Presenting Content in Virtual Classrooms: A Continuum of Options
Resources to support May 21, 2020 webinar
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Direct Instruction

The Direct Instruction Method: A Guide to Effective Instruction
https://www.bookwidgets.com/blog/2019/03/direct-instruction-a-practical-guide-to-effective-teaching

National Institute on Direct Instruction
https://www.nifdi.org/

Content Chunking: The Basis To An Engaging And Well Designed Course
https://elearningindustry.com/content-chunking-engaging-course

4 Tips for Chunking Content in e learning
https://elearningindustry.com/4-tips-for-content-chunking-in-e-learning

Chunking Information For Instructional Design
http://theelearningcoach.com/elearning_design/chunking-information/

The Elearing Design Book (has good strategies for chunking, writing objectives, organizing content, etc)
https://resources.commlabindia.com/hubfs/elearning-components/ebook/instructional-design-101-commlab.pdf

Collaborative Learning (*Small Group* and *Peer to Peer*)

Virtual Group Work Ideas
https://ditchthattextbook.com/20-easy-ways-to-collaborate-globally-with-your-class-now/

Peer to Peer Learning
https://www.techsmith.com/edu-k12-peer-to-peer.html

Reciprocal Learning
https://www.cultofpedagogy.com/reciprocal-learning/

Reciprocal Teaching Guided Sheet for Reading
https://www.litinfocus.com/reciprocal-teaching-simplified/

Using Breakout Rooms Effectively
https://athelp.sfsu.edu/hc/en-us/articles/360029698994-Using-breakout-rooms

How to Design a Quick Reference Card
http://theelearningcoach.com/media/graphics/design-a-quick-reference-card

International Pen Pal Programs:
https://kidworldcitizen.org/pen-pal-programs/

Virtual Pen Pal Program (*free during eCovid Pandemic*)
https://www.weareteachers.com/virtual-pen-pals/

Inquiry or Project Based Learning

16 Ideas for Student Projects using Google Docs, Slides, and Forms
https://www.cultofpedagogy.com/google-student-projects/

Famous Person On line Project (good example of how to structure a project with a digital home base)
https://docs.google.com/document/d/1e4moxtUx-CUEXgksNBKaB0hyXt7uWX2bMp2q-T7V5ks/template/preview

School Closures? Using PBL in Remote Learning
https://www.pblworks.org/blog/school-closures-using-pbl-remote-learning

Using Google Classroom to support PBL
https://my.pblworks.org/resource/blog/using_google_classroom_to_support_pbl

Google Apps to support PBL
https://www.pblworks.org/blog/google-apps-education-enhances-project-based-learning

Independent Work

Setting up Norms for Independent Work
https://www.edutopia.org/article/setting-norms-independent-work

Guiding Students to be Independent Learners
https://www.edutopia.org/article/guiding-students-be-independent-learners

Cult of Pedagogy article with continuum of worksheets to busy sheets:
https://www.cultofpedagogy.com/busysheets/

Choice Boards: Start here, but there's a lot on line:
Caitlyntucker.com

Interactive templates used during webinar:

How to create a story board template with Google Slides
https://www.youtube.com/watch?v=l3ia-NaR-7w

Free Storyboard Templates
https://creately.com/blog/examples/storyboard-templates-creately/

Spectogram, circle seating chart, interactive sticky notes etc:
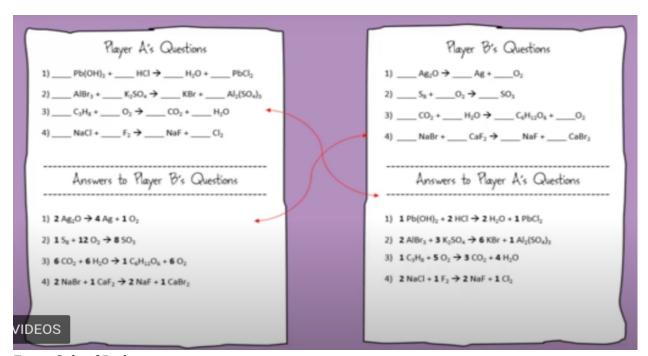https://www.trainingforchange.org/training_tools/building-virtual-rooms/

RECIPROCAL LEARNING PEER GROUPS

Create "Peer Pairs" linking students of like abilities into pairs, where one person is A and the other is B.

A	B
Daniel	Steven
Ryan	Markus
Emma	Erin
Angela	Lukas
Sandy	Chris

When you send work (or assign to students through Google Classroom),
---Send A students a sheet that has their assigned questions, and the answers to Student B's questions.
---Send B students their assigned questions and the answers to Student A 's questions. You can also include a cooperative learning challenge at the bottom.

Player A's Questions

1) ___ $Pb(OH)_2$ + ___ HCl → ___ H_2O + ___ $PbCl_2$

2) ___ $AlBr_3$ + ___ K_2SO_4 → ___ KBr + ___ $Al_2(SO_4)_3$

3) ___ C_3H_8 + ___ O_2 → ___ CO_2 + ___ H_2O

4) ___ $NaCl$ + ___ F_2 → ___ NaF + ___ Cl_2

Answers to Player B's Questions

1) $2 Ag_2O$ → $4 Ag$ + $1 O_2$

2) $1 S_8$ + $12 O_2$ → $8 SO_3$

3) $6 CO_2$ + $6 H_2O$ → $1 C_6H_{12}O_6$ + $6 O_2$

4) $2 NaBr$ + $1 CaF_2$ → $2 NaF$ + $1 CaBr_2$

Player B's Questions

1) ___ Ag_2O → ___ Ag + ___ O_2

2) ___ S_8 + ___ O_2 → ___ SO_3

3) ___ CO_2 + ___ H_2O → ___ $C_6H_{12}O_6$ + ___ O_2

4) ___ $NaBr$ + ___ CaF_2 → ___ NaF + ___ $CaBr_2$

Answers to Player A's Questions

1) $1 Pb(OH)_2$ + $2 HCl$ → $2 H_2O$ + $1 PbCl_2$

2) $2 AlBr_3$ + $3 K_2SO_4$ → $6 KBr$ + $1 Al_2(SO_4)_3$

3) $1 C_3H_8$ + $5 O_2$ → $3 CO_2$ + $4 H_2O$

4) $2 NaCl$ + $1 F_2$ → $2 NaF$ + $1 Cl_2$

VIDEOS

From Cult of Pedagogy: https://www.cultofpedagogy.com/reciprocal-learning/

Manually assign the Peer Pairs into Zoom breakout rooms.

Students take turns sharing their answers; identifying incorrect answers and working together to find the mistakes. If these are assigned as google forms or google docs students can share their answers (but don't share their partners' answers) with a GD link.

Pro Tips:
MODEL for students how to use this process: Taking turns, asking clarifying questions, coaching each other to find their mistakes, etc

Provide a peer tutor script that outlines the process and provides sentence starters. EG: "How did you get that answer?" "What made you decide to use that equation?"
Give thorough directions for breakout session expectations-how much time each partner has; that you will be popping in and out, etc.