

Interaction online

Interaction with your content

When presenting information on slides, think about the **tasks** you are asking pupils to carry out.

Read and rank/read and group/observe and order/observe and link to.../watch and rate...

Observe these images which show conflict and order them from most serious to least serious. Be prepared to justify your choice.

Read the three extracts and link them to one theme from the novel.

_____ perfectly well why that might be. After all, when they'd first arrived he had hated it, due to the fact that it was nothing like home and lacked such things as three best friends for life. But that had changed for him over time, mostly due to Shmuel, who had become more important to him than Karl or Daniel or Martin had ever been. But Mother didn't have a Shmuel of her own. There was no

Hopkins (see any street) and his afternoon conversations with Shmuel filled him with happiness. Bruno didn't know how to feel and decided that whatever happened, he would accept the decision without complaint.

Longer texts can have in-built tasks:

- *read and fill the gaps/predict what's missing*
- *read and find the errors*
- *read and think of 1 question...*
- *read and say the topic/title/theme/global issue*

What words are missing?

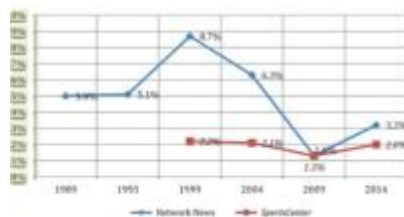


Figure 2. Main coverage of women's sports (percentage). 1989-2014

_____ covers in the late 80s, in 2011 to only 3.2%.

_____ Netwo started coverage in 1989 Sportscenter started 1999

_____ channel point of 1.3% in 2009.

Network news covers to 3.2% in 2014, _____ Sportscenter only reaches 2.8%

Interaction between pupils

Construct tasks which create meaningful collaboration.

Jigsaw activities are a good way to encourage collaboration. Each pupil has a piece of the whole and must exchange information in order to complete a task (creates responsibility to the group and a sense of purpose). This completed task becomes an essential component for completing a second task (= creates a meaningful need to complete the first task).

I am sure none of this is new to you but here is a VERY simple example below using texts just to show you how simple it is. Of course the tasks can be less structured to make them more challenging - e.g. ask pupils to identify the main themes with examples/make a timeline/find out what is different etc etc. HOW well this works depends heavily on instructions when explaining the task (using small group calls during the lesson would work really well). What pupils do depends obviously on your subject but some suggestions for the jigsaw pieces are: watch different videos, read different websites, listen to different podcasts, study different images/diagrams/objects/scenes etc.

Why Girls Should not be Allowed to Play Sports with Boys

Lately, the topic of girls playing with boys in sports has been at the forefront, as incredible female Little League World Series pitcher, shocked people back in 2010. Stories like Mo'ne's are becoming more common: 16-year-old Melissa Mayeaux International Registration, and Brooke Leibsch starting as quarterback for her Kiowa High School. Many coaches and school athletic programs still do not support girls with that way.



The first reason would be that boys' sports are more physical. Greer of the Express Times state females should not be competing with boys. It's simple, females are the weaker and simple, females are the weaker. It's not an insult. It's a fact.



Girls who desire to compete on boys' teams should be permitted to do so if they have the skill and ability to match up to the boys they are playing with and against and can therefore overcome physiological differences within the sexes are greater than the differences between the sexes. Especially in sport leagues below the professional sports level, there will be some girls who are able to compete with and against boys, despite the physiological advantages of males. In cases where the opportunity to compete on girls' teams is not present, girls with the skill and ability to compete with and against boys should be allowed the opportunity. On August 30, 2002, Taylor Davison, a 10 year old girl and the only girl on her football team.

Type of reader? (Audience)	Reasons why girls and boys can/should play sport together	Reasons why girls and boys can't/shouldn't play sports together	Other information that is interesting/ phrases/Facts?
	When they are young there isn't a difference	Risk injury	"Weaker vessel"
a Someone interested in the association's point of view	If a girl is the same size as the boys playing then she should be able to play in the team. Risks are the same	Only when their physical differences are really obvious	

In this case the pupils had to use the ALL the information in the table to write an essay debating mixed sports teams. Alternative tasks could have been to create a dialogue, write a newspaper article, carry out a debate, record an interview or create a campaign...

More on Jigsaw activities:

<https://www.teachhub.com/jigsaw-activities-science-learning>

<https://larryferlazzo.edublogs.org/2018/04/10/guest-post-using-a-jigsaw-in-math-class/>

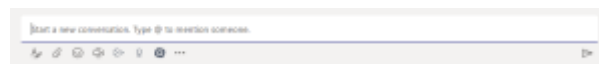
<https://ealresources.bell-foundation.org.uk/teachers/great-ideas-jigsaw-activities>

Discussions in the 'Posts' page of the Team

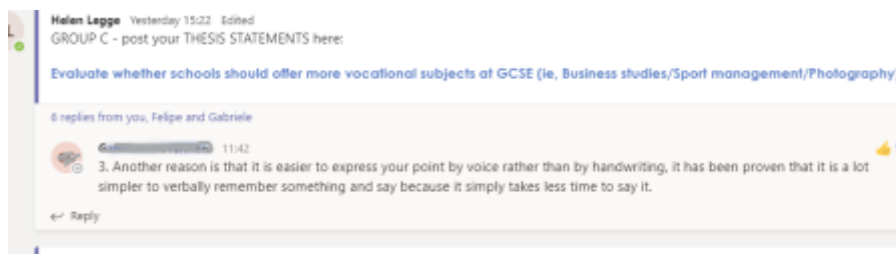
You could also use the '**Start conversation**' option in your main feed on Teams to set up a task which focuses on pupil-pupil interaction. It is much like a forum or comments page on a website. It also removes the teacher as the focal point for the discussion, as pupils should respond to tasks and each other while the teacher monitors the answers.

Multiple tasks could be set up to run at the same time and pupils could review other discussions as a follow up.

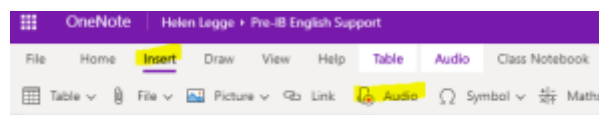
This video shows you how to set that up in Teams <https://support.microsoft.com/en-us/office/using-the-conversation-tab-in-microsoft-teams-53d1c530-3797-4a6f-9892-6760f8763df2>






In this example pupils had to post their own thesis statements and then decide which one was the best in their group (whether they agreed or not!).



The same principles can be applied to vocal messages on a shared Onenote (In the collaboration space) using the 'record audio' tool.



Group A You would solve the problem in a peaceful manner. What is a possible scenario? Record your responses to each other below (Group leader starts):	Group B You are going to solve the problem in a peaceful manner. What is a possible scenario? Record your responses to each other below (Group leader starts):
 Audio Recording	 Audio Recording
 Audio Recording	

More on setting up these kind of 'discussion board' tasks here

<https://ipark.hud.ac.uk/content/discussionboards>

<https://ctl.wiley.com/writing-discussion-forum-questions/>

<https://courses.lumenlearning.com/virtualllearningdesigndelivery/chapter/6-effective-online-discussions/> (video)

More to read and watch on online learning

<https://hbsp.harvard.edu/inspiring-minds/you-can-still-engage-your-students-when-teaching-online-heres-how>

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/alternatives-lecturing/discussions/collaborative-online-learning>

<https://www.microsoft.com/en-us/microsoft-365/blog/2017/05/02/modern-classroom-collaboration-with-office-365-for-education/>

<https://www.macmillanenglish.com/it/training-events/events-webinars/event/thom-kiddle-principles-and-practices-in-asynchronous-online-learning>