



Shifting to a Remote Learning Model During COVID-19 Related School Closure

Set the Tone

With a new setting, learning and outcomes will change - this can be an opportunity to get creative and try new things. Have some fun with that and don't try to simply replicate what you would have done in the classroom.

- Focus on student learning outcomes or goals and think of new ways to achieve them outside of the classroom.
- Stay in touch! Communication is critical in establishing successful remote learning.

Take Inventory

The goal is seamless transition from current communications to remote learning communications with as few changes as possible. If your school already uses an LMS (Learning Management System) continue using that platform for assignment communication and submissions to the extent possible.

- LMS or learning platforms (Canvas, Schoology, Google Classroom, Seesaw, etc)
- Devices and connectivity
- Screencasting or video recording (Screencastify, etc)
- Workbooks, packets, manipulatives that can be sent home
- Connection tools (Zoom, Google Meet, email, Facebook, G-suite)
- For C3 Connect Schools – devices should be taken home where possible.
 - Devices can/should be used as mobile hotspots for other family members as needed
 - Determine best use of devices if some students have access to devices/computers/internet at home but others do not
- Send a version of [Parent Home Technology Survey](#) to determine access and availability of tech at home (make sure to revise as needed)

Prepare Instruction

Best practices in remote learning involve as much collaboration and interaction as possible:

- Create lessons that are more horizontal in design.
- Focus on objectives and learning outcomes, designing activities that students can do at home with parental guidance as needed.
- Choice Boards are a great way to visualize the learning plan for the week. These can include recorded lessons and can be paired with scheduled video meetings to offer direct instruction where possible. [Remote Learning with Choice Board Templates](#), [Grade Level Example](#)

(While preparing packets and/or take-home materials and books, remember that availability for printing at home can be challenging. If needed, create a designated location on campus where parents can pick up materials.)

Bridge the Gap

While technology does not have to drive all components of remote learning, the following tools are available to increase engagement and connection, and provide authentic feedback from students:

- Add live sessions via live meeting app if possible and appropriate for age (Zoom, Big Blue Button, Uber, Google Meet, etc)
- Record lessons on phone cameras or using a screen capture program (Screen-castify or Screen-castmatic) and upload them to share on the LMS or via links in text/email messaging.
- Assess students, collect feedback, and reflections using video applications such as FlipGrid and Seesaw Learning Journal.
- Additional Assessment platforms available include; Padlet, Formative, Quizlet, Kahoot, Google Forms.

Tips for Live/Virtual Sessions

Prepare for success during your virtual learning sessions by considering the following suggestions:

- Be prepared – spend time in the online platform and know the features/how to navigate them to avoid delays and glitches during class time. Have all windows and documents on deck or linked in advance of class.
- Use breakout rooms where possible – splitting the class into small groups (for high school) breaks monotony of large group sessions. Make sure instructions are clear and they have tasks to accomplish. Pop into each discussion to monitor and answer questions

- Activate the chat feature – allows all students to participate, even if they don't want to speak up on video or if they have audio/video issues.
- Gather feedback with polling or Google forms (pre-created and linked in the chat) can be good ways to keep engagement high during live class sessions.
- Use screen sharing – this can be a good way to give a lesson, but should be used sparingly because students like to see each other's faces and screen sharing in some platforms blocks that feature. Any slide decks can be shared as links that students open in another window as an alternative.
- Schedule sessions/meetings – make sure to give students plenty of advanced notice about class times. Zoom or other platforms often require installation and testing. This can take up valuable class time. Especially for the first session, account for this delay.
- Record the class: there will likely be technical difficulties, absences and other issues that might keep some students from participating in the live session. If you record the session and share the link, all students will have access to the session and the lessons for future reference.

Application Resources

Task	Resource
Online Meetings	Zoom , Big Blue Button, Uber, Google Meet
LMS	Google Classroom, Canvas, Schoology, Moodle
Assessment (nonvideo)	Padlet , Google Forms, Formative , Kahoot , Quizlet , Quizziz , PearDeck
Assessment (video)	FlipGrid , Seesaw , EdPuzzle
Collaboration	GSuite (Google Docs, Sheets, Slides, etc), Padlet , PearDeck
Recording Lessons	phone/app based; phone camera, EduCreations , Seesaw , FlipGrid Web based: ScreenCastify , Screencast-o-matic ,

Additional Links and Resources

[10 Strategies for Leading Online when School Is Closed - Article by Global Online Academy](#)

[Ten Best Practices for Teaching Online - Design for Learning](#)