

Avoiding the Void

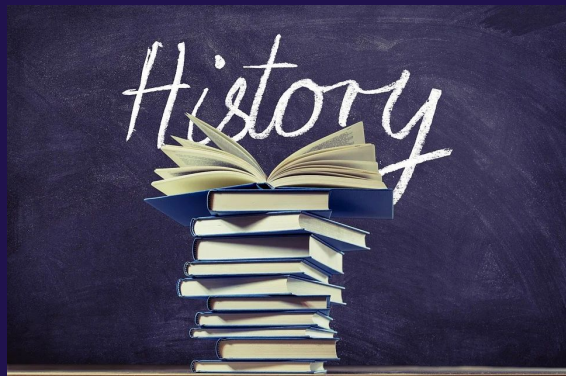
Or:
We All Talk to
Ourselves Anyway
But is it Really the
Best Way to Teach?

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A Little Background



Used to be a Maths teacher

⇒ a bit of a nerd

Currently Learning Manager at BP

(but not for much longer)

Recently completed PgCert in Digital Leadership

bit.ly/PgCertDLPosts

Awaiting a response to application for Master's in
Education course

What is the Void?

I took part in GEM & The Jewish Museum’s online course: *Virtual Classrooms: How to build a digital approach for September* led by Frances Jeen.

“Teaching to the Void”

Problems

- 1: Your own presentation fills your entire screen
- 2: The extra cognitive load fills your entire brain
- 3: Deciding what platform to use fills your entire schedule
- 4: Your presentation still fills *their* entire screen

Case Study: Space Maths with Potential Plus

potentialplusuk.org



Provide support & activities for young people with high learning potential.

Annual event at Bletchley Park

Contacted me to request codebreaking series for “vPlus”...

... but I was furloughed.

So I suggested some space maths instead.

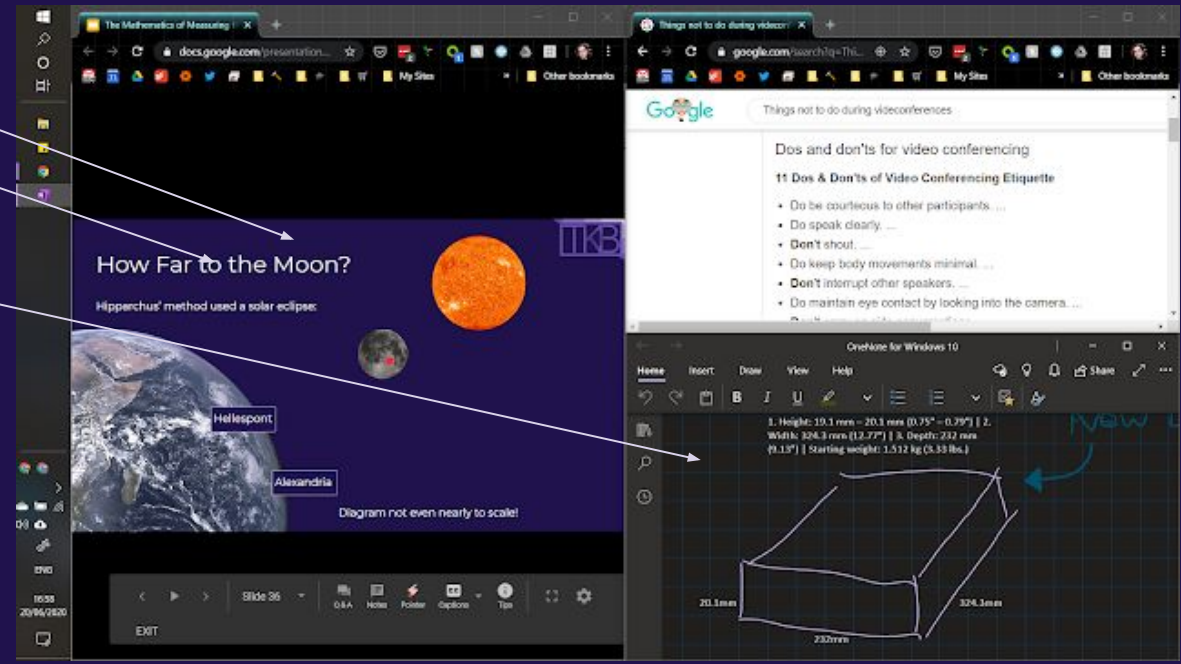
(Nothing to do with this session, but it was based around this: bit.ly/VenusMathOff)

Overcoming Problem 1

[Your own presentation fills your entire screen]

A little-known fact: Presentations do not have to fill your entire screen

A presentation
 In presentation mode
 Not filling the screen!



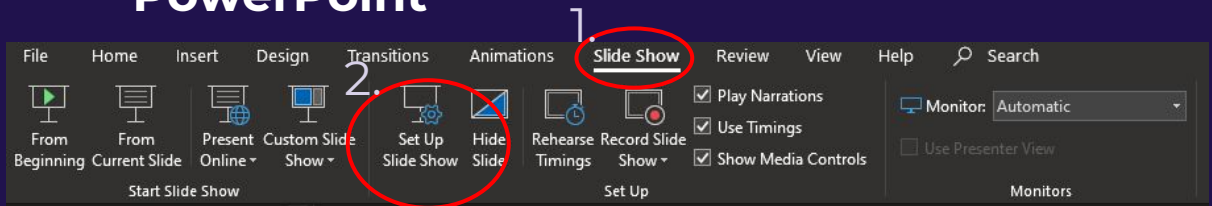
Overcoming Problem 1

[Your own presentation fills your entire screen]

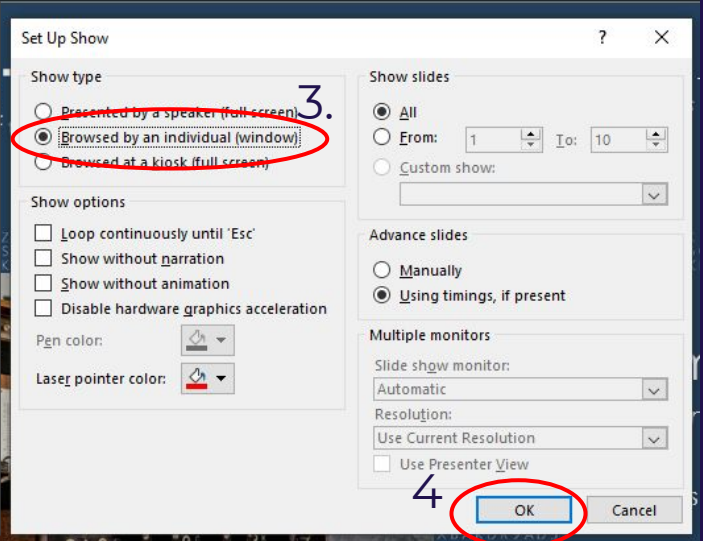
Google Slides

1. Present
2. Click
3. Resize

PowerPoint



1. Slide Show
2. Set Up Slide Show
3. Browsed by an individual (window)
4. OK
5. Present & resize



Overcoming Problem 2 [The extra cognitive load fills your entire brain]

“It’s like learning to teach all over again.”

Liz Mitchell, 2020

It **will** become second-nature just like everything else

but

Co-present anyway





Emergency
Mute!

Think of it like **piloting** a **spaceship**

Timing

Advance
slides

Presentation

Monitor
chat

Choosing
questions

Deliver
main
content

Tech
support

Deliver activity

Reverse the polarity
of the neutron flow

Overcoming Problem 3

[Deciding what platform to use fills your entire schedule]

A little-known fact: It doesn't matter. (Much) Get used to them all.

Potential Plus

- Zoom
- Individual students at home.
- Hosted by PP account

BP Trials

- Zoom
- Individual students at home.
- Hosted by School account
- Teams
- Students in 2 - 3 classrooms
- Hosted by BP account



Overcoming Problem 4] Your presentation still fills *their* entire screen

A little-known fact: It doesn't have to.

OBS Studio: obsproject.com

Using with Zoom also requires an extra plugin: bit.ly/OBSVirtualCam205

Have to enable VirtualCam whenever you want to use for a broadcast

Can be fiddly, but very powerful

Play around!



- Online teaching is different and should be treated as such.
- Skills from offline teaching are still relevant.
- It feels difficult at first but this is called learning!
- There are so

many

possibilities

- Digital / online learning sessions are not a temporary fix for the current situation. They're here to stay. Lead the way.



The Bottom Line

Key info:

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- [@TeakayB](#)

URLS featured:

- Potentialplusuk.org
- bit.ly/VenusMathOff
- Obsproject.com
- bit.ly/OBSVirtualCam205

Further Reading:

- How to deliver presentations in their own window: bit.ly/ResizePres
- My GEM post: gem.org.uk/teaching-to-the-void/