Remote Learning

Overview

Four weeks of my six week professional experience has been completed while teaching remotely. It has been both interesting and challenging. It has been a case of rethinking how you thought you would teach, trialling and refining it on the fly. I've hopefully gained some important skills.

This presentation outlines some ways to use technology to enhance learning and activities that I used to engage students, cater to different learning styles and perform formative assessment during remote learning.

These strategies were used with Stage 4 and 5 to teach Indonesian and French. Pre- service teachers will need to think about whether they could be adapted to their subject areas and classes.

Finally, collecting evidence for a professional portfolio is particularly challenging when teaching remotely. I have included a few suggestions that may be useful.
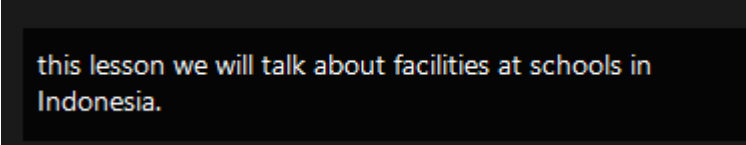
Technology

My number 1 tip - become familiar with the technology used to teach remotely; Zoom, Google classrooms, & Google docs

- Set up a zoom call (you don't need any participants) and click on all of the options to explore the features available
- Check on YouTube for 'how to' videos on particular topics e.g. Using breakout rooms in Zoom

General Zoom Tips
- It is difficult to know when students have finished a task, so ask them to type 'done' in the chat when they are finished or give a thumbs up emoji
- Ask students to give a thumbs up emoji if they are clear on the instructions for a task
- Zoom has a transcription feature which is useful for some students
- Turn transcription on every lesson and remind students that it is on if they wish to access it

this lesson we will talk about facilities at schools in Indonesia.

Zoom Transcriptions

Presentations

Notate

- Power point is already a common tool for presenting content but while teaching online you can use the pointer option to write on the slide using a stylus
- PDF's can be notated when opened in Microsoft Edge
- Word can be used for brainstorming and context setting
- One Note has more extensive whiteboard features and options for using mathematical symbols

Notating PDF's

Brainstorming in Word

Checking for understanding

An **Editable Google doc** can be used to allow students to update live. The whole class can view the results as students type. The teacher can give positive feedback to individuals and point out common mistakes immediately.

In this task, students were asked to write 5 sentences in French using descriptions.

The **Zoom** Chat can be used to get a quick feel for student understanding and make sure everyone is paying attention.

In this task, the teacher asks a question and students respond in the chat.

Joy:
Marinette est française et d'origine chinois.
La mère de Marinette est petit.
La père de Marinette est grand et il est très drôle.
Je suis Joy, d'origine australienne.
Mes amies s'appellent Isabella et Emily. Elles sont belles, drôles et gentilles.

Chi: Marinette est petite.
La mère de Marinette est d' origine chinoise.
La père de Marinette est grande.
Je suis australienne, d'origine vietnamienne.
Mes amies s'appellent Angelina et Alicia sont très forts

Emma: Marinette est française et d'origine chinoise.
La mère de Marinette est petite.
Le père de Marinette est grand et il est très drôle.
Je suis importante, australienne, d'origine allemande.
Mes amies s'appellent Peppa Pig et Suzie Sheep. Elles sont belles et drôles.

Maya: Marinette est française, chinoise et belle
La mere de Marinette est petit
La pere de Marinette est grande et il a très drôle

From Me to Everyone:
Umur saya dua belas tahun.

From Mia to Everyone
Umur saya tiga belas tahun.

From Nuri to Everyone
Umur saya lima belas tahun
Saya tinggal di Burwood.

From Arielle to Everyone
Saya tinggal di Croydon.
Saya tinggal di Strathfield.
Nama saya Mia.
Nama saya Lucy.

Expectations

Learning over Zoom is both difficult and tiring for some students, therefore the expectation of content and outcomes covered in each lesson, is reduced compared to face-to-face learning.

Teachers have been consciously avoiding setting demanding homework tasks and focused instead on maintaining student engagement and mental health.

I have outlined a few ideas that you could adapt to make learning more engaging for your students.

Visual and Kinaesthetic Activities

- Some activities require students to put on their videos
- Students may be reluctant to do this for valid reasons; they feel embarrassed, they have internet constraints, or they may be sharing space with others working or studying from home
- It helps to request students to put their video on for a particular activity (or just when it is their turn) if they feel comfortable
- Following are a few sample visual and kinaesthetic activities which break up the monotony of Zoom calls and allow the teacher to effectively evaluate learning
- These activities could be used with the whole class or in breakout rooms and can be made as simple or complex as the topic requires

Scavenger Hunt

Household props - Tasks using household props can be engaging and provide evidence of understanding.
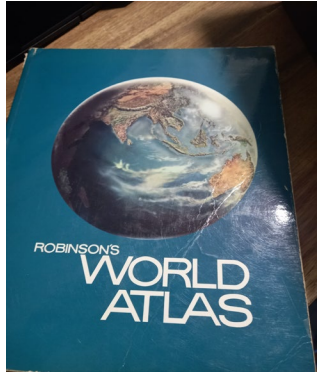
Geografi

Matematika

| Bahasa Indonesia	Indonesian
Bahasa Inggris	English
Matematika	Maths
Sejarah	History
Geografi	Geography
IPA	Science
Biologi	Biology
Fisika	Physics

Instructions

You have 2 minutes to grab 2 – 3 everyday items in your house that could be used to represent a school subject. Bonus points for the highlighted ones!

Students show the item and others must guess the subject it represents.

Sample Activities

Pictionary - on scrap paper students draw a vocabulary item and other students guess what the item is in Indonesian.
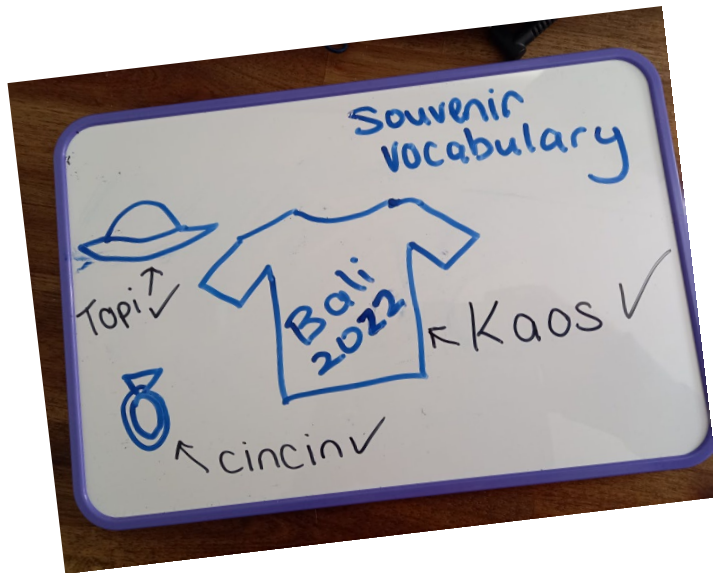
Student flashcards - on scrap paper students draw their own flashcards.
a) When a student says a vocabulary item, the other students must show the matching flashcard. Alternatively, a student shows a card and others say the Indonesian word.

b) When a word is read aloud, students must indicate if it is masculine or feminine.
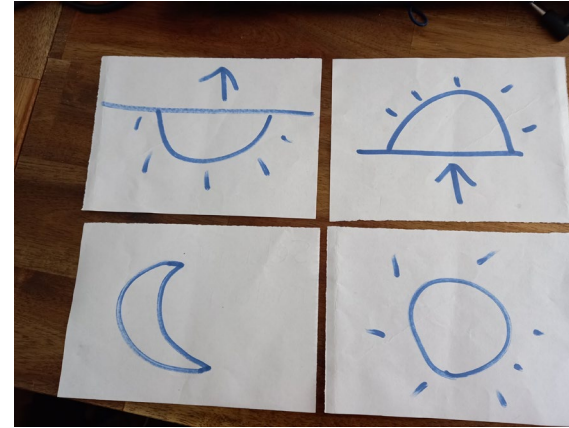
a) Indonesian Greetings:
Good morning, Good afternoon etc

b) Gender in French
M – masculine, F – feminine

Sample Activities

Miming a term- students think of a mime for a vocabulary item. Students perform their mime and the other students guess what the item is.

Mimes for vocabulary terms

Chants with actions – For the topic of directions in Indonesian – we said the Indonesian term with an action. For instance for the word for left we clicked fingers on our left hand, for right we clicked with our right hand, clapped for straight ahead, turned our hand left for turn left and turned our hand right for turn right.

We repeated this a few times as a group and then students performed it individually.

This can be used as a flash check later in the lesson – *Show me the chant. Go!* or as a warmer next lesson.

Chants with actions to teach directions in Indonesian.

Sample Activities

TV Quiz shows
Student Quiz masters prepare questions and take it in turn to ask questions on the topic.

A small group of students at a time answer the questions.

Students use a household item as a buzzer.

Individual Tasks

Students can be set activities from the textbook or worksheets but for some variation students could also be asked to

- Create a video or audio recording on a topic
- Complete online activities
- Complete online quizzes and flashcard games

Video Task

Students submit their video on Google Classrooms

Kelas 8 Bahasa Indonesia

Classroom Instructions Video Activity

Instructions:

- Make a video at home saying and demonstrating at least five of the different classroom instructions you have learnt today.

- Be creative! You could involve your pets, family members, toys, props etc.

- Film your video using your phone or device. You could use an editing program like iMovie to put it together.

- Don't spend too much time on it – think of the first ideas that come into your head and go from there!
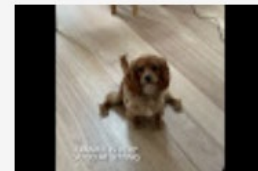
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Turned in

My Movie.MOV
Turned in

Animotica_28_7_15_...
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28/7 Period 4 (28 Ju...
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My Movie.mov
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Online Flashcards and Quizzes

- There are lots of online quizzes and flashcard websites available including

  - ❑ Kahoot
  - ❑ Quizlet
  - ❑ Gimkit

- These activities can be used with a whole class or individually
- These sites are generally free for the basic version
- Some sites such as Quizlet require students to join and they can sign up using their school email
- Some sites such as Gimkit retain a record of student performance and identify areas for future teaching and particular student needs
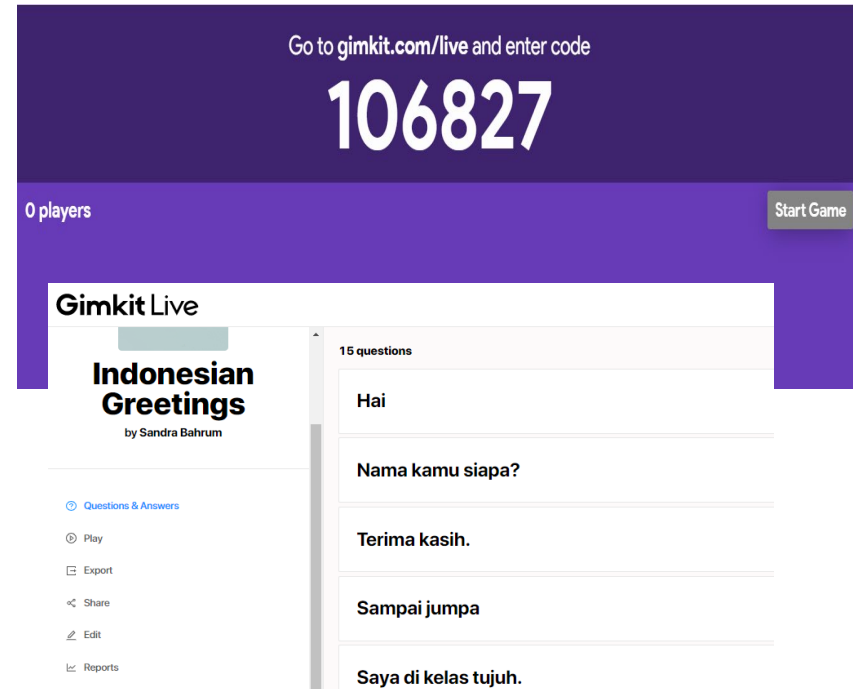
Quizlet
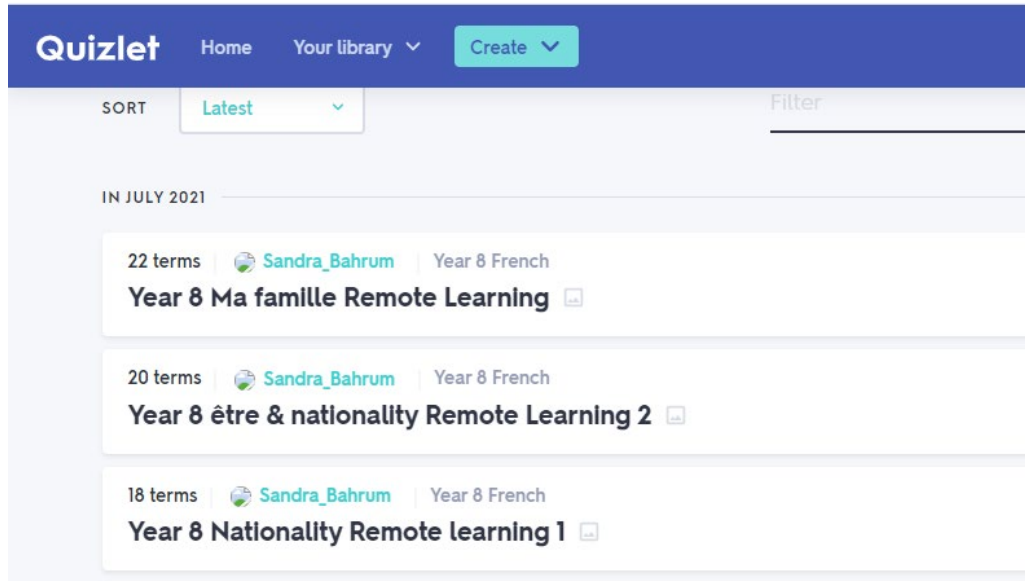
Quizlet can be used by individual students
to drill terms or concepts

Quizlet.com

Gimkit

Gimkit can be used to check understanding of terms and concepts. It is a competitive game and the top 3 students are awarded gold, silver and bronze.
**Gimkit.com**

It is fun but some students may find it stressful.
You may want to offer an alternative task if required.

Gimkit Reporting

Student Overview
Quick look on how each student performed

Abs		11	22	33%
amelia		82	8	91%
Ana		56	17	77%

Print

Question Breakdown
See which questions students have down or need help with

		8		58%
Kabar baik.		27	78	26%
				73%
Kamu tinggal di mana?		53	48	52%
Selamat siang!				
Nama kamu siapa?				
Kurang baik.				

Print

amelia   Print

Final Balance
$2,959

Correct	Incorrect	Accuracy
82	**8**	**91%**

Questions

Kabar baik.	2	4	33%
Kamu tinggal di mana?	4	2	67%

Correct

Incorrect

Gimkit reporting is a useful assessment tool.

It provides a breakdown of the performance of the whole class, by Quiz question and by individual student.
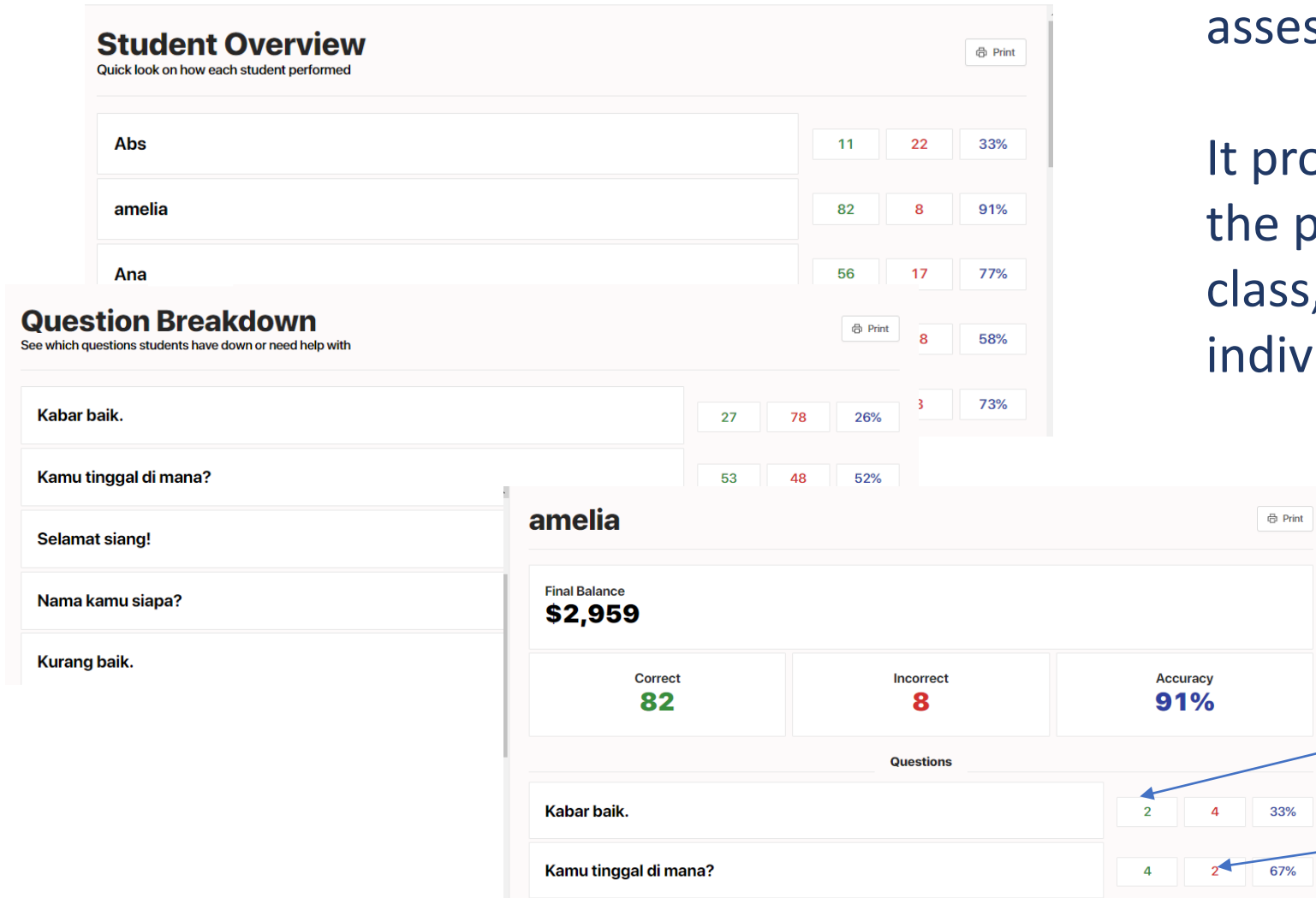
Professional Experience Evidence

Teaching remotely does present a challenge for the collection of evidence for professional portfolios.

Here are some items that I have used:

- Documents and audio recordings submitted to Google classrooms (students de identified)
- editable google docs used during class
- documents used during breakout room activities
- screenshots of Zoom chat showing student responses to questions
- Gimkit class and student reporting results for Quizzes
- Screenshots of miming, flashcard and other visual activities (students de identified)