enables learning.	Receiving respect from others helps us to feel safe, and more confident to express ourselves. Being respected by others models the behaviour and creates a safe space.
Student Ownership	**Negotiated Expectations**	**Knowing your students**	**Consistency and Fairness**	**Giving Feedback**
This is the amount of investment students have in their learning. This might be the topics they are learning, the methods or the places where learning happens. Shared goals, **relevance**, and self driven outcomes contribute to this.	Some research has suggested that teachers who give their students the opportunity to voice their opinions – either with choice of task, or in the language they use in behaviour management, can improve engagement and model good social skills for the future.	Teachers who are able to understand their students strengths and weaknesses through data, and through a personal connection, often get more engagement in their classroom.	Students are able to participate in learning more effectively when they have a clear understanding of classroom procedures and their importance. If students can name the expectations and receive consistent responses to their behaviour they are in better control of their actions.	John Hattie has found that feedback is one of the top 10 influences on student achievement. Feedback comes in many forms, but it has been noted that it is most effective when it is specific, timely and descriptive.

It is time to think creatively about what we already know…

1. **Classroom Displays**
2. **Rules & Routines**
3. **Knowing your students**
4. **Student Ownership**
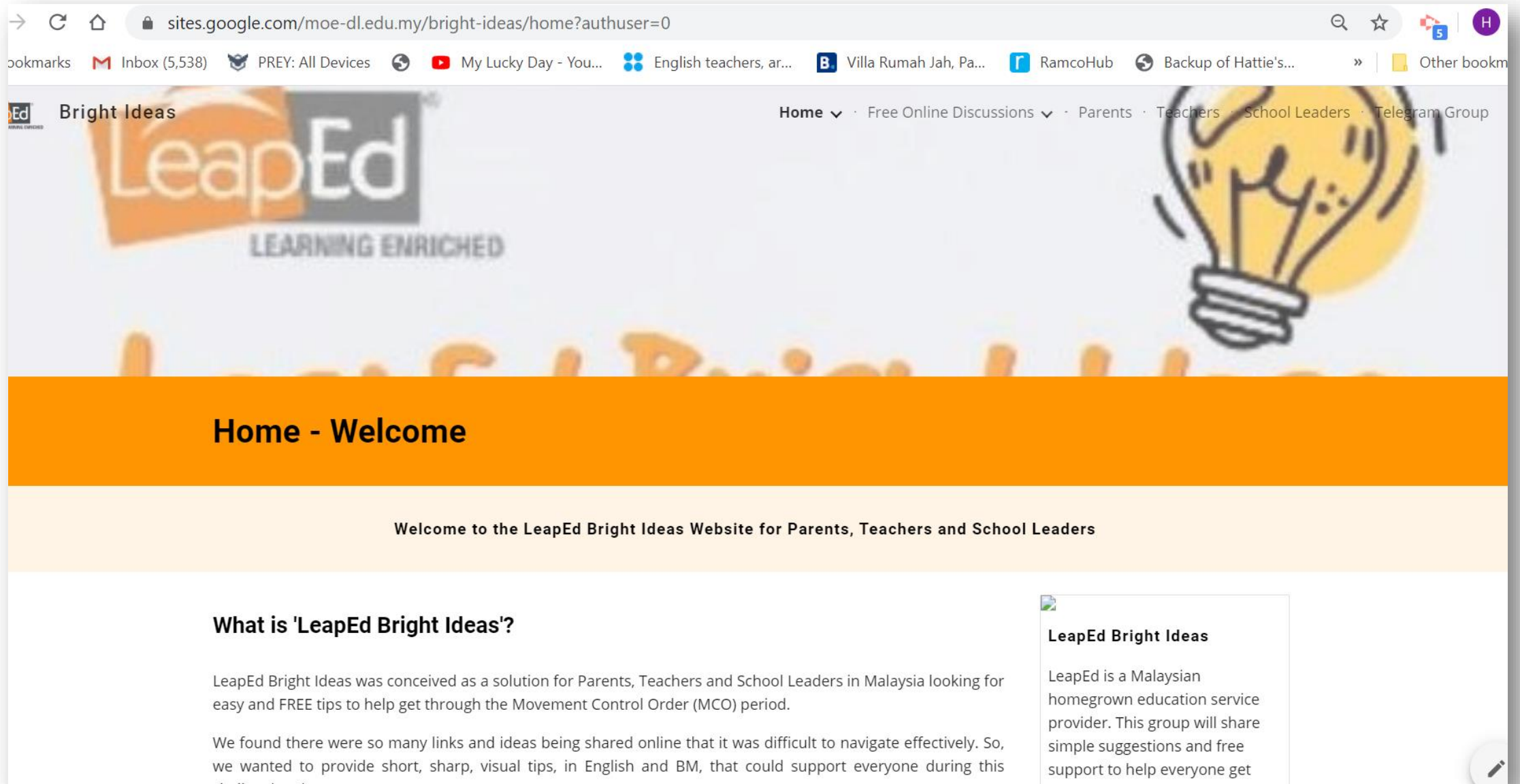
Classroom Displays

Word Walls

1. **Classroom Displays**

2. **Rules & Routines**

3. **Knowing your students**

4. **Student Ownership**

Rules & Routines

Parents are reporting being overwhelmed

1. Consider the messaging
2. Broadcast channel like Telegram for key messages? (limit posts)
3. Create a single point of contact for work (Google Sites?)

Example Google Site

E Portfolio

"The e-portfolio permits learners to accumulate, build on, and reflect on the shape of their learning experience throughout their programs, making cogent observations and connections among learning experiences over a period of time"

- Students create their own E-Portfolio of work.
- Keep all their work in one place so they can see the progress

Single place for submission of work
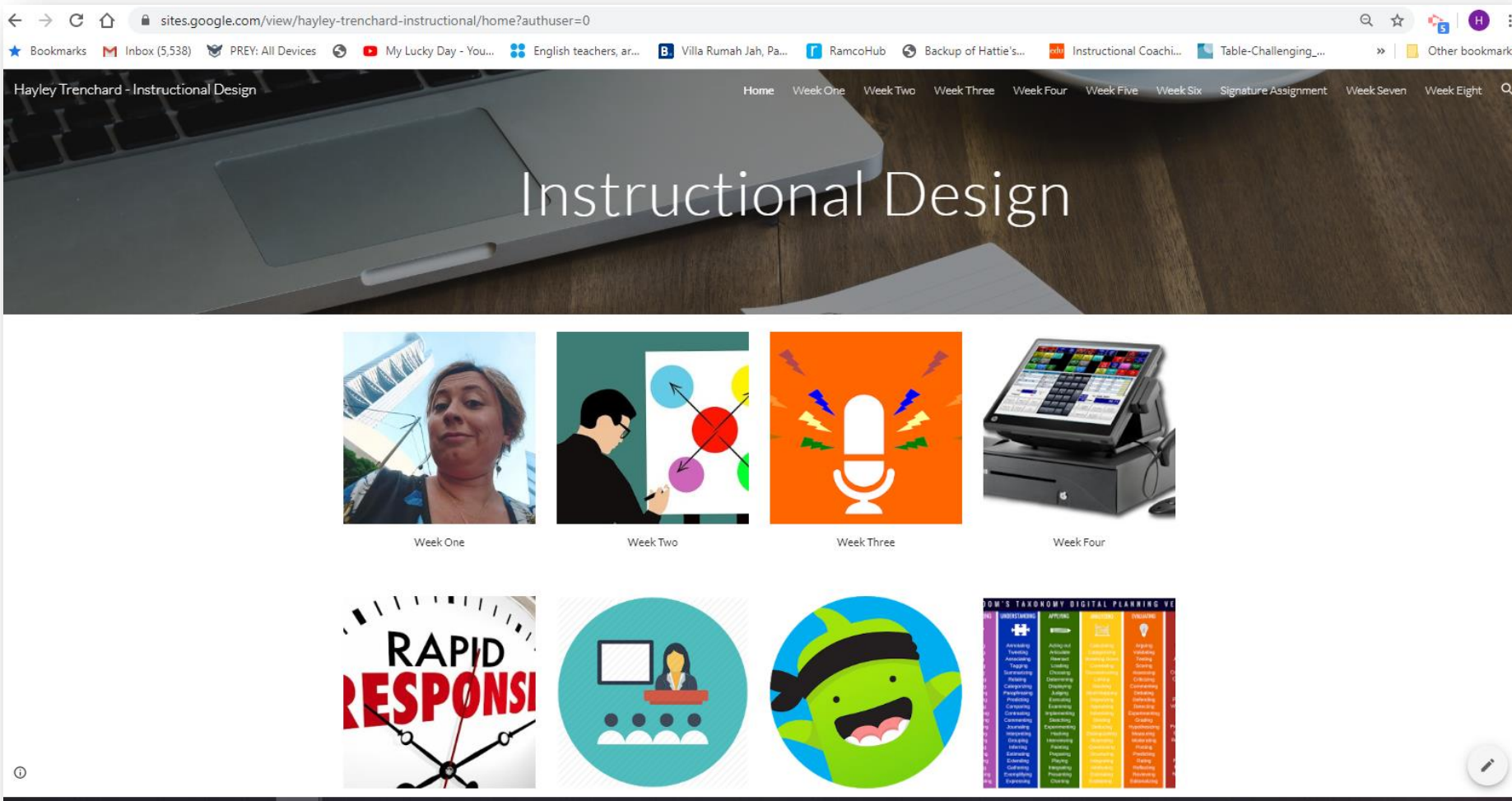
E Portfolio

"The e-portfolio permits learners to accumulate, build on, and reflect on the shape of their learning experience throughout their programs, making cogent observations and connections among learning experiences over a period of time"

- ## Can you set up a WhatsApp chat only for submission of work?

1. **Classroom Displays**
2. **Rules & Routines**
3. **Knowing your students**
4. **Student Ownership**

Knowing your Students

Understanding your students situation

1. Survey Overload
2. Using & Sharing the Data
3. Knowing the situation can help teachers be empathetic

End of Day Check In

- Can you set up a WhatsApp chat only for a Check In?

Google form with emojis
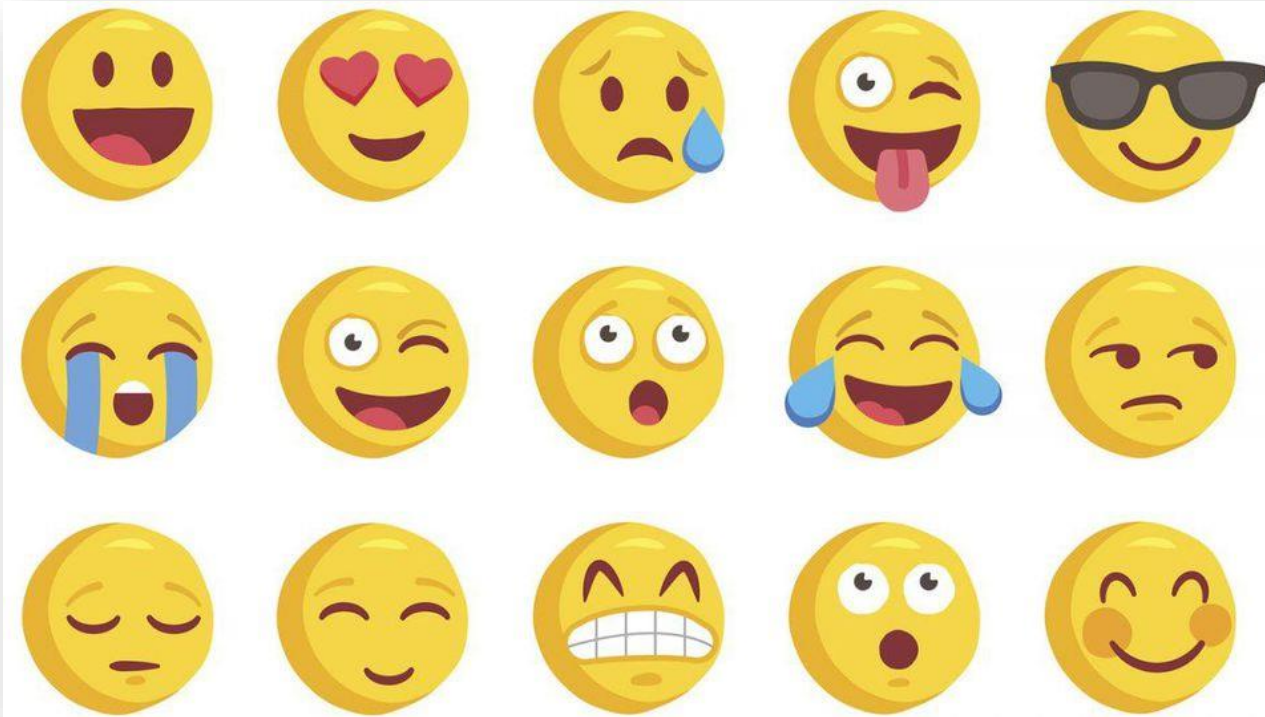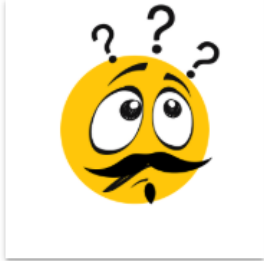
How can we think creatively about what we already know?
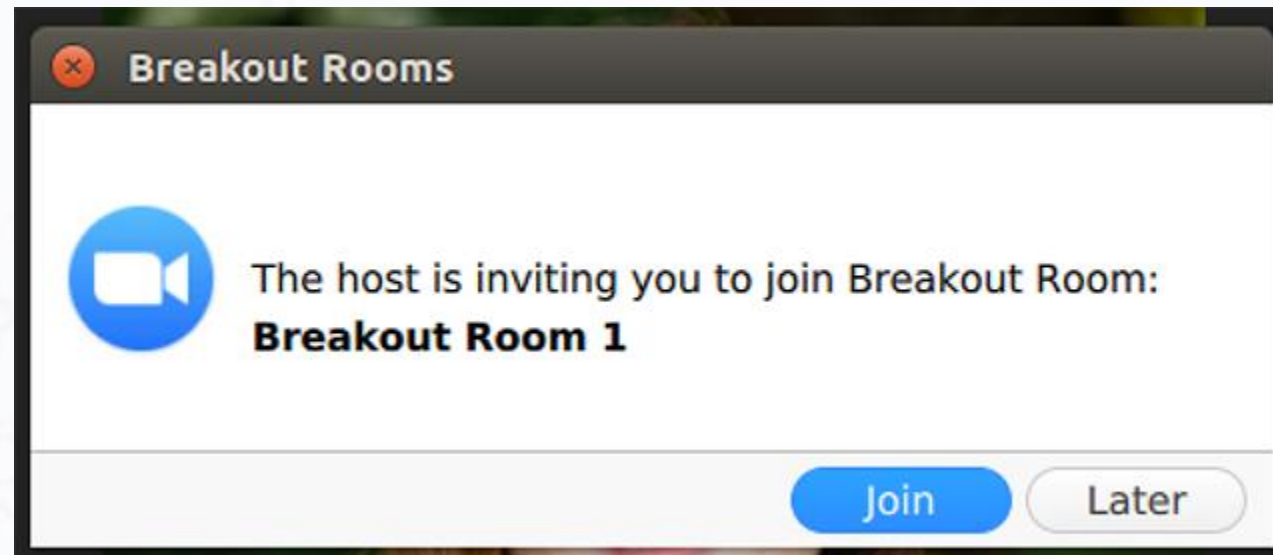
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Student Ownership

This is the amount of investment students have in their learning. This might be the topics they are learning, the methods or the places where learning happens. Shared goals, **relevance**, and self driven outcomes contribute to this.

Relevance

Key Question:

How can I make my topic relevant to the students?

Writing a letter

Have you included...
- ✓ your address
- ✓ the date
- ✓ a greeting
- ✓ why you are saying thank you
- ✓ a few lines saying how you are getting on at home
- ✓ good wishes to the receiver

Double Check
- ✓ Does your letter have a chatty, informal style?
- ✓ Have you checked your spelling and punctuation?

Have you included?	★
Your address	
The date	
A greeting	
Why you are saying thank you	
Good wishes to the receiver	
Chatty and informal style	
SPAG	

Marking the work

Have you included?
Your address
The date
A greeting
Why you are saying thank you
Good wishes to the receiver
Chatty and informal style
SPAG

Well done! You have written a lovely letter for your teacher. Thank you.

★
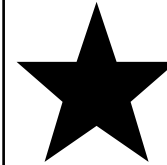
Double check your spelling.

Now, revise the spelling of the months of the year and send me a second draft.
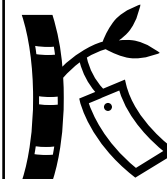
Relevance:

They have written a letter for a reason.

Weimar Germany - exam preparation

In your History GCSE, it is important that you not only have good subject knowledge, but have the skills to apply this knowledge to exam questions.

Part of **History** | **Germany**

Purpose	Why have the sources been produced? Was it to give information or is it meant to persuade you?
Author	Who wrote it? Are they a neutral, reliable source or will they be wanting to promote a particular way of thinking?
Tone	How has the source been written? Is it full of emotion or is it a neutral, balanced examination of facts?
Completeness	Is this a complete overview or focussed on a narrow part of the topic?
Historical context	What do you know about the topic outside of the source that you could use to support or challenge the usefulness of this source.

How useful are (sources) for a historian? (15 marks)

The second question will ask you to look at two different sources and a historian's interpretation. You will need to consider how the sources could be of use to a historian looking at a particular topic. These are likely to be a mixture of primary and secondary sources.

https://www.bbc.co.uk/bitesize/guides/z8rfj6f/revision/3

Fake News Detective

Relevance:

They have used a exam skill for a modern problem

Create a fitness routine

What skills are they learning?

- Researching indoor fitness activities
- Timing / Duration
- Fluency in Speaking & Listening

Relevance:

They have solved a problem that will be used by people

Create passphrase

An example:

I want my students to memorise the water cycle

I ask them to create a passphrase for the topic

1. They need to remember the key words

2. They need to remember the meaning of the key words

3. They need to make a sentence from them

Send out examples of the student's pass phrases and ask them to 'crack' the code. (they revise the topic)

My passphrase

- The water cycle

WC PRECT

Water **C**ycle **P**recipitation **R**ain **E**vaporation **C**ondensation **T**ranspiration

Relevance:

They have used their knowledge for a digital purpose

LeapEd Bright Ideas

for Parents

✓ Parents sometimes worry about limiting children's screen time, and whilst some have relaxed their limitations, we can take opportunities to reduce it wherever possible.

✓ It is currently less possible to monitor what children are doing online, while parents juggle home and work life.

✓ A possible solution is asking children to review or talk about the things they have seen or read at the end of the day.

Movie Review

Select a 'kids-friendly' movie and prepare your child to make a presentation about the content at the end of the day.

Ask them to answer the following questions at the end:

- What was the movie about?
- How predictable/ unpredictable was the plot?
- Were there any characters that you liked or disliked? Why?
- Which were your favourite scenes? Why?
- What was the theme/ main message?
- If you could rewrite the ending, what would you change?

Choose a time of day for the family to gather to hear each other's 'reviews' of the day. Parents can join in and share with their children what they have done.

Got an idea to contribute?
✉ enquiry@leapedservices.com
🌐 www.leapedservices.com
Join our Telegram Group   LeapEd Services

Share if it works with us: #LeapEdBrightideas   because every child deserves a great future

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LeapEd Bright Ideas

for Parents

✓ Winner! Winner! Chicken Dinner!

✓ Thinking what to cook can be stressful at times. But why think alone when you can get the kids to come up with a meal plan

Meal Prep

Draw a table with the 7 days in a week and the 3 meals in a day.	Revise what makes a balanced meal and food groups. (protein, carbohydrate, fruit, vegetables etc)	Ask them to plan the weeks meals for the entire family.

For an added challenge, get them to write the grocery list too or practice some maths while they add up the cost using an online grocery app.

Junk food is inevitable at this point, so take in their recommendations but do not forget to question their choices when necessary

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LeapEd Bright Ideas

Public Service Announcements (PSA)

A PSA is a short announcement that educates the general public about an issue.

✓ Give your students a chance to create their own PSA.

✓ This will help you assess their understanding of the issues, and allows for some offline project work.

✓ They could create a message about the importance of social distancing or give top tips about how to manage anxiety.

✓ Provide the students with the Criteria for Success, and let them get creative!

01 Send students a good example of a PSA or ask them to identify them on the TV or radio

02 Ask students to brainstorm which issue they are passionate about.

03 Give students some time to research and plan.

04 You can ask them to send them their initial ideas so you can give feedback using the criteria for success.

03 Students create and , if possible, record their PSA at home.

04 Ask the students to watch and assess each other's work using the criteria for success.

PSA Criteria for Success

In a good PSA:

- We learn about an issue using facts or statistics
- It changes our attitudes by using emotion or stories
- It persuades us to act in a different way

TOP TIP: By giving students a choice of what topic they research you are including easy differentiation into your remote classroom.

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Movie Review

Meal Time Prep

Public Service Announcement

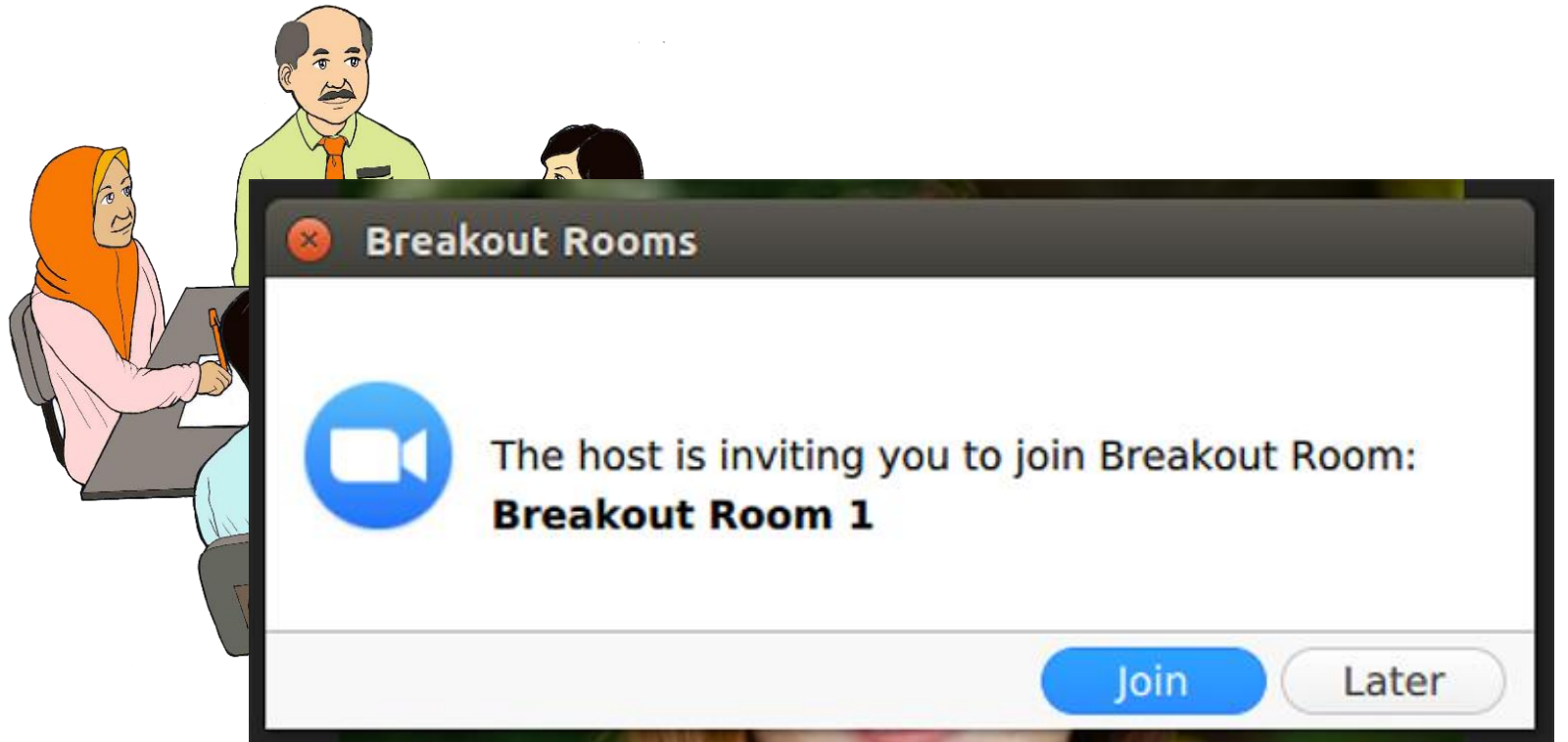| Thank you letter | Fitness Routine | Source Evaulation | Pass Phrase |

Authentic Learning Activities

For your subject, think of a skill you want them to develop or something you want them to remember

How can you make it relevant for them?

How can I make learning relevant?

Share-N-Turns

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How are you feeling?

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Respect the Profession

2 tweets that summarise my thinking:

Dear Parents,

Don't stress about schoolwork. In September, I will get your children back on track. I am a teacher and that's my superpower. What I can't fix is social-emotional trauma that prevents the brain from learning. So right now, I just need you to share your calm, share your strength, and share your laughter with your children. No kids are ahead. No kids are behind. Your children are exactly where they need to be.

With love,
All the teachers on planet Earth

We need to engage parents with practical ways to ensure that learning continues.

This message is unhelpful.

Stuart Lock
@StuartLock

I am now assuming the earliest we will have schools looking anything like they used to (30ish children/ class, inc those with vulnerable relatives and all staff back) is well over a yr.

We need v long-term planning.

When schools "reopen" in May, June or Sept it won't be same.

18:22 · 18 Apr 20 · Twitter for iPhone

Whatever strategies we advocate for now must be part of a longer term plan.

For example: advocating for project based learning as part of a longer term development.

Therefore:

The strategies that we offer must be in line with our educational philosophy we want long term.

Specifically:

1. Excellent pedagogical practice – AFL, Feedback, Emotional Environment

2. Safe atmosphere to celebrate success

3. Cycle of Inquiry & Action Research

4. Project Based Learning

5. Modelling not just telling
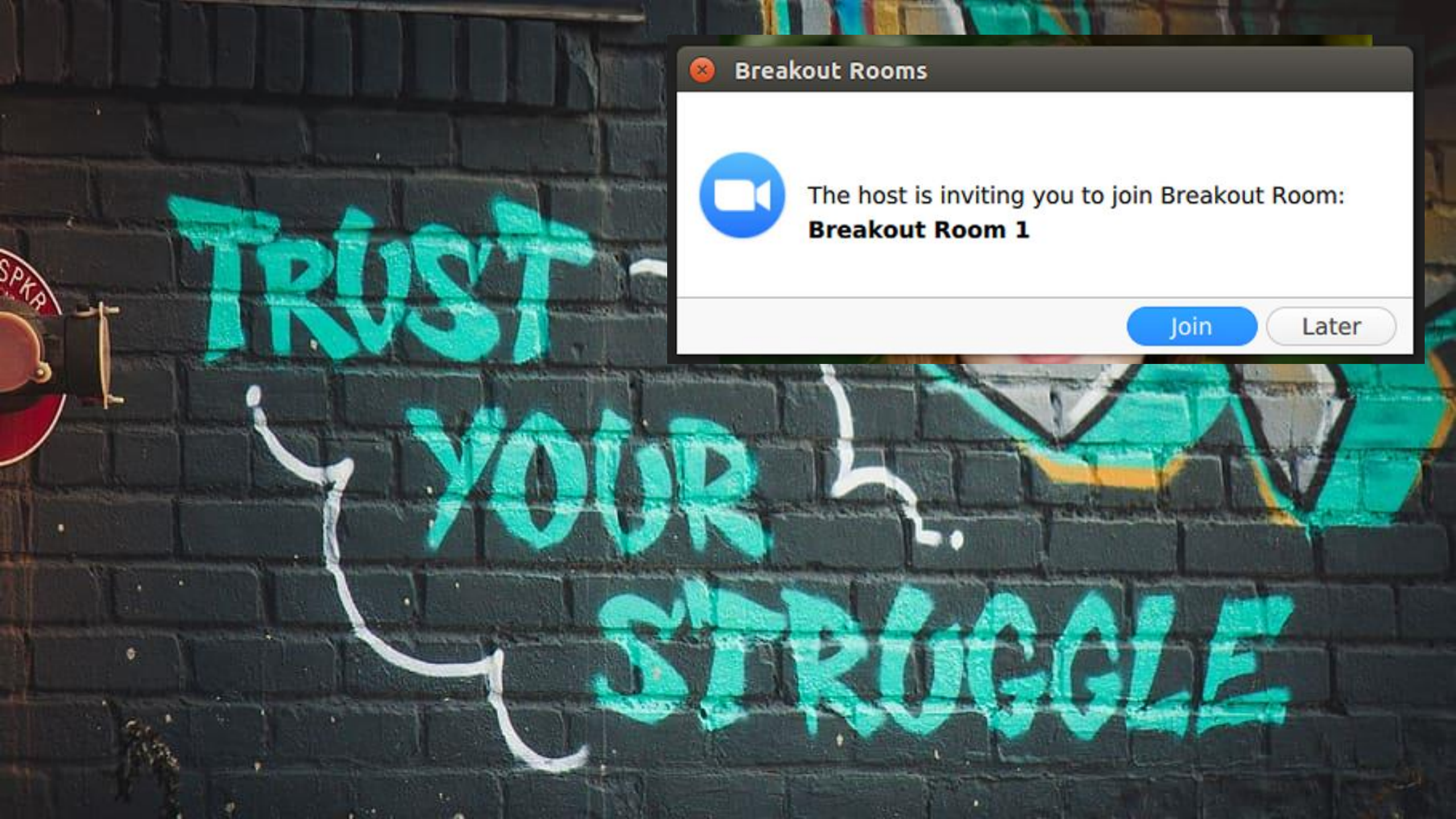
Breakout Rooms

The host is inviting you to join Breakout Room:
Breakout Room 1

Join   Later

Give me a . and a ?

A statement about what you've
learned.

A question to ask about what
we've learned.

Any Questions?

Next Time:

2 Stars and a Wish: Assessment for Learning (AfL) Feedback strategies for remote learning
Tuesday 28th April – 2pm: Bow and Sherry

What does the research say? How can we make learning effective at this time
Thursday 30th April – 2pm: Hayley

Feedback

https://forms.gle/pBZp9w5tEzzGJVgN8