EDUCATION & TRAINING FOUNDATION

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT

FINAL REPORT ON THE OTLA PHASE 7 (ENGLISH) PROJECT – EFFECTIVE TEACHING ONLINE THROUGH REFLECTION, COLLABORATION, AND EXPERT INPUT
United Colleges Group

United Colleges Group (2021) *Final Report on the OTLA Phase 7 (English) Project – Effective teaching online through reflection, collaboration, and expert input.* London: ETF.

© The Education and Training Foundation (2021)

CLAIRE COLLINS
consultancy

Contents

Final report - Effective teaching online through reflection, collaboration, and expert input

United Colleges Group

Covid-19 lockdown led us to urgently address online teaching and learning. We established starting points and devised an intensive CPD programme to address specific areas of pedagogy and using online tools. Teachers collaborated to reflect on their learning and how they were applying it in their online classroom to improve practice.

Summary

We provide maths and English GCSE and Functional Skills to approximately 1,200 learners across a range of vocational areas at 5 London campuses. Many of our learners are from lower socio-economic groups. Our mission is to meet the diverse educational and skills needs of our learners and to raise aspirations through innovative and outward looking practice.

Our aim was to enable a group of English specialists to explore methods for improving their learners' experiences and outcomes in the blended learning environment (BLE). Since lockdown, teachers have been employing a variety of methods for remote learning, to varying degrees of success. Through collaborative practice, we focused on offering interventions to improve the effectiveness of teaching in the BLE. This meant facilitating reflective practice and capturing learner voice at every stage in order to improve levels of learner engagement and achievement.

Rationale

In common with many colleges, our learners face demotivation by having to repeatedly re-sit English GCSE and Functional Skills exams. Since the pandemic and subsequent lockdowns, this level of disengagement has intensified. Since the move to online teaching, we have attempted to employ a variety of methods and online tools. Our research (TES, 2021) was predicated on providing a platform to share what was going well, and to find some solutions to the problems we were encountering as a learning community.

Specifically, we offered CPD on successful use of popular applications such as Microsoft OneNote and Teams for collaboration and teaching. We sought to measure the impact of a targeted programme of support and the resources provided. We applied the latest research on pedagogical approaches to blended learning (Ofsted, 2021a). The basis for these interventions came from an acknowledgement that although the participants in the project were competent and effective practitioners in face-to-face delivery, they wanted support to improve their online practices. Teachers were working from home and isolated. This action research enabled them to identify their learning needs, receive expert input, and

practise new approaches, then share ideas, approaches, resources and experiences with peers to improve their skills and confidence in teaching online.

Approach

Step 1 – Initially we were going to examine the various approaches to asynchronous vs synchronous learning. However, we decided instead to focus on improving teachers' pedagogical practice in the BLE because the pandemic meant we had to move to wholesale online teaching almost overnight! We therefore needed something that would lead to more impact in the short term.

Our learning coaches asked for volunteers from the English department and we recruited 6 direct participants.

Step 2 - To harness the collaborative nature of the project we used a Microsoft Forms survey to establish specific support needs in relation to teaching in the BLE

The most popular responses from these requested support in how to:

- Use OneNote, Teams, and Forms effectively to provide feedback, communicate and monitor learning
- Adapt traditional pedagogy effectively for use in the BLE
- Be engaging and present with confidence online
- Effectively self-reflect on pedagogic practice in the BLE

Step 3 - Research: meeting participants' expectations.

We looked at guidance from the Government and ETF to inform our approach (see references).

Discussions with experts, including our mentor, helped to shape the nature of our research going forward.

Finally, we invited the participants to join online training events, with for example, The Skills and Education Group.

Step 4 -What, Who, and How?

Using our data to show baseline starting points (Appendix 5), we devised a 6 week, twice-weekly programme of online CPD sessions. Each session incorporated a professional discussion (attended by staff from across the group) to encourage the sharing of good practice and focused on one approach. Teachers, for example, shared examples of how they used OneNote in their own sessions with other teachers, and to share tips and "easy wins."

Sessions included:

- OneNote to plan for success
- Deeper learning in the BLE
- Sequenced learning in the BLE
- Microsoft Teams updates – getting the most from the latest features

- Using TikTok for revision.

Sessions were teacher-led and therefore sometimes we returned to the same topic as different teachers would use the approach and share their experiences. We included learner voice to include this perspective in our reflections. This embedded our learning across the team, built confidence in using the BLE and created an environment where teachers could take risks and share their learning.

Step 5: Dissemination

To continue this work, we have developed an E-zine to share good practice across the college group. This is an interactive newsletter that shares our practice through videos, comments and top tips.

We also use 'Researchmeet', a national online group bringing together practitioners to examine lessons learned and share with colleagues.

Professional learning: Evidence of changes in teaching, learning and assessment practices.

Through this work, we have begun to think critically about our practice. Our teachers have found space to try out new approaches and share their learning with colleagues which has raised levels of confidence in remote teaching as well as creating a community of practice.

We have built on established pedagogy (Sweller, 2011) such as embedded regular retrieval practice by using MS Forms and QR codes to engage learners. We established a centralised system of collating and providing feedback to learners via OneNote. Previously this process was random with learners using a variety of modes including for example, attachments to email and sharing Word documents, resulting in confused and often lost feedback opportunities. Our CPD session resulted in tangible changes and every member of staff in the English department now uses OneNote successfully to track progress and provide personalised feedback (**Appendix 1).**

We used Microsoft Teams as our primary vehicle for learning in lockdown, however feedback from learning walks suggested that there was inconsistent and ineffective use of this online tool. Many teachers used it as a meeting rather than a teaching tool, with sessions often dominated by teacher-talk and few opportunities for checking progress or monitoring learner engagement. Our session on Effective Use of Teams introduced staff to using breakout rooms, Whiteboard, Forms as polls, and the Insights app to monitor and engage learners. Feedback from staff and teachers for this indicated that this led to profound changes. As one teacher remarked:

"We don't have to fear the tools anymore – we can just focus on delivering good lessons again!"

This positive change was disseminated across the College group and recognised by Ofsted, who said, that the College:

> "*provide appropriate staff development so that teachers are competent in using relevant online platforms*."
>
> **(Ofsted, 2021b)**

There is a stronger culture of self-reflection as a result of our strategy of self-recorded lessons, and completion for a self-reflection TLA form. One teacher remarked:

> "*I was really shocked how little time I give my learners to respond to my questions!*"
>
> **(Appendix 4)**

Evidence of improved collaboration and changes in organisational practices

The English department actively collaborated with colleagues from other campuses to share good practice on using effective and innovative learning strategies in the BLE. They used, 'Think, Pair, Share' and we held an online professional discussion (**Appendices 3 & 4**). Teachers shared the following recommendations, which were then implemented by teaching staff across the college group:

- Learners who were initially reluctant to share ideas publicly on 'Chat' loved the ability to post in the teacher-learner area on OneNote and this also worked for learners who were similarly reluctant to engage face-to-face – and have now developed a new-found confidence.
- Teachers recommended the use of OneNote as a marking and assessment tool, where they had the option to record verbal feedback, which saved time and enabled a more personalised experience.
- One teacher recommended using the Insight app to encourage learners to stay in when they have logged in. Following this, using Insight was widely used to monitor log-in/log-out, but also to ensure they were there physically and hadn't wandered off.

Because of the success of filmed recorded online sessions and filmed face-to-face sessions, staff have developed much more confidence in self-reflection, and this practice has been successfully shared with colleagues in other departments, e.g., Business and Travel and Tourism.

A further innovation is our new teaching and learning 'E-zine' – an interactive newsletter. We can use this to share the findings of our research and bring together a greater number of teachers to share their ideas and experiences.

Evidence of improvement in learners' achievements, retention and progression

Our learner feedback showed evidence of significant improvement in the experience of learning online (**Appendix 6**)**.** A learning coach observed two sessions where fruits of previous CPD sessions were apparent: The lecturers used OneNote to replace

screen sharing (which was limited by the requirement for all participants to remain on track at the same pace - not always realistic in varying home contexts, with variable internet speeds etc.) As a result, some of those learners who struggled, for instance due to SEN difficulties, were able to access the learning at their own pace. This was further informed by introducing these learners to the use of immersive reader in OneNote. One highly dyslexic learner commented:

> *"Now I can blur out the rest of the writing, everything is so much easier to read and when my eyes are tired, I can ask it to read to me at my own speed."*

Another commented:

> *"I understand most of the information, but sometimes I just have to go over it again in my own time. This allows me to do that."*
>
> **(Appendix 2)**

Following a session on using Microsoft Stream to enhance the learners' BLE experience one learner said:

> *"I believe that we are learning a lot more and at a much faster rate, than we would have done in class. The videos are also helpful as I can go back and watch them if I forget or miss something."* The teacher for this group also commented, *"Your CPD has been amazingly productive. It has helped me save and upload so much content for learners to access in their own time. Thank you, Azmol."*
>
> **(Appendix 2)**

Attendance across the groups associated with the projected demonstrated a marked improvement in line with the roll-out of our CPD delivery. See below.

Online attendance	October 2020	January 2020	April 2021
Group 1	53%	67%	72%
Group 2	44%	58%	60%
Group 3	19%	67%	88%

Crucially, when teachers were interviewed about this improvement, they were unanimous that there was a clear link between improved attendance and improved delivery as a result of training and collaboration. One teacher commented:

> *"The added confidence has paid dividends; students, when they think they have posted a good idea, are then much happier to engage."* Another added, *"Thanks to*

> *taking part in the research I was able to effectively review the merits and drawbacks of a range of approaches, then select the best for my particular requirements"*.
>
> (Appendix 4)

Learning from this project

What went well …

- The simple act of naming: Do not call it a project – call it research! This instils in participants the sense that this is something autonomous and continuous.
- We changed tack when required, and this meant we could maintain focus more appropriately. For example, at the outset our focus was going to be on asynchronous vs synchronous delivery. Soon we came to realise that this direction would not provide us with the useful outcomes we required, so we listened to the participants and adapted our planning accordingly.
- In line with the previous point about changing direction, whilst we took charge of overseeing the operational elements, we allowed ourselves to be directed by participants' areas of interest.
- We learned a lot! In response to requests for specific training in particular areas of pedagogy we undertook copious research and summarised this to disseminate, and, in the process, our own presenting skills and confidence improved enormously e.g., we had to present our finding on Dissemination Day.
- We also gained collaborative access to our colleagues across the FE sector and this allowed us to both share good practice and learn from others in similar situation.

Even better if …

- Teachers are busy! Flexibility is key. If we want people to give their time and energy, we need to be attentive to their needs, e.g., we responded to what they felt it was important for them to research / test.
- Some CPD sessions we decided were necessary, ended up being poorly attended. Survey staff to ask what is that they feel THEY need, not impose it on them.
- We harnessed support from members of the SLT: always useful but particularly so here as it allowed us the freedom, for example, to make time to collaborate across campuses.
- Provide incentives to keep participants involved once recruited in the form of small gratuities e.g., stationery/remission; this should not be seen as uncompensated extra work.
- We feel we could have benefited from having more time available in the working for the admin and research, because often we found ourselves working evenings and weekends. More than once we had to be chased for our monthly report! Next time we would negotiate in advance with our respective line managers to have ring-fenced time to work on the project.

Appendix 1 - OneNote Student Progress

This is an example of 2 pieces of work from a learner which illustrates the impact of online feedback using OneNote instead of email.

Using OneNote's Class Notebook has enabled the teacher to provide feedback in a way that was not possible before.

For example, as you can see, the teacher could easily provide colour-coded feedback with clear progression in one place as opposed to, for example, Work A, which was sent as an email attachment and possibly never read; teacher had no way of checking.

With Sample B, the teacher was able to monitor that feedback was received and acted upon (Sample C).

Work A

Dear(Next door neighbour).
I hope you're doing well, I'm your next door neighbour. Although we've never met yet but with great honour, I would like to request your present on this coming (Saturday) 29th of January, 2021. Around 8pm for my birthday party at my house. The birthday celebration will take place in my house. While the proposed dress code will be Casual or anything you'd like to wear it.

I would like you to come. It will be amazing, and a lot of family and friends will be there to cheer me up. Although, time is money but I hope you will not miss the opportunity to meet me and my family.
Also, I'd like to tell you this would be my first time celebrating my birthday; I wasn't type people to celebrate birthdays but now I'd like to celebrate it and be happy as a clam. Could you please let me know if you can join us or not? We'll celebrate my birthday with great joy and excitement. You must understand how important it's to me. Hoping to meet you there and get along with you. I would be so thankful.

Your sincerely: Balqis

Balqis, this is good work. You have the correct tone and used some language features. The format is also correct. To improve further, please look at the yellow highlighted areas.

Sample B

==WRITING FROM THE COMMUNITY CENTRE TO ASK FOR HELP.==

Dear manager

I am writing this email   to you today due the problems we have in the community centre; that   I am working as a volunteer for the disability people. I was so shocked, astounded and flabbergasted when I started working there. There are a lot of equipment our people need at your local community centre ; that needs to be dealt or else it will ruin our quality of life and also it will ruin our community centre. At first, I felt sadness as image of despair. So that , we would like to discuss making community changes that ensure that people with disabilities have physical access to building and other spaces. People with disabilities cannot be denied access to service, furthermore I will list all things that we are most likely need at the moment that you can assist to your community: the obvious one is the physical: designing and building or changing structures and spaces to conform all needs. They need: canteens, access to buildings and other place a person might need to go for a walk, play, education, service, etc. also, physical access includes things like accessible routes, curb ramps, lift and bathroom accommodations and mobility aids. What about being treated different with no respect and not offering assistance in retail stores, restaurants and theaters? It feels miserable, right? That's how they feel disabilities people.

Secondly, helping your community will always be a win-win situation. By joining together with your local customers, businesses and organization; you are promoting many different benefits such as economical growth charity. There is no greater pride than helping your own community succeed, despite for anything. Becoming involved in the community can open many doors, this will mean that when people come together for a specific cause, the opportunities to network become abundant. "alone we can do so little; together we can do so much." HELEN KELLER. Consequently, grow your business by growing your people, if you want to grow your business; you need to grow your people. This is not a motivational quote but it is proven strategy of the world's most successful business. I hope you will consider our request; respect it and will help us in the future. I'd appreciate it. Thank you in advance.

Green means you have done this very well.

Amber means you need to take another look at this bullet point as you can improve this further.

Red means this is incorrect.

- Communicates information, ideas and opinions with consistent clarity, using detail effectively for purpose and audience to an appropriate length.

- Organises writing using appropriate format and structure, including effective use of paragraphs, and sustaining cohesion, e.g. using organisational markers.

- Uses a range of sentences, including complex sentences, accurately and effectively.

	• Uses language and register, including an extensive range of vocabulary, appropriate to purpose and audience.
What you need to improve:	<mark>Please spend some time going over your work. It needs checking for errors. I have highlighted some of them in red.</mark>

Sample C

Dear Mr. Hussain,

I am writing this email to you today due to the problems we have in the community centre; that I am working as a volunteer for the disability people. I was so shocked, astounded and flabbergasted when I started working there. There are a lot of equipment our people need at your local community centre ; that needs to be dealt or else it will ruin our quality of life and also it will ruin our community centre. At first, I felt sadness as image of despair. So that , we would like to discuss making community changes that ensure that people with disabilities have physical access to building and other spaces. People with disabilities cannot be denied access to service, furthermore I will list all things that we are most likely need at the moment that you can assist to your community: the obvious one is the physical: designing and building or changing structures and spaces to conform all needs. They need: canteens, access to buildings and other place a person might need to go for a walk, play, education, service, etc. also, physical access includes things like accessible routes, curb ramps, lift and bathroom accommodations and mobility aids. What about being treated different with no respect and not offering assistance in retail stores, restaurants and theaters? It feels miserable, right? That's how they feel disabilities people.

Secondly, helping your community will always be a win-win situation. By joining together with your local customers, businesses and organizations; you are promoting many different benefits such as economic growth and development. There is no greater pride than helping your own community succeed.

Becoming involved in the community can open many doors. This will mean that when people come together for a specific cause, the opportunities to network become abundant. If you want to grow your business, you need to grow your people. I hope you will consider our request and help us in the future.

Thank you in advance.

Appendix 2 - Learner Survey

Online Learning Experience Survey

1) On a scale of 1 – 10, where 1 is "Not at all" and 10 is "Enormously" how would you rate your online learning experience this term compared to last term? (This was before staff received training.)

	Improvement on Scale of 1-10	Why is it better?
Student A	8	Because every lesson our teacher always set our work on OneNote to complete the starters before the lesson. This is a great way of learning because it refresh our memory of what we was doing last week.
Student B	10	I believe that we are learning a lot more and at a much faster rate, than we would have done in class. The videos in OneNote are also helpful as i can go back and watch them if i forget or miss something.
Student C	9	I chose that score because the online classes that are delivered are in good standard. For instance, in One Note there are lessons objectives for each week which allows me to get an idea on what we are going to learn.
Student D	10	No Distractions Easy to Follow at own pace subtitles and transcript to understand better in case the PC audio isn't good that the work is easier to understand and I manage to understand it and take some knowledge after the lesson
Student E	10	There are many positive factors about my online classes this term. I'd say it is now better than the usual in-person classes. No noisy students and I can revisit OneNote if I miss out on anything important.

2) Explain why you chose this score.

Appendix 3 - Teacher Created Resources OTLA

Think>Pair>Share adapted for online delivery to encourage engagement and collaboration.

Think, Pair, Share			
My name:		My partner's name:	

Question/ problem	My idea	My partner's idea	What we want to share

Example of using Teams Assignments created by Teacher A to monitor homework and provide feedback

Status ▾	Feedback
◎ Viewed	💬
◎ Viewed	💬
🕐 Turned in 11 minutes late	💬
◎ Viewed	💬
⊘ Not turned in	💬
◎ Viewed	💬
🕐 Turned in 10 days late	💬
◎ Viewed	💬
◎ Viewed	💬
⊘ Not turned in	💬
◎ Viewed	💬
◎ Viewed	💬

Example of successful implementation of OneNote by Teacher B (learners' names redacted)

EFP-01AB (Monday 10-11am English) Notebook

Welcome	Welcome to Class Noteb...
> _Collaboration Space	Writing a story
> _Content Library	Comprehension 25/01/2...
> _Teacher Only	Invitation to party
> ~~ADRIAN AMBLANCH...~~	Letter of complaint (11/...
> ~~AJAT EL...~~	SPaG Link
> ~~redacted~~	Descriptive writing
> ~~redacted~~	FAQ: Class Notebook in ...
> ~~redacted~~	

Writing a story

01 February 2021   08:08

When Coraline explores her new home, she steps through a door and into another house just like her own . . . except that it's different. It's a marvellous adventure until Coraline discovers that there's also another mother and another father in the house. They want Coraline to stay with them and be their little girl. They want to keep her forever! Coraline must use all of her wits and every ounce of courage in order to save herself and return home.

Plenary created and shared by Teacher C

The One Minute Reflection

Help your teacher to plan for your needs in future sessions

* Required

1

Engagement: On a scale of 1 -10 where 1 star is "I really struggled to pay attention and wanted to give up" and 10 stars is: "This was a great session and I really enjoyed it" how would you rate today's online learning experience? *

☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆

2

After today's lesson, what do you now feel more confident about? *

Enter your answer

3
Do you feel we met our learning objectives today? *

Select your answer ⌄

Submit

Retrieval practice for Functional Skills created on Microsoft Forms for online delivery

Appendix 4 – Teacher Testimonials from taking part in the research

Summarised from Professional Discussion (Microsoft Teams) March 29th 2021

Question 1) What have you found impactful as a result of our research?

- Using OneNote to organise learners' work and provide effective feedback has made online teaching feel much more structured and on a par with the quality of delivery in face-to-face teaching.
- Embedding short film clips in presentations has vastly improved learners' listening skills online.
- Creating hyperlinks to share resources more easily in Teams lessons has enabled me to use the vast array of self-made resources without having to upload individually as attachments.
- Incorporating activities in presentation slides has contributed to much more interactivity and engagement from the learners.
- Using breakout rooms and whiteboards within them, to create group space to collaborate in small groups away from main session, then return with ideas for discussion has had enormous impact for me and my learners – before this, I felt like I was doing all the work!
- Using *Menti* to create mind maps and word clouds made me feel much more confident that I was delivering an EIF-friendly lesson when I was observed during the OFSTED inspection.
- *Kahoot! Quizizz*, *Quizlet* etc. has meant I am effectively using retrieval practice effectively online to embed deeper learning. This has also been an engaging way to employ a range of assessment methods.
- Using emojis and the "Praise" function to improve buy-in has been a spectacularly simple easy win.
- Because we will most likely be assessing our learners internally again this year, we will now have all the data in one place as a result of using OneNote.

Question 2) What challenges have you overcome as a result of taking part in the OTLA research?

- Reticence: students who were happy to be unseen "passengers." I have successfully overcome this by asking them to write a short suggested responses in the chat pane, then responding with praise and encouragement, and asking them to expand on it. The added confidence has paid dividends; students, when they think they have posted a good idea, are then much happier to engage.
- Using OneNote! First I had to learn how to use it myself – then teach the learners.
- Being overwhelmed by advice and resources for succeeding online! Thanks to taking part in the research I was able to effectively the merits and drawbacks of a range of approaches, then select the best for my particular requirements.

- Students who were initially <u>reluctant to share ideas publicly</u> on "Chat" loved the ability to post in the teacher-student area on OneNote, and this also worked for students who were similarly reluctant to engage face-to-face – they have now developed a new-found confidence.
- <u>Getting learners to stay in when they have logged in!</u> Using Insights has changed my life! Now I can monitor log-in/log-out, and to ensure they are there physically and haven't wandered off, regularly ask them all to raise their hand – so simple and effective!
- <u>Getting students to ask questions</u> as they would in face-to-face lessons if they don't understand something: incorporating a plenary (e.g. the one-minute paper on Forms which I have created and shared) asking learners to write down 2 things they felt they could do with more help with from the day's session.
- <u>Monitoring homework completion</u>. Microsoft Assignments has been amazing for asynchronous delivery – I can set clear deadlines, then see at a glance who has and who has not completed their work, then it is a simple matter of messaging them on Teams Chat.
- <u>Lecturing instead of teaching</u>: my delivery online has become *so* much more student-centred. I am now much more comfortable doing group work using breakout rooms.
- <u>Not having my physical whiteboard</u> to explain and capture learning in the traditional way. Now, thanks to our research I have been happily using the online version to illustrate, and explain key ideas and simplifying points with my usual silly drawings – I feel so much more at home now in the online environment.
- <u>Lack of confidence.</u> I am a teacher with 20 years of experience and I was absolutely terrified at the idea of teaching using technology. In every observation my feedback always had something relating to the requirement to embed digital skills in my classroom. Taking part in this collaboration has changed my life! I am now determined to apply for Microsoft innovative Expert Educator status.

Appendix 5 - Feedback for online training

ID	What session have you just attended?	How useful did you find this session - where 1 is "not at all", and 10 is "extremely useful?"	What one thing will you do differently as a result of this training?	What future online training would you like to receive?
1	Moving on line	10	Use flip grid	One note
2	Teams Updates	10	Participant list, whiteboard in breakout rooms.	One Note with one-to-one session.
3	Teams update	10	use whiteboard collaboratively in breakout groups.	More of the same. Whenever there are new updates
4	Teams update	8	Teams Rooms	Administering tests on Teams
5	TEAMS UPDATE	10	USE WHITEBOARD, BREAKOUT ROOMS, INSIGHTS APP, POLLS, AND THE PARTICIPANTS LIST	COLLABORATING USING ONE NOTE
6	Teams update	10	Breakout rooms insight	Sway
7	Teams update	10	nothing - delivery and content were fine	SWAY was mentioned during the session - I would like to have training for that.
8	Teams with Nora	10	i will use the chat rooms more for student group work, and the whiteboard app in teams	i would like training using the SWAY app
9	OneNote	6	Checking my progress	on online lessons, engaging and motivating learners

10	TEAMS, Trouble Shooting' drop-in...	10	Embed the techniques I learnt with my staff/learners asap e.g. share learning with staff, set-up break-out rooms for student/staff and provide folders for marked work…	I now have enough training to master, although once I have consolidated this, I will contact you; thank you!
11	EMS: Teams update	8	Use whiteboard in groups	Assignments
12	Using OneNote	7	I will try break out room in my online sessions.	engaging learners in online learning
15	Teams troubleshooting	10	Use some of the functions I was shown such as the break out rooms.	Mindfulness
16	Moving Online	10	Opening lessons with engagement. This session was wonderful!	One-to-one interactive one note sessions.
17	MOVING ONLINE	6	Hope to use flipgrid and Slido as devices for engagement	Online training to use the above for Science led
18	Moving online - accessibility Engagement and wellbeing	6	making lesson more interactive	use of Teams and how to make QR links
21	Accessibility, Engagement and Well-being CPD	10	I will ask/check on my learners alot more often	Mmore online teaching tool. Miscrosoft programmes that will enhace my sessions.

|				
22	Moving online - Accessibility, Engagement and Well-being Accessibility, Engagement and Well-being CPD	9	will be focusing on my wellbeing more often	different type of tech app to get leaners more engaged in my lesson
25	Online Qualification delivery	10	I will get make sure that the work I have collected insofar is sorted, which will then leave me with the work to collect. Also, have a plan B in place.	The training, that I have been in receipt as yet is answering my needs. However, I would like support for presenting the Maths L2 Gateway qualification.
26	teams update	10	using the poll	na
27	Move online	9	noise supression, whiteboard, share via browser	There is a lot to take in right now, then try, see if it works and how effective that is. I don't know what I don't know, it feels overwhelming
28	Teams update	10	To use break out room.	Teams
29	Moving on-line	9	Add more interactive activities to engage learners.	Learning about new online apps and a demonstration of how to use them.
30	Moving online	10	Try a few more apps to see what works best for me	Want to perfect the ones I have seen this week first
31	Moving on-line: Accessibility, Engagement and Well-being	10	introduce more relevant apps to use such as QR code	Flip-grid for sure

32	Moving Online	8	To start using Slido.com	How to use Flipgrid in science lessons.
33	Moving Online CPD	10	Think-pair-share, femi questioning	Collaboration across curriculum. External speakers coming in skills.
34	Moving Online	9	Using the different ways of retrieving information from the past lessons	different ways of engaging learners online
35	Retrieval practice for deeper learning	9	One minute feedback forms	to build up more ideas about retrieval student information
36	How to Embed English and maths	10	Find innovative ways to implement maths in relation to the course health and social care that I teach for learners	How to work with LSA and make learning for students with needs easier
37	Sequencing	10	Making sure that my planning follows a spiral curriculum.	

Appendix 6 - Learner case studies: Student Voice

	Student A	Student B
Profile comment 05/11/2020	Has indicated that she struggles with lockdown. Struggles to focus at home and finds it hard to pay attention in online lessons. For this reason, lots of directed questioning and pair work in Teams rooms is a useful strategy as she has to collaborate.	Overseas quals. Struggles to understand spoken English. Lives in a non-English speaking household with relatives (not immediate family). To address the struggle with ESOL issues, been advised to listen to podcasts/radio, and to daily read English newspapers. Needs constant directed Q&A in online sessions as otherwise does not engage.
Before intervention (survey question) **05/11/2020** **Question: What is your experience like in online English lessons?**	My lesson is always interrupted because the teacher does not know how to use Teams properly and she always gets confused. She told us to use OneNote but she doesn't even know how to use it properly.	Sometimes I am confused in Teams lesson. Other learners are speaking and I am not clear what we are doing. Everything is slow in lesson and confused. No one knows how to use OneNote. Miss is not very sure about it.
After intervention (survey question) **01/03/2021** **Question: What is your experience like in online English lessons?**	I give this 8/10 because the online classes that are delivered are in good standard. For instance, in One Note there are lessons objectives for each week which allows me to get an idea on what we are going to learn. Teams has also been amazing because we can ask questions to the teacher and also my classmates, so they can help me.	This is very good 10/10 because every lesson our teacher always set our work on OneNote to complete the starters before the lesson. This is a great way of learning because it refresh our memory of what we was doing last week. before this I don't know what I am learning in each lesson. Thank you.

Appendix 7 - Links to training sessions

Sequencing of Learning
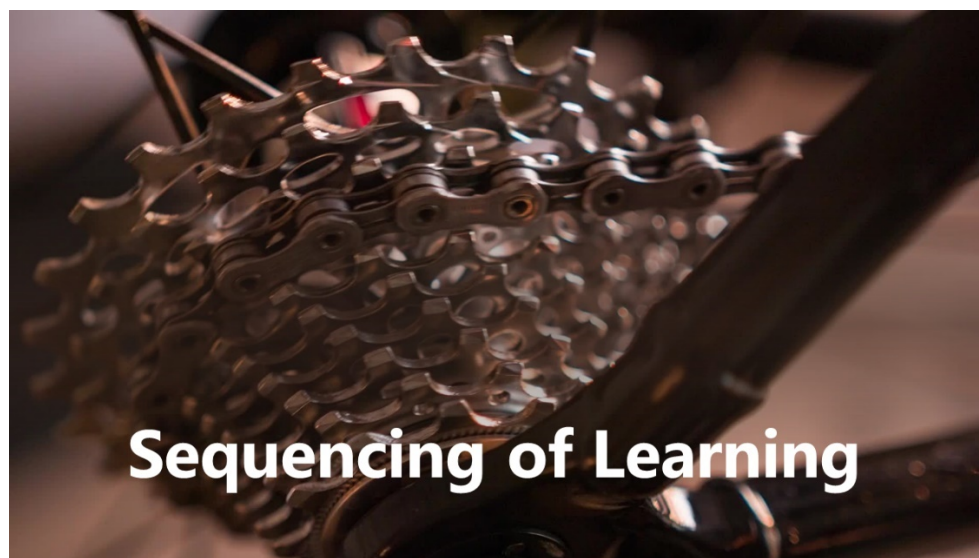
Looking for evidence of quality in subject planning – Ofsted's new focus

What do subject plans show about:

- the school's ambition concerning (a) breadth and (b) thoroughness? (scope)
- differing types of coherence?
- subject-specific rationale for content choices? (rigour)
- intent to use pupils' security in specific knowledge as access to future learning? (sequencing)
- systematic building of vocabulary through subject knowledge?

How secure are teachers in understanding that rationale, so that it shines through in their teaching?

What is it?

+ In the chat pane YOUR explanation of what sequencing means in teaching

Knowledge does not sit as isolated 'information' in pupils' minds.

Ofsted

Why do it?

https://youtu.be/yQfYzZbOLYA

What happens when pupils don't learn the knowledge they need?

Knowledge deficits accumulate when layered on top of one another in a curriculum sequence.
This accumulation of dysfluency (gaps) limits and may even prevent acquisition of complex skills that depend on them.
This problem is called **'cumulative dysfluency'**.

Fisher, W. W., Piazza, C. C., & Roane, H. S. (Eds). (2011). Handbook of applied behavior analysis. Guilford Press.

This area of study has powerful implications for how our students learn. With modular exams becoming increasingly rare, the challenge now is how to best teach a large amount of material over the course of two years without students forgetting it. Clearly, doing module one, followed by module two and then module three and so on will be less effective as by the time they get to module twenty, module one will have all but been forgotten. Therefore, it makes sense to consistently and regularly refer back to previous work and revisit prior material.

Classroom implications

The best way to think about this is as follows: just because something has been taught, does not mean it has been deeply learnt. Topics must be revisited and retaught. Only by doing this can we help students overcome the forgetting curve and maximise their learning.

https://youtu.be/LuxB7zLJ0b4

Knowledge is generative (sticky)...

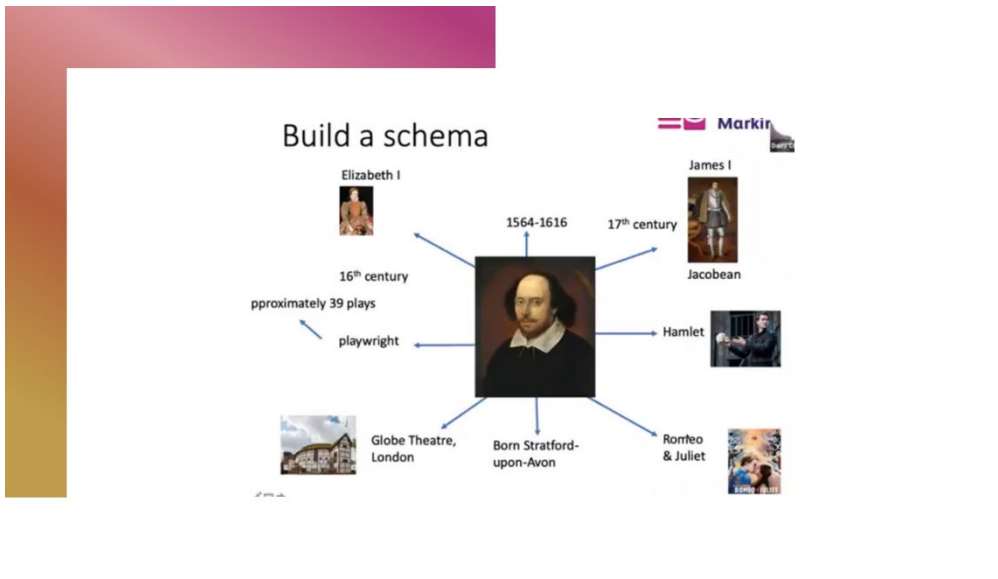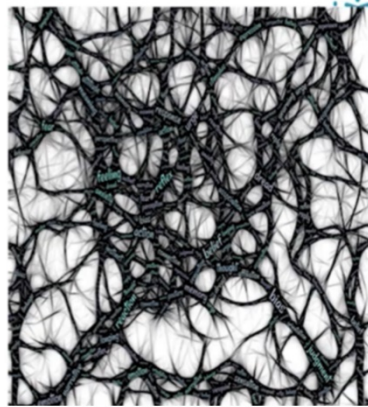Connection of old knowledge to new knowledge

Hooks/old learning

New learning

TASK (Thumbs up!)

Think of an example in your own area of where one type of knowledge is prerequisite for further learning to take place.
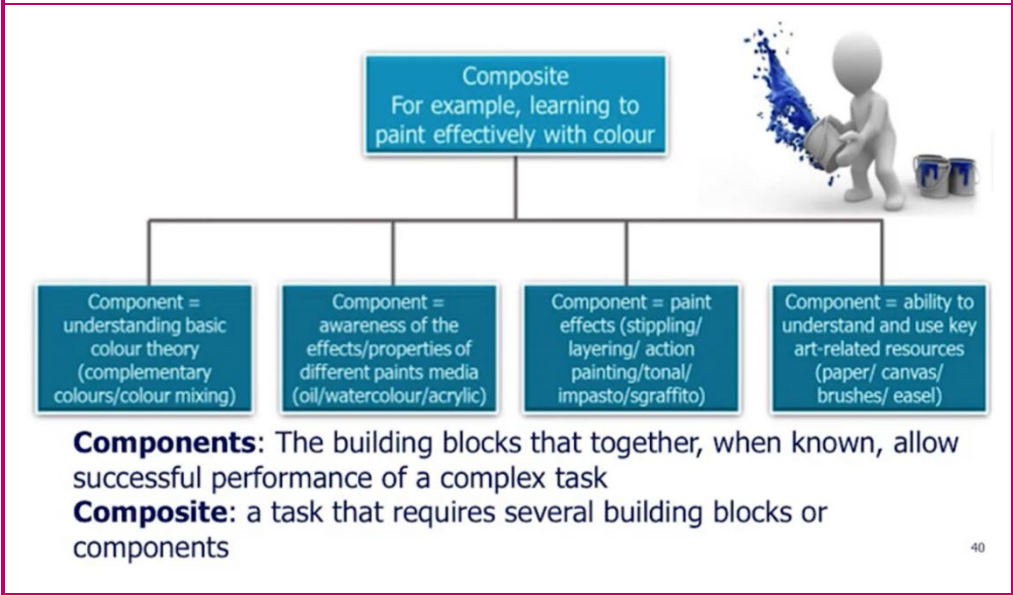
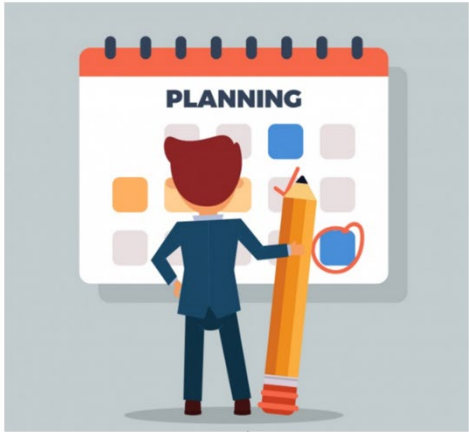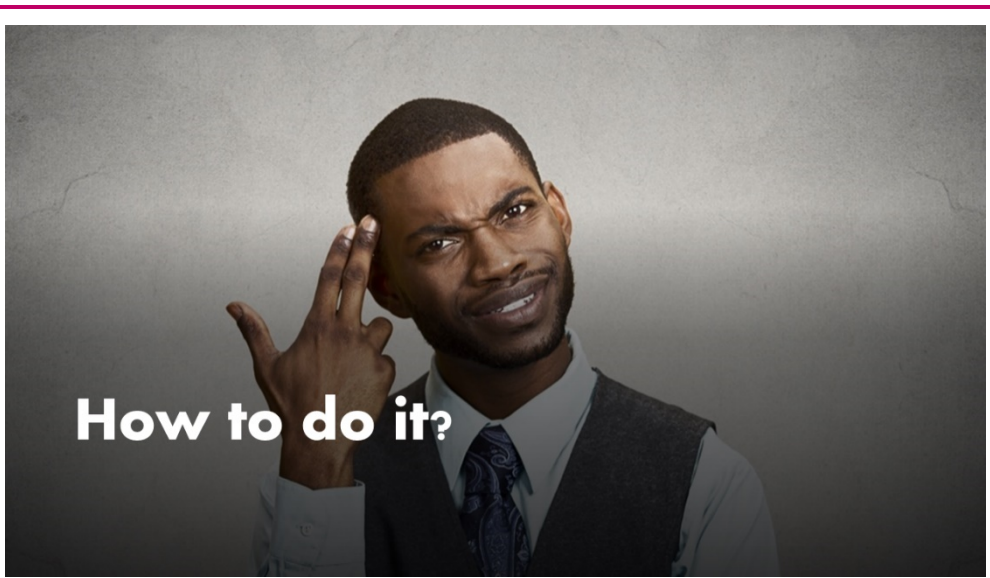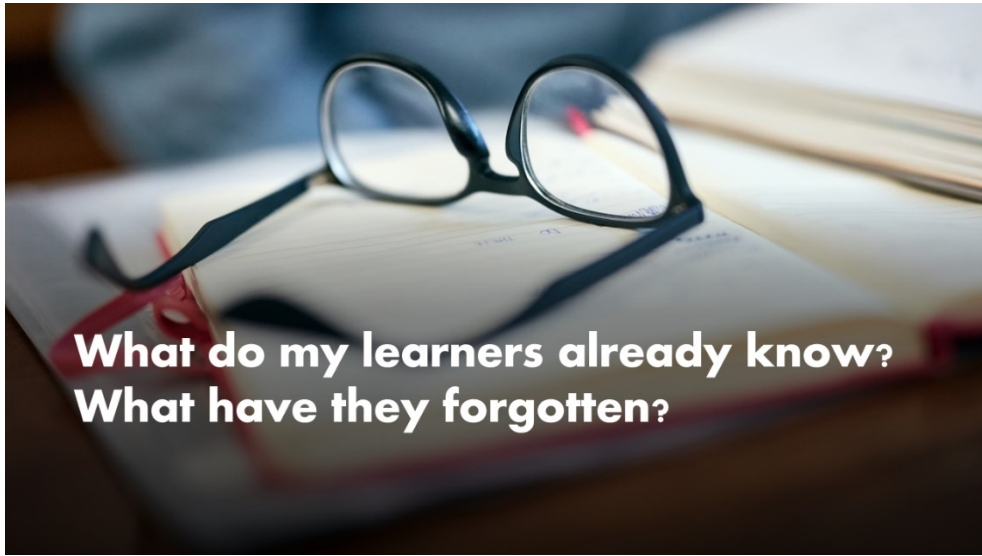This is an example of a schema from your area!

How to do it?

PLANNING

Composite
For example, learning to paint effectively with colour

| Component = understanding basic colour theory (complementary colours/colour mixing) | Component = awareness of the effects/properties of different paints media (oil/watercolour/acrylic) | Component = paint effects (stippling/ layering/ action painting/tonal/ impasto/sgraffito) | Component = ability to understand and use key art-related resources (paper/ canvas/ brushes/ easel) |

Components: The building blocks that together, when known, allow successful performance of a complex task
Composite: a task that requires several building blocks or components

40

What do my learners already know? What have they forgotten?
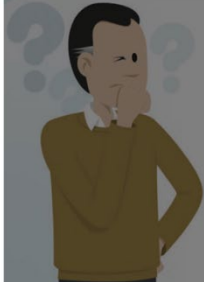

The Ebbinghaus Forgetting Curve

THE STUDY

In 1880, German psychologist Hermann Ebbinghaus conducted one of the most famous studies ever. He wanted to see how quickly people forget things over time. He was the first to try to find a mathematical equation that describes that shape of forgetting. The result, called "the forgetting curve" is often presented something like this:

Ebbinghaus Forgetting Curve

Over 130 years later, researchers from The University of Amsterdam sought to replicate and update his findings using modern statistical analysis and experimental procedures.
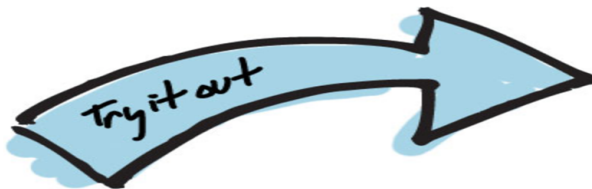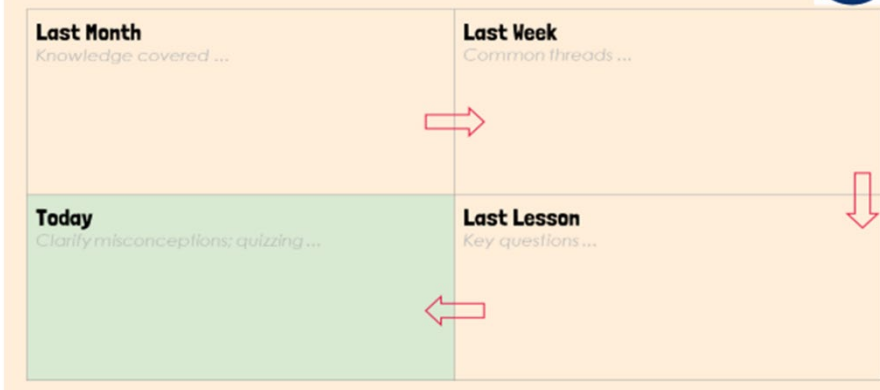
THE MAIN FINDINGS

1 Generally speaking, Ebbinghaus's findings were replicated – people suffer **a drop in memory soon after the event**, with this decline then slowing down over time.

2 However, they found that people receive **a boost to memory** after 24 hours, with their participants remembering **more in the morning** of the second day than they did in the night of the first. This jump is due to the negative impact fatigue has on memory and the power that sleep has to combat this.

3 People tend to remember **the first** and the **last things** they learn more than the things in the middle. These are called the **primacy and recency effects**, respectively.

SPIRAL CURRICULUM
HELPS MINIMIZE GAPS IN LEARNING

Mastery
Revision
New Content
Difficulty

Sequence through formative assessment

Last Month	Last Week
Knowledge covered ...	Common threads ...
Today	**Last Lesson**
Clarify misconceptions; quizzing ...	Key questions ...

try it out

+ Take one lesson you will teach next week

+ Use the template on the previous slide to help you devise a spiral, sequenced, plan that embeds revisiting material and identifying inevitable gaps in learning

Check your memory!

+ On average, what % of wrong answers in a random learning check indicate that we are offering our classes the "Goldilocks" level of challenge (i.e. not pitched too high, but offering a suitable level of challenge)?
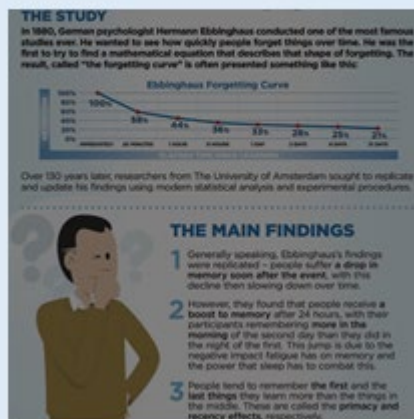
Retrieval Practice for Deeper Learning

Retrieval: why?

Theories of why humans forget have been tested for decades.

[The Ebbinghaus Forgetting Curve]

A daily review is an important component of lesson delivery.

A review helps learners build and strengthen the neural connection

THE STUDY

In 1880, German psychologist Hermann Ebbinghaus conducted one of the most famous studies ever. He wanted to see how quickly people forget things over time. He was the first to try to find a mathematical equation that describes that shape of forgetting. The result, called "the forgetting curve" is often presented something like this:

Ebbinghaus Forgetting Curve

Over 130 years later, researchers from The University of Amsterdam sought to replicate and update his findings using modern statistical analysis and experimental procedures.

THE MAIN FINDINGS

1 Generally speaking, Ebbinghaus's findings were replicated – people suffer a drop in memory soon after the event, with this decline then slowing down over time.

2 However, they found that people receive a boost to memory after 24 hours, with their participants remembering more in the morning of the second day than they did in the night of the first. This jump is due to the negative impact fatigue has on memory and the power that sleep has to combat this.

3 People tend to remember the first and the last things they learn more than the things in the middle. These are called the primacy and recency effects, respectively.

Go to Kahoot.ie

Sign in as a student

This session hopes to help us:

Develop an awareness of how much our learners FORGET

Explain the importance of the role of retrieval in deeper learning
Reflect on our own use of retrieval methods and how retrieval is intrinsic to effective deeper learning

4

The Learning Scientists

https://youtu.be/Pjrqc6UMDKM

Deeper Learning

In the chat pane, can you please type what you think we mean by:

1. Learning

Now do the same for:

2. Deeper Learning

6

"Learning is ...an alteration in the long-term memory. If nothing has altered in long-term memory, nothing has been learned" Amanda Spielman, HM Chief Inspector of Education

"Deeper learning involves the ability to retrieve learning from the long-term memory and apply it in a new context."

1. Never assume - always assess!

Never assume students have grasped the knowledge and skills you are teaching them.

Regularly test them by making sure you have a wide repertoire of questioning techniques that you can deploy at any given moment and that will keep all 20-25 students engaged, working in the palm of your hand and ready to provide you with an answer!

2. Effective Questioning Techniques

Example techniques include:

1. Pose, Pause, Pounce, Bounce [Basketball, not table tennis!]
2. No Opt Out
3. Fermi Questioning
4. Think > Pair > Share
5. Hinge questions [perfect for a mid-session learning check]
6. Red, Amber, Green flashcards
7. Thumbs up, thumbs down
8. Mini-whiteboards

2a. Think-Pair-Share

I'm sure you will have come across this popular strategy by now, but just in case you haven't here's a quick overview, and a template to use both online (eg in breakout rooms) and face-to-face

You pose a question and each student first works independently, thinking how they might answer it.

They then pair up with another student to discuss their ideas before sharing them with their peers in a whole-class discussion.

While this strategy can be really effective, **it's important to make sure students are actually thinking about your question.**

A simple strategy to combat this is to ask students to **write down** their responses on paper before sharing them with another student.

Think, Pair, Share – hints and tips

Think, Pair, Share		My name	
		My partner's name	
Question/ problem	My Ideas	My partner's ideas	What we want to share

Hinge Questions
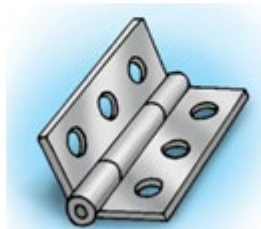
Example hinge questions

Which of these would increase the temperature of boiling water?

1. Adding more heat.
2. Adding more water.
3. You can't increase the temperature of boiling water.
4. Adding salt.

A rhombus is:

1. A 2-D shape with two pairs of parallel sides.
2. A quadrilateral with two pairs of parallel sides, each side being of equal length.
3. A quadrilateral where all four sides have equal length. Opposite sides are parallel and opposite angles are equal.
4. A quadrilateral where all four sides have equal length. Opposite sides are parallel and all angles are right angles.

Answers:
1. Incorrect
2. Incorrect
3. Incorrect
4. Correct

Answers:
1. Correct but incomplete
2. Correct but incomplete
3. Correct
4. Incorrect

Quizzes

You may want to use software such as Kahoot, Quizlet, Memrise and Socrative for no-stakes quizzing.

Alternatively, use low-tech options when we're back in the classroom, such as asking students to answer using a thumbs up or thumbs down or by writing their responses on a mini whiteboard [Give each learner a laminated sheet of A5 to keep as their own and bring to every lesson].

These are all fantastic strate**gies to deploy regularly and speedily in your classroom to help students** retain information.

Forms

Kahoot!
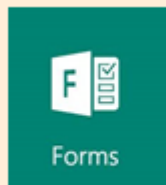
Harness A.I. to provide the right level of challenge by deleting "easier" questions

Quizlet

Over 90% of students who use Quizlet report receiving higher marks.

Launch a quiz, receive exit tickets or ask a quick question to gather instant student feedback…

socrative
by MasteryConnect
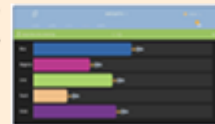
Harness the power of AI

Take formative assessment to the next level!

Kahoot! tutorials
Use reports to assess learning outcomes
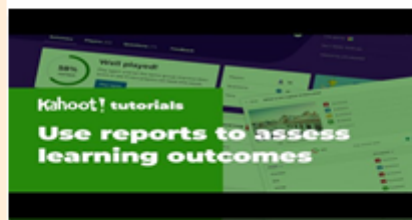
Easily assess learning progress, identify knowledge gaps, and discover actionable insights with powerful reports.

15

https://youtu.be/L6vJsGWMvfc

Retrieval Practice - Curriculum Plan

Formative Assessment in the classroom ...

Last Month	Last Week
Today	Last Lesson

United Colleges Group

The Rule of 3...

A final point on retrieval practice:

Don't just quiz or test students on the knowledge or skills you have imparted once.
In fact, the research advocates that retrieving information at least two, if not three, times will optimise performance.

Karpicke and Grimaldi (2012) found that retrieving information two or three times 'produced a 150% improvement in long-term retention'.

So, quiz or test your students on the same topics three times!

United Colleges Group

Activity (10 mins)

- Select a lesson that you will teach next week.

- Complete a plan (using the Retrieval Practice - Curriculum Plan above) for how you will implement retrieval in this session

- WHAT will you retrieve HOW will you retrieve i.e. what retrieval techniques might you employ

18

Finally, back to Kahoot

- Looking at your performance earlier Kahoot has now offered to make the test tougher by only retaining the following questions....

- If I use this next time we meet and you get them all correct it is very likely you are on your way to having embedded this knowledge in your long-term memory and deeper learning has taken place.

19

Thank you! 😊

Please complete the short plenary on the link in the chat pane

20

Further Reading:

- Learningscientists.org
- Strategyeducation.co.uk/retrieval-practice
- TeacherToolkit.co.uk
- The Science of Learning: 77 Studies Every Teacher Should Know (Bosh and Watson)
- Retrieval Practice: Research and Resources for Every Classroom (Katie Jones)
- Questioning Technique (Gordon Pope)

21

Effective use of OneNote Class Notebook

Effective use of OneNote Class Notebook

My name is Azmol Hussain. I am a Learning Coach at UCG.

Azmol.hussain@cwc.ac.uk

With me today I have Dr. Daniel Barnes, curriculum manager in the English Department at CWC.

Session objectives

Introduce OneNote Class Notebook

Demonstrate:

- how to set it up and
- how to use it effectively

Set up one of our own, if we haven't already done so

Some questions we will answer in this session:

What is OneNote and how does it differ from Microsoft Teams?

Why should we use OneNote?

How do we set it up and use it effectively?

-What are the different sections and what do they do?
-How do we distribute pages and materials on OneNote?
-How do we provide feedback to our learners on OneNote?
-What does good practice in using OneNote look like?

ETF Digital Standards

Why?

- **Ofsted feedback** on the lack of a coherent cross-college approach to planning
- Meets **Education and Training Digital Standards**:
- Planning A3 & 4; Approaches to teaching B3 & 4; Supporting employability C3; D2; Accessibility and inclusion F1&2; Self-development G2

A Planning your teaching	B Approaches to teaching	C Supporting learners to develop employability skills	D Subject-specific and industry-specific teaching	E Assessment	F Accessibility and inclusion	G Self development
A1 Planning and looking for information	**B1** Teaching and learning resources	**C1** Supporting digital capabilities to enhance employability skills	**D1** Teaching (subject-specific and industry-related)	**E1** Assessment and feedback	**F1** Accessibility	**G1** Self-assessment and reflection
A2 Designing and adapting activities	**B2** Teaching context: face-to-face	**C2** Supporting study skills	**D2** Raising learners' digital employability and self-employability skills		**F2** Equality and diversity	**G2** Progression and CPD - strategies to develop digital skills and pedagogy
A3 Empowering learners through technology	**B3** Teaching context: blended learning	**C3** Communication and collaboration with and between learners				**G3** Well-being (practitioner and learner)
A4 Communication/ collaboration between colleagues/ learners	**B4** Teaching context: fully online					**G4** Managing identity (practitioner and learner)

What is OneNote?

- OneNote and Teams complement each other; indeed, OneNote 'resides' within Teams.
- Think of OneNote as being like a Filofax with different section. Each section, as we shall see, has a different purpose.
- OneNote has pages where you or your student can write, add pictures or other digital resources such as videos. This is like their exercise book.

How does it differ from Teams?

- Teams, on the other hand, is a great communication platform.
- This means we can share documents, chat and teach lessons. But it is not ideal for organising teaching resources or checking on what the students are doing as they are doing it.

Why should we use OneNote?

We can organise our teaching materials effectively; whether it is a PDF, video or Word document.

Students have a space where they work and we can see what they are doing.

We can set homework and provide feedback in an easy manner.

Allows collaboration between students.

It is an excellent tool for remote teaching.

Live demonstration

HOW DO YOU SET IT UP ONENOTE AND USE IT EFFECTIVELY?

-WHAT ARE THE DIFFERENT SECTIONS AND WHAT DO THEY DO?

-HOW DO WE DISTRIBUTE PAGES AND MATERIALS ON ONENOTE?

HOW DO WE PROVIDE FEEDBACK TO OUR LEARNERS?

Recap of the different sections

Collobration Space: A space where everyone in your class can share, organise and collobrate.

Content Library: A read-only space where teachers can share handouts with students.

Student Notebooks: A private space shared between teacher and each individual student. Teacher can acess all notesbooks but the students can only see their own.

What does good practice look like?

Our E-learning manager Esam has been using OneNote with his classes. Let's see what he is doing and what we can learn from him.

" [Show Esam's OneNote]

Now it's your time to set up your own OneNote

You have ten minutes to set up your own class Notebook and explore, if you haven't already done so.

If you have one set up already, why don't you see if there is something new you can do? Maybe incorporate assignments in OneNote. Or just share good practice with us in the chat panel.

Questions and answers

- Please use the conversation pane to ask any questions you may have

Further Resources

A comprehensive video on using OneNote:

https://youtu.be/DmmCPsYVyuU

Written instructions on how to use OneNote Class Notebook.

Click here

https://youtu.be/DmmCPsYVyuU

https://support.microsoft.com/en-gb/office/use-onenote-class-notebook-in-teams-bd77f11f-27cd-4d41-bfbd-2b11799f1440#:~:text=%20Use%20OneNote%20Class%20Notebook%20in%20Teams%20,by%20selecting%20Expand%20tab%20.%20%20More%20

Microsoft Teams update
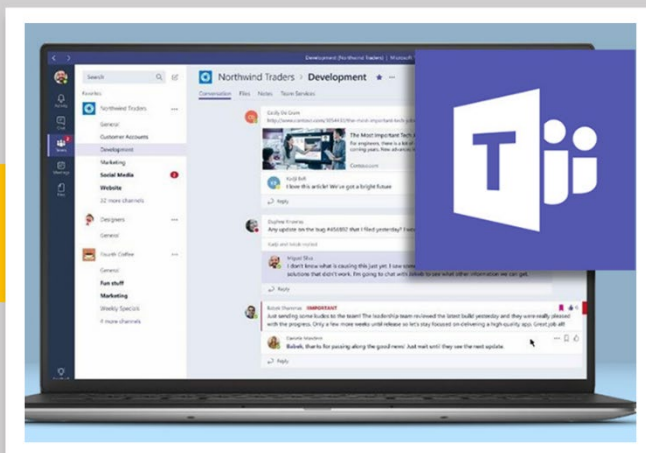
Teams Updates

Latest additions to improve your teaching experience on Teams

Welcome!

1. Whiteboard
2. Breakout rooms
3. Insight
4. Polls
5. Muting background noise
6. How to download your participant list
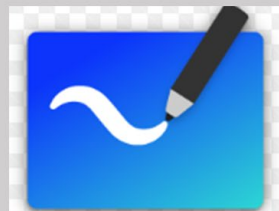
Whiteboard

What is it?
Facilitate creative and engaging learning, run collaborative lessons and maximize learning outcomes with ink, notes, stickers, and more.

How do I use it?
Basic intro: https://youtu.be/NWK1rhYBBHk

More detail: Teacher Guide & Student View:
https://www.youtube.com/watch?v=M-W0MXBapN4

https://youtu.be/NWK1rhYBBHk

https://www.youtube.com/watch?v=M-W0MXBapN4

Whiteboard

In your meeting, click on screen share
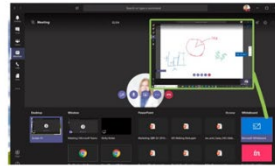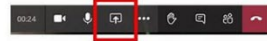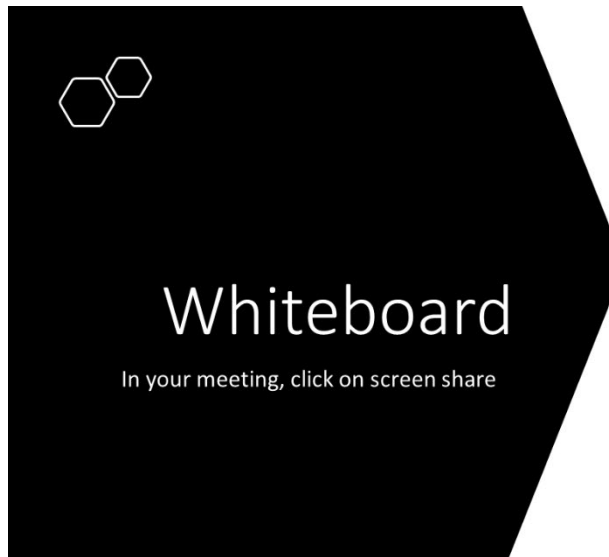
You'll see something like this...
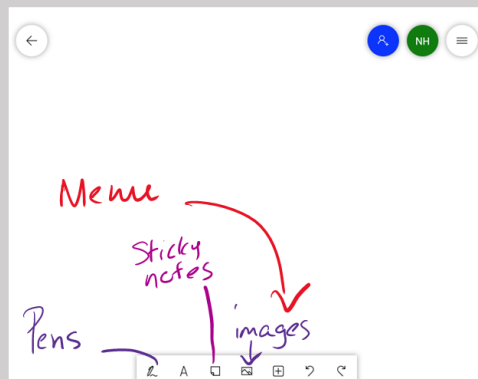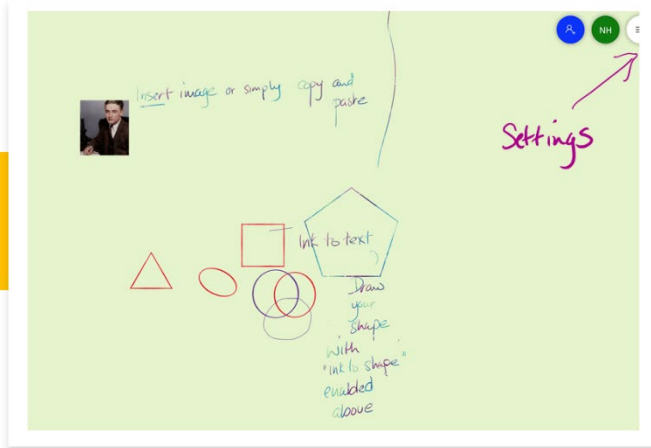
Open app and find your way around

Add pictures, sticky notes to your digital whiteboard

- To add images to your whiteboard, simply copy them from an app or browser and paste it onto your whiteboard. Alternatively, to **insert an image** from your device, **right-click or press and hold** > select the **Image button** > select your **images from the File Explorer**.

- Once you have added pictures to your whiteboard, you can **stack them on top of each other**. Move a picture over another one until the **Stack button appears** > **hover over the Stack button** while moving the object to create a stack.

- To **add a sticky note**, open the **context menu** and select **Notes**. You can write on the sticky notes and stack them like pictures.
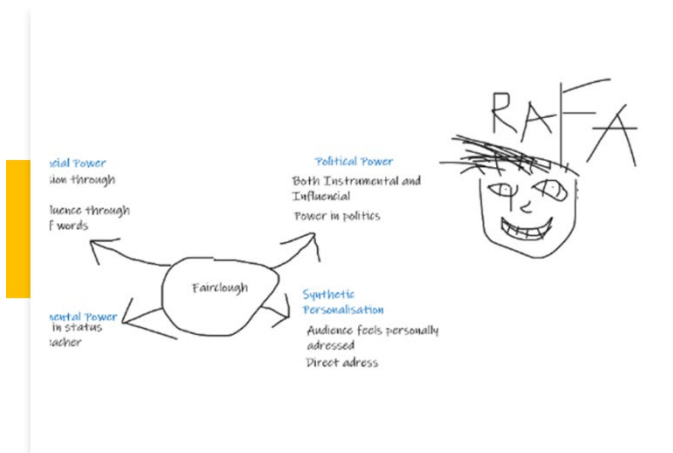
From breakout room board: groupwork

Important!

- Take time to show learners how to use the whiteboard for collaboration
- Put them in Breakout Rooms where they can access their own group whiteboard by clicking on the ... in their room
- They can then click on the SETTINGS icon and choose to download and save their work to upload and share in Chat or to share their screen to present their work to the whole class
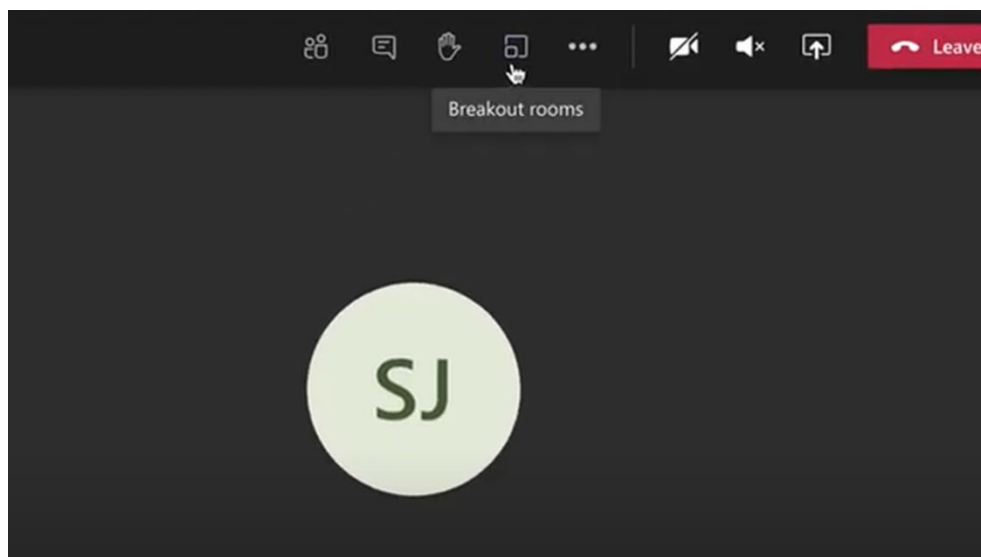
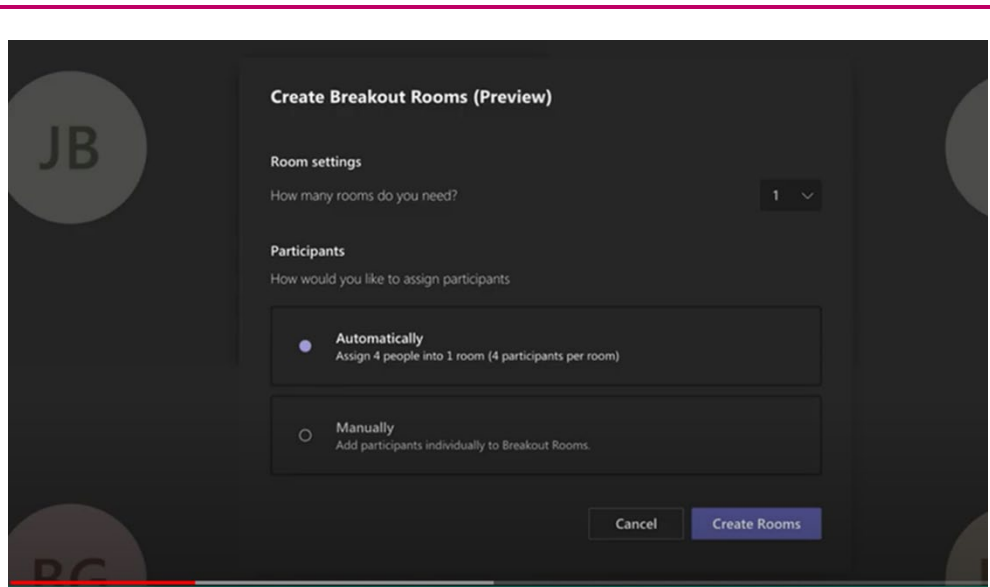### Breakout Rooms

What are they?

Virtual groupwork spaces

How do I use them?
https://www.youtube.com/watch?v=BIjfqv54Tgs

Discussion point: What's so great about them?
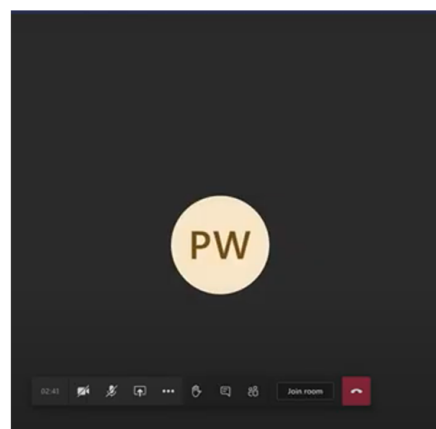
https://www.youtube.com/watch?v=BIjfqv54Tgs

Use the 3 dots ...

- Rename rooms
- Add rooms
- Delete rooms
- Join rooms
- Make an announcement to the rooms
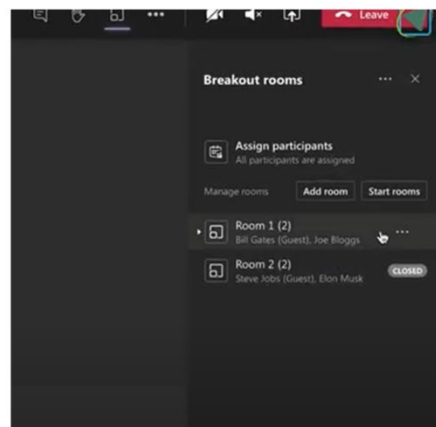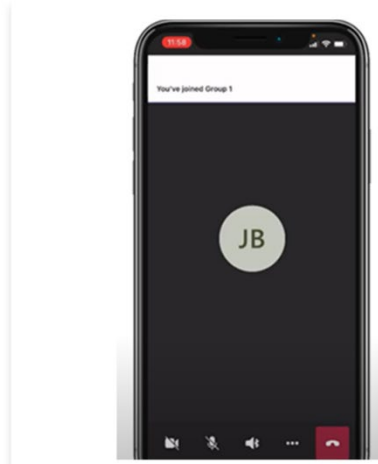

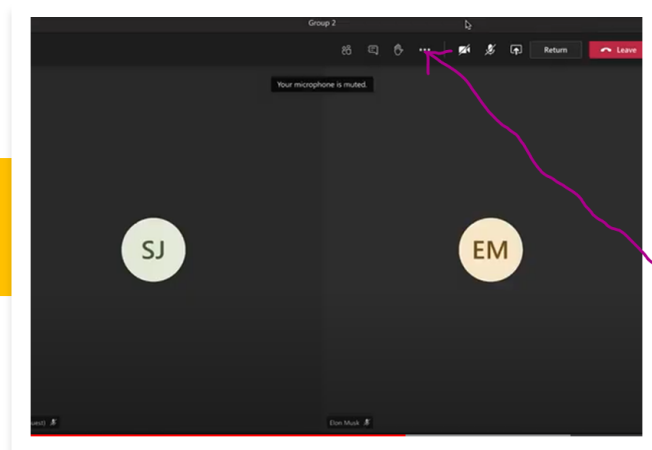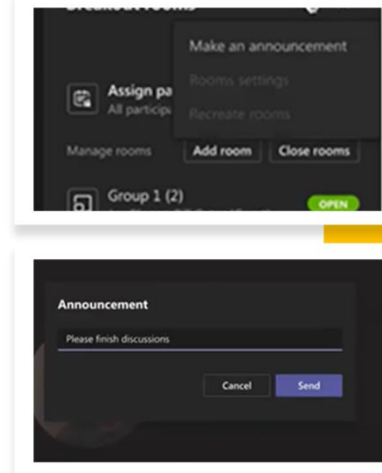## Student view

Students get a warning and a prompt to join

Mobile view

Same view as computer

Back in the main space

Click on the dots to make an announcement that will be delivered to all rooms
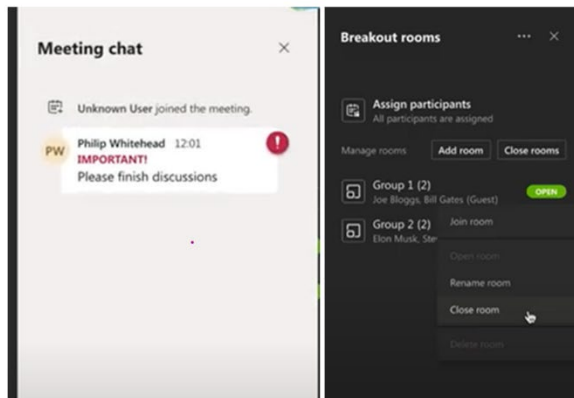

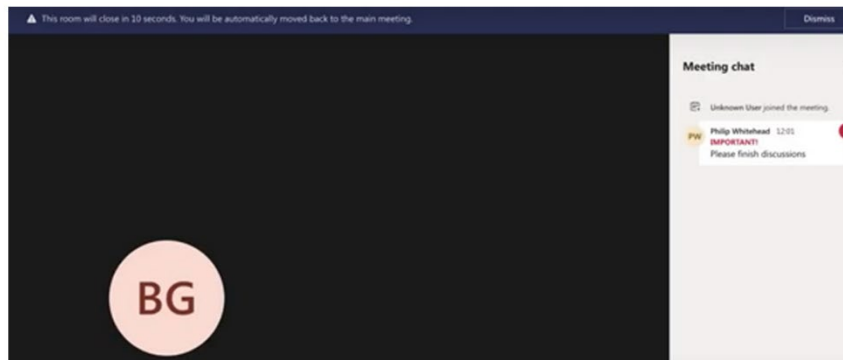

Typical view from inside the room

Click "return" to leave

Use the ... to access whiteboard etc within the "room"
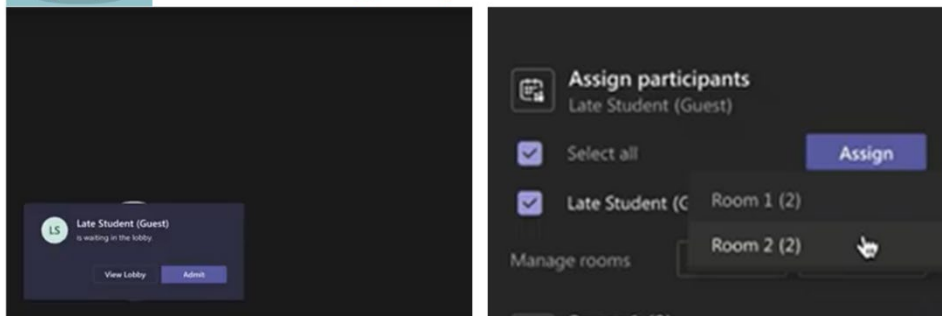
Send announcements and close the rooms

Students will get a 10 second warning at top of their screen

Late arrivals!

You will get a notification they have arrived – admit and assign to a particular room

The Insights app

What is it?

With Insights in Microsoft Teams for Education, teachers can access analytics data about **digital engagement, assignment workload, grades, communication** and more.
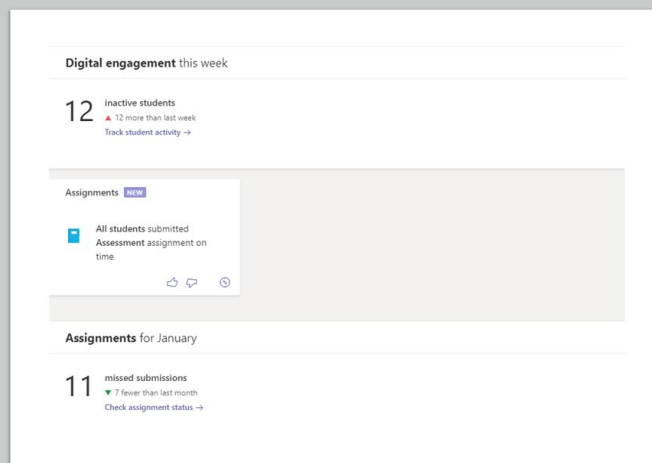
See at a glance who has and who has not been engaging.
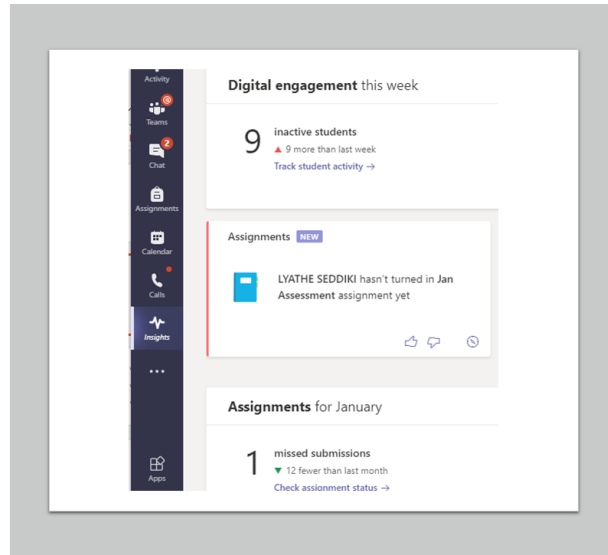
Weekly overview
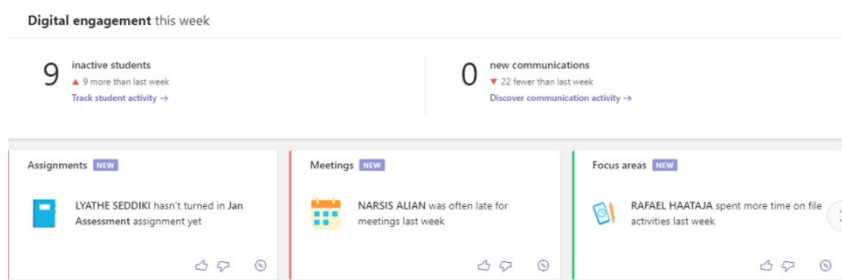
Overview of last week's engagement for A2 Lang & Lit

At a glance....
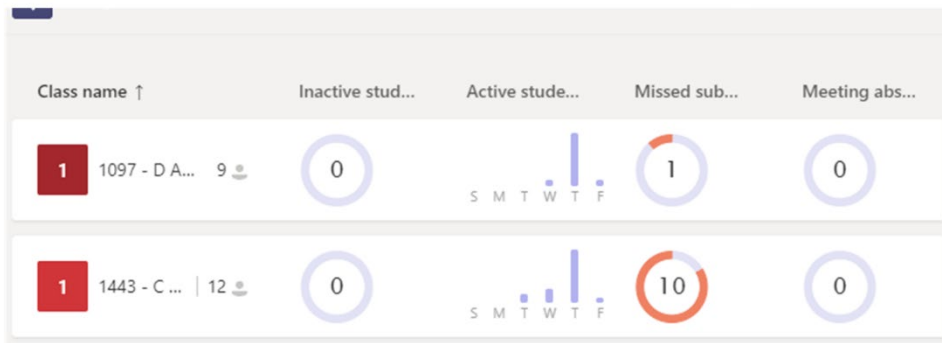
Choose a name and time and click to "drill down"
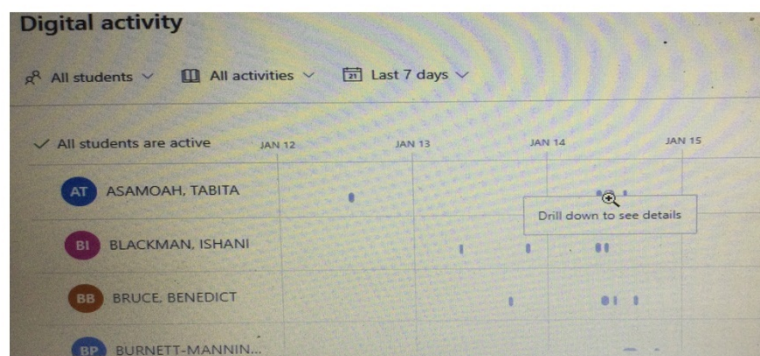
Tabita was editing her assignment on King Edward at 11:33
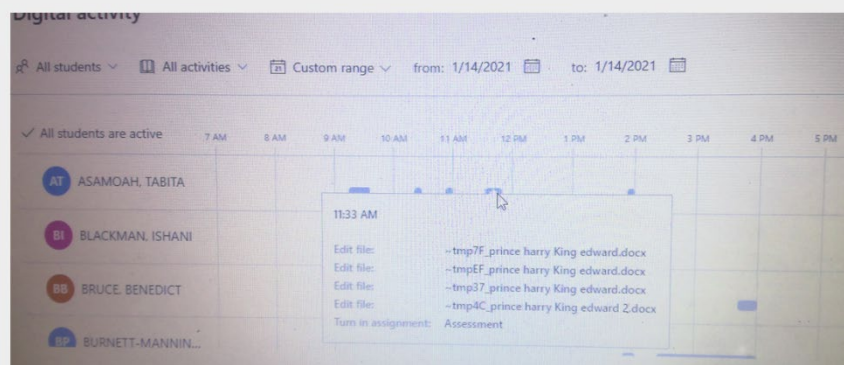
Polls

TOP NEW FEATURES

What are they?

A handy way of having an interactive learning check during a lesson during lessons ...or for a final plenary

How do they work?

Let's ask Kevin!

https://youtu.be/kt7rfydMCRY

Mute background noise

TOP NEW FEATURES

Download participant list

This feature has been requested by the education community since the beginning of the coronavirus pandemic.

Teachers can now use this report to track student attendance in online classes, as an alternative way to do a roll call.

✓ This report is useful to track student attendance in online classes.

✓ The meeting organiser can see when participants joined and left the meeting (this information can be used to challenge lateness issues).

The class list...

Full Name	User Action	Timestamp	
Nora Holder	Joined	1/14/2021, 10:43:52 AM	
SYDNEY CROUCHER	Joined	1/14/2021, 10:44:05 AM	
₂YATHE SEDDIKI	Joined	1/14/2021, 10:44:38 AM	
RAFAEL HAATAJA	Joined	1/14/2021, 10:44:40 AM	
SARAH STUMP	Joined	1/14/2021, 10:44:43 AM	
ELAINE MILLER	Joined	1/14/2021, 10:45:04 AM	
KAROLINA PR�CHNIAK	Joined	1/14/2021, 10:45:26 AM	
PRECIOUS SHABANGU	Joined	1/14/2021, 10:45:50 AM	
PRECIOUS KWAKYE	Joined	1/14/2021, 10:46:10 AM	
PRECIOUS KWAKYE	Left	1/14/2021, 10:48:37 AM	

How do I do it?

- To download the meeting attendance report during the meeting, **click the Show participants icon** and then select Download attendee list.
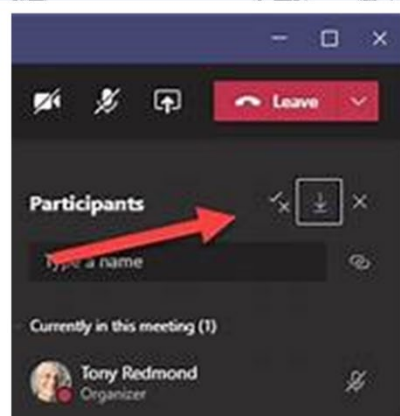
Brilliant Basic 3: Questioning

- Understand effective questioning in an online learning environment

- Analyse a strategy to use in online learning

By Kelsey Wood

BLOOM'S TAXONOMY

CREATE
Produce new or original work
design, assemble, construct, develop, author

EVALUATE
Justify a stand or decision
argue, defend, judge, support, critique

ANALYZE
Draw connections among ideas
compare, contrast, distinguish, organize, examine

APPLY
Use information in new situations
solve, demonstrate, implement, use, operate

UNDERSTAND
Explain ideas or concepts
describe, discuss, explain, identify, recognize

REMEMBER
Recall facts and basic concepts
define, list, memorize, repeat

Levels and types of questions

Lower-level questions are typically at the remember, understand, and apply levels of the taxonomy and are most appropriate for:
evaluating students' preparation and comprehension
diagnosing students' strengths and weaknesses
reviewing and/or summarising content

Higher-level questions involve the ability to analyse, evaluate, or create, and are most appropriate for:
encouraging students to think more deeply and critically
problem solving
encouraging discussions
stimulating students to seek information on their own

In an eLearning context, because of the physical separation of teachers and learners, the use of questioning techniques attains even more relevance. (Your E-Learning World, 2021)

Questioning in an online lesson: The 5 C's

1. Communication
2. Comprehension
3. Cooperation
4. Creativity
5. Critical Thinking

1. Communication

- Using strategically designed questions, evaluate whether there is a high degree of communication between learners and teachers.

- If the response reveals lack of good communication, then your instructional objectives are unlikely to be accomplished

Question Stems or Starters

Question stems can be a useful strategy to jump-start student questioning. These are great to use for breakout rooms or chat response.

When asking students to complete a task, whether independently or in small groups, provide several starting points they can use to process and organise information. Here are a few examples.

Sample Question Starters
What might happen if...
Who did...
When would...
Why do you think...
How would it be different if...
Do you agree...
What evidence...
How does this apply...

2. Comprehension

The questions may be designed to assess whether the remote learner has comprehended the essence of what has been presented via the lesson plans

Types of questions

- *Factual Thinking Questions* – gathering information and applying it to a given problem in a way that is clear and relevant.

- *Insightful Thinking Questions* – which ask students to look at the big picture or assumptions, interpret information or give different perspectives, focus on depth, and look for solutions to situations or problems.

- *Rational Questions* – which ask students to analyse connections among both facts and implicit assumptions.

- *Evaluative Questions* – in which students focus on feelings and values that affect decisions, interpretations, or analyses.

3. Cooperation

- Teaching shouldn't be a 2-way "thing"

- Remote learners must also be encouraged to interact amongst/between their peers.

- Well designed questions can help facilitate (and assess the level or absence of) such cooperation

One method that can be applied is: cubing

First, prepare a list of question starters numbered from 1-6. As students are working together in a small group, students can roll the virtual die using a website such as random.org. They check their number against the list and use the question starter to ask a question to their group.

If you want to create custom virtual dice, look in the Google Play or Apple apps stores for an app like "Roll My Dice" (below) which allows you to add text or images to many cube shapes.

Advanced Cubing Prompts
Describe It (the topic or issue)
Compare It
Associate It
Analyze It
Apply It
Argue For or Against It

4. Creativity

Teachers must rely upon questioning techniques to unlock the creativity from within each remote learner

These techniques range from the creative platforms we can use to engage learners into the questioning

For a successful use of these platforms, we must challenge their thought process on the answers they give, otherwise they can be a pointless tool.

For example -

If they are doing an exercise that requires them to only enter the answers, extend this by asking them to write a short explanation of their answer -

- 'What method did you use to find the answer?',
- 'Why did you choose X not Y?'
- Or a general question such as 'Why did you choose this answer?"

5. Critical Thinking

Some subject matter is so diverse, that it requires learners to form their own opinions and ideas about what's being taught.

In such cases, the level of comprehension cannot be assessed through traditional questioning techniques.

Remote learning content must develop questions that encourage and evaluate critical thinking amongst learners

Tip for thoughtful, learning focused questions.

Scenario

"Who knows a great leader? Raise your hand. Great, I see many of you know at least one so let's move on to how we define a leader."

It's not a poor choice to deliver this question, though clicking on a hands up/down icon is more effective because it gets everyone to respond rather than just those who respond yes. But it's not enough to stop here.

Try this instead of moving on:
Follow up with an additional question requesting participants explain or share. Use the chat to ask:
"For those of you who know a great leader, type in the chat one thing they do that makes them great. I'll call on a few of you to share over the audio."

In this second example, participants are being led to a point rather than thinking for themselves:
"Who has worked with a leader who knows how to make you feel important, and you enjoyed working for them so much you stayed on that team longer than originally planned? Raise your hand."

Try this instead:

"Who has worked with a leader who knows how to make you feel important?"

- Click on hands up to indicate yes, or
- keep your hand down to indicate no.

For those of you who have, what did that feel like? Type your response in chat."

Call on a few people who have typed answers in chat and ask them follow up questions related to how they felt working for that person. Highlight key points they make by typing them on the slide for everyone to see.

Questions for you…

In the meeting comments, I want you to write a sentence that briefly explains any issue you may have with questioning in online lessons.

Now that we've seen everyone else's, I want you to pick someone else's sentence, and identify a solution to that problem.

How did you come up with this solution?

Are there any other solutions to this problem?

Are there similar issues to this?

Any questions?

- Please scan the QR code on the screen to complete some feedback for this session

Thank you!

Appendix 8 – The project team

Project Role	Name	Job Role
Project Lead	Nora Holder	Lecturer, UCG
Deputy Lead	Azmol Hussain	Lecturer, UCG
Project team	William McAdoo	Lecturer, UCG
	Daniel Barnes	Lecturer, UCG
	Bea Mehta	Lecturer, UCG
	Kaelanne Alfre	Lecturer, UCG
	Kevin D'Souza	Lecturer, UCG
	Paul Adeli-Foli	Lecturer, UCG
	Ashworthy Bose	Lecturer, UCG
	Eartha Chester	Lecturer, UCG
	Salima Banit	Lecturer, UCG
Project Mentor	Sue Southwood (ccConsultancy)	
Research Group Lead	Claire Callow (ccConsultancy)	

References

Department for Education. (2021) *Remote education good practice*. Available at: www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice [Accessed 5/7/2021].

Education and Training Foundation. (2021) *Enhance Digital Teaching Platform*. Available at: www.et-foundation.co.uk/supporting/edtech-support/enhance-digital-teaching-platform/ [Accessed 5/7/2021].

Ofsted. (2021a) *Remote education research*. Available at: www.gov.uk/government/publications/remote-education-research/remote-education-research [Accessed 5/7/2021].

Ofsted. (2021b) *United Colleges Group Progress monitoring report*. Available at: https://files.ofsted.gov.uk/v1/file/50161400 [Accessed 5/7/2021].

Sweller, J. (2011) 'Cognitive load theory' in J.P. Mestre, B.H. Ross (Eds.), *The psychology of learning and motivation: Vol. 55. The psychology of learning and motivation: Cognition in education*, Elsevier Academic Press (2011), pp. 37-76, https://doi.org/10.1016/B978-0-12-387691-1.00002-8

Times Education Supplement. (2021) *Remote learning - What DFE expects of teachers*. Available at: https://www.tes.com/news/coronavirus-schools-full-remote-learning-what-dfe-expects-teachers [Accessed 5/7/2021].

THANK YOU

157–197 Buckingham Palace Road,
London SW1W 9SP

020 3740 8280
enquiries@etfoundation.co.uk
ETFOUNDATION.CO.UK
https://www.excellencegateway.org.uk/prep/