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Digital Resilience

Sample Training Modules – Module 2

Module 2: Subject Specific Needs		
Objectives and Learning Outcomes (can do...)	Activities and duration	Resources
Primary Objective of the module	Introduction This training module will consider developing resources and approaches to: 1. Blended learning: subject commonalities and differences 2. Adapting the curriculum to incorporate a blended learning approach 3. Offline activities which sustain continuity of provision 4. How to tackle challenges faced with subject specific teaching	
1 Blended learning: Subject commonalities and differences	The first part of our training in this module will consider how we can adopt useful common approaches to successful teaching online across all subjects and consider some of the unique challenges and differences that teachers of specific subjects may experience in the online classroom. This will lead the student to be committed in studying a single topic with different teachers. We'll look at some case studies of how teachers have used particular approaches and tools to help them to teach effectively in the context of blended learning. There are some principles and approaches to teaching and learning which are, of course, common to all subjects. Activity 1: Please take one minute to quickly identify the subjects taught in your school which you would place either as STEM, Humanities or as Practical subjects – participants then feedback to presenter	Take a look at the different Case studies attached for ideas.

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	STEM subjects include- Biology, Physics, Chemistry, Information technology, Mathematics and any other sub subjects such Earth Sciences, Geography and others Humanities – Languages, History, Philosophy, Geography, History of Art etc Practical subjects – Art and Design, Physical Education, Drama, Product design (woodwork, metal work etc) ACTIVITY 2: What might be the specific requirements for teaching STEM subjects online and what unique challenges might they face? Participants consider the demands and challenges of teaching Science, Maths and Engineering. Where is there crossover into the challenges practical subjects face What would you identify as being those commonalities of teaching online, whether you are teaching physics, History or fine Art? Activity 3: Participants watch videos or go through case studies and discuss how they might be useful in their own contexts Activity 4: Participants create an outline plan for lessons using some of these strategies and approaches from case studies suggested	Video examples on Youtube for ideas. Examples from case studies See point 4 of this module
2 Adapting the curriculum to incorporate a blended learning approach	Draw out ideas from participants which are likely to include responses such as: If teaching needs to be either synchronous, asynchronous or a hybrid approach is most successful, the knowledge and skills, checking understanding and summative assessment. Synchronous Learning: Teacher Interaction with students, production of lesson with defined objectives and a standard lesson plan via meet, zoom etc	Use of Meet or Zoom or Teams etc...

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	Asynchronous Learning: Students find homework and other reading material about the topic taught or in preparation for the next topic Reflect on previous activity and insert / adapt sequences to make online lessons successful -	
3. Offline activities which sustain continuity of provision	Asynchronous Learning: Preparation of extra material such as homework and other reading material about the topic taught or in preparation for the next topic. Leads to maximise quality of teaching This helps to tackle disadvantaged students	Use of platforms (google suite classrooms for example) to leave material and pre-recorded videos, audios etc
4. How to tackle challenges faced with subject-specific teaching	To maximize teacher and student engagement within each subject (STEM, Humanities or Practical) calls for student motivation, which is primary. If this is not achieved, then the whole distant teaching may not be useful to the student. Motivation helps a student to grow and gain fulfilment, psychological needs such as basic knowledge of the subject, relating within the class and autonomy are other factors that teachers ought to consider for an effective teacher-student time. To make this effective: Teacher explanation should be clear, understandable and in short time capsules. * Concentration time of students is known to be around 15-25 minutes, depending on the type of student. Use of different apps if possible, to vary activities in class; Allowing students to have a sense of participation and control over learning – use of group work – use of chat rooms and tasks to finish; Change routine and allow students space to express and define the task given.	Online simulation games (Phet Colorado), maps, kahoot Mindomo, Power points, mindmaps, Jam board Google suites using classroom, or other platforms

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To ensure a continuous interest for the subject, with the knowledge that a student is required to switch attitude and aptitude for each subject, strategies that are suggested include:

Brainstorming: quizzing, video snapshots, use of white boards, jam board and even brief online testing.

In this module specific subject needs are taken into consideration; therefore, subject needs tend to vary and as a result the teacher must ensure to employ a variety of methods to motivate and involve students, especially to bring reluctant students on board. (see student engagement in module 3)