

## Teaching Lessons remotely using Google into a College Classroom

This guide provides information on teaching lessons remotely, where the teacher is at home and streaming it live to their class in college, possibly overseen by an appropriate adult.

### Hardware recommended for a successful delivery

#### Teacher at home

- **Laptop/computer** - Ensure a well-lit room with laptop, Chromebook or desktop device. Ideally the device will be connected directly into the internet router or be near it and connected by Wi-Fi. A headset with microphone can reduce external noise interference and reduce distractions. A large (second) screen can make screen sharing easier and content easier to see.
- **Webcam** – either built into the device or an external USB one. Most webcams have a built-in microphone which some users may prefer to the one on the headset.
- **Visualiser** – used for modelling or sharing resources. [Guide](#) to changing camera settings
- **Graphics tablet** – provide another solution for modelling or annotation of documents/resources.
- **iPad/touchscreen device** – connect to the Google Meet as an additional device. It is not ideal for delivering a lesson but useful for modelling and can be used like a graphics tablet.

#### Classroom in school

- **The classroom PC and AV equipment** will be used to project the remote lesson onto the screen and use the speakers so the class can hear the teacher.
- **Student devices** - If the college allows, students can join on their own mobile device, or college owned device and use headphones to listen; also appropriate for remote learners.
- **Webcam and Microphone facing the class** – directing a webcam and microphone at the class gives the teacher a view into the room and enables students to ask questions.

### Recommended Software Set up

Ensure all staff involved have a Google Workspace account - teacher at home and adult in the class. All students should have an account to enable those learning remotely to connect or use their own/college devices to join the lesson in college.

[Google Meet](#) enabled for all staff and students (note: students should be set to only be able to join meetings, not create them by your [IT administrator](#)).

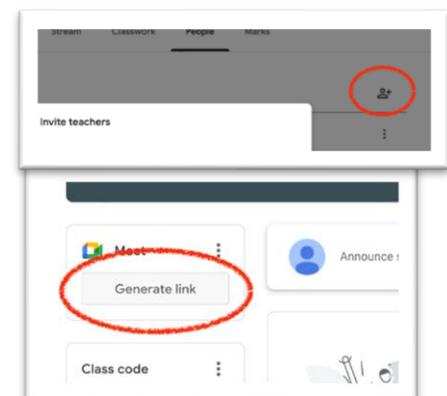
It is recommended that [Google Classrooms are setup](#) by default, and automatically linked through the college MIS to automatically create/update classes and assign the correct students and teachers.

If there is a supervising adult in the class, they must be added to the class via the People tab, click the 'Invite Teachers' icon. All adults are classed as 'Teachers' in Google Classroom, whatever their job role in college.

Create the Google Meet link within Google Classroom by clicking on "Generate link", watch [this](#) video for a quick guide. When logged into the Classroom, the meeting will start when either the remote teacher or adult in class click 'Join'. Note that if you are using a tablet device, you will be directed to download / use the Google Meet app to access the meeting.

If you are not using Google Classroom, a Google Meet link needs to be created and shared with the staff and students in college. To create the Google Meet link, the remote teacher needs to create a Google Calendar event in their calendar and ensure that they include a Google Meet link under the Video Conferencing tab. For further information on configuring a Google Meet link, click [here](#).

Finally, for an overview of user functionality within Google Meet, useful information can be located [here](#). This [video](#) provides an update on 2021 features in Google Meet and how to use them.



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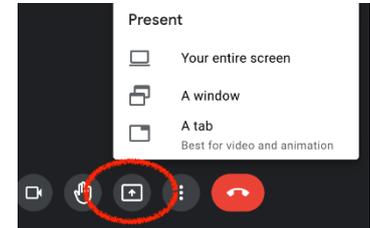
### Best Practice for Teaching Remotely

Staff teaching at home should be mindful of the physical environment they are in. Where possible, it is recommended that staff have a [neutral or blurred](#) background.

Find out what equipment is in the classroom you will be streaming into to help with planning.

Share “[A window](#)” or “[A tab](#)” rather than sharing “Your entire screen” as your desktop and open windows may contain sensitive information or display inappropriate notifications.

When playing videos or sound files you will need to share a tab to ensure that attendees can hear the sound.



If students are using their own devices, using Google Classroom could provide you with useful lesson structure, whether that's providing documents, links to key resources, answering questions on written tasks, using polls, or emoticons for feedback.

Identify a desired communication tool for students to ask/respond to questions, if students don't have devices for the lesson, this can be verbal and managed by the adult who is physically in the room if present.

Have all resources needed open prior to the lesson to make switching more fluid.

Record your session for revision and catch-up purposes. A previously recorded presentation can also be used as a flipped learning activity allowing you to focus the live stream on discussion.

**Dissolving the screen** - At times we find that when we are not in the classroom, face to face with our students, it is difficult to engage, encourage and assess progress. By using strategies to 'dissolve the screen' learning can become much more interactive. Some strategies can include: relentless use of names from the minute you press 'admit'; expectation that everyone contributes; be lively and engaging to the point of exuberance; providing specific support for SEN students; use of targeted questions to gauge real time understanding and misconceptions; high expectations just like in the classroom. Read [this](#) useful article which gives further information.

Using icons to indicate what learning is taking place - adding icons or pictures in your slides to signal to students what they are expected to do on each slide e.g. listen, research, reflect, carry out a task or take a test at the end of the lesson. Research tells us that this maintains engagement and focus on a task.

### Common problems and how to avoid them

Students becoming too reliant on what they see others write in the chat.

Try the strategy 'write your response but don't click send until I say so'.

Student attention and focus harder to gauge when you are not in the room with them.

'Cold calling' using student names and getting them to respond in the chat or using their microphone. Give lots of praise and encouragement in order to build a sense of community and maintain relationships. Include plenty of short, concise tasks so they are not just passively listening.

### Further Support

If you would like peer led support with any aspects of remote learning or use of EdTech in your school, please visit the EdTech Demonstrator Programme website [here](#)