MAKING THE SHIFT TOWARD ONLINE LEARNING

When all is considered, there is no single way to shift to online teaching. It varies, depending on curricular area, context and the students who make up a class. What we know, however, is that when transitioning to online learning, it is imperative that we not shift to digital worksheets and and package work. Because online learning environments lack the physical presence of a teacher and the dynamics of an in-person classroom, students can become disengaged. To nurture learning online, it is important that educators facilitate activities and utilize strategies that can contribute to motivation and engagement. The suggestions below, as well as these Elementary and Secondary recorded professional learning sessions by Surrey educators, serve as examples of resources and approaches that can be used to enhance student interest.

ACCESS SURREY'S DIGITAL TOOLS AND RESOURCES

- Visit and explore Surrey Schools ONE. This district website was developed in response to the pandemic. It is a dynamic, evolving site that houses digital resources, activities and lesson ideas. It's "one place" students, parents and teachers can go to for resources that support the development of students' core and curricular competencies. Literacy Suggestions and Numeracy Supports are outlined in detail. Our most recent addition is a new Inquiry-Based Learning site that supports K – 12 teachers in using inquiry both in-class and online. Teachers new to inquiry-based learning can step in gradually with one lesson or take a deeper dive with many. Digital Citizenship activities that focus on using technology safely and responsibly have also been developed; both Primary Lessons and Intermediate Lessons are available.

LEVERAGE THE POWER OF ONLINE COLLABORATION

- Engaging in dialogue with learners remains among the most powerful and meaningful way for students to develop new understandings and demonstrate their learning. To make the most of online learning, leverage digital tools for collaboration. Use Office 365 tools (ex., Teams, ClassNote, Word, PowerPoint) for real-time collaboration and conversation. Students can engage in discussions, collaborate on shared research, or they can work on projects independently and then share their processes with others.
- The following recorded online session highlights Digital Tools available to teachers and students in our district.

EMPOWER STUDENTS TO OWN THEIR LEARNING

- Create Choice Boards or Playlists that empower students with voice and choice. Personalize learning and facilitate development of student ownership by giving them choice in:
  - Topics
  - Strategies
  - Formats
  - Scaffolds
  - Assessments
  -

PROVIDE OPPORTUNITIES FOR TRADITIONAL AND DIGITAL MASH-UPS

- In addition to using technology in an online format, there are times when students need to use pencils, paper and cardboard. Mash-Ups are when we overlap the *tried-and-true* and the *never- tried-before*. They are creative ways to strategically integrate concepts and produce a new product. For example, a design project that includes duct tape, cardboard, sticky notes and markers – but also digital elements that encourage students to generate plans and a proposal for redesigning a space in their school.

Engage Students in Creative, Meaningful Tasks Online

- Blogging – Students can practice writing in different genres (persuasive, expository, narrative) with specific blog topics they choose: *History of Fashion*, *Math in Real Life*, etc. Refer to Creative Ways to Use Student Blogs for more ideas.
- Podcasting – Students can create audio recordings that they then share with an authentic audience. They can work individually, with partners, or in small groups. Examples include: 1) a narrative style interview; 2) role playing people in another time period and creating audio diaries, news stories, or question and answer shows; 3) genius hour podcasts where students pursue their interests in a creative way. For more ideas, refer to these 50 Ideas for Student Created Podcasts.
- Video – Students can create videos using Flipgrid explaining concepts or sharing their processes. For example, how they solved a problem in math or how they conducted an experiment they did.

Take a "Show and Tell" Approach

- Students often enjoy "show and tell" – when they share their personal world with their class. So, instead of assigning homework that may not be turned in, honour student agency and ask them to bring their world into the online class: videos, resources, audio, experts/people they relied on while working on a task or project from home.

Be Present and Available as a Teacher

- Be intentional about creating a sense of presence with students.
  - Video Announcements – Start the first day with an on-boarding video/Team's meeting of the class and explain how it will work. After that, continue meeting daily with your class.
  - Small group Check-Ins – Schedule small group meetings and use video conferencing to meet with groups to check and follow-up on their progress.
  - Short Text Check-Ins – Encourage students to use the Chat function in Teams to send questions or comments throughout the duration of your online classes.
  - Exit Slips – At the end of each day/class, ask students to complete a short Forms survey in Office 365 or create a short video using Flipgrid to provide information about what they learned and one question they still have.
  - Scheduled Conferences – Schedule time with individual students to let them know you are available and there for them. Depending on your purpose, you can schedule different types of conferences:
    - Feedback – This conference is about targeted, one-on-one help that allows a student to tap into the specific feedback that the teacher provides to move learning forward.
    - Reflection – The purpose of this conference is for the teacher to pose questions that lead students into setting learning goals.
    - Assessment – The focus of this conference is for students to make judgements about their learning based on criteria they are familiar with.
  - In these district videos, Conferring and Teaching Reading in a Virtual World (K-2) and The Power of Conferences (3-7), Surrey educators provide their insights and experiences with reading conferences.