The Learning Institute: Online Teaching and Learning Guidance

This document is written to support the Westcountry Schools Trust (WeST)/The Learning Institute (TLI) Guidance on Safeguarding Remote Learning

Whilst it is accepted that teaching online is very different from face to face, it need not be a poorer learning experience. Using strategies to encourage and maintain a Community of Inquiry can bring advantages and high quality learning if students are engaged and participate well. Listed below are suggested strategies according to the three presences, followed by some technical tips shared by tutors.

Online Safety

Online safety (also known as e-safety) is being aware of the nature of the possible threats that you could encounter whilst engaging in activity through the Internet. These could include security threats, protecting and managing your personal data, online reputation management, and avoiding harmful or illegal content.

The number of people being connected to the internet keeps growing daily (about 1,000,000 people per day in 2018!), as does the need to recognise the challenges facing children, young people and adults – indeed all of us – in the online space. Covid-19 and need for teaching to move online, has significantly raised this figure.

By practicing Online Safety, we can prevent and mitigate the risks that are inherently involved with teaching online and using digital technologies, platforms and services.

Creating an online space that is led by the principles of online safety requires all of us to step up – to both practice online safety and to challenge bad and harmful behaviours online. Understanding the consequences of our actions as well as the tools that are available for reporting and helping are the first stepping stones in being an educated and respectful digital citizen.

Responsibilities

Teaching and Support Staff are responsible for ensuring that:

- they have an up to date awareness of online safety matters and of the current The Learning Institute safety policies and practices
- they have read, understood and signed the staff Code of Conduct
- they report any suspected misuse or problem to a Senior Leader for investigation, action or sanction
- all digital communications with students/pupils/apprentices/ should be on a professional level

- online safety issues are embedded in all aspects of teaching and learning
- students/trainees/apprentices understand and follow all policies
- students/trainees/apprentices have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations, following TLI and relevant University referencing guidance.
- they monitor the use of digital technologies, mobile devices, cameras, etc. in sessions and other activities and implement current policies with regard to these devices
- in sessions where internet use is pre-planned students/pupils/apprentices should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches

Safeguarding

Safeguarding Team, Designated Safeguarding Lead/Designated Officers/ GDPR Officer will support staff, students, trainees and apprentices with the potential for serious child protection/safeguarding and Prevent duty issues to arise from:

- sharing of personal data
- access to illegal/inappropriate materials
- inappropriate on-line contact with adults/strangers
- potential or actual incidents of grooming
- online-bullying
- teaching and learning online

Whilst regulation and technical solutions are very important, their use must be balanced by educating staff/students/pupils/apprentices to take a responsible approach to oonline teaching and learning. Staff should reinforce online safety messages. Any online safety concern, safeguarding or Prevent concern must be reported to the Safeguarding Team immediately:

Joy Mounter (Designated Safeguarding Lead): joy.mounter@learninginstitute.co.uk

Jacky Olver (Deputy Designated Safeguarding Lead): jacky.olver@learninginstitute.co.uk

Safeguarding Mobile: 07494 096002.

Personal Data

All staff must ensure:

- at all times take care to ensure the safe keeping of personal data, minimising the risk of its loss or misuse

- they can recognise a possible breach, understand the need for urgency and know who to report it to within TLI and WeST (if required):
  Lorna Crouchen (Data Protection Lead - TLI): dpl@learninginstitute.co.uk
  Suzie Winter (Data Protection Officer – WeST): dpo-west@westst.org.uk
- where personal data is stored or transferred on mobile or other devices (including USBs) these must be encrypted and password protected

Considerations:

- Be clear about the expectations of both student and staff behaviour
- Record online sessions as an accurate record and ensure they are used and stored safely in accordance with relevant data protection guidelines
- Staff and trainees must use their The Learning Institute e-mail addresses, students must use their university e mail addresses and apprentices use their work e mail addresses
- TLI staff Code of Conduct must be followed
- Teaching and meetings online should use the relevant university platform, for example Collaborate, Moodle or Teams
- Any shared files must be through appropriate e mails or stored with Blackboard or TLI Toolbox repository

Training and Support

The South West Grid for Learning Trust (SWGfL)/UK Safer Internet Centre is an educational trust with an international reputation for supporting educational settings with online safety: https://swgfl.org.uk/online-safety

Establishing Social Presence

In the evaluations 2019-20, students reported;

- ✓ all students should use cameras and microphones and engage.
- ✓ frustrating – lack of engagement of some students;
- ✓ some students lack confidence and create added pressure for others;
- ✓ need more interaction between students with less distractions
- ✓ Isolating
- ✓ student worried that might be asked to participate
- ✓ tutor microphones – turn off when not needed;
- ✓ clear guidelines needed for the use of the chat facility to ask questions as at time comments not respected
- ✓ inappropriate use of chat facility (personal messages, texting style)
- ✓ students don't use cameras and microphones and breakout sessions suffer because of this
- ✓ difficult to engage with some of the groups assigned to
- ✓ problems in breakout groups.

Strategies for group engagement

- Encourage students to keep cameras on during a session and in breakout rooms. This creates a more social experience to optimise engagement. Sometimes students may turn the camera off because of heavy screen time, feeling exposed/vulnerable, or due to technical issues, etc.
- Encourage students to mute the mic when not speaking to minimise background noise. Advise students that you may mute a student if they have forgotten to.
- The chat window is for appropriate, learning related comments addressed to all participants and is monitored but can also be an effective way of lightening/injecting humour and encouraging social presence.
- The hand up function should be used if a student wants to contribute. Priority should be given to students using this rather than just speaking. Students should be reminded to lower their hand after contribution.

Encouraging Cognitive Presence

In the evaluations 2019-20, students reported;

- ✓ difficult to concentrate in online sessions / feel disengaged /difficult to focus and understand
- ✓ online sessions boring
- ✓ use Mentimeter – love it!
- ✓ more independent tasks

- ✓ Breakout groups can be really effective
- ✓ breakout groups from own tutor base if possible / don't mix students from different groups
- ✓ Whiteboard Well received

Ways of increasing individual participation

- Adding comments to a whiteboard or ppt slide using 'T'. These are anonymous and all participants will be able to read them. Consider putting headings onto the whiteboard. Screenshot and save all whiteboards and e mail to students.
- In breakout rooms all 'participants' can share files, applications and screens, effectively becoming 'moderators' in the group. If a ppt is shared, all participants can change the slides.
- You can make a student a 'presenter' temporarily which allows them to share content when feeding back from breakout groups.
- In breakout rooms all 'participants' can share files, applications and screens, effectively become 'moderators' in the group. If a PowerPoint is shared, all participants cannot change the slides.
- Encourage students to use the 'feelings' function (Happy/Sad/Confused/Surprised) in the status menu to improve participation/engagement and check understanding. This adds an icon next to participants' names in the participants' list for 1 minute, so is not anonymous.
- Use the instant poll function (Agree/disagree) in the status menu (quicker than setting up a poll in the application menu, and is not anonymous as the poll is. This adds an icon next to participants' names in the participants' list for 1 minute, so is not anonymous.)
- Stop sharing powerpoint as much as possible in order to encourage student participation.
- Explore and use Vevox to its full potential.

Improving Teacher Presence

In the evaluations 2019-20, students reported;

- ✓ one student felt devalued when contributions seemed to be not appreciated;
- ✓ only a few dominant students can be heard; discussions dominated by a few individuals
- ✓ feel intimidated when working with tutors online who they haven't met or know individual needs
- ✓ tutors talking too fast;
- ✓ tutor should be available for student support at the end of the session
- ✓ not so easy to ask for help online

- ✓ more tasks and breakouts needed, less reading from the powerpoint
- ✓ chat facility seen as really helpful, especially with 2 tutors (1 delivering, 1 answering questions)
- ✓ have tutors join breakout groups

Reflect on how you can address the feedback above to improve delivery. Take the **Quiz: Are You Virtually Fit?**

Advise students regularly as follows to improve their experience

- Remind students to use the zoom button to enlarge their view of a shared document. This works only for an individual's own screen.
- Advise students to not click on the 'Erase' button when adding comments to the whiteboard, as this will erase all comments not just an individual's.
- In breakout groups, if there is the door icon next to a group, you are able to change groups. This is only the case if the 'allow attendees to switch groups' box is ticked when setting up the groups. If you lose connection and reconnect into the main room, move yourself back into your allocated room.
- When put in a breakout group, remember the group name or number, in case needed on return to the main room.
- Take screen shots of whiteboards or annotated ppt slides for future reference as they cannot be saved. The whiteboard does get recorded.

Technical tips for better use of Collaborate

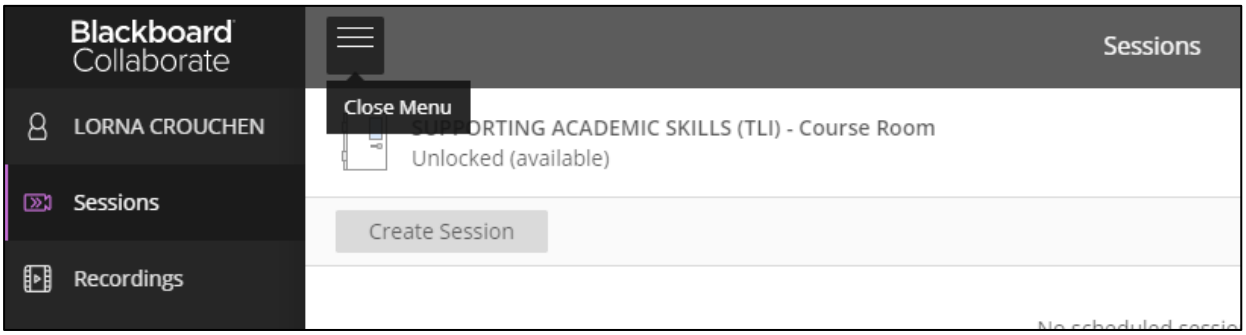
- After starting breakout groups, there is an option to click to share a file to all groups, if you need to provide a stimulus on screen for discussion.
- In breakout rooms, any shared content will stay as long as there is somebody in the group, or unless someone in the group clicks on 'stop sharing'.
- Encourage students to use the 'Away' function in the status menu (to the left of the mic icon) when on a break, and turn it off when returning to avoid the tutor having to try and find out who is back.
- Consider setting a timer on a phone for every hour and a half to remind us to ask students if they need a break. Consult with the group about appropriate timings and length of breaks.
- Leave a message on the whiteboard with return time during a break, or return time and instruction during an independent study period.
- Word documents cannot be loaded as files to share, but you can share them as an application. Alternatively save the Word file as a PDF and it can be uploaded and shared.

- Beware if you share your screen in preparation to share an application, that there is nothing on it that students should not see.
- Take screen shots of whiteboards or annotated ppt slides for future reference as they cannot be saved.
- If team teaching, discuss prior to session which groups tutors will be responsible for when breakout groups are being used.
- When making breakout groups click the 'Allow participants to move groups' if you need students to self-group, or change group.
- You can rename groups.
- Screen shot the participant list if you need to remember who was in which group on return to the main room.
- Recording Sessions; this is in everyone's interests, but is easy to forget to turn on and turn off at the right moments! Recording should only be of relevant teaching, discussion and activity taking place in the main room and chat window. Activity in breakout rooms is not recorded.
- Turn off recording during breaks, breakout groups and independent study periods, to minimise the length of recordings.
- If you have individual conversations with students or co-tutors in the main room ENSURE RECORDING IS TURNED OFF. If you realise you have recorded material that will need to be deleted make a note of the time in the session to make finding the section to delete easier.

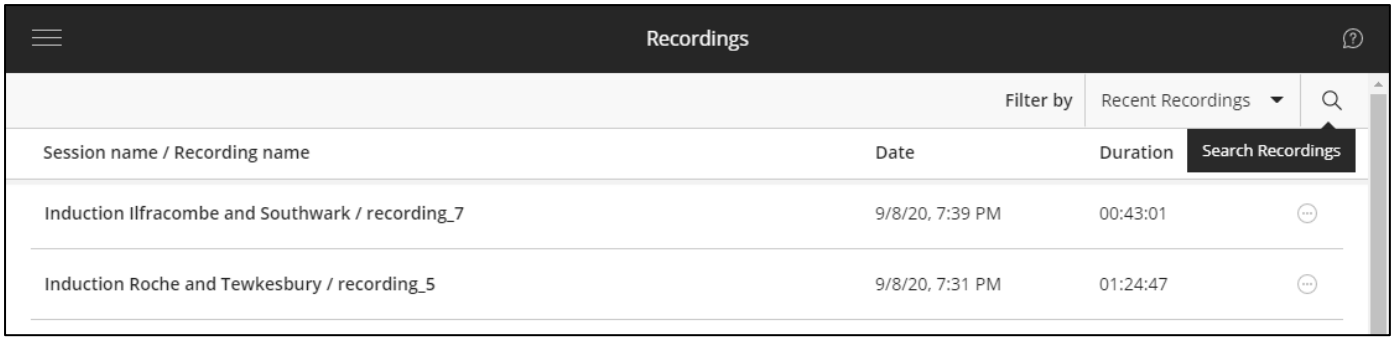
Instructions for the process of making recordings available to students after the sessions.

Making Collaborate recordings available to students

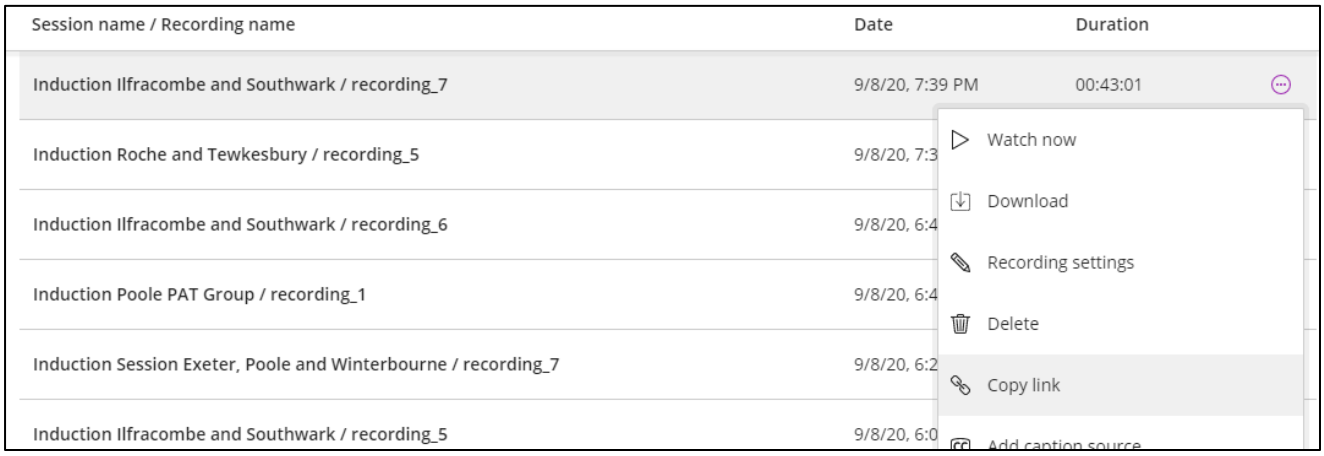
Recordings of Collaborate sessions are stored in the virtual classroom. Click on the button on the top left of the virtual classroom (with three lines on it) to move from **Sessions** to **Recordings**.



The most recent recordings will appear at the top. You can either scroll through the list or use the search box to find specific sessions (e.g. by centre name).



Click on the three dots to the right hand side of the recording you want to share. You will see various options, including **Download** (depending on the original session settings) and **Watch now**. Click on **Copy link**.



Now, click on **Recordings of online sessions** in the left-hand menu, and click on the folder for your group (these have been set up so only students from those groups can access the links).

You'll see folders for each session of the module – choose the relevant folder e.g. FD Induction Session.

Click on Build content and then Web link.

Quiz: Are You Virtually Fit?

Are you virtually fit? We don't mean doing yoga in your living room after working from home all day; we mean are you ready to be an effective remote worker!

After a few weeks of virtual calls, meetings and presentations we found ourselves asking two questions (hopefully just in our heads, or at least while we're on mute): "*How do I*

ensure people pay attention when I speak?" and "*How am I going to find the patience to sit through nonstop virtual calls??*"

We are determined to Make Work Better – and remote work is no different. We've got you covered! Take this fun quiz to see how healthy your virtual 'fitness' is by the numbers (and try not to peek at the answers below!).

VIRTUAL FITNESS: BY THE NUMBERS

1. You should engage participants every:
a. 10-15 minutes
b. 5-7 minutes
c. 3-5 minutes
d. 1-3 minutes

2. During a webinar, how many bullet points should you include per slide?
a. 0-2
b. 3-4
c. 4-6
d. Never!

3. Virtual handouts should be no more then ____ pages in length:
a. 5
b. 25
c. 15
d. 10

4. During ALL presentations (in-person and virtual), how many words should be on a slide at once?
a. No more than 10
b. No more than 20
c. No more than 30
d. A short essay is fine

5. Fill in the blanks: To prevent straining your eyes, for every ___ minutes staring at a screen, take a ___ second break and look at something ___ feet away.
a. 20/20/20
b. 30/20/10
c. 25/15/5
d. 10/20/30

ANSWER KEY

1. You should engage participants every 3-5 minutes.

If your meeting is 60 minutes in length, that means pausing, asking a question, or welcoming input 12-20 times. It's a great time to put yourself on mute, take a sip of water, and BREATHE!

2. During a webinar, you should include 3-4 bullet points per slide, max.

Any more and your slide will look like an actual shooting range. You want to limit your thoughts to three main points, otherwise your audience won't know what to retain.

3. Virtual handouts should be no more than 15 pages in length.

Have you ever received a copy of the "slides" that you never opened ever again? Your handout should be a summary that attendees can refer to, not an archive of every single word presented. If you must share the slides, try to PDF multiple slides into handout format to limit the number of pages.

4. During ALL presentations (in-person and virtual), include no more than 20 words per slide

You may have seen this number before – that's because we say it in every single presentation skills workshop that covers visual presentations. Especially on a webinar, you want to keep your audience's attention. If you limit your bullet points, and avoid full paragraphs, you can easily limit the number of words to below 20.

5. To prevent straining your eyes, for every 20 minutes staring at a screen, take a 20 second break and look at something 20 feet away.

Our eyes are enduring a lot of screen time (not to mention the post-work Netflix binge we're subjecting them to). For every 20 minutes staring at your computer, take 20 seconds to look up and out at something 20 feet in the distance. For a one-hour call, that's 3 eye-intermissions.

HOW DID YOU DO?

If you scored 4 to 5 correct, you're FIT! Keep up the great work.

If you scored 2 to 3 correct, you're building healthy habits. Be sure to trim the words and increase the interaction.

If you scored 0 to 1, check out our

webinar preview of "Presenting When You're Not in the Room" ☺.

https://register.gotowebinar.com/recording/1823551435274129672

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