Remote professional learning

Presenter:
Dr Stephanie Sdepanian
sdepanians@rsc.org

Supporting:
Dr Stephen Hendry

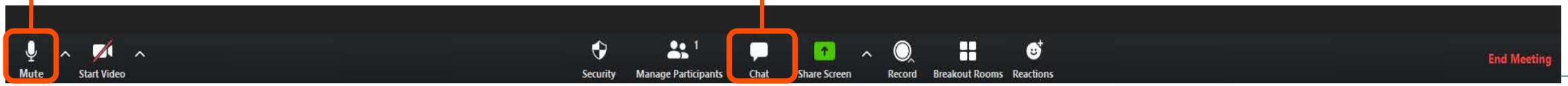
Zoom housekeeping

Please mute yourself during the presentation unless you're directly speaking. This avoids background noise.

- You can mute/unmute by clicking the microphone icon at the bottom left of your screen
- You can temporarily unmute yourself by holding the space bar down

If you have any questions, please type them into the chat. The session co-host will be checking for any questions and asking the host.

- To access the chat, click on the speech bubble icon at the bottom of the screen



RSC event participant agreement: *we agree to....*

…foster equal participation 

 …not tolerate bullying, harassment, or discrimination

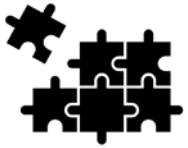
…maintain privacy/confidentiality 

 …respect people's identities & experiences

…engage with kindness and respect 

 …keep communication professional

…consider diverse cultural backgrounds 

 …contribute constructively.

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Following lockdown, what activities did you do online that were previously face-to-face?

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Remote Professional Learning

Aims:

- What has happened so far in terms of online teacher support?
- What will the future hold for remote professional learning and development?

Special thanks:

- Dr Katayune Presland, Royal Society of Chemistry for data analysis.
- Dr John O'Donoghue, RSC Education Coordinator, Trinity College Dublin for research insight.

Who's your local Education Coordinator?

Stephen Hendry
EC West & Middle of Scotland Email: hendrys@rsc.org
Twitter: @DrStephenHendry

Declan McGeown
RPM Ireland & EC NI Ireland
Email: mcgeownd@rsc.org
Twitter: @mcgeown_declan

John O'Donoghue
EC Ireland
Email: john.odonoghue@tcd.ie
Twitter: @DrJohnODonoghue

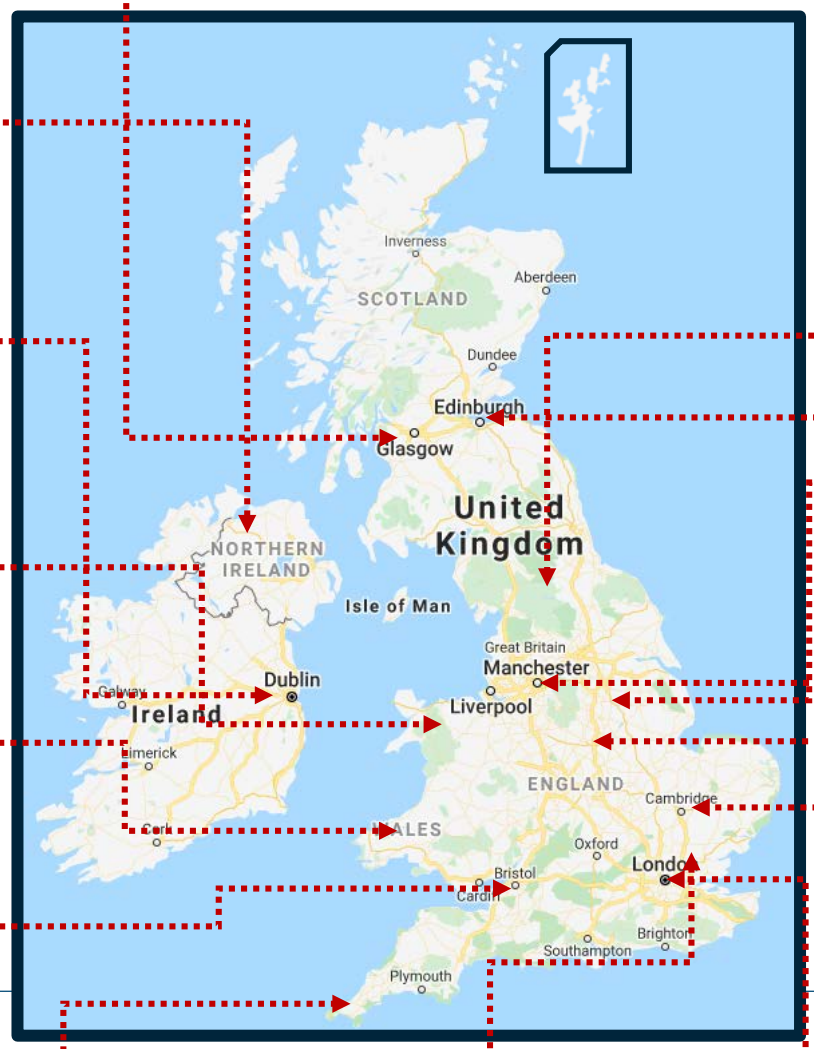
Ross Christodoulou
EC North Wales
Email: christodoulour@rsc.org
Twitter: @RSC_WalesEd

Rosie Johnson
EC South Wales
Email: johnsonr@rsc.org
Twitter: @RSC_WalesEd

Beth Anderson
EC South West
Email: andersonb@rsc.org
Twitter: @RSC_SWEd

Kate Whetter
EC South West
Email: whetterk@rsc.org
Twitter: @RSC_SWEd

Katie Nuttall
EC South East England, Reading
Email: nuttallk@rsc.org
Twitter: @RSC_SEastEC



Laura-Alexandra Smith
EC North & East of Scotland
Email: smithla@rsc.org
Twitter: @RSCLAS

Stephanie Sdepanian
EC North England
Email: sdepanians@rsc.org
Twitter: @RSC_NorthEng

Katayune Presland
EC North West England
Email: PreslandK@rsc.org
Twitter: @Katayune

Joanna Buckley
EC Yorkshire & Humber
Email: buckleyj@rsc.org
Twitter: @JoannaBuckley

Heidi Dobbs
EC Midlands
Email: dobbsh@rsc.org
Twitter: @RSC_MidsEd

Rizwana Alvi
EC East England
Email: alvir@rsc.org
Twitter: @RSC_East

Alissa Owen
EC South East England, London
Email: owena@rsc.org
Twitter: @RSC_SEastEC

External references from this session

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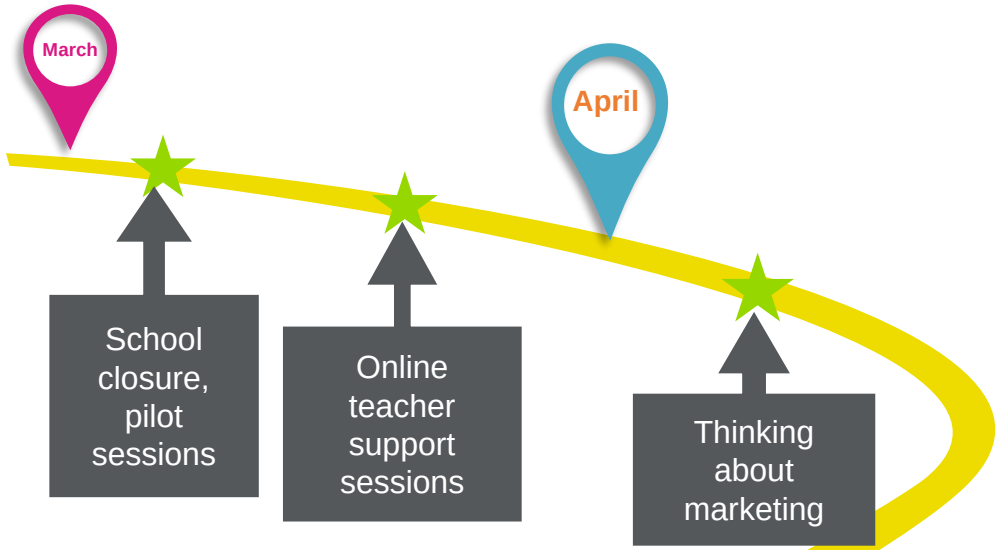
- Kollalpitiya, Konara Y., Colleen M. Partigianoni, and Daniel A. Adsmond. "The Role of Communication in the Success/Failure of Remote Learning of Chemistry during COVID-19." Journal of Chemical Education 97.9 (2020): 3386-3390.



Remote teaching support

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MONDAY 20 APRIL 2020	1pm	Organic Chemistry 14-16 (language, reactions and formulae)
	4pm	14-16 Learning at Home
TUESDAY 21 APRIL 2020	1pm	Website Walkthrough (Secondary)
	4pm	16-18 Learning at Home
WEDNESDAY 22 APRIL 2020	11am	Website Walkthrough (Primary)
	3pm	Organic Chemistry 14-16 (language, reactions and formulae)
THURSDAY 23 APRIL 2020	1pm	Educators supporting school leavers going to University
	4pm	Q&A (RSC Scholars and ITT trainees)
FRIDAY 24 APRIL 2020	1pm	Numeracy to improve outcomes in chemistry
	4pm	Organic Synthesis Simulations

How it started…

- Time saving
- Support in a crisis
- What information can get?

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Online PD (self study programme)

Online PD https://edu.rsc.org/teacher-pd/on-demand-online-courses

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On-demand courses

Online professional development for teachers

Our courses are designed to give you an in-depth understanding of key concepts in teaching chemistry. Each course can be completed at your own pace, giving you time to try out new strategies and activities in your classroom before progressing further.

We've made all online on-demand PD courses free until December 2020

Quantitative chemistry

Quantitative chemistry is a very important branch of chemistry because it enables chemists to calculate known quantities of materials. For example, how much product can be made from a known starting material or how much of a given component is present in a sample.

Developing and using models

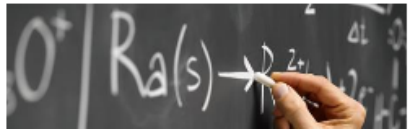
Chemistry is the study of materials both on the macroscopic and microscopic levels. Chemists use models to try and explain their observations as they formulate theories. As new data becomes available, chemists evaluate the model they are using and if necessary go on to refine it by making modifications.

Effective pedagogy

An effective teacher must have a range of different teaching and learning tools that can be drawn upon and used in the classroom. For effective learning to take place, the teacher must not only have good subject knowledge but also effective pedagogical skills if they are to get the ideas across to the students.

Energy and change

Energy changes are very important in chemistry since almost all reactions involve a change in energy. You will meet different types of energy changes and find out how to use them in energy cycles.



Maths skills

Chemists need a good understanding of basic mathematical concepts including

Redox chemistry

Redox reactions take us down an important conceptual pathway in

How would you describe your role?

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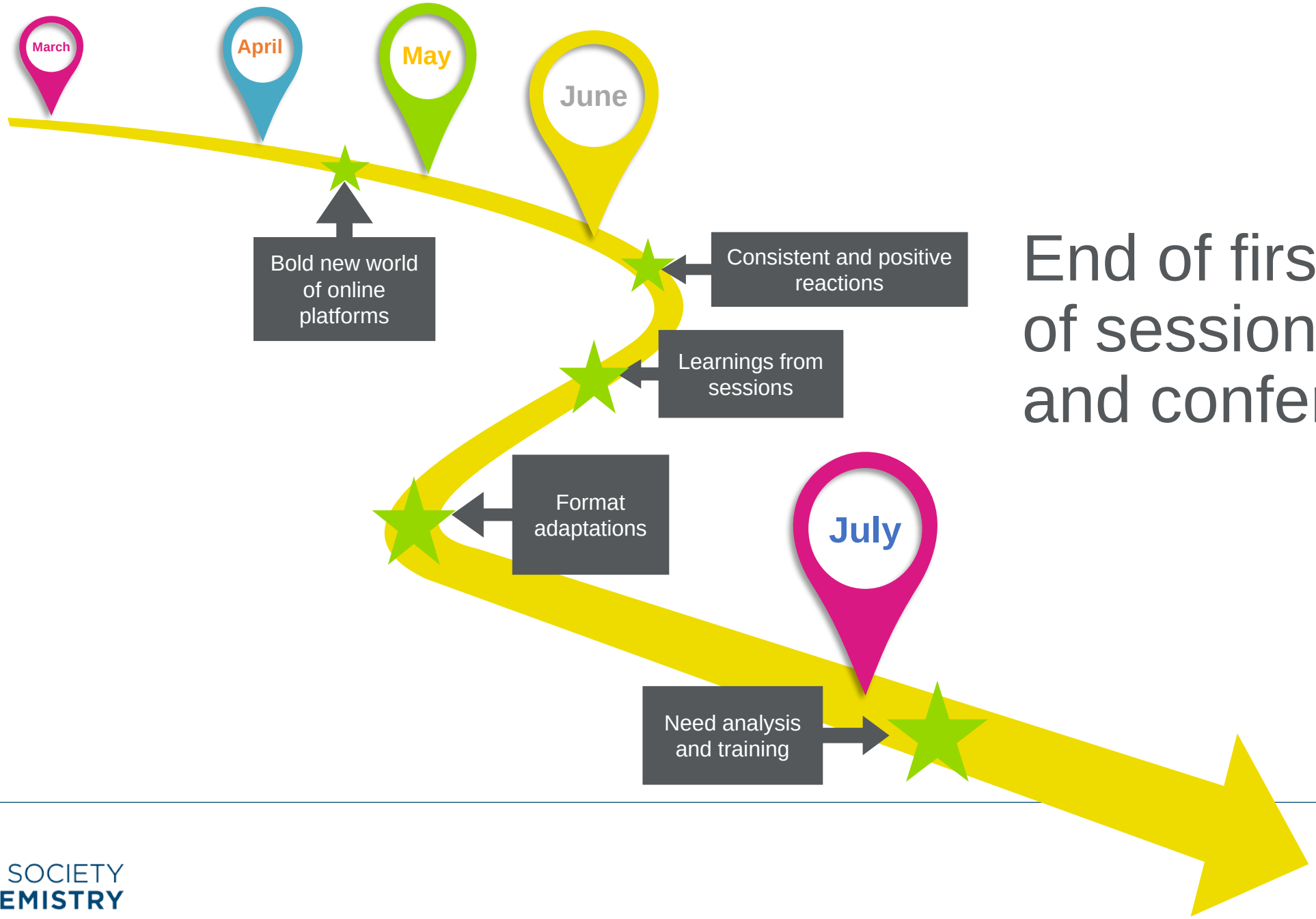

End of first set of sessions and conference

Spring-Summer sessions

- What did we ask?
- Teacher feedback

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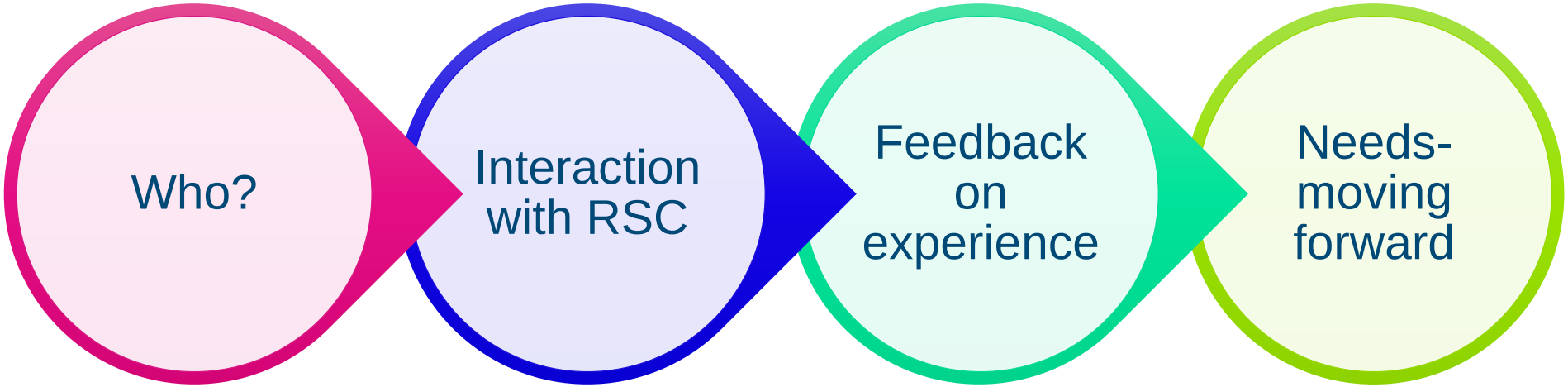
Summer survey- needs analysis



Online screen experiments (Synthesis of Aspirin and Titration virtual experiments)

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This resource has been developed in partnership with Learning Science and the University of Bristol

Learning Science

University of BRISTOL

Two questions:

1) Have you seen/used these before? (use your reaction buttons or type Y/N into the chat)
2) Have you seen/used anything similar? (type into the chat)

Autumn online teacher support

- Current feedback.
- What changed?
- What did we learn?

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What do you think are the strengths and weaknesses of online learning?

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Start your answer with S- if it's a strength or W- if it's a weakness

Where do we go from here?

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Into the chat, can you give an example of something that you will take away from this session or that you learnt in this session

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Thank you