

YES! WE CAN!



ENGAGING STUDENTS IN THE online LEARNING ENVIRONMENT

ANDREW SCOTT, HALT 2021

Yes! We CAN! ENGAGING STUDENTS IN THE online-LEARNING ENVIRONMENT

SECTION 1: INTRODUCTION



INTRODUCTION: PRESENTER

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CONTENTS OF THIS PRESENTATION:

Three of Many Essential Components to Student Engagement in Online Learning:

- *Creating a Safety Net For the Students*
- *Creating a Sense of Care and Pilina*
- *Creating Exciting/Engaging Lessons*



Note 1: I will provide a few examples of my work, but if you are interested in many more, or have questions, please email me. ***All examples were created in Google Drive, so they are easily shareable.***

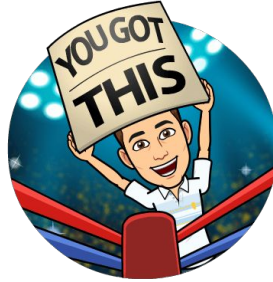
Note 2: If you would like assistance or have questions that were not answered, please email me. Those viewing offline can email too!

Link to this presentation: <http://bit.ly/scotthalt21>

INTRODUCTION: MY FEELINGS DURING THE PANDEMIC



How do I compete for the students' attention/enthusiasm?



How do I create and maintain positive relationships?



How do I create opportunities for the TL?



How do I cover everything I need to cover?



How do I assess?



How to I break down barriers to learning?



How do I find time for myself?

INTRODUCTION: STUDENT FEELINGS DURING THE PANDEMIC



Is anyone paying attention to me?



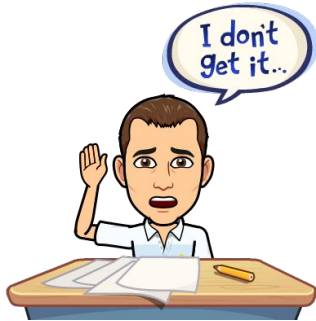
I miss my friends!



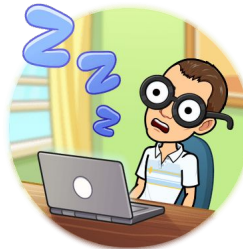
How do I study in this environment?



How do I keep up with my assignments?



I am soooooo confused!



Sooooooo bored!



How do I find time for myself?

INTRODUCTION: Some KEY COMPONENTS OF STUDENT ENGAGEMENT

SAFETY NET

- Safety net of organization and communication
- Create easy-to-use online environment
- Create a consistent routine for everything.
- Create a live environment of support and cherishing mistakes.



STUDENT ENGAGEMENT

EXCITING AND ENGAGING LESSONS

- Maximize Interaction
- Personalize and Brand Everything
- Several Short Duration Activities
- Games
- Make the most of live classes.
- Have Fun With the Target Language

CONFIDENCE!

- Show confidence in your class's ability to succeed despite difficulties in online learning.
- Create opportunities to build confidence in the TL and learning.
- Trust in YOUR ability to teach.
- No excuses!

OPENNESS

- Share and integrate your personality and interests
- Be honest
- Be open about your expectations, concerns, and feelings.
- Be open to asking for help!

SENSE OF CARE

- Growth over Compliance
- Pillars First, Content Second
- Flexible Deadlines and Compromise
- Frequent and meaningful communication
- Observe and Integrate Student Interests
- Be available!

Questions? <http://bit.ly/scotthaltpadlet>

Yes! We CAN! ENGAGING STUDENTS IN THE online-LEARNING ENVIRONMENT

SECTION 2: TECHNIQUES FOR DEVELOPING A SAFETY NET



SECTION 1: TECHNIQUES FOR DEVELOPING A SAFETY NET

These are just a few of the things I do to establish a safety net for my students.

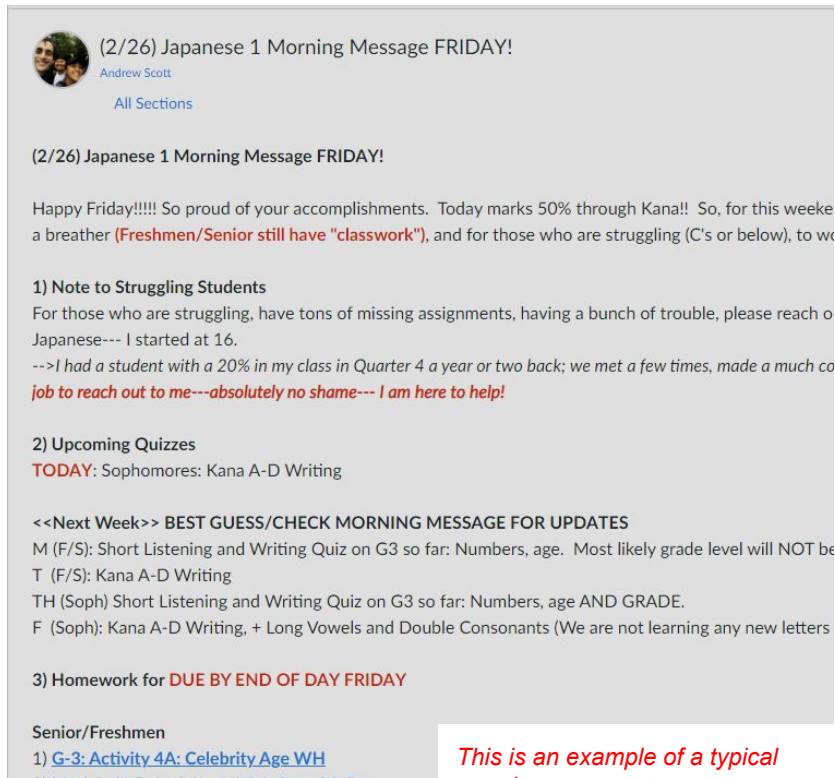
1. Morning Message:

Everyday at 7:30 am, I send an email through my LMS which houses all important information (greeting from me, upcoming quizzes, homework with links, funny video.

2. Establish A Routine:

In addition to the Morning Message, I set an maintain clear routines: consistent days for Zoom/Live Classes, regular due dates.

For Zoom/classes, I: create a slideshow for every lesson and upload to the LMS, set a general routine for the actual lesson.



The screenshot shows an email titled "(2/26) Japanese 1 Morning Message FRIDAY!" from Andrew Scott. The email body includes a greeting, a note to struggling students, upcoming quizzes for sophomores, and homework for seniors/freshmen. The email is formatted with bold text and red highlights for emphasis.

(2/26) Japanese 1 Morning Message FRIDAY!

Andrew Scott

All Sections

(2/26) Japanese 1 Morning Message FRIDAY!

Happy Friday!!!! So proud of your accomplishments. Today marks 50% through Kana!! So, for this week a breather (**Freshmen/Senior still have "classwork"**), and for those who are struggling (C's or below), to w

1) Note to Struggling Students

For those who are struggling, have tons of missing assignments, having a bunch of trouble, please reach o Japanese--- I started at 16.

-->I had a student with a 20% in my class in Quarter 4 a year or two back; we met a few times, made a much co **job to reach out to me---absolutely no shame--- I am here to help!**

2) Upcoming Quizzes

TODAY: Sophomores: Kana A-D Writing

<<Next Week>> BEST GUESS/CHECK MORNING MESSAGE FOR UPDATES

M (F/S): Short Listening and Writing Quiz on G3 so far: Numbers, age. Most likely grade level will NOT be

T (F/S): Kana A-D Writing

TH (Soph) Short Listening and Writing Quiz on G3 so far: Numbers, age AND GRADE.

F (Soph): Kana A-D Writing. + Long Vowels and Double Consonants (We are not learning any new letters

3) Homework for **DUE BY END OF DAY FRIDAY**

Senior/Freshmen

1) **G-3: Activity 4A: Celebrity Age WH**

This is an example of a typical morning message.

Questions? <http://bit.ly/scotthaltpadlet>

SECTION 1: TECHNIQUES FOR DEVELOPING A SAFETY NET

These are just a few of the things I do to establish a safety net for my students.

3. Centralized Progress Report

I create a Google-Doc progress report for the students which contains everything from assigned-dates to due-dates, to performance on individual assignments.

It is color-coded: red for missing assignments, green for assignments/quizzes over 85%, black for items that should be redone, and orange for anything over 24hrs late.

I add new homework daily, and update grades (and colors) about twice a week.

I share with the parents and the counselors.

This is a perfect compliment to the Morning Messages.

PROGRESS CHECK AND ASSIGNMENT LIST

This document has all of your homework and grades/progress. Everyone is on a different pace, so this is unique to you.

名前		Last Updated	5/2/21	Current Grade	78.3 C+
----	--	--------------	--------	---------------	---------

You picked up a bunch but are missing a bunch. I have confidence in you!

Key	COMPLETED AND PASSED	ACCOMPLISHED BUT NOT PASSED	COMPLETE BUT NOT PASSED	NEW/DUE	REDO	DONE BUT GRADING IN PROGRESS	Looked Cannot Make up	25% Deduction
-----	----------------------	-----------------------------	-------------------------	---------	------	------------------------------	-----------------------	---------------

Passing is 85% or above, or 100% complete.

Date	Assignment	Due	Status/Grade
	Spring Break Flipgrid Recording		CLOSING SOON
	Spring Break Debrief Handout Canvas		CLOSING SOON!
	DC 3-1		
	DC 3-2		
	DC 3-3		
	Study DC-2 Quiz	Tuesday	
4/8	DC3-4	4/8 @9:00	
4/9	DC3-5	4/11@9:00	
4/9	DC3-6	4/11@9:00	
4/12	DC 3-7	4/12	
4/12	DC3-8	4/12	
	K18-8		
4/13	Q4 Kany Review 1	4/13	On top of module page
4/13	K18-10	4/13	
4/15	DC3-9	4/15	

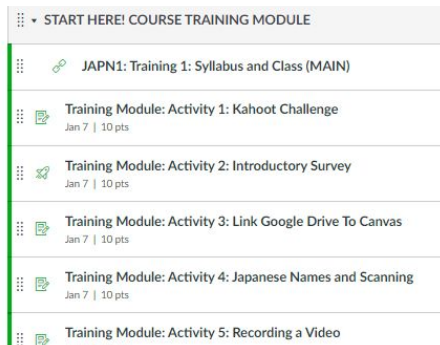
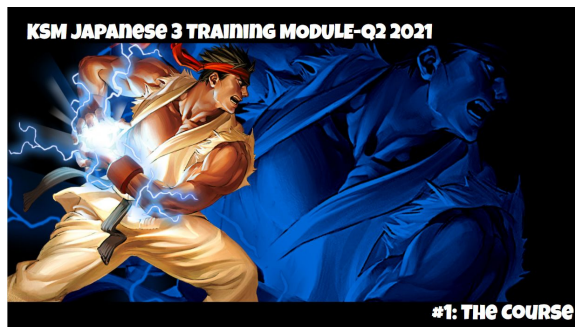
This is the example of the shared progress sheet.

Questions? <http://bit.ly/scotthaltpadlet>

SECTION 1: TECHNIQUES FOR DEVELOPING A SAFETY NET

4. Train Your Students and Parents:

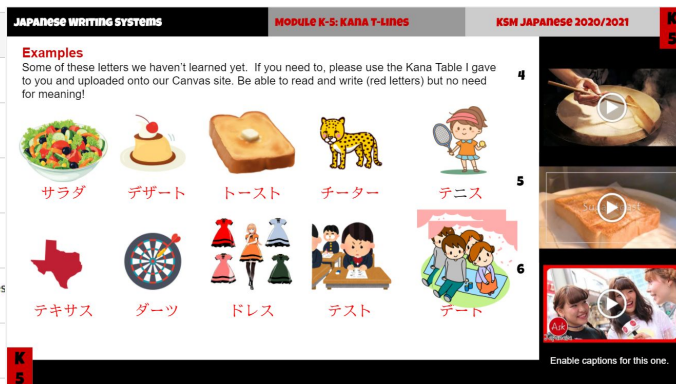
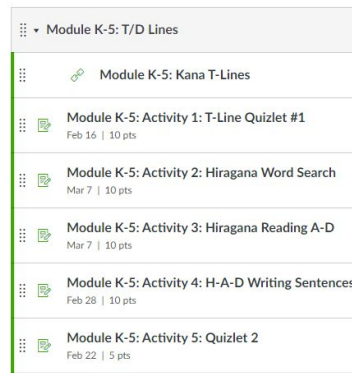
I create a training module for the students and parents (optional) which takes them through syllabi-stuff, how to use the technology, my organization system, how to get help, etc.



Top (Left and Right): This is an example of the resource slideshow and module for training.
Bottom: An example of module organization and labeling of resource slideshow

5. Organize Consistently

I have a consistent means of naming modules, naming and referring to assignments (in messaging, progress sheets, when conversing with parents.)



Questions? <http://bit.ly/scotthaltpadlet>

Yes! We CAN! ENGAGING STUDENTS IN THE online-LEARNING ENVIRONMENT

SECTION 3: TECHNIQUES FOR DEVELOPING SENSE OF CARE



SECTION 2: TECHNIQUES FOR DEVELOPING A SENSE OF CARE

These are just a few of the things I do to establish a sense of care with my students and their situations.

1. Adopt a Growth-Mindset

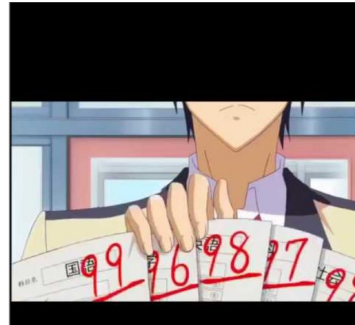
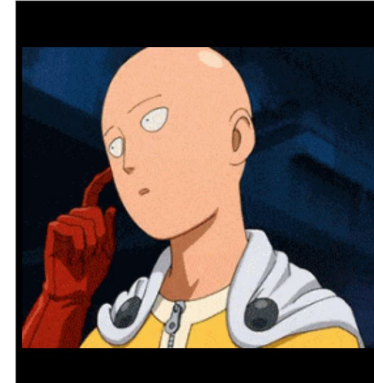
1. Students can re-do anything even quizzes.
2. Frequent, small assignments/project-steps and assessments, no large tests.
3. Flexible Deadlines: quality versus rushing.

2. Being Cognisant of Their Situations

1. High-critical-thinking activities saved for live classes.
2. Realistically-flexible deadlines.
3. Achieve compromise as long as communication and progress is occurring.

PHILOSOPHY

1. Have fun!
2. Do your best!
3. Make the most out of the time you have in class and at home to practice.
4. Be one with your mistakes.
5. Take all opportunities to improve your grade.
6. Ask questions and seek out help-- no shame!
7. Respect everyone and the opportunity that you are being given here.
8. Be open-minded.
9. Be okay with making a fool of yourself!
10. Be prepared and on time!



GRADES

General Information

1. I care more about what you can demonstrate to me than grades.
2. There are rarely any assignments which are one-offs. This means, you will have chances to redo!
3. Grades can be checked in Canvas (most up-to-date) and KS Connect.
4. Missing assignments will tank your grade.
5. I always give the minimum requirements for each assignment. Do more for an A!

Questions? <http://bit.ly/scotthaltpadlet>

Example slides from my training module which explains my philosophy and grading policies.

SECTION 2: TECHNIQUES FOR DEVELOPING A SENSE OF CARE

3. Frequent and Meaningful Communication (Besides normal Morning Message)

1. Quick email check-ins with students (praise, concerns, questions, etc.)
2. General POSITIVE email home to parents to keep them informed and build foundation for dealing with issues.
3. Keep emails to a minimum to avoid a flood.



COMMUNICATION

I will send you a bunch of communication:

Morning Message: (All students)

Right at 7:30am, you will receive a Canvas message from me. It will contain the day's plan and activities that you need to complete.

Afternoon Message: (All students)

This will be sent if I need to give any urgent classwide feedback.

Individual Message (As needed)

This will be done to give you feedback, remind you of missing assignments, and upcoming appointments.

Family Message (As needed)

I will send a general update to parents about the class about every two weeks. I will not send a specific message to them without talking to you first.

If I send you an individual message, please reply that you understood.

(Top:) training module slide describing communication. (Bottom-Left) Daily slideshow, used Naruto background because student asked. (Bottom-Right) Everyday starts with conversation of various topics. "What will you do this weekend?"

4. Know Your Students.

1. I start the year with a survey.
2. Every class, I allow for "free" conversation time/ warm-up to gather more information about the students.
3. I integrate as much as possible into my slideshows, lessons, and interactions.



しゅうまつになにを
しますか。

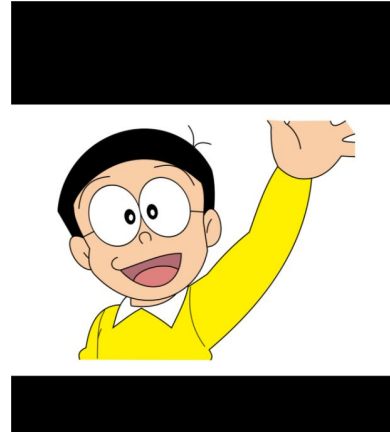


Questions? <http://bit.ly/scotthaltpadlet>

SECTION 2: TECHNIQUES FOR DEVELOPING A SENSE OF CARE

4. Be available!

1. Have open office hours (at school, via email, via Zoom) so students can ask for/receive help.
2. Organize office hours around when most students study. (Haha not at 1am)
3. Respond to emails as quickly as possible.



GETTING HELP

Please do ask for help at any-time, even if you think I am busy. There is no shame in it.

In-Person Office Hours: Usually my door is opened all day. Please drop or set up an appointment.

Online Office Hours: About 7:30am to 8:00pm except for times I am teaching live! If appointment, we can Zoom.

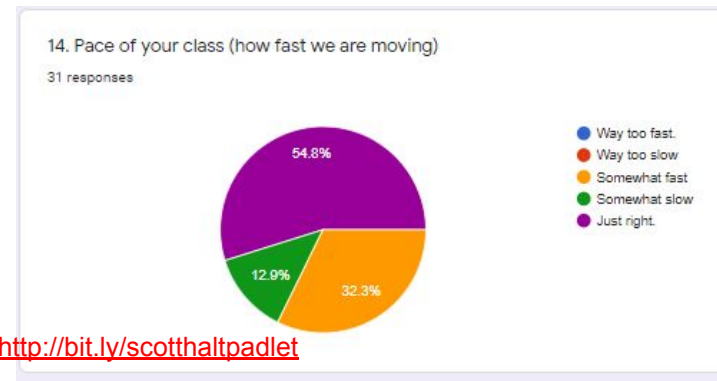
Read my Feedback... It usually answers your questions.

Contacting me through Canvas or Email is Best. If I don't reply within a couple hours, nag me :)

(Top:) training module slide describing how to get help (Bottom) Example of a question from a pulse survey.

5. Seek their Feedback and Close the Loop

1. Frequent student-pulse surveys (at least quarterly).
2. **Close the loop** by demonstrating that you made adjustments based on feedback.



Questions? <http://bit.ly/scotthaltpadlet>



Yes! We CAN! ENGAGING STUDENTS IN THE online-LEARNING ENVIRONMENT

SECTION 4: TECHNIQUES FOR DEVELOPING EXCITING AND ENGAGING LESSONS



SECTION 4: TECHNIQUES FOR BUILDING EXCITING AND ENGAGING LESSONS

1. Asynch Versus Live: Divide and Conquer!

Put a great deal of thought into what aspects of your instruction belongs in asynchronous learning and what belongs in your live classes.

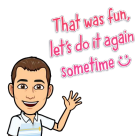
With limited live time, you need to make the most out of your time. What can they ONLY due in the Zoom or Live Classroom?

Asynch Learning: Listening, reading/recording activities, asynch Kahoots for introducing new grammar, easy projects, verb conjugation drills, etc. Serve as prep for live lessons.

Live: Communication, fun, interaction, Using the language, not learning about the language.



TL
Communication
Practice



Games,
culture,
"hands-on"



Short
Quizzes



Collaboration
/ Interaction
with peers



High-Level
Critical
Thinking



LECTURE

Lectures and L1
grammar talk



Deadtime



Major grades
attached to the
lesson, except for
participation.



Large tests...
Can't we be
more
efficient?!

Questions? <http://bit.ly/scotthaltpadlet>

SECTION 4: TECHNIQUES FOR BUILDING EXCITING AND ENGAGING LESSONS

2. Pacing/Structure Of Your Live Lessons

Here are characteristics of my live/Zoom lessons (75 min):

- **At least** 8-10 Activities per lesson
- Each activity lasts about 5-10 minutes, NO LONGER THAN TEN.
- There are clear transitions and often brain breaks.
- Strong Student participation through Zoom Chat, Padlet, etc. Students have to be on their toes at all time.
- If in Breakout Rooms, students have a very short time with one partner, and they switch frequently.
- Cycles through warm-up, cool-down activities.
- Goal is to use every second of the live class for USING the target language.



(Top:) Clickable daily slideshow for my 2nd/3rd year class.

(Bottom) Clickable informal sample lesson plan.



Questions? <http://bit.ly/scotthaltpadlet>

SECTION 4: TECHNIQUES FOR BUILDING EXCITING AND ENGAGING LESSONS

3. As much *genuine* interaction as possible!

You have the activities planned, but you need to make sure you are maximizing your students' opportunities to genuinely interact with each other. The more they are interacting, generally the higher the engagement.



Questions? <http://bit.ly/scotthaltpadlet>



Kahoot/Quizlet

Not best language-learning tool, but great on creating excitement/energy.



Breakout Rooms:

Great for interpersonal activities and some games.



Google Drive:

Share a document, great for team games, story-making activities, and others!



Mini-Projects

Short-duration creative/TL activities.



padlet



Zoom-Chat or

Padlet: Easy replacement for whiteboards, Q&A and some games.

SECTION 4: TECHNIQUES FOR BUILDING EXCITING AND ENGAGING LESSONS

A FEW EXAMPLES OF INTERACTIVE ACTIVITIES

Kana A,K/G, S/Z, T/D

STUDY

- Flashcards
- Learn
- Write
- Spell
- Test

PLAY

- Match
- Gravity
- Live

あ

Click card to see definition

1/66

Kahoot summary

Title: 48

Description (Optional): 181

Pro tip: a good description will help other users find your kahoot.

Save to:

Language:

Branding: ☐ Use your custom branding

To enable this option, please add more information [here](#)

Lobby video:

Visibility: ☒ Only you ☐ Everyone

Lobby music:

1Kahoot and Quizlet:
Great quick activities for
engagement and
energy! Personalize by
using your own music
or lobby video.

SPLIT BATTLESHIP

This is a split Battleship as we have 2 levels in this class! E-Group will use the pink areas, and J-Group will use the blue areas. I will hide five ships with 4 spaces each. Top (all Kanji) then left (wants). Just say the coordinates. J-Group has to say both blue&pink.



	日本	今日	何年	今月	何日	明後日	何分	今年	今朝	週末
	一番	五つ	四月	六つ	四日	六分	三日	一分	六月	四時
八百屋	三時									
説明	四分									
一週間	三年生									
八千八百	五日									
何曜日	三つ									
昨日	四つ									
週一回	二分									
何年生	五時									
一昨日	一時									
百貨店	四年生									
学校の日	六日									

Questions? <http://bit.ly/scotthaltpadlet>

Google Drive
Games: Students
try to find my ships. I
share my screen
(game board) and
write initials of hits
and misses. For
1on1, I make
breakout rooms and
a copy of the board
for each student.

SECTION 4: TECHNIQUES FOR BUILDING EXCITING AND ENGAGING LESSONS

A FEW EXAMPLES OF INTERACTIVE ACTIVITIES

WHAT WE'RE DOING TODAY...

- Greetings
- Weekend Talk (Demo/Kedo)
- Practice and Review YN Questions and WH Questions
- Time Game
- Discussion about K-16
- Adjective Brainstorming
- Talking about upcoming classes.

If you have any questions please PRIVATELY send a message to me in chat. I will answer it anonymously. If I can get to it right then and now, I will address it with you later.



VOCAB PRACTICE

- 1) Round 1: Please listen to my wants and write a + in your private chat if it applies to you. If it is a no, write --.
- 2) Round 2: I will point and have you give your wants.
- 3) Pay really close attention to the vocab!



VOCAB PRACTICE



こども
の
ときに



object



action

BREAKOUT ROOMS #2

- 1) You are going to have 5 minutes in Breakout rooms. Have a conversation about summer break. Yes you need to ask what they did, but your focus should be adjective questions and joining for the answers.
- 2) Please take notes; you will definitely need them. Scribbling in English is fine!
- 3) Your speaking must be 100% Japanese!



If you have any questions please PRIVATELY send a message to me in chat. I will answer it anonymously. If I can get to it right then and now, I will address it with you later.



SUMMARY

- 1) I just pulled you out of Break-Out rooms.
- 2) You will record a summary in Japanese for as long as you can. (I set the limit at 3:00, but no expectations that you can reach it.
- 3) When you are recording, Mute the Video/Audio on Zoom. I will announce time.
- 4) If done early, turn your video back on.
- 5) **You have 6 minutes total.**

<https://flipgrid.com/5240521f>

Flipgrid

online timer



*Top Left: Daily slideshow: how to ask questions;
Top Middle /Right chat activity.*

Bottom: Breakout Room activity and debrief video.



Questions? <http://bit.ly/scotthaltpadlet>

SECTION 4: TECHNIQUES FOR BUILDING EXCITING AND ENGAGING LESSONS

A FEW EXAMPLES OF INTERACTIVE ACTIVITIES

日本語のクラスのマスコット



日本語のクラスのマスコット

I will divide you into two groups. It is your job, in each group, to come up with a mascot for our Japanese class and present it. The most well argued team will get extra credit. This is what you have to do:

Come up With the Background/Origin
Describe the Physical Appearance and abilities.
Anything else you can think of.
Drawing on whiteboard, etc. showing me kind of what this would look like.
You, as a group will present in front of the class / record a video.



Mascot Mini Project: This can be done in-person or over Zoom. This focused on three grammar patterns related to feelings and quotes.

1) We started with a structured viewing activity and discussion about mascots.

2) Students were tasked to come up with a drawing and informal presentation. (1 class plus homework.)

3) Audience will give five or so comments, and 3 or 4 questions. We will note everything.

4) Students will rate other presentations with discussion.

5) Additionally assessed on grammar in handout.

どうおもいますか?

Review the mascots you saw by filling out this form.



#27-MASCOT-KOI

Name		Date	
------	--	------	--

A. Please rate the mascots you see (1-10) and consider design, awkwardness, explanation. After each mascot, write two とおもいます feelings/comments. They should be in past tense.

Mascot	なまえ	レーティング	コメント

B. During the discussion, take notes on what people say and what you heard about your mascot. 4 といいました and 3 ときました。

Questions? <http://bit.ly/scotthaltpadlet>

SECTION 4: TECHNIQUES FOR BUILDING EXCITING AND ENGAGING LESSONS

4. Pay Close Attention to the Visual Presentation

- Create a daily slideshow and “share” with students.
- *Brand* Everything From Daily Slideshow to LMS homepage
- Create a slideshow template so you can change backgrounds to incorporate themes/student interests.
- Make use of Bitmoji and Clipart
- Clear Visual Transitions
- Amount of Target Language/Text



ようこそ!

Congratulations on starting the adventure that is Japanese 1. It will be an intensive class, but you will have a blast. We will be learning a lot about the Japanese language and culture, and while we do have a set curriculum, we are super flexible! If you want to learn something, need an adjustment in the class, or have any other needs, please tell me! We are all here to have a super enjoyable experience.

Basic Course Info	About Teacher	Course Description	Expectations	Resources	Fun
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(Top:) Canvas-home-page logo (clipart, little Photoshop (text), (Bottom Left/Middle) Falcon and Winter-Soldier backgrounds, used while the season finale was airing. (Bottom Right) Kana module (all Godzilla themed)



ありがとうございました

We will write fake thank you notes to teachers, family, etc. Using てください and ありがとうございます, write simple one sentence thank you notes.



先生 親 友達 色々



Questions? <http://bit.ly/scotthaltpadlet>

SECTION 4: TECHNIQUES FOR BUILDING EXCITING AND ENGAGING LESSONS

5. Make the Most Out of Multimedia

We are learning/teaching online, so we should make use of technology such as Google Slides, audio files, etc., but also Youtube and other media.

UNIT 1: INTRODUCTIONS
MODULE G-4: HOMETOWN
KSM JAPANESE 2020/2021
G
4

Questions and Conversations

WH Questions

Q: Shushsin wa dochira desuka.
A: Amerika no hawaii shuu no oafu to no waikiki shi shushsin desu.

Q: Doko Kara kimashita ka.
A: Nihon no fukuoka ken no tenjin shi kara kimashita.

YN Questions

Q: Fukuoka-ken no hakata shi shushsin desuka.
Y: Hai sou desu.
N: Iie Fukuoka-ken no tenjin-shi shushsin desu.

Note: Be efficient! If your country, state, etc., are obvious, you can leave them off!

SCOTT
先生
S
TOP
10

#10

#9

#8

VIDEOS 99-101

(Left:): Resource Slideshow Slide with videos on right, so students can research cities based on my Top Ten favorite cities in Japan. (Right Top) Students listen to my recording and fill out their bingo sheets (asynchronous). (Right Bottom) Kanji slideshow with stroke order video embedded.

MOD-X ACTIVITY 11 DATES AND DAYS OF WEEK BINGO

Name	
------	--

Please listen to the audio file (in Canvas) where I will say the dates and Days of the week. Color in the boxes if you hear the word called. You can listen as many times as you like. Careful, there are numbers that were called that aren't listed, and numbers that are listed that weren't called!

12/10	3/1	1/3	9/4	12/9
10/21	8/4	9/12	11/8	9/5

JAPANESE WRITING SYSTEMS
MODULE K-18: 日今明
KSM JAPANESE 2020/2021
K
18

Basic Information

	くんよみ	オンヨミ
日	ひ	ニ
Sun/Day/Japan	び	ジツ
	び	カ

スポーツの日

日

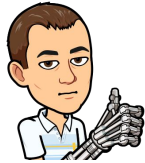
Questions? <http://bit.ly/scotthaltpadlet>

SECTION 4: TECHNIQUES FOR BUILDING EXCITING AND ENGAGING LESSONS

6. Use *Engagement Boosters*

Engagement boosters may quickly boost the engagement levels of the students, *but should not be overused, and every tool will not work for every student.*

Some of my favorites!



Technology
Phones, Padlet,
Buzzers,
Video-Editing, etc.



Gamifying
Setting up
Rewards-Plan,
Experience
Points, etc.



**Movies and
Videos**
WITH A
POINT



Food
Cooking
Activities,
Snacks for
prizes, etc.



Music
Quizlet, etc.,
during
quizzes, as
culture.



**Arts/Crafts/
Design!**

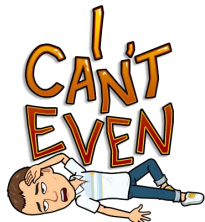


**Funny
videos,
pictures,
self-deprec
ating
humor**

SECTION 4: TECHNIQUES FOR BUILDING EXCITING AND ENGAGING LESSONS

6. Use *Engagement Boosters*

When considering using these engagement boosters, ask yourself these questions:



Is it too difficult to learn or too complex to implement?!



Has it been used too much?
Does it actually engage the students?



Does it take a lot of time to set up or for students to learn?



Does it enhance TL engagement or detract from it?



Does it create or break-down SEL or learning barriers?



What is the specific SEL or TL point?!



Yes! We CAN! ENGAGING STUDENTS IN THE online-LEARNING ENVIRONMENT

SECTION 5: CONCLUSION



Section 5: conclusion

Major Points:

1. We are all providing our students with an authentic, meaningful, and target-language-rich learning experience, maybe not the same level as in-person classes, but we are close!
2. The most important and difficult is the rice/pilina/relationships. Know your students, show you care through action, be positive, be available, and be observant and proactive/reactive to their needs.
3. Give them tools (LMS, lesson slideshow, modules) that are efficient, meaningful, visually-appealing, clear, consistent, and barrier removing!
4. Provide lessons that are efficient, quick paced, genuinely interactive and student-centered, fun, dynamic and with low-stress/ high-rigor, and focused on communication!
5. Be deliberate/judicious in your use of engagement boosters.



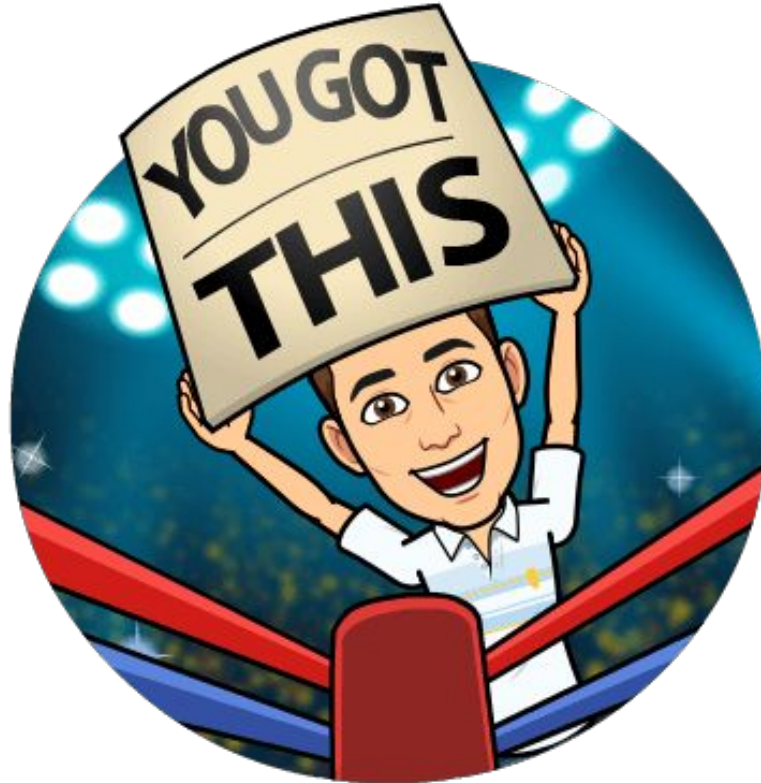
Section 5: conclusion

Major Points:

6. Activities should also be efficient, frequent/short, and policies for late assignments, redos, retakes, should reflect a Growth Mindset!
7. *You can only do your best!*
8. ***YOU CAN USE EVERYTHING WHEN WE GO BACK TO NORMAL CLASSES. THINK OF ALL THAT YOU HAVE ACCOMPLISHED!***

WORLD'S
-BEST-
TRY-ER





CONTACT INFORMATION

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CONTACT ME IF:

- You have questions about anything.
- You would like more examples.
- You would like templates.
- You need help in anything.

Link to this presentation: <http://bit.ly/scotthalt21>



Questions? <http://bit.ly/scotthaltpadlet>



arigato!