

# Remote Teaching Basics



Literacy  
Minnesota



# Workshop Objectives

1. Share tips and suggestions for successful remote teaching.
2. Provide recommendations for dealing with common challenges that arise in remote teaching.
3. Create a space for teachers to share their own suggestions and ideas with one another.

# Warm Up



# Warm Up



# Options for Remote Tutoring

- Phone/Text
- WhatsApp
- Zoom
- Google Meet/Classroom
- Others?



How are you teacher

4:15 PM

Teacher can send me the other story that was about the food

4:39 PM

Yes! I will send you the video and a picture of the story

4:41 PM

Think you

4:41 PM

MONDAY



cans



onion



red  
peppers



noodles



spices



garlic



making pasta.pptx

7:08 PM

PPTX • 27 MB

# Realities of Remote Teaching

- Have some structure but remember that we all need flexibility right now.
- Online learning can be exhausting. Class sessions will generally be shorter than usual.
- You won't be able to cover as much material and information in the sessions.
- Still need to meet state funding guidelines.
- The learning curve is steep for everyone! Be patient with the learners, and be patient with yourself.



# Recommendations for Getting Started

- Remember that learners may be using a different device, so what they see may look different than what you see.
- Practice joining meetings from different devices so that you are familiar with what the learners will see.
- Have at least one back-up way to contact a learner (ex: if your Zoom call gets dropped, you can reconnect via phone). What are your expectations if they are disconnected?
- If possible, gather important relevant information before you start (passwords, email addresses, review of where the learners left off, etc).

# The First Session

- Spend time getting to know each other just like you would in a face-to-face classroom.
- Go over how to use the platform features (sending a text, mute/unmute, taking a picture, etc.). Have visuals prepared.
- Set the norms for the class (mute yourself when you're not talking, keep video on, etc.).
- Do 1-2 easy activities that give learners a chance to practice using the features.

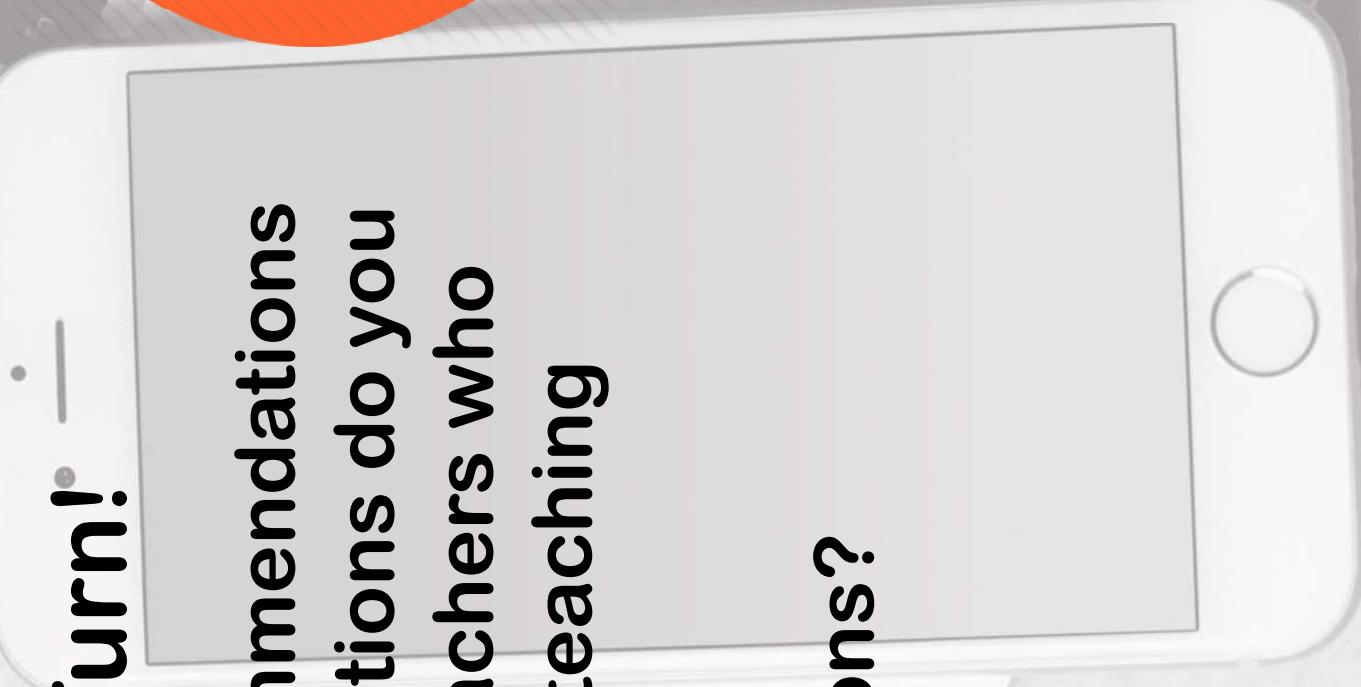
# General Suggestions

- Write lesson plans with clear objectives.
- Repeat activities.
- Create routines.
- Have visual ways to remind class of norms.  
[https://drive.google.com/file/d/1OpvNcva9tcgk\\_vIWE6xF1WqASiqVHDFS/view](https://drive.google.com/file/d/1OpvNcva9tcgk_vIWE6xF1WqASiqVHDFS/view)
- Send materials (readings, pictures, conversation questions) ahead of time.
- Communicate in more than one way: write a text, write an email, send a voice message.

**It's Your Turn!**

**What recommendations  
and suggestions do you  
have for teachers who  
are new to teaching  
online?**

**Any questions?**



# Challenge: Talking on the phone or computer inhibits comprehension

What you can do:

- Limit your teacher talk.
- Speak directly and avoid talking around requests or giving hints (“You need to...” vs. “Maybe you could...”).
- Include repetition and re-wording into what you are saying.
- Allow for plenty of wait time.



# Challenge: I don't know if the learners understand me

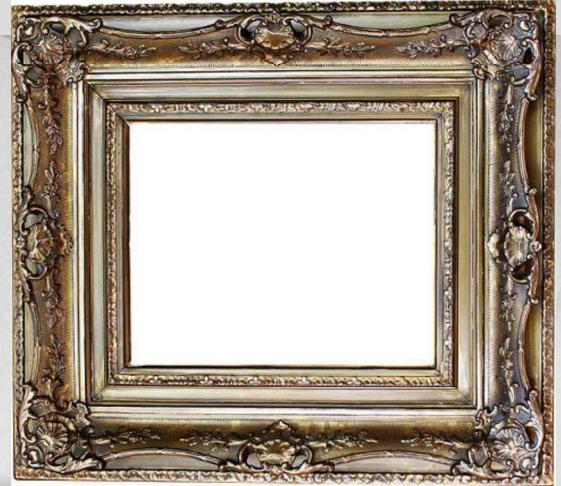
What you can do:

- Try to avoid asking yes/no questions. Ask questions that start with a question word (what, when, where, how much, etc.) instead.
- Try not to assume you understand what the learner has said. Re-phrase the question to check if the answer stays the same.
- Re-phrase what the learner said (“So you told me that you are going to...”), and ask if your rewording is correct.
- Ask the learner to re-word your questions or comments (“Can you please repeat that back to me?”), so you can check their understanding.

# Challenge: Background distractions

What you can do:

- Be patient.
- Directly ask learners to change things that they have control over (“Can you turn off the TV?” “Can you please go into another room?”).
- Encourage the learners to remain in the tutoring session.
- Reframe your expectations.



# Challenge: Other people in the home interpreting for a learner

What you can do:

- Recognize that the interpreter is a valuable resource for the learner.
- Ask the other person to explain to the learner that you want THEM to try and answer, even if it's hard.
- Tell the learner and interpreter that if you get stuck, you will ask directly for help.

# Challenge: A learner wants to communicate outside of class time

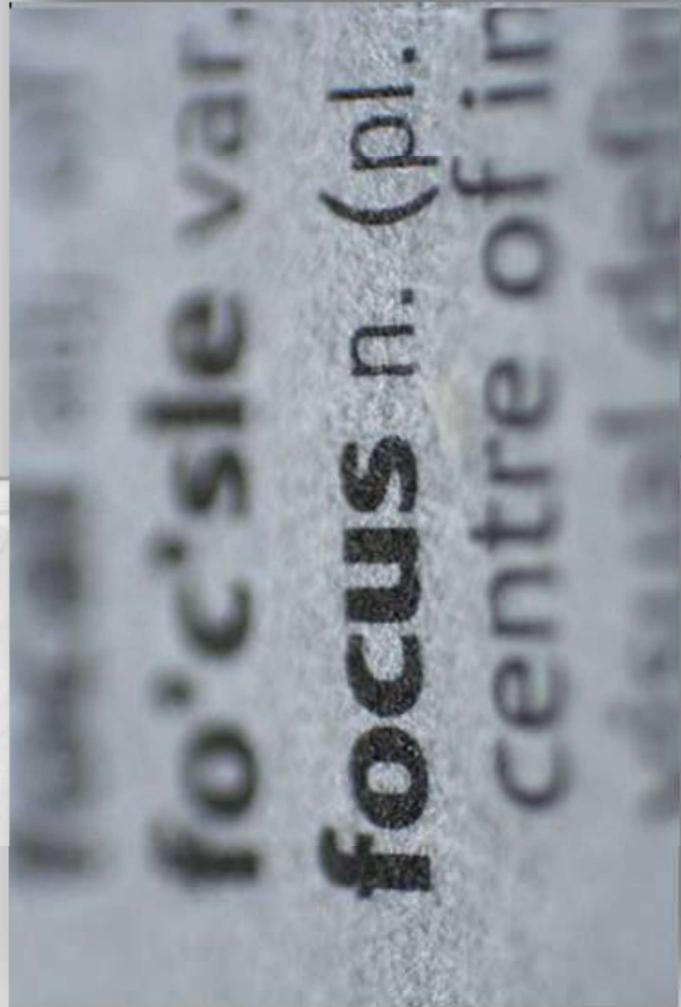
What you can do:

- Set clear boundaries:

- I'll talk to you next week.
- I will work with you one time a week.
- I will call you on Tuesday at 3:00.
- We will practice English for 45 minutes.
- Don't respond to messages/calls/chats outside of scheduled "office hours."
- Remind the learners of boundaries as necessary, and clearly communicate them to volunteers.

# Error Correction and Giving Feedback

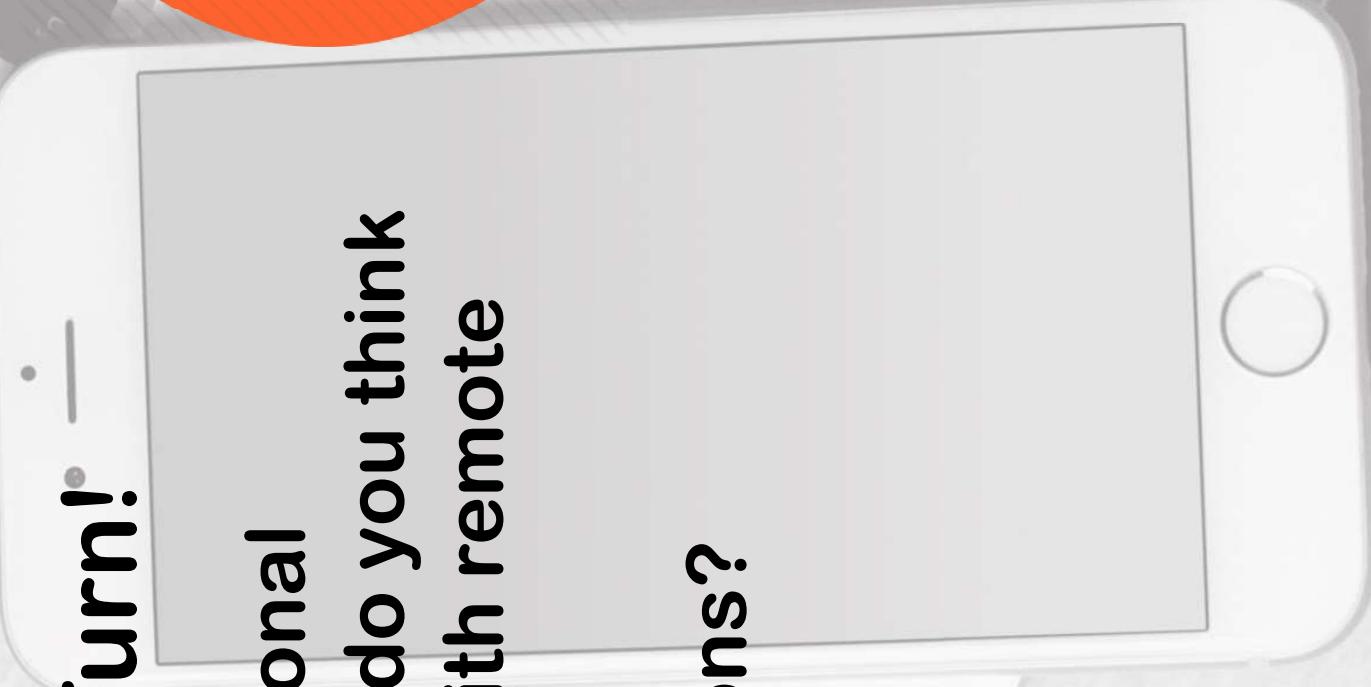
- Keep the focus on connection.
- Choose your battles!
- Be clear that you are giving feedback.
- Ask the learner to repeat/redo with the correction.



**It's Your Turn!**

**What additional challenges do you think will arise with remote teaching?**

**Any questions?**



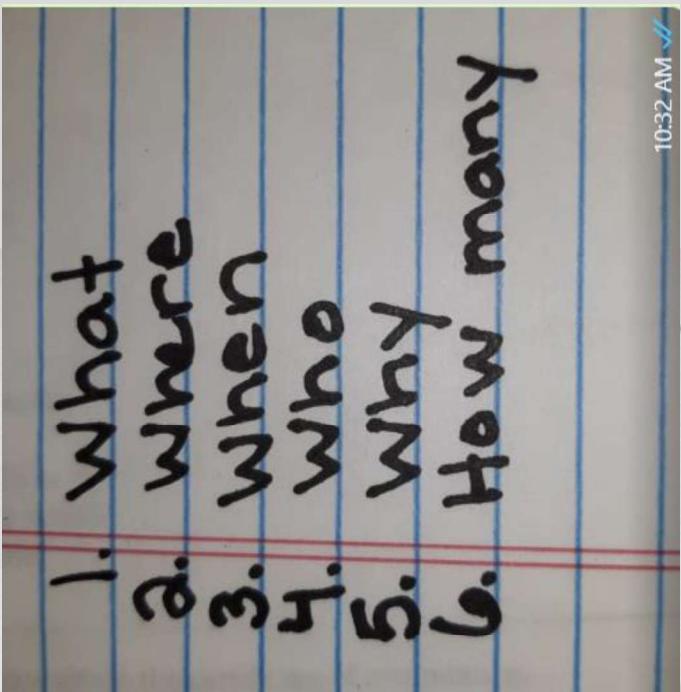
# Dice Questions: Version 2

This activity helps learners practice formulating wh-questions, which is an important skill in making small talk and getting to know new people.

**Level:** Literacy, Beginning,  
Intermediate, Advanced

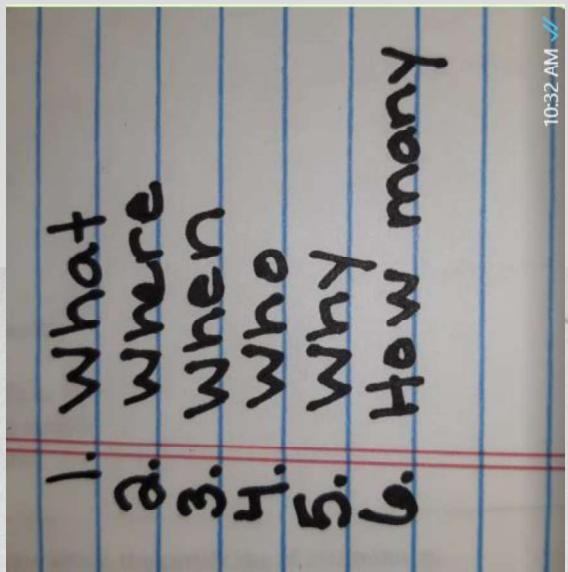
**Materials Needed:** paper, marker,  
dice

- 1) Write the numbers one through six on the paper, and write a different question word behind each number.



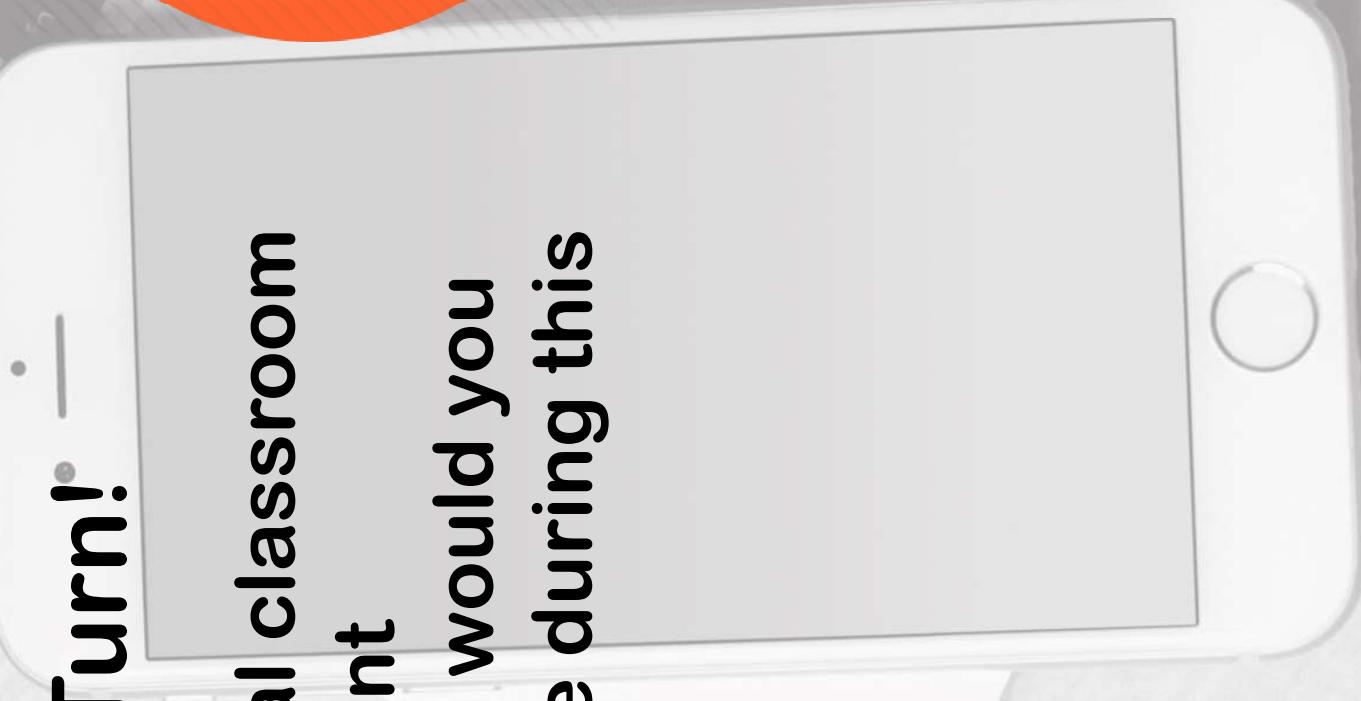
# Dice Questions: Version 2

- 1) Use the rear facing camera on your phone to show the learners the questions. Go over the question words together, and have learners provide some example questions.
- 2) Roll the dice and show the learners which number you rolled. Ask a learner a question that starts with the corresponding question word (e.g. 3- *when do you wake up in the morning?* 5- *why do you like Minnesota?*) Prompt them to answer using a full sentence when necessary.
- 3) After the learner answers your question, tell them that it's their turn to ask someone a question. Roll the dice and show them which number you rolled. Prompt them to ask a question that starts with the corresponding question word and direct to a new learner.



**It's Your Turn!**

What virtual classroom management techniques would you need to use during this activity?



# Movie Time!

This activity helps learners practice describing what they saw and develops recall ability

**Level:** Literacy, Beginning, Intermediate, Advanced

**Materials Needed:** a video (short youtube clip, or a video that you make and send in WhatsApp)

**Before class:** Send the video message or link a few days before class so that learners have time to watch it

1. Have learners retell what happened during the video clip. Encourage them to use sequencing words such as first, then, next, finally, etc.

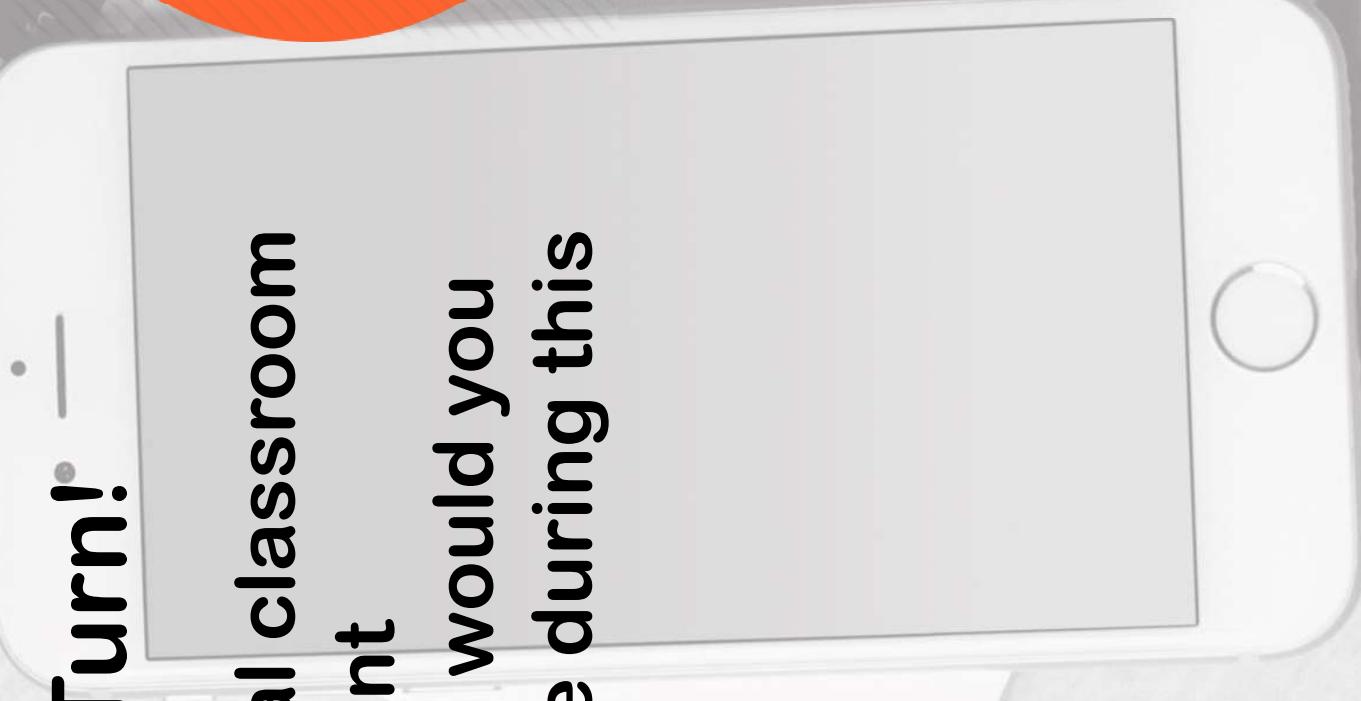
**Movie Time!**



[https://www.youtube.com/watch?v=wJXgox\\_f13E](https://www.youtube.com/watch?v=wJXgox_f13E)

**It's Your Turn!**

What virtual classroom management techniques would you need to use during this activity?



# Activity Suggestions

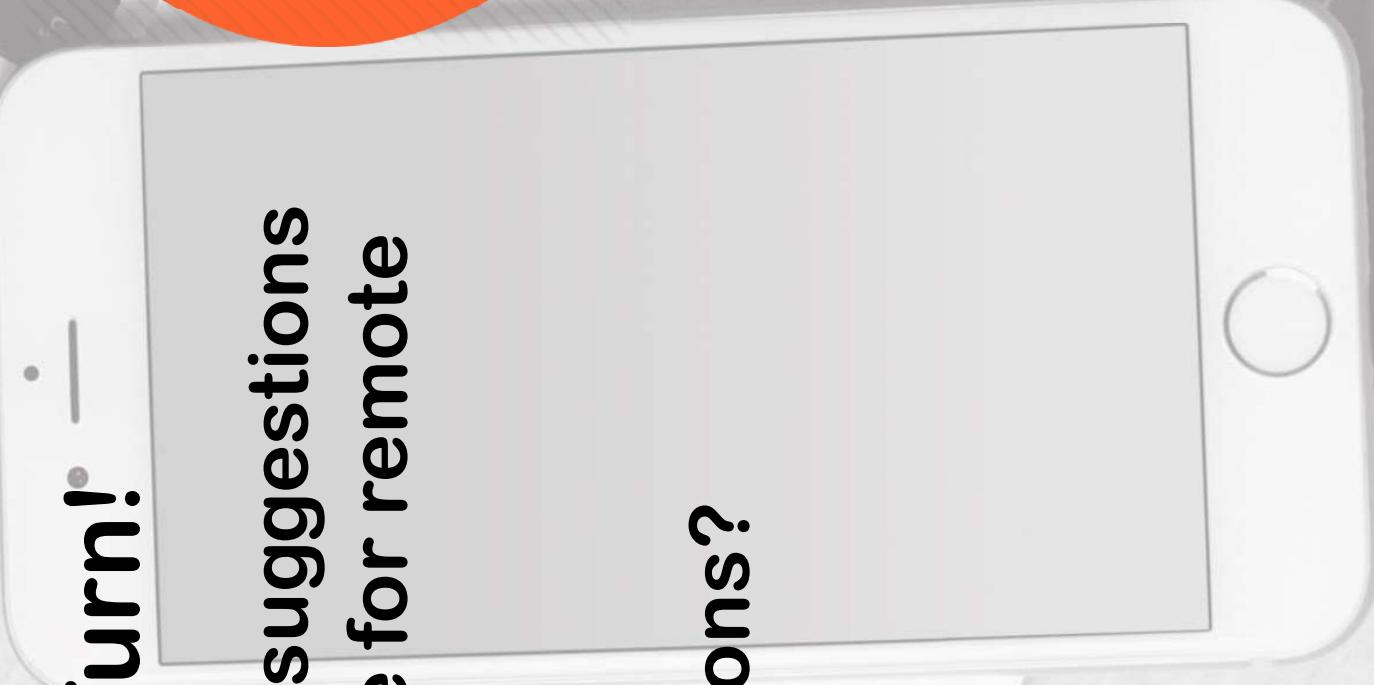
- Do a dictation and have the learners send you a picture of their writing.
- Read a text together, and then ask the learners to spell words from the text and answer questions.
- Show a picture, and have the learners talk about what they see in the picture and write sentences about it.
- Send a text of sentences with errors, and have the learners identify the errors and how to correct them.

Face to Face Activity	Online Synchronous via Zoom
“Write on board” or “show picture”	<ul style="list-style-type: none"> <li>Share screen and use slideshow presentation or whiteboard</li> </ul>
Teacher modeling	<p>Student use “main speaker view” so they can see the teacher on the screen fully (this is opposite “gallery view,” which you can see all the participants)</p>
Matching one column to another column type worksheets	<p>Share screen and use annotate tools  <a href="https://docs.google.com/presentation/d/11XRj8mbcfjrNE1jvEGz4IVzq23VfRCev88gnBzmNxfs/edit#slide=id.g8b89762967_0_15">https://docs.google.com/presentation/d/11XRj8mbcfjrNE1jvEGz4IVzq23VfRCev88gnBzmNxfs/edit#slide=id.g8b89762967_0_15</a></p>
Partner or small group work	<p>Breakout rooms, switch groups if you want students to work with other students</p>
Dictation or other listening activities (to including teacher reading out loud while students follow)	<p>Can use zoom or audio recording by sharing “computer sound.” Ensure all participants are muted.</p>
Multiple choice or fill in the blank	<p>Google Forms, or Share screen and use annotate tools</p>

**It's Your Turn!**

What other suggestions  
do you have for remote  
activities?

Final questions?



# Resources for Online Teaching

ATLAS ABE Connect Newsletter

<https://atlasabe.org/>

Minnesota ABE Professional Development  
YouTube Channel

<https://www.youtube.com/channel/UClUrz7VTkCnXb7wPfh2U1w>

ProLiteracy Resources for Programs and  
Learners During COVID-19

<https://www.proliteracy.org/health>

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