Online lessons that are active and interactive

Laura Patsko

12 May 2020

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Today's webinar: Online lessons that are active and interactive

These days, more and more teachers and learners are finding ourselves spending the majority of our days online – planning lessons, doing self-study or attending live synchronous classes. We can look on the bright side and say, "Well, if we have to be locked down at home, at least we have the technology nowadays to keep us connected." But there's no denying that, for many people, sitting and staring at a computer screen for long periods every day is not very motivating or healthy (either mentally or physically). So how can we boost levels of energy and engagement in our live classes? This webinar will demo a few tips and tricks, and invite teachers who have recently moved their classes online to share their own insights.

Laura Patsko is a Language and Learning Consultant who spends a lot of her professional time these days developing digital learning content and tools! She is an experienced teacher, trainer and researcher, specializing in teacher education, pronunciation and ELF, and is author or co-author of several books, chapters and articles on these topics. She tweets as @lauraahaha and @blackbirdLXD.

ADVANCING LEARNING

Before we begin…

Can you all see me?

Can you all hear me?

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In this webinar…

1	What are we doing?
2	Why make things more active and interactive?
3	…and how?
4	Q&A / Ideas sharing

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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, Federica or Mike will take over temporarily! ☺

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What are we doing?

1.0

News flash!

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"Emergency Remote Teaching"

"The primary objective **in these circumstances** is **not** to re-create a robust educational ecosystem but rather to provide **temporary access to instruction and instructional supports** in a manner that is **quick** to set up and is **reliably available** during an emergency or crisis."

(Hodges et al, 2020; emphasis added)

https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning

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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

Instagram

charliemackesy

To all teachers coping with teaching online. Thankyou x

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New (temporary?) 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

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Why are you attending this webinar?

1. **For wisdom**

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

(Source unknown)

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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**

Answer via the poll, which will appear on your screen in a moment…

Image credit: **https://twitter.com/Microsoft/status/1242590740275818497**

ADVANCING **LEARNING**
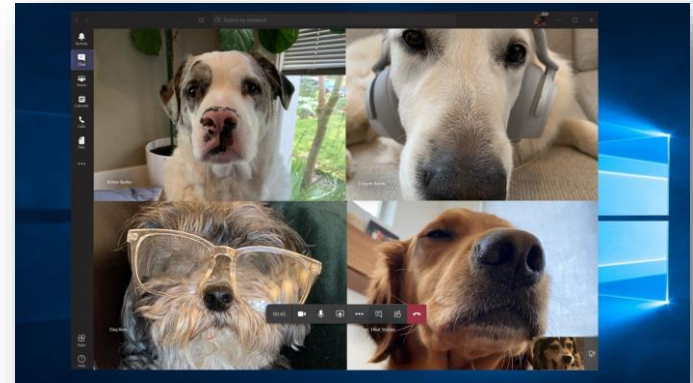
And now…

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.

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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…

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Universal Design for Learning

Universal Design for Learning Guidelines

Provide multiple means of **Engagement** ➔ Affective Networks The "WHY" of learning	Provide multiple means of **Representation** ➔ Recognition Networks The "WHAT" of learning	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) ❯	Provide options for **Perception** (1) ❍ • Offer ways of customizing the display of information (1.1) ❯ • Offer alternatives for auditory information (1.2) ❯ • Offer alternatives for visual information (1.3) ❯	Provide options for **Physical Action** (4) ❍ • Vary the methods for response and navigation (4.1) ❯ • Optimize access to tools and assistive technologies (4.2) ❯
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) ❯	Provide options for **Language & Symbols** (2) ❍ • Clarify vocabulary and symbols (2.1) ❯ • Clarify syntax and structure (2.2) ❯ • Support decoding of text, mathematical notation, and symbols (2.3) ❯ • Promote understanding across languages (2.4) ❯ • Illustrate through multiple media (2.5) ❯	Provide options for **Expression & Communication** (5) ❍ • Use multiple media for communication (5.1) ❯ • Use multiple tools for construction and composition (5.2) ❯ • Build fluencies with graduated levels of support for practice and performance
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 **Comprehension** (3) ❍ • Activate or supply background knowledge (3.1) ❯ • Highlight patterns, critical features, big ideas, and relationships (3.2) ❯ • Guide information processing and visualization (3.3) ❯ • Maximize transfer and generalization (3.4) ❯	Provide options for **Executive Functions** (6) ❍ • Guide appropriate goal-setting (6.1) ❯ • Support planning and strategy development (6.2) ❯ • Facilitate managing information and resources (6.3) ❯ • Enhance capacity for monitoring progress (6.4) ❯

Provide multiple means of
Action & Expression ➔

Strategic Networks
The "HOW" of learning

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

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Making lessons interactive: Online challenges

In a Communicative approach, online environments can pose challenges for the frequent interactional aspects of teaching which we might normally take for granted:

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

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

3.0

Top tip!

In this order:

1. **<u>Explain</u>**: Give instructions verbally AND display the instructions on the screen.

2. **<u>Demonstrate</u>** the activity.

3. **<u>Check</u>** 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…

ADVANCING **LEARNING**

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.

ADVANCING **LEARNING**

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.

Demo!

ADVANCING
LEARNING

A classic Communicative activity… adapted!

Find someone who…

- has been to London.
- has been living
  for th[...]y this
- [...]ever eaten sushi.
- has been teaching for over 10 years!

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.

Your turn!

**ADVANCING
LEARNING**

A cla**Your turn!**e activity… adapted!

1. **You've got <u>2 minutes</u> to find a <u>minimum of 3 items</u> 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 for 2 minutes now.**

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.

ADVANCING
LEARNING

A cla Your tur

1. **You've got** ...h...
   find a ut you keep
   on this li .
2. **Unplug y** ixed!
   (You will ot of
   when I ca
   activity a over a year.
3. **If you thi** or ages and
   me, set an d.
   minutes now.

ADVANCING **LEARNING**

Can you see me?   Can you hear me?

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A classic Communicative activity… adapted!

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.

Your ideas!

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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!

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

Your favourite snack!

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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?

ADVANCING
LEARNING

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

ADVANCING
LEARNING

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)

ADVANCING
LEARNING

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

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Problems to mime/narrate

Photo by Martha Dominguez de Gouveia on Unsplash

Photo credit: Shutterstock.

Photo by S L on Unsplash

You've arrived late for a hospital appointment and can't find the Reception area.

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

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

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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.

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A real-life problem

Photo credit: Patsko family, 2020.

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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

ADVANCING LEARNING

Labelling and remembering

painful

Demo!

All images from Pixabay

ADVANCING LEARNING

Labelling and remembering

All images from Pixabay

Labelling and rem

Images from Pixabay

ADVANCING
LEARNING

Can you see me?

Can you hear me?

ADVANCING
LEARNING

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?**

Image by Alexandra_Koch from Pixabay

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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)

delicious

Yoshiko

All images from Pixabay

ADVANCING LEARNING
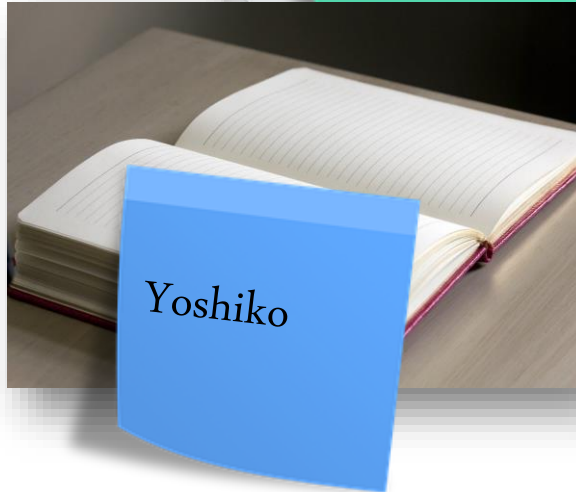
Top tip!

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.

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Stand up and sit down!

Which word <u>didn't</u> you hear?

Storysong from Bebop Level 2, Unit 6

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Stand up and sit down!

again

today

day

now

Which word didn't you hear?

Storysong from Bebop Level 2, Unit 6

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ADVANCING LEARNING

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.

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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 <u>didn't</u> you hear?**

Life Skills video from Gateway Level A2, Unit 4

ADVANCING
LEARNING

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 <u>didn't</u> you hear?**
3. **Now look at the exam task. Which word goes in each gap?**

Life Skills video from Gateway Level A2, Unit 4

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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.

ADVANCING **LEARNING**

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

Life Skills video from Gateway Level A2, Unit 4

advancing
LEARNING

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.

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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.**

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Option 1: Go to www.menti.com and enter the code 32 96 11.

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/9qy7218atr
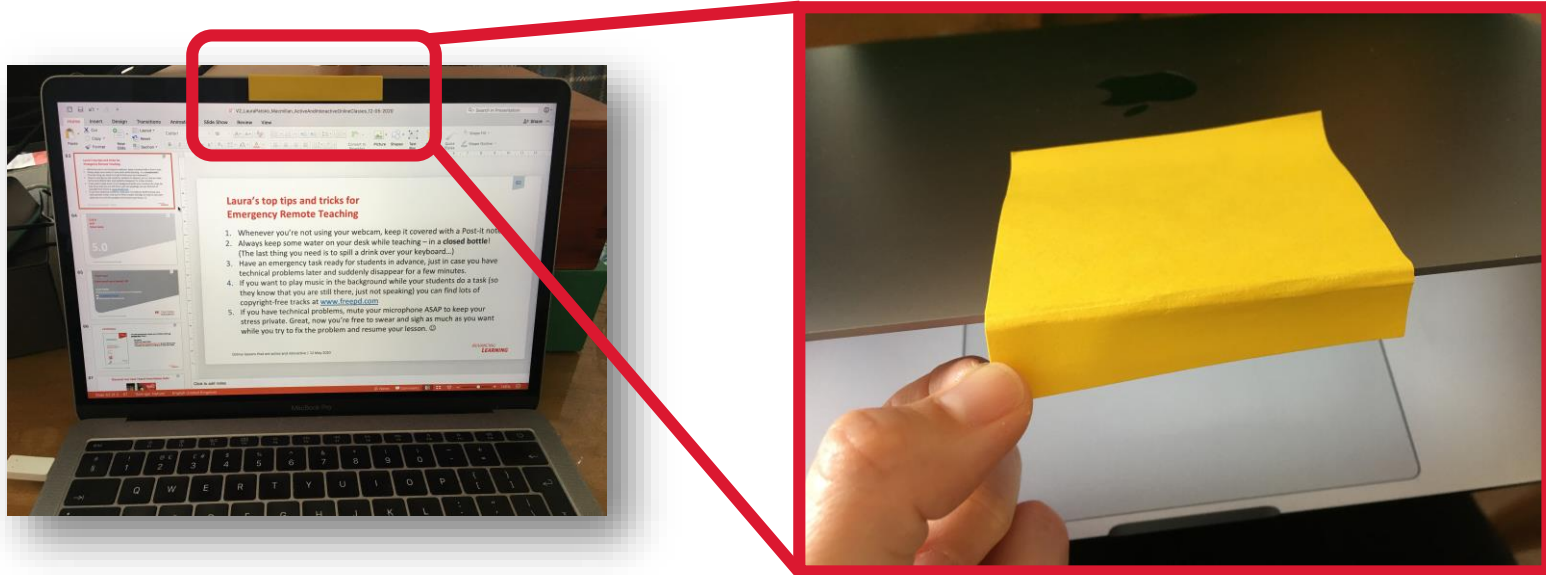
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One last thing before you go!

Laura's top tips and tricks for Emergency Remote 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 Emergency Remote Teaching

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

ADVANCING LEARNING

Laura's top tips and tricks for Emergency Remote 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
5. If you have technical problems, mute your microphone ASAP to keep your stress private. Great, now you're free to swear and sigh as much as you want while you try to fix the problem and resume your lesson. ☺

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**Q & A
and
Ideas swap**

5.0

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Thank you!

(Now wash your hands!) ☺

Laura Patsko

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✉ hello@blackbirdlxd.com

🐦 @lauraahaha / @blackbirdLXD

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