

Teaching Remotely in Times of Need

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How to Use These Slides

These slides were designed to provide you with a collection of tools and strategies for teaching remotely/online.

You know your students, your class, your content, and your community best.

Please don't feel like you need to completely revamp your teaching or redesign your lessons or use all of the tools in this slide deck. It's meant to serve as **inspiration for you to be creative** given the challenges of remote/online teaching.

If your students do not have quality tech access (see slide 3), then consider how you might create [low-tech or adapted versions of these activities](#) (e.g., asking students to draw infographics and create 3D models with pen/paper rather than design digital infographics or models and submit a text response about their designs).

Step 1: Check in with your students

Before assigning activities/homework that requires the use of technology, check in with your students to see if they have the tools to complete the work:

- What **devices** do your students have access?
- How **consistent and reliable** is their **Internet** connection?
- Feel free to use this [Google Form template to check in with your students](#) ([click here to make a copy of the form](#)).

Step 2: Design for variability

You may find that your students' access to technology varies significantly. Or, you may find that your students' level of comfort with technology varies.

Designing for variability means providing students with multiple options for engaging with, and learning, the content so they can succeed.

Use the [Universal Design for Learning Principles](#) (CAST, Inc., 2018) as a guide.

CAST **25** YEARS OF
INNOVATION
1984-2009

Transforming education through Universal Design for Learning — <http://www.cast.org>

UDL at a glance

Multiple Means of Representation

Give your students multimodal ways of learning - through reading text, watching videos, examining images (e.g., infographics, posters, memes), and/or listening to audio.

To learn more about the TPACK model, visit the [TPACK Framework website](#) or watch the following video "[What is the TPACK Model?](#)"



*Check out the OER databases on [Slide 17](#) to discover free open access multimodal resources to provide multiple means of representation of your content.

Multiple Means of Representation

Ways of exploring information:

- Images (infographics, memes, graphics, photos, cartoons, comics)
- Audio (podcasts, audio recordings, sound bytes, [Soundcite](#))
- Videos (live action, animation, documentary, etc...)
- Multimodal Tools (e.g., [eBooks](#), interactive timelines...explore [Knight Lab Storytelling Tools](#))

15 Science Projects for Book Creator Classrooms
by Dr. Monica Burns

9 Animal Habitats

Students can create an ebook showcasing where an animal lives.

Your students can probably tell you a lot about where they live. As they learn about different animals and what makes each one special, students can design one page for a collaborative ebook that showcases the habitat of the animal they are studying. Each student page can be used for a multi-page class ebook that describes the habitats of animals from around the world.

Students can create an animal habitat ebook to show their reader where an animal lives. **You might ask students to include:**

- Name of an animal
- Description of where the animal lives
- Photo or illustration of a map
- A student video describing the habitat
- A list of other animals that share the same habitat
- Key features that make the habitat unique

A classroom scenario

Providing students with choices for which animal they will study can help maintain engagement in the task. If you are studying a particular region with your students, you might provide a list of animals for them to choose from that relates to your learning goals. For example, if your students are studying the tundra, you might ask them to choose from a set list of animals like: an arctic fox, caribou, or ermine.

Giving students an audience for their work can take many forms. Your students can share their work with classmates, schoolmates or families. Alternatively, you might reach out to an organization that supports conservation of animals and share your creations with their team.

In this example of an animal habitat ebook, the cover includes the name of the animal and the habitat a student is profiling.

You might ask students to profile animal habitats in your community.

Zebras of the Savanna
by Alyssa

Multiple Means of Representation

Ways of exploring information:

- Virtual Tours ([900 Google Tour expeditions](#))
- Augmented Reality ([learn more](#))
- Digital 3D Models ([Smithsonian 3XD](#), [NIH 3D Models](#), [Thingiverse](#), and [more](#))
- [Microsoft Immersive Reader](#) (for reading text)



Multiple Means of Engagement

Design open-ended activities that encourage student choice based on interest (in the topic and/or technology)

Activity Objective: Your task this week is to **design a digital media product that enhances student learning.** Your design should draw from what you learned in [Week 2](#) about how digital media can enhance student learning and you should use one of the tools you explored and evaluated from [Week 1](#).

Activity Instructions: Choose a topic that your students have struggled with (e.g., why do leaves change color?) or that helps you achieve a learning goal (e.g., my students are not engaged in writing arguments to support claims). Make sure the topic is simple and easy to demonstrate through digital media. For example,

Opportunities for Choice

bit.ly/opportunities4choice

Designer



- Makes some meaningful choices about learning
- Decides on topics based on interests or questions
- Chooses evidence of learning with teacher
- Selects seating based on activity

Advocate



- Identifies challenges or problems to tackle
- Selects strategies and people to brainstorm solutions
- Chooses evidence to support action plan
- Picks space for learning and collaborating

Participant



- Chooses from a menu of options
- Follows pacing guide
- Meets requirements to pass assignments
- Accepts seat assignment
- Determines how learns best with teacher

Innovator



- Develops passions to discover purpose for learning and life
- Chooses learning path based on purpose
- Selects evidence for portfolio and project
- Creates new ideas or ways of doing things

By Barbara Bray
@bbray27
#rethink_learning

Adapted from original design and
content by Bray and McClaskey

Graphics by Sylvia Duckworth
@sylvia duckworth

Communication Stations

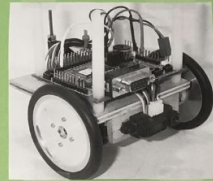
ASCII BINARY ALPHABET

A	1000001	N	1001110
B	1000010	O	1001111
C	1000011	P	1010000
D	1000100	Q	1010001
E	1000101	R	1010010
F	1000110	S	1010011
G	1000111	T	1010100
H	1001000	U	1010101
I	1001001	V	1010110
J	1001010	W	1010111
K	1001011	X	1011011
L	1001100	Y	1011001
M	1001101	Z	1011010

Station 1 Binary Code Bracelet

STATION 1 Binary Code bracelet

In this station you will spell a word or name using binary code, pony beads, and a pipe cleaner.



Station 2 Roller Robot

STATION 2 Roller Robot

In this station you will work with Miss Williamson to learn how to communicate with a robot.

braille alphabet.org

The Braille Alphabet

a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
v	w	x	y	z		

Station 3 Braille Card

STATION 3 Braille Card

In this station you will write out a word or phrase using the braille alphabet. You will use split pens as your braille and glue on an index card.

Morse Code

A	.-	J	.-.-.-
B	-...-	K	.-.-
C	-.-.-	L	.-..-
D	.-.-	M	---
E	..-	N	-.-
F	..-.-	O	---
G	-.--	P	.-.-.-
H	Q	.-.-.-
I	..	R	.-.-

Station 4 Morse Code Signals

STATION 4 Morse Code Signals

In this station you will write out a word or phrase using morse code, then practice sending your words to a partner with a laser.


HyperDocs, Playlists, and Menus


HyperDocs, Playlists, and Menus are digital lessons/activities that support student engagement through choice.

- [How HyperDocs Can Transform Your Teaching](#)
- [HyperDoc Templates](#)
- [Interactive Learning Menus \(Choice Boards\) with G Suite](#)
- [Using Playlists to Differentiate Instruction](#)
- [Playlists vs. Menus](#)
- [Personalizing and Differentiating Teaching with Playlists](#)

Sample HyperDoc

Finding Open Educational Resources (OERs)

	<p style="text-align: center;">Engage</p> <p><i>"Many of my students are struggling. They are working adults trying to make ends meet. I used to use a \$150 textbook from a publisher and I switched to an open textbook. My students love it because it costs nothing. They are now asking if my next course will use the free textbook too."</i> Open Washington: Open Educational Resources Network https://www.openwa.org/module-10/</p> <p>Watch the video below to learn more about finding OERs: https://www.youtube.com/watch?v=ArNqpszr3EU</p>
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	<p style="text-align: center;">Explore</p> <p>Now that you've watched the video, explore some of the links mentioned in the video:</p> <p>UMass Amherst Libraries OERs: https://www.library.umass.edu/oer/ Mason OER Metafinder: https://oer.deepwebaccess.com/oer/desktop/en/search.html OER Commons: https://www.oercommons.org/oer OASIS: https://oasis.geneseo.edu/index.php</p>
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	<p style="text-align: center;">Explain</p> <p>OERs can help you in your courses in a variety of ways. Let's explore what's available for the courses you are teaching.</p> <p>Think about a course you are teaching and fill out the ...</p>
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More HyperDocs:

- [Geometry](#) (by Jackie Gerstein)
- [English/Language Arts Padlet Collection](#)
- [TeachersGiveTeachers Database](#)
- [Extensive HyperDocs List](#)

Multiple Means of Action & Expression

Give students multiple options for showcasing their understanding

goals. Try to make connections with how your professional growth might impact your students! Then, **complete one of the following activities:**

Option 1: Written Reflection

- **Write a short paragraph** (150-200 words) describing why the benefit you identified might be relevant or advantageous to your own professional growth.
- Post your paragraph on the **online course community** and comment on at least two other posts.



















Option 2: Multimedia Reflection

- **Create a short podcast or video** (90-120 seconds long) describing why the benefit you identified might be relevant or advantageous to your own professional growth. Here are some resources for creating a **podcast** or **video**.
- Post your podcast or video recording on the **online course community** and comment on at least one other person's post.



Choice Board

Give students a Digital Media Choice Board and let them select the tool(s) they can use to show their knowledge.

<p>Make a Movie or Music Video</p> 	<p>Design an Interactive Video</p> 	<p>Create a Screen Recording</p> 
<p>Record a Podcast</p> 	<p>Create Music</p> 	<p>Tell a Story</p> 
<p>Make a Mindmap</p> 	<p>Code a Song or Game</p> 	<p>Design an Infographic</p> 
<p>Create a Meme or Poster</p> 	<p>Design a Comic</p> 	<p>Create a Graphic or Sketchnote</p> 
<p>Put Together a Slideshow</p> 	<p>Curate a Digital Wall of Resources</p> 	<p>Build a Website or Blog</p> 
<p>Design a Timeline</p> 	<p>Build a Virtual Tour or World</p> 	<p>Create a Whiteboard Presentation</p> 

[Get your own copy of this Digital Media Choice Board](#)

Step 3: Use Open Educational Resources



Step 3: Use Open Educational Resources

There are thousands of free open educational resources (OERS), including **eBooks, digital tutorials, videos, audio files, primary sources, presentation slides**, and more available online that you can use to create multimodal learning experiences for your students without having to start from scratch:

- [Mason OER Metafinder](#)
- [OER Commons](#)
- [OASIS](#)
- [Smithsonian Open Access](#)

Step 3: Use Open Educational Resources



Step 4: Design for Accessibility

- Do the videos you assign have **closed captions**? If not, find alternatives or create your own videos and [add closed captions in YouTube](#).
- Do the audio files you assign (e.g., Podcasts, interviews, sound bytes) have **transcripts**? If not, ask students to make transcripts for extra credit.
- Make sure your **materials (e.g., documents, presentation slides, texts) are accessible** (review: [Make Your Google Docs More Accessible](#) & [Make your document or presentation more accessible](#) & [Creating an accessible word doc](#))
- Interested in learning more? Review the [Online Teaching and Accessibility Twitter Thread](#) & Explore [Designing for Accessibility with POUR](#)

Step 5: Stay Connected with Your Students



Sean Michael Morris

@slamteacher



Online doesn't mean you need to change how you teach. You are still just as human, and so are the students on the other side of your screen. Email, text messages, phone calls—these are all ways to sustain a human connection.

4:12 PM · Mar 6, 2020 · [Twitter Web App](#)

Step 5: Stay Connected with Your Students

- Read: [Teaching Effectively in Times of Disruption](#) & [Tips and Tools for Teaching Remotely](#)
- Setup **virtual classes** and/or **virtual office hours** (if your students have access to devices/Internet to connect in real time): [Zoom](#), [Skype](#), [Google Hangouts](#) (see new [Google Hangout advanced features](#))
- If students lack a strong Internet connection, connect with them via text (e.g., [YoTeach!](#), [GroupMe](#)) or asynchronously (not in real-time) via [Flipgrid](#) or [Voxer](#)

Step 5: Stay Connected with Your Students

- Additional Reading:
 - [Navigating Uncertain Times: How Schools Can Cope With Coronavirus](#)
 - [Coronavirus Has Led to a Rush of Online Teaching. Here's Some Advice for Newly Remote Instructors](#)
 - [So You Want to Temporarily Teach Online](#)
 - [Asynchronous, Remote, & Flipped Classroom eBook](#)
 - [Planning for Elementary School Closures](#)
 - [Crowdsourcing: Teaching Online with Care](#)
 - [Free Access to Tools & Apps for School Closures Due to COVID19](#)
 - [School Closure Planning Document](#)

On a scale of Baby Yoda, how are you feeling today?



For a fun, quick check-in with your students, post this image and ask them pick a number that represents how they are doing

Step 6: Provide Extra Support to Students

Many students are not familiar with online/remote learning...

- You may need to send them **extra reminders** (e.g., send a daily email with a list of tasks to complete for the day or show them how to use [Google Keep](#) to organize tasks/deadlines).
- Be **flexible with deadlines**. Students may need additional time for a variety of reasons (e.g., technical issues, lack of support/motivation, anxiety related to the COVID19 spread).
- **Build community** - students may struggle with isolation. Use some of the collaborative tools listed in this slide deck to help students feel connected to one another.

ISTE Strategies for Online Learning

PREPARE AND PRACTICE

- ✓ Ensure digital equity
- ✓ Practice before the shutdown
- ✓ Communicate to staff and parents
- ✓ Plan, plan, plan
- ✓ Pack

IMPLEMENTATION

- ✓ Establish daily schedules
- ✓ Provide robust learning
- ✓ Design independent learning
- ✓ Address the emotional toll
- ✓ Choose the tools—and stick with them



From: [10 strategies for online learning during a coronavirus outbreak](#)

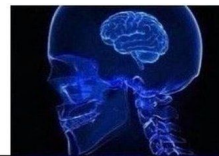
Step 7: Connect with other Educators

Now is the time to tap into the wisdom of your professional learning network!

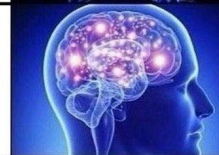
There are numerous educators who are freely sharing resources, lessons, strategies, tips, and tools.

Save yourself time from reinventing the wheel or starting from scratch as you move online and connect with others.

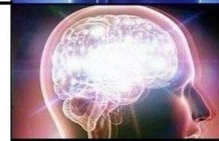
Teaching Alone



Talking to Colleagues



Using the Internet



Creating a PLN



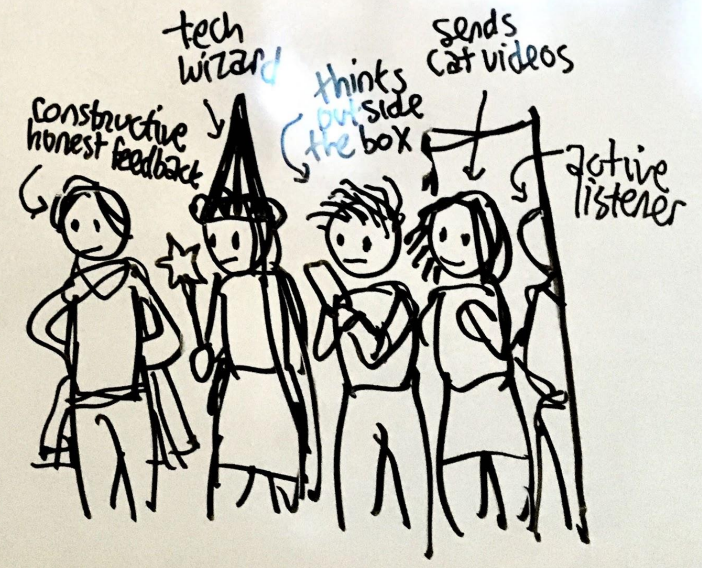
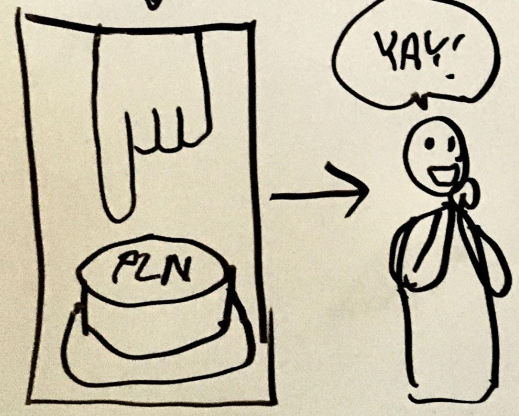
Expanding and using your PLN



FACING A CHALLENGE?



Contact | PLN



Step 7: Connect with other Educators

Twitter Hashtags to Explore:

- [#CovidCampus](#)
- [#remoteteaching](#)
- [#remotelearning](#)
- [#k12](#)

*If you don't have a Twitter account, you can still explore these hashtags via [tchat.io](#)



Step 7: Connect with other Educators

Facebook Groups to Join:

- [HyperDocs Group](#)
- [Amazing Educational Resources](#)
- [K-12 Teacher Support for Emergency Online Instruction](#)
- [Educator Temporary School Closure for Online Learning](#)
- [Teacher Memes](#) (for a good laugh)



Step 7: Connect with other Educators

There are also subject-specific groups/pages like:

- [Science Sites for Educators](#)
- [Teaching with a Sociological Lens](#)

Use the search engine on Facebook to do a quick search to see if you can find groups/pages related to your subject



Don't Forget Self-Care

Emergency remote teaching in times of need is intense. It will be a lot of extra work and learning new technologies, trying, failing, being okay with failing, and doing your best.


Breathe. Set boundaries for when work starts/ends. Forgive yourself for not being a perfect teacher in a challenging situation.

Join the [Self-Care for Educators Facebook Group](#) for more tips.



*“Self-care is giving
the world the best
of you, instead of
what’s left of you.”*

-KATIE REED



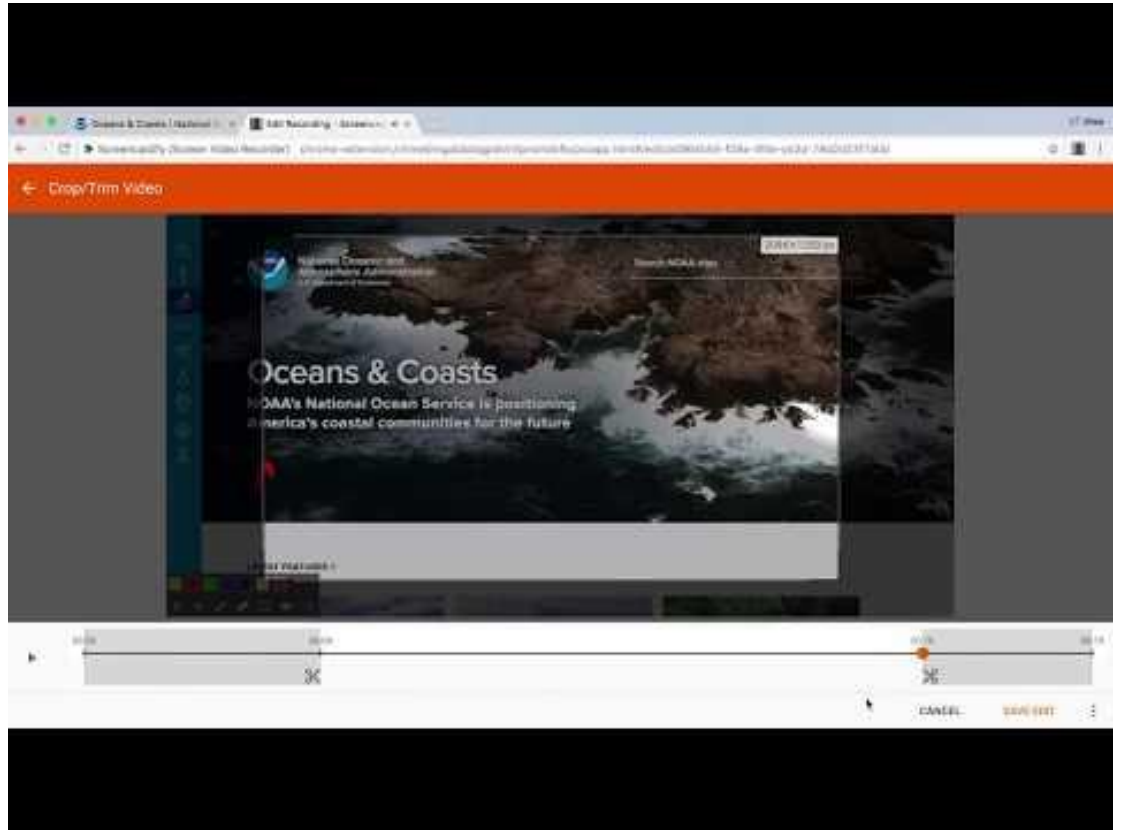
**Enrich Your
Teaching with
Technology**

How it feels to discover new technologies
for teaching and learning



Create Screen Recordings with [Loom](#), [Screencastify](#), or [Quicktime](#)

These are great tools for student presentations or recording lectures (use the [Made to Stick principles](#) to keep your lectures captivating)

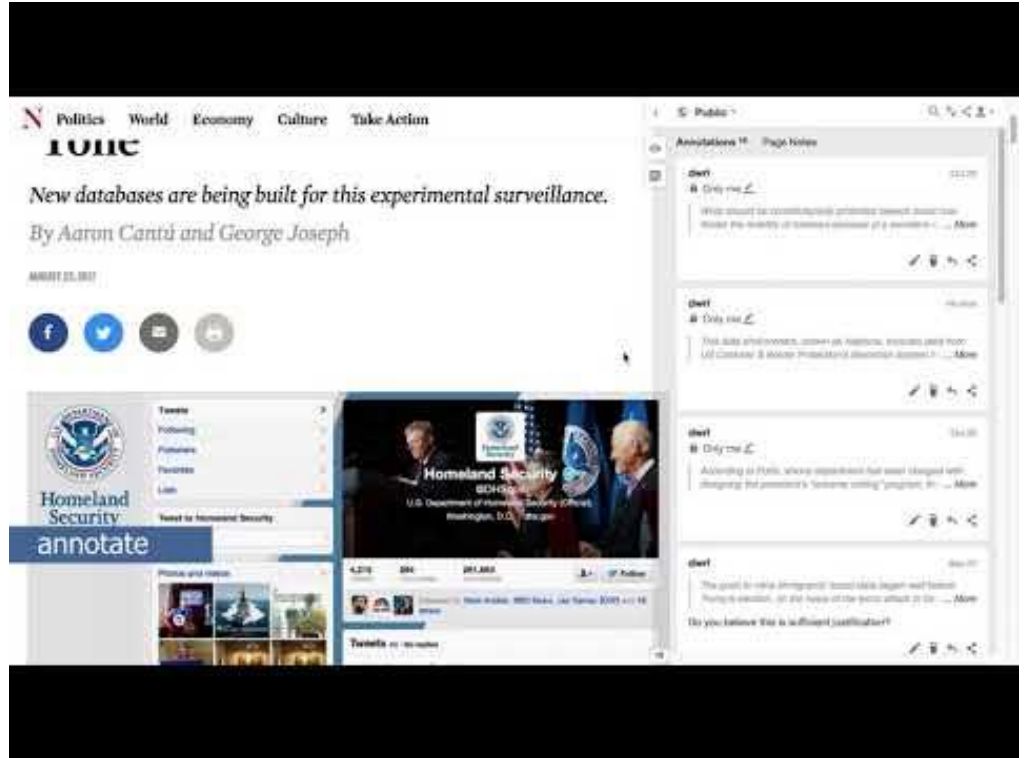


Build Community with [Flipgrid](#) or [Slack](#)

For more information, visit
[Online Tools for Teaching & Learning: Flipgrid & Slack](#)



Facilitate **social annotation** with [Hypothes.is](https://www.hypothes.is) (free) or [Perusall](https://www.perusall.com/)

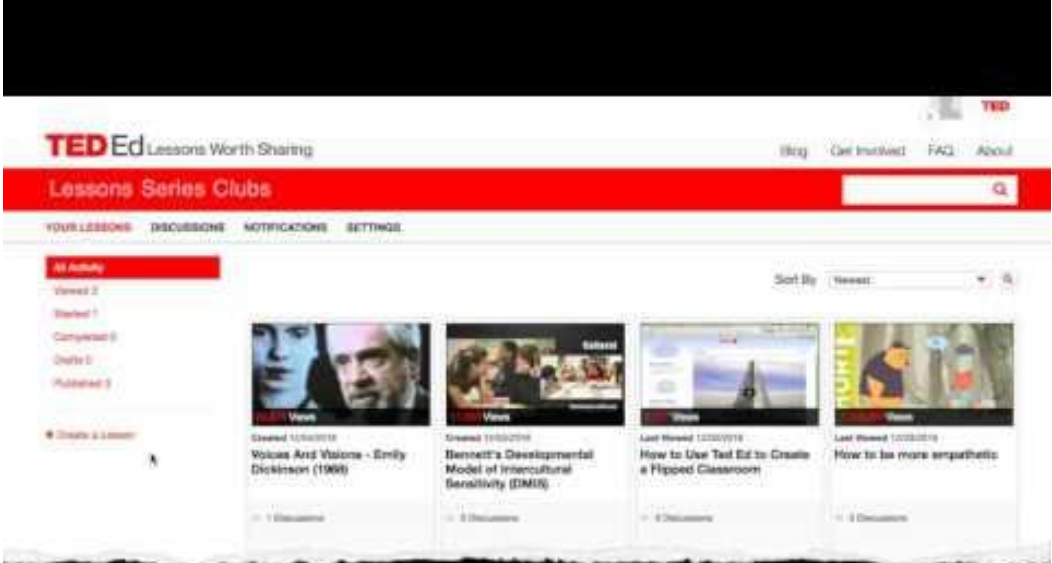


Encourage
**Collaborative
Brainstorming**
with [Webjets.io](https://www.webjets.io),
[Google
Drawings](https://www.google.com/drawings/), or
[Netboard.me](https://www.netboard.me)



Redesign Video Watching with [Ted-Ed](#), [Ed Puzzle](#) or [Playposit](#)

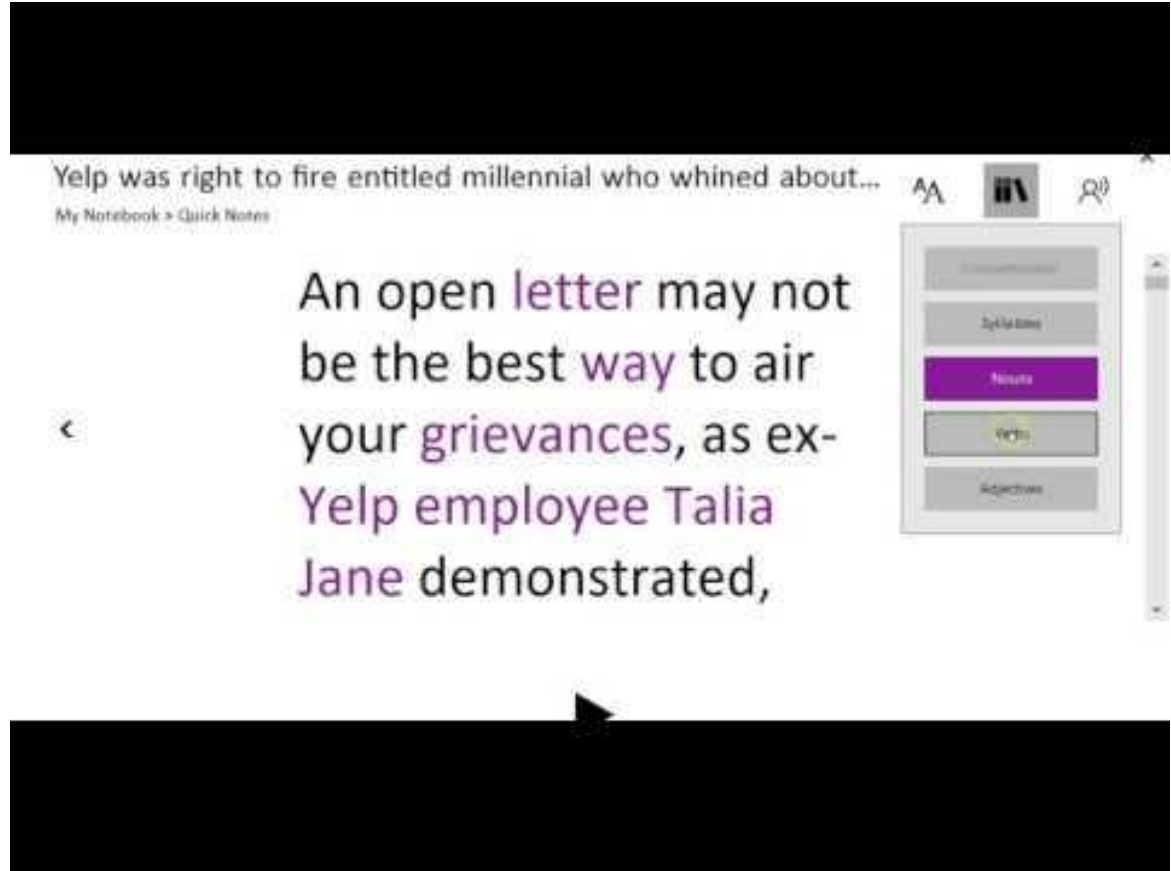
For more information, visit
[Online Tools for Teaching &
Learning: Ted-Ed](#), [Video Not.es](#),
[Ed Puzzle](#) or [Playposit](#)



The screenshot displays the TED Ed dashboard interface. At the top, the logo reads "TED Ed Lessons Worth Sharing". Below this is a navigation bar with "Lessons Series Clubs" and a search bar. A secondary navigation bar includes "YOUR LESSONS", "DISCUSSIONS", "NOTIFICATIONS", and "SETTINGS". The main content area features a sidebar on the left with a "All Activity" tab and a list of lesson statuses: "Viewed 2", "Watched 1", "Completed 0", "On Hold 0", and "Published 0". Below this is a "Create a Lesson" button. The main area shows a grid of lesson cards, each with a video thumbnail, a title, and a "View" button. The visible titles are "Voices And Visions - Emily Dickinson (1906)", "Bennett's Developmental Model of Intercultural Sensitivity (DMIS)", "How to Use Ted Ed to Create a Flipped Classroom", and "How to be more empathetic". Each card also shows the number of discussions and the last viewed date.

The dashboard shows the status of all lessons
Use it to monitor your students' progress

Make Reading and Writing More Accessible with Microsoft Immersive Reader



Encourage Collaborative Video Watching with Vynchronize

The screenshot displays the Vynchronize web interface. At the top, the Vynchronize logo is on the left, and navigation links for 'Chatroom', 'About', and 'Contact' are on the right. A note states: 'Note: Only the host can control the video using the native video player controls'. Below this, there is a 'Player' dropdown menu and a 'Current Host: Test' indicator. The main video player area shows the 'Google Developers Live' logo. To the right, there is an 'Invite' button and an 'Online Users' section with a search box containing 'Test'. Below the video player, there is a row of control buttons: 'Play / Pause', 'Sync', 'Random K-pop', 'Make me the host!', and a lightbulb icon. At the bottom, there is a 'Video ID / URL' input field, an 'Add to Queue' button, and an 'Empty Queue' button. On the right side, there is a 'Chatroom' section with a large empty text area and an 'Enter Message...' input field at the bottom.

Annotate Video Transcripts with [VidReader](#)

**How to Create a
Transcript of Any
YouTube Video**

Curate Multimodal Content with [Wakelet](#) or [Adobe Spark](#)



This Adobe Spark page was created by the students in the 2019 ["America in the Post-9/11 World" class at the Ransom Everglades School](#). The students were assisted by their teacher, Mr. Gregory Cooper.

**Redesign
Image
Viewing** with
interactive
images on
[Google](#)
[Drawings](#) or
[Genial.ly](#)



Organize and
Connect
Information
and Ideas with
[Mindmup](#) or
[Popplet](#)



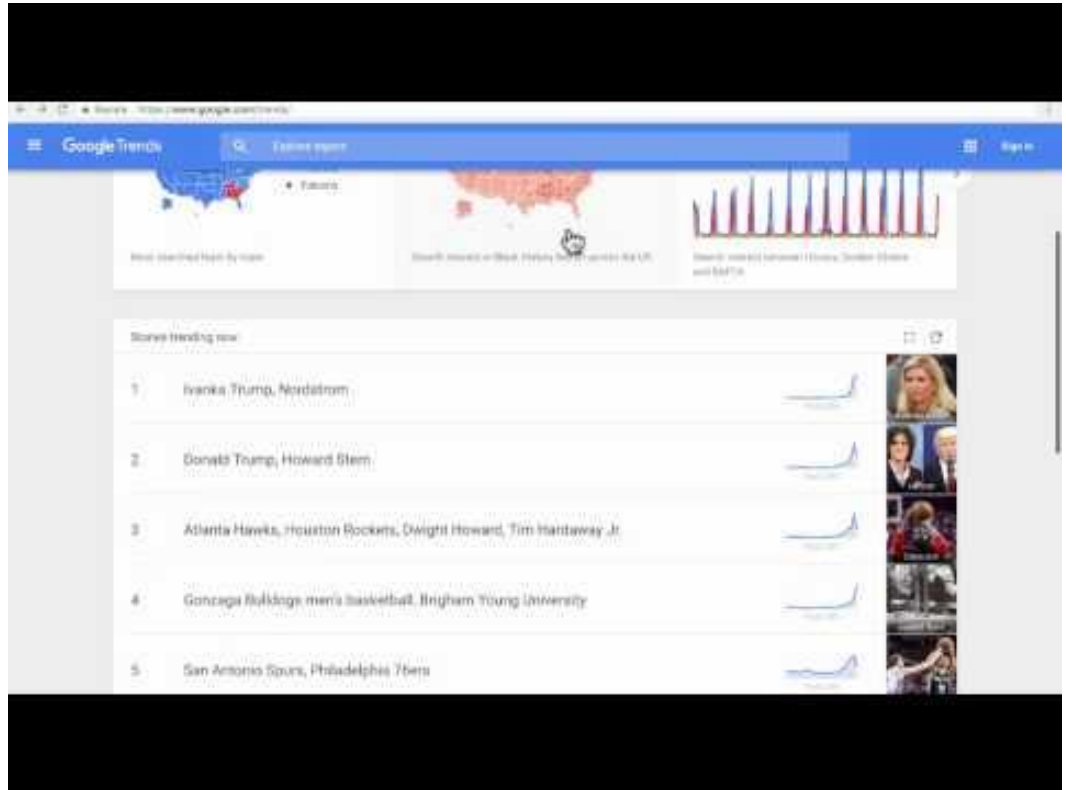
Create Branching Surveys or Interactive Stories with Google Forms

For examples of interactive storytelling through Google Forms, check out the [What Would You Do Examples for Study Abroad](#)

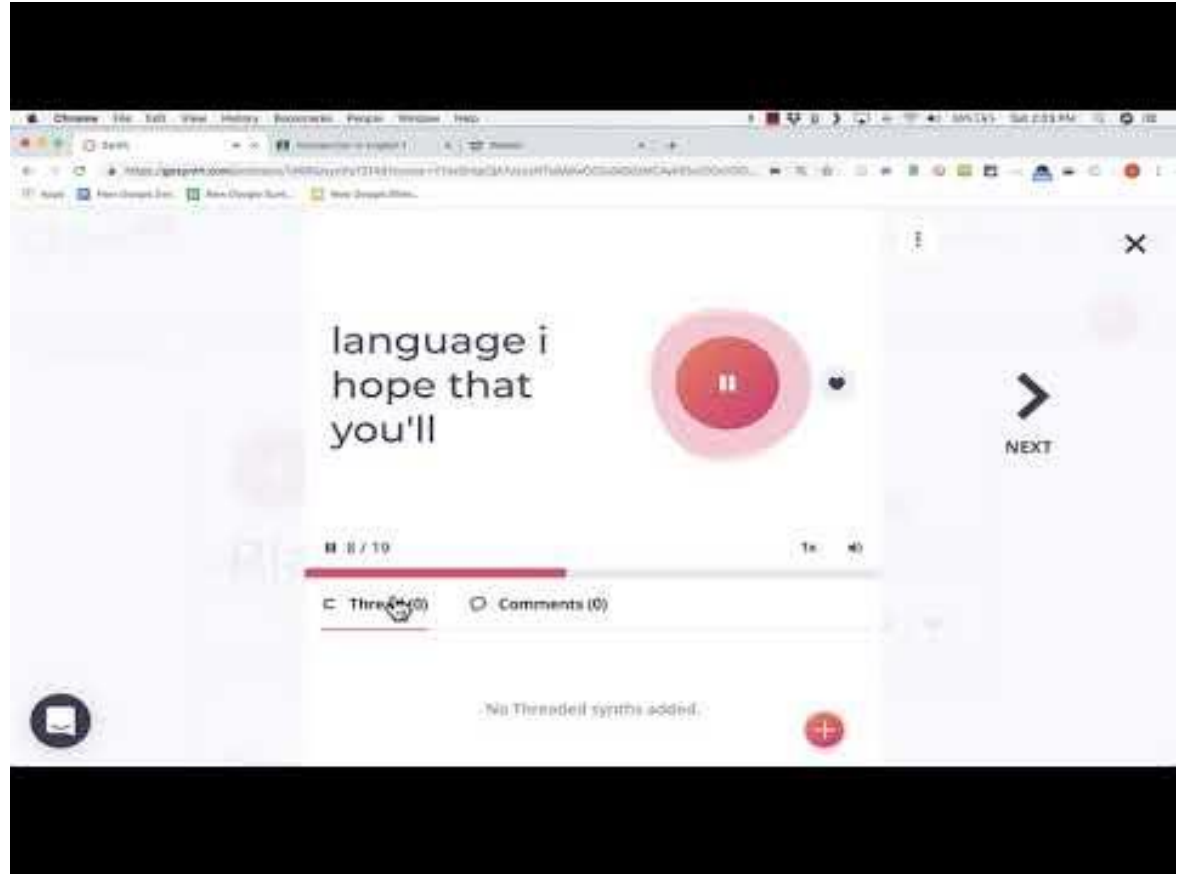


Encourage Data Analysis with [Google Trends](https://www.google.com/trends) or [DataBasic.io](https://www.databasic.io)

For more information, visit
[Online Tools for Teaching &
Learning: Google Trends](https://www.databasic.io) &
[DataBasic.io](https://www.databasic.io)



Design a Class Podcast with Synth or Anchor

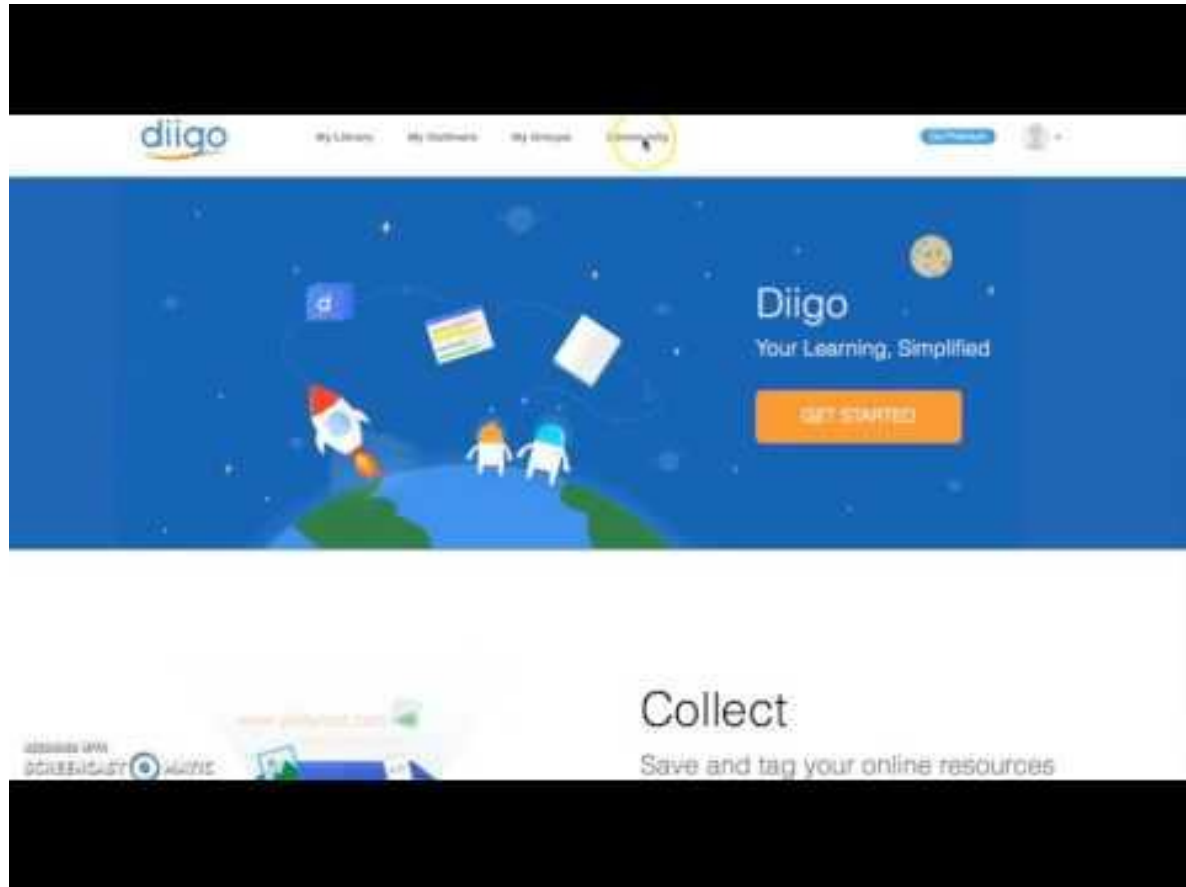


Create Interactive Timelines with [Timeline JS](#) or [Tiki Toki](#)

For more information, visit
[Online Tools for Teaching &
Learning: Tiki Toki](#)



Curate Articles, Blogs, and Websites in a Class Social Bookmarking Group on [Diigo](#)



Bring in Humor with Meme Generators (Google Drawing Template)

The screenshot shows a Google Drawing application window titled "Copy of Meme Generator II - ...". The interface includes a top menu bar with "File", "Edit", "View", "Insert", "Format", "Arrange", and "Tools". A toolbar below the menu contains various drawing tools like undo, redo, copy, paste, zoom, pan, and text. On the right side, there is a "Share" button and a user profile picture.

The main canvas is a checkerboard pattern with two text boxes containing the text "DOUBLE CLICK TO CHANGE". A sidebar on the left contains "GUIDELINES" and instructions for using the template. A grid of image thumbnails is visible on the right side of the canvas, including a grumpy cat, a baby, a girl, a man, a woman, a baby, a green alien, a woman, a cat, and a dog.

GUIDELINES
copy of this Drawing

the image you want.
to the canvas and then
to fill the canvas.
click on the text boxes
the words to your
ts.
inished, choose File,
As .png to download
ge.

enerator was adapted using
ers [original meme generator](#)

Image Sources: [imgflip](#)

is licensed under a [Creative Commons](#)
[Attribution-NonCommercial-ShareAlike 4.0 International License](#).
with Steve Wick [@WickedEdTech](#) if
tions.

DOUBLE CLICK TO CHANGE

DOUBLE CLICK TO CHANGE
BOTTOM TEXT

Organize Class Projects with Basecamp (free account for education)



4,737 companies signed up in the last week alone!

[How it works](#) [Before & after](#) [Got clients?](#) [Pricing](#) [Support](#) [Sign i](#)

Create Basecamp projects for everything you're working on.

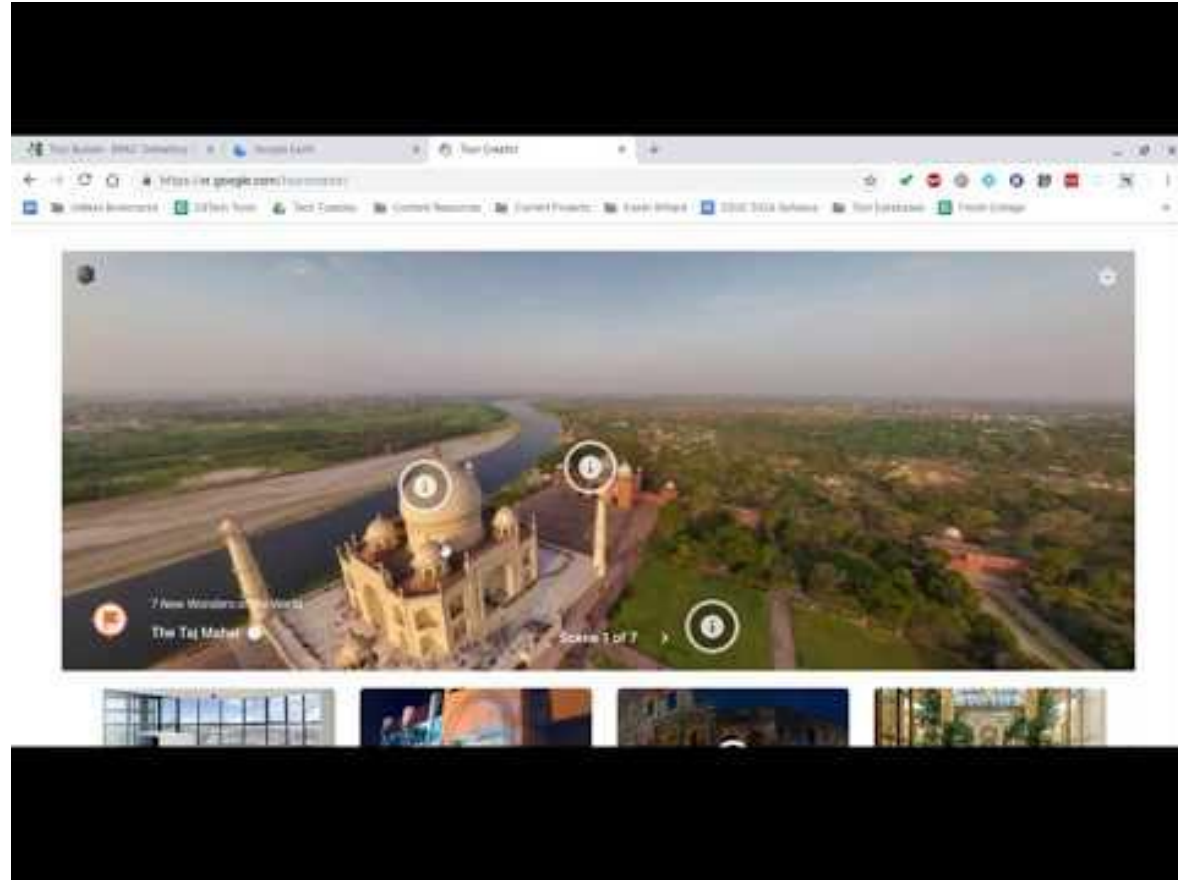
Involve everyone who's working on the project.

The screenshot shows a Basecamp project interface for 'Acme Co 2020 Marketing'. At the top, it says 'Acme Co' and '2020 Marketing'. Below the title, there's a row of profile pictures for team members and a button that says 'Add/remove people'. A handwritten note with an arrow points to this row, saying 'Involve everyone who's working on the project.' To the right, another handwritten note with an arrow points to the top right corner of the project view, saying 'Create Basecamp projects for everything you're working on.'

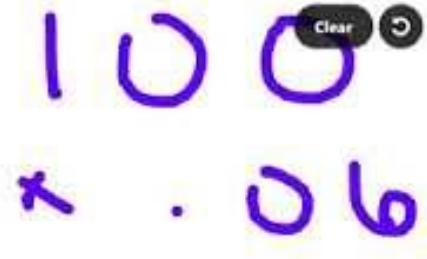
The project view is divided into several sections:

- Message Board:** A list of messages with icons for replies. The messages are:
 - Retouched team photos** (5 replies): FYI — Hey Victor, here's
 - Logo concept** (14 replies): Question — Hey Victor,
 - Ad comps**: Hey all, take a look at these and
 - Campaign ideas**: Here's a few thoughts I had
 - Raw shots from the shoot** (9 replies): Here's a few shots from the
- To-dos:** A list of tasks with checkboxes and assignees:
 - Requests:**
 - Company logo (assigned to Victor)
 - Business cards:**
 - finalize overall design (due Jul 23)
 - create press-ready files (assigned to Annie B.)
 - send to printer (due Jul 29)
 - photograph cards for portfolio
- Schedule:** A calendar view showing 'Mon. Jul 29'.
- Automatic Check-ins:** A section with the text 'Asking 2 people every Monday at 9am.' and a question: 'What's the latest on the PR campaign?'
- Group Chat:** A chat window with messages from Victor and Adam:
 - Hey Victor, is 1:00 still to...
 - Victor 3:47pm: Sure is!
 - Victor 3:48pm: Mind if we grab sushi inste...
 - Victor 3:48pm: I've got a fever and the only...
 - Adam 3:51pm: Ha! Sounds great.
- Docs & Files:** A section showing folders for 'logo redesign' and 'photo shoot folder'.

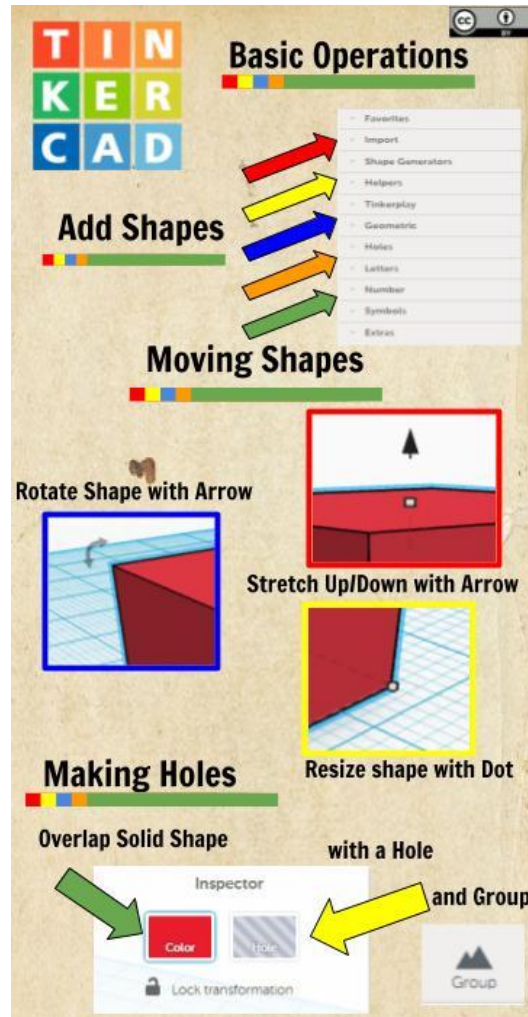
Design Visual Tours with Google Tour Creator/Builder



Create Whiteboard Animations with [Educreations](#), [Flipgrid](#), or [Showme](#)



Build Digital 3D Models with TinkerCad



TINKERCAD

Basic Operations

- Favorites
- Import
- Shape Generators
- Helpers
- Tinkerplay
- Geometric
- Holes
- Letters
- Number
- Symbols
- Extras

Add Shapes

Moving Shapes

Rotate Shape with Arrow

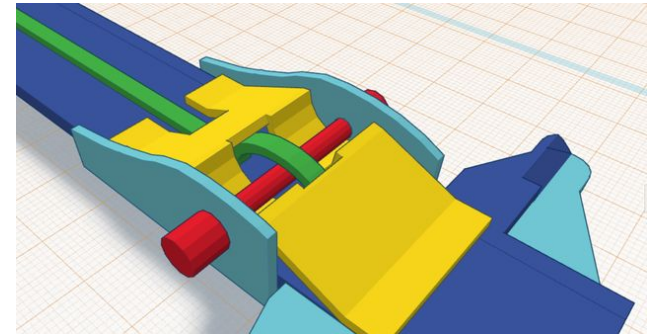
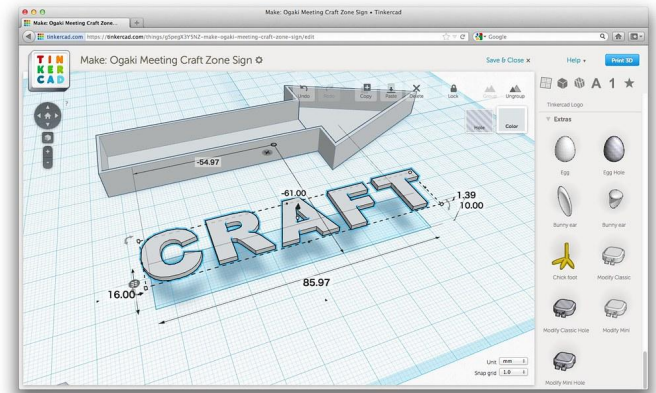
Stretch Up/Down with Arrow

Resize shape with Dot

Making Holes

Overlap Solid Shape with a Hole and Group

Inspector: Color, Hole, Lock transformation, Group

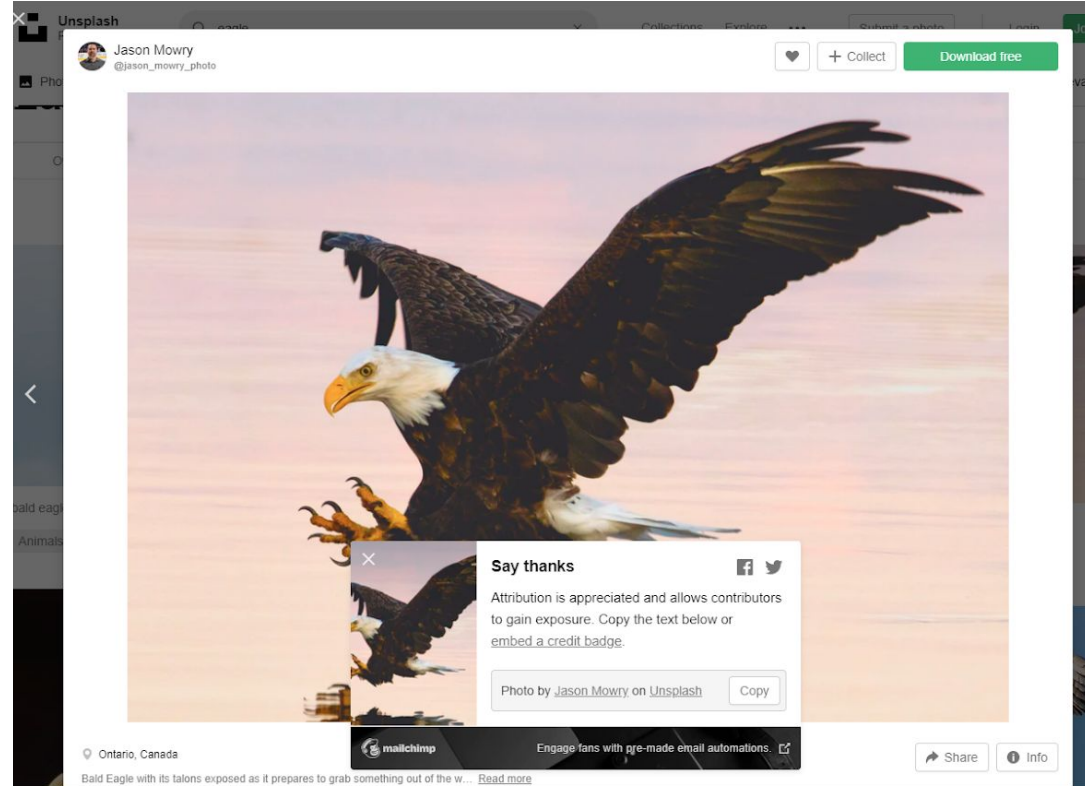


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Researchers
via [Exploring By
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Pants](#) (Google
Hangouts)**



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and Royalty Free media, visit
this [Online Tools Document](#)



More tools!

- [Online Tools for Teaching & Learning Database](#)
- [Digital Tools for Reading & Writing](#)
- [Free Access to Tools & Apps for School Closures Due to COVID19](#)
- [Home Learning Slides for Teachers](#)



Online Tools
for teaching and learning



**Level Up
Your Teaching**

Learning Through Design

Take one of your written or test-based assignments and **revise it to a design project**. Students can create and share:

- [Open educational textbook chapters](#)
- Videos, podcasts, interactive infographics, memes, graphics
- Educational apps or games (board games, Scratch games, etc...)
- Lesson plans or learning activities
- Pinterest Boards
- [3D digital models](#) or virtual tours
- [Interactive Google Form stories](#)
- Need even more ideas? Check out this [Twitter thread about non-paper assignments](#)

Learning Through Design

Preliminary data analysis suggests that students gain a number of employability (21st century) skills from design projects in addition to content knowledge

~Trust & Maloy (2020)

Students' Reported Top 10 Skills Developed in Each Course



	EDUC 612 2015	EDUC 612 2017	EDUC 592A	EDUC 595A	EDUC 613
1	Collaboration	Creativity	Creativity	Computer Literacy	Collaboration
2	Organization	Collaboration	Planning	Creativity	Research
3	Communication - Writing	Teamwork	Organization	Web Design	Multicultural Awareness
4	Learning	Web Design	Computer Literacy	Planning	Creativity
5	Planning	Organization	Communication - Writing	Collaboration	Computer Literacy
6	Teamwork	Planning	Problem Solving	Teamwork	Planning
7	Time Management	Communication - Writing	Collaboration	Communication - Writing	Organization
8	Analytical Thinking	Time Management	Critical Thinking	Networking	Teamwork
9	Creativity	Flexibility	Communication - Verbal	Time Management	Communication - Verbal
10	Computer Literacy	Computer Literacy	Teamwork	Information Literacy	Learning

Learning Through Design FAQs

- **How do I grade student design projects?**
 - Rubrics that focus on content knowledge gained (rather than the design of the project) are valuable grading tools
 - It can be beneficial to co-design rubrics with your students
- **How do I assign design projects if I'm not familiar with many digital design tools?**
 - Give students a list of design tools they can use (see the choice board on [slide 13](#)) and let them figure it out themselves. Setup an online forum or [Flipgrid](#) for them to ask questions and support one another in using the tools. Learn alongside your students.

Example Project (tap on the screenshot see the full doc)

EDUC 612: Educational Web Design Web Design Basics for Educators Project

For this project, you will work in teams to design a multimodal eBook chapter and interactive teaching demo for your select topic (see page 3) .

Goal: Create an interactive OER eBook that helps educators (teachers, higher education professionals, instructional coaches, administrators) design websites that facilitate and enrich learning.

Learning Objective: Explain the basic principles, techniques, and concepts of web design.

Chapter Requirements

- **Write a 10-15 page (double-spaced) chapter** about your topic that includes:
 - A table of contents
 - A 2-3 minute video overview of the topic
 - Text with hyperlinks to relevant resources
 - Headings for each section (Heading 1, Heading 2, Heading 3...in order)
 - Multiple visuals (e.g., screenshots; infographics; copyright-free images that complement the text)

Design Tools

- [Adobe Spark](#) – video, poster, and website design
- [Audacity](#) – audio production and editing
- [Book Creator](#) – design multimodal eBooks
- [CoSpacesEDU](#) – create mixed reality content
- [Educreations](#) – interactive whiteboard screen recorder
- [Google Sites](#) – website design
- [Google Tour Builder/Creator](#) – virtual reality design
- [LucidPress](#) – graphic design (brochures, newsletters, magazines)
- [Pencil Code](#) – creative programming
- [Powtoon](#) – animated video design
- [Sutori](#) – collaborative multimodal timeline design
- [Sway \(Microsoft\)](#) – presentation, newsletter, and document design
- [TinkerCad](#) - Basic 3D modeling software

More Tools

Online Tools for Teaching & Learning

Torrey Trust, Ph.D.

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[Lists/Databases of Tech Tools](#)

[Curation Tools](#)

[Multimedia Production Tools & Resources](#)

[Creative Commons & Royalty Free Media](#)

[Assessment Tools](#)

[Synchronous Collaboration Tools](#)

[Asynchronous Communication Tools](#)

Lists/Databases of Tech Tools

- [321 Free Tools for Teachers](#)
- [Online Tools for Teaching & Learning](#)
- [2015 Top 100 Tools for Learning](#)
- [Web Tools for Teaching Database](#) (tools by subject, grade level, and topic/standard)
- [Apps That Rise to the Top: Tested and Approved By Teachers](#)

Learning Through Social Media

Encourage your students to expand their knowledge and [build a professional learning network through social media](#)

Building a Professional Learning Network

Class Activity

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What is a Professional Learning Network?

PLNs are personalized systems of interactions consisting of people, spaces, and tools that support ongoing learning and professional growth ([Trust, Krutka, & Carpenter, 2017](#)).

To learn more about PLNs, visit:

- [5 Simple Ways to Expand Your PLN](#)
- [Building a PLN eCourse](#)
- [Connected Educator Month - Build Your PLN](#)
- [Modern Professional Learning: Connecting PLCs With PLNs](#)
- [Why Build a Personal Learning Network](#)
- [Power of a PLN](#)
- [TnT 21 Sam Fecich's tips on how preservice teachers can make the most of their education](#)
- [Secrets of the Edu-Twitter Influencers](#)

Here are some activities to help you get started with cultivating your PLN:

Information Aggregators (Complete task 1 or 2)

Task 1: RSS Readers

1. [Setup](#) a Feedly Account (login via gmail): <http://www.feedly.com/home>
2. Find 2-5 blogs to follow:

Learning Through Social Media

More ways students can engage with social media for learning:

- Analyze the content of a hashtag related to a class topic (e.g., #climatechange; #medialiteracy; #art)
- Participate in a [Twitter Chat](#)
- Ask authors, scientists, scholars, professionals, etc... a question
- Curate images related to a class topic on a class Instagram or Pinterest account
- Record 10-second tutorial videos with Snapchat
- Share relevant resources, articles, and links on a class social media page

Put Your Students in Charge

Give up some control in your class and let students become the teacher!

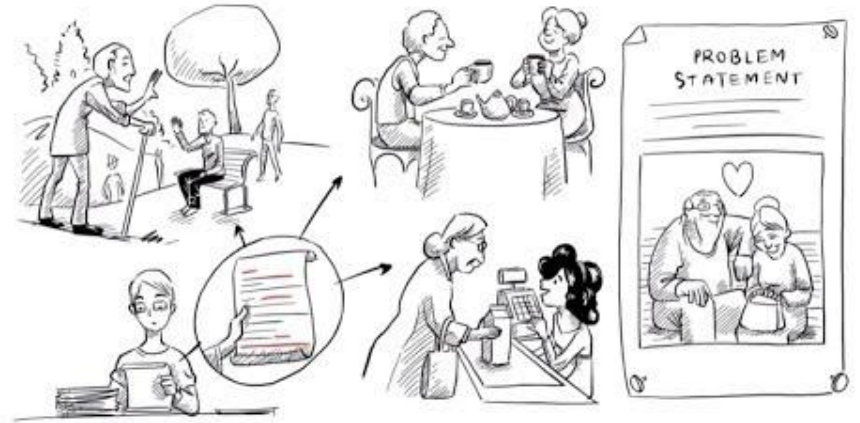
Students can:

- [Crowdsource and curate content](#) (e.g., articles, videos, online tools)
- Design an assessment or homework activity for classmates
- Run a discussion forum or Flipgrid debate for the class
- Create mini-lecture videos or podcasts to teach class topics
- Lead a collaborative article annotation activity using [Hypothes.is](#)
- Host a Twitter Chat related to a class topic

Incorporate Design Thinking

Design thinking is a systematic problem solving approach that supports creative and analytical thinking. Redesign an assignment or your entire class to solve real world problems using the Design Thinking model.

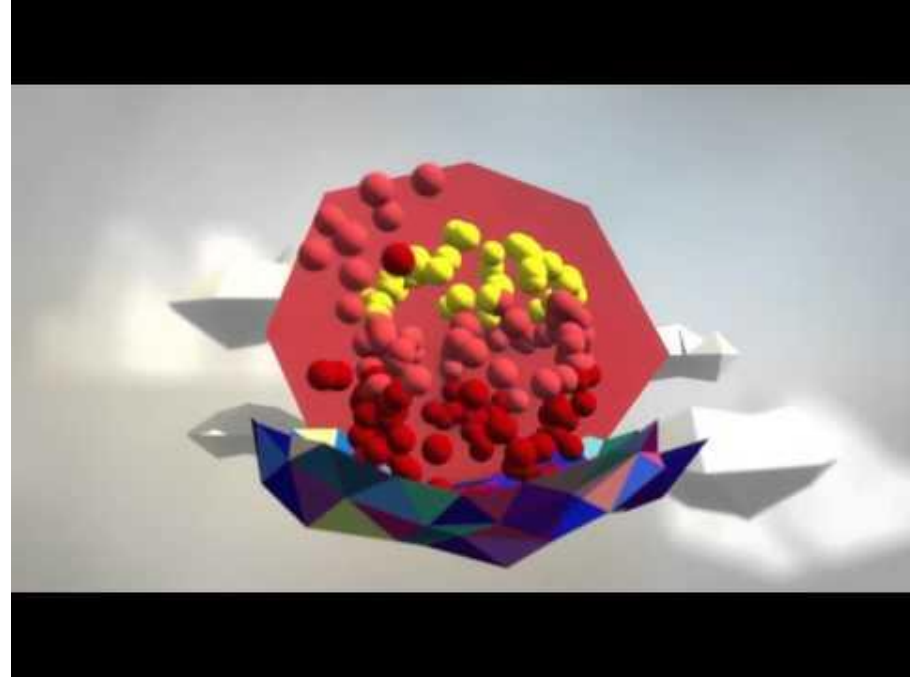
Learn more: [Design Thinking for Educators](#)



Focus on Connected Learning

The Connected Learning model is about interest-powered, production-centered, peer supported educational experiences that are openly-networked, academically-oriented, and have a shared purpose. Redesign your class based on these principles to re(engage) students in online learning.

Learn more: [Connected Learning: An Agenda for Research and Design](#)



Questions?

Connect with me!

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