

How does **classroom.cloud** support teaching and learning?



classroom.cloud supports a range of teaching and learning strategies, including direct instruction, metacognition, self-regulation, feedback, and formative assessment – to name just a few!.

Metacognition

Metacognition is often considered to have two dimensions: **metacognitive knowledge** and **metacognitive regulation**, says [Cambridge Assessment](#).

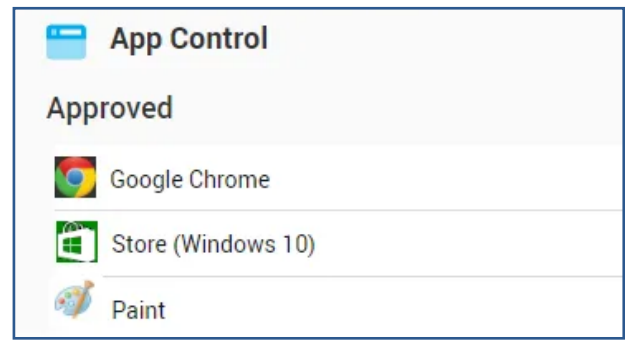
Metacognitive knowledge refers to the information individuals know about their learning. This includes:

- the learner's knowledge of their own cognitive abilities (e.g. 'I have trouble remembering dates in history').
- the learner's knowledge of particular tasks (e.g. 'The ideas in this chapter that I'm going to read are complex').
- the learner's knowledge of different strategies that are available to them and when they are appropriate to the task (e.g. 'If I scan the text first, it will help me to understand the overall meaning').

Metacognitive regulation refers to what individuals do about their learning. It describes how learners monitor and control their cognitive processes; for example, realising that a particular strategy is not achieving the desired results, so deciding a different method is needed.

It also reinforces learners' metacognitive regulation through its supportive tools. The software shepherds learners to make useful choices as they approach tasks, by using features such as web and application monitoring.

classroom.cloud reinforces the metacognitive regulation of learners through the supportive functionalities available. The ability for the teacher to answer help requests, share learning objectives and set approved websites for a lesson also help learners to make informed choices - speeding up research time and avoiding distractions that increase their cognitive load.



classroom.cloud further helps learners use their metacognitive knowledge when using chat tools such as Microsoft Teams. Being aware that all of their interactions are being monitored, they are encouraged to make the correct choice to use the application as somewhere to collaborate and share conversations about learning.

Direct instruction

Direct instruction requires the following, according to [Kirschner, 2018](#):

- “set the stage for learning“ and “make sure learners have the prerequisite knowledge to learn”
- “make sure there is a clear explanation of what is expected of them and what you want them to do”
- “model the process, show them how it is done, and try to explain what you did and why you did it“
- “provide guided practice time, which gradually gives way to independent practice”
- “assess it formally, informally and formatively throughout”.

With **classroom.cloud's** sharing features, teachers can easily guide learners through worked/concrete examples, and the monitoring features allow teachers to guide learners from the side, intervening when necessary or appropriate. Learner independence therefore can also increase over time, as their confidence and correctness grow.

Teachers can assess formally, informally and formatively throughout the learning process with **classroom.cloud**, quickly and easily.

Self-regulation

The [Education Endowment Foundation](#) suggests that **self-regulated** learning can be broken down into three essential components:

- **Cognition** - the mental process involved in knowing, understanding and learning.
- **Metacognition** - often defined as ‘learning to learn’.
- **Motivation** - willingness to engage our metacognitive and cognitive skills.

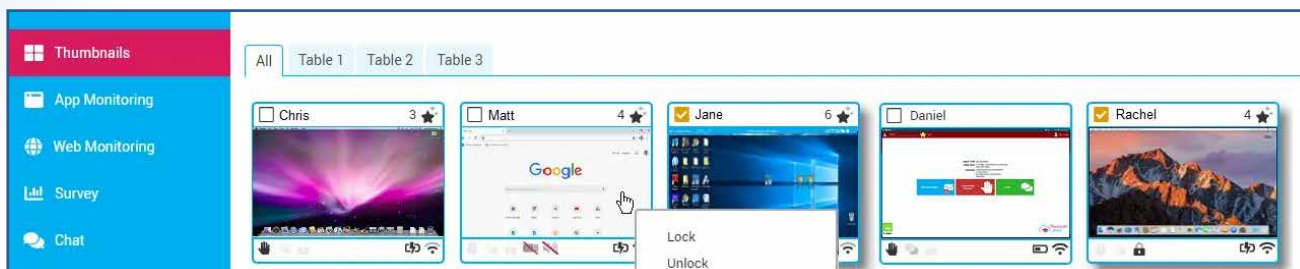
classroom.cloud's integrated web and application monitoring tools help to support self-regulated learning activities in the classroom, with learners only having access to the sites they need to complete their tasks. Blocking screens can also automatically divert the attention where it is required, most often to the teacher at the front of the class - eliminating waiting or fuss.

Feedback

Feedback should be...

“just in time, just for me, just for where I am in my learning process, just what I need to help me move forward” - **Hattie, *Visible Learning for Teachers***

The dashboard in **classroom.cloud** means the teacher can observe all of the learners' screens and see which tools and websites they're using. They can easily see where learners are struggling and then provide 'in the moment feedback' on progress, or intervene and address misconceptions as they're happening.



classroom.cloud further supports low-stakes formative assessment with its built-in quizzing tools, incorporating polling, 'random select' modes and rewards.

Using whiteboards is standard practice in a normal classroom. Using **classroom.cloud's** screen viewing function, this formative assessment activity can still be supported.



About classroom.cloud

classroom.cloud is an affordable classroom instruction, online safety and IT management tool for schools worldwide.

Find out more at
classroom.cloud