

Hybrid Learning Opportunities in the ABE/GED Classroom

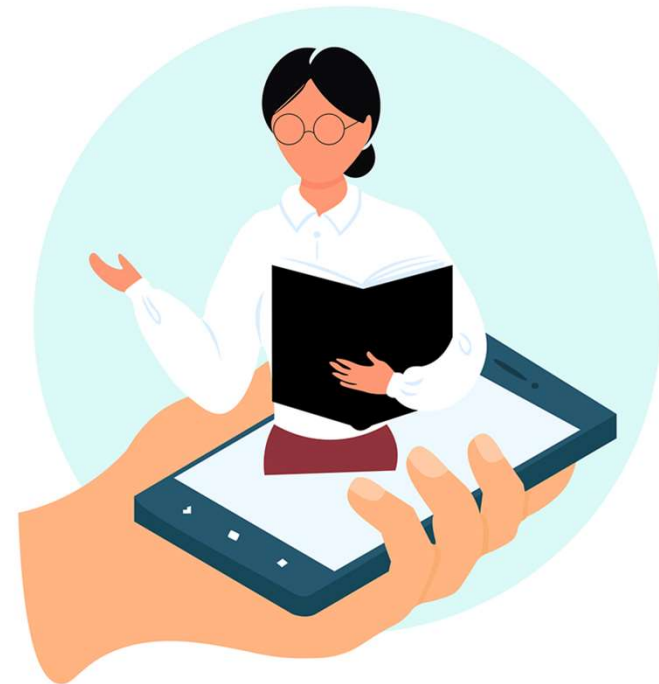
SDALL 2021



In this session, we will...

- Discuss ways to help students feel comfortable with remote or hybrid instruction
- Explore ways in which remote or hybrid instruction must be different than face-to-face instruction
- Explore ways to keep students engaged in remote instruction
- Explore a few new online resources and apps for the classroom
- Explore GEDTS resources that can be used in the classroom



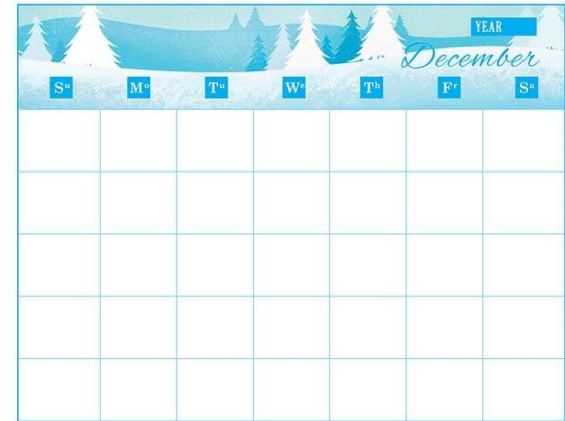


Preparing for Remote Instruction



It's All in the Planning

- Set up your schedule
- Decide what to teach
- Determine how you will teach it
- Find resources necessary to teach it



Set the Schedule

- 1) All remote?
- 2) All in person?
- 3) Blended version

What's the
Same?
What's Different?

Remote Instruction	F2F Instruction
9:00 – 10:00 – Zoom class (math)	9-11 – F2F Class (math)
10:30 – 11:30 – Practice Session (Google Classroom, Fast Forward, Aztec, GED Academy, etc.)	11:00 – 12:00 – Practice Session (Google Classroom, Fast Forward, Aztec, Burlington English, etc.)
10:30 – 11:00 – Google Meet	1:00 – 2:30 – F2F Class (RLA)
11:00 – 11:30 – Group Tutoring	2:30 – 3:00 – SEL (Social Emotional Learning)
1:00 – 2:00 – Zoom class (RLA)	
2:30 – 3:00 – SEL (Social Emotional Learning)	

Remote Schedule	Activities
9:00 – 10:00 – Zoom class (math)	Conduct a Zoom class where you <ul style="list-style-type: none"> • Introduce a new skill or concept via zoom • Model the skill or concept • Have students view a video • Do group discussion
10:30 – 11:30 – Practice Session (Google Classroom, Fast Forward, Aztec, GED Academy, etc.)	
10:30 – 11:00 – Google Meet	Provide Alternatives for Students
11:00 – 11:30 – Group Tutoring	Set up Practice Session using Online Resources for independent practice
1:00 – 2:00 – Zoom class (RLA)	Conduct individual meetings with students via Google Meet <ul style="list-style-type: none"> • Do a “quick check” on how student is doing • Discuss issues and concerns • Set up Practice Sessions
2:30 – 3:00 – SEL (Social Emotional Learning)	Conduct Group Tutoring <ul style="list-style-type: none"> • Identify specific skills that present problems for multiple students • Provide review of the skill • Provide group practice • Assign online options for individual practice Set aside time for Social/Emotional Learning <ul style="list-style-type: none"> • Identify an area to address, such as mindfulness, self-compassion, dealing with stress, etc. • Work through activity as a group • Have students share with family members

F2F Schedule	Activities
<p>9-11 – F2F Class (math)</p> <p>11:00 – 12:00 – Practice Session</p> <p>1:00 – 2:30 – FSF Class (RLA)</p> <p>2:30 – 3:00 – Alternate Activities Daily</p> <ul style="list-style-type: none"> • Group Tutoring • SEL Session • Contemplative Writing • Reading 	<p>Longer class time allotted with variety of activities – large group, small group, independent work, etc.</p> <ul style="list-style-type: none"> • Use a hook to gain student interest – preferably connected to real-life use of the skill • Introduce and model the skill or concept • Do whole group practice of the skill • Have students work in small groups and focus on minimal math problems, but to greater depth and understanding <p>Online practice session through programs such as Fast Forward, GED Academy, Aztec, Google Classroom, etc.</p> <p>Longer class time allotted with variety of activities</p> <ul style="list-style-type: none"> • Incorporate direct reading and writing instruction • Introduce and model strategies • Set up whole group activity • Dedicate time to sustained reading • Dedicate time to journal writing • Schedule online practice sessions for students (outside of class time) <p>Set aside time for Social/Emotional Learning (at least once per week)</p> <ul style="list-style-type: none"> • Identify an area to address, such as mindfulness, self-compassion, dealing with stress, etc. • Work through activity as a group • Encourage students to share with their family members <p>Provide alternative activities on non-SEL days</p>

Decide What to Teach

Source: Education Week



CLASSROOM LEVEL

- 2** As you start a grade-level unit, determine the key skills and understandings that students need to access the work.



ASK YOURSELF: Are there prerequisite skills or understandings that students need to succeed?

- For example, if you expect students to add fractions with different denominators, a 5th grade math standard, they will need to understand how to add fractions that have the same denominator—a 4th grade math standard.*
- For students to read and analyze a text about a complex topic, they might need some relevant background knowledge or understanding of specific vocabulary.

*2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics, Student Achievement Partners.

- 3** Create an activity or quick quiz to see if students have mastered those skills and ideas.



- 4** Review students' responses and adjust instruction accordingly with "just-in-time" support.

- 5** Create another activity or quiz designed to see whether all students now understand.

USE ASSESSMENTS AS AN OPPORTUNITY FOR FEEDBACK.



- 6** As the next unit approaches, look again at the priority content, and the handful of most-important skills and knowledge students need. **Process begins again with step 2...**



ASK YOURSELF: Do you need to plan scaffolding and differentiation for individual students?

- Read-alouds or audiobooks can help all students access grade-level text.
- Teachers can use videoconferencing, break out rooms, and virtual office hours to provide individual feedback.

Simplify and Slow Down

Ask yourself the following!

- What knowledge is essential?
- What are prerequisite skills that students need to address the new content?
- What practice can be emphasized that transfers across multiple content areas?
- What skills promote analyzing text, constructing arguments, and building knowledge, each of which is needed in real-life and the workplace?
- What skills have greatest relevance to students?

Melanie Kitchen, Curator of Creative Curiosity

<https://sites.google.com/view/curatorofcreativity/blended-learning>

Getting Started with Content

High Impact Indicators

All of the indicators listed in the GED® Assessment Target indicators describe the critical thinking skills essential to test-taker success in college, career training, and the workforce. However, those we are highlighting in the **High Impact Indicators** may be useful for educators to emphasize in their instruction.

We selected the following skills as High Impact Indicators because:

- They represent particular **foundational skills** that are the basis for the development of other skills covered in the GED® Assessment Targets and have **broad usefulness** that can be applied in multiple contexts.
- They are a **good fit for classroom instruction** because they are not complicated but are important for students to know and use.
- GED® testing data suggests that **educators may not be currently focusing on these skills** in their GED® test preparation.

While focused classroom instruction on these High Impact Indicators may quickly and positively impact your students' test performance, **educators should note that the High Impact Indicators are not more important than the rest of the indicators.** Proficiency with all of the indicators is essential for test-takers to perform well on the GED® test.

Reasoning Through Language Arts – High Impact Indicators

Indicator	What to look for in student work: Students' work shows they have...
R.3.1: Order sequences of events in texts. <i>Primarily measured with literary texts.</i>	<ul style="list-style-type: none"> • located a single, discrete event or plot point in texts. • identified chronological and non-chronological sequences of events within texts. • described the progression from one event to the next in a text. • re-ordered events presented in non-chronological order in texts into chronological order. • re-ordered events provided in chronological order texts into a different order (e.g. cause-and-effect, etc.) in order to determine the text's meaning.

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Relationships Between the High Impact Indicators and Other Indicators

The High Impact Indicators are a list of key skills assessed on the GED® test that, if emphasized in instruction, can help instructors make a significant impact on student skills and performance. This document shows the relationship between the High Impact Indicators and other indicators assessed on the GED® test. Adult educators can use this resource to create instructional plans that address the maximum number of skills in the limited time they have available with students. Providing instruction in a single High Impact Indicator area can help students broaden and deepen their skills, enabling them to apply those skills in multiple ways and in a variety of contexts across all of the content areas covered by the GED® test.

Note: High Impact Indicators appear in **BOLD** type.

Reasoning Through Language Arts – High Impact Indicators

High Impact Indicator	Related Indicators from Other Content Areas		
RLA	Social Studies	Science	Mathematical Reasoning
R.3.1: Order sequences of events in texts. <i>Primarily measured with literary texts.</i>	<p>SSP.3.a. Identify the chronological structure of a historical narrative and sequence steps in a process.</p> <p>SSP.3.b. Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.</p> <p>SSP.3.c: Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.</p> <p>SSP.3.d. Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.</p>	<p>SP.3.a. Reason from data or evidence to a conclusion.</p> <p>SP.3.c. Make a prediction based upon data or evidence.</p>	<p>MP.1.a. Search for and recognize entry points for solving a problem.</p> <p>MP.1.b. Plan a solution pathway or outline a line of reasoning.</p> <p>MP.1.d. Recognize and identify missing information that is required to solve a problem.</p> <p>MP.1.e. Select the appropriate mathematical technique(s) to use in solving a problem or a line of reasoning.</p> <p>MP.2.c. Recognize the important and salient attributes of a problem.</p> <p>MP.3.a. Build steps of a line of reasoning or solution pathway, based on previous step or clues.</p> <p>MP.3.b. Complete the lines of reasoning of others.</p> <p>MP.3.c. Improve or correct a flawed line of reasoning.</p>

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Why Use the *High Impact Indicators*?

- These important skills are widely applicable
- Skills are essential for GED® success
- Instruction can be very straightforward
- Everything is based on research



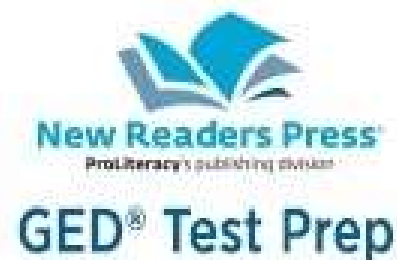
Determine How You Will Deliver the Instruction?



Identify Resources



i-Pathways



Engaging Students in Remote Learning

It's not all about academics!



Getting Started – Week One

Community Building

- Get to know your students
- Let your students know who you are
- Focus on social emotional skills
- Investigate the 16 Habits of Mind from the Institute for Habits of Mind - <https://www.habitsofmindinstitute.org/>

Digital Competency

- Maintain consistency with tech
- Teach the tech that they will be using (but without academic content)
- Explore the ISTE (International Society for Technology in Education) Standards for Students - <https://www.iste.org/standards/for-students>

9 TIPS FOR TEACHING ONLINE

DO NOT MAKE STUDENTS TURN ON THEIR CAMERA

YOU DON'T KNOW WHAT'S GOING ON. THERE MIGHT BE A REASON WHY THEY WANT/NEED IT OFF.



DO NOT COMMENT ON STUDENT SURROUNDINGS

YOU DON'T KNOW WHAT THEIR "NORMAL" LOOKS LIKE. FOCUS ON THE CONTENT OF THE INTERACTION, NOT THE ENVIRONMENT.

USE THE MUTE ALL FEATURE (IF POSSIBLE)

NO NEED TO CALL ANYONE OUT. JUST USE YOUR CONTROL AS THE LEADER TO REMEDY THE SITUATION.



CREATE PERMANENT BREAKOUT GROUPS

IF YOU CREATE SMALL GROUPS – KEEP THEM TOGETHER. GIVE KIDS TIME TO MAKE CONNECTIONS AND LEARN FROM EACH OTHER.

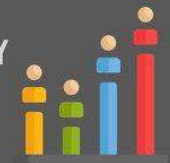
DO NOT LECTURE / MINI-LESSON FOR MORE THAN 20 MINUTES

STUDENTS ARE GOING TO "CHECK OUT" AFTER TOO LONG. USE THOSE BREAKOUT GROUPS TO BREAK UP INSTRUCTION AND GIVE THEM TIME TO REFLECT.



POLLS AND FORMS ARE GREAT

THESE CAN BE USED TO TAKE ATTENDANCE AND/OR QUICKLY CHECK FOR UNDERSTANDING.



LET STUDENTS KNOW WHAT THE END GOAL OF THE EACH SESSION IS



THIS HELPS THEM FOCUS AND GUIDES THEIR ATTENTION. THIS HELPS THEM KNOW WHAT THEY ARE BEING ASKED TO DO AND WHAT THEY NEED TO PAY ATTENTION TO. REMEMBER, THEY ARE AT HOME W/ DISTRACTIONS.



USE THE CHAT

THIS CAN BE USED FOR MORE THAN QUESTIONS AND ANSWERS. STUDENTS CAN ALSO SHARE WORK, INFORMATION, ETC.

PUT YOURSELF IN THE SHOES OF YOUR STUDENTS

THINK ABOUT THEIR NEEDS AND THEIR SITUATIONS. TAILOR YOUR TEACHING AND EXPECTATIONS ACCORDINGLY.



Building Digital Literacy Skills

- Teach basic navigation skills for any online program used
- Provide opportunities for practicing navigation skills
- Set norms for participation in online, synchronous classes
- Model searching skills and identify source of information
- Discuss the need for internet safety
- Assess students' word processing skills

Consider accessing and using Google Resources at:
<https://applieddigitalskills.withgoogle.com/s/en/home>

Sample Activity - Getting to Know You

[Jennifer Calderon](#), an assistant principal, offers another great example of stations for the opening of school. Her “Getting to Know You” slide deck has six stations that act as a review (or tutorial) of some key technology skills. They include the following:

- Station 1 – inserting a video of your favorite music
- Station 2 – timeline of your life
- Station 3 – favorite place
- Station 4 – drawing with the Shapes tool to show your favorite school supply
- Station 5 – Word Art with your favorite quote
- Station 6 – creating tables with your favorites

<https://blog.tcea.org/>



Address More than Just Academic Needs

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What is SEL? Why is SEL Important?

Educators and community agencies serve students with different motivation for engaging in learning, behaving positively, and performing academically. Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life.



How do you feel?

Going Beyond “How Do You Feel?”

Dimensions of Well-Being

- Belonging and connection to others
- Growth and flourishing
- Purpose
- Engagement
- Voice
- Basic supports for health and life



Stephanie Dalton Cowan / theiSpot

[https://www.edutopia.org/article/
going-beyond-how-are-you-feeling](https://www.edutopia.org/article/going-beyond-how-are-you-feeling)

Contemplative Writing

– Freewriting with a Purpose

- Helps you observe your emotions, intuition, or physical responses
- Is a method of inner inquiry
- Focuses on process, not outcome
- Is private and not to be shared unless a student chooses to do so

<https://ggie.berkeley.edu/practice/contemplative-writing/>



Contemplative Writing

<https://ggie.berkeley.edu/practice/contemplative-writing/>

Choose their own question

- What do I care most about right?
- Why do I have difficulty with...?
- How can I have a better relationship with...?
- How can I better deal with social distancing?

Provide open-ended question on a topic

- How might world be different if atomic bomb had not been invented?
- How can math be used to make the world a better place?
- Choose your favorite movie and consider how you might rewrite the ending

Pose an ethical dilemma

- You logged onto a co-worker's laptop without his knowledge. You found the co-worker is providing data to a competitor. What do you do?
- A friend refuses to wear a mask when she comes to your house. Your mom has serious health problems and is afraid of catching COVID-19. What you do?

Contemplative Writing

<https://ggie.berkeley.edu/practice/contemplative-writing/>

Before writing

- Write whatever comes
- Don't judge what you are writing
- Don't erase words or correct yourself
- Don't worry about spelling or grammar
- Keep writing and don't think about where it is coming from

During writing

- Play soft music in the background
- Monitor time
- Do your own writing, so students can see that this is not just "busy work"
- After writing time is over, give students a few minutes to read through their writing and notice how they feel

After writing

Reflect on the following

- Did you allow judgment and evaluation to influence your writing?
- Were you surprised by what you wrote?
- How did it make you feel?

What the World Needs Now --- Empathy

With all the challenges that students face, sometimes they just need to know that someone cares. Empathy is a tool that can help you better understand a person and let them know that you care.

Sentence Starters to Speak With Empathy

Empathy is a powerful tool that can help you better understand another person. Use these sentence starters to begin conversations with empathy.

1. Gather Information



Make sure you know enough about the situation.

- Would/could you tell me a little more?
- Can you tell me what you need right now?
- Is there anything else you'd like to share?
- Would you like my help in figuring this out?

2. Clarify Understanding



Reflect back what you think you've heard.

- Let me see if I have this right....
- I want to make sure I understand what you're telling me. What I'm hearing is....
- What I hear you saying is.... Is that right?

3. Model Listening



Show you're listening and paying attention to body language.

- It sounds to me like this might feel....
- I can see that you are feeling [emotion]....
- I can hear how [emotion] you are feeling.
- Your face is telling me that....
- I can hear in your voice that....

4. Affirm Feelings

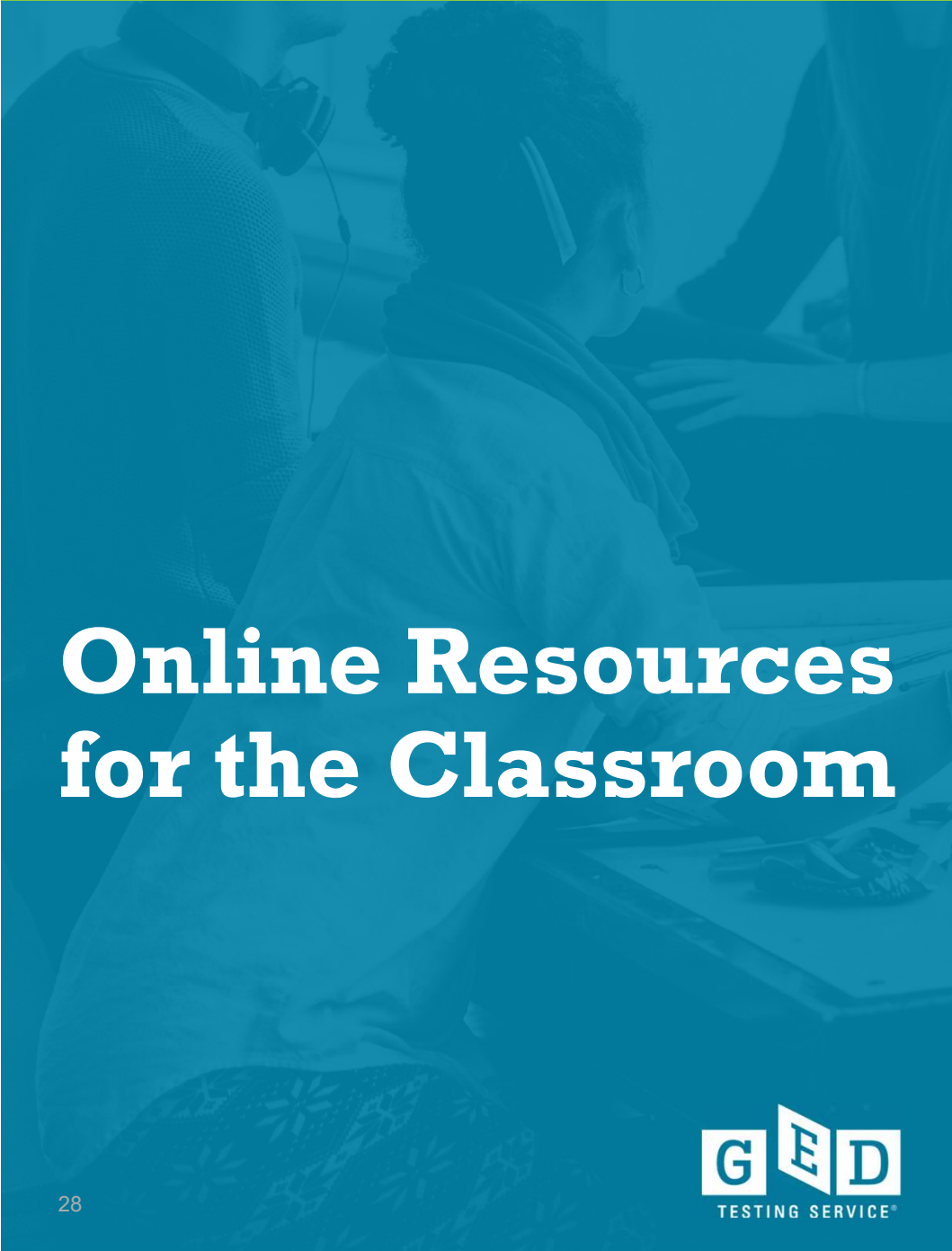


Acknowledge vulnerability and affirm that feelings aren't right or wrong.

- Thank you for sharing this with me.
- I understand you feel that way.
- That sounds like an [adjective] experience.
- I hear you.
- I'm not sure what to say right now, but I'm here to listen.

Understood
for Educators

Visit u.org/empathy for more resources.
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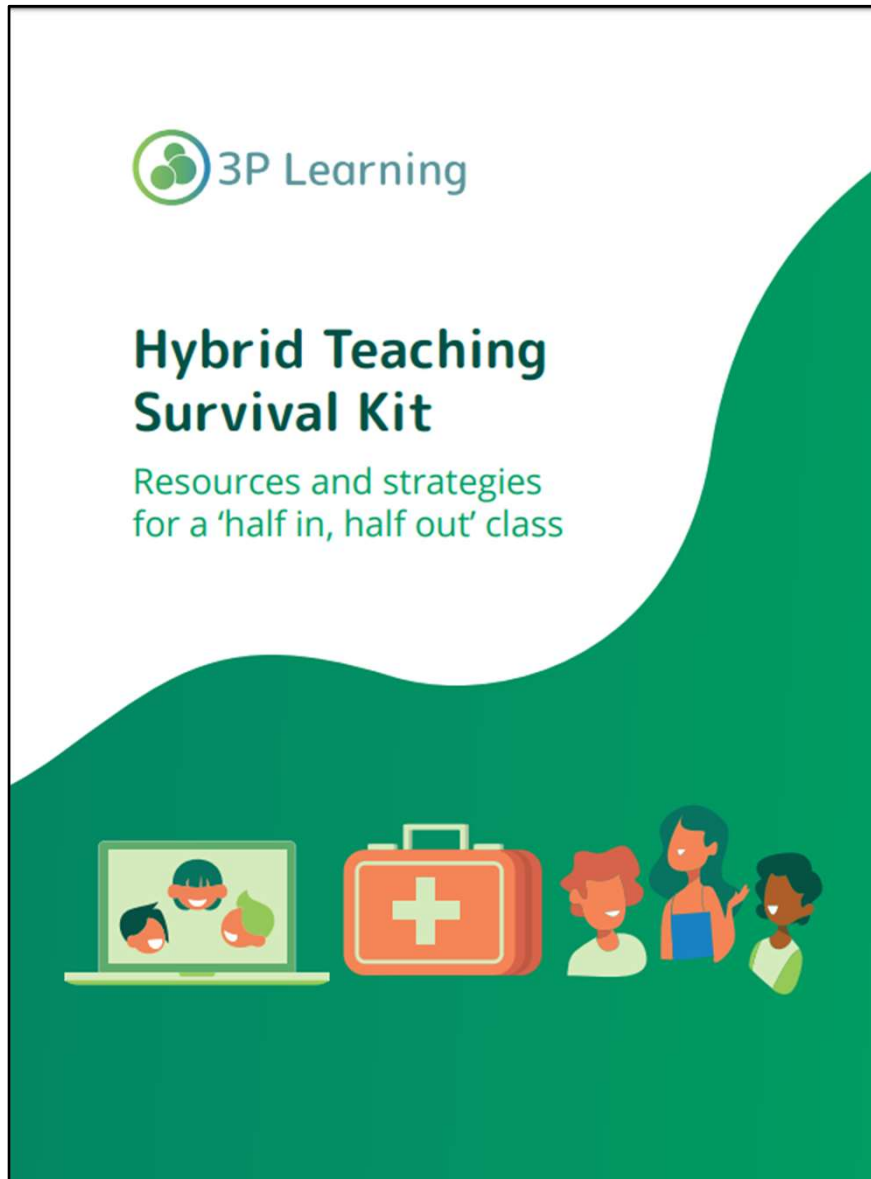
Online Resources for the Classroom

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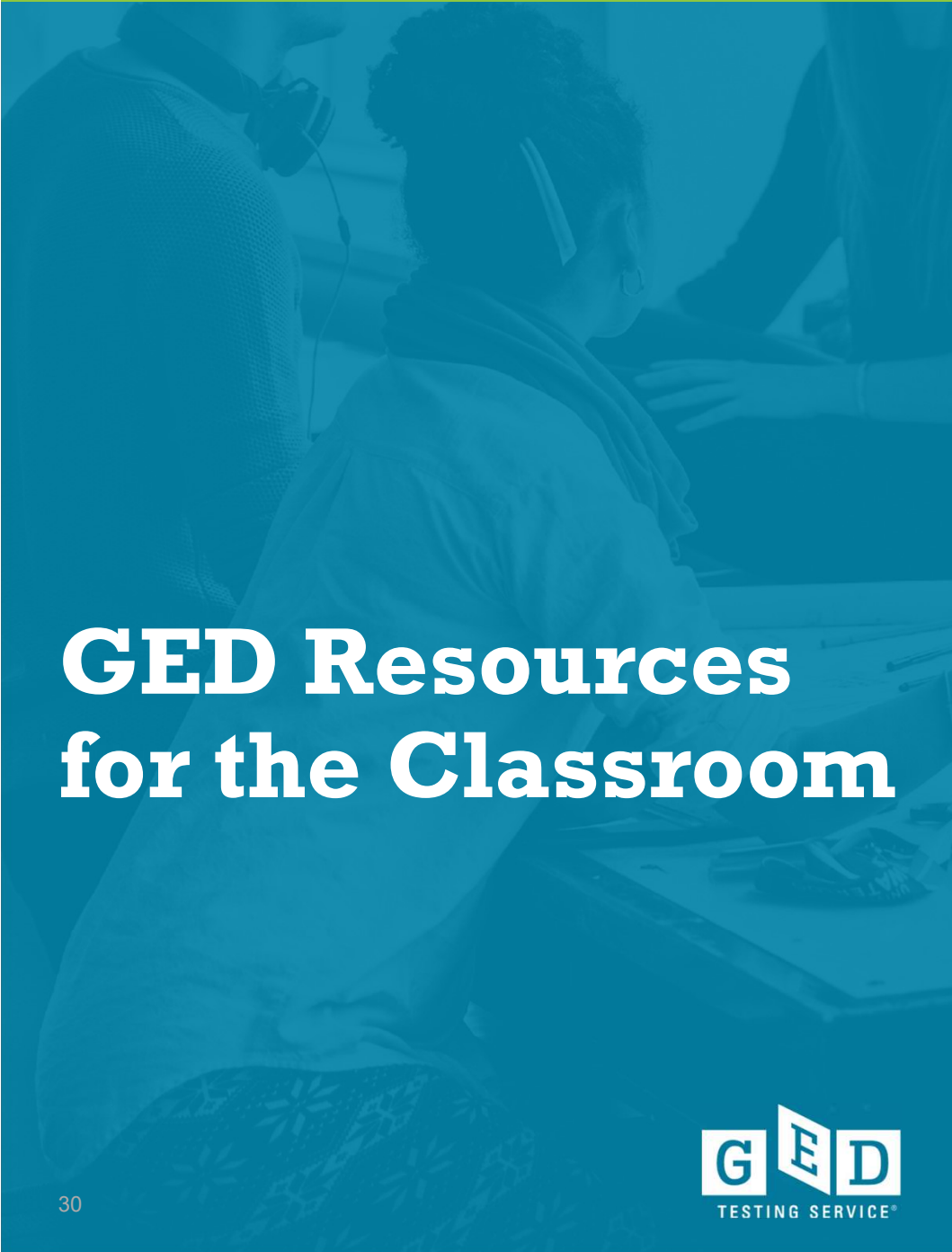
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Hybrid Teaching Survival Kit



<https://www.3plearning.com/resources/hybrid-teaching-survival-kit/success/>



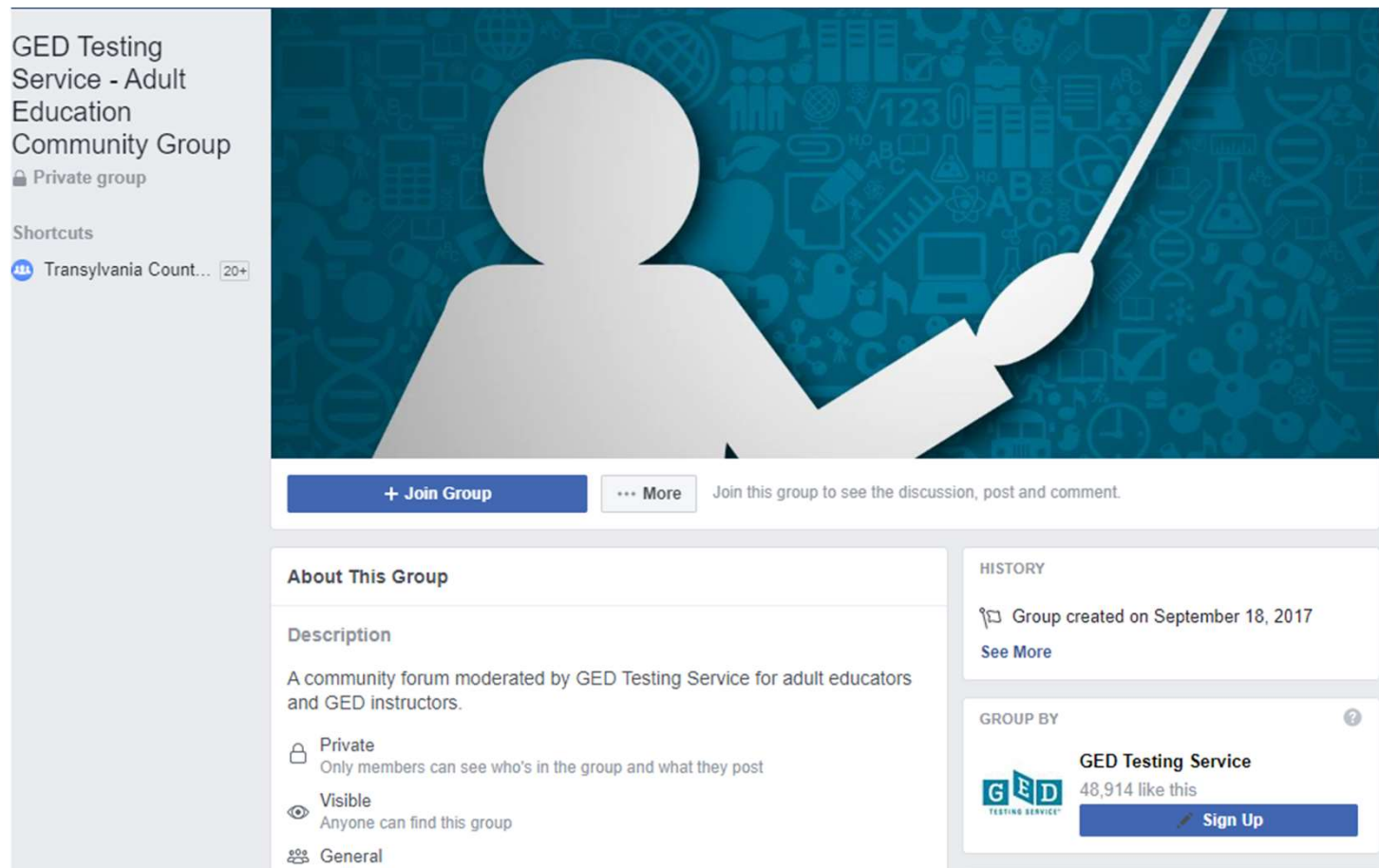
GED Resources for the Classroom

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Join GED Facebook Group for Educators



The screenshot shows the Facebook page for the "GED Testing Service - Adult Education Community Group". The page is set to "Private group". The cover photo features a stylized white silhouette of a person holding a pen, set against a blue background with various educational icons like a globe, books, and mathematical symbols. Below the cover photo, there is a blue "+ Join Group" button and a grey "... More" button. The "About This Group" section includes a description: "A community forum moderated by GED Testing Service for adult educators and GED instructors." It also lists the group's privacy settings: "Private" (Only members can see who's in the group and what they post), "Visible" (Anyone can find this group), and "General". On the right side, the "HISTORY" section states "Group created on September 18, 2017" with a "See More" link. The "GROUP BY" section identifies the group as "GED Testing Service" with "48,914 like this" and a blue "Sign Up" button.

GED Testing Service - Adult Education Community Group
Private group

Shortcuts
Transylvania Count... 20+

+ Join Group ... More Join this group to see the discussion, post and comment.

About This Group

Description
A community forum moderated by GED Testing Service for adult educators and GED instructors.

Private
Only members can see who's in the group and what they post

Visible
Anyone can find this group

General

HISTORY
Group created on September 18, 2017
See More

GROUP BY
GED Testing Service
48,914 like this
Sign Up

<https://www.facebook.com/groups/227021047827053/>

More Resources

75 back to school activities for the remote learning classroom

75
back to school
activities
for the
remote learning
classroom



<https://ditchthattextbook.com/back-to-school/#tve-jump-173f842f3e5>



Supporting Learning and Well-Being During the Coronavirus Crisis

Our Message to Educators

Practices for Educators and Parents

Other Greater Good Resources for Educators and Parents

<https://ggie.berkeley.edu/>



I hope to empower teachers and students to pursue education that is grounded in curiosity, expressed creatively, and communicated in a way that is inspirational to the world.

Melanie Kitchen
Portfolio

[contact me](#)

<https://sites.google.com/view/curatorofcreativity/home>



**Take a Few
Minutes for You!**

**Remember to take
care of yourself.**
You can't pour from
an empty cup.



Take Care of Yourself!

Be Aware



Support Yourself



Do Something Different



Q & A

Thank you!

*Communicate with GED Testing Service®
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Hybrid Teaching Survival Kit

Resources and strategies
for a 'half in, half out' class



About this resource

Instead of returning to normal post-pandemic, teachers have been thrust into limbo.

We've got half a class in front of us, and an equal number of students sitting baffled in front of computers at home.

But they both need teaching.

So, if the crash course in distance teaching wasn't enough, 2020 has thrown us another challenge: **Hybrid Teaching**.

This Hybrid Teaching Survival Kit contains three resources designed to help you teach your class both online and in-person.

Here's what you'll find inside:

- ✓ A lesson plan template for hybrid teaching
- ✓ Teaching strategies which work both online and in-class
- ✓ A checklist to ensure you've got all the bases covered

All resources have been created with flexibility in mind, so adapt, scrap, or add to them to suit the needs of your class.

Date:	Class/Group:	Time:	Room:
Topic:			
Curriculum links: List here the curriculum descriptors or content this lesson is targeting.		Specific Objectives/Learning Goals: What specific learning do you want to see by the end of this lesson? How will it be evidenced by students?	
Prior Learning: <ul style="list-style-type: none"> What do students know about this topic already? What related content has already been covered? 		Resources, materials, and technologies required: In addition to classroom materials this should entail digital supports for at home students, e.g. <ul style="list-style-type: none"> LMS Educational games/programs Communication tools Cloud documents 	
Instructional Steps			
Date: <i>Hook</i> Hook student interest with something such as: <ul style="list-style-type: none"> A challenge question An anecdote A physical item A digital resource (e.g. video) <i>Introductory set</i> Set student expectations for the lesson by explaining: <ul style="list-style-type: none"> The learning goal(s) Relevance of the learning Activities Final product to be generated <i>Instruction</i> Direct instruction of the learning content.		At-home students: <i>Hook</i> Engage at-home students by: <ul style="list-style-type: none"> Posing a challenge question digitally on LMS in advance Recording a video Linking a thought-provoking online resource that connects with topic. <i>Introductory set</i> Set student expectations for the lesson clearly and succinctly. This could be written or recorded as a video.	
<i>Activity</i> Break the activity down into clear, scaffolded steps.		<i>Instruction</i> Emphasise clarity, either in text or video. If using a video, add some textual components as well (e.g. a whiteboard) to consolidate explanations and main points.	
<i>Feedback</i> Assess student learning/progress via the work that has been completed.		<i>Activity</i> At-home students can learn via: <ul style="list-style-type: none"> Online collaboration (using cloud tools, message boards, or Skype/Zoom) Posting work to LMS Web research Editable documents or PDFs Gamified learning programs 	
<i>Conclusion</i> <ul style="list-style-type: none"> Set homework if required Indicate next part of the learning sequence (i.e. outline next lesson). 		<i>Feedback</i> Deliver feedback on learning via: <ul style="list-style-type: none"> Written comments emailed or posted on LMS Voice recordings 	
<i>Conclusion</i> <ul style="list-style-type: none"> Instruct students of preparations for next lesson Set homework where required. 			
Extension: List extension activities for students who need additional challenge. Consider what this might look like online as well.			

3 step-by-step strategies for hybrid teaching

You've got a lesson framework – now you need something to put in it.

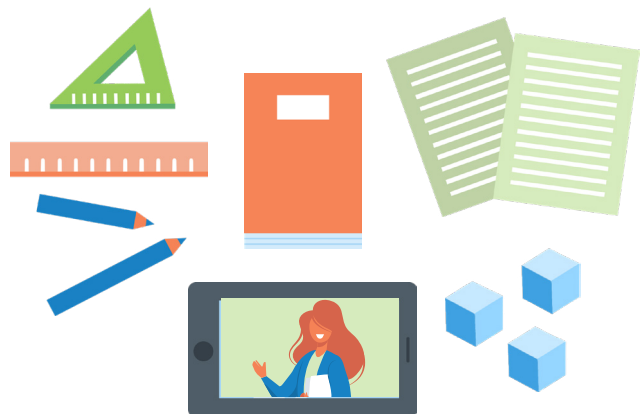
Fortunately, most classroom-based teaching strategies can be easily adapted to suit students who are learning from home. You just need digital versions of standard paper-resources, access to an LMS, and a communication strategy that allows you to stay connected.

We've compiled three core instructional strategies here with the steps you can take to make them accessible for at-home learners.

Direct instruction

What you'll need

- A webcam or camera phone
- A whiteboard, paper or shareable screen for your instructional video
- An LMS where you can upload video



How to deliver direct instruction for at-home learners

1. Record the instructional component of your lesson as a video

Record the instructions you give to your in-class students and then upload it to your LMS for students working from home. This spares you from having to deliver the same set of instructions twice, or from having to stage an elaborate video lesson outside of regular class time.

Remember: take extra measures to ensure your lesson translates well to video. Test your placement of the camera and avoid walking out of the frame while delivering instructions. It's also best to project your voice more than you would ordinarily so that it is clearly audible when viewed online.

2. Coordinate a learning activity for both groups

Independent activities are achievable for both in-class and at-home students. Just ensure that any resources provided in class are uploaded to your LMS in editable versions for students to access at home.

To ensure students at home get the same level of support in completing the activity, create a designated 'help hotline'. This could take the form of:

- A discussion board on the LMS reserved for questions
- A live chat session on Skype, Zoom, or Teams (reserve a designated hour)
- Email or other preferred means of contact

3. Deliver feedback

While feedback for in-class students can take a traditional form, feedback for those at home can be delivered as:

- Written comments emailed or posted on the LMS. Use GIFs, emojis and images to give it a personable tone
- Recorded verbal feedback. This is much quicker than writing individual comments, and it has a welcome personal touch

Remember: you don't have to double your workload by taking a different feedback approach for both groups. Save time by giving all students feedback online.

4. Students practice independently

Provide activities for students to hone the same concept or skill independently. In class this can take paper form, but make sure there are digital copies available online for at-home learners.

Gamified learning programs are well suited to independent practice, as they require little teacher input. For example, Readwriter Spelling and Mathletics provide student-friendly practice opportunities in engaging virtual game-worlds. Alternatively, you can create your own practice activities.

Whichever option you choose, ensure that you keep providing students with feedback along the way.



Collaborative activities

What you'll need

Choose an online communication tool suited to your students' technical capabilities. This might be:



- A discussion board
- Emails and private messaging
- Social media
- Telecommunications apps: Skype, Zoom, Teams
- Cloud-based collaborative software: Google Docs, Google Hangouts, OneNote
- LMS live chats

How to coordinate group work for at-home learners

This approach assumes you do not have a tool that allows students to communicate in real time. If you do, discussion and collaboration is even more straightforward.

1. Establish a protocol for online communication

Set the following behavioural guidelines for your students before you start a collaborative activity:

- Use clear headings in posts so that other learners can navigate the discussion easily.
- Disagree with others, but always respond with courtesy and respect.
- Let all voices be heard. Don't talk over others.
- Take the time to respond calmly and rationally if something sparks a strong reaction in you.

2. Group students

Post the groupings online and assign each group a different aspect of a research topic or activity.

Note: ensure each group is responsible for producing something. E.g. a page of notes, ideas, or a resource.

3. Each group works on the activity collaboratively

If you are using asynchronous tools then this might be done via email, messaging or discussion board posts. However, it's just as likely that your students will connect via social media or instant messaging apps. Encourage them if they aren't already doing so.

4. Each group uploads their final product to a shared space on the LMS

This applies to students who are learning in class as well. Consider using a screenshare video to talk you students through the process if they have not done this before.

5. Prompt students to post replies and messages on each other's resources in order to generate discussion

Let *all* students interact and engage with each other online, not just those who are learning from home. Taking the discussion online allows students to reply to each other with videos, links and images, making for a dynamic and engaged discussion.

6. Collate student resources into a single document

This can inform the next phase of student learning. A useful, self-authored resource also gives students a sense of ownership over their own learning.

Differentiated online learning

What you'll need

- Any LMS.
- Digital activities tailored to different ability levels.
- (Optional) Gamified learning programs.



How to differentiate instruction for at-home learners

1. Provide core content for the whole class

Even with differentiation as the goal, all learners need to start with the same content. You can make this as engaging as possible by filming a video lecture which includes text, voice, visuals and physical gestures.

2. Create a resource library catering to different levels of ability

Arrange learning activities and worksheets in a scaffolded fashion, so that students can advance through them at their own pace.

Tip: make the most of online resources to save time. For example, 3P Learning has a library of workbooks and activities available for free. Find mathematics materials [here](#), and literacy resources [here](#).

3. Create a help hub

Create a discussion board where students can go for assistance. Monitor it closely and answer queries as they come up. To promote further interactivity, peers could help each other using the same platform. This is also a great way of promoting a growth-oriented class culture where seeking help is normal and encouraged.

Also provide a direct 'help hotline' for private questions or any queries that students don't feel comfortable making public.

4. Set self-paced homework using an EdTech program

The best homework is differentiated according to student ability level, and gamified learning programs make this a whole lot easier. For example, Mathletics and Reading Eggs use a placement test to determine a personal lesson sequence tailored to each student, which they can then work through at their own pace. Alternatively, take the time to create differentiated homework activities for varied ability levels.

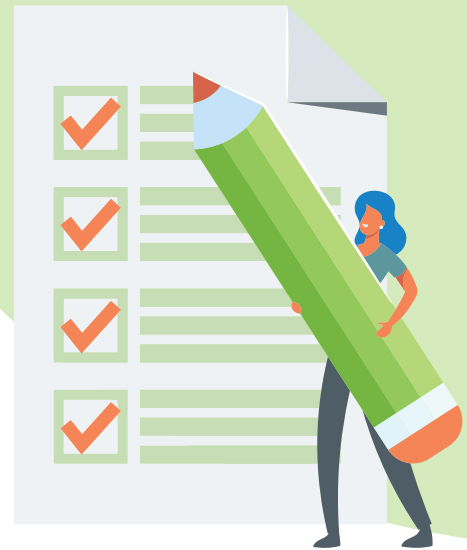
Save time by using strategies that work for both at-home and in-class students *without* customisation. For example, all students could work from digital documents, regardless of whether they're at home or in school.



Hybrid teaching checklist

It's easy to forget important tasks when you're juggling two sets of instruction. Use this checklist to ensure you've ticked all the right boxes when providing hybrid instruction for online and in-class students.

Before and after each hybrid lesson, make sure:



- ☐ All classroom documents and materials have been uploaded to your LMS to be accessed by students at home.
- ☐ All activities or worksheets uploaded are editable, so students can complete them at home without printing.
- ☐ Students at home have been given a clear deadline for when work is to be completed.
- ☐ Students at home know how and when to contact you for help.
- ☐ Instructional components of the lesson have been recorded or converted to text and uploaded online.
- ☐ Online student contributions, questions, and ideas have been noted so you can include them in classroom discussions.
- ☐ Both groups of students have been given opportunities to connect.
- ☐ Any homework given in class has also been communicated to students online as well.
- ☐ Any discussion questions for the following lesson have been provided to online students in advance.
- ☐ A time has been set to provide feedback for students' online work.

Need more help with hybrid teaching?

Check out our blogs on the following:

- [How to communicate effectively with online learners](#)
 - [How to create an online classroom that actually works](#)
 - [Online assessment strategies](#)
 - [How to make online teaching sustainable and avoid burning out](#)
-



Home of award-winning education platforms



The Remote Learning Checklist



10 keys to setting up your remote learning classroom

1 A home base. 🏠

A student home base helps them know where to start every time. A parent home base houses valuable info.

🔧 Tools: Your LMS or a simple website builder.

? Questions: Where do parents/students spend time digitally already? How can I organize simply? Am I only sharing vital resources?

2 A way to communicate. 🗣️

Student communication is essential. Parents almost become teaching partners during remote learning, so communication with them is key.

🔧 Tools: Remind, Class Dojo, Bloomz, ClassTag, Talking Points, your LMS

? Questions: Where are parents already spending communication time? What are other teachers using? What's the "sweet spot" for communication, not too much/too little?

3 Solid instruction. 👩🏫

Getting back to the fundamentals of great instruction can help us transition to remote.

🔧 Tools: Solid pedagogy-based resources like ASCD blog, Cult of Pedagogy, HyperDocs

? Questions: How can I design activities to get students where they need to be? How can they digitally show what they know? What isn't the same with face to face, and how can I adjust?

4 Useful feedback. 📣

Feedback is a main driver in education. Remote learning lets us give feedback differently – and sometimes, even more regularly.

🔧 Tools: Document comments, private LMS comments, instant messages, video feedback

? Questions: Am I clear on what I'm saying? Am I clear on what I want students to do? Is my feedback regular?

5 Well-crafted assessment. 📝

Assessments give us valuable data on student progress. This data can be our lifeline during remote learning. Plus, it has other benefits.

🔧 Tools: Google Forms, LMS quiz tools, Quizlet

? Questions: What kinds of questions will show me if students truly understand? Will autograded quizzes give me the data I want? How can I build in ungraded self-quizzing?

6 Your humanity. ❤️

Your personality is your online teaching strength. Do your best to recreate the warmth you show in person. It won't be perfect. It will be noticed.

🔧 Tools: Your video call platform and recorded video tools like Flipgrid and Screencastify


? Questions: Can your students tell how much you care? How have you let your personality show before? Are you willing to be a bit vulnerable?


More details: DitchThatTextbook.com/remote-learning-checklist

The Remote Learning Checklist

7 Clear instructions.


Unclear instructions can shut a student down before they start. We can help by providing clear text instructions or even audio/video.


 Tools: The delete button (brevity!), your LMS, your video call platform

 Questions: How do I know this is clear for my students? Can I anticipate questions they'll have? How and when can students ask questions?

8 Collaboration.


Collaboration helps students feel connected. Plus, discussions are a key part of how students make sense of new concepts.


 Tools: Flipgrid, Synth, comments in slides and documents, hypothes.is, InsertLearning

 Questions: What's best understood through discussion? Synchronous or asynchronous discussion? How can you create a culture of ongoing collaboration?

9 Ways to get help.


Students need help at different times in different ways. Office hours (with boundaries!) can help. Plus, teachers need help with ideas, too!


 Tools: Email, online docs, your LMS, instant messaging, video recording tools, social media

 Questions: When are students most likely to need help? Can I create an ongoing FAQ doc where students can find answers?

10 Differentiation.

Make small adjustments to meet students where they are. Giving students choice helps them differentiate on their own.

 Tools: Iorad (individualized tutorials), LMS

 Questions: What parts of this assignment can be adjusted? What can students self-select? How can I move from full group to small group?

This checklist is just a summary. To go in-depth with all of the ideas shared here, go to:
[DitchThatTextbook.com/remote-learning-checklist](https://ditchthattextbook.com/remote-learning-checklist)



A FREE online course by Ditch That Textbook

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Register: ditch.teachable.com

Sentence starters to speak with empathy

Empathy is a powerful tool that can help you better understand another person. Use these sentence starters to begin conversations with empathy.

1 Gather information.



Make sure you know enough about the situation.

- Would/could you tell me a little more?
- Can you tell me what you need right now?
- Is there anything else you'd like to share?
- Would you like my help in figuring this out?

2 Clarify understanding.



Reflect back what you think you've heard.

- Let me see if I have this right....
- I want to make sure I understand what you're telling me.
- What I'm hearing is....
- What I hear you saying is.... Is that right?

3 Model listening.



Show you're listening and paying attention to body language.

- It sounds to me like this might feel....
- I can see that you are feeling [emotion]....
- I can hear how [emotion] you are feeling.
- Your face is telling me that....
- I can hear in your voice that....

4 Affirm feelings.



Acknowledge vulnerability and affirm that feelings aren't right or wrong.

- Thank you for sharing this with me.
- I understand you feel that way.
- That sounds like an [adjective] experience.
- I hear you.
- I'm not sure what to say right now, but I'm here to listen.



1. Persisting

Stick to it!
Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.



2. Managing Impulsivity

Take your time!

Thinking before acting; remaining calm, thoughtful and deliberative.



3. Listening with understanding and empathy

Understand others!

Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.



4. Thinking flexibly

Look at it another way!

Being able to change perspectives, generate alternatives, consider options.



5. Thinking about your thinking

(Metacognition)

Know your knowing!

Being aware of your own thoughts, strategies, feelings and actions and their effects on others.



6. Striving for accuracy

Check it again!

Always doing your best. Setting high standards. Checking and finding ways to improve constantly.



7. Questioning and problem posing

How do you know?

Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.



8. Applying past knowledge to new situations

Use what you learn!

Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.



9. Thinking & communicating with clarity and precision

Be clear!

Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.



10. Gathering data through all senses

Use your natural pathways!

Pay attention to the world around you. Gather data through all the senses. taste, touch, smell, hearing and sight.



11. Creating, imagining, and innovating

Try a different way!

Generating new and novel ideas, fluency, originality



12. Responding with wonderment and awe

Have fun figuring it out!

Finding the world awesome, mysterious and being intrigued with phenomena and beauty.



13. Taking responsible risks

Venture out!

Being adventuresome; living on the edge of one's competence. Try new things constantly.



14. Finding humor

Laugh a little!

Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.



15. Thinking interdependently

Work together!

Being able to work in and learn from others in reciprocal situations. Team work.



16. Remaining open to continuous learning

Learn from experiences!

Having humility and pride when admitting we don't know; resisting complacency.