



SA Handbook for Teaching Online

Revised 6/1/2021

Introduction

Welcome and thank you for your enthusiasm and efforts to bring SA classes online for our students! The following is a quick guide to the design, delivery, logistics, resources and the safety of students in virtual classes. This handbook does not replace the policies of our Instructor Handbook, it is meant to clarify some important differences between our in-person and virtual classes.

Zoom

For virtual classes in 2021 we will be hosting classes in Zoom and making a Google Folder available for each class in a special Google Drive just for your class. You will receive access to a specific SA email that is connected to a Zoom account. This will allow you to open your own classes and automatically be the host.

Google Folders

You will receive a link to access the Google Folder for your specific class. Here we ask you to complete a class outline that includes a class description, brief agenda, and supplies students will need for your class, and print outs. These documents will need to appear on SA branded template which you will find a blank version of in your folder.

Instructor Compensation

For details of our instructor payment program see the Instructor Hiring & Paperwork section of our Instructor Handbook. For online classes, wages are calculated by taking the number of synchronous contact hours x 1.5. The online format requires more class preparation upfront including setting up your class in Google folders, and assumes time answering questions from student's in between classes. Online classes are also shorter in duration.

For example, if your instructor rate is \$30/contact hour, for 4 teaching sessions at 1.5 hours each, you will be paid for 6 contact hours x 1.5, or a total wage of \$270.

Planning and Developing your class content

Developing an online class is not as simple as just transferring in-person curriculum to an online format. Elements such as planning, timing, and supplies need to be redesigned. Review your in-person activities, and determine which ones may be better suited for students to do at their own pace outside of the class session.

Overview:

Online classes don't have the social draw that in person classes have. It's harder to gage your audience and your audience has more distractions in their learning atmosphere than there would be in an in-person classroom.

Mind your lecture time. While student's attention for in-person lectures is already short, the attention span for online lectures is even shorter. Keep the pace moving between giving information, demonstrations, class discussion, activities, time for exercises and breaks. Class sessions should be kept to 90 minutes including breaks. Plan for "office hours," or an hour a week where students can expect to hear from you outside of the live conferencing time about any questions they send via a "chat document" in Google Drive.

You will need to adapt your teaching strategy and learning objectives to allow for optimum engagement of your students and allow them adequate work time to reach learning objectives. Make sure their tasks are meaningful. Think about what would be most important in your live conferencing and what would be best for independent work time. Make plans to utilize your Google Drive and give students feedback on their progress. They may be new to online learning too. Consider using break out sessions for students to collaborate with each other as well as you.

Think about activities and supply/software needs for students. The same supplies available in an in-person class will not necessarily be available for online classes. We will make our best efforts to ship supplies to students when necessary, but that requires significant lead time especially with supply chain disruptions.

Plan on using part of your first class for introductions as you would in a classroom and to guide your students through online classroom expectations (see “netiquette” on page 6). Include how to use the features of your site, and when you have office hours as well as your response time . Show students links to supplemental resources or printable documents. When using public domain resources, give credit where credit is due. Continue each additional class with a warm up or check in. Address your students by name. With so many activities being online and not in person it is important to make every effort that our students feel welcome, safe, heard, and a part of the class.

Check out the Classroom Tools Resources listed in the Resource section of this guide!

Equity and cultural responsiveness in online learning

The first goal of social justice in education is to understand the inequities facing your students. Explore the [Alliance for Resource Equity](#) which collects resources associated with equity in education. “Every child in every community has the right to a high-quality education and a fair shot at success — but historically, our nation's school systems have not addressed the unique needs of all of our students. In particular, students from low-income backgrounds; students of color; English learners; students with disabilities; and students experiencing homelessness, foster care, or in the juvenile justice system, continue to face barriers to success.”

How can we face those challenges in online instruction? Assess your class plan with regard to the goals of culturally responsive learning (from [Online Teaching Can Be Culturally Responsive](#)):

1. Some educators believe online education is free from biased actions that occur in face-to-face settings because they cannot always see the student, and therefore, they believe they do not have a bias against any student. However, barriers still exist in the home and everyday life that limit access and equity in the online learning space ([Access and Equity for All Learners in Blended and Online Education](#)). Identify and educate yourself on barriers that lead to equity gaps, such as [unconscious bias](#), [microaggressions](#), [stereotype threat](#), and [privilege and power](#)
2. Build trusting learning partnerships: Vary your location, do a show and tell, team building activities, or sharing opportunities to give students the chance to build learning partnerships with their instructor.
3. Create space for student-centered discourse: Tailor lessons around student interest, gather feedback often, and make space for sharing and questions. Center lessons around culturally and socially relevant topics to engage students.

Support communal learners: Online learning often ignores the communal learner and favors the individual learner. Use interactive technology, group collaboration, and peer-to-peer check-ins to build connections and empower communal learners. More resources below!

An outline for planning class content can be found here [insert link]

Levels/methods of student engagement

It's important to offer several activities to help students stay engaged. The younger the audience, the more engagement and direct instruction there will need to be.

Synchronous vs. asynchronous

Synchronous learning is working with your students online in real time. Asynchronous learning is providing learning for students, but having students do the learning on their own time. How much time online with students and how much time are students working on projects/activities? During asynchronous hours, how can students ask questions/share their work? Is there a video posted first for students to get oriented to class so more online class time can be spent "doing". See flipped classroom model in resource section.

Determine age appropriate activities

When planning classes with your Classes Coordinator, consider what grade range your content is most suited for. Consider typing ability, class timing, and presentation methods to make sure the activities are still age appropriate. With younger students consider if an adult will need to be present, and what level of assistance students will need from an adult to be involved. Will an adult need to deliver hands-on assistance or simply be in the room with the student?

Include "hands on"

Hands-on learning can look like live or video instructor demos with students working on projects alongside the teacher and/or working on individual projects with the instructor available for guidance/questions.

Supplies and IT Requests

When planning your online class think carefully about what supplies you and your students will require and what can be listed as recommended, this includes technology and software. Please keep supplies to a minimum. Work with your Classes Coordinator to establish a class budget during the class planning process. All costs are worked into the class price and can't be changed once the class opens for registration.

For consumable materials like pens, paper, markers, and the like, try to plan around what students might already have easy access to at home. We realize that each class is going to be different in what materials are needed, so there's no one-size-fits-all rule here; We simply ask that you do your best to minimize student costs and potential person-to-person contact. We also

ask instructors who are teaching tech courses to consider software alternatives that are free (such as open-source software) where possible.

If students need copies or print outs, please make these available prior to class in your Google Drive. Students will have access about a week prior to class starts and should have enough time to download and or print materials. If a student doesn't have access to a printer, please refer them to their local library as many are offering this service. If this is not available, please contact Saturday Academy and we may be able to print and send materials via mail.

For specific non-consumable devices (Lego kits, laptops, robots, microscopes, for example), our small Operations team is still doing its best to get that equipment out to our students on an as-needed basis; so don't be hesitant to ask for those things if they're critical to your class.

At least 30 days before the start of your class, please email your supply and/or software requests to **supplies@saturdayacademy.org** or give the Operations Team a call at **503-200-5858**. If you do NOT require supplies, let us know that too either by email or the supply request window in your instructor dashboard. This lets us know who needs reminders!

In order of preference, our supply options are:

- a) SA will send students a supply list to purchase on their own in advance of the class (ie pencils and paper). Instructors may purchase consumable items needed to teach remotely (within budget) and email a receipt for reimbursement to Classes Coordinator.
- b) Students and instructors pick up items from the SA office as needed (ie laptops, LEGO kits, dissection tools)
- c) SA will ship supplies.

Keep in mind we have limited numbers of the following equipment: science kits, robotics kits, microscopes, laptops, camcorders, wacom tablets, digital cameras, webcams, tripods, headphones, microphones.

Studio Space

While teaching from your home is an option, we are also setting up a studio space with cameras and laptops for instructors to teach virtually as needed. Please indicate when planning your classes with your Coordinator whether you will require a studio space as that will impact class scheduling. Our current studio space is located at: University of Portland office - 5433 N McCosh Ave, Portland OR 97203

Online Etiquette Expectations and Attendance for Students

Please be ready to greet students in your online classroom 10-15 minutes before your class start time. It's important to introduce yourself at the start of the first class and set the tone of the

class by addressing online etiquette or “netiquette” expectations for your students at the start of class. Some general guidelines for students are:

- You need to use your actual first and last name when entering the chat.
- You need to enter the chat with audio muted. Your instructor will let you know when you can unmute.
- Keep your camera on at the start of class and when sharing activities (if possible).
- Only you can participate in the chat. No friends, siblings, etc. Parents and siblings are ok to listen in, as long as they are not a distraction.
- Remember if you wouldn't say it in front of a regular classroom, don't say it during virtual meetings.
- Do not blurt out, use inappropriate language or gestures, bully others, take video, take pictures or screen shots of the meeting, or be disrespectful to teachers or peers.
- Sharing aspects of our online meeting on social media is not acceptable.
- If you are acting inappropriately online, parents will be called and a plan will be put in place for you to rejoin the class.
- If you agree with all expectations to make our online classroom a safe place to learn, type “agree” in the comments so we know you understand what is expected.

After a netiquette overview, student introductions are also as important in the online format as they are for in-person classes. Ask students to introduce themselves with their cameras on (if possible) and share what they're hoping to learn in class. This gives everyone a chance to learn how to pronounce each other's names and take attendance. The opportunity for students to connect with other students with like-minded interests is a big part of why students keep coming back to SA.

You will encounter some students who just don't feel comfortable with their camera on even after instructor encouragement. You can encourage participation with direct questions to students to check their understanding/engagement by having them communicate through the microphone or chat as well.

You can access your class roster from your Saturday Academy Instructor Dashboard. For your first class, an SA staff person will be present to help ensure a smooth start and check attendance as well as call any missing students. You should check your class attendance each session. If any one is missing, contact SA after the class at 503.200.5858 or email info@saturdayacademy.org and a staff member will follow up with the family. Taking attendance is another way to connect with students individually at the beginning of class.

After your class

Gathering Feedback

During your last class (preferably mid-way, not at the very end), please post a link to our class feedback survey and give students about 10 minutes to complete it. Feedback will be made available to you after the class helps us gauge how we're doing and ways we can improve.

Look for the link at the top of the Current Instructors page on our website:

<https://www.saturdayacademy.org/current-instructors>

Safety Guidelines/Policy/Resources

Instructors will only communicate with students through the Google Drive and not through private email or other social media methods. If you use your SA gmail account, please 'cc your Classes Coordinator. The "truddy" system or constant witness applies to email too, even though most of our email accounts are parents.

As you teach your online class, please bring any incidents of misbehavior or cyberbullying to either the Programs Director or Classes Coordinator. They will follow up with parents to make sure your online space is a safe and welcoming place for everyone to learn.

Darkness to Light offers some suggestions and guidelines for online teachers about keeping their students safe in the following article.

<https://www.d2l.org/safe-digital-learning-plans/>

It is important to learn the risks to children from bullying, online and off, and other risks associated with technology use. The Monique Burr Foundation's Real World Safety: Protecting Youth Online & Off Training is linked below and offered at no charge. This online class is recommended for those instructors who have had no previous online training on this subject. One credit of professional development is available after this class is completed.

<https://www.mbfpreventioneducation.org/learn-more/online-training/>

As a reference, here are Oregon's Anti-Bullying Laws and Policies (including Cyber Bullying)

<https://www.stopbullying.gov/resources/laws/oregon>

The article linked below on digital citizenship also offers guidance to keep students safe during online learning in a school setting.

Digital Citizenship Schools and school districts are also encouraged to teach students what it means to be a responsible digital citizen as part of a broader strategy of promoting a positive school climate. A digital citizenship curriculum can include topics such as privacy and security,

relationships and communication, cyberbullying and digital drama, digital footprints and reputation, self-image and identity, information literacy, and creative credit and copyright. As an example of a digital citizenship curriculum used by the K-12 school community, the Jurupa Unified School District educates students in Internet safety, privacy, relationships, cyberbullying, self-image, copyright rules, and other topics. Lessons are age appropriate, and discussions change depending on the latest digital trends and include topics such as the importance of making only constructive comments online.

https://rems.ed.gov/docs/Cyber_Safety_K-12_Fact_Sheet_508C.PDF

Online Teaching Resources

Web Resources

OSTA Distance Learning Resources

<https://oregonscience.org/distancelearning>

Library

<https://libguides.mines.edu/oer/simulationslabs>

Best practices, What Works Well

https://drive.google.com/open?id=150bawQgqaHHCfwh_IYQzZzDQMOvRBxaR

Online Student and Instructor Roles

https://drive.google.com/open?id=1Yq0PdS0szCk4IzLf8HPzBcgz_78t4pCy

Culturally Responsive Online Teaching Resources

Online Teaching Can Be Culturally Responsive, Teaching Tolerance

https://www.tolerance.org/magazine/online-teaching-can-be-culturally-responsive?utm_source=Teaching+Tolerance&utm_campaign=0c87ab2866-Newsletter+3-31-2020&utm_medium=email&utm_term=0_a8cea027c3-0c87ab2866-83605663

Culturally Responsive Teaching, Edutopia

<https://www.edutopia.org/topic/culturally-responsive-teaching>

Trauma-Informed Teaching Strategies, ASCD

http://www.ascd.org/publications/educational_leadership/oct19/vol77/num02/Trauma-Informed_Teaching_Strategies.aspx

Equity by Design: How UDL Provides Equal Opportunities to Learn

<https://www.youtube.com/watch?v=u7124dZScEY&feature=youtu.be>

Science in the City, Culturally Relevant STEM Education

<https://scienceinthecity.stanford.edu/>

The Challenge of Science Language and Culture, Bryan Brown

<https://scienceinthecity.stanford.edu/research/test-research/>

Creating a Gender-Inclusive Classroom, ASCD Education Update

http://www.ascd.org/publications/newsletters/education_update/apr18/vol60/num04/Creating_a_Gender-Inclusive_Classroom.aspx

Changing The Game for Girls in STEM, Techbridge

<https://techbridgegirls.org/Changing%20the%20Game%20for%20Girls%20in%20STEM%20White%20Paper%20FINAL%204.8.16.pdf>

Neurodiversity and Special Needs, Edutopia

<https://www.edutopia.org/blogs/tag/special-education>

Online Classroom Tool Resources

Break Out Rooms

We Are Teachers, 10 Ideas for Using Breakout Rooms During Distance Learning

https://www.weareteachers.com/virtual-breakout-rooms/?mc_cid=d9d42049e6&mc_eid=df0d58babf

John Spencer, Improving Student Collaboration in Remote and Hybrid Learning

http://www.spencerauthor.com/remote-collaboration/?mc_cid=d9d42049e6&mc_eid=df0d58babf

Stanford Teaching Commons, Successful Breakout Rooms in Zoom

https://teachingcommons.stanford.edu/news/successful-breakout-rooms-zoom?mc_cid=d9d42049e6&mc_eid=df0d58babf

Poll Everywhere

<https://pollev.com/>

A simple web-based application that can be used in and outside the classroom to create multiple-choice or open-ended polls.

Screencastify

<https://www.screencastify.com/>

A Chrome browser extension that records your screen, face, voice, and more.

Pear Deck

<https://www.peardeck.com/googleslides>

This resource is an add-on that can be used with Google Slides. If you are linking a Google Slideshow to your Moodle classroom you may be able to use Pear Deck to add interactive questions or formative assessment to check your student's understanding of the material presented.

Google MyMaps

<https://www.google.com/maps/about/mymaps/>

This resource creates custom maps using Google. You can add layers and information and allow your students to add or analyze information.

Go Formative

<https://goformative.com/>

A web-based tool that allows teachers to create assignments, deliver them to students, receive results, and provide individualized feedback in real-time.

Flipped Classroom Model Resources

A flipped classroom model uses pre recorded videos to teach key new concepts to students about a topic. This video is viewed before the concept is taught live with students. This allows for students to watch the video as many times as needed, to gain basic concepts. Students can also pose questions digitally at this time to help the instructor focus on where students need the most help or acceleration during the live session. With this pre teaching, live sessions with students can be more focused on practice, challenges, and questions as well as doing hands-on activities with the teacher present. More detailed information about the flipped classroom theory is linked below.

What is a flipped classroom?

<https://www.youtube.com/watch?v=ojiebVw8O0g>

Background

<https://www.educationnext.org/the-flipped-classroom/>

<https://facultyinnovate.utexas.edu/flipped-classroom>