

Webinar

Remote and online teaching and learning

➔ The four contributors
to this infographic are:



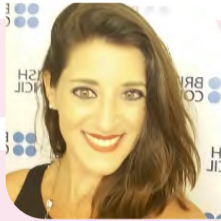
Vicky Saumell

Vicky Saumell is a **teacher, trainer, materials writer and presenter**. She currently teaches at primary and secondary level schools in Buenos Aires, Argentina. She has worked as a writer and trainer for major publishers. She is the coordinator of IATEFL Learning Technologies SIG. Her current interests are learning technologies and project-based learning.

Graham Stanley



Graham Stanley is **the British Council's English for Educational System Lead in the Americas**, based in Mexico City. Before this, he was the British Council's Country Director in Uruguay, leading on the large-scale primary school remote teaching project with Plan Ceibal. He is Editor of Remote Teaching (British Council, 2018) and author of Language Learning with Technology (CUP, 2013).



Alicia Bustos

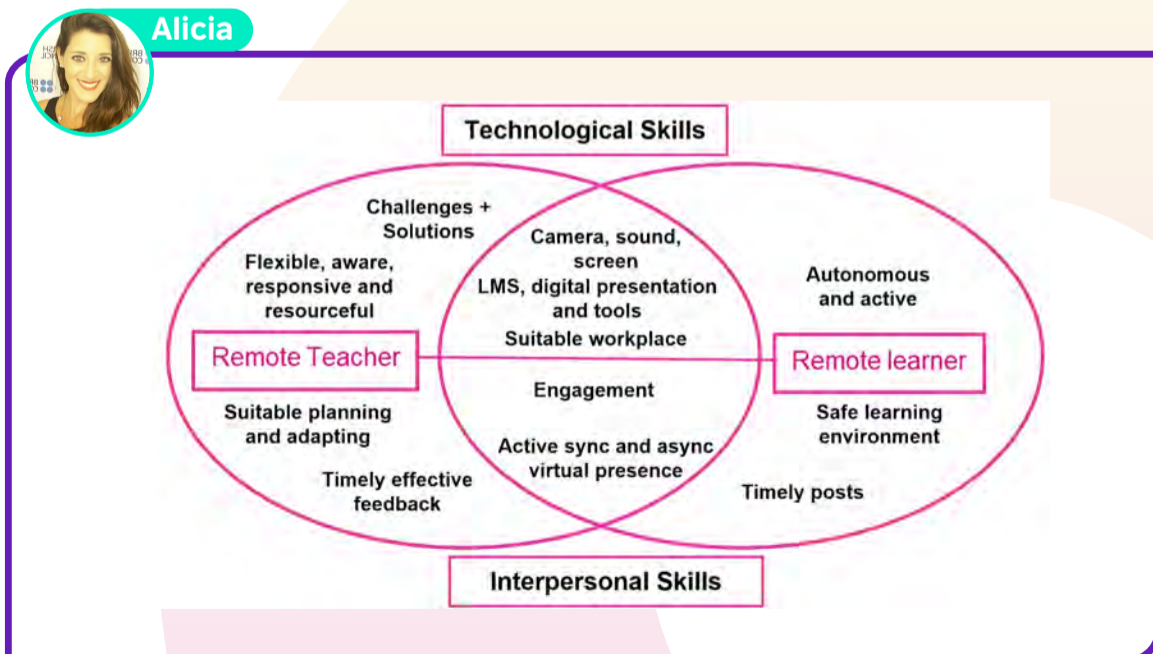
Alicia Bustos is a **University Teacher of English Language and Literature** and a DELTA trainee with 20 years' experience in teaching and project management. She is the British Council Quality and Professional Development Manager, based in Buenos Aires. Before this, she was British Council Remote Teacher Coordinator for 5 years, mentoring remote teachers in teaching as well as technology. She was also a remote teacher herself for 7 years.

Russell Stannard



Russell Stannard is **the founder of www.teachertrainingvideos.com and a NILE associate trainer**. He teaches on several MA programmes, specialising in the use of technology in language training. He is a previous winner of the British Council ELTons Technology Award and his YouTube channel has more than 65,000 subscribers.

Q1 What are the new skills needed for effective online teaching and learning?



Alicia



- ▶ **The main skills required for online teaching and learning are personal and technological skills.**

Personal skills help us to humanise the technology

Teachers should know how a video conferencing tool can be used to share the screen, or play a video with sound, but they also need to be aware that they can get their message across by being conscious of their body language and how hand gestures can be used to convey meaning. This is particularly important for language learning.



Technical skills

Both teachers and students should be able to create engaging online presentations. For teachers these are used for managing the learning and learners use them to present their language to the group, or for assessment.

Teachers need to become familiar with both synchronous (at the same time) and asynchronous (at a time of the student's choosing) tools that can help their students develop their language skills.



Synchronous tools like:

- ▶ **Zoom** <https://zoom.us/>
- ▶ **Google Meet** <https://meet.google.com/>
- ▶ **Teams** <https://teams.microsoft.com/>

Alicia



Used in conjunction, for example, with:

- ▶ **Padlet** <https://padlet.com/>
- ▶ **Jamboard** https://edu.google.com/intl/ALL_uk/products/jamboard/
- ▶ **Mentimeter** <https://www.mentimeter.com/>
- ▶ **Answer Garden** <https://answergarden.ch/>



Ideally, teachers need a comfortable and quiet workplace where they won't be disturbed and should have a clear background, if possible.

Blurring the background can help, if this is not possible.

Teachers need to be active in the synchronous classroom and to engage with the learners to keep them on track, they also need to be present in the asynchronous materials, following up on posts made by students as soon as they can. This is referred to as social presence.

The teacher should get to know their learners and plan the content accordingly, taking into account learners' needs and likes. Adding in elements of gamification can also help, using tools, for example, like:

- ▶ **Quizizz** <https://quizizz.com/>
- ▶ **Kahoot** <https://kahoot.com/>
- ▶ **Bamboozle** Bamboozle -- <https://www.baamboozle.com/>
- ▶ **Wordwall** Wordwall -- <https://wordwall.net/>

Good remote teachers should be well prepared for synchronous sessions and have a backup plan for when things go wrong, they need to be adaptive and flexible.

A good remote learner needs to develop skills in autonomy and teachers need to support this development.



Graham

A good Remote Teacher (RT):

- ▶ finds way of communicating effectively at a distance.
- ▶ promotes collaborative work in the LMS.
- ▶ is not a ‘talking head’ and uses gestures effectively.
- ▶ is camera-aware and tries new ways of transcending the screen.
- ▶ keeps the learners active during the lesson.

From: 'Remote language teaching and continuing professional development' by Alicia Artusi and Graham Stanley in Digital Innovations and Research in Language Learning by Sophia Mavridi, and Vicki Saumell (2020) and link to: <https://itsig.iatefl.org/new-research-book/>

Q2 What have been the best ways you have found to communicate with your learners when you teach remotely?

Q3 What kind of technology and tools do you use to deliver the lesson and share your materials?



Vicky

Vicky works in a quite privileged context where the students all have access to devices and operates a teaching ecology with three parts:



A Learning Management System (LMS), for example like:

- ▶ **Google Classroom** <https://edu.google.co.uk/products/classroom/>
- ▶ **Blackboard** <https://www.blackboard.com/about-us>
- ▶ **Moodle** <https://moodle.org/>
- ▶ **Edmodo** <https://new.edmodo.com>
- ▶ **WhastApp** <https://www.whatsapp.com/>



Vicky



Materials can be posted on the LMS by the teacher and students can interact with them asynchronously.

Teachers need to look at what the students are doing here regularly, commenting on their postings. The teacher should be 'visible'. The work in the asynchronous tools should be linked to the activity in the synchronous tools and vice versa.

Pick tools to suit the context, which is why we include WhatsApp, which can be used where access to the internet is limited.



The second part of the ecology is a synchronous tool like Zoom, Teams or Google Meet, for example.



The third part of the ecology is a range of additional tools like Padlet, Mentimeter, Google Docs, for example.



Russell

Asynchronous content is the centre using an LMS, for example, Edmodo.

Asynchronous content is the centre using an LMS, for example, Edmodo.

Live sessions should be active, and teachers should know the tools they are using and the capabilities.

Wakelet is a good alternative to Padlet and doesn't limit the number of boards you can create.

► **Wakelet** <https://wakelet.com/>

Q4 How can teachers develop productive skills when online?



Russell

Screencasting tools like Screencast-o-matic can be used for students to present language to others. They can record themselves talking about a picture, presenting a website, or making an argument. They can use a tool like Google Earth to show a place students have visited, or would like to visit.

► **Screencast-o-matic** <https://screencast-o-matic.com/>



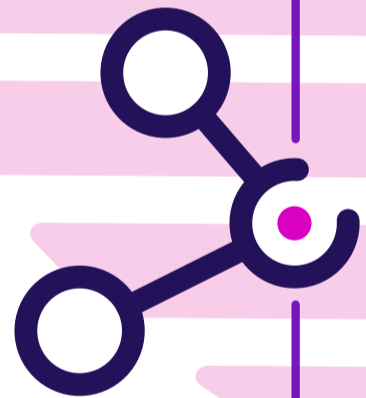
Alicia

To promote **language production**, it is good to start with authentic, but graded materials from a variety of online sources on topics of interest to the students. Include plenty of controlled practice in the lesson and make sure any freer production activities are effectively scaffolded.

Teachers need to give clear instructions and model language. Provide opportunities for the students to **interact with each other**.

Feedback and correction are an important when students are producing language. Encourage **self-correction and re-formulation of the language**. Finish off a session with some follow-up questions.

Production practice will mostly occur in synchronous sessions, but if students record material, this can be uploaded to the LMS for review. The LMS is where students can upload written text, or tools like Google documents, Jamboard, or Padlet can be used for writing and feedback. **This can be real time feedback, in some cases.**



Q5 Can you share two activities that are truly engaging for online learning?



Vicky

Getting a job: recruitment tasks
Students' names:

Read the 9 steps and put them in order	Prepare a person specification	Check or write a job description	Advertise the job	Carry out screenings and interviews	Shortlist applicants from the first interviews	Select the most suitable candidate	Conduct second interviews	Make a job offer	Send feedback to unsuccessful candidates
Write a CV	Look for the job what you want	Search for job openings	Go to the job interview	Wait for the answer	Go to the SECOND job interview	Accept/refuse the offer.	Search for other job if you don't apply.		
Build a digital profile.	Use your contacts to find a job.	Send a CV	Interview about company details						
Write a cover letter.									

Engaging online tasks

Vicky Savnell

When this activity starts, the students can only see the yellow Post-It notes. They are asked to work in groups and put them in order according to how a company would recruit someone. After working in groups, the students come together as a class to agree on a possible order.

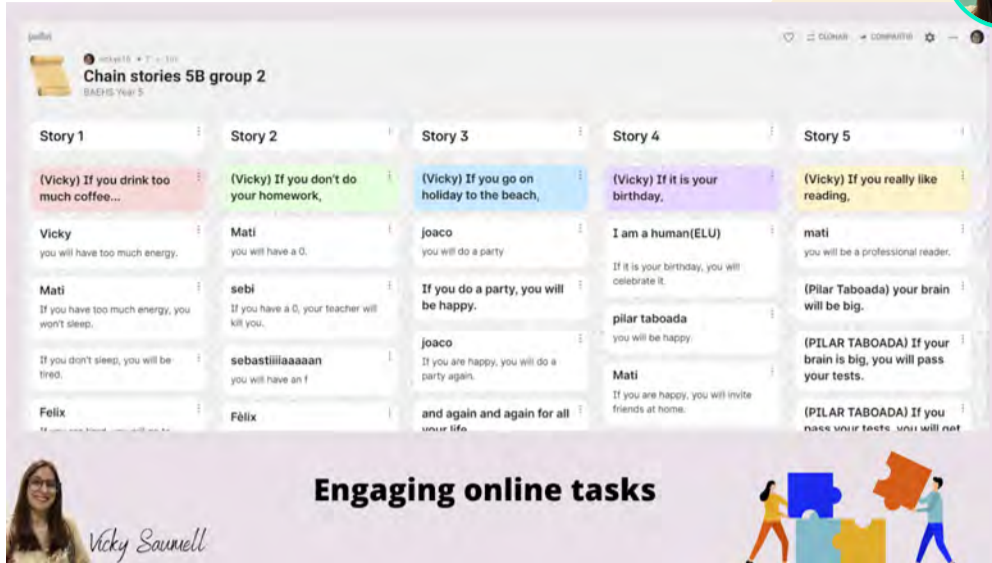


The orange Post-It notes are ideas generated by the students about how recruitment occurs from **their perspective**. After this, in groups, they match the yellow and orange Post-It notes together. This is an activity for teens, or adults.



Vicky

Activity 2



Engaging online tasks

This is an activity for lower-level learners using Padlet. It is a 'chain story', with conditionals. The screen shot shows how it works and how each new conditional relates to the last one posted. Vicky says that when she tried the activity, the students got so engaged that some of them asked for their own column. It is aimed at younger learners.



Graham

Two games

▶ Game 1

This first game is both a story-telling and an 'Escape the Room/Island' game. The activities can be adapted to suit the level of the learners.



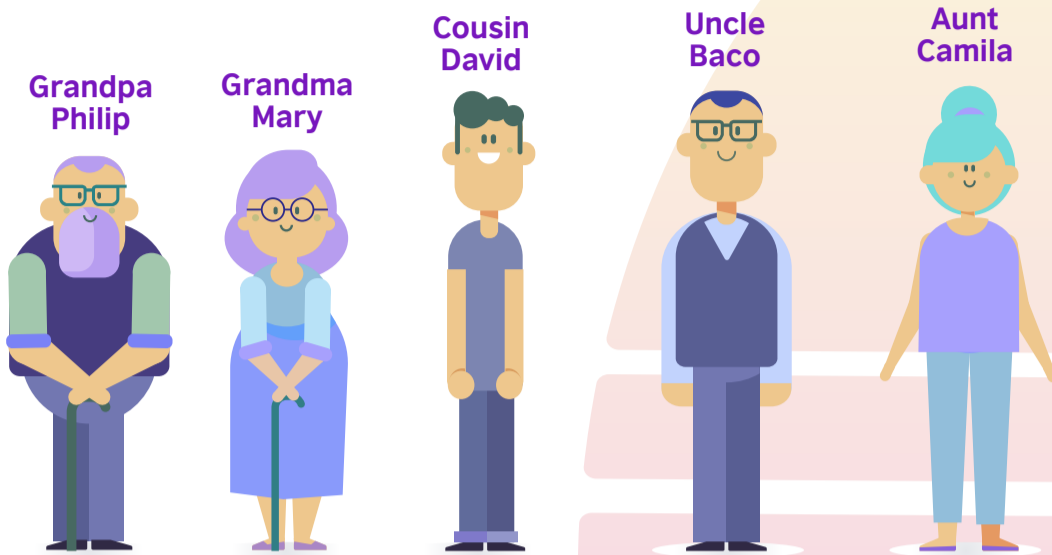
The students need to work together to find treasure on an island. There is a map, which one of the students has. You can get all the related materials here:

<https://www.slideshare.net/bcgstanley/get-the-treasure-and-escape-the-island?>

Each student also has to decide on a personal goal for the game e.g., writing a story about their time on the island. The students might reveal this goal during the game.

Random elements can be added by throwing a dice students pick a card, or they can have cards with 'Yes', 'No', or 'True', or 'False'. The idea that as they work through the tasks, the students co-create a story for themselves and add features to the island to suit their story.

▶ **Game 2**



Small talk

The weather's lovely/horrible today, isn't it? ----- How is school/ work?
 Did you see the news today? ----- What's new?
 How was your week/weekend? ----- Did you have a good day?

Apologising and making excuses

I'm very sorry, but... ----- Unfortunately, I have to...
 Sorry for the inconvenience, but... ----- I'm afraid I have to...
 I'm sorry to trouble you, but... ----- I hate to say this, but...
 I've got a bit of a problem, you see... ----- Apologies, but...

<https://www.slideshare.net/bcgstanley/using-digital-technologies-escape-room-games>

Students take on the role of a member of the family that they are given by the teacher. Everyone has been invited to a family dinner party to celebrate Cousin David's birthday.

Language connected to 'small talk' and 'apologising and giving excuses' can be pre-taught.

The objective is that the character needs to leave early, but they have to leave without offending the other family members. It can be played in small, or larger groups. The students are sent to breakout rooms at intervals to talk about what they might say, or do. This is a game at around B1 level.

Q6 How do you check learners' understanding and progress during online lessons?



Russell

We have a sense that **face-to-face** lessons are easier to manage, because we have a feeling about how the lesson is going. This is argued to be less true online, so we can use other tools to check progress, like Wordwall, or Quizziz. These can be used to test students' understandings of a lesson, whether they have learned the language point. These can be used during a lesson. You can also check understanding, or progress by using the production tools mentioned earlier.

A way of checking progress over time is to **use an e-portfolio**. This is a way of storing examples of students work, which can be selected and presented for summative assessment. One tool you can use for this is Google sites, you could also use a shared Google folder of document for each student. Blogs and wikis can also be used in this way.



Alicia

Sync

- ▶ Gestures, body language
- ▶ Eliciting
- ▶ CCQs
- ▶ ICQs
- ▶ PW and GW + monitoring
- ▶ Oral Feedback
- ▶ Self / peer correction + reformulation
- ▶ Follow up questions
- ▶ Metacognition
- ▶ Online games
- ▶ Polls

Async

- ▶ Written Feedback
- ▶ Self / peer correction + redrafting
- ▶ Follow up questions
- ▶ Online games
- ▶ Polls



Alicia

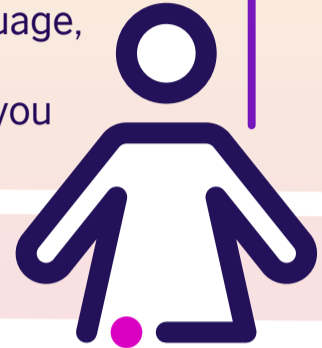


When teaching synchronously there are a number of options to consider, as can be seen in the bullet point list above.

Thinking about how to use gesture and body language, about ways of eliciting language using Concept Checking Questions (CCQs) and making sure that you have checked the students understand what they are to do (Instruction Checking Questions – ICQs).

Making the lesson as active as possible with pair and group work. Providing feedback, getting the students to correct each other and reformulate language.

Ask follow up questions and also ask the students what they have learned (metacognition). Some of this checking can be achieved through online games and polls, as suggested elsewhere.



Q7 How can teachers embed formative assessment into activities?

Vicky



If you want to give formative feedback, both the task and the feedback need to reflect this. Go for creation or production tasks rather than information tasks. Make sure the feedback helps the student to do better the next time. It shouldn't be a score, or only a 'Well done', it needs to show the student how to do better.



Graham



e-portfolios act as a showcase for learners' work and can be presented for both formative and summative assessment. It is important that students need to learn how to evaluate their own work, how they are progressing. They need to be able to review an output and decide how good it is, and then think about strategies to improve it.

Graham



Publishing the work helps to get students to be more **focused on improving the quality of the work**, but it doesn't have to be published to the whole world. It might be to a small group of students, to other classes in the school, it might include the parents. Publishing encourages the students to review the material, to make it the best they can.

Tools for video editing

- ▶ **Canva** <https://www.canva.com/>
- ▶ **Wevideo** <https://www.wevideo.com/>
- ▶ **Moovavi** <https://www.movavi.com/>



For further information on all aspects of NWOT see:

<https://americas.britishcouncil.org/new-ways-of-teaching>

Or, click on the QR code

