

Virtual Opportunities for Practicing Skills and Demonstrating Learning

OPTION	DESCRIPTION
Book	Students create a children’s book, mini-textbook, handbook, comic, or other kind of book. These can be on paper or created with apps like Book Creator.
Google Tour	Using Google Tour Builder, students can create customized tours that combine photos, text, and targeted locations on Google Earth. These could be used to create tours that explore current events, historical periods or phenomena, science or geography topics, global research topics, students’ personal histories or future plans, or completely fictionalized stories that take place in various locations around the world.
Infographic	On paper or using a tool like Piktochart, have students create an infographic to represent or teach an idea or set of data.
Lesson	Have students write their own lesson. Provide them with the basic structure of a lesson to follow, including objectives, direct instruction, guided practice, and an of assessment to measure their success.
Model	Students can create a physical model representing an aspect of your curriculum, then photograph it from various angles or create a video tour of the model with their own narration.
Museum or Multimedia Collection	Have students curate a collection of artifacts representing a curricular concept, along with their own written captions, in a Google Slides presentation.
Podcast	Have students use recording tools or an app like Anchor to record a podcast where they express an opinion, tell a story, or teach about a content-related topic. If students have a lot of material, they can break their podcast into multiple episodes and do a series instead.
Scavenger Hunt	Have students participate in a content-based scavenger hunt and take photos to record their findings. Students may enjoy this activity through an app like GooseChase.
Sketchnote	Have students create a sketchnote to represent a content-related topic using paper or with a drawing app like Sketchpad.
Video	Students can create their own videos as creative, informative, persuasive, or reflective pieces. These can be public service announcements, commercials, mini-documentaries, instructional videos, short feature films or animations, or TED-style talks. Tools for creating these can range from quick response platforms like Flipgrid, to screencasting tools, a tool that creates stop motion videos like Stop Motion Studio, or simple online video creators like Adobe Spark.
Website	Using tools like Weebly, Wix, or Google Sites, have students develop a website to document a long-term project or teach about a particular idea.

Small Group Activities for Virtual Learning

OPTION	DESCRIPTION
Discussion groups	Learners reflect on a subject under discussion and present their views. Discussion within the small group may vary from low to very high levels of debate.
Guided design	Participants work to solve open-ended problems which require outside class work to gather information. This format encourages learners to think logically, communicate ideas, and apply steps in a decision-making process. Learners must apply what they have learned, exchange ideas, and reflect on suggested solutions. The instructor’s role is to act as a consultant to the groups.
Role playing	Participants recreate a situation relating to a real-world problem. This promotes understanding other people’s positions and attitudes, as well as the procedures useful for diagnosing and solving problems. Role playing can be used to simulate real-life group work situations and can help learners gain an understanding of a problem or situation
Games	Two or more groups compete to meet a set of objectives. The game follows rules and procedures. The instructor provides information that requires decision-making. Most instructional games reflect typical real-life situations. The rules, procedures, and objectives of the game must be clear and concise.

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Strategies for Engagement and Positive Academic Behaviors

STRATEGY	DETAILS
Establish expectations	<ul style="list-style-type: none"> • Determine how students are expected to participate in a virtual learning environment • Consider expectations for participation, time spent in the course, use of technology, group discussion rules, online etiquette, and work completion
Token economy	<ul style="list-style-type: none"> • For reinforcement/reward, consider what can be offered in a distance learning environment (e.g., homework pass, extra credit, special note to the caregiver, video call with a friend, etc.) • Some computer and smartphone apps, like Class Dojo, provide technological and interactive methods for tracking student behaviors and assigning “tokens”
Consistent scheduling	<ul style="list-style-type: none"> • Use consistent teacher behaviors and instructional routines to maintain teacher-student relationships and student engagement in the virtual classroom

<p>Frequent feedback</p>	<ul style="list-style-type: none"> • Provide students with “success criteria” for assignments, and provide ongoing, frequent, timely, and specific feedback for student work • Feedback can be in the form of individual student conferencing, rubrics, checklists, and formative evaluation
<p>Appropriately challenging home assignments</p>	<ul style="list-style-type: none"> • Provide multiple modes of instruction and scaffold home assignments so students can experience success. If students are unable to complete assignments or access the necessary support independently, they are less likely to engage in work completion behaviors

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Behavioral and Social-Emotional Supports for English Language Learners (ELLs)

STRATEGY	DETAILS
<p>Set up your teaching space to help students feel connected</p>	<ul style="list-style-type: none"> • Use familiar classroom objects to decorate one’s teaching space • Ensure that ELLs have WiFi access to maintain contact and continue connections
<p>Build a (new) connection to your students</p>	<ul style="list-style-type: none"> • Treat the online classroom as if it were the first day of your school year so that your ELLs can feel secure in the virtual learning environment • Address your students at the beginning of each session about how they are feeling • Teach students live on a video conferencing platform • Support certain students in groups and others in a one-to-one setting depending on student needs
<p>Link SEL to academic topics</p>	<ul style="list-style-type: none"> • Introduce flexible tasks, such as journaling, that allow ELLs to work at their own English language development level • Develop activities that help students detach themselves from their anxieties (e.g., ask them what they would do to help someone who is anxious about COVID-19)
<p>Develop positive self-talk</p>	<ul style="list-style-type: none"> • Model your own self-talk and show how you flip negative thoughts by looking at the positives • Let students know that it’s okay to make mistakes and that you’ll all learn how to do this together • Express how excited you are to learn a new skill • Help ELLs write their own positive script

<p>Give you ELLs brain breaks during your online sessions</p>	<ul style="list-style-type: none"> • Incorporate breaks, such as whole-body movement, a group activity or game, a mental challenge, music playing, stretching, or jumping jacks • Create a strategy to get your virtual students back on task
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Virtual Learning Accommodations

DAILY ACCOMMODATIONS	VIRTUAL ACCOMMODATIONS
<p>Student needs directions and content read aloud</p>	<ul style="list-style-type: none"> • Ask parents to read aloud directions and content • Call the student and offer a virtual lesson to read directions and content • Record themselves reading the directions and content and providing the recording to the student • Provide parents and students text-to-speech options (e.g., Built-In Screen Readers, Bookshare, Snap and Read, Google Docs)
<p>Student uses a calculator for classwork, homework assignments, and assessments</p>	<ul style="list-style-type: none"> • Provide access to the appropriate online calculator (i.e., four function calculator, scientific calculator, graphing calculator) • Consider mailing or delivering an appropriate calculator to the student if a virtual device is not available
<p>Student receives additional time</p>	<ul style="list-style-type: none"> • Inform parents of appropriate time allocations for tasks • Check time settings within Learning Management Systems (e.g. Google Classroom) to ensure that the student receives an appropriate amount of time for assignments and assessments • In various applications, disable or adjust time settings to meet the student’s needs or offer an alternative assignment that meets the same learning objectives with appropriate time restrictions

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