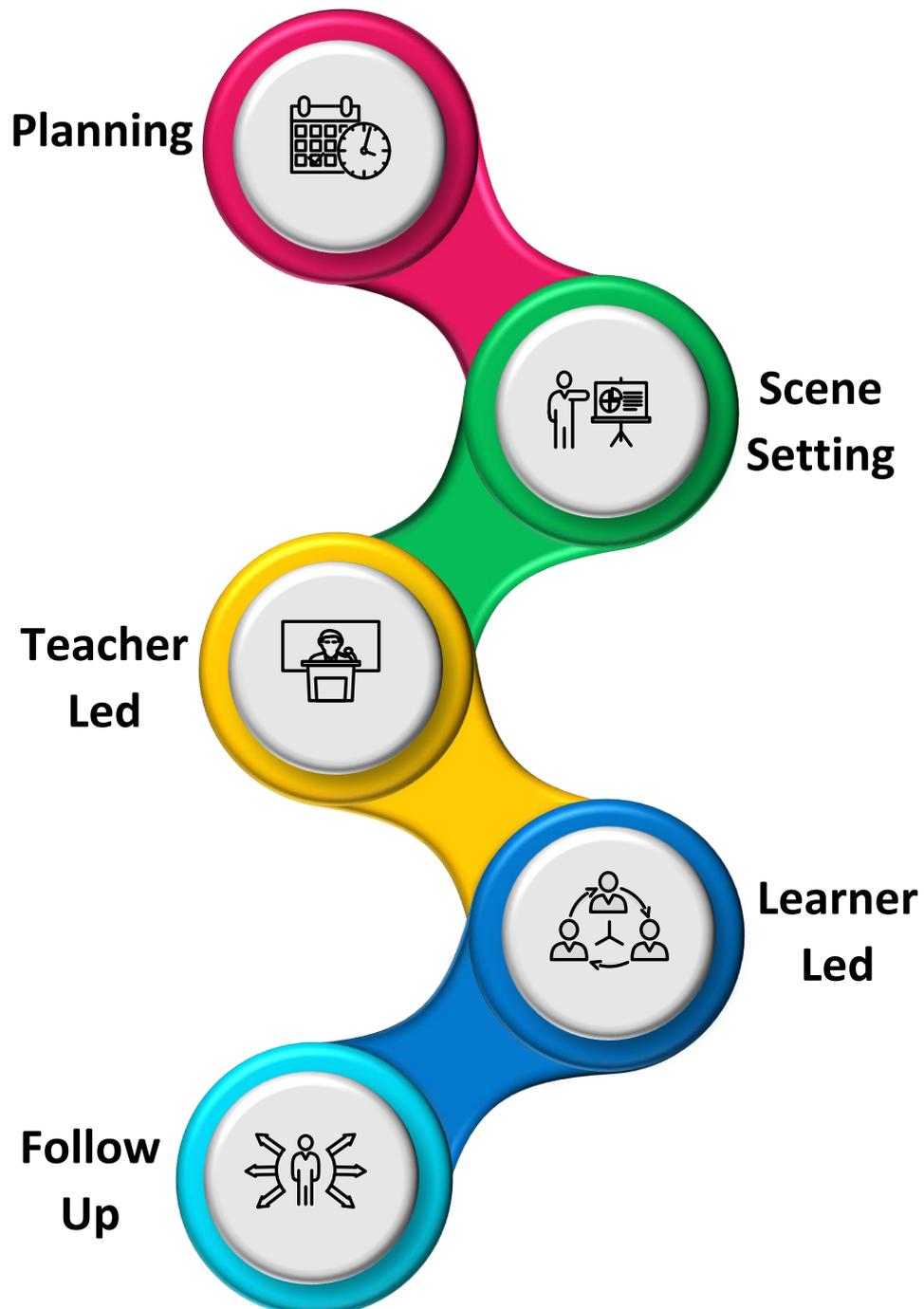


A Framework for Online Learning



Planning



Learning Plan

- How are you sequencing and interleaving online learning with sessions in college?
- How are you adapting your planning to make the most of sessions in college?
- How are you relating what is done in college to what is done online to ensure learners know more and can do more?
- What can only be done in college?
- What can be done online?
- Could content be delivered simultaneously to more than one group?
- Shorter sessions work best - how long are your online sessions?
- How are you preparing for common issues and misconceptions learners may have?
- Have you considered your learners' access to technology when planning?

Session Planning

- What student led learning can you use online?
- How can others enhance the session (e.g. external/internal guest speakers)?
- What different online activities can you use with your learners?
- What can be learner led? What has to be teacher led?
- Pace and flow – how varied are the activities? How do you transition between them?
- How will learners catch up if they are unable to access an online session?
- How are you differentiating your online learning?
- What assistive technologies are needed?
- How can you use Augmented or Virtual Reality to enhance engagement and learning e.g. virtual trips, practical simulations, etc.
[AR/VR Toolkit](#)

Activities

- What do you need to plan ahead for? For example, setting up channels for breakout rooms, setting up a Padlet, setting up a quiz, etc.?
- What activities are you using to check learning?
- Could any be learner led?
- [Formative Assessment Toolkit is here](#)
- Consider summative assessment – what evidence will the awarding organisation need?
- How are you considering learner needs and preferences?
- What online activities do they enjoy and engage with?
- How can you plan activities to correct misconceptions e.g. multiple choice quiz answers?

Preparation Tips

- Review the Working & Teaching from Home document for staff [found here](#)
- Ensure learners have gone through the Digital Learning section of learner induction package [found here](#)
- Complete the 'How do you use technology' survey with students, use this information to help you plan [found here](#)
- Complete a 'local' online learning induction with students: ensure they can all log on; show them round their course Team; go through any protocols, procedures or ways of working for their particular group.

Scene Setting



Welcome/Greeting

- At the start of an online session, it is important to briefly check-in with learners.
- Can you engage learners with directed questions they would be happy to answer?
- Personalise questions - ask learners how they are, what they have been up to, etc.
- Continuity – questions which refer to information unique to learners, helps to make them feel valued, e.g. a hobby, or something that happened in a previous session.
- This helps establish rapport for the online session to ensure everyone feels included.

Reinforce Online Expectations

- Spend some time reinforcing a few key expectations for the online session.
- This should include muting microphones, guidance for using cameras, etc.
- How are you encouraging a professional approach and preparing learners for a more digital workplace?
- How will your learners know the expectations for working collaboratively e.g. break out rooms, group work, etc.?

Intent

- Consider the big picture – where does this online session fit in relation to the unit/module, the course?
- Share the focus of the session, the relationship to the course and learner's aims.
- How does this session relate to what they have done previously online or in college?
- How are you prompting curiosity before a session?
- How are you and your team consistently setting and reinforcing high expectations?
- It can be harder for learners to have 'have a go' at something new in online learning. How are you encouraging this?



Live Presentation

- A short, online teacher led or interactive presentation.
- When presenting new information, how are you prompting learners to make connections?
- Could you include a guest speaker?
- How are SPMs, technicians, LSAs, etc. supporting your session? Do they know what you expect?
- How can you prompt learners to make links to prior learning? Can you combine online and in class learning?
- How are you challenging misconceptions learners may have?
- What learner led activities follow this teacher led presentation?

Question & Answer

- Carefully consider the questions you want to ask and the questioning strategies.
- Pose, pause, pounce and no-opt out work well online.
- How do you want learners to answer? e.g. verbal or text.
- Remember, people take longer to respond online.
- Be comfortable with silence.
- Probe thinking with prepared follow up questions.
- How are you extending learning effectively e.g. questions following on from learning in college?
- Clearly valuing answers and contributions online, encourages participation.

Set clear goals

- How will learners know what you want them to do?
- What specific goals motivate learners to achieve?
- Will they be working independently, collaboratively, or both?
- Do learners know what excellence looks like?
- How do learners know what they need to achieve?

Check understanding

- How are you going to check learner's understanding of this session?
- How does this relate to the follow up session?
- How are you checking connections made to prior learning?



Online Collaborative Learning

- How are learners going to work together in pairs or groups?
- What do you need to do in advance?
- What evidence will they need? e.g. prepare a presentation.

Online Independent Learning

- What individual tasks do you expect learners to complete?
- How is this relevant to the level of the course and level of learner independence?
- How are you going to keep learners motivated during online independent learning tasks?
- Are learners aware of what they will gain from this learning and why they are doing it?
- How will learners reflect on their progress?
- Learners enjoy the autonomy of independent learning. How much guidance do they need?
- What options do learners have for independent learning e.g. what choices do they have in how they will research or present information?

Resources & Research

- What resources do you need to prepare?
e.g. a recording of you presenting information.
- Can you adapt pre-existing resources to work better online?
- Can learners explore topics and complete tasks by carrying out their own research
- How does this relate to or expand on teacher led sessions?

Check in/Support

- Learners online appreciate on-demand support.
- Presence - do they know when you are and when you aren't available?
- Do they know the best way to contact you?
- Could you timetable a check-in throughout the learning, or using this time for one to one check-ins?
- You can use group chat and private channels in Teams for breakout rooms, which you can monitor



Check Learning

- How are learners going to share outcomes of new learning?
- How are you going to review existing learning, to ensure deeper knowledge and understanding (retrieval practice)?
- Summarise key points, relate back to prior learning online or in college.
- How learner led is this part going to be?
- How are you challenging misconceptions?

Evaluate

- How can learners evaluate own and each other's progress online?
- How do the learners know how well they are doing?

Problem Solve

- Involve learners in solving any issues that arose during the day (online or otherwise).
- "That's a real issue, I wonder how we could get around it next time?"
- How are you going to revisit these problems and solutions in future sessions?

Formative Assessment & Feedback

- [Formative Assessment Toolkit](#)
- What is the best way for learners to get feedback at this point?
- Peer feedback, self-reflection, or teacher feedback?
- How are you and your students monitoring progress, so it is accessible online, in real time? e.g. Markbook update.

Bridge

- A tantalising teaser of what is coming next and how it relates to this one, online or in college.
- Could this be done through Q&A?



You Have Help!



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Talk to your colleagues, line managers & other departments