Teaching effectively in a hybrid classroom

SESSION 6

Teaching online

CLASS NOTES

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

In partnership with the Department of Basic Education.

Via Afrika

Our Teachers. Our Future.

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South African Council for Educators

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5 points per 2 hour session

Course content

Teaching online

Teaching online

Session 6: Teaching effectively in a hybrid classroom

Class Notes

Via Afrika

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Please read the following important information.

1. You can download and print the Class Notes for personal use, but you may not share them.
2. Once you have watched all the videos and completed all the quizzes, reflections, tasks and assessments successfully, you can download your certificate and print it.
3. If you wish to earn SACE Professional Development (PD) points for this session, you must complete all the online assessments in the session successfully. Our system will notify us of your success, and we will send the points allocation request to SACE.
4. Please remember that devices and apps are updated all the time, so the app features and icons that you see here might differ slightly depending on the device you're using and any subsequent app updates.

Contents

Outcomes and content

Outcomes of the session

By the end of the session, the participant will be able to:

- define hybrid learning
- debunk myths about hybrid learning
- know why teachers are afraid of hybrid learning
- understand a model to get started with effective hybrid learning
- identify the similarities and differences between a usual teaching and learning space and a hybrid one
- state the requirements of the physical teaching space
- state the requirements of the virtual teaching space
- explain how to do hybrid teaching with limited resources
- define the culture and experience for teachers and learners in a hybrid teaching and learning space
- appreciate the required technology-use and knowledge for teachers and learners
- understand the role of the institution
- discuss key pedagogical aspects of hybrid teaching and learning

Content of the Session

This session will focus on:

- defining hybrid learning
- myths about hybrid learning
- why teachers are afraid of hybrid learning
- a model to get started with effective hybrid learning
- the similarities and differences between a usual teaching and learning space and a hybrid one
- the requirements of the physical teaching space
- the requirements of the virtual teaching space
- how to do hybrid teaching with limited resources
- the culture and experience of teachers and learners in a hybrid teaching and learning space
- the required technology-use and knowledge for teachers and learners
- the role of the institution
- being inclusive of both sets of learners
- key pedagogical aspects of hybrid teaching and learning

Overview

Welcome to Session 6: **Teaching Effectively in a Hybrid Classroom**. This session has been designed to introduce you to the knowledge and skills you need to teach effectively in a hybrid classroom in which some learners are present in the classroom, while other learners are participating in the lesson on an online platform at the same time.

This session develops an understanding of hybrid teaching and the hybrid teaching space and prepares the teacher for real-life teaching and learning in a hybrid classroom.

Please note that Session 1 of this course, **Foundations of online teaching**, gives you a solid grounding in the theory of teaching online and looks at the pros and cons of synchronous and asynchronous teaching. Sessions 2 (**Teaching synchronously**) and 3 (**Teaching asynchronously**) of this course give you excellent information and help you to develop the skills you need to present yourself professionally in online teaching. Session 4 (**Using Microsoft Teams to communicate your message**) gives you the skills to manage the Microsoft Teams App efficiently and Session 5 (**Teaching synchronously with Microsoft Teams**) extends the learning of Session 4 by focussing on real-life teaching and learning using Microsoft Teams by exploring classroom teaching opportunities provided by the app. If you have not done these sessions, please consider enrolling for them.

Introduction

A definition of hybrid teaching and learning

Hybrid teaching and learning is a type of blended learning in which learners who are in person and online experience a synchronous lesson with a teacher.

Reflection

Make notes in your PD Journal.

- What changed about your teaching during the Covid-19 pandemic? Make a list of all the new techniques and technologies you used.
- Are you still using any of those techniques and technologies now?
- Why, or why not?

Myths about hybrid learning

There are a number of myths about hybrid learning and teaching.

1. Hybrid teaching and learning will only be worth it while we have a pandemic.
2. Learners learn better in simple face-to-face learning spaces.
3. Hybrid teaching and learning can only be in transmission mode.
4. The learners who are online will simply tune out of the lesson.
5. It takes a lot of energy to create a lesson that you teach in a hybrid way.

We can safely say that these are all myths, and, with careful thought, effective hybrid learning and teaching can take place.

Why teachers are afraid of hybrid learning

Teachers are afraid of hybrid learning and teaching for a number of reasons, but key among them are a fear of change and a fear of technology. Both these fears can be addressed with the right training.
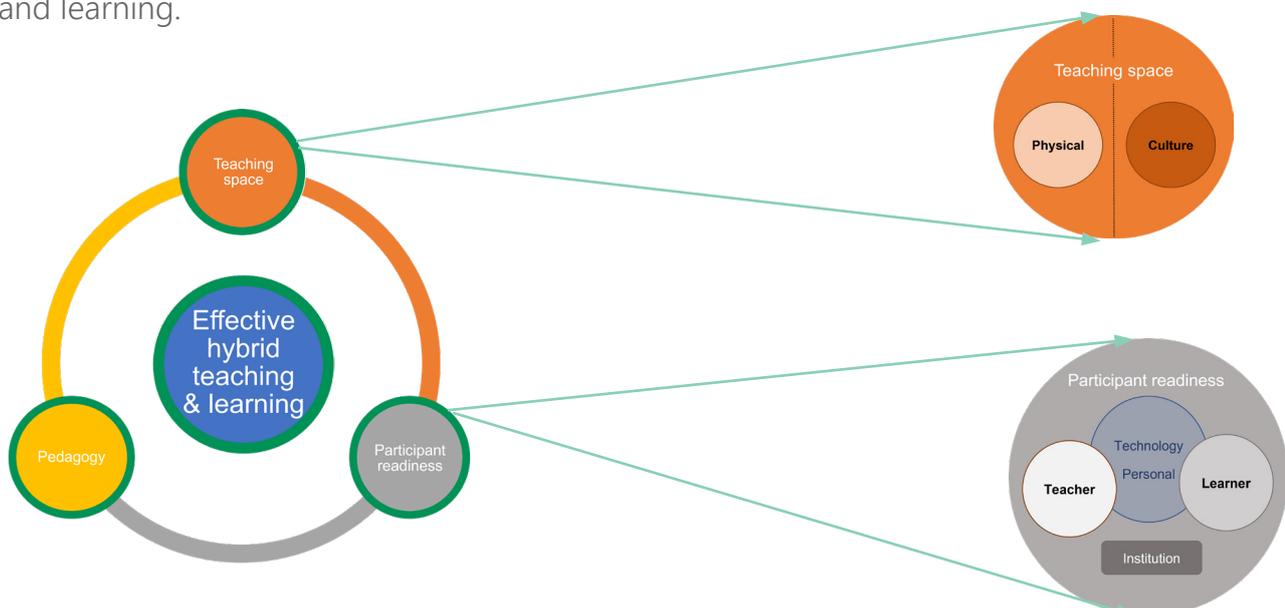
A model for effective hybrid learning

Via Afrika has developed a model for effective hybrid teaching and learning.

The model is made up of three parts: the teaching space; participant readiness; and pedagogy. All three of these elements have to be in place to ensure effective hybrid teaching and learning. If one of these is not there, the model will collapse.

The teaching space is where teaching takes place. It differs from the usual teaching space and is made up of the physical elements and the culture in that space.

Participant readiness includes the teacher and the readiness of the in-class learners as well as that of the remote learners. For both learners and teacher, this involves technology readiness and personal readiness. The institution also needs to be ready to provide the physical and financial support for effective hybrid learning to take place.

A useful teaching pedagogy that will maintain effective hybrid learning is required.

Reflection

Make notes in your PD Journal.

- What teaching spaces do you use at the moment? (For example, physical classroom, synchronous online teaching spaces, asynchronous online teaching spaces)?
- How ready are you and your learners to use hybrid teaching and learning spaces?

The teaching space

What's different?

Differences

There are a few differences between a usual teaching space and the hybrid teaching and learning space.

- Technology demand
- Culture
- Pedagogy

Similarities

Despite the differences these are the key similarities of a usual teaching space and the hybrid teaching and learning space.

- Humans
- Focused teaching
- Intention to learn

Reflection
Make notes in your PD Journal.   • How much technology do you use in your current teaching space(s)?   • What is your role in your current teaching space(s)?   • What is your learners' role?

Requirements of the physical teaching space

The ideal hybrid teaching and learning space has the following requirements.

1. A safe and secure environment (walls, roof, lock-up area, electricity).
2. High bandwidth unlimited data internet.
3. A laptop for the teacher.
4. Tablet devices, computers or smartphones for all learners.

5. External video camera, microphone, speakers.
6. Data projector or digital whiteboard and document camera.
7. Online communication app.
8. Apps that make learning and collaboration possible.

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Reflection

Make notes in your PD Journal.

- Look at the difference between hardware and software covered in this lesson.
- What hardware do you and your learners currently use?
- What software do you use?

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Making it work with limited resources

Minimum required items

The hybrid teaching and learning space has the following minimum requirements.

1. A laptop for the teacher.
2. Tablet devices, computers or smartphones are required for the remote learners.
3. An online communication app.
4. Internet connectivity.

Limitations of working with the minimum required items

Although it is possible to teach and learn with the minimum required items in a hybrid teaching and learning space there are distinct limitations to this. These include:

- limited interaction among the learners
- limited interaction between the teacher and the remote learners
- limited opportunities for collaborative work
- limited opportunities for the teacher to teach naturally

A workable solution

The following list of items strikes a balance between the ideal and the bare minimum solution to hybrid teaching and learning.

1. Internet connectivity.
2. A laptop for the teacher.
3. A device for every learner, remote and in-class.
4. A data projector.
5. An online communication app.
6. An app for collaboration.

The culture of the teaching space

Challenges of a hybrid classroom

There are undoubtedly challenges inherent in the hybrid classroom.

1. It is an unusual teaching and learning space.
2. There is a Novelty Factor.
3. There are new stresses and demands on everyone.

Classroom culture

Classroom culture is made up of the different elements of engagement, influence, control, management and discipline. The classroom culture will determine if everyone feels safe and is able to learn.

Engagement

A useful definition of engagement is a commitment to a task. It is with engagement that learning can take place.

Influence

Influence gets learners to want to do the things you suggest.

Control

Control is being able to get someone to choose to do what you ask.

Management

Management is how you reinforce the behaviour you want with rewards, and how you indicate the behaviours you don't want with consequences.

Discipline

Discipline is about teaching learners the right way to do something.

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Reflection

Answer the following questions in your PD Journal as a way to guide you to create a culture for your hybrid teaching and learning space.

Engagement

- Think about a lesson you have taught in which you struggled to keep the learners engaged.
- What was the challenge level like? Could you have changed that? How meaningful was the work to the learners? Could you have provided more purpose to the lesson?

Influence

- How influential do you think you are in your classroom? What evidence do you have for this?
- Think about learners who do as you ask immediately, and those learners who will always see a reason not to.

Control

- How would you rate the level of control you have in your classroom?
- If you feel it is not as good as you'd like it to be, what can you do about it?

Management

- How can you make sure you do not rely on management to maintain discipline in your class? In other words, how can you avoid becoming over reliant on consequences and rewards?
- If someone asked your learners how you manage the teaching and learning, what would they say?

Discipline

How are you going to teach your students to learn?

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Participant readiness

Skills and knowledge for teachers

The teacher needs:

- good classroom management skills
- good content knowledge
- good technology skills

Technology skills checklist

Laptop

1. How to work with its components
   a. basic functioning ☐
   b. the camera ☐
   c. microphone ☐
   d. speakers ☐

2. How it connects to other devices
   a. data projectors ☐
   b. document cameras ☐
   c. digital whiteboards ☐

3. How it connects to external resources
   a. external camera ☐
   b. external speaker ☐
   c. external microphone ☐

Other hardware

1. Digital white board ☐
2. Document camera ☐
3. Data projector ☐
4. Additional hardware ☐

Software

1. Online communication software (screen sharing, the chat function, sharing files, breakaway rooms, screen recording and troubleshooting) ☐

2. Document creation apps (Word, Google Docs, Excel, PowerPoint, Google Slides etc.) ☐

3. Document collaboration (Word, Google Docs, Excel, PowerPoint, Google Slides etc.) ☐

Internet

1. How to connect ☐

2. Document camera ☐

Learner devices

The same applies as for laptops but also for tablet devices and smartphones.

Task
• Use the Technology Skills Checklist to do a personal skills survey. • How will you address anything that is missing?

Skills and knowledge for learners

Learners are not always as tech savvy as we would like to believe. Rather, they have very specific skillsets usually limited to social media use and device use.

They often lack the knowledge and skills needed to complete practical digital tasks that matter in the educational and working worlds like, for example, sending a well-structured email, using an online calendar or using a word processing app to make notes. These are digital skills that you will need to teach your learners.

In the hybrid teaching and learning space, learners should be able to work effectively with their devices, and they need to develop the knowledge and skills to work with the appropriate software.

Build in time to provide explicit lessons on how to do what you expect of your learners. Where possible, combine these lessons with other tasks that will help build the culture of the learning and teaching space. This will give the learners a break from the academic content and help them to develop vital skills too.

Create a Scrapbook Page

The Create a Scrapbook Page activity requires that the learners collaborate to create a single presentation in PowerPoint or Google Slides. They will start off creating a single slide that tells the class about themselves. They then work together to include all the individual slides into a single show for the class.

Here the learners are developing important digital skills, such as using a presentation app and digital collaboration skills, as well as the other 21st Century skills like communication, creative thinking, and problem solving while learning about each other. A healthy classroom culture is one in which everyone knows everyone else, and once the presentation is shown to everyone, they will move one step closer to that goal.

Would you rather ...?

Using a whiteboard app can be quite challenging, especially in a collaborative environment. This activity works well to develop the skills.

'Would you rather ...?' when played in real life, has the learners move physically to one side of the room as they decide if they would rather bath in cold water with soap, or shower in hot water without soap, for example.

Here, you could use sticky notes, or even have the learners create shapes, and then move them from one side of the board to the other.

Quizzes and Chat

To develop skills in the online communication software, you can create quick quizzes or insist that nobody speaks for a period of time, but everyone has to use the chat function.

Personal readiness for teachers and learners

Teachers

Teachers need to be ready to deal with two sets of learners – one in the real world and one in a virtual one. This can be tricky at first, but a solid knowledge of the technology and sound lesson preparation will make this possible.

Learners

Learners may find being in a room with others while peers sit in remote locations and the teacher teaches both groups at the same time difficult at first. Establishing your classroom culture will go a long way towards reducing concerns, but it is important that you acknowledge this difficulty and find ways to address it with your learners.

Ensuring that the learners have the technical skills and knowledge and the digital skills to participate positively in the class will help as well.

Talk about how you feel about this new way of doing things and encourage your learners to do the same.

Prepare an introductory lesson about hybrid teaching and learning. You can use the content in this session's Class Notes to prepare your lesson.

- Explain what hybrid teaching and learning is.
- Ask the learners how they would feel about hybrid teaching and learning.
- You have explored their technical and digital skills in a previous task. Now, make notes about the skills they may need in future.
- Talk about how you feel about this new way of doing things, and encourage your learners to do the same.

Institutional readiness

It is the institution's responsibility to provide the support (financial and emotional) and the maintenance needed for successful hybrid learning and teaching to happen. This can be made possible by writing a clear ICT Policy that outlines goals, tasks and responsibilities.

Communication with stakeholders

It is essential that the institution maintain good communication with all stakeholders, including parents and caregivers to make the hybrid teaching and learning experience positive for everyone.

Task

- How ready is your school (institution) to support hybrid teaching and learning?
- Do you have an ICT and Teaching Policy? If not, propose that such a document is created. Enrol for Via Afrika's **Digital learning in schools** course to assist in this process.
- Your policy document should include the following elements.
  - ✓ Details about areas of responsibility.
  - ✓ Procedures for all process steps.
  - ✓ Technical and financial requirements.
  - ✓ How to get buy-in for hybrid teaching and learning from learners, parents and caregivers.

- ✓ Communication with parents and caregivers about what hybrid teaching and learning is, and why you are using it.
- ✓ Information on the role of parents and caregivers and how they can support the process.

Pedagogical thoughts

A useful definition of pedagogy is the how and why of what we do in a classroom.

The role of the teacher, learners and content

The Teacher

An effective teacher in a hybrid space has multiple roles.

Teacher as choreographer

The teacher takes two groups of learners and makes sure that there is productive interplay between them, and among the two groups of learners and the teacher.

Teacher as manager

Teachers take charge of ensuring that multiple types of technology provide the support and affordances required to make the lesson work. (An affordance is a use or purpose that a thing can have, that is noticed as part of the way we see or experience it.)

Teacher as facilitator

Teachers provide stimuli for learning and then facilitate the learners through the process. Some talk of this role as being the guide on the side.

Role of the learners

The role of the learner is to be active and engaged. Activities that will keep learners engaged include ones where they are communicating, collaborating, thinking and doing.

Content

A good teacher in the hybrid teaching and learning space appreciates that knowledge is something that is constructed; it is not a set of facts to be memorised. They acknowledge that some knowledge forms the foundation of our learning, but also know that true learning goes beyond that.

Rather than simply transmitting knowledge in a chalk and talk way, the teacher will construct activities that include communication, collaboration and creative and critical thinking to allow for engaged, active learners.

Task
Make notes in your PD Journal.   • What role will you play in your new hybrid teaching and learning space?   • What role will your learners play?   • What role will content play?   • What methods will you use to include communication, collaboration, creative thinking, and critical thinking in your teaching?

Homework and assessment

Homework

There are two key considerations with respect to homework:

• Where will it be done?

• How will it be assessed?

In an ordinary classroom, tasks could be done on paper, but in the hybrid classroom they will need to be done digitally. It is key that you specify exactly how to do each task to avoid any problems.
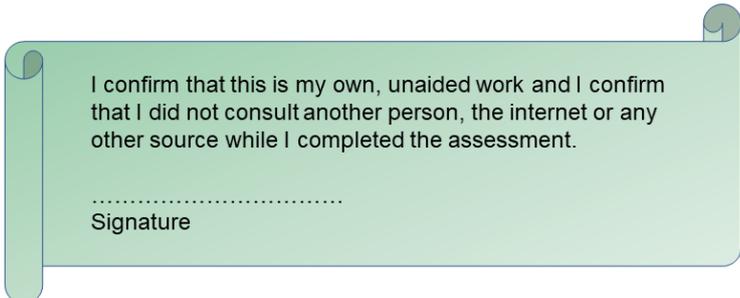
Assessment

Assessment can be a challenge in the hybrid classroom since it impossible to know if remote learners are doing their assessment on their own without assistance of any sort.

Unless you have access to some of the very sophisticated software that tracks screen changes, eye movements, typing style and the presence of someone else in the room, you are not going to know if the work is unaided or not.

The most direct solution is to ensure that any summative assessment is done on the school property with the appropriate invigilation protocols put in place.

Formative assessments will not need such rigour though, and for summative assessments you can consider the following ideas.

- Create the culture of assessment you want.
- State expectations at the beginning.
- Have a formal statement that must be signed.

I confirm that this is my own, unaided work and I confirm that I did not consult another person, the internet or any other source while I completed the assessment.

....
Signature

Reflection

Make notes in your PD Journal.

- Consider yourself and how well you play each teacher role currently.
- Where do you need to grow more?
- What are you excellent at?

About the Final Assessment

At the end of this training session, you will be asked to complete the Final Assessment.

If you complete the Final Assessment successfully, you will qualify for your virtual badge and certificate. You can see a sample here.

VIA AFRIKA DIGITAL EDUCATION ACADEMY

Certificate

has successfully completed the attendance and assessment requirements of:

TEACHING EFFECTIVELY
IN A HYBRID CLASSROOM

This training is endorsed for 5 SACE Professional Development points.

Date

Christina Watson
Chief Executive Officer

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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Towards Excellence in Education

You can look at the Final Assessment on the next few pages. However, please do **<u>not</u>** complete it in the Class Notes you must complete the Final Assessment online. You'll find it after the last video.

Final Assessment

1	Choose the best option to complete this sentence. Hybrid teaching and learning is a type of _____ learning in which learners who are in person and online experience a _____ lesson.
a	synchronous, blended
b	blended, synchronous
c	flipped, synchronous
2	Which one of the following statements is not a myth about hybrid teaching and learning?
a	Hybrid teaching and learning will only be worth it while we have a pandemic.
b	Learners do not learn better in simple face-to-face learning spaces.
c	Hybrid teaching and learning can only be conducted in transmission mode.
3	Choose the best option to complete this sentence. Teachers are afraid of hybrid learning and teaching for a number of reasons, but key among them are a _____ and a fear of _____.
a	fear of change, technology
b	fear of change, success
c	technology, computers
4	Choose the best option to complete this sentence. The Via Afrika hybrid teaching and learning model is made up of three parts: _____, _____ and _____.
a	the teaching space, participant readiness and technology
b	the teaching space, participant readiness and pedagogy
c	the physical classroom space, participant readiness and pedagogy

	Final Assessment (continued)	
Indicate the ONE correct response for each question.		
5	Choose the best option to complete this sentence. The hybrid teaching space differs from the usual teaching space and is made up of the _____ elements and the _____ in that space.	
a	cultural, hardware	
b	physical, culture	
c	physical, teaching	
6	Choose the best option to complete the sentences. Participant readiness includes the teacher, the readiness of the _____ learners as well as the _____ learners. For both learners and teacher, this involves technology readiness and _____ readiness.	
a	online, remote, school	
b	in-class, asynchronous, personal	
c	in-class, remote, personal	
7	Choose the best option to complete this sentence. The institution also needs to be ready to provide the _____ and _____ support for effective hybrid learning to take place	
a	physical and structural	
b	physical and financial	
c	emotional and physical	
8	The differences between a usual teaching space and the hybrid teaching and learning space include:	
a	technology demand, culture difference, pedagogy.	
b	teacher attitudes culture difference, technology.	
c	technology, learner attitude, pedagogy.	

Indicate the ONE correct response for each question.

9	Which list of items for the ideal hybrid learning and teaching space is correct?
a	A safe and secure environment, high bandwidth unlimited data internet, a laptop for the teacher and every learner, tablet devices, computers or smartphones for all learners.
b	A safe and secure environment, high bandwidth unlimited data internet, a laptop for the teacher, tablet devices, computers or smartphones for all learners.
c	A safe and secure environment, high bandwidth unlimited data internet, a laptop for the teacher, tablet devices, computers or smartphones for remote learners only.
10	The minimum required items for effective hybrid teaching and learning is:
a	a laptop for the teacher, tablet devices, computers or smartphones for the remote learners, online communication app, internet connectivity.
b	a laptop for the teacher, tablet devices, computers or smartphones for the remote learners, word processing app, internet connectivity.
c	a laptop for the teacher, tablet devices, computers or smartphones for the remote and in class learners, online communication app, internet connectivity.
11	Which of these is NOT a challenge of the hybrid teaching and learning space?
a	an unusual teaching and learning space
b	the Novelty Factor
c	the Ease Factor
12	Which of these is NOT an element of classroom culture?
a	curriculum
b	control
c	discipline
13	In classroom culture, discipline is about:
a	corporal punishment.
b	teaching the learners the right way to do something.
c	teaching the learners.

	Final Assessment (continued)	
	Indicate the ONE correct response for each question.	
14	In classroom culture, control is about:	
a	forcing the learners to do what you want.	
b	getting the learners to choose to do what you want.	
c	keeping the class quiet while they work.	
15	An institution can make the hybrid teaching and learning experience positive for everyone by:	
a	increasing teacher salaries.	
b	maintaining effective communication with all stakeholders.	
c	organising learner committees.	

Acknowledgements

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Our Teachers. Our Future.

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Technology skills checklist

Laptop

1. **How to work with its components**
   a. basic functioning ☐
   b. the camera ☐
   c. microphone ☐
   d. speakers ☐

2. **How it connects to other devices**
   a. data projectors ☐
   b. document cameras ☐
   c. digital whiteboards ☐

3. **How it connects to external resources**
   a. external camera ☐
   b. external speaker ☐
   c. external microphone ☐

Other hardware

1. **Digital white board** ☐
2. **Document camera** ☐
3. **Data projector** ☐
4. **Additional hardware** ☐

Software

1. **online communication software (screen sharing,
   the chat function, sharing files, breakaway
   rooms, screen recording and troubleshooting)** ☐

2. **document creation apps (Word, Google Docs,
   Excel, PowerPoint, Google Slides etc.)** ☐

3. **document collaboration (Word, Google Docs,
   Excel, PowerPoint, Google Slides etc.)** ☐

Internet

1. **How to connect** ☐
2. **Document camera** ☐

Learner devices

**The same applies as for laptops but also for tablet
devices and smartphones.**

Notes

Notes

VADEA AT A GLANCE

IMPLEMENTING DIGITAL EDUCATION IN SCHOOLS FROM A CHANGE MANAGEMENT MINDSET

LEVEL 1

Session 1: Education is changing - so what?
Session 2: Making myself adapt-able to change
Session 3: The mindset change model for digital education implementation

LEVEL 2

Session 1: The role of the change facilitation team
Session 2: Working with the stakeholders - dealing with change
Session 3: Working with the stakeholders - skills assessment and planning

LEVEL 3

Session 1: Developing the implementation plan
Session 2: Implementing the implementation plan
Session 3: Making change stick

TEACHING FOR THE FOURTH INDUSTRIAL REVOLUTION

Session 1: Getting to the Fourth Industrial Revolution
Session 2: Augmented Reality (AR)
Session 3: Virtual Reality (VR)
Session 4: Big Data
Session 5: Artificial Intelligence (AI)
Session 6: Coding
Session 7: Robotics
Session 8: Genready for the 4IR
Session 9: Other 4IR Technologies and Applications

ANDROID COURSES

KNOW AND USE YOUR ANDROID TABLET DEVICE

Session 1: All about Android tablet devices
Session 2: Making contact with the world
Session 3: My Android tablet device is mine!
Session 4: There's an Android app for that
Session 5: Finding it on the internet
Session 6: Making the Android tablet device work for you - files
Session 7: Making the Android tablet device work for you – calendars and data management
Session 8: Making the Android tablet device work for you – eBooks and eReaders
Session 9: Taking the Android tablet to school

SOCIAL MEDIA ON ANDROID TABLET DEVICES

Session 1: Introducing social media
Session 2: Creating your social media accounts
Session 3: Social media in the classroom – Useful or just fun?
Session 4: Don't forget the other social media
Session 5: Facebook in the classroom
Session 6: Twitter in the classroom
Session 7: A look at YouTube
Session 8: YouTube in the classroom
Session 9: Blogging in the classroom

GOOGLE AND GOOGLE APPS ON ANDROID TABLET DEVICES

Session 1: The Google Apps package and Google Drive
Session 2: Google Docs
Session 3: Google Calendar and Google Slides
Session 4: Google Hangouts
Session 5: Creating my own teaching and learning content
Session 6: Google Apps that will open a new world to your learners
Session 7: Streamline your class with Google Forms
Session 8: Google Sheets
Session 9: New course coming!

DIGITAL LEARNING IN SCHOOLS FOR ANDROID USERS

Session 1: Why eLearning?
Session 2: Getting technical
Session 3: Management and usage of ICTs in schools
Session 4: Content for tablet devices
Session 5: Apps for teachers for demonstrations and content creation
Session 6: Online assessment tools
Session 7: Learning management systems
Session 8: Games teach too
Session 9: The gamification of education

WINDOWS COURSES

KNOW AND USE YOUR WINDOWS TABLET DEVICE

Session 1: All about Windows tablet devices
Session 2: Making contact with the world with my Windows tablet device
Session 3: My Windows tablet device is mine!
Session 4: There's a Windows app for that
Session 5: Finding it on the internet
Session 6: Making the Windows tablet device work for you - files
Session 7: Making the Windows tablet device work for you – calendars and data management
Session 8: Making the Windows tablet device work for you – eBooks and eReaders
Session 9: Taking the Windows tablet device to school

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MICROSOFT FOR WINDOWS TABLET DEVICES

Session 1: Introducing Microsoft Office 365 education and OneDrive
Session 2: Microsoft Word and Microsoft Outlook
Session 3: Microsoft Powerpoint
Session 4: Microsoft OneNote
Session 5: Skype and Yammer
Session 6: Microsoft Forms and online assessment apps
Session 7: Office mix and blended learning
Session 8: Microsoft Excel
Session 9: Office sway and the Microsoft educator community

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Session 8: Games teach too
Session 9: The gamification of education

USING YOUR LAPTOP TO MAKE A REAL DIFFERENCE IN YOUR TEACHING

Session 1: Your first laptop
Session 2: Producing written documents (using Microsoft Word) Part 1
Session 3: Producing written documents (using Microsoft Word) Part 2
Session 4: Producing written documents (using Microsoft Word) Part 3
Session 5: Processing numerical data (using Microsoft Excel) Part 1
Session 6: Processing numerical data (using Microsoft Excel) Part 2
Session 7: Preparing presentations (using Microsoft PowerPoint)
Session 8: Keeping things together (using Microsoft OneNote)
Session 9: Managing files
Session 10: Connecting with the world
Session 11: Using a display device with your laptop
Session 12: Making it work with JUST ONE LAPTOP

TEACHING ONLINE

Session 1: Foundations of online teaching
Session 2: Teaching synchronously
Session 3: Teaching asynchronously
Session 4: Using Microsoft Teams to communicate your message
Session 5: Teaching synchronously with Microsoft Teams
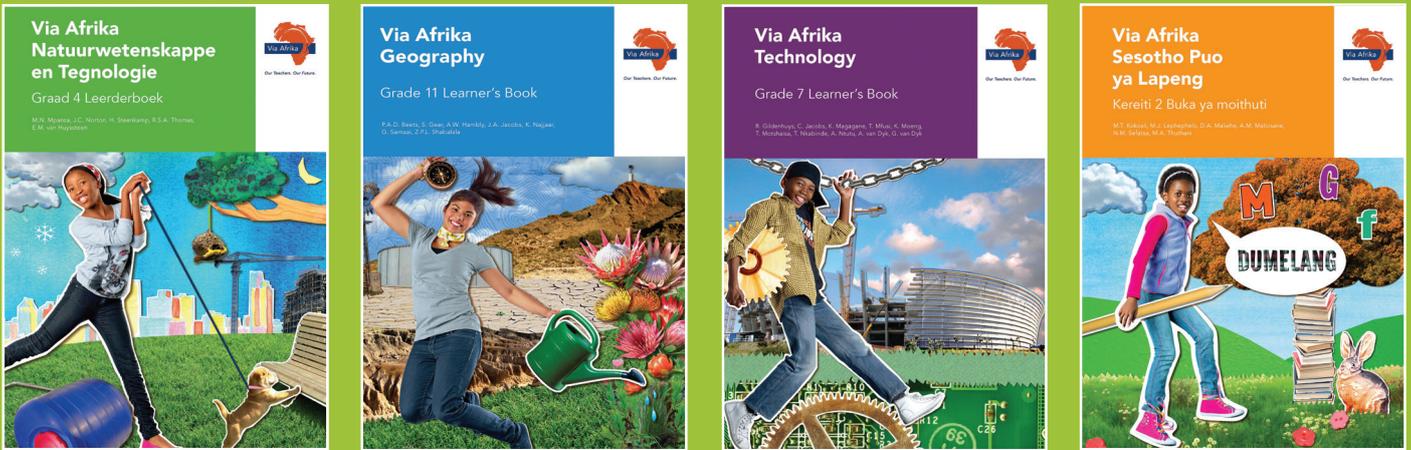Session 6: Teaching effectively in a hybrid classroom

STUDENT WELLNESS

Course 1: A mindset for success
Course 2: Stress and me
Course 3: Stress, me and others

Please note that this course has been designed for students and not for teachers.

WHAT ELSE WE DO

CAPS approved printed books Grades 1 - 12

Also available in digital formats with exciting enhancements like videos and interactive assets for PC and tablet devices.

Online social emotional learning courses for students at www.VAstudent.online

Course 1: A mindset for success for students
Course 2: Stress and me for students
Course 3: Stress, me and others for students