STRATEGIES FOR TEACHERS:
Moving Online

Brought to you by Presidio Graduate School, a leader in hybrid learning

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The Disruption of K-12 Education

The worldwide COVID-19 pandemic has impacted all aspects of our daily life in a short period of time. It has also evolved into one of the greatest disruptions of K-12 education. With that disruption, teachers have been suddenly and dramatically thrust into the world of remote teaching.

As you begin to think about how you will teach remotely, **connecting with your students and continuing to build relationships is still paramount**. This may be the most important aspect of your work at this point in time. It can also be an opportunity to utilize the Universal Design for Learning Framework by **offering your students multiple ways to access the content (choice)**, and to represent and demonstrate their learning by allowing different end products. As many states have received a waiver from standardized testing, it also offers a juncture to **dig into topics that students identify with** and allow students opportunities to direct their own learning. Let students propose ideas to share their learning and mastery of a topic, especially older students. Allowing students to be part of the process in topic selection and how they demonstrate their learning empowers and engages them.

Teachers are being asked to teach remotely and flip traditional pedagogical practices instantly to an online environment with little guidance, support, or professional development. **Online learning generally requires a much longer and strategic process** of instructional design connected with clear learning outcomes, utilizing online pedagogical approaches, and designing activities suitable for online consumption that are engaging and meaningful. Nonetheless, the tips and ideas listed in this document have been compiled from **best principles of online learning and are applicable to nearly any online learning platform**. We hope that this document may serve as a guidepost as teachers begin to upend their usual teaching methodologies.

Synchronous Guidelines

Synchronous means live, in real time. Most instructional strategies used in a face-to-face classroom can be accomplished synchronously online with modifications.

Tip #1

If resources are needed to accomplish a learning outcome, try to only use items that are readily available at home.

Tip #2

Printing and scanning at home may offer challenges for students. Consider paper and pencil options and taking pictures of assignments.

Where do I begin?

Using an initial session as an orientation will allow students the opportunity to practice using the video conferencing tools and allows everyone to try the tools in a non-threatening manner.

Do I need to establish norms online?

Clarify with students what participation in a synchronous online environment looks like and sounds like.

- Will you use the hand raising feature?
- How will chat be used? What is acceptable?
- Video on?
- What should constitute your background (a wall or a space where there are not others coming into view)
- Rules on appropriate attire, cellphones, other distractions?

How do I think differently about the content?

Students require additional structures such as specific time limits, and clear instructions that illustrate what students are being asked to do during the lesson. Be explicit about what each part of the lesson looks like and sounds like from the student perspective.

Limit input (lecture/instruction) to 3-5 minutes with processing opportunities by using a poll, chat, or having students ask questions. Reduce the amount of text on the screen.

In Practice: Synchronous Content

Early Elementary

Instructional Strategy	Corresponding Online Strategy
Teacher reading a book and stopping more frequently to ask questions	Have students physically raise their hand and call on them to share. Be explicit in setting up norms for hand raising; respond and remind students of those norms frequently. Limiting the tools used is critical with younger students.

Intermediate Grades

Instructional Strategy	Corresponding Online Strategy
Think-Pair-Share	Move students into breakout rooms to discuss a specific prompt or question. Remind students to be prepared to share ideas in the chat. Establish norms in the breakout rooms, such as how students will speak to each other; video stays on; keep the time in breakout rooms short; and inform students you will be dropping into the rooms.

Middle School

Instructional Strategy	Corresponding Online Strategy
Generating a K-W-L on a specific topic.	Share the screen with a Google Doc that has been shared with each student to submit ideas. You may want to use other collaboration tools that allow the teacher to review a comment befzore it's posted, like Padlet.

High School

Instructional Strategy	Corresponding Online Strategy
Teacher presenting a 3-5 minute lecture	Students respond to a multiple choice questions using polling to collect information.

Asynchronous Guidelines

Asynchronous means "not occurring in real time." In the traditional classroom, all instruction is synchronous except for homework. Online learning, however, provides more flexibility.

What is a flipped classroom?

A flipped classroom uses time with students for engagement, not lecture. Record lectures and let students watch ahead of time. Mini or micro lectures (3-5 min) are easier to produce and consume. Provide guidance around the mini lectures as to what students should be focusing on while watching to provide students cues regarding important information.

How do I create discussions with accountability?

Use the discussion feature to engage students with substantive prompts, ones that ask students to formulate a clear argument. If this is the first time students are responding asynchronously, scaffolding the discussion from easier to more difficult prompts supports students in learning the tool and practicing their writing skills. For students with reading challenges, enable any built in screen readers or use an audio or video prompts.

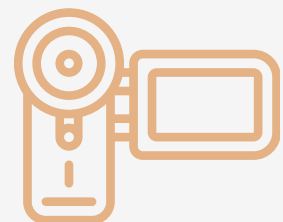**How do I use video or readings effectively?**

Posting a video, article, or reading excerpt is another way to share content. Providing guiding questions for students as they watch the video or read provides structure. The questions can also be used as an assignment or notes to post to a discussion. Asking students to annotate readings electronically and submit as an assignment or sharing their annotations in a post and justifying their annotation choices. Again, utilizing screen readers is a way to meet the needs of more learners.

Tip #1

Set clear expectations of what online participation looks like and sounds like by utilizing a rubric.

Tip #2

Self Care: Make yourself available for the period of the day you normally teach as much as you can. Remote teaching should not equate to 24/7 access.

In Practice: Asynchronous Content

Early Elementary

Instructional Strategy	Corresponding Online Strategy
Conduct a simple science experiment	A video of a simple science experiment that can be conducted at home with little or no additional supplies. Clear instructions on how to do each step of the experiment. If students are not able to conduct the experiment, they can draw a picture of what they saw in the video of their teacher doing the experiment.

Intermediate Grades

Instructional Strategy	Corresponding Online Strategy
Student writing tasks	Watch Kennedy Center Artist in Residence (there are daily episodes). Students write and draw the task demonstrated online. A picture of their writing and drawing can be uploaded online.

Middle School

Instructional Strategy	Corresponding Online Strategy
A group of students are asked to solve a math problem and show their work.	The group of students use an online whiteboard within the asynchronous platform or educational technology tool like Ziteboard and students submit a copy of their board.

High School

Instructional Strategy	Corresponding Online Strategy
Read an article on the civil rights movement.	Students post their 2-3 key ideas by creating a multimedia presentation with a specific educational tech tool like Flipgrid or allow choice in letting them demonstrate understanding.

Other General Tips

Use **approved school educational technology** and ensure you are following your school's acceptable use policy.

Be cautious about recording synchronous sessions especially if identifying student information will be recorded.

Students may be competing for the same computer or device with siblings or parents so they may not be able to attend synchronous sessions.

Instructional videos should be posted on the official school website. Posting only to Facebook may exclude access to even more students.

Gradually release different tools to students. Use one tool, like chat, and become proficient before adding additional tools.

Students who may be reticent to speak in an in-person classroom **may feel more comfortable online** using the chat feature to be heard.

This is unchartered territory for everyone - teachers, students, parents. The key is planning for all students, as this situation has the potential to exacerbate issues of equity and access.

Thanks for reading!

A bit about us

Presidio Graduate School offers MBA, MPA, Dual Degree, and Certificate courses in Sustainable Solutions. For many years our learning structure has been a hybrid model, where students receive synchronous weekly online classes with faculty and monthly in-person classes. With the onset of the shelter-in-place policy, our classes have moved completely online. We are delighted to share some of our learnings and best practices with our colleagues in K-12 education.

Learn more at www.presidio.edu

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