

Remote but united: Tried-and-tested strategies for engaging students in remote lessons

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No significant learning
occurs without a
significant
relationship

- Dr. James Comer

3 major challenges

- How to build relationship between the students and me
- How to build up relationship between the students
- How to engage them throughout 2.5-hour lectures

Coursera - Open Courses on Remote Teaching

 Explore ▾

remote teaching

Q

Showing 53 total results for "remote teaching"

Filter By

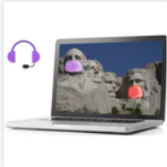
Language ▾

Level ▾

Duration ▾

Skills ▾

Partner

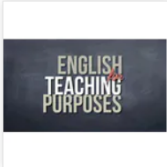


Mastering Remote Work and Online Study in U.S. in the post-COVID
The State University of New York

COURSE

★★★★☆ 4.1 (12) | 3.6K students

Beginner




English for Teaching Purposes
Universitat Autònoma de Barcelona

COURSE

★★★★☆ 4.6 (312) | 56K students


Mixed



K-12 Blended & Online Learning
University System of Georgia

COURSE

<https://www.coursera.org/search?query=Emerging%20Trends%20%26%20Technologies%20in%20the%20Virtual%20K-12%20Classroom&>

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What do you want to learn?

🔍

🔔



Overview

Grades

Notes

Messages

Course Info

Emerging Trends & Technologies in the Virtual K-12 Classroom

by University of California, Irvine


About this Course


Emerging technologies are quickly gaining momentum in the field of virtual K-12 instruction. In this course, we will explore how the use of technology affect student learning and engagement. What innovative learning spaces and tools are available to instructors? How can instructors best utilize free and open resources to more deeply engage students in their learning? What impact can the use of emerging technologies have on the future of education?

▼ More

Taught by: **Racquel Stephens**, Instructor


<https://www.coursera.org/learn/teaching-strategies?specialization=virtual-teacher>


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Advanced Instructional Strategies in the Virtual Classroom

★★★★★ 4.5 314 ratings  Share

 Racquel Stephens

Part of the **5-course series** [Virtual Teacher Specialization](#)



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https://www.coursera.org/learn/teach-online?recoOrder=19&utm_medium=email&utm_source=recommendations&utm_campaign=wW_t4M4TEeqQkuFCR22fJA#syllabus

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Free

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 Associate Professor Simon McIntyre [+1 more instructor](#)

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Starts Jul 29

Financial aid available

96,977 already enrolled

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Part 1

Some tools for ...
engaging students in a Zoom
session.



Part 2

Strategies for Active
Learning: Vignettes
from my Zoom sessions



PART ONE: Apps

It's the pedagogy, not
technology



Example 1: If you could spend this summer vacation anywhere in the world, where would you want to be?

AnswerGarden 



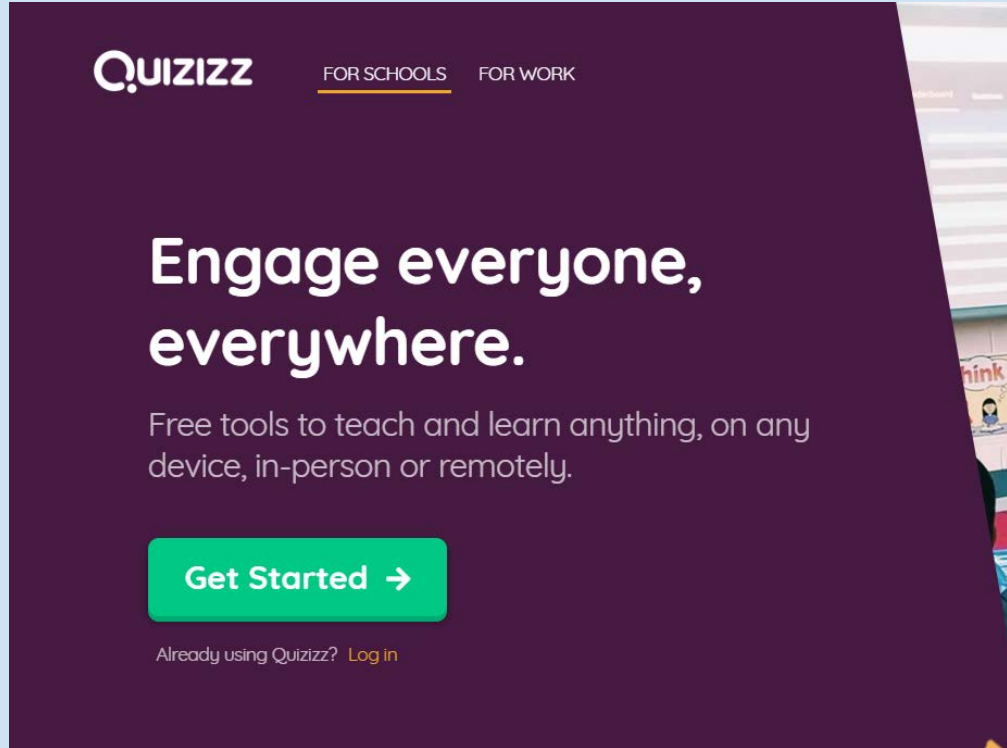
My Dream Summer Vacation Destinations for this Summer

Type your answer here...

Submit

20 characters remaining

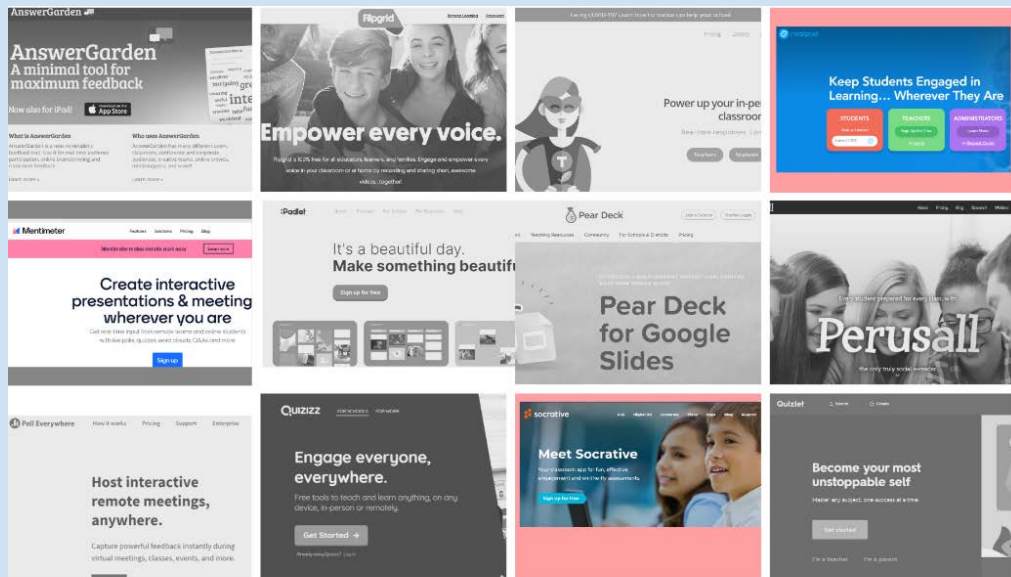
Example 2: Let's try one of those tools: Quizizz



Example 3: Flipgrid



Tools for Engaging Learners in an Online Lesson



SOME TOOLS FOR ENGAGING STUDENTS

*in a remote teaching
lesson*

Part 2

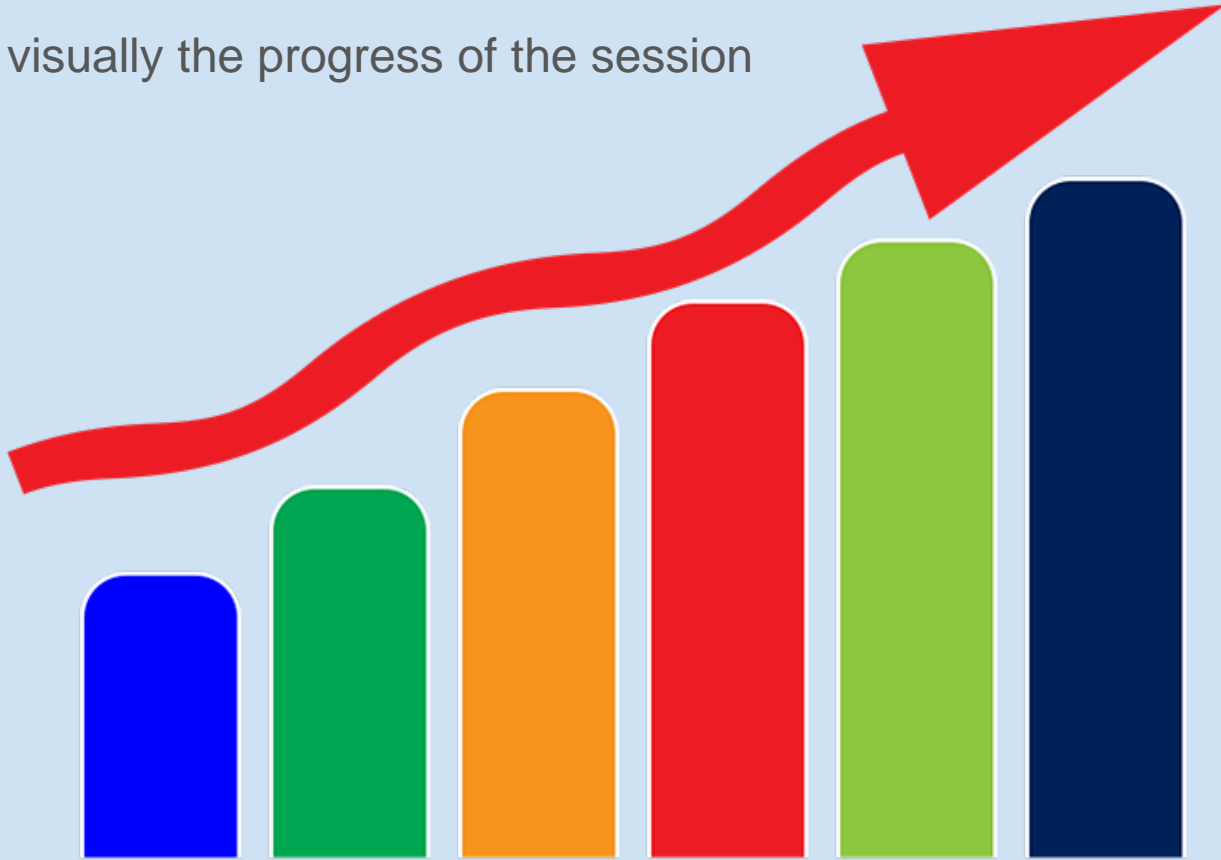
Strategies for Active
Learning: Vignettes
from my Zoom sessions



Some strategies I have tried in my Zoom classes



1. Show visually the progress of the session



2. Begin with a flip activity, and end with an exit ticket

The screenshot displays the Schoology interface for JEFFCO Public Schools. The top navigation bar includes links for Home, Courses, Groups, and Resources, along with a search icon and the user's name, Charles Black. The left sidebar provides access to various educational tools and settings. The main content area features a 'Recent Activity' feed with posts from Kristin Kipp, Megan Schweitz, and Annie O'Connor. A video player is overlaid on a post by Kristin Kipp. On the right, the 'Reminders' section lists pending review test/quiz submissions and ungraded discussion posts. The 'Upcoming' section lists various meetings and classes for April and May 2012.

Recent Activity

Post: Update Assignment Event More

Recent Activity Most Recent

Kristin Kipp joined J21VA Course Norms.
Thursday, April 26, 2012 at 12:32 pm

Megan Schweitz Physics Spring 2012: All FIRE.
Thu Apr 26, 2012 at 12:30 pm Comment Like

Annie O'Connor Physics Spring 2012: All FIRE...
Thu Apr 26, 2012 at 12:29 pm Comment Like

3 person likes this

Brent Olyowski I hate to admit it, but your post made me laugh.
Thu Apr 26, 2012 at 4:00 pm Like

Write a comment

Reminders

Pending review test/quiz submissions

Ungraded dropbox items

Pending review test/quiz submissions ✓

Ungraded discussion posts

Upcoming See Calendar

Monday, April 30, 2012

Conversion & Strategy Meeting 11:00 pm

Tuesday, May 1, 2012

Core Meeting 11:30 am

Wednesday, May 2, 2012

Communications Meeting 10:00 am

2- AC/DC Lab 11:59 pm

1- Properties of Circuits 11:59 pm

3- Current & Resistance Problems 11:59 pm

Tuesday, May 8, 2012

Training Meeting 2:00 pm

Friday, May 18, 2012

Graduation for class of 2012

Friday, June 29, 2012

Schoology Go-Live

Charles Black Schoolology Implementation Society:
Want to know the status of Schoology? Try the Status Monitor!

Schoology Status Monitor | Schoology
2:08 pm: Maintenance has been completed. If you experience any issues with the site, please let us know at help@schoology.com.
Wed Apr 25, 2012 at 2:44 pm Comment Like

Charles Black Schoolology Implementation Society:
Got time for an interesting read? Try out Schoology's Privacy Policy!

Privacy Policy and Terms of Use | Schoology
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3. Use an online bulletin board (e.g., Padlet) to display students' group work

padlet

paulsze + 15 • 4mo


ENLT6802(19-20) Group Work Display Board

your creativity showcase

Group 1


Angel, Henry, Karson

Task-Based Project




Travelling in Hong Kong - A Flipped Less...
Group 1: Angel, Henry, Karson This is a ...
sutori

Project 2: Reading Across Curriculum



Group 2



Group Work: Flipped Lesson design
Group 2 - Eva Yan (1002166630) & Louis...
sutori


Group Project 2

Group 2 - Food Chain
by Louisa Ma & Eva Yan
Go to this Sway

Group 3


Jenny, Kiera, Shafer

Topic: Having fun in Hong Kong




A design of a flipped classroom
Activity 1 - recap of vocabulary Students ...
sutori

Text Q




Group 4

Kitty Ip, Serene Wong




Group 4: Flipped Lesson design
Group 4 Now, please watch this video cli...
sutori

Project 2: RaC Lesson




Group 5

Hailey Chung, Joanna Leung,
Elsie Li, Alex Wu



Present

Group Project 1: Flipped Lesson design
Group 5 Activity 3 Activity 2 Activity 1 (Y...
sutori




Group Project 2 (Group 5)


4. Occasionally, use a Whiteboard app (e.g., Microsoft Whiteboard) to simulate real-time explanation





5. Show students' work from the previous session





▼ Course Options


 **Materials** ▼


 Updates

 Gradebook

 Grade Setup

 Badges






 Attendance

 Members


ENLT6802 (19-20) Contemporary Issues in E ... ► Discussions


S11: Multimodal Literacy: From Inception to Current Developments


Reflect on what you have learnt in this session, and the exemplars that you have viewed. What are you teaching? For example, to what extent do you buy into the idea of incorporating multimodal literacy development? What difficulties or obstacles might there be for schools/you to implement multimodal literacy?


    

Posted Mon Apr 13, 2020 at 4:10 pm



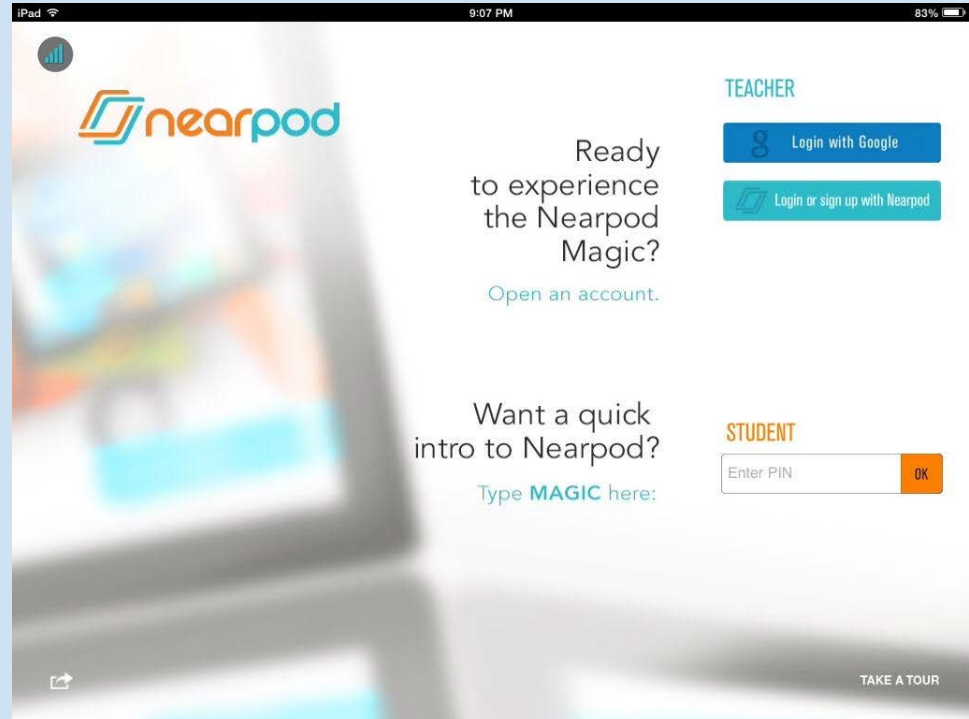
 Highlight User ▼

18 Posts  18



6. Use a tool to present a segment of a long session interactively

- Nearpod
- Peardeck
- Slido



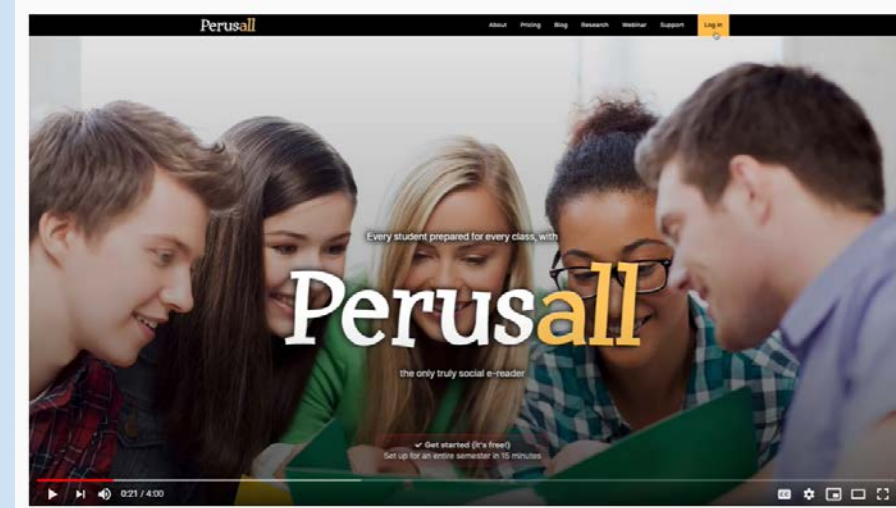
7. Use whole-class interactive reading tasks to promote sense of togetherness

- GoFormative
- Perusall

The screenshot displays the GoFormative web interface. At the top, the 'formative' logo is on the left, and links for 'Learn More', 'Quick Code', and 'Dashboard' are on the right. Below the header, a 'Dashboard' tab is selected. A central box titled 'A Sample Formative Assessment with Responses' provides a quick code 'VV68676' and a link to the assignment view. The main content area shows a table of student responses for a math problem. The table has columns for 'Name', 'Score', and three numbered sections (1, 2, 3). The first section, 'Answer Key', shows a score of 10 and a point value of 10. The second section, 'Point Value', shows a score of 30 and a point value of 10. The third section, 'Answer Key', shows a score of 10 and a point value of 10. The table lists three students: RUBEN REA (30/30, 100%), JESSICA HAYES (15/30, 50%), and ZACH DIGLER (3/30, 10%). Each student's response includes a handwritten diagram of a rectangle, a calculation for the area, and a final answer. A video player overlay is visible in the center of the table, showing a play button and a progress bar. The bottom of the screen features a 'Screencast-O-Matic.com' watermark.

Name	Score	1	2	3
Answer Key	10	Set a Key	About 6 hours	Set a Key
Point Value	10			
RUBEN REA	30 / 30 (100%)		About 6 hours	Max can wax the floor in 6 hours, adding someone twice as fast as Max would be like having 3 Maxes to start with. So, he'd be able to be able to do wax the floor in 2 hours, whereas the machine would take 3 hours because of the set up.
JESSICA HAYES	15 / 30 (50%)		About 5 hours	The extra worker and Max with the machine would both have a rate of 2400 square feet/hour, so they are the same. However, the machine's setup time makes it an hour slower.
ZACH DIGLER	3 / 30 (10%)		About 2 hours	It would be faster to add the machine because triple the speed is better than just having two people working on waxing the floor.

Perusall



<https://mailchi.mp/perusall/teaching-remotely-join-eric-mazur-for-an-interactive-webinar-on-remote-teaching?e=caf16447c2>

[View Online](#)

Perusall



Teaching remotely this semester or for the entire school year? Join **Eric Mazur, Balkanski Professor of Physics and Applied Physics at Harvard University** for an interactive discussion on improving remote teaching. Eric will share some of the things that worked well for him as he

8. Insert individual short learning expeditions for deeper learning

- Symbaloo Learning Path
- Sutori
- Loops Education
- Classcraft
- Google Forms



Google Form Journey




S8: Guiding Subject-matter Understanding


Session Worksheet

*必填

Symboloo learning expedition

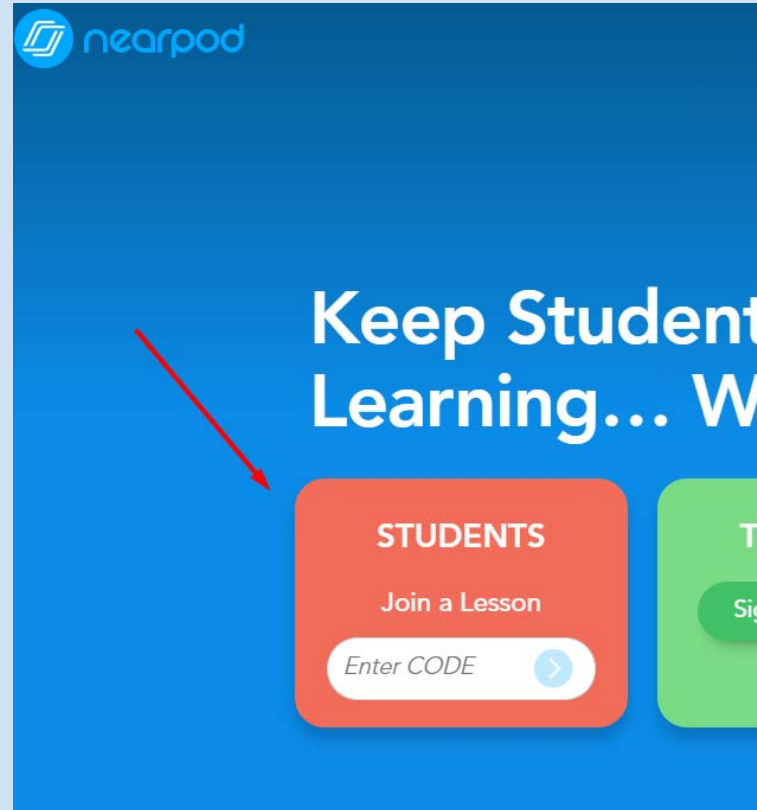
 learningpaths
by symboloo

Technology and Remote Teaching: Some key concepts

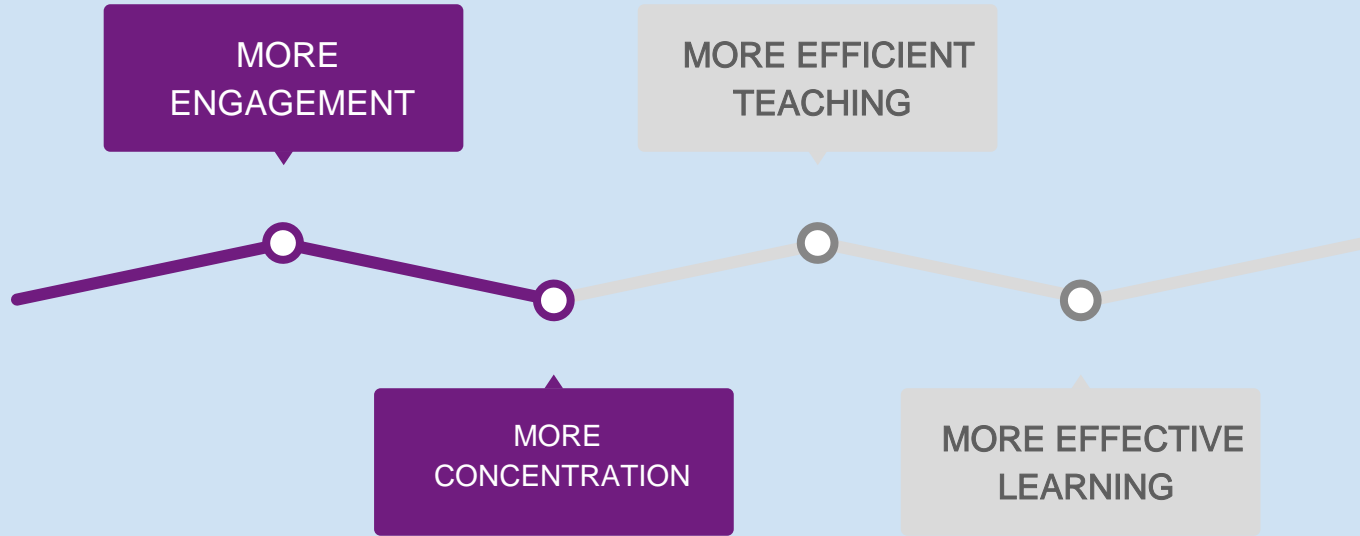


The diagram illustrates a learning path with five steps, each represented by an icon in a blue square. The first icon is a blue pushpin, followed by three yellow graduation caps, and the final icon is a yellow flag. The icons are connected by yellow arrows, indicating a sequence of steps. The background of the slide is a photograph of a large, historic building with a red-tiled roof and a blue sky with white clouds.

Nearpod



Observations from my remote teaching experience



Reflections

What can conventional schooling learn from remote teaching in the new-normal era?

[illegible]