

# Virtual Learning

*Effective teaching is not laying out all the course materials on the desks and expecting kids to learn from it on their own.*

## Tech Recommendation:

- **Virtual teachers** only teach virtual classes. (Duncanville Virtual Learning Academy)
- **Face-2-face teachers** teach brick and mortar classes, housing content in Google Classroom.

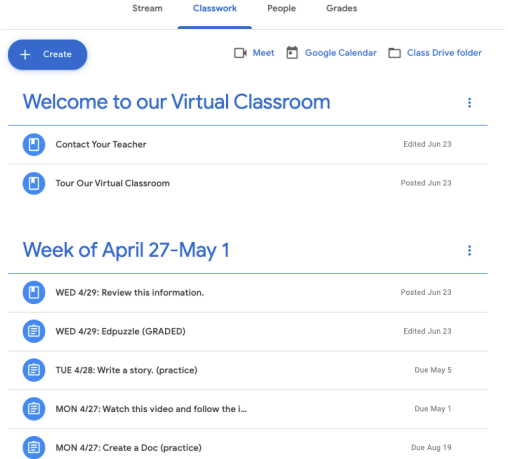
## Virtual Remote Teaching

Task	Recommendation	Why?	Tools
Starting the Year	<ul style="list-style-type: none"> <li>• Establish teaching presence early and often                             <ul style="list-style-type: none"> <li>◦ Post announcements, appear on video, participate in discussions</li> <li>◦ Show your personality</li> </ul> </li> <li>• Provide detailed syllabus</li> <li>• Outline due dates and schedule</li> <li>• Provide video introduction and tour of your virtual classroom explaining how it's organized, how to turn things in, how to navigate, communication tools</li> <li>• Provide tech support information</li> <li>• Provide netiquette and digital citizenship expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Show your personality to students</li> <li>• Connect and build relationships.</li> <li>• Remove the potential awkwardness from the virtual environment and attempt to build a fun, comfortable learning environment in the virtual world. Their personality is a key component to building that positive environment for students.</li> <li>• Help learners understand course expectations</li> <li>• Add Welcome to our Class topic in Google Classroom which contains                             <ul style="list-style-type: none"> <li>◦ Syllabus</li> <li>◦ Contact info</li> <li>◦ Virtual Classroom tour</li> <li>◦ Intro Video</li> </ul> <a href="#">Example</a> </li> </ul>	<ul style="list-style-type: none"> <li>• Google Classroom                             <ul style="list-style-type: none"> <li>◦ Discussion boards/comments</li> </ul> </li> <li>• Google Meet</li> <li>• Webcam</li> <li>• Phone</li> <li>• YouTube</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Provide prompt feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Don't ignore questions thinking they will figure it out. Answer promptly.</li> <li>• Create guides</li> </ul>	<ul style="list-style-type: none"> <li>• Google Sites</li> <li>• Internet Resources</li> <li>• Google Classroom</li> <li>• Google Docs</li> </ul>

		<ul style="list-style-type: none"> <li>• Provide links to resources</li> <li>• Create FAQs</li> </ul>	<ul style="list-style-type: none"> <li>• Google Forms</li> <li>• Remind</li> <li>• Dojo</li> <li>• Google Voice</li> </ul>
<b>Create Instructional Videos</b>	<ul style="list-style-type: none"> <li>• Create pre-recorded instructional videos</li> </ul> <p>Examples: <a href="#">Types of video lesson delivery methods</a></p>	<ul style="list-style-type: none"> <li>• Enables content to be concisely delivered</li> <li>• Easier to record short videos</li> <li>• Learners can see the teacher's face as well as hear their voice</li> </ul>	<ul style="list-style-type: none"> <li>• Free Zoom- Screen Share/Record</li> <li>• Google Meet- Screen Share/Record</li> <li>• Screencastify</li> <li>• Webcam</li> <li>• Document Camera</li> <li>• Paper/pencil</li> <li>• Whiteboard</li> <li>• Swivl / iPad</li> <li>• Flipgrid Shorts</li> <li>• Adobe Spark Video</li> <li>• EdPuzzle</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Maximum: 1-5 minutes in length.</b> Lessons are a series of short video clips vs one long clip</li> </ul>	<ul style="list-style-type: none"> <li>• No physical environment and body language to hold a viewer's attention.</li> <li>• Less likely to skip content</li> <li>• Easy to take instructional and physical breaks</li> <li>• Less overwhelming</li> <li>• Redirects attention at short intervals</li> </ul> <p>(Compare to Compliance Courses as example)</p>	<ul style="list-style-type: none"> <li>• Upload to YouTube <ul style="list-style-type: none"> <li>◦ Unlisted or Listed video</li> <li>◦ Create Playlists</li> </ul> </li> <li>• Save videos in Google Drive to offload from device conserving memory</li> <li>• <a href="#">Google Doc Example</a></li> </ul>
	<ul style="list-style-type: none"> <li>• Have short formative assessments or activities between videos clips</li> </ul>	<ul style="list-style-type: none"> <li>• Virtual environments lack the ability to gauge a student's understanding by body language.</li> <li>• Breaks up the content</li> <li>• Helps instructor narrow down gaps in learning</li> <li>• Keeps learning engaging</li> <li>• Helps a student's ability to focus</li> </ul>	<ul style="list-style-type: none"> <li>• Google Form</li> <li>• Padlet</li> <li>• Jamboard</li> <li>• Flipgrid</li> <li>• Google Docs</li> <li>• Google Drawings (<a href="#">Template Examples</a>)</li> </ul>
<b>Lesson Delivery</b>	<ul style="list-style-type: none"> <li>• Package lesson in a Google Slide or Google Doc</li> </ul>	<ul style="list-style-type: none"> <li>• Easy to follow and navigate</li> <li>• Guides students through the lesson cycle</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Google Docs Template example</a></li> <li>• <a href="#">Google Slides Lesson example</a></li> <li>• Discovery Streaming Boards</li> </ul>

		<ul style="list-style-type: none"> <li>• Easy to share instructional lessons with co-teachers</li> <li>• Provides clear learning goals</li> <li>• Easy to divide lesson creation responsibilities and share with job-alike teachers <ul style="list-style-type: none"> <li>◦ <a href="#">Example of how to package allowing for teachers to easily copy into Google Classroom</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◦ <a href="#">Example</a></li> </ul> <p><a href="#">What is a Hyperdoc?</a>  <a href="#">HyperDoc Templates and Examples</a></p>
	<ul style="list-style-type: none"> <li>• Gauge length of assignments and due dates carefully</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment take longer when doing them online</li> <li>• Students pop in/out of class at various time during the day</li> <li>• Calculate time it takes for student to review the content ---you're not delivering the main material so it takes longer for students</li> <li>• Prevent overwhelming and frustrating students and yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Adjusted Curriculum Guides?</li> </ul>
<b>Live Sessions</b>	<ul style="list-style-type: none"> <li>• Host live Sessions at consistent times daily - minimum of one AM session, one PM session</li> </ul>	<ul style="list-style-type: none"> <li>• Fosters relationships</li> <li>• Give learners a consistent time to talk through questions and struggles</li> <li>• Gives teachers ability to praise and recognize learners efforts</li> <li>• Can play collaborative games centered around content or fun</li> <li>• Cater to SEL needs</li> <li>• Can conduct live mini lessons over hard to learn content</li> <li>• Can record the session and post in Google Classroom as follow-up</li> <li>• Fuel conversation and create social connections</li> <li>• Provides opportunities for students to interact with peers</li> </ul>	<ul style="list-style-type: none"> <li>• Google Meet</li> <li>• <a href="#">Graphic Organizers</a></li> <li>• Kahoot</li> <li>• Socrative</li> <li>• Quizziz</li> <li>• Sli.do</li> <li>• Students hold up paper with answer in front of the camera during a live session (like a handheld whiteboard)</li> </ul>
	<ul style="list-style-type: none"> <li>• Schedule small group or individual live sessions inviting support staff to participate. I.e.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure students receive individualized support</li> <li>• Build relationships between staff and students</li> </ul>	<ul style="list-style-type: none"> <li>• Google Meet</li> </ul>

	Reading/Math Center, ELL, SPED, Speech	<ul style="list-style-type: none"> <li>• Provide additional people to contact for help when questions arise</li> </ul>	
<b>Digital Citizenship</b>	<ul style="list-style-type: none"> <li>• Embed Digital Citizenship within content throughout course</li> </ul>	<ul style="list-style-type: none"> <li>• Students are immersed in an online environment.</li> <li>• Safety</li> <li>• Security of information</li> <li>• Senate Bill 11 “...<i>incorporate instruction in dig cit into the district’s curriculum...</i>”</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Duncanville Dig Cit Lessons &amp; Resources</a></li> <li>• <a href="#">Common Sense Media</a></li> </ul>
<b>Teacher Reflections &amp; Support</b>	<ul style="list-style-type: none"> <li>• Take time to reflect on how the experience is going. <ul style="list-style-type: none"> <li>○ What trends do I see in student participation?</li> <li>○ What are the possible causes of these trends?</li> <li>○ What am I learning about and connecting with my students?</li> <li>○ What can I do to make learning more accessible, inclusive, meaningful and engaging?</li> <li>○ How are students doing physically, mentally, emotionally?</li> </ul> </li> <li>• Ask students/parents for feedback often. “How’s my teaching? What can I do better?”</li> </ul>	<ul style="list-style-type: none"> <li>• No body language to gauge a learner’s well being.</li> <li>• Remove feelings of isolation for the teacher and students.</li> <li>• Continual improvement.</li> <li>• Collaboration with district specialists and support staff to achieve learning goals and improve instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Virtual PLCs - Google Meet</li> <li>• Google Doc Journal</li> <li>• Google Forms</li> <li>• Teacher Specialists</li> <li>• Content Coordinators</li> <li>• Instructional Technology Support Staff</li> <li>• Bilingual / ELL Support Staff</li> <li>• SPED Support Staff</li> <li>• GATE Support Staff</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Create shared folders and consistent naming conventions in Google Drive to house teaching materials</li> </ul>	<ul style="list-style-type: none"> <li>• Easy to share content with admin and other teachers</li> <li>• Easy to locate information</li> <li>• Ease teacher frustrations</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Drive Organization Tips</a></li> </ul>
<b>Co-teachers</b>	<ul style="list-style-type: none"> <li>• Add a minimum of 3 co-teachers to each</li> </ul>	<ul style="list-style-type: none"> <li>• The owner of the class is the only one who can add a co-teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Google Classroom</li> </ul>

	Google Classroom	<ul style="list-style-type: none"> <li>Maximum of 20 co-teachers allowed per class</li> <li>In the event someone needs to take over your class, they will have access</li> <li>You can share/reuse posts between each other's classes</li> </ul>	
<b>Google Classroom Content Structure</b>	<ul style="list-style-type: none"> <li>Use topics to segment Virtual Classroom by week.</li> <li>Begin each post, assignment, or material with the day of the week and date prefacing the title</li> </ul> <p>Example: Monday 7/6 Review this material Monday 7/6 Math Assignment Tuesday 7/7 Watch this video</p>	<ul style="list-style-type: none"> <li>Easy to follow by students</li> <li>Clear communication on tasks and lessons to complete</li> <li>Easy for co-teacher to step in and teach if needed</li> <li>Consistency for families with more than one child virtually learning</li> </ul>	
<b>Accommodations</b>	<ul style="list-style-type: none"> <li>Provide multiple means of engagement including chat discussions, live discussions, recorded video responses</li> <li>Support families. Meet with parents to educate on how to assist with accommodation needs</li> <li>Document parental input and participation on IEP?</li> <li>Problem-solve with district support to meet individual needs. Never disregard learning accommodations.</li> </ul>	<ul style="list-style-type: none"> <li>Individualized learning needs must still be met.</li> <li>Educate all learners</li> </ul>	<ul style="list-style-type: none"> <li>Upload videos to YouTube and provide automatic closed captioning on all videos</li> <li>District support staff</li> <li>Large fonts</li> <li>High-contrast lighting</li> <li><a href="#">Academic Accommodations for Distance Learning</a></li> <li><a href="#">Educating Students with Disabilities During COVID</a></li> <li><a href="#">TX Classroom Teacher Association Special Populations</a></li> </ul>
<b>Facilitate Human Connections</b>	<ul style="list-style-type: none"> <li>Create time for students to have fun and socialize online</li> </ul>	<ul style="list-style-type: none"> <li>SEL</li> <li>Lessen feelings of isolation</li> <li>Social growth</li> </ul>	<ul style="list-style-type: none"> <li>Teacher and students exchange letters, drawings, photos via postal service</li> <li>GooseChase Scavenger Hunts</li> </ul>

	<ul style="list-style-type: none"><li>• Be mindful of confidentiality - obtain consent for sharing private info such as addresses</li></ul>		<ul style="list-style-type: none"><li>• <a href="#">Google Drawings Game Templates</a></li><li>• Lunch Bunch - eat together</li><li>• Snack breaks</li><li>• Dance breaks</li><li>• Physical exercise activities via camera</li><li>• Play games</li></ul>
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Each 9 weeks - 6 hours of tech training