**Teaching at a Distance: Methods that Work**

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**Flipped Learning**Flipped learning reverses the traditional classroom approach to teaching and learning. At home, students watch videos, listen to audio recordings, read books or worksheets. These resources allow them to work at their own pace, pausing to make notes where necessary. Some students, though not all, will be able to access help and support from family members. This independent study means there is time in live sessions with the   
teacher for activities that encourage students to think critically about the information they have studied. Live sessions become a time to explore subjects with the support of teacher and classmates.

**Teachback**The teacher explains something about a topic to a learner. Then the learner tries to teach their new understanding back to the teacher. If the learner gives a good response, the teacher goes on to explain more about the topic. If the learner struggles to teach back, the teacher clarifies the explanation and the learner teaches it back until they reach a shared understanding.

**Making Thinking Visible**Learning can become more effective when students are able to visualise their thinking. This can include setting goals, writing down the steps when solving a problem, or making annotations. Teachers benefit from seeing students’ goals, concepts, and progress. Instead of basing lessons on assumptions about student understanding, strategies for making thinking visible can be used to provide both teachers and students with a more accurate picture of students’ learning needs.

## Learning to Learn There are skills and techniques to becoming a learner that can be acquired and developed over time. In school, students often rely on teachers to provide the structure, resources, and motivation they need to learn. When studying at a distance, more of the responsibility lies with the student. Learning how to learn involves being able to: decide what you need to help you learn, set goals, find valuable resources – including other people – to learn with, choose learning strategies, reflect on progress, develop creative skills, and evaluate learning outcomes.

## Evaluating Information Every day, learners make decisions about where to get information, which sources to trust, and how to respond to conflicting views. Developing skills in evaluating information from different sources or from just one source helps learners to avoid fake news and misleading information, make decisions about conflicting opinions, and move beyond a limited set of sources that filter out different views and reinforce biases.

## Personal Inquiry Learning Personal inquiry learning involves active exploration of a question that interests the student wand does not already have a known answer. Students take control of the inquiry process and may use a smartphone as an inquiry toolkit. An inquiry might start with a teacher helping students to refine their questions, continue with students collecting and viewing data in their home environment, and end with students presenting results to the teacher or to the whole class.

## Science in Remote Labs Laboratory experiences enable students to experiment with the material world, or data from it, using scientific tools, data collection equipment, models and theories. Remote labs are now available for many topics, including astronomy, biology, chemistry, computer networking, earth science, engineering, hydraulics, microelectronics, physics and robotics. These enable practical study of science at a distance and have many advantages for learners and teachers.

## MOOC's to Support Language Learning Massive open online courses (MOOCs) are usually open-access online courses that do not limit class size. They often take the form of courses based on university teaching materials or are set at pre-university levels and are freely available online. Most include short videos, accompanied by subtitles or transcripts. Some MOOCs are designed to teach specific languages but all of them can be used as resources for language learners over the age of 13.

## Maker Culture Maker culture encourages people to learn together as they construct and create items. The emphasis is on experimenting, innovating, and testing out theories by making things. This is a playful approach to learning. It encourages learners to risk being wrong, and to learn from their mistakes. Feedback is provided through immediate testing, personal reflection, and feedback from people working on the same or similar projects. It is an approach that works well for practical and creative subjects but also develops skills that can be applied in any area of learning.

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