



# Responsive Remote Teaching

On entry, please **introduce yourself in the chat:**  
Include your name, role, and school/organisation

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I acknowledge the Traditional Owners of the lands on which I work.  
I pay respects to Elders - past, present and emerging.

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## Ways to participate

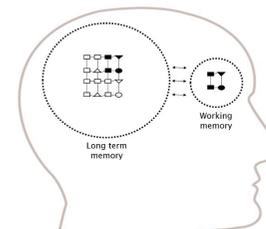
Chat (any time)  
Polls (if applicable)  
*This is recorded.*

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Why think about *responsive* practice now?

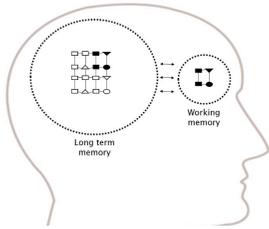
1 No matter the mode of teaching,  
our students don't learn what we teach.

I taught it.

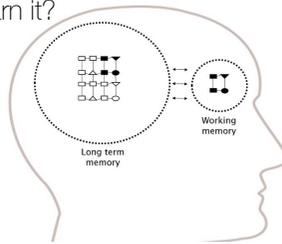


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I taught it.



Did they learn it?



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Teaching requires responsive decision-making and action.

2 Based on the evidence, it's a "good bet".

**Principles of Instruction**  
Research-Based Strategies That All Teachers Should Know

BY BARAK ROSENSHINE

There are many reasons to be optimistic about the future of education, along with suggestions for classroom practice. These principles come from three sources: (1) research in cognitive science, (2) research on master teachers, and (3) research on cognitive supports. Each is briefly explained below.

**Research in cognitive science** This research focuses on how our brains acquire and use information. This cognitive research also provides suggestions on how to engage students in the classroom.

**Research on the classroom practices of master teachers** In this research, we look at the classroom practices of master teachers to see what they do that is effective. We also look at the types of support they provide to their students, and a number of other practices. By also gathering student achievement data, researchers were able to identify the specific practices that were most effective for the students.

**Research on cognitive supports to help students learn complex tasks** Effective instructional procedures—such as thinking aloud, providing feedback, and providing students with scaffolds—come from this research.

**Barak Rosenshine is a senior professor of educational psychology at the City College of New York, the University of Illinois at Chicago, and a high school history teacher in the Chicago public schools. His articles on classroom and instructional practices have appeared in the journal Educational Researcher, the journal Educational Leadership, and the journal Educational Researcher. He is also the author of the book Classroom Instruction That Works, published by Corwin in 2009.**

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- Begin lessons with a clear focus (purpose/learning).
- Present new material in small steps with student practice after each step.
- Ask a large number of questions and check the responses of all students regularly.
- Guide student practice.
- Check for student understanding.
- Offer a high success rate.
- Provide multiple opportunities.
- Repeat and monitor independent practice.
- Engage students in weekly and monthly review.

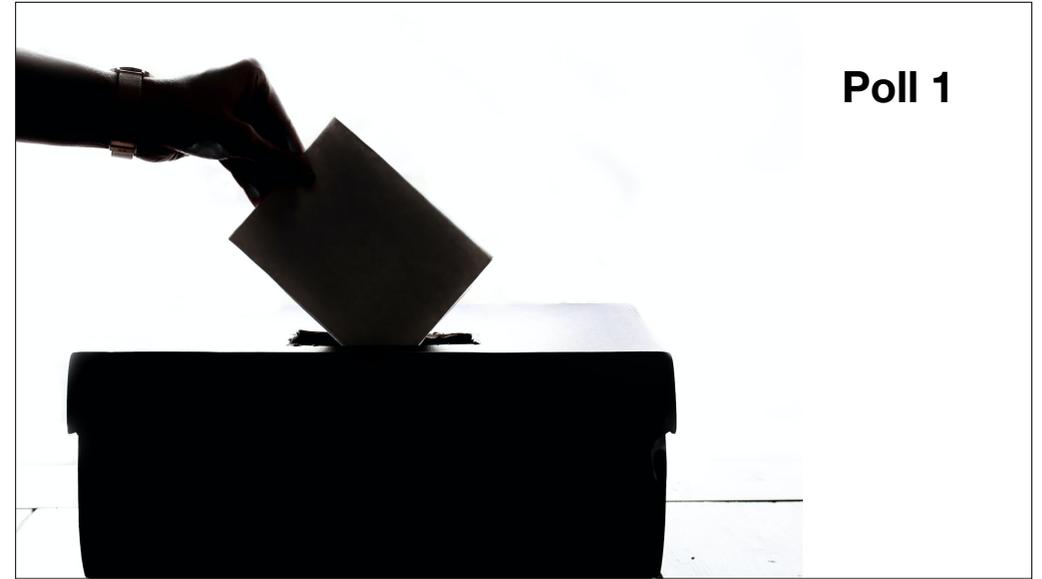
Barak Rosenshine (2012)

> Cognitive science research (how we learn)

> Observational data (common practices of "master" teachers)

> Studies exploring specific scaffolds/ supports that help students learn complex tasks





You'll get the slides/recording,  
so take good notes!

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## Synchronous teaching

- > recreate conditions of the classroom
- > designed to increase *interactivity*
- > "Cannot take that for granted" (Christodoulou, 2020)



“While some students can be highly engaged and involved in their learning, it is possible for others, even at the same site, to be inactive and inattentive for long periods... students may find it easier to ‘disappear’ in the remote setting than in the normal classroom setting.”

Gillies (2008)



2 “loops” to embed:

1. Checking for understanding loops
2. Formative loops



2 “loops” to embed:

**1. Checking for understanding loops**

2. Formative loops



**Checking for understanding loops**

- > Immediate checks
- > Feedback for the teacher
- > Low or zero stakes
- > In-the-moment



## Checking for understanding loops

- Cold call (randomised)
- Cold call (teacher judgment)
- Flash cards (e.g A, B, C, D)
- Mini whiteboards (held up)
- Multiple choice questions (corrected in real time)

## Adapting Multiple Choice Formats

### Rank MC responses

- Most correct to least correct
- Provide a written explanation justifying choice
- Share thinking with a peer who has a different (or similar) answer

### Add a measure of confidence

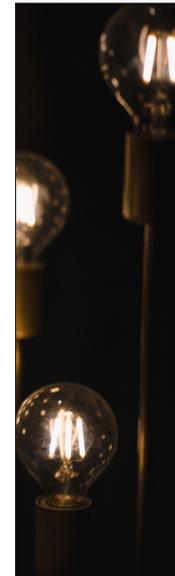
- Indicate confidence (rating or sliding scale)
- "Hypercorrection effect"
- We're more likely to recall what we are confidently wrong about

Thanks to Blake Harvey at [theeffortfuleducator.com](http://theeffortfuleducator.com)  
@effortfulduktr



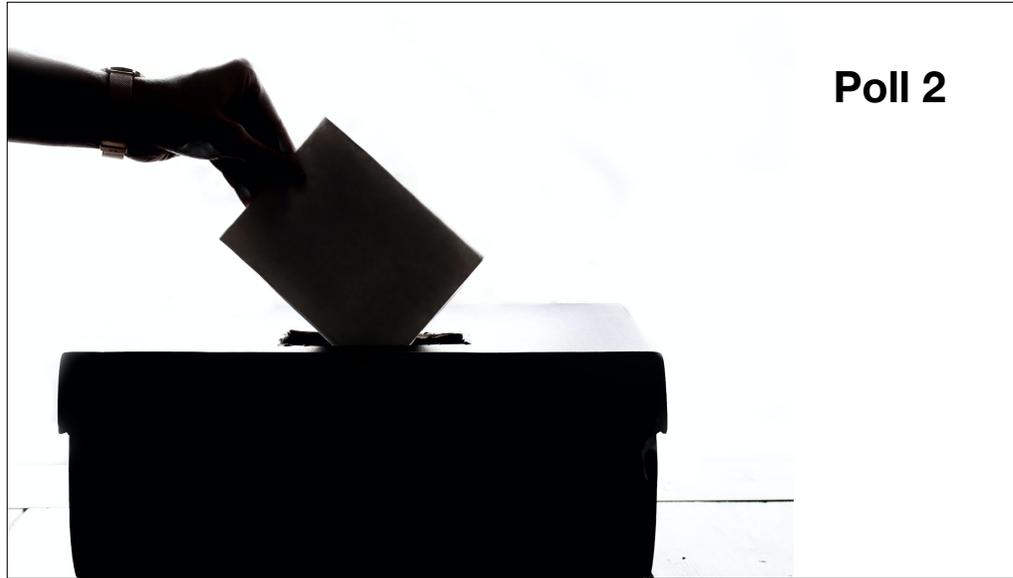
## Checking for understanding loops

- Cold call (randomised)
- Cold call (teacher judgment)
- Flash cards (e.g A, B, C, D)
- Mini whiteboards (held up)
- Multiple choice questions (corrected in real time)
- True/false statements
- Open-ended response (e.g. PollEverywhere, Google form)
- Discussion thread response
- Thumbs up, thumbs down
- Fist to five (0 = Confused > 5 = Could help someone)
- Three finger response (1 = Need help > 3 = Independent)



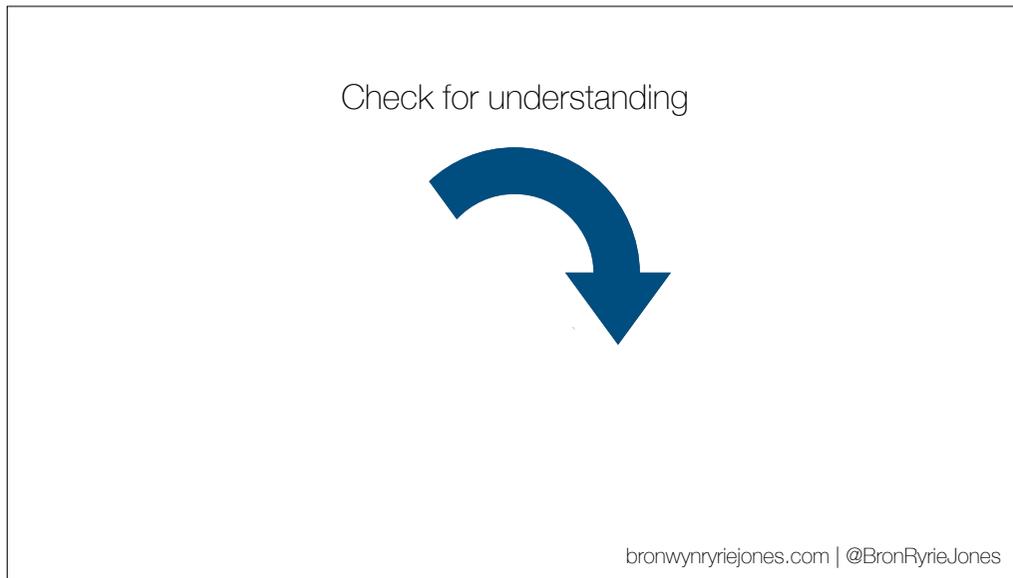
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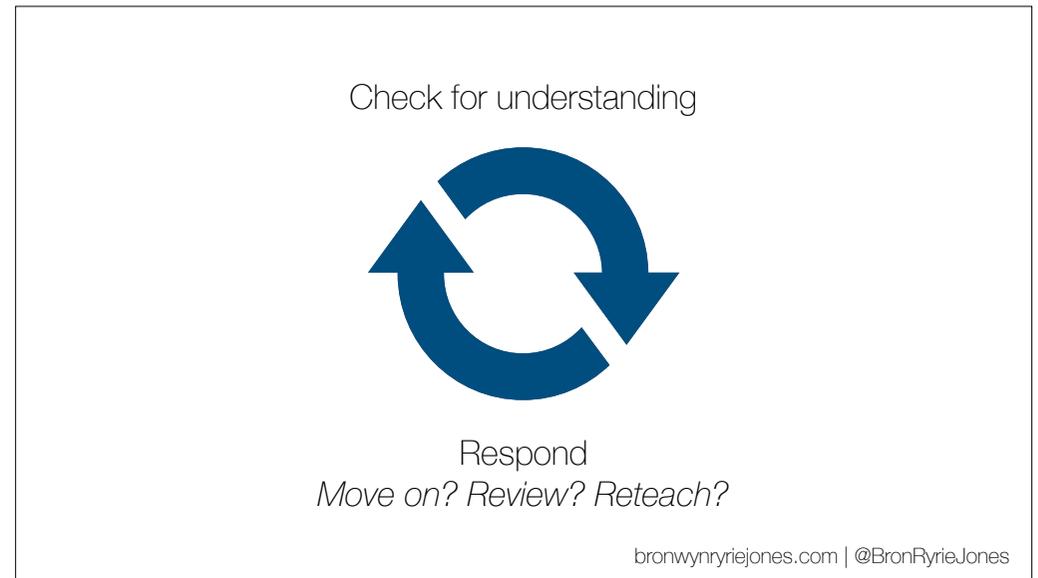


## Poll 2

Remember it's a checking for understanding **loop**



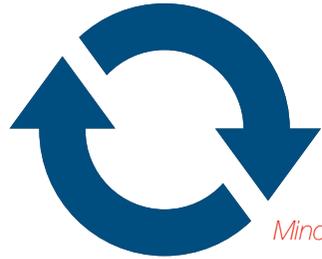
Check for understanding



Check for understanding

Respond  
*Move on? Review? Reteach?*

Check for understanding



*Mind the gap!*

Respond  
*Move on? Review? Reteach?*

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*Mind the gap!*

**In the chat:**  
What makes this difficult online?

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Check for understanding



*Mind the gap!*

Respond  
*Move on? Review? Reteach?*

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Check for understanding

*Teach first.*



*Mind the gap!*

Respond  
*Move on? Review? Reteach?*

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2 “loops” to embed:

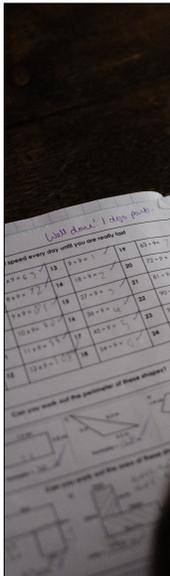
1. Checking for understanding loops

**2. Formative loops**



**Formative loops**

- > Opportunities for students to get a sense of “quality”
- > Opportunities for students to compare to work of their peers
- > Teachers get a sense of whether students can identify “quality”



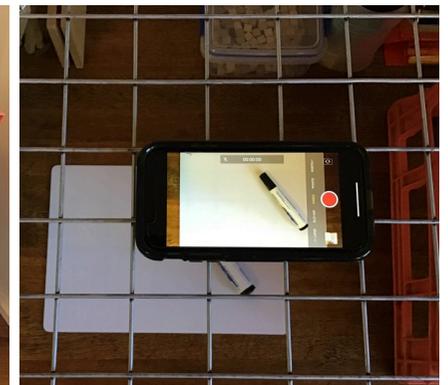
**Formative loops**

Fully worked examples (real time or filmed)

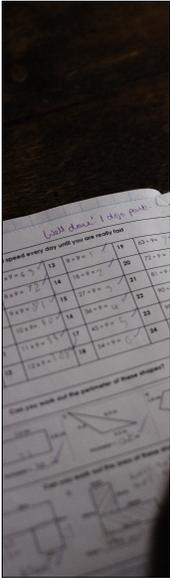


**Brad Nguyen** @brad\_teacher · Mar 31

My poor man's document camera: Cost is \$16 for mesh panel from Bunnings. #remoteteaching



Thanks to @brad\_teacher



## Formative loops

Fully worked examples (real time or filmed)  
Quality vote (2-3 responses and vote for the best)  
Error detective  
Identify the misconception

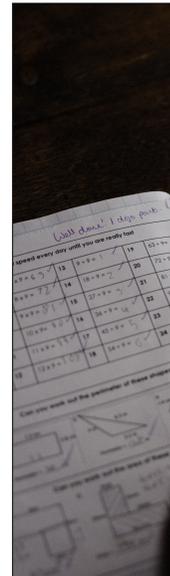
5 beats in the bar

**Error detective:** *Wrong number of beats*

**Identify the misconception:** *They might think that one note-head = one beat. (But quavers are worth half a beat each.)*

**Error detective:** *Should be "less than".*

**Identify the misconception:** *4 is usually "more than" 3. But a quarter is smaller than a third, so you can't think like that with fractions.*



## Formative loops

Fully worked examples  
Quality vote (2-3 responses and vote for the best)  
Error detective  
Identify the misconception  
Draw out distinctions - on given criteria, which sample is better?  
Sharing student work (real time, live feedback)

Write your Reading Response to our shared text 'A Pirate's Life For Me'.

Your task is to choose one of the paragraphs in the text and change it from reasons why you **SHOULDNT** be a pirate, to reasons why you **SHOULD** be a pirate!!!!

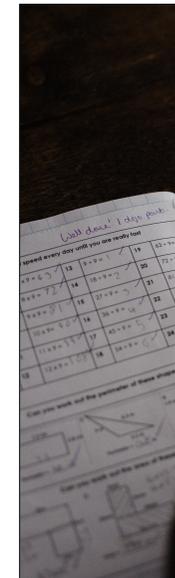
**GREAT IDEAS IN YELLOW!!!**

Student 1	Being a pirate is very plain sailing on a <b>alloy matey</b> ship. Sometimes you would need to have a battle with other very, very hairy pirates but it is <b>fun</b> to make pirates walk the plank so grab your big swords and huge guns and start the battle.
Student 2	Using the toilet is quite an easy thing to do on a ship! They say that you must go over the side of the ship, but you don't! You could easily get a bucket, do whatever you need to do, and pour it over the side of the ship! The best part is, it isn't going to stay on the ship, so it <b>won't be at all STINKY!</b> (I mean, for real, who wants a stinky toilet in their ship anyways? I don't!)
Student 3	People may say being a pirate is bad and dangerous but being a pirate is <b>amazing!</b> If any other pirate ship comes and fights you for your gold you can fight with guns, cannons and swords. You can make people walk the plank!!!! <b>So give it a try and swing your swords and guns</b>

Thanks to Michael Conway, Tucker Road Primary School

### Sharing student work

- > Simple coding of feedback (could have an expanded key)
- > Students can view each other's responses in real time
- > Higher accountability than asynchronous task
- > Embed provision for peer feedback



### Formative loops

- Fully worked examples
- Quality vote (2-3 responses and vote for the best)
- Error detective
- Identify the misconception
- Draw out distinctions - on given criteria, which sample is better?
- Sharing student work (real time, live feedback)
- Show call (like Cold Call, but with samples of work)
- Rank exemplars
- Open sharing of teacher feedback



### Adapting what we normally do

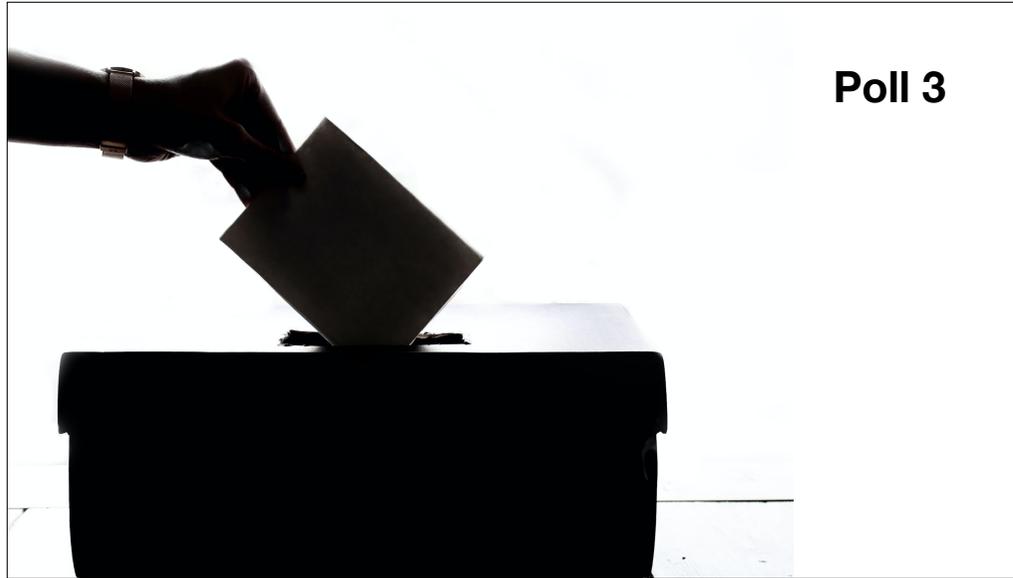
- > Single letter phonograms
- > Call and response
- > Immediate, corrective feedback usually possible
- > e.g. voiced/unvoiced phonograms
- > Recorded call and response
- > Teachers (off camera) playing students
- > Teachers mimic common errors - real time corrections offered

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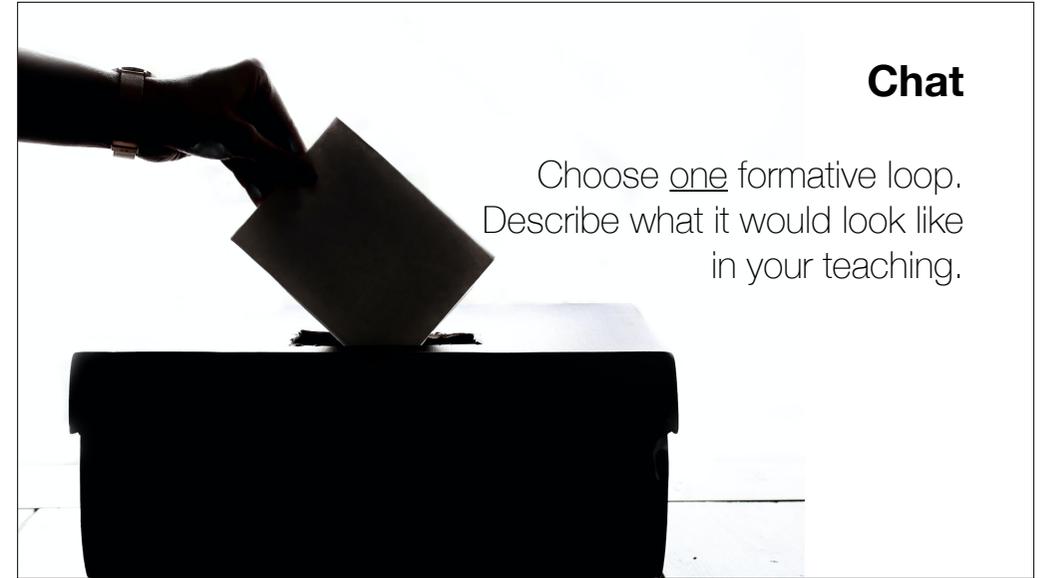


### The big idea of formative loops

Think about all the sources of guidance and teaching that students *don't have* when they're online.



### Poll 3



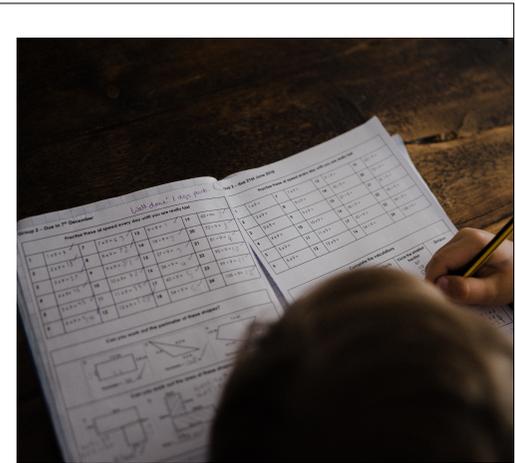
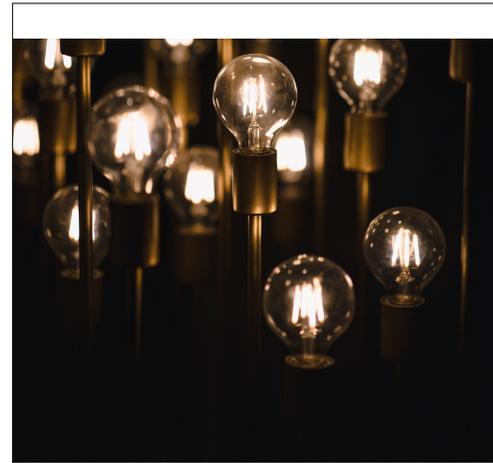
### Chat

Choose one formative loop.  
Describe what it would look like  
in your teaching.



**What could it look like in your teaching?**

- Fully worked examples
- Quality vote (2-3 responses and vote for the best)
- Error detective
- Identify the misconception
- Draw out distinctions - on given criteria, which sample is better?
- Sharing student work (real time, live feedback)
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Check for understanding loops

Formative loops



Check for understanding loops



Formative loops



Accountability loops

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### Recording



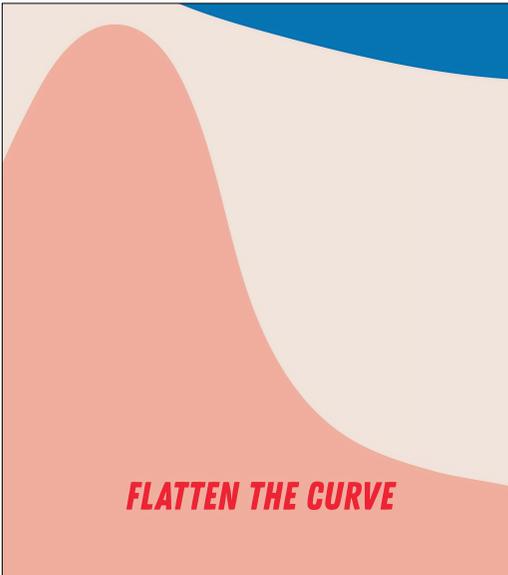
### Slides



### Summary



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Stay safe, and thank you for all you do.

BRONWYN RYRIE JONES

I'd value your feedback.  
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