Online Teaching Toolkit

Making it happen

21 October 2020

In 2020 the COVID-19 pandemic radically altered the way education is delivered in Australia, with community restrictions driving a rapid shift from classroom-based learning to remote learning across the country. It is in this context that Rio Tinto's Education Advisory Council identified an opportunity for a teacher-focussed solution that provides teachers with guidance on effective remote teaching practice. The result is this Online Teaching Toolkit – Making it happen.

This toolkit was developed by Deloitte and PTR Consulting, with guidance from a sub-committee of Rio Tinto's Education Advisory Group:

- Hon Prof Adrian Piccoli, Director of the Gonski Institute for Education at UNSW

- Mr Andrew Pierpoint, President of the Australian Secondary Principals' Association

- Dr John D Montgomery, Former Head of Curriculum and Director of College Improvement, The Scots College Sydney

- Mr Jamie Engel, Founder of Neutopia.co

This toolkit has been developed to help schools navigate the challenges of online learning; equipping teachers with a new set of possibilities to assist them rapidly adjust and tailor their practices. It offers curated advice on resources with practical ideas for teachers to adapt or adopt. The resources are practice-based and can be applied to a school's context and staff professional learning needs, and within the education policies and compliance requirements of your education system.

As we move forward from remote learning schools are reflecting on what they have learned, what matters and what can be adopted and integrated with face-to-face teaching in a blended or hybrid model.

"The hybrid model combines the best of in-school and remote learning, with digital engagement. It is more than a quick fix. It is a way to enhance and accelerate learning by providing student centered approaches to meet diverse learners needs." Education Reimagined: The future of learning, Michael Fullan, Joanne Quinn, Max Drummy, Mag Gardner

Our hope is that this toolkit provides a practical support resource for teachers, supporting them during the COVID-19 pandemic and well beyond, and with the elements of remote online learning that will no doubt remain relevant as we take the experiences of learners, teachers and wider learning communities to create a 'new normal' for teaching and learning.

Sponsored by:

RioTinto

Developed by:

Deloitte. PTR Consulting

With input from:

ASPA
Australian Secondary
Principals' Association

Gonski Institute
for Education

Teachers have been navigating the challenges of online learning and rapidly adjusting their practices with a new set of possibilities. This kit provides an overview of pedagogical practices with accompanying curated resources. The kit offers ideas for teachers as they continue to design online learning programs.

We know pedagogical choices are a key component in designing online learning. Teachers make decisions not just about what to teach, but also about how to teach. Curriculum content is critical – students do not learn in a vacuum, but the question of 'what do I teach' has now become 'how do students learn'. This opens up the role of teachers in designing learning and thoughtfully integrating digital technologies. The technology does not drive the learning. Technology is only useful if it is purposefully chosen to contribute to the quality of teaching and learning.

> *Focusing on pedagogies shifts the view of teachers from technicians who strive to attain the educational goals set via the curriculum frameworks to also being experts in using the most effective teaching strategies both in the face to face classroom and online.*
>
> Paniagua, A and D. Istance (2018), Teachers as Designers of Learning Environments: The Importance of Innovative Pedagogies, OECD Publishing, Paris.

"

Online teaching is a new challenge for many teachers across Australia, and many will find this more difficult than being in the classroom with students. By taking into account key findings about how learning takes place, you will help your students remember more of your teaching.*

Dylan Wiliam

Practices that underpin online/remote pedagogies have been identified:

The toolkit content is structured around 8 key practices that reflect evidence about effective online learning. Two of these are a wrap-around of teacher and student practices. Just like a warm hug! Select practices you want to explore further and dive in to find practical ideas and resources.
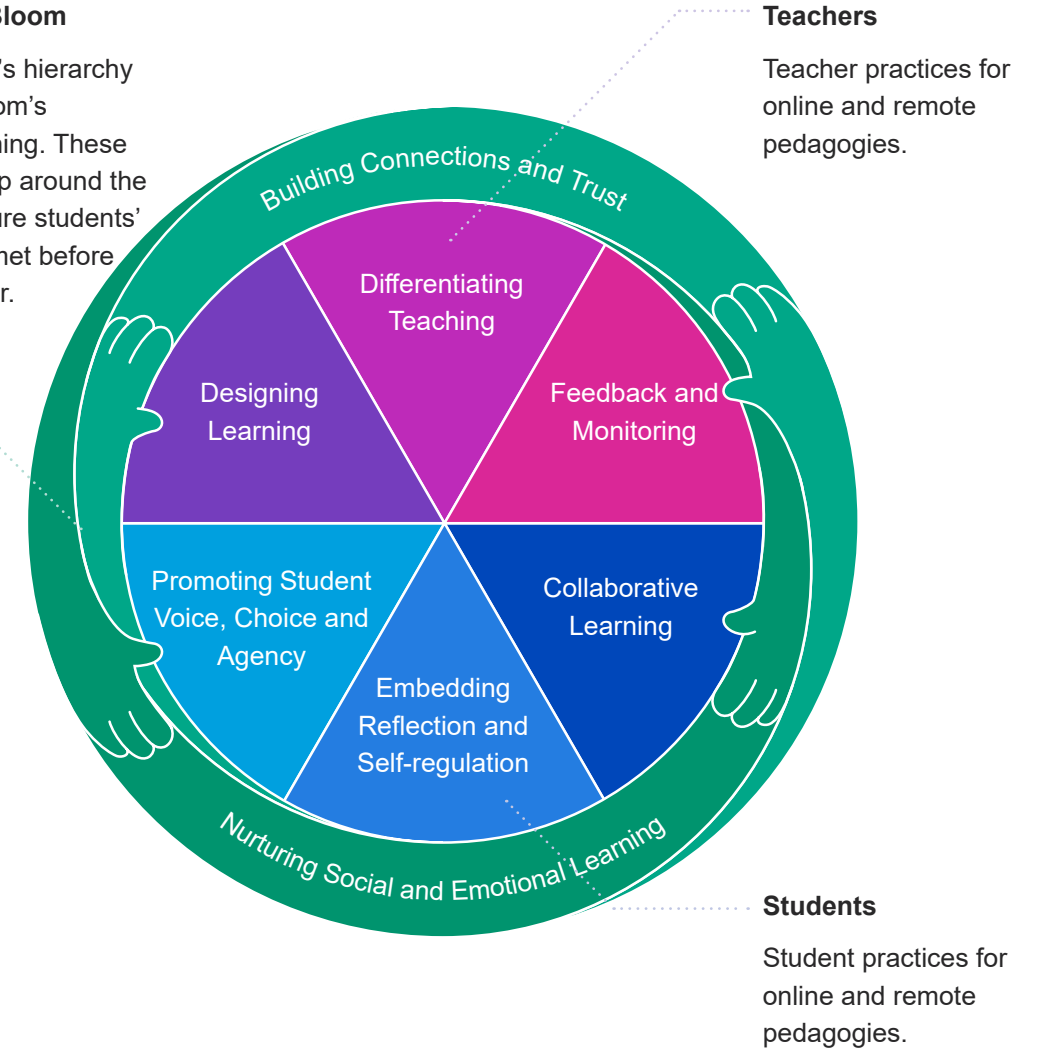
Maslow before Bloom

Teachers

Students

Maslow before Bloom

Refers to Maslow's hierarchy of needs and Bloom's taxonomy of learning. These two practices wrap around the remaining to ensure students' basic needs are met before learning can occur.

Teachers

Teacher practices for online and remote pedagogies.

Students

Student practices for online and remote pedagogies.

Building Connections and Trust

Differentiating Teaching

Designing Learning

Feedback and Monitoring

Promoting Student Voice, Choice and Agency

Collaborative Learning

Embedding Reflection and Self-regulation

Nurturing Social and Emotional Learning

Maslow before Bloom

Building Connections and Trust
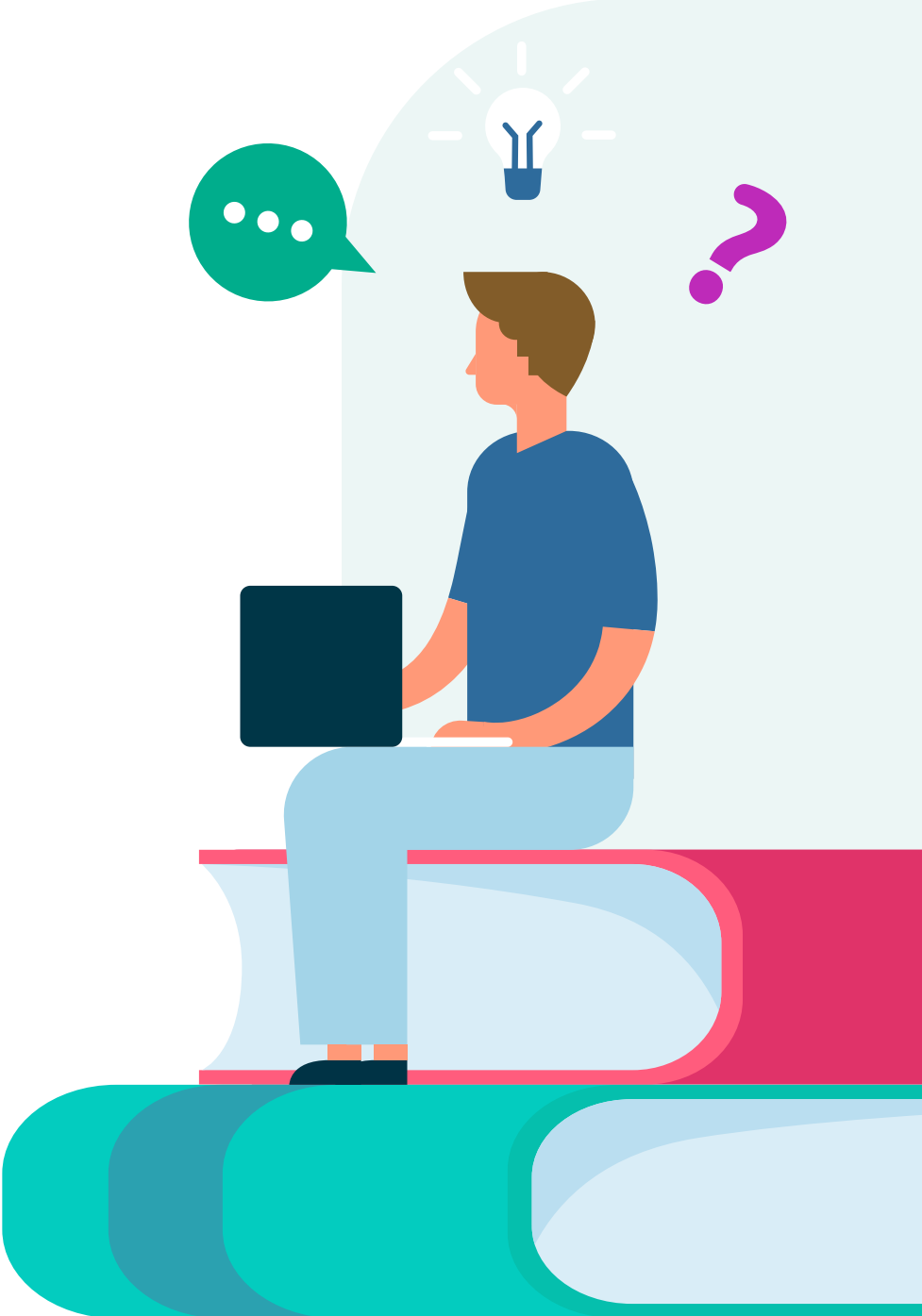
What it is

Feeling connected is a strong foundation to build respect and trust in establishing the online class as a safe and enjoyable place to take risks as a learner.

Teaching and learning are deeply human interactions; there is potential for students to feel isolated from their peers and their teachers when learning remotely.

Focusing on **Building Connections and Trust** helps bridge the isolation and ensures a sense of belonging and encourages students to actively participate. Teachers get to know students in different and profound ways when connecting remotely.

Gaining a window into the lives and learning preferences of students without the clutter of face-to-face school is a rare privilege, providing an opportunity to try new things and strengthen relationships.

Establishing trust with students is essential to building their confidence and enabling them to maintain meaningful, positive relationships with their teachers and each other, and to support them to engage in challenging and rewarding learning opportunities.

> When students feel valued, known and cared for they become part of a positive learning community.

> *It is teachers who have created positive teacher student relationships that are more likely to have the above average effects on student achievement.**
>
> Professor John Hattie

Some ideas

Ideas to Build Connections and Trust with students:

Tips and strategies

Maintaining relationships and connections

Connecting to families

Humour, storytelling, positivity and enthusiasm in your classes can make all the difference in establishing a positive learning environment. For instance, Diamond Creek East primary school created a video parody to connect with students learning from home.

▶ **Watch video**

7 ways to maintain relationships during your school closure

Teachers share strategies for maintaining relationships-both peer-to-peer and student-teacher-when everything's gone remote.

❝ **Read article**

Staying connected and creating new spaces for belonging in the learning

Ed Partnerships International have collected stories from schools and tools to use. Read pp. 33 - 37

❝ **Read article**

Belonging

Whilst instructional approaches need to be adjusted to remote learning, a sense of belonging and community is still critical to ensure students remain engaged and enthusiastic learners. Emily Boudreau describes how educators can create a welcoming classroom community during distance learning.

A series of resources created by Harvard instructors has the following suggestions, to help educators re-establish norms, connections, and a sense of belonging:

Create ways to show caring

Greet students by name, create a playlist, build intentional time for conversation, encourage students to respond to each other and end class with a closing circle.

Establish norms

Revisit previously established classroom norms. What holds true and what needs to change?

Promote engagement

Give clear instructions. Circulate through breakout rooms and check in on how students are progressing. Give students stretch breaks for sessions longer than 40 minutes.

Provide support to make learning accessible for all

Demo any technology features you wish students to use, Consider students who may be accessing the meeting via phone. Describe any slides and post them online for students to access. Refer to speakers by name so that everyone can follow the conversation.

Find out more

Check-in

Emphasis connection over content. Begin lessons with an ice-breaker that's also a community check-in. Introduce warm-up questions, post a question, ask students to respond, and select a few students to share.

Light questions

- What did you have for breakfast or lunch today?
- Do you have a pet?
- What is something you've enjoyed creating or doing with your hands this week?
- What song matches your mood today?

Deeper questions

- What is something nice you could do (or have done) for someone else this week?
- What is one joyful practice that is energising you (as a student or human in the world)?
- What have you learned about yourself or others while at home?

Sometimes extroverted students may be enjoying time alone, and vice versa. Some students may have discovered a love of cooking, and others their siblings' sense of humour. If you hear answers that concern you, follow up with individual students later.

Engage students in a "temperature check" at the beginning of class to get a read of the virtual classroom. It can help students to feel more comfortable, warming up to speak online. You may get creative and come up with a check-in prompt that both allows students to share how they are and is related to your class content.

Some examples are:

- A high and a low
- Thumbs up or down symbol
- Represent your week in an emoji or hashtag
- Fist to five (fist being a ranking of zero, up to all five fingers) on how you are doing and explain why
- What support do you need, and do you have what you need to get it?

Some ideas

> *I wouldn't dream of starting a video conference without checking in with my students about how they were going as people - and this helps to engender trust and safety needed for lively discussion and sharing of ideas.*
>
> Teacher

Humanizing online teaching

By Drs. Mary Raygoza, Raina León, and Aaminah Norris Saint Mary's College of California

Read article

Knox Gardens Primary School designed some whole school challenges to connect everyone

The school was concerned that the Year 6 Leaders had finally got to Year 6 and a leadership role, and now they had nothing to lead! Staff met remotely with student leaders to develop design challenges and a video to promote the challenges. These were put together in an iMovie and sent to parents via Class Dojo.

Whole school challenges included:

1. An Isolation Selfie (with the items/objects that helped us through school holidays in isolation)

2. LEGO challenge

3. Recreate a work of art, dance challenge

4. Coding a Game challenge

5. Trickshot challenge

6. Upcycle challenge

Every kid needs a champion

Watch the short clip of Every kid needs a champion by Rita Pierson, 2017. Watch this clip with colleagues and share strategies to build connections and trust.

▶ **Watch video**

Us-ness

Professor Stephen Heppell coined the phrase us-ness and suggests:

- A "sense of belonging" needs many little cues and clues of reinforcement. Small things go a long way. An occasional "everyone online together" as a plenary activity are powerful in creating shared community identity. Ringwood Secondary College ran a virtual athletics carnival including awarding commendations to students

- Students can be quite inventive with little whimsical shared moments online: dressing up, passing a banana from one virtual frame to another (you each need a banana for that to work in real time!).*

Find out more

Explore these websites to find out more about Building Connections and Trust.

Websites

- Rita Pierson - *Every kid needs a champion*

- John Hattie - *Visible Learning*

- John Hattie - *Evidence-based Teaching*

- Brown, Brenè - *The Power of Vulnerability. (TedTalk, June 2010)*

- Emily Boudreau - *How educators can create a welcoming classroom community during distance learning*

- Sarah Gonser - *7 Ways to Maintain Relationships During Your School Closure*

- Drs. Mary Raygoza, Raina León, and Aaminah Norris - *Humanizing Online Teaching*

Teachers

Designing Learning
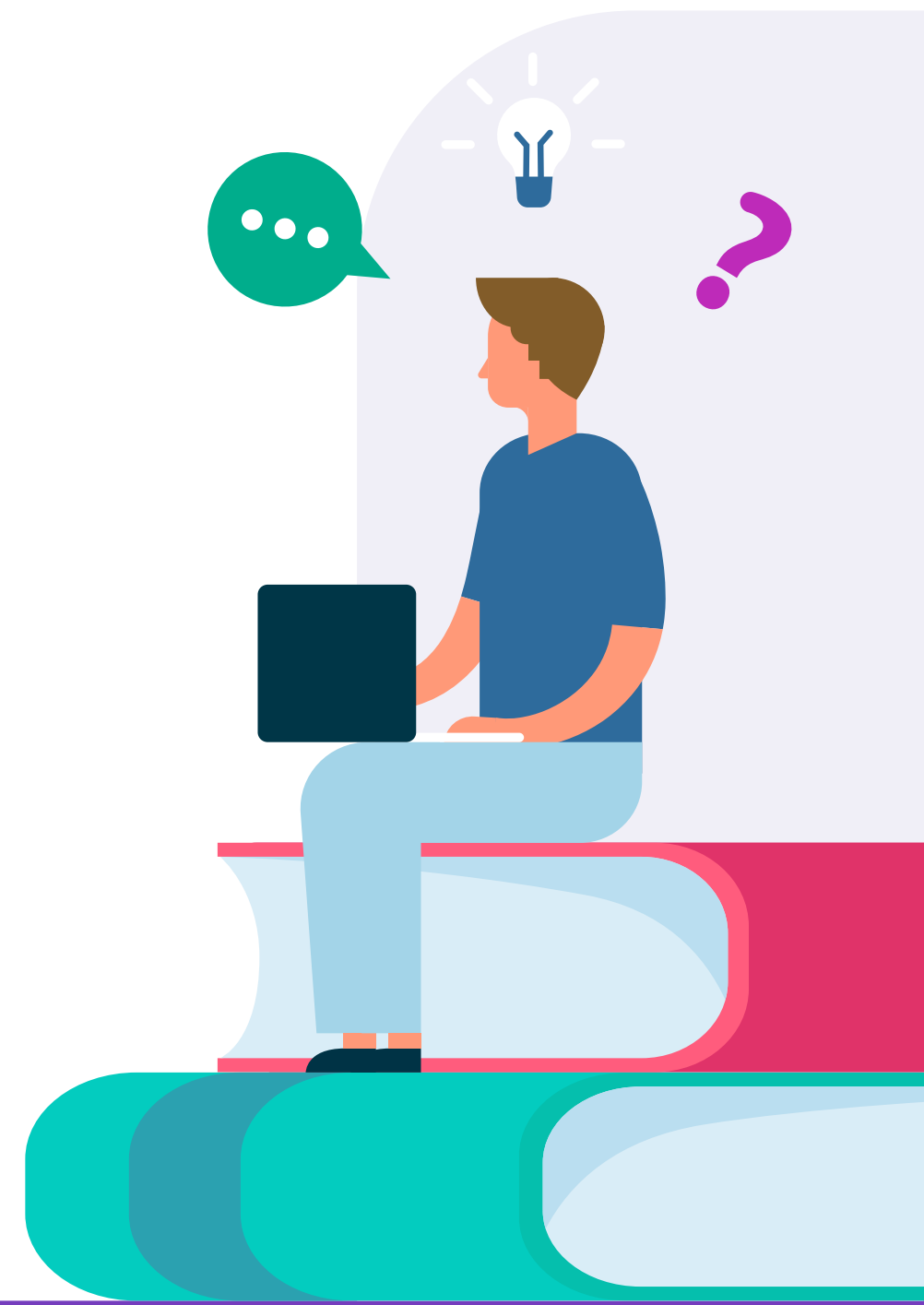
What it is

Teachers are architects of learning - the online environment opens rich opportunities to design how learning and engagement will occur.

To ensure technology doesn't drive your online learning design, you need to maintain a focus on what you value in a teaching and learning program.

Think about the instructional model that frames how you plan your teaching and learning program in your face-to-face class - use this as the foundation to design learning online.

Consider where your students are at with their learning, the curriculum content they need and the teaching and assessment strategies you find effective. Alongside this, consider the technologies that are aligned, available and can be adapted to support engaging your students, providing rich learning tasks and monitoring learning online. You will need to re-frame your learning design in the context of your online environment.

Teachers are like gardeners

Sir Ken Robinson discusses characteristics of great teachers who design learning programs where all students learn.

▶ **Watch video**

When designing learning, including online learning you need to consider that - It's about the appropriate proportions of surface and deep in any series of lessons and about knowing when to move from learning more ideas to relating and extending these ideas... and transferring them.*

Professor John Hattie

> *The teacher takes on the role of a purposeful learning designer, rather than (just) a curriculum implementer. The teacher is a designer translating learner needs, curriculum frameworks, teaching strategies and resources into a coherent plan for learning.*

Cope, B. and Kalantzis, M, (2014) Learning by Design, Common Ground, Victoria

Some ideas

How the learning is framed changes when teaching online. The messages become more explicit and the type of activities shift. The technological tools utilised and online spaces populated change, depending on the age, accessibility, skills and understandings of the learners.

Planning online learning

Top tips for effective online learning

The teachers and staff of Virtual School Victoria have compiled their top insights into how teachers can best support students learning remotely.

Read article

Challenges and opportunities

View Dr Sarah Prestridge (Griffith University) who shares her thoughts and insights on lesson design, effort regulation, learning sequences and more.

Watch video

Distance learning - thoughts on inclusive design

The post from Core Education: highlights some of the practices that can help us inclusively design distance learning options.

Read article

Understanding by Design

The principles of Understanding by Design® can be adapted for planning online learning.

Understanding by Design ®

" Read article

Understanding by Design Framework ®

" Read article

Understanding by Design® Planning Prompts

Rosenshine's Principles of Instructions

When planning online learning consider using Rosenshine's Principles of Instruction to unpack and integrate effective teaching approaches.

The 10 Principles are:

1 Begin Each Lesson With A Short Review of Previous Learning

2 Present New Material In Short Steps With Students Practicing After Each Step

3 Ask A Large Number of Questions and Check the Responses of All Students

4 Provide Models

5 Guide Student Practice

6 Check for Student Understanding

7 Obtain a High Success Rate

8 Provide Scaffolds for Difficult Tasks

9 Require and Monitor Independent Practice

10 Engage Students in Weekly or Monthly Review

Rosenshine's Principles of Instruction

" Read article

View Rosenshine's masterclass - introduction and research

▶ Watch video

Planning using Rosenshine's Principles of Instruction template

Adapting practices to suit online learning

Teachers have adapted their practices to suit online learning by:

- **Beginning** the lesson with a short review of the previous lesson.

- **Presenting** material in small steps with student practice after each step, and require and monitor independent practice.

- **Asking** a large number of questions and check the responses of all students. Check for student understanding and obtain a high success rate.

- **Providing** models and scaffolds for difficult tasks.

- **Engaging** students in weekly and monthly reviews.

5-Point model to deliver online learning

Read article

Adapting your lessons

Pivot describe 5cs for adapting your face-to-face lessons for effective remote learning

Read article

Special educators

A teaching guide for special educators teaching face to face, hybrid or remotely

Read article

Tips and strategies

Teachers have the best ideas. Explore these practical tips from teachers...

Luke Hochman presents tips on planning week by week

Top ideas from Tasmania to planning week by week

A Tasmanian teacher presents practical ideas for assigning work on a week by week setting.

▶ **Watch video**

Alice Leung reflected on 5 things I've learnt to improve my online live lesson

1 Play around with different tools

2 Keep online live lessons short

3 Use breakout rooms

4 Give students something to do while they are waiting

5 Set and practice routines

❝ **Read article**

Narissa Leung offers ideas to improve teachers' practice in designing online learning

Remote teaching's golden opportunity for improving teacher practice.

OzLit Teachers discuss the opportunity to craft learning experiences for students that allow them to engage with multiple phases of the Gradual Release as the difference between assigning and teaching.

❝ **Read blog**

Kelly Illich unpacks three scenarios to manage and deliver online learning

How to structure an online lesson plan for high school students

> **Read article**

Emily Boudreau outlines strategies for online teaching

Let your pedagogy inform the technology you choose to incorporate

Rebuild your classroom community in a digital space

Develop new ways of encouraging engagement

> **Read article**

Harry Fletcher - Wood provides commonsense solutions to the challenges of teaching online

- How do we plan for distance learning?
- What kind of tasks matter most?
- Students may lack experience or motivation in the tasks you set.
- How can we know how students are doing from a distance?
- How can I get students to actually do this?

> **Read article**

Some ideas

Cameron Paterson outlines three principles to consider

Keep it simple - Pedagogy over tech tools

Keep the workload light and stick to the essentials

Focus on connections and relationships – that's what matters

Read article

Olivia Vagelos suggests ideas to ensure students are both engaged and working collaboratively

1   Make the most of shared moments

2   Make it real and make it relevant

3   Move beyond the screen and engage the senses

4   Design your transitions

5   Go forward with empathy

Read article

Catlin Tucker describes the building blocks for online lessons that works for her learning design

The building blocks of an online lesson

Read article

Successfully taking offline classes Online

Read article

Online instructors @ KIS: Do this, Not That provide guidance for teachers

Gary Stager suggests some hints for designing learning online*

Online Teaching: Do This, Not That

Alison Yang provides practical ideas on how to teach online, including ensuring a combination of asynchronous and synchronous learning experiences. This includes ensuring a combination of asynchronous and synchronous learning experiences.

Read article

- Asynchronous communication is better than synchronous
- Keep the interface simple
- Ask yourself (continuously) how might I use the online space and time as a context to foster more conversation, collaboration and creativity?
- Less us, more them
- A good prompt is worth a thousand words
- Optimal length for a video is six minutes or less to maintain student engagement.

Learning approaches

Approaches you might like to explore

Project Based Learning

A collection of videos, planning templates and project ideas

🔍 **Find out more**

Inquiry Learning

Kath Murdoch unpacks The art of inquiry teaching...from a distance: Part #1

❝ **Read article**

Deep Learning

A collection of resources including videos and Voices from the Field

❝ **Read article**

Flipped Learning

A collection of information and how to videos

🔍 **Find out more**

I hear and I forget. I see and I remember. I do and I understand.

Confucious

Online teaching is a new challenge for many teachers, and many will find this more difficult than being in the classroom with students. By taking into account key findings about how learning takes place, you will help your students remember more of your teaching.*

Dylan Wiliam

Some ideas

Learning activity ideas

Some ideas

Learning activity ideas to consider

ACMI Learning Online and at Home

If you are after ideas for learning activities visit the Australian Centre for the Moving Image (ACMI) - for practical and engaging activities for students.

Read article

The Australian Children's Television Foundation

ACTF also have a range of ideas for designing learning activities using their content.

Read article

Offline Activities

So much of the activity can be done away from a screen altogether, especially if the home learning is dominantly asynchronous.

More ideas

Challenge Cards

Challenges designed by Dyson for children to get them excited and inquisitive about engineering.

Download the Challenge Cards

Project Based Learning Ideas

A collection of resources that you can use while you're facilitating online learning with your students.

Download eBook

Find out more

Explore these websites and books to find out more about Designing Learning:

Websites

- Bowen, Ryan S - *Understanding by Design Vanderbilt University Center for Teaching*
- Jay McTighe and Grant Wiggins - *Understanding by Design® Framework*
- American Institutes for Research - *Does Deeper Learning Improve Student Outcomes?*
- Shaun Killian - *6 High-Impact Teaching Strategies*
- Buck Institute for Education - Project Based Learning – *Dive into this collection*
- Victoria University - *Active and Inquiry Based Learning*
- NPDL Global - *New Pedagogies for Deep Learning – A Global Partnership*
- Australian Institute for Teaching and School Leadership (AITSL) - *The Flipped Learning Model*
- UNSW Sydney - *The Flipped Classroom*
- Barak Rosenshine - *Principles of Instruction*

Books

- Wiggins, G., & McTighe, J. (2011) - *The Understanding by Design guide to creating high-quality units*
- Cope, B. and Kalantzis, M, (2014) - *Learning by Design, Common Ground, Victoria*
- Fullan, M. Quinn, J. McEachen J. (2018), - *Deep Learning – Engage the World Change the World, Corwin, USA.*
- Sharratt, L, (2019) - *Clarity What Matters Most in Learning, Teaching and Leading, Corwin, USA.*
- Hattie, J, (2012) - *Visible Learning for Teachers: Maximising Impact on Learning, Routledge, USA and Canada.*
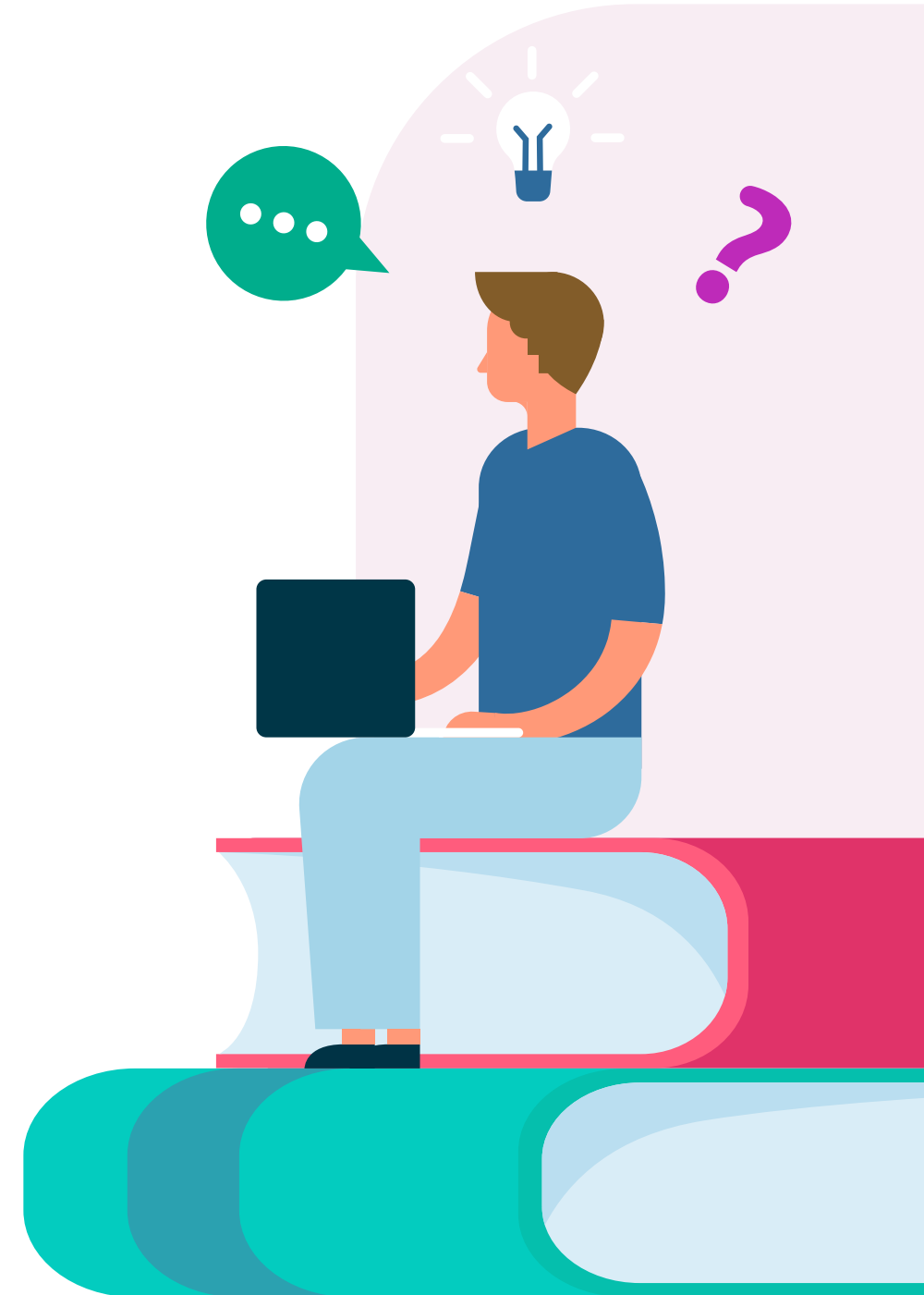
What it is

Differentiated approaches help to make students feel the teacher knows them and their context, explore the ideas to assist in differentiating teaching.

Many of the differentiated teaching strategies used in face-to-face classrooms can enhance online learning experiences to ensure learning is still accessible, interesting and challenging for all.

Teachers connecting with students and differentiated approaches help to make students feel the teacher knows them and their context, even though they are learning online.

Students can understand more clearly what is expected of them, know how to seek "just in time" assistance and develop a stronger sense of themselves as self-regulated learners.

When designing online learning teachers can use a variety of teaching strategies and resources to develop a learner-centred approach so that. students can learn at their own pace. Current technologies and digital resources provide opportunities to create online learning environments that can be differentiated for students.

Direct instruction through individual, structured learning sequences using digital content can provide surface content knowledge for students having difficulties with some concepts. Setting tasks for students to work independently may free up time for the teacher to work with individual students requiring direct teaching support. Research indicates the many teachers valued the time to work one on one with students when they were teaching remotely.

In online learning lessons when the pace and focus of learning are adjusted for learners, assessments need to be designed so that teachers check in with individual students to ascertain their progress and troubleshoot any issues that might be arising. This is important when learning remotely as it is easy for a student to become lost (or to lose themselves).

> "
> *Plan lessons, develop teaching materials, and vary your approach so that all students, regardless of where they are starting from, can learn (online) effectively according to their needs.**
>
> Edutopia

According to Tomlinson (2000), differentiation means tailoring instruction to meet individual needs, by differentiating the content, process, products, or the learning environment.*

Some ideas

Differentiated approaches help to make students feel the teacher knows them and their context, explore the ideas to assist in differentiating teaching.

Planning for differentiating

Differentiation in the online classroom

Differentiating teaching in an online environment can focus on content, process and product.

Content

Content is what students need to know and how they will find out. Teachers can use different media and methods to teach skills, surface ideas and information. How students access the content can be differentiated via simulations, websites, texts, the lesson might be presented in Power Point, videos, and screen casts prepared by the teacher.

Process

Process is how students engage to practise and develop their understandings. For instance online class discussions, jigsaw activities, worked examples, posing questions to peers in online, discussion threads and conference calls.

Products

Products are culminating activities to provide evidence mastery of the learning. These products can be produced by individuals or collaboratively in a group. Teachers can provide choice in the way the learning is presented e.g. written, blogs, video, PowerPoint, oral, teach someone else, a test or quiz.

What does differentiation look like in the online classroom?

Two experienced online teachers from Michigan Virtual offer strategies for differentiating instruction in the virtual learning environment.

Watch video

Tips and strategies

Some ideas from @ futurefocusedteaching: to provide scaffolding and support to all students so they are both challenged and engaged

- Make the task open-ended
- Project work
- Provide choice in the content, process or product
- Give options
- Provide different modes of content distribution:
- Off line activities
- Clear success criteria
- Interactive quizzes
- Assign differentiated tasks to match students needs
- Visit Future Focused Teaching & Learning for more detailed explanations.

Michael Phillips OAM, Principal Ringwood Secondary College suggests:

Sharing the load among staff

Ensuring clarity of instruction in lesson plans

Utilising evidence from formative assessments

Providing personalised feedback

Catering for different abilities, learning styles, literacy levels, etc.

Maintaining the use of formative assessment tools

Providing students with choice and flexibility – both in terms of task and in terms of content delivery.

Andrew Miller describes 6 strategies for differentiated instruction in project-based learning

These strategies could be adapted for the online environment:

- Give learners the opportunity to progress at their own speed
- Offer a range of learning resources
- Create an individualised learning plan
- Research the specific needs of your learners
- Clarify expectations right from the start
- Use break out rooms
- Provide multiple types of resources for students to select from.

Read article

Some ideas

Know your students

To effectively differentiate teaching you need to know your students. Pose questions about students' knowledge, emotional and social wellbeing, levels of comfort with learning online, as well as their skills in using and accessing appropriate technologies and connectivity, their family context, rate and pace of learning and their language proficiency. Some things to try:

One to one contact
Call students who need additional support in their learning and provide personalised, targeted instruction over the phone or through web conferencing.

Student feedback
Ask students what material they found to be most challenging.

Assessment
Ask students content-based questions to assess their understanding and skill-development.

Understanding students
Ask students which learning activities they enjoyed in order to better understand their interests and learning preferences.

Watch and listen
Work through problems or questions together with the student to hear their thinking and find teaching opportunities.

Communicate
Communicate to students the resources available to them on online and when you're available for one on one support.

Flipped learning strategies can support differentiated teaching

A balance of self directed and direct instruction is needed. Students can be assigned work to review independently and then apply that learning when they next meet online. Instructional videos, recorded screen casts prepared by teachers, other digital resources can be self paced where students pause, rewind content or expand and search for more information.

Whilst the majority of the class is working independently you can create online rooms for targeted teaching sessions with individuals or small groups.

Some ideas

Instruction strategies

20 differentiated instruction strategies provides strategies and examples that can be repurposed for online teaching including: Journaling, Think Pair Share, Learning Stations in virtual rooms and more.

Read article

Benefits

Nora Fleming describes how some students thrive when learning online because they can be self paced, get enough sleep, have reduced chatter etc.

Read article

Why we need differentiation

Lisa Westman discusses why we need differentiation now more than ever, including learning and belonging; assessing for connection; differentiation for remote learning; and remote instructional tools.

Read article

The flipped classroom model

The teacher describes how her approach to teaching has dramatically changed over time.

Read article

The flipped classroom

One model of the flipped classroom, detailing some ideas, resources and activities that can be incorporated.

Read article

Find out more

Explore these websites and books to find out more about Differentiating Teaching:

Websites

- Digital Promise - *Making Learning Personal for All*
- NSW Government Centre for Education Statistics and Evaluation - *What Works Best in Practice*
- Theresa Melenas - *Differentiated Instruction in an Online Classroom*
- Carol AnnTomlinson - *Differentiation of instruction in the elementary grades*
- Victoria State Government Department of Education and Training - *High Impact Teaching Strategies Differentiation*
- Victoria State Government Department of Education and Training - *High Impact Teaching Strategies*
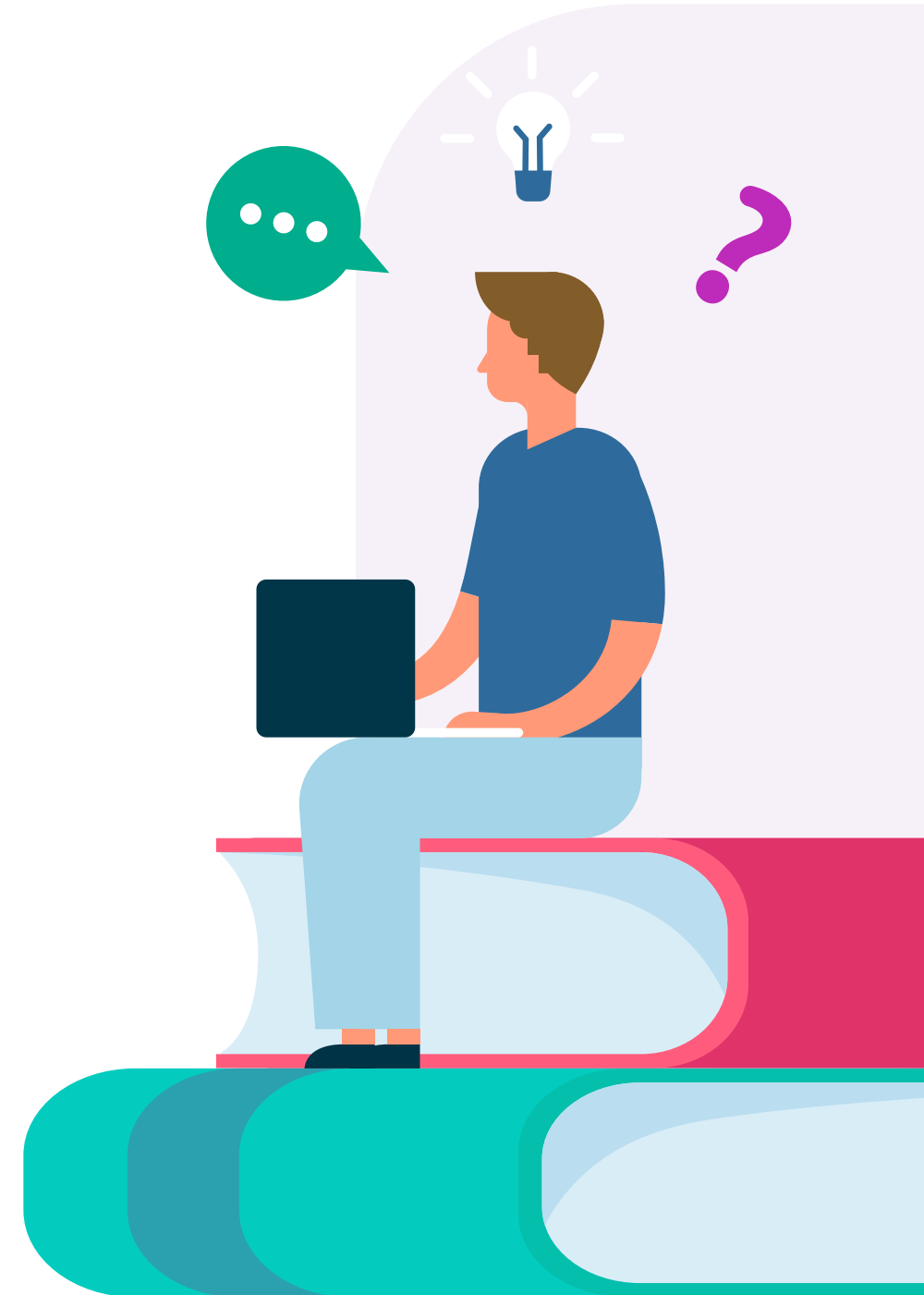
Books

- Sharratt, Lyn, (2019) - *Clarity What Matters Most in Learning, Teaching and Leading, Corwin, USA*
- Hattie, J Visible, (2012) - *Learning for Teachers: Maximising Impact on Learning, Routledge, USA and Canada.*

Teachers

Feedback and Monitoring

What it is

Capturing evidence of learning progress and providing feedback keeps learners on track.

Teaching in an online environment poses the challenge of monitoring the impact of teaching through gathering evidence of student learning progress.

Assessment needs to be embedded into learning design. When teaching online there are a range of strategies and technologies to design rich assessment tasks and gather feedback including, peer and self reflection and for students to present evidence of their learning progress. Consideration needs to be given to how, when and how much evidence of student learning can be collected when students are working online.

Feedback is an essential part of the assessment process as it aligns closely with monitoring and tracking student progress. It is important to consider how and when teachers will give regular feedback to students and families on student learning progress. Feedback is vital when students are learning online because it affords them a sense of belonging, being seen, valued and known by their teacher, as well as being responsible and accountable for their own learning. Teachers should provide timely, specific, and instructionally focused feedback.

Teachers use assessment information, including feedback on the effectiveness of their own practice in online teaching, to determine the learning needs of their students and to inform the learning they will design. Rather than just being the end point, assessment can be the beginning of a cycle of diagnosis and planning to answer key questions such as:

- What do my students already know?
- What sources of evidence have been used?
- What do they need to learn and do next?

> *Effective assessment requires clarity of purpose, goals, standards and criteria, achieved through alignment with an engaging and challenging curriculum. Effective pedagogy requires knowledge of where each child is up to in their learning and development to enable decisions about the best way forward to promote further learning and development."**
>
> Professor Geoff Masters AO, 2010

Some ideas

Explore the ideas and technologies to design assessments, monitor learning, gather feedback and present evidence of student learning progress.

Tips and strategies - Assessment

Dr Dylan Wiliam offers advice on powerful formative assessment strategies

Three principles and five strategies

In this clip Dylan William describes three principles and five strategies for online learning and assessment.

Watch video

What every teacher needs to know about assessment?

In this clip Dylan Wiliam responds to - What every teacher needs to know about assessment?

Watch video

Formative assessment and online teaching

Dylan Wiliam suggests that whilst online teaching may be more challenging than being in the classroom with students, teachers need to consider how learning happens.

Read article

Andrew Miller outlines strategies for formative and summative assessment

Andrew Miller outlines strategies he uses for formative assessment in online learning including – Pick the right tools, collect data over time, focus on feedback, check for understanding in synchronous sessions, have personal conversations, check on wellbeing and make sure any data is useful.

Practical activities for summative assessment suggested by Andrew Miller include, stop assessing everything, assign performance tasks and items, move from one big event to a series of smaller events, use conversations, optimise the technology tools, discuss honesty and trust and use your professional judgement.

Formative assessment in distance learning

Schools are closed but schooling goes on, and it remains crucial that teachers find ways to see what students are learning.

Read article

Summative assessment in distance learning

Whether schools are using regular grades or not, teachers need to accurately assess learning while their students are at home. These are some helpful ideas to consider.

Read article

Assessment ideas to explore

Practical ideas to build assessment into your online learning program including:

Peer assessment

Independent projects

Jigsaw tasks

Self-assessment

Learning journals

Portfolios

Video presentations

Podcasts and online discussions

Read article

Some ideas

More assessment resources

Authentic assessment strategies for online learning

Sample activities and assessments that can be used formatively or summatively for online assessment.

Read article   **Read article**

Plan, monitor and evaluate

Evidence for Learning outline tips and considerations to support students to plan, monitor and evaluate their own online learning.

Read article

Assessment as, of and for

The Assessment for, as and of learning info graphic summarises three important approaches to assessment, and provides hints on how to incorporate them into teaching practice.

View infographic

Student self-assessment

Douglas Fisher and Nancy Frey share ideas about Student Self-assessment including lessons and tools that will help students self-assess so they can monitor their progress.

Read article

How to use technology for feedback

Monash University discuss advice on exploring the use of technology in providing assessment feedback to students.

Read article

There is more to data than test scores

View the info graphic, addressing the question: What is educational data? Consider what data sets you use. Are there different ways to capture data online?

View infographic

Self assessment

Whilst learning online students can reflect on their learning and performance, set goals, and create action plans. Self-assessment strategies include student reflections, rubrics, graphic organisers and oral assessments. Throughout the learning process, students can ask themselves:

Before
- What are my learning goals?
- How will I achieve my goals?

During
- Am I making progress toward my goal?
- Am I sticking to my plan?
- Are my study and learning strategies working?
- Am I managing my time?
- What support do I need?

After
- Did I achieve my learning goals?
- How effective was my plan?
- What would I do differently next time?

Some ideas

Assessment strategies being used in online classrooms include:

- **Check-ins** – opportunities for students to ask questions and share their work through tools
- **Quizzes and polls** - use online quizzes or polls in real time
- **Close** - Fill-in-the-Blank Cloze Activities
- **Forums** - use Forum posts
- **Peer Feedback** - use web based document creation and editing tools to collect peer feedback
- **Exit tickets** - Use online exit tickets for different purposes, like asking students to summarise their progress on a group project or to write about what made a podcast powerful. The information the students provide can shape understanding the students and help plan for the next lesson. Consider how best to do an exit ticket according to the daily lesson. For example, some days it might be a Google Form so that it can be compiled, copied, and information saved. Other days it might be a projected chat window where students can talk about what they found interesting about a topic. Other times, it might be an online sticky note or Padlet so that feedback can be anonymous and ideas sorted into categories.
- **Student self-assessments** - students might self assess using exemplars, videos of demonstrations or self assessment rubrics
- **Learning diaries** - students can regularly add reflections to their Learning diaries

- **Online discussions** - design opportunities for discussions with the class, groups or individual students
- **Post its** - Written annotations using digital post-its e.g. Padlet or Miro
- **Breakout Room features or chat** - use these functions to help students connect to each other and discuss the learning activities at deeper levels
- **Reflection responses** - students can submit a brief response reflection after the live class session to demonstrate they were engaged, show where they have gaps in understanding, and be accountable to their own learning
- **Dialogue and communication**- online interaction via video chats, forums, blogs, email
- **Interactive online tests** - use voting devices, online polls, learning apps and smart phones can be used for learner-led, on-demand, formative assessment
- **Formative assessment** - adapt methods and explore ways students can provide evidence of their learning using the technologies available
- **Summative assessment** - adapt activities, students could submit tasks like essays, tests assignments through online systems
- **Online simulations and video technologies** - use of technologies can enable students to rehearse real-world skills

- **Portfolios** - a collection of evidence and reflection on achievements, presented in a range of media formats. Portfolios can be used for a range of purposes, including documenting:
  - products – actual work samples, learning opportunities
  - processes– students' reflections of their learning, outlines, drafts, strategies used; and
  - perceptions of learning – attitudes, motivations, self-assessments and goal setting. Portfolios can work for learners of all ages.
- **Online assessments** - can provide timely feedback. Tests available on-demand allow flexibility to take them when it's appropriate. Having these assessments available anytime or anywhere often means that learners can assess their own preparedness, retake assessments as necessary, and use the results to help them with their studies.
- **Online forms and survey tools** - can be useful for collecting information
- **Feedback** - the school's learning management system and communication system for parents and students are useful for collecting feedback
- **Online tools** - Submitting assessments using online tools such as Google forms, Kahoot and Quizlet or via video recordings.

Tips and strategies - Feedback

Feedback and the Learning Pit

Three feedback questions suggested by James Nottingham and Jill Nottingham are:

1 What am I trying to achieve?

2 How much progress have I made so far?

3 What should I do next?*

Some things to try are:

Create an image of the Learning Challenge or Learning Pit and ask students to place themselves in the pit and date the entry. Reflect on the image to get an indication of the support students might need. Students can revisit the pit over the duration of the learning sequence and teachers can monitor how they are progressing.

▶ **Watch video**

Develop a simple monitoring system, an online doc feature to help you keep track of feedback you are giving to individual students. This way you can monitor if they are taking your advice and acting upon it.

Figure 2: The Learning Challenge

Clarity
Confusion / Clarity

1
2
3
4

Clarity
Conflict
Construct
Consider
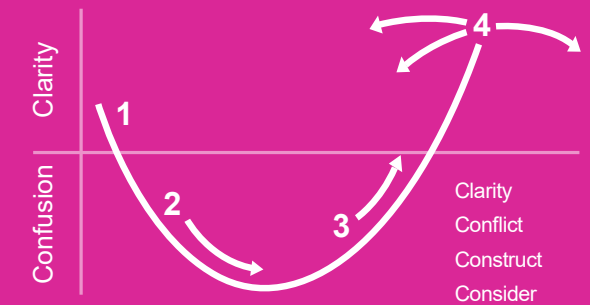
James Nottingham

Find out more about How to Guide Your Students Through the Learning Pit to Achieve Deeper Understanding

❝ **Read article**
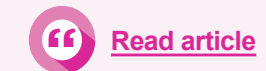
Forms of feedback

John Hattie found that the most effective forms of feedback provide cues or reinforcement to learners. Feedback can be given via video, audio or written. Feedback can be related to learning goals.

Feedback questions for both teachers and students are:*

Feed up
Where am I going?

Feed back
How am I going?

Feed forward
Where to next?

Providing feedback in a quick phone call, email or online message works for some teachers. With all of us being so far from each other and everything being turned in online, it feels natural to send a handful of kids two-line emails for each small assignment, highlighting something specific that worked. You want students to know that you are seeing their work and thinking about them.

Feedback is important

AITSL has published a video and a fact sheet about the importance of feedback.

Effective feedback animation

▶ **Watch video**

Feedback

❝ **Read article**

Some ideas

Find out more

Explore these websites and books to find out more about feedback and monitoring learning through assessment:

Websites

- NSW Government Centre for Education Statistics and Evaluation - *What Works Best in Practice*
- Victoria State Government Department of Education and Training - *High Impact Teaching Strategies*
- Victoria State Government Department of Education and Training - *Assessments during remote teaching and learning*
- Evidence for Learning - *Feedback*
- Dylan Wiliam - *The Secret of Effective Feedback*
- Dylan William - *What every teacher needs to know about assessment*
- Edutopia - *Formative Assessment in Distance Learning*
- Edutopia - *Summative Assessment in Distance Learning*
- Wiliam, D. - *Feedback. Part of a System. Educational Leadership*
- Victoria State Government Department of Education and Training - *Assessment*
- Victoria State Government Department of Education and Training - *Assessment in online learning environments*
- Wiliam, D. - *What is assessment for learning?*
- Australian Institute for Teaching and School Leadership (AITSL) - *Feedback*
- Dylan William - *Three principles and five strategies*
- Hattie, J. & Timperley, H. - *The power of feedback*
- Digital education research @ Monash - *Technology mediated assessment feedback*
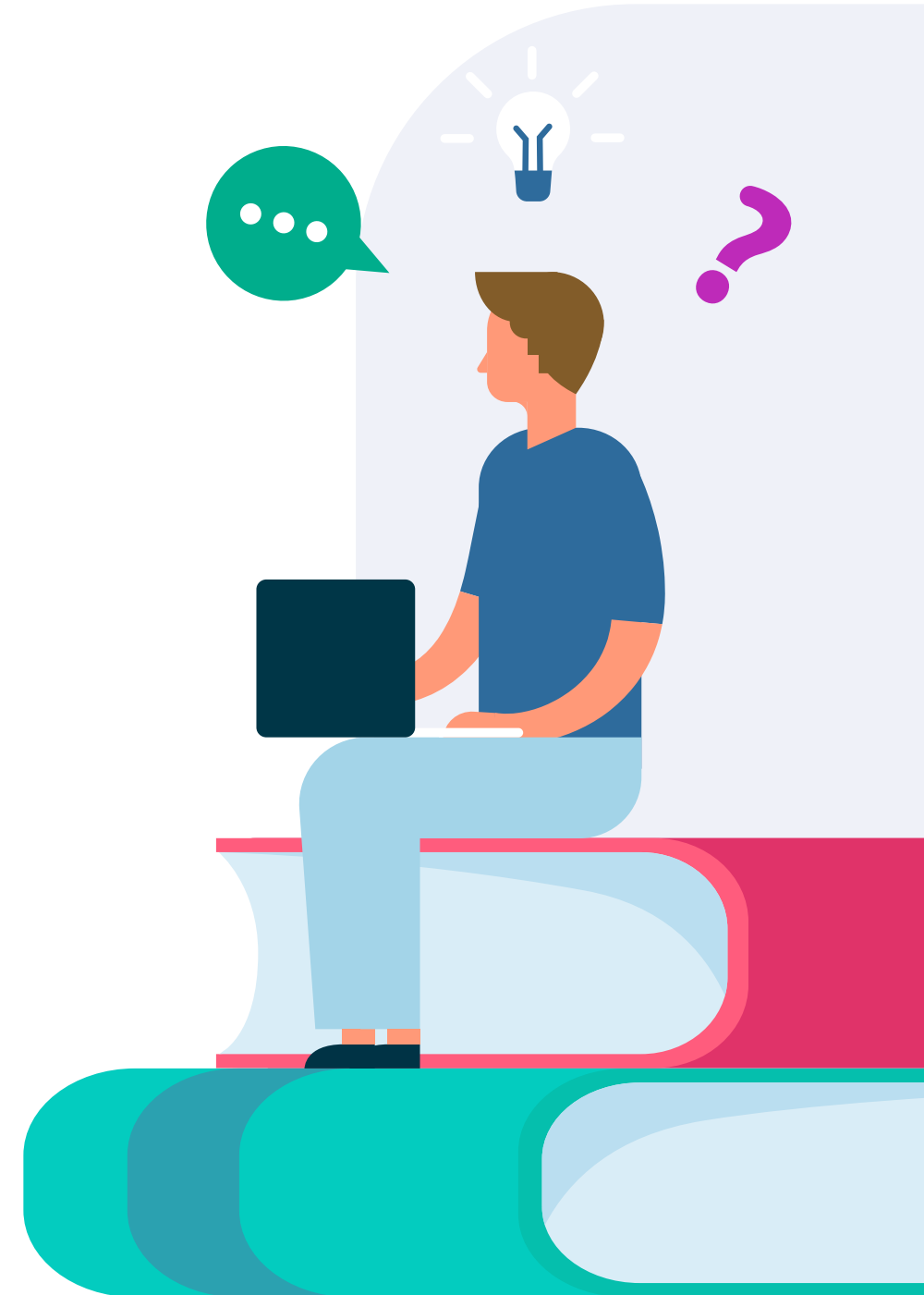
Books

- Nottingham, J and Nottingham, J. (2017) - *Challenging Learning Through Feedback, Corwin, California*
- Hattie, J. (2009) - *Visible learning: A synthesis of over 800 meta-analyses relating to achievement, Routledge, New York.*

Collaborative Learning

Students

Collaborative Learning

What it is

Online group interactions, active learning and building knowledge collaboratively promote a supportive online community.

Collaborative activities can be incorporated as an effective learning strategy in the online classroom. Collaboration can help students' connect, communicate and develop interpersonal and problem solving skills.

Working with others also helps students develop their self-regulation skills and understandings that help them be better learners.

Online collaborative tasks help to mirror the dynamics of group work in the face-to-face classroom. Students can feel they are part of the wider learning group, and not alone.

Students can collaborate online, with students from their class, across schools and with local and global communities. Students can collaborate with a range of people including peers, learners of all ages, and with community members and experts. There are many opportunities for students to participate in online projects, which investigate real issues and require a collaborative team approach to find a solution.

> *Collaboration can make a difference to learning achievement, especially when it is designed around principles of effective teamwork, learning to work constructively with others. Collaboration models how to work with others in real-world situations.**
>
> Higley, 2018
> NB shortened quote.

The Tree

This video provides great viewing to discuss collaboration.

▶ **Watch video**

Online collaborative activities expands teaching and learning experiences. However students may need considerable guidance to effectively collaborate online.

Some ideas

Explore ideas to integrate collaborative activities in online learning programs.

Tips and strategies
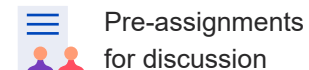
Practical tips for online discussion.

Online teaching does not have to mean losing rich discussions between the class. Use the features in video conferencing software, to allocate students into virtual breakout rooms for small-group discussions or to work collaboratively. Three practical tools help solve the challenges of facilitating effective virtual small-group discussions and monitor and measure student learning:
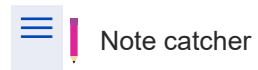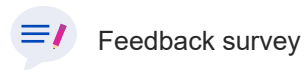
Note catcher   Feedback survey   Pre-assignments for discussion

Explore tools

Online learning can be a lonely place for some students; you can set tasks and activities for pairs or small groups to complete together. Collaborative group work can keep everyone on task ("*see you tomorrow; let's see how far we've got by then...*"). A collaborative task has an immediate sense of audience. Sharing responsibility of the learning considerably reduces the load on the teacher as the students can mentor each other. Students can signal problems ("*nobody has heard from them in 5 days...*") with their peers.

Effective student collaboration

Facilitated by Social Ventures Australia-Evidence for Learning with presentations from researchers and teachers.

Watch video

Online discussions and opportunities to work collaboratively need to be well organised.

Scaffold the task, using strategies so that students can co- develop ideas to build knowledge, such as:

Technology

Using appropriate technology e.g. software that allows for threaded discussions

Guidelines

Establishing clear guidelines on appropriate online behaviours with students

Choice

Providing a choice of appropriate topics that complement and expand aspects relevant to the learning intentions

Tone

Setting an appropriate 'tone' and expectations for discussion e.g. being respectful, handling disagreements, evidence-based arguments

Roles and expectations

Defining learner roles and expectations e.g. 'everyone should contribute their own ideas and provide feedback to two other people in the group, you should log in at least once a week to each discussion topic and make at least one substantive contribution to each topic each week'

Monitoring and support

Monitoring individual learner's participation, and responding accordingly, by providing the appropriate support, such as comments that help students develop their thinking around the topics, referring them back to resources or facilitating an extra teaching group to address any gaps or misunderstanding for some students.

Jigsaw approach

In online learning the Jigsaw approach is an effective teaching strategy that supports collaboration and helps students to acquire and consolidate surface and deep learning. With this approach everyone has both individual and collective responsibility. Working online students will need to move in and out of virtual rooms at different stages of the process.

Clip on the Jigsaw Method

Watch video

Douglas Fisher and Nancy Frey discuss Let's Get Jigsaw Right

Read article

Some ideas

Think about the types of tasks that you can design for students to work on collaboratively online.

The developmental tasks outlined in Explore 21st Century Learning Design – ITL Research/Microsoft program include:

Informal collaboration

Students helping each other's learning, or asking for assistance. You can buddy students and they connect online.

Substantive decision-making

Students are actively engaged in working out and making decisions about what it looks like in practice. There is benefit in designing collaborative tasks where students have to make substantive decisions and resolve issues to guide their work together. Structure break out rooms in the online environment for students to work together in.

Shared responsibility for a joint outcome or product

Students work together to develop a common or shared outcome, product, design, response or decision. Structure break out rooms in the online environment for students to work together in.

Interdependent learning work

Learning tasks are interdependent when all learners must participate equitably in order for the group to succeed. Structure break out rooms in the online environment for students to organise, co-create and share their work. In this task accountability can be at both the Individual and group level.

Some ideas

The Collaboration Decision Tree and Collaboration Rubric can assist with both planning tasks and student assessments.

Collaboration: Decision Tree

Learners collaborate informally? — YES → Learners have shared responsibility? — YES → Learners make substantive decisions together? — YES → Learners' work is interdependent? — YES → 4

NO ↓ 0   NO ↓ 1   NO ↓ 2   NO ↓ 3

21st Century Learning Design – ITL Research/Microsoft program

Download the Collaboration Decision Tree

Download the Collaboration Rubric

Think about the types of tasks that you can design for students to work on collaboratively online.

21st Century Learning Design

To unpack these ideas further visit 21st Century Learning Design: Locate the Collaboration tab to source resources and a short online professional learning course.

Find out more
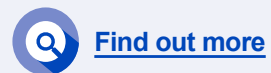
Transforming Education

The Transforming Education eBook has practical ideas to use technology when learning collaboratively. The Collaboration Decision Steps and the Collaboration Rubric can support designing tasks and assessing collaboration (pp185).

Read article

Online collaborative projects

Introduce online collaborative projects to students

Global projects help teachers to plan for deep learning experiences that develop competencies. Global events can be investigated which may be aligned to the United Nation Sustainable Development goals, encouraging students to be global citizens, who can make a difference in their lives and the lives of others. Global projects usually incorporate multiple learning areas, teach the General Capabilities in an authentic context and provide opportunities for students to have agency over their learning.

United Nation sustainable development goals

🔍 **Find out more**

Some local and global projects students can work collaboratively on:

World's Largest Lesson ›

Our Shared Story - Together We Are Making History ›

Koala Smart - Slow the decline in Koala Populations ›

I Can Projects ›

Teacher's Guide to Global Collaboration ›

Global Projects ›

IEARN - Collaborative Educational Projects ›

Link Online Learners - Global Video Chats ›

Future Makers - Project Ideas and Links ›

My World 360 degrees - Storytelling with immersive technologies ›

Some ideas

Find out more

Explore these websites to find out more about Collaborative Learning:

Websites

- eLearning Industry, Michael Higly - *Reasons Why Collaborative Online Learning Activities Are Effective*

- NSW Government Centre for Education Statistics and Evaluation - *What Works Best in Practice*

- Evidence for Learning – *Collaborative Learning*

Students

Embedding Reflection and Self-regulation
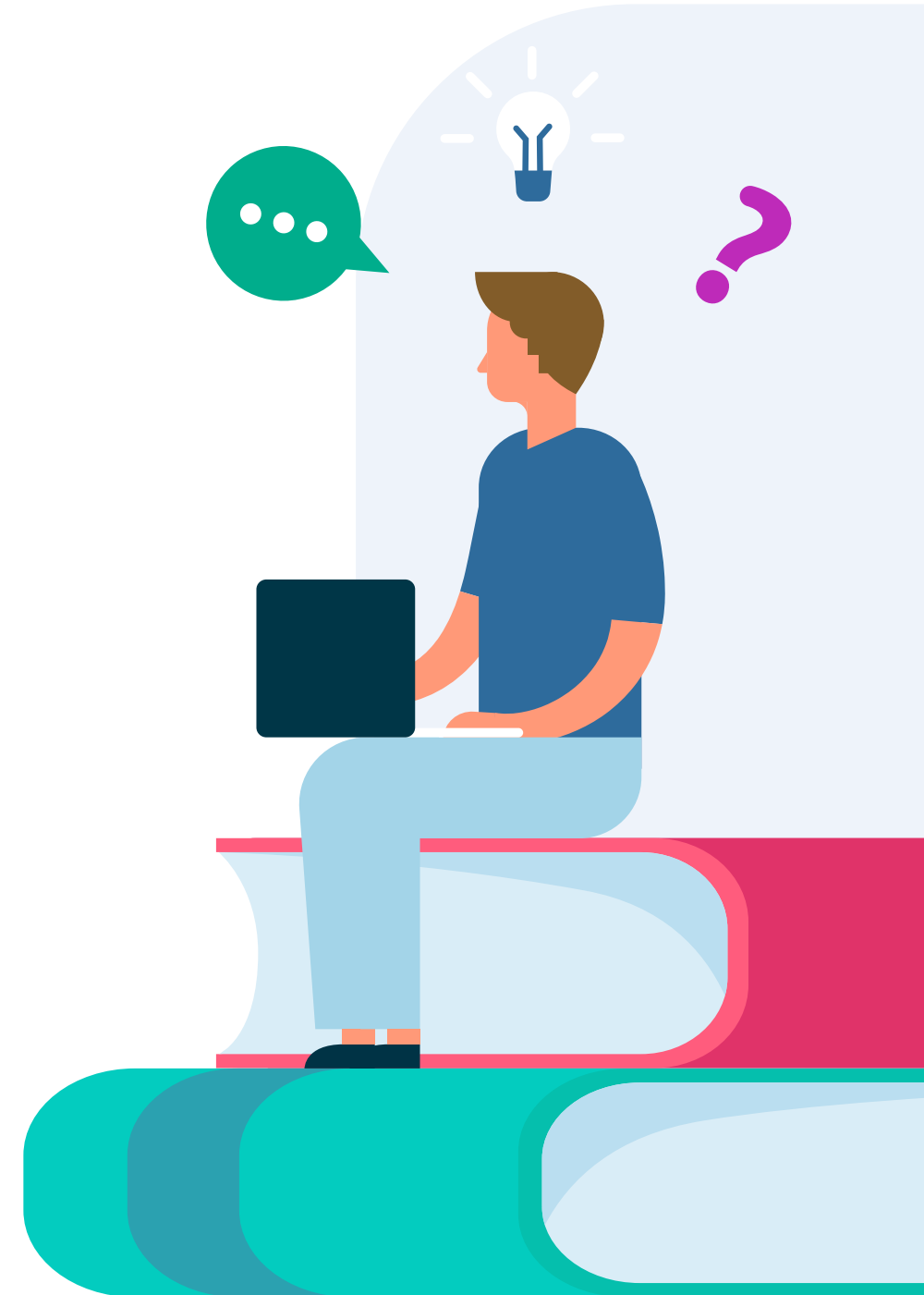
What it is

Students can thrive in online learning if they are strengthening their skills in exercising choice, monitoring and reviewing their learning.

Students of all ages need to develop self-regulation skills – managing attention, thoughts and behaviour and also managing their emotions.

Online learning requires students to be self-directed, organised, able to set goals, and monitor and evaluate their own learning progress. Students need to work towards managing their own motivation and becoming more independent.

Students also need to think about their own thinking. They need to develop understandings of themselves as learners and the learning process if they are to be motivated to learn online. Students need to develop a toolkit they can call on at different times and in a range of contexts both online and face-to-face.

In online learning contexts it is important to design learning experiences that take into consideration the high levels of impact metacognition and self regulation can have on students.

Self-regulation skills: Why they are fundamental

▶ **Watch video**

Metacognition and self-regulation approaches aim to help students think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.*

Evidence for Learning, 2020

> *Students who have adjusted well to online learning "know how to self-regulate – that is they know when to apply various strategies, they know when to hold out distractions, they know about their thinking skills and they know how to self-evaluate. We need to deliberately teach students these skills.**

Professor John Hattie

Some ideas

Explore ideas and strategies to teach students to reflect and self-regulate.

Tips and strategies

What does the evidence tell us?

Effective self-regulated learners

The Evidence for Learning Institute identified features of effective self-regulated learners, which are important to consider, because a student's ability to self regulate are a contributing factor for success with online learning.

Read article

Metacognitive talk in an online environment

"Purposeful dialogue, not just conversation, can help develop self regulation and metacognition in students. Evidence for Learning has some advice on Metacognitive talk in an online environment with tips and considerations.

Read article

Independent learner profile

Evidence for Learning have produced a sample Independent Learner Profile for secondary student Alex which explores what being an effective self-regulated learner looks Have a read and see if you could adapt this approach for your students working online.

Read article

Supporting Self-Regulation

The 21st Century Learning Design – ITL Research/Microsoft program identified areas teachers can focus on to support students to become self-regulated:

Substantive time and opportunity	Learning intentions and success criteria in advance	Students planning their own work	Using feedback to improve learning

Transforming Education eBook

Read the Transforming Education eBook for practical ideas of using technology to support self-regulation and ideas on using the Self-regulation Decision Steps to help design tasks and provide a self assessment tool for students. Read pp. 233.

Read article

21st Century Learning Design

To Unpack these ideas further visit 21st Century Learning Design – go to Self-Regulation tab for resources and a short online course.

Find out more

To promote students' understanding of metacognition and self-regulation, teachers could:

- Model and verbalise their own thinking to reveal the processes an expert learner takes, and the strategies they use during direct instruction in online session or in screen casts or presentations they create for the class.

- Guide practice, with support gradually withdrawn as students become more proficient as self-regulated learners.

Planning, Monitoring and Reflecting

Self-regulation involves students in Planning for their learning, Monitoring their learning and Reflecting on the learning itself.

Planning for learning

- Setting goals and communicating clear learning intentions so students can understand the success criteria and what is expected of them
- Understanding their own skills and abilities
- Understanding the standards to be met in the learning task
- Understanding the requirements of the learning environment. When learning online what interactions are expected, what needs to be submitted, and when, in what format, how to make contact with other students and teacher for assistance etc.

Monitoring the learning

- Experiencing and engaging in the learning experience, both online and offline
- Monitoring their learning
- Comparing progress against expectations and learning goals.

Reflecting on the learning

- Setting aside time for reflection after each learning task
- Actioning feedback
- Students self-assessing and evaluating the learning experience and their progress.

Teaching self-regulation skills and strategies

Explicitly teaching self-regulation skills and providing strategies for students to apply could include:

- explaining the usefulness and importance of self-regulated learning skills to students
- explicitly teaching students self-regulated learning strategies, and
- exploring how these might apply in their online, learning contexts.

Time management

Students understand the importance of managing their own time and develop preferred techniques.

Risk taking

Students are encouraged to manage risks and uncertainty.

Coping with change

Students start to understand what is meant by managing change, and develop a range of techniques for varying situations.

Feelings and reactions

Students understand the importance of both celebrating success and managing disappointment.

Sharing

Students sharing how they are mentally storing ideas, concepts and strategies for their future learning.

Documenting thinking

Providing opportunities for students to document their thinking about their own learning and return to this in the future.

Other examples of tasks that could be adapted for online to reinforce Reflection, Metacognition and Self-regulation include:

- **Think Alouds** - teacher's verbalising their thought train to lead students to understanding the steps involved in the learning intention during an online direct teaching session

- Recording students **questions and wonderings** and uploading them to the online space

- Providing **timely feedback** for students

- **Scaffolding learning tasks** through prompts, rubrics, checklists, student-teacher conferences and self-assessment

- Providing **worked examples**, which allow students to develop their metacognitive and cognitive skills without placing too many demands on their mental resources

- Implementing **EXIT tickets** - a few questions at the end of the lesson to measure students' progress and indicate whether they can they move forward or whether they need to revisit the concepts. Exit tickets could be incorporated into an online doc or captured on Padlet or similar technology.

Self-regulated learning

Lori Edwards outlines suggestions on helping students become independent learners and self-regulating behaviours in this clip. Eight steps build upon each other to teach self regulation and include goal setting, planning, self-motivation, attention control, flexible use of strategies, self monitoring, seek help and self evaluation.

▶ **Watch video**

Some ideas

Question prompts

To be reflective is about wandering back to where you have been to try and make sense out of it. You can guide students through reflection through online discussions, interviewing them during individual conference times, asking them to keep an online log or a journal or respond to question prompts.

Lyn Sharrat suggests presenting students with a number of reflective questions: Consider the technologies you are using and the best way to collect students' responses.*

Self-assessment

- How do I learn best?
- How am I growing as a learner?
- What is getting clearer?
- How am I functioning

Self-reflection

- What did I learn?
- How do I feel about my learning?
- What have I discovered?

Self-evaluation

- How did I do?
- How have I improved?
- What are my strengths?
- What do I need to improve?
- What is my next step?
- How can you help me?
- How can I help myself?

John Hattie provides examples of prompts you could ask students to consider for Self–regulation:*

- ✓ What did you do to…?
- ✓ What happened when you…?
- ✓ How can you account for…?
- ✓ How does this compare to…?

- ✓ What learning goals have you achieved?
- ✓ How have your ideas changed?
- ✓ Can you know teach another student how to…?

Some ideas

Find out more

Explore these websites and books to find out more about Embedding Reflection and Self-regulation:

Websites

- Victoria State Government Department of Education and Training - *High Impact Teaching Strategies Using metacognitive strategies*
- Victoria State Government Department of Education and Training - *High Impact Teaching Strategies*
- Evidence for Learning - *Metacognition and self-regulation approaches*
- Evidence for Learning - *Summary of Recommendations*
- Evidence for Learning - *Metacognitive talk in an Online Environment*
- Evidence for Learning - *Guidance for educators*
- Evidence for Learning - *Independent learner profile*
- Susan Marie Harding, Paula Galvao de Barba, Felicia Goh - *Teaching self-regulated learning skills*
- Peter Ellerton - *Teaching how to think is just as important as teaching anything else*
- John Hattie - *The New Normal of Learning Build Back Better*
- Microsoft - *Transforming Education - Empowering the students of today to create the world of tomorrow*
- Microsoft - *21st Century Learning Design.*

Books

- Claxton, G., and Lucas, B., (2016) - *Educating Ruby –, Crown House Publishing, United Kingdom*
- Sharratt, Lyn, (2019) - *Clarity What Matters Most in Learning, Teaching and Leading, Corwin, USA*
- Hattie, J Visible, (2012) - *Learning for Teachers: Maximising Impact on Learning, Routledge, USA and Canada.*

Students

Promoting Student Voice, Choice and Agency

What it is

When learning online students can be supported to take more responsibility for their own learning.

Online learning poses challenges and new opportunities to promote student voice, choice and agency - the degree of responsibility and control that students have for and over their learning.

Students working online can be actively engaged in how, when and what they learn and how well they learn.

Depending on the schedule established for online learning, working remotely could give students the opportunity to co-design the structure of their days. Students can take responsibility to complete tasks, and they can have choice about what and when they are working on a task. Whilst there are scheduled times students need to be present online, there are other times they can have the flexibility to take breaks, or start their days later, but still be productive. Students can choose to work on more challenging tasks, seek support from teachers or peers and suggest where their learning goes.

An online learning environment that is positive, supportive and connected, and one that is focused on autonomy and self-efficacy, helps to build confidence and student agency. Ownership of the learning process empowers students to be active, rather than passive and enriches their learning experiences.

> Students are agents for change. When students take a more active role in co-developing online learning tasks, assessments and reflections they take learning beyond engagement to actually being involved in real decision making.
>
> "If students have voice and choice to emotional engage them they can develop a sense of agency and they can become leaders of their own learning'
>
> Teacher

> *I am convinced that the best learning takes place when the learner takes charge.**
>
> Seymour Papert

> *Student voice is the driving force to plan, implement and assess online learning tasks. My students have noted the value of teachers setting up tasks and then with minimal lecturing allowing them to work independently.*
>
> Teacher

Source: Papert, S. (1993)

Some ideas

Explore ideas to enable students to be actively engage in how, when, what and how well they learn online.

Tips and strategies

Find out some practical tips to make student voice the cornerstone of your online classes

Choose wisely

Make feedback a priority

Meet face-to-face

Encourage adventure

Collaborate

Let students lead

Read article

Some ideas

Supporting student voice, choice and agency

10 Steps to incorporate student voice into remote learning

Developed by staff at the Quaglia Institute.

Read article   **Watch video**

What happens when students own their own learning?

Matthew Lynch shares when the benefits of students taking control of their own learning. Consider what is possible in online classes.

Read article

Empowering students voice and agency

Laura Zinghini outlines strategies to use student engagement as a behaviour management strategy. These strategies could be adapted to online teaching.

Read article

An opportunity to listen, learn, and lead with our children

The Quaglia Institute discuss the importance of listening to and learning from students during online learning.

Read article

Some ideas

Teachers provide opportunities for students to gain greater say in their learning by:

- ✓ Explicitly designing structures, tasks and processes for learning online that provide scope for student voice and choice
- ✓ Building a shared understanding of learning expectations - setting their own learning goals, or working together to create the learning intentions
- ✓ Self-assessing and reflecting on their learning or working with peers to give feedback
- ✓ Deciding on the strategies needed to complete a task
- ✓ Investigating inquiry projects which of genuine interest and relevance
- ✓ Designing, finding and solving problems that matter to them
- ✓ Choosing how to transfer, apply or action what's been learnt in their own communities
- ✓ Allowing students to choose the learning activities they would like to complete – must do's, can do's
- ✓ Providing multiple opportunities for collaboration and leadership.

Read ideas from practicing teachers and students

ACER produces Connect Supporting Student Participation and the articles draw on the experiences of researchers and practicing teachers.

How are we listening to students?

Read articles

Adam Brodie McKenzie describes his Journey to Agency. Read pp.7-8 〉

A practical tool for teachers to start a conversation about listening to and responding to students' voices and agency. Read pp.17-21 〉

What do we learn about student voice, agency & participation?

Read articles

Returning students demand more say. Read pp.11 〉

Responding to challenges though innovation: Voice and agency in the virtual classroom. Read pp.13-15 〉

Supporting and promoting student agency during learning in the home environment. Read pp.16 〉

Harnessing flexibility and freedom. Read pp.23-24 〉

Some ideas

Student choice

Students take ownership

A high school teacher's reflection on supporting students to take ownership of their learning.

Read article

Learning to let go

One teacher's reflection about his journey into letting go and enabling increased student agency in her classroom.

Read article

I can

Design for Change provides a simple four-step framework to enable students to gain skills and knowledge about developing an *"I can"* mindset.

Find resources

More ideas

Student voice, participation and leadership

Explore the resources developed by the Department of Education, New South Wales, to promote the use of student voice, participation and leadership in schools. Resources include video clips explaining student voice and agency, editable resources to help teachers identify initiatives for their class to find the right balance between teacher-centred and student led teaching approaches. You can find units of work, teaching and learning programs, student and teacher surveys and checklists.

Find resources

Amplify

The Amplify Toolkit, produced by the Department of Education and Training, Victoria, provides access to curated resources for teachers focusing on student voice, agency and leadership. Categories include: research and evidence; tools and resources; online professional learning; video case studies; written case studies; and other resources.

Find resources

Surveys

Benefits of student perception surveys

Feedback
Results point to strengths and areas for improvement.

Reliability
Results demonstrate relative consistency.

Face validity
Items reflect what teachers' value.

Low cost
Expense of administration is minimal.

Predictive validity
Results predict student outcomes.

Student perception tools can be of value to teachers focusing on student voice, agency and leadership

A number of student perception tools (fee for service) are available online. Australian products include:

Educator impact

Find out more

Loop

Find out more

Pivot

Find out more

ACER student perception of teaching questionnaire

Read article

Research indicates that students value 7cs

The Measures of Effective Teaching (MET) project funded by Gates Foundation identified 7 Cs. Use the Cs as prompts to create an online survey for your class.

1 Care
My teacher seems to know if something is bothering me.

2 Control
My classmates behave online the way the teacher wants them to.

3 Clarify
My teacher knows when the class understands.

4 Challenge
In this online class, we learn to correct our mistakes.

5 Captivate
I like the way we learn in this online class.

6 Confer
My teacher wants us to share our thoughts online.

7 Consolidate
The comments I get help me know how to improve.

Asking students about teaching

Find out more about the 7cs.

Read article

Some ideas

Find out more

Explore these websites and books to find out more about Promoting Student Voice, Choice and Agency:

Websites

- Narissa Leung - *Remote Teaching's Golden Opportunity For Improving Teacher Practice*
- Victoria State Government Department of Education and Training - *Amplify*
- Victoria State Government Department of Education and Training - *Amplify toolkit*
- Bill & Melinda Gates Foundation - *Asking Students About Teaching. Student Perception Surveys and Their Implementation*
- Quaglia Institute - *The power of voice in schools*
- NSW Government Education - *Student voice, participation and leadership*
- Australian Council for Educational Research - *How are we listening to students?*
- Design For Change - *What is the I can mindset?*
- Victoria State Government Department of Education and Training - *Empowering Student Voice and Agency*
- The Edvocate - *What happens when students own their learning?*

Find out more

Maslow before Bloom

Nurturing Social and Emotional Learning

What it is

Attending to students' social and emotional needs is key when learning online.

Social and emotional skills enhance a student's capacity to integrate the knowledge, understandings, attitudes and behaviours that enable them to thrive when learning remotely.

Learning online may be difficult for students, because they may be unable to access social interactions they rely on to support their wellbeing.

Social and Emotional Learning (SEL) is how people learn to understand and manage their emotions, how they set goals, show they have empathy for others, develop positive relationships and develop resilience. By regularly checking in with students learning remotely, teachers can identify issues and collaborate with students, and their families, to support wellbeing.

SEL interventions are critical to ensure students have the best opportunities to learn online. Interventions targeting SEL seek to improve students' interaction with others and self-management of emotions, rather than just focusing on the academic or cognitive elements of learning. The focus may include how students work with (and alongside) their peers, teachers, family or community.

A greater sense of autonomy, agency and voice, contribute to student health, wellbeing and learning outcomes.

Incorporating SEL can help learning online by ensuring better connections with students, helping them to stay motivated and develop core competencies. SEL focuses on the thinking, behavioural, and regulatory skills students need to interact effectively with others. The skills include:

- Self-awareness
- Social skills & relationships
- Self management
- Responsible decision making

> *Social and emotional skills are key human capabilities that allow individuals to manage their emotions, work with others, and achieve their goals. They are crucial for the wellbeing and success of every child and adult, and for the future of our societies and economies. In a complex, fast-moving world, it is imperative that we equip all learners for new challenges and opportunities. SEL can contribute to more inclusive, dynamic and productive schools, communities and workplaces, and can in the long term save governments money and accelerate productivity.**

The Salzburg Statement for Social and Emotional Learning, March 2019

Some ideas

Ideas to Nurture Social and Emotional Learning with students:

Tips and strategies

Practical ideas

Tips to create a warmer, more engaging online classroom

Annie O'Shaugnessy suggests you prepare a warm, inviting space, you check in regularly with your students, you remember that anxiety is contagious and that you focus on the positive.

Read more

How to teach social-emotional learning when students aren't in school

Some practical ideas to teach SEL when learning is online from the Collaborative of Academic and Social Emotional Learning.

Read article

Building developmental relationships during the COVID-19 crisis

Practical ideas to build and maintain relationships with students when you are teaching online.

Read article

Alleviate students' stresses by teaching strategies for organisation, planning, and self-regulation

- Teaching students how to learn is especially important when asking students to do something new like online learning

- Teach students how to learn from home. Teach specifics like how to access online schoolwork, how to make a schedule, and how to stay focused. Provide students with checklists or other organisation tips to help with these areas. Keep in mind that students who learn and think differently will need more explicit instructions and frequent check-ins to develop these strategies.

For more ideas read...

A comprehensive list of resources to support SEL curated by Karanga

🔍 **Find resources**

Some graphics describing aspects of SEL you could consider and use with your students

🔍 **Find graphics**

The collaborative of academic and social emotional learning has developed an evolving list of SEL resources

🔍 **Find resources**

Check-ins

Check-ins should be part of the daily routine when teaching online. Students learning online may require more frequent contact than one would think and consistency can make a big difference. Emotions can have a big impact on learning and wellbeing. Switching to online learning can make expressing and understanding emotions a little trickier. Check-ins can help members of your school community feel heard, valued, and connected during remote learning.

Some helpful times to consider checking in with your students and staff are:

- At the start of the day or after lunch

- After an assignment or an activity

- When an event impacts your school community

- If a student seems to need additional support

- You may also decide to set up a check-in that students can use whenever they feel they need it

- Some schools have a daily check in sessions with students

- Try a morning 'whole ' school check-in and fitness session. One group of students could be responsible for choosing 5 exercises for everyone to try.

How teachers design for SEL online:

- Regular formal and informal check-ins with students
- Identify and share their emotions online
- Share stories about learning experiences
- Explicitly discuss positive coping strategies
- Consider how 'growth mindset' is nurtured and fostered in the online/remote learning space
- Draw out students' perceptions of themselves
- Activities for recognising/celebrating students' strengths
- Acknowledge how students are developing self-confidence and self-efficacy; self-control and self-discipline
- Goal setting
- Organisational skills
- Demonstrating respect for others online

- Ethical considerations
- Achieving balance – screen time / online and offline; ways of self-regulating and being conscious of our wellbeing needs and encourage
- Communicate and maintain social engagement
- Teamwork and collaborative tasks
- Practical support provided to students – materials, resources, a focus on exercise and nutrition
- Sharing physical wellbeing ideas: staying hydrated and fueled, physical activity
- Sharing mental wellbeing ideas and opportunities to foster to include mindfulness and brain breaks
- Ways of remaining connected with teachers, pastoral leaders, learning mentors.

Building SEL skills

Social and emotional learning

Evidence for Learning have researched and produced evidence about SEL approaches that have been successful.

Read article

Student Wellbeing

A Wellbeing Hub for teachers, parents and students to build safe, inclusive and connected school communities that promote wellbeing and learning.

Watch video

Build social and emotional skills

Holly Clark discusses how she Builds SEL skills, helping students build social and emotional skills and amplify their voice.

Listen interview

Fostering connection and community during remote learning

Some ideas to foster connection and community during online learning.

Read article

Maintaining connections

Schools have tried novel ways to maintain connections and relationships whilst teaching online.

Watch video   **Watch video**

SEL Roadmap

Reunite, Renew and Thrive: SEL Roadmap for Reopening School outlines practical ideas to consider.

Read article

Mental health service providers have resources online

Lifeline

Lifeline published this guide to coping with COVID-19 stress.

Read guide

RUOK?

RUOK? wrote a guide to staying connected during social distancing.

Read article

Beyond Blue

Beyond Blue's Coronavirus Mental Wellbeing Support Service page is regularly updated and contains information, advice and strategies for managing health and wellbeing during the pandemic.

Find resources   **Read article**

Headspace

Guidance and tips on supporting young people's mental health and wellbeing. Includes online and phone professional support services. Headspace: Tips for a healthy headspace for friends and family.

Read article

Find out more

Explore these websites to find out more about Nurturing Social and Emotional Learning:

Websites

- Evidence for Learning - *Social and emotional learning*

- Collaborative for Academic, Social, and Emotional Learning (CASEL) - *Core SEL Competencies*

- Edutopia - *Focusing on Student Well-Being in Times of Crisis*

- NSW Government Centre for Education Statistics and Evaluation - *What Works Best in Practice*

- Karanga - *Ecosystem resources*

- Microsoft - *Check-ins with students: Emotions, Wellbeing and Remote Learning*

- Australian Institute for Teaching and School Leadership (AITSL) - *What works in online/distance teaching and learning*

- Australian Council for Educational Research (ACER) - *Victorian teachers forge the way in home-based learning*

- Social Mobility and Child Poverty Commission - *State of the nation 2015.*

Understanding by Design® Planning Prompts

Understanding by Design® Planning Prompts

Planning for online learning adapted from the principles of Understanding by Design®:

Identify Desired Results: What is the Learning - big ideas and skills? Is learning visible?

- Are learning intentions visible?

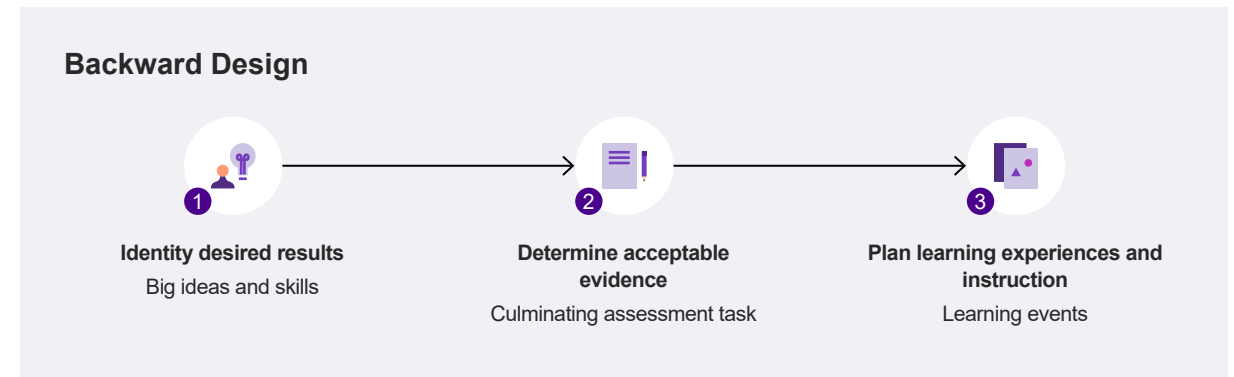- Students will need explicit guidance and structure about how the tasks will be unpacked and the expectations.

Determine Acceptable Evidence: How will you know they have learned?

- Is there success criteria?

- Build in checkpoints through the lesson/unit to get a picture of how students are progressing.

Learning Plan: How will they learn?

- What do you need to scaffold for all or some students?

- The constraints and distractions inherent in online learning force changes to learning design – as teachers create shorter videos, explore the potential of flipped classroom models and keep instructions short, sharp and to the point in order to be explicit and engage students in the task at hand. Are there different modes and strategies for students to access and process learning?

- Are there opportunities to develop capabilities/competencies?

- Build authentic tasks into the learning design to ensure students will be engaged and have appropriate levels of challenge

- Which learning partners could add value to the learning experience e.g. can you bring in a visiting expert virtually?

- How are the learning experiences building to scaffold learning, allowing students to revisit concepts, take the learning deeper and transfer the learning to different contexts? (Hattie and Fullan et al)

- Which technologies and online content will best support learners' needs? Are they multimodal? Consider synchronous and asynchronous learning.

Backward Design

Identity desired results	Determine acceptable evidence	Plan learning experiences and instruction
Big ideas and skills	Culminating assessment task	Learning events

Think about strategies you know work, how can they be presented in an online format

- Use visuals or video in your explanations

- Have your students make concept maps either online or photograph ones they make by hand

- Provide worked examples for multi-step problems

- Give your students time to practice doing new things

- Offer your students feedback along the way

- Use online discussion groups to help students gain a better understanding of texts.

Planning Using Rosenshine's Principles of Instruction

Planning Using Rosenshine's Principles of Instruction

What are some opportunities for online learning? And how do they match with Rosenshine's Principles of Instruction?
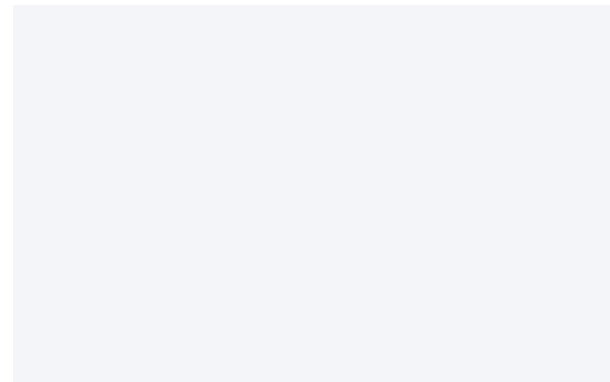
01

Begin a lesson with short review

For instance:

- Recap the previous week/lesson at the start of the next lesson/week - keeps reminding students that they are learning and have completed work!

- Using mini whiteboards in pairs of students and asking quite short questions for them to respond to (based on previous lesson's content).
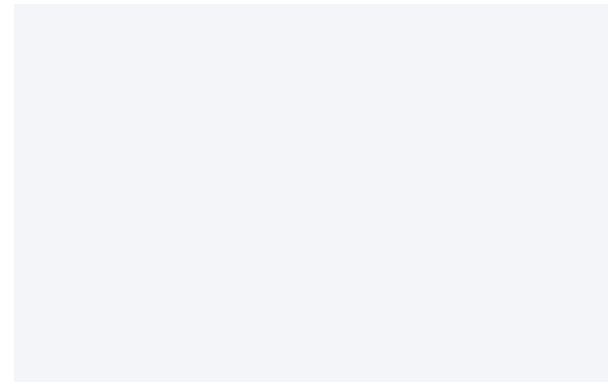
More ideas:

02

Present new material in small steps

For instance:

- Use scaffolds and linked to success criteria.

- Consistent planners with simplified steps to support students and parents

- Having a range of visual, audio and written instructions.
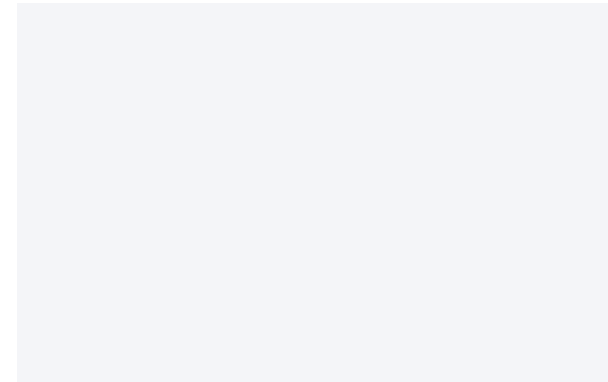
More ideas:

03

Ask questions

For instance:

- Set up individual channels to allow private discussion to encourage understanding.

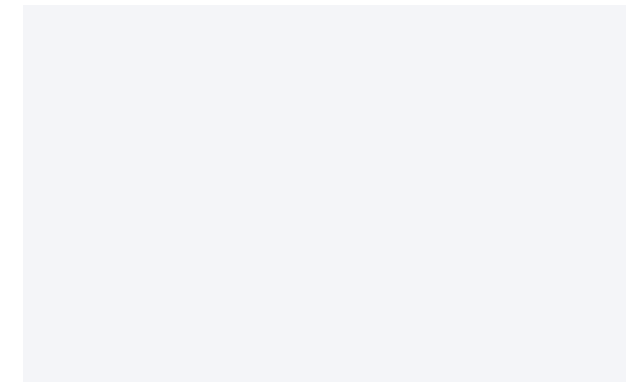- Ask questions live, students can share questions in a thread or verbally.

More ideas:

04

Provide models and worked examples

For instance:

- Create video snippets or narrated PowerPoints with the teacher modelling so students can play back later.

More ideas:

Planning Using Rosenshine's Principles of Instruction

What are some opportunities for online learning? And how do they match with Rosenshine's Principles of Instruction?
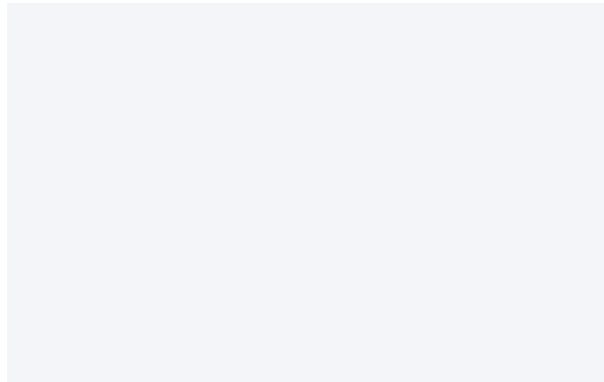
05

Guide student practice

For instance:

- Facilitate group work and individualised support through online video meetings to guide instruction and and support students.

More ideas:

06

Check for understanding

For instance:

- Exit passes with opportunities for rating explanations or posing wonderings.
- Online formative assessment.

More ideas:

07

Obtain a high success rate

For instance:

- Video of Bump it up wall.
- Use data to plan for success.
- Are students aware of how to be successful?

More ideas:

08

Provide scaffolds for difficult tasks

For instance:

- Differentiate tasks inviting students to select the right task for themselves
- Students use traffic light system to indicate the level of difficulty for them
- Design open ended tasks, multiple exits but same entry points.

More ideas:

What are some opportunities for online learning? And how do they match with Rosenshine's Principles of Instruction?

09

Require and monitor independent practice

For instance:

- Balance synchronous and asynchronous learning enabling access to teacher directed learning, independent learning and online learning tools.

More ideas:

10

Engage students in weekly and monthly reviewsuccess rate

For instance:

- Online weekly or fortnightly quizzes with immediate feedback to students and teachers.

- Reflection activities using journals/diaries.

More ideas: