Remote Learning Resources – Teacher recommended!

Sharing is what we do today!

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Google Meet and Zoom face to face time

Whole class “Meets”:

 Provide [classroom expectations](file:///C%3A%5CUsers%5CKatherine%20Scheidler%5CDesktop%5CGLOBE%20OP-ED%20JLY%202020%5CGoogle%20Meet%20Expectations%20%26%20Guidelines.docx) for Google Meets or Zoom, as we would for our classroom

 Options: Have students turn off audio to avoid background noise

 Don’t allow students to turn off video to escape class?

 Join in advance to confer with the teacher (10 minutes in advance, stay later)

 Show-up etiquette: dressed for school, on time, use the chat feature to confer with the teacher, not chat with peers

Sample of a [Google Form](file:///C%3A%5CUsers%5CKatherine%20Scheidler%5CDesktop%5CREMOTE%20LEARNING%202%5CSEND%20NIKKI%20IN%20PORTLAND%5CGoogle%20form%20on%20how%20a%20student%20feels%20today.docx) to check on social-emotional well-being

Provide office hours when students can come to confer: What’s a time that works for the students? For the teacher?

Teacher/ Student presentations:

 Poster Vehicles:

 Google Meet

 Flipgrid

 Google Slides

Comment Bank (teacher created) Common teacher comments on student work: Comment Bank to select from, a time saver

Good online sites:

Performance Assessment bank for students to present learning as their final “test” of understanding:

 <https://www.performanceassessmentresourcebank.org/> use “verified” sites

Literacy Development:

 Site to Evaluate Sources for student online research: **How to Evaluate Sources for Reliability**: <https://youtu.be/q1k8rcYUmbQ>

 CommonLit https:www.commonlit.org Excellent Standards-based literacy resource

 NewsELA

 Language “Conventions” as a resource for punctuation, sentencing, usage, spelling:

 NoRedInk

 IXL

Transitional/ Connecting words for writing (Required on ELA MCAS writing) <https://youtu.be/SMhLlnES28A>

Resources and tips:

Google Classroom has multiple features to explore and use, such as “Private Comments”

Shared Google Doc: A teacher team uses Shared Google Docs files to keep track of a table of student assignments

Google Keys for students with executive functioning skills issues

Take the time to develop good Google Slides presentations that can be re-used, later, and referenced later

Flipgrid Flipgrid YouTube Tutorial: <https://www.youtube.com/watch?v=vJOoloQ7k5Q>

Teacher comment: Flipgrid is an easy way for students to create a video to explain their thinking and show their model drawing. Students can respond to each other’s flipgrid videos and make connections to their own understanding to the problem they choose.

Teacher comment: There’s a Facebook group called Flipgrid Educators.  For math, there is a whiteboard feature that students can solve problems on.  One teacher mentioned that after she taught a lesson, she assigned each student a different problem to solve and explain how they solved it using Flipgrid.  Once all students have posted, you have a bunch of problems with explanations for students to view.  (You could choose to moderate the posts, so they won't be embarrassed it they solve it incorrectly)  Flipgrid also has a blog (blog.flipgrid.com) that has lots of ideas for all subjects.  Here is the link for the high school math <http://blog.flipgrid.com/news/9to12math?rq=math>

Edpuzzle Download a video to embed questions

Bimoji A daily Agenda page

Dojo: Shared class Dojo, Push out homework with class Dojo classdojo

Nearpod To present and formally assess new content and material Content for all areas, including icebreakers, Engagement strategies, social-emotional learning, mental health stress reduction

Peardeck works with google slides Create an Interactive project

Kahoot!

Padlet

One Pager—can create a one-pager gallery walk (in which students move through views) of One Pagers via Google Slides

Screen Castify Teacher creates a video to save and use for later. Student can return to review a class.

Chats: “Chat question of the day” for Engagement, to reach out and engage!

Jamboard

Jamboard is a whiteboard/poster to present learning, where students can add post-it notes. They can create one, or many, and watch others put theirs in place. The teacher can watch as students add their thoughts and add group post-its for discussion.

Buncee

Weebly

More elaborate descriptions and additional tools. Source: “Edutopia” articles

“3 Keys: Well-being, Engagement, and Feedback:”

How are you? reaching out, phone calls, tech support hotline. Review tools: Gimkit, Quizlet, Kahoot! iMovie to tell one’s own story. Set criteria for success. “Instead of thinking in terms of the content they will cover next year, great teachers think about the skills and knowledge that students will be able to demonstrate and how they can provide feedback to help them get there.”

Nearpod:

Nearpod is a student engagement platform accessible on smartphones designed to make lessons interactive and accessible with or without a facilitator. It allows students multiple chances for capturing the content and improving both their skills and transfer. Teachers can launch their lessons in a [student-paced mode](https://www.youtube.com/watch?v=j_VkfcKDwE4) and can monitor the completion of the work. Nearpod also allows teachers to [add interactive activities](https://www.youtube.com/watch?v=koXy6DFEfek) to lessons, which enables student participation in both real-time and self-paced lessons in fun ways. This feature is multifaceted and has several interactive options, including adding polls, fill-in-the-blank activities, matching pairs, short quizzes, and open-ended questions, and having students [draw a picture to show their learning](https://vimeo.com/302928012). Each of these activities can be designed to fit the context of all age groups and generates data back to educators about how well the content is being learned.

Zoom Breakout Groups

Collaborative activities that can be conducted via Zoom breakout rooms include [storytelling](https://ucanr.edu/sites/tfc/files/134496.pdf), turn and talk, learning stations or centers, workshops, jigsaws, [think pair share](http://virtualteachingcommons.org/think-pair-share/), and feedback protocols like [critical friends](https://buildingpublicunderstanding.org/assets/files/critical_friend_conv.pdf) and [gallery walk](https://topr.online.ucf.edu/digitalizing-gallery-walks-method-student-centered-feedback-engagement/).

Mastering working in groups virtually will take some practice before most students become pros, but relatively quickly the experience will keep them engaged in enhancing their communication and problem-solving skills. Teachers in kindergarten to second grade will need to encourage parents and guardians to log in to assist learners. Older kids can learn to schedule their own teamwork time once they are comfortable using the Zoom app independent of their teachers.

*Reaching out to parents*:

Initiate contact early, come from a place of “I want to help,” use phone calls for two-way in-person chat

Develop Retention:

Brain dumps, compare two things, build a map (concept map) to connect things

Webquests

Webquests are ideal for remote learning!

 It’s easy to Google for webquest examples.

A webquest asks students to explore a topic on their own in online research, without the teacher providing the information. The webquest focuses on a certain area of your course that students need to know. A webquest is a great way for students to research any area, such as the brain and mental health, how to exercise properly, how exercise promotes mental health, student goal-setting for academic achievement, explore art school of art thinking such cubist.

The teacher researches relevant web sites to include in this project. A central question guides the student research work, such as “Why would anyone want to read Emily Dickinson?” “What was the ‘Trail of Tears” period in history, and how does this event relate to equity issues of today?” “How did Iceland, and New Zealand do all the right things to stamp out the virus?” “How did cubist art change thinking in art?”

The student researches the topic using the selected sites to acquire information, and may report in a poster type of report, a brochure, a video presentation using Zoom or Flipgrid, or a written piece.

Webquests are ideal for differentiation. Sites may be listed in rank order, with simpler sites first. A teacher may modify a webquest for varied levels of students, or even create different modified webquests on the same topics for students of differing skill levels. When an individual or pair or team select sites that may be inappropriate, the teacher coaches students to select other sites. For example, if one team selects only the simpler sites, the teacher suggests moving to a more advanced level of sites, or point to easier sites for more struggling students. A higher achieving student or team may even research and select their own higher level sites, with teacher permission, and guidance on valid sites. Students can work together remotely, or work alone, then share with the class.

Check online for webquest examples appropriate to your grade level and subject. WebQuests you locate may appear over-developed, and scary for a student. You may modify the format. Start with a simple webquest. Any webquest found online is one you may use to develop understanding of the webquest concept and practice, You may simply “borrow” a webquest. Sharing is good. And sharing is essential as we all try to navigate today’s learning challenges. However, always check links, as links change from year to year.

MATH Webquests:

<https://sites.google.com/site/mrgulledgesmathclass/resources/webquests>

<https://mathandphysicstechnology.weebly.com/webquests.html>

Webquest Comments from teachers:

I have used WebQuests in my classroom over the years typically in my Science classes.  My students were always engaged and motivated when working on these assignments.  WebQuests bring together technology and critical thinking while students develop inquiry skills, learn content, and work cooperatively with classmates.  One struggle with WebQuests has been the time constraints of a traditional school schedule.  Remote learning is an ideal time to utilize WebQuests.  They could either be assigned to individual students or to a group allowing students to work collaboratively online.

A WebQuest can begin a unit of study as an introduction or used to conclude the unit as a summative assessment.   I found several WebQuests that I think would work well with my ELA curriculum.  There are several “Hatchet” middle school common book WebQuests that would be a terrific introduction to the novel.  I plan to modify and adapt components of several to create one that will better meet my content needs.  I also saw some WebQuests that will be a great way for students to build background knowledge for some of the text and novels we will be reading (for example, Greek mythology to accompany “The Lightning Thief”) and others that would be great to review or introduce content/skills (poetry, text structure, plot development, etc.).  This year, I will be teaching Social Studies for the first time in years.   I think there will be many opportunities to utilize WebQuests in my Social Studies class and as I familiarize myself with the 6th grade SS standards, I will look for WebQuests that will meet these standards and engage my students

Webquests for Algebra can be utilized in a variety of ways.  One way was alluded to in previous week's post activity where a student(s) needs to put together a business plan, whether mowing lawns, producing face masks, and the webquest would involve the active investigation of costs associated with such a business, but also integrate a research into the competitor's prices, plans.  They could do the research to find actual costs of materials and come up with a more robust business plan showing a break-even point.

In addition, there is some other opportunities for a closer examination of Pascal's triangle, and its presence within the real world, its patterns, etc.  Other ideas include investigation of fractals.  One activity I did with Pre-Algebra when we were looking at lines of symmetry was to examine corporate logos, and asking students which logos looked most appealing to the eye and then examining the lines of symmetry associated with the appealing logos compared to the lack of symmetry to the less than appealing logos.  The webquest could be used to investigate and design a corporate logo (for the lawn mower or face mask business!!!!).

This. Is. Awesome.

This is my first encounter with 'WebQuests' and I'm sold. I really liked the articulation from 'Intro to WebQuests' that explains "they are essentially research projects done online.  But most students won't get excited if you call it research (in fact, many will groan and drag their feet).  But if you tell them they'll be spending a lot of time on the internet and call their project a "Quest", you'll garner more interest.” I try not to 're-name' things in my class (research project to WebQuest) in order to make them more appealing for my kids because, frankly, they see through my fake excitement, but that's really not what's happening here. I think my students will feed off my excitement for WebQuests.

After reviewing the resources provided, my wheels started turning. There is a multitude of ways that I could use WebQuests in my ELA class. I could use a Webquest to collect information about the author and text prior to beginning reading, as a means to provide background knowledge. Here is a Webquest I found that I could use next year. <https://sites.google.com/a/haashall.org/reader-writer-thinker/engl-10/arits-webquest>

Another way I could use a WebQuest would be as a final group assessment.  As indicated in the resources, I could assign specific research topics related to reading. The students would research their answers and collaborate on a shared Slide to create a group presentation. This would allow for teamwork and autonomy in one assignment. Here is a Webquest I found that could be used as a summative assessment. <https://www.teach-nology.com/teachers/lesson_plans/computing/webquest1/TheOutsiders.html>

I have also found Escape Rooms to be the 2.0 version of Webquests. They have a similar basis, to work collaboratively to achieve a common goal which is to escape a room before time runs out. I found one recently that I could use at the end of my *A Christmas Carol* reading unit. The Escape Room reviews the author's background, important characters, the  of events, technology, time management, and collaboration. Here is an Escape Room I downloaded from TpT. <https://www.teach-nology.com/teachers/lesson_plans/computing/webquest1/TheOutsiders.html>

Escape Rooms. Yes!!

Have you heard of <https://www.breakoutedu.com/> ?? One of my SMART-goals this year was centered around incorporating "breakouts" into my classroom routine. I'm still so disappointed that the hands-on collaborative nature of these learning activities is impossible with social distancing, but also why I'm so excited about WebQuests. You're right, 'Escape Rooms' / Breakouts are WebQuests 2.0.

WebQuest will be great to use with my students. I love that they can be at different spots when working. This will allow me to pull students who are struggling and give me extra time to work with them.  It will be easy for me to modify their work on these assignments. I loved the way you can make it a year-long project. The way you can break this WebQuest up  will help students not become overwhelmed with the work, especially  with the students who have executive functioning disabilities.

How I might apply the WebQuest would be to use it in my humanities class. Humanities is a combination of History and ELA. I would have the links at the top of the document, followed by the directions explaining how to do a web quest. For example, in my humanities class I would choose a section in the history book and use the web quest to guide them through what I want them to learn.  Then I would have the textbook link on the top of the document for the kids to open. The questions would have the page numbers next to them so the kids could locate the information they need to answer the questions.   This would enable my students to work at their own pace. I believe this will build the confidence and improve their comprehension skills.

I will definitely use this remote learning tool in both of the classes that I teach this year.  I will use it with my sophomores and my seniors to encourage group work ...my goal would be to have each student become an expert on their focus question within a concept and then use the “Jigsaw” method to teach the other group members their knowledge of the focus question.   Each group member would hopefully understand the entire concept because of their research and the research of their group mates.

I will assign a webquest as a project assessment where each student in the group (maybe a group of 3 or 4) will be responsible to answer one focus question within a concept...the student will be responsible for writing an explanation in their own words , providing an example, working out an example and teaching the other group members the topic.  The final product will be twofold: an individual video where each student presents their own question, example, relationship to concept...etc. via a video.  And then another individual video where they explain how the other focus questions relate to the topic and how to work out a short problem for each focus question.  In order to do this they must learn from their group member's explanation of the focus question.

This will need some refinement...but it has a lot of the characteristics I like about group work: personal responsibility, peer teaching, independent research, and relational thinking.

I also will be using this in the remote learning. I think it's  a great tool. It's so neat on all the different ways one can use it. The way you are going to break it up is great. Giving each students a different question will have them not get overwhelmed, and they may do better because have a smaller sections to do. Then when you have them put it all together, they will learn from each other.

I love the final project you will be doing. What a great way to have the students present and take ownership of their work!

I looked through the science webquests linked through the same site as the ELA webquests and there are a few that I could use right away and a few others that I feel like I could adapt to better suit my content needs. I can see myself using webquests as both a topic introduction as well as a summative assessment. I'd probably use the canned webquests for the content intros, and adapt previously created quests as summative assessments. I will probably orient our first WebQuest around something about social-emotional needs or adolescent brain development.

This is such a great resource, right? I have used Webquests in the past as a way to research information and build background knowledge but using them as an assessment is a great idea! Using in-person time to show students how to use the technology we will continue to use with them remotely is so important. A beginner intro to Webquests to assess social and emotional needs or adolescent brain development is a great idea. Using it this way in the beginning will really help engage the students, especially if they get to focus on themselves and their own needs or experiences with remote learning.

 