

The story of impact: Lessons learnt and feedback on training teachers to teach online

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**Future of English Language
Teaching Conference** **ONLINE**



Overview

1. Getting online – teaching, training & assessing
2. Teacher support at Trinity College London
3. Arriving at our underpinning pedagogical principles
4. How we measured impact
5. Impact results
6. Lessons learnt
7. References and further reading



Getting online in 2020



- Teaching:
 - invaluable 'how to' videos
 - Webinars
 - Free online resources
(e.g. resources.trinitycollege.com/teachers/english_language)
 - Quality content
- Training
 - Asynch, synch, blended
- Assessing
 - Remote, in-person, VC....

Online teacher support at Trinity

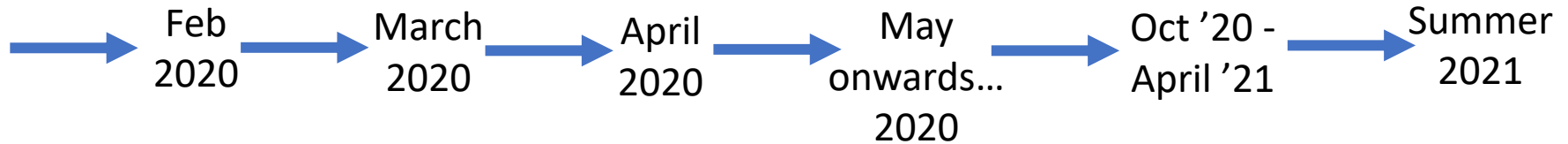


Transformative
teacher webinar
series and free
downloadable
resources

Video guides
to support
teachers
moving online

Transformative
teacher webinar
series to help
teachers has
over 1,000
participants

Reviewing,
trialling and
piloting
Trinity Teach
English Online



Free online
learning resources
for Teacher
Education centres

Updated
resources for
teaching online

Writing new
course to
teach online

Launch of
Trinity Teach
English Online

https://resources.trinitycollege.com/teachers/english_language



Some key principles

- Give practical help for teachers – make it directly relevant
 - ‘How to use X’ techniques
 - Online-friendly ideas
 - Demonstrate and *show* how to teach online
- Show people *how* to teach online, not *what* to teach online
- Support should be informed by research *and* experience
- Teachers are able to transfer skills from in-person to online learning environments
- Content needs to be available in convenient, bite-sized chunks
- Socio-constructivist approach to supporting teachers
- Have a communicative focus to language learning
- The learner is at the centre of learning
- Remember that teaching is a ‘messy business’

Course focus: ability and confidence



Developing teachers' ability to use online learning tools effectively

Helping teachers identify online tools that meet learning needs

Using interaction that encourages communicative learning in an online environment

Using online assessment techniques that meet learning needs

Helping teachers create a motivating environment for online learning

Increasing teachers' confidence in facilitating online learning

Variety of media

- Video:
 - Interviews
 - Classroom best practice
 - Whole lessons
 - Best practice critique
- Lesson resources:
 - Lesson plans (which are demonstrated in video)
 - Examples of online resources for focussed use
- Application of theory
- Activities to consolidate learning

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Teach English Online
Developing writing skills:
Lesson pack (writing lower: A2/B1)

Preparation for the main lesson

Rationale
The main writing lesson focuses on producing a short, written review of a film, with four main paragraphs. As extensive work is done in the class in supporting the structural elements of the task, it makes sense to spend time in a preparatory lesson scaffolding this lesson to lessen the cognitive load around other elements of the lesson, eg generating personalised examples and supporting relevant lexis.

The following is a suggestion of some tasks that will help to support the learners and can be used to construct an online lesson.

Aim
To give short descriptions and express simple points of view to help learners write a written summary of a film.

Intended Learning Outcomes (ILOs)
By the end of the lesson, learners will have learned vocabulary items and planned the structure for writing a review of a film. They will have also produced a short, spoken account of a film in preparation for writing a short review.

Task
1. Input: The teacher can assign Tasks 1-3 below in the VLE (for example [Google Classroom](#)) with instructions on how to complete each one.

1 Complete the sentences with the different types of film (A-F).

2 A...
3 A...
4 A...
5 A...
6 A...

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Teach English Online
Developing writing skills:
Portfolio task

Portfolio task
To consolidate the learning in this unit and provide you with a record of learning and development, we recommend that you complete this teacher portfolio task. You can also use this portfolio task to demonstrate learning and achievement alongside your certificate of unit completion and/or use it to help you complete the assessment tasks for the Level 4 Certificate in Online Teaching.

Step 1: Give a brief outline of a class you currently teach/have taught.

Step 2: Choose an online learning tool that is relevant for your teaching context and will help develop learners' writing skills. Provide the link and a brief description (approximately 50 words).

Step 3: Complete the Intended Learning Outcome(s) by stating what writing sub-skill(s) learners will develop through the use of this tool in your lesson.

Step 4: State up to three reasons why your learners will like this tool and up to three things you can do help your learners use this tool.

Step 5: Create a short lesson plan to demonstrate the utilisation of this tool to achieve the learning outcome(s) given in Step 3.

Step 6: Suggest a short follow-up/homework task to give further practice of the sub-skill being developed. This could be an online or offline task.

Class type (eg 'General English'):	Number of learners:
Length of lesson:	Level of learners:

Resource link:

Brief description of resource:
(write approx. 50 words)

Intended Learning Outcome(s):
By the end of this lesson my learners will be better able to... [remember to refer to subskill(s)]

Why my learners will like this tool:

1/2

4.1 The SAMR framework
The following text is an extract from [Trinity Teach English](#).
Read the text below and consider how this framework may

Teaching online: An introduction
What, in your opinion, are the necessary skills and...
Make notes, then check them against our ans

key skills **personality traits**

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Substitution
This requires the least amount of work in terms of adaptin work well in the online classroom in their context. As seen

Example
Instead of using a printed handout or coursebook, the san slides. The exercises (functions) of the resource remain th

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Trinity Teach English Online

(30-hour, online and asynchronous course for in-service teachers)



Unit/module choices

Module 1: Preparing for the online classroom

Unit 1.1: Introduction to online teaching

Unit 1.2: Lesson planning and staging

Unit 1.3: Classroom management techniques

Module 2: Developing language skills

Unit 2.1: Developing listening skills

Unit 2.2: Developing speaking skills

Unit 2.3: Developing reading skills

Unit 2.4: Developing writing skills

Module 3: Resources for learning and teaching

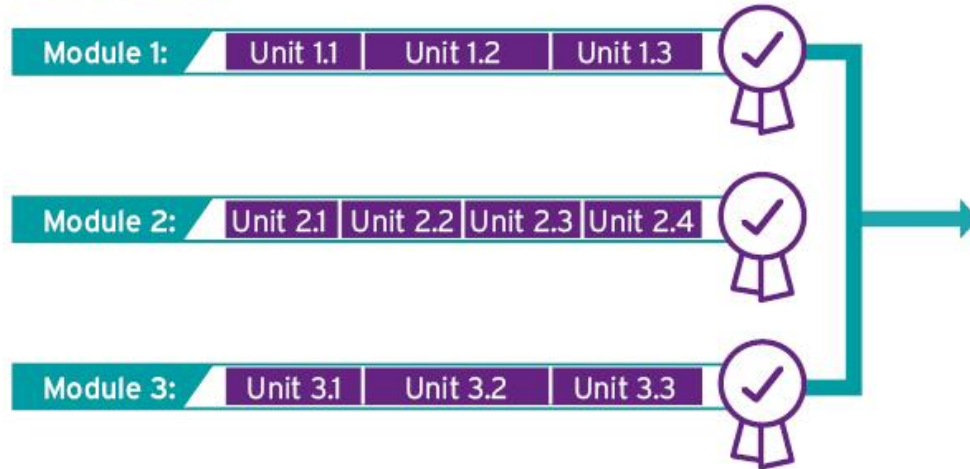
Unit 3.1: Tasks and activities

Unit 3.2: Resource adaptation

Unit 3.3: Resource design and creation

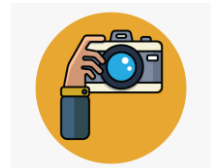
The Certificate in Online Teaching

Full course



- Asynchronous and online
- In-service CPD
- 50 hours Total Qualification Time
- Ofqual-regulated at Level 4

Find out when it's released - sign up for updates at:
learn.trinitycollege.co.uk/english-teacher-support



How we measured impact



1. A pilot group of 50 teachers were offered the course. Teachers ranged in experience (newly qualified to L7 trainer) and L1.
2. Questionnaires sent before start of course and again at end of course (same Qs in both questionnaires).
3. A second questionnaire sent 5 months after the course to measure longer-term impact.
4. Data was analysed using a standard impact study methodology (Wall & Alderson 1993).

What we learnt

- The course had a decisive impact on both their planning and confidence levels in delivering learning in an online environment.
- There was sustained impact, lasting at least five months after teachers had completed the course.
- key areas of impact related to how teachers teach, as well as participants' attitudes towards online teaching

I've used some of the ideas and websites in my lessons and it really has made a great improvement... the Teach English Online course has made me aware that online teaching can be as productive and enjoyable as face-to-face teaching.

- Teacher

Measures of impact (1)

Developing teachers' ability to use online learning tools effectively

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Helping teachers create a motivating environment for online learning

Increasing teachers' confidence in facilitating online learning

- Teachers are now much more confident in **using appropriate interaction patterns** in their online lessons. Agreement increased from 50% to 95%.
- Teachers are now much more confident in **identifying online learning tools and resources** to meet individual learning needs in an online lesson. Agreement increased from 40% to 95%.
- And they are now much more confident in **setting learning outcomes which are appropriate for an online lesson** too: before the course 60% agreed, rising to 95% after completing the course.

Measures of impact (2)

Developing teachers' ability to use online learning tools effectively

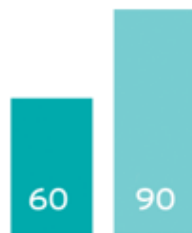
Helping teachers identify online tools that meet learning needs

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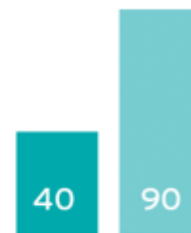
Increasing teachers' confidence in facilitating online learning



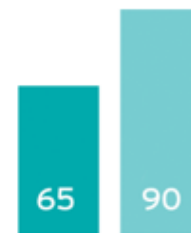
90% of teachers can **use online learning tools effectively** – up from 60% before the course.



80% of teachers have confidence in **using a variety of online learning tools** – up from 35% before the course.



90% of teachers can **use assessment techniques that meet learners' needs** in an online lesson - up from 40% before the course.



90% of teachers have confidence in **using teaching techniques which meet learning outcomes** in an online lesson - up from 65% before the course.

Qualitative data



1. “The Teach English Online course has been so useful, not only in providing a wide variety of websites but also demonstrated how to use these new tools effectively for the online learner.”
2. “I have been able to examine carefully in my own time all the information gained from this course and evaluated how I could best implement this into my online classes more effectively... It has helped me have a clearly defined lesson plan and carry this through each class.”
3. “My planning makes more use of materials specifically designed for online lessons. I have a more efficient way to share my assessment with students and colleagues. Students are more engaged in the review of their progress.”

Lessons learnt: developing a course

- Test, pilot and trial as much as you can!
- Review content from different perspectives (teachers, schools, academics)
- Ensure there is time to react to trials and reviews
- Choose a platform that works globally or your target area
- Check copyright restrictions for content ... and learn about Creative Commons
- Be aware of safeguarding



Lessons learnt: teachers' needs



- Teachers need to be shown focussed, practical techniques to help their 'just-in-time learning'.
- Videos of real classes are just as valuable as mini best-practice videos.
- Teachers need to be directed to consolidate learning, just like 'non-teacher' learners.
- Online learning must have a variety of media to help maintain interest and support local adaptation.
- Teaching *is* a messy business: acknowledge and embrace this.
- Teachers want certification for learning just as much as our learners do.

References and further reading

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