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 sooooo confused!

Soooooo 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.

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

**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!

**SENSE OF CARE**
- Growth over Compliance
- Pilina First, Content Second
- Flexible Deadlines and Compromise
- Frequent and meaningful communication
- Observe and Integrate Student Interests
- Be available!

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Section 2: 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 and 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.

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.

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.

5. Organize Consistently

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

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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.

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.


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.

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.

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.

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.

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SECTION 4: TECHNIQUES FOR DEVELOPING 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.

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.

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.

- **Kahoot/Quizlet**: Not the best language-learning tool, but great on creating excitement/energy.
- **Zoom-Chat or Padlet**: Easy replacement for whiteboards, Q&A and some games.
- **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.

Section 4: Techniques for Building Exciting and Engaging Lessons

A Few Examples of Interactive Activities

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

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.

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**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.
3) Your speaking must be 100% Japanese!

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**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 to 3:00, but no expectations that you can reach it.
3) When you are recording, Mute the Video/Audio on Zoom.
4) I will announce time.
5) If done early, turn your video back on.
6) You have 6 minutes total.

[https://flipgrid.com/5240521f](https://flipgrid.com/5240521f)

**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!

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

Bottom: Breakout Room activity and debrief video.

Section 4: Techniques for Building Exciting and Engaging Lessons

A Few Examples of Interactive Activities

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.

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

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.

(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.

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!**
  - Fun
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?!
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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.

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!

YOU GOT THIS
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.

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arigato!