Leeds Music Education Partnership (LMEP)

Teaching Guidance for Technology Enhanced Learning

This guidance is intended as an introduction for those new to designing and delivering lessons for online learning. Teaching online presents a new set of challenges, including accessibility, the limits of the technology, and keeping students engaged.

Students are also new to this way of learning. Bite-size chunks of activities work well for students, especially in the first stages as everyone adjusts to this change in approach.

The information below will guide tutors through the steps in planning and good practice for delivering online learning. It is recognised that tutors will deliver lessons in different ways and have access to a range of technology so should adapt the guidance to their needs.

Think about your students

- How digitally literate are they?
- Will any of them need help in accessing online learning?
- What devices might they be using?
- What will be relevant for them to study in your lessons?

Plan for success

- Look at the technologies provided by your organisation and follow guidance about they are being used.
- If possible, have one central place where your organisation's online resources for students are stored. This could link to other online resources.
- Give students clear instructions about how online learning will work.
- Set clear expectations of the time the work will take.
- Create connections between yourself and the students.
- Instructions and guidance should be sent out in advance to parents/carers.
- Provide support for students who find it difficult to access the resources.
- Keep in contact in other ways. For example, organisations could send out a weekly email with updates to all parent/carers.

Where to start

Without the luxury of long-term planning here is a cut down strategy for planning online learning
- Start with considering the students (see above).
- What is the most important thing they need right now?
- Take inspiration from and re-use existing resources where copyright permits.
- Take time to research what is available online; even just 30 minutes could save you time and identify relevant resources or ideas for you to adapt.
- Don't overthink it; keep it simple and take a long-term view to planning resources over a term.
- Talk with other practitioners, don't reinvent the wheel
- What can you create that can be used for more than one lesson?

Things to Consider

- What is the aim of the lesson?
- What resources do you already have?
- Are there any copyright restrictions?
- Does the teaching have to be live?
- Do students have any accessibility or literacy issues?
- Is this activity crucial to student learning? If it isn't, change it.

Types of Online Learning

- Collaboration
- Discussion
- Investigation
- Practical work
- Creating something
- Reading
- Watching
- Listening

Good Practice for Delivering Lessons

- Keep it simple for the students and yourself.
- Use bite-sized chunks of activities.
- When planning, focus on the music and the learning outcomes.
- Have a plan leading to the end of the block of lessons.
- Use the first lessons as an opportunity for revision and an introduction to learning online.
- If using a virtual learning environment, start with a video introduction and welcome students to learning online, just as you would in a usual lesson.
- Keep the majority of videos short (3-5 mins). Students will stop and start the video and watch it more than once.

- Build in links with previous lessons and have a sense of progression as to where the work is leading.
- Use a mixture of resources, some online, some offline including handouts.
- Use a mixture of different types of learning.
- Offer an element of choice of activities. For example, create a grid with different options.
- Keep face to face work (if this is used) for a check in with students, a Q&A, or structured discussions. This does not need to be weekly.
- Build in extension activities.
- Set work to be prepared for the following week.
- Create an opportunity for feedback at the end of the lesson. For example, how did you find today? Too easy, about right, too hard?
- Build in time for reflection. What worked well? What would you change?
- The last lesson at the end of a term or a block of lessons should bring closure to the work set and identify achievements and progress.

Resources

ArtForms Music Home Learning Resources

BBC Bitesize Bitesize

Incorporated Society of Musicians Online learning resources

Music Mark Home and School Online Resources