

Virtual Learning Practices

Communication

Practices:

- A strong, healthy online community is essential for supporting students when they may feel isolated or disconnected. Communicate often, clearly, and consistently. Establish a dedicated daily time to be online to connect with students and parents (whether using a synchronous or asynchronous approach) and enable them to ask questions and clarify misunderstandings. Carefully consider scheduling real-time chats as “help” sessions for students if students are in a variety of time zones.
- Actively monitor your email for questions and communications from students/families.
- Strictly follow the divisional guidelines for time and schedule.
- Ask students for feedback. What is working for you in this mode of learning? What is not working for you?
- Provide parent support, Here are a few resources from Edutopia: [How Parents Can Help Their Kids With Studying](#), [Teaching Good Study Habits](#), [Minute by Minute](#).

Questions to guide thinking:

How can I present information in ways that reach all learners?

Have I considered options for how printed texts, pictures, and charts can be used?

What options do I provide for students who need support engaging with texts and/or with auditory learning?

Universal Design for Learning (UDL): A Teacher's Guide. (2020). Understood.org. Retrieved 1 March 2020, from <https://www.understood.org/en/school-learning/for-educators/universal-design-for-learning/understanding-universal-design-for-learning>

Engagement and Connection

Practices:

- Design opportunities for social interactions; try to gather students for synchronous meetings (e.g., morning meeting, advisory) and create opportunities for asynchronous connection (discussions, post, and respond).
- Engage students in peer and small group interactions.
- Recognize the importance of student support by introducing and explaining learning tasks. When possible, video your instructions; research indicates that students prefer when they get to see their teacher on the screen, and in the case of video explanations, retain information more easily.
- [Here](#) is a helpful list of AERO related resources.

Questions to guide thinking:

How can I engage all students?

In what ways do I give students choice and autonomy?

How can I make learning relevant to students' needs and wants?

In what ways is this learning designed to support all students?

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Design

Practices:

- Have a clear outline of each class, what are the students learning? Ensure students know the outcomes and enable them to self assess or provide an exit ticket.
- Provide students ample time to complete assignments. *More time than you would usually provide in class may be necessary for students.*
- Curate content for students; enable multiple ways to understand and process new knowledge.
- Create opportunities for personalization, both in learning and showing understanding.
- To increase engagement, vary activities and create live content consistently.
- Motivate students by making real-world connections, how can they apply their learning?
- Consider varying the activities you usually plan in a graduated way, from very different to slightly modified. The iCommons teams are curating online resources such as online PBL resources and Quests. If you would like help finding resources, please reach out to Heeru, Silky, or Gizelle.
- Offer alternative opportunities for reading, research, online discussions/peer-feedback, and producing written work.
- Design opportunities for critical thinking. Employ visible thinking routines, guiding questions for both factual and conceptual understanding, and engage students in connecting and extending on others' ideas.

- Create experiences that are challenging and extend and enrich students' thinking. This learning will look different than in-person learning; it's an opportunity for us to reimagine learning in new spaces and in new ways.
- Provide timely feedback which students can apply and reinforce essential skills and concepts. This is especially so in online learning environments when/where students are unable to ask questions as they normally would in a classroom setting.
- Avoid requiring printing. All tasks must be completed on a device or uploaded as a picture.
- Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures, and/or making a video.
- Consider the size of the files to be downloaded by students; students' WIFI access may have limited bandwidth.
- If you embed videos, keep the size of the files small and avoid HD quality.

Questions to guide thinking:

What activities, experiences, and lessons will lead to achievement of the desired results and success at the assessments?

How will the learning plan help students with acquisition, meaning-making, and transfer?

How will the work be sequenced and differentiated to optimize achievement for all learners?

How will progress be monitored?

How have I used tech tools to personalized learning for my students?

Assessment

Practices:

- Think creatively and strategically about assessment.
- Check for understanding online and use an asynchronous format for formative assessments.
- Imagine more project-based summative assessments.

Questions to guide your thinking:

How can I offer purposeful options for students to show what they know?

When can I provide flexibility with timing and pacing?

Have I considered methods aside from paper-and-pencil tasks for students to show what they know?

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SOCIAL EMOTIONAL LEARNING

TO CREATE AN ONLINE ENVIRONMENT THAT WEAVES SEL INTO IT CONSIDER:

USING ONLINE TOOLS TO HELP YOUR STUDENTS FOCUS THEIR ATTENTION TO LEARNING:

[Headspace: 1 Minute Mini Meditation for Focus \(Some ES, All MS/HS\)](#)

[Focused Attention Meditation with Explanation \(MS/HS\)](#)

[Kids Mindfulness: 4 Ways to Get Calm \(ES\)](#)

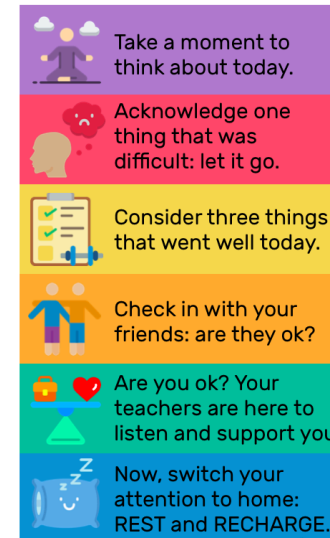
CREATING OPENING RITUALS TO FOSTER A SENSE OF BELONGING AND CONNECTION.

- “One thing I like about virtual learning is...”
- ““In the virtual learning, the way I like most to connect with my classmates is...”
- “Today, while I’m learning for this class I will try to work harder at...”
- “Something that made me laugh while I was doing my virtual learning was....”
- “Something I find frustrating when I am virtual learning is...”
- “One thing I am grateful for today is...”

REVIEWING YOUR LESSONS & LEARNING EXPERIENCES AND CONSIDER IF:

- The lesson involves challenging conversations that might surface a clash in values? If so, what protocol might you use to ensure all students have equal voice and feel safe?
- Students will be required to work with a partner or in a group? How might these partnerships or groups be decided?
- How you might review making ethical decisions in the virtual learning environment?

IDEAS TO SUPPORT ADVISORY



End of Shift Checklist for Learners

Adapted by @MrsDunne from the [MHS Going Home Checklist](#)
from by @socialkidd from [Education](#)



Advisory Structure and Format

Activities:

- Consider creating a weekly gratitude journal (ex: write 3 things they're grateful for)
- Sign up and pilot the research-based, free online program: <https://www.givethx.org/> (Grades 2-12)
- Consider creating a weekly conversation around ethical decision making, being compassionate, and/or aligning with ASB's mission statement. Ideas include:
 - What would you do if you saw someone popular stealing at school and they knew you were the only person who saw them?
 - What would you do if you knew your friend was lying to another friend?
 - What job do you want to have someday and in what ways might it benefit others and/or the environment?
 - What can you do to be healthy, physically & mentally?
 - Have students select a task from the "5 Ways to Boost Your Happiness Instantly" infographic and discuss

5 WAYS TO BOOST YOUR HAPPINESS INSTANTLY



Citations:

Vander ARk, R. (2015) Happify: The Science of Emotional Wellbeing in a Mobile App. Retrieved on March 4, 2020 from <https://www.gettingsmart.com/2015/07/happify-the-science-of-emotional-wellbeing-in-a-mobile-app/>

Anon. N.D. Giving Thanks Can Make You Better. Retrieved on March 4, 2020 from <https://www.health.harvard.edu/healthbeat/giving-thanks-can-make-you-happier>

Johnson, L. (2019). Social Emotional Learning in the Online Classroom. <https://blog.alo7.com/sel-social-emotional-learning-online-classroom/>

Eva, A. (2019). How to SEL to the Next Level at Your School. Retrieved on March 4, 2020 from https://greatergood.berkeley.edu/article/item/how_to_take_sel_to_the_next_level_at_your_school

Wellness

Practices:

- Reflect on your role as a teacher in virtual spaces.
- Seek the support of colleagues and others who have specific interest and/or expertise in delivering Virtual Learning experiences. (See resources below as well)
- [SEE learning 1 minute practices](#) - take time to care for yourself.
- [Mindful Breathing Practice](#)
- [Research on Importance of and Methods for Teacher SEL](#)
- [6 Skills to Increase Your Well Being](#)

Resources:

- This waket by Justin Ouellette contains sources for online learning, many can be connected via social media. And, [10 strategies for Surviving Working From Home.](#)
- [Guide to a Flipped Classroom](#) in a Virtual Learning Environment
- [Global Online Academy \(GOA\)](#) suggestions for delivering engaging Virtual Learning Experiences
- [10 Tips for Virtual Learning with SeeSaw](#)
- [Self Care Tips](#) from UNIS Hanoi
- [EdPuzzle](#) - Choose a video, give it your magic touch and track your students' comprehension
- Please share the Tips, Tricks, and Hacks that you've learned [here](#) for the greater good
- [Ongoing list of resources](#) and readings related to virtual learning from schools who are currently closed

The graphic consists of six horizontal colored bands, each with an icon and text:

- Band 1 (Purple):** Icon of a person meditating. Text: "Take a moment to think about today."
- Band 2 (Pink):** Icon of a head with a red thought bubble containing a sad face. Text: "Acknowledge one thing that was difficult: let it go."
- Band 3 (Yellow):** Icon of a clipboard with a checklist and a blue plus sign. Text: "Consider three things that went well today."
- Band 4 (Orange):** Icon of two people standing. Text: "Check in with someone from our community: are they ok?"
- Band 5 (Teal):** Icon of a scale with a heart on one side and a briefcase on the other. Text: "Are you ok? Your team are here to listen and support you."
- Band 6 (Blue):** Icon of a blue pillow with a smiley face and 'Z's above it. Text: "Now, switch your attention to home: REST and RECHARGE."

End of Shift Checklist for Educators

Adapted by @terSonya from the NHS Going Home Checklist
Icons by Smashicon from Flaticon

Citations:

Anon (2020). Ascd.org. Retrieved 1 March 2020, from <https://www.ascd.org/ASCD/pdf/siteASCD/pub>

Keri-Lee Beasley. (2020). Adobe Spark. Retrieved 28 February 2020, from <https://spark.adobe.com/page/Y8Y1hObmi0q>

Online resources for Schools moving to delivering online classes | Facebook. (2020). Facebook.com. Retrieved 28 February 2020, from <https://www.facebook.com/notes/international-schools-information-technology-leaders-and-digital-coaches/online-resources-for-schools-moving-to-delivering-online-classes/3043092792395813/>

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15 Strategies for Online Learning When School is Closed. (2020). GOA. Retrieved 28 February 2020, from <https://globalonlineacademy.org/insights/articles/15-strategies-for-online-learning-when-school-is-closed>