

Remote Learning: What does the Research Say?

Objectives:

- Share some UpToDate research about remote learning
- Consider how teachers can use this research in the classroom
- Explore the 'Action Research' Mindset
- Put our learning into action





Recording of Webinars

- This webinar is being recorded
- This recording may be used by LeapEd for training and marketing purposes. It will be available on YouTube.
- This may include conversations in the Breakout Rooms
- If you do not wish to be recorded, please switch off your video



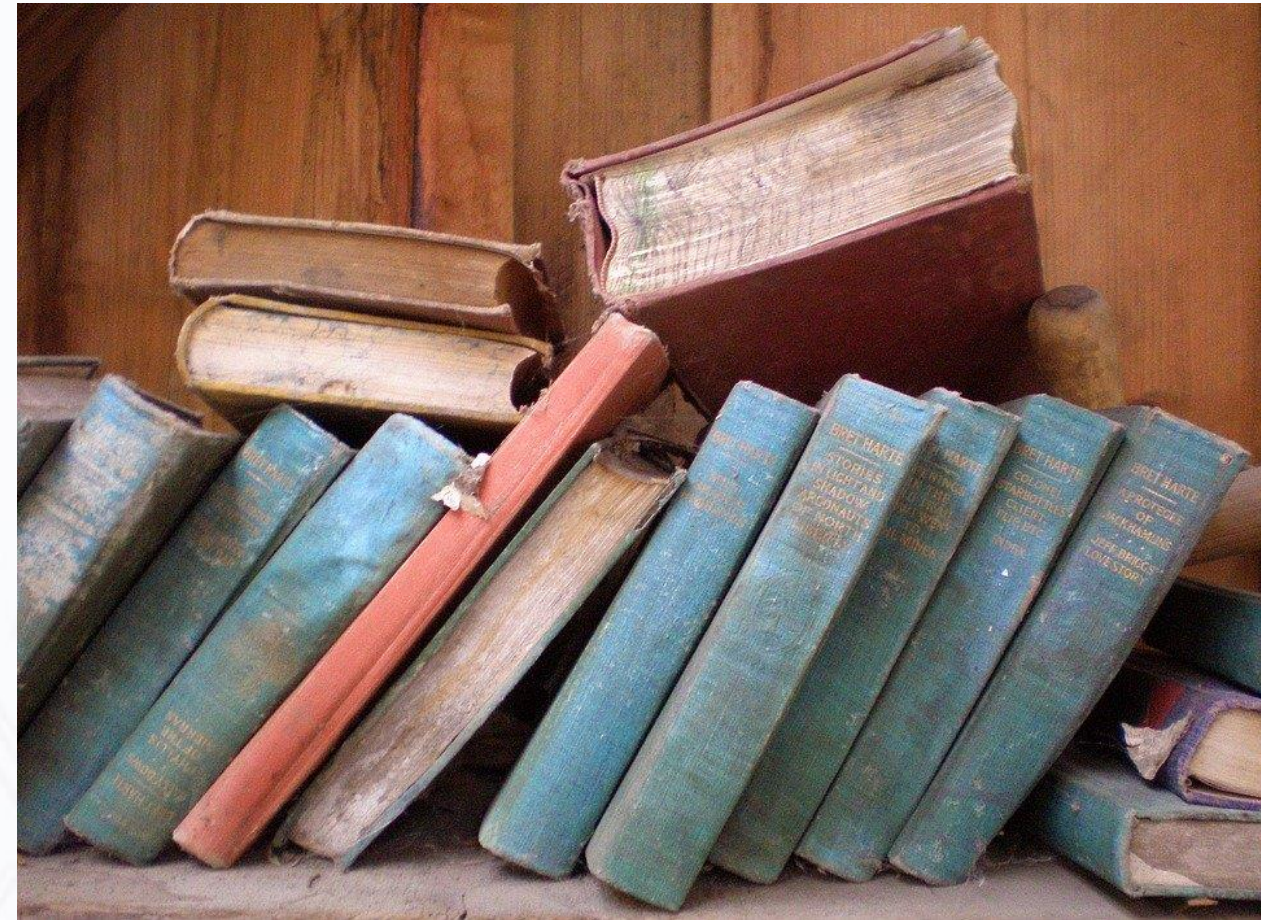
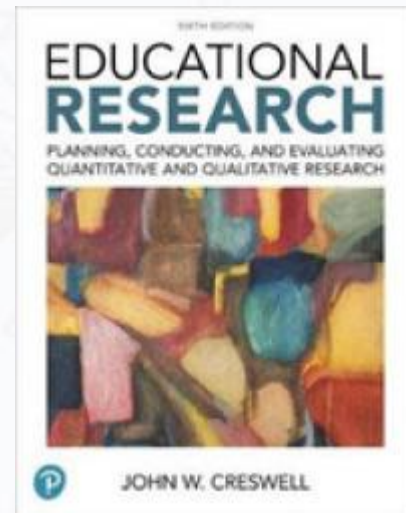
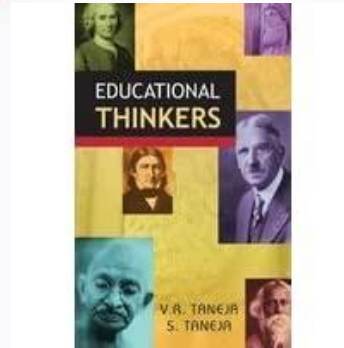
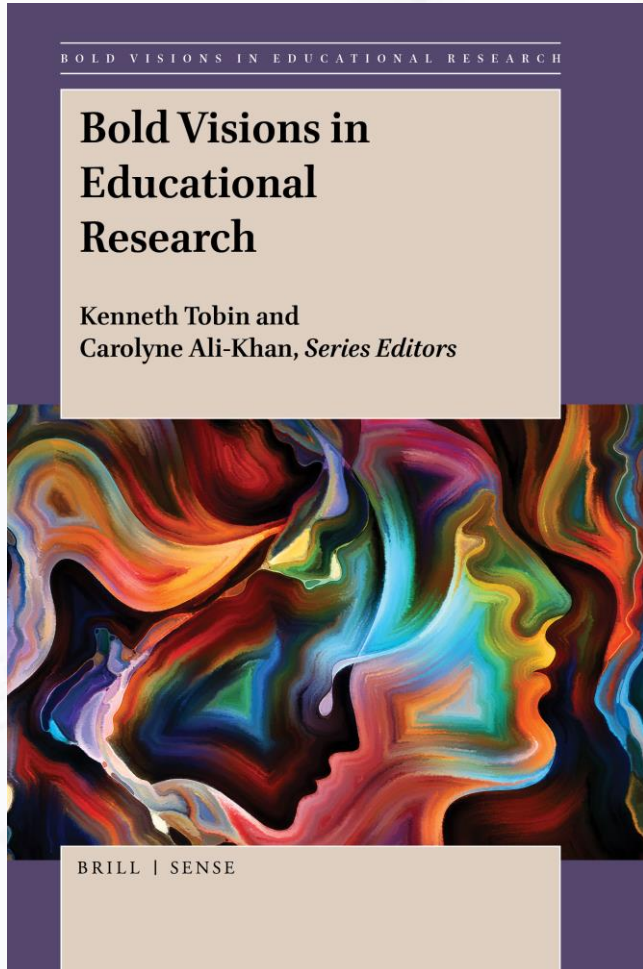
Hayley.Trenchard@leapedservices.com

Hello!

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



How much do you use educational research??



I say 'educational research', you say...

1



2



3



4

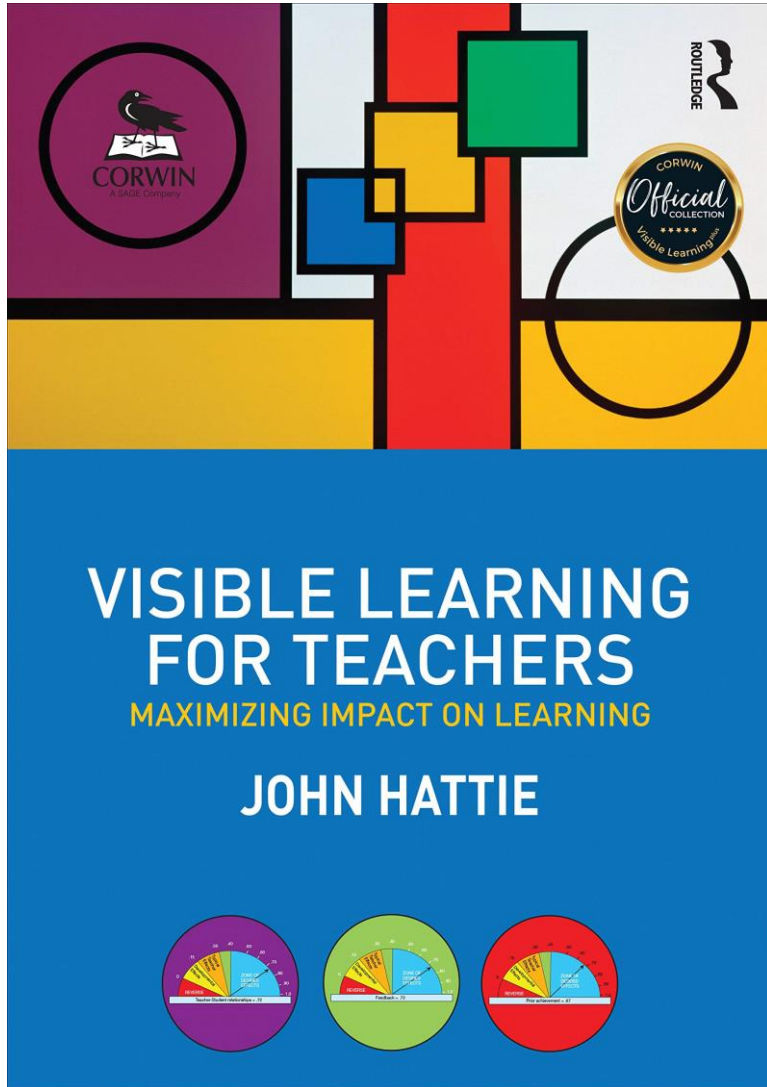


5



6





In November 2008, John Hattie's ground-breaking book *Visible Learning* synthesised the results of more than fifteen years research involving millions of students and represented the biggest ever collection of evidence-based research into what actually works in schools to improve learning.

Source: Google Books



Education
Endowment
Foundation

Remote Learning: Rapid Evidence Assessment

April 2020

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.

A longer technical summary will be published in the summer.

<https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/distance-learning-rapid-evidence-assessment/>

Using Educational Research at this time

Step 1: Find time to read it

Step 2: Think about whether it is useful

Step 3: Use it to inform strategies

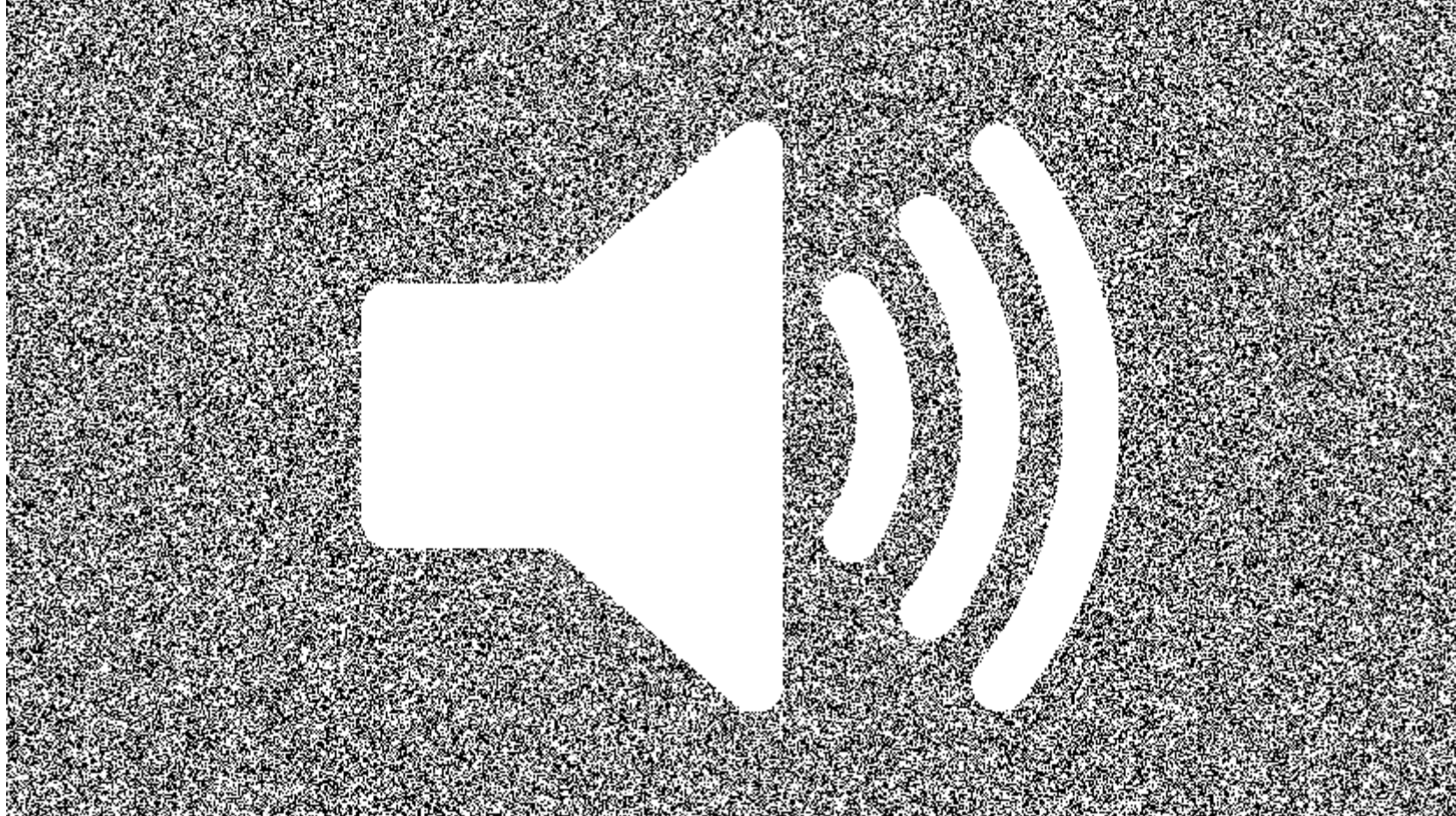
Step 4: See if it works

Step 5: Analyse if it works

Step 6: Modify it based on data



LINKS LINKS LINKS LINKS



How can I make this:
Relevant?
Actionable?
Useful?
for VERY BUSY TEACHERS



So, before we proceed...

“Action research is research done by teachers for themselves.” Geoffrey Mills (2007)

Whitehead (1985) describes how this process might *feel* for the participant:

- I'm aware of a problem in my teaching practice.
- I imagine a solution to this problem.
- I take action with this solution.
- I evaluate what happened.
- I modify my understanding and actions through this evaluation.

FROM:

LeapEd TeachSmart Phase 2 Action Research Guide

I am collating material for the webinars

I need colleagues to write about their sessions to make a poster

I need:

A time

A date

A title

A biography



LeapEd
LEARNING ENRICHED

FREE WEBINAR WITH Q&A

Beyond A Stop Gap:
WEBINAR SERIES

LeapEd will be sharing some best practice from around the world in this series of short webinars.

DISTANCE PROJECT BASED LEARNING FOR PRIMARY STUDENTS.

MONDAY / 13TH APRIL / 10:30 AM

BOW
SHERRY

Bow has over 25 years' experience as a Music and Primary teacher. Sherry has 12 years of experience as an English teacher, and now specialises in writing and developing CPD.

All sessions will be approximately 50 minutes.

Click on the link: <https://bit.ly/2UKybC3> to see the latest timetable and topics for discussion.

After registration, you will receive a Zoom invitation from your host.

You can also sign up to receive the recorded session as soon as it is available.

LOOKING FORWARD TO MEETING YOU ONLINE!

because every child deserves a great future

www.leapedservices.com

How would I do this in the past?

Walk around the office

Send WhatsApp messages

Collate the information

Send it off



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Can you each give me a biography of just one line summarising your experience. I know this is crazy hard, but it helps with the marketing...

- Some didn't reply
- Some were too long
- Some were too short
- Some people changed their mind
- Some people WhatsApped
- Some people Emailed
- Some people I spoke to on the phone



What was the problem?

There were too many
channels of communication

I hadn't explained the
purpose of my request

Everyone was very busy



You can't change other
people. **You can only
change yourself.**



Need a solution

What do I already have to help me?



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**General**

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Modified By ▾



Trust School PLC

April 14

Hayley Anne Trenc...



Scripts and Decks for Webinar

April 9

Hayley Anne Trenc...



PLC 1 - 27.3.2020 - Videos

March 27

Hayley Anne Trenc...



Calendar of Webinars.xlsx

About an hour ago

Hayley Anne Trenc...



Timelines and FAQ for Development of We...

Yesterday at 7:26 AM

Hayley Anne Trenc...



Week 4 overview of feedback.docx

Sunday at 3:49 PM

Hayley Anne Trenc...



Feedback from Webinars.pptx

Sunday at 3:49 PM

Hayley Anne Trenc...

Whitehead (1985) describes how this process might *feel* for the participant:

- I'm aware of a problem in my teaching practice.
- I imagine a solution to this problem.
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- I evaluate what happened.
- I modify my understanding and actions through this evaluation.

FROM:

LeapEd TeachSmart Phase 2 Action Research Guide

How will I evaluate this as research?

I will consider how I feel

I will see if it solved my problem

If it doesn't work:

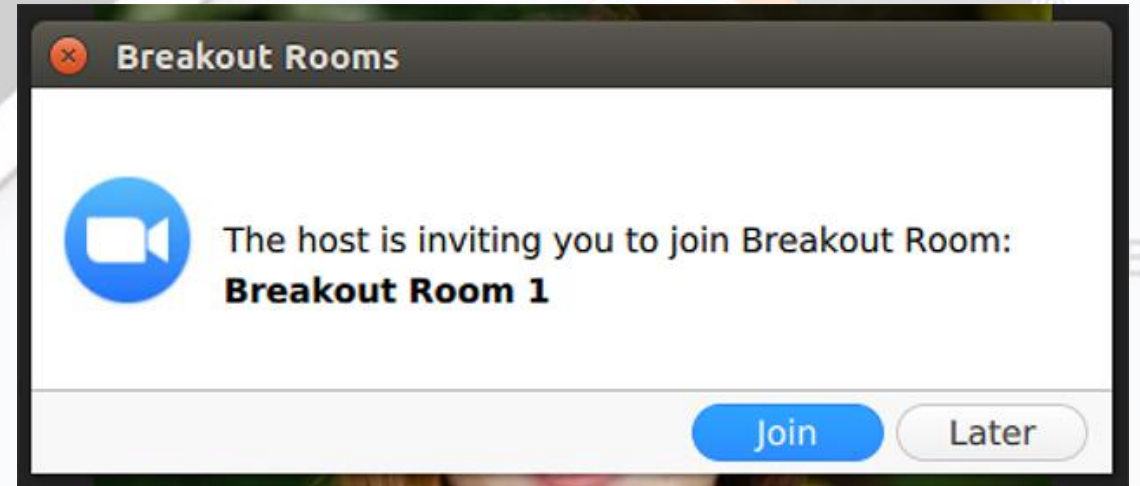
I will reflect and modify the solution

This is an example of action research

“Action research is research done by teachers for themselves.” Geoffrey Mills (2007)

When I talk to teachers and parents:

- Kids are not online
- Kids are not doing work
- Not sure if the learning is effective
- Communicating with parents
- Working until 3am
- Constant messages
- Poor quality work submitted
- Marking and Feedback
- Messages not being replied to
- Parents not being able to help at home



What problems do you need solutions for?

Get ready to drop your problems in the chat box.

You can't change other
people. **You can only
change yourself.**



The students are not completing work.

Possible reasons:

- Am I communicating clearly?**
- What work am I setting?**
- Am I giving feedback?**
- What motivations am I using to encourage completing?**
- How am I talking to parents?**

What actions can I take to encourage them to complete work?

Whitehead (1985) describes how this process might *feel* for the participant:

- I'm aware of a problem in my teaching practice. ✓
- I imagine a solution to this problem.
- I take action with this solution.
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- I modify my understanding and actions through this evaluation.

This is where educational research can help

The background features a collage of educational items. At the top left, there are several colored pencils and a sharpener. In the upper right, the 'LeapEd' logo is visible with the tagline 'LEARNING ENRICHED' below it. The bottom right corner contains a grid of many small, diverse student portraits. The text is presented in two white boxes with blue borders.

Let us see how the research might help us...

I sent you the document to read.

Don't worry if you didn't... but, if you did...
does the advice in the document give you any
pointers for your problem?

Problem:

The students are not
completing work

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

Pupils can learn through remote teaching.

Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time (“synchronous teaching”) and alternatives (“asynchronous teaching”).

For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on pupils' prior learning or how pupils' understanding is subsequently assessed.

My takeaways for this problem:

1. I don't need to worry about online /offline (phew)
2. I need to make sure my explanations are clear
3. I need to assess the work submitted

2. Ensuring access to technology is key, particularly for disadvantaged pupils

Almost all remote learning uses digital technology, typically requiring access to both computers and the internet.

Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology.

In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.

My takeaways for this problem:

1. Kids with digital devices will do better so I need to consider how kids without devices can access my solutions
2. I need to help parents understand the technology

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.

Across the studies reviewed, a range of strategies to support peer interaction were explored, including peer marking and feedback, sharing models of good work, and opportunities for live discussions of content.

The value of collaborative approaches was emphasised in many reviews, although notably many studies involved older learners. Different approaches to peer interaction are likely to be better suited to different age groups.

My takeaways for this problem:

1. Kids are responding better when they are working together
2. I need to give examples to students of quality work

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.

My takeaways for this problem:

1. I need to give support for kids who are stuck
2. I need to support kids to work independently

5. Different approaches to remote learning suit different tasks and types of content

Approaches to remote learning vary widely and have different strengths and weaknesses. Teachers should be supported to consider which approaches are best suited to the content they are teaching and the age of their pupils.

For example, games for learning were found to have a high impact on vocabulary learning in foreign languages, but there is less evidence related to their use in other subjects.

Likewise, using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge, but is not a replacement for other forms of assessment.

My takeaways for this problem:

1. My subject knowledge is important when I decide what methods to use
2. Technology can help me, but its not the most important

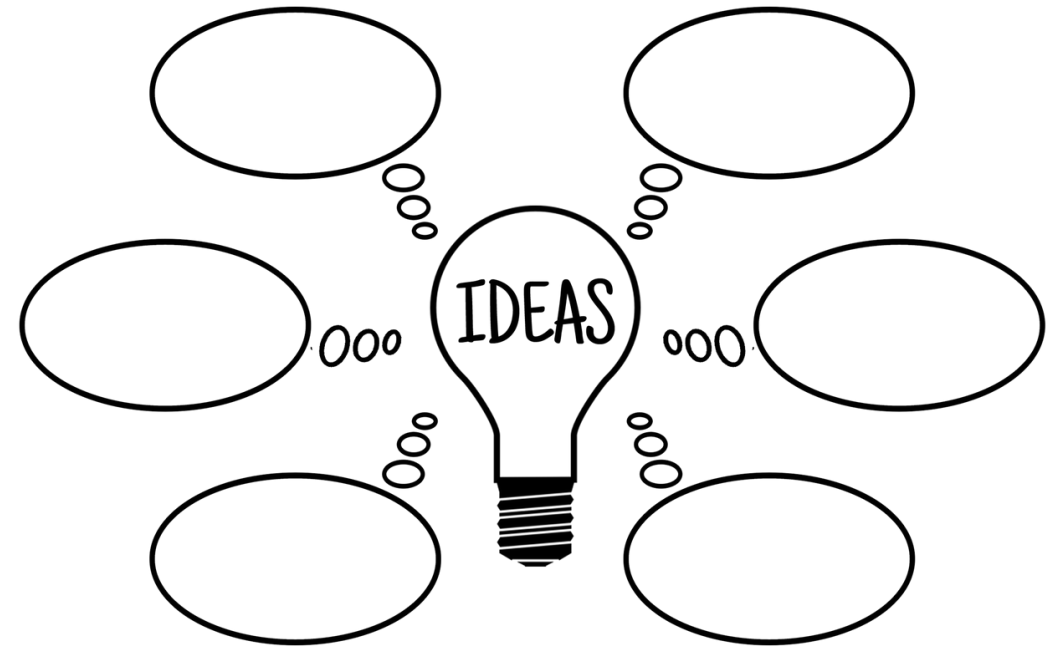
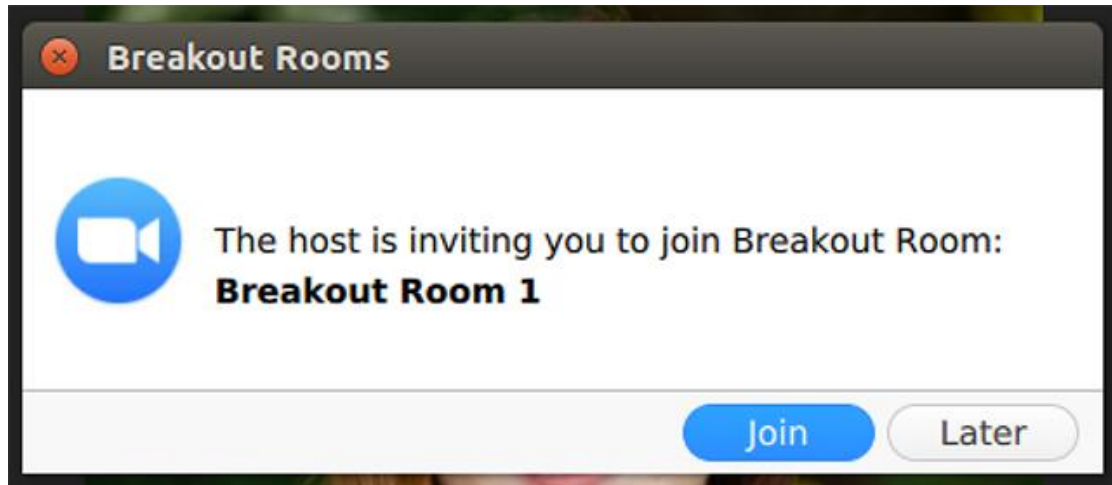
5 ideas that can help me problem solve.

Can't use them all. This is not a one-man job.

What small actions can I take to work toward this?

Problem:


The students are not completing work



Problem:

The students are not
completing work

What possible solutions do we have?

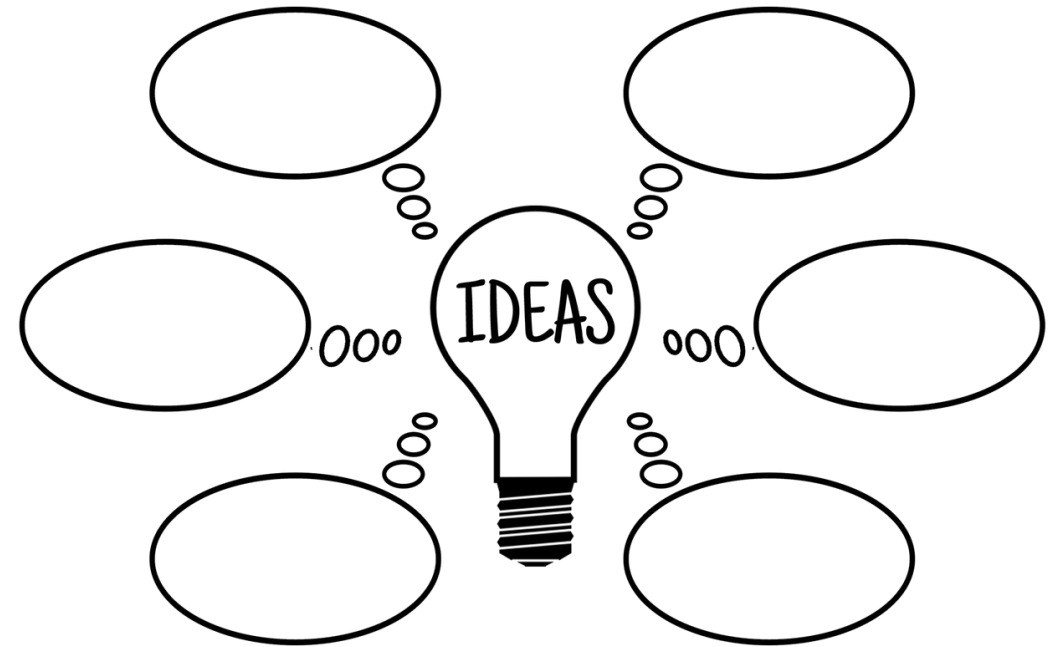
A hand is holding a dark, textured rectangular card with white text. The background is a blurred landscape with green hills and trees under a blue sky with clouds. The entire image is framed within a circular border.

If you change
nothing,
nothing will
change.



Solutioning:

How can I set work so more children complete it?



Whitehead (1985) describes how this process might *feel* for the participant:

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This is where educational research can help

What does research say?

<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



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


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

I will reflect and modify the solution




“Trust yourself.
You know more than
you think you do.”

— Benjamin Spock

Using Padlet for Collaboration

  hayleytrenchard • 1m



What solutions do we have?

Please include any solutions or ideas to help people from today's session

PROBLEM: Attendance at my live lesson is low

Send a Calendar invite so the computer reminds people
Send a reminder message to students

♡ 0

PROBLEM: I am getting messages day and night

Think about what time I send messages, save emails as drafts and send them in the morning when people are less busy with their day.

♡ 0

PROBLEM: some kids are not accessing my live lessons

Keep data on attendance

Speak to those parents, see how we can make it work.

Plan for catch up classes for kids who are missing out, use data to make sure right kids are getting access.

♡ 0

PROBLEM: some kids are not accessing my live lessons

record the lessons and post somewhere for them to see later

♡ 0

PROBLEM: Kids not knowing what work to do

Change my parent WhatsApp group profile picture to the timetable or work set for the day

♡ 0

PROBLEM: Overwhelming number of messages

Solution: create a collaborated document on teams for inputs

♡ 0

Whitehead (1985) describes how this process might *feel* for the participant:

- I'm aware of a problem in my teaching practice. ✓
- I imagine a solution to this problem. ✓
- **I take action with this solution.**
- I evaluate what happened.
- I modify my understanding and actions through this evaluation.


Choose a small modification

You can't change other
people. **You can only
change yourself.**



Using Padlet for Collaboration

padlet

 hayleytrenchard • 1m


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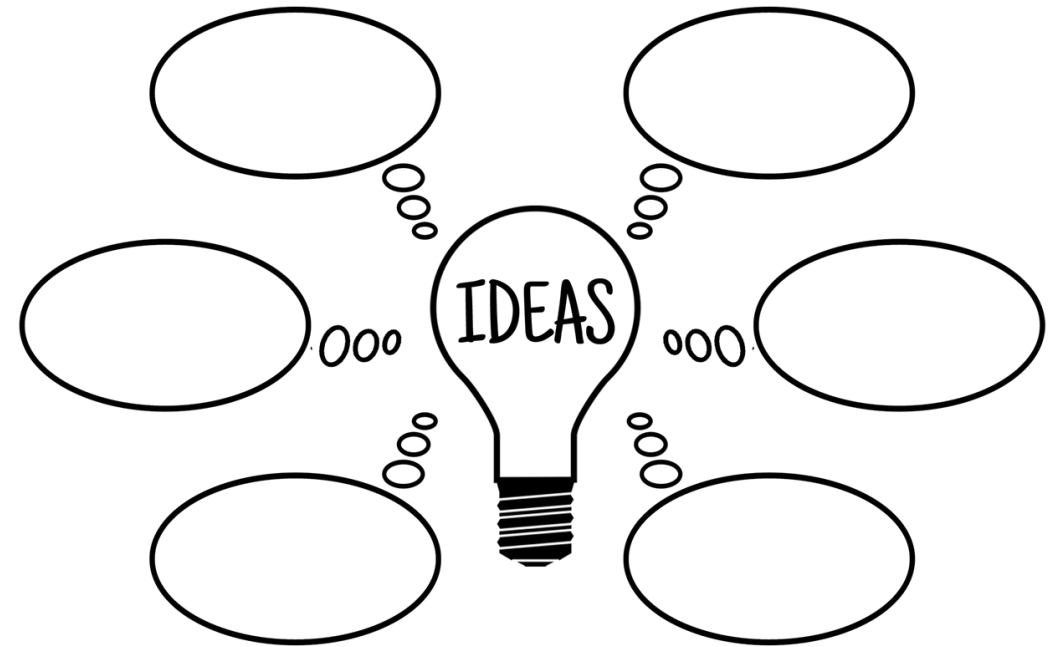
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 0

Action Plan

What will you try?







Feedback

<https://forms.gle/pBZp9w5tEzzGJVgN8>