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Maximising student interaction in live and asynchronous online learning

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PART OF THE INTO GROUP

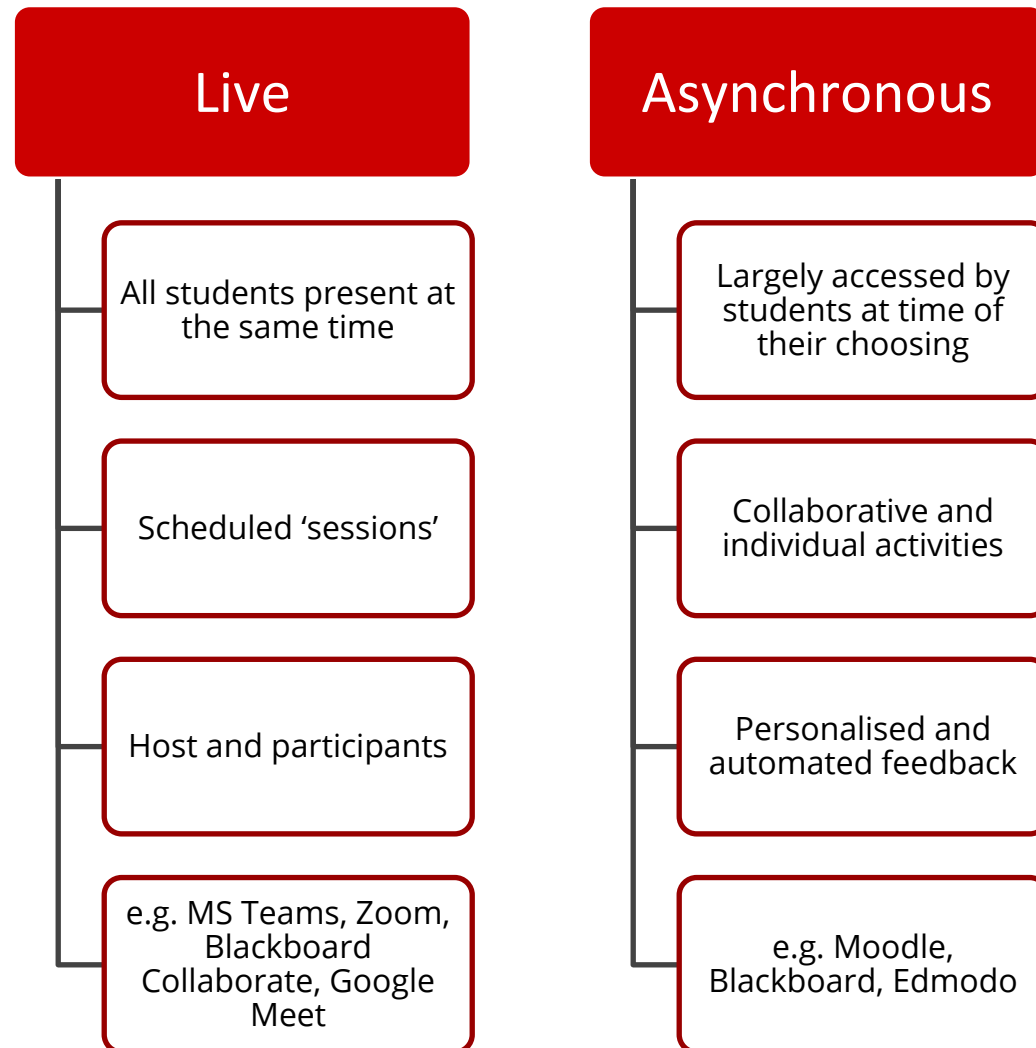
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In this session:

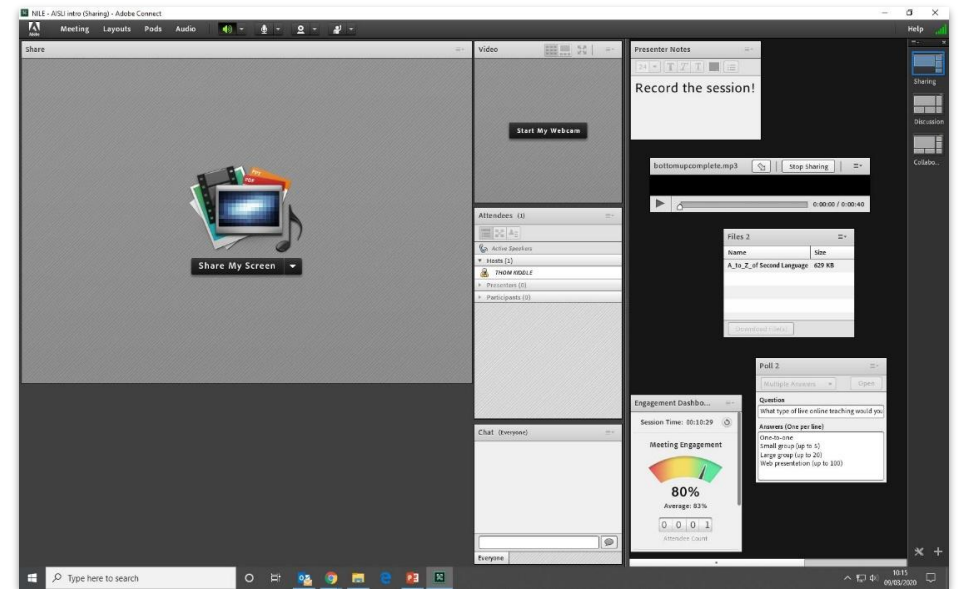
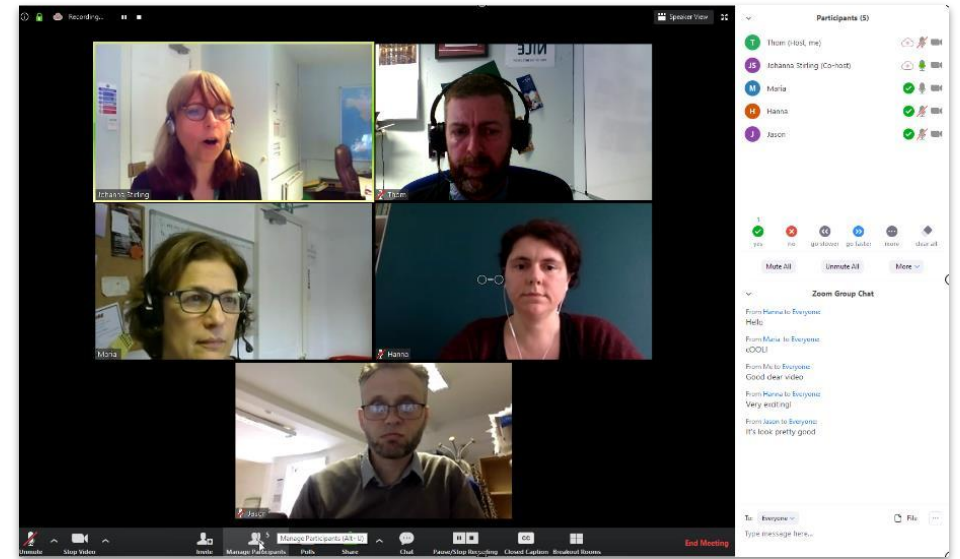
- Differences between 'live' and 'asynchronous' teaching online
- Live online teaching – platforms and tools
- Live online teaching – managing classes: content and interaction
- Asynchronous online teaching – platforms and activities
- Asynchronous online teaching – managing courses: content, interaction and feedback

Live vs Asynchronous online teaching



Live online teaching - *platforms and tools*

- Presenting (PPT, pdf, jpeg)
- Audio and video (prepared and Ss – T)
- Chatboxes
- Screensharing
- Downloads and attachments
- Polls
- Breakout rooms
- Whiteboards
- Links (e.g. to other applications)



Live online teaching - *managing classes: content*

- Teacher-generated content prepared in advance (e.g. PPT / video / polls).
- Teacher-generated content built live (e.g. Q&A / Whiteboard / responses to students).
- Student-generated content prepared in advance (e.g. Make Presenter / Share Screen / Show VLE content).
- Student-generated content created live (e.g. Webcam & Mic / Whiteboard / Chat).
- 3rd party content prepared in advance (e.g. coursebooks / Padlet / Quizlet).

Live online teaching - *managing classes: interaction*

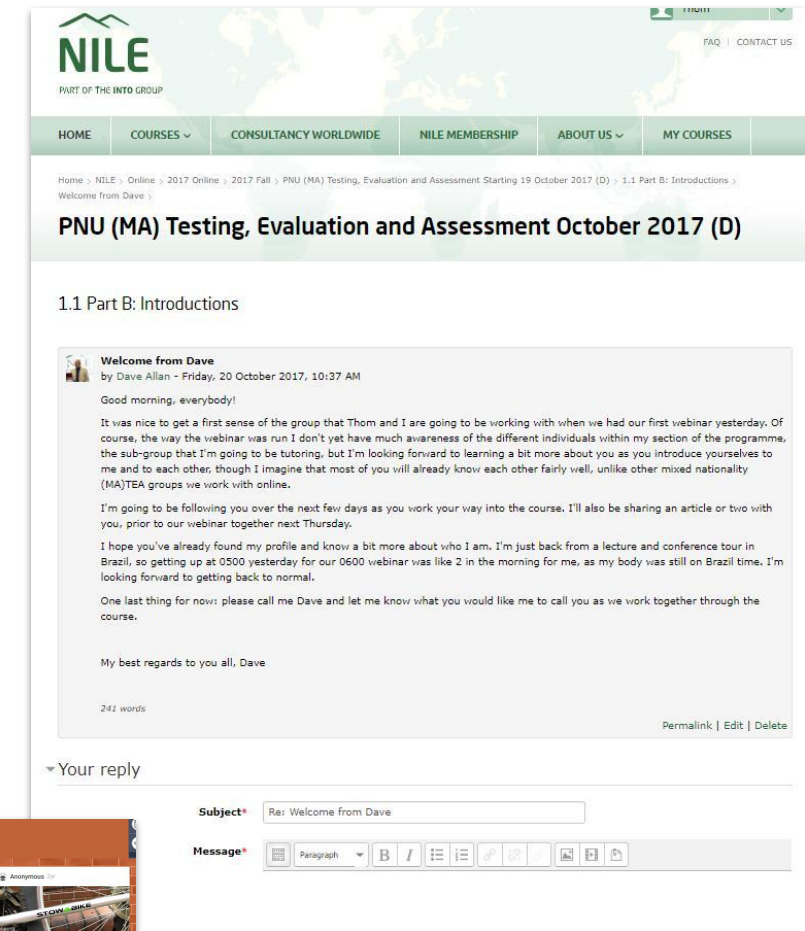
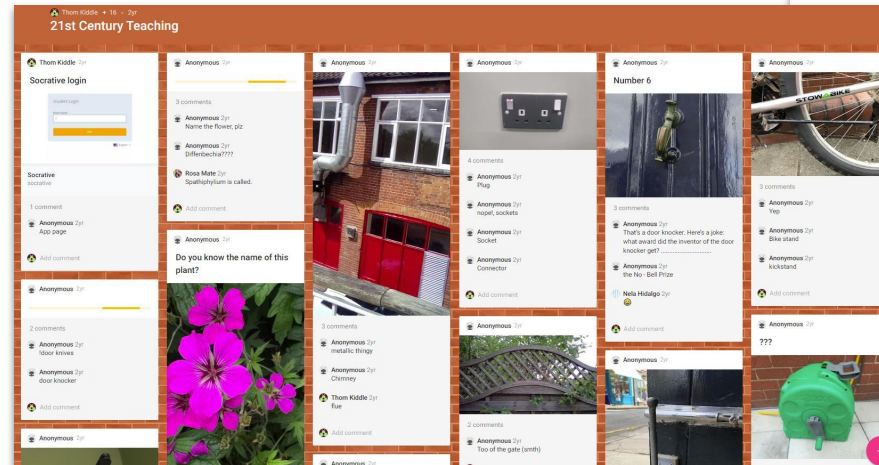
- Start with a 'tech check' as a regular routine – Traffic Light or Emoji response?
- What other routines give students familiarity and confidence?
- Consider 'Camera On – Camera Off' activities.
- Consider different layouts for different lesson stages (e.g. Sharing / Discussion / Collaboration).
- Plan lesson stages carefully, with some interaction in each stage according to its nature (e.g. Poll and chatbox for pre-, mid-, post-presentation; Breakout rooms for pair-small groupwork; Whiteboard for sharing ideas).
- Set clear rules for sending students outside the live classroom space (e.g. to work with 3rd party tools) – have strict timing guidelines for them to come back!
- Consider what other resources students may have with them physically (e.g. coursebooks, workbooks, notepads, 'second screens') and how you can use them.

Live online teaching - *managing classes: interaction*

- Allow thinking, planning and typing time!
- Plan for regular breaks – and what they should do in those breaks!
 - These things are all important in online learning:
 - Physical posture and stretching
 - Good lighting and natural light
 - Oxygen vs CO2 levels
 - Regulating eye focus (The 20-20-20 rule is easy: a person needs to look at something 20 feet away for 20 seconds every 20 minutes while working on a computer.)
 - Hydration
- Set lesson aims at the outset, and round-up lesson with a positive summary and message (just as you would in a face-to-face class)
- Think about what asynchronous activities would support your live sessions

Asynchronous online teaching – *platforms and activities*

- Accessing content (text, video, audio)
- Quizzes and questionnaires
- Forums and other staggered discussions
- Collaboration tools (wikis, Padlet)
- Downloads
- Whiteboards
- Links (e.g. to other applications / content)



Asynchronous online teaching - *managing courses: content*

- Teacher-generated content (Screencasts; Video / Text / Audio; Documents)
- Student-generated content (Contributions to activities / Attachments / Uploads)
- 3rd party content (Coursebooks / Documents / Videos / Links)

Asynchronous online teaching – *managing courses: content*

- Think about 'socialisation' activities for courses which start online.
- Consider what you want students to do with each piece of content you add – avoid “Look at / Read / Watch this and think about it”.
- Try to increase variety in interaction – avoid formulaic, repetitive patterns in progressing through the course.
- Give tasks with 'depth' – allow students to gather information from other sources and plan their responses.
- Encourage 'constructed responses' where possible.
- Be careful with external links which may change / require separate logins / lead to inappropriate content.
- Remember copyright restrictions on what you can upload and share in an online platform.

Asynchronous online teaching – *managing courses: feedback*

- Give useful and useable feedback – to the individual and the group – but manage your time and your students' expectations.
- Consider peer collaboration and feedback activities where possible to reduce the load on the teacher.
- Value students' contributions as much as possible:
 - Weaving and waving
 - Seeding, feeding and harvesting
- Try to give options / ideas for further development / resources in feedback – i.e. make it formative.
- Remember that sharing ideas in an online space may be new and daunting for some – especially in L2 – and be positive and encouraging in your feedback.

Other resources from NILE

- NILE membership area – teaching activity cards – many can be easily adapted for online use.
- All other NILE Online courses are available to support / develop your teaching and other competences in the coming months. Contact us for payment plans.

Contact

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