

# MACMILLAN EDUCATION ENGLISH WEDNESDAYS

LIVE

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EDUCATION



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education



**MACMILLAN EDUCATION  
TEACHER TRAINING DAYS**

# **Making online synchronous classes more active and interactive**

Laura Patsko



# Before we begin...

Can you all see me?



Can you all hear me?



# In this webinar...

1 New challenges

2 Why make things more active and interactive?

3 ...and how?

4 Q&A / Ideas sharing

# If we have any technical difficulties and I disappear...

- Don't worry! Don't panic!
- Get up, walk around, stretch your legs...
- And if I'm still not here when you come back and sit down, somebody else will take over temporarily! 😊

# What are we doing?

# 1.0

# Education in the Time of the Virus; or, Flying the Plane While Building It

by **Malcolm Brown**  Monday, April 6, 2020 **Transforming Higher Ed**

In the latest EDUCAUSE QuickPoll, we asked respondents to share their challenges in today's sudden, seismic-like shift to remote teaching and learning and how they are trying to address these issues.



*Credit: Khongtham / Shutterstock © 2020*

# New challenges and fears

## About teaching

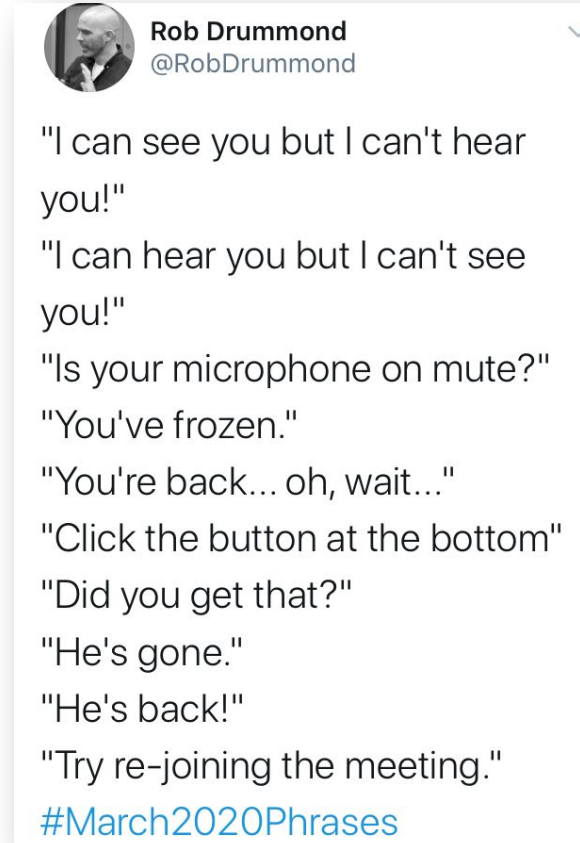


Angie Maxwell  
@AngieMaxwell1

Found the kid playing with her dog instead of Zooming with her teacher. She told me not to worry. She took a screenshot of herself "paying attention," then cut her video & replaced it with the picture. "It's a gallery view of 20 kids, mom. They can't tell." She is 10. [#COVID19](#)

06:47 · 15/04/2020 · [Twitter for iPhone](#)

## About technology



Rob Drummond  
@RobDrummond

"I can see you but I can't hear you!"  
"I can hear you but I can't see you!"  
"Is your microphone on mute?"  
"You've frozen."  
"You're back... oh, wait..."  
"Click the button at the bottom"  
"Did you get that?"  
"He's gone."  
"He's back!"  
"Try re-joining the meeting."  
[#March2020Phrases](#)

## About life in general



charliemackesy

one day





# Why are you attending this webinar?

1. For wisdom
2. For WICTOM = **What I Can Teach On Monday!**

# Why does this matter?

# 2.0

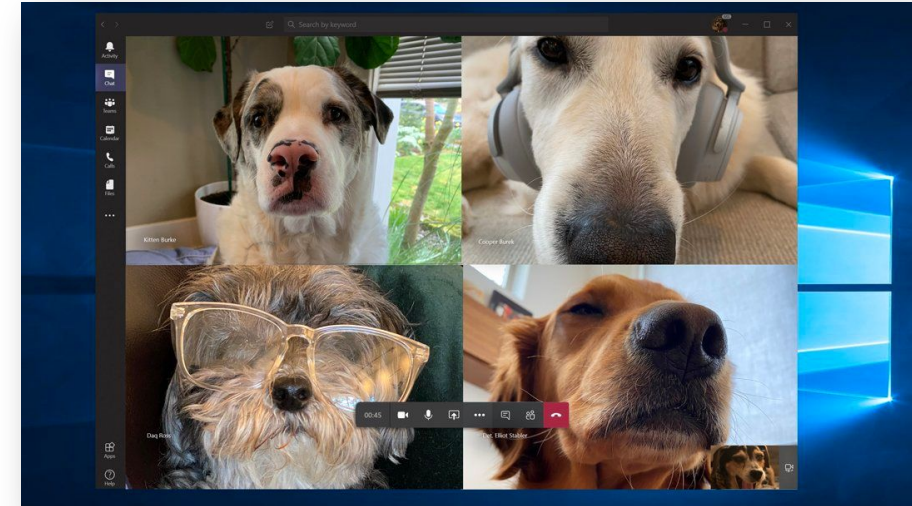
# A quick estimate

By the end of today, how much time will you have spent sitting and looking at a screen?

Include time spent:

- At a computer
- Watching TV
- Looking at a mobile phone/tablet

Type your answers in the chat box!



**And now...**

**GET UP AND STRETCH  
for 20 seconds!**

# Top tip!

- Some learners might resist standing up and stretching when they can't see any reason for it.
- Include this if you think they need it and if you think they'll actually do it! But if not, you can integrate some physical movement into an activity itself.



# Why should online classes be **active**?

- 😞 Sitting for long periods → fatigue, poor posture, pain...
- 😞 Looking at a screen for long periods → eye strain.
- 😄 Better blood flow → more oxygen to brain and body → more energy!
  
- 😞 Some people have genuine difficulty sitting still.
- 😎 The physical environment provides a real, meaningful, 3D context for language.
- 🙋 Consideration of the physical space is important for accessibility and inclusion...

# Universal Design for Learning

## Universal Design for Learning Guidelines

Provide multiple means of  
**Engagement** →

Affective Networks  
The "WHY" of learning



Provide multiple means of

Provide multiple means of

Provide multiple means of  
**Action & Expression** →

Strategic Networks  
The "HOW" of learning



Access

Provide options for  
**Recruiting Interest** (7) →

- Optimize individual choice and autonomy (7.1) >
- Optimize relevance, value, and authenticity (7.2) >
- Minimize threats and distractions (7.3) >

Build

Provide options for  
**Sustaining Effort & Persistence** (8) →

- Heighten salience of goals and objectives (8.1) >
- Vary demands and resources to optimize challenge (8.2) >
- Foster collaboration and community (8.3) >
- Increase mastery-oriented feedback (8.4) >

Internalize

Provide options for  
**Self Regulation** (9) →

- Promote expectations and beliefs that optimize motivation (9.1) >
- Facilitate personal coping skills and strategies (9.2) >
- Develop self-assessment and reflection (9.3) >

Provide options for  
**Physical Action** (4) →

- Vary the methods for response and navigation (4.1) >
- Optimize access to tools and assistive technologies (4.2) >

<http://udlguidelines.cast.org/>

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# Universal Design for Learning

“Learners differ widely in their capacity to navigate their physical environment [...] and in their optimal means for navigating through information and activities.”

Provide alternatives so that learners can respond:

- At different rates, timings, speeds, etc.
- Physically, verbally, visually, via keyboard, via buttons, etc.
- With/without pen and pencil, with/without a mouse, etc.

<http://udlguidelines.cast.org/action-expression/physical-action/response-navigation>



# Making lessons **interactive**: Online challenges

How can we achieve these typical features of a Communicative Approach in the online environment?

- ✓ Checking understanding of concepts
- ✓ Checking understanding of instructions, setting up tasks
- ✓ Conducting pair work and group work
- ✓ Monitoring the students' energy and engagement levels

# Top tips!

- ✓ Use visual support.
- ✓ Independent study time = independent tasks.
- ✓ Group lesson time = interactive tasks and feedback.
- ✓ Aim to do more with less.



**But first...**

**GET UP AND STRETCH  
for 20 seconds!**

**How can we make our online lessons more active and interactive?**

**3.0**

# Top tip!

## In this order:

1. **Explain**: Give instructions verbally AND display the instructions on the screen.
2. **Demonstrate** the activity.
3. **Check** the students understood.
4. Now they're ready to do the activity!



# A classic Communicative activity... adapted!

## Find someone who...

- has been to London.
- has been living in their house for their whole life.
- has been sleeping badly this week.
- has never eaten sushi.
- has been teaching for over 10 years!

## Find something which...

# A classic Communicative activity... adapted!

## Find someone who...

- has been to London.
- has been living in their house for their whole life.
- has been sleeping badly this week.
- has never eaten sushi.
- has been teaching for over 10 years!

## Find something which...

- you've never liked, but you keep in your house anyway.

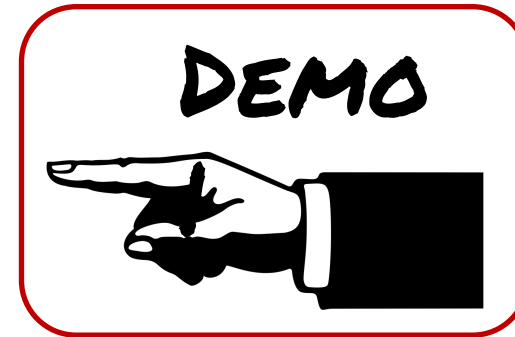
# A classic Communicative activity... adapted!

## Find someone who...

- has been to London.
- has been living in their house for their whole life.
- has been sleeping badly this week.
- has never eaten sushi.
- has been teaching for over 10 years!

## Find something which...

- you've never liked, but you keep in your house anyway.





# A classic Communicative activity... adapted!

## Find someone who...

- has been to London
- has been to the beach
- has been to the beach every day this year
- has never eaten sushi.
- has been teaching for over 10 years!

**Your turn!**

## Find something which...

- you've never liked, but you keep in your house anyway.

A  
a

# creative activity...

1. You've got 2 minutes to find a minimum of 3 items on this list.
2. Unplug your headphones!  
(You will need to hear me when I call you to stop the activity and come back!)
3. If you think you won't hear me, set an alarm now for 2 minutes.

## Find something which...

- you've never liked, but you keep in your house anyway.

A  
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# creative activity...

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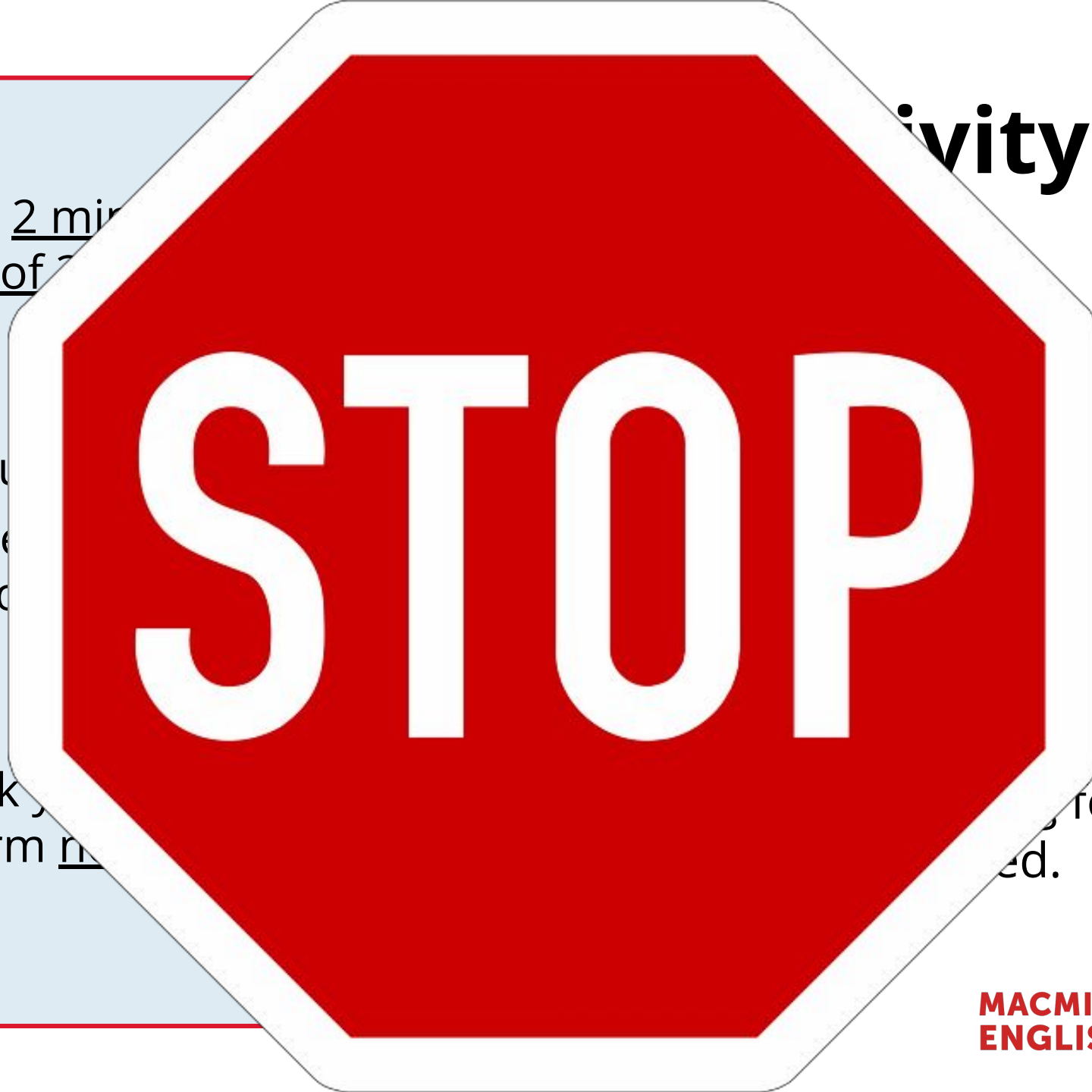
## Find something which...

- you've never liked, but you keep in your house anyway.
- you've broken – and fixed!
- you've been eating a lot of recently.
- you haven't worn for over a year.
- you've been reading for ages and still haven't finished.

A  
a

ivity...

1. You've got 2 minutes minimum of 2 minutes to write a list.
2. Unplug your phone.  
(You will need to be able to call you to come and come
3. If you think you need to set an alarm for 2 minutes.



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ixed!

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over a year.

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ed.

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Can you all see me?



Can you all hear me?



# A classic Communicative activity... adapted!

**Your ideas!**

## Find something which...

- you've never liked, but you keep in your house anyway.
- you've broken – and fixed!
- you've been eating a lot of recently.
- you haven't worn for over a year.
- you've been reading for ages and still haven't finished.

# Top tip!

You could start each lesson with a mini 'Find Something Which'.

You could also nominate a different student at the start of every class to suggest something – then you could join in, too!

Melissa, today's lesson is about food.  
What should we go and find?

Your favourite snack!



# Miming and narrating

## Lower levels

- What's the weather like?
- What can you see from your window?  
(Weather/things)
- What furniture is in your room?
- What are you going to do after this lesson?
- What did you do before this lesson?



# Miming and narrating

## Lower levels

- What's the weather like?
- What can you see from your window? (Weather/things)
- What furniture is in your room?
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- What did you do before this lesson?

## Higher levels

- How to cook a dish

# Miming and narrating

## Lower levels

- What's the weather like?
- What can you see from your window? (Weather/things)
- What furniture is in your room?
- What are you going to do after this lesson?
- What did you do before this lesson?

## Higher levels

- How to cook a dish
  - Accurately (one student demonstrates, others ask questions)
  - Creatively (one student demonstrates SILENTLY, others commentate)

# Miming and narrating

## Lower levels

- What's the weather like?
- What can you see from your window? (Weather/things)
- What furniture is in your room?
- What are you going to do after this lesson?
- What did you do before this lesson?

## Higher levels

- How to cook a dish
  - Accurately (one student demonstrates, others ask questions)
  - Creatively (one student demonstrates SILENTLY, others commentate)
- Mimed role-play/improvisation based around a problem

# Problems to mime/narrate



Photo by [Jeffrey F Lin](#) on [Unsplash](#)

**You've arrived at another school for a sports match and just realised... you've forgotten your uniform.**



Photo credit: Shutterstock.

**It's your first visit to meet your girlfriend's parents. You were closing the curtains and accidentally broke the curtain rail.**



Photo by [S\\_L](#) on [Unsplash](#)

**You've arrived at your hotel room and found somebody asleep in the bed!**

# Top tip!

Invite students to keep a notepad on their desk and, between lessons, write down examples of real things that happened during their week.

Alternatively, they can take photos of these things (instead of notes).

These can be used as examples or problems for tasks in later lessons.



# A real-life problem



Photo credit: Laura Patsko, 2020.

# A real-life problem



Photo credit: Laura Patsko, 2020.

# Labelling and remembering

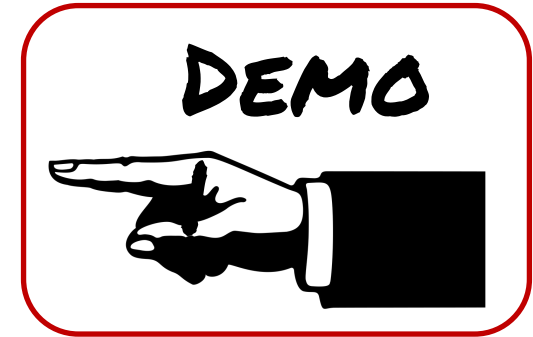
1. Prepare 5 small pieces of paper or sticky notes.
2. Check that your pen or pencil works!
3. I will tell you a word to write. Find something in the room which matches this description and label it.
4. Get ready – the next word could come fast!



*Image by [Alexandra Koch](#) from [Pixabay](#)*



# Labelling and remembering



All images from [Pixabay](#)

# Labelling and remembering



All images from [Pixabay](#)

Labelling

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[abay](#)

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Can you all see me?



Can you all hear me?



# Labelling and remembering

*creative*

*painful*

*most  
incredible*

*most  
interesting*

*amused*

In pairs, share and discuss:

1. What does the word relate to – you, a thing or an experience?
2. Why did you choose this thing for this word?
3. How similar/different are your choices?

# Labelling and remembering

You could use this activity for:

- Superlative adjectives
- Physical attributes (colours, shapes, materials, sizes)
- Making emotional associations with the meaning of words
- Students' names (to follow up in the next lesson)



# Top tip!

Notice the name of this activity:

Labelling *and remembering*

Research shows that we're more likely to remember things in future if we actively *try* to remember them when we are asked/tested.

Trying to remember what you wrote earlier without checking your notes is a great way to strengthen your long-term memory.



# Stand up and sit down!

Which word didn't you hear?

Storysong from Bebop Level 2, Unit 6



# Stand up and sit down!

again

today

day

now

Which word didn't you hear?



# Stand up and sit down!

again

today

day

now

Which word didn't you hear?

# Top tip!

This task isn't only for songs or for younger learners.

It's a great way to practise listening for specific details.

Adding physical movement can make these exercises feel more like *listening* than just *hearing*, as the addition of physical movement might prompt some learners to feel that their attention is more focused.



# Stand up and sit down! (exam adaptation)

(After gist listening task)

# Stand up and sit down! (exam adaptation)

(After gist listening task)

1. Stand up and sit down when you hear one of these 5 words:

questionnaire      soft drink      surfing

beach      fifteen

2. Which word didn't you hear?



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# Stand up and sit down! (exam adaptation)

(After gist listening task)

1. Stand up and sit down when you hear one of these 5 words:

questionnaire      soft drink      surfing

beach      fifteen

2. Which word didn't you hear?
3. Now look at the exam task. Which word goes in each gap?



# Stand up and sit down! (exam adaptation)

1. The recording is about what people take with them when they go to the \_\_\_\_\_ .
2. Many people take money with them to buy an ice cream or a \_\_\_\_\_.
3. The students gave a \_\_\_\_\_ to people in their class to see if they would be interested in the Cash Cap.
4. \_\_\_\_\_ of the twenty people in their class usually wear a cap when they go to the beach.

# Stand up and sit down! (exam adaptation)

(After gist listening task)

1. Stand up and sit down when you hear one of these 5 words:

questionnaire      soft drink      surfing

beach      fifteen

2. Which word didn't you hear?
3. Now look at the exam task. Which word goes in each gap?
4. Watch the video and check.

# Stand up and sit down! (exam adaptation)

1. The recording is about what people take with them when they go to the **beach**.
2. Many people take money with them to buy an ice cream or a **soft drink**.
3. The students gave a **questionnaire** to people in their class to see if they would be interested in the Cash Cap.
4. **Fifteen** of the twenty people in their class usually wear a cap when they go to the beach.

**How did you feel about these activities?**

**How would your students feel?**

**4.0**

# Top tip!

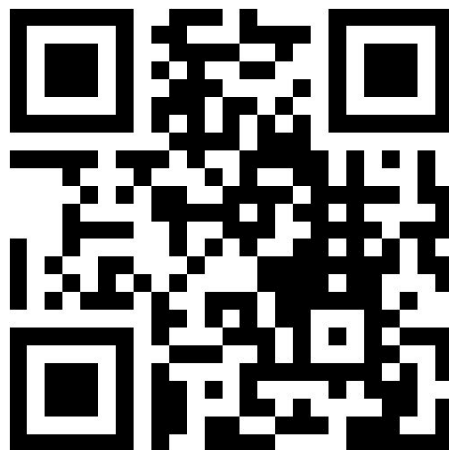
- It's always difficult to design activities that are equally useful and fun for everybody...
- ...but we should try not to make assumptions about anyone's physical fitness or energy levels.
- Get learners' feedback on the new things you try with them, just like you would with anything else.



**Option 1:** Go to [www.menti.com](https://www.menti.com) and enter the code 75 68 26.

**Option 2:** Scan the QR code below with your mobile.

**Option 3:** Use the link below (also in the chat box) to participate via computer.



<https://www.menti.com/nkvmbrrsqi>

**One last thing  
before you go!**

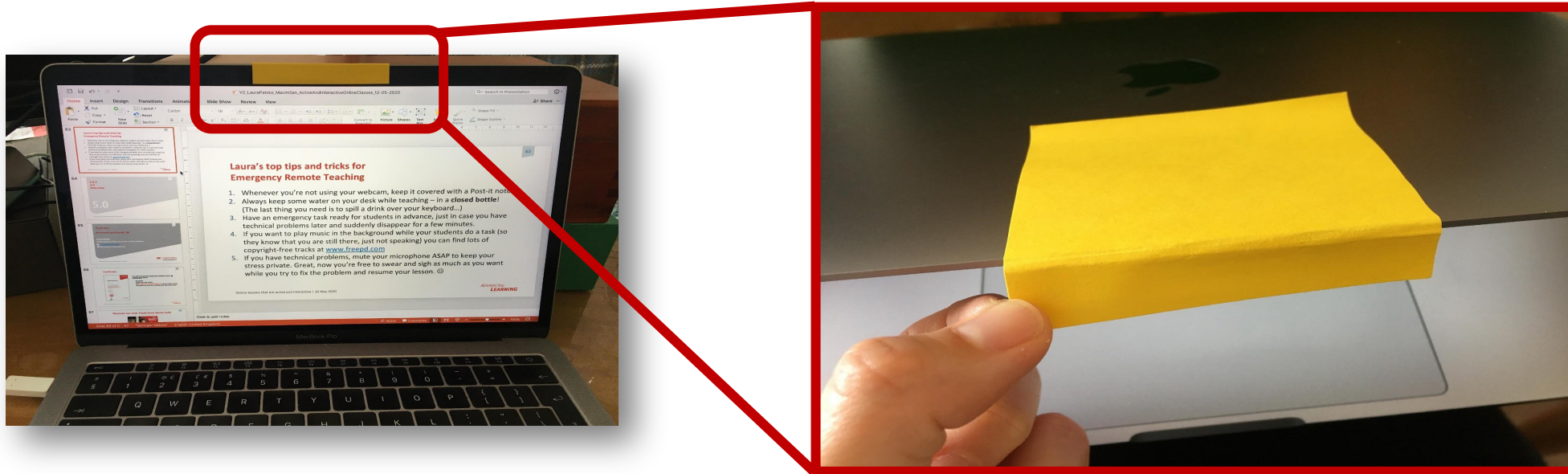
# Laura's top tips and tricks for the logistics of online teaching

1. Whenever you're not using your webcam, keep it covered with a Post-it note.



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# Laura's top tips and tricks for the logistics of online teaching

1. Whenever you're not using your webcam, keep it covered with a Post-it note.
2. Always keep some water on your desk while teaching – in a closed bottle! (The last thing you need is to spill a drink over your keyboard...)
3. Have an emergency task ready for students in advance, just in case you have technical problems later and suddenly disappear for a few minutes.
4. If you want to play music in the background while your students do a task (so they know that you are still there, just not speaking) you can find lots of copyright-free tracks at [www.freepd.com](http://www.freepd.com)

# Q&A and ideas swap

# 5.0

**Thank you!**  
**(Now wash your hands!) 🧡**

**Laura Patsko**

Making online synchronous classes more active and interactive

*21 Oct 2020*



[hello@blackbirdlxd.com](mailto:hello@blackbirdlxd.com)



@lauraahaha / @blackbirdLXD

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[WWW.FORMAZIONESUMISURA.IT](http://WWW.FORMAZIONESUMISURA.IT)

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