



# Why use remote teaching?

Young people and adults are becoming more competent in the use of technology for social and economic purposes but, when it comes to education, there is a strong desire for direct, real-time interaction between the teacher and students.

On-line learning and remote teaching are very different concepts.

On-line learning is more flexible cheaper and easier to deliver but remote teaching is more responsive and appealing to school pupils who value human interaction and may not have developed the study skills and

self-discipline required for further and higher education style on-line delivery.

These modes of instruction are not mutually exclusive and, if properly planned, can work well on a blended learning basis.

At a time of increasing concern about young people's over reliance on technology and how this may be contributing to social isolation and mental health issues, finding ways of maximising interaction during remote teaching is essential.

The aim is to create real time interactive classes which foster a sense of belonging and community amongst pupils, irrespective of where they are in the world. As active participants in quality remote learning and teaching, pupils acquire real digital and collaborative skills as well as acquiring the requisite curricular knowledge.

## 1-2-3 Solve - For Modern Languages:

- a) Ask pupils to work in pairs and count with their fingers as they would for Rock, Paper, Scissors
- b) The teacher shouts 'STOP!'
- c) Pupils should multiply the numbers from both pairs of hand and state the total in the target language
- d) By asking pupils to multiply the numbers, facility in the target language can be tested further.

## Riddles

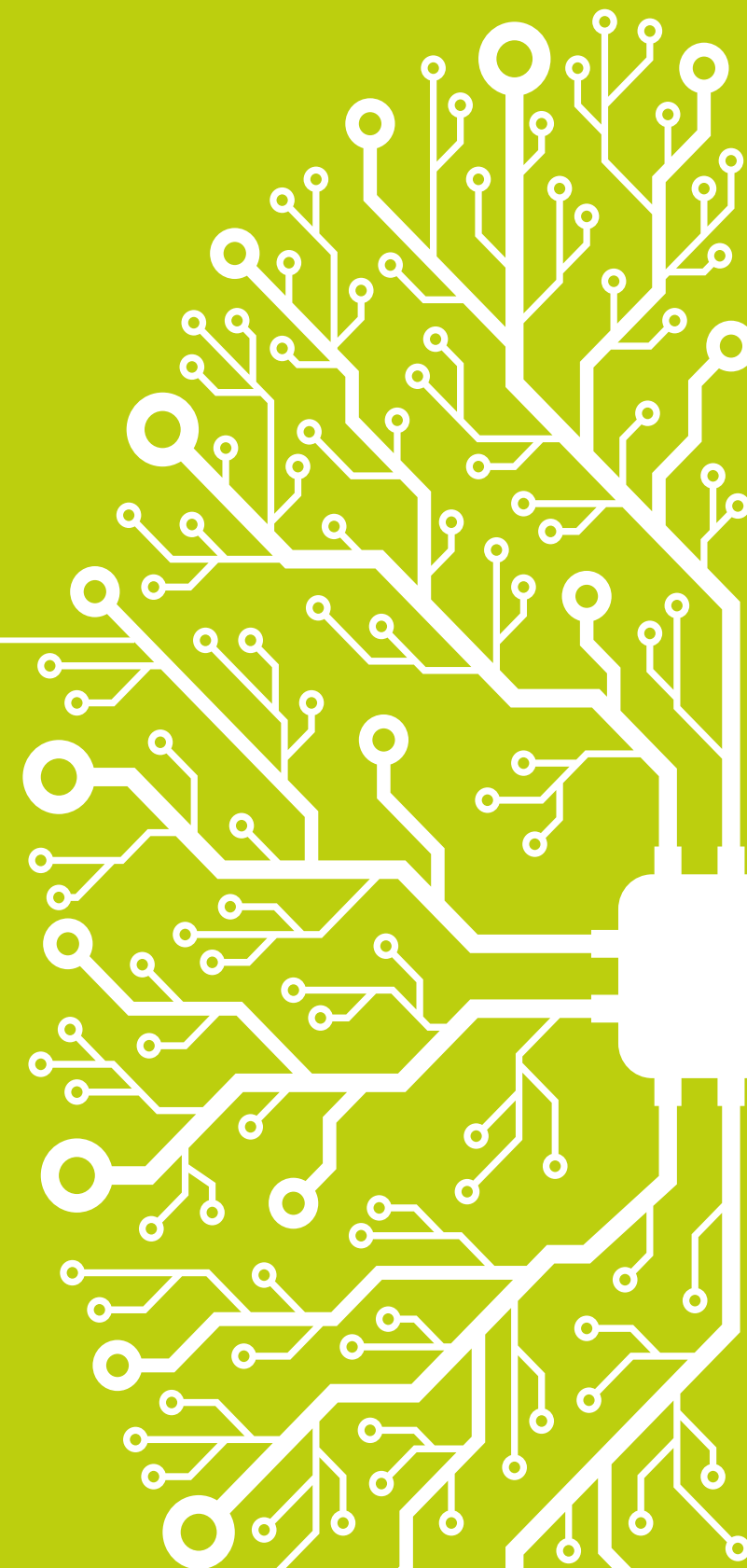
Asking pupils to solve riddles can be an amusing and refreshing activity.

What is greater than God,  
more evil than the devil,  
the poor have it,  
the rich need it,  
and if you eat it, you'll die?    Nothing!



Northern  
Alliance  
.....

# LOGIC



# CREATIVE

## How do we deliver remote teaching?

To teach successfully using a video conferencing platform, teachers must:

- plan lessons more carefully than for a traditional classroom
- chunk content and activities on a 'bite-size' basis to ensure that pupils maintain focus
- vary activities to include teacher-led exposition and pupil-led learning, opportunities for individual, paired and group work

Pupils must be given the opportunity to be active participants in learning and their voices must be heard during lessons.

This is best achieved through:

- posing of well crafted, high-order questions
- setting questions to which pupils have to respond on a flipped learning basis
- encouraging discussion and debate during class
- allowing time for pupils to prepare extended responses

Even with all of the above mentioned strategies in place, ensuring that pupils stay engaged in remote teaching and learning sessions can be a challenge. Therefore, it is strongly recommended that 'brain break' activities be built into lesson plans in order to keep pupils mentally alert and introduce variety and fun into learning.

These 'brain break' activities should be very short, planned and tightly controlled.

### Left / Right - For any subject

- a) Ask pupils to draw a quick sketch of an object with their dominant hand
- b) Ask pupils to draw the same picture with their other hand
- c) Get them to explain what it felt like to have to do this.



# Remote teaching