

Online Teaching Strategies 2020

The strategies were generated as part of the course work for GCED 635 – Instructional Methodologies by the graduate students in the course. These strategies are specifically tailored to be used in online learning environments.

Click on a strategy in the Contents list below to go directly to the strategy’s information.

Contents

Alexa Skills.....	2
Anticipation Guides	3
AWW App.....	4
Book Sale.....	5
Breakout Court Cases	6
Breakout EDU	7
Character Strengths.....	8
Collaborative Storytelling.....	9
Counting Around the House	11
Digital Scavenger Hunt.....	13
Dotstorming	14
Factile™.....	16
Flipgrid	17
Follow that Story	19
Free Rice.....	20
Mixed Media Approaches.....	21
Nonverbal Agreement or Disagreement	22
Online Art Search	23
Online Graffiti Wall.....	25
Pear Deck.....	26
PlayPosit	27
Positive Emotions	29
Prodigy.....	30
Quizlet.....	31
Scribble	33
See, Think, Wonder	35
Storybird	36
Student Creation of Content (virtually)	37
T.E.D. Talk	38
Virtual Field Trip.....	39
Virtual Fishbowl	40
Virtual Labs	41
Visual Behavior Management	42
Who’s Who?	43
Zoom Clues.....	44

Title: Alexa Skills

Teaching Strategy Summary: The Amazon Alexa is an interactive smart device and AI assistant with many built-in functions that can help a teacher design a technologically integrated classroom. Along with basic functions (such as telling the time, turning off lights, turning on projectors, etc.), Alexa has programs called “skills” that are very educational and interactive. Alexa can even read stories to students, which can often help students who dislike/have trouble reading learn to enjoy the process. In addition to being fun, the daily incorporation of these skills inspires students to constantly improve and focus (particularly those skills and games that keep score on a nationwide level). These skills also help students master technological literacy.

Time Needed: Each skill should take anywhere from one to five minutes to complete.

Group Size: These skills and activities are great for engaging the entire class.

Space Required: A full, normal classroom space is required. Depending on the skill, students can be arranged in partners, small groups, reading circles, and a variety of other setups.

Materials Needed: The only necessary material are the Amazon Alexa, a mobile device with the Alexa app, and a familiarity with the built-in Alexa skills.

Procedure/Administration: There are hundreds of educational skills available through Amazon Alexa. Each bullet point will briefly describe some general rules that can be applicable to all skills:

- Before incorporating Alexa in daily activities, the teacher should develop a respectful classroom environment where students refrain from shouting out. This eliminates distractions during the activities, and allows the teacher to have more control over the activity.
- All skills and activities should be previewed for content, length, and school appropriateness.
- Although many of the activities are engaging and students will be excited to participate, the teacher must take special care to only acknowledge students who raise their hands.
- Say “Alexa, let’s play (skill)” and let the fun begin!

Sample Skills:

1-2-3 Math – This skill gives interactive math problems at varying degrees of difficulty.

This Day in History – Presented by The History Channel, this skill looks back in time to view historical facts from current day (teachers should check the facts ahead of time to make sure they are age-appropriate).

Word of the Day – This skill teaches a new vocabulary word daily.

Word Play – Similar to Jeopardy, this game has students identify words from sets of clues and allows them to compare their progress with students around the world.

Submitted By: Jacob Diller, June 17, 2020

Source: Hudson, Hannah. June 17, 2020. “20 Educational Games and Activities for Alexa.” Retrieved from <https://www.weareteachers.com/educational-alexa-skills/>

Title: Anticipation Guides

Teaching Strategy Summary: Anticipation guides are used to help students activate prior knowledge and build curiosity about a topic at the beginning of a lesson or unit. Students respond to several statements that connect to the theme and/or events that take place in a certain piece of text.

Anticipation guides have no right or wrong answers but rather encourage students to form their own opinions on different topics. These guides may be revisited at the end of a unit/novel in order for students to reflect and discuss if their opinions have changed or remained the same based on the information learned. This strategy may be completed in a traditional classroom using pencil and paper or online using a submitted word document.

Time Needed: 10-15 minutes at the beginning of a new lesson/ unit

Group Size: Completed individually, later discussed as whole class

Space Required: Traditional classroom seating, activity is completed individually by students in their seats or online using their own devices

Materials Needed: Anticipation guide created by teacher prior to class

Procedure/Administration:

- Select statements for Anticipation Guide
 - Select 3-5 statements that relate to universal themes and can easily be applied to both the unit of study and students' lives
 - Statements should not be a yes or no question but rather something that needs to be further explained
 - Ex) Attainment of a dream may be less satisfying than the pursuit of that dream.
 - Why do you think pursuing a dream or goal might be more satisfying than actually achieving it? Explain.
- Student completion of Anticipation Guide
 - Have students provide a meaningful response to each question perhaps determining whether they strongly agree, agree, disagree or strongly disagree
 - Discuss anticipation guide as a class without giving away any information for the unit that may sway students' answers—guides are to remain subjective
- Student reflection/ debrief
 - Following the completion of the unit, students return to their anticipation guides and discuss as a class whether or not their opinions have changed at all and why?
 - Ideas presented in an anticipation guide often serve as great starters for summative assessment essay questions

Submitted By: Courtney Kloos 5/23/20

Source: Facing History and Ourselves. (2020). Anticipation Guides. Retrieved May 23, 2020, from <https://www.facinghistory.org/resource-library/teaching-strategies/anticipation-guides>

Title: AWW App

Teaching Strategy Summary: I was actually able to research and present on this teaching strategy in our Instructional Technology class. It is an online, interactive whiteboard- similar to google docs in terms of collaboration ability, but you are able to draw on the page like an actual whiteboard. This is a good strategy for visual learners. Students and teachers can collaborate with each other via the internet in real time, making it ideal for online/distance learning.

Time Needed: Varying. Depending on the subject or the use of the app, it can be longer or shorter. It can be done for a quick activity, or an entire lesson (anywhere from 15-30 minutes) can be taught using this app. Students should each be allowed 1-2 minutes to respond to questions or prompts given the creative possibilities presented with this tool.

Group Size: Suited for whole class activities (15-25 people). Because it is collaborative in real time, smaller groups might be better so it isn't overwhelming with too many people doing something at once on the same screen.

Space Required: A clear desk/table to put computer, laptop or tablet on.

Materials Needed: Computer, mouse/touchscreen, internet

Procedure/Administration:

- Go to AWWApp.com
 - Click "Start Drawing"
 - Invite people by sending out a link to the students email (click on "Add People" button) or by pasting the link into a video chat method being used to conduct the class.
 - Go over expectations of appropriate responses and what will not be tolerated.
 - Click the "plus" button on the bottom left of the screen to upload an image or presentation into the whiteboard.
- OR
- Write or draw the prompt yourself.
 - Students can then collaborate and respond in real time on the same page. Have students write initials or names when making a response if the activity requires it.

Submitted By: Maddie Spittler, June 8th, 2020

Source: A Web Whiteboard. (nd). Quick tip. Retrieved June 07, 2020, from <https://awwapp.com/>

Title: Book Sale

Teaching Strategy Summary: Each student will create a sales pitch for a book he/she has read independently. The goal of this activity is to persuade other class members to read the book by presenting information that piques their interest in the book. Students will use the “language of literature” to present information about the plot, setting, characters, and conflict without including details that may reveal too much (thus, making it unnecessary for others to actually read the book). The sales pitch should be creative, enthusiastic, and persuasive.

Time needed: Two 40-minute class periods

Group Size: 20-25 students

Space Required: Classroom

Materials Needed: Students should have their books to display during the sales pitch.

Procedure/Administration:

- Students will evaluate a book which they have read independently in terms of selling points.
- After identifying appealing plot, setting, character, and conflict points, students will use their knowledge of their audience to craft a sales pitch.
- The sales pitch should include a reading from the book which will create interest in the audience to “buy” the book.
- Class members will be required to note their favorites among all the sales pitches.
- Following the final presentation, students will be asked to indicate at least 3 books they would like to “buy” and explain why they would make each purchase.
- Follow-up discussion will take place to assess which sales techniques were the most effective.

Submitted by: Linda Eicher

Source: Last used: (2010). 8th grade Language Arts, Jeannette McKee Middle School, Jeannette, PA.

Title: Breakout Court Cases

Teaching Strategy Summary: This is a simple strategy that can be used with upper-elementary, middle, and high school students online. The students are put into Breakout Rooms (using Zoom, Google Meets, or another online classroom tool). Each breakout room is given 5 minutes to work together and research a topic with two debatable sides. Each group must come up with arguments for their side and be prepared to argue their case when coming back to the main session of the class. For example, in a social studies class, students could argue about whether countries should have gone to war. In a science class, students could argue about whether the United States should invest in space exploration. Or, in English class, students could argue about a character's decision in a book. This could potentially work for elementary school students, but the debates would need to be simpler. One of the essential aspects of the activity is for students to research sources to support their debates, so it would most likely work best for the older students.

Time Needed: The time needed for this strategy is 5 minutes for the students to work in their breakout rooms and then however much time is needed for the debates.

Group Size: The best suited group size is approximately 20-25 students so there are enough for several groups of students with a few students in each group to find information on their debate.

Space Required: Students need a laptop/device to participate in the breakout room and the debates after they have done their research.

Materials Needed:

- Laptop/device
- Access to Zoom call/Google Meets link
- Access to the internet to do research online

Procedure/Administration:

- Introduce the lesson with the subject and explain the procedure, that students will be put into small groups, given a debate topic and the side they are to argue, and then will be given five minutes to come up with their argument, using primary/secondary sources to support their answer.
- Put students into their breakout rooms and give them five minutes to find the information they need
- Bring students back into the main session and have them participate in their debates

Submitted By: Lucy Bujdos, June 20, 2020

Source: Adapted from: Ralph, Michael. (April 17, 2020). Edutopia. Retrieved from <https://www.edutopia.org/article/teaching-strategies-award-winning-online-instructors>

Title: Breakout EDU

Teaching Strategy Summary: This online learning tool requires students to dive deep into their problem-solving skills to escape a virtual room. Breakout EDU is filled with hundreds of escape rooms that teachers can use to take a break from traditional instruction. There are free escape rooms, though a paid teacher subscription offers hundreds of rooms. Rooms are aligned to subject skills. For example, a teacher can choose a room that uses figurative language clues that students have to solve to escape. Breakout EDU can be used in a classroom or remotely. Wherever it is used, it is sure to challenge students, encourage critical thinking, and bring out their best problem-solving strategies.

Time Needed: Breakout EDU gives a 30-minute time limit for students to escape the room. Depending on the complexity of the clues and the students' exposure to breakout rooms, students may escape with leftover time.

Group Size: This tool can be used independently, with a partner, or as a whole class. Students working remotely can complete the escape independently. If in a classroom, student can share the same computer screen and put their minds together to escape. If the teacher would like the whole class to work together, the website can be projected for students.

Space Required: Students will need a space where they can work comfortably with a laptop or iPad. If working in pairs or as a whole class, all students need fair access to see the screen.

Materials Needed: Breakout EDU, teacher subscription, laptops or iPads, projector screen (if used for full group); Optional: Breakout EDU offers a teacher kit that has physical items, such as locks and keys. If teachers have the toolkit, this can be used to enhance rooms.

Procedure/Administration:

1. The teacher subscribes to Breakout EDU and determines if he/she would like to order a paid subscription.
2. The teacher searches for an appropriate breakout room by filtering grade levels and subjects.
3. The teacher selects a room that is aligned with their goals for the activity.
4. The teacher shares the link with students or opens the link on their laptop and projects or screen shares with students.
5. Students use the given clues and tools from the breakout room to attempt to escape in the thirty-minute window.
6. The teacher leads a class discussion, discussing the solving process and the higher-level thinking skills that were used to help students escape or come close to leaving the room.
7. If applied to a subject, the teacher can review the skills that were included in clues to assess student mastery.

Submitted by: Kayla Schehr, June 18, 2020

Source: Breakout EDU. Retrieved from <https://platform.breakoutedu.com/>

Title: Character Strengths

Teaching Strategy Summary: As part of a unit on mindfulness/wellness or as a stand-alone lesson, students will discover and learn about their signature character strengths and how these can positively impact their level of success and fulfillment. This activity is appropriate for both high school and college students. Once students identify their top character strengths, they will determine how they can put these to use in their lives to maximize their engagement, motivation, and performance. This lesson can be used online or face-to-face.

Time needed: two 40-minute class sessions

Group size: any

Space Required: N/A

Materials Needed: computer for access to character strength inventory

Procedure/Administration:

- Students will define and discuss what it means to be engaged.
- Students will identify elements that make it difficult/easy to engage in a lesson.
- Teacher will facilitate a discussion on the advantages of engagement in class and in life and the role of character strengths.
- Students will complete the character strength inventory to determine their greatest character strengths: www.uthrive.info VIA Strengths Survey. This is a free survey.
- Teacher may list top strengths of class to determine similarities and differences.
- Students will react to their results in writing.
- Students may discuss or write about areas in which they can actively apply their signature strengths.

Submitted by: Linda Eicher

Source: Adapted from: Lerner, Daniel & Schlechter, Alan. (2017). 56-72. *U thrive: How to succeed in college and Life*. New York, NY. Hachett Book Group.

Title: Collaborative Storytelling

Teaching Strategy Summary: Collaborative storytelling is a strategy that is often used in a traditional classroom setting. However, this strategy can be easily adapted to be used in an online classroom as well. There are many different websites, apps, and tools that are accessible specifically for collaborative storytelling, but the strategy explained here uses Google Slides as many students are already comfortable with this tool. This strategy would best be utilized as an out of class assignment during a unit on writing or the history of storytelling. Collaborative storytelling promotes creativity, exploration, and a sense of community within students.

Time Needed: Only one student can work on this assignment at a time because they are building the story off of one another, so it may take the length of the entire unit to complete the entire story. For this reason, each student should be given a limited amount of time complete their section of the story. This may vary depending on the grade level of the students and the foreseen length of the unit. Give the students at least one day to work on their section of the story.

Group Size: A small or large class size may complete this activity.

Space Required: This activity does not need an allotted amount of space. The teacher and student may use this strategy from the comfort of their own homes.

Materials Needed: Laptop, access to the internet, Google Suite for Education

Procedure/Administration:

- Create a Google Slide. Add a title slide and then a slide for each child in your classroom. On each slide, assign a part of the story to each student such as creating the protagonist, creating the antagonist, establishing the setting, create a conflict, etc. Put this assigned part and the child's name as the heading to the slide. Leave the ending of the story unassigned.
- Establish rules and clear expectations for the collaborative story. Make sure students know to respect each other's work and only edit their own slide. There should be clear consequences for editing another student's slide.
- Create a timeline for the story. Decide in what order the students are working on the story. Do not share the Slides to all students at once. This may cause confusion.
- Share the Slides with the person assigned to the first topic. Once they are done, take away their access to the document and share with the next student. Repeat this until all students have completed their assigned slide.
- When students have access to their slide, they should complete the task asked of them in the heading. Depending on grade level, the length of the text may vary. A minimum of 3 sentences should be expected. Students should add pictures to their slide to better portray and reinforce their ideas.
- Make sure students know to stay on topic on their slide and only cover what they are assigned to do.
- Be available for students to ask questions. They may need help coming up with their ideas or reinforcement that their ideas are good.
- Once the Slides story is done, read it together as a class. This may happen during an online meeting or in person.
- Have each student create their own ending to the collaborative story.

Submitted By: Gina Johnston, June 1, 2020

Source: Adapted from:

Ferlazzo, Larry. 24 March 2016. Collaborative Writing, Common Core, and ELLs. Retrieved from <https://www.edutopia.org/blog/collaborative-writing-common-core-ells-larry-ferlazzo-katie-hull-sypnieski>

Stohlmann, Anke. 25 June 2017. Collaborative Storytelling for Kids. Retrieved from <https://medium.com/learning-through-stories/collaborative-storytelling-for-kids-9f9cef31b23b>

Title: Counting Around the House

Teaching Strategy Summary: In class, we practice counting by counting objects that are given for the most part or counting the number of letters in students' name. This strategy could be in person or online. Even though this strategy is very simple, it's a way to practice our skills in a fun way at home that could be overlooked. Plus, in Pre-K, these kiddos need time to move around and do more hands-on learning in class, especially online! Counting around the house could be used in many different ways for example, it could be a part of the main lesson, it can be a closer, you can add extra steps, & etc. Personally, on Zoom, I would do a lesson review on numbers and counting; then I'd close with having students count their house objects and share. To take this a step further, we would all practice writing that number given.

Time Needed: If used as a closer, it could be 5-10 minutes long, depending on how quick the students can count the objects in their house.

Group Size: At home (by themselves or with others)

Space Required: N/A

Materials Needed: Teachers: zoom, planned objects that the students need to count (ex: couch, tables, chairs, mirror, sinks, beds & etc.), & a whiteboard.

Students: Zoom, house objects, & something to write on /with (if it's a part of the lesson instead of a closer)

Procedure/Administration:

Option 1: Closer: Just counting

- * Make sure your Zoom is not on "Share Screen" so everyone can see each other
- "To finish up our lesson today on counting, we're going to practice counting things in our house! When I tell you to go on a counting hunt, you're going to leave the video on the table and go count. Once you count, you're going to come back and share how many you have at your house. Don't leave to count until I say ready, set, go & remember we don't want to be slow turtles! Ask someone at home to help you count if you need help or take the video with you if your allowed."
- "Let's start with the first counting hunt, remember wait till I say go! Can you count how many couches you have? Ready, Set, GO"!
- *Wait until the students all return*
- Ask students to show you with their fingers how many couches they have?
- "I'll show you how many couches I have by writing the number and you can scream the number I write. Wait until I say Ready, Set, Go so my ears are ready for your scream."
- *Teacher writes the number & says Ready, Set, Go. They all scream the answer & tell them what the number is.
- *Repeat with a few other objects & mix up how they respond to the teacher (ex: whisper, silly voice, & etc.)
- Then, tell the students if you're on the last one (maybe do 3)
- Have students wave goodbye to friends and sign off of Zoom

Option 2: A part of the lesson

- I'd do the same as option 1 but I would have a longer list of items instead of a few.

Option 3: A part of the lesson- Advanced

- I'd do the same as option 1 & 2, but I would have the students write the number and show the class instead of using their fingers. If they need help with writing the number, tell them to raise their hand and you can write it on your whiteboard to show them. Then have them share.
- *If some are not on that level, have them draw a dot for each object. For example, they counted 4 chairs, so they would draw 4 dots on their paper to share to the class. They could decide which to do (write/draw) or tell them what they are going to do but switch it up each time so they don't feel like they're behind/different in a "bad" way!

Submitted By: Tammy Clark, May 25, 2020

Source: This source is from a Teachers Pay Teachers website as a handout but instead of using the handout, the teacher could get ideas of items to count around the house.

N. (n.d.). Count Around the House - Distance Learning. Retrieved June 08, 2020, from <https://www.teacherspayteachers.com/Product/Count-Around-the-House-Distance-Learning-5344494>

Title: “Digital Scavenger Hunt”

Teaching Strategy Summary: This strategy takes a topic discussed in class and has students look deeper into that topic by having them engage in a scavenger hunt using the internet. By posing questions that students can interact with from home, teachers can direct students in groups to further research information around the web on a given topic. Once the students have found the answers to teacher posed questions or riddles, they can come back to a main class session to type and discuss their findings. This allows for individual investigation and class discussion.

Time Needed: Time needed varies based on the difficulty of the scavenger hunt and questions, but it is recommended to be anywhere from 15-20 mins to allow students to think and investigate multiple sources as well as to allow class time for discussion.

Group Size: This would be best suited for small groups ranging from 4-6 students working together, and then after the answers have been found teachers could open to a full class discussion.

Space Required: This lesson is best suited for online instruction

Materials Needed:

- Computer and Internet Access
- Meeting Software (Zoom, Skype, Microsoft Teams)

Procedure/Administration:

- Prior to class the teacher will make a scavenger hunt sheet consisting of direct questions or riddles that students can quickly and effectively research online that are related to the topic being discussed (teachers should research the questions in advance to make sure students will be able to find appropriate answers)
- Teachers will post the scavenger hunt sheet in an area online that students can have direct access to for the activity
- During class, the teacher will pull up an interactive whiteboard that the students have access to editing or writing on.
- Students will then be separated into groups using Zoom breakout rooms or other meeting software to work together to answer the questions on the scavenger hunt. They will be given a timer based on the amount of time the teacher believes it should take to finish their scavenger hunt. The teacher will leave the main classroom open and allow students to manually leave breakout rooms or rejoin the main class if they finish before time is up.
- Once the students are finished, they will return to the main session and post their groups answers on the whiteboard.
- Once all the students have returned and posted, the teacher will open the activity to a full class discussion

Submitted By: Michael Gismondi, June 8, 2020

Source: Adapted from: Heick, T. (2019, October 06). 50 Alternatives To Lecturing. Retrieved from <https://www.teachthought.com/pedagogy/50-alternatives-to-lecturing/>

Title: Dotstorming

Teaching Strategy Summary: This online strategy will best be practiced in all settings ranging from fourth grade to college, and it would be beneficial for all subjects. The purpose of Dotstorming is to help facilitate and create a discussion while simultaneously comprehending why a certain decision was made. Engaging in conversations with other characters and/or historical figures will help the participants and peers further understand how and why a character/individual functions.

Time Needed: The time needed for Dotstorming can range depending on what it is being used for. If a teacher is using Dotstorming to introduce a lesson, then the teacher may only need five minutes. On the other hand, if a teacher is using Dotstorming to facilitate a period-long discussion, then it may occur throughout the class's entire duration. Depending on what the specific teacher is using the website for, it can range from being a five-minute discussion to a period long discussion.

Group Size: The strategy is best utilized in a large-group setting. Dotstorming can be done within a small group setting as well, but the more thoughts, words, voices, and opinions included for Dotstorming makes the strategy more in-depth, specific, and well-rounded. Dotstorming is not recommended for a group smaller than four people, for it wouldn't serve its full purpose.

Space Required: Since this tool is use online, the teacher and students will just need to be in their own space with their device to ensure the strategy works correctly and effectively. The students can have Zoom on one tab and Dotstorming on another.

Materials Needed: The teacher will need a Dotstorming account, a Dotstorming board, and a device to access the website. The students will need an invitation that they will accept to join the teacher's Dotstorming board and a device to get on the website. The students may also need paper and pencil if the teacher decides they want them to take notes.

Procedure/Administration:

- The teacher will create an account on Dotstorming.com first before using the website with their students.
- The teacher will then create their own whiteboard which will be where the students gather to partake in the strategy itself.
- Once the teacher creates the board, they will then create their own cards. These cards are what students will be seeing on their screen to read, vote on, and to eventually discuss.
- The teacher will then send out an invitation to the students in their class asking to join the board.
- The students will then accept the invitation sent to them by their teacher to join their board.
- The teacher will then go through each set of cards they have created, asking the students to read them.
- The students will then read the cards to themselves and vote on a card. For example, an English Language Arts teacher may pose the question "Was it wrong or right of Robin Hood to steal the bread?" If a student thinks it was wrong, they will vote for the "wrong" card. If a student thinks it was right, they will vote for the "right" card.
- The group teacher will then review the results of the quick poll to their students, and then can begin facilitating a discussion.
- The students will then discuss why they picked what they picked to their classmates, defending their reasoning while simultaneously listening to differing views.

- The teacher will then end the discussion and either end the strategy or continue going through their cards and continuing discussion.

Submitted By: Taylor Hiles, June 3, 2020

Sources:

dotstorming. (n.d.). Retrieved June 3, 2020, from <https://dotstorming.com/>

Dyer, K. (2020, April 29). 75 Digital Tools and Apps Teachers Can Use to Support Formative Assessment in the Classroom. Retrieved June 3, 2020, from <https://www.nwea.org/blog/2019/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment/>

Title: Factile™

Teaching Strategy Summary: This website provides an easily navigated template that teachers can use to engage students in online learning. Factile™ follows a Jeopardy-style format and can be used as a lesson to review a unit with students before a test. Because the teacher uploads the content, this can be used across all grade levels and all subjects. Simply create an educator profile and you can begin using this with your students during virtual class meetings.

Time Needed: To complete a full game, students will need 30-45 minutes to play.

Group Size: Factile serves as a whole-class review. Students can be broken up into 3 teams. The number of students on each team will vary based on class size.

Space Required: This tool can be used for in-person instruction or virtual. In a virtual classroom, students should have adequate internet connection to play. Additionally, breakout rooms will be utilized to establish teams. The room should be set up so the students in each group can sit close together and communicate privately. The desks should face the screen so students have equal access to answering questions.

Materials Needed: Laptop with internet connection, projector screen for laptop, [playfactile.com](https://www.playfactile.com), Google Meet/Zoom platform

Procedure/Administration:

1. Prior to playing the game with the class, the teacher needs to create an educator account on [playfactile.com](https://www.playfactile.com).
2. The teacher can either search premade games or create a new game. On the creation page, the teacher should import information relevant to the unit being reviewed. The questions should sequence from easiest to hardest for each category.
3. Once all information has been entered, the teacher will publish the “Final Factile” and copy the URL link to share with students.
4. In a live Zoom meeting or Google Meet, the teacher will open the “Final Factile” presentation and open the link on his/her computer.
5. The teacher will place students into 3 breakout rooms, creating 3 teams. Because the teams will not be able to see each other, the teacher will need to establish an order in which teams will answer.
6. The teacher will have to establish teams and then return to the main classroom. When each question is selected, breakout rooms will be assigned for only 30 seconds. The first team must have an answer when returning to the main classroom. If they answer incorrectly, the next team in line will have a chance to answer.
7. Repeat these steps until all questions have been answered.
8. Once the game is complete, the team with the highest monetary amount wins.

Submitted by: Kayla Schehr, May 27, 2020

Source: #1 Jeopardy Review Game: Classroom or Remote Learning. Retrieved from <https://www.playfactile.com/>

Title: Flipgrid

Teaching Strategy Summary: This online strategy will best be practiced in all settings ranging from preschool to college aged students, and it would be beneficial for all subjects. The purpose of Flipgrid is for students to be able to answer prompts, questions, and discussions analytically while practicing on their communication and speaking abilities. Flipgrid grants students the ability to respond to either a prompt, question, or discussion posed by a teacher by recording and submitting a personal response that lasts ranging from 15 seconds to five minutes. Teachers can also use Flipgrid to gauge how well students understood material that was presented to them.

Time Needed: The time needed for Flipgrid can depend on how it is used. If a teacher posed a discussion question and needs to wait for students to respond to grade, it may take a few days. But, if a student personally is just creating a Flipgrid response video, it can take between 15 seconds to five minutes to complete. Also, if a teacher wishes to add a collaborative discussion after everyone responds, it can take even longer.

Group Size: The strategy can work in individualized, small-group, and large group settings. The class size does not have to consist of a certain number of students for it to be effective, so a teacher can use Flipgrid with one-on-one instruction, with a small group, and/or a large group of students and it will be effective.

Space Required: Since this tool is use online, the teacher and students will need to be in their own space with their device to ensure the strategy works correctly and effectively. The students can have Zoom on one tab and Flipgrid on another tab.

Materials Needed: The teacher will need a Flipgrid account, a prompt/question/discussion posed for students to answer, a code or a link to give to students, and they will need a device to access Flipgrid on. The students will need a code or a link from their teacher to access the teacher's Flipgrid assignment and a device to access the website on.

Procedure/Administration:

- The teacher will create an account on www.flipgrid.com first before using the website with their students.
- The teacher will then create their own post where they either pose a prompt, question, or a discussion point for students to respond to.
- They will then save their assignment and will receive a code to send out to their students.
- When the teacher is ready to share their assignment, the teacher will either send their students a code or a link to their assignment.
- If given a code, students will then go to www.flipgrid.com and click on the button "Enter a Flip Code" where they will input the code given to them. If they received a link, then they will click on the link sent to them, and it will take them directly to the assignment.
- The students will then view what the teacher posted.
- Then, the students will record a video between 15 seconds to five minutes long of themselves responding to the assignment that was given to them by the teacher.
- Once the students complete their response, they will submit it to their teacher.

Submitted By: Taylor Hiles, June 13, 2020

Source:

Tewalt, A. (2020, March 13). Remote Learning with Flipgrid. Retrieved June 13, 2020, from <https://blog.flipgrid.com/news/remoteteaching>

Title: Follow that Story

Teaching Strategy Summary: This current-event activity is designed for online/distance learning. It teaches students the importance of following events closely for an extended period of time. This helps them develop a deeper understanding, as opposed to quickly reacting to a first impression. Students will follow a news story for at least a week, and will be responsible for either journaling or making blog posts as the story unfolds. The teacher will have different students share updates each day, so that the entire class can be informed on every topic. At the conclusion of the activity, the class will come together and share the results of their observations. They will also write a summative essay which discusses how their opinion on the story changed since the first day.

Time Needed: This activity will take at least a weeks to complete, with different students spending approximately 5-10 minutes a day discussing the activities with the entire class.

Group Size: The articles will be researched on an individual basis, but reviewed as a class.

Space Required: This strategy is designed for a distance learning setup.

Materials Needed: Students will need a computer (or any device with a webcam) and access to the virtual classroom.

Procedure/Administration: Before beginning the activity, the teacher should impress upon students the importance of watching events evolve. Many events need days or even weeks to run their course, and students should use this time to take in all sides of the story.

- The teacher will let students pick a news story from a pre-prepared list. The story should be one that will unfold over several days or weeks (coronavirus updates, the Olympics, Presidential elections, etc.). The teacher will provide several links with additional resources for each story.
- Students will be responsible for keeping a journal and monitoring the updates to the story several times per week. These updates should be at least three sentences of meaningful commentary.
- Once per day, the teacher will select several students to share updates on their stories with the entire class.
- After a predetermined period of time (at least a week) of students journaling, students will write a summary essay (at least 3 paragraphs) discussing their experience following their story. The teacher will also devote a class period where every student can share their results and summary opinions.
- As an alternative to the journal, students can upload their updates to an online discussion board or blog for the entire class to view.

Submitted By: Jacob Diller, June 19, 2020

Source: Hockly, Nicky, & Clandfield, Lindsay. September 7, 2010. "Six favourite teaching online activities." Retrieved from <https://www.emoderationskills.com/six-favourite-teaching-online-activities/>

Title: Free Rice

Teaching Strategy Summary: I was very excited to learn about this website! It is unique, and encourages vocabulary expansion while also doing humanitarian work. This website gives you a vocabulary word, and options for the meaning of that word. If you choose the correct answer, it donates 10 grains of rice to a hungry child. so you are learning new words, and helping fight world hunger! You can do as many words as you like. The site keeps a tally of how much rice you have donated, as well as how much has been donated globally. This would be good for grades 2-3 and up.

Time Needed: Can be used as a warm up or a game- 10-20 minutes.

Group Size: Individual

Space Required: A clear desk/table to put computer, laptop or tablet on.

Materials Needed: Computer/tablet, mouse/touchscreen, internet

Procedure/Administration:

- Have students go onto laptops/tablets and go to the website <https://freerice.com/categories/english-vocabulary>
- Explain to students what the site does
- You can make it a game by setting a timer, and see who can get the most grains of rice, or you can use it as a warm up to help expand vocabulary skills. If you use it as a warm up, have kids write down whichever words they get incorrect to look up later.

Submitted By: Maddie Spittler, June 17th, 2020

Source: Free Rice. (2013). UNWPF Free Rice. Retrieved June 17, 2020, from <https://freerice.com/categories/english-vocabulary>

Title: Mixed Media Approaches

Teaching Strategy Summary: This teaching strategy allows the teacher to reach all learning styles of her students will teaching virtually. Providing students with mixed media approaches via virtual learning, students will gain knowledge not only from lecture but from other resources presented as well. Many other resources online can be tailored to meet the needs of every learner, from the kinesthetic learner to the auditory learner. After a lecture, the instructor can present links to supplemental media as an extension to the lesson.

Time Needed: For this strategy the time will be two-fold. The instructor will need the full lecture time for the content material. The instructor will then need to provide an additional 30-60 minutes for the students to explore and utilize the mixed media presented.

Group Size: The group size needed for this teaching strategy will be an average class size of 15-20 students.

Space Required: Physical space is not required for this teaching strategy because the components will be seen virtually

Materials Needed: The materials needed are a computer for virtual use of this strategy

Procedure/Administration: To implement this strategy, the instructor will present the content material originally as planned and then the teacher will show the students other mixed media resources pulled from the internet to supplement the content taught.

- The teacher will need to present the lesson for the day using her original content plan
- Following the lesson, the teacher will show the students a mixed media resource list of content that will serve as a supplement and extension form the lesson allowing all learning styles of students to be taught.

Submitted By: (Kaitlyn Muchnock, May, 27, 2020)

Source: Ralph, M. (2020, April 17). Teaching Strategies of Award-Winning Online Instructors. Retrieved May 27, 2020, from <https://www.edutopia.org/article/teaching-strategies-award-winning-online-instructors>

Title: Nonverbal Agreement or Disagreement

Teaching Strategy Summary: This teaching strategy is a great strategy to use while instructing online. Students use the American Sign Language “yes” or “no” during whole group discussion to show their agreement or understanding of the speaker. Using this strategy will ensure that students are both engaged and actively listening to the speaker. Additionally, this is a great formative assessment for the instructor that will take less than 2 minutes to assess.

Time Needed: The time needed is for this strategy is two-fold. The teacher will need 5-6 minutes to explain the agreement/disagreement tool. To use and assess the strategy, the time needed is 30 seconds.

Group Size: The group size needed for this teaching strategy will be an average class size of 15-20 students.

Space Required: Physical space is not required for this teaching strategy because the components will be seen virtually.

Materials Needed: The materials needed are a computer for virtual use of this strategy.

Procedure/Administration: To implement this strategy, the instructor should do the following: First the instructor will need to communicate to the students that in order to make sure everyone understands the speaker and the class discussions, a new strategy will be used. The instructor will introduce American Sign language and show the students the nonverbal “yes” and “no” signs.

- After explanation the teacher will demonstrate the proper use and technique to sign “yes” or “no”
- The students will practice with the teacher and then the students and teacher can begin the lesson and use the signs virtually throughout the class period

Submitted By: (Kaitlyn Muchnock, May, 20, 2020)

Source: Reid, R. (2019, April 25). 9 Strategies for Getting More Students to Talk. Retrieved May 20, 2020, from <https://www.edutopia.org/article/9-strategies-getting-more-students-talk>

Title: Online Art Search

Teaching Strategy Summary: This is a simple way to get students to showcase what they have learned through art and allow for a student lead discussion. Students, either individually or in groups, are given a preselected group of websites that have art related to a subject being discussed. The students then chose a piece of art on the site and thoroughly analyze it using relevant information discussed in class. They then present the art piece to the other students in the class and present their analysis of the piece while highlighting symbols or characters that relate to the topic being discussed. This strategy is great for helping students engage with information discussed in class and apply it to the real world. This could be used as an addition to a new or current topic or as multiple reoccurring unit projects assigned to different students or groups throughout the school year according to the different topics or units. This strategy is best suited for students in high school and up.

Time Needed: This could be a project that spans multiple class sessions or a single 45-50 minute class. Each student or group's art analysis should take around 5 minutes. A discussion about the art piece after they present should be student lead and can be anywhere for 2-5 minutes.

Group Size: This can be done with individual students or groups of around 4-5 students each.

Space Required: This is an online strategy, so no space is needed.

Materials Needed:

- Preselected Websites (research by teacher beforehand)
- Assignment sheet (made by teacher)
- Internet Access
- Zoom or another screen sharing video software

Procedure/Administration:

- Before class, the teacher must select a topic and research various art websites that feature art pieces related to the topic. Teachers can give full websites with full archives for students to select from or pre-select pieces of art for students to analyze.
- When the students come into the zoom session, the teacher will display their assignment sheet on screen for the students to see.
 - If this is being made into a long term project, the teacher should post the assignment sheet in a place that students have access to.
- The teacher will introduce the students to the art sites and pieces they available to choose from for their analysis.
- If used as an addition to a discussion of a new or current topic
 - Give the assignment to individuals or groups
 - Give groups or individuals around 10-15 minutes to select, analyze, and discuss the art piece amongst themselves.
 - Once the time has passed, allow groups to volunteer to present their analysis of their art piece to the class. Each must present.
 - This presentation should be about a 2-4 minute explanation of the art piece, symbols they found, and its relevance to the topic being discussed.
 - The teacher can either give host privileges to the students or display the art piece themselves on screen

- After the presentation allow other students to point out other things they see in the art and discuss as a full class. This should be more of a student lead discussion then teacher prompted. However, if the teacher notices something relevant that the students do not, the teacher should point this out.
- Continue this until all students or groups are finished.
- If used as a project for units or topics
 - Give the assignment to individuals or groups
 - Be sure that each individual or group has a topic or unit plan they must research outside of class.
 - On presentation day for the analysis...
 - The teacher should give the student or member of the group host privileges or display the art themselves on screen.
 - The student or group will present their analysis to the class of the art piece by pointing to important characters, symbols, when it was made, who made it, and what it depicts. Then they should explain its relevance to the topic or unit to the class. This should take around 5-7 minutes.
 - After the presentation, allow for a wide class discussion of the art piece. This discussion should be student lead and should focus on highlighting other things they see in the art.
 - Continue this until all students or all groups have presented.

Submitted By: Michael Gismondi, June 22, 2020

Source: Created for: (Summer, 2020) GCED 635 Instructional Methodology, Saint Vincent College, Latrobe, PA

Title: Online Graffiti Wall

Teaching Strategy Summary: This is a simple and effective way of getting students to depict their own knowledge of a subject as well as learning from others. This activity involves breaking students into groups and giving them a topic. Then the students must find pictures online or draw pictures (to the best of their ability with a mouse) that describes the prompt they were given and put those pictures onto a google slide document according to their group. After a period, each group will rotate to another slide and find another picture to go along with that slide. This continues until all groups have interacted with all slides. This is a great way for students to directly apply instruction to a task and it allows them to learn from their fellow classmates. This activity is suitable for all age groups.

Time Needed: About 10-15 minutes.

Group Size: 4-5 students.

Space Required: This is an online activity and doesn't require any space.

Materials Needed:

- Internet access
- Zoom or other meeting software
- Google account set up with google slides
 - Slide show with prompts for students to edit

Procedure/Administration:

- Before class, set up an online google slide consisting of multiple slides with multiple prompts. Make sure you have enough slides for the number of groups you have. Number each slide according to your groups.
- During your lesson, explain how to do a graffiti wall.
 - Students will be assigned groups to work on a prompt on a google slide that is the same as their group number.
 - They are to draw or find as many pictures as they can think of related to their prompt (they may not google their exact prompt and place a picture of it).
 - After around 1-2 minutes, students will rotate to another slide and do the same.
 - This process will repeat until all groups have interacted with all slides.
- Assign students to groups and send them into breakout rooms (or other software equivalent) to work together on their group number's slide.
 - Every 1-2 minutes have the students move to another slide.
 - Once they are done have all students return to the main session.
- Once all students are in the main session, the teacher will go through each wall and ask questions about the different pictures and drawings. As the teacher goes through, they will add detail that relates to the topic being discussed.

Submitted By: Michael Gismondi, June 22, 2020

Source:

Adapted from: Graffiti Boards. (n.d.). Retrieved June 7, 2020, from <https://www.facinghistory.org/resource-library/teaching-strategies/graffiti-boards>

Title: Pear Deck

Strategy Summary: Pear Deck is a Google extension that can be embedded into Google Slides to enhance remote learning. Pear Deck turns standard Google Slides into interactive tools in which students can react. This tool allows students to actively participate and engages them in the learning process. Teachers can also use the Pear Deck extension to formatively assess students six ways, utilizing multiple choice, short answer, and draggable questions. The teacher shares the Slides presentation with students and through a live class meeting, students can participate as the teacher works through the lesson.

Time Needed: The length of the lesson varies based on the teacher's design. Pear Deck activity can add approximately between 5-20 minutes to a lesson, dependent on the extension activities selected. Multiple choice questions require the least amount of time, while a web search requires sufficient time.

Group Size: If used in remote learning, students will participate independently from their devices. If used in a classroom, students can work independently or with a partner.

Space Required: Students will need a space where they can participate in remote learning with minimal distractions.

Materials Needed: Pear Deck extension, Google account, Google Slides, virtual conferencing platform (Zoom, Google Meet), secure internet connection

Procedure/Administration:

9. The teacher signs up for a Pear Deck account using his/her Google login.
10. Select "Create a Lesson".
11. Select or create a Google Slides lesson from Google Drive.
12. In the menu bar, hover over Add-Ons and select Pear Deck.
13. From the questions menu, select a question type to insert into the slide.
14. Once the teacher has inserted the desired questions, select the green "Start Lesson" button above the question menu.
15. Select Student-Paced Activity or Instructor-Paced Activity. If posted in a Google Classroom for students to complete on their own time, select student-paced. If used in a live class meeting, such as Zoom, select instructor-paced and students will participate in real-time.
16. Present the class code for students to join from their devices.
17. Present the Google Slides presentation and assess student responses.
18. If needed, access student answers at the conclusion of the slide by naming the presentation. It will be saved in the teacher dashboard with student responses.

Submitted by: Kayla Schehr, June 11, 2020

Source: Pear Deck Activities. Retrieved from <https://app.peardeck.com/home/>

Title: PlayPosit

Teaching Strategy Summary: This online strategy will best be practiced in all settings ranging from sixth grade to college-aged, and it would be beneficial for all subjects. The purpose of PlayPosit is to help teach students listening strategies and to help them learn information throughout a lesson. PlayPosit grants students the ability to actively engage with a video from a streaming service while answering questions posed by the teacher throughout the video to see what they are learning and retaining. Teachers can also use PlayPosit to track how well their students are paying attention and how much information they are retaining when they watch informational videos.

Time Needed: The time needed for a Quizlet can range depending on how long the video that is being used is, how many questions the teacher poses, and how long it takes the students to answer the questions. If a teacher is using PlayPosit to review old material and is using it review, it may not take any longer than 10 minutes. On the other hand, if a teacher assigns students to watch a video on new information and pose more thought-provoking and time-consuming questions, it may take students 20 or more minutes. So, depending on depending on those factors listed above, it may take students 10 minutes or it may take them even more.

Group Size: The strategy can work in individualized, small-group, and large group settings. The class size does not have to consist of many students, so if a teacher is working with a student one-on-one, they can still participate in PlayPosit. Also, if a teacher working with small and/or large groups wishes to use PlayPosit with their students, they can do that as well.

Space Required: Since this tool is use online, the teacher and students will need to be in their own space with their device to ensure the strategy works correctly and effectively. The students can have Zoom on one tab and PlayPosit on another tab.

Materials Needed: The teacher will need a PlayPosit account, a video used for the PlayPosit activity, questions created for the video specifically, and they will need a device to access PlayPosit on. The students will need a link to access the teacher's PlayPosit interactive video and a device to access the website on.

Procedure/Administration:

- The teacher will create an account on playposit.com first before using the website with their students.
- The teacher will then create their own class on the PlayPosit website.
- Once the teacher creates their class, they will then create a Bulb by uploading a video from a streaming service (YouTube, Vimeo, etc.) and by going to certain sections in the video where the teacher can add questions.
- Once the teacher creates the Bulb for their students, they will save and finish their Bulb.
- Once the "Bulb" is ready for the students viewing, the teacher will then share a link with their students that will automatically enroll them into the class that consists of the Bulb the teacher will want them participating in.
- The teacher will then instruct the students to watch the video and to answer the questions are they go along.
- Once the students are finished, the teacher will then be able to gauge how much the students paid attention and learned from the video.

Submitted By: Taylor Hiles, June 7, 2020

Source:

Online Tools for Teaching and Learning. (2019). Retrieved June 7, 2020, from <https://blogs.umass.edu/onlinetools/assessment-centered-tools/playposit/>

Title: Positive Emotions

Teaching Strategy Summary: This lesson can be delivered as part of a mindfulness unit, in conjunction with a literature/character lesson, or as a stand-alone. Students will participate in a discussion board activity in which they record and respond to conscious acts of kindness.

Time needed: This is at the discretion of the instructor. An act of kindness can be performed daily for a week or weekly for the term, depending on the overarching goal.

Group size: Up to 30 students

Space required: N/A

Materials needed: Every student will need access to a computer.

Procedure/Administration:

- Following the study of the power of positivity, students and teacher will discuss the educational benefits of a positive attitude, e.g. positive emotions help you to retain more information, improve test scores and grades, help you deal with stress and anxiety.
- Students and teacher will discuss ways to express positive emotions.
- Students will share with a partner one thing that made them happy during the past week.
- Following pair-share, students will have the opportunity to share their happy moment with the class.
- Students will record things for which they are grateful and/or people for whom they are grateful and explain why.
- Students will brainstorm acts of kindness that they have performed and experienced and how each made them feel.
- Teacher will list on board “positive emotion words.”
- For homework, students will execute a deliberate act of kindness – not simply holding the door or picking up a classmate’s dropped pencil.
- Students will post, on a discussion board, the details of the kind act and the response of the person for whom the act was performed. Students will also record their own feelings about having been kind to another person.
- The class will respond to at least 3 other posts.
- Follow-up can simply be a discussion, or this unit can extend throughout the unit/school year, with other activities and projects assigned.

Submitted by: Linda Eicher, May 25, 2020

Source: Adapted from: Lerner, Daniel & Schlechter, Alan. (2017). 18-30. *U thrive: How to succeed in college and Life*. New York, NY. Hachett Book Group.

Title: Prodigy

Teaching Strategy Summary: This strategy can be used as morning work for the children, and even as a rewards system. It is a leveled game that allows students to practice their math skills based on grade level. They can complete quests, and participate in duels where they must answer math questions correctly to carry out an attack. Once the students reach a certain level of points (mastery) they level up and the skill level is increased.

Time Needed: 20-30 minutes.

Group Size: This is an activity that is done individually on their tablet/computer.

Space Required: A clear desk/table to put computer, laptop or tablet on.

Materials Needed: Computer/tablet, mouse/touchscreen, internet

Procedure/Administration:

- Tell students to get a tablet or log into laptops.
- Have students go to www.prodigygame.com or open the prodigy app. *For best results, have them bookmark the site on a laptop, and download the app on a tablet.*
- Have students log in *For best results, have student login information written down on a card for them to refer to.*
- Tell students to play the game and sharpen their math skills.
- Monitor how each student is doing each day. The educator will have access to see who has spent time on Prodigy, and what level/skill they are working on.
- Ensure you work with children who are struggling with math on the concepts they are working on using the app/site/

Submitted By: Maddie Spittler, June 17th, 2020

Source: Prodigy. (2013). Prodigy. Retrieved June 14, 2020, from www.prodigygame.com

Title: Quizlet

Teaching Strategy Summary: This online strategy will best be practiced in all settings ranging from sixth grade to college-aged, and it would be beneficial for all subjects. The purpose of Quizlet is to help students document, learn, and understand information that has been presented to them for a specific lesson. Quizlet grants students the ability to document the information they have learned and the ability to use it as a study tool prior to an exam or test. Teachers can also use Quizlet to track students' work and to create one of their own for their students if they prefer to choose that method.

Time Needed: The time needed for a Quizlet can range depending on what it is being used for. If a teacher is using Quizlet to review a lesson from the day before with their students, then that review may only last a few minutes. On the other hand, if a teacher assigns students to create their own Quizlet to review a chapter or lesson's worth of material, though, it may take significantly longer depending how many Quizlet cards the students need to create. So, depending on how the teacher wants to use Quizlet, it can range from lasting only a few minutes long to lasting a period long, if not more.

Group Size: The strategy can work in individualized, small-group, and large group settings. The teacher can gauge student knowledge if they are creating a Quizlet themselves whether there is only one student or a group of 30 students. One again, depending on how the teacher wants to use Quizlet, it can work with individual students, a small group of students, or a large group of students.

Space Required: Since this tool is use online, the teacher and students will need to be in their own space with their device to ensure the strategy works correctly and effectively. The students can have Zoom on one tab and Quizlet on another.

Materials Needed: The teacher will need a Quizlet account, Quizlet flashcards if they are quizzing students, and a device to access the website. The students will need a Quizlet account if they are creating a Quizlet of their own and a device to get on the website. If the teacher wants the students to make their own Quizlet, the students will need their notes to create the flash cards.

Procedure/Administration:

- The teacher will create an account on quizlet.com first before using the website with their students.
- The teacher will then create their own Quizlet flashcards/quiz to use to quiz their students on what they know.
- Once the teacher creates the flashcards, the teacher will provide the students with a link so they can go through each flashcard to test their knowledge.
- If the teacher wants the students to create their own Quizlet, the students will grab their notes and create a Quizlet account.
- Once their account has been created, the students can then start creating their own flashcards to help them review and retain information that was taught.
- Once the students are done creating their Quizlet flash cards, they will then save the flashcards.
- The students will then share the link of their flashcards with their teacher so the teacher can review their work.

Submitted By: Taylor Hiles, June 7, 2020

Source:

Captcha Challenge.... (2019). Retrieved from <https://quizlet.com/7515938/how-to-use-quizlet-flash-cards/>

Title: Scrible

Teaching Strategy Summary: Online learning has become the unexpected reality for many teachers and students. Scrible is an online tool that allows students to annotate online text using tools such as highlighting and comments. Scrible allows students to close read and talk to the text outside of a traditional classroom setting. Students are able to share and annotate text with other students thus facilitating group work in a learning environment that may not always be seen as cohesive to group work. Scrible also has tools to aid in comprehension. Students are able to define and translate words within the tool. This quickly accessed feature allows students to increase comprehension. This tool also allows students to save documents to different libraries in their Cloud. This assists with overall organization. Scrible helps to close the gap between online learning and a traditional classroom with assistive tools, group work, and Cloud storage.

Time Needed: The time needed varies on the size of the piece of text the students are reading and the level of deep reading expected. As a stand-alone activity, this strategy may take anywhere from 20 minutes to a full 40-minute class period. The Scrible strategy, however, may be adapted into a multi-day activity.

Group Size: 1-5 students

Space Required: Due to the online nature of this activity, no allotted amount of physical space is needed. Students and teachers may use this strategy from the comfort of their own home.

Materials Needed: Laptop, Google Chrome, access to internet

Procedure/Administration:

- Students must first go to scrible.com. Here, students should log on or create an account using their school provided Gmail. Once this is done, students are to download the Scrible browser extension.
- Create a legend or key for your students to follow while annotating. This can be created collaboratively. Decide what each highlighter color used signifies, how the class will use the notes feature, etc. This legend will make sure there will be limited confusion when working with peers and when deciphering the meaning of their own annotations at a later date.
- Work through an example with the students. This may be done through a live Zoom call or through a screen recording sent at a later date. Provide students with an example of what a successful and in-depth annotation should look like.
- The way the text can be chosen varies on how you would like to use this strategy. The type of text can vary between content areas. This strategy is useful on everything from scientific research to poetry.
 - Provide students with a link of text to annotate. This can be useful for text that will be discussed with the whole group.
 - Allow students to find text online that is relevant to a provided topic. Make sure to approve text before the students annotate to ensure that it is from an academic source, relevant to the topic, and is school appropriate. This is useful for research or small group projects.
- Instruct students to either work individually or work with their peers. If working with peers, have a student share their Permalink with their group.

- Once students have completed the assigned activity, they are able to save their annotations to their libraries within Scribe. They are able to give it a clear name, comments, and tags in order to find it easily at a later time.
- If all students annotate the same text, discuss their annotations as a group. What did they annotate? How do their annotations differ? What did annotating and reading deeply help them understand?
- If students used different texts, have them present their Scribe to the class. They may share their screen to show their annotations and discuss the article.

Submitted By: Gina Johnston, June 1, 2020

Source: Adapted from:

Moore, Sam. 09 January 2014. Scribe Tutorial. Retrieved from <https://www.youtube.com/watch?v=goZY1bKDSpl>

Scribe. 30 January 2020. Scribe Adds Assistive Features for Accessibility and Comprehension. Retrieved from <https://www.scribe.com/2020/01/30/scribe-adds-assistive-features-for-accessibility-and-comprehension/>

Stephens, Wendy. 02 August 2016. Mark up and Organize the Web with Scribe. Retrieved from <https://www.slj.com/?detailStory=slj-reviews-research-tool-scribe>

Title: See, Think, Wonder

Teaching Strategy Summary: See, Think, Wonder is an educational strategy which forces students to use critical thinking skills in order to analyze visual media such as a piece of art, photograph, political cartoon, propaganda poster or video clip. By encouraging students to slow down their thinking process, this strategy allows for deeper engagement and more thoughtful responses and conclusions. With visual media becoming more prominent in the classroom, students become comfortable forming ideas based on something other than written text. This strategy is applicable to all subjects and grade levels; it may also be adapted for online learning purposes by the use of a word document rather than a paper writing journal.

Time Needed: 5-10 minutes for activity; 10 minutes for whole class discussion following activity completion

Group Size: Completed individually by each student

Space Required: Traditional classroom seating // Zoom meeting

Materials Needed: Visual media provided by teacher, writing journal or word document

Procedure/Administration:

- Prepare both materials and students for activity
 - Select a thought-provoking piece of art, photograph, political cartoon, propaganda poster, video clip, or other piece of visual media for students to examine that pertains to current lesson/ unit
 - Prepare students for the activity by describing the structured process they will follow and ensure all answers are recorded in a writing journal or word document

- Lead students through activity
 - Display visual media on board and provide students with their own copies when possible
 - Ask the following questions; allow students time to reflect and respond between each question
 - “What do you see? What details stand out?” (Students should simply be observing at this stage not drawing any type of conclusions)
 - “What do you think is going on? Why do you think this?”
 - “What does this image make you wonder? What questions do you have about it?”
 - Following completion, students may participate in whole class discussion to share their thoughts and allow the teacher to check for understanding

Submitted By: Courtney Kloos 6/14/20

Source: Facing History and Ourselves. (2020). See, Think, Wonder. Retrieved June 14, 2020, from <https://www.facinghistory.org/resource-library/teaching-strategies/see-think-wonder>

Title: Storybird

Teaching Strategy Summary: Storybird is an app that students and educators can use to write stories online. This app is unique because it is designed to hone all types of writing- Picture book, longform, comics, flash fiction and poetry. This can allow students to choose which type of writing they want to do, and can allow educators to help new writers expand their abilities in different genres. This is done by showing the writer a picture, and having them craft a story to accompany it. Additionally, there are challenges which include online writing courses (grades 1 all the way to 10!) that will help writers learn all about how to become better writers. It gives educators plenty of activities, ideas and resources to get students excited about writing.

Time Needed: Will vary. Depends on the type of story, or if it is used to practice creative writing stories or a writing project. If it is a warm-up each morning for morning work- 30 minutes. An actual creative writing story assignment- a class period (45 minutes). Could also be done over several class periods (some for drafting, editing and writing the final product).

Group Size: Can be done as whole group, but individually. Educator can select one picture the students all write about or the students can each select their own. Done on individual devices, or can be collaborative.

Space Required: A desk/ table that can comfortably fit a device on it.

Materials Needed: Computer OR tablet/iPad, Wifi

Procedure/Administration:

This is an example of a warm up writing activity (30 minutes) where students are already familiar with the poetry genre and have read some and learned about it prior.

- Have students sign up and login to the app
- Explain to them what genre of writing they will be working on (poetry)
- Project onto the overhead the app, and show students where to go (“Write” tab at the top left of the page, and then “Poetry”).
- Click on a picture. Explain to the students that they should write a rhyming poem to accompany the picture, inspired by the picture, or to describe the picture.
- Give the students 30 minutes. Have some share with the class. Collect all the poems to check for understanding.

Submitted By: (Madalyn Spittler, June 14th, 2020)

Source: Storybird. (nd). Artful Storytelling. Retrieved June 14, 2020, from <https://awwapp.com/>

Title: Student Creation of Content (virtually)

Teaching Strategy Summary: Student creation of content virtually is a strategy that allows students to have power over their education and assignments while learning virtually. Creation virtually can include projects, summary of lesson topics or even introduction/get to know me content. While teaching online can be challenging, the best way to familiarize each other with this “new normal” is to allow yourself and your students to introduce themselves or if learning just took place online, re-introduce themselves to the class. Using the computer program Animoto, students and teachers alike can build creative and school friendly content to share with the class on any topic imaginable. This creative outlet allows students to gain/regain confidence in their new online classroom.

Time Needed: The time needed for this project will depend on the creation assignment itself. However, if the students are to create an introduction video of themselves, a timeline of 1 or 2 class periods should be perfect.

Group Size: The group size needed for this teaching strategy will be an average class size of 15-20 students.

Space Required: Physical space is not required for this teaching strategy because the components will be used for online learning, but at least 1GB of computer space will be needed to create and export introduction/ content videos.

Materials Needed: The materials needed include a computer, a working web browser, and access to Animoto.

Procedure/Administration: To implement this strategy, the instructor should do the following: First the instructor will need to explain the project to the students and show the students a sample introduction video of herself powered by Animoto.

- Introduce Animoto to the students and discuss what the students will be creating using the web tool
- The teacher will express to the students that they will be introducing themselves to their classmates using the web tool and the teacher will show the students a sample
- The teacher will lay out her rules and expectations regarding this project by reviewing the school/classroom expectations with the class.
- After watching the sample, the teacher will leave time for questions
- After discussion the teacher should give students time to work on their introduction videos

Submitted By: (Kaitlyn Muchnock, May, 20, 2020)

Source: Ralph, M. (2020, April 17). Teaching Strategies of Award-Winning Online Instructors. Retrieved May 20, 2020, from <https://www.edutopia.org/article/teaching-strategies-award-winning-online-instructors>

Title: T.E.D. Talk

Teaching Strategy Summary: This is a great activity for either in-class or online format. It can be used in any content area in which a T.E.D. Talk is appropriate but would be especially appropriate for an English or communications class. It will work for any grade level from 8th grade to 12th grade. Students view a T.E.D. talk and complete the handout grid. The grid focuses on the speaker's thesis, credibility, data use, and use of persuasive techniques (ethos, pathos, logos). Students also record techniques the speaker used to engage the audience, takeaways from the presentation, and constructive criticism. It is an excellent exercise in evaluation of the effectiveness of an oral presentation.

Time Needed: Time to watch a T.E.D. Talk plus 30-40 minutes to complete the grid.

Group size: Any

Space Required: N/A

Materials Needed: T.E.D. Talk; T.E.D. Talk grid handout; computer; projector

Procedure/Administration: After viewing a T.E.D. Talk, students will complete T.E.D. Talk grid by recording the thesis, ethos, pathos, logos, engagement techniques, learnings, questions, and recommendations for improvement.

Submitted by: Linda Eicher, May 27, 2020

Source: Randazzo, Laura. (2020). T.E.D. talk. Retrieved May 27, 2020, from <https://teacherspayteachers.com/Store/Laura-Randazzo>.

Title: Virtual Field Trip

Teaching Strategy Summary: This is a very simple and easy strategy that allows students to still take field trips, but from the comfort of their own home. Using [virtualfieldtrips.org](https://www.virtualfieldtrips.org), teachers can explore areas in the world with their students related to a topic being discussed in class. Alternatively, teachers can make their own custom field trip using google earth or equivalent software. This strategy allows students to explore battlefields, observe ecosystems, and view the wonders of the world in a full 360-degree view without leaving their home. Seeing the physical place associated with a topic can enrich student learning about that topic. This strategy is suitable for any discipline and all ages.

Time Needed: Some field trip videos on the site are around 10 minutes and some around 30. Time for the premade ones all depends on the topic. For making your own, it is best to keep around 10-15 minutes as to not lose student interest.

Group Size: This is a full class activity.

Space Required: This is an online lesson, so no space is required.

Materials Needed:

- Internet access
 - <https://www.virtualfieldtrips.org/>
 - Google Earth
- Zoom or other meeting software
- Field Trip observation sheet (made by teacher)

Procedure/Administration:

- Before class select the method for which you would like to give your students a field trip.
 - Virtual Field Trips.org and other sites have many premade ones
 - If using google earth find the area you wish to explore and look around beforehand. Make sure to identify points of interest and research everything before hand to make sure the information about your topic is accurate.
 - Create a field trip question sheet to allow students to keep track and follow along.
 - The question sheet should be accessible to the students and able to submit online.
- During class
 - Explain to the students that they will be going on a virtual field trip of the area related to your topic.
 - Link the students to the question sheet related to your topic and make sure students follow along with the field trip. (you don't have to, but it would help to collect the sheet using an online program to have students submit it when done).
 - Play the premade virtual field trip for your class or walk them through your own. Ask them what they notice about the area as you go along. Use different locations to promote discussion amongst your class

Submitted By: Michael Gismondi, June 22, 2020

Source: Adapted from: Let the marvels of the world captivate your students! (2020, June 11). Retrieved June 14, 2020, from <https://www.virtualfieldtrips.org/>

Title: Virtual Fishbowl

Teaching Strategy Summary: This engaging discussion tool can be adapted to meet the needs of students through a virtual conferencing platform, such as Zoom or Google Meet. The teacher facilitates the whole-group discussion by presenting a question for students. Because the conversation is virtual, the teacher will only pose one question, though it will be complex and thought-provoking. After students have time to develop a thought, idea, or response, the teacher will use the Breakout Room feature to place students in groups of 3-5 to discuss the question. The teacher will enter each Breakout Room to partake in conversations and consider students' conversations. Once the small groups return to the whole class meeting, the teacher will select students to take the "hot seats" and lead the discussion.

Time Needed: The discussion should last approximately 45 minutes. Students should have at least 5 minutes to independently respond to the question, approximately 15 minutes in a breakout session, and at least 20 minutes to engage in a whole-class discussion and debate.

Group Size: Students will brainstorm independently, engaging in small-group discussions, and partake in a whole-class debate.

Space Required: A remote location with ample internet connection.

Materials Needed: Laptop or computer with internet access and a webcam, question for discussion, Zoom or Google Meet platform

Procedure/Administration:

19. The teacher presents a question to students. This question promotes higher order thinking and encourages students to take a stance or develop an argument for one side.
20. Students have 5 minutes to brainstorm a response to this question independently. Students can jot down key points and prepare them for a small-group and later whole-class discussion.
21. After students have had time to develop thoughtful responses, the teacher will place students into different breakout rooms, where students will share their thoughts and establish their viewpoints on the questions. Students are encouraged to share their ideas and reasonings but should not change their standpoint unless they feel compelled by the small group discussion.
22. The teacher will check in with each small group in the breakout rooms to assess the conversation and provide support and talking points as needed.
23. The breakout rooms will close and students will return to the whole-class chat. The teacher will select 3-5 students to take the "hot seats", meaning they are the first students to present their responses and standings regarding the questions.
24. Once students in the "hot seats" have presented, other students may join the conversation to agree or disagree with students, offering their viewpoints on the topic.
25. The discussion will conclude, and the teacher will encourage students to consider their discussion points today and incorporate them into future activities.

Submitted by: Kayla Schehr, May 20, 2020

Source: Knoll, J. (2019, March 14). How I Use Fishbowl Discussions to Engage Every Student. Retrieved from <https://www.weareteachers.com/fishbowl-discussions/>

Title: Virtual Labs

Teaching Strategy Summary: This strategy can be used widely in science via virtual online meetings through an online software such as zoom. Virtual labs allow the content of a science lab to be presented in a different format without taking the lesson or the unit out of the subject completely. Regardless of why the instructor is teaching online, using online labs will allow students to access and engage in the material that would originally be presented in person. For example, students in an astronomy class or other similar science class where a planetarium would need to be accessed in order to complete the course could now use a virtual lab to complete the lesson. One virtual lab called the night sky app could be used by students to study the night sky via their mobile or online device without the need for a planetarium. The students could use the night sky app to see the sun rise and set, watch the constellations and stars move throughout the months and witness the moon phases.

Time Needed: The time needed for this strategy would be at least one class session or 2 hours per week for the students to become familiar and take their time using the app.

Group Size: The best group size suited for virtual labs would be a traditional class size of 20-25 students because each student can access their virtual lab independently.

Space Required: No physical space is required because this is an online learning strategy, however virtual computer space up to 1G would be helpful for students to download the needed software and utilize their virtual lab app appropriately without glitches.

Materials Needed: The materials needed for this online strategy include a computer or mobile device, headphones, paper and a pencil.

Procedure/Administration: To implement this strategy, the instructor should do the following: First the instructor will need to communicate to the students the type of lab that the class will be performing. If the course was an astronomy course the class would need to conduct a constellation and moon phases lab. The instructor should:

- Invite the students to a Zoom meeting to go over the lab, rules and procedures
- Explain to the students the virtual lab that the class will be using and how to access the virtual lab including how to navigate through the format
- The instructor should then provide the students with the necessary information they need to access the materials and provide the class with a due date
- The instructor will assess the students' work

Submitted By: (Kaitlyn Muchnock, May, 19, 2020)

Source: Strategies for Remote Teaching and Learning. (2020, April 15). Retrieved May 19, 2020, from <https://www.oberlin.edu/cit/remote/strategies>

Title: Visual Behavior Management

Teaching Strategy Summary: This strategy could be used online or in the classroom. Especially in Pre-K, students need to have a visual schedule or steps to follow. Actually, Pre-K Counts is required to have a visual classroom schedule of their day at all time. This is similar but this Pre-K Teacher uses visual cards to point to when she is teaching so the students know what is expected of them without her stopping the lesson to tell them they are too loud.

Time Needed: The teacher would have to print, cut, & laminate (if they choose) before using (possibly 15-20min? depending on your cutting/printer/laminator). During the lessons or activities, this management strategy wouldn't take anytime (just point to it). The first time your introducing it, it could take a few minutes to explain.

Group Size: Whole Class

Space Required: In-Class: On a wall or board hanging up Online: Beside the teacher hanging up

Materials Needed: Printed visual signs, lamination (if you want to laminate), popsicle sticks (if you want them to be holdable signs).

Procedure/Administration:

Have the pre-selected visual signs printed, cut, laminated, & hung/on a stick

On Zoom or in class before the day's main lesson:

- Tell the students that we have classroom rules to follow online such as listening ears, raise your hand, talk, & quite voice.
- Show them the visual cards listening ears, raise your hand, talk, & quite voice.
- For each card, have them show you what they should do when you hold the card up (ex: the teacher holds up/points to the "raise your hand" card & the students show you that they are raising their hand).
- Go ahead with the day's lesson while using the cards

Submitted By: Tammy Clark, June 8, 2020



Source:

P. (2020, April 06). Your New Classroom: Distance Learning and Zoom Tips. Retrieved June 08, 2020, from <https://pocketofpreschool.com/zoom-ideas-and-tips-for-distance-learning/>

Pocket of Preschool (Director). (2017, August 07). *Circle Time & Center Time Management*[Video file]. Retrieved June 08, 2020, from <https://www.facebook.com/pocketofpreschool/videos/1453025521410021/>

Pocket of Preschool. (n.d.). Class Rules and Circle Time Rules Posters, Books, and Positive Notes Home. Retrieved June 08, 2020, from <https://www.teacherspayteachers.com/Product/Class-Rules-and-Circle-Time-Rules-Posters-Books-and-Positive-Notes-Home-2700021>

Title: Who's Who?

Teaching Strategy Summary: This strategy is a great day-one icebreaker in an online/distance learning environment. Before the first day of class, students will be required to answer a predetermined list of questions about themselves (identifying things such as their favorite food, hobbies, and music). They will submit these answers to the teacher, who will then provide them randomly to another student in the class on the first day. The students will then go through the answers, and will have to make a guess as to who they think the list belongs to. This can be adapted in several ways, including the utilization of Zoom Breakout Rooms to share answers or shortening the list to a “Two Truths and a Lie” format, for example. Although designed for students to use to introduce themselves, this activity can also be used by students to introduce historical figures, characters in novels, etc.

Time Needed: Depending on the class size, this activity will take a total of approximately 15-20 minutes to complete.

Group Size: Students will receive one other person's information to decipher independently. Then, the entire class will reconvene as students reveal their guesses and answers.

Space Required: Students will need to make sure they are visible on the screen while they are sharing their guesses.

Materials Needed: Students will need a computer (or any device with a webcam) and access to the Zoom room.

Procedure/Administration:

- Before the first day of class, the teacher will send students a list of required information about themselves (favorite color, fun facts about their life, etc.). The students will be instructed to share details that their classmates probably do not already know.
- On the first day of school, the teacher will randomly pair the information with different students in the class.
- The students will be given 3-5 minutes to try to determine which student the list of clues belongs to.
- Once the time is up, the each student will share some of the items from the list, and provide their guess and reasoning to the entire class.
- Bonus points can be awarded for students who guess correctly.

Submitted By: Jacob Diller, June 20, 2020

Source: Hooker, Carl. May 13, 2020. “25 Strategies to Engage Students on Your Next Zoom Meeting.” Retrieved from <https://hookedoninnovation.com/2020/05/13/25-strategies-to-engage-zoom/>

Title: Zoom Clues

Teaching Strategy Summary: This strategy tasks students with incorporating technology and creativity in an online social studies setting. Students will be assigned a historical figure or event that they will need to replicate for their classmates. By using Zoom's virtual background feature (as well as homemade props), students will provide 3 clues for their classmates, and will ask them to use these clues to figure out the figure/event in question. This strategy works best during a larger unit where there are many different people and events to choose from. It also helps if the class has some familiarity with these people and events to ensure relevant guesses. However, background knowledge on the topic is not always necessary, as this strategy could be adapted as a jigsaw and/or to introduce students to the material.

Time Needed: Each student's presentation will take approximately 3-5 minutes. It is at the teacher's discretion how many students get to present during each class.

Group Size: One student will be presenting their Zoom Clues to the entire class.

Space Required: The students will be able to complete this activity in their traditional Zoom setup. However, students should plan ahead as they will need to be able to easily access their props from their location.

Materials Needed: Students will need a computer (or any device with a webcam), access to the Zoom room, and props associated with their historical scenario.

Procedure/Administration:

- Each student will be assigned a historical event or person to represent via Zoom. These can be student-selected or teacher-assigned.
- Students will select a virtual background and homemade props to use as clues. These clues can be literal (such as using a background of the Pyramids at Giza to represent King Tutankhamun) or figurative hints (such as using dental floss to represent George Washington's false teeth).
- The teacher should remind the students that the clues should be relevant and appropriate, but challenging enough that the answers are not extremely obvious.
- After the student presents their background and three clues, the rest of the class will submit their guesses in the chat box.
- As an enrichment activity (and after the answer has been revealed), the teacher could ask the rest of the class to brainstorm additional clues that would be helpful in representing the particular person or event.

Submitted By: Jacob Diller, June 20, 2020

Source: Hooker, Carl. May 13, 2020. "25 Strategies to Engage Students on Your Next Zoom Meeting." Retrieved from <https://hookedoninnovation.com/2020/05/13/25-strategies-to-engage-zoom/>