

Designing course materials for remote learning

Introduction

This training session has been designed to encourage teachers to work together planning lessons and sharing ideas, and to help them compare the differences and similarities between teaching remotely and teaching in the physical classroom.



In the session participants will have an example text to use as the basis for designing a session cycle including pre-lesson, while -lesson and post-lesson activities. They will finish by discussing the differences between classroom and remote delivery of the lesson.

Webinar time reference: 10:20 – 25:40

Time: 60 minutes

Aim: To enable participants to collaboratively design a remote lesson.

Preparation:

- Make copies of the example text and the session structure from the materials section below.

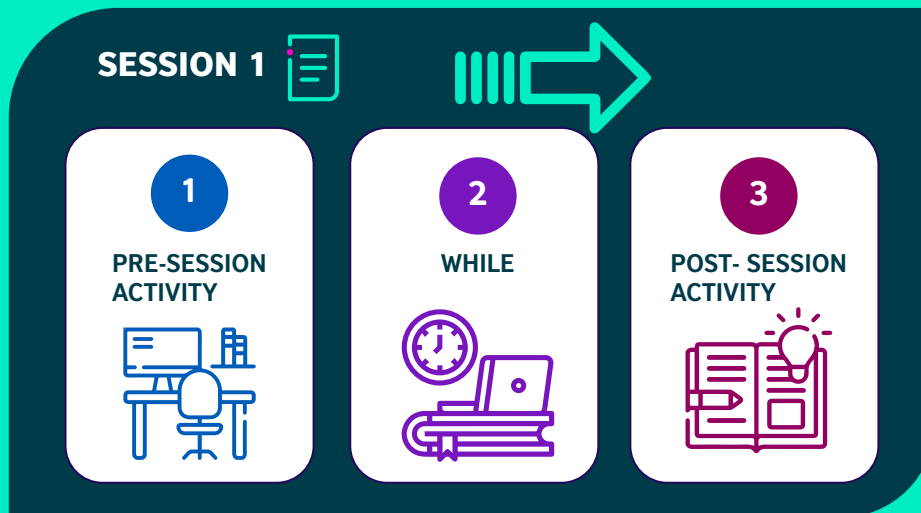
Procedure

- Tell the participants that they are going to design a lesson.
- Show the participants the suggested lesson structure and explain that the lesson can consist of three parts.
 1. What the students do before the lesson,
 2. What the students do in the classroom during the lesson,
 3. What the students do after the lesson.

- Tell the participants that they are going to work on an example lesson about diversity.
- Put the participants into groups and give them the example text and ask them to brainstorm activities they could get students to do before the lesson to help them prepare for the lesson.
- Set them a time limit and ask them to focus on quantity of ideas rather than quality.
- Get the participants to stop and regroup them, so they are with people from a different group. Ask them to share the ideas they brainstormed.
- Ask each group to select 2 – 3 ideas that they liked best and share them with the class.
- Next, ask the participants to think about what they would do during the lesson and how they could build a lesson around the example text. Again, ask them to brainstorm ideas in groups.
- Once they have finished, ask them to plan the first two parts of the lesson structure using the ideas they have brainstormed.
- Once they have finished, ask them to compare their lessons with participants from another group and see if they can get some feedback and steal some ideas to enhance their own lesson.
- Give them time to adjust their lesson plans and work in any of the new ideas or feedback they got from other groups.
- Next, ask the groups to brainstorm and post lesson activities they could get students to do at home.
- Get them to share their ideas with the class, and then ask the participants to select ideas to complete their lesson cycle.
- Finish with a discussion on how the lesson plans would differ if they were delivering the lesson remotely or face to face.

Materials:

Slide 1 showing lesson structure.

**Example text****Exploring Diversity****What is diversity?**

At its most basic, diversity is about differences. It's often viewed as being differences in culture, but it really goes beyond that to all the wonderful things that make people unique individuals, even within their own culture. Every person is as unique as their own fingerprints, and diversity is about understanding and appreciating that.

Why has diversity become important?

Technology has made international communications much cheaper and more powerful. This has made it possible for companies to employ people almost anywhere in the world or you can study or even teach in a university in another country and never leave your home.

The biggest factor though is human migration. Many more people are moving to other countries to look for work, better conditions or to escape war or other types of violence.

What's good about diversity?

Having diverse groups of people can lead to great creative innovations in the development of new products, arts and ideas. Research has shown that companies that employ a diverse range of people from across cultures are generally much more successful than those that don't.

What are the problems with diversity?

Being confronted by people with different ideas, culture and beliefs can be challenging. We take a lot of our own culture and ways of life for granted, but when people see these things changing, they can feel confused and afraid.

How do we overcome these problems?

To be able to embrace and benefit from diversity, we need to be able to engage in dialogue. We need to be able to talk and ask questions to find out more about other cultures. We need to be open to people engaging with us about our own culture and beliefs, and accept that we don't need to impose our culture and beliefs on others. We can exist side by side and enhance each other.

Additional resources

Teaching pathways: Skills for remote teaching

- Learn and reflect on the skills you need to develop when you make the change from classroom to remote teaching with this free 5-week course.

<https://www.teachingenglish.org.uk/article/teaching-pathways-skills-remote-teaching>

Remote teaching tips

- Technology has already transformed our century. Smartphones, cloud computing, social media and videoconferencing are only a few of the major innovations that have exploded onto the scene. This publication offers a range of practical tips and advice for remote teaching in all contexts.

<https://www.teachingenglish.org.uk/article/remote-teaching-tips>

Teaching online - supporting and mentoring teachers remotely

- This is the fourth in a series of webinars, which offers guidance in key areas. This webinar is for managers, coordinators and school owners and focuses on supporting and mentoring teachers remotely.

<https://www.teachingenglish.org.uk/article/teaching-online-supporting-and-mentoring-teachers-remotely>

Professional practice pathway: Planning lessons and courses

- Download this professional practice pathways document to help you develop your skills in the professional practice 'Planning lessons and courses'.

<https://www.teachingenglish.org.uk/article/professional-practice-pathway-planning-lessons-and-courses>

Inclusion in remote teaching contexts

- Remote learning can be difficult for everyone, but it can be especially difficult for vulnerable communities. This guide describes the ways that access and engagement can be blocked in remote learning and suggests practical ideas to increase learning opportunities for all.

<https://www.teachingenglish.org.uk/article/inclusion-remote-teaching-contexts-0>