



Teaching With Online Materials

High-Adventure Science

Teaching with online materials adds new complications to classroom management. The tools available at learn.concord.org, such as the [Class Dashboard](#), should help make things easier for you. Below are some tips about how to manage students' use of online curricula.

Keeping the arc of the curriculum

Please review each High-Adventure Science Teacher Edition thoroughly before starting to teach with the module.

The sequence of the curriculum module has been carefully planned to help students think about the overarching big question.

Managing different paces

Students will move through the activities at different paces. Some students will rush through the activities, while others will take their time. **We suggest that students run the module in pairs** and that you encourage discourse between students as they work.

The [Class Dashboard](#) allows you to determine the progress of your entire class, in real time. At a glance, you can see what question your students last answered and can see if a student or pair of students is rushing through.

You can dig deeper into the data to see your students' answers. This allows you to determine whether students are really understanding the material. If you see that a large number of students have not gotten a particular concept, you can use this information to have a class discussion.

You can quickly see if a majority of the class understands a particular concept with auto-scored multiple-choice questions (available in some High-Adventure Science modules). If you find that a large number of students have not answered a particular question correctly, you might want to facilitate a class discussion to help students process the information.

Periodic class discussions

We suggest that you hold periodic class discussions to help students consolidate their learning. Discussion points and suggested topics are highlighted in the Teacher Edition of each High-Adventure Science module.

Using labs and other external activities

We know that you have labs and other hands-on activities that you have used in the past to teach about the topics covered in the High-Adventure Science modules. We encourage you to keep these activities in your classroom teaching practices.

What's important is figuring out where those activities fit within the arc of each High-Adventure Science curriculum. For instance, if it makes sense to do a lab between page 3 and page 4 of Activity 2, then stop students on page 3, do the lab, and then come back to page 4. Your students will benefit from engaging with multiple representations of the phenomena.