

Tips from an Accidental YouTuber

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Outcomes :



- reflect on the content and the process of the creation of video lessons for distance learning
- discuss the differences between video lessons and classroom lessons
- reflect on possible advantages of hybrid learning

online

flipped

remote

blended

asynchronous

synchronous

hybrid

Emergency online teaching?
Expert online teaching?

Mind The Gap!



Lessons:

- student-centred
- personalised
- engaging
- offering social-emotional support
- well planned
- with a committed and well-trained teacher



Video lessons alligned with the national curriculum

- outcomes – assessment – activities – text - reflection



- 15 minute lessons shared on TV and on YouTube
- from the outcomes to the exit card
- authentic materials
- four skills
- communicative approach
- homework

Video lessons – outcomes, topics...

Outcomes:

focusing on four language skills,
intercultural competence,
and the independent use of language.

Texts:

- audio recording
- a written text (or link)
- a poster
- an infographic

Communication within the lesson:

- Teacher-Students
- Students-Students
- Student-Teacher

Topics:

- health and wellbeing
- people and places
- global problems
- technology and the media
- sports and free time activities
- predicting the future
- reading authentic texts
- holidays and special days

Video lessons: formative assessment

formative assessment included
in every lesson



Exit Card

What have I learned? ☆☆☆☆☆

How do I feel about it?

What action steps will I take?

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Self-assessment Checklist

I can talk about one of the topics related to music for a minute.	<input checked="" type="checkbox"/>
I can name a music related word for every letter of the alphabet.	<input type="checkbox"/>
I can use more than 10 words related to music in my sentences.	<input type="checkbox"/>
I can explain how physics and music are related.	<input type="checkbox"/>
I can use relative pronouns in my sentences.	<input type="checkbox"/>

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Speaking activity rubric

	😊	😐	😞
Knowledge of facts	I can talk about five or more facts learnt in this lesson.	I can talk about two or three facts learnt in this lesson.	I can talk about one fact learnt in this lesson.
Vocabulary	I describe the procedure using five or more new words or expressions.	I describe the procedure using two or three new words or expressions.	I describe the procedure using only one new word or expression.
Use of language	I can use the passive voice correctly three or more times in my talk.	I can use the passive voice correctly twice in my talk.	I can use the passive voice correctly once in my talk.
Poster	The content summarizes accurately the ideas of my talk.	The content mostly summarizes the ideas of my talk.	The content presents accurately some ideas of my talk.

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Video lessons: Adding the Content

- writing texts and tasks
- choosing appropriate authentic texts
- choosing the illustrations for the lesson
- copyright
- giving credits



Engleski jezik, 7.razred
I'm Nobody, Who are you?

Predavač: Sanja Božinović

Listen to a story about an experiment and answer the questions:

- Who inspired him to do the experiment?
- What did he want to prove?
- What did he do?
- What is his advice to classmates?

Audio by Dorian Riley

The journey

- London
- Suez
- Bombay
- Kolkata
- Hong Kong
- Yokohama
- San Francisco
- New York
- Liverpool

"Today is Wednesday, October 2. I will be back in this room at eight forty-five p.m. on Saturday, December 21, or else my money belongs to you!" (chapter 2)

"We're not taking trunks." (chapter 3)

What can you see, eat, learn in each of these places?

Complete the sentences with relative pronouns.

The instrument _____ I used for this experiment is a set of glasses.

Vibrations create sound waves _____ travel through the water in glasses.

You can use any stick _____ has the same qualities as a pencil.

The tone _____ the full glass produced was the lowest.

That is _____ I proved with my experiment.

My physics teacher, _____ is a musician, taught me how to do it.



Emoji Prompts

And then... Start over

Thanks to [Twitter for the emoji.](#)

Mara's story

For me there are many more benefits than drawbacks. I do not spend more than two or three hours in front of my computer and I always try to be focused and use it the best I can.

I enjoy communicating with friends on a few social network platforms. My English has improved a lot because I read and listen to a lot of English.

It is fun. I have just sent a new emoji to my best friend. I hope it will make her smile. She says I am an emoji queen, and I am proud of it. I feel good about myself.

I have seen so many creative craft ideas for the holidays that I am not sure I will have time to use them all. That is one of the drawbacks – too many good things and too little time.

I must admit I am a bit afraid that the computer will make me sit too much and I will not get enough exercise. To fight that I have bought a fitness wrist band. It always reminds you when it is time to move away from the screen.

Video lessons: digital tools

Keep it simple:

- shorten the links: <https://app.bitly.com/>
- use qr codes: <https://www.qrcode-monkey.com/>



Keep it interactive - invite students share their work:

- <https://vocaroo.com>
- <https://padlet.com/>



Make the presentation visually appealing:

- remove background: <https://www.remove.bg/>
- free illustrations: <https://pixabay.com/>
- Bitmoji app
- photography



Use of digital tools:

- collaborative brainstorming
- online dictionary
- mind maps
- audio recording
- video recording
- posters and messages
- message boards
- digital tools for writing



Video lessons: Differentiation

Choose the fonts and the amount of text carefully.

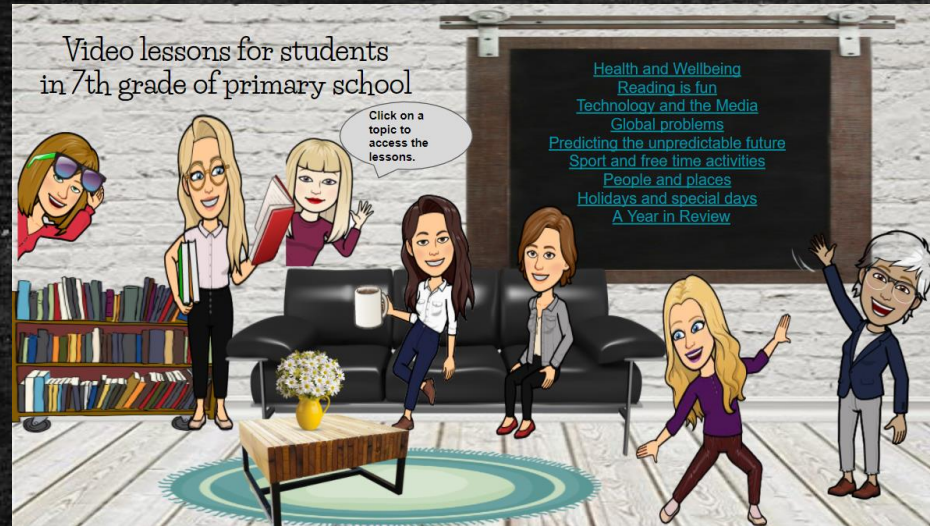
Choose the colours carefully.

Write the text to make reading easy.

Add the tapescript to the listening activity.

Plan activities of different difficulty. Add optional activities.

Collaboration and Sharing as part of CPD



bit.ly/Grade7Videolessons

References:

- ❑ Škola za život (School for Life) video lessons:
<https://skolazazivot.hr/video-lekcije/>
- ❑ MZO, I-nastava: <https://i-nastava.gov.hr/>
- ❑ Blended learning in school education: guidelines for the start of the academic year 2020/21, European Commission, 2020
(<https://epale.ec.europa.eu/en/resource-centre/content/blended-learning-school-education-guidelines-start-academic-year-202021>)





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