Blending Home and School Learning: Hacks to Deliver the Best Experience

## Stage Four & Five Part Two Transcript

Hello, welcome to Blending Home and School Learning: Hacks to Deliver the Best Experience for your students. My name is Adam Watson. I'm a secondary teacher in the New South Wales Department of Education, currently working for the Technology for Learning team out of the Information Technology Directorate.

We're developing a three part video series to assist with teachers that are picking up lessons and operating their classrooms within the COVID-19 current strategy. And this is Part 2 of the series where we're going to cover today what a lesson in a blended online learning environment might look like. We're going to go through the design and the resourcing of a lesson for stage five mathematics from the learning from home resource page on the department's website. We're going to have a couple of models available for you to see with Q&A how we get lesson content out to students in a quality way that's equitable within the classroom and at home, and we're going to run through a little bit of a demo of what this lesson might look like physically right in front of you here.

### Lesson delivery

So I'm going to have a seat here and run my lesson from this desk. You can see here I've got my laptop setup and the laptop in the last video we set this up and I explained that we put this in this position so that way it simulates the actual students view as if they were sitting on the side of the classroom there and facing into the classroom. Or be it, they're not facing the whiteboard. What they can see on their screen though will be replicated and mirrored on this white board here so they won't miss a thing, but the important aspect of why this is situated in the way it's done here on the table is so that they can be a part of this class and there's minimal disruption to their learning, or it's is minimised as possible based on the positioning of where they are, they can see their peers and have that sort of social interactivity that we love to see in our classrooms. So I'm going to have a seat here and pretty much be positioned in this spot for the bulk of the delivery of my content while I'm using my laptop because everything I'm delivering is going to be coming straight from this screen here in this laptop and I'm going to be delivering it to my students face to face, and you can see my body language here is trying to maintain as much equity as possible in the classroom, so I'm not leaving anybody out.

Students at home can see me on camera here the whole lesson, and the students that are in their physical seats here in the classroom are going to be engaging with the same material. Now this seems like a simple kind of thing to get your head around, but I mean as teachers we often spend the bulk of our lesson roaming around teaching from different parts of the classroom, and I think it's important to note that if you position yourself in a relatively static environment during this blended learning time, then that way you're making sure that you're not leaving anyone out in the room that may not be able to see. So I'm going to use an online learning platform here called Microsoft Teams. Now you can see that I've set up a team for my classes, stage 4/5 Maths demo lesson. Teams is a really good tool for this context because it enables me to deliver content. It also enables students to see the content and engage with me as a teacher via video. I can share my physical screen of my laptop and share resources via teams and the students can engage with that content and engage with one another.

Another resource that I'm going to use. To deliver this lesson on designing a dog kennel in mathematics is the online 3D modelling program Tinkercad. The reason I chose this resource is again, because it's an online collaborative resource that students can access for free with a Federated Google or Microsoft login, and then they can engage with that content away from the classroom, and they're not reliant upon specific circumstances of being physically within the school, and it's totally equitable. So if we jump over to my actual team here, we can see that I've set my team up. I've got a general channel here and I've set my students an assignment in their dog Kennel.

### Teaching a blended online and face to face class

Now what I'm going to do is I'm going to dial up my class and I'm going to take my students through this assignment now and explain to the students in front of me in the classroom as well as the students that are learning online. What the content of the assignment is and the steps to complete that assignment and do a little bit of a demo with Tinkercad so that they can see that. So I'm going to do that by going into my general channel. And dialing up. A meeting with the meet now feature. So if I hit meet now. It's going to start a meeting in the general channel. Now I can add a subject title for this. Although you don't have to. And if I hit meet now. It's as simple as that and I can start that meeting now. I have to invite my students into this meeting, so I'm going to go ahead and invite the one and only student that's in the class student 9068 for today. You can think of this is a bit of a virtual roll call. As we dial up each of the students that need to be part of this lesson. And we just wait for student 9068 to pick up.

Now while I'm dialing up, the students that are in that online learning environment, my students that are in the physical classroom in front of me can be using their devices, starting them up, logging them in. I may have a do now task for them to do, or something simple like that. As a bit of a lesson intro to connect the learning and get them started while we wait for our technology to catch up. There's Mr. Tardiani my mature age, stage five student who's learning from home today give me a thumbs up if you can hear me there Mr Tardliani? very good, we may want to limit the amount of kind of audio that's coming back and forth within teams when we use an environment like this 'cause we may have many students that are currently at home. And if we say hey, how are you going today that could spark a massive crowd response? So we need to consider things like that. So now that we've got Mr. Tardiani there. We're going to run through our assignment. So I'm gonna head back to my teams. And I'm going to share my screen here. Screen number one. And I'll minimize my meeting down. While I take my class through the assignment. Alright, heading back to my team. And I'm going to open up my assignment to view the content. Now this is the part of the lesson we are on explaining the expectations of the Tasks of the students and I'm getting them to engage with the content they have opportunities here to ask questions about the content from one another to one another rather and to me as well in the chat function of teams. and I can answer those questions and get everyone well and truly on their way with their learning. Now I can go into the student view here as well. This is another awesome feature of Microsoft Teams where I can see what the student would see, and I've attached a rubric as well to this assessment task, which I can talk through here about what it takes to achieve at your best for this particular task, and I can open up the folio component, talk through some of those aspects as well, and alleviate any confusion that there may be. All the while trying my best to keep my body language so that I'm not focused on this electronic device. And not focused on the students that are physically in the room at the time. Maintaining that equity as much as possible.

We're going to have a quick run through the application Tinkercad now as well, so once I've taken the students through the expectations of the task and the assignment and what they need to do to succeed, I can take him through the tool that they're going to use to model their dog house. Now I've got this tool preloaded and pre logged in to assist with the transition here and this is something that you may want to consider as a teacher when you're setting your lessons up, making sure that your resources are working. Everything is logged in, everything is loaded to streamline the lesson and minimize the lagging with technology sometimes having to load. So this is Tinkercad and here's an example of my dog kennel that I prepared earlier. You can see there is not the most detailed thing in the universe, but I think you get the idea. Now I can take students through the demonstration of this tool by sharing my screen. And all the while because we're still operating as a meeting in the meet now function of Microsoft Teams, they can ask questions about this tool. They can learn different aspects of the tool and they can speak to one another and share their knowledge and share their ideas about this task.

So that takes us to the end of Part 2 of these three part video series, looking at blended and online learning approaches. Join us again for Part 3. We're going to check out ways that students can ask questions and you can give them feedback and assess their work.