



GUIDELINES FOR ONLINE TEACHING & INSTRUCTION

Prepared by the Ministry of Education
Technological and Vocational Training
BARBADOS

This document gives guidance to school administrators, teachers, parents and students as to how they are to operate in an online teaching environment. It was prepared by Officers of the Ministry of Education, Technological and Vocational Training in consultation with the Teacher Unions and Principal Associations in Barbados.
January 2021

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ROLE OF THE MINISTRY OF EDUCATION, TECHNOLOGICAL AND VOCATIONAL TRAINING

The Ministry of Education, Technological and Vocational Training (METVT) will:

1. Identify and articulate the responsibilities for Principals, teachers, students and parents in the online environment through publications and public service announcements (PSAs) using all available media.
2. Facilitate training of Principals and teachers in manipulating the online platform for online teaching and learning in collaboration with Erdiston Teachers' Training College.
3. Ensure that schools facilitate ongoing training of students in manipulating the online platform for online learning.
4. Sensitize parents/guardians of their role in manipulating the online platform for online learning. (at the level of the school/Public Service Announcements (PSA)/ Flyers/ Brochures)
5. Continuously monitor all schools through an **Oversight Monitoring Committee**. The monitoring will focus on classroom observations and review of timetables and schedules developed by schools for synchronous and asynchronous sessions in the online environment.
6. Provide guidance on any adjustments to the teaching curriculum in the online environment to ensure subject equity.
7. Provide guidance on authentic assessments in the online environment
8. Provide psychosocial support for principals, teachers and students when necessary
9. Ensure that teachers and students are equipped with Devices and/or Connectivity to operate in an online environment.
10. Ensure that all persons are aware of the contents of the Computer Misuse Act 2013
11. Use all available resources to ensure that no child is left behind.

ROLE OF THE SCHOOL ADMINISTRATOR

Administrators should:

- Continue the communication with parents through traditional means and approved social media methodologies following the guidelines of the Ministry of Education Technological and Vocational Training (METVT).
- Share schedules and other important information such as deadlines for submission of assignments School Based Assessments (SBAs) with parents.
- Constantly review online schedules to ensure that there is adequate planning time and adequate time for respite.
- Ensure there are scheduled breaks between sessions and for lunch. The recommended screen time in a day is a maximum of three (3) discontinuous hours.
- Continue to liaise with METVT and/or donors to facilitate improved access to devices for students.
- Develop inhouse training, resource packets and reactive help desks to augment training provided by METVT to aid teachers in navigating the online platforms.
- Develop training programmes for students to improve their navigation of G-Suite and other learning platforms.
- Develop systems to check on the wellbeing of teachers and students.
- Support efforts by the METVT/Counsellors to develop protocols and a list of resources that students and teachers can access for assistance with any mental health issues arising from prolonged engagement in the online environment and COVID19 anxiety.
- Respect the personal time of staff.

ROLE OF THE TEACHER

Teachers should;

- Plan and deliver quality, age-appropriate lessons to students.
- Incorporate technology to enhance pedagogy. You are encouraged to participate in the online workshops, courses and seminars being offered by ETTC in collaboration with the METVT.
- Continue the communication with parents through traditional means and approved social media methodologies following the guidelines of the Ministry of Education Technological and Vocational Training (METVT).
- Report any student who does not have access to a device to the Principal.
- Plan the teaching periods in such a way to ensure a balance between synchronous and asynchronous learning. This helps to reduce the screen-time for students (reminder that breaks should be given).
- Be willing to provide extra support for those students who are experiencing difficulties keeping up in the online learning environment.
- Record the attendance of all students who report for classes.
- Immediately inform the Principal (who has the responsibility to inform the Student Attendance Section) if you are concerned about the non- attendance or behaviour of any student in your class. (Refer to page 21)
- Contact Network Services at 228-3056, if you are feeling overwhelmed and require social and emotion support.

ROLE OF THE PARENT/GUARDIAN

Parents should:

1. Ensure that their child has an electronic device to access online classes. If he or she does not have a device, notify his/her class teacher or the Principal of the school. Each school will provide contact information for the Principal and the Information Technology Coordinator (ITC)
2. Check their child's email regularly for instructions, notices and assignments from teachers. All primary and secondary students have been issued with an email address. Eg. joy.adamson@hcschool.edu.bb
3. Talk to their child/ward about the importance of participating in online classes.
4. Online classes are a replacement for face-to-face classes and are to be taken as seriously as face-to-face classes. Encourage their child/ward to be on their best behaviour in the online class as they would in the face-to-face class.
5. Identify and prepare a suitable space in the house for their child/ward to work. This is the child's "classroom".
 - It should be a quiet well-lit place in the home with limited distractions
 - Solid or appropriate background provided by the school
 - Comfortable chair
 - A steady desk or table/object on which to place their device
6. Check to ensure their child/ward is participating in the online classes. Check for assignments to be completed and also completed assignments
7. Reach out to the class teacher, if there are any concerns, during the times and through the mediums identified by the school.
8. Participate in any training provided for parents/guardians about online classes
9. Attend all Parent Teacher Association (PTA) or Class/Form Level Meetings. All Parent Teachers' Association (PTA) meetings will be held online during this period and you are encouraged to join so that you can be kept abreast of plans and programmes at the school.
10. Ensure that their contact information is given to the school. Please ensure that you contact your child/ward's teacher or the Principal's office to update your contact information

ETIQUETTE FOR ONLINE LEARNING- FOR TEACHERS**Tip: *Be professional at all times***

1. Dress appropriately for work in the online classroom.
2. When delivering instruction from your home, select an appropriate space/room/ background and minimise distractions.
3. Greet all students before the formal start of the class and take a register of the **each** of your classes --- G Suite can be used.
4. Always keep your video on and be visible to the learners unless you are sharing your screen.
5. Encourage students to download a background screen so that they can keep their videos on and conceal their home environment. eg murals, ministry logo, school picture. (The same background for all students in the class to avoid distraction.)
6. Be observant during class and keep students focused on the lesson.
7. Correct assignments and provide feedback in a timely manner.
8. Ensure that all verbal and written instructions are clear and can be easily understood.
9. Create a forum for parents to communicate with you regarding their child's progress and challenges. WhatsApp chats are encouraged but parents must be reminded that inappropriate conversations will not be entertained nor vulgar or offensive posts or comments. Also, you must set clear boundaries on the times you will be available for communication.
10. Be well-prepared and well-versed with the topic as parents and guardians may be listening as well. Discourage their participation while classes are ongoing and direct them to communicate with you directly if they have any queries or concerns.
11. Keep a professional tone when communicating with students in the online classroom.

ETIQUETTE FOR ONLINE LEARNING- FOR STUDENTS

Tip: Treat your online classes similarly to your face to face classes in the school building. Tell yourself that you are at school in the classroom.

1. Be on time for class. Turn on your device at least ten (10) minutes before the class is due to begin.
2. Make sure your device is fully charged or plugged in.
3. Get any materials or books you were told you would need for the class.
4. Wear proper clothing and be properly groomed. Remember you are attending class.
5. Eat and use the bathroom before you get started.
6. Let your parents, guardians, siblings or relatives in your home know that you are ready to work and they should avoid interrupting.
7. Greet your teacher and classmates when you enter the online class.
8. Remain seated when required and keep your device on a steady surface like a table.
9. Even though we are not in a physical classroom, all your classroom rules still apply.
10. Keep your device muted by clicking the microphone button on your task bar.
11. Listen carefully to your teacher and if you have a question raise your hand or use the “raise hand” symbol.
12. If you are called on, unmute your microphone. Mute when you have finished speaking.
13. Keep your camera on, unless told otherwise by the teacher, and pay attention to what is happening in the classroom.
14. Give your full, focused attention while in class. Listen attentively. Make notes if necessary.
15. Participate fully by asking and answering questions, by sharing information that is relevant to the subject/topic and by completing activities.
16. Keep up with all assignments/homework and submit them on time.

17. Check your email regularly for instructions, notices and assignments from teachers.
18. Use the device chat to communicate about things that are relevant to the lesson and not for private conversations with your friends in the class.
19. Tell the teacher when you are having problems with your device or if you do not understand an instruction.
20. Get ready to learn and be patient with your teacher and classmates. This is a learning experience for everyone.
21. Try your best!

ETIQUETTE FOR ONLINE LEARNING- FOR PARENTS

Tip: *Approach planning for your child's online classes with the same importance and priority as you would face to face classes in the school building.*

1. Please make sure your child/ward logs on at the times they are required to log on.
2. Minimize distractions in the home. Persons who are assisting children or who are in the same space/room must be dressed appropriately.
3. Print/copy and display the class schedule/timetable for everyone at home to see so that class times will not be forgotten.
4. Inform the teacher when your child will be absent from online class and make arrangements for any activity sheets/homework to be forwarded by the teacher.
5. Ensure that young children are supervised and assisted during online classes. Older children should be held accountable for attending online classes and completing assignments on time.
6. Contact the teacher if there are any challenges. Use Class WhatsApp groups so that you can be kept up to date on your child's progress and any requirements for classes or assignments. The teacher will set clear boundaries for the use of WhatsApp and inappropriate messages. The use of vulgar or obscene language in the chat are expressly prohibited.

GENERAL CURRICULUM GUIDELINES FOR ONLINE TEACHING

General Planning

- Consider curriculum integration by collapsing subjects that have similar content and skills.
- Create skill-based lessons aligned with the curriculum.
- Engage in collaborative planning at the departmental or year level.
- Liaise with other teachers in the system and pool resources to decrease the workload.
- Set office hours to discuss issues and concerns with students and/or their parents.
- Establish netiquette rules and guidelines and share these with students and their parents. Remind students of expected behaviours at the start of your lessons.

Lesson Planning for Online Classes

- Organize the learning outcomes into manageable chunks to influence lesson planning.
- Develop instructional/unit plans that demonstrate a flow between synchronous and asynchronous learning tasks.
- Decide whether the intended learning is best suited for the online modality and synchronous or asynchronous learning.
- Match digital tools to the learning objectives, teaching strategies and learning experiences. Do not select the digital tools before deciding on these components of the lesson.
- Design short synchronous lessons based on the age and stage of students. Breaks should be included in the plan.
- Include whole-class and small group activities that permit students to collaborate, connect and give peer feedback. egs discussion forum, blog, student presentation, show and tell
- Design preparatory tasks to focus student learning. These can include viewing videos and slideshows, listening to podcasts and stories, completing a Know, Want, to know Learned (KWL) chart etc.
- Share lesson plans, weekly outlines and schedules with students and their parents.

Delivery of Synchronous Lessons

- Do a social check-in at the beginning of each lesson to create a sense of community.
- Remind students of netiquette rules.
- Provide students with the lesson objectives/outcomes.
- Target students' prior knowledge by inviting them to share their experiences on the topic or assigned preparatory tasks.
- Give clear instructions in oral and written form when explaining learning tasks.
- Make use of multimedia resources when presenting content to students.
- Use live surveys, polls, Q&A and the chat function to solicit students' responses. Egs – Slido, Quizizz, Socrative, Nearpod, Kahoot
- Use collaboration tools to permit students working in small and large groups. Egs – Padlet, Jamboard, Google Docs, Google Slides
- Close the session by inviting students to make generalizations, present novel ideas and reflect on the lesson.
- Include breaks within and between synchronous sessions.

GUIDELINES FOR ASSESSMENT IN AN ONLINE ENVIRONMENT

1. Establish the purpose of the assessment.
2. All assessments should be valid, reliable and fair.
3. Use the syllabus objectives to identify the knowledge, skills and attitudes to be assessed.
4. Select the most suitable method of assessment to help learners demonstrate this knowledge, skills and or attitudes. The assessment should be clear and easy to understand and likely to work in the online environment.
5. Determine how the assessment will be completed (individually, group). The assessment should be practical and manageable for both the teacher and the students.
6. Determine the time frame for the assessment.
7. Provide clear guidelines and objectives so students and/or parents will know what is expected of them
8. Share rubric for grading with students where necessary. Where possible encourage students to be a part of the assessment process by encouraging them through self and peer assessments to assess and improve their work.
9. Monitor and record student progress and provide timely feedback
10. Facilitate remediation and additional support for learners who may need it.
11. Design assessments that allow for flexibility in the online environment.
12. Various forms of formative assessments should be used to inform instruction and to promote student progress and mastery.
13. Employ continuous assessment to maximize instructional time.
14. Use formative assessment tools that give students immediate feedback. Egs Socrative, Quizziz, Google Forms
15. Design authentic assessments that require students to apply knowledge of multiple concepts and skills. Resist the temptation to “test” students at the end of each session as a measure of accountability.
16. Provide students with multiple means of expression for their assignments. E.gs video/graphic/audio
17. Encourage students to create and share a planner with you that demonstrates how and when they will complete their assignments.

Refer to Appendix for additional Tips on Assessment

Programmes and Applications which can be used to create online Assessments:

- Google Forms,
- Kahoot,
- Socrative,
- Question Pro,
- Hot Potato version 7.0

Table 1: Appropriate Assessments by School Level

Level	Appropriate Assessments
Secondary	Jigsaw projects, forum posts/online, case studies, interviews, blogging, portfolios/e-portfolios
Primary and Secondary	Quizzes, Drag and drop activities, projects, journals, reflections, summaries, interactive games, discussions, observations, checklists, anecdotes, questionnaires, interactive games, essays, peer assessments, self-assessments, presentations (oral, video podcasts),

GUIDELINES FOR TEACHING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

1. Have regular check-ins with families and your students. Use different modes of communication to involve families especially those with challenging circumstances. (WhatsApp, video chats, telephone)
2. Create home learning activities that resemble the typical school day in the physical classroom. Use brightly coloured activity images that act as prompts for students.
3. Determine which Independent Educational Plan (IEP) goals can be achieved in the remote environment.
4. Ensure that as much as is practical, you are explicit in letting the students know what is expected of them. Be very specific with your instructions by providing examples for discussion and examination.
5. Adjust your teaching methods as needed to accommodate individual learning styles.
6. Make behavioural expectations clear and be very consistent.
7. Provide regular breaks. Try to incorporate physical activity, sensory activities and life skills type of activities.
8. Change mouse pointer to one that is coloured so that it is easier to see.
9. Give students who have attention deficits an opportunity to stretch after completing a short, assigned task.
10. Differentiate instructions to each set/group of children or individual students as you have planned.
11. Make good use of your time online -have a specific timeframe allotted for each activity or skill so that you will be able to see right away who needs extra time to complete a given task.
12. Realize that students may have issues with adaptive behaviour. Establish a system that provides students enough notice about change in expectations or schedules. Take the time to explain changes in instructional routines and use this as an opportunity to pre-teach content.

13. Engage students in songs, jingles or encouraging mantras as a means of transitioning from one subject to another.
14. Assess students' achievement levels by observation of completed tasks, through the use of Google forms or other online interactive assessment tools.
15. Use anecdotal evidence to gauge success. Log the number of logins, WhatsApp messages, parent phone calls, completed assignments or submissions. Note how the students are responding. Are they enthusiastic and engaged? If not, change how you present the material.
16. Ensure students who may have challenges with sensory input are not negatively impacted by multimedia used e.g. sights or sounds that affect processing of content.
17. Be flexible – Do not set short deadlines to return work, give a few days, so that parents can assist children with posted work when they can.
18. Ensure work is posted even if there are face to face classes, so that those who cannot attend such classes can complete assigned tasks when able.
19. Use a variety of Apps in Google and otherwise, to ensure assignments and classes do not seem monotonous. Utilize Apps e.g. Google Slides, Forms, Jamboard and Nearpod, where students only have to drag items or type into spaces. This avoids the complication of them having to upload documents.
20. Have instructional content or activities broken into smaller segments, thus allowing them to focus on the objectives in a way that does not cause undue stress or anxiety.
21. Prepared packages will be created by the teachers for distribution to students without devices, electricity or internet service or who will not have a suitable adult to assist or supervise during online classes

GUIDELINES FOR STUDENTS AT NURSERY SCHOOLS

1. Adequate supervision should be provided at all times during online sessions.
2. Parents/Guardians should communicate to the class teacher or Principal when children are unable to join a class.
3. Children should be placed to work in a quiet area with minimal disruptions.
4. Parents/Guardians should follow the online protocols and guidelines established.
5. Schools will create a communication platform for parents.
6. Synchronous lessons should not exceed **30** minutes at any given time and end by 12:00 p.m. daily. The afternoon sessions can be dedicated to Music and Movement; Physical Education, or any other suitable tabletop activity (puzzles, playdoh, plasticine).
7. Nursery classes will be granted one day offline or two half days offline, to engage in supervisory meetings, supplemental training, discussions with parents, or prepare, create, research, modify and upload developmentally appropriate activities for the following week.
8. Packages will be created and distributed by the teacher for students without devices, electricity or internet service or who will not have a suitable adult to assist or supervise during online classes.
9. Packages will be distributed from the school by a teacher or Nursery Aide. Strict COVID-19 Protocols will be in place.
10. All distributed packages should carry simple specific guidelines for parents/guardians.
11. Principal, Senior Teacher, Early Childhood Coordinator and Education Officials will visit classes to observe, participate and give feedback where necessary.
12. Principals should provide any support necessary to assist with the management and delivery of online instruction.
13. Teachers must engage in real time authentic assessment (one on one); Observation and Questioning. Use of Jamboard, Canvas (Chrome App) and Google Slide (Google Suite).
14. Parents can also provide additional evidence of student's work through videos or pictures of students completing tasks.

15. Schools will organise an orientation period of at least one week for parents and students on how to operate in the online environment.
16. Teachers should
 - Enquire into the well -being of all students daily and encourage participation of all students while in the online environment.
 - Maintain a record of student attendance (online) and report any absences.
 - Prepare age – appropriate interactive lessons for students which target all developmental areas (Social and emotional, psychomotor, language development and cognitive and spiritual).
 - Prepare simple specific instructions to accompany packages for students.
 - Establish and communicate to parents a weekly schedule or routine for students.
 - Prepare weekly plans of work and a record of the activities completed with students.
 - Review weekly or bi-monthly with parents the progress of students.
 - Report to the Principal any challenges technical, or otherwise being experienced by students which impact their participation or completion of activities.
 - Report students who are absent from Class

PSYCHOSOCIAL SUPPORT FOR SCHOOLS

School administrators should operate on the assumption that everyone, (students, families and staff) has/is experiencing some degree of personal or family related anxiety and stress, uncertainty, illness, grief and loss (may be employment, financial, etc). Schools may therefore see an increased number of learning, behavioural, social and emotional problems from students, especially from those that were already exhibiting challenges pre-COVID-19.

- The Student Support Services Unit Ministry of Education, Technological and Vocational Training can be reached by calling the following hotline numbers, shown in the table below, between the hours of 8:15 am to 4:30 pm or emailing studentsupportservices@mes.gov.bb, or schoolattendance@mes.gov.bb.
- Counsellors, Social Workers, Psychologists, School Attendance officers and School Safety Officers will be available to provide any necessary support and guidance to students in need of assistance.
- Clinical Evaluation services for primary and secondary school students experiencing social, emotional and academic challenges will continue using the online modality.
- The primary schools where the Sandy Lane Charitable Trust Primary School Counselling Programme is in place will continue to offer online individual, group and classroom interventions to students identified in need of such. Principals should ensure that this is facilitated.
- Students in need of counselling support at primary schools without an attached Counsellor can access the hotlines listed below for support.
- Primary Counsellors and secondary school Guidance Counsellors will conduct mental health check-ins with their students. Group sessions will be organized with students based on their observations and teacher referrals.

- Guidance Counsellors will partner with other school personnel including the Principal, Form Teacher, Year Head and School Safety Officer to respond to any challenges that may arise, and to make the necessary interventions or referrals.
- Secondary schools will set up Helpdesks to assist students with challenges.
- The Health and Family Life Education (HFLE) syllabus for the first three weeks of the second Term will focus on building coping skills and strategies for coping.
- Group sessions with students will be organized as Counsellors attend virtual classes in order to observe student participation or non-participation and identify and respond to observed challenges. This partnership will be with school personnel (Principal, Year Head, Form Teacher, School Safety Officer).
- The ongoing training by professionals and support by Psychiatrists who have extended a helping hand, will continue in the area of Mental Health.
- The METVT encourages schools to find ways to promote
 - the sharing and processing of emotions,
 - empathy for others,
 - consistent routines to help reduce stress and facilitate learning and
 - avenues for consistent communication and connectivity, even in the present environment.

Prior to making any decision, thoughtful consideration should be given to each social emotional component in order to best meet the needs of staff and individual students.

- Teachers are encouraged to conduct daily/weekly check-ins with students to get an idea of their social and emotional challenges (please see the METVT website for ideas). Students that are consistently presenting with emotional challenges or who report social issues should be brought to the attention of the School Counsellor/social worker (where available) or to the Student Support hotline. Resources can be found at www.closegap.org

	AVAILABLE SUPPORT SERVICES	NUMBERS
1.	Psychological or Assessment services	535-0849
2.	Social work or primary counselling services	535-0851/-0852/-0756
3.	Secondary counselling services	5350819/-0853
4.	School Attendance services	535-0810
5.	Special Education services	5350850/0888

- Students in need of Mental Health Support should be referred through Student Support Services for psychiatric assistance, as the Child Guidance Clinic is offering a curtailed service at this time.
- Students who threaten, or at risk for suicide and self-harming behaviours MUST be referred IMMEDIATELY to the Assessment Unit of the Psychiatric Hospital by calling: 536-3108 or 536-3091.
- Information on suicidal students should be emailed to counselling@mes.gov.bb after referral to the Assessment Unit. This is for data collection purposes.
- School personnel are reminded that information on students referred to community services should also be sent to the above-mentioned email address so that accurate data of student needs is accrued.
- Teachers and other staff members are reminded that their mental health is also important. Teachers can also access counselling support through the **Government’s Employee Assistance Programme (EAP)** offered by Network Services Inc., if they themselves become overwhelmed or in need of help.

Network Services counsellors can be reached at 228-3056.

Persons are reminded that “we are all in this together” and that “we are our brother’s keeper”. As such, we are encouraged to lend a helping hand and offer support and guidance to the relevant parties, if we notice others in our school communities (children and adults) floundering.

We can all get through this together!

APPENDIX

DEFINITIONS

Assessment is the process of gathering information about students' knowledge, attitudes and skills.

Validity is the degree to which the test or assessment truly measures what it is supposed to measure.

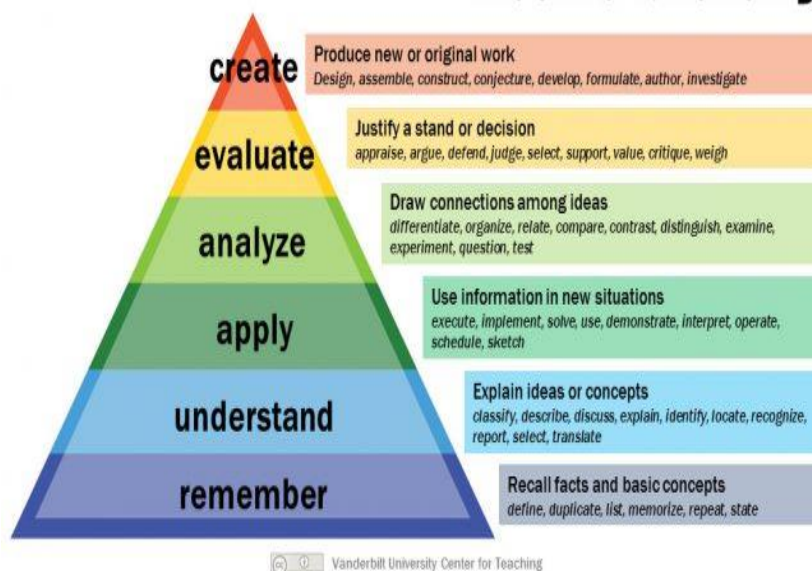
Reliability is the extent to which an assessment or test accurately measures the performance of the student.

Fairness Assessments should not discriminate between learners but should take into consideration the need and characteristics of learners.

Table 1. Types of Assessment

Type of assessment	Description	Purpose	Examples
Diagnostic	a pre-assessment of students' strengths, weaknesses, knowledge and skills before instruction	to guide the planning for instruction.	Pre-tests, self-assessments, discussion, observation, checklists, anecdotes, quizzes, questionnaires, interviews
Formative	An ongoing assessment that is used to monitor student learning.	provide ongoing feedback that can help students identify their strengths and weaknesses and help teachers to target areas that need work.	Quizzes, interactive games, self-assessments, questioning, conferencing, observations, peer assessments, journals, reflections, drag and drop activities, projects, jigsaw projects, summaries, essays, discussions, presentations – oral, video, podcasts, blogging, interviews, e-portfolio
Summative	Formal assessment at the end of instruction		Open book exam, end of unit test, final exams, portfolio, project

Bloom's Taxonomy



Include questions at different levels of difficulty using Bloom's Taxonomy, shown in the diagram.

Table 1 : Bloom's Digital Taxonomy adapted to the online environment

Level	Action Verbs	Activities
Create	Transform, Imagine, Train/Teach, compose, assemble, rearrange, create, originate, design, construct, invent, produce	Video games, podcasts, digital stories, cartoon, apps, movies, song, E-publications, screencasts, presentations, blogging, websites
Evaluate	Define, rate, discuss, support, rank, debate, opinion, critique, conclude, justify, network, prioritize, moderate, verify, collaborate, assess	Animations, critique, reporting, itemizing, hypothesizing, online quizzing, debating, summarizing, blogging, peer ending, recommending, Opinion validating
Analyse	Infer, survey, deduce, compare, deconstruct, examine, sequence, outline, differentiate, contrast, construct, determine	Editing, plotting, surveying, spreadsheet, charting, plotting, review, judging, create a mashup, peer critique, rating, graphing, summarizing

Level	Action Verbs	Activities
Apply	Use, execute, teach, share demonstrate, implement, simulate, play, operate, record, create, draw, construct	Manipulate, drawing, photographing, journaling, interviewing, scrapbook, role playing, movie making, simulations, CAD projects, project building, editing, creating diagrams, demonstrations
Understand	Explain ideas or concepts, classify, describe, discuss, explain, identify, locate, recognize, report, select, translate	Blog, outlining, completing a diagram, google search, google image, mind mapping, social networking, commenting, note highlighting, word processing, bookmarking, flash cards
Remember	Define, duplicate, list, memorize, repeat, state	

<https://www.teachthought.com/critical-thinking/blooms-digital-taxonomy-verbs-21st-century-students/>

Group Work

1. Google Docs, Google Slides, Google Forms/Google Meets - students can work on written assignments together in Google Docs. Each member of the group would be able to see the documents and changes in real time. Students can meet in Google meets, one student can share his/her screen and the group can work together to complete the assignment. Students save the document in Word or as a PDF to submit to the teacher. Google slides can be used to created PowerPoint presentations. Extended answer questions created on Google forms can be completed in a group and submitted to the teacher.
2. Zoom - breakout rooms for group discussions
3. Jigsaw projects in an online environment - a strategy



Jigsaw Project

In a jigsaw project, groups of students complete a part of the project. These component parts are fit together to form the finished project.

1. Arrange students into groups.
2. Break project into subcomponents
3. Assign specific sub-components to specific students in the group.
4. Each student will work on his/her assigned part.
5. The students will fit their components together to form the finished project.

Resource for using the jigsaw method online <https://youtu.be/-ULJfgkZVMY>

Rubrics

1. A rubric is a scoring guide used to evaluate performance, a product, or a project. It has three parts (1) performance criteria (2) rating scale and (3) indicators.
2. The rubric defines what is expected and what will be assessed.
3. Rubrics provide students with a concrete way of evaluating their own performance as well as the performance of the members of their team in collaborative activity. They should be used to encourage and support self-assessment and peer assessment as well as teacher assessment.

Questioning Techniques

1. Use a wide variety of questions.
2. Avoid closed questions which require a one-word response.
3. Use open-ended questions to encourage students to engage in discussion about what they have read.
4. Use probing questions that would encourage further research beyond the assigned readings.
5. Use questions that encourage students to apply of material previously read to solve problems for example case studies, scenarios, etc.
6. There is no need for the teacher to respond to every post. Be strategic in your responses so that they link or extend student discussion.
7. Be sure to assess students' contributions to discussions and provide adequate feedback

Self-Assessments

1. Criteria can be developed by the teacher or the students.
2. Work best with some guiding questions.
3. Suitable for individual activities as well as overall performance.