

Independent learning transcript

What advice have you given students about how best to study at home?

Mazen Nasr 0:10-1:02

Many pieces of advice were given to students on how best they can study at home. For me, the first one was to stay active when studying and simply ask questions all the time, before, during and even after the lecture. This was important to stay focused and organised and of course, stay on track. The second advice was to choose the right time to study and students were really encouraged to take advantage of the time they spend at home to study when they feel they are productive and when their brain power is at its peak. The third one was to choose an area to study, a designated area or study zone as I call it, where they feel they are productive and they feel they can perform better in their studying, and of course keep this area organised and clean.

Dominick Goggins 1:02-1:37

The advice I've given my students is first off set up a study area, preferably with a desk and a chair, something that gets them in the mindset of studying. Second is that they set up a timetable, they may need to share computers or even the internet, so it's preferable that they do have access to these devices when they are doing their homework or revision. Also, I tell them to keep in contact with the teacher, if there is something they don't understand, or if they have questions, just to be constantly messaging the teacher. We use Edmodo and it is a fantastic system to be sharing messages back and forth with students.

Nishu Verma 1:38-2:22

Since the age group we cater to is 4-5 years, I think it is extremely important for us to take care of the home links that we are sending to the children. It should be engaging enough for them to do their tasks excitingly, we try and give hands on activities so students do not feel burdened, instead they enjoy doing their home link and it's easy for their parents too, to involve them in the revision process. For example, to make continuous repeating patterns we had asked them to use anything that is available at home and they used from fruits to cutlery to pencils and erasers and it was fun for them.

How are you scaffolding remote activities?

Ava Khalfaoui 2:27-3:37

To help support the students in these uncertain times I find that by sharing with them a Google Doc or other, it can help them scaffold their learning. The way I organised it was to have it as a running document so I always start at the top of the page. I usually put the date first and then the Zoom link if we are having a Zoom lesson, or the alternative. Then, I put the key learning objectives for that lesson and then underneath that, in numerical form I list the resources that we will be using for the lesson, these may be URLs or links to websites or other resources such as Padlet or some dedicated websites that perhaps we pay for. And then also the name of PowerPoint presentation which I'll share with them later, or any resources that I've used in the form of PDFs.

Hira Parveen 3:37-3:52

I've created and uploaded handouts which contain step by step instructions on how to access the online tool and how to proceed with the task. I also use 'How to' video tutorials which are a support for those who need it.

How do you keep your students motivated to learn?

Dominick Goggins 3:56-4:19

It can be quite hard to keep students motivated, but I find giving them a checklist with micro-tasks to tick off, this shows them where they are progressing to. I also find that if there is group discussions or group work, they tend to keep each other motivated. They also have the opportunity to ask questions and answer each others questions, and it's good that they still have the opportunity to air their opinions.

Deepti Chandiramani 4:20-5:24

Online learning is very different from the face-to-face classes. Whilst staying in the classroom and working with the teacher and other classmates, students get much more involved in the process and the class. I make sure to provide individual and personalised feedback to all my students about their assignments through emails and by providing comments on their tasks individually. In online classes I usually stay back or join 5 minutes extra to speak to them about the problems they are facing and the issues they are having. I also discuss and praise my students for the work they have submitted, like a good quality work or a timely submission to motivate them and for the others to continue doing the same. Sometimes I do provide a fun game exercise or a puzzle activity so they can enjoy the subject and do not feel the pressure of their studies all the time. I've also made myself available for any extra class or a 'doubt' session so they don't feel stuck anywhere and have a positive environment to stay motivated.

Jennifer Johnson 5:24-5:55

It's important for teachers to understand that this is their time for them to communicate with their students and it's not about perfection or the competitive nature of submissions that they are looking at but at the authenticity and genuiness and the intelligence and the effort in which they have written those assessments. So flexibility of submissions would be a good way to support students, I would say til about a week from the proposed date of the assignment.

Hira Parveen 5:55-7:14

To keep learners motivated, they should be able to learn ubiquitously, understand what you are trying to teach them and be able to participate in the class discussion. So I try to cover less content per session, so that I don't overwhelm them. There are excellent O Level Science subject videos available online, so I created a flipped classroom in which prior to an upcoming online session I would upload videos covering the content to be covered in those online sessions, so my learners would watch those videos a day before the online session and leave their comments on those videos. So now during the online session, when I would explain the topic to them, they already had an idea about the topic being covered which enabled them to actively participate in the class discussion. This gave them a sense of achievement hence motivating them to learn. Moreover, I think the lectures should not be monotonous, so if I have four sessions a week with a class, I will go for two online sessions and different online activities using different tools in the remaining two sessions. So that my learners know it is going to be a different routine daily.