Structuring Online Learning

PK/K - 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 young 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

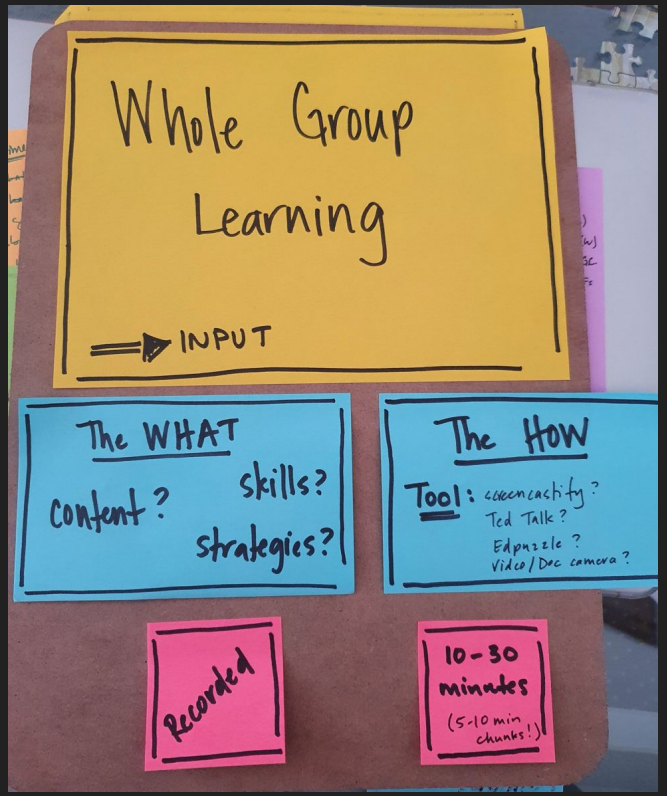
Friday 20th March

Morning Message

We invite you to look at ways you can learn through different and fun engagements. All of the engagements we have provided can be done, and shared, in any language. Here are some suggestions at what virtual learning could look like in your home but if you have other ideas, feel free to be as creative, exciting and innovative as you can be. We encourage activities like cooking, sitting as a family and talking or bonding, constructing, swimming, learning a dance, board games, mindfulness, reading together and more. Thank you for your ongoing support and enthusiasm with this Virtual Learning experience. Please continue to document and share your child's creations with us via Seesaw.

Maths	Language		UOI
	Reading	Oral Language /Writing	
We are working on: ***Counting forward, counting backwards and counting on from a number.*** Create a number line and mark the age of your family members. Can you find the difference between your age and another family member? Who is older or younger? Or What number is your house or apartment? Look at the other	Use your Raz Kids login that we sent to your seesaw. Read some new books. Try answering the comprehension questions too. Or **EPIC!** Epic is a digital library for students under 12. It has thousands of books, learning videos and	***We are working on:*** ***Recognising initial sounds in familiar words.*** Choose some letters of the alphabet and write them down on a sticky note or cut up pieces of paper. Have a walk around your house and match the sound to an object. For example P - you could stick this sound on a plant B - you could stick this sound on a bed Can you find an item for every sound you wrote? Or ***We are working on:***	PRIORITY Challenge **We would appreciate it if you could prioritise UOI learning engagements this week. Thank you!** *As we are coming to the end of our Where We Are In Place and Time Unit we will be assessing the student's understanding of our Central Idea* ***'Our learning journey is shaped by people, experiences and environments'*** *over this week.* Imagine you're going to school on a desert island and you are only allowed to pack 5 things in your backpack. What 5 things would you take? Can you show us by

Build Community (synchronous learning)



Increase Student Agency (asynchronous learning)

Tic-Tac-Toe Choice Menu:
Name of Menu

Directions:
Start with number 5 and then make two other choices to make your tic-tac-toe.

1	2	3
4	5 ★	6
7	8	9

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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)

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"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; PK/K; 11am 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 PK/K Teachers Only*

April 6: Explain an Idea

April 7: Create and Apply

April 8: Provide Feedback

April 9: *Q&A PK/K Teachers Only*

April 13: Constructing Knowledge

April 14: Differentiating Instruction

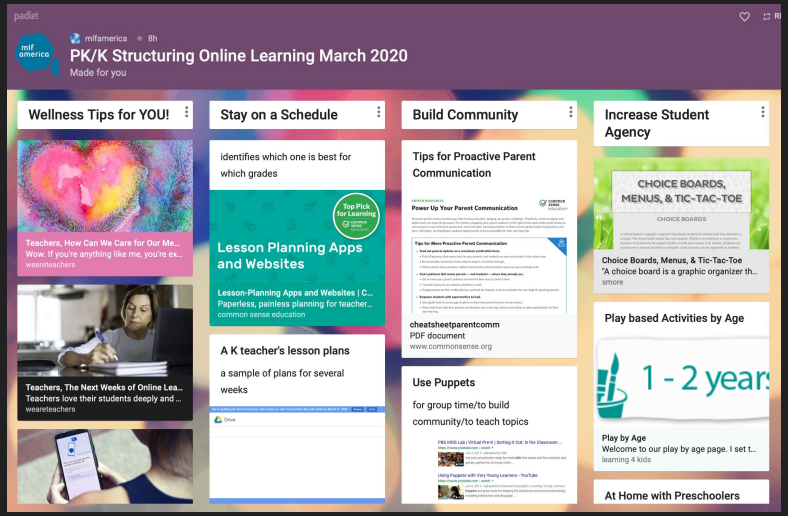
April 15: Library Resources

April 16: *Q&A PK/K Teachers Only 1pm*

Sources

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

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



GLOBAL ONLINE ACADEMY

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
#remotestdudentlearning
#f2ftovirtual

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Remote Learning as an Opportunity

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

NOT to:

- 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 stundents **strengths** and **passions** to connect and personalize learning.

LANGWITCHES
THE MAGIC OF LEARNING

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