



Online teaching and learning

Building an online learning routine

Virginia Cluff

Serena McLean



This Webinar is being recorded

We are about to press the red button

Make sure you pop all questions in the Q & A
pod



Experiences at Aurora College

Listen, ponder...then plot your own journey!!

Virginia Cluff

Serena McLean



Learning Intentions and Success Criteria

Classroom Management

Learning Intention 1:

Showcase the tools and strategies for an online routine.

Learning Intention 2:

Demonstrate tools and techniques to manage online classroom participation, including feedback.

Success criteria:

Participants will have increased knowledge and tools which they can confidently use / access to set up an online learning routine.

Participants will be able to successfully use a variety of tools to plan an online lesson.

BUILDING AN ONLINE LEARNING ROUTINE



1 TIMING- LET THEM
KNOW WHEN AND
WHERE



2 CLEAR EXPECTATIONS-
WHAT WILL THE
SESSION INVOLVE



3 CONNECTION- SEE THEM
AND BE SEEN
(TEACHER'S DESK)



4 FEEDBACK- FREQUENT,
MEANINGFUL AND
OFTEN



6 PUBLISH YOUR PLAN
FOR THE
NEXT LESSON



7 COLLABORATE- SAVE
TIME AND SHARE
RESOURCES

*just
breathe*

Timing

Routine helps to get organised



- Scheduling time to meet
- Consider the length of each session
- Frequency
- Purpose for each session
 - check in
 - lesson
 - masterclass

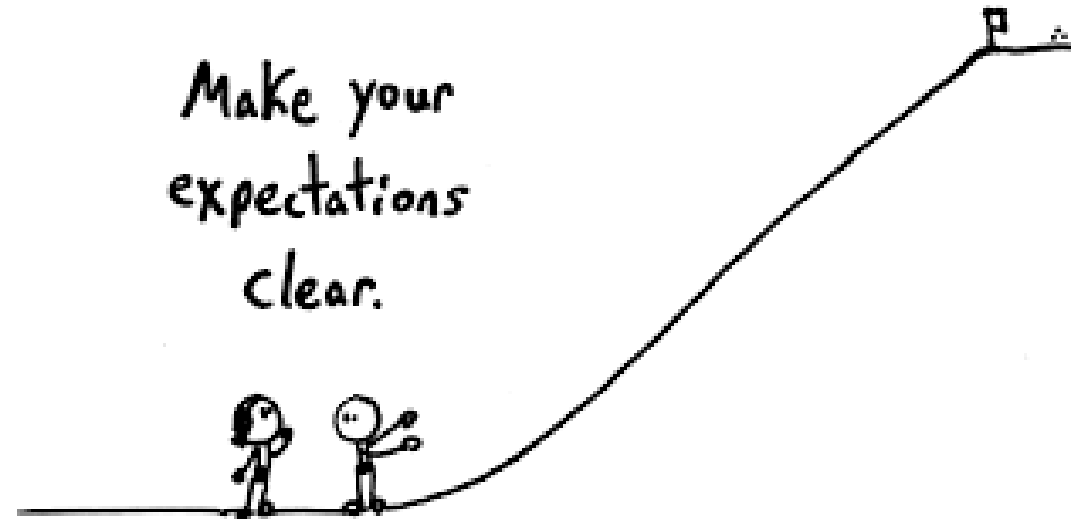
Clear Expectations

Sessions

- Entering the virtual classroom
 - holding space/ setting a tone
- LISC for the session
- Balance of teaching time, to student interaction and opportunity for feedback

Submissions

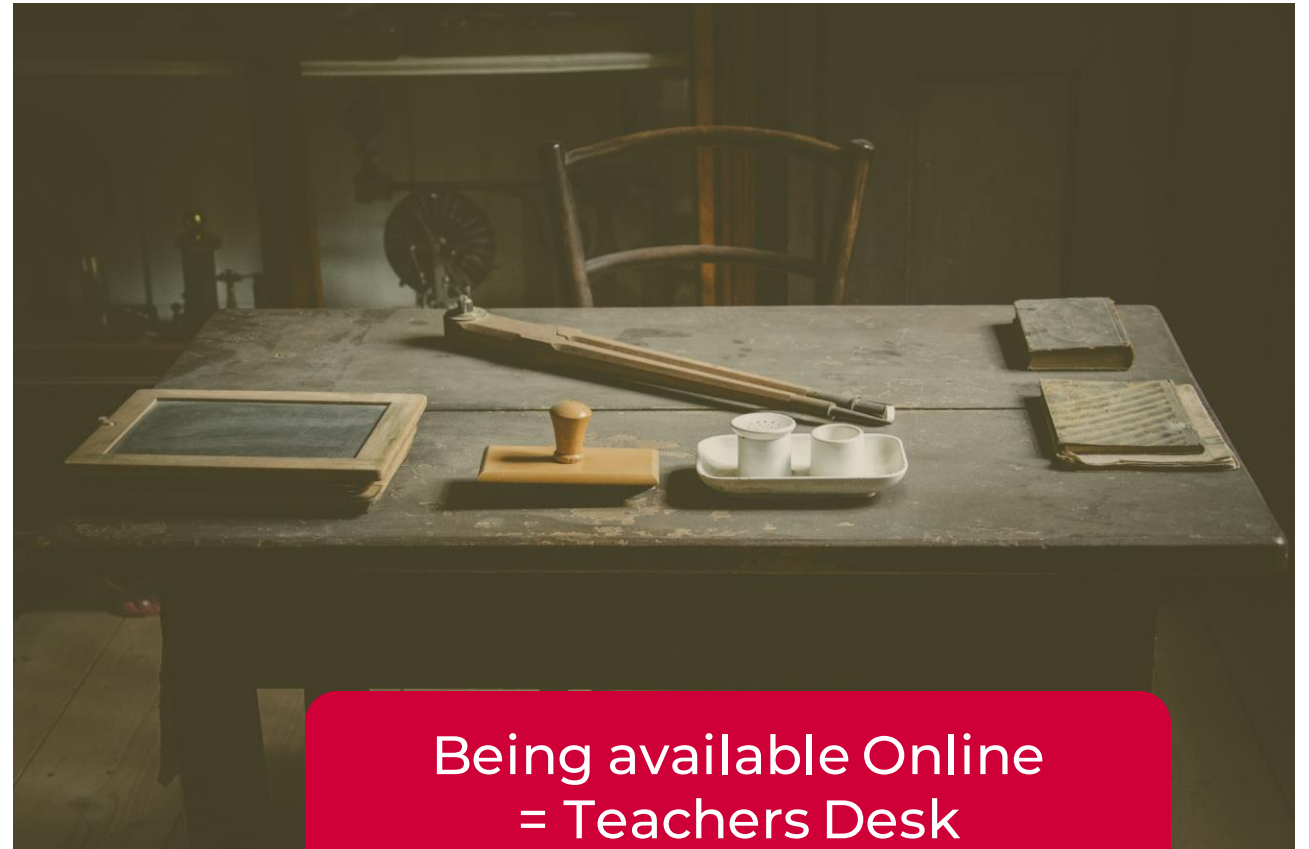
- One central location
- Folders that are clearly labelled



Connection

We are hardwired to connect with others

- Brain break challenges
- Share your personal experiences
- Online polls and quizzes
- Personal touch...what would you do in classroom can this be translated online?



Being available Online
= Teachers Desk

Feedback is Key

Explicit, multimodal ongoing feedback



- Timely
- Verbal – during the lesson
- Written – overall feedback sheet
- Explicit – each student

A great way to collect live information about your teaching is using a **PARKING LOT** in **JAMBOARD** click this link to collaborate.

[CLICK HERE](#)

Why is it important?

For Students

- LISC
- Keep them going
- Feel valued
- Individual learning goals

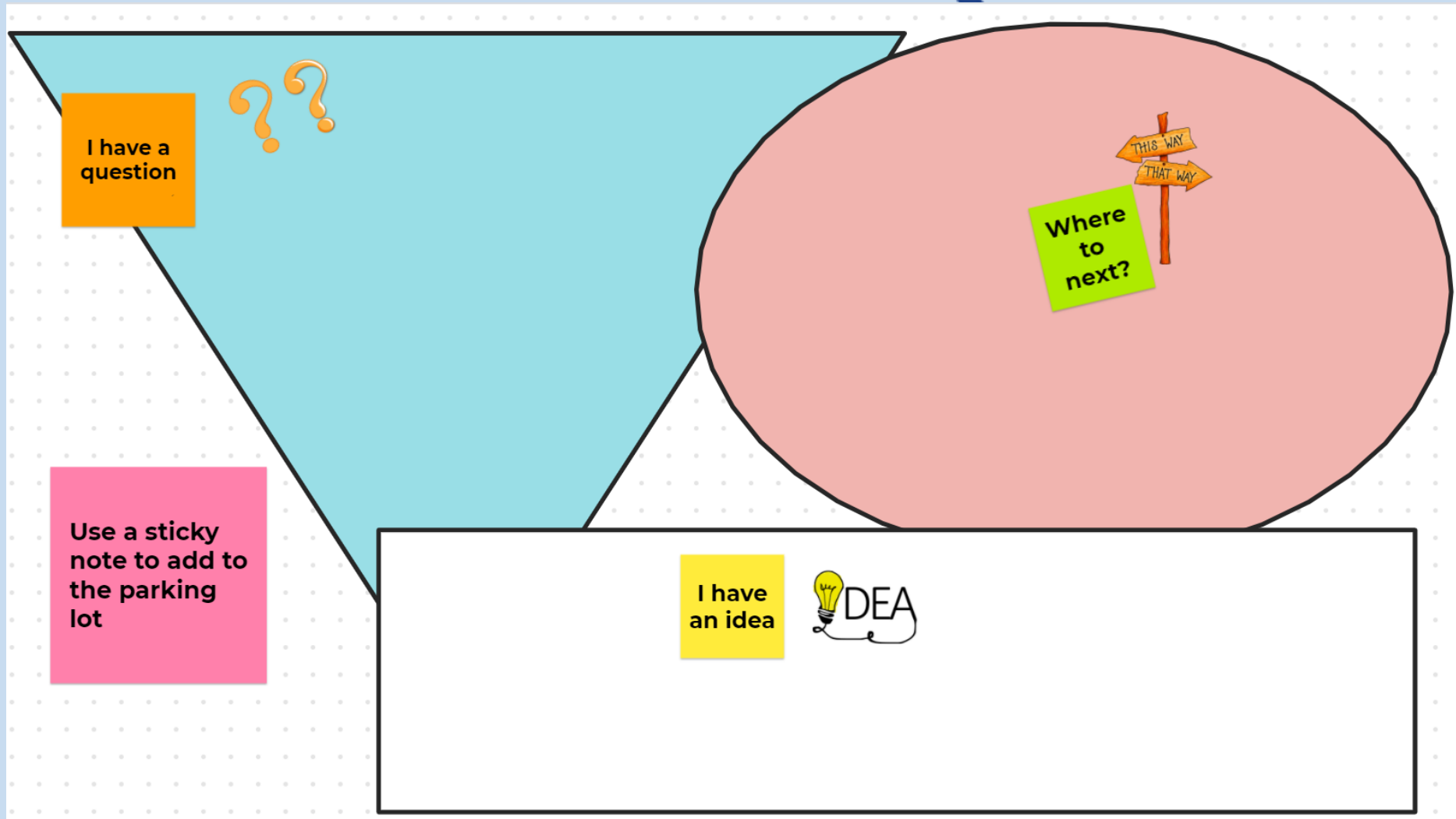


For Teaching Practice

- Teachers need Feedback too
- To ensure lessons are meeting the student's needs
- Be Brave- ASK!

Parking Lot

Great tool

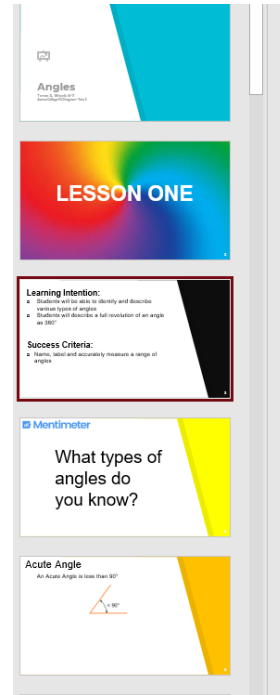


Learning Intentions and Success Criteria

Primary Example

Add them to

- PowerPoints
- OneNotes
- A slide to as students enter the room
- Google docs



Learning Intention:

- Students will be able to identify and describe various types of angles
- Students will describe a full revolution of an angle as 360°

Success Criteria:

- Name, label and accurately measure a range of angles

Learning Intentions and Success Criteria

Secondary Example

Week 2.1 Cellular organisation – from cells to organisms

Thursday, July 15, 2021 8:37 AM



Learning Intentions

Module 2 - Organisation of cells

Inquiry question: How are cells arranged in a multicellular organism?

- Compare between unicellular, colonial and multicellular organisms.
- Investigate the structural differences between unicellular, colonial and multicellular organisms.

Open the jamboard link below

https://jamboard.google.com/d/1ztSGX58AzTs0AH0XJInDHowD_Cb1-scszMI-fW4VBf0/edit?usp=sharing

Your teacher will give you instructions to complete the task in a collaborative way.

In the description column include:

number of cells, type of cell (eukaryote/prokaryote), functions carried by cell/s, lifespan, reproduction type (asexual/sexual)

Question 1

Key Question

Paste a screenshot of the jamboard activity below:

What can Feedback Look Like? Timing

Turn around time

- Daily
- Weekly
- When and how often will you provide feedback for a task?
- Time for learners to act on it and to adjust learning
- Constructive
- Link to personal learning goals



Frequent and Often

How can you give students Feedback?



Explicit, multimodal ongoing feedback

- Written
- Verbal
- Online
- Whole class
- Peer

Cool Tools

Feedback online – Formative Feedback ideas

Jamboard

Microsoft Whiteboard

Reflect tool in TEAMS

Share an answer for discussion

Exit Tickets Google forms or
Microsoft forms

Comments in Word
or Google Docs

One Note Voice
recording with
marking

PowerPoint – verbal
feedback recording

What's next

Share your plan

- Cliff hanger...
- Ask students what they would like to focus on in the next session?
- Reinforce the time and the place of the next session.
- Reminders of any work you want them to complete.
 - Any recordings of explicit teaching you want them to watch.



Collaborate

Alone we can do so little, together we can do so much

- Share the load
- Colleagues at your school, in your network or online
- Cloud based collaboration- Google Drive or One Drive
- Naming conventions and file structure
 - Idea: T3W5 L1 Numbers



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Top Tips for presenting on- line.

Checklist

Internet connection

Audio setup

Distractions Minimised

Attire

Online space setup

Camera Setup

Lighting

Speaker Presentation Checklist  AURORA COLLEGE
Tips for Online Presenting

	<ul style="list-style-type: none"><input type="checkbox"/> Please use Google Chrome<input type="checkbox"/> Is the internet connection stable?<input type="checkbox"/> Check all other windows and applications are closed (such as Sound System notifications in Microsoft Teams or Outlook)
	<ul style="list-style-type: none"><input type="checkbox"/> Are audio and camera set up ready? Unmuted etc?<input type="checkbox"/> Does a microphone or headset need to be used for better audio quality?<input type="checkbox"/> How many screens will be available for your use on the day?
	<ul style="list-style-type: none"><input type="checkbox"/> Check your mobile phone is on mute.<input type="checkbox"/> Turn Bluetooth turned off if you are using Bluetooth headset.<input type="checkbox"/> Save the mobile number for your Aurora College contact person so that it is accessible. Please provide your mobile.<input type="checkbox"/> Have a clock visible to assist with time keeping
	<ul style="list-style-type: none"><input type="checkbox"/> Wear neat attire with block colour tops<input type="checkbox"/> Avoid small stripes such as pin stripe shirts<input type="checkbox"/> Avoid patterns as backgrounds may interfere with your image
	<ul style="list-style-type: none"><input type="checkbox"/> Use a plain background, simple image or select the blurred background<input type="checkbox"/> Reduce background noise<input type="checkbox"/> Do people know not to disturb during the presentation?
	<ul style="list-style-type: none"><input type="checkbox"/> Always have the camera/webcam at eye height so you can look directly into the camera.<input type="checkbox"/> Point the camera slightly down and look slightly up for a better angle.<input type="checkbox"/> Also consider elevating your laptop for a better camera angle
	<ul style="list-style-type: none"><input type="checkbox"/> Use natural lighting where possible<input type="checkbox"/> The light source should not be behind the presenter as this will cause glare

Top Tip!

Welcome Monday Tuesday Wednesday Thursday Friday

Monday: 9:30am Zoom
Weekly check in

Tuesday: 10am Masterclass Zoom
Librarian Mr Clue

Wednesday: 10am Zoom
Maths Lesson

Thursday: 2pm Zoom
Independent working

Monday: 10am Zoom
History Lesson

6SM Welcome to week 5!

Join all Zoom meetings with the below link:

<https://nsweducation.zoom.us/j/67380500144?pwd=NlVQ4aFB2bUI>



EXIT TICKET

Great Strategy for Feedback



The form is titled "Exit Ticket" and is set against a background illustration of a hiking trail with a sign showing two hikers. The form contains several text input fields for student information and feedback.

Exit Ticket
Before you leave class today, answer the following questions.

Name
Last name: _____
First name: _____

Email
Email address: _____

What's one important thing you learned in class today?

Did you feel prepared for today's lesson? Why or why not?

What would help make today's lesson more effective?

EXIT TICKET

Great Strategy for Feedback

- <https://forms.office.com/r/6VHcUkgp3Q>



Ask them a key question.
Check your LISC.
Inform your practice.
Where to next?

Key Resources – Other teams

NSW Department of Education Log in

NSW GOVERNMENT Digital Learning Selector

Home Learning activities Learning tools Info News

Featured activities and tools

- Plus, Minus, Interesting (PMI)**
A thinking tool that encourages the examination of ideas and concepts from different perspectives.
[Go to activity](#)
- Think - Pair - Share**
This teaching strategy allows students to collaborate to generate more ideas prior to, during or after learning new concepts.
[Go to activity](#)
- Thinking skills**
Encourage critical and creative thinking, problem solving, computational and systems thinking, ethical reasoning, design thinking and metacognition.
[Go to activity](#)
- Chrome Music Lab**
A website that makes learning music more accessible through fun, hands-on experiments.
[Go to tool](#)

[Explore Learning activities](#) [Explore Learning tools](#)

NSW Digital Learning Resources Hub

Resources

Browse or search our library of digital learning resources

Search on a keyword, "phrase (inc. quotation marks)", topic, NSW Syllabus or Australian Curriculum codes/descriptions

Years Learning Area Resource Type Source [Clear all](#)

Browse Resources

- Fractions and proportional reasoning**
Teacher guide
Proportional reasoning to solve ratio problems
- Fractions and proportional reasoning**
Classroom resource
Tangrams 3 exploring halves
- Multiplicative thinking**
Classroom resource
Remainders game



<https://edu.nsw.link/DLS>



<https://edu.nsw.link/DLRH>



Key T4L LFH Resources



Technology 4 Learning
NSW GOVERNMENT
T: 1300 323 232 E: t4linnovations@det.nsw.edu.au

About Us magazine.T4L Events Blog Resources T4L Kids Contact

Home / Blog / T4L Blog - 2021 / Aug / Moving to teaching and learning online? Links to new resources here

Moving to teaching and learning online? Links to new resources here

09 Aug 2021



Is your school moving to teaching and learning online? Here's a roundup of new T4L resources that will help you out as you embark on this journey. Many have been created in Term 3, 2021 and are designed to support you as you move into this space. **Make sure you join our T4L teacher community in Teams** now and get access to daily updates and catch up with resources as they're added.

Independent learning resources for students

Have you seen T4L Kids? There are five editions of this magazine for students suited to Stages 2-4 and our latest edition contains 6 independent classroom challenges for students to get stuck into (there are online and offline tasks for each student).

Check out T4L Kids magazine and all the issues here.

T4L TV for kids

We've got a range of bite-sized videos for students to learn how to use platforms and tools online. Made for kids by teachers.

Look at the range of T4L videos for kids.

magazine.T4L for teachers

Want to get up to speed with some of our collaborative teaching and feedback/assessment platforms like Google Classroom and Microsoft Teams? There are sixteen editions of magazine.T4L which have been developed for teachers by teachers. Our bumper edition out in Term 3 covers everything you need to know about teaching and learning online.

Read the latest issue now and check out the back issues too.

Latest news

- [National Science Week is nearly here!](#)
05 Aug 2021
- [Online teaching and learning - listen to the Virtual Staffroom](#)
02 Aug 2021
- [Education Week resources](#)
27 Jul 2021
- [Upgrade to Canva for Education!](#)
15 Jul 2021
- [Did you miss a webinar?](#)
15 Jul 2021
- [Discover T4L Kids magazine!](#)
13 Jul 2021
- [Term 3 resources for your digital classroom](#)
12 Jul 2021
- [Discover magazine.T4L!](#)
12 Jul 2021
- [Eco-warriors unite!](#)
01 Jun 2021

<https://edu.nsw.link/LFHT4L>



Key Resources – Hot off the press



<https://edu.nsw.link/T4LKids>



<https://edu.nsw.link/MagT4L>

Survey

This is ONLY for PST that have already completed a flexible professional experience placement in Term 3.

If they can complete the following survey please.

