

University online teaching – worried about teaching online ourselves! sending out packs of manipulatives to students to use (possibly schools to send similar packs to pupils?). Tutors model, or create videos of selves using. Awareness that online teaching lends itself to visual explanations rather than kinaesthetic. Need appropriate physical space to teach (ie not from bedroom), equipment and broadband. Using Canvas big blue button, Blackboard collaborate, Teams and Zoom. Also model the use of distance tools such as mathsbot, graphing software and visnos. Formula for sessions: watch, read, activities, reflect. Timetabling differences and advice re length of sessions (15-30mins). Helpful to have two members of staff per session, so that one can monitor ‘chat’ questions and technical issues and for protection re internet cutouts.

School online teaching – university should not be expected to instruct on actual platform use, or teaching sites – too much variety, it has to be up to the schools themselves. Some universities are offering introductions to different platforms using school partners. Live or asynchronous or paper-based – lots of schools not doing live instruction at all, others doing amazing lessons. Need to understand school system. Access to computers and use of internet not consistently good. Secondary school students will be very comfortable with using mobile phones, but still issue of data cost. Schools need to develop a lockdown plan for potential future lockdowns, and train appropriately.

University session content – microteaching to virtual students of cohort with feedback – develop learning of logistics, timing, encouraging participation, sharing resources. Tutors make their pedagogy explicit when they teach. Students also make videos of themselves teaching. Also pair up students to work together with one talking and one managing the ‘chat’ (teenagers use the ‘chat’ heavily) – opportunity for mini lesson study with co-planning, feedback and refinement. Learning to ‘hear’ students’ voices – team up with schools and get lessons video recorded and commented upon. Offer suggestions to teachers and see how they work. Information about key learners and watch their progress over time. University sessions used to conscientiously model what can be done in an online classroom. Issue of class size and difficulty with large classes, which we cannot dictate. Choose which sessions are best done online and which best done face to face. Big challenge about instructing in behaviour management. No expertise in this area yet. Adapting lessons to teach online – students need to think how to make them work. Developing online material for schools to use in case of future lockdown. Still important to focus on pedagogic principles rather than technical.

Placements – different experiences in different schools, eg year group bubbles. Mentor issues, limited placement opportunities due to increased numbers and school reluctance, later placement than usual. Likelihood of great inequity in training experiences. Potential that this year’s teachers will be more experienced in remote teaching than face to face. Trainee teachers can be utilised in marking work and providing feedback to students, phone contact (safeguarding issues?). Issue of providing schooling for individual quarantined students. Possible increase in mixed ability teaching, potential challenge for mentor as well as trainee. Opportunity for mastery teaching but some view remote teaching as only suitable for direct instruction.

Low tech/hands-on – DIY visualiser (see below), videos of self teaching on paper, or at a medium sized whiteboard (£3 at Tesco), pupils create mini whiteboards using plastic pockets or laminated A4.

Building relationships at university – ITE lessons need to model building relationships for trainees and their pupils. Use eye contact promotes togetherness and encouraging everyone to contribute. Give them opportunities to socialise and build relationships as a cohort. Ice-breaker activities such as Kahoot or those in Desmos (see below)

Relationships in schools - Primary pupils likely to have parents in the room – should parents see other children? How will parents behave (sometimes badly)? Need to get to know children as individuals, find opportunities to build relationships and link learning to their interests. We have no experience in behaviour management online, but usual advice will be relevant (does school policy embrace online/remote issues? – important to liaise with school partners).

Maths learning – opportunity to consider maths more, slow down immersion in maths thinking. Opportunity to really deconstruct manipulatives: what and how used. Utilisation of things found at home, or tasks set at home (eg height of house). ATM have 10min CPD videos.

This is the link to the video on how to make a visualiser from one of the IT team at the University of Leicester. I assume the link works outside the university system! To use it for live teaching you need to connect to the Teams/Zoom meeting via your mobile as well as via the device that shows your face, and mute one of the microphones.

<https://leicester.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=4f252684-a399-4147-accb-abe500bd56e8>

Desmos classroom 'getting to know each other' activities which are designed for pupils to get to know each other online and for the teacher to get to know the pupils. We felt that these may be potentially good tasks for trainees to use if they needed to teach small groups of pupils remotely and also for us to try out with trainees themselves. The link to share in the webinar notes is here:

<https://teacher.desmos.com/activitybuilder/custom/5f1750b313629667bc5afb44>

US covid strategies: https://deansforimpact.org/resources/covid-19-resources/?utm_source=Deans+for+Impact+Website+Signup+List&utm_campaign=521dfc4d32-EMAIL_CAMPAIGN_2018_08_28_06_28_COPY_01&utm_medium=email&utm_term=0_bc011d3ead-521dfc4d32-230126313&mc_cid=521dfc4d32&mc_eid=ebcbd02096