

# Structuring Online Learning

Gr. 1-5 - March 2020

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# Welcome ~ Introductions

- Name
- School and Location
- ***What is the one burning question that is top of mind for you regarding structuring online learning for your students and families?***



# Agenda

- ★ Stay on a Schedule
- ★ Build Community (synchronous learning)
- ★ Increase Student Agency (asynchronous learning)
- ★ Tools and Tips
- ★ Wellness Tips for You! (padlet)
- ★ Professional Resources (padlet)
- ★ Place to ask your questions... (padlet)

# Stay on a Schedule

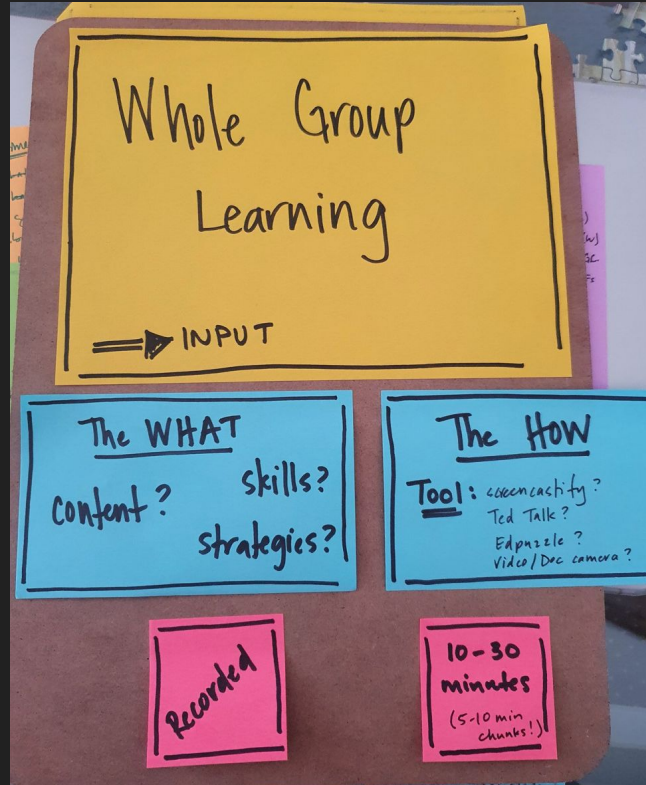
- ❖ Keep the same groups/times
- ❖ Whole class morning meeting/circle time (chat box for questions)
- ❖ Post the daily schedule/meeting norms in advance
- ❖ Ask parents to review the schedule with them before

**TEMPLATE - Distance Learning Weekly Schedule Proposal** (for example, for parents who might ask you how to structure a day at home ...)

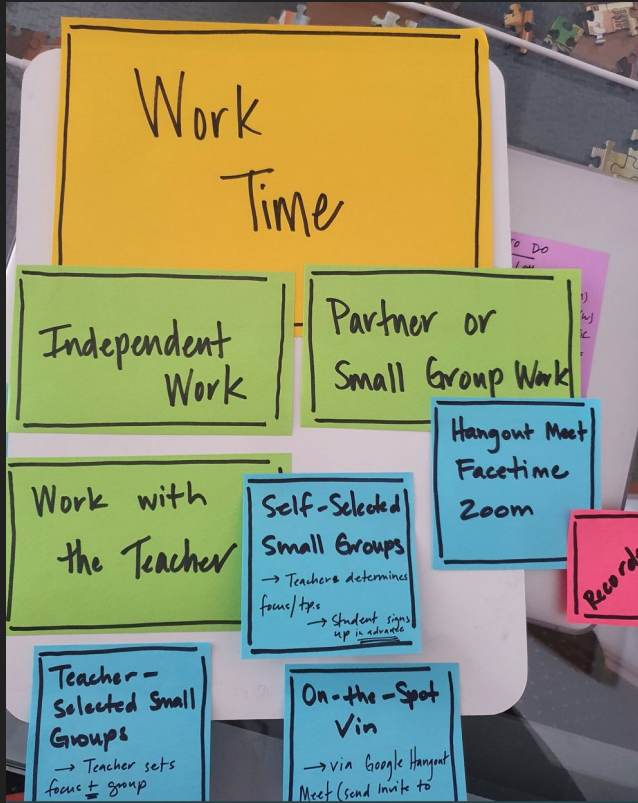
Teachers Email :

CLASS: GRADE 1 OR 2	MONDAY/LUNDI	TUESDAY/MARDI	WEDNESDAY/MERCREDI	THURSDAY/JEUDI	FRIDAY/VENDREDI
9h - 9h30	READING OR ORAL IN FRENCH	READING OR ORAL IN FRENCH	READING OR ORAL IN FRENCH	READING OR ORAL IN FRENCH	READING OR ORAL IN FRENCH
9h30 - 10h	MINDFULNESS OR FACETIME	MINDFULNESS OR FACETIME	MINDFULNESS OR FACETIME	MINDFULNESS OR FACETIME	MINDFULNESS OR FACETIME
[10h - 10h30] FLEXIBLE TIME - RECESS TIME					
10h30 - 11h	READING IN ENGLISH	READING IN ENGLISH	READING IN ENGLISH	READING IN ENGLISH	READING IN ENGLISH
11h-11h30	WRITING IN ENGLISH	WRITING IN ENGLISH	WRITING IN ENGLISH	WRITING IN ENGLISH	WRITING IN ENGLISH
LUNCH TIME					
12h30 - 13h30	MATH IN FRENCH	MATH IN FRENCH	MATH IN FRENCH	MATH IN FRENCH	MATH IN FRENCH
13h30 - 14h	WRITING IN FRENCH	WRITING IN FRENCH	WRITING IN FRENCH	WRITING IN FRENCH	WRITING IN FRENCH
[14h - 14h30] FLEXIBLE TIME - RECESS TIME					
14h30 - 15h30	PE	PE	PE	PE	PE
[15h30 - 16h] FLEXIBLE TIME - RECESS TIME					
16h - 17h	ARTS OR FUN SCIENCE	ARTS OR FUN SCIENCE	ARTS OR FUN SCIENCE	ARTS OR FUN SCIENCE	ARTS OR FUN SCIENCE










# Build Community (synchronous learning)



# Increase Student Agency (asynchronous learning)



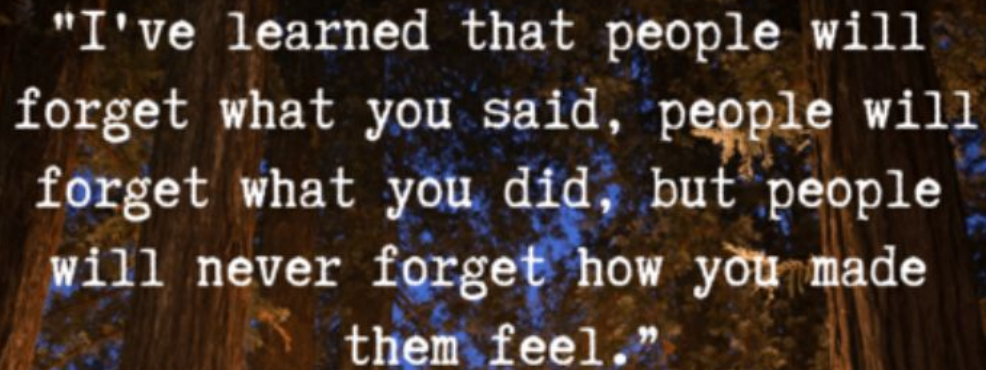
## Reading Response Choice Board

 <p>Create a <a href="#">Vocaboo</a> with your book recommendation. Include at least 3 reasons why you do or do not recommend the book using evidence from the text.</p> <p><b>Post the link here:</b></p>	 <p>Create a <a href="#">Powtoon</a> retelling the story from another character's point of view.</p> <p><a href="#">Tutorial</a></p> <p><b>Post the link here:</b></p>	 <p>Create a timeline of at least 6 major events from your story using <a href="#">Google Drawings</a>.</p> <p><b>Post the link here:</b></p>
 <p>Use <a href="#">Read and Write for Google</a> Extension to highlight 3 unfamiliar or interesting words. Use the extension to create a vocabulary Google Doc and write each word in a new sentence.</p> <p><b>Post the link here:</b></p>	<p><b>Start Here</b></p> <ul style="list-style-type: none"> <li>Read the book in your <a href="#">Storia</a> account.</li> <li>Complete 3 more activities. (Fill in with green point)</li> <li>Turn in your work to <a href="#">Google Classroom</a> when finished.</li> </ul>  <p><b>Post the link here:</b></p>	 <p>Create a 2 minute Book Trailer to get other students interested in your book using iMovie. <a href="#">Use these PDFs to plan</a>. Upload video into your Google Drive.</p> <p><b>Post the link here:</b></p>
 <p>Create a <a href="#">Google Form</a> with 3 important questions you wonder about from the story. Your classmates will respond later.</p> <p><b>Post the link here:</b></p>	 <p>Complete a <a href="#">Google Sheet</a> listing the main character's internal and external character traits. Provide 2 pieces of evidence for each trait.</p> <p><b>Post the link here:</b></p>	 <p>Create a <a href="#">Google Slideshow</a> with 4 connections from the story.</p> <p>Text-Text Text-Self Text-Movie Text-World</p> <p><b>Post the link here:</b></p>

# Tools & Tips

- ❖ Take care of yourself and your family!
- ❖ Look for the opportunities that this situation presents
- ❖ Have reasonable expectations (of yourself, your students & families)
- ❖ Set achievable goals for yourself
- ❖ Revisit goals as you go
- ❖ Start with the platforms and tools your school is using
- ❖ Keep it simple / less is more
- ❖ Ask: Am I considering my students' well-being? What's worth learning?
- ❖ Stay in touch with colleagues and professional learning networks (PLNs)





"I've learned that people will  
forget what you said, people will  
forget what you did, but people  
will never forget how you made  
them feel."

MAYA ANGELOU



March 25: Q&A + Resources; Gr. 1-5 Teachers; 12pm EST

Deep Dive into the Teacher Toolbox (PK-12 together; all deep dives @ 11am EST)

March 30: HyperDocs

March 31: Video Interaction

April 1: Check for Understanding

April 2: Q&A Gr. 1-5 Teachers Only; 12pm EST

April 6: Explain an Idea

April 7: Create and Apply

April 8: Provide Feedback










April 9: Q&A Gr. 1-5 Teachers Only; 12pm EST

April 13: Constructing Knowledge

April 14: Differentiating Instruction

April 15: Library Resources

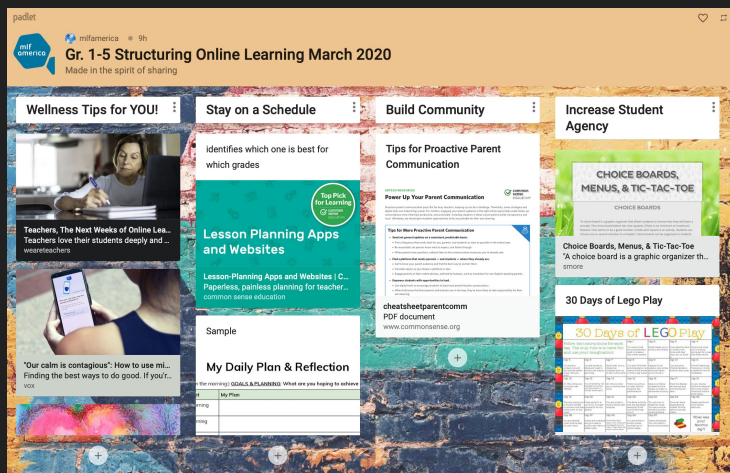
April 16: Q&A Gr. 1-5 Teachers Only; 12pm EST

Teacher ToolBox		
<i>Click on the link to jump to the tools</i>		
<a href="#">HyperDocs for Instruction</a> 	<a href="#">Video Interaction</a> 	<a href="#">Create and Apply</a> 
<a href="#">Explain an idea</a> 	<a href="#">Check for Understanding</a> 	<a href="#">Provide Feedback</a> 
<a href="#">Construct Knowledge</a> 	<a href="#">Differentiated Instruction</a> Ways to support resource students online. 	<a href="#">Library Resources</a> 

# Sources

## [Global Online Academy \(GOA\) COVID-19 Resource Page](#)

<https://padlet.com> (other sources on the padlet)









# TEACHING PRACTICES FOR REMOTE INSTRUCTION

1

## Communication & Community

Decide how you and your students will communicate each week or day. Will you use HowardCC email, the Canvas Inbox, Announcements in Canvas? Establish a clear method of communication and a consistent timeline upon which students can depend. Attempt to build a community of learners where everyone's contributions are expected and needed.

2

## Content

Decide where your course content will live. Will you use Canvas Modules, Google Folders/Docs, or maybe even emailed weekly via Word Docs? **Consistency** is key for students—they must know where the content will always be located. When you organize your content, try "chunking" it into digestible formats so students can plan their time to engage with it or access it.

3

## Assessment

Decide how you will assess your students' mastery or achievement of your course objectives. **Flexibility** is key here, especially if students are caring for loved ones or become sick themselves. Set clear expectations for your learning targets, and be sure that students can hit them. When in doubt, ask students to reflect on their learning or to assess themselves.

4

## Engagement

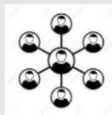
Decide on the engagement level expected each week of the course. Provide time estimates for each activity. Will this reading take 1 hour? Will this essay take 6 hours to complete? How many days must students participate in this discussion forum? Attempt to disclose your expectations early on in an assignment or activity. This way, your students will be able to plan their days.

## THE DEFAULT SHOULD BE SIMPLICITY!

It is not advisable (nor possible) to remake your onsite course into an online one. Learning is never about the content or the snazzy tech tool. Instead, it's more about your presence in the course--the way you display empathy to your students or the caring nature of your pedagogy. This signals to students that they belong and are essential parts of a learning community.

# STUDENT GUIDE FOR REMOTE LEARNING

## Simple Steps for Keeping On Track



1

## STAYING CONNECTED

- Create virtual study groups
- Take advantage of professor's virtual office hours
- When in doubt, ask
- When asking, ask clear, specific questions



2

## GETTING WORK DONE

- Set-up a consistent schedule for completing course work
- Organize course work in separate folders
- Name your files so that you and your instructor know what they are
- Save, save often, save everywhere



3

## PARTICIPATING

- When participating in discussions, think before you post
- When participating in live discussions, practice virtual etiquette

For more: <https://bit.ly/3b0X8f>  
#remotestudentlearning  
#f2ftovirtual

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# Remote Learning **Opportunity**

to:

as an

NOT to:



create learning experiences that allow us to explore **new forms** of teaching and learning



build skills that will support the **now literacies** (digital citizenship, information literacy, media literacy, network literacy global literacy)



build skills that will foster a new sense of community (again not aiming to substitute the same in-person- community we are used to)



find learning experiences for us as educators as well as our students that help develop **now skills** (communicate, collaborate, connect, critical thinking, create)



**amplify** collaboration and embed crowdsourcing



**document FOR Learning** in order to support reflection and metacognition and collaboratively learn from this crisis



**communicate** with each other beyond space (geography) and time (asynchronously)



move from consumption of information to **creation** (remixing, adding value, creating new) of information.



foster **self- directed** and **self-motivated** learning and working skills



foster **social-emotional** learning



practice **balance** between our analog and digital activities



amplify reading and writing to include new forms



continue to do **"business"** as usual



ignore that we are **flying as we are building the airplane**. Cut yourself some slack, embrace the action research



substitute the exact same in-person-**schedule** students follow traditionally in school



give our students a package of **worksheets** to complete as "busy work" and a way to say "we covered it".



have our students **sit quietly** in front of their screens through long lectures of recorded videos or live video conferences



expect the same **results** as face to face teaching and learning



focus on **analog** reading and writing skills **alone**



**isolate** ourselves and students in our learning, not connect beyond our quarantined walls and not to connect globally



ignore our students **strengths** and **passions** to connect and personalize learning.