

Virtual Teaching Academy
Session 4 Recap
Maintaining Teacher-Student/Student-Student Connections
3-4:30pm EDT
June 27, 2020

On behalf of the University of Phoenix, Blackboard and everyone associated with the Alliance for Virtual Learning, thank you for attending our inaugural Virtual Teaching Academy. Following each session, a high-level outline will be emailed to you.

For your convenience, important links can be found below. Additionally, please feel free to use the hashtag #VTA2020 across your social media platforms. Don't be shy about the fantastic work you're doing on behalf of your students!

*Please use the "Webinar link" provided below, to join each daily session.

Important links:

*Webinar link: https://applauncher.gotowebinar.com/#notStarted/280718920414727439/en_US

Link to presentations: <https://content.blackboard.com/virtual-teaching-academy>

Link to VTA sessions: <http://content.blackboard.com/virtual-teaching-academy>

General contact email: info@blackboard.com

Note: If you have chosen to add our Webinar sessions directly to your virtual calendar of choice, you will be notified to attend each daily session at the correct local time.

Note: This session begins on page 22 of your Virtual Teaching Academy Blueprint.

Panel Participants:

Pam Roggeman, Ed.D.; College of Education Dean, University of Phoenix
Email: pamela.roggeman@phoenix.edu

Debbie Vickers, Educational Consultant
Email: debbiemvickers@gmail.com

Matt Moody, Lead Faculty; College of Education, University of Phoenix
Email: matt.moody@phoenix.edu

Maggie Verdoia, 6th Grade English teacher, English Department Chair; Fisher Middle School, Los Gatos, CA
Email: mmverdoia@gmail.com

Foundational Research for this Presentation:

- The Power of a Teacher
 - An effective teacher is the most important factor impacting student achievement.
 - The impact of an effective teacher on a student is both cumulative and residual.
 - Pro Tip: Believe in yourself as a teacher!
 - Teachers who have strong relationships with their students have 31 percent fewer discipline-related issues with students.
 - Consider trying the two-minute relationship builder exercise:
 - Take two minutes every day for 10 days to build relationships with students.
 - Ask them questions that allow them to share their personality with you.
- The Power of a Student
 - There is a reciprocal relationship between the way a teacher behaves and student engagement.
 - A teacher's individual interactions with a student has the most powerful impact on the student's perception of the teacher.
 - Student engagement influences teacher behavior
 - A teacher's perception of a student's behavioral and emotional engagement predicts a teacher's future interactions with that student.
 - Unengaged students can make teachers feel incompetent and/or not liked.
- The power of Community
 - Establishing a social presence, the creation of a community online, is critically important.
 - Tips on how to create a virtual community:
 - Show your face and emotion to students.
 - Create community cohesion by giving students meaningful work to do.
 - As humans, we have an innate, human desire to be part of a group.
 - Teams work based on the collective ability to feel psychology safe with one another and their ideas are valued.

- The Power of Social Emotional Learning (SEL)
 - Driven by CASEL competencies
 - Self-awareness
 - How do my emotions, thoughts and values influence my behavior?
 - Self-management
 - How can I regulate my emotions, thoughts and behaviors to manage stress, control my impulses, and motivate myself?
 - Social awareness
 - How do I empathize with others? Do I understand the social and ethical norms for behavior? What resources do I have in my family, school and community to support me?
 - Relationship skills
 - How can I communicate clearly, listen well and cooperate with others?
 - Responsible decision-making
 - How can I make constructive choices, evaluate the consequences of my actions, and exhibit consideration for others?
- Student-Teacher Interaction
 - How do we connect with large numbers of students in a virtual learning environment?
 - Teachers should perform a “needs assessment” to get to know your students.
 - To the extent possible, let what you learn determine what & how you teach.
 - Let what you learn help you devise creative assignments for students.
 - Don’t simply lecture to students virtually.
 - You should not be on Zoom the entire day.
 - Students need meaningful interaction that is facilitated by technology and the tools at our disposal.
 - Consider giving students an assignment that allows them to express their creativity by using “found-items” from around the house.
 - Example shared via PowerPoint: A shadow-box project.
 - Students benefit from having multiple options to complete an assignment.
 - Consider using these digital tools:
 - Audiovisual tools – SeeSaw
 - Audio and video – FlipGrid
 - Text-based – Google Classroom or Canvas via Google Docs
 - Presentation-based – Google Slides with Zoom
 - Live small-group meetings or larger class interactions – Zoom or Blackboard Collaborate
 - Using Digital Scaffolding and Differentiation
 - Teachers can use Google Slides and screensharing (synchronous option) or Screencastify as a Google Chrome extension (asynchronous, on their own time, option) to incorporate slides or video clips as graphic organizers into lessons.
 - Differentiation for Parents
 - Teach parents how to create a learning plan for their home so that their child/children have structure during the day.
 - The key to maintaining structure is consistency.
 - Applications (apps) like Band, Remind or ClassDojo are a must for consistent, two-way communication between parents and teachers.
 - Remember, parents will need tutorials re: the tools and apps that their child/children will be using.

- Differentiation for the socioemotional needs of teachers
 - Teachers need training from their respective school district in apps used not just for teaching in an asynchronous or synchronous manner, but also in how to use communication tools like Band, Remind or ClassDojo.
 - Teachers need time in their weekly schedules to share challenges and best practices with their peers.
 - Most teachers' sense of self-efficiency was damaged when they had to rapidly transfer their teaching skills and teaching style online as a result of COVID-19.
 - Empathy from school leaders goes a long way as teachers overcome the learning curve associated with technology.

- Student-Student Interactions
 - Establish expectations for behavior in the virtual environment
 - Remind students that the same rules apply in a virtual classroom.
 - Be respectful
 - Be prepared
 - Take responsibility
 - Bad behavior toward other students still has consequences
 - Example: If a student misbehaves, maybe he or she is muted for five or ten minutes.
 - In terms of getting the most out of the technology:
 - Have students remind each other to do simple things like log-in only when they are in a quiet/appropriate place.
 - Log-in on time
 - Just like when students are in a physical classroom, remind them that they have to raise their hands to speak. In time, students will remind each other about these behavioral norms.

- Making Technology Work for You
 - Many teachers don't know where to begin when it comes to choosing tools to use in the virtual classroom.
 - Pro Tip: Instead of becoming overwhelmed, and trying to use a lot of different tools, choose one tool, get to know it really well, and use it in a lot of different ways with your students.
 - In this section of the Webinar, three virtual tools were demonstrated and discussed. The tools were presented in terms of "risk." In this setting, "risk" is defined as the amount of time, energy and effort teachers need to put toward learning the tool and implementing it into any given lesson plan.
 - Low-risk tool: Google Classroom Stream
 - Why? Because it's intuitive and easy to learn
 - Middle-risk tool: Using "Breakout Rooms" in video tools like Zoom.
 - Why? Because it takes time and practice to become comfortable using this feature.
 - High-risk tool: Edmoo
 - Why? Because it has a steep learning curve and it takes *a lot* of time to set things up before students use it for the first time.