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

## Stage Four & Five Part Three Transcript

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

We're delivering a three part video series to assist teachers with this new landscape that we find ourselves in regarding the COVID-19 pandemic where we're delivering teaching and learning in classrooms to students that are physically here but are also learning from home and in a flexible blended environment. In Part 3, this video, we're going to look at a continuation of the previous video, Part 2, where we started looking at a project in mathematics for Stage 5 using PowerPoint online, Microsoft Teams, and Tinkercad to create a design of a dog kennel, and then do some mathematics around the calculation of costs and paint per square meter and things like that. In this video, we're going to check out what it looks like when a student has done some of their work. And we want to provide them with some feedback and a bit of informal assessment, and doing that in an online space for students at home as well as physically in the classroom at the same time, and what it might look like if a student say that sitting in front of us has a question that will take up some time of that lesson that we want to address.

### Supporting all students

How do we ensure equity for the students that are sitting here and the students that are sitting in front of a device at home so that they are all learning together and receiving quality teaching and learning? I'm sitting in this chair facing my class with my laptop like this so that my students that are learning from home are going to be able to see me as a teacher and see their peers in the classroom as well and maintain that social dynamic of interactions that we want in our classrooms to have a happy learning environment. I'm also making sure that I'm facing my students that are physically here as well, so that way no one feels left out. My laptop is next to my right hand, being that I'm right handed so that I don't have to hunch myself over, put my back to my class. and interactive with my device if it was on the other side of the room. These are simple things that we might overlook if we're setting up equipment in our learning spaces, but it's important to make note of this stuff, so that way we have the most streamlined, equitable learning environment that's possible. So I'm using Microsoft Teams now in my lesson on my dog kennel and I'm going to boot up a meet now in the general channel of teams so that I start my lesson off by sharing my content. My students that are learning in an online space can see me and their class and they can engage with that content. All my content is being shared through my laptop screen here and being bounced to the whiteboard behind me. So the students that are physically here getting the exact same content and I'm not leaving anybody out.

### Using video conferencing

Alright, so I'm going to boot up a Meet now a meeting in the general channel. I go down here to the meet now feature. Start my meeting. And you can think of this as some kind of a digital roll call if you like when you have to invite your students into your class as well. I've only got one student in this demonstration class today, but I'm going to type their name. Student 9068. You can see there it will call them. That student, hopefully will pick up the phone very soon, and while that student is being dialed in while I'm doing my digital roll call, I can have my students physically in the room getting their devices out and logging in, setting them up, setting up the learning materials in the physical space too. I may have a do now activity or some type of literacy and numeracy approach that could be a quick five minute task that we're all familiar with as teachers that starts my lesson off while I'm setting my tech up and waiting for it to catch up. So there's my one student, Mr Greg Tardiani. There my very mature stage five student in my mathematics class. Give me a wave if you can hear me there. Mr Tardiani. There he goes remembering that if I have say I don't know 20 kids that are learning from home and they all want to speak at the same time and I asked him to give me a yell. Might be crowded with a whole lot of audio, so little visual cues like that is sufficient to when I start my lesson off. All right now that I've got my students connected, I'm going to go back to my team here and I'm going to share my screen. So I'm going to share screen number one. Minimize down. My window here. Go back to my team. And I'm going to check out some of the brilliant work that is being completed by my students in class via Microsoft Teams. Which we started in the previous lesson.

### Delivering feedback

So I set up an assignment for my class here on how to design and create a dog Kennel using Tinkercad which is a free online web based 3D modeling program. To tie in all the numeracy around area and volume of complex shapes and things like that, to address the mathematics stage five outcomes of my lesson and my assignment here because my students have all started to engage with this task online. I can see that student 9068 here has viewed. The assignment hasn't handed it in yet 'cause it's not due yet. However, I can give them some preliminary formative feedback on the work that they have completed and maybe assist them in rectifying some of the mistakes they might have made. So I can open that up here. If I click on the viewed. And it will open up in PowerPoint online now you can see there the view is not fantastic and it kind of limits me with a little bit here of what I can see but if I hit open up in the desktop app I'll get the full fledged Microsoft PowerPoint experience here. Now I can see Greig's has started his task.

The task was use Tinkercad to come up with a dog kennel design. Be creative but consider these limitations. Take screenshots of the design once you've done it in Tinkercad and then paste the front and side views with dimensions into the view. Now Tinkercad is a simple 3D modelling tool, and in this instance you won't be able to get all of the dimensions of all of the shapes. However, because this is a mathematics class, we can use some simple mathematical formulas to figure out the remaining dimensions, and then from there figure out the area of some of these complex shapes, and that's the key teaching and learning stuff that we want to be digging into in this lesson anyway. So I can see here that Greg is actually gone and put in his top, front and side views of his dog Kennel. Now I've got some dimensions here. I don't have all my dimensions, but secretly I sort of knew that my students wouldn't have this anyway and that they would have to use mathematics to figure out the remaining dimensions, and I can see here that. When Greig's tried calculating his area out, he's made some errors with regards to calculating his roof area now, because this is done in PowerPoint online, I'm able to provide live feedback to the document and feedback to the student in the form of the comments on the side there, which a time and date stamped comments and students can see those comments and I can see when students have seen the comments. So I've got a really great kind of dialogue that I can form with the students, all done in an online space using PowerPoint online through teams. And I can see here that he's made a mistake.

Now what I can do, I've given him feedback there. You can use Pythagoras theorem to find the short edge of this roof line that he hasn't been able to get from Tinkercad and then work out the area. Now I can solve this problem for him using Microsoft Whiteboard online, but what we want to do here is think about this hypothetical scenario of what if this was a student in the physical classroom that had this problem and they wanted some feedback. They wanted some assistance in the physical classroom. The students that are online can't see that students work obviously from where there sitting with their device. How do we ensure equity with our approaches to learning when we have students that are engaging with this content that are running into these same problems. Now, if I had a student here that had a Pythagoras theorem, related area problem and wanted that problem rectified, wanted some help with that I can solve that problem for that student on the whiteboard behind me usin

Microsoft Whiteboard, and I can have that shared via Microsoft Teams, which I have right now sharing. Remember the meet now function everyone can see what's on my screen if I open up m Microsoft White board here. I can solve this problem by manipulating my screen on my laptop. Now that student there can see what's going on behind me on the board. I can solve this problem for the whole class, knowing that Pythagoras Theorem is the square root of A squared plus B squared equals C longside there of the triangle using Microsoft Whiteboard. It is simple as drawing some of these solutions for the students on the board and all of this information is streamed to the students that are sitting at home on line. And that's the beauty of these electronic devices. Streamlining our workflow and making things you know familiar for us in the same way that we've been delivering this content in the past we're able to do it with digital tools. So you can see there that's that's one way we can conduct a lesson, provide a bit of feedback with students. And a little bit of kind of formative assessment to help them along their way and ensure that we're covering everyone in the classroom with the way that we're seated the way our device are positioned, and the choices we've made with regard to resources, digital and physical in the classroom.

So that brings us to the end of part 3, of a three part series of how we're teaching in a blended online learning environment with students that are physically here and learning from home. Hopefully you've gotten something out of this series and you're feeling a little more confident in this ever changing educational landscape. And thanks for watching.