

# Adapting Direct Instruction to Remote Learning



**Classroom**



**Document**



**Video**



**Web conference**



**I do**

The teacher supports students to construct strong schema by presenting new material in **small steps**, providing **models** and **worked examples**, and **narrating thought processes**.

Include **exemplars**:

*Here's an example of what your work might look like.*

Record yourself **demonstrating a process**:

*Watch how I solve this problem.*

**Demonstrate** how to do a task live:

*Watch how I solve this problem.*



**We do**

The teacher guides student practice by **asking questions to check for understanding** and adapts their instruction as needed.



**Static documents don't provide means for guided practice; student success rate is dependent on clarity of instructions and exemplars.**

Include **pause points**:

*Pause the video and finish this problem, then press play when you're ready to continue.*

Elicit student understanding with **Cold Call**, **Think-Say-Share**, **gestures**, **mini whiteboards** and **chat functions**:

*Type your answer. Wait until I say go to press send.*



**You do**

The teacher supports the student to engage in **independent practice**, engineering a **high success rate** through effective instruction and **formative assessment** including **feedback**.

Consider providing **answer sheets** and **knowledge organisers** to enable **self-quizzing** and **self-assessment**. Digital tools such as **multiple choice quizzes** and **intelligent flashcards** provide **instant feedback**.



**Videos aren't a means for teachers to monitor students; success rate is dependent on quality of the video.**



**Monitoring individuals through web conferencing is logistically challenging, but not impossible.**