Appendix 7 - Tutor summaries

Tutor 1 summary: Work with webinar platforms

Finding out how I can become a better teacher has been very successful for myself and the colleagues I work with on a regular basis. We have shared our findings as well as some of the projects we have created for ourselves and inspired each other to try different methods that each of us have created for our own classes when appropriate.

The goal in doing action research is to find methods to EXPERIMENT with multitude of ways to help learners make the progress they need to gain a qualification or to be confident in their tasks when using their computer and its software for work or personal use.

Why use action research?

1. **Your learners benefit as your teaching becomes more effective.**

I have found the learners have become more confident in using the software that is available to them, so increasing their IT knowledge. Started with using TEAMS and now have experienced using not only Teams but Meets and Zoom. Learners can turn on and off the camera and microphone. Also, can raise their hand as this was required for one of the meeting the learner was attending. It becomes useful for the learners to share their screen rather than me just sharing mine all of the time and can now use this skill in meeting themselves.

2. **You benefit as you extend your teaching approaches.**

I have found it rewarding to see my learners enjoying different ways to learn, using new technology which has become more popular due to online classes, due to the COVID-19 lockdowns. I have been able to offer a different approach for each learner to accommodate their style of learning, their reasons for learning different things and their requirements within their own individual jobs or personal projects.

3. **If you can share your insights with other teachers, they think about adapting some of their own approaches.**

I have been using Google Classrooms to teach my subjects for a year now and have meeting with my fellow colleagues and discussed the ups and downs of using the software. I have experienced mainly ups for using this on a continuing basis even when the COVID-19 situation has hopefully gone and face to face teaching returns. I feel that some of the things that I have implemented into my classes, will not only have to be used online. The exams that I would usefully get them to input the answers themselves, could still be done within the google classrooms and using the google Jamboards for them to complete and then return to me. They will record the evidence of when and what time they were completed and by who, giving me all my evidence to be able to pass on the official external verifier. A winner all round for learner, teacher and external verifier.

All round I have found exploring and researching different methods that are available to us as teachers had made the lessons, I teach more accommodating for the learners and easier for me to manage. A brilliant experience for all.

Tutor 2 summary

The Process:

For the Communications unit I needed to ensure learners were able to demonstrate their knowledge and skills involved in managing contacts and communicating with individuals and groups. This qualification is aimed at adults with little or no prior knowledge of using digital devices or the internet and it was important to ensure that they could use IT skills to communicate through a video call. As a starting point it was important that learners knew how to create contacts when using their emails account, this way they could send out invitations to a video call.

Having gone through the basics of creating contacts, sending and receiving to individual and multiple recipients, we moved on to understanding how to initiate and participate in a video call. To ensure learners knew how to use this outside of the classroom we discussed why we would need to make video calls and understanding that communication can be more than just sending emails or text messages and people can call friends/relatives in other countries or help their child with their homework and achieve this in real time. As there are several software packages that are capable of doing this, I decided to introduce the students to Zoom which is the most popular video call platform. As part of the class activity, they demonstrated using a video conference call using zoom to call one person to begin with and then adding more people onto the call and sending out an invitation. Learners use their knowledge and understanding of zoom software to invite learners to a call.

To measure their learning outcome and ensure that a fair formative assessment has been completed I wanted to ensure that learners were able to apply the skills outside of their class therefore, they presented in class examples of using zoom and scheduling a call with their family or friends and screenshot this as part of their evidence for class work. Further to this task they were able to develop further skills by learning how to use the chat box, sharing their screen and changing their profile settings. The extension tasks were useful to challenge the learners and at the same time show them what else Zoom can do.

The Activity:

Once learners became confident in using the basic features, they were able to input towards their learning but choosing certain zoom features to learn about and this allowed them to control their own learning rather than always following the teacher's criteria. It worked well as learners were able to reflect on what they had already done and what they wanted to improve on.

Impact:

The outcome for learners from this exercise enabled them to manage their video calls and share with their friends and family their new-found skills they had learned, for example one learner decided to show his family how to use the share feature and they were able to play a quiz.

Upon teacher's reflection I could see how the tasks that I had set could be improved to explain the task in more detail, for example when setting up a Zoom meeting, learners were not sure whether to show me a screenshot of them scheduling a

meeting from the Zoom app or whether they had to sign into zoom and just show the email sent to their invitees. To overcome this, I decided to use the Mote feature in Google to give them verbal feedback and what they needed to present. This worked well and I was able to incorporate this into my future resource pack for this part of the course. It's very easy to miss out certain aspects when teaching the communications unit, however the features and training given this term (EDF) have enabled me to utilise the best possible skills to deliver the course, for example the training on a Friday using Quizlet has helped me in my resource planning.

Tutor 3 Summary

This project was interesting as it encouraged the use of collaborative learning, which is particularly important for teaching online. Learners were assisting and encouraging each other like they would do in a classroom setting. This was beneficial to their learning and helped them to bond as a group, get to know each other, which assisted in them working together in further activities.

The purpose of the activity that I carried out for the project with the learners was to do work using formulas in Google Sheets, working collaboratively so the learners could see what the other learners were doing. If a learner made a mistake, the other learners could easily offer advice and encouragement. Most of the learners were new to Google Sheets but had previously in class done work on Google Docs, so they were familiar with the commands. Firstly, I demonstrated how to insert a formula for a column and then I asked the learners to do so individually. If they needed assistance, they could easily ask either the tutor or the other students. This helped in forming the group's cohesiveness as well as enhancing their skills in using Google Sheets. Once they had completed adding the formulas to calculate the totals for the columns, they then went on to do the same for the rows. After this collaborative exercise was finished, the learners were then confident to be set work and given an exercise to complete by themselves.

One learner found it difficult getting into Google Sheets for the first time, so in the future I will send instructions prior to the lesson which will give the learners more of an insight into what we will be doing in preparing them and this will also improve their confidence. Additionally, another option would be to do a breakout session with learners who need additional support in accessing Google Sheets prior to us carrying out the exercise. This would again give them more confidence when using the software that they are new to and haven't used before.

The learners worked very well together and said that they enjoyed working as a group and found it beneficial to their learning. They said that they would like to do more work on Google Sheets as a group and were going to try using it at home before the next lesson. One learner said in the feedback, "today's lesson was very informative, I have got the basics of it, I just need more practice and I will be able to use this skill in my work, I carry out for the City Council, thank you."

Another learner said, "Today's learning about google sheets was really informative, as I am already doing my level 1 Maths and that helps me doing my tables and graphs. I enjoyed working together with my classmates and the way our tutor guides us. Everyone showed positive attitude and enthusiasm in the class. I'd love to have more work sheets for practice."

As previously mentioned, the majority of learners were new to using Google Sheets but after the lesson they said that they will be able to use it both for work in recording weekly expenditure, costings, etc and for their personal life in doing household budgets, as they say in the recording of the lesson.

This project was interesting both for the learners and the tutor in seeing how beneficial collaborative learning can be and especially when the teaching is online without the face-to-face contact. The feedback from the learners will be used in

planning future teaching and the amendments and changes will be taken into account from the activity involved.

It was also useful to see the areas other tutors were working on in this project and to observe the changes they were making to their teaching. I have already tried out some of the activities with my learners, such as using the Jamboard, for warm-up activities and group discussions, and using Mote to give voice feedback on learners' work, which the learners have found beneficial to their learning.