

# 15 TIPS For Families To Support Remote Learning

Staying motivated when learning remotely can be challenging. Motivation can be improved through activities that increase competence, learning independence, and a sense of connection (1). The Science of Learning Research Centre has developed a set of evidence-informed strategies designed to help students to be motivated and to 'Learn Well...Together' with others, even when learning remotely.

**Through demonstrating interest in and value for your child's learning, you can help them stay motivated as they work on the tasks set by their teachers. Following are some guidelines to help you to support your child to be motivated and to 'Learn Well' with others.**

## 1

### Use questioning and encouragement

Use questioning and encouragement to promote positive dispositions to learning (curiosity, interest, persistence, resilience), a growth mindset (a belief that understanding can be developed) (2), and a supportive environment.



## 2

### Schedule time for online collaboration

Support your child to set up a regular online learning session with their friends or classmates. Set a specific timeframe so that they stay focused on the task. (See The SLRC 'Learning Well...Together' strategies for the types of online collaboration activities they can do,

**Display the schedule in a common area in the home so that everyone is familiar with it.**



**Minimise distractions so that your child can focus on their learning.**

See Remote Learning Tip #1

## 3

### Set up a quiet space

Support your child to set up a relatively quiet space with limited distractions where they can 'Learn Well' online with their friends.

## 4

### Encourage Goal Setting for Each Session

Before each online 'Learning Well...Together' session, invite your child to share with you and the family what they will be working on with their friends, and what their goals are for the session.



**"What was an important idea discussed with your group today?"**

## 5

### Reflect and Wonder

After their online session, ask your child about a key idea that the group discussed, a key question that arose from the discussion, something are still wondering about after the session, and what the goals are of the group for the next session.

## 6

### Reflect and Clarify

Talk with your child about key ideas and learning that emerged from the group session that they might not have achieved on their own.

**"How did talking with the group today help you to understand something better or think about the topic in new ways?"**

## 7

### Quiz Time!

**Encourage them to build a board game or online game using their Quiz questions and run it with the family!**

As your child builds quiz questions to test their own knowledge, and the knowledge of their friends (see 'Learning Well...Together' Strategy #2), encourage them to test them on you! Make sure they clearly explain and elaborate on their answers - developing a deeper understanding and stronger memory of the concepts.

## 8

### Pose Questions

Encourage your child to discuss with you what they are studying, learning or working on with their group. Pose questions to them that require them to explain and think deeply about the concepts, topics, ideas or information.

**"I'm curious about..."**

**"I'm really interested in how you said...Could you tell me more?"**

## 9

### Encourage their Responsibility

Avoid the temptation to give them the answers. Instead, encourage their thinking through discussions and questions about their ideas and the ideas of the group. If they aren't sure about something, suggest some ways they could find out.

**"Perhaps you could ask that question next time in your group?"**

**"Perhaps you could email your teacher or an expert in this area and ask them?"**

**"How else might you find out?"**



**These strategies are designed for remote learning but would be useful for supporting your child to 'Learn Well' anytime!**



## 10

### Help Them Spot the Gaps in Their Understanding

Even if your child and their group is studying a topic or an area that you are really familiar with, try to take the position of a new learner, avoid giving them the answers, and encourage them to explain clearly.

## 11

### Phone a Friend (or Family Member)!

Your child can enhance their understanding of something if they have to explain it to someone else. Perhaps set up a regular time where they can video call an extended family member, such as a grandparent, and tell them what they have learnt about a topic or idea.

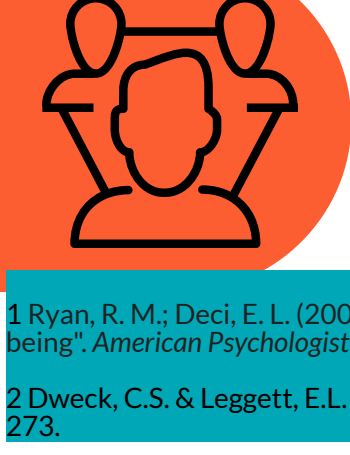
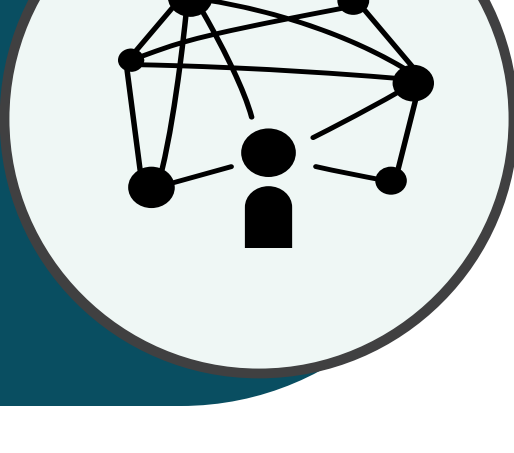
**This will require them to be clear in their explanations and help them to think of new ideas.**



## 12

### Make Connections

When discussing your child's learning, ask them how it connects to something they already know or can do, and then ask them how it might have extended their thinking about something. Ask them about how their friends are connecting their learning too.



**Whilst your child's school will provide the content and the learning experiences, your interest in and involvement with your child's learning will be invaluable.**

1 Ryan, R.M.; Deci, E.L. (2000). "Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being". *American Psychologist*. 55: 68–78. doi:10.1037/0003-066X.55.1.68.

2 Dweck, C.S. & Leggett, E.L. (1988). 'A socio-cognitive approach to motivation and personality'. *Psychological Review*, 95(2), 256-273.



## 13

### Building Metaphors

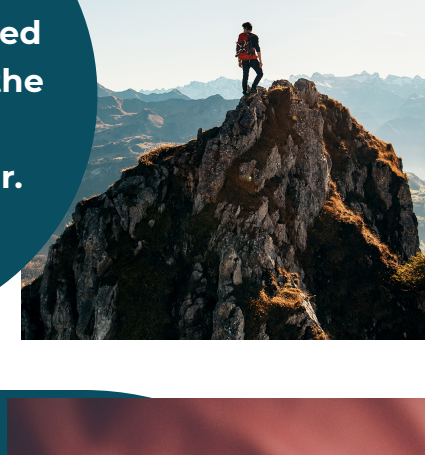
In conversations about their learning, encourage your child to link the concept or idea to a metaphor.

## 14

### Picture This!

Ask your child to share with you the images of concepts or ideas that they and their friends have come up with in their 'Learning Well...Together' session using Strategy #9, and explain how those images relate to their learning.

**A visual image can be more easily recalled later on, making the memory of the concept stronger.**



## 15

### Make Time for Practice

If your child does a practical subject like Dance, Drama, Music, PE or a language, support them to establish a regular time to practice each day or every second day. After they present their performance for their group, ask them to share the feedback from their group on their performance, and how they are addressing it (See Strategy #3).



**These Home Strategies support the 'Learning Well...Together' Remote Learning Strategies developed by the SLRC.**