

TIPS For Families To Support Remote Learning Staying motivated when learning remotely can be Through demonstrating interest in

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.

challenging. Motivation can be improved through

Use questioning and encouragement

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 vour child to be motivated and to 'Learn Well' with others.

and value for your child's learning,



dispositions to learning (curiosity, interest, persistence, resilience), a growth mindset (a belief that understanding

can be developed) (2), and a supportive environment.





their friends or classmates. Set a specific timeframe so that they stay focused on the task. (See The SLRC 'Learning Well...Together'

Minimise distractions

so that your child can focus on their

learning.

strategies for the types of online collaboration activities they can do,

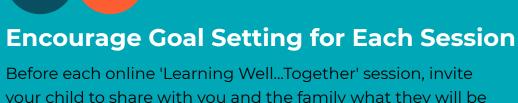
in a common area in the home so that everyone is familiar with it.



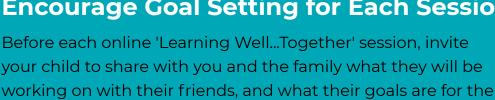
See Remote Learning Tip #1 Support your child to set up a relatively quiet space with limited distractions where they can 'Learn'

Well' online with their friends.

Set up a quiet space



session.



"What was an important idea **Reflect and Wonder** discussed with



ways?"

Reflect and Clarify

your group

today?"

the next session.

"How did talking with the group today help you to understand something better or think about Talk with your child about key ideas and learning that emerged from the group session that they might not the topic in new

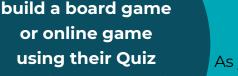
After their online session, ask your child about a key idea

that the group discussed, a key question that arose from

after the session, and what the goals are of the group for

the discussion, something are still wondering about

Encourage them to



have achieved on their own.

As your child builds quiz questions to test their own knowledge, and questions and run it the knowledge of their friends (see 'Learning with the family! Well...Together' Strategy #2), encourage them to test them on you!

concepts.

Quiz Time!

"I'm curious about..." **Pose Questions** "I'm really interested in

Make sure they clearly explain and elaborate on their answers

- developing a deeper understanding and stronger memory of the

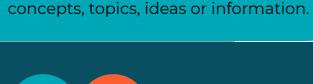
Encourage your child to discuss with you how you said...Could what they are studying, learning or you tell me more? working on with their group. Pose questions to them that require them to explain and think deeply about the

> Perhaps you could ask tha 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?"





Avoid the temptation to give them the answers.

some ways they could find out.

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

Help Them Spot the Gaps in Their

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

> 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



about a topic or idea.

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Make Connections

call an extended family member, such as a grandparent, and tell them what they have learnt

Understanding

encourage them to explain clearly.

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 invaluable.

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

and help them to think of new ideas.

This will require them to be clear

in their

explanations



involvement with your child's learning will be 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.

Building Metaphors

link the concept or idea to a metaphor.

A visual image can be

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'

images relate to their learning.

Make Time for Practice

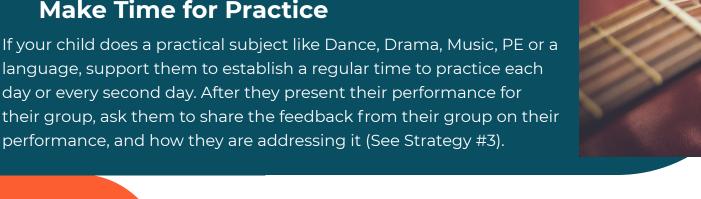
session using Strategy #9, and explain how those

more easily recalled later on, making the

memory of the

concept stronger.

In conversations about their learning, encourage your child to





These Home Strategies support the 'Learning Well...Together' Remote Learning