



Learning Online: Studying and Reflecting

Scheme of Work

	Lesson 1	Lesson 2	Lesson 3
Length	Approx. 1 hour.	Approx. 1 hour.	Approx. 1 hour.
Objectives	<ul style="list-style-type: none">• To identify different tools that can be used for learning.• To reflect on how they prefer to learn.• To create a presentation that summarises the benefits of their preferred learning method.	<ul style="list-style-type: none">• To explore how they can learn with others online.• To present research.• To practice note-taking techniques.• To create a mind map.	<ul style="list-style-type: none">• To reflect on their experiences in the last lesson.• To produce a reflective log entry.• To evaluate a peer's reflection.

Lesson plans for each session can be found on the following pages.

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Lesson 1 Plan

Starter activity	Learning Objectives
<p>In pairs, students list the top 10 tools they think people use to learn.</p> <p>Play bingo as a class with the tools listed on Step 1.3.</p>	<ul style="list-style-type: none"> • To identify different tools that can be used for learning. • To reflect on how they prefer to learn. • To create a presentation that summarises the benefits of their preferred learning method.
Main activities	Resources required
<p>Students individually go through the exercise (or its PDF) on Step 1.4 to find out more about different ways of learning online. They make summary notes.</p> <p>Ask students to write down how they prefer to learn and why.</p> <p>Split the class into groups based on their preferred method – video, listening, doing, collaborating. Each team then does the following:</p> <ol style="list-style-type: none"> 1. As a class, watch the video about effective learning on Step 1.6. 2. In teams, look at the section relevant to them on Step 1.7. 3. Summarise the benefits of their preferred method. 4. Create a list of top tips for getting the most out of that learning method. <p>Each team creates a presentation for their learning method – either a poster, slideshow or brief video. This is presented next lesson.</p>	<ol style="list-style-type: none"> 1. Access to FutureLearn course. 2. Devices to look at FutureLearn. 3. Materials and paper for poster making (if method chosen).
	Assessment for Learning
	<p>Verbal contributions to discussion.</p>
	Differentiation
	<p>SEND: Videos have subtitles.</p> <p>Low ability: Peer-learning.</p> <p>Gifted and Talented: Peer-teaching.</p>
Plenary	
<p>Students update their initial notes on why they preferred to learn with their chosen method.</p>	

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Lesson 2 Plan

<p>Starter activity</p> <p>Students discuss in pairs how they can learn from others online. Teacher scaffolds as they drift around the room to include the content covered in Step 1.8.</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> • To explore how they can learn with others online. • To practice note-taking techniques. • To present research. • To create a mind map.
<p>Main activities</p> <p>Students read through the tips on note-taking provided on Step 1.10.</p> <p>As a class, go through the exercise on Step 1.11 to practice note-taking.</p> <p>Students then present their presentations on the learning method they worked on last lesson. Whilst watching the other team's presentations, they will practice their note taking skills.</p> <p>Students are talked through the main points of mind-mapping in Step 2.5 and asked to create a quick mind map of the learning methods that were presented.</p>	<p>Resources required</p> <ol style="list-style-type: none"> 1. Access to FutureLearn course. 2. Devices to completed exercise on and explore mind mapping tools. <p>Assessment for Learning</p> <p>Verbal contributions to discussion.</p> <p>Group presentations.</p> <p>Summary notes.</p> <p>Differentiation</p> <p>SEND: Videos have subtitles.</p> <p>Low ability: Peer-learning.</p> <p>Gifted and Talented: Peer-teaching.</p> <p>Plenary</p> <p>Students experiment with the mind-mapping tools recommended in Step 2.5 and decide which one they would use in the future.</p>

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Lesson 3 Plan

Starter activity	Learning Objectives
<p>Students discuss in pairs why reflecting on their own learning is beneficial. Each pair contributes an idea to the class verbally or by using a sticky note / list on a board.</p> <p>Class compares their list with the main points on Step 2.2.</p>	<ul style="list-style-type: none"> • To reflect on their experiences in the last lesson. • To produce a reflective log entry. • To evaluate a peer's reflection.
Main activities	Resources required
<p>Students make notes from Step 2.7 on how reflection is linked to learning.</p> <p>Student re-join their teams from the presentation they did last lesson and reflect as a group on how they worked together and what could be improved next time (based on content from Step 2.7).</p> <p>As a class, watch the video about recording reflections on Step 2.4. Then, students independently write up one of the points they made in their team discussion.</p> <p>The class is shown the example entry on Step 2.6 and asked to use it to peer-mark each other's reflections and suggest improvements.</p>	<ol style="list-style-type: none"> 1. Access to FutureLearn course. 2. Devices to watch video on.
	Assessment for Learning
	<p>Group collaboration compared to exemplar.</p> <p>Verbal contributions to discussion.</p>
	Differentiation
	<p>SEND: Videos have subtitles.</p> <p>Low ability: Peer-learning.</p> <p>Gifted and Talented: Peer-marking and peer-teaching.</p>
	Plenary
	<p>Students select three top tips they've learnt from the last three lessons.</p>