



The New York State Office of Religious and Independent Schools

PROFESSIONAL DEVELOPMENT RESOURCE CENTER

The Upstate Region-all regions north of NYC

Presenting Content in Virtual Classrooms: A Continuum of Options

Presented by Diana Straut
Measurement Incorporated
dstraute@measinc.com
May 21, 2020



WELCOME to Presenting Content in Virtual Classrooms: A Continuum of Options

**As you arrive, please type into the chat
box a topic or content area that you
currently teach
(or will soon be teaching)**

Alicia

Ashley

Lorraine

Durria

Doug

Justin

Sherry

Amy

Ann Marie

Deborah

Diana

Rebecca

Alyssa

Murad

Objectives

Considerations for chunking content into manageable pieces for on line learning

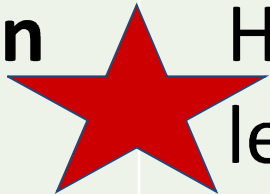
A Continuum of lo-tech or no tech ideas for presenting content in on line settings

Simple ideas for differentiating to meet the needs of a wide range of learners



Backward Design

Learning Target	What do you want them to know?
Assessment	How will you know they've learned it?
Instruction	How will you teach to help them learn it?



Direct
Instruction or
Flipped
Classroom

Small Group
or
Peer-to-Peer

Inquiry
or
Project-based
learning

Self-directed
Learning



(decreasing levels of teacher presence, increasing levels of autonomy)

Teacher
Centered

Student
Centered

Direct
Instruction or
Flipped
Classroom

Collaborative
Learning
(Small Group
Peer-to-Peer)

Inquiry
or
Project-based
learning

Self-directed/
Independent
work

(decreasing levels of teacher presence, increasing levels of autonomy)

Teacher
Centered

Large group
instruction
Lecture, guided
practice: eg:
Explicit
Instruction
Gradual Release
of Responsibility;

Traditional lecture
and HW/practice
are reversed;
Students 'learn'
content on their
own, guided
practice with
teacher

Two or more
people attempt
to learn
something or
complete a task
together

Real world,
meaningful and
complex questions;
hands-on,
authentic tasks;
over an extended
period of time;

Student
Centered

"seat work"
homework
packets; can
also be
choice boards
and tiered
assignments

What is your confidence level delivering/using a range of instructional methods



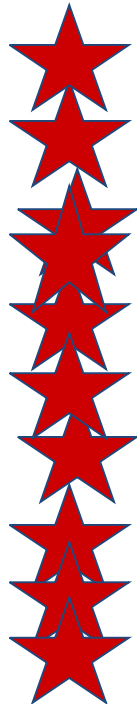
in face to face classroom



In virtual/on line classroom

Very confident and comfortable.

I use most or all of the approaches that were just described



Not very confident. Out of my comfort zone

I find it difficult to use a range of options. I only use 1-2 of the methods just described.

Direct
Instruction or
Flipped
Classroom

$$7 \pm 2 =$$



Direct
Instruction

When is it appropriate on

- New content
- Large/Lengthy amounts of content
- Models or demonstrations

Direct
Instruction



What are effective ways t

- Visuals
- Bullet points
- Annotations (*need to know v nice to know*)
- Storyboarding
- Listening Guides
- CHUNKING/Micro Lectures



Chunking Content for Direct Instruction



Engagement Activity



3-4 Minutes -
Process Time or Check
for Understanding

8-12 Minutes -
Direct Instruction
(Lecture or demonstration)



8-12 Minutes -
Direct Instruction

3-4 Minutes -
Process/ CFU



8-12 Minutes -
Direct Instruction

5-10 Minutes - Summary
Closure. Indep. Application

The Chunking Process

- Break large amounts of information into smaller units (*) *ID key points of the lecture or text*
- Identify similarities or patterns
- Organize the information
- Group information into manageable units.



Geography is unique in bridging the social sciences (human geography) with the natural sciences (physical geography). Human geography concerns the understanding of the dynamics of cultures, societies and economies, and physical geography concerns the understanding of the dynamics of physical landscapes and the environment.

Geography bridges social sciences with natural sciences.

- Social sciences (human geography)
 - Cultures
 - Societies
 - Economies
- Natural sciences (physical geography)
 - Landscapes
 - Environment

Netoknow Netoknow
Know



The following bulleted list has too many chunks presented at once:

System concept descriptions provide:

- The missions, features, capabilities and functions of the system
- Major system components and interactions
- Operational environment including manual procedures required
- Operational modes such as production, backup and maintenance
- Interfaces with other systems
- Required performance characteristics such as response time, throughput and data volumes
- Quality attributes such as reliability, security and usability
- Other considerations such as cost, audit, safety and failure modes in emergency situations
- Deployment considerations such as acquisition of business data to support the system including data cleansing and loading
- The classes of users that will interact with the system
- Requirements for support of the system such as maintenance organization and help desk.

Bad Example



Book Title

Name of the Author

STORY BOARD

1

2

3

4

5

6

7

8

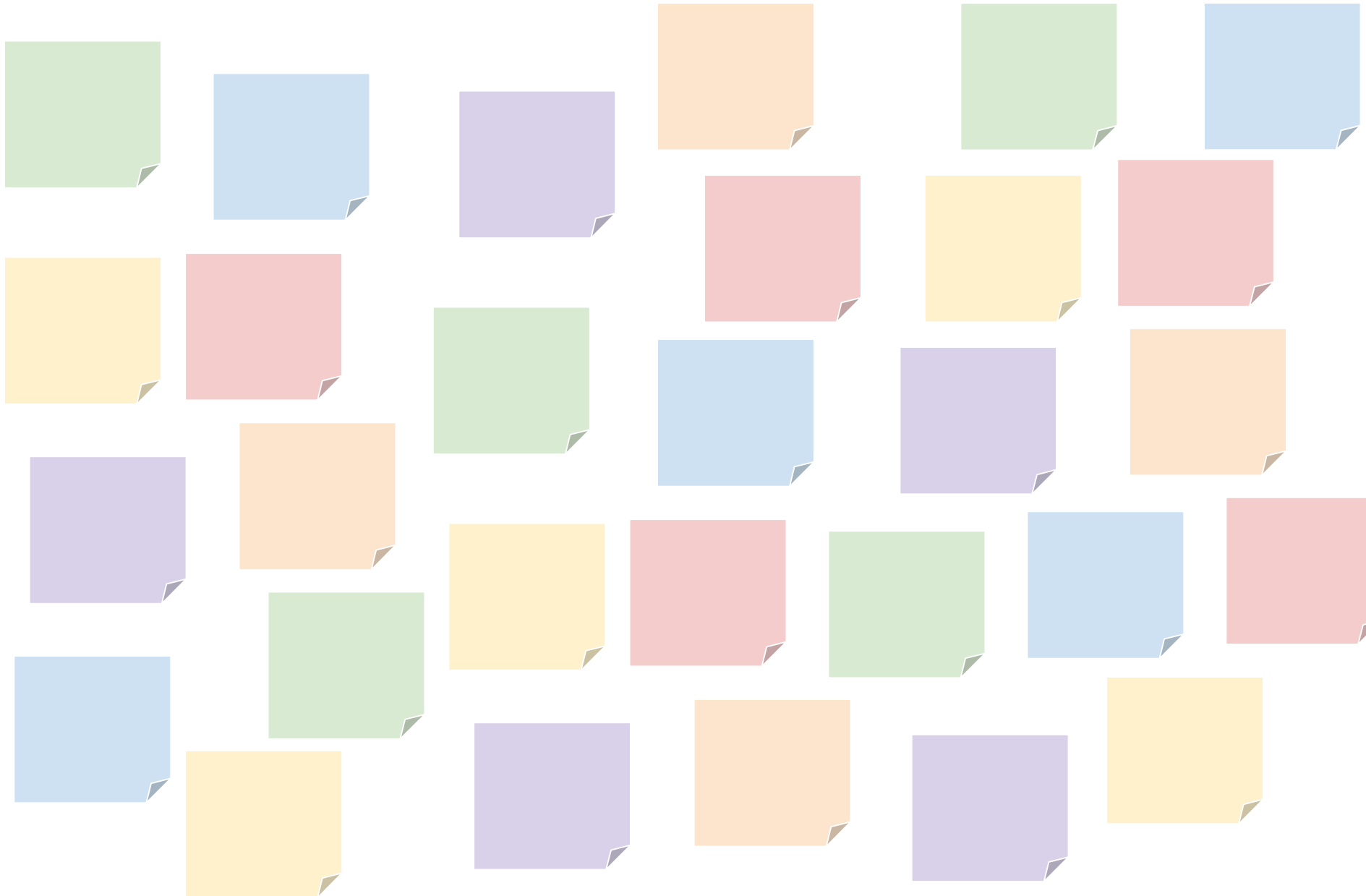
9



[FROM]

~~Obedient~~ it to edit.

https://docs.google.com/presentation/d/1ai-h2TL64fy7wGd6V3nPULe_7Hc0uZU74r_Xf_c1A/copy



Template by Training for Change

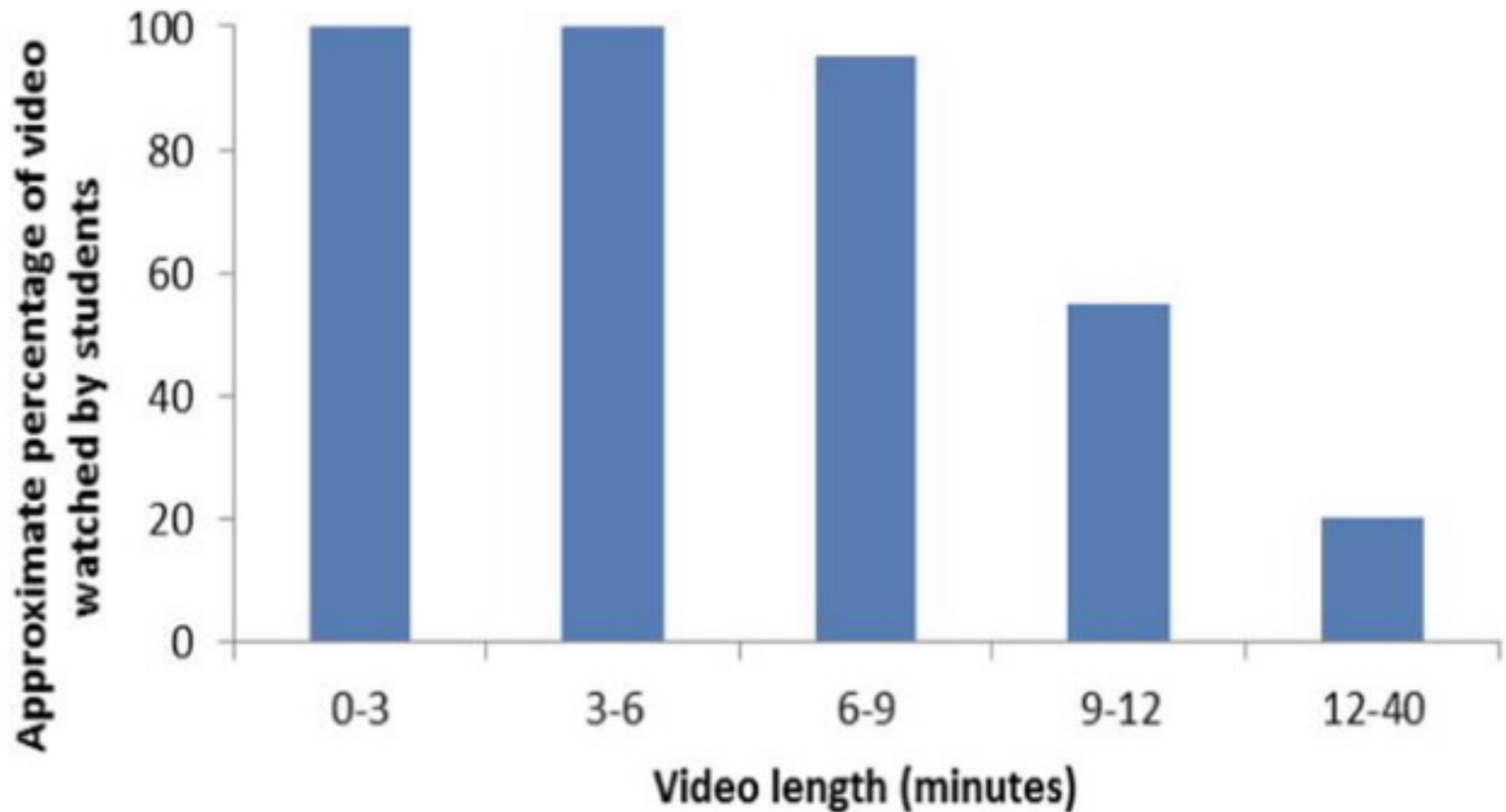
Chunking Considerations:

- Chunk by Level:
 - Unit
 - Topics
 - Key points (eg: of lesson or text)
- Chunk with images or graphics
- Chunk by Screen Level (*one chunk per screen; consider the size/capability of students' devices*)
- Chunking in Video



Student engagement with streaming videos

Based on Guo et al., 2014



Bar, C.J. (2015). Effective education videos Retrieved 18/2/20 from <http://ft.ventil.eduglossary/effective-education-videos/>.

Think --Ink--Share

**Think of a lesson you will teach
(or have recently taught) using direct instruction**

**jot down a few ways that you might
differentiate content for your learners**



Small Group
or
Peer-to-Peer

When is it appropriate online?

- practice or application of (content) (eg: discuss a prompt; create a product..)
- exploration of text
- quiz or test prep
- subgoals (eg: socialization, collaboration)

Small Group
or
Peer-to-Peer

What are some effective ways

- Peer Tutor Scripts, Reference Cards, Cue Cards
- Use of paras/complementary special area teachers
- lo tech: International pen pals (see resource sheet)
- Out of class partners eg: 'stump the other class'
- reciprocal learning

<https://www.cultofpedagogy.com/reciprocal-learning>

Reciprocal Learning Groups

A	B
Dani el	St even
Ryan	Mar kus
Emmæ	Er i n
Angel a	lukas
Sandy	Chr i s



Player A's Questions

- 1) $\text{Pb(OH)}_2 + \text{HCl} \rightarrow \text{H}_2\text{O} + \text{PbCl}_2$
- 2) $\text{AlBr}_3 + \text{K}_2\text{SO}_4 \rightarrow \text{KBr} + \text{Al}_2(\text{SO}_4)_3$
- 3) $\text{C}_3\text{H}_8 + \text{O}_2 \rightarrow \text{CO}_2 + \text{H}_2\text{O}$
- 4) $\text{NaCl} + \text{F}_2 \rightarrow \text{NaF} + \text{Cl}_2$

Answers to Player B's Questions

- 1) $2 \text{Ag}_2\text{O} \rightarrow 4 \text{Ag} + 1 \text{O}_2$
- 2) $1 \text{S}_8 + 12 \text{O}_2 \rightarrow 8 \text{SO}_2$
- 3) $6 \text{CO}_2 + 6 \text{H}_2\text{O} \rightarrow 1 \text{C}_6\text{H}_{12}\text{O}_6 + 6 \text{O}_2$
- 4) $2 \text{NaBr} + 1 \text{CaF}_2 \rightarrow 2 \text{NaF} + 1 \text{CaBr}_2$

Player B's Questions

- 1) $\text{Ag}_2\text{O} \rightarrow \text{Ag} + \text{O}_2$
- 2) $\text{S}_8 + \text{O}_2 \rightarrow \text{SO}_2$
- 3) $\text{CO}_2 + \text{H}_2\text{O} \rightarrow \text{C}_6\text{H}_{12}\text{O}_6 + \text{O}_2$
- 4) $\text{NaBr} + \text{CaF}_2 \rightarrow \text{NaF} + \text{CaBr}_2$

Answers to Player A's Questions

- 1) $1 \text{Pb(OH)}_2 + 2 \text{HCl} \rightarrow 2 \text{H}_2\text{O} + 1 \text{PbCl}_2$
- 2) $2 \text{AlBr}_3 + 3 \text{K}_2\text{SO}_4 \rightarrow 6 \text{KBr} + 1 \text{Al}_2(\text{SO}_4)_3$
- 3) $1 \text{C}_3\text{H}_8 + 5 \text{O}_2 \rightarrow 3 \text{CO}_2 + 4 \text{H}_2\text{O}$
- 4) $2 \text{NaCl} + 1 \text{F}_2 \rightarrow 2 \text{NaF} + 1 \text{Cl}_2$

VIDEOS

Questioner: _____

(name)

Part 1

Write two questions based on the text.

1. _____
2. _____

Part 2

Work together to answer the questions.

1. _____
2. _____

Clarifier: _____

(name)

Part 1

Find two unknown words or ideas in the text.

1. _____
2. _____

Part 2

Work together to define/explain the unknown words/ideas.

1. _____
2. _____

Summarizer: _____

(name)

Part 1

Draw a picture to represent the main idea of the text.



Part 2

Work together to summarize the text on the lines below.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Predictor: _____

(name)

Part 1

Predict what you might read about if the text were to continue.

- _____
- _____
- _____

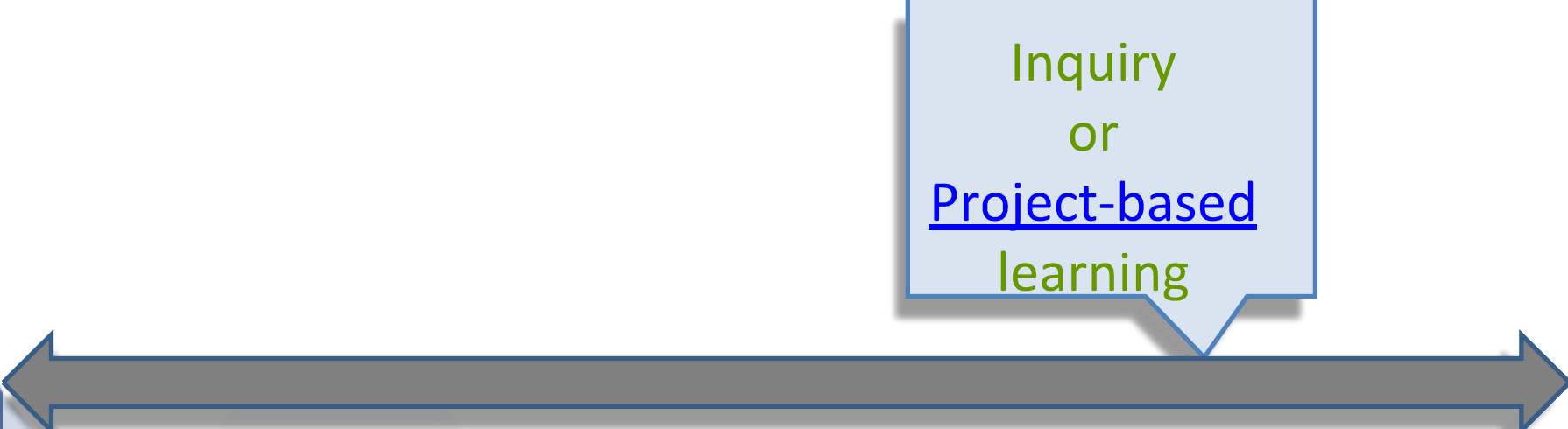
Part 2

Work together to find clues or evidence in the text that support the prediction above.

- _____
- _____
- _____

What peer to peer or small group learning strategies have you used while teaching remotely?

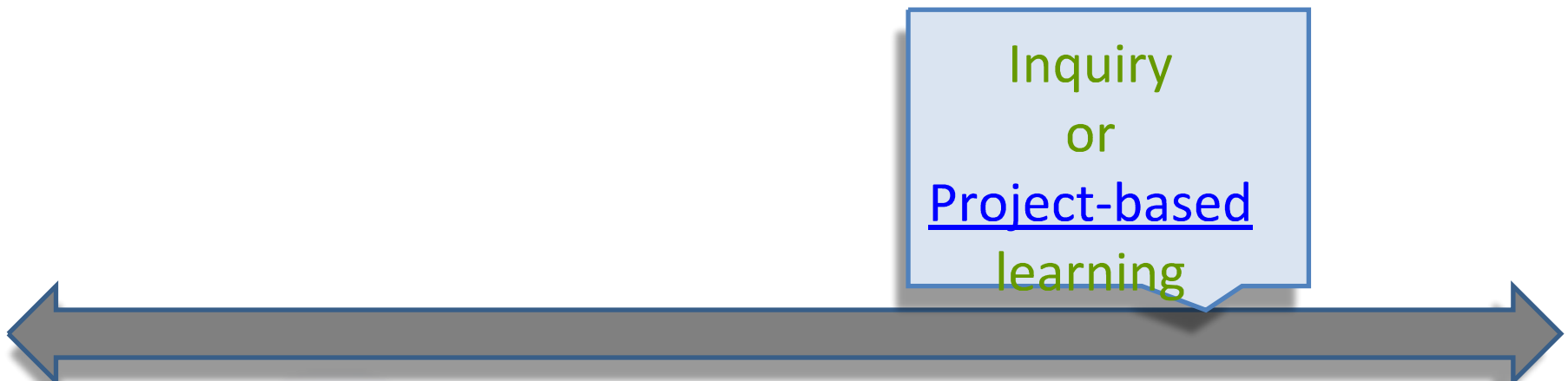




Inquiry
or
Project-based
learning

When is it appropriate o

- Deep Investigation
- Develop inquiry skills
- Synthesize several skills or content areas
- Promote independent learning
- Increase motivation through for choice/control/autonomy



Inquiry
or
Project-based
learning






What are some effective ways

- start with just a slice
- start with an existing project
 - your s/ original
 - from on-line resource
 - something you're passionate about
- Structure with digital touchpoints

FAMOUS PEOPLE

»WATCH THE VIDEO VERSION OF THESE DIRECTIONS«

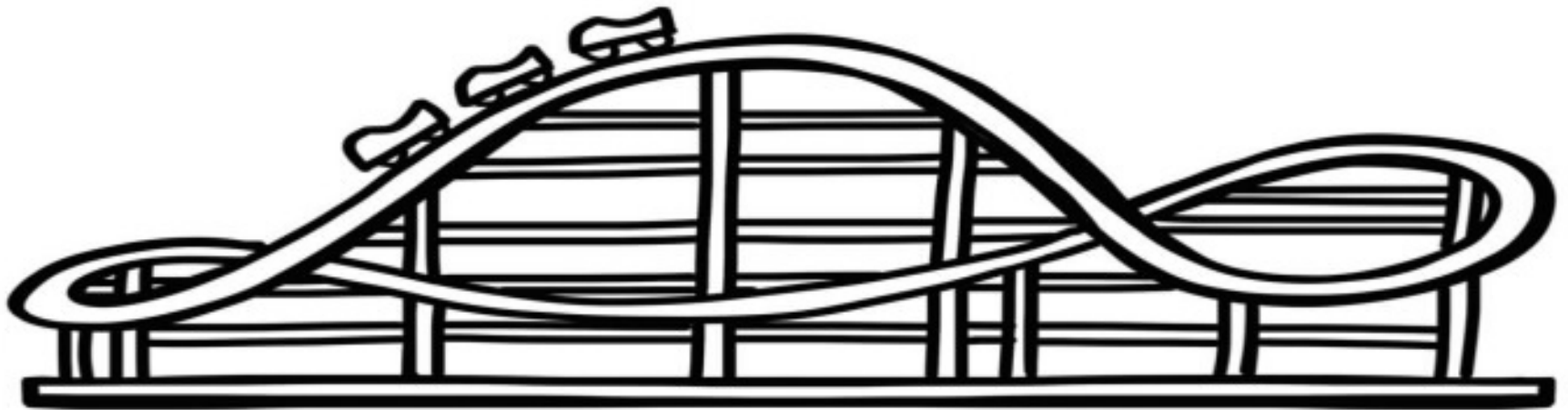
For this project you will analyze the way a famous person of your choice is presented across a variety of media. You will read about them, watch a film/video about them, review interviews they gave etc. Your job is to analyze how this person is presented in different forms of media. The steps below will help you.

	<p>1. Choose a famous person you are interested in:</p> <ul style="list-style-type: none"> ★ This person should be really famous. If you have to explain to other people who the person is, then they might not be famous enough for this project. ★ You need a person who has had a lot written about them, and also had films or documentaries done about them. ★ Consider presidents, famous athletes, famous entertainers, important scientists or business leaders, global activists etc. ★ You can also consider people who are famous for a negative reason, but check with your teacher first before you get too far with that.
	<p>2. Review the terms and techniques about media representation:</p> <ul style="list-style-type: none"> ★ This QUIZ will help you practice the terms for the techniques that you are likely to see in the media you review. ★ After you have practiced a few times use THIS LINK by 3:00 PM on May 15th to take the quiz one more time for a grade. (Use your real full name.) The quiz will close automatically at 3:00 PM.
	<p>3. Provide an update on your project progress by 12:30 on Friday May 15th:</p> <ul style="list-style-type: none"> ★ Complete THIS FORM about your project. ★ You will need to be able to tell me which person you have chosen to focus on and at least a few ideas for the media you will read/watch about that person. ★ This "counts" as your attendance for the week of May 11th.
	<p>4. Read and watch material about your chosen person:</p> <ul style="list-style-type: none"> ★ Use the organizer assigned to you in Google Classroom to track what you are reading and viewing about your famous person. ★ Be sure to create FULL citations for each source you use to include in your "works cited" section of this project. ★ You need AT LEAST one print source and AT LEAST one video source, but you can have more than one of both.
	<p>5. Project options: There are TWO ways you can present your analysis.</p> <ul style="list-style-type: none"> ★ Writing: You can write an essay. Make a claim about the ways your famous person is presented in various media and then support your claim with evidence from the sources that you read and watched. ★ Video: Create a presentation and then make a screencast of you presenting it. You will still make a claim about the way the media presented your famous person and you will support your claim with evidence from what you read and watched. ★ Submit essays and videos through Google Classroom by Friday May 22.

<http://www.litandtech.com/2020/05/famous-person-project-second-dilistance.html>



DESIGN **a** THEME PARK



PLEASE DON'T REPRODUCE THE THEME PARK MATERIALS. You can purchase them here at Teachers Pay Teachers:

<https://www.teacherspayteachers.com/Product/Project-Based-learning-Design-A-Theme-Park-PBL-Print-or-Dist-earni ng-2612226>

«—————»
name

DESIGN a THEME PARK

PAGE	TITLE	CONTENTS
7, 8	INTRODUCTION	Students are introduced to their task of creating a theme park.
9	BRAINSTORM	Students brainstorm everything they know about theme parks, this can be completed as a class to increase everyone's knowledge.
10	WHAT IS IT	Students answer questions relating to the importance of theme parks and why people find them to be special.
11	MAKE IT OFFICIAL	Students create a park name, design a logo, and create a slogan.
12	ADVERTISING	Students design a billboard to advertise the new park.
13-16	SUPPLY BUDGET	This is a four-part process where students pick supplies for their park, organize the supplies based on types, create a bar graph of materials, and answer questions regarding their choices.
17-21	THE RIDES	Students create and design up to 12 rides (four per page). Each page has labels for the type of ride to create. -On the fourth RIDE page students will also create the park entrance and more. -Also included is a blank page so students can create whatever other rides they want.
22	CHILDREN'S PLAYGROUND	Students design a playground area for kids in the park.
23	MARKETING STRATEGY	Students must come up with valuable reasons why people should come and visit the park.
24	APP DESIGN	Students must create/develop three still-shots from the the new theme park app.
25	TEST DRIVING THE RIDES	Students must create text message conversations to friends and family telling them all about the brand new park.
26, 27	FOOD STAND	Students create a food menu and prices for the park. On the second page they must create two word problems, which must be solved by classmates.
28	FANCY FOOD	Students must create a brand new food for the park. *Deep fried chocolate chip cookies sound like a good idea.*
29-32	MAPPING THE PARK	For the final portion, students will create a map and map key of their newly created park. These maps could be one or more pages depending on how detailed the students are.

FOOD STAND

Choose the food and build a menu.

Pick 3 meal foods, 3 drinks, 3 snacks, and 3 desserts. Add prices to each item.

Food

Price

Chicken Tenders

6.00

Pizza

4.00

Snacks

Price

Drinks

Price

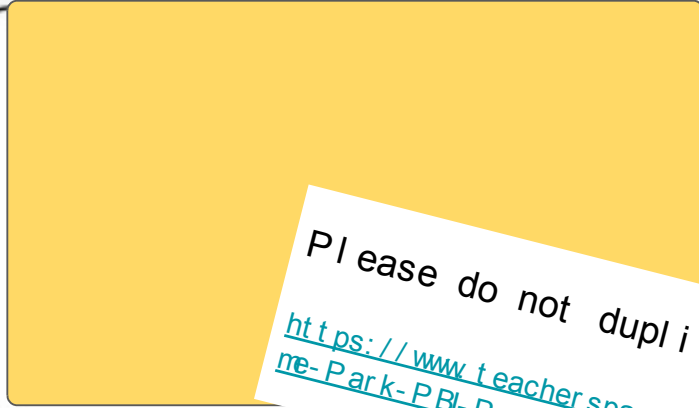
Please do not duplicate. The Theme Park materials are available at
<https://www.teacherspayteachers.com/Product/Project-Based-learning-Design-A-Theme-Park-PBL-Print-or-Distance-learning-2612226>

FOOD STAND MATH

Create two word problems based on the menu you created. Write them where it says PROBLEM.

Pick a classmate to solve them.

Problem 1



Problem 2



Solve



Please do not duplicate. The Theme Park materials are available at
<https://www.teacherspayteachers.com/Product/Project-Based-learning-Design-A-Theme-Park-PBL-Print-or-Distance-learning-2612226>

PARK DESIGN

On the next two pages you will be designing the layout of the park. This will include a map key and a map. There are two separate pages to complete. Below are instructions and a checklist for each page.

Map Key

MAP KEY SHOULD INCLUDE:

- ___ Entrance
- ___ Aid Station
- ___ All rides
- ___ Bathroom
- ___ Two snack stands
- ___ Restaurant
- ___ Children's Playground

ADDITIONAL:

- Color Code each ride.
- Use symbols and shapes to show different places in the park.
- Include the park name.

Map

MAP SHOULD INCLUDE:

- ___ Entrance
- ___ Aid Station
- ___ All Rides
- ___ Bathrooms
- ___ Two snack stands
- ___ Restaurant
- ___ Children's Playground

- The map should be colored.
- Label using information from Map Key.
- Choose landscape or portrait for your map.

Please do not duplicate. The Theme Park Materials are available at <https://www.teacherspayteachers.com/Product/Project-Based-learning-Design-A-Theme-Park-PBL-Print-or-Distance-learning-2612226>

Self-directed
Learning

When is it appropriate in remote classrooms?

- Reinforce/ Practice Concepts
- Skill Building
- Promote choice/ control / autonomy

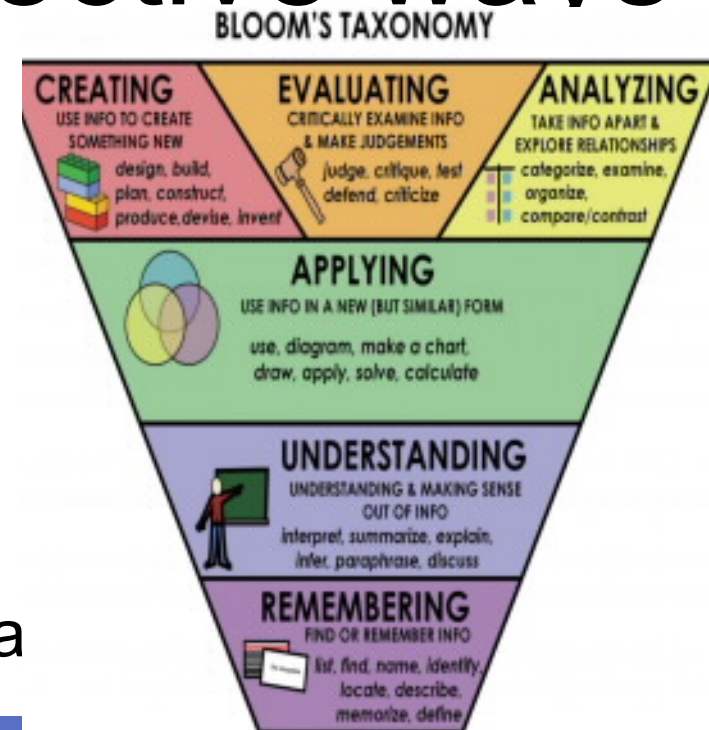


Self-directed
Learning

What are some effective ways to

Think Bloom

- Graphic Organizers
- Annotation Guides
- Data Analysis sheets
- Listening Guides
- Tiered Assignments/ Choice Boards



THE WORKSHEET CONTINUUM

BUSYSHEET

keeps kids busy but has little educational value

POWERSHEET

directly supports learning;
may support other tasks



word searches
word scrambles
irrelevant coloring,
cutting & pasting

recall questions
comprehension
questions
labeling stuff

skills practice
(only as
needed and not
for a grade)

graphic organizers
note-taking templates
data collection tools
planning sheets

See Cult of Pedagogy Busy Sheets

Dropping this worksheet onto a slide gives you options for making it more interactive. What are some easy ways to make this digital version interactive and more engaging for students?

The Art of M.C. Escher

Cross-Curricular Focus: Mathematics/Art



Do you enjoy optical illusions? How about drawings of things that could never exist in real life? You may already be familiar with some of M.C. Escher's art. He is famous for his pictures of stairs that go around buildings both upside down and right side up at the same time. He used shading and angles to give us pictures that look realistic and accurate. Yet they also have a little fantasy.

Maurits Cornelis Escher lived from 1898 to 1972. He went to a school for architects where he could learn to design buildings. His teachers there told him he should study graphic arts instead. Many of his sketches and paintings include an architectural flair. He used unique buildings, rooflines or other designs and wove them into the picture. He became a world famous artist whose unusual works are easy to recognize.

As an adult, Escher traveled all over Italy, Spain and Switzerland. He lived in Rome for 11 years with his wife. He took sketchbooks with him when he traveled. He used the sketchbooks to save ideas for his future work.

Escher was famous for his drawings of the tessellation of geometric shapes. He often used color or different shades grey to emphasize the alternating shapes and patterns.

Only some geometric shapes can tessellate. A shape tessellates if it can be drawn over and over on the page with no empty space between the shapes. Regular polygons, like squares, triangles and hexagons with sides that are the same length, tessellate easily. Other shapes may require rotations (turns) or reflections (flips) to tessellate. Some must be combined with at least one other shape before they will tessellate. Some shapes will not tessellate at all.



A regular hexagon tessellates because it can be drawn repeatedly with no white space showing between the hexagons.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What did Escher use to help him keep track of his ideas as he traveled?

2) Why did Escher leave architectural school?

3) What does tessellation mean?

4) What type of shapes are easy to tessellate?

5) Choose a geometric shape and show how it will tessellate here:

Rapid fire brainstorm
or just share :)

What are some other ideas for
translating pencil paper tasks
to on-line or interactive tasks?

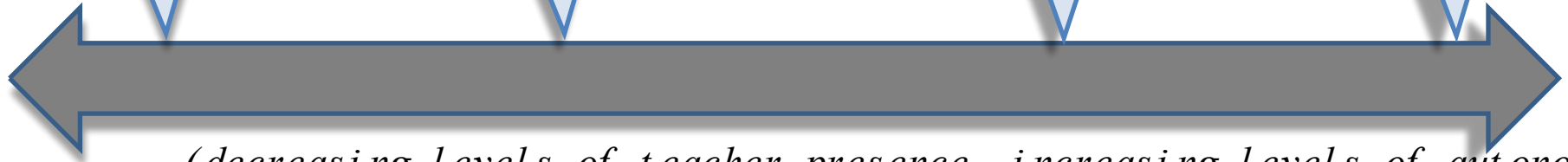


Direct
Instruction or
Flipped
Classroom

Small Group
or
Peer-to-Peer

Inquiry
or
Project-based
learning

Self-directed
Learning



(decreasing levels of teacher presence, increasing levels of autonomy)

Teacher
Centered

Student
Centered

What is your confidence level in delivering/using a range of instructional methods?



in face to face classroom



In virtual/on line classroom

Very
confident and
comfortable.

I use most or
all of the
approaches
that were just
described



Not very
confident.

I find it
difficult to
use a range
of options.
I only use
1-2 of the
methods
just
described.

Your Feedback Matters

- Please fill out the **evaluation link** in the chat box now, or ASAP.

http://www.mievaluation.com/PDRC/Feedback_Upstate.html

- Watch for a **follow up email** with links to the **evaluation** as well as PPT **slides and resources** from this session.



Thank you for participating!

Visit our website & reach out for support!

A screenshot of a "1:1 Support Request" form. The form includes a title, a paragraph of text explaining the purpose of the form, and several input fields for user information and a question. The fields are labeled: "Provide last name?", "Provide your email address?", "What is your question or topic?", "If you choose 'Other' above, please specify:", and "What topic is it?". There are also checkboxes for "If you choose 'Other' above, please specify:".

<https://www.nysed-soris-upstate-pdrc.org/>

