# Online teaching and Young Learners - Making the most of the situation

The world has been put on hold but education continues. As teachers we have been faced with this immense hurdle to adapt our teaching for the online world. We are succeeding but is there anything else we can do? How can we adapt our teaching for young learners? Join me in this session where we will be looking at different activities and strategies to keep young learners engaged.

## María José Galleno MA TESOL, MA DTCE

# By the end of today's session you will have:

- explored definitions of online learning

- reflected on our online pedagogy

- looked at setting up an action plan

- discussed making the most of our videoconferencing sessions

- looked at some types of activities

# Definitions

- Remote teaching

  - teaching through video conferencing

- Online teaching

  - combining synchronous and asynchronous

- Emergency remote teaching

  - adapting quickly to teaching online due to an external force (Hodges, Moore, Lockee & Bond, 2020)

# Online Learning

There is more to online learning than using videoconferencing.

Nobody expects us to become instant online teachers and succeed at it.

## Online learning design options (moderating variables)

**Modality**

- Fully online
- Blended (over 50% online)
- Blended (25–50% online)
- Web-enabled F2F

**Pacing**

- Self-paced (open entry, open exit)
- Class-paced
- Class-paced with some self-paced

**Student-Instructor Ratio**

- < 35 to 1
- 36–99 to 1
- 100–999 to 1
- > 1,000 to 1

**Pedagogy**

- Expository
- Practice
- Exploratory
- Collaborative

**Role of Online Assessments**

- Determine if student is ready for new content
- Tell system how to support the student (adaptive instruction)
- Provide student or teacher with information about learning state
- Input to grade
- Identify students at risk of failure

**Instructor Role Online**

- Active instruction online
- Small presence online
- None

**Student Role Online**

- Listen or read
- Complete problems or answer questions
- Explore simulation and resources
- Collaborate with peers

**Online Communication Synchrony**

- Asynchronous only
- Synchronous only
- Some blend of both

**Source of Feedback**

- Automated
- Teacher
- Peers

Hodges, C., Moore, S., Lockee, B., Bond, A 2020 *The difference between emergency remote teaching and online learning*, Educasereview. Available at https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning

# Action Plan

- Short-term and long-term planning
- Organisation is key
  - modules
  - Don't make it more confusing to access the information
  - think of possible problems and solutions
- Be realistic
- Learning curve within reason
- Team work
  - colleagues
  - students
- Communicate often

# Videoconferencing

- Video presence important
- Make the most of it
  - PPT or sth to share to keep you on track
- Allow time for the human not just the teacher
- Don't expect for the session to last the same amount of time in your classroom
- Invite student engagement
- be prepared to be asked all sorts of questions

# Types of Activities

# Inquiry-based learning

- Create the need to know something, raise interest, etc.

  - Students develop questions

  - Students research the topic in class

  - Students present what they have learned.

  - Students reflect on what worked and what didn't work

- General tips

  - Online research (be safe, narrow down the choices)

  - Think of a final outcome and work on small steps in order to get there.

  - Students create presentations by filming themselves (appearing or not, depending on the school's policy)

  - Can send you through the cloud or platform

# Project-based learning

- Design projects with short-term goals

  - Communicate often with students in the achievement of those goals.

  - keep students engaged

  - Instructions need to be clear. Video explaining and add written instructions.
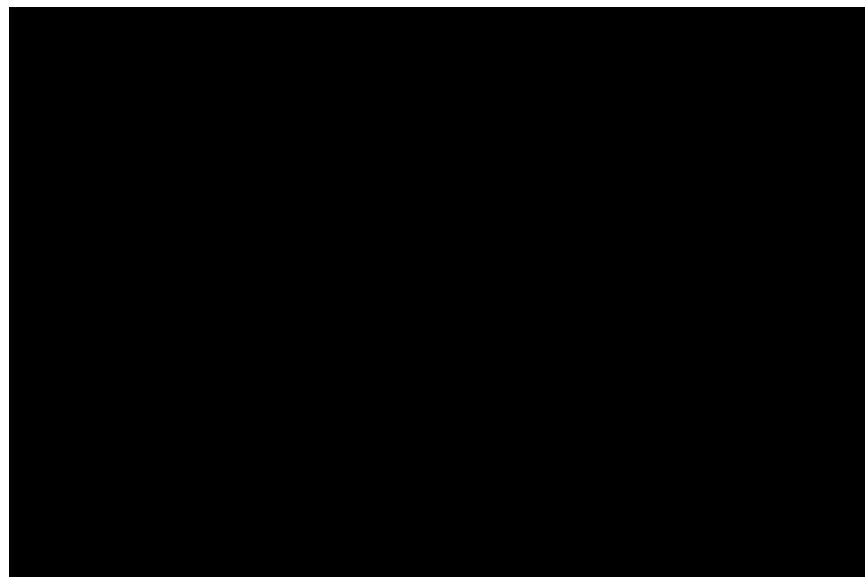
# Flipped Classrooms with a twist
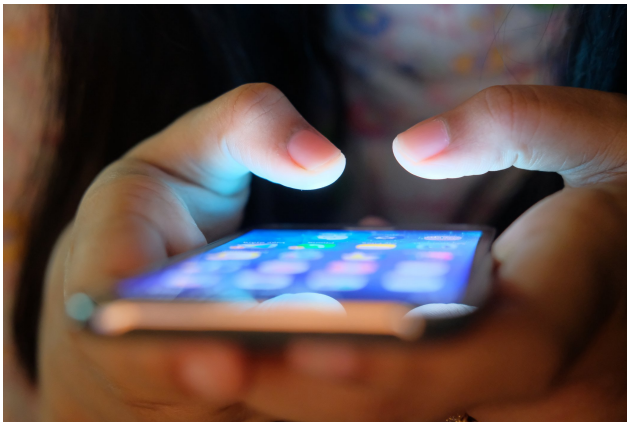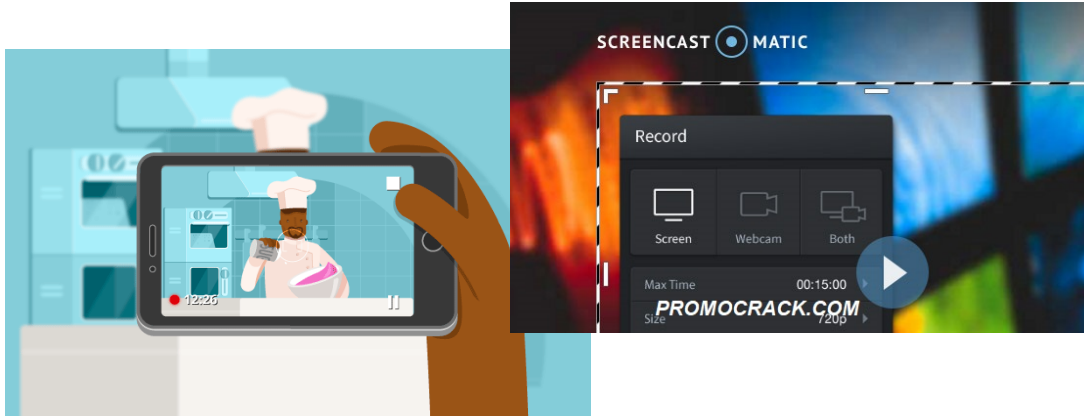
# Presenting information

- Video lessons (record yourself or find an engaging video to explain the topic).

- get students to present information (students can create PPT and share a screencast)

# Activities during videoconferencing

- Annotate

  - share whiteboard

  - share slides

  - let kids participate and have fun

  - matching games

  - tic-tac-toe

# Games in Videoconferencing

- Divide in groups (You will need to set this up from your settings)

- scavenger hunt

  - practice vocabulary

  - make a list of objects students need to bring

  - divide them in groups and students work in teams

  - give them a certain amount of time to collect the objects and then give points to the groups (add some fun objects e.g a dirty sock, etc.)

- charades

  - groups or individual

- cameras off

  - in groups students describe a room they are in

  - when all the class gets together, all cameras of that group are turned off and students describe the room. The rest has to guess who's room they are describing.

# Final Recommendations

- Combine synchronous with asynchronous
- Clear aims
- Make the most of the tools
- Less is more
- Clear instructions
- Set short term goals
- Communicate and check up on students
- Be online but not 24/7
- Respect timetables

# Thank you

@majogalleno

Maria Jose Galleno