

WORLD EDUCATION

— *A DIVISION OF JSI* —

All Edtech Routines
Boston Digital Literacy Project
2023

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Tip: You may also search for routines using keywords. Press ctrl+F (Win) or command+F (Mac) to open a search. Enter your keyword or term (e.g., Kahoot, Google Docs) and the results will be highlighted. Use the up/down arrows in the search box to navigate the results.

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google docs 4 of 21

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- Spaced learning
- Experiential learning

HOW | Google Docs: Students will access Google Docs on their laptop and create a new document; students will then use this document to take notes during class. Be sure to have them put the date in the title of the document. Have instructors model and encourage the use of formatting tools. Students will tag their instructor to notify them so the instructor can check it at the end of class.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- WO.7: Create Documents:** Word documents are useful tools that can be used in various ways to assist us at work, school, etc. This routine helps students build skill and comfort with this tool as well as organize information and save content.
- IS.6: Organize Information & Files:** By taking notes on a word processor, they will constantly have to add/delete things and have to manage to keep their documents organized in order to find them when needed, especially if multiple documents are created.

Assessment

Assess & Extend Learning Using Interactive Video Platform

East Boston Harborside Community School

TAGS: #InstructionalRoutine #Assessments #Edpuzzle #EBHCS

WHAT | Optional blurb: Learners respond to teacher-created comprehension questions within videos pertaining to curriculum topics.

WHY | This routine allows for formative assessment in an interactive, online environment. Students can self-assess their learning with real-time scoring of their assessment questions. Students can also extend their learning of a topic by viewing videos purposefully chosen by the teacher.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Audiobooks](#): Auditory processing and comprehension can be assessed using Edpuzzle as students are listening to a reading of a text aloud to them. Competency-based Learning & Assessment
- [Formative Assessment](#)
- [Immediate Feedback](#): Students receive their scores from each video, with teacher feedback, in a timely manner, thus allowing students to get the feedback when it is needed, in the moment, and not weeks later.
- [Multimodal Instruction](#)
- [Multiple Methods of Assessment](#)

HOW | Edpuzzle: Find an appropriate place in the unit to either assess or extend student learning through video.

1. Search topics/keywords and locate video in the Edpuzzle search center or find a video that suits your need via Youtube.
2. Upload chosen video to Edpuzzle and add any of the following during purposeful parts of the video:
 - a. Notes: pre-recorded teacher notes with connections made to class and other materials taught in the unit to make the assessments more personalized
 - b. Assessment questions - multiple choice or short answers
3. Assign the work to your digital classroom (i.e. Google Classroom)
4. Monitor student learning, progress and achievement.
5. Have students assess their own progress through the real-time viewing of their scores on each assessment within the unit.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **IS.1: Use and Apply Information:** EdPuzzle should be used to either assess or extend student learning of the content. Therefore, students will need to view the new material (i.e. the video) and synthesize the information presented in class throughout the unit to answer the accompanying questions.
- **IS.4: Self-assess Your Skills:** EdPuzzle allows the real-time tracking of students' competency and knowledge gaps. This type of formative assessment will allow students to determine their areas of struggle, which will then allow them to get the guidance and assistance needed.

Assessing Digital Literacy Skills

East Boston Harborside Community School

TAGS: #ProgramRoutine #Assessment #Northstar #EBHCS

WHAT | Students take a digital literacy Assessment tool to evaluate their digital literacy skills before classes begin. The assessment covers a wide range of topics, including computer basics, internet safety, and online communication.

WHY | The goal of this routine is to help students identify their current digital literacy skills and areas for improvement. By completing the assessment, students and teachers can gain a better understanding of their digital competencies and take steps to improve their digital literacy.

HOW | Northstar Digital Literacy Assessment: To use the Northstar Digital Literacy Assessment tool, follow these steps:

1. Visit <https://www.digitalliteracyassessment.org/> and create an account.
2. Complete the assessment, which consists of multiple-choice questions and takes approximately 30 minutes to complete.
3. Review the results to identify areas of strength and weakness in digital literacy skills.
4. Use the results to develop a plan for improving digital literacy skills with your instructor or on your own.
5. By using this routine regularly, individuals can assess and improve their digital literacy skills, ultimately enhancing their ability to navigate and succeed in the digital world in their education, work, and home life.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **EF3: Use Basic Browser Tools**
- **Co.2: Digital Collaboration**
- **DO.3: Protect devices by managing risks & threat by applying safety measures**

The Northstar Digital Literacy Assessment tool is designed to assess an individual's digital literacy skills across various areas, including communication, safety, and digital citizenship.

Conduct a Digital Literacy Pre-Assessment with Students

Boston Uncornered, JVS - Bridges to College and Careers, Rian Immigrant Center, Suffolk County Sheriff's Department, X-Cel Education

TAGS: #DigitalLiteracy #Assessment #GoogleForms #BostonUncornered #JVSBoston #RianImmigrantCenter #XCelEducation #SCSD

WHAT | One effective way to understand the digital literacy levels of learners is to conduct a pre-assessment: Once the results are collected, they can be analyzed to identify the areas that require attention. By understanding the learners' needs early on, we can effectively move forward and provide them with the support they need to succeed. Assessments may be administered upon intake using the Northstar Digital Literacy platform (paper or digital), custom-made Google Forms, or other resources that work for the agency.

WHY | As educators, we strive to save learners' time by identifying their specific needs and crafting our edtech routines accordingly: Our goal is to assess and build digital literacy skills for students, providing additional support where needed to help them achieve their education goals and/or transition smoothly to higher education or the workforce. Assessing digital literacy skills can motivate students to improve their academic skills and reduce anxiety and frustration during instruction by empowering students with the knowledge to use digital platforms.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- Clear Structure and Presentation
- Learner Choice
- Check-ins
- Error Analysis
- Formative assessment
- Goal setting and monitoring

HOW | Google Forms: During the intake/orientation process, new students are provided information about and access to a pre-assessment to self-assess their digital literacy skills. Students log into the pre-assessment and review the directions with instructors and staff. Students then answer questions that determine their digital literacy and knowledge of the platforms and programs they will use within the program. This may include, but is not limited to: Zoom, Google Classroom, Google Drive, Google

Docs, Moodle, Chat (WhatsApp), Canvas, navigating college websites and financial aid websites, and more.

The students are given a time limit to answer the pre-assessment questions. At the end of the allotted time, students will be given an opportunity to review their answers with instructors. Instructors will review the answers as a team and determine which students need additional digital literacy support as they begin their classes. Digital literacy instruction will be integrated across subject areas with a focus on improving technological skills with formative assessments, goal setting, and a final summative assessment.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **IS.4: Self-assess Your Skills:** Identify info needs and competence/knowledge gaps
- **LL.2*: Adapt to New Technology:** Adaptability [e.g. open to learning new tech, reapply/build on tech experiences]

Expand Digital Literacy for New Student Onboarding Using an Interactive Video Platform

International Institute of New England

TAGS: #ProgramPractice #Assessment #Edpuzzle #IINE

WHAT: Learners use an interactive video routine that allows them to self-guide through a series of technology literacy videos with a self-assessment at the end to ensure understanding.

WHY: The goal of this routine is to lay the digital literacy foundation that students need to be successful in ESOL class, with the hope of specifically increasing retention and start rates as well as improving general attendance.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Explicit Instruction: Computer Basics](#)
- [Self-monitoring](#)
- [Chunking](#)

HOW | Edpuzzle:

1. Teacher will provide students a link to the Edpuzzle during orientation.
2. Completion of Edpuzzle is required by the end of orientation in order to start class.
3. The Edpuzzle will guide students through program-specific information (such as the attendance policy, photo release, etc).
4. The Edpuzzle will then guide students through specific digital tasks necessary for their participation in class (logging in to Zoom, accessing their camera, muting/unmuting, etc).
5. At the end of the Edpuzzle, a short assessment is presented to check for comprehension and areas for improvement/review.
6. Teachers are available during the completion of the Edpuzzle to offer troubleshooting assistance and to answer any questions.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.2: Collaborate with Technology:** The use of a platform such as EdPuzzle allows students to familiarize themselves with a new technology skill.

- **EF.5: Understand My Computer:** The content of the orientation module allows students to understand how to use the hardware of their Chromebook, as well as testing knowledge through a step by step tutorial and providing opportunities to apply the concepts.
- **IS.4: Self-assess Your Skills:** This module will allow students to complete an assessment in which they can test their own knowledge, view videos as many times as needed and complete multiple-choice questions related to the content.

Familiarize Students with Functions of Google Classroom and Google Apps Using an Interactive Video Platform

International Institute of New England

TAGS: #ProgramPractice #Assessment #Edpuzzle #IINE

WHAT: Prior to enrolling in their course, learners use an interactive video that corresponds to their language and digital literacy level and introduces specific vital functions of Google Classroom and/or commonly used Google applications, with comprehension checks built in throughout the video.

WHY: The goal of this routine is to familiarize the student with basic uses of Google Classroom and corresponding applications so that they can more readily access materials, complete tasks, and interact virtually with classmates and their professor, which in turn improves outcomes and student retention.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Chunking](#)
- [Clear Structure & Presentation](#)
- [Explicit Instruction: Computer Basics](#)

HOW | Edpuzzle:

1. Teacher will send an email to participants with a link to the Edpuzzle.
2. Teacher will specify a date for completion of Edpuzzle prior to the start date of class.
3. At the end of the Edpuzzle video, the teacher will provide a link to their Google Classroom and will prompt students to access it.
4. Teacher will assign different tasks in Google Classroom to further check for comprehension.
5. Teacher will check for completion and review scores on comprehension questions to assess which skills may need further review at the start of class.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.7: Share Information with Others:** Students learn to share information with each other and instructor using Google Classroom and associated applications (level-dependent). Examples include submitting information via Google Forms, creating and responding to discussion posts, and uploading and

downloading class-related materials on the platform. Students can practice sharing information in both public and private formats.

- **EF.3: Use Basic Browser Tools:** Students familiarize themselves with how to navigate the Google Classroom and how to access essential functions. Students will learn to join a Google Classroom, open links and view other types of documents. Students will practice using search functions and how to distinguish whether the information they are sharing is public or private.

Use Voice Messages and Photo Messages to Implement Formative Assessments

Rian Immigrant Center

TAGS: #FormativeAssessment #Assessment #VoiceMessages #PhotoMessages #TextMessaging #WhatsApp #RianImmigrantCenter

WHAT | The student can share voice messages and photo messages with teachers via a secure group chat to share pictures of class assignments, homework assignments, and class written assessments. Additionally, using the voice recording feature, students can share his/her answers in an audio format.

WHY | Instructors can use this routine for immediate formative assessment on in-class prompts, using this routine for homework checks

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- **Formative Assessment:** Formative assessment is "assessment for learning" rather than "assessment of learning". In terms of lifelong and lifewide learning, it is often called "learning-oriented assessment", since the focus is on fostering a Learner Mindset by providing feedback, reflection, and revision opportunities rather than evaluation. Embedding assessments throughout instructional activities for feedback and growth opportunities rather than evaluation of achievement, serves a variety of purposes in instructional settings. Learners have the opportunity to make mistakes in a low-risk environment, receive meaningful feedback from the instructor to understand their progress, and revise their work to support a cycle of learning. Formative activities and assessments also help to inform instruction as instructors also gain meaningful information about learner progress. These activities can positively boost learner Emotion and intrinsic Motivation, helping to ease academic anxiety as the emphasis is placed on the learning process rather than final achievement.
- **Immediate Feedback:** Immediate feedback can improve a learner's confidence, self-awareness and enthusiasm for learning, which leads to increased Motivation. Feedback that is provided at the time of learning helps improve understanding, address misconceptions, reinforce strategies, and support retention in Long-term Memory. Effective, immediate feedback includes the following characteristics: it is timely, ongoing, formative, actionable, specific to the learner, and reflects a positive tone.

- **Speech-to-text:** Speech-to-text takes the input from voice recognition and produces text. It recognizes the user's voice and translates it into digitized text, which is different from voice recognition that could produce actions. Speech-to-text can support adult learners with and without physical impairments, especially in Composition, while also increasing independence, decreasing anxiety, and developing a Learner Mindset with the error correction process embedded in the software. Voice interfaces can support asynchronous online communication and expression, immediate feedback, and Social and Relationship Skills.

HOW | WhatsApp: Students can use WhatsApp as a free, cross-platform messaging service. Students can use the attachment feature and voice recording feature in the mobile or computer app to send and share photos, videos, text, and voice message documents in secure chat groups.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.8 Use Messaging tools:** Use a messaging app to communicate with others (WhatsApp, Messenger)
- **IS.4: Self-assess Your Skills:** Identify info needs and competence/knowledge gaps

Using an Online Digital Literacy Assessment to Determine Next Steps Within Course of Study

Boston Uncornered

TAGS: #DigitalLiteracy #Assessment #GoogleForms #BostonUncornered

WHAT | Through an initial screening, support staff will capture support needs as catalysts verbally self-assess their digital literacy skills. Based on their self-assessment, the catalyst will complete an online digital literacy assessment to highlight needs further. Based on the results, support staff will recommend further digital literacy instruction via learning software.

WHY | To understand if the catalyst needs additional digital literacy training or if they can move forward with the program's digital curriculum to prep for HiSET attainment. Based on the results of the assessment, the catalyst may require additional training and support or be onboarded onto the program's digital learning platform.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- Competency-based Learning & Assessment
- Formative assessment
- Immediate feedback

HOW | Google Forms:

1. Upon acceptance into the catalyst role at Uncornered, a support staff member will complete the catalyst support intake needs assessment via a Google Form, asking questions to identify where the needs lie. The catalyst will also be asked to rate their digital literacy level between 0-5, identifying what needs the catalyst has.

2a. The result of this will determine the next course of action. If the catalyst self-assesses between digital literacy levels 3-5, they then complete the Computer Literacy Assessment form on their own. This form will determine what specific digital literacy knowledge they have around: common computer skills and activities, desktop skills, using forms and media, using touchscreens, and navigating and understanding the internet. All skills will be needed for successful engagement in the EssentialEd system, check-ins with their mentors, navigating completion of forms electronically, systems as well as college curriculum (Zoom, Google Drive, Adobe, financial aid websites, employment sites).

2b. If the results of the self-assessment are 0-2, the catalyst will not be required to complete the Computer Literacy Assessment form and will be assigned lessons at the most basic level.

3. The results of this assessment will dictate what lessons in the EssentialEd Computing Fundamentals curriculum the support team will assign.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **IS.4: Self-assess Your Skills:** Identify info needs and competence/knowledge gaps
- **LL.2*: Adapt to New Technology:** Adaptability [e.g. open to learning new tech, reapply/build on tech experiences]
- **EF.3: Use Basic Browser Tools:** Browser skills [e.g. address bar, web navigation, favorites/bookmarks, forward/back, etc.]

Collaborative

Use Online Bulletin Boards to Support Student Exploration of New Topics

Boston Chinatown Neighborhood Center

TAGS: #InstructionalRoutine #Collaborative #Padlet #BCNC

WHAT | Learners respond to instructor prompts and peer responses on an online bulletin board in order to explore new topics and connect class content to their lives: Teachers introduce a new topic by posing a prompt or question on the online bulletin board. Learners respond with their name and a personal example using text, pictures, video, and/or audio. To follow up, learners view their classmates' responses and comment on or react to their posts.

WHY: Using Padlet to explore new topics and draw connections gives students time to prepare their responses, and, depending on the assignment, students can choose the modality they use to respond. This lowers the affective filter that sometimes prevents students from contributing to in-person class discussions. What's more, our students come in with various digital literacy levels. Padlet is easy for students to use to explore new topics regardless of current digital literacy level or language level. Because this routine requires little onboarding, it is a good step to build confidence and readiness to use new, more challenging tech tools.

Sharing on Padlet is collaborative, helping students to learn from each other and participate in class community, even while remote. Online bulletin boards are effective because students can post asynchronously from a variety of devices. Students usually know how to take pictures and record audio/video on their phones. Padlet makes it easy for students to share personal, multimodal responses with their classmates digitally instead of, for example, bringing in a printed photo for an in-person show-and-tell.

Online bulletin boards like Padlet increase student engagement with the class content and help to build class community. Students have the freedom to share their life experiences and personalize their learning when sharing on Padlet. Engaging with their classmates' responses opens their perspectives to their classmates' viewpoints as well.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Multimodal Instruction](#)
- [Peer Discussion](#)
- [Engage and Explore](#)

HOW | Padlet:

1. Log into BCNC's Padlet account.
2. Create a Padlet with the "shelf" layout. Assign a column to each student by typing their name on the top box of each shelf. Use the first column for yourself.
3. Help students sign up with their emails and their passwords.
 - a. Note: Anyone can post on Padlet without an account. But accounts are useful because the poster's name appears on all their posts.
4. Share the link/QR code to the Padlet on the class website/LMS.
5. Post a question or a prompt for students to respond to.
6. Put an example post on the Padlet or show some student work from a previous year to scaffold understanding of the assignment.
7. At a later date, students can like/comment on their classmates' responses, or the Padlet can be viewed as a virtual gallery walk.

[Example BCNC Padlet](#)

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.2: Collaborate with Technology:** Through Padlet, students can share their ideas with one another in a variety of modalities (photos, text, audio, video). This allows for creativity and student choice as they explore a new topic or engage with a prompt in new ways. They can build upon their classmates' ideas asynchronously, taking their time to present their contribution to the group. This strengthens confidence for students who might be shy adding to an in-person group discussion off the cuff.
- **LL.2: Adapt to New Technology:** Padlet requires very little onboarding. It is even possible to post on a Padlet without an email address. Students with a wide range of digital literacy skills (and language skills) can use Padlet after only a few minutes of instruction. Mastering Padlet can help students build confidence for mastering more difficult digital skills down the road. Padlet is also relatively private. The Padlet creator can modify the settings so that one must have the specific link to be able to post on a page. Padlets can even be password-protected. It is a beginner-friendly foray into social media and sharing information on the internet, setting the foundations for future discussions of online privacy and safety.

Organize Digital Information To Present Ideas Using An Online Board

Boston Public Schools

TAGS: #InstructionalRoutine #Collaborative #Jamboard #BPS

WHAT: Based on the reading in the unit, learners will collaborate and answer the main ideas from a text others haven't read on an online board.

WHY: Learners utilize summarizing skills to create clear, detailed information to share with classmates. Finding key details, paraphrasing, and presenting are important skills to have in speaking, listening, reading, writing, and the workplace. Using Jamboard for summarizing skills provides an interactive and collaborative platform for learners to develop their abilities in speaking, listening, reading, and writing. It also promotes important workplace readiness skills, preparing learners for future academic and professional endeavors.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Literacy Environment](#)
- [Authentic Audiences and Purposes](#)
- [Explaining their thinking](#)
- [Flexible Grouping](#)

HOW | Jamboard

1. **Create a Jamboard Template:** Design a Jamboard template that includes sections or frames where learners can input their summaries. Each section can represent a specific topic or reading passage that requires summarization.
2. **Assign Topics or Readings:** Assign learners specific topics or readings that they need to summarize. Provide clear guidelines on the length and level of detail expected in their summaries.
3. **Provide Guidance on Key Details:** Offer guidance on identifying key details within the topics or readings. Teach learners strategies to identify important information, such as highlighting main ideas, supporting evidence, or significant examples.
4. **Paraphrasing Practice:** Emphasize the importance of paraphrasing to promote understanding and avoid plagiarism. Encourage learners to rephrase the original text in their own words while maintaining the core meaning and key details.
5. **Collaborative Sharing:** Instruct learners to input their summaries onto the assigned sections of the Jamboard. You can set it up so that each learner has their

designated section to prevent accidental overwriting. Alternatively, you can assign groups of learners to collaborate on a shared section.

6. **Peer Feedback and Discussion:** Encourage learners to provide feedback on their classmates' summaries. They can use Jamboard's commenting or sticky note features to offer suggestions, ask questions, or highlight areas of strength. Facilitate a class discussion where learners can discuss the different summaries, compare approaches, and clarify any points of confusion.
7. **Reflect and Revise:** Encourage learners to reflect on the feedback received and revise their summaries accordingly. They can make revisions directly on the Jamboard or provide a revised version in a separate section.
8. **Showcase and Present:** Allocate time for learners to present their summaries to the class. They can share their screens or present their sections of the Jamboard while providing a brief overview of their summaries. This exercise promotes speaking and listening skills as learners practice articulating their ideas and actively engage in the presentations of their peers.
9. **Workplace Readiness Integration:** Connect the skills developed through this activity to workplace readiness. Discuss how summarizing, finding key details, paraphrasing, and presenting information are valuable skills in professional settings. Explore examples of how these skills are utilized in various workplace contexts.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.2: Collaborate with Technology**
- **CO.7: Share Information with Others**

Reflect on Learning Points as a Class Using an Online Bulletin Board

Jackson Mann Community Center

TAGS: #InstructionalRoutine #Collaborative #Padlet #JMCC

WHAT: Students collectively summarize and review all the content they have learned during a unit or module in a classroom Padlet.

WHY: Having a moment to collectively summarize content learned gives learners an opportunity to gain more awareness of their learning process. Using Padlet as a tool ensures all learners in the group have a “voice” and can actively participate. Unlike a teacher eliciting from students what they learned and writing it on the board, the Padlet will allow students to add topics themselves directly to the final work. Also, this creates an opportunity to conduct self-assessments, which makes learners more aware of their strengths and areas for growth. Self-assessments also support the development of critical thinking and problem solving skills. By utilizing the Padlet, students will have the opportunity to reflect on their learning, as well as assess their own progress.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Debriefing](#)
- [Peer Feedback/Peer Review](#)
- [Self-monitoring](#)

HOW | Padlet: At the end of a unit or module, create a Padlet and share it with the class. Insert prompts to the Padlet that students can add to. Prompts can be around topics covered, such as grammar points or vocabulary words, and prompts focused on the student experience, such as “the hardest part” or “the easiest part,” “what I need to practice more.” “when/where I’m going to use this,” etc.

(If you are new to Padlet, check out this [10-minute tutorial](#) for teachers.)

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.2: Collaborate with Technology:** The entire class will be able to collaborate on a single document.
- **IS.1: Use & Apply Information:** Students will synthesize the knowledge acquired through the unit/module.

- **IS.4: Self-assess Your Skills:** Learners reflect on their own progress, identifying strengths and gaps.

Digital Collaboration With Peers Through Video Response and Virtual Bulletin Board Platforms

Jamaica Plain Adult Learning Program

TAGS: #InstructionalRoutine #Collaborative #Flip #Padlet #JPALP

WHAT | Digital Collaboration: Learners will engage in routine digital collaboration in the classroom by using online video response and virtual bulletin board tools such as [Flip](#) and [Padlet](#).

WHY | Learner Engagement: This routine is effective because it leads to real-time feedback/collaboration, which increases learner engagement. The more engaged learners are, the more likely they are to complete assignments. Also, because our curriculum includes both problem-based and project-based learning, this enables learners to use multiple platforms to showcase their work and collaborate with peers.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Authentic Audiences and Purposes](#)—Learners connect with their peers and others to communicate about ideas, solve problems, and exchange learning.
- [Building Empathy](#)—Learners increase their capacity for empathy by considering viewpoints and experiences that differ from their own.
- [Case Studies/Case-based Learning](#)—Learners will complete problem-based and project-based tasks that are centered in real-world expectations and experiences.

HOW | Flip or Padlet: Depending on the task, learners will use Flip and/or Padlet to complete project-based and problem-based learning assignments as part of thematic curriculum units (e.g., nutrition, civic engagement). Learners will use the [assignment function](#) in Google Classroom to access direct links to Flip and/or Padlet. They will follow the links to leave their own responses and respond to the submissions of their peers.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

CO.1 (Communicating Effectively). Learners will use technologies to adapt their communication for the appropriate task/purpose/audience. They will also follow set criteria for digital etiquette and citizenship.

Plan Essay Topics Using A Digital Whiteboard

Julie's Family Learning Program

TAGS: #InstructionalRoutine #Collaborative #Jamboard #JFLP

WHAT | The learners type and post topic sentences on the bulletin board in response to different prompts for synchronous class work in a hybrid learning environment. Learners, both in-person and at home, are simultaneously learning about essay writing. They can see and edit each other's work on the bulletin board. For example, students are given a prompt and asked to create topic sentences in response and post them publicly. Then, the class can synchronously review the topic sentences to see if they effectively introduce the topic and preview three main points.

WHY: Working with a digital whiteboard fosters familiarity and comfort with technology as learners navigate the online platform, interact with the interface, and utilize its features to contribute their topic sentences. This experience prepares learners for future digital collaborations. Additionally, this activity requires students to produce small pieces of written work (which are less intimidating).

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Guided Practice](#)
- [Chunking](#)
- [Peer feedback/peer review](#)

HOW | Jamboard

1. Open a new Jamboard. Post the LINK to the Jamboard in your Google Classroom with editing enabled.
2. PREP- Create a few Jamboard slides that explain what a topic sentence is and its function (i.e. to introduce the topic and preview 3 main points). Create several copies of the practice slide and add an essay prompt to each one.
3. PRACTICE- Use the first few slides with the essay prompts to model using the Jamboard sticky notes to type up a topic sentence. Demonstrate how to turn the question into a statement and brainstorm (think aloud) 3 main points to preview. Also, show students how they can edit their sticky notes as they proofread their writing and change the color. Students should write their names on their stickies for feedback. After modeling this procedure, the next couple of slides can be used for guided practice, independent practice and assessment. Students can try writing a topic sentence on a sticky note. Then we can read over each one and edit them together.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.2: Collaborate with Technology:** Through Jamboard, students can share their ideas with one another. This allows for creativity and student choice as they explore a new topic or engage with a prompt in new ways. They can build upon their classmates' ideas. This strengthens confidence for students who might be shy, adding to an in-person group discussion off the cuff.
- **LL.2: Adapt to New Technology:** Jamboard requires very little onboarding. Students with a wide range of digital literacy skills (and language skills) can use Jamboard after only a few minutes of instruction. Mastering Jamboard can help students build confidence for mastering more difficult digital skills down the road. It is a beginner-friendly foray into sharing information and collaboration.

Schedule and update appointments via an online calendar

Mujeres Unidas Avanzando

TAGS: #ProgramPractice #Collaborative #Calendly #MUA

WHAT | Schedule and update appointments via an online calendar: Learners use a digital calendar to see staff availability and schedule appointments for advising sessions, intake interviews, pre/post-assessments, and more. Learners can also go back to the calendar to change or cancel existing appointments.

WHY | Learner Ownership: Learners take ownership of their schedules by selecting appointments on the agency's digital calendar. In doing so, they not only build digital literacy skills but also goal-setting and time management skills necessary for the workplace. The ability to cancel or reschedule appointments, as needed, encourages self-monitoring (keeping track of their appointments, their availability, their priorities), as well as learner choice (providing them with as many options for appointment dates, times, and formats as we are able).

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- **Goal-setting and monitoring:** The first step for our students in reaching their goals is choosing to show up! This routine helps them take those first steps in terms of scheduling an intake appointment, meeting with a coach, scheduling an exam, and so on.
- **Learner choice:** Learners select the appointment date, time, and format.
- **Self-monitoring:** Learners evaluate their own schedule when choosing an appointment, ensure the appointment is fulfilled, and take the steps necessary to reschedule, if needed.

HOW | Calendly: Instructors and advisors provide students with a link to a specific calendar where they can view all appointment options and schedule appointments such as pre-/post-assessments, advisor meetings, or technology tutorials. Staff provide assistance to students as needed. The calendar generates confirmations and reminders for students via email and text. It syncs to Zoom, our preferred meeting platform, and a Zoom link will automatically be created and sent to all parties for virtual meetings. Students can add a message to the host of the appointment and change or cancel appointments. The webpage is clean and easy to navigate.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skills:

- **EF.9* Send & Receive Email - Sending and receiving an email including using attachments**
Students will practice with receiving confirmation and reminder emails after booking an appointment for a number of important tasks they must complete

while enrolled in their adult education program. They will also practice with locating the Zoom link, address, and other key information in the body of those emails.

- **IS.5 Use Search Strategies - Info search strategies [including search and browse skills]**

Students will navigate the calendar to find available appointments on a given day.

- **WO.9 Manage Professional Networks - Using professional online networks and communities**

By practicing navigating the digital calendars, evaluating their own schedules, and keeping appointments, learners will be better prepared to collaborate with their networks in a professional setting.

Utilize a Collaborative Whiteboard for Writing and Discussion

Project Hope Boston/ESOL Program

TAGS: #ProgramPractice #Collaborative #Jamboard #ProjectHope

WHAT | Learners will share their answers on an online whiteboard to a writing prompt about a reading/article or a topic that we have been discussing in class. They will read their responses and discuss them together in breakout rooms.

WHY | This will give students an opportunity to reflect on and write about a prompt. It will bring more awareness and reflection about a topic because students will be able to see each others responses and discuss them in breakout rooms. Students will use all four language skills: writing, reading, speaking, and listening during this routine.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Purposeful Reflection](#)
- [Peer Feedback/Peer Review](#): Students will be able to read their classmates' writing responses and give feedback.
- [Handouts/Online Guides/Visual Reading Aids](#): Students will initially read an article and then be given a handout with a writing prompt to respond to.

HOW | Jamboard:

- Do a short demo on Jamboard with class.
- Try a short practice exercise with all of the students together.
- Try another practice activity if necessary.
- Give students 5-10 minutes to practice individually and write an answer to a writing prompt.
- Put students in breakout rooms where they can share their responses in small groups and reflect.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.2: Collaborate with technology:** Learners will have to work together to use a collaborative whiteboard (Google Jamboard) to generate responses. They will also have to use the product in a collaborative way to have further discussion in break out rooms.
- **CO.7: Share information with others:** Learners will be using a new application to write and share ideas. This will help them to communicate effectively in all four language areas: speaking, writing, reading and listening. It will also help improve typing and digital literacy skills.

Learners Share Ideas and Opinions in Writing Using an Online Whiteboard

YMCA International Learning Center

TAGS: #InstructionalRoutine #Collaborative #Jamboard #YMCA

WHAT: Learners practice sharing an opinion or idea in writing and work collaboratively with peers and teachers.

WHY: Students will be able to practice writing sentences and phrases in English. Jamboard can be used for class activities like whole class work, small group work, as well as independent work. Students will be able to work independently and collaboratively, and will have easy access to content and any information displayed.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Experiential Learning](#)
- [Guided Practice](#)
- [Multimodal Instruction](#)

HOW | Jamboard:

1. Create Jamboard in Google Drive, and name it appropriately.
2. Insert pictures, text boxes or sticky notes to present information and/or instructions to students.
3. Configure sharing settings (editor or viewer).
4. Share Jamboard link with students and ask students to join the Jamboard.
5. Teach students how to use the writing tools within the Jamboard (sticky note and text box).
6. If the Jamboard contains multiple pages, teach students how to move from page to page within the same Jamboard.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.2: Collaborate with Technology:** Students are working together in the Jamboard at the same time. They need to be careful not to interfere with each other's work. They can read and check their work and the work of their peers.
- **EF.4: Use the Mouse:** Students use the mouse to move through the different pages of the Jamboard and to insert sticky notes, text boxes, images, etc.

- **EF.6: Save & Find Documents:** Students can access the Jamboard later in Google Classroom or Google Drive. They need to know where the Jamboard is saved and how to access it.
- **LL.2: Adapt to New Technology:** This is a relatively new tool that students need to learn how to use, especially for online classes and when using Google Suite tools.

Communication

Foster Engagement And Inspiration Using A Texting App

Haitian Multi-Service Center

TAGS: #InstructionalRoutine #Communication #Remind #HMSC

WHAT | Establish and maintain a committed, motivated, and inspired student community using a texting app as a communication tool. Learners actively engage in a unique digital experience that promotes effective communication and fosters a sense of belonging within the educational community.

WHY: Community-building, Engagement, Inspiration. This routine aims to create a vibrant and connected student community by leveraging texting apps as a communication platform adopted program-wide. By utilizing Remind's features, learners can receive timely updates, access additional learning resources, share inspiring content, and engage in meaningful conversations. This routine enhances student engagement, persistence, and motivation.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Expanding Social Networks](#)
- [Communities of practice](#)
- [Authentic Audiences & Purposes](#)
- [Multimedia Projects](#)

HOW | Remind

1. Set up a Remind Community:
 - a. Create a Remind account for the educational program.
 - b. Establish guidelines and norms for communication within the community.
2. Introduce the Remind Community to students:
 - a. Communicate the purpose and benefits of joining the Remind Community.
 - b. Provide clear instructions on how to join the community using Remind.
3. Daily engagement and inspiration:
 - a. Share daily motivational messages or quotes through Remind.
 - b. Provide updates on upcoming events, deadlines, or important information through Remind announcements.
 - c. Encourage students to share their thoughts, ideas, or inspiring content within the Remind Community.
4. Facilitate peer interactions and support:
 - a. Create discussion prompts or topics related to the learning material.
 - b. Encourage students to engage in discussions and share resources or insights within the Remind Community.

5. Remind as a resource hub:
 - a. Share additional learning resources, articles, videos, or relevant content through Remind.
 - b. Encourage students to explore and discuss the shared resources within the community.
6. Celebrate achievements and milestones:
 - a. Acknowledge and celebrate student achievements or milestones within the Remind Community.
 - b. Provide positive feedback and encouragement to foster a supportive environment.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **OL.2: Access Community Resources:** By utilizing Remind as a communication tool, learners can access valuable resources shared within the community. They can engage with peers, explore additional learning materials, and benefit from the community's collective knowledge.
- **CO.1: Communicate Effectively:** Through active participation in the Remind Community, students enhance their communication skills by engaging in discussions, sharing ideas, and expressing their thoughts effectively in a digital environment.
- **CO.8: Use Messaging Tools:** Learners develop proficiency in digital communication platforms by utilizing Remind. They practice receiving updates, engaging in conversations, and utilizing digital tools to enhance their educational experience.

Gamification

Students Assess Their Understanding of New Language and Concepts Independently Using Online Games and Activities

Boston Chinatown Neighborhood Center

TAGS: #InstructionalRoutine #Gamification #Wordwall #BCNC

WHAT: Learners review and deepen their understanding of new language and concepts by independently completing instructor-designed games and activities on an online game and activity platform.

WHY: By completing games and activities on Wordwall, students review concepts and both check and further solidify their understanding. Students receive instant feedback, unlike a paper test.

The templates also gamify the materials. Gamified activities are typically more engaging than worksheets; students feel motivated to keep playing and learning. Students can choose from a variety of game templates to play with the same materials in different ways, which supports student choice and differentiation. The templates also support multiple modalities, including audio, pictures, and text, scaffolding student understanding in many ways.

Unlike Kahoot or Socrative, Wordwall does not require students to type their names or enter a certain “room.” This makes it easy to use regardless of students’ digital skills. Students can complete Wordwall activities as many times as they like asynchronously to self-assess and increase mastery of class concepts. It is a safe way to practice concepts independently; there are no grades, and students do not compete against one another.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Error Analysis](#)
- [Game-based Learning](#)
- [Formative Assessment](#)
- [Foster Growth Mindset](#)
- [Immediate Feedback](#)

HOW | Wordwall:

1. Log into BCNC’s Wordwall account.

2. Click “Create activity” and choose a template that is good for independent practice, such as Matchup, Quiz, Find the Match, Missing Word, True or False, Categorize, Flash Cards, Group Sort, or Unjumble.
3. Give the activity a title.
4. Type instructions for students.
5. Fill in the class content and language you’d like to assess using text, pictures, and/or audio.
6. Click “Done” to see how the activity will look to students. Scroll down to adjust timer, music, sound effect, leaderboard, and theme settings as needed.
7. Click “Share” → “Public” to allow students to access the activity.
8. Share the link or QR code with students.
 - a. To use synchronously, share your screen with students during class.
 - b. Remind students that they can repeat the activity many times asynchronously.
 - c. Show students how to change the template by selecting a template from the “Switch Template” bar on the right hand side of the screen.

Optional: Check the “Set Assignment” box on the activity page. This requires students to type their name before completing the assignment.

- Click “My Results” to see a report of student answers.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **IS.4: Self-assess Your Skills:** Wordwall games and activities promote independent practice. Students get instant feedback on their comprehension. When they repeat the activity or try a new template, they can see their progress and identify which areas require further study.
- **LL.2: Adapt to New Technology:** Wordwall games and activities are an easy on-ramp to self-directed and independent learning. The games are simple and intuitive, building students’ confidence to use technology independently. Wordwall requires very little onboarding. Students can even play through the activities without typing their names. Mastering Wordwall can help students build confidence for mastering more difficult digital skills down the road.

Engage And Assess With Interactive Quizzes

Haitian Multi-Service Center

TAGS: #InstructionalRoutine #Gamification #Kahoot #HMSC

WHAT: Engage students through interactive quizzes and create a dynamic learning experience. Learners actively participate in quiz-based activities that foster engagement, competition, and knowledge retention.

WHY: Engagement, Assessment. This routine aims to enhance student engagement and assess learning outcomes through gamified quizzes. By leveraging interactive quizzes features, students actively participate in a fun and interactive learning experience, fostering motivation and knowledge retention.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Game-based learning](#)
- [Goal Setting and Monitoring](#)
- [Multiple Methods of Assessment](#)

HOW | Kahoot!

1. Create a Kahoot! account and explore the platform's functionalities.
2. Identify the learning objectives and develop quiz questions aligned with the curriculum.
3. Customize the quiz settings, such as time limits and point systems, based on the desired level of challenge.
4. Share the Kahoot! game PIN or URL with students.
5. Conduct the quiz in a live mode, allowing students to answer questions in real-time.
6. Encourage healthy competition by displaying leaderboard rankings.
7. Discuss the quiz results, providing immediate feedback and addressing any misconceptions.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **IS.4: Self-assess Your Skills:** Students develop skills and identify gaps.

- **OL.6: Be a Good Online Citizen:** By participating in interactive quizzes, students learn responsible and ethical online behavior, respecting fair play, and acknowledging others' achievements.
- **IS.1*: Use & Apply Information:** Through quiz-based activities, students analyze and evaluate information to select the correct answers, enhancing their critical thinking and problem-solving skills.

Use Game-Based Learning to Assess Students' Language Skills

YMCA International Learning Center

TAGS: #InstructionalRoutine #Gamification #Kahoot! #YMCA

WHAT: Students review learned concepts (e.g., language skills, vocabulary, grammatical points) in an engaging way via an interactive quiz or educational game. As students participate in the quiz or game, the teacher can monitor their progress in real-time.

WHY: Teachers can customize Kahoot! assessments according to the specific language skills or topics they want to focus on in their ESOL classes, whereas students are able to review learned concepts in an engaging way. As students participate in the assessment, the teacher can monitor their progress in real-time. The teacher can see how students are answering each question and can identify areas where they may need additional support or clarification.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Formative Assessment](#)
- [Game-based Learning](#)

HOW | Kahoot!:

1. Create a Kahoot! account and sign in.
2. Click “Create” and then “Kahoot!”.
3. Click “Create a new Kahoot!”.
4. Choose the question type on the right-hand side (Quiz, T/F, Type an answer, Slider, etc.) and set a time limit.
5. Start typing in your questions one by one.
6. Once all questions are created, click “Save.”
7. Go to “My Kahoot!s” on the right-hand side and choose the Kahoot! just created.
8. Click “Start.”
9. Students either enter the game PIN at www.kahoot.it or scan the QR code to join.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **MO.6: Collaborate Using Mobile Tools:** Students need to use their mobile phone to participate in the game.

- **LL.2: Adapt to New Technology:** To many language learners, Kahoot! may be a new educational technology. Students are able to build on their tech experiences by engaging in Kahoot! games.

Internet

Enhance Understanding And Language Access By Utilizing Translation Tools Available In The Internet Browser

Charlestown Adult Education

TAGS: #ProgramPractice #Internet #TranslationTools #CAE

WHAT: Use internet browser-specific translation tools to enable students to translate English-language web pages, forms, and documents into their first language.

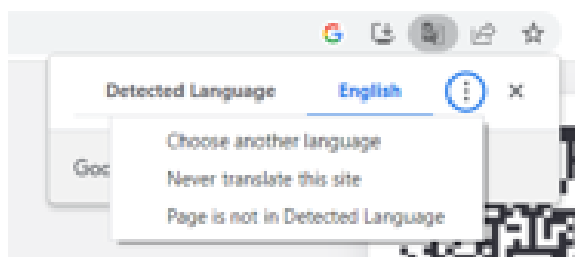
WHY: By utilizing browser-specific translation tools, you can improve language access and accuracy while reducing frustration. This applies to tasks such as completing intake forms, reading classroom assignments, and browsing the web. Enabling learners to utilize these translation tools empowers them to translate any English language form, document, or website, ultimately enhancing comprehension. Educating teaching staff, teachers, and students on the usage of these resourceful tools promotes efficiency and comprehension. The availability of instant translation tools fosters enhanced learning, understanding, and independence for all learners.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Learner Choice](#)
- [Building Empathy](#)
- [Strengths-based Approach](#)

HOW | Built In Translation tools

- Open any document, form, or webpage in your favorite internet browser (ex. Chrome or Microsoft Edge)
- Right-click in the browser window
- Select Translate to English
- In the window that opens in the upper right window, click on choose another language



- The content of the webpage or document is immediately translated into the selected language.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **EF.1: Use Accessibility Features**
- **EF.3: Use Basic Browser Tools**
- **EF.2: Search the Internet**
- **IS.2: Access Information Sources**
- **OL.1: Find Services**

Explore the Internet with Online Expeditions

Gardner Pilot Academy Adult Education Program

TAGS: #InstructionalRoutine #Internet #GoogleSearch #GPA

WHAT | Students explore the internet on online expeditions with particular goals defined by instructors and based on class and textbook themes such as apartment or job hunting, furniture shopping, car shopping, etc.

WHY | Learning Internet Searches and Perusal: Students will learn, practice and improve their internet search skills in a context that is relevant to and useful in their lives. Searching on the internet with specific goals hones their search skills; interpreting the information found helps with their discernment of online information. Students will become more proficient at digitally obtaining the information they need in their daily lives.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Experiential Learning](#)
- [Explicit Instruction: Internet Search](#)
- [Guided Practice](#)

HOW | Google Search: Instructors will select a specific thematic subject for the lesson, such as searching for housing. Instructors will preview the lesson with a discussion on how students have located appropriate housing previously. Instructors should also discuss the possibilities of online fraud with students. Instructors will then give students a specific assignment, such as “Find your dream home somewhere in Massachusetts” or “Find an apartment you could move into”. Instructors will start students with a particular search engine, perhaps Google search, and suggestions for specific websites, such as apartments.com or Facebook Marketplace. Instructors will supervise as students complete this online expedition.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **EF.2 Search the Internet:** Students will learn and practice internet search skills with a targeted purpose. They will learn recommended search tools and how to pinpoint the desired information. By using information-specific sites (such as apartments.com, ziprecruiter, etc.) they will learn about the variety of search options available for specific content. Instructors can project a list of the various online resources that students can use to complete the assignment.

Instructors can show students how to tell a secure site from an unsecure one (i.e., the presence of “https” vs “http”).

- **IS. 3 Evaluate Online Information:** Students will gain experience in evaluating online information and its veracity. Instructors can also show students how to identify a reliable site from an unreliable one, such as by checking the domain name (ie, with a preference for .edu and .gov sites) and determining the source. Students can consider whether the sources they are using are reputable / reliable, such as learning about the reputation of sites (ie, nonprofit vs. for-profit, what is the organization, how old the information is, etc).

Explore The World Through Virtual Field Trips With Cloud-Based Geospatial Platforms

Haitian Multi-Service Center

TAGS: #InstructionalRoutine #Internet #GoogleEarth #HMSC

WHAT: Immerse students in virtual field trips using Google Earth, allowing them to explore the world from their classrooms. Learners embark on a unique digital journey, visiting various locations worldwide and experiencing immersive virtual environments.

WHY: Engagement, Global Awareness. This routine aims to broaden students' horizons, foster curiosity, and develop a global perspective. By leveraging Google Earth's virtual field trip capabilities, students can virtually visit historical sites, natural wonders, and cultural landmarks. This routine enhances student engagement, critical thinking, and understanding of diverse cultures and environments.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Simulations & Immersive Virtual Environments](#)
- [Cultural & Life Experiences Connections](#)

HOW | Google Earth

1. Introduce students to Google Earth, explaining its purpose and functionalities.
2. Select a destination relevant to the curriculum or specific learning goals.
3. Guide students through the virtual tour, highlighting points of interest and encouraging active exploration.
4. Facilitate discussions and reflections on the visited locations, encouraging students to share their observations and insights.
5. Provide additional resources or assignments that connect the virtual field trip to the curriculum.
6. Encourage students to create their own virtual field trips using Google Earth and present them to the class.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **EF.4: Use the Mouse**
- **LL.2*: Adapt to New Technology**

- **IS.1*: Use & Apply Information**
- **EF.3: Use Basic Browser Tools**

Using the Search Bar on Various Websites to Find Information

Jewish Vocational Services - Hyde Park

TAGS: #InstructionalRoutine #Internet #JVS

WHAT | Depending on the unit topic, students will search for apartments, jobs, educational videos, or other things using the search bar on various websites.

WHY | Searching is one of the primary functions of using the internet. Students need to know how to gather and evaluate information that they will need for work, health, housing, travel, and other aspects of life. This routine will help students search for what they need, narrow search terms, and navigate websites.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Experiential Learning](#)
- [Explicit instruction: Internet Search](#)

HOW | For example, during a thematic unit about housing, students will first learn vocabulary for rooms and items in a home and expressions related to housing. Then they will practice describing houses/apartments and inquiring about housing for rent. They will also practice asking for and following directions to locate different addresses. After studying textbook examples of housing ads, they will be introduced to a housing search tool such as Zillow or Apartments.com through a slideshow and teacher demonstration of the tool. Students will be told to perform a search on their own as homework and send the teacher the details. An extension of this could be presenting a sample situation (family with a specific housing budget. What apartments can you find for them?) to create a problem-based lesson using the digital tool and language content.

This type of lesson can be used with any topic using any website that has a search function. Below are some websites where the search function is essential to the use of the website, which will allow students to get a specific set of results as opposed to the broader set of results in a search engine.

Housing: Zillow, Apartments.com, Craigslist

Jobs: Indeed, Craigslist, ZipRecruiter, MassHire

Shopping: Amazon, Etsy

Health: Medlineplus.gov

Civics: Mass.gov

Travel: MBTA.com, Orbitz, Travelocity, Kayak, Tripadvisor

General information: public library website, Youtube

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **IS.3. Evaluate online information:** Using the search function requires students to both be able to communicate what information they want to find by changing and narrowing search terms as well as evaluating the information they find to choose what's appropriate for their purpose. Students can use a variety of websites to practice this skill, helping them get any information that they want and need. While evaluating online information, students also practice problem solving skills.
- **IS.5 Use search strategies:** Students must ask themselves whether or not the search terms they chose produced the information they wanted and then change those terms as appropriate. If they cannot find the information they need, they can then ask themselves which search terms will get them the correct information. Search strategies can also help develop vocabulary and writing skills as students must think of synonyms or more specific ways to describe the information they are looking for.

Evaluate Online Sources for Reliability

Laboure Adult Education Program

TAGS: #InstructionalRoutine #ProgramPractice #Internet
#OnlineInformationReliability #Laboure

WHAT | Check for reliability of websites: Students will be introduced to online resources that will help them discern the reliability of news, information, and content. In group work students will look up information concerning current, perhaps controversial topics, and will make determinations about the reliability of the source using a resource from a respected educational source.

WHY | Evaluate Sources: Learning to evaluate websites for reliability fosters personal vigilance over inadvertent access to unreliable or misleading information that abounds in online resources.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Evaluating Sources](#)
- [Inquiry-based Learning](#)
- [Learner Choice](#)
- [Explicit Instruction: Internet Search](#)

HOW | Online Worksheet:

Students will be given a number of questions to investigate, perhaps current news items or controversial topics, and will work together to find answers or related resources. Working together they will decide whether they think the source is reliable.

Then, they will use the online information sheet from Bridgewater State University concerning reliability of online resources, called Evaluating Websites: Identifying Fake News Sources (see below). After working through some of the guidelines of this information page they will re-evaluate their previous determinations.

This resource will be saved by the student as a reference guide to help them to make informed choices as they look for news and information online for future class assignments and for personal information searches.

[Evaluating Websites: Identifying Fake News Sources](#)

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CR 2: Understand and use data**
- **EF 7: Understand the internet**
- **IS 3: Evaluate online information**
- **IS 5: Use search strategies**

Learning Management System (LMS)

Reflect on and Discuss Asynchronous Learning with Classmates and Instructors Via a Learning Management System

Mujeres Unidas Avanzando

TAGS: #InstructionalRoutine #LearningManagementSoftware #Google Classroom #MUA

WHAT | Reflect On Asynchronous Learning Via a Learning Management System: Learners reflect on and discuss their asynchronous learning on online learning platforms such as Burlington English and Aztec with classmates and instructors. They post their reflections and discussions using a learning management system.

WHY | Monitor Learning & Connect with Peers: The purpose of this routine is to establish a structured approach to asynchronous learning, enabling students to monitor their learning while also connecting with their instructor and classmates. Asynchronous learning provides students with the autonomy and flexibility that is often required for them to be able to persist in a program. However, this independent learning can be daunting, and, for some, isolating. By having an accompanying sharing space, learners connect with their classmates and instructors on a schedule and in a format that works for them. They have the opportunity to summarize what they have learned, ask questions, share feedback, and resources. As students post and respond to their classmates, the learning and the teaching becomes more student-to-student, not strictly student-to-teacher. This creates a more authentic “community of practice,” rather than just a traditional homework assignment.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- **Communities of Practice**: sharing learning, questions, and resources with classmates and instructors.
- **Explaining Their Thinking**: Learners reflect on what they have learned (in writing!), asking questions, responding to classmates’ questions.
- **Instructor accessibility**: In an asynchronous format, students can post their work on a schedule that meets their needs, and the instructor can respond in kind. Using the LMS ensures the learner knows where to post and find the instructor response.

HOW | Google Classroom: Google Classroom can be synced with a variety of online learning software, such as Burlington English, Aztec, and Khan Academy. As such, instructors can link specific assignments and resources right to the feed on the Google Classroom, so learners can find all materials in one place. By connecting these

assignments and resources to a learning management system such as Google Classroom, this “community of practice” can be fostered.

Each instructor facilitates a Google Classroom for his/her particular group of students. There are a variety of assignment types an instructor can create which require a post from the learners and responses to their classmates’ posts. Learners can also comment directly on an assignment and respond to others’ comments from there. Learners can also post directly for all to see in the main feed of the Google Classroom, known as the “stream.” Their posts can be written text, oral recordings, video recordings, uploaded resources, etc.

Expectations should be clearly defined for students, as well as modeled, especially early on in the class. For example, a “K-W-L” chart could be utilized (know, want to know, learned), or a “3-2-1” ticket (3 things you learned, 2 things that surprised you, 1 question you still have). There should be the expectation that students are reflecting on what they completed for asynchronous work and what they learned as a result, but also that they should be sharing resources, asking questions, and reading and responding to their classmates’ posts. Due dates should be established to help students stay on track.

Digital Skills | Implementing this strategy connects to the following digital skills:

- **CO.2 Collaborate with Technology**
- **CO.7 Share Information with Others**
Students will be sharing their ideas and materials directly with their classmates. They will also be reading and responding to their classmates’ posts, answering classmates’ questions, and building a sense of community, despite not being in the same physical space or even engaging with the learning management system at the same time as their classmates.
- **IS.6 Organize Information & Files**
Effectively navigating a learning management system requires organization on the part of the learners. They need to be able to keep track of the assignments, locate materials, download resources and locate those files on their computers, navigate to external resources via links, toggle between tabs, and so forth.

[They then need to be able to synthesize their learning as they post in the learning management system, ask questions, and respond to their classmates.] cut?

Prepare Students for Expectations and Personal Management of Learning Management System (LMS) Use During Class

JVS - Bridges to College and Careers

TAGS: #LMS #GoogleClassroom #JVSBoston

WHAT | Discover ways to successfully and effectively use Learning Management Systems (LMS) to enhance and review comprehension of essential digital literacy skills.

WHY | The goal is to assess students' skills, determine the additional support they may need, and provide classroom instruction to build digital literacy skills ahead of a transition to a Community College. A tutorial and review of the LMS will provide students with the strategies and reminders they need to participate in classes in Adult Education and college programs successfully.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- Clear Structure and presentation
- Creating visual representations
- Experiential learning
- Formative assessment
- Goal setting and monitoring
- Guided Practice
- Immediate Feedback
- Instructor Accessibility
- Observation and Shadowing
- Self-monitoring

HOW | Google Classroom

- The instructor uses a poll to introduce a formative assessment on Google Classroom. Students complete the poll independently.
- After the assessment, the instructor reviews the answers with the students and shares the results with the class.
- Students are asked to log into Google Classroom.
- The instructor then reviews the Google Classroom basics that the students will be required to master during class, including, but not limited to joining classes, file attachments, discussions, stream, classwork, completing assignments, handing in work, etc.

- The instructor will then share additional videos and resources to assist students in mastering Google Classroom.
- At the end of the lesson portion, the instructor will provide an assignment, “scavenger hunt,” in breakout rooms that will require students to show mastery of content as a summative assessment.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.1: Communicate Effectively:** Awareness and adaptation of communication strategies to meet behavioral norms and respect user diversity (Netiquette) (E)
- **CO.2: Collaborate with Technology:** Digital collaboration (E)
- **CO.7: Share Information with Others:** Understanding ways to share information with others (E)
- **IS.1*: Use & Apply Information:** Apply info [synthesize understanding and knowledge, draw conclusions]
- **IS.4: Self-assess Your Skills:** Identify info needs and competence/knowledge gaps
- **EF.1: Use Accessibility Features:** Accessibility tools on device
- **IS.6: Organize Information & Files:** Manage info [e.g. organize and store it in a reasonable manner, use agents and filters]
- **LL.2*: Adapt to New Technology:** Adaptability [e.g. open to learning new tech, reapply/build on tech experiences]
- **OL.10: Save and Manage Content:** Use local and cloud storage to manage information and access content from different devices (E)
- **WO.3: Manage Projects Online:** How to manage a project using computer/online tools
- **WO.4: Choose the Appropriate Tools:** Understand, identify, and choose appropriate digital tools for work (E)
- **WO.6: Create Slide Presentations:** Use an online or PC-based presentation software to present information to others (E)
- **WO.7: Create Documents:** Use an online or PC-based word processor to create a document (E)
- **WO.8: Create Spreadsheets:** Use online or PC-based spreadsheet software to manipulate or analyze data (E)

Use a Learning Management System to Facilitate Community-Building During New Student Orientations

Action for Boston Community Development

TAGS: #ProgramPractice #LearningManagementSystem #GoogleClassroom #ABCD

WHAT: During orientation, the student will join their designated Google Classroom and make a post introducing themselves to their classmates. Current students will be expected to respond to the new students as a part of their weekly independent work.

WHY: Community building in classes, especially those done remotely, can be a challenge for instructors due to ongoing enrollment. Having a standardized introduction process for all classes will help new students to have a sense of belonging, build community amongst students, and hopefully lead to increased retention.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Expanding Social Networks](#)
- [Communities of Practice](#)

HOW | Google Classroom:

1. New students join their Google Classroom during the orientation session. Encourage students to bring the device they will primarily use for class with them to the orientation session.
2. Walk students through the Google Classroom stream. Show them how to make a comment on a post. Then ask students to create a new post on the stream introducing themselves (name, where they're from, hobbies, goals for the class, etc.). Lower-level students can be provided a sentence stem template to complete this activity.
3. Have students move to the Google Classroom assignments. Walk them through the assignment functions and how to complete an assignment.
4. New students read and reply to their classmates as part of the weekly homework assignment.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.7: Share Information with Others**
- **MO.6: Collaborate Using Mobile Tools**
- **LL.2: Adapt to New Technology**

Use a Learning Management System to Organize Class Content for Learner Access

Boston Chinatown Neighborhood Center

TAGS: #InstructionalRoutine #LearningManagementSystem #GoogleClassroom #BCNC

WHAT: Learners add almost any type of material to class assignments, including links, PDFs, scans, pictures, video, audio, and GSuite documents, on a learning management platform regardless of their class structure. Teachers also share extra practice materials, class announcements, and meaningful feedback in the same place as assignments.

WHY: The goal of using Google Classroom is to provide students with a free and user-friendly platform that aligns with the widespread use of GSuite tools in universities, workplaces, and community organizations. Organizing class material with Google Classroom simplifies the learning process for students. Teachers can choose how to organize resources and assignments to suit their class' needs (ex. by topic, date). It is easy to change the organizational structure based on student feedback to make learning easier for students.

Google Classroom is easy for students to use for many reasons. Learners can access Google Classroom and the rest of GSuite with only one login across any device. Hosting all assignments and materials in one place lowers barriers to completing assignments; students do not need to open multiple digital tools to finish their work. They can access everything through Google Classroom, and important handouts will not get lost at the bottom of a backpack. What's more, students can upload assignments and multimedia on a phone, tablet, or laptop. This flexibility enhances accessibility as students develop digital literacy with different devices. This routine also minimizes learning disruption as students move to higher levels. They will still have access to their previous class materials on Google Classroom, and they will not have to learn a new LMS when they change classes.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Clear Structure & Presentation](#)
- [Explicit Instruction: Computer Basics](#)
- [Handouts/Online Guides/Visual Reading Aids](#)
- [Multimodal Instruction](#)
- [Multiple Methods of Assessment](#)

HOW | Google Classroom:

NOTE: “Teacher view” and “Student view” are different on Google Classroom. We recommend using your BCNC Gmail for your teacher account and making a separate Gmail for a student account. Joining your own class as a student will allow you to preview how students will see your assignments.

1. Log in:

1. Open a web browser on your computer or mobile device.
2. Visit the Google Classroom website (classroom.google.com) or open the Google Classroom app.
3. Sign in using your BCNC AEP-provided Google account username and password.

2. Create a class:

1. Click “+” in the top right-hand corner. Click “Create Class”.
2. Check the box “I’ve read and understand the above notice, and I’m not using Classroom at a school with students.”
3. Type the class name, section, subject, and room number. Some teachers prefer two separate Google Classrooms for their AM and PM classes. Others prefer one Google Classroom for all their students.

3. Post materials and assignments:

1. At the top of the class page, there are four different tabs: Stream, Classwork, People, and Grades.
2. Click “Classwork”.
3. Click “Create”. Select “Topic”. Potential topics could be “Important Materials” (a topic always pinned to the top of the Classwork page), “Week 1: September 6 - 8”, or “SMART GOALS”.
4. Click “Create”. Select “Assignment”, “Quiz Assignment”, “Question”, “Material”, or “Reuse Post”.
5. Write a title and instructions for your assignment/material. Attach relevant files. Select the topic where you’d like the assignment to “live” on Google Classroom.
6. Optionally, set due dates, point values, and categories.
7. Click “Assign”. Students will see your post instantly.

4. Add students to your class using an email invitation or by sharing the class code:

1. Students will need a Gmail to use Google Classroom. They will need to log in with their Gmail address and password.
2. Students will need to download the Google Classroom app to access Classroom on a Chromebook, tablet, or phone.

5. Show students how to access materials and assignments:
 1. While sharing your screen, show students how to navigate to the “Classwork” tab on Google Classroom. Scroll to the appropriate topic and assignment.
 2. Demonstrate clicking on the assignment and reading the instructions.
 3. Demonstrate how to open/complete any additional materials connected to the assignment, such as Google Docs, videos, or links.
 4. Demonstrate how to turn in/mark assignment as done.
 5. Remind students they can check their assignments to follow up on teacher feedback and review class material.

This routine will be easy for some students, and it will take a lot of practice and repetition for other students. We recommend introducing this routine early in the year during an in-person class. Encourage tech-savvy students to help their classmates with troubleshooting. Share screenshots and screen recordings.

Additional guidance for teachers: <https://edu.gcfglobal.org/en/google-classroom/#>

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **IS.6: Organize Information & Files:** Learners and teachers can organize and store all class files and information in one place using Google Classroom. Assignments are automatically saved in users’ GDrives in clearly titled folders. Materials and assignments can be organized by topic or date for ease of access. Through clear color coding, students can see which assignments they have turned in, when assignments are due, and what they should work on next. The “Grades” section is also helpful for teachers to track asynchronous attendance information; teachers can see who has completed and turned in which assignments at a glance.
- **LL.1: Find Learning Resources:** Google Classroom makes it easy for students to access and find all resources they need to complete assignments. It is a central hub of upcoming assignments, class announcements, extra practice, completed work, helpful resources, and individualized instructor feedback.
- **OL.10: Save and Manage Content:** All assignments and materials shared on Google Classroom are automatically saved to users’ GDrives. The Google Classroom app is available on all mobile devices. Students can start a writing assignment in class on the computer, for example, and pick up where they left off on their cell phone during the train ride home. They can also easily upload photos of hand-written assignments with their phones.

Reinforce Vocabulary by Creating Image Folders

Laboure Adult Education Program

TAGS: #InstructionalRoutine #LearningManagementSystem #Google Drive #Laboure

WHAT | Vocabulary Image Folders: Students will create folders on Google Drive containing images of the vocabulary from their unique vocabulary chart which is also on Drive.

WHY | Reinforce vocabulary using images: This gives students an opportunity to organize their vocabulary and contextualize it to enhance learning for classroom and enrichment activities.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Creating Visual Representations](#)
- [Explicit Instruction: Vocabulary](#)
- [Explicit Instruction: Internet Search](#)

HOW | Google Images & Google Drive: Students will refer to the unique vocabulary list that they have created. They will choose a number of vocabulary words to add to their album. Students will make their album by creating a new folder in their Google Drive and they will title it accordingly. They will search for images online and/or produce their own by taking photos/drawing. They will upload the images to their album and title accordingly. Students will access their album for classroom and enrichment activities: i.e. producing flashcards and using them for study, charades, pictionary, etc.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- CR.6: Produce Multimedia: Students produce their individualized photo albums.
- CR.3: Adapt and Reuse Digital Content: When they utilize these images for further learning activities, they are adapting and reusing content.

Use an Online Platform for a Writing Portfolio

Project Hope Boston/ESOL Program

TAGS: #InstructionalRoutine #ProgramPractice #LearningManagementSystem
#Assessments #Google Classroom #ProjectHope

WHAT | Learners will submit writing assessments and assignments to their class online learning management system page.

WHY | Writing Portfolio : Students will organize and store their assessments, writing samples and assignments in one online place. This will allow them to evaluate their writing samples over time and assess their progress. Having their work in one location will also make it easier for them to revise and edit their writing. In this way, Google Classroom will act as a living portfolio holder. Instructors will be able to see all of students' writings in one place, as well.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Foster Growth Mindset](#): Having an online portfolio will allow learners to see the writing progress they have made, and they can make changes to their writing assignments, as needed. Learners can focus on the process of the writing assignment and not just the end result.

HOW | Google Classroom:

- Invite students to their class page on Google Classroom by sharing the class code or emailing it to them.
- Do a short demo in class to show them where to find the writing assignment posted on the class stream.
- Try a short practice exercise. Show students how to submit writing exercises where the instructor can view them.
- Give students 20-25 minutes to practice individually and complete a writing assignment.
- Have students reflect on their writing skills at periodic intervals.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **LL.2: Adapt to New Technology:** The students will have to navigate an online platform such as Google Classroom and use it for a specific purpose such as responding to a writing assessment.
- **IS.1: Use and Apply Information:** Students will be shown how to use an online platform such as Google Classroom in class and then they will have to apply their knowledge and try a practice exercise before they complete and submit a response. They will use two language areas such as reading and writing.

Use a Learning Management System to Check Homework

St. Mark's Community Education Program

TAGS: #InstructionalRoutine #LearningManagementSystem #Canvas #StMarks

WHAT | Learners will use canvas to check their homework and missed assignments.

WHY | This routine will help students use technology in English and it will also help them keep track of the work that they have to do. They can use these skills if they decide to pursue further education or a job that requires them to use a similar site. They can also help their children with their online assignments.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Check-ins](#)
- [Explicit Instruction: Computer Basics](#)
- [Guided Practice](#)

HOW | **Canvas:** The class can work in a computer lab or in the classroom to create accounts. The teacher can watch students' screens using a monitor, and walk them through creating an account step-by-step. Students log into the app and check what the teacher has posted after every class. If a student misses class, they can also check to see what they have missed.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **EF.8 Get an Email Account:** These skills are needed because students need an email account to access Canvas. This will allow them to practice using their email to log into their accounts.

LL.2 Adapt to New Technology: Students also will need to adapt to new technology because they will have to learn how to use Canvas.

Using a Discussion Board to Foster Inquiry and Collaboration

X-Cel Education

TAGS: #DiscussionBoard #Collaboration #GoogleClassroom #XCelEducation

WHAT | Assign a weekly class-wide question through a discussion board.

Once a week, learners will engage in a class-wide discussion based on a weekly question assigned to them. They can either discuss with each other what the correct/best answer is to the question, or they can give their own personal answer and explain why they chose that answer.

WHY | Helps with confidence when working in groups and learning new material.

Over time students will be more comfortable sharing their ideas with others and gain more confidence speaking in groups. They also will be able to learn new material and see different perspectives depending on the topic of the weekly question.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- Formative Assessment
- Spaced Learning
- Immediate Feedback

HOW | Google Classroom: Have students join your Google Classroom. Post a question for them once a week at the same time and day each week. Ask them to respond to the initial prompt and then respond to at least two of their fellow classmates' answers. *Example: Instructor posts on Sunday. The students have until Wednesday to respond to the prompt and until Friday to respond to two other students.*

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.1: Communicate Effectively:** This routine will have learners regularly engaging with each other through Google Classroom. The learners will have to articulate their thoughts in a way for the other students to understand and respond to each week.

Promote Interaction Between Teachers and Learners Using a Learning Management System

YMCA International Learning Center

TAGS: #InstructionalRoutine #LearningManagementSystem #GoogleClassroom #YMCA

WHAT: Learners interact with the teacher and classmates through Google Classroom. Learners also access all the information and content related to class, perform summative assessments, and turn in homework and classwork for the teacher's review.

WHY: Learners have a common place where to access class content, class work and homework.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Communities of Practice](#)
- [Experiential Learning](#)
- [Spaced Learning](#)

HOW | Google Classroom:

1. Before the class starts, set up the Google Classroom:
 - a. Add students into Google Classroom
 - b. Send students invitations to join the Google Classroom
 - c. Create a topic for each week of instruction and include the dates of instruction in the name
2. Once classes start:
 - a. Demonstrate in class how students can join the Google Classroom
 - b. Show students the different sections, stream and classwork
 - c. Practice how to reply to a comment to a post on the stream
 - d. Show students the difference between an assignment, a material, a quiz and a question, and teach them how to work the different components
 - e. Demonstrate to students how to turn in an assignment
 - f. Demonstrate to students how to find the materials posted for every class and every week of learning
 - g. Review assignments and send feedback to students

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.2: Collaborate with Technology**

- **EF.4: Use the Mouse**
- **EF.6: Save & Find Documents**
- **IS.6: Organize Information & Files**
- **LL.2: Adapt to New Technology**

Learning Software

Use an Online English Learning Platform to Practice Skills

BCYF Perkins

TAGS: #InstructionalRoutine #LearningSoftware #USALearns #Perkins

WHAT | Used as an extra-curricular activity within or outside the classroom. Each learner will have an account and be enrolled in an online English learning platform assigned by the teacher. The learners will have access to a diversity of English activities to develop a variety of skills, including listening, spelling, vocabulary, and pronunciation. This dynamic and interactive approach to learning English provides learners with flexibility and autonomy, allowing them to engage with the language in a personalized and self-paced manner.

WHY: Utilizing an online English learning platform serves as a valuable tool for learners to further enhance their English skills beyond the traditional classroom setting. By incorporating online learning as a supplementary activity, learners gain additional opportunities to practice and reinforce their English language abilities across various domains. These platforms often provide a wide range of exercises and resources that cover multiple aspects of English proficiency. From vocabulary building to listening comprehension, learners can engage in targeted practice exercises to strengthen their language skills. The interactive nature of the platform fosters an engaging learning experience, allowing learners to actively participate and track their progress. By incorporating online learning platforms into their language learning journey, learners can take advantage of flexible learning opportunities, personalized practice, and continuous improvement in their English proficiency.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Multi-modal Instruction](#)
- [Learner Choice](#)

HOW | **USALearns**

Utilized as a daily practice to supplement learners' English language skills. Learners can use USALearns as an additional resource for daily English language practice. They can access a variety of activities and exercises on the platform to enhance their listening, speaking, reading, and writing skills.

1. Provide clear instructions on how to create an account and navigate the platform.
2. Support learners in understanding the different features and activities available.

3. Additionally, teachers can incorporate USALearns into their lesson plans, assigning specific exercises or activities for learners to complete and providing guidance and feedback as needed.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **EF.11: Connect to Wifi**
- **IS.2: Access Information Sources**
- **LL.1: Find Learning Resources**
- **LL.2: Adapt to New Technology**

Learning Digital Literacy Skills Using Online Digital Literacy Learning Programs

Gardner Pilot Academy Adult Education Program

TAGS: #InstructionalRoutine #LearningSoftware #GCFGlobal #GPA

WHAT | Students use programs such as GCFGlobal to learn new digital literacy skills such as how to use WhatsApp or Word. This will standardize the use of one reliable, consistent source for teaching digital literacy skills.

WHY | The goal is for students to improve their digital literacy skills. Instructors may have taught digital literacy skills themselves, using whatever their own knowledge, training, and resources includes. Using an online learning program will help standardize student knowledge and experience throughout the program as well as simplify instruction for teachers. Using a consistent resource will ensure consistent, standardized student knowledge and also consistent, reliable teaching methods.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Explicit Instruction: Computer Basics](#)

HOW | GCFGlobal: Instructors will select a lesson based on student need and program goals. Instructors will preview the lesson by asking what students know about that topic and then projecting an example of that skill (i.e., if the lesson is on composing email, then the instructor will project an email). Instructors will then lead a class discussion as to why and how that particular skill could be useful. Instructors will then project the web address and ask students to go there. Students will then move through the online lesson. When students are finished, the instructor will lead the class as a group to complete a demo exercise using that skill, projecting that on the board (i.e., if the skill is composing an email, the instructor will lead the class in writing a sample email). The instructor will then give the students an assignment to individually practice that skill (i.e., the students may be asked to compose an email to a class partner about what they did that day).

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **EF1-12: Essential Foundations skills:** This routine can be applied to most of the skills listed in the Seattle Digital Equity Initiative's skill framework. In the initial uses of this routine, it is anticipated that many of the Essential Foundation

Skills, EF.1 - EF.12, will be covered. The Essential Foundation Skills cover the skills needed to use digital devices and be active online and those are the same skills that the students will be studying using online digital literacy learning programs. Students can use these skills in their daily lives to complete tasks such as find information on the internet, make online purchases, locate online resources, use social media, and communicate with others digitally. For example, EF.9 is Send & Receive Email. Instructors may select an online lesson on sending email in order to facilitate learning this important skill.

Learn English Using a Language Learning App

Gardner Pilot Academy Adult Education Program

TAGS: #InstructionalRoutine #LearningSoftware #ELLII #GPA

WHAT | Students will learn how to use a digital language learning app.

WHY | This routine will help students learn to use a learning app so they can continue and expand their studies outside of the classroom. Formal instruction hours are limited and having the knowledge to use an app empowers students to be more in control of their own learning.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Explicit Instruction: Computer Basics](#)
- [Experiential Learning](#)
- [Multimodal Instruction](#)

HOW | **ELLII:** Instructor will preview this activity by asking students about their experiences learning English and whether they have used an English language learning app and if so, which one. Instructor will then introduce the app which has been selected, such as ELLII. Instructor will project it on the board and demonstrate to students how to use the app. Instructor will then show students how to log in and ask students to do so as well. Instructors will then show students where to go on the app and ask students to do the same.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **LL.1 Access and Use of Educational Resources:** This routine teaches students how to access and use an appropriate language learning app to improve their English skills independently. Students will learn the value and capabilities of a learning app.
- **LL.2 Adapt to New Technology:** Students will develop comfort using such an app and can transfer this skill to using other language learning apps and other apps as well. This routine gives students the opportunity to explore a different way to learn English and decide if it works for them.

Showcase Learning Progress With Digital Portfolios Using Digital Learning Platform

Haitian Multi-Service Center

TAGS: #InstructionalRoutine #LearningSoftware #Seesaw #HMSC

WHAT: Create digital portfolios using a digital learning platform to showcase and reflect on students' learning progress. Learners curate their best work and develop a sense of ownership and pride in their achievements.

WHY: This routine aims to foster student reflection, organization, and a sense of accomplishment through the creation of digital portfolios. By utilizing the digital learning platform features, students curate and present their work, reflecting on their learning journey and setting goals for improvement.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Goal Setting and Monitoring](#)
- [Metacognition](#)
- [Learner Choice](#)

HOW | Seesaw

1. Set up a Seesaw class and invite students to join.
2. Introduce students to the purpose and benefits of digital portfolios, explaining how they will showcase their progress.
3. Provide guidelines on what should be included in the portfolios (e.g., assignments, projects, reflections).
4. Instruct students on how to upload and organize their work within Seesaw.
5. Encourage students to reflect on their learning by adding captions or audio recordings to explain their thought processes and improvements.
6. Provide feedback and comments on students' portfolio submissions, highlighting strengths and areas for growth.
1. Schedule periodic portfolio reviews, where students can self-assess their progress, set goals, and reflect on their learning journey.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **LL.2*: Adapt to New Technology**
- **IS.1*: Use & Apply Information**

Increase Student Engagement by Teaching Students How to Navigate Burlington English Through Video Tutorials

Jackson Mann Community Center

TAGS: #ProgramPractice #LearningSoftware #VideoTutorials #JMCC

WHAT: During student orientation (first day of class), learners will be introduced to Burlington English and learn how to navigate the platform. They will watch tutorials covering basic navigation of the website and receive F2F instructional support. They will also learn how to access Burlington English on different devices, such as desktop computers, tablets, and smartphones.

WHY: Ensuring students are correctly onboarded into Burlington English is likely to increase student engagement (usage time) of the application. Our end goal is to have students use BE independently for asynchronous learning in addition to their traditional classroom time.

If students are comfortable navigating Burlington English, they will also be more likely to take advantage of the hundreds of courses available to them, as well as e-books. All these extra study opportunities will positively impact student learning and likely accelerate their language acquisition process.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Explicit Instruction: Computer Basics](#)

HOW | Burlington English video tutorials: During in-person orientation*, students will access the Burlington English website with the help of an instructor to watch the Student Tutorials. The following tutorials are essential for students who have never used the platform before:

- Accessing BE Courses from a Laptop, Desktop, or Chromebooks
- Accessing BE Courses from a Tablet or Smartphone
- Welcome to BE Student Lessons

Each of these tutorials will total approximately 6 minutes. The tutorials will teach students how to download the app on their phones for future use outside the classroom.

**At the beginning of the school year, in-person orientation is done inside the classroom (with teachers and volunteers present). After that, all new students who join (due to open enrollment) attend orientation before going to their first class. This orientation is done with small groups of students, of different levels, in a classroom setting.*

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **EF.3: Use Basic Browser Tools:** Students will learn how to open Google Chrome and access the Burlington English website. All students have a Burlington English account that they access in and out of the classroom. Knowing how to navigate to and around the website is essential to their learning experience in the classroom.

Improve Reading Skills Through Online Access to Reading Support Programs

Jamaica Plain Adult Learning Program

TAGS: #InstructionalRoutine #LearningSoftware#Google Classroom #JPALP

WHAT | Access Online Learning Platforms: Learners in hybrid classrooms will access online learning platforms such as [ReadWorks](#) and [NewsEla](#) to support reading proficiency skill acquisition using Google Classroom and Zoom Chat. At a designated point in each class period, learners will access the online learning platforms to support their identified reading needs. They will also use these platforms for homework assignments—where the platforms are again used to reinforce specific taught reading skills across a variety of genres.

WHY | Predictable Classroom Structure: This routine allows for a predictable classroom structure, is easy to use, fosters learner engagement, and can be continued outside of the classroom setting. As part of the reading routine, learners will study new vocabulary, use digital annotating/note taking skills, and have opportunities to discuss their reading with peers in small groups. Teachers will find these tools easy to integrate with technologies already in use such as Google Classroom, Zoom, and Google Slides.

Connected research-based strategies | Identify at least one [research-based strategy](#) that connects to the routine.

- [Clear Structure & Presentation](#)
- [Communities of Practice](#)
- [Competency-based Learning & Assessment](#)
- [Audiobooks](#)
- [Ask Experts](#)
- [Annotating](#)
- [Accessible Vocabulary & Syntax](#)

HOW | Google Classroom: We will use Google Classroom to implement this routine. Learners will access the texts using both a classroom code and direct link posted to Google Classroom. In addition, instructions will be posted to the daily slides used by teachers during instruction. Finally, more support will be offered via tools like the chat in Zoom, as we are a program that uses remote, hybrid, and blended instruction. Learners will be taught how to utilize each mode of access and how to locate and complete assignments.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

LL.2: Lifelong Learning (Adapt to New Technology): Learners will use

technologies that they may not have complete familiarity with to continue their studies.

Prompts to support learners:

“Please check Google Classroom and the daily lesson slides to access your reading/homework assignments.” (This prompt allows for ownership of the learning process and ability to manage information independently.)

“How can practicing reading skills via a digital platform help you further your long-term goals? What aspects of the digital tools are most useful to you? Where are you still struggling, and how can we use the digital tools to better support your needs?” (These prompts encourage reflection on the learning process and how digital support might help learners reach their learning goals.)

Improving and Reinforcing Literacy and/or Numeracy Skills Through Online Tutoring

Jamaica Plain Adult Learning Program

TAGS: #InstructionalRoutine #LearningManagementSystem #LearningSoftware #GoogleClassroom #KhanAcademy #JPALP

WHAT | Access online tutoring: Learners will access online tutoring/instruction assignments for self-paced modules on a platform such as [Khan Academy](#) as part of ELA and Math HiSet preparation using the Google Classroom Assignments function and get instructor feedback via the Google Classroom Comments function.

WHY | Increase instructional time: This routine is effective because it is customized, engaging, on-demand, and each tutorial is brief, allowing busy adult learners to easily incorporate this tool into their schedules. When this routine is implemented, learners will also receive increased direct instruction during class because more in-class time is available to address individual needs, as teachers will be available to meet with individual or small groups of learners while others work on self-paced modules. This ensures that learners can access support for their specific learning targets. Using these modules, learners will actively participate in addressing their own instructional needs/learning gaps. Finally, because the routine is competency-driven, learners can take as much time as necessary to master skills, regardless of what their peers are working on.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Competency-based Learning & Assessment](#)
- [Ask Experts](#)
- [Clear Structure & Presentation](#)
- [Error Analysis](#)
- [Explicit Instruction: Math Strategies](#)

HOW | Google Classroom/Khan Academy: Learners will identify which Khan Academy modules to complete via the [assignments function](#) in Google Classroom. Module assignments will be learner-specific and target their individual needs. Learners will access feedback on assignments via the [comments function](#) in Google Classroom, ensuring they access support in areas of need and know when they are ready to move to another skill. In class, learners will complete individualized modules that are assigned based on data from placement tests and classroom assessments/observations. Learners

will also complete modules assigned to the entire class to reinforce skills taught during whole-group instruction. In addition, this tool will be used for reinforcement and self-study outside of class as learners will have the ability to watch the modules as many times as necessary and can use them for instructional support even when class is not in session.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **IS.1: Use and Apply Information**
- **LL.1: Find Learning Resources:** Learners will utilize the tutoring modules to further their learning process inside and outside of the classroom setting. They will take ownership of the learning process and can use the skills acquired during the routine in a myriad of subjects throughout their lifetimes.

Use Learning Software To Support On-Demand Remote Learning

Julie's Family Learning Program

TAGS: #InstructionalRoutine #LearningSoftware #IXL #JFLP

WHAT: The learners will log in to learning software recommended by the instructors and pick a skill based on the assessment data provided. Students will then practice the skill by completing the exercises provided by the learning software. This can be used/practiced as part of a synchronous class or supplementally for students to practice math, language arts, social studies, and science.

WHY: Access to online learning software supports individualized instruction and independent learning; while expanding access anytime- anywhere. Students will know how to access the learning from learning software at any time and place. Learners have access to this platform both on their phones as an app and on the computer and can access content in a location and time that is convenient for them.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Multimodal Instruction](#)
- [Immediate feedback](#)
- [Spaced Learning](#)

HOW | IXL

Using IXL, an interactive learning program that supports success for every learner. It included a comprehensive curriculum of over 9,000 skills covering 5 subjects. Teachers can assign skills, or students can pick the ones they need help with. The program provides detailed information for the teachers about the student's progress. IXL is an app that can be played on any device. It requires minimal digital literacy skills. Even if learners are not able to attend synchronous classes, students can learn new skills on IXL. They can also review skills taught in class when it is convenient.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **EF.3: Use Basic Browser Tools:** Browser skills [e.g., address bar, web navigation, favorites/bookmarks, forward/back, etc.]
- **IS.4: Self-assess Your Skills:** Identify info needs and competence/knowledge gaps
- **LL.1: Find Learning Resources:** Access and use of educational resources

- **LL.2: Adapt to New Technology:** Adaptability [e.g., open to learning new tech, reapply/build on tech experiences]

Utilize a Digital Needs Assessment and Videos to Reinforce Digital Literacy Skills

Project Hope Boston/ESOL Program

TAGS: #InstructionalRoutine #ProgramPractice #Assessment #LearningSoftware
#Northstar #BurlingtonEnglish #ProjectHope

WHAT | Learners assess and practice their digital literacy skills over time through a series of online assessment tools available through the program.

WHY | Learners will assess their computer basics skills and then do follow up practice lessons in class to reinforce their skills and learn new ones. After completing an initial computer basics assessment, learners will know first hand what computer skills that they have a solid grasp of and what computer basic skills that they need to keep practicing and improving. Taking the assessment will not be done in a vacuum, but more practice will be built in based on the assessment results. The assessment will give the instructor data about what basic computer skills learners already have prior knowledge of, and then what computer skills they still need to reinforce through practice.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Guided Practice](#)
- [Immediate Feedback](#)

HOW | **Tool Name: Northstar Digital Literacy & BurlingtonEnglish:**

- Set up Northstar accounts for the learners.
- Do the Northstar orientation together in class, so that they know how to locate the computer basics assessment and complete it.
- Give students 30-45 minutes to complete the assessment. Review the assessment together in class.
- Later, use BurlingtonEnglish digital literacy videos and lessons in class to reinforce and practice their digital skills
- Students will continue to build their digital literacy skills by completing self-assessments in class and at home for further practice. They will also be able to access additional digital literacy assessments and videos on the North Star platform.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **EF.5: Understand my computer**
- **EF.4: Use the mouse**
- **IS.4: Self-Assess your skills**

Using an Online Program to Learn Skills

St. Mark's Community Education Program

TAGS: #InstructionalRoutine #LearningSoftware #BurlingtonEnglish #StMarks

WHAT | Learners will gain skills by accessing and using the online program to learn English. They log into the online learning program and navigate the lessons to complete them independently.

WHY | This will enable the learner to use technology and the online platform as a resource to learn English.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Goal Setting & Monitoring](#)
- [Guided Practice](#)
- [Multimodal Instruction](#)
- [Explicit Instruction: Computer Basics](#)
- [Experiential Learning](#)

HOW | BurlingtonEnglish: Show students how to log into the learning online program and how to navigate the platform. Support students' confidence in using the program by having them follow the whole class guided instruction. Demonstrate how students select modules and work on different sections of the program to build their skills to be able to engage in multimodal learning. Help them develop their ability to manage troubleshooting tasks by asking them to bring any troubleshooting situations to class and or ask for help from a classmate. Encourage students to complete all parts of the modules and to dedicate as much time as possible to their online learning. Have students look at their progress and review lessons previously learned and be ready to apply them inside and outside of class. In this way, students can make learning online a life experience.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.1 Communicate Effectively:** Students will learn to communicate effectively by following along and listening to different dialogues.
- **EF.3 Use Basic Browser Tools:** Learners will use browsing tools and scroll forward, backwards, up, or down the program screens.
- **LL.1 Find Learning Resources:** Learners will also become accustomed to using a mobile app and or personal device to access online learning platforms.

- **LL.3 Set Goals and Reflect:** For this lesson in particular, learners will have the opportunity to set goals and learn how to accomplish them.

Mobile Device

Use Video Recordings To Improve Oral Communication Skills

Boston Public Schools

TAGS: #InstructionalRoutine #MobileDevice #FlipApp #BPS

WHAT: As a daily practice while learning new skills, students will use video to record, view/analyze, and re-record themselves, giving descriptions, reading aloud, acting out conversations with a partner, etc. At the end of a unit, students will record and digitally share examples of the above tasks to demonstrate their learning. These recordings can be used as a digital portfolio for students to see (and share with others) their progress during the year.

WHY: Students use video replay analysis and self-monitoring to develop oral communication skills, metacognition, and a learner mindset. Integrating video recordings into daily classroom practice allows students to develop their skills, track their progress, and create a valuable digital portfolio that showcases their growth over time.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Video Replay Analysis](#)
- [Self-monitoring](#)

HOW | FlipApp

[Flip](#) (formerly Flipgrid) is a free app where educators can create safe groups for students to engage in curriculum using short video, text, and audio messages.

1. Set Up Flip: Create an account on Flip (flipgrid.com) as the teacher and set up a class grid for your students. Each grid will serve as a dedicated space for video discussions and recordings.
2. Create Topics: Within your class grid, create specific discussion topics that align with the skills or learning outcomes you want students to develop. Each topic can represent a different task or assignment for students to record.
 - a. We use Flip as a daily practice while learning new skills. Students will use video to record, view/analyze, and re-record themselves, giving descriptions, reading aloud, giving directions, acting out conversations with a partner, etc. At the end of a unit, students will record and digitally share examples of the above tasks to demonstrate their learning.

3. **Share Topic Codes:** Share the unique topic codes generated by Flipgrid with your students. They can access these topics by entering the codes on the Flipgrid website or app.
4. **Provide Recording Guidelines:** Clearly communicate the guidelines for each recording task, including time limits, content requirements, and any specific instructions or prompts. Explain to students the purpose of the recordings and how they will contribute to their digital portfolio.
5. **Demonstrate Recording Process:** Familiarize students with the Flipgrid recording process. Show them how to access the topic, click on the "Record a Response" button, and use the built-in webcam or device camera to record their video. Highlight features such as pausing, re-recording, and adding visual effects or annotations.
6. **Practice and Feedback:** Allow students to practice recording themselves using Flipgrid. Encourage peer feedback by enabling the "Reply" feature on Flipgrid, where students can watch and respond to each other's videos with comments or suggestions. Emphasize the importance of constructive feedback and respectful communication.
7. **Digital Portfolio Organization:** Instruct students to create a separate folder or document to organize the URLs or embed codes of their Flipgrid videos. This will serve as their digital portfolio, allowing them to easily access and showcase their recordings.
8. **Regular Reflection and Progress Monitoring:** Encourage students to review their past Flipgrid recordings regularly. Have them reflect on their growth, areas of improvement, and evidence of skill development. Provide guidance and support during reflection exercises.
9. **Sharing and Presentations:** Create opportunities for students to share selected Flipgrid recordings from their digital portfolio. This can be done during class presentations, virtual showcases, or by sharing links with peers, parents, or the wider community. Discuss the importance of effective communication and encourage students to articulate their learning journey.
10. **Assessments and Grading:** Utilize Flipgrid's built-in rubric feature or create your own evaluation criteria to assess students' video recordings. Provide constructive feedback and assessments based on factors such as content, language use, clarity, and overall presentation.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.2: Collaborate with Technology**
- **CO.7: Share Information with Others**
- **CR.6: Produce Multimedia**

- **LL.2: Adapt to New Technology**
- **IS.4: Self-assess Your Skills**

Use QR Codes To Provide Students With Quick And Easy Access To Course Materials

Charlestown Adult Education

TAGS: #ProgramPractice #MobileDevice #QRcodes #CAE

WHAT | Learners use their smartphones or tablets to scan a QR code and access class materials (lessons, practice, and assessments) stored in a google drive. This enables students to access class materials “on demand” and offers students a unique experience in that all lessons are accessible on their smartphones. All students, even those without computers or WiFi, are able to engage with and review class materials at a time that is convenient for them.

QR codes are black and white square symbols that can be scanned with a smartphone or laser to access information about a product or service. They can contain links, coupons, and event details.

WHY: Ensure that all learners have 24/7 access to digital literacy lessons and materials through cloud storage, allowing students to access course content and extending opportunities for students who may have missed a class. Using QR codes provides a unique experience for students to practice scanning codes and accessing materials on their cell phones. This approach promotes self-directed learning.

The goals for this routine are to:

- provide access to course content by allowing students to use their phones to scan a code (like with a restaurant menu) and bring students to a google drive where all course materials are stored.
- connect with students by enabling them to access class materials “on demand.”
- provide examples for class assignments and expectations
- make learning more interactive
- extend learning opportunities for students, particularly if students miss a class and need to make up classwork.

The use of QR codes makes a unique experience because students learn to use their cellphones to practice scanning QR codes, access online documents, and save class materials to their own google drive storage so that they have 24/7 access to class materials for additional learning and review.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Experiential Learning](#) – interacting with students through direct experience to increase knowledge and develop skills. Students learn to access and navigate the internet, google drives, etc., by doing.
- [Multi-modal Instruction](#) – engaging multiple “senses” at a time to foster learning. We envision this to be more than a scan and access routine once we’re done with building out this app. We’d like it to include different methods of teaching and learning and interacting with technology and the material.
- [Strength-based Approach](#) – allows students to work and review materials “on-demand” and at their own pace while mastering both the material and the technology used to gain access to the material.

HOW | QR Codes:

1. For teachers:
 - a. Choose any web-based QR code generator. At CAE we use the [Adobe QR Code generator](#)
 - b. Enter the URL of the page you want learners to access; in this case, it directs to a class materials folder in Google Drive
 - c. The code generator will immediately create a QR code that is ready for download
 - i. Adobe QR code generator allows you to customize the style, color, and file type (PNG and JPEG are the most common types)
 - d. Click "Download" and save the file to your computer
 - i. Adobe requires you to sign in, but it's free, and you get access to even more creative tools
 - e. Add the code to any materials you want your learners to scan
2. For learners:
 - a. Scan the QR code displayed on the slide or printout using the cellphone camera
 - b. Tap the link that appears on the cellphone screen
 - c. The link redirects the user to the class material stored in google drive
 - d. Students click on the folders for the module they are working on (for example, Module 1: Basic computer skills, Module 2: Internet Basics, etc.) Each lesson is stored in the folder in pdf format.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **EF.11: Connect to Wifi**

- **IS.2: Access Information Sources**
- **LL.1: Find Learning Resources**
- **LL.2: Adapt to New Technology**
- **MO.4: Identify Basic Mobile Features**

Using GIFs for Verb Acquisition in ESOL

Catholic Charities/El Centro Adult Education

TAGS: #InstructionalRoutine #MobileDevice #GIFs #ElCentro

WHAT | A Graphic Interchange Format (GIF) is a small roll of still images that can show movement. Commonly used in messaging applications to express greetings, creating GIFs in class are a great routine for ESOL learners acquiring new vocabulary. This tool is especially useful for teachers practicing the method of Total Physical Response (TPR).

WHY | Learner engagement and vocabulary acquisition in hyflex classrooms:

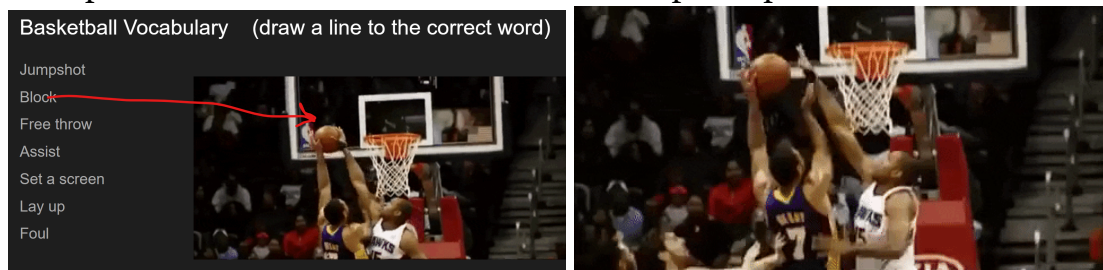
The rationale for using GIFs in an ESOL classroom is to help beginning ESOL students review new vocabulary while communicating with one another on multiple devices. Creating GIFs together engages students to participate in the lesson regardless of physical presence in the hyflex-classroom. Additionally, it helps students to develop confidence in using technology and communicating with one another.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Creating Visual Representations](#)
- [Experiential Learning](#)
- [Explicit Instruction: Vocabulary](#)

HOW | GIFs: Give students a vocabulary list of verbs relating to a common theme. The list of verbs can be projected onto a SMART board screen. Ask a volunteer to draw a line to the correct word, either on the SMART board in the classroom or by using the annotation tools (*Remember to enable annotation tools for remote students to draw on the slide*). Once students have contributed and identified verbs with one another, ask students what a GIF is. Use a slide asking them to identify the three words making up the acronym: GIF: *Graphic Interchange Format*.

Example of a slide with GIF that elicits student participation

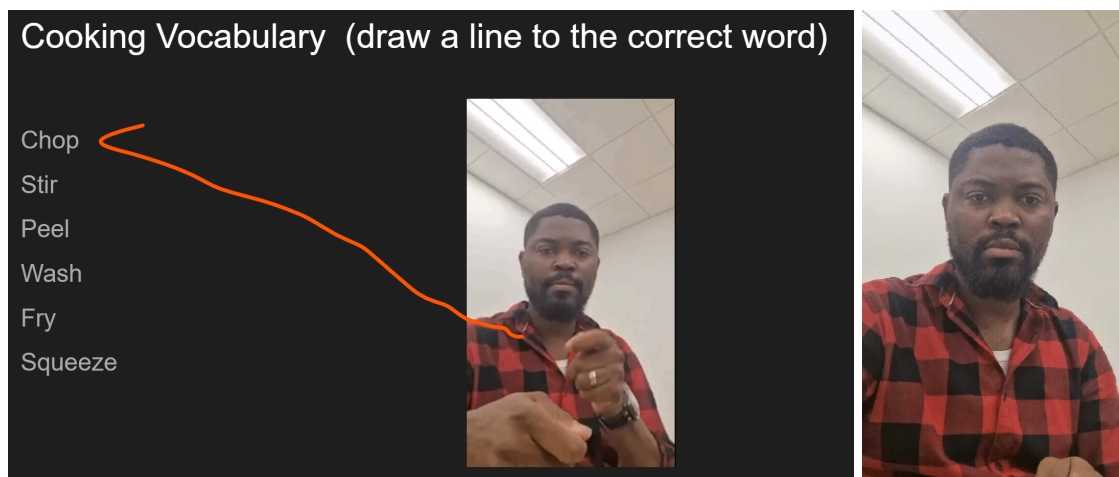


Send a popular GIF to the classroom's mobile chat group to demonstrate. Ask students: What is s/he doing? What is happening? Elicit a response to identify a gerund, examples: *she is laughing*, *he is running*. Encourage remote students to send a GIF to the group chat, making sure a student who is physically present explains the instructions to the remote student.

Play a GIF demonstration video at .75 speed. Ask students if their phone is an ANDROID or IOS. IOS phones have GIF makers preinstalled while Android requires a GIF maker to be downloaded. For IOS, an image must be captured then students can select "loop" or "bounce" to create a GIF. For Android phones, each GIF maker APP has individual features.

Once the students have seen the instructions for making GIFs with their phones, show a list of verbs from the lesson and delegate each student to act it out in groups of two. One student will pantomime the action while their partner creates a GIF with their mobile device. For example, if students are learning verbs related to cooking: chop, stir, fry, squeeze could all be performed by students and teachers both remote and in-person. Once each group creates a GIF matching the verb, the teacher can then add the students GIFs into the slideshow and create an interactive quiz for verb recall.

Example of a slide with a student made GIF for an interactive hybrid flex lesson.



DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.1: Communicate Effectively**
- **CO.2: Collaborate with Technology**
- **CO.3: Make Voice and Video Calls**
- **CR.5: Create Open Content**
- **CR.6: Produce Multimedia**

Enhance Engagement And Collaboration With WhatsApp Channels

Haitian Multi-Service Center

TAGS: #InstructionalRoutine #MobileDevice #WhatsApp #HMSC

WHAT: Establish a collaborative and engaged student community using WhatsApp Channels as a communication tool. Learners actively participate in a unique digital experience that promotes effective communication, collaboration, and a sense of community within the educational context.

WHY: Collaboration, Engagement, Community-building. This routine aims to foster a strong and connected student community by leveraging WhatsApp Channels as a communication platform. By utilizing its features, learners can engage in real-time conversations, share resources, collaborate on projects, and develop a sense of belonging within the educational community. This routine enhances student engagement, collaboration, and motivation.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Expanding Social Networks](#)
- [Communities of practice](#)
- [Authentic Audiences & Purposes](#)

HOW | WhatsApp Channels

1. Set up a WhatsApp Channel:
 - a. Create a dedicated WhatsApp Channel for the educational program.
 - b. Establish guidelines and norms for communication within the channel.
2. Introduce the WhatsApp Channel to students:
 - a. Communicate the purpose and benefits of joining the WhatsApp Channel.
 - b. Provide clear instructions on how to join the channel using WhatsApp.
3. Daily engagement and collaboration:
 - a. Share daily prompts, questions, or discussion topics within the WhatsApp Channel.
 - b. Encourage students to actively participate by sharing their thoughts, ideas, and insights.
 - c. Facilitate collaborative problem-solving activities or group projects within the WhatsApp Channel.

4. Resource sharing and feedback:
 - a. Encourage students to share relevant resources, articles, or videos related to the learning material.
 - b. Foster a culture of feedback by providing constructive comments and suggestions within the WhatsApp Channel.
5. Celebrate achievements and milestones:
 - a. Acknowledge and celebrate student achievements or milestones within the WhatsApp Channel.
 - b. Encourage students to share their accomplishments and support their peers.
6. Establish virtual study groups:
 - a. Facilitate the creation of virtual study groups within the WhatsApp Channel.
 - b. Encourage students to collaborate on assignments, review sessions, or study materials.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.1: Communicate Effectively:** By actively participating in conversations within the WhatsApp Channel, learners enhance their communication skills, including expressing ideas clearly, listening actively, and engaging in effective digital communication.
- **MO.6: Collaborate Using Mobile Tools:** Utilizing WhatsApp Channels allows learners to collaborate with their peers, share resources, and collaborate on projects. They develop skills in virtual collaboration, coordinating tasks, and leveraging diverse perspectives for common goals.
- **OL.6: Be a Good Online Citizen:** Engaging in the WhatsApp Channel community encourages learners to practice responsible and ethical digital behavior. They learn to engage in productive discussions, respect others' opinions, and contribute positively to the virtual community.

Use a Messaging Application for Speaking and Pronunciation Practice

Mujeres Unidas Avanzando

TAGS: #InstructionalRoutine #MobileDevice #WhatsApp #MUA

WHAT | Use a Messaging Application for Speaking and Pronunciation

Practice: Students send voice messages to their instructors or classmates to complete speaking exercises, such as responding to a question, reciting vocabulary words to practice pronunciation, or to ask questions. A messaging application such as Whatsapp can be used for this so students can send and receive the messages directly from their phones.

WHY | Frequent Pronunciation Feedback: The goal of this routine is for learners to increase the time spend speaking the target language and to receive more frequent, accurate feedback from their instructors and classmates on their pronunciation. Particularly in an online classroom, the amount of time a student has to speak and practice their pronunciation can be quite limited. By sending these specific, recorded messages, students have more opportunity to speak in the target language and receive feedback from their instructor or classmates. Instructors can give more targeted feedback using this method since they can replay the recording to listen for specific sounds. Additionally, students have the opportunity to play back their own recordings and assess their own pronunciation and progress with their speaking skills.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- **Instructor accessibility:** Students can send these voice messages to their instructor via Whatsapp at a time convenient for them and receive feedback when the instructor is available.
- **Self-monitoring:** Students can play back their own recordings to listen to their pronunciation, as well as track their growth over time by listening to prior recordings.
- **Text chats:** Most adult learners are already using Whatsapp in their personal lives and they are familiar with how to send and receive voice messages. By utilizing this software, instructors can encourage students to increase their speaking time in a comfortable setting.

HOW | WhatsApp or other similar tool: Students record and send voice messages in a messaging application, such as Whatsapp. In recording these messages, students may be responding to a direct question from their teacher, reciting a list of vocabulary words, responding to a classmate, or asking a question of their own. These voice recordings allow for the instructor and the students to listen and respond at a time convenient for them, to listen more than one time, and to track progress over time, from

recording to recording. This is a simple, effective way for the instructor to provide feedback, but also to elicit peer feedback and self-feedback.

Digital Skills | Implementing this strategy connects to the following digital skills:

- **CO.8 Use Messaging Tools**

Whatsapp is not the only option, but it is a messaging tool that most adult learners are already familiar with, it is user-friendly, and it is free.

- **CO.1 Communicate Effectively**

By regularly utilizing this routine with learners, they will have the opportunity to increase their speaking and listening skills, thus improving their communication and interpersonal skills in the target language.

Using QR Codes to Access Information and Google for Research

St. Mark's Community Education Program

TAGS: #InstructionalRoutine #MobileDevice #QR #Google #StMarks

WHAT | Learners use QR codes to access vocabulary lessons in textbooks:

Learners scan the QR from their textbooks for listening comprehension and vocabulary lessons. They often use smartphones and tablets for scanning. Learners listen carefully and practice in their books. Meanwhile, learners use Google as a tool to reinforce vocabulary by searching for images, definitions, or translations.

WHY | Learners have easy access to their lesson practice: This can include vocabulary, writing, and listening. For example, the listening activity requires learners' attention to listen attentively to what is being said, understand, reflect, and retain the information for later. Listening helps them understand the message by receiving information, evaluating, remembering and responding. Learners will respond in writing in their textbooks.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Mindfulness Activities](#)
- [Note-taking](#)

HOW | Learners scan the QR on their smartphones and start listening for comprehension and retain information for later reports and /or summaries. Google is a useful tool to reinforce vocabulary by looking for images and translation.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **EF.2 Search the Internet:** Learners will have different devices which allow them to scan the QR and use Google as a tool. Learners need to be informed on how to scan the QR and how to check words or sentences on Google.

Presentation

Create Digital Content To Present Research Findings Using An Online Presentation App

Boston Public Schools

TAGS: #InstructionalRoutine #Presentation #GoogleSlides #BPS

WHAT: To kickstart the class and align with the unit's content, students will engage in a brief research activity guided by questions provided by the teacher. They will gather relevant information and organize it in a logical manner to present their research findings. This activity serves as a preparatory exercise, equipping learners with the necessary background knowledge and setting the stage for the upcoming lesson. By actively engaging in research and organization, students develop critical thinking skills and deepen their understanding of the subject matter.

WHY: Learners are developing the ability to synthesize information, perform research, and create an organized presentation to share new information. Engaging in these activities not only fosters their ability to search and find information online, evaluate sources, and organize information effectively but also serves as a preparatory step for the upcoming lesson. By exploring the topic beforehand and delving into related contexts, learners are better prepared to grasp and absorb new information during the lesson. These practices empower learners to become more independent and confident in their learning journey while developing essential academic and presentation skills.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Experiential Learning](#)
- [Learner Choice](#)

HOW | Google Slides

1. Demonstrate how to create a slide deck in your class
2. Allow students to practice creating a presentation
3. Based on the content of the unit, students will perform research using questions provided by the teacher
4. Learners will research and then organize the information in a logical manner to present the research findings

Note: You can add parameters like the number of slides required or names of the slides learners should include in their presentations like: title, introduction, keywords, research question, findings, resources, etc.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **WO.6: Create Slide Presentations**
- **IS.1: Use and apply information**
- **IS.2: Access information sources**
- **IS.3: Evaluate online information**

Find, Organize, Present Information And Provide Easy Online Access To Students For Class Review Using An Online Presentation App

Boston Public Schools

TAGS: #InstructionalRoutine #PresentationApp #GoogleSlides #BPS

WHAT: Transfer content and reuse content on presentations to provide a digital platform for content and skills in the classroom. The teacher uses it to provide new information and ensure learners have access to content online. Students can collaborate and demonstrate work.

WHY: Provides online access to review material. This supports learners because it provides a place for them to find information as well as practice work. In addition, they can practice and improve their technology skills by working independently or collaboratively on presentations in which they connect technology to other areas of content learning.

The use of presentation applications allows people to organize information that can easily be reviewed, shared with absentee students, and updated as needed. Students can collaborate, annotate, and adjust the material to demonstrate learning. These skills help students learn to navigate language, navigate technology skills and collaborate effectively, which is transferable to other school and career opportunities. The Tech skills of annotating, editing, and adding material are also transferrable as technology skills, language skills, and life skills.

NOTE: collaborating may include highlighting, demonstrating spelling or word changes, as well as helping classmates find images through internet searching to support ideas. Many tech skills are taught and built upon as the collaboration in a shared document continues throughout the year.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Annotating](#)
- [Authentic Audiences & Purposes](#)
- [Experiential Learning](#)

HOW | Google Slides

- Open the Slides home screen at Google Slides

- In the top left, under "Start a new presentation," click New Plus. This will create and open your new presentation
- You can add, edit, or format text, images, or videos in a presentation
- You can share files and folders with people and choose whether they can view, edit, or comment on them

Once you have created a slide deck for your class, it is important to share the presentation with your learners. Make sure to share it in "view only" mode to ensure that the content remains unchanged. This allows your learners to review the material after the class has ended. Additionally, utilize the last slide of your presentation to include a link to a new set of slides. Share this set in "edit" mode so that learners can actively participate. They can add questions, include additional content slides based on the rubric provided by the instructor, or write a brief summary of what they have learned. This interactive approach encourages engagement and promotes a deeper understanding of the subject matter.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **WO.6 Create Slide Presentations**
- **IS.1 Use and apply information**
- **IS.2 Access information sources**
- **IS.3 Evaluate online information**

Create a Self-reflection Assignment Using KWL Digital Graphic Organizer in Online Presentation Tool

East Boston Harborside Community School

TAGS: #InstructionalRoutine #Assessments #GoogleSlides #EBHCS

WHAT | The students complete KWL (Know-Want to Know-Learned) questions via an online slide presentation to check for understanding. The students complete the KW part during a live virtual class. The slide presentation is then posted in Google Classroom as a homework assignment where students are asked to complete the Learn or L part of the KWL. An instructional video is included on the slide deck for further guidance on posting the completed assignment to Google Classroom.

WHY | Self-reflection: The routine provides students with a multimedia approach to express their understanding of an assignment and build critical thinking skills through self-reflection activities. Beginning the reflection in class builds engagement and ensures students understand the assignment. Having a video on the shared slide deck for guidance allows students to build competence in an important digital skill for participation in a virtual classroom. Lastly, having students complete the last part of the self-reflection for homework allows the instructor to assess for mastery.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Foster Growth Mindset](#)
- [Purposeful Reflection](#)
- [Competency-based Learning & Assessment](#),

HOW | Pear Deck Google Slides via Google Classroom: The instructor posts the KWL assignment on a Google Slide deck in Google Classroom. Google Classroom is the flagship for both the student and instructor to review class material and complete assignments. The class views the slide deck during class and completes the KW section of the KWL together. After the lesson, students complete the L part of the KWL for homework. The students are guided by a video to show them how to add to their slide back to Google Classroom to complete the assignment.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.8: Use Messaging Tools**
- **IS.1: Use & Apply Information**
- **LL.2: Adapt to New Technology**

Using Cloud-based Presentation Software to Collaborate in the Hyflex Classroom

Catholic Charities/El Centro Adult Education

TAGS: #InstructionalRoutine #ProgramPractice #Presentation #GoogleSlides
#ElCentro

WHAT | Hyflex collaboration: Hyflex Learners will collaborate virtually in a cloud-based presentation platform (like Google Slides) to create and present content.

WHY | Collaboration: The goal of this routine is to establish connection among all students in a hybrid classroom. It is important to maintain student collaboration, particularly for students who are learning remotely while their peers are in-person in a hyflex learning environment. Hybrid collaboration is a great opportunity for students to cement their digital skills while simultaneously applying numeracy concepts in a controlled, focused setting. Hyflex refers to the combination of synchronous in-person and synchronous online instruction, with asynchronous work in between sessions.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Clear Structure & Presentation](#): Structuring delivery of new information understandably, consistently, and in multiple ways aids in maintaining learner attention and can support learners who have lived through adverse experiences.
- [Explaining Their Thinking](#): Giving learners the opportunity to explain their thinking process aloud helps them to solidify their comprehension, and move knowledge into their long-term memory. This can be achieved through learner think-alouds, or self-explanations, which require individuals to reflect on new information. When learning and practicing numeracy skills, these strategies can be highly effective as they allow learners to reflect upon the process. Explaining their thinking can also boost foundational reading skills, reinforcing details of a text and the strategies needed to understand or write it. Explaining their thinking can be especially helpful for those learners with lower levels of Background Knowledge as these processes help encourage more involved interaction with a variety of texts and resources.
- [Guided Practice](#): Through guided practice, the instructor or facilitator gradually releases scaffolds, allowing learners to develop independence. When content information and processes are broken down into smaller chunks and learners are allotted practice time in between, learning is strengthened.
- [Peer Discussion](#): Having discussions with peers can cement learning for adults, increasing Disciplinary Literacy and strengthening understanding of new information, including Numeracy skills.

HOW | Zoom Room and Google Slides (but can be adapted for any virtual platform and cloud-based presentation software)



In a hybrid classroom, set up separate laptops connected to the same video conference call. These will be used by the in-person students. Group the in-person students with the remote students, ideally so there are only one or two people per in-person classroom computer, and one to two students remotely. Use the same groupings for the breakout rooms. See photo.

Prepare a slide deck presentation with the prompts for the activity on each slide, and a title on each slide that denotes which students will be editing which slide. Share the link to the presentation slide deck in the Chat for simultaneous editing. In my math class, students are given a “solution” and from there they must work backwards to write a viable problem for that solution. This allows the in-person and remote student groups to work collaboratively and produce a single final product together.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.2: Collaborate with Technology**
- **CR.3: Adapt & Reuse Digital Content**
- **CR.4: Design Digital Content**
- **CR.7: Revise & Adapt Existing Content**
- **IS.6: Organize Information & Files**
- **OL.10: Save and Manage Content**
- **WO.6: Create Slide Presentations**

Note: This is a more advanced routine that gives students the opportunity to apply their skills in creating/editing content (specifically slide presentations) while simultaneously collaborating to organize and manage their final product in a shared space. This routine requires multiple open applications that students will be required to navigate together. The teacher will be present to guide students through any snags, but the purpose of this is to give students autonomy in creating digital content.

Prepare Students for ESOL Assessments Using Interactive Slideshow Lessons

International Institute of New England

TAGS: #InstructionalRoutine #Presentation #PearDeck #IINE

WHAT: Periodically throughout the term, students complete an interactive slideshow lesson that contains activities that mimic the formatting of the questions they'll be presented with on the TABE and BEST Plus assessments. The lesson is presented synchronously.

WHY: The goal of this routine is to prepare students for the assessments (TABE and BEST Plus) that they take at the end of the term. Specifically, the purpose of the Pear Deck is to familiarize and draw students' attention to the instructions and formatting of the assessments so that they may avoid common mistakes which result in a lower score.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Formative Assessment](#)
- [Error Analysis](#)
- [Immediate Feedback](#)

HOW | Pear Deck:

1. Teacher will share a link to the website and join code for participants to enter the Pear Deck lesson.
2. Teacher will guide students through a series of slides which pose questions similar to those found on the TABE or BEST Plus assessments.
3. Teacher will review answers after each slide and highlight strengths and weaknesses of student answers, which are presented anonymously, and give feedback for growth.
4. Teacher will end lesson with a self-reflection question to consider students' areas of strength and improvement.
5. Teacher can assign the Pear Deck in Google Classroom following the lesson for further practice.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.2: Collaborate with Technology:** The use of the Pear Deck platform allows students to familiarize themselves with new technology skills. Students are

able to practice sharing information in a digital format by responding to a variety of interactive prompts.

- **LL.3: Set Goals & Reflect:** The use of Pear Deck allows students to actively reflect on their points of strength and weaknesses. Students are able to rate their progress and reflect on their learning during the lesson and at the end of the lesson.

Build a Visual Lexicon (Picture Dictionary) Using A Slideshow Maker

Jackson Mann Community Center

TAGS: #InstructionalRoutine #Presentation #GoogleSlides #JMCC

WHAT: To help recall and retain new vocabulary words, learners will create their own picture dictionary using Google Slides. Teachers will provide a list of vocabulary words, and learners will choose additional vocabulary words or phrases they have learned in class, search for images that correspond to each word's meaning, and create slides containing a word or phrase and one or more images.

WHY: By creating visual representations, learners can reinforce connections to their existing knowledge of recently learned vocabulary words and increase retention of information in long-term memory.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Creating Visual Representations](#)
- [Explicit Instruction: Computer Basics](#)
- [Learner Choice](#)

HOW | Google Slides: At the end of a unit, have students list vocabulary words they learned (or provide them a list). Show students how to search for images on Google. Students will search for pictures that represent the words on their vocabulary list. They will copy those images and paste them on a Google Slide. Show students how to insert text and add the vocabulary words to their slides. Each slide should have at least one word and one picture.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CR.4: Design Digital Content:** Students design their own picture dictionary.
- **EF.2: Search the Internet:** Students use search engines to find pictures.
- **IS.5: Use Search Strategies:** Students need to use strategies to find pictures that contain what they need for their project.

Collaboratively Build a Collection of Resources and Knowledge Using Presentation Creation Software

Mujeres Unidas Avanzando

TAGS: #InstructionalRoutine #Presentation #Collaborative #GoogleSlides #MUA

WHAT | Collaboratively Build a Collection of Resources and Knowledge Using Presentation Creation Software: Students add key content to a skeletal class slide presentation as it is covered from class to class, including images, answers to exercises completed in class, materials from projects/group work, links to resources, questions, comments, and more. In this way, the class ends the instructional unit with one collection of resources that was built collaboratively by all members of the class, not solely the instructor.

WHY | Create content materials: The goal of this routine is for students to increase their content knowledge as well as their digital literacy skills by playing a direct role in the creation of class materials. By the end of the unit, all students have access to this one collection of slides with the essential information and objectives of the unit, resources, completed exercises, and projects that they helped to build. These slides can be used as a study reference moving forward, and they can also be shared with students who join the class later in the year. Similarly, if a student is absent, they know to refer to the slideshow so they can see what they have missed.

Alongside learning the unit's content, students also work on their digital literacy skills as they edit slides, copy text and images, format text, share links, and more. They are asked to reflect back on learning from previous lessons, and by having the outline of the unit all in one place, they are able to self-monitor their learning and their progress toward meeting the objectives of the unit.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- **Note-taking:** Learners will be asked to add information to the slidedeck from the class content, as a form of note taking.
- **Debriefing:** Creating summary slides or referring back to slides is an opportunity to debrief/reflect at the end of each lesson.
- **Experiential learning:** Students are directly involved in the creation of the slidedeck and in editing and finalizing of the class unit materials on the slidedeck.

HOW | Google Slides: Google Slides is the easiest way to put this routine into practice, because it is free and syncs easily to Gmail, Google Classroom, and all other Google applications. Additionally, multiple users can collaborate on the same presentation and they can see one another's edits in real time. Starting with a skeleton of an instructor-created slideshow (a general outline of the upcoming instructional unit), students edit the slides as the class moves through the unit. Instructors will model the

various ways to add content to the slides in early units and gradually release responsibility to the class.

Digital Skills | Implementing this strategy connects to the following digital skills:

- **CR.4* Design Digital Content**
Students will be assisting their instructor in building the slidedeck for a particular instructional unit. This involves designing individual slides by adding and formatting text, adding images and links, integrating slide backgrounds, and more.
- **WO.6 Create Slide Presentations**
The entirety of this project will be done in Google Slides.
- **MO.6 Collaborate Using Mobile Tools** Google Slides is collaborative and students will be able to edit the files alongside their classmates and instructor in real time.

Spreadsheet

Build A Class Glossary Using A Spreadsheet Program

Charlestown Adult Education

TAGS: #InstructionalRoutine #Spreadsheet #GoogleSheets #CAE

WHAT: Create an online lesson/unit glossary for students using a spreadsheet program that includes content vocabulary, pronunciation prompts, and images. Students/teachers will be able to communicate via a comment field.

WHY: Transferrable, independent language learning skills. Provide learners with relevant vocabulary in an accessible format online to enhance learning and provide opportunities to review and practice what was learned in class. Students can apply these skills while working independently and add words to their glossary as they discover new words. Learning new vocabulary is key to understanding every subject and builds confidence in future learning and skill acquisition.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Accessible vocabulary and syntax](#)
- [Explicit Instruction: Vocabulary](#)
- [Multimodal Instruction](#)

HOW | Google Sheets

- Create a Google Sheet with key vocabulary words from each lesson. The document will contain the following fields:
 - Word(s)
 - Image
 - Pronunciation
 - Usage/Example
 - Comments/Questions
- Lock all fields except for the Comments. This will provide communication between students/teachers/peers if needed to clear up any problems or misunderstandings.
- Allow forced copy to allow learners to add new words and personalize their glossary
- Key vocabulary will be added to the sheet after each lesson so that by the end of the year, students will have a complete glossary of terms.

The glossary will be stored in the same google drive folder as the class materials, accessed via the class QR code.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.2: Collaborate with Technology**
- **CO.7: Share Information with Others**
- **EF.6: Save & Find Documents**
- **IS.2: Access Information Sources**
- **WO.8: Create Spreadsheets**

Track Student Weekly Performance Using Spreadsheets

X-Cel Education

TAGS: #Spreadsheets #GoogleSheets #XCelEducation

WHAT | Use spreadsheets for attendance, study hours, and progress tracking.

Learners use an online spreadsheet to mark their attendance, log study hours, and track progress. Progress tracking may include class notes, links to content, and/or other evidence that works for the learner.

WHY | Self-Monitoring and digital literacy

By setting up a spreadsheet to help learners keep track of their attendance, study hours, and what they learn in class each week, the students are given the chance to build base skills and comfort with spreadsheets. They will also be able to use their spreadsheet to help them review something they learned in class if the need arises.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Spaced Learning](#)
- [Self-monitoring](#)

HOW | Google Sheets: The instructor will guide students through the process of creating a spreadsheet. Students will then access their individual spreadsheets at the end of the class sessions and log their attendance, hours, or time spent, along with evidence of learning for that day. Students will tag their instructor to notify them so the instructor can check it; once checked, this can be used as an exit ticket.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **WO.8: Create Spreadsheets:** Spreadsheets are useful tools that can be used in various ways to assist us at work, school, etc. This routine helps students build base skills and comfort with this tool. It will help prepare them for learning the more advanced uses of spreadsheets and the use of local and cloud storage tools.
- **OL.10: Save and Manage Content:** Saving and managing content from different devices is an essential skill in our society. By consistently saving and updating their progress through the use of a spreadsheet, this skill will become second nature to them over time since they'll need to use the spreadsheet repeatedly.

Survey

Fostering Inquiry on a Remote Video Meeting

Rian Immigrant Center

TAGS: #DigitalLiteracy #Assessment #Survey #Slido #RianImmigrantCenter

WHAT | Using a QR code, students can access a variety of teacher-curated polls. Students can develop inquiries in a low-stakes environment by asking and answering questions anonymously through a variety of different polls, surveys, and quizzes.

WHY | The anonymity of the polls and surveys will allow students to engage with the content while maintaining a low-stakes environment.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- **Self-monitoring:** When adults monitor their comprehension, performance, and use of strategies when learning they become more invested in their work, build their Metacognition, and actively participate in the process. Helping learners self-assess their behavior helps develop their Self-regulation, monitor their comprehension during reading, and think through strategies during math tasks. Self-monitoring also supports critical thinking and Problem Solving skills.
- **Formative Assessment:** Formative assessment is "assessment for learning" rather than "assessment of learning". In terms of lifelong and lifewide learning, it is often called "learning-oriented assessment", since the focus is on fostering a Learner Mindset by providing feedback, reflection, and revision opportunities rather than evaluation. Embedding assessments throughout instructional activities for feedback and growth opportunities rather than evaluation of achievement, serves a variety of purposes in instructional settings. Learners have the opportunity to make mistakes in a low-risk environment, receive meaningful feedback from the instructor to understand their progress, and revise their work to support a cycle of learning. Formative activities and assessments also help to inform instruction as instructors also gain meaningful information about learner progress. These activities can positively boost learner Emotion and intrinsic Motivation, helping to ease academic anxiety as the emphasis is placed on the learning process rather than final achievement.

HOW | Slido: With Slido, students can submit questions through a regular web browser using a unique event code. Questions that appear on the presenter's screen can be upvoted by other participants, moving the most popular questions to the top. Once a

question has been answered, the presenter or teacher can remove it from the queue. Slido also offers audiences polling with multiple-choice and word cloud options.

- Word cloud poll - A word cloud poll is a visual representation of your audience's thoughts. You simply ask your participants a poll question, and their submissions create a word collage.
- Multiple choice poll - A multiple choice poll allows your audience to select one or multiple options. You can also mark one of the options as a correct answer if you want to quiz your colleagues or event attendees.
- Rating poll - A rating poll lets your audience give a star rating in the same manner that we use when rating our Uber drives, meal deliveries, or hotel accommodations.
- Open text poll - An open text poll gives your audience the freedom to formulate their own answers via an open text field.
- Ranking poll - A ranking poll lets your participants rank multiple options based on their preference or any other desired order.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.2: Digital collaboration:** Students will use Slido as a medium for interpersonal communication and collaboration between students and instructors.
- **MO.6: Collaborate Using Mobile Tools:** Students will utilize their mobile phones to access surveys and polls through QR codes on their mobile devices.

Understand Students' Career Goals by Administering a Survey and Needs Assessment via an Online Form Creator

Action for Boston Community Development

TAGS: #ProgramPractice #Survey #GoogleForms #ABCD

WHAT: Students complete a Google Form survey with questions regarding their career goals and barriers upon their enrollment in a class. Using Google Forms gives students experience using digital forms for data collection, as well as prompting students to reflect on their goals.

WHY: Using Google Forms as the tool to collect this important student information allows instructors and advisors to visualize trends in career goals and barriers, allowing them to better serve the students by adjusting in-class instruction and career workshops to fit the student population. Students will answer a variety of question types, including open-ended and multiple-choice questions, better familiarizing themselves with online forms that are used in many different contexts (medical, workplace, etc.).

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Purposeful Reflection](#)
- [Learner Choice](#)
- [Goal Setting & Monitoring](#)

HOW | Google Forms:

1. New students are assigned the Google Form via Google Classroom as either an in-class assignment or an asynchronous assignment, depending on the current curriculum and lesson planning.
2. Advisors and instructors periodically review the Google Form results, inputting any relevant information into students' individual advising spreadsheets, and keeping notes of general trends among students.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **LL.3: Set Goals & Reflect**

Assess Learner Knowledge Using Online Forms

Charlestown Adult Education

TAGS: #InstructionalRoutine #Survey #GoogleForms #CAE

WHAT: Create online quizzes with built-in answer keys for students to use as a post-lesson assessment tool that provides students with quick, actionable feedback and explanations.

WHY: Provide learners with immediate feedback on the accuracy of their answers to address misconceptions, reinforce knowledge, and help make content “stickier.” Learners often become more self-aware when reviewing their responses, asking themselves metacognitive questions such as “Why did I think the answer was....and not...?” Providing quizzes that provide immediate feedback also increases opportunities for learners to conduct independent self-study.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Immediate Feedback](#)
- [Error Analysis](#)
- [Formative Assessment](#)
- [Foster Growth Mindset](#)

HOW | Google Forms (Quiz)

1. Create a quiz and answer key using the Google Forms “Make-this-a-quiz” setting
2. Type in your first question, and select multiple-choice as option
3. Type in the answer choices
4. Click on “Answer Key,” then select the correct answer from the answer options available
5. Provide written feedback on incorrect answers so students know where their mistake was and can “learn from their mistakes.”

Note: Quizzes will be short and focused on the main points of the lesson taught. Learners will be able to see their results immediately. Quizzes will be stored in the same folder as the class materials, accessed via the class QR code.

We envision student access as follows:

- a. Students will use the QR routine to access the classroom google drive
- b. Students will navigate to the folder containing the module they are working on

- c. Students will be able to review the class material and take the associated quiz
- d. We will name the files something like this:
lesson1.pdf quiz1.pdf

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **IS.4: Self-assess Your Skills:** Google quizzes provide an excellent self-assessment tool for learners to use to test the skills covered in each lesson. Learners can review material at their own pace and get immediate feedback, making it easier for them to track their progress and “self-correct”. Learners will be coached by asking: “Why is it important to find opportunities to test your skills? When you take an online assessment, what should you do with the results? What can you do if you don’t pass an online assessment?”
- **LL.2*: Adapt to New Technology:** Students will learn to take online assessments, a tool frequently used in both workplace training and certification, and academic settings. These assessments will build learners’ confidence by increasing learning and experience.

Learning to Complete Online Forms

Gardner Pilot Academy Adult Education Program

TAGS: #InstructionalRoutine #Survey #GoogleForms #GPA

WHAT | Students will learn how to complete online forms. Student digital skills assessments, class evaluations, teacher evaluations and other feedback needs can be completed using surveys.

WHY | Students being able to complete online forms is crucial to their digital literacy. These forms are commonly used by schools, doctors' offices, hospitals, online retailers and more. By knowing how to complete these forms, students will be able to use technology as part of our digital society and be able to share information with others in a fast, concise form.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Experiential Learning](#)
- [Explicit Instruction: Computer Basics](#)
- [Guided Practice](#)

HOW | Google Forms: Instructors will preview the activity by projecting a form and asking students questions such as what they know about forms, when they have had to fill out forms, whether they have completed online forms, and so on. Instructors will then project an online program-wide survey. Instructors will next demo filling in the survey. Instructor will then project a blank survey and have students come up to complete the survey. Instructor will then project the link to an online program-wide survey. Finally, students will complete and submit the online survey under the supervision of instructor and volunteer.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.2: Collaborate with Technology**
- **CO.7: Share Information with Others:** Students will learn some of the different uses of surveys. They will learn about the different types of questions in an online survey, such as yes-no, short answer or fill-in-the-blank. They will learn how to move to the next question and to the next page and also how to submit a survey once completed, thereby sharing it with the requesting party.

Using Digital Exit Tickets to Give Feedback or to Self-Assess

Jewish Vocational Services - Hyde Park

TAGS: #InstructionalRoutine #Survey #Zoom #JVS

WHAT | Students will use digital tools in order to provide feedback and self-assessment in the form of an exit ticket. Zoom polls, annotation, reactions, or chat, Google Forms, Wordwall, and WhatsApp texting, polls, or audio are all programs that could be used for exit tickets.

WHY | Doing an exit ticket activity helps students solidify what they have learned and self-assess their own learning. It also gives the teacher feedback about what and how the students are learning. This feedback can be used to help plan future classes.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Foster Growth Mindset](#)
- [Multimodal Instruction](#)
- [Self Monitoring](#)

HOW | Zoom Poll: At the end of the class or the end of the week, the teacher can present a short poll, survey, or question for the students to answer about how the class or week went. The teacher can use this information to get a sense of how the students are feeling and plan class accordingly moving forward. Students can answer questions such as: What did you learn today? What was your favorite activity today? What do you still have questions about? What are you looking forward to in the next class? Different tools may elicit different kinds of feedback. For example, with Zoom polls, yes or no questions or multiple choice may be appropriate instead of open ended questions. With Zoom reactions, students could choose a symbol that best represents how they are feeling at the end of class or how they felt during a certain activity. In some cases, the teacher may want to know how specific students are feeling. In some cases, they might want to get the feedback anonymously. Some tools are able to be used anonymously while others are not.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

CO.1 Communicate Effectively: Exit tickets are designed to be quick ways to get feedback from students. Using exit tickets, students learn to communicate quickly and succinctly to their teachers. The goal is to get information across rather than focusing on accuracy.

Encourage Independent Learning Outside Of The Classroom Using Survey Administration Software

Julie's Family Learning Program

TAGS: #InstructionalRoutine #Survey #GoogleForms #JFLP

WHAT: Survey administration software is flexible and can accommodate multiple question types. Therefore, learners can practice a variety of skills outside of class. With pre-made resources available for the learners, they are able to browse through teacher-filtered materials. Teachers provide the practice questions, and the students can receive immediate feedback.

WHY: Using survey administration software is simple to use and can be done on any electronic device. Because it is easily accessible, learners are able to learn independently and develop regular study habits. It provides an opportunity for review and reinforcement of skills that have been mastered and encourages practicing skills that are not through video or extra practice.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Error Analysis](#)
- [Immediate Feedback](#)
- [Spaced learning](#)

HOW | Google Forms

Learners access the additional exercises on a Google form to complete outside of class. The questions will be based on material and skills learned in class. The questions could be multiple-choice, short answer, or paragraph writing. Multiple-choice questions will have answers that provide immediate feedback for the learners, while the open-ended responses will require teacher feedback.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **IS.4: Self-assess Your Skills:** Wordwall games and activities promote independent practice. Students get instant feedback on their comprehension. When they repeat the activity or try a new template, they can see their progress and identify which areas require further study.

- **LL.2: Adapt to New Technology:** Wordwall games and activities are an easy on-ramp to self-directed and independent learning. The games are simple and intuitive, building students' confidence to use technology independently. Wordwall requires very little onboarding. Students can even play through the activities without typing their names. Mastering Wordwall can help students build confidence for mastering more difficult digital skills down the road.
- **EF.3: Use Basic Browser Tools**

Questions Responses 4 Settings Total points: 40

Comprehension Homework: Winter Worries and Health Hazards Part 2

Please complete this homework before the next class.

B *I* U ↗ ↖ ↘ ↙

Email *

Valid email

This form is collecting emails. [Change settings](#)

Type your name. *

Short answer text

1. What is the topic for paragraph 5? *

☐ worst villain

☐ winter is cold

☐ signs of hypothermia

☐ brain and oxygen

2. What is a possible question for paragraph 5? *

☐ What are the signs of hypothermia?

☐ What happens to the brain with no oxygen?

☐ Why is winter so cold?

☐ Why is winter such a villain?

Use Online Polls For Daily Check-Ins And To Assess Class Knowledge

Julie's Family Learning Program

TAGS: #InstructionalRoutine #Survey #GooglePoll #JFLP

WHAT: Have learners do a quick check-in at the start of class. At the start of class, learners open Google Classroom to answer the check-in question. They briefly reflect and then type their response. Sometimes they are asked to respond to other answers, and then it becomes a class warm up.

WHY: Online polls are short and informal tasks that equip teachers with feedback from students so they can adjust their teaching. The online poll automates the data collection. The results can be seen by the classroom community, therefore, providing a springboard for class discussion.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Learner Choice](#)
- [Peer discussion](#)

HOW | Google Classroom Polls

Create a poll within Google Classroom with a question that asks them to reflect on their level of understanding and their background knowledge on a topic that will be discussed. Post the question on Classroom. The form is automatically sent to each student's email when it is posted. Then share the results of the poll with the class, and ask clarifying questions.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **IS.4: Self-assess Your Skills:** Identify info needs and competence/knowledge gaps
- **EF.9: Send & Receive Email:** Sending and receiving an email, including using attachments
- **EF.3: Use Basic Browser Tools:** Browser skills [e.g. address bar, web navigation, favorites/bookmarks, forward/back, etc.]
- **LL.3: Set Goals & Reflect:** Self-reflection/lifelong learning



1/25 Warm Up



Sam Peckham • Jan 25

100 points

Due Jan 25, 2:00 PM

What websites do you like to visit online? (Examples: facebook.com, amazon.com, google.com, etc!) This can be apps that you use on your phones.



Aminata [redacted] Jan 25

i like to viste whatsapp

← Reply



Melanie [redacted] Jan 25

youtube

← Reply



Manuel [redacted] Jan 25

when I visit the websites the first thing I look at is google and amazon,etc.

← Reply

Respond to Digital Literacy Survey to Identify Needs

Jewish Vocational Services - Hyde Park

TAGS: #InstructionalRoutine #Survey #GoogleForms #JVS

WHAT | Students take a survey at the beginning of the year to give information about their digital literacy needs. Instead of focusing on their devices, this survey asks the students to identify both what they already do on their phones and computers and what they want to be able to do on their phones and computers.

WHY | The goal of this survey is to help teachers know what the students' needs are around digital literacy to be better able to craft lessons that meet those needs. This information not only helps individual teachers craft lessons but can also identify skills to emphasize for the whole program. This can also help teachers identify what lessons to craft that can be used in the future. For students, this survey will help them to identify their own needs and set goals.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Goal Setting and Monitoring](#)

HOW | Google Forms: Teachers give students the survey during the first two weeks of classes on a digital form such as Google Forms and can be sent to students as a homework assignment. Teachers review the results within the first month of classes. The results can be used to determine which digital literacy lessons to emphasize for that year. Teachers can share the results with the students in their classes so students know what will be taught that year. For beginner students, use multiple choice with pictures. For higher level students, use open-ended questions.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **LL.3 Set Goals and Reflect:** For students, this is a way to identify what they want and need to learn in order to give them some say in their own learning. Helping the teacher to set classroom goals also helps with motivation because students can see the relevance in their own lives.

Creating & Completing an Online Form for Self-reflection and Course Feedback

Laboure Adult Education Program

TAGS: #InstructionalRoutine #ProgramPractice #Assessment #Survey #GoogleForms #Laboure

WHAT | Create Online Form: As a class project, students create reflection questions to use in an online survey form. The questions allow them to reflect on their own participation, study skills, executive functioning, etc. They also have the opportunity to provide student feedback to the teacher on activities they enjoyed, did not enjoy, and suggestions for future classes, etc.

WHY | Optional blurb: Learners can foster self-efficacy, self-regulation and ownership for their learning and the class when they participate in creating the questions they will use for self-reflection and course feedback.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Self-monitoring](#)
- [Purposeful Reflection](#)
- [Goal Setting and Monitoring](#)
- [Check-ins](#)

HOW | Google Forms: Along with the teacher, students create questions they deem to be important for success and self-reflection in the classroom. They also create questions to give feedback on the course. Types of questions and intent can be discussed (scale, multiple choice, open-ended, etc.)

- Students access the Google Form regularly (bi-weekly, for example) via Google Classroom or email.
- Students complete and submit their individual form
- Instructor uses feedback for further instruction, one-on-one meetings, and to track student assessment of their progress.
- Results can be analyzed for short- and/or long-term goal setting
- Form can be revisited and revised as needed.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.1: Communicate Effectively:** Learners complete the form and provide comprehensible feedback (especially on open-ended responses.)
- **CO.7: Share Information with Others**
- **LL.3: Set Goals & Reflect**

Share Feedback and Opinions Via an Online Form

Mujeres Unidas Avanzando

TAGS: #ProgramPractice #Survey #GoogleForms #MUA

WHAT | Share Feedback and Opinions Via an Online Form: Online forms (such as Google Forms) are utilized for students to submit mid-year evaluations, end-of-year evaluations, and general feedback, complaints, and inquiries. Via these Google Forms, there is an open line of communication between the student and the program at any time. The pressure of a face-to-face conversation is removed, and students also have the option to remain anonymous when completing a form.

WHY | Student Voice The goal of this routine is to encourage and facilitate student voice in the organization. The opinions and the experiences of all students are valuable, but some students will be more comfortable than others in voicing those opinions. By providing a scaffolded online form and explaining to the student that providing their name and contact information is optional, more students will be comfortable sharing their thoughts.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Learner Choice](#)
- [Explaining Their Thinking](#)
- [Check-ins](#)

HOW | Google Forms: Google Forms is the simplest way to accomplish this task. Google Forms are easily accessible by links that teachers can share with their students, and various question types can be used, such as multiple choice, checklist, short answer, and more. Mid-year evaluations and end-of-year evaluations should be administered at a set time to the whole class, and a separate, ongoing feedback form should be available for students throughout the year on Google Classroom. In this way, they know that they can submit a form whenever they have a specific inquiry or issue, not just at these two points in the year.

The forms are scaffolded for English learners of all levels. This is done by providing images alongside the text (such as emojis, thumbs up/thumbs down icons, etc.), as well as sentence stems to help get students started. Through short answer questions, students are asked to elaborate on their opinions. Sentence starters are provided as a scaffold for those who may need them. This is to ensure that students from all classes are able to provide meaningful feedback, not just those in upper-level classes.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

CO.1: Communicate Effectively: Students practice providing feedback digitally. They have the opportunity to ask questions, voice complaints, praise a staff member, and more.

CO.7: Share Information with Others: Via these forms, students provide valuable information and insights to the program.

Video Conferencing

Annotation Tools for Language Learning

Catholic Charities/El Centro Adult Education

TAGS: #InstructionalRoutine #VideoConferencing #Zoom #ElCentro

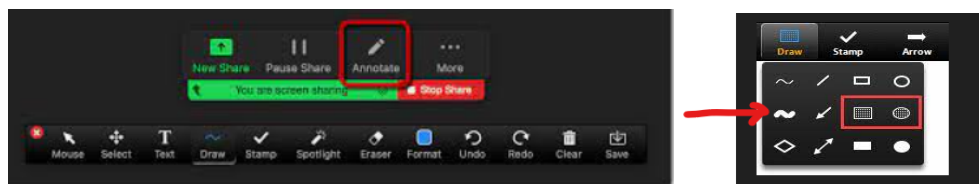
WHAT | Optional blurb: Annotation tools allow teachers to effectively teach reading and vocabulary acquisition to large classes of online students.

WHY | Optional blurb: Traditional pedagogy implies that small classes or even one on one tutoring is the optimal way for students to acquire literacy skills. Teaching literacy with Zoom's annotation tools provides an environment for ESOL students to make mistakes with confidence and still gain the attention to detail from an instructor.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Annotating](#): Zoom's annotation tools replicate the personalization of a private lesson without diminishing the cohesiveness and interaction of a group discussion. Guided reading with annotation tools allows students to practice inference of vocabulary. It also allows teachers to isolate words on the screen for explicit instruction of pronunciation.

HOW | Zoom Annotation Tools: Once the participants have entered the class and the literacy activity has begun, the host should share their screen and identify the literacy materials. Once text has been indicated, the host should offer some type of audio or visual scaffolding as pre reading. In the screenshot below, a student is offered a picture to accompany the text. The instructor should elicit a response from the students, and use the zoom highlighting tool to color code part of the text. This feature is available in the zoom toolbar. After the instructor left clicks on the annotation symbol, scroll to draw and choose the dropdown menu symbol on the middle row- left column.



Choose a color and move the cursor over the desired text on the screen. Once the text is highlighted, ask a volunteer student to unmute and read the text aloud. Pause to allow for pronunciation correction as needed, and comprehension and analysis to bring in the rest of the class.

Wondery.com interface showing the video "The Heimlich Maneuver" from the series "American Innovations". The video title is "The Heimlich Maneuver" and the subtitle is "In the 1960s, choking was a national epidemic." A red arrow points to the subtitle. The video player shows a waveform and the text "In the 19 sixties. Shocking was a national epidemic."

For further scaffolding, identify new vocabulary from the text and switch to draw mode to underline and circle desired words. Students can practice pronunciation of the words as a class and also mute themselves for privacy, if needed.

To see a recording of these tools in action click this link. [Using Zoom Annotation Tools for ESOL](#)

Vocabulary

<u>Choking</u>	Lodged
<u>Nod</u>	Lungs
<u>Culprit</u>	Anatomy
<u>Theory</u>	Ribcage
<u>Anesthesia</u>	Distractedly
Medical tube	Essentially
Nervously	Diaphragm
Airway	Chest Cavity
shock	cafeteria

Medical Tube.

CONSCIOUS CHOKING
Cannot Cough, Speak, Cry or Breathe

After checking the scene for safety and the injured or ill person, have someone CALL 9-1-1 and get consent. For children and infants, get consent from the parent or guardian, if present.

1 GIVE 5 BACK BLOWS

Adult: Child: Infant:

2 GIVE 5 ABDOMINAL THRUSTS

Adult: Child: Infant: (chest thrusts for infant)

3 REPEAT STEPS 1 AND 2 UNTIL THE:

- Object is forced out.
- Person can cough forcefully or breathe.
- Person becomes unconscious.

WHAT TO DO NEXT

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.2: Collaborate with Technology:** Using Zoom's Annotation features as a tool for literacy enables collaboration between students across multiple borders, and provides a convenience and comfort that is unmatched in a traditional classroom. All the while, the annotation features accompanied with a teacher's instruction allows students to receive the personalized experience of a traditional classroom. Listening to the pronunciation of new words also helps students collaborate together and build confidence as language learners.

Engage Distance Learners At The Start And End Of Class Using Screen Sharing Tools and Polls

Julie's Family Learning Program

TAGS: #InstructionalRoutine VideoConferencing #Polls #Zoom #Peardeck #JFLP

WHAT: The learners will join their hybrid class as normal and see an agenda and a warm-up question on the screen as soon as they join. Students will answer the question on a poll app and submit it to the teacher. This will get them thinking about the materials and focusing on a class even before direct instruction begins. They will start to engage with class material right away in the same way that in-person students do. At the end of class, the teacher will be able to tell what students learned from the lesson and keep high expectations for the whole class period.

WHY: Encouraging active participation, clear instruction, and regular activities will enhance engagement and create a safe learning environment. Distance learners will have the opportunity to engage and become committed to the lesson from the start of class. In-person students will have an opportunity to engage with the work distance learners are doing as well as the opportunity to work with technology. By giving them structured time to settle into learning, they will feel more connected to the whole class and the material being taught. The instructor will be able to tell if both their distance and in-person learners are engaged throughout the whole class from start to finish through warm-up work and guided practice/homework.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Clear structure & presentation](#)
- [Multiple Methods of Assessment](#)

HOW | Zoom Screen Sharing and Peardeck

Zoom Screen Sharing: Using screen sharing tools to project the agenda and a warm-up question for distance learning students. Instructors use screen-sharing tools to set up the start of class materials so as students join, they are immediately moving into 'school mode' and know what to expect from the lesson. Students will be more engaged and have more opportunities to interact with the materials and the instructor.

Peardeck: Peardeck allows for the same materials to be projected on personal devices for both in-person and distance learners. Students will see the content or question being discussed, and can respond through writing on Peardeck or verbally. The instructor sees what the students are seeing and sees every response they provide.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.3: Make Voice & Video Calls:** Make Internet-based voice and video calls (using Skype, FaceTime, etc.)
- **CO.7: Share Information with Others:** Understanding ways to share information with others (E)
- **EF.3: Use Basic Browser Tools:** Browser skills [e.g. address bar, web navigation, favorites/bookmarks, forward/back, etc.]

The screenshot shows a Google Meet window. At the top, there's a toolbar with icons for Mute, Stop Video, Security, Participants, Chat, New Share, Pause Share, Annotate, Apps, and More. Below this is a taskbar with various open applications like Mail, Voice - Calls, My Drive - Google..., and a Google Meet window titled 'You are screen sharing'. The main content area shows a document being shared. On the left, there's a sidebar with icons for drawing, erasing, pointing, and other tools. The document content includes a handwritten 'Welcome! May 8, 2023' and a blue 'Agenda' section with items like 'warm up', 'division of fractions', 'notes +', and 'Practice'. On the right, there's a yellow 'warm up:' box and a paragraph about Taisha building a flower garden with 95 flowers, asking for the number of bags and cost if each bag has 20 bulbs at \$1.75 each.

5/8/2023

Set background Clear frame

Welcome!
May 8, 2023

Agenda

- warm up
- division of fractions
- notes +
- Practice

warm up:

Happy spring!

Taisha is building a flower garden. She is wanting to plant a total of 95 flowers.

If the bags of tulips come with 20 bulbs in each bag, and each bulb is \$1.75 how many bags would she need and how much money would it be?

Navigating Between Different Screens to Access Information

Jewish Vocational Services - Hyde Park

TAGS: #InstructionalRoutine #VideoConferencing #Zoom #JVS

WHAT | Students click or tap on a link from the chat feature during remote classes to do an activity on another program. Students can use Wordwall, ELLII, Jamboard, Padlet, or others to navigate between the web meeting platform and the program.

WHY | Being able to navigate between screens can be an important skill. Students need to multitask on both their phones and computers. For example, if a student is checking email on their phone and wants to look up a word in Google Translate, they will need to navigate between screens.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Clear Structure and Presentation](#)
- [Explicit Instruction: Computer Basics](#)
- [Immediate Feedback](#)
- [Multimodal Instruction](#)
- [Spaced Learning](#)

HOW | Zoom: It is important to show students how to use your chosen program that they will be using to navigate between screens before teaching them how to do the navigation so students don't get stuck on how to use the program. First, the teacher can use the program in class with a shared screen routinely so students start to recognize the program and how it works. Then, activities can be assigned through a link sent by the teacher as homework (for example using WhatsApp or email) so students can practice using the program on their own. After that, the students use the program during a remote class by navigating between screens with a link. Students who have trouble opening the program can go into a breakout room with the teacher who can use a shared screen to help students do the activity.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **LL.2 Adapt to New Technology:** Using a new program will help students be able to navigate other similar programs in the future. Having more interactive classes with the use of various programs, as well as practicing the skill of opening new windows, helps students adapt to a new way of learning in the remote classroom. Using different types of games in various programs helps students

navigate sites (for example, they have to press the start/play button, click on answers, drag to do matching, and so on).

- **MO.6 Collaborate Using Mobile Tools:** By practicing opening multiple windows on their phones, students gain a skill to better collaborate on projects with their classmates. This will eventually allow them to work on a shared document in a breakout room during class or look up information that they need while on Zoom or on a phone call.

Prepare Students for Expectations of Video Conferencing Use During Class

JVS - Bridges to College and Careers

TAGS: #ProgramPractice #VideoConferencing #Zoom #JVSBoston

WHAT | Video-conferencing tools increase opportunities to hear diverse perspectives, discover strategies to participate in coursework, and increase learning outcomes effectively.

WHY | The goal is to assess students' skills, determine the additional support they need, and provide classroom instruction to build digital literacy skills before transitioning to higher education. A tutorial and review of the video conferencing app will provide students with the strategies and reminders they need to participate in Adult Ed or college classes successfully.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Clear Structure and presentation](#)
- [Creating visual representations](#)
- [Experiential learning](#)
- [Formative assessment](#)
- [Goal setting and monitoring](#)
- [Guided Practice](#)
- [Immediate Feedback](#)
- [Instructor Accessibility](#)
- [Observation and Shadowing](#)
- [Self-monitoring](#)
- [Video replay analysis](#)

HOW | **Zoom:** Following orientation, students whose assessment results reveal that they need additional practice in computer basics, specifically Zoom (depending on program and student needs). Students are given a formative assessment to review their digital literacy with Zoom and asked to answer the question(s) at the start of class. After the assessment, the instructor reviews the answers with the students and shares the results. The instructor then reviews the Zoom basics that the students will be required to master during class, including, but not limited to: screen sharing, muting/unmuting, camera on/off, annotate, reactions, messaging via chat, polls, and breakout rooms. The instructor will then share additional videos and resources to assist students in mastering

the content over Zoom. At the end of the lesson portion, the instructor will provide a Zoom “scavenger hunt” in breakout rooms requiring students to show mastery of content as a summative assessment.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.2: Collaborate with Technology:** Digital collaboration (E)
- **IS.4: Self-assess Your Skills:** Identify info needs and competence/knowledge gaps
- **LL.2*: Adapt to New Technology:** Adaptability [e.g. open to learning new tech, reapply/build on tech experiences]
- **EF.1: Use Accessibility Features:** Accessibility tools on device
- **IS.1*: Use & Apply Information:** Apply info [synthesize understanding and knowledge, draw conclusions]
- **CO.1: Communicate Effectively:** Awareness and adaptation of communication strategies to meet behavioral norms and respect user diversity (Netiquette) (E)

Web Design

Provide Centralized Access To Class Content And School Information Through A Structured Wiki Intranet Website

Charlestown Adult Education

TAGS: #ProgramPractice #WebDesign #GoogleSite #CAE

WHAT: Learners will have 24/7 access to a structured wiki intranet website where they will find a variety of class resources such as class presentations, online quizzes, and online class-relevant vocabulary tools. In addition to this, students will have access to school information such as school calendars, handbooks, and current newsletters.

WHY: The main idea is to provide 24/7 access to educational materials through a structured wiki intranet website, allowing students to find relevant materials to expand and reinforce their knowledge using an internal educational-friendly platform. The platform connects with other tech tools such as QR codes, Google Drives, Google Slides, Google Sheets, Online forms, PDF classroom material, and a Glossary of new English vocabulary words, and their proper pronunciation. All these tools will be located in one user-friendly place.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Literacy Environment](#)
- [Clear Structure and Presentation](#)
- [Instructor Accessibility](#)

HOW | Google Sites

- 1) Use the Google tool Google Sites
- 2) Start a new website
- 3) Create the website structure using the drag and drop website builder
- 4) Create the pages needed
- 5) Integrate other Google workspace applications to share class material content such as google slide, google forms, google sheets
- 6) Provide editing access to the Instructors
- 7) Encourage Instructors to create class material content and provide the uniform structure
- 8) Share the class material content with students using a QR code or a direct link to the website

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **LL.1: Find Learning Resources:** Google sites allow students and instructors to find class material, supportive documentation, school information and external links to other websites, in a user-friendly and familiar way.
- **EF.6: Save & Find Documents:** Instructors will structure and save documentation to support their classroom learners, using the google applications such as google sites, slides, sheets, forms, PDFs, etc. Learners and instructors can use the class material 24/7 through the use of the structured wiki website. This routine allows students and Instructors to improve and interact with the use of the internet, online tools, search skills, share content, accessing using computer devices as well as mobile devices.

Word Processing

Build Note-Taking Skills Using a Word Processor App

X-Cel Education

TAGS: #InstructionalRoutine #WordProcessor #GoogleDocs #XCelEducation

WHAT | Learners create a text document for taking notes.

Learners use a word processor app to take notes during class and may use any font or text style they like. They are strongly encouraged to use the different tools that help organize their notes, such as the highlight, bold, italic, and underline tools.

WHY | Develop workforce skills, organizational skills, and digital literacy.

Not only will students learn how to organize their class notes, but they will also be building skills in text documents which will undoubtedly help them in the workplace. Text documents are frequently used in a work environment, so having strong base skills in using a text document is important. Lastly, students will be able to build basic typing skills.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- Spaced learning
- Experiential learning

HOW | Google Docs: Students will access Google Docs on their laptop and create a new document; students will then use this document to take notes during class. Be sure to have them put the date in the title of the document. Have instructors model and encourage the use of formatting tools. Students will tag their instructor to notify them so the instructor can check it at the end of class.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **WO.7: Create Documents:** Word documents are useful tools that can be used in various ways to assist us at work, school, etc. This routine helps students build skill and comfort with this tool as well as organize information and save content.
- **IS.6: Organize Information & Files:** By taking notes on a word processor, they will constantly have to add/delete things and have to manage to keep their documents organized in order to find them when needed, especially if multiple documents are created.

OL.10: Save and Manage Content: They will constantly need to save and manage their content during this routine. They'll need to refer back to these documents when needed, so keeping them organized and stored locally and/or on a cloud is essential.

Provide Comprehensive Feedback on Student Writing Using a Word Processor

Action for Boston Community Development

TAGS: #InstructionalRoutine #WordProcessing #GoogleDocs #ABCD

WHAT: Students complete writing prompts and other assignments by completing a Google Doc template provided by the instructor. The template will vary depending on the assignment. This document is then shared with instructors, and at times with other learners. Students can get feedback and comments from instructors/classmates asynchronously and in real-time to improve their writing skills.

WHY: Google Docs is a common tool in both workplace settings and in school. Incorporating Google Docs for writing activities gives students practice with this digital tool, and also opens the opportunity for collaboration with classmates and instructors. Providing feedback via Google Docs throughout the year also allows instructors to track student progress and improvement.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Foster Growth Mindset](#)
- [Immediate Feedback](#)

HOW | Google Docs:

1. The instructor creates a new assignment in Google Classroom, and assigns a Google Doc template, choosing “Make a Copy for Each Student”. Assigning via template ensures a) each student has their own file b) the instructor automatically has access to all documents, and students do not need to use the ‘share’ function.
2. Students open the template and edit. If doing the activity in class, instructors should show the guide on how to edit the document. If doing the activity asynchronously, the guide for how to edit the template should be attached to the assignment.
3. After the student completes and submits the assignment, the instructor provides feedback within the Google Doc. It’s important that instructors review the feedback format with students throughout the year to ensure student understanding. The format should be level-appropriate. Some examples of using Google Doc tools to provide feedback:
 - a. Pose clarifying questions via comment function

- b. Use highlight function with a variety of colors to identify errors / mistakes for students to correct
 - c. Using suggestions function to make direct changes to student text
4. Instructors can share students' Google Docs with other students for collaboration and feedback as well.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **WO.7: Create Documents**
- **WO.3: Manage Projects Online**

Create A Digital Journal Using An Online Word Processor

BCYF Perkins

TAGS: #InstructionalRoutine #WordProcessing #GoogleDocs #Perkins

WHAT: Learners create a digital journal using an online word processor to practice their writing skills and develop their vocabulary, grammar, and sentence structure.

WHY: Journaling is important in English language learning as it provides a space for learners to practice and improve their writing skills. It allows them to express their thoughts, ideas, and experiences in English, which helps develop their vocabulary, grammar, and sentence structure. Journaling also encourages learners to reflect on their language learning journey and track their progress over time. It promotes self-expression, creativity, and critical thinking, as learners can explore different topics and engage in personal reflection. Additionally, journaling enhances fluency and confidence in writing, as learners regularly engage in the process of generating written content. It provides an opportunity for learners to experiment with language, practice new vocabulary and grammatical structures, and receive feedback from their teachers. Journaling can also serve as a valuable resource for teachers, as they can assess learners' writing skills, identify areas for improvement, and provide targeted feedback and support.

By using an online word processor for online journaling, students can easily access and update their journal entries from any device with internet access. It also allows for seamless collaboration and provides a convenient way for you to monitor and assess their writing progress. In the process, they develop foundational digital skills.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Learner Choice](#)
- [Purposeful reflection](#)
- [Journaling](#)

HOW | GoogleDocs

Establish a consistent schedule for journaling, whether it's at the beginning or end of each class.

1. Share Google Docs: Create a Google Docs template for journaling and share it with your students. Make sure they have editing access to the document.

2. Set up individual folders: Instruct each student to create a folder in their Google Drive specifically for their journal entries. This will help them stay organized and easily locate their work.
3. Assign prompts: Provide writing prompts or topics for students to respond to in their journal entries. You can create a list of prompts or give them specific ones for each session.
4. Format guidelines: Specify any formatting guidelines, such as font size, line spacing, or word count, if applicable.
5. Monitor progress: Remind students to save and update their journal entries regularly. Check their documents periodically to ensure they are actively journaling.
6. Foster collaboration: Encourage students to share their journal entries with peers for feedback or to engage in discussions. They can do this by sharing their Google Docs with specific classmates or through collaborative activities.
7. Emphasize privacy and confidentiality: Remind students to keep their journal entries private and respect the confidentiality of others if sharing their documents.
8. Monitor engagement: Keep track of students' journaling progress and provide support or additional guidance as needed.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **EF.3: Use Basic Browser Tools**
- **EF.6: Save & Find Documents**
- **EF.10: Create Safe Passwords**
- **EF.12: Protect My Privacy on Shared Devices**
- **IS.6: Organize Information & Files**
- **WO.7: Create Documents**

Commenting and Giving Feedback with Cloud-based Word Processors

Catholic Charities/El Centro Adult Education

TAGS: #InstructionalRoutine #WordProcessing #GoogleDocs #ElCentro

WHAT | Students use the two features of annotation: editing a document directly and commenting in Google Documents. Teacher uses comments to give feedback to the student independently and the student can edit the document directly or use the comment reply feature to discuss with the teacher or ask questions about a specific portion of the highlighted text. This routine is ideal for teachers who already use Google Classroom.

WHY | The primary rationale is to build writing and collaboration skills simultaneously. Google Docs, and cloud drives in general, almost all have a feature like annotations/comments and it's a great tool for students to use to collaborate with each other. This is a way for students to develop proficiency with how the feature works so that they will be equipped to collaborate with each other, as well as potential colleagues at future jobs. This type of feedback is also an excellent metacognitive strategy for students to think critically about the writing process.

This routine encompasses many workplace skills essential for using a word processor. Additionally, it is a crucial skill in understanding cloud storage and the concept of shared documents, giving people the ability to collaborate swiftly. Finally, navigating cloud storage and accessing these types of documents are essential foundational skills in retrieving documents.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Annotating](#): Using Google Documents to comment directly to the student allows students to “engage deeply with a text by focusing on specific sections as highlighted.
- [Error Analysis](#): Analyzing errors is especially beneficial in helping learners develop a Learner Mindset and critical thinking skills, which are a component of Problem Solving. Studying their own errors can help learners see when they have used incorrect strategies or procedures, which is particularly important in strengthening Numeracy and supporting English language learners.
- [Guided Practice](#): This method also allows guided practice and goal setting by giving students manageable “chunks” of feedback with “actionable steps” to improve their work while simultaneously allowing them to analyze errors in context.

- [Goal Setting & Monitoring](#)

HOW | Google Documents Editing & Suggesting: Students submit a written assignment in Google Classroom. During the next lesson, the teacher will explicitly teach the functionality of the editing feature in Docs. Classrooms with a computer lab or laptops for students would be ideal, as they can log in, access the document simultaneously and follow along as the teacher demonstrates.

Pull up a sample text, be sure to include deliberate errors (whether they are grammatical or spelling is not important). The document will be shared with students and they will be able to log on and open the document simultaneously.

The teacher will direct attention to the upper right corner, where the default setting “editing” should already be activated. Click the drop-down menu and select “suggesting.”

The teacher now finds an error in the text and highlights it. Students resolve the error and the teacher types the “suggestion” which will appear as a comment to the right of the page and coincide with the highlighted text. The teacher will show them that they now have the option to accept or reject any suggestions. If the suggestion is valid, the teacher will click accept and the suggestion will take effect into the text itself.

Next, with the suggesting feature still active, the teacher highlights another section of text and draws students’ attention to the speech bubble with a plus symbol in it. Click it. The teacher demonstrates that this feature allows the user to add comments over the highlighted portion of text. These comments do not coincide with suggested edits like previously stated, and are available to add in both editing mode and suggesting mode.

Students will then work in pairs to comb the text for errors and use the suggesting feature to “suggest” corrections. The teacher will be able to see these suggestions in real time. Additionally, the teacher can instruct students to ask three questions, make three agreements/disagreements, or otherwise comment using the comments feature to further demonstrate their understanding between the two functions.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **WO.7: Create Documents**
- **WO.3: Manage Projects Online**
- **WO.4: Choose the Appropriate Tools**
- **OL.10: Save and Manage Content**

Collect and Organize Professional and Educational Experience using Resume Template

Laboure Adult Education Program

TAGS: #InstructionalRoutine #WordProcessing #ResumeTemplate #Laboure

WHAT | Live Resume Template: Learners will access and begin filling out or collecting the content necessary for creating a resume using a template. The template will be saved and constantly added to as the student language-related lessons cover topics such as demographic information, educational experience, and work-related experience.

WHY | Updating documents: While students are learning skills, such as past tense descriptions of previous experience or the skill of summarizing, they will be constantly making contributions or modifying content to a live resume template, helping them make the connection that their learning is applicable to their lives. They will see that a resume is a living document that can be updated to reflect new goals and experiences. Students will also include transferable skills that they have attained previously that may open up unrecognized job opportunities.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Cultural & Life Experience Connections](#)
- [Foster Growth Mindset](#)
- [Goal Setting & Monitoring](#)
- [Graphic Organizers](#)

HOW | Templates: As a component of accessing digital organizational tools, students will be shown how to find templates in Google Docs and Word. They will select a resume template and learn how to save it and add to it as a live document. Information will be added to this document as the lessons progress through content areas such as demographics, descriptions of past experiences, and expressing objective goals. Students will save the form on their Chromebooks or smartphones so that it can be easily accessed when filling out applications and when submitting resumes for real job search.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CR 3: Adapt and reuse digital content**
- **EF 6: Save and find documents**

- **IS 4: Self-assess your skills**
- **IS 6: Organize information and files**
- **LL3: Set goals and reflect**

Utilizing the Comments Feature on Word Processing Tools for Peer Feedback and Review

Laboure Adult Education Program

TAGS: #InstructionalRoutine #WordProcessing #GoogleDocs #Laboure

WHAT | Share Writing for Peer Feedback: Students share their original writing with others to receive feedback via the comments feature on Google Docs.

WHY | Peer Feedback: Being able to share a digital document with others and create comments, allows for interactive and collaborative writing in the classroom. Peer evaluation and comments allows both the person leaving the comment and the one receiving it to improve their writing and literacy skills as well as to hone their error analysis skills. Teachers can demonstrate to students and teach lessons on the variety of comments one can add, not simply error correction, but focused on a recently learned writing skill, for example. It helps students gain more immediate feedback than when the teacher is the sole commenter. Peer feedback and revision gives students more perspective and the opportunity to practice essential skills for future projects at school and work.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Error Analysis](#)
- [Immediate Feedback](#)
- [Peer Feedback/Peer Review](#)

HOW | Google Docs: Students learn about the types of comments they can leave and how to do it via direct instruction, modeling, and practice. Students will create their original writing on a Google document. They will share their document with one or more students/staff. Students will use the comment feature to leave comments that can include error correction, stylistic suggestions, and positive reinforcement, i.e. “Great use of a conjunction!” Students read the comments and reply (verbally or written) for further clarification, etc. and make edits accordingly.

DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- CO.7: Share Information with Others.
- CO.2: Collaborate with Technology

- CR.7: Revise and Adapt Existing Content: The amount of collaboration and revision will vary depending on the project. Modeling and clear instruction on types of comments and how to address them is imperative.

Using Text to Speech to Answer Questions in an Online Document

St. Mark's Community Education Program

TAGS: #InstructionalRoutine #WordProcessing #GoogleDocs #StMarks

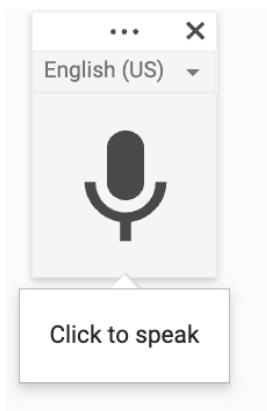
WHAT | Learners read the question in the Google Docs and answer using speech-to-text to check the accuracy of their answers. The teacher then grades based on the accuracy, providing feedback.

WHY | Learners benefit a lot from hearing the pronunciation of words within different contexts of English as well as seeing instant feedback about how they are pronouncing the words that relate to the current topic they are learning. The goal is for them to verify that they can communicate with meaning.

Connected Evidence-Based Strategies | This strategy connects to the following evidence-based strategies:

- [Speech to Text](#)

HOW | Google Docs: Teacher models how to use speech to text function in Google Docs. Model using correct pronunciation to show students how this technique helps to give instant feedback on pronunciation. This tool can be used to collaborate with other students to practice dialogues and check for pronunciation. To use this feature, go to “Tools” at the top of the taskbar in Google Docs and click on “Voice typing”. Click on the microphone to speak and see the words appear. Make sure the document is in edit mode for students to be able to write answers.



DIGITAL SKILLS | Implementing this strategy connects to the following digital skill(s):

- **CO.2 Digital collaboration:** Students are able to share documents with teachers so that there is a collaboration with the content being produced.
- **CO.7 Understanding ways to share information with others:** This is related to CO.2 as students can also ask questions to other students to gain information from others. For example, if the topic is about hobbies,' students can ask each other questions like "What do you like to do when it is hot outside?"