# Q's & A's

Responses to the most frequently asked questions from the *COVID-19: Moving Your Classes Online* webinar

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# The Top 10 (+ 1)



1. Are there free distance learning resources that can support teachers to help ensure students are learning?
2. What is genuine engagement online and how do I achieve it?
3. What is your recommendation for providing individualized education to special education students?
4. How can I differentiate instruction using technology?
5. How do I hold virtual office hours?
6. What do I do if my students do not engage with my online instruction?
   a. What is your recommendation for addressing this behavioral issue?
7. How do I present hands-on learning activities when students don't have the materials at home; for example, teaching a subject such as P.E., auto shop, cooking or PBL?
8. How do I balance physical worksheets, online tasks, and online games?
9. What are the best practices for hosting 1:1 conference meetings with younger students?
10. If the students are expected to do 30-40 minutes of work for each class, should they be expected to do 4+ hours of work each day in total?
    a. What is too much for elementary, middle and high schoolers?
11. Are there different resources geared towards elementary, middle, and high school online classes?

#1: Are there free distance learning resources that can support teachers to help ensure students are learning?

- Don't **rely** on outside resources - use them formatively

- **Reflective**: Flipgrid (https://info.flipgrid.com/), Journaling

  (https://kidblog.org/home/ or their own Google Slide Deck)

- **Check-In's**: Kahoot! (https://create.kahoot.it/)

- **RESOURCES**!:

  http://www.amazingeducationalresources.com/

- **Rubrics**: http://rubistar.4teachers.org/index.php

#2 What is genuine engagement online and how do I achieve it?

- Papert: ***Hard Fun***

- Immersive

- Doing/Action/Application

- Solving Problems

- Creating Something with Value

- Communication (pre & post)

- Real work (serving as an advisor/pitching a project)

- SImulations: *Gizmos* (https://www.explorelearning.com/)

#3: What is your recommendation for providing individualized education to special education students?

- The IEP is a living/legal document

- USE the Present levels of Performance in Goal Areas as guides

- Area of Strengths & Needs Analysis relative to the tech & support at home

- Then options can be explored for instruction...

- Online reading program (self-paced) / Hard copies (packets) sent home

- Access issues - Consider quick meet - student goes and does (video tape) and returns to discuss

- Document/Evidence - Google docs/slides for parents

#4: How can I differentiate instruction using technology?

- Learning Menus / Student Choice

- Building tools for different Strengths

- **RUBRICS**!

- Newsela https://newsela.com/

- Kids Discover https://online.kidsdiscover.com/covid-19

- Curriculum Pathways

  https://www.curriculumpathways.com/portal/

#5: How do I hold virtual office hours?

- Tool - Zoom

- Be consistent with the time

- Sign-Ups? Present a sign-up sheet

- Clarify the "Rules of Engagement" before and stick to

    them

- Private Conversations? Use a "Breakout room"

- Password?

#6 What do I do if my students do not engage with my online instruction? What is your recommendation for addressing this behavioral issue?

- Take a step back and reflect on what the focus of the experience is for the learner

- What is the environment you've created?

- What expectations were shared and were those clear to the learner?

- FEEDBACK - screencasting - talking to the student

- Being clear with ramifications but approach from a non-punitive place

- Family meeting online

- Consistency!

**#7**: How do I present hands-on learning activities when students don't have the materials at home; for example, teaching a subject such as P.E., auto shop, cooking or PBL?

- Ask parents beforehand

- Ask the students; make it a challenge

- Reach out to local businesses to see what they

  could offer in the way of resources

- Be creative and approach from with genuine

  enthusiasm

- Use online simulations and video demos

#8: How do I balance physical worksheets, online tasks, and online games?

- The Learning Outcomes/Objectives

- The Core Intent of the Learning

- The Developmental Needs

#9: What are the best practices for hosting 1:1 conference meetings with younger students?

- Welcome to a Brave New World

- In the process of creating a *New Normal*

- Relationship

- Keep it Simple!
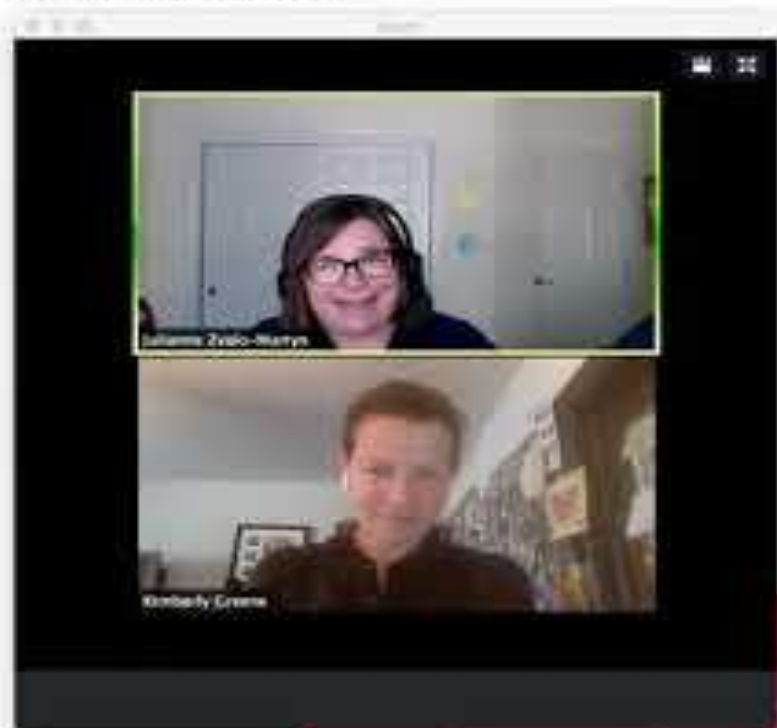
#10: If the students are expected to do 30-40 minutes of work for each class, should they be expected to do 4+ hours of work each day in total? What is too much for elementary, middle and high schoolers?

- Developmental Needs / Cognitive Load

- What are the students actually doing?

- Instructional time vs Reflective time vs Physical time vs Rest/Recreation

- Dependent on the WHAT of the Intended Learning

- Home IS a Distraction - Use It

#10 + 1: Are there different resources geared towards elementary, middle, and high school online classes?

- Yes… but

- TOOLS!

- **OER Commons** is a public digital library of open

  educational resources. Explore, create, and collaborate

  with educators around the world to improve curriculum

  https://www.oercommons.org/

- **Scholastic Learn at Home**

  https://classroommagazines.scholastic.com/support/learn

  athome.html

- **Canvas Commons** https://canvas.instructure.com/

# Resources Shared

https://docs.google.com/document/d/e/2PACX-1vRoTtIdWvlIg-LhfWOYuXfgKnnWX5xEnH5D2U0LUzQt2jTdREDfYfydB_LP8WGqYFDH0HqSP5ygFQuT/pub