



10
STRATEGIES...

...to Engage Every Pupil During Online Learning



IF YOU OBSERVE THAT...	 TRY	 SAY
<p>1</p> <p>The group seems low on energy.</p>	<ul style="list-style-type: none"> • Prompting a physical transition to reset energy levels at the start of each new task • Taking a break from the primary task to run a short “Six Bricks” activity 	<ul style="list-style-type: none"> • <i>Let's all change something about our environment. If you can, pick up your computer and move to a new space, stand up where you are or switch to a new chair... just change it up a bit!</i> • <i>Let's have our brains take a break from this challenge by doing something else for a few minutes...</i>
<p>2</p> <p>You're delivering a monologue for more than 5-6 minutes.</p>	<ul style="list-style-type: none"> • Checking for understanding by asking your pupils to build a small model representing the main ideas they've heard • Prompting engagement by eliciting questions from your pupils via chat, or using web conferencing tools (e.g., polls, annotation) • Sharing content outside of synchronous sessions (e.g., using video, text, graphics, or audio) or asking your pupils to read aloud to add multiple voices to the lesson 	<ul style="list-style-type: none"> • <i>Can someone summarise what you think are the most important things to remember from what I've just shared?</i> • <i>What questions do you have right now?</i> • <i>What's one way you might take the information I've shared and apply it to your project?</i>
<p>3</p> <p>Some pupils are sharing aloud more than others.</p>	<ul style="list-style-type: none"> • Facilitating a “Think-Write-Share” where all pupils respond to a prompt individually via chat; ask certain pupils, by name, to expand aloud on their thinking • Establishing procedures for taking turns during discussions (e.g., by using the web conferencing hand-raising feature) • Asking pupils to self-monitor their engagement by noticing how much they engage and setting a goal for the next lesson 	<ul style="list-style-type: none"> • <i>I'd like to hear from some voices I haven't heard in a while...</i> • <i>Can I hear from one person who agrees and one who disagrees with what was just shared?</i> • <i>Take a moment and think about whether you'd like to try to share more or listen more during the next part of our lesson...</i>

IF YOU OBSERVE THAT...



TRY



SAY

4

You're having difficulty seeing or hearing pupils sharing their work.

- Asking your pupils to slowly hold their models up to the camera to compensate for lag
- Asking your pupils to share photos/ videos instead of livestream, and share their thoughts in writing instead of audio
- Asking your pupils to send you their code so you can apply it to your build for a video demonstration

- *Can you hold that up to the camera again? Hold it there... good.*
- *I'd love for us to get a better look at that. Can you take a quick video and upload it to our folder, then send the link via chat?*
- *Why don't you send your code to me, and we can try running it on my model?*

5

There's silence in a small group breakout room collaboration session.

- Asking your pupils to go around, sharing one success they've had and one challenge they're facing on their current task
- Providing your pupils with a discussion checklist, outlining which topics to discuss, before launching the breakout rooms
- Assigning roles within the groups – one being the “status reporter” responsible for updating you on the group's progress when you join their breakout room

- *What have you done since I last joined?*
- *What are you working on now?*
- *What are the biggest challenges you've been working through? What have you tried so far?*
- *What topics will you have to discuss as a group before you can move your ideas forward?*
- *What would be most helpful for your group right now?*

6

Some pupils arrive clearly unprepared to succeed in the day's task.

- Inviting pupils in need of extra support to a breakout room for additional guidance while the others begin their tasks
- Hosting virtual office hours or 1-to-1 check-ins with pupils before the online lesson to review their progress on assignments, troubleshoot tech issues, pre-teach, etc.

- *Before I send you into your group workspaces, raise your hand if you'd like to join me to discuss the assignment first...*
- *When you head into your group workspace, I suggest that you start with this part to get going as quickly as possible...*



7

Some pupils are struggling unproductively when working without your support in their small group breakout sessions.

- Providing a checklist of places the pupils can look to for help (e.g., peers, reference documents)
- Using discussion threads during online lessons as a place where pupils can ask questions across groups
- Establishing a procedure for how groups can ask for help when you're with another group
- Encouraging pupils to practice paying attention to and learning from their peers during collaborative worktime

- *Great question – I saw another group struggling with this, and they figured out a workable solution. Can you post that question in the discussion forum, and I'll ask that group to share back with you?*
- *I'd like you all to stop for a minute – take a look at what “X” is doing over in their video. “X,” can you show and talk about what you're trying to do there?*



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<p>8</p> <p>Pupils are giving imbalanced peer feedback (overly positive or critical).</p>	<ul style="list-style-type: none"> • Modelling feedback that includes specific, detailed “glows” (positive feedback) and “grows” (constructive feedback) • Using one of your sample solutions as fodder for a practice feedback session • Trying a new format for giving feedback (e.g., annotation on top of a photo of a build, screenshot of code) 	<ul style="list-style-type: none"> • <i>That strategy seemed to be successful because I observed...</i> • <i>I haven't seen any other solutions that attempted this idea...</i> • <i>Have you thought about...?</i> • <i>What other ideas did you consider but didn't have time to try?</i>
<p>9</p> <p>Some pupils aren't displaying active listening to their peers.</p>	<ul style="list-style-type: none"> • Creating a ritual for the transition from building to listening • Narrating the connections you want your pupils to make between their own work and others' ideas • Assigning your pupils a specific task to complete while listening (e.g., giving feedback, looking for an idea to help with their own project) 	<ul style="list-style-type: none"> • <i>Hands up, hands down, hands on your head!</i> • <i>Did you hear their idea? Can you tell me how it could help with your idea?</i> • <i>While you're listening to the other group share, I'd like you to write down one question you want to ask about their design...</i>
<p>10</p> <p>Some pupils don't finish the task and aren't able to share their work.</p>	<ul style="list-style-type: none"> • Giving your pupils a forum where they can post videos presenting final products after the lesson; assigning pupils to review and comment on each others' work • Offering optional “tinkering time” where pupils can get feedback and collaborate before and/or after group lessons 	<ul style="list-style-type: none"> • <i>I'm sure everyone wishes they could have more time on this, so you'll all have a chance to share your final product virtually after class...</i> • <i>If you'd like to problem-solve together, don't forget that we have peer office hours later today...</i>

