

REMOTE LEARNING

Remote learning means using a totally different pedagogy from what you are used to using in class. You cannot teach students in the same way online as you can face to face in the classroom. It requires consideration and careful planning around how you are going to deliver lessons and what content you are going to provide in a clear structured way.

Using a variety of methods will keep students engaged and lead to more of them handing in work. You have to be **creative** as well as providing **clarity** and **accessibility** of content.

INITIAL CONSIDERATIONS

- **What device does the learner have?** Word documents, PowerPoints and websites display completely differently on mobile devices. **TIP** Use your own phone/iPad to see what it looks like.
- **Is their bandwidth sufficient to download a video or large document?** Keep videos short and choose lower quality if you are creating your own. They don't have to be HD. **TIP** Alternatively upload videos into your OneDrive and share the link with students.
- **Do they know how to use Incognito/In Private browsing?** This is necessary if there are multiple users of a device in the house. These treat the user as though they have never used the device before and hold no browsing history.

Have a look at Barrie Moc's blog which looks at remote learning from a pupil's point of view. He was inspired to write this after looking at what his son was being asked to do by his teacher. [See It From Their Perspective](#) (Blog post)

PROVIDING STRUCTURE

- provide a weekly plan of work for students with how long each task should take
- include any resources they will need
- consider accessibility for students – fonts, language, clear instructions
- communicate clear learning intentions and success criteria
- consider differentiation
- give students opportunities to ask questions
- ensure tasks are appropriately challenging
- any online quizzes should give feedback for next steps
- give students the opportunities to collaborate through shared documents and discuss work through Teams/Classroom

DELIVERING CONTENT

- Issuing students with a large PDF of information will switch them off – content has to be delivered in chunks. The attention span of children in class can vary between 1

and 5 minutes per year of age, therefore an 8 year old's attention span can be between 8 minutes and 40 minutes. You know your students best, so work out what the average length of time for your class is. Online attention span is much shorter than face to face so you need to half this number to give online attention span. The length of video content should be based on this number.

- Consider if you only had 10 minutes to speak to your students– what would you say? What is the most crucial information they need to know about? What do they really need to know?
- Think about yourself, if you go to YouTube for a video on how to replace a radiator or learn how to bake bread. Are you going to watch the 25 minutes video or the 6 minute one?
- Flip the learning which allows students to come to class with prior knowledge

Live lessons are not for everyone. Some do not want to present live and be seen on screen. Multi-tasking with the digital tools whilst presenting in Teams or Google Meet can also present a challenge. Consider creating your own videos beforehand which allows you to edit them, rather than spending periods of time 'teaching' online which you may not be comfortable with.

Also never force students to put their cameras on in a Teams/Google Meet. The pupil may not want to be seen or for their surroundings to be seen by their classmates.

Breakout rooms are now available in Teams, but these should be used with caution. As a rule of thumb, consider if you would leave these groups of pupils alone in a physical space in school. If the answer is no, do not use breakout rooms. You have control over who goes where, however you cannot be in every room at the one time, unless you have colleagues who can be present, which is highly unlikely.

You can find advice on managing a Teams meeting on the Glow Connect website: [Teams Meetings With Learners](#)

Screen record your iPad or your computer, record your PowerPoint and narrate over it by using the record slide show facility or make a video on your iPad using Clips or iMovie. There is a lot of good advice on how to do this in the Education Scotland document [Learning and Teaching Online](#) Push yourself out of your comfort zone and go for it. This allows you to flip the learning enabling your students to come into class with some prior knowledge. [What Does Research Say About Designing Video Lessons - Christodoulou](#) (Blog post)

Sway - many different types of media can be uploaded or embedded in a Sway. YouTube videos, your own videos, PowerPoints, Forms (for assessment), live Google maps, images, audio, other Sways, links to PDFs/Word documents/ Excel files stored in OneDrive or a blog.

Blog – some schools have already been doing this. Make your blog public so that parents can see the work too. Post assignments and content that students can download.

Returning work to you would have to be done using another method however, so it may be worthwhile considering using the blog simply as a store of resources.

OneNote Class Notebook – allows content to be delivered and students to complete their work. Every Team has a OneNote Class Notebook and each student has their own section in it so you can give feedback to the pupil privately without their peers accessing it. Think of this as a digital ring binder with sections, one of which contains digital jotters for each individual student. You can give audio feedback in a OneNote therefore saving you time. There are many accessibility features including the ability to change the colour of the paper. OneNote also has Maths Tools which is a fabulous feature. Check out George Milliken's webinar on [Blended Learning for Teaching Maths](#) showing many of the features in maths tools including the ability to create a practise quiz based on the work being done on the page.

Teams and Google Classroom – these have very similar functions to each other. Work can be assigned to a class, a group or an individual pupil, completed by the pupil and graded by you. Both keep records of student work and provide you with information on student engagement. Spreadsheets of grades can be produced, and you can communicate with your students in the conversation area. There is no private chat available and currently the option to have a video call with your class is limited to audio only.

Accessibility – Immersive Reader is available in almost all Microsoft Products. This enables students to have the text read to them, to have line focus changed, spacing, the colour of the background and translate a word or document amongst many other features.

COURSES ON REMOTE LEARNING

The [Microsoft Educator Centre](#) is one of the best places to go to for professional learning on Microsoft products. Log in with your Glow e-mail in the form username@glowmail.org.uk, create an account and start on the courses. Please remember that we have a few restrictions on our version of O365 in Glow. These can be used as part of your CPD evidence for the GTCS and after 1000 points you can gain your Microsoft Innovative Educator badge. There are several courses on remote learning of particular note: [Remote Learning Course MEC](#) [Blended Personalised Learning MEC](#)

RESOURCES

Examples of good practice from Scottish teachers

[Remote Learning Examples from Team MIEE Scotland](#)

[Digi Learn Scot Website](#)

[Falkirk Examples of Remote Learning](#)

Effective Remote and Blended Learning Documents from The West Partnership

[An Introduction to Blended Learning](#) [Effective Blended Learning](#) [Effective Remote and Digital Teaching](#)

Resources for Microsoft Teams and Google Classroom

[Getting Started with Teams](#) (Wakelet) [Primary Class Starting with Teams](#) (Blog post)
[Primary Class Starting with Teams](#) (Blog post)
[Google - First Day Trainings](#) (Website) [Digi Learn Scot Google Webinar](#)
[Google Classroom Getting Started Guide](#) [North Ayrshire Google Training Webinar](#)

For the More Adventurous

[Build an Interactive Virtual Classroom](#) (Blog post)
[Thinglink](#) (Website) [Example of a Thinglink](#) (These can be shared as a code with students in Teams or Classroom and no student login is required)
[Wakelet](#) (Save, organize and share content with users – no need for student login as you share with a code)

Twitter Accounts of Note

Twitter is an amazing source of educational support. Scottish accounts worth following:
[Amanda Pickard](#) P1 Teacher SAC [Malcolm Wilson](#) ICT Officer Falkirk [Sarah Clark](#) MIE Fellow & Biology Teacher Fife [Andrew Bailey](#) Physics Teacher Angus [Kirstin Barr](#) Science Teacher W. Lothian [Chris Gerrard](#) ASN Teacher South Lan [Sarah Wyllie](#) Bus Ed Teacher SAC
[Digi Learn Scot](#) Digital Skills Team at Education Scotland.