

1

Participation is required!



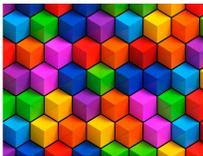
Poll



Raise your zoom hand



Respond via chat box



Breakout Room

2



Who is here today?

Poll 1

3

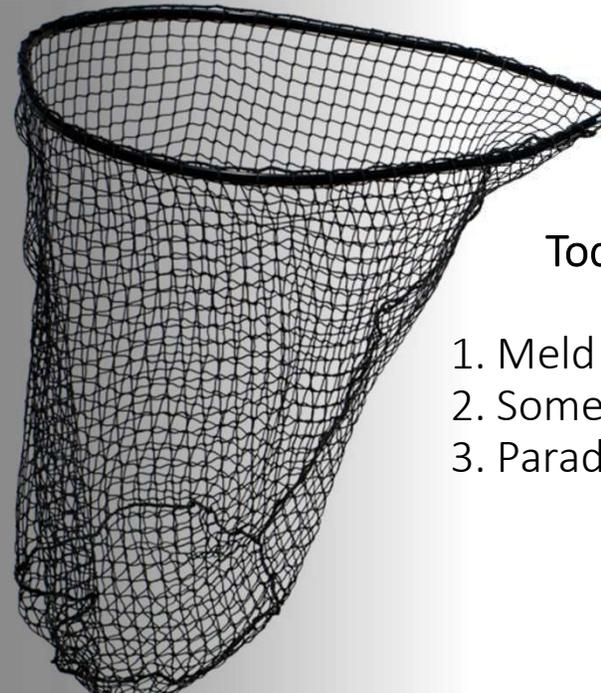
Julienne Cuccio Slichko, Ph.D.

Assistant Professor at The College of St. Rose
Certified Special Education (k-12)
Certified Childhood Education (1-6)
15 + Private – Residential – Public – Charter

Faculty Developer at SUNY Albany
Instructional Designer
5+ Teaching Online and Consulting with Faculty

A cartoon illustration of a woman with blonde hair in a ponytail, wearing a grey jacket and blue pants, sitting on a purple beanbag chair. She is holding a red book and a white mug. The name "Julie" is written in white on the purple beanbag chair. The illustration is set within a circular frame with a blue and white brushstroke border.

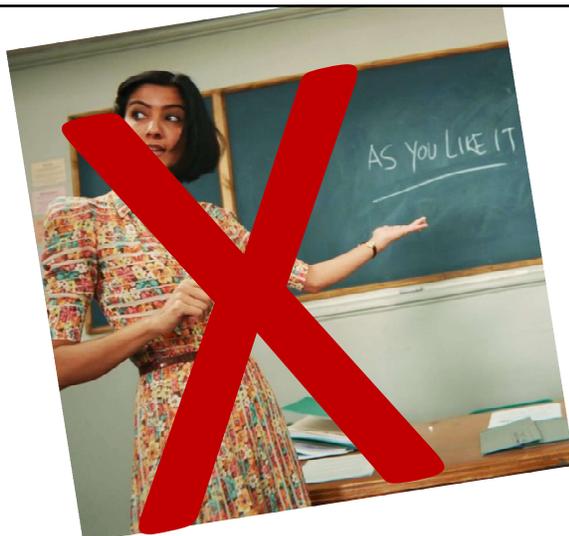
4



Today's Purpose - "Catch all"

1. Meld design & engaging lesson ideas
2. Something for everyone
3. Paradigm Shift

7



Designer & Facilitator



Sage on the Stage

Of Learning Experiences

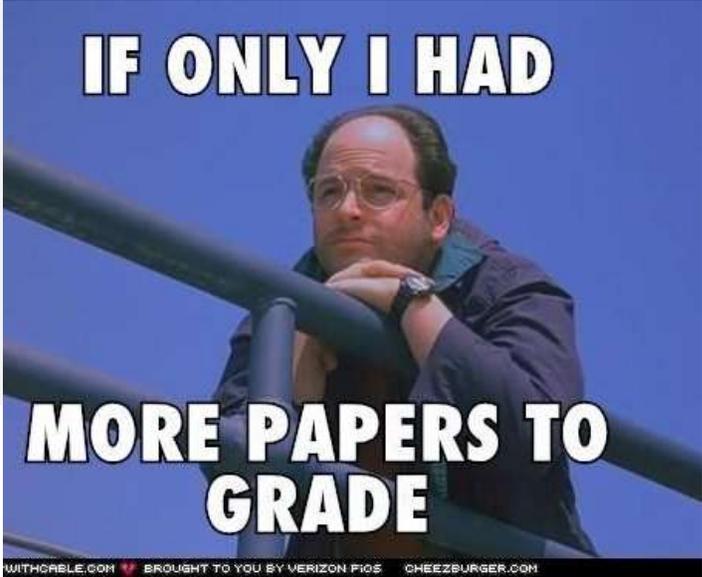
8



9

Get More	With	Less
<ul style="list-style-type: none"> • Student engagement • Clarity • Critical thinking • Productive student work • Fun 		<ul style="list-style-type: none"> • Lecturing • Emails • Grading • Pressure • Stress

10



IF ONLY I HAD
MORE PAPERS TO
GRADE

WITHABLE.COM Brought to you by Verizon FiOS CHEEZBURGER.COM

Said,
no one ever

11

How?

12

Today's Topics...

- Social Emotional Check – Ins
- Benefits of Online Instruction
- 3 C's of good design
- Accessibility
- Universal Design for Learning Online
- Tech Tools Teaser
- Low-Tech Options
- Fun Stuff
- Resources & Handouts



13

Not today...

- Tech specific**
- How-To Tutorials**
- Theoretical perspective**
- Review of literature**
- Content-specific**



14

What you
will get ...

Tips and tricks (borrowed & tested)

- > eliminates student confusion
- > mitigates and minimizes emails

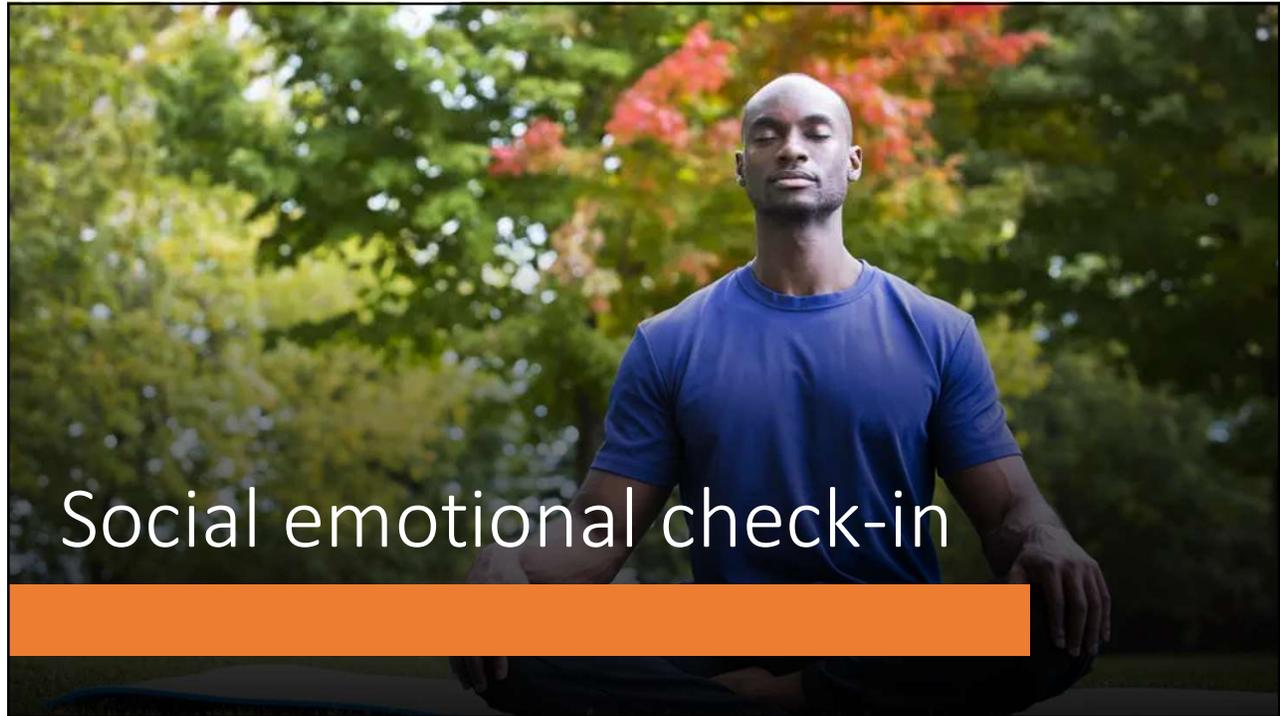
Access Google Folder

- > PDF of this presentation
- > Handouts of Templates
- > Checklist with hyperlinks

15



16



17



18



19



20

How many of you smashed your computer?



21

How are you doing today?

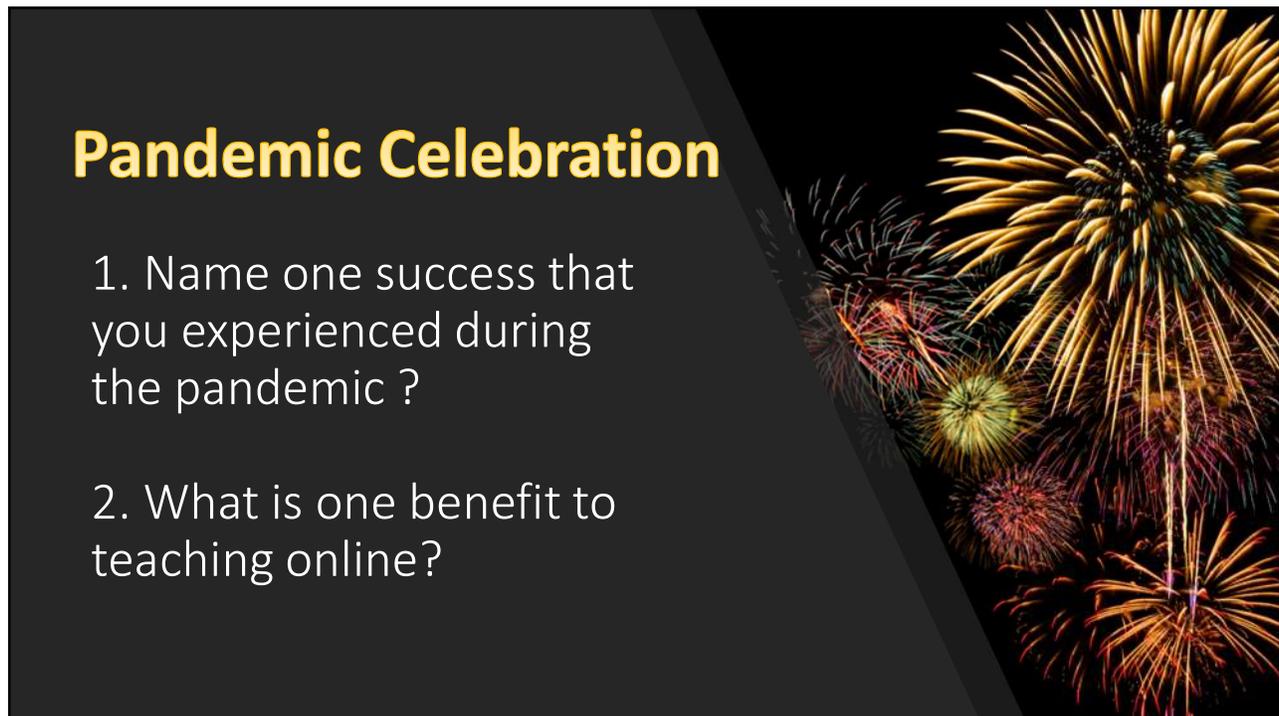


Create a template with Interactive slides like google slides or nearpod

22



23



24

Breakout Rooms

5 – 7 min?

1. Introduce yourselves
2. Share 1 success each
3. Share 1 benefit

Chat Reporter

- One person to share benefits in chat box

25

Benefits of
teaching
and/or learning
online?

Chat Reporter

26



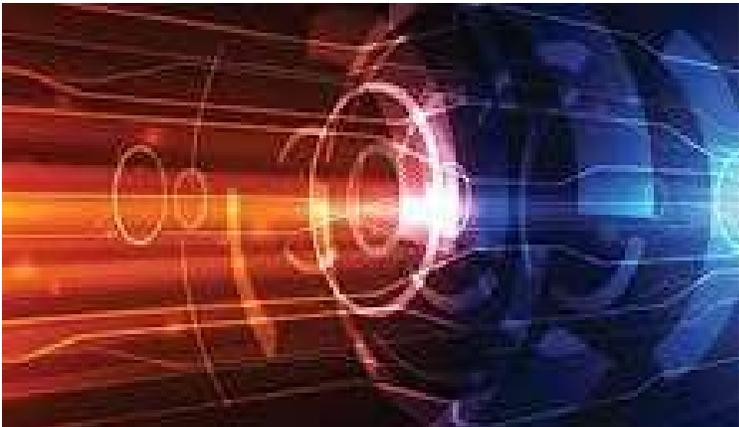
...just a few

- Teaching online informs or improves in-person teaching (paradigm shift)
- Learn how to use/leverage technology
- Students who normally do not participate in class will do so online
- Learning happens when it is best for the student
- Deeper responses – students have more think time
- Better implantation of Universal Design for Learning principles (UDL)

27



DESIGN

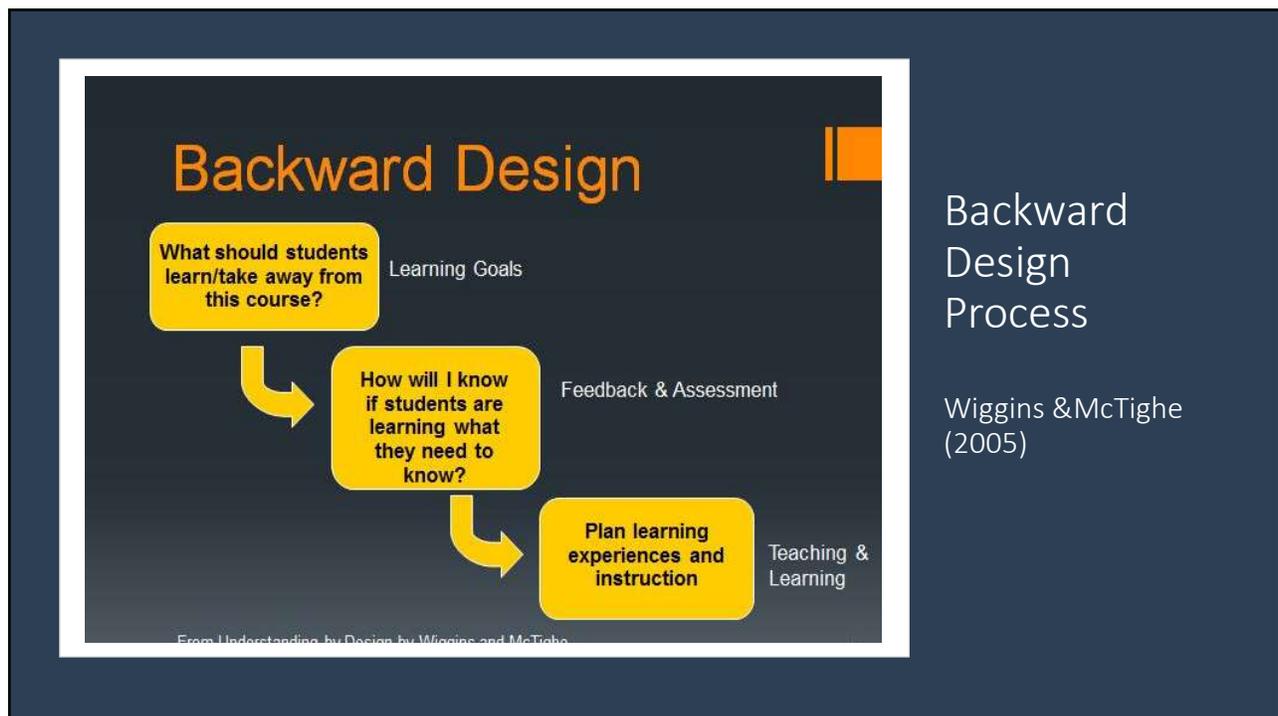


Instructional
Assessment
Web / Graphic

28

How many of you have ever used the Backward Design Model ?

29



30

Handout – Backward Design

What do you want students to be able to DO by the end of the lesson / unit ? (measurable /observable objective)	How will you know they can do it? (Assessments – formative/summative)	What learning experiences will provide practice ? (scaffolding & feedback)	Resources? Technology?

Handout: Template in Google Folder

31

Example of Backward Design

Objective	Assessments	Learning Experiences	Resources
Students will be able to explain the 7 steps of long multiplication (2x2)	<ul style="list-style-type: none"> - Performance video of a think- aloud (formative) - Multiplication test (summative) 	<ul style="list-style-type: none"> - Sample video tutorial - Work in small groups to complete a worksheet, discuss steps – feedback - HW – writing out the steps (feedback) - Create Flip Grid (feedback) 	<ul style="list-style-type: none"> - Youtube - Worksheet - Zoom breakout rooms - FlipGrid

32

How many of you
felt that you lost
student
engagement during
instruction ?



33

3 C's to Presentations & Assignments

1

Be Concise

2

Be Concrete

3

Be Consistent

34

1.
Be Concise when
presenting
information.
Get more with less



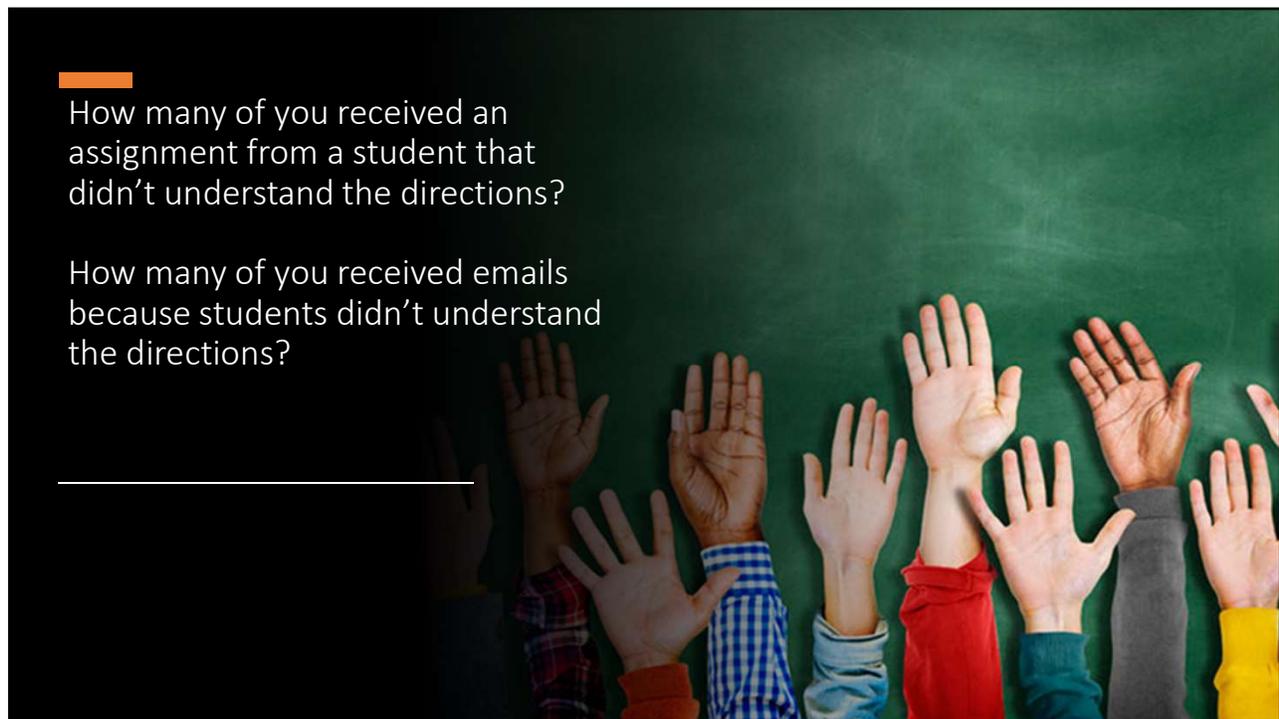
35

1. Be Concise – instead of paragraphs

Use a matrix /table for providing information OR have students create

Topic 1	Topic 2	Topic 2
Approved websites	Approved websites	Approved websites

36



How many of you received an assignment from a student that didn't understand the directions?

How many of you received emails because students didn't understand the directions?

37



Be Concise with directions

Break steps into bulleted checklists with numbers:

- Step 1: Decide on a topic to research
- Step 2: Go to scholar.google.com and search your topic
- Step 3: Read the abstracts from the 6 sources

Turn instructions into self assessment

38



2. Be Concrete

Power of visuals/videos

39

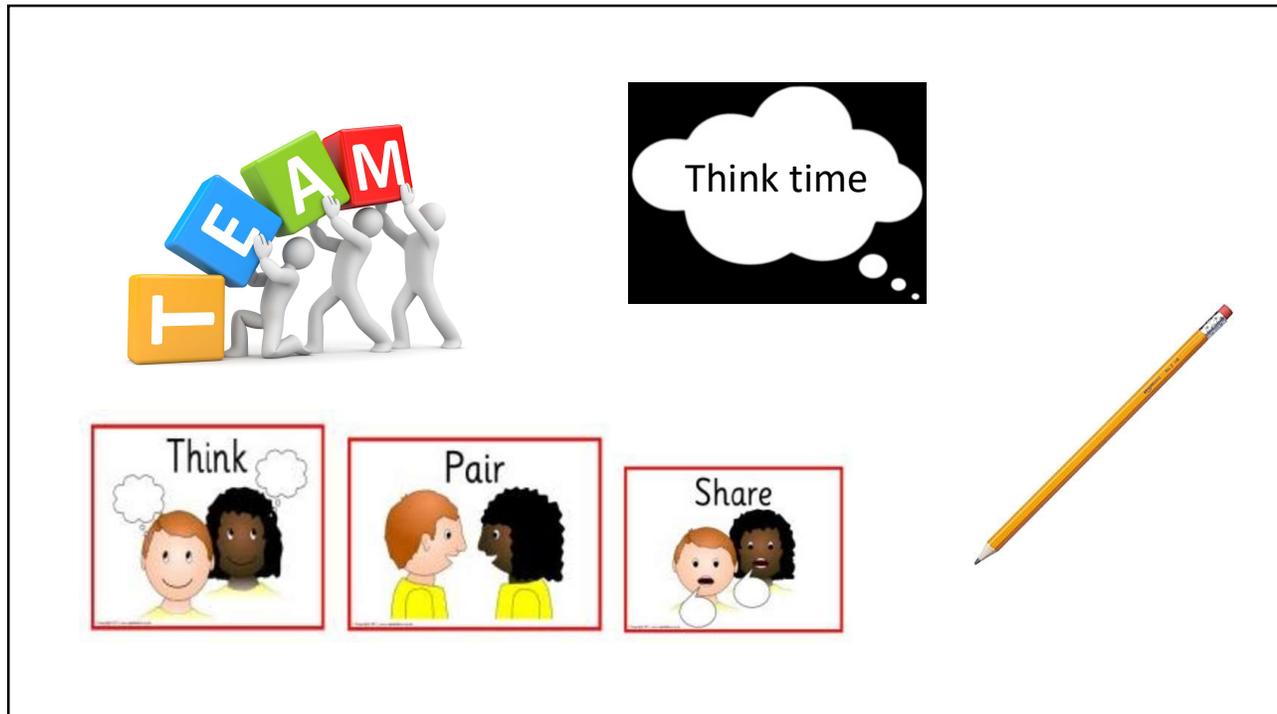
Be concrete - cue students with visuals



Type a response

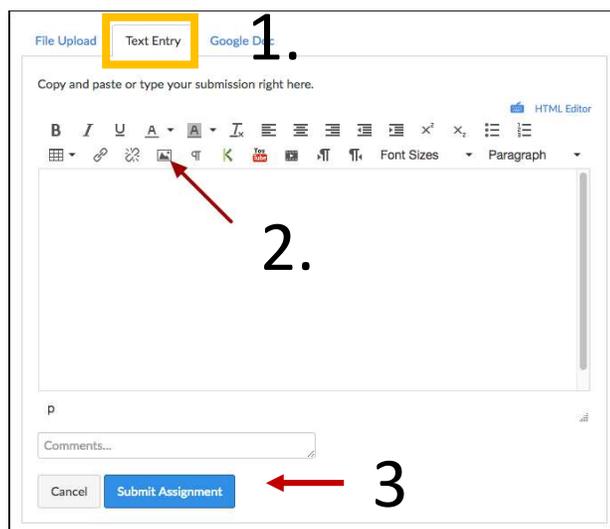
Raise your hand

40



41

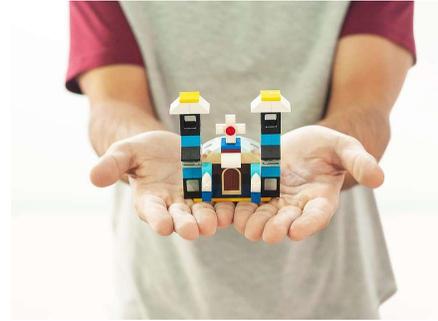
Make steps concrete with Snip Its



1. Make sure you are on the TEXT ENTRY tab.
2. Click the IMAGE icon.
3. Click the SUBMIT button

42

Make steps concrete
be hyperlinking materials or
submission pages



- Watch [YouTube video about Backward Design](#)
- Complete the [Backward Design worksheet](#)
- Develop a rubric using [Rubistar.com](#).

43

3. Be Consistent

Words matter



44

Be consistent with words

- Log on – Sign in
- Submit – Hand in – Attach
- Click – Select
- Complete – fill out
- Scroll up – Scroll down



45

Be consistent with expectations

- Working in groups
- Working independently
- Submissions (LMS) – Do not use email
- Due dates
 - Build in time for feedback – revisions – final
- In one or two sentences, paragraphs, pages

Handout : Blank calendar



46



What are the 3 C's? | Answer in chat

47

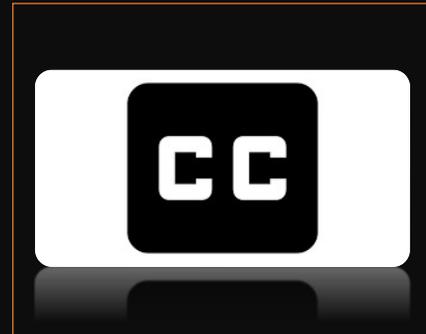


ACCESSIBILITY

48

Videos & Photos

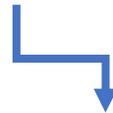
- Videos must include captions (YouTube)
- Photos need Alternative Text / Alt Text / Alt Tags



49

Documents – Use your tools

- Tables – don't tab
- Bullets – don't use dashes
- Headings



50

Contrast & Color

Don't use color to convey meaning

Example: "Every word in RED is a vocabulary term"

Instead: **Bolded** words are vocabulary terms



51

Instead of this

(low contrast)

RED – Yellow

Pastel – White

Blue – Black

Do This

(high contrast)

Black – Yellow

Black - White

Navy - White

White – Black

52

Hyperlinking Properly

Link should be descriptive

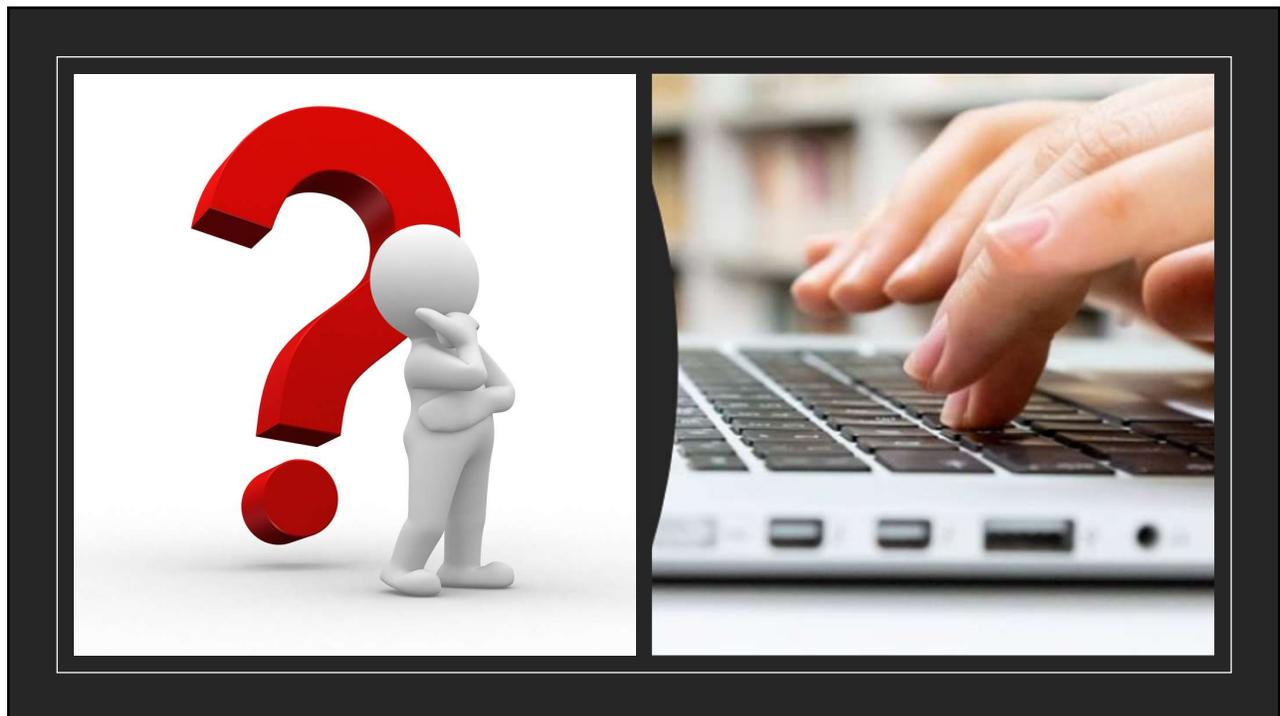
- Watch the [YouTube video on photosynthesis](#)
- Complete [Essay 1: Civil War](#)



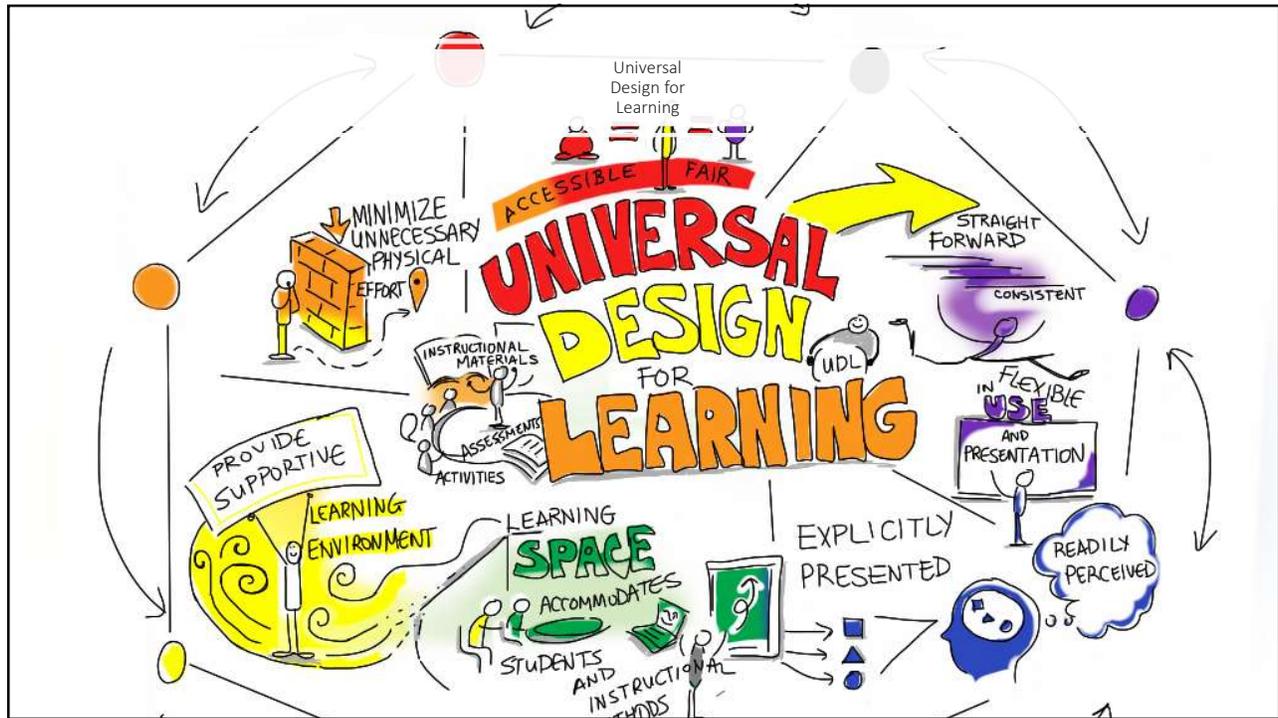
NOT

- Generic - "[click here](#)" "[Essay](#)" "[the video](#)"
 - The URL - <https://www.google.com/search?q=horizontal+...>
-

53



54



55



56



57

The Universal Design for Learning Guidelines

CAST | UDL: Learning has no limits

	Provide multiple means of Engagement <i>Affective Networks: The "WHY" of Learning</i>	Provide multiple means of Representation <i>Recognition Networks: The "WHAT" of Learning</i>	Provide multiple means of Action & Expression <i>Strategic Networks: The "HOW" of Learning</i>
Access	Provide options for Recruiting Interest <ul style="list-style-type: none"> Optimize individual choice and autonomy (1.1) Optimize relevance, value, and authenticity (1.2) Minimize threats and distractions (1.3) 	Provide options for Perception <ul style="list-style-type: none"> Offer ways of customizing the display of information (2.1) Offer alternatives for auditory information (2.2) Offer alternatives for visual information (2.3) 	Provide options for Physical Action <ul style="list-style-type: none"> Vary the methods for response and navigation (3.1) Optimize access to tools and assistive technologies (3.2)
Build	Provide options for Sustaining Effort & Persistence <ul style="list-style-type: none"> Highlight salience of goals and objectives (4.1) Vary demands and resources to optimize challenge (4.2) Foster collaboration and community (4.3) Increase mastery-oriented feedback (4.4) 	Provide options for Language & Symbols <ul style="list-style-type: none"> Clarify vocabulary and symbols (5.1) Clarify signs and resources (5.2) Support decoding of text, mathematical notation, and symbols (5.3) Promote understanding across languages (5.4) Illustrate through multiple media (5.5) 	Provide options for Expression & Communication <ul style="list-style-type: none"> Use multiple media for communication (6.1) Use multiple tools for generation and composition (6.2) Build fluency with graduated levels of support for practice and performance (6.3)
Transfer	Provide options for Self Regulation <ul style="list-style-type: none"> Promote expectations and beliefs that optimize motivation (7.1) Facilitate personal coping skills and strategies (7.2) Develop self-assessment and reflection (7.3) 	Provide options for Comprehension <ul style="list-style-type: none"> Activate or supply background knowledge (8.1) Highlight patterns, critical features, big ideas, and relationships (8.2) Guide information processing and visualization (8.3) Maximize transfer and generalization (8.4) 	Provide options for Executive Functions <ul style="list-style-type: none"> Guide appropriate goal setting (9.1) Support planning and strategy development (9.2) Facilitate managing information and resources (9.3) Enhance capacity for monitoring progress (9.4)

UDL – 3 principles
Cast.org

58

Multiple Means of Engagement (Choice & Voice)

- Students' Interest
- Student Choice
- Student Self-regulation
- Vary resources
- Fostering community

Name _____ Date _____

Literature Choice Board

Novel _____

Select a character. Write a message this character would write on social media.	Select a character that best describes the main character of the story. Create an acrostic poem using each letter.	Illustrate an important plot event. Explain why this event is relevant.
What is the theme of this story? How does the author use time, place, and character to convey this theme?	Make a prediction about an event that you believe will occur in the next chapter.	Identify a metaphor, simile, personification, or imagery. What does the author's use of this reveal?
Create a story map of the major events that have occurred so far in the plot.	Words are powerful. Identify specific words the author uses to convey meaning and ideas in this story.	Make connections across stories. Compare and contrast this story to another one that you have read.

59

Multiple Means of Representation (teacher)



Reading : Chapter, article, website

> Read aloud option



Video presentation

> Closed captions & transcripts



Zoom meeting

> Text & auditory



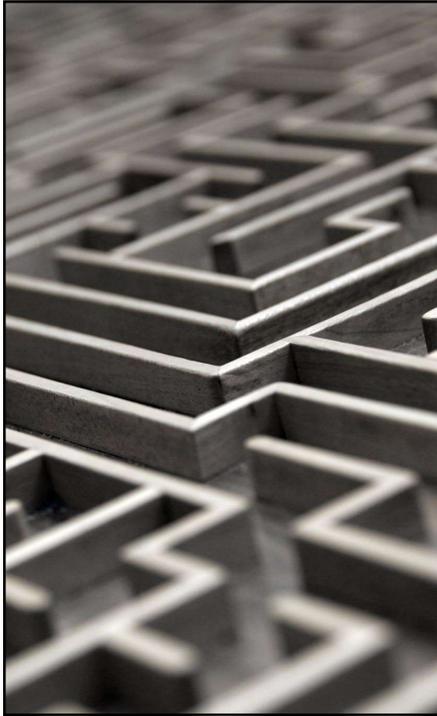
Podcast

> transcripts & captioning



Outlines, Guided notes, Fill-in-the blank

60

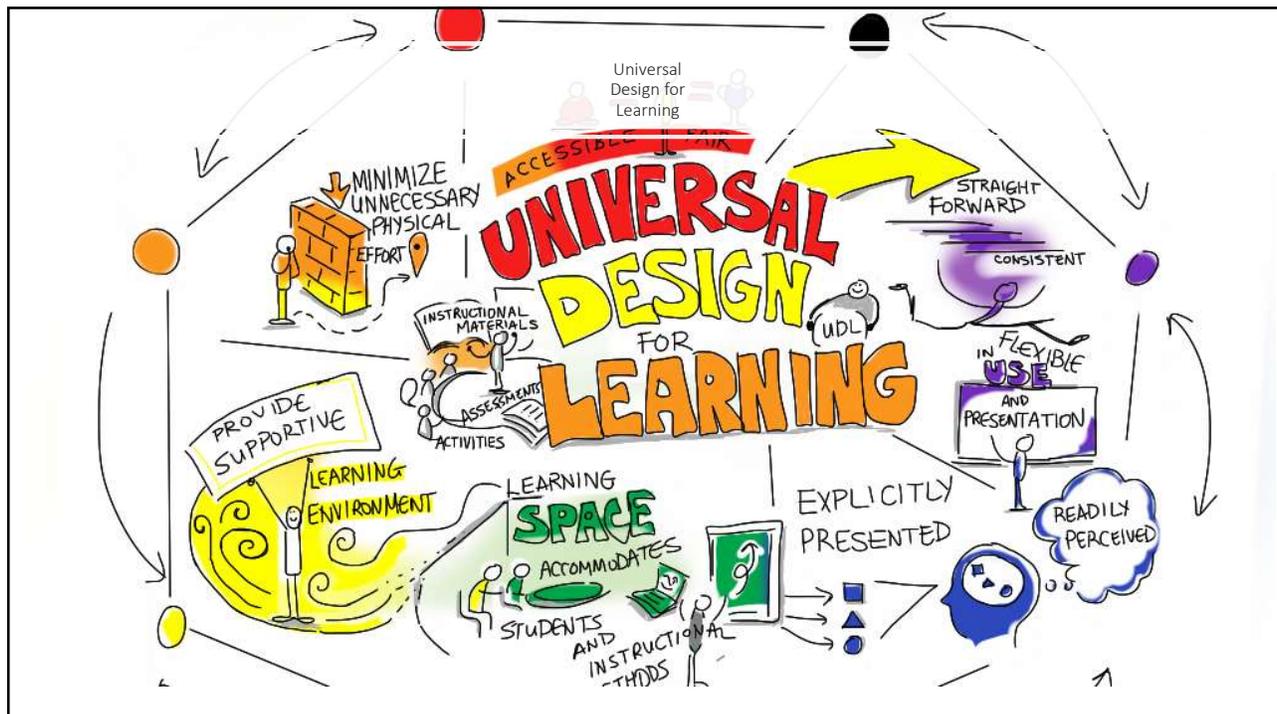


Multiple Means of Action & Expression (student)

- Multiple tools for response
 - Video Response: FlipGrid
 - Google Forms
 - Dictate responses: Voice-to-Text options
- Choice Boards for choosing assignments
- Flexible grouping

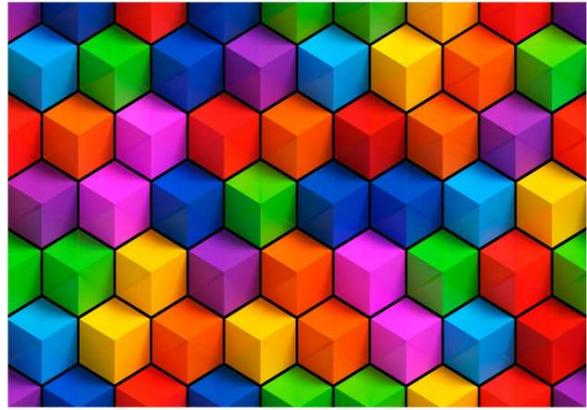
Choose your own adventure

61



62

What is the one
UDL principle you
can implement
now?



3-5 minutes

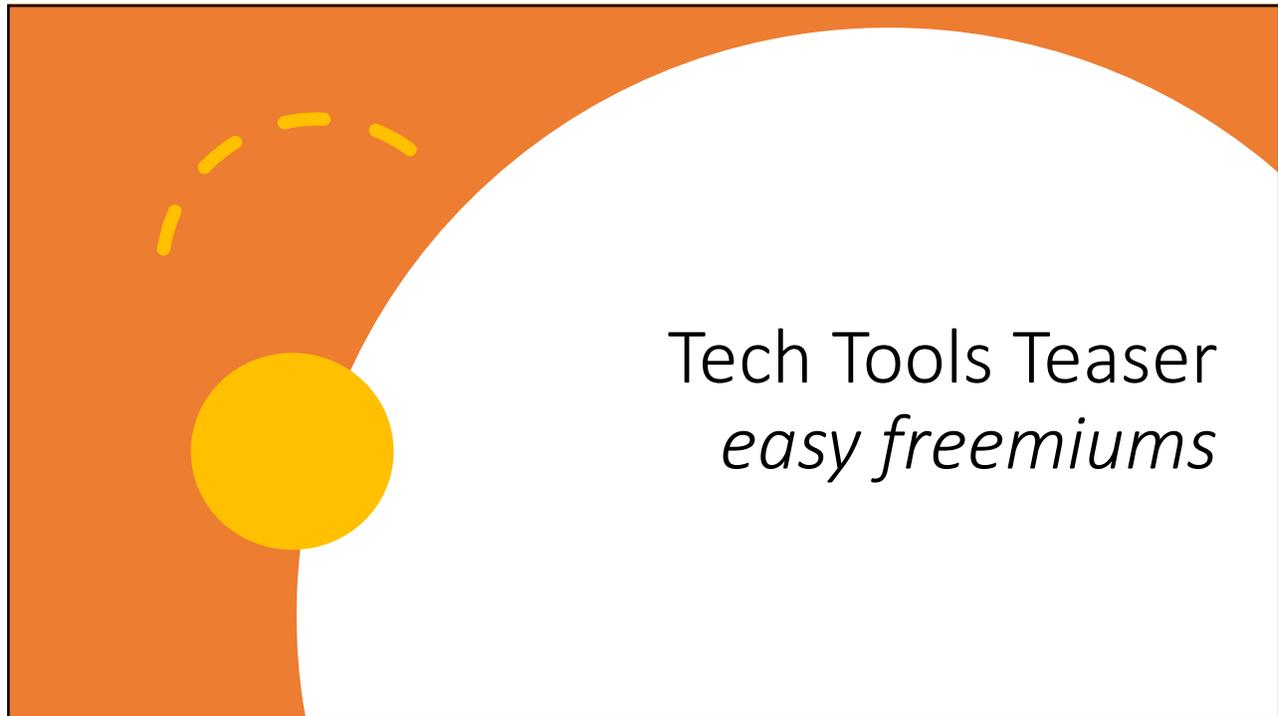
63



Tips from Online Instructors

- Begin with practice assignments
- Provide exemplars – “this is a good post”
- Directions/instructions can be copy/pasted in multiple directions
- Q & A Forum – try to get away from email responses
- Use announcements : reminders of upcoming due dates but also shout outs, wrap-up topics
- Videos < 10 min. in length

64



65

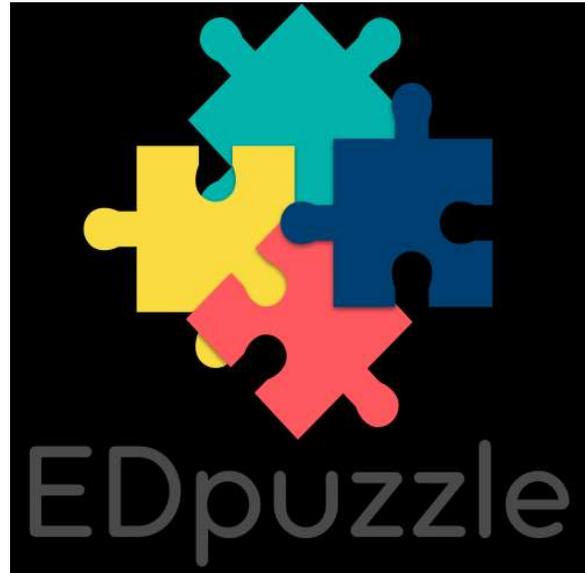
Record presentations

The slide features a dark grey arrow pointing right with the text "Record presentations". Below this is a screenshot of the Screencastify software interface, showing a video player with a presentation slide and a small video feed of the user. To the right of the screenshot is the Screencastify logo, which consists of a red square with a white play button icon and the word "Screencastify" in bold black text.

66



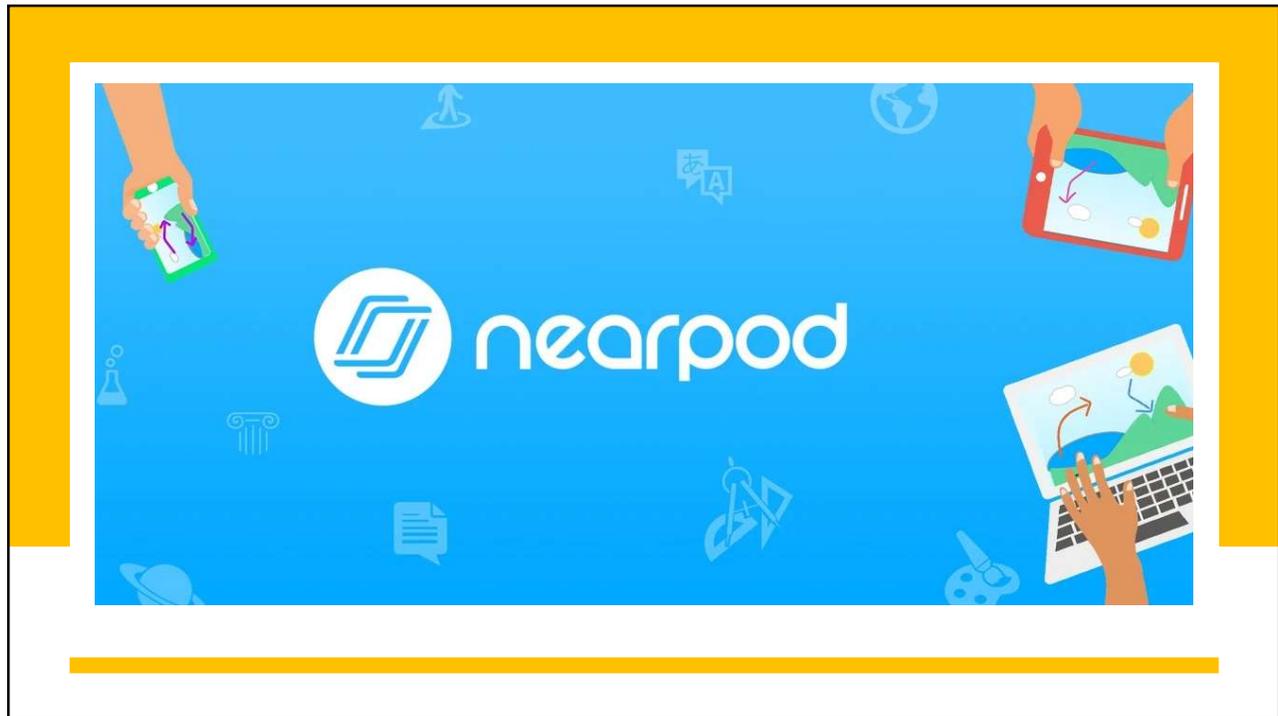
Present & Assess



67



68



69

- Funny-hat day
- Bring your cat (dog, bird, stuffed animal) to class day
- Student of the day

Have fun!

70



Emotional Check-in

71



Poll #2

72

Low-Tech Options

- Synchronous Presentations (zoom)
 - Play YouTube
 - Students - Index cards with answers
 - Chat box – Hand
 - Web-based tools (no sign in)
- Asynchronous Presentations (Power Point)
 - Embed audio
 - Screencastify -> YouTube-> automatic captions
- Phone Calls

73

Help is only a click away

[Upstate Professional Development Resource Center](#)

[Dr. Theresa Wills](#) – YouTube Channel & daily webinars

[Pocket Full of Primary – YouTube Channel](#)

[ShakeUpLearning.com](#) – Google Certified Educator

[Understood.org](#) – Understanding IEPs – Online accessibility

[Tolerance.org](#) - Sample lessons on social responsibility

Handout: Checklist



74

Resources – Google Folder

- Checklist with hyperlinks
- Blank Calendar
- Do's Don't Teaching online
- Backward design template
- PDF of this presentation

[Google Folder](#)

<https://tinyurl.com/y5xe2ea3>



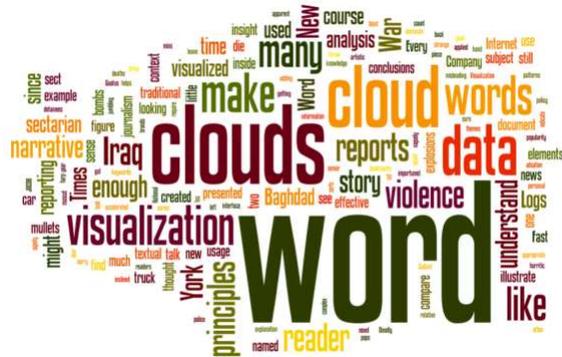
75

Today's Topics...

- Social Emotional check – ins
- Benefits of Online Instruction
- 3 C's of good design
- Accessibility
- Universal Design for Learning Online
- Tech Tools Teaser
- Low-Tech Options
- Some Fun Stuff !
- Resources & Handouts

76

Answer Garden



One thing you learned today...

Go to <https://answergarden.ch/1319226>



77

Thank you for attending today!

LET'S CONNECT -

Email: slichkoj@strose.edu

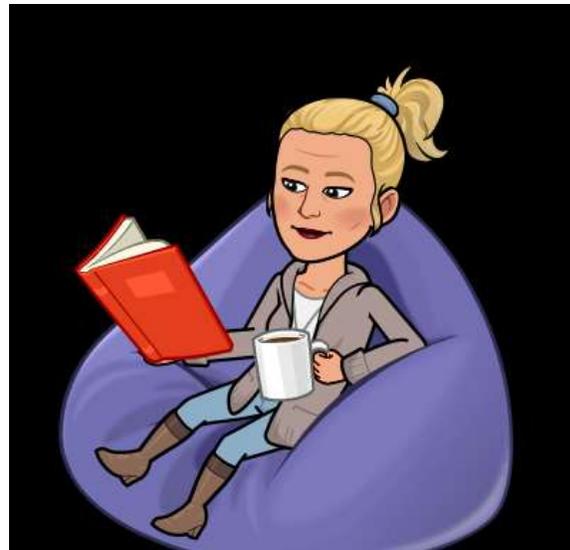
Facebook Group:

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

Twitter: @Julieslichko

Google Site:

<https://sites.google.com/view/slichko>



78