How can I use the OpenLearn course *Taking your teaching online* to improve student engagement in online lessons during the lockdown in Jan/Feb 2021?

CONTEXT:

- The focus of my research and development was to look at engagement of students in online rooms during the January – March lockdown
- The large part of the research was completion of an 8 week course *Take your teaching online* and then using knowledge from this course to try out different tactics in the online rooms

THE ISSUE:

- Following the first lockdown and my own experience, I was aware that there is a limited amount of engagement from students in the online rooms
- The was backed up from the experience during January where low levels of engagement were apparent
- Students were not willing to get involved, to speak and give feedback, and were only prepared to use the chat box to comment
- This inhibited development and learning during the lesson, and put too much on the teacher to lead the lesson

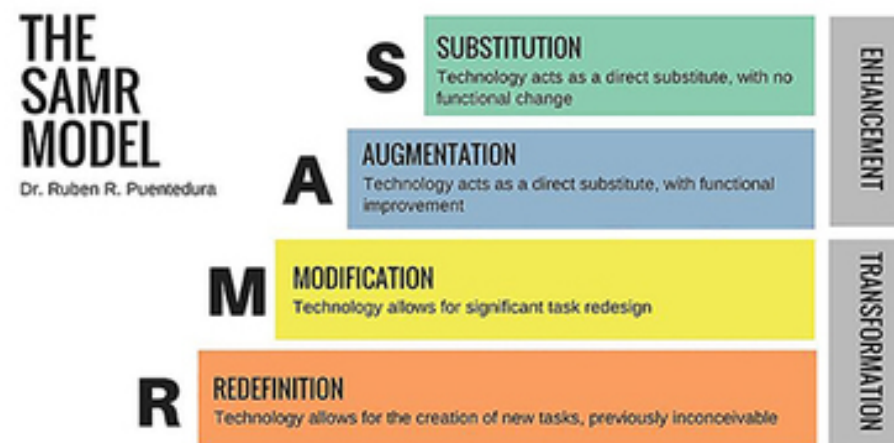SAME TEACHER
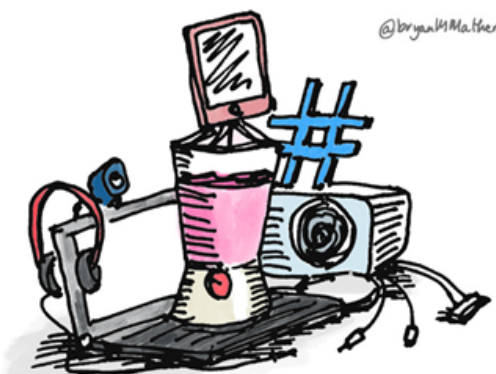
DIFFERENT TOOLS

@bryanMMathers

RESEARCH:

From the course *Take your teaching online*
- There are different ways to engage students
- A blended approach of synchronous and asynchronous work well to engage students
- Tools and techniques need to be introduced gradually rather than quickly for students to have time to adapt
- Using tools like quizzes, forms and VLEs can be useful

ACTIONS:

- My plan was to attempt to get students to interact more in the lessons
- Any slides would have different slides where students would give feedback and the teacher would type in the answers so it was reflective of the classroom
- A number of short tools like quizzes and forms would be integrated into the lesson to break up the slides and give students a chance to work on developing their knowledge
- Feedback from students about what they wanted to do in the lessons

THE SAMR MODEL
Dr. Ruben R. Puentedura

S	SUBSTITUTION — Technology acts as a direct substitute, with no functional change	ENHANCEMENT
A	AUGMENTATION — Technology acts as a direct substitute, with functional improvement	
M	MODIFICATION — Technology allows for significant task redesign	TRANSFORMATION
R	REDEFINITION — Technology allows for the creation of new tasks, previously inconceivable	

FINDINGS:

- There were no surprises as such – it confirmed that students were not confident with using technology and were not comfortable *to be the first* to speak in a session
- Students would speak if there were only a few students in the room but did not when there was a large number of students in the online room – quite a stark difference from F2F
- Students liked giving short feedback and would speak if prompted to do so, so putting different tools to encourage more discussion and feedback helped to increase the amount of dialogue in the lesson

CONCLUSIONS:

- I have learned that online teaching cannot just be taking the classroom based material and using that as is
- Careful planning of the lesson needs to take place to include more activities where students can break from a presentation etc to work on their own then come back to feedback
- Positives/postcards work well if these are highlighted in advance
- The use of direct student names, when students know about this at the start of the lesson, works well, especially when the more reliable are used first to take the fear out of speaking online

PERSISTENT & OPTIMISTIC

Stephen Henderson, Business & ICT

TALLIS R&D POSTER 2020-21 GUIDANCE

- The TALLIS R&D poster is an alternative to the written report.
- It is A3 and designed to be saved as a PDF file and/or printed for display.
- Colleagues are encouraged to choose this option if they prefer to summarise their research project in the form of bullet points and images, rather than writing a 1500 word prose report.
- Each section is designed to accommodate 5-10 bullet points only.
- Colleagues are encouraged to consider and identify the relevant **Tallis Habit(s)** or **Tallis Character trait(s)** relevant to their research project.
- The template is intended to provide an example structure for the poster design with key prompts and a suggested layout.
- Colleagues are encouraged to create their own design if they so wish.
- We would urge colleagues to respect the school's Displays for Learning policy guidelines in their choice of fonts and use of images.
- Please DO NOT EDIT the original template versions of either the written report or this poster. Go to **File** > **Make a Copy** to create your own editable version.
- Completed posters should be downloaded as PDFs and sent to Jon Nicholls by email for publication on the school website (protected area). The school may wish to display printed versions of the posters. Please indicate in your email whether you are happy or not for this to happen to your poster. Approval for printing and display will be assumed unless you state otherwise.