Online Delivery

Planning, Progress and
Participation in a virtual space

Delivery Staff Name
Role

#TBCtraining

Session Aims

• Identify some of the challenges of virtual delivery

• Identify some of the opportunities of virtual delivery

• Explore strategies to support pupil engagement in virtual tutorials

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Share on chat

Do you have any experience delivering learning virtually?

1- Never done it!
2
3
4
5- I can deliver a session right now!

Think-Pair-Share your partner's response

What has worked for you as a learner or teacher in virtual learning spaces?

What are you least confident in when it comes to delivering tutorials virtually?

Planning Online Tutorials

Challenges of Virtual Delivery

Planning

- Script your instructions (including clear time on task)

- Set clear expectations

- Checklist for preparedness

- Make engagement compulsory

- Explicitly share the aims and purpose of a task (why are we doing this and what will I get from engaging

CHECKLIST - FACULTY (SAMPLE)

- I have learned how and am ready to use Zoom to connect people together with voice and video.
- I have learned how and am ready to share my screen.
- I have learned how and am ready to upload videos to my course page.
- I have learned how and am ready to set up collaborative digital spaces.
- My course page is ready for the first 5 days.
- My course page is ready for the next 5 days.

Your Turn...

Pedagogical Principle: Design or adapt your session specifically for online delivery rather than just moving what you might have done in person into an online learning space.

- Imagine you are delivering a session (intro, content, end)

- Break it up into smaller components

- Decide when/how you will shift your style of delivery and what pupils will be doing

- Consider if you want to plan as if pupils are accessing from individual devices, or from one device in a single classroom

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Participation in Online Tutorials

Getting pupils participating

- Use icebreakers every tutorial
- Use visual checks for pupil progress
- Consider if external online tools support engagement
- Create a range of ways for pupils to engage
- Use clear instructions and timers to keep pupils on task

Pause Points

- Useful to **combat fatigue**, **activate pupils' critical thinking, build accountability** and **check for understanding**

- Allows pupils to complete a range of tasks to diversify the learning experience

- Try to incorporate specific visual or verbal cues to support pupils

Mentimeter (mentimeter.com) – allows you to create polls, rank selected pieces of information and create word clouds

How many structural devices can you name?

repetition
ellipsis   heading
commas
semi-colons
order of events
sub headings

Which is the most powerful conclusion for an article for a young people's magazine on the topic of protecting the environment?

1st
2nd
3rd
4th
5th

Kahoot! (https://kahoot.com/) Allows you to create interactive quizzes that pupils can take part in both remotely and face-to-face via entering a code on their phone, computer, or tablet.

Padlet (https://padlet.com/) - A shared interactive 'Whiteboard' where both the tutor and pupils can directly type/share ideas in real time.
(n.b. Anybody with the padlet link can contribute, so it's important to make sure you keep your Padlets 'private'.)

Whiteboard.fi - (https://whiteboard.fi/) – A virtual whiteboard platform, where tutors can write information on a 'main whiteboard' that they then 'push' to pupils to allow for each pupil to annotate/write on individually. The tutor can observe all whiteboards, but pupils can only see their own and the tutor board.

(n.b. It is important to make sure you 'enable waiting room lobby' for your virtual classroom for safeguarding purposes).

Pupils without Mics and/or Cameras

Build cues into your session PowerPoint or verbal delivery	Use the chat and platform poll options	Adapt visual self-assessment strategies to emojis or numbers that can be put into a chat box
Develop a comfort with silence and set clear time limits for activities	Exit tickets to check for understanding	Set clear expectations for how you expect students to participate

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Monitoring Pupil Progress in Online Tutorials

Strategies for Formative Assessment

Chat	Ask students to share answers in the chat
Linked documents	Allow students to work on a shared document and record their discussion (e.g. Padlet)
Show me	Ask students to reveal written responses by holding them up to the camera
Turn and Task	Set a discussion task, mute yourself and tell students to report back and summarise their discussion
Wait and chat	Students prepare their responses and write them in the chat but only send simultaneously when instructed by you
Lagging Assessment	Assessing students and then looking at the data after the fact (i.e. exit tickets)

Adapted from Teach Like a Champion Webinar: Checking for Understanding in a Virtual World, March 2021

Strategies for checking progress

How does the teacher...

- Use wait time?
- Questioning strategies?
- Support a student who didn't understand?
- Encourage follow up?

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What could they improve in their delivery?

What principles of effective online questioning can you take forward?

Principles of Effective Online Checks for Understanding

- Use **pause points** and **wait time** and integrate these into your planning

- Consider how you will **gather formative data** from pupils and the **pace of the lesson**

- Create a virtual culture of **psychological safety** and **encourage help seeking behaviours**

- Have a **clear plan** for how you will use formative assessment data to move the lesson **forward, or revise,** as necessary

Slide: Your Turn…

Your Turn…

- Select one tutorial that you will be delivering online

Select one strategy or tool for pupil participation

Select one principle or strategy for checking pupil progress

Plan how you will incorporate these strategies into your delivery. How will you know if this intervention has effectively supported pupil learning?

Slide: Top Tips from Tutors

Top Tips from Tutors

Plan for activities to take longer than you expect and to do a lot of explaining.

If possible, have two screens so that you can both see what you are sharing and see the pupils at the same time.

I was teaching remotely but students were in the classroom together. I found that pause points recommended in the training were so useful. I think it really helped facilitate…a high level of engagement from the students.

Think about how to get students engaging online. I often found that students are more comfortable answering through chat rather than microphone or camera, so I adapted some of the activities to get them to engage more effectively.

Always check the links before the session. Try signing in as a student using their links to make sure everything is working as expected.

Slide: Practicalities

Practicalities

- Test your tech (including any external websites used)

- Set up a professional space

- Close all email apps, internet browsers etc before beginning tutorials

Key Takeaways

Plan your tutorials specifically for online delivery

Incorporate multiple methods and opportunities for students to participate

Have a clear plan for checking for pupils' understanding and how you will use that information to adapt

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Raise the appropriate number of fingers

5 I have identified specific strategies I want to implement and could explain these to someone else.

4 I have identified specific strategies I want to implement and feel confident in my next steps.

3 I have identified specific strategies but am not sure how to proceed.

2 I could use some more support.

1 Help! I'm not confident about this at all.

Further Resources

- Teach Like a Champion Webinar: Checking for Understanding in a Virtual World (9 March 2021):
https://www.teachingchannel.com/webinar-recordings-tlac

- Top Tips for Online Delivery from The Brilliant Club:
https://thebrilliantclub.org/wp-content/uploads/2020/06/Top-Tips-for-Online-Delivery.pdf

- If pupils are not engaging online, please speak with your Programme Officer