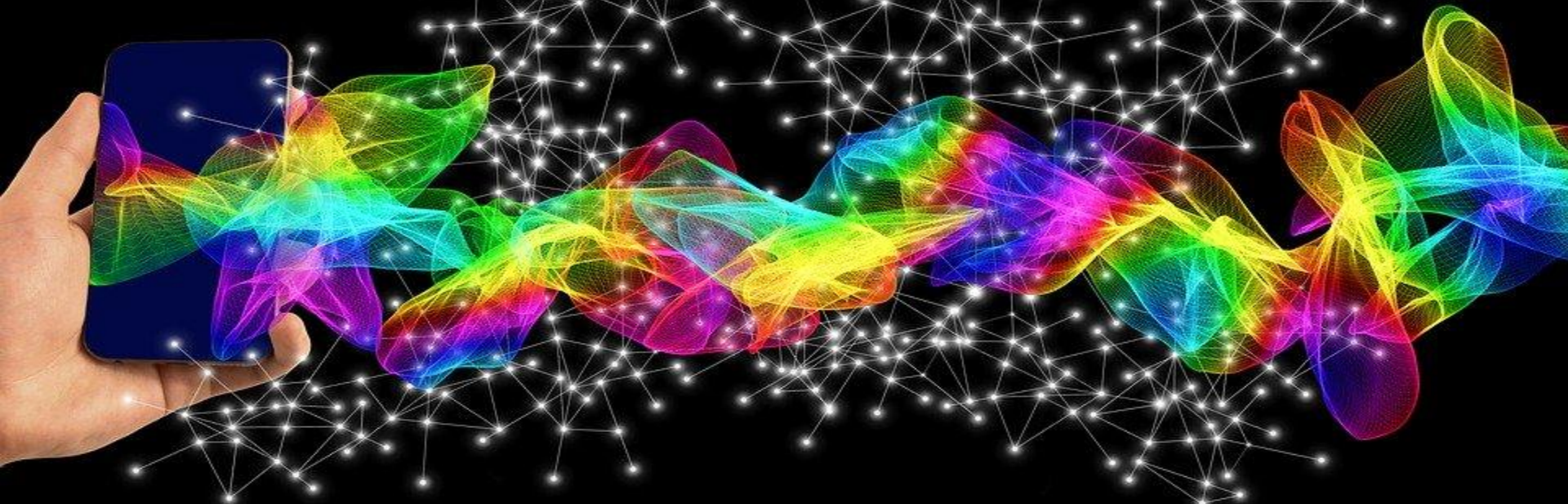


YES, WE CAN!!

Transferring F2F Practices to Remote Instruction



Jayme Adelson-Goldstein
LightheartedLearning@gmail.com

Lori Howard
lbhoward@casas.org

Sylvia Ramirez
sgramirez@miracosta.edu

GOAL for our time together:

- Consider **sustaining** and **high leverage practices** that transfer from F2F to Virtual classes

By...

- **Experiencing** some of those transferred practices
- Pondering Jen Robert's **TECH model** for enhancing & expanding learning AND
- Gathering a few **resources**



Setting Norms

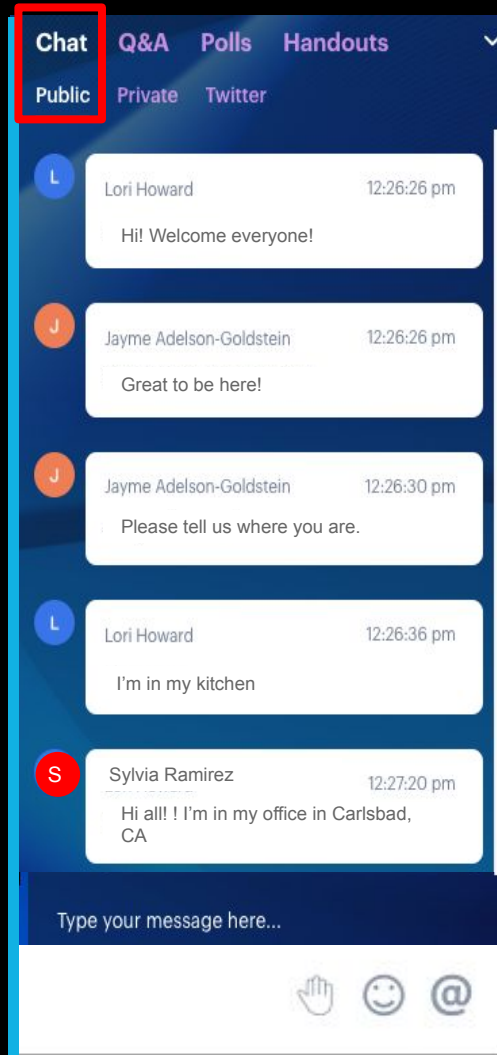
- Embrace the lag
- Struggling with your tech? Use the chat for help.
- Focus on the demo
- Breathe

After the session you can use the...

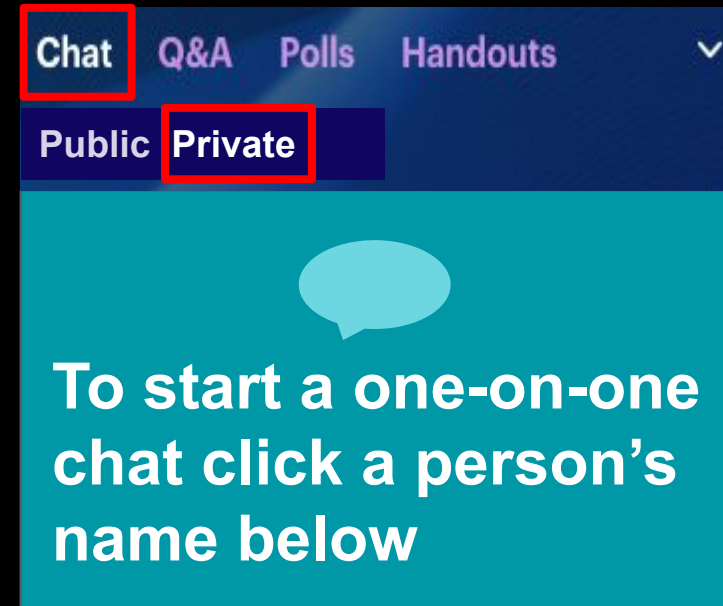
- Chat history
- Link to the recording
- Support slides
- Resource materials

...to tackle the tasks at your own pace

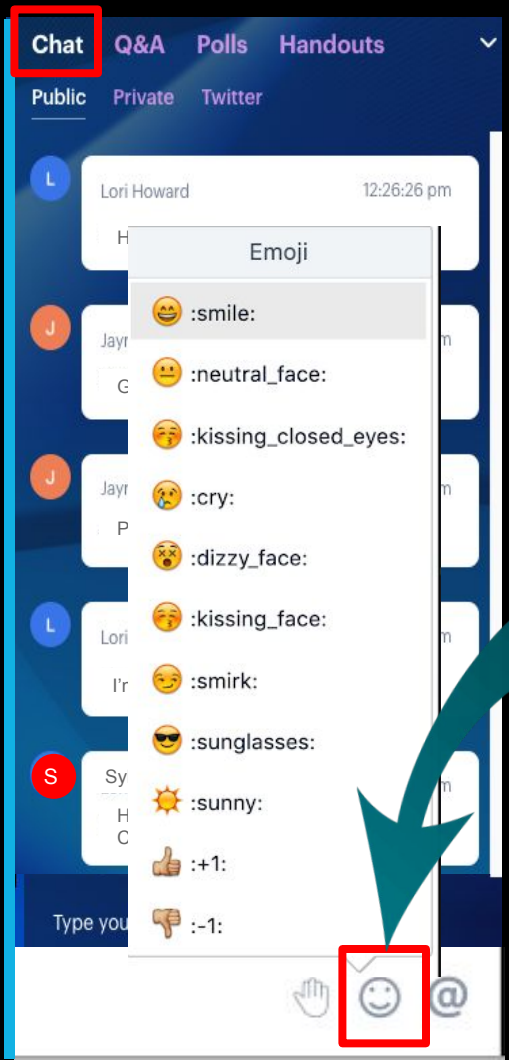
Chat to All



Chat to one other person



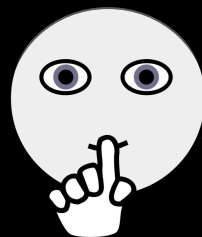
To start a one-on-one chat click a person's name below



Using emojis
for non-verbal
responses

COMPLETE THE FOLLOWING TASKS

1. Private chat with Jayme:
Tell her your favorite word.



2. Use an emoji in the public chat to answer the question:
How do you feel about teaching online?

3. Take a photo of the screen
and text it to Sylvia at
760-500-6370

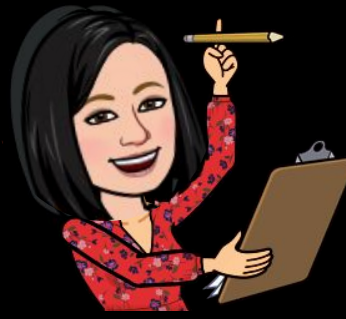
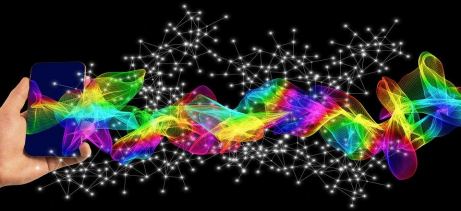


Checking In - Community Building



Which of these statements apply to your experiences over the last 6 months?

- A. I've learned new things.**
- B. I've been creative.**
- C. I've conquered some fears.**
- D. I've used Zoom socially.**



Which of these statements apply to your experiences over the last 6 months?

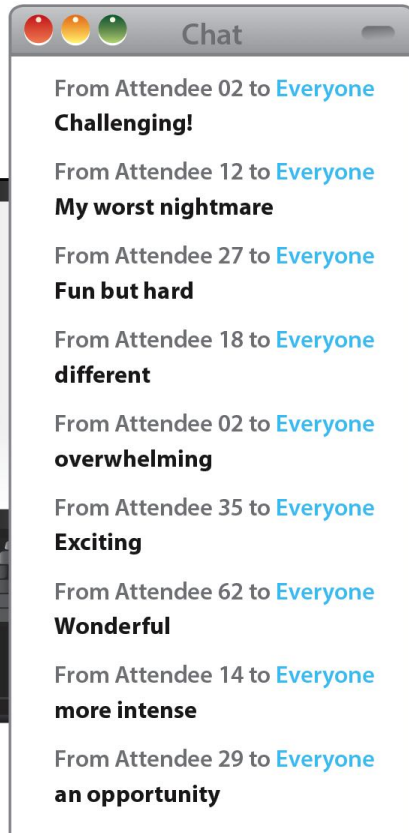
- A. I've been exhausted.**
- B. I've been anxious.**
- C. I've been frustrated.**
- D. I've gotten tired of teleconferencing.**



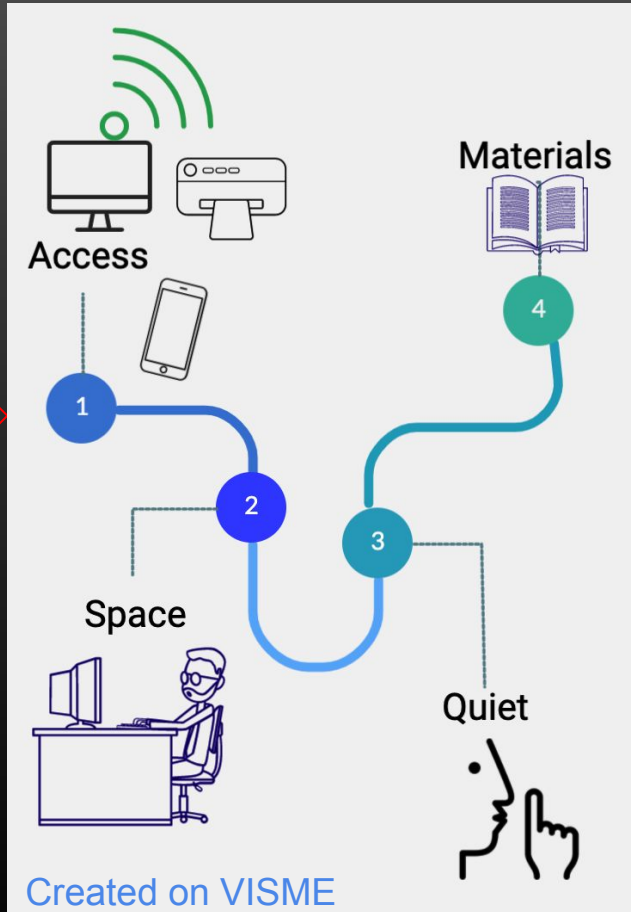
MINI- LECTURE

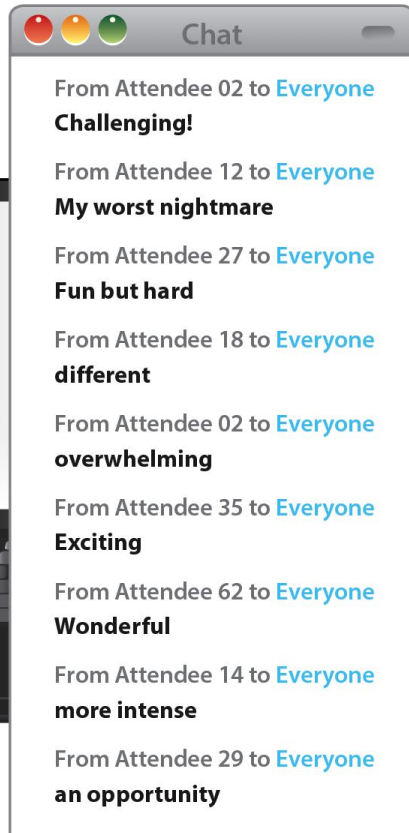


Key concepts	Details
<i>Challenge & Mindset</i>	
<i>TECH model (Roberts)</i>	
<i>The Transfer</i> <ul style="list-style-type: none">- Sustainable- High Leverage	

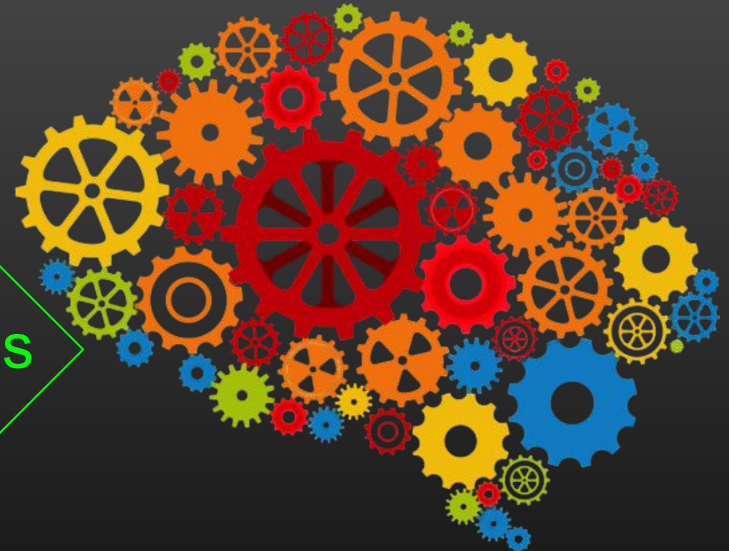


Challenges





Opportunities



TECH for Teachers and Students

H

Handoff: Students' interests drive the learning experience with teacher guidance and the flexible choice of tools and technologies to achieve an authentic and exemplary product.

C

Choice: Teacher sets broad goals for student learning and offers a choice of tasks using a specified range of available tools.

E

Enhanced: Teacher integrates multiple tech tools to create an enhanced learning experience for students.

T

Traditional: Teacher designs the task using traditional pedagogy with technology supports.

Created by Jen Roberts @JenRoberts1



<http://www.litandtech.com/2013/11/turning-samr-into-tech-what-models-are.html>

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Practices that increase voice & choice, engage TBL and PBL

Tech-enhanced Sustaining Practices

Sustaining Practices

Created by Jen Roberts @JenRoberts1



<http://www.litandtech.com/2013/11/turning-samr-into-tech-what-models-are.html>

TECH for Teachers and Students

Handoff: Students' interests drive the learning experience with teacher guidance and the flexible choice of tools and technologies to achieve an authentic and exemplary product.

Choice: Teacher sets broad goals for student learning and offers a choice of tasks using a specified range of available tools.

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Created by: Jen Roberts @JenRoberts1



For more information please see *Power Up: Making a Shift to 1:1 Teaching and Learning* by Neebe and Roberts.

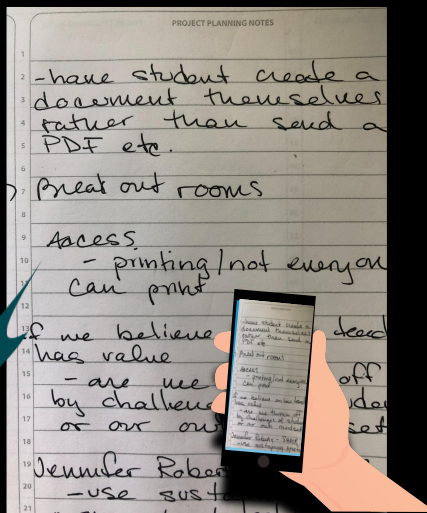
High-Leverage Practices incorporate...

- Scaffolding
- Academic Language
- Cooperative Learning
- Higher-order thinking

<http://www.litandtech.com/2013/11/turning-samr-into-tech-what-models-are.html>

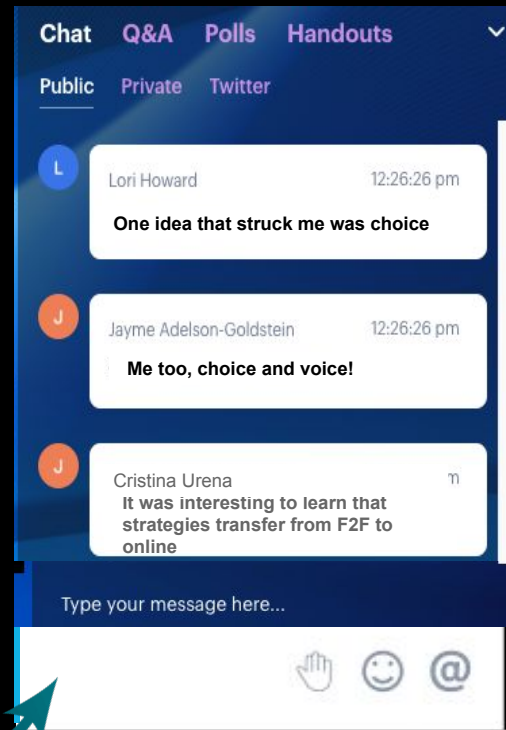
1. Take a photo of your notes and text them to JAYME at 818-808-3990

2. Go to the chat to share one thing (or more) that you found interesting in the mini-lecture.



One idea that struck me was...

It was interesting to learn...





HLP

TECH

VTS

Digital Substitution Chart

DIGITAL SUBSTITUTIONS (Transferring F2F Strategies to Remote Instruction)

TASK TYPE or STRATEGY (A-Z order)

TASK TYPE or STRATEGY (A-Z order)

TASK TYPE or STRATEGY (A-Z order)	Digital substitution (Most similar to F2F experience)	How learners experience this on a phone
Ask questions about a picture	<ul style="list-style-type: none"> Share an image on the computer or the Web and ask questions. Use annotation tools to help focus learners on different areas of the image or to highlight learners' responses to the question. Have learners in breakout groups look at an image online or in the books & answer visual thinking strategy questions posted in chat. 	<p>Most images will display well on the phone. For images that learners need to observe closely, suggest that learners hold the phones horizontally.</p> <p>On Zoom, breakouts work well with 4 learners being able to see each other on the phone and share images.</p>
Brainstorm	<p>Learners can brainstorm by typing onto the whiteboard, onto a shared slide or into the chat.</p>	<p>Learners' phone keyboards are active in the chat, not in the annotation tools. They can use the chat and you can copy their ideas into a text box on a white board to share at the end of the brainstorm.</p>
• & categorize	<ul style="list-style-type: none"> Copy the brainstormed items from the whiteboard or slide (see above) and paste them into a text box on a new whiteboard or a new slide*. Put the text box off to the side. Create a categorizing chart (think T- chart with 2, 3, or more columns) on the white board or slide and have learners take turns typing the terms into the chart (or telling you where to type them.) *Note that to do this you cannot be in slideshow mode. 	<ul style="list-style-type: none"> Draw a T-chart on the whiteboard from above with 2,3, or more columns and label it according to the class' suggestions for categorizing the terms from the brainstorm. Have learners tell you how to categorize the terms from the brainstorm. Remember, they'll be looking at the chart rather than each other.
• & prioritize	<ul style="list-style-type: none"> Use the annotation tools to circle the top 3-10 brainstormed items on the whiteboard or slide, according to the class' suggestions and then have them reach consensus on ranking #1, #2 etc. Either you or learners can number the items in order of priority. (You can also have learners ranking in breakout groups) 	<ul style="list-style-type: none"> As shown on the left, use the annotation tools to circle the top 3-10 brainstormed items on the whiteboard, according to the class' suggestions and then have them reach consensus on ranking #1, #2 etc. You will probably

<http://bit.ly/DigSubChart>

DIGITAL SUBSTITUTIONS (Transferring F2F Strategies to Remote Instruction)

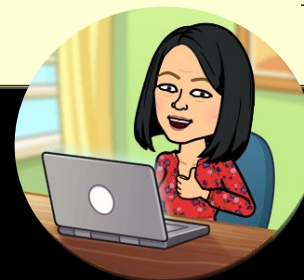
TASK TYPE or STRATEGY (A-Z order)	Digital substitution (Most similar to F2F experience)	How learners experience this on a phone
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Ask questions about a picture

- Share an image on the computer or the Web and ask questions.
- Use annotation tools to help focus learners on different areas of the image or to highlight learners' responses to the question.
- Have learners in breakout groups look at an image online or in the books & answer [visual thinking strategy questions](#) posted in chat.

Most images will display well on the phone. For images that learners need to observe closely, suggest that learners hold the phones horizontally.

On Zoom, breakouts work well with 4 learners being able to see each other on the phone and share images.



• & prioritize

Create a categorizing chart (think T-chart with 2, 3, or more columns) on the white board or slide and have learners take turns typing the terms into the chart (or telling you where to type them.)
*Note that to do this you cannot be in slideshow mode.

- Use the annotation tools to circle the top 3-10 brainstormed items on the whiteboard or slide, according to the class' suggestions and then have them reach consensus on ranking #1, #2 etc. Either you or learners can number the items in order of priority. (You can also have learners determine the ranking in breakout groups)

or more columns and label it according to the class suggestions for categorizing the terms from the brainstorm. Have learners tell you how to categorize the terms from the brainstorm. Remember, they'll be looking at the chart rather than each other.

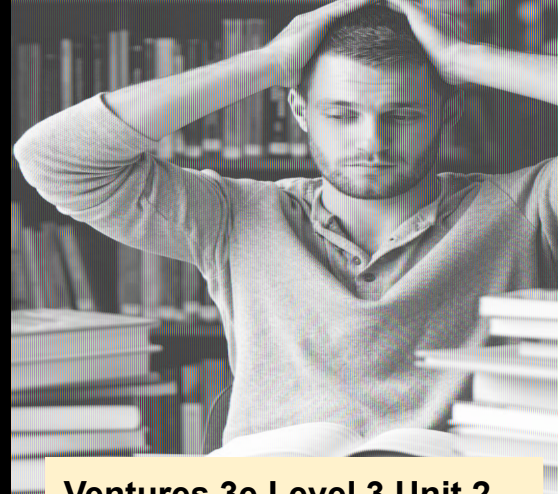
- As shown on the left, use the annotation tools to circle the top 3-10 brainstormed items on the whiteboard, according to the class' suggestions and then have them reach consensus on ranking - #1, #2 etc. You will probably want to write the ranking numbers because writing is challenging with the phone annotation pen. (You can also have learners determine the ranking in breakout groups)

Digital Substitution Chart



- High Leverage Practices
- Traditional routine
- Enhanced with breakouts
- Visual Thinking Strategies

http://bit.ly/VTS_Wksht



Ventures 3e Level 3 Unit 2

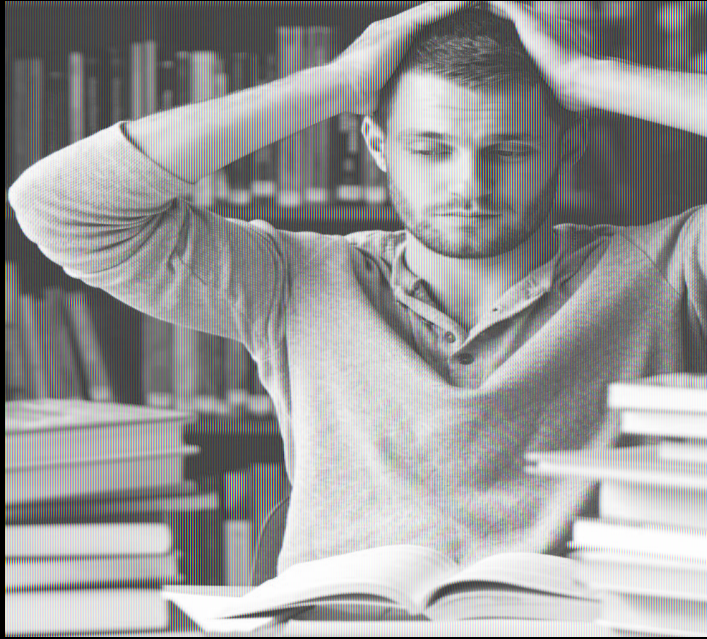
Team Roles

IT: shares picture

ADM ASST: private chats team ideas to teacher

MGR: asks Qs

HR: watches time



Ventures 3e Level 3 Unit 2

1. How does this picture make you feel?
2. What people, objects, actions and feelings do you see in this picture?
3. Based on your observations, what's going on in this picture?
4. How do you know?
What more can you see?
5. Based on your observations, what can you infer/predict about....?

TASK TYPE or STRATEGY (A-Z order)	Digital substitution (Most similar to F2F experience)	How learners experience this on a phone
Check comprehension (Formative Assessment)	<ul style="list-style-type: none"> -Using Yes/No, True/False or other answer cards in gallery view -Using fist-to-five to have learners self-evaluate -Asking questions and having learners raise their hand to answer in gallery view -Asking questions and having learners type their response in the chat (public or private to you) 	<ul style="list-style-type: none"> -Answer cards are easy for learners to show to their camera -Fist-to-five also works with the phone. -Hand raising requires that learners tap more on their toolbar, but they can then easily speak when called on. Ss need fluency with this process, so worth doing. -Chatting responses is also an important process. Allow for more time because learners need to go back and forth between screens.
Conduct close reading of texts	<p>Send the text, if more than a paragraph, to learners to preview before class.</p> <p>Share the text on your screen. Ask learners text-dependent questions and have them use their Zoom annotation tools to highlight the answers in the text.</p>	This is doable on a phone because learners can enlarge text on their phone and have access to highlighting tools.

Corners activity

T uses the rectangle tool (not filled) to create boxes around a whiteboard with text labels (similar to the signs you'd have with corners).

Learners use the annotation toolbar to put a mark inside a particular box to indicate their preference, support for a concept, identification. (Ss working on laptops, can use a stamped arrow that will have their name on it.)
(This can be done with a shared slide as well.)

Learners on phones have limited annotation tools, so will have to make a check or x in the box with their annotation pen.

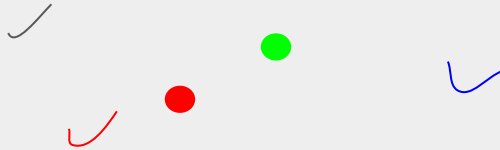


- photographed by learners from screen, or
- provided on an assignment sheet emailed to Ss or in Schoology

Digital Substitution Chart

What's the best thing about learning English online?

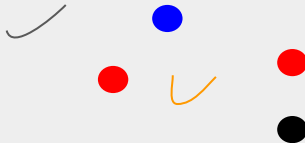
I can do my work at home.



I can STILL see my classmates.



I'm learning new digital skills.



We get to watch lots of videos.

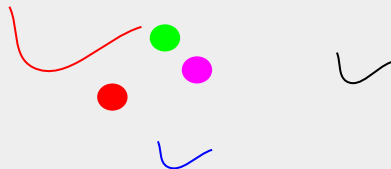


17
Ss

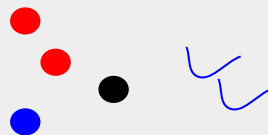
What's the worst thing about learning English online?

17
Ss

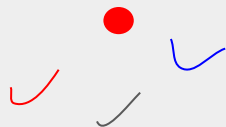
My Internet isn't good.



I get tired of looking at the screen.



I don't get to talk to my friends at breaktime.



It's hard to do my assignments.



TASK TYPE or STRATEGY (A-Z order)	Digital substitution (Most similar to F2F experience)	How learners experience this on a phone
Check comprehension (Formative Assessment)	<ul style="list-style-type: none"> -Using Yes/No, True/False or other answer cards in gallery view -Using fist-to-five to have learners self-evaluate -Asking questions and having learners raise their hand to answer in gallery view -Asking questions and having learners type their response in the chat (public or private to you) 	<ul style="list-style-type: none"> -Answer cards are easy for learners to show to their camera -Fist-to-five also works with the phone. -Hand raising requires that learners tap more on their toolbar, but they can then easily speak when called on. Ss need fluency with this process, so worth doing. -Chatting responses is also an important process. Allow for more time because learners need to go back and forth between screens.
Conduct close reading of texts	<p>Send the text, if more than a paragraph, to learners to preview before class.</p> <p>Share the text on your screen. Ask learners text-dependent questions and have them use their Zoom annotation tools to highlight the answers in the text.</p>	This is doable on a phone because learners can enlarge text on their phone and have access to highlighting tools.
Corners activity	<p>T uses the rectangle tool (not filled) to create boxes around a whiteboard with text labels (similar to the signs you'd have with corners).</p> <p>Learners use the annotation toolbar to put a mark inside a particular box to indicate their preference, support for a</p>	Learners on phones have limited annotation tools, so will have to make a check or x in the box with their annotation pen.

Discussion (Team)

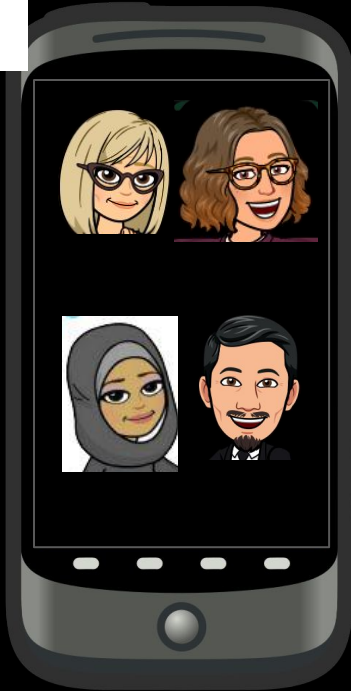
Zoom breakout rooms with prompts

- In main chat prior to starting breakouts
- On screen share for Ss to copy
- In broadcast announcements
- On screen share for Ss to photograph
- In an assignment sheet emailed to Ss, sent via What's App or uploaded to LMS

Works well with the phone, because up to 4 people can be seen in a breakout.

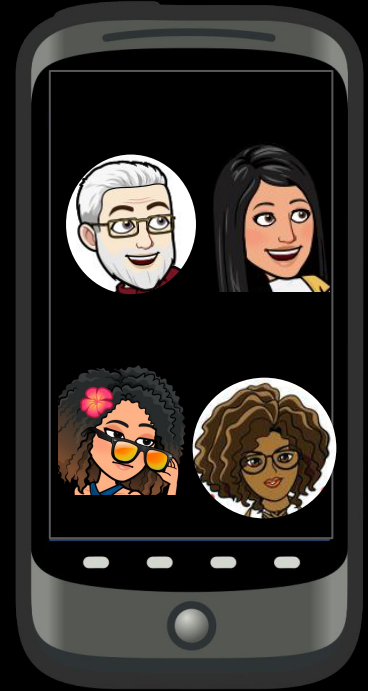


Digital Substitution Chart



Breakout 1

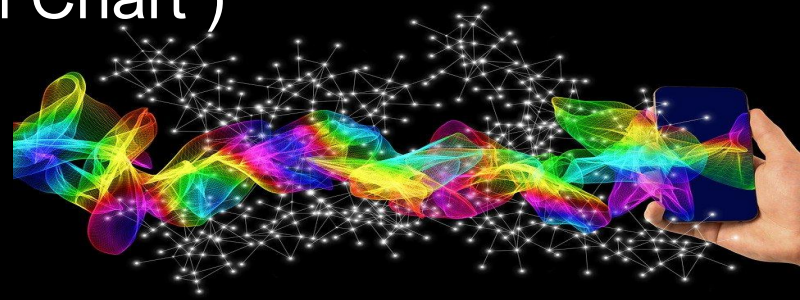
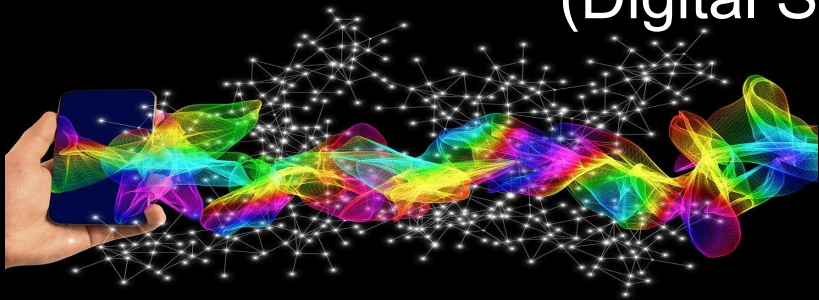
- ## PROVIDE PROMPTS BY
- typing in main chat immediately before the breakout
 - having Ss copy from main room
 - sending via broadcast announcement
 - having Ss photograph prompt on screen
 - providing an assignment sheet sent by email, *What's App* or in an LMS



Breakout 2



<http://bit.ly/Fall2020DigLitSubChart>
(Digital Substitution Chart)





RESOURCES

http://bit.ly/Yes_F2F-Virtual

THANK YOU!

