



# Learning and Teaching Online

Advice for Practitioners

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For Scotland's learners, with Scotland's educators

# Contents

Introduction .....	3
Digital Learning Interesting Links.....	3
Education Scotland Links .....	3
Additional Professional Learning Support Links .....	3
What parts of the curriculum are more suited to online delivery? .....	4
What activities / content are better rescheduled? .....	4
What resources do you already have that are more suited to remote delivery? Are these resources in a format which is accessible to all? .....	5
Do you and your learners know how to use additional accessibility features? .....	6
Do your learners know that they can download Microsoft Office 365 and G Suite Apps? ..	7
Additional Apps to Support Access to Materials .....	6
Do you and your learners know how to use online tools to collaborate? .....	7
How will you plan and organise remote learning?.....	8
General Advice .....	8
In Google Classroom.....	8
In Microsoft Teams .....	9
OneNote Class Notebook.....	9
How will you check for understanding of new content? .....	10
Self Marking Quizzes.....	10
Assignments and Grading Rubrics .....	10
Learner Engagement Information .....	9
Learner and Parents accessing learning content (no login) .....	11
Live Video / Live Presentation to Learners .....	12
Recording your own video content.....	13
PowerPoint to Video .....	13
Record your iPad screen .....	13
Online Screen Recording .....	13
Sharing Videos .....	13
Staff Collaboration .....	14

# Introduction

This document provides advice for practitioners for delivering learning and teaching online.

This document focusses on an asynchronous delivery model of learning, which allows learners and families to engage when it is most appropriate for them and their family/home circumstances. For example, one device in a house where there is more than one child who requires access to learning, or where parents/carers have to use the device for work purposes.

We have set out a number of areas you will need to consider as part of planning for remote learning and teaching. Keep in mind the impact this situation may have on learners' ability to meet expectations.

This document will cover considerations for the use live video. There may be occasions where having live, synchronous, connections with groups or classes would be beneficial for review, meeting particular learner needs or for wellbeing purposes like virtual assemblies. However, there is a presumption that asynchronous delivery should be the norm for the reasons outlined above and taking on board advice from GTCS and teaching associations.

## Digital Learning Interesting Links

[Online Learning – What we have learned in 30 years](#)  
[How have we redefined blended learning](#)  
[Lessons from China – Online Learning in a Pandemic](#)

## Education Scotland Links

[Education Scotland Digital Skills Webinar Recordings](#)  
[Practitioner support for online remote learning](#)  
[DigiLearn.scot](#)  
[Glow Connect](#)

## Additional Professional Learning Support Links

[Google Teacher Centre](#)  
[Microsoft Remote Learning](#)  
[Apple Education Learning Series](#)

## What parts of the curriculum are more suited to online delivery?

Use your professional judgement and experience of content delivery to decide upon what areas to focus on in the first instance.

- What parts of the curriculum that your experience tells you that learners are able to undertake without significant teacher support or specialist knowledge?
- What independent learning tasks can be assigned to pupils that do not require significant input?
- What tasks can be done offline, away from the screen?
- Do you need to alter the timing/ order of delivery of courses?
- What parts of the curriculum are well catered for by resources that already exist online? – scholar/BBC resources/Mr Graham Maths YouTube channel etc.
- Have you engaged with [national professional learning communities](#) in Glow?

## What activities / content are better rescheduled?

Practical activities that require specialist equipment cannot be carried out at home. This does not mean that all practical / specialist activities cannot be experienced in some way. Alternatives might include

- the use of simulations that exemplify the skills and knowledge, for example, [PHET sims](#)
- the use of video to exemplify skills and knowledge
- low cost/barrier, at home activities that make use of common household items
- make use of on line systems that allow teachers to monitor learners progress through a skill. For example, [code.org courses](#)
- explore the [practitioner support on digilearn.scot](#)

## What resources do you already have that are more suited to remote delivery? Are these resources in a format which is accessible to all?

You will have existing resources that you may want to share with learners. These resources may be in the form of documents, presentations, links, videos etc, all of which can be shared using Microsoft Teams or Google Classroom. Prior to sharing any content, it is worth considering format and design of your materials to ensure accessibility for all.

### *Considerations*

Documents can be checked for how accessible they are for device or software-based screen readers.

In Office 365	You can check how accessible your Office documents are using the accessibility checker available in Office 365. You can find out about the accessibility checker and specific accessibility tips for particular documents eg Word, Powerpoint, Sway <a href="#">here</a>
In G Suite	If using G Suite, you can follow <a href="#">these guidelines to make your content more accessible</a> .
General Advice	CALL Scotland have a useful resource on <a href="#">making text accessible here</a>

### *Important*

*If you are using existing Microsoft documents such as PowerPoint and Word files and sharing them through Microsoft Teams, you will need to ensure that they are saved in the newer **.pptx** or **docx** format, otherwise, learners will not be able to access these materials in the Teams app or via the browser.*

# Do you and your learners know how to use additional accessibility features?

Accessibility features are useful for all learners and are available on a wide variety of devices and platforms. These features can be used to access content as well as create content and interact with devices

In Office 365	An overview of the learning tools available in Office 365, including immersive reader, is <a href="#">available here</a>
In G Suite	An overview of the accessibility features for users of G Suite is <a href="#">available here</a>
On iOS	Apple devices have their own accessibility features learners can use. More information <a href="#">available here</a>

## Additional Apps to Support Access to Materials

- **Office Lens** is an app for mobile devices allows user to [scan printed text documents and use the Immersive Reader](#) tools, plus more useful features such as converting scans to editable documents, saving to OneDrive and more. Available from your device app store
- [Microsoft Translator](#) is an app for iOS, Android and Windows that can support EAL pupils.

## Do your learners know that they can download Microsoft Office 365 and G Suite Apps?

Learners and practitioners who are using the Microsoft or Google productivity tools can download multiple copies of the device specific apps for a better experience

All learners are able to download the Microsoft Office Suite on to a total of 15 home machines and personal devices, free of charge. This provides access to a range of products such as Teams, Word, Excel, PowerPoint, Access and OneNote. Glow users can download the Microsoft Office Suite on to five PCs or Macs, five tablets and five phones. [Further details here](#)

G Suite apps such as Classroom, Docs, Slides and Sheets can be downloaded onto mobile devices from your device app store.

## Do you and your learners know how to use online tools to collaborate?

Paired and group working can continue during remote learning. Both Office365 and G Suite allow users to collaborate and work on documents and presentations at the same time.

Teachers can also work with students or groups in the same way.

# How will you plan and organise remote learning?

## General Advice

- Let learners know when you will be available / not available
- Turn off notifications after you have finished working for the day to give yourself down time.
- Share activities for the day/week in a post / announcement
- Classroom/Team/Channel names should be specific and not simply S1 for example as students will have multiple classes in that year group - less important for Primary.
- Any instructions need to be clear and specific for remote learning and try to keep to a similar format for all tasks so that students are clear on expectations.
- e-Sgoil have [a set of documents](#) that practitioners may find useful when considering remote learning approaches

## In Google Classroom

- [This webinar recording](#) gives an overview of how some Scottish educators and schools are organising learning using Google Classroom and other G Suite tools.
- How Ormiston Primary School in East Lothian are using G Suite and Classroom to [enable remote learning](#)
- This overview webinar of [Google Classroom in Glow](#) provides getting started advice.
- Split your Classwork into topics and have a topic for 'Previous work' to save students having to scroll through for the latest task.
- In the Classroom settings for the Classroom Stream, Hide notifications for Classwork as this keeps the stream far tidier. Use emojis to add colour if you wish.
- Top tip - schedule posts as much as possible as this allows you to prep in advance, prevents students from getting notifications at the time you post an assignment/announcement, and also enables you to fully edit the assignment prior to it going 'live'. Why? Once an assignment is posted you do not get the option to 'Make a copy for every student' so having it scheduled will allow you to go back and fix this or add more attachments.



## In Microsoft Teams

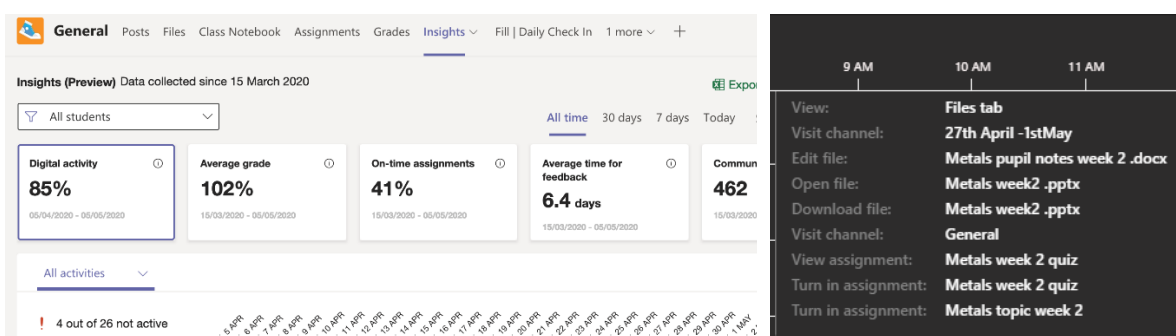
In order to make a Team more user friendly, some tips include

- Creating channels within your team that serve a specific purpose.
- Limiting the General channel so only owners/teachers can post. This stops announcements, assignments and teacher posts being lost in the stream.
- Use the [Praise app](#) in your team to send badges to learners.
- From a secondary school perspective, [this useful post from Andrew Bailey](#) demonstrates some of the ways he has organised his team.
- From a primary school perspective, [this post from Malcolm Wilson](#) outlines some of the ways Teams can be organised for younger learners
- This overview webinar of [Microsoft Teams in Glow](#) provides getting started advice.

## Learner Engagement Information (Microsoft Teams)

In Microsoft Teams

- Adding the [Insights app](#) to each team to monitor learner engagement. For example, seeing summary of engagement and what a student has accessed.



## OneNote Class Notebook

Class Notebook can be used within Teams, or as a stand alone tool. It is provided as part of the Office 365 suite through Glow.

- This [overview webinar about OneNote and OneNote Class Notebook](#) provides advice and guidance on getting started
- Further guidance about OneNote Class Notebook can be [found here](#)

# How will you check for understanding of new content?

## Self Marking Quizzes

Effective self-marking assignments can be made and shared with learners, and other practitioners using Microsoft Forms or Google Forms. Other quizzing/polling tools are available such as Kahoot Quizizz and Quizlet. You will need to check with your local authority regarding use of these tools in relation to GDPR.

Both Microsoft Forms and Google Forms allow users to create an number of different types of question. This post provides a useful overview of [question types](#) and can be applied when using either platform.

Effective multiple choice question design should be considered when developing online quizzes. [This article outlines useful strategies for question design](#).

[Microsoft Forms Support](#)

[Google Forms Support](#)

## Assignments and Grading Rubrics

Setting assignments in Google Classroom or Microsoft teams will allow you receive submissions from students in the format you specify. Assignments can include quizzes as noted above. Both platforms allow teachers to create [grading rubrics](#) that can be used to provide quick marking and feedback to students and also let students know the success criteria for the assignment.

[Microsoft Teams Assignment Rubrics](#)

[Google Classroom Assignment Rubrics](#)

## Learner and Parents accessing learning content (no login)

You may want to share content with parents and young learners without requiring them to log into a system. This may be of use to Early Years or young learners. Content can be created then shared through the school/establishment systems such as email, sms, website or social media. For example, Sway and Thinglink are both tools that can be utilised to collect and share resources and tasks. Some practitioner examples of this are listed here

Sway Examples	Thinglink Examples
<a href="#">Coin Recognition</a>	<a href="#">Home Learning Sheet</a>
<a href="#">French Greetings</a>	<a href="#">Learning about Forces</a>

You can also share files with external users using [OneDrive in Office 365](#) or [Google Drive](#) in Glow

## Live Video / Live Presentation to Learners

- Live video can be used within Microsoft Teams with learners. In Glow, teachers can broadcast their screens and/or desktop to a class. Learners can interact with their teachers during a live session via the chat and/or audio. Learners are not able to broadcast their own camera.
- This could be used to connect with classes to review content, address any issues or misconceptions or connect with your class for wellbeing reasons
- If using live video, you can broadcast your screen and microphone only without the need to broadcast your webcam.
- Be mindful of what is open on your desktop screen. It is good practice to only have what you want to share with learners open when you broadcast. Close your email application if it is open
- Turn off any pop-ups such as twitter, skype etc that may appear on screen
- If you do wish to broadcast using your webcam, you should consider your surroundings to ensure there is no personal items in view.
- You can make use of screen blur or [backgrounds using Microsoft Teams](#) desktop apps.
- Local Authorities are developing their own guidance around the use of live video.
- The GTCS Guidance for engaging online is [available here](#)

# Recording your own video content

There are a number of ways to record / create videos for learners. Some methods are listed here. This article may be of interest

[What does the research say about designing video lessons?](#)

## PowerPoint to Video

You can convert existing PowerPoint files to narrated videos or automatic PowerPoint shows. Details of how to do this in different versions of PowerPoint can be [found here](#).

Note – this feature works in the desktop versions of PowerPoint.

## Record your iPad screen

If you have an iPad, you can [record your screen](#)

## Online Screen Recording

There are free online screen recorders which you can use to capture your screen or application window if you are using a laptop/desktop/Chromebook. There are time limits to the length of video you can create. Some examples include <https://screenapp.io/#/> . If you are using google chrome, you can use <https://www.screencastify.com/>

# Sharing Videos

You can share video content in a number of ways

- Upload your videos to [Glow Video](#) and share the links to your learners.
- [Create a YouTube channel](#) to upload your content and share /embed your videos as appropriate. You can keep your videos as unlisted so that only the people you share the link with can view.
- You can [curate your own playlists](#) with YouTube content, including your own, that you wish to share with learners or other staff.
- Upload your videos to OneDrive / Google Drive and share from there.
- Upload your videos into a Sway presentation or [Glow Blog](#).

# Staff Collaboration

The collaborative tools and environment that are available to learners, are also available for staff.

Some examples of this might include

- Once you have created a quiz, sway or other document, you can share a link to that so that others can duplicate and use with their learners.
- Work with your peers on the same document/presentation within Office365 or G Suite to save multiple versions of the same documents being sent over email.
- A shared google drive will allow staff members to collaborate and collect resources for a subject or topic
- Creation of subject specific staff Microsoft Teams for the sharing of files and discussion areas.
- Using the video conferencing features of Google Meet or Microsoft Teams to hold virtual Teachmeets /moderation activities / development conversations. Google Meet and Microsoft Teams meetings allow all teachers to use camera, audio and screen sharing facilities with each other.
- You may wish to work with others to collate and curate video content as playlists on YouTube channel.

[Tips for staff collaboration using Microsoft Teams](#)

[Tips for staff using G Suite](#)

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