

Active Learning in the Age of COVID-19

Five Strategies and Tools

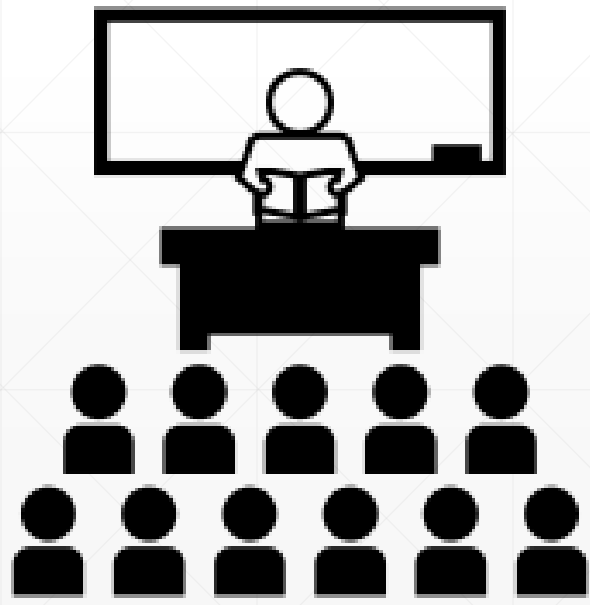
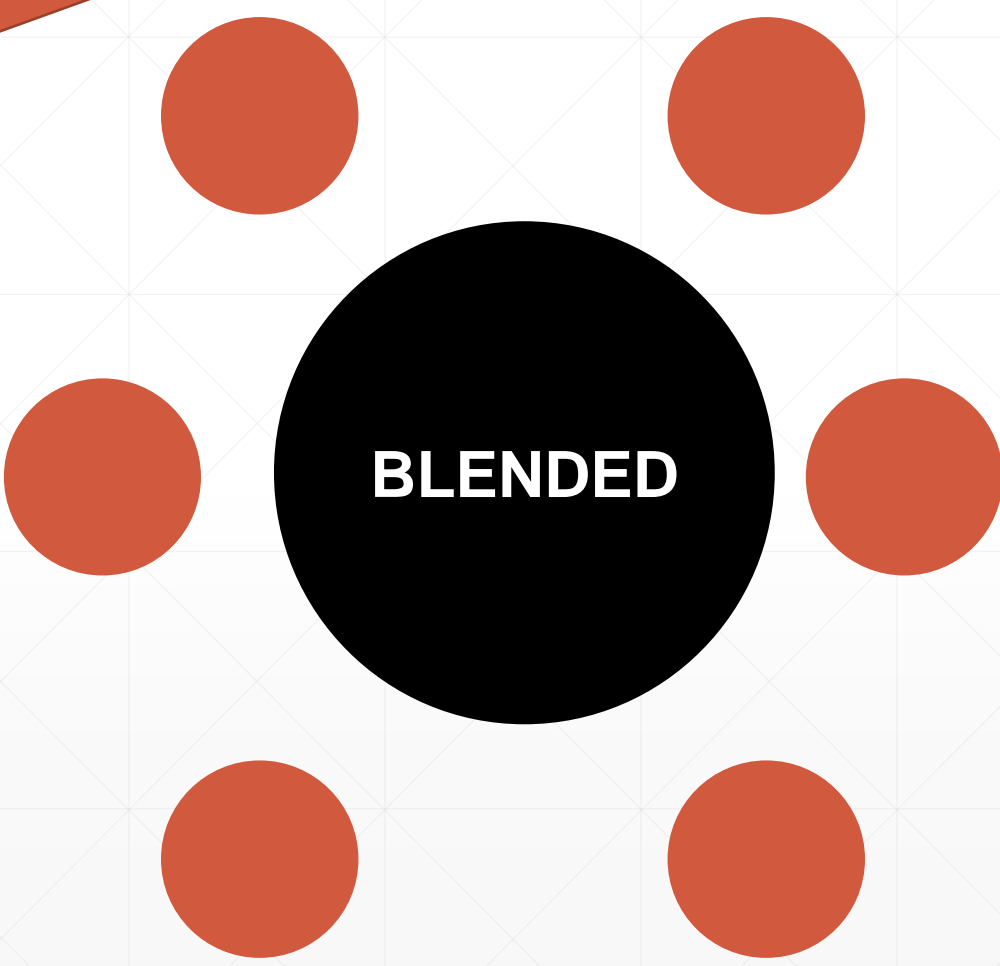
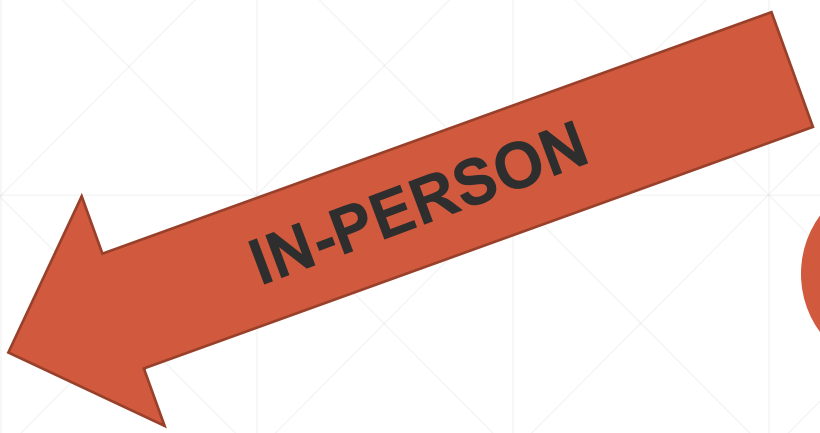


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Rebuilding the Classroom: Developing Proficiency and Engagement in a Hybrid Setting

The Webinar Series @ ExtemporeAPP

June 29, 2020



Challenges for Fall 2020 under COVID-19

- How to safely and effectively deliver instruction on a physically distanced or low-density campus this fall? Restrictions: 6-feet apart; mask-wearing; restricted movement; etc.
 - Concerns or fear of interaction in face-to-face teaching and collaboration: more flexibility is needed in course plan to accommodate instructors, TAs, and students.
 - Too much too soon: it might be easier to be all face-to-face or all online; the transition to effectively design such blended courses is overwhelming; there is not enough time for training and support.
 - Limited budget or lack of appropriate resources to support synchronous or asynchronous online communication technologies.
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Are We Ready for THIS?



Face Shield Protect Eyes and Face with Protective Clear Film Elastic Band - 5Pack

by STARISE



VYZR TECH

BIOVYZR 1.0

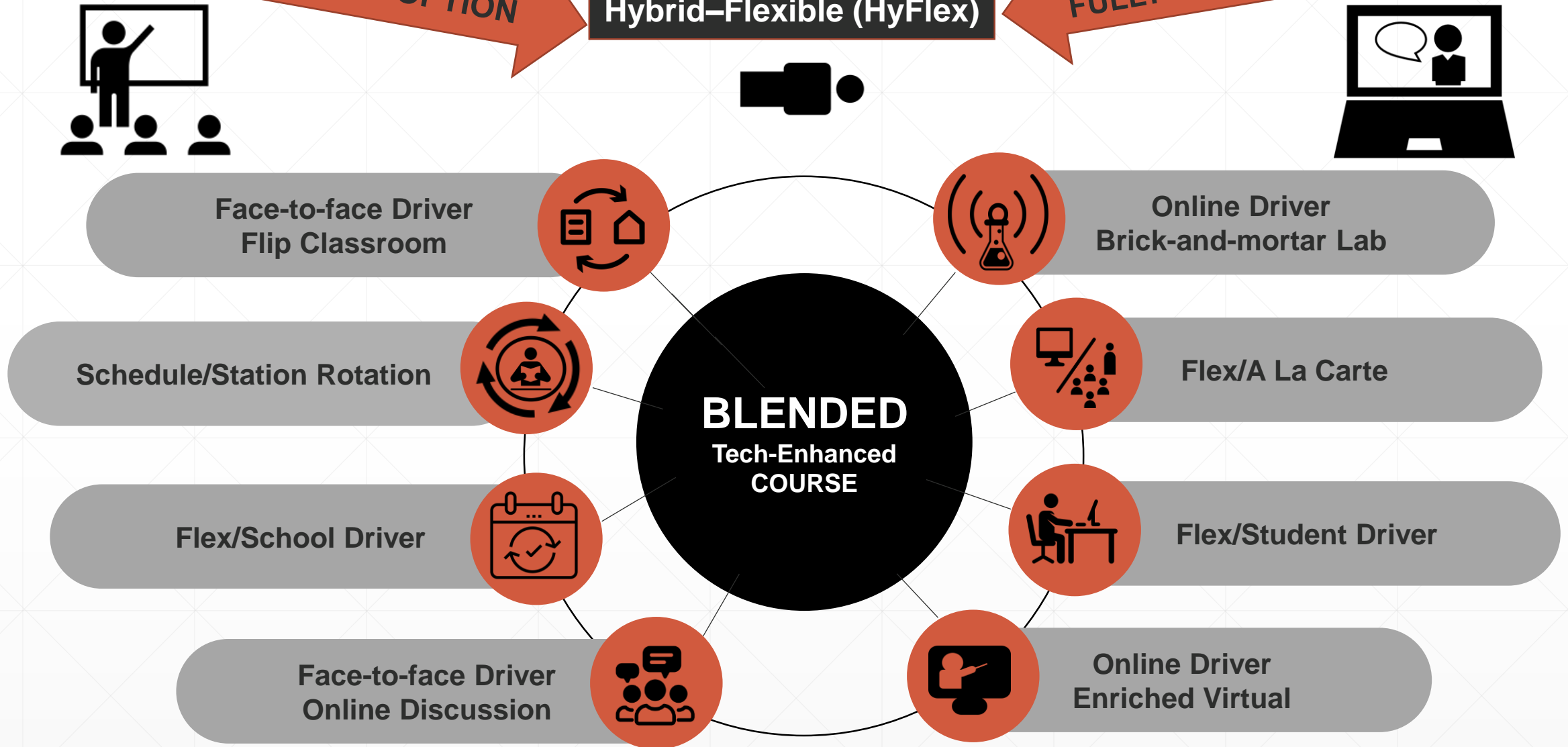
Photo credit: (left) [Amazon Shopping](#) | (right) [Vyzrtech.com](#)

Are We Ready for THIS?

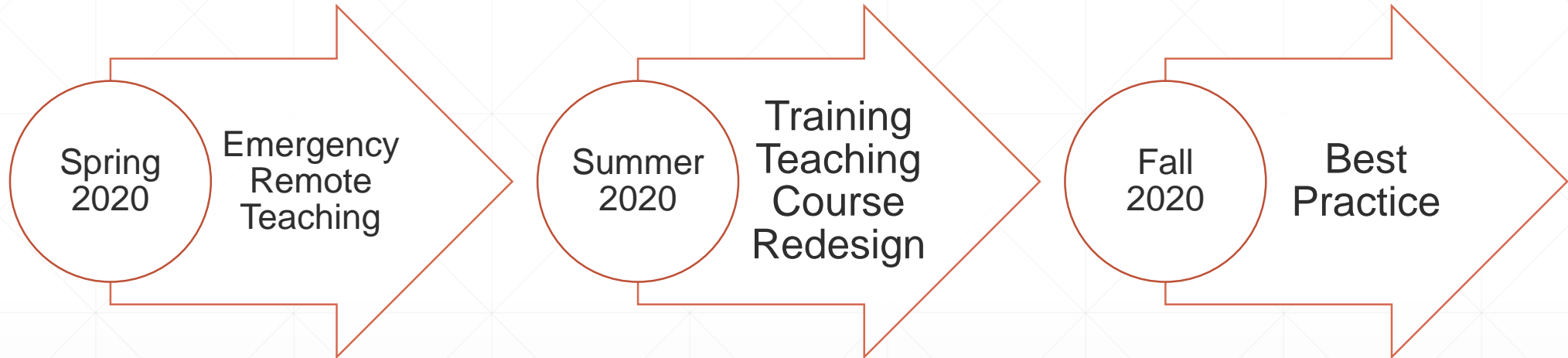
FACE-TO-FACE IN-CLASS OPTION

Hybrid-Flexible (HyFlex)

FULLY ONLINE REMOTE VERSION



Can we provide students with the consistent, flexible access to the course content and the support they need to succeed?



COVID-19 Best Practice = FLEXIBILITY + BEST PEDAGOGY

Balance & Mobility of In-Person & Online Instruction

- What content & activities are best delivered and executed in face-to-face classroom? What are best remotely?
- How flexible am I to move to remote teaching entirely and/or assign some students to online learning, if needed?
- What tools do I need to ensure effective and productive learning?

What Have I Learned from Two Months of Remote Learning?

"Remote learning should be ANYTHING but remote!"

Priority: Building More Engagement

Connections

- Who the teacher is
- Get to know one another
- Provide Emotional Support

Interactions

- Design Activities
- Create spaces
- Facilitate meaningful exchanges

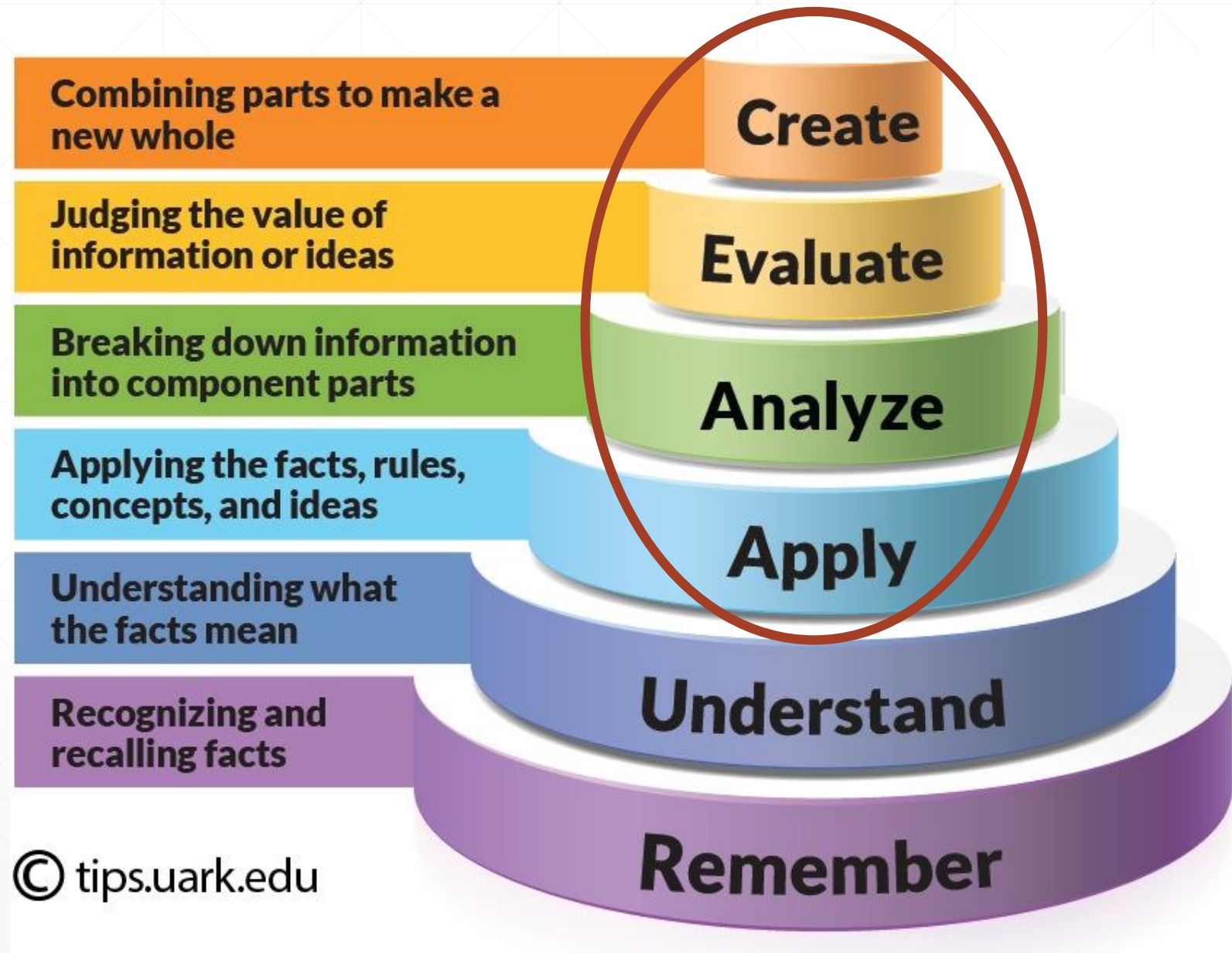
Motivation

- Ensure accountability
- Assign "real world" tasks and personalized HW
- Build a community

Options

- Adopt project-based approach
- Allow student choices
- Develop flexibility in evaluation

Bloom's Taxonomy



My Toolbox (Web-based) for Online/Blended Classes

Effective online
teaching requires
the right tools



Response Feedback Tools

Google Form
Pear Deck/Nearpod
Tricider
YoTeach!

Collaboration Tools

Google Drive
Google Jamboard
Hypothes.is
MindMeister
Padlet

Assessment Tools

Edpuzzle
Edublogs★
Extempore★
Socratic
Voicethread★



Google Jamboard (Web Version)

Jamboard App (Chromebook, Android, iPhone, iPad)

Standalone Collaborative Whiteboard

Jamboard on the web: <https://jamboard.google.com/>

Jamboard in G Suite

Jamboard in the Play Store (Chromebook)

Jamboard phone apps for Android and iOS (iPhone & iPad)

View and test a [sample Jam](#) with various Active Learning activities:

<https://jamboard.google.com/d/1xaYk94s0uOsdF023j8MIWhsGEz3zzZ3DRoGoRmrw-AA/edit?usp=sharing>



What can I use this tool (Jam) for?

In-Class (Synchronous)

THINK-PAIR-SHARE

- › Teacher asks a question orally, or posts a series of short questions. Give students a few minutes to think of responses, pair them by assigning each group to work on a different frame (20 frames total for up to 40 students) in one Jamboard. Group members collaborate on Jam to present their final responses.

VOCABULARY SCAVENGER HUNT

- › Provide the vocabulary list students are working on or are supposed to have mastered. Group the class into 2-3 people per Jam. Ask them to work as a group to match each vocabulary item with an image.

After-class (Asynchronous)

DRILL-PRACTICE-PRESENT

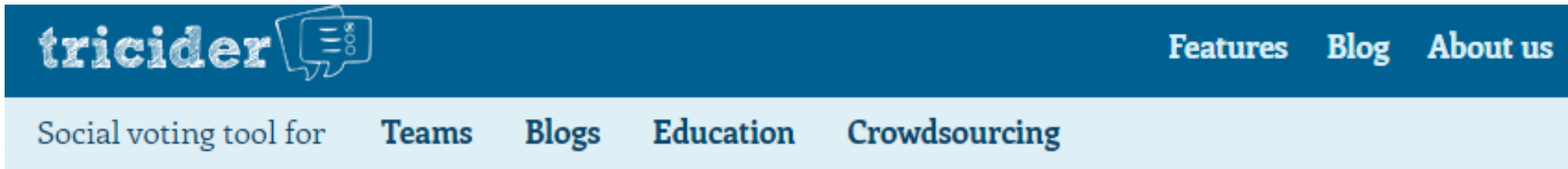
- › Variation of Think-Pair-Share activity by asking students to prepare for assigned topics or course content individually before class. During online class, use Zoom Breakout Room to pair students and also assign each group a Jam frame or an entire Jam board. Each group discusses and works on their presentations, which could be given synchronously or recorded on Voicethread.

JIGSAWS FOR CULTURAL TOPICS

- › Each group is assigned a particular aspect of the topic, such as Lunar New Year. Students research it individually and then discuss and share results in group Jam. Rotate group members to have new members share info from their original group Jam.

Tricider

Tricider is a simple, free tool that allows for collecting ideas, discussing ideas, and voting on them. Users are able to discuss the good and bad of every idea collected, expressing themselves through audio, video, and text.



Collect ideas and vote.

So easy with tricider!

View and test a [sample Tricider Pool](http://www.tricider.com/brainstorming/3WjG5raHZSd): <http://www.tricider.com/brainstorming/3WjG5raHZSd>



What can I use this tool for?

In-Class (Synchronous)

PERCEPTION OR MISCONCEPTION CHECK

- › Focus is on uncovering prior knowledge or beliefs or knowledge that are incorrect or incomplete; could be on culture topics or linguistic information.

EXIT TICKET / CLASS OPINION POLL

- › Self-check assessments not for a grade, but to show progress of the class as a whole.
- › Ask students to vote for activities they like or content that needs further clarification.

After-class (Asynchronous)

COLLABORATION FOR GROUP WORK

- › Think-Pair-Share activity by asking students in each group to create “polling questions” based on assigned content.

CONTENT REVIEW / COMPREHENSION CHECK

- › Promoting student-to-content interactions by posting questions to respond while they work through the materials on their own, and also allowing students to see what classmates think and how others respond.

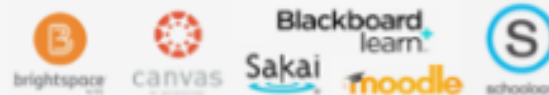


Remote Learning with Social Reading During COVID19

Many people are moving to remote classes while trying to preserve the experience of learning together. Collaborative annotation helps people connect to each other and what they're reading, even when they're keeping their distance. To help out, **we've waived all fees for educational institutions during 2020.**

Start a free pilot: We'll help you with pedagogy and technology to incorporate collaborative annotation into teaching and learning.

LMS Admin? Add our app to your LMS.



Teaching? Start using Hypothesis in your courses for social reading with collaborative annotation.

Go to hypothes.is and set up a free account; view and test a sample [annotated page](#).



hypothes.is

What can I use this tool for?

In-Class (Synchronous)

REAL-TIME GROUP ANNOTATIONS

- › Students read together in class in real time, and take turns to annotate words and phrases that the instructor highlights.
- › Teacher can add annotations to clarify comprehension within the group.

JIGSAWS | MULTIMEDIA REFERENCES

- › Assign small groups. Ask students in each group to annotate a certain portion of text by adding photos, images, location maps, video clips, music/songs, or memes to provide further background and other contextual information.

After-class (Asynchronous)

PAIRED ANNOTATIONS & CLOSE READING

- › Students read and take notes then pair with another student who reads the same piece. They discuss the assignment by sharing annotations and highlighting main ideas through close reading.

MOCK TEST QUESTIONS

- › Each student or group of students creates mock test questions. They can highlight key words or a specific section of text and add Q&A for review that would help everyone prepping for tests.



VOICETHREAD

What is VoiceThread?

A VoiceThread is a collaborative, multimedia slide show that holds images, documents, and videos and allows people to navigate slides and leave comments in 5 ways - using voice (with a mic or telephone), text, audio file, or video (via a webcam). A person can share a VoiceThread with friends, students, and colleagues, and alternatively, they are able to record comments too on the slides.

Free account

This account is available for anyone who is at least 13 years old and has a valid email address. It allows you to create up to 5 VoiceThreads, comment by microphone and text, and share your VoiceThreads via a share link. [Click here](#) to learn how to register.

Go to [VoiceThread](#) to set up a free account.

View and join a sample Voicethread: <https://voicethread.com/share/14770244/>

☰ Skype with Host Family - I am an American (Slide 2 of 2) Lotus Perry | 孫老師 CC

🔍 >>

SKYPE WITH HOST FAMILY: I am an American
101 B Class (11:00 AM) – record your best recording on this slide



ABC ×

1x 0:00 / 25:33

See a sample presentation project at <https://voicethread.com/share/12215992/>



VOICETHREAD

What can I use this tool for?

In-Class (Synchronous)

After-class (Asynchronous)

BULLETIN BOARD TO BUILD COMMUNITY

- › Use as a bulletin board to share information that is related to course content, class logistics or program events. Students can voice their ideas, give feedback, and ask questions. [This could be set up as a weekly board.]

REFLECTION SPACE FOR DEEPER CONVERSATIONS

- › Use as a gallery where students create a collage of media-rich info (photos, paintings, drawings, maps, graphs, video clips, memes, etc.) that relates to a topic of study. By moving away from textual content, students can engage with images and think more creatively and authentically about the topics at hand.

DISCUSSION BOARD AS WORKSPACE

- › Use as a workspace where students can practice pronunciation, drills, to work collaboratively, and to check each other's progress.

PRESENTATION FOR ASSESSMENT

- › Use for individual assignment or collaborative projects where students can create their own VoiceThread boards or a collective VT board. This could be a voice-over visual presentation with multiple images on a series of slides, added with video recordings or voice comments to share post-project reflections.

- Explore the different types of Blended Learning option; adopt elements that would best accommodate your learning environments.
- Find ways to add flexibility in lesson plans; implement Best Practices.
- Learn from your own and our collective spring “emergency online teaching” experiences. What did your students say they missed most in their learning? Identify the trickiest part of online learning.
- Build more engagement in your classroom.
- Know what tools are available and how to use them.

Five Strategies

**HOPE FOR THE BEST
PLAN FOR THE WORST**

- [7 Ed Tech Tools to Try in 2020](#), Jennifer Gonzalez, January 7, 2020.
- [Actively Engaging Students in Asynchronous Online Classes](#), IDEA Paper #64, Shannon A. Riggs and Kathryn E. Linder, December 2016.
- [Blended Learning Universe](#), an online hub curated by the Christensen Institute.
- [Effective Remote Instruction: Synchronous and Asynchronous Tech](#), 3 Online Training Sessions offered by CLTA-WA, Jeremy Smith, 2020.
- [How to Get Students Engaging with Each Other in Online or Blended Classes](#), Bonni Stachowiak, January 15, 2019.
- [Hybrid-Flexible Course Design](#): Implementing student-directed hybrid classes, a free eBook, Brian J. Beatty, 2019.
- [The HyFlex Option for Instruction if Campuses Open This Fall](#), Doug Lederman, May 13, 2020.

Feedback survey link <http://www.tricider.com/brainstorming/3YApVqOFHEF>

References Useful Links

Scan this QR code with your smartphone for feedback survey





Lotus Perry

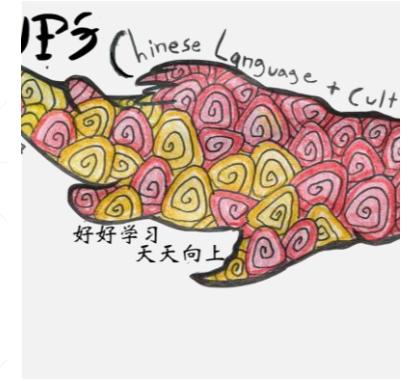
UNIVERSITY OF PUGET SOUND
perry@pugetsound.edu



Course Website



Student Work
Edublogs



Sticker Contest



Cultural Space



Community
Involvement



upsChinese IG