

Sharing and Problem Solving Solutions

What are the potential benefits of synchronous instruction?

(reply in the box below) face to face connections. Answer questions on the spot.
Internet connection

You can teach a new concept.

You can teach new content and get instant feedback from your students. You can also reteach or do small group work in break out rooms. Students can interact with each other and share their ideas. Students can hear what each other say while learning and it builds their thinking, instant feedback, and everyone heard the same directions.

Q and A is possible

Social and emotional benefits - my kiddos really miss seeing each other.

Student accountability

Synchronous teaching is very beneficial for students who don't have confidence or need more skill development in an area or with the platforms, programs or apps! Also, the students need some face time with their peers for SEL and fun!

Students can work together with their families to learn their lessons, as opposed to working only with their peers in class.

Connections and seeing kids, questions answered right away, parental involvement

Questions can be answered quickly.

Seeing kids faces. Students being able to see/talk to one another.

Everyone is on the same page. Everyone is learning the same material (of course, easier for the teacher!)

Students getting that face-to-face time with each other.

Students being able to discuss and bounce ideas off of one another (although that can be done asynchronous too)

Synchronous teaching allows students to connect wherever they are if they have a device and internet. You can answer questions immediately and adjust your instruction to meet the needs of your students.

Peer to peer connections and seeing body language.

What might need to be considered for effective synchronous instruction?

(reply in the box below)

Scheduling, age of students, demand on parents to facilitate.

Providing individual feedback for individual needs.

Emotional support for work! Everyone has different needs.

Is everyone participating? The SILENT ones.

Clear concise directions and modeling.

Internet capacity and availability, other schedules
for all students and internet

Understanding how to use online platforms efficiently

Visuals, lots of modeling, chat box, annotate tools

Clear goals

Time - being conscious of students' siblings needing the computer

Clear expectations for participation.

Equal access for all students is critical. If they can't participate in real time then you won't be able to deliver new content. Are they sharing devices and time constraints need to be considered.

Clearly identifying objectives, expectations & protocols (raise hand, chat, mute, etc)

Creating little video clips that can be played more than one time.

Challenging schedules at home (parents at work, siblings, etc.)

! Little support at home for education, so support for being there for the meeting may not be there

What are the potential benefits of asynchronous instruction?

(reply in the box below)

No schedule - can happen anytime'

Families can be more involved

Available for everyone, (no internet needed)

Individual pacing and scheduling

Can individualize for each student. Parents understand worksheets.

Self-paced; less stress; individualized learning program

Can be MORE creative; more options PBLs

Students can work on their own schedule, so can teachers. This means each family can set their own schedule and students may have more parent support.

Individualized instruction

Device availability, parental support, less stress

Flexibility in how students access content

It allows students to go at their own pace and not feel rushed to engage with content.

Students are able to access learning at times that are convenient for them--some families are sharing devices

Very clear directions and expectations

What might need to be considered for effective asynchronous instruction?

(reply in the box below)

Support; emotional & resources! Agree with Koala bear on modeling & scaffolding

Not all students have access to printers; internet access is becoming more affordable/available throughout Alaska; since we don't have face-face contact, students need to know what to do if they run into snags of any sort!

Need to be able to communicate with students to answer questions, make clarifications, and give feedback

Initial modeling and lots of scaffolding, opportunities to practice and make mistakes

Different leveled packets

Not everyone has someone at home that can help them

Prior knowledge of the content being sent home. It's harder when giving new content, best done with review work.

Getting the material to the students

If they have trouble or struggle you might not be available immediately to help, depending on schedule; following the printed directions takes a lot of reading comprehension if they don't have support at home.

New content vs. review of already taught information. Printers available if sent via email.

Clear deadlines and consistent contact

The younger students can be overwhelmed by the various ways they are asked to practice concepts, too many links, resources.

Opportunities for differentiation, ways for students to interact and share even though they're not on at the same time.

What are some ways that you have incorporated, or are considering incorporating, "Pause Points" for accountability?

I was on the phone with a student yesterday. I gave her time to work on some math problems when we were on the phone. She would tell me when she had the answer.

Text messaging as they turn in a lesson

I'd like to play around with adding pause points during our math read alouds. I brought home some math picture books to incorporate into our math lessons.

Polls (yes/no) in Zoom

Phone call home because the google hangouts have not really taken off yet

Office hours on google hangouts

Google classroom with feedback

Zoom sessions daily with powerpoints I put in google classroom

I'm going to be giving my students a log to write in what they are doing to practice our reading, writing, and math skills for the week and I'll be giving them digital rewards for completing each week.

We are told not to accept finished packets. Calling families regularly; prefer talking to students & families in person. Text if necessary to send messages. Internet not an option.

I really like doing exit tickets; I use office hours for face-face sharing; I'd like to incorporate live google docs--not there yet!

I'm hoping to use some FlipGrid videos for students to respond to work.

I like using a whiteboard response, and an exit ticket on Google Classroom.

Typing in the chat box to respond to a question.

While reading a story I stop and say send me a text about what you think will happen as a result of__. Even if they are asynchronous they still can do it and the texts roll in. :-)

I like the idea of having a sticky note on a certain page to have the students stop pause and

call or text me to reflect on what they have been working on so far.
I like the exit ticket idea