



¡Servir a los estudiantes migrantes!

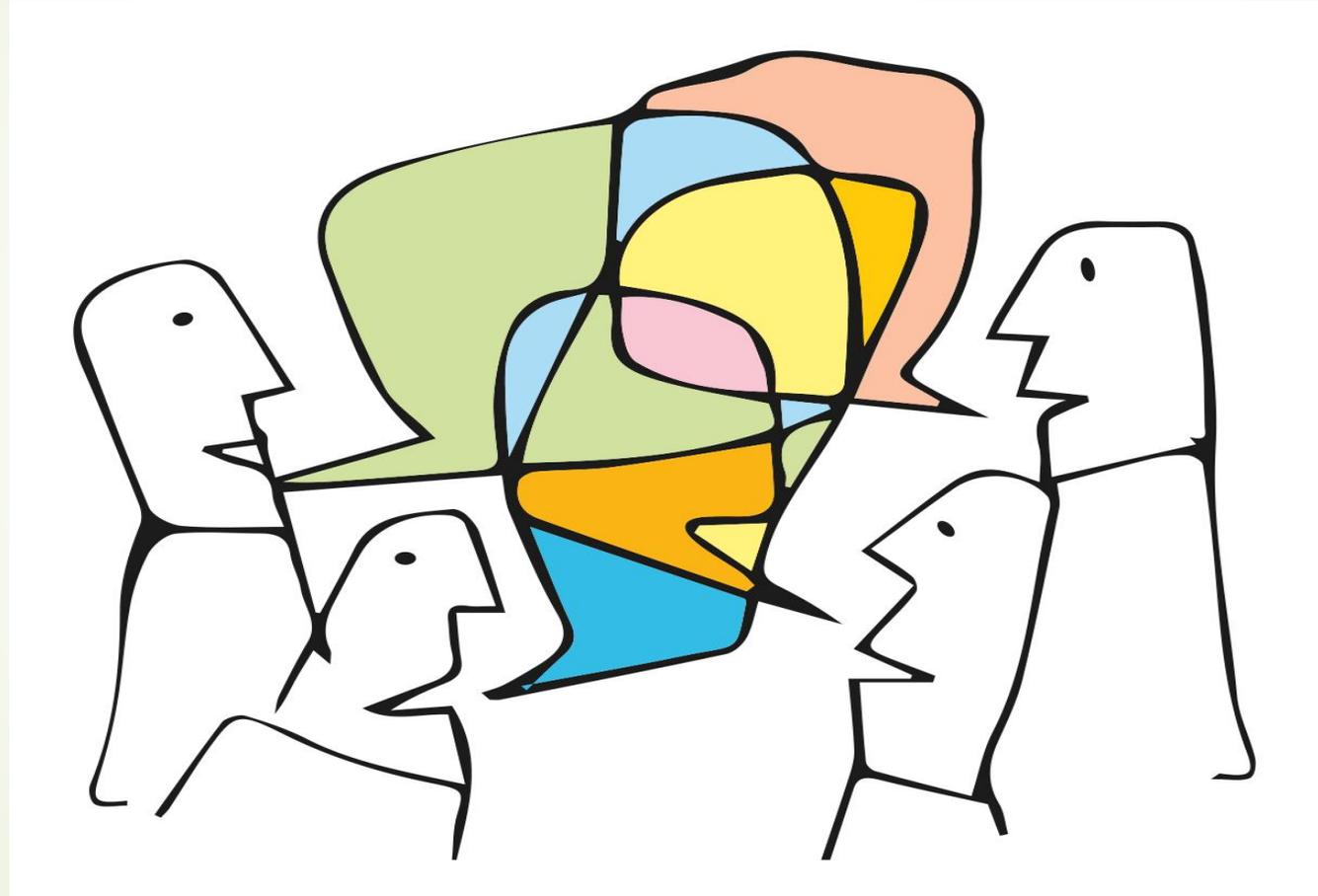
Using the Smartphone to Teach and Learn

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Topics to Address Today

- Pre-Webinar Q&A
- Poll Questions #1-4
- Let's Get Started
- What is a Smartphone?
- What can you do with a Smartphone for Teaching and Learning?
- Free Apps for Teaching and Learning
- How to Choose Apps and Videos
- Preparing Students to be Successful Online Learners
- "Are Smartphones adequate for teaching students during the pandemic?"
- Effective Online Teaching and Learning
- Using the Smartphone to Teach and Learn: Microlearning
- Using the Smartphone to Teach and Learn: Metacognitive Strategies (Think Alouds)
- Motivating Students in a Virtual Learning Environment
- Student Engagement Leads to Motivation and Achievement
- Remote Teaching and Learning Tips
- Using Technology to Engage Families
- Keeping Things Simple!
- "What is your impression about using WhatsApp for tutoring sessions?"
- How to Keep Students Safe Online
- One last thing ...

Pre-Webinar Q&A





Pre-Webinar Q&A

What question, concerns, and/or issues do you have concerning the use of cell/mobile or smartphone as an instructional tool?

USING THE SMARTPHONE TO TEACH DURING THE PANDEMIC

- ▶ Are smartphones adequate for teaching students during the pandemic?

MINIMIZING DATA USAGE

- ▶ Minutes usage
- ▶ Using students' data if they don't have WIFI
- ▶ Take so much data from the service plan
- ▶ Getting the most out of prepaid phones
- ▶ Not want to use too much of a student's data
- ▶ How much data it uses
- ▶ Data usage
- ▶ Limited storage or space capacity



Pre-Webinar Q&A

What question, concerns, and/or issues do you have concerning the use of cell/mobile or smartphone as an instructional tool?

EQUITY AND ACCESS

- ▶ Many of my students have poor or no WIFI or no computers in their houses, or both. How can they overcome these disadvantages to become exceptional students? It seems like the cards are stacked against them.
- ▶ Perhaps a larger device with unlimited data plan will help better
- ▶ We need free and accessible programs for the students

ACCESSIBILITY

- ▶ Some materials that teachers send to students are not compatible ... too small to do the work
- ▶ The use of these devices are too small to work with considering the scale of work we need to perform as well as the [number] of students we need to serve
- ▶ Many of my students still do not have Chromebooks to use, or are competing with other family members for the use of one Chromebook in their house



Pre-Webinar Q&A

What question, concerns, and/or issues do you have concerning the use of cell/mobile or smartphone as an instructional tool?

USING THE SMARTPHONE AS A HOTSPOT

- ▶ Using phones as hotspots

APPS

- ▶ I want to discuss apps to use
- ▶ What is your impression about using WhatsApp for tutoring sessions?
- ▶ How does one know and keep track of the capabilities? What about effectiveness/efficiency vs. variety ... knowing well 2 or 3 apps vs. acquainted with many?

EFFECTIVE ENGAGEMENT USING THE SMARTPHONE

- ▶ How to connect effectively with my families?
- ▶ How to connect with everyone?



Pre-Webinar Q&A

What question, concerns, and/or issues do you have concerning the use of cell/mobile or smartphone as an instructional tool?

DATA SECURITY AND MANAGEMENT

- ▶ How to help student keep their personal information private when using devices?
- ▶ Personally Identifiable Information (PII)

DATA TRANSFER

- ▶ Transferring documents between devices and websites for student use

MOTIVATING STUDENTS

- ▶ How do I keep them from getting distracted by other things going on around them at home (e.g., sibling watching TV in the background, parents having a conversation, etc.)?

Poll Questions #1-4



Additional Resources: Polling Tools to Keep Students Engaged

- Polling the Classroom: <https://oedb.org/ilibrarian/polling-classroom-4-free-polling-tools-keep-students-engaged/>
- Polling Apps for iPhone and Android: <https://freeappsforme.com/best-polling-apps/>
- Add Polling to Zoom Meetings: <https://www.youtube.com/watch?v=qN57sZ5qy6k>



Poll Question #1

What role(s) do you play related to migrant children and families?
(Choose any/all options)

- Migrant Educator: Early Childhood Specialist
- Migrant Educator: Adolescent Outreach Specialist
- Migrant Educator: Out-of-School Youth Specialist
- Recruiter



Poll Question #2

What are the ages of the children that you support?
(Choose any/all options)

- infants (0-2 years)
- preschoolers (3-5 years)
- school-aged children (6-12 years)
- adolescents (13-18 years)
- young adults (18-23 years)



Poll Question #3

What kind of smartphone do you primarily use?

- ▶ iOS (iPhone)
- ▶ Android (e.g., LG, Palm, Motorola, Samsung, Sony, etc.)
- ▶ Others



Poll Question #4

How would you rate your expertise as related to teaching online?

(Choose any/all options)

- ***No Experience.*** I am here to learn.
- ***Novice.*** I just started per COVID-19.
- ***Some Experience.*** I have implemented some online activities in the past.
- ***Experienced.*** I have taught an online course previously.
- ***Expert.*** I have been teaching online for years.

Let's Get Started

USING THE SMARTPHONE TO TEACH AND LEARN

- How to get started?
- Just want to learn more
- More ideas to work with my student, using smart phones
- Improving my knowledge in general



What is a Smartphone?



What is a Smartphone?

- ▶ A smartphone is a mobile phone with highly advanced features.
- ▶ A typical smartphone has (1) a high-resolution touch screen display; (2) WIFI connectivity; (3) Web browsing capabilities, and (4) the ability to accept sophisticated applications.
- ▶ The majority of these devices run on any of these popular mobile operating systems: Android, iOS, Symbian, BlackBerry OS and Windows Mobile.
- ▶ A smartphone is expected to have (1) a more powerful Central Processing Unit (CPU or processor or hard drive); (2) more storage space*; (3) more Random Access Memory (short-term memory storage or speed); (4) greater connectivity options; and (5) larger screen than a regular cell phone.

*Internal storage space or memory is the manufacturer-installed storage space, usually 16, 32, 64, 256 or even 512GB, where the operating system, pre-installed apps, and other system software is installed. The amount of internal storage cannot be increased or decreased by the user. External, or expandable, storage space/memory refers to a removable microSD card or similar. This is available on Android smartphone, but NOT Apple iPhone.

- ▶ High-end smartphones now run on processors with high processing speeds coupled with low power consumptions. That means, they'll allow you to play 3D games, browse the Web, update your Facebook account, call, and text much longer than you used to.
- ▶ In addition to the features mentioned earlier, smartphones are also equipped with innovative sensors like accelerometers or even gyroscopes. Accelerometers are responsible for displaying screens in portrait and landscape mode, while gyroscopes make it possible for games to support motion-based navigation.
- ▶ The earliest touch screen smartphones used resistive touchscreen displays, which required the use of slender pointing objects known as styli (or stylus in singular form). Most of the later models however, like the iPhone and most Android phones, employ capacitive displays, which feature multi-touch finger gestures.

What can you do with a Smartphone for Teaching and Learning?

Beyond calling and texting, there are many, many things you can do with your smartphone with more than 2 million apps in the Apple App Store and 2.2 million in Google Play.

1. Check facts
2. Take photos
3. Make videos
4. Carry out tests (e.g., ExamTime Mobile App (now GoConqr): <https://bit.ly/37IDPfQ>)
5. Read the news
6. Dictionary
7. Translator
8. Calendar
9. Write down ideas
10. Listen to music
11. Images: <https://bit.ly/2Ah6ly0>
12. Review
13. Stopwatch and timer
14. Read eBooks
15. Vice Recorder
16. Discover related subject materials
17. Document scanner
18. Calculator
19. Edit videos
20. Edit pictures
21. Publish in the class blogs
22. Track blog visits
23. Make presentations
24. Remote control
25. Communicate
26. Store mathematical and scientific formulae
27. Decibel meter
28. Updates
29. Locate points on the map
30. Tweet
31. Study vocabulary
32. Keep track of attendance
33. Assess students
34. Clock
35. Inspire
36. Share notes
37. Digital whiteboard
38. Weather
39. Measure productivity: <https://bit.ly/2BYC5h9>
40. Play (gamification)

Free Apps for Teaching and Learning

“App-a-lance” – There are literally thousands of applications, especially as downloaded by a user to a mobile device like a smartphone.





Free Apps for Teaching and Learning

- <https://www.gettingsmart.com/2016/07/10-top-educational-apps-for-students/>
- <https://www.albert.io/blog/tools-for-distance-learning/>
- <https://www.scholastic.com/teachers/blog-posts/genia-connell/my-35-favorite-free-apps-teaching/>
- <https://www.teacherswithapps.com/32-of-the-best-free-education-apps/>
- <https://parade.com/1012065/stephanieosmanski/free-learning-apps/>
- <https://www.redbytes.in/best-apps-for-teachers-and-educators/>
- <https://www.commonensemedia.org/lists/free-educational-apps-games-and-websites>
- <https://www.familyeducation.com/fun/21-free-educational-apps-kids>
- <https://ncte.org/resources/resources-virtual-instruction-online-learning/>



Free Apps for Teaching and Learning: How to Choose Apps and Videos

Additional Resources:

- How to select engaging videos for students: <https://youtu.be/1bfP4xVEPwc>
- How to choose high quality apps for kids: https://youtu.be/MGzY_TTfkVQ
- How to choose educational apps, games, and websites: <https://bit.ly/3hybk3h>
- Selecting apps to support children's learning: <https://bit.ly/2Y0RC8C>
- Helping parents choose quality apps for kids: <https://bit.ly/37APV4X>
- Best apps for teachers in 2020: <https://youtu.be/vTDh-h7Xti4>
- Why you shouldn't install too many apps: <https://bit.ly/2N3z7di>
- Tips on tablets and apps for the early childhood classroom: <https://bit.ly/2YwriOE>
- Using Smartphones in the Classroom: <http://www.nea.org/tools/56274.htm>



Preparing Students to be Successful Online Learners

In the move to digital teaching and learning, one of the most important things we can do is prepare our students to be successful online learners. This will involve helping students with:

- ▶ **Technology training:** Keyboarding, logging in to a web conferencing system, using email, remembering passwords, file management, navigating a learning management system, etc.
- ▶ **Personal characteristics related to successful online learning:** Motivation, time management, digital citizenship, persistence, self-regulation skills, and help seeking.
- ▶ **Productivity skills related to online learning:** Strategies for reading and writing more effectively in an online medium, making and following a schedule, information management skills.

“Are Smartphones adequate for teaching students during the pandemic?”





“Are Smartphones adequate for teaching students during the pandemic?”

- At the height of the crisis, over 95% of the world's children can't gather in classrooms because of COVID-19 novel coronavirus.
- Opinions differ sharply over the most efficient, effective and especially, equitable ways to keep them learning.
- Some schools in wealthy places are attempting to teach over video chat in near real-time.
- But laptops, tablets and data or high-speed Internet just aren't available to everyone.
- So there is call to use a range of "appropriate technology" based on the resources in various communities.
- In 30 U.S. states, for example, public television stations are broadcasting special "at home learning programs."
- And with about 60 percent of the world's population owning a mobile phone, including 96 percent of Americans, there's interest in what kind of learning can be delivered through text messages.

“Are Smartphones adequate for teaching students during the pandemic?”

“Appropriate Technology” – What do I do with distance learning with students who only have access to cellphones and limited data or internet?

BACKGROUND:

- ▶ Coronavirus exposes internet inequality among U.S. students as schools close their doors: <https://wapo.st/3cZ0os4>
- ▶ Millions of children can't do their homework because they don't have access to broadband internet: <https://www.aspeninstitute.org/blog-posts/the-homework-gap/>
- ▶ Students without laptops; instructors without internet: How struggling colleges move online during COVID-19: <https://www.chronicle.com/article/Students-Without-Laptops/248436>

STRATEGIES:

- ▶ 14 tips for helping students with limited internet have distance learning: <https://bit.ly/2YAEAOI>
- ▶ 6 ways to support students without internet access at home: <https://bit.ly/2Bcj3Dq>
- ▶ Here's what schools can do for the millions of students without internet access: <https://bit.ly/3d0P6UI>



“Are Smartphones adequate for teaching students during the pandemic?”

RESEARCH:

- ▶ Texts have NOT been used much to deliver traditional academic subjects, like teaching someone to read.
- ▶ Some of the most promising educational applications have been in using text messaging as behavioral “nudges” — for example, getting students to complete financial aid paperwork (<https://curry.virginia.edu/index.php>), or getting parents to play more learning games with their kids (<https://www.tandfonline.com/doi/abs/10.1080/03004430.2014.996217>).

THINKING OUTSIDE THE BOX:

- ▶ Shifting the focus from the “product” to a greater focus on the “process” using basic functions of the cellphone or smartphone (i.e., texting and calling) when students have limited access to data or the internet

“Are Smartphones adequate for teaching students during the pandemic?”

- ▶ Arist (<https://www.arist.co/>) – free through September – is a text-message learning platform that's just what it sounds like: a series of texts, maximum 1,200 characters long, paired with GIFs or other images, that can be delivered over mobile phones. The texts come with multiple-choice or short-answer questions that are graded automatically, as well as links to further information.
- ▶ Arist (<https://www.arist.co/>) has paired up with a nonprofit called Pyramid Learning (<https://www.pyramidlearning.org/>) as well as Now and Tomorrow (<https://nowandtomorrow.org/>) to create and distribute a WhatsApp course that covers coronavirus facts and health information. Sadly, this is not available to the general public.
- ▶ **DESCRIPTION:** This COVID-19 course consists of nine messages, paired with images and links to further information. They cover topics like rules for proper social distancing, and cleaning and disinfection protocols. "Remember! COVID-19 can be spread by touching contaminated surfaces and then carrying the virus to your eyes, nose and mouth," reads part of one message. "(Stop. Touching. Your. Face!)"
- ▶ The World Health Organization has also launched an official channel on WhatsApp about the COVID-19 coronavirus. Here is how you can use it:
<https://thenextweb.com/apps/2020/03/20/world-health-organizations-whatsapp-bot-texts-you-coronavirus-facts/>, including Fact Checking on WhatsApp (<https://faq.whatsapp.com/general/ifc-n-fact-checking-organizations-on-whatsapp>).

Effective Online Teaching and Learning



Effective Online Teaching and Learning

Effective online teaching and learning must involve a mix of:

- **Direct instruction**: Transmitting information about concepts, skills, and procedures via demonstrations, lectures, **screencasts**, videos, or online presentations (https://www.youtube.com/watch?v=OJJkkUPC_yM).
- **Cognitive models of learning**: Structured activities that don't just put information in students' heads but get knowledge out – **inductive reasoning**, **open-ended questioning**, experiments, **metacognitive strategies**, and **problem-solving** (<https://youtu.be/IWoW01iaN9Y> and https://youtu.be/jAeMqXleS_k and <https://youtu.be/krajqGluC-A>).
- **Social models of learning**: Collaborative instructional methods we can still use in online learning – **jigsaw** approaches, **reciprocal teaching**, **discussions**, debates, and **peer tutoring** (<https://youtu.be/5z1Ka5aL09U> and <https://youtu.be/50IVLYAXzYE>).

Using the Smartphone to Teach and Learn: Microlearning



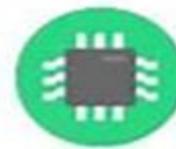
Why do you need micro-learning?



Attention spans are falling.



Consumption is increasing.



Technology is changing.



Traditional training isn't working.

Microlearning

- Microlearning is a teaching and learning strategy that involves short bursts of highly engaging and interactive information.
- Microlearning breaks education into smaller pieces which helps to reduce the cognitive overload and the student burnout syndrome that can come with that and to engage students more effectively.
- Let's watch: [https://youtu.be/ C DklqFoHs](https://youtu.be/C DklqFoHs)

Additional Resources:

- <https://er.educause.edu/articles/2017/4/learning-in-bursts-microlearning-with-social-media>
- <https://k12teacherstaffdevelopment.com/tlb/microlearning-in-the-classroom/>
- <https://www.bookwidgets.com/blog/2017/02/microlearning-a-new-way-of-teaching-without-losing-attention>

Traditional Learning	Microlearning
<ul style="list-style-type: none">• Linear and teacher-driven• Boring text-based lectures• 30-90 minutes segments• Single-use• PPT, PDF, HTML• Same pace for everyone	<ul style="list-style-type: none">• Flexible and learner-driven• Engaging audio-visual effects• 5-15 minutes segments• Reusable and Shareable• Mobile friendly• Self-paced and level based

Microlearning

- Microlearning and the smartphone are a match made in heaven.
- Some apps are build for microlearning; others need a bit more imagination and teacher magic. Let's take a look at a few apps:
<https://www.bookwidgets.com/blog/2017/02/12-microlearning-apps-that-are-the-perfect-fit-for-your-classroom>

For those students with limited access to data or the internet, a greater focus on the process using basic functions of the cellphone or smartphone (i.e., texting and calling) will involve “meaningful talk” in the context of microlearning over time.

- Why talk is important in classrooms: <https://bit.ly/2Y4jWqR>
- Meaningful classroom talk: https://www.aft.org/ae/fall2018/walqui_heritage
- Building academic language skills and English Language Learners (ELLs) through dialogue, discussion, and discourse: <https://bit.ly/3ftnDMq>
- Teaching your students how to have a conversation: <https://edut.to/2YGfBsL>
- Text talk: Engaging readers in purposeful discussions: <https://bit.ly/2Y9enYI>
- Rich talk = Rich learning: <https://bit.ly/3hyikgv>
- How to get students to talk in class: <https://stanford.io/2Y2E4tp>
- Accountable Talk® practices: <https://bit.ly/2YBMw1H>



Microlearning

Dangers of Microlearning

There is a danger that microlearning results in learners not seeing the wood for the trees, such that they do not notice what is important about the thing as a whole.

- ▶ These microlearning interventions come without context.
- ▶ They can be fragmented and isolated elements that do not help cognitive synthesis.
- ▶ The learner may not build a holistic picture or framework.

Therefore, it is important to construct and scaffold learning, so that microlearning takes place within context.

One way to do this in teaching and learning is to provide task specific content that builds on previous knowledge and experience.

Using the Smartphone to Teach and Learn: Metacognitive Strategies

Questioning to Understand
I'm asking questions and looking for answers

- Before reading
- During reading
- After reading

Thinking Stems:
I wonder...
What if...
Why...
I think I was confused when...
Who...



Making Connections

- Text to Self
- Text to Text
- Text to World

I use what I know to understand what I'm reading

Thinking Stems:
This reminds me of... because...
This reminds me of the book...
This reminds me of what I heard...



Inferring
I'm questioning as I read to help me draw conclusions, making predictions, and reflecting on my reading.

When the author doesn't answer my questions I must infer.

Thinking Stems:
Maybe...
Perhaps...
I think...
I'm guessing...
It means...



Visualizing
I create pictures in my mind as I read.

I see what I read.
I feel what I read.
I use my senses to help me make a movie in my mind.

Thinking Stems:
I'm visualizing...
I'm picturing...
I can imagine...
I'm seeing...



Synthesizing
I combine what I know with new information I read to help me understand the text.

I change my thinking along the way.

Thinking Stems:
Now I get it!...
At first I thought... but now I think...
My new thinking is...
I think the lesson or theme is...



Determining the Importance
I understand the main idea of the text and the author's message.

Thinking Stems:
The text is mainly about...
I learned...
The important details are...
I want to remember...





Metacognition and Its Importance

What is metacognition and why is it important:

- ▶ Encouraging children's awareness of their thinking as they read is essential for comprehension and results in the development of metacognition.

Metacognition is when children become aware of these thinking strategies, by being aware and having control of one's thinking processes. This develops over time through teachers modelling how to think aloud about texts and when teachers notice children's thinking about thinking. It is a crucial component of learning because it enables learners to assess their level of comprehension and adjust their strategies for greater success (Block & Israel, 2004).

“Teaching metacognitive comprehension strategies can be made explicit when teachers think aloud and make thinking strategies transparent” (Hill, 2012) during [online] instruction and interactions.

Metacognition: Think Alouds

think ALOUD
strategy

A TEACHING METHOD FOR READING

3rd grade K-12

What is it?
Asking students to say aloud what they are thinking when reading, solving math problems, or responding to questions asked by their peers or by the teacher.

Why is it important?

- As students think aloud, they learn how to learn
- Students develop into reflective, metacognitive, independent learners; learning requires effort & is difficult
- Comprehension processes: making predictions, creating images, linking information in text to prior knowledge, monitoring comprehension, & overcoming problems with word recognition or comprehension
- Learn through articulating ideas & answering questions

When reading aloud, ASK...

- So far I've learned...
- This made me think of...
- I was confused by...
- I reread that part because...
- I wonder why...
- I think the most important part was...
- I just thought of...

When can you use it?

English:

- Before reading: access prior knowledge or make predictions
- During reading: examine text structure to maintain meaning
- After reading: use text to support opinion or analyze from author's pov

Writing:

- Prewriting: brainstorm ideas
- Drafting: "sloppy copy"
- Revising: ask questions
- Editing: use conventions

Metacognition: Think Alouds

Teaching and Learning Resource: <https://learningcenter.unc.edu/tips-and-tools/metacognitive-study-strategies/>

- Think Alouds can be thought of as eavesdropping on someone's thinking. A Think Aloud “involves making one's thoughts audible and, usually public - saying what you are thinking while you are performing a task, in this case, reading” (Duke & Pearson, 2002).

What is the purpose of Think Alouds?

The purpose of a Think Aloud is to model for students how skills readers construct meaning from a text. Such as telling what you see in your mind as you read, what connections you are making, what predictions you have made and what you don't understand (word and/or section of text).

Why use Think Alouds?

- help students to learn to monitor their thinking as they read
- improves comprehension
- it slows down the reading process and allows students to monitor their understanding of the text

Think Alouds have been shown to improve students' comprehension both when students themselves engage in the practice during reading and also when teachers routinely think aloud while reading to students (Duke & Pearson, 2002).

Metacognition: Think Alouds

See: <https://youtu.be/G0ZHimY5YZo>

The teacher in the YouTube video above outlines how to use a think aloud with students while reading aloud. She draws attention to the reading strategies that can be used before, during and after reading.

HOW TO USE THINK ALOUDS?

Choose an interesting short story/passage to read aloud to students.

Decide on the comprehension strategy that you want to focus on modelling, such as making connections, predicting, questioning, monitoring, visualizing or summarizing.

State the purpose for reading and learning this/these strategies.

Begin reading aloud to students. As you read model your thinking, paying attention to the strategy chosen for instruction.

Give students opportunities to practice using Think Alouds.

TEACHER THINK ALOUD:

During a Think Aloud, teachers verbalize their thinking aloud while reading a short story and/or passage orally to the class. This verbalization involves describing the strategies they are using to monitor their own comprehension while reading. It demonstrates effective comprehension strategies, as well as when and when not to use them.

In the example below, the teacher demonstrates the use of visualization and prediction strategies:

“That night Max wore his wolf suit and made mischief of one kind and another..Boy, I can really visualize Max! He's in this monster suit and he is chasing after his dog with a fork in his hand. I think he is really starting to act crazy. I wonder what made Max act like that...Hm-m-m...I bet he was getting a little bored and wanted to go on an adventure. I think that is my prediction' (Pressley et al., 1992, p.518 as cited in Duke & Pearson, 2002, p.214).

Motivating Students in a Remote Learning Environment





Motivating Students in a Remote Learning Environment

The challenge of keeping our students engaged and motivated is common across grade levels, subject matter, schools, and classes. Using the smartphone to teach and learn, however, presents special concerns.

- Without face-to-face contact, migrant educators are not able to pick up nonverbal cues from students that can indicate they are disengaged, frustrated or unenthusiastic.
- Migrant educators also cannot share their emotions easily and may find it harder to express enthusiasm, encouragement or concern.
- The anonymous feeling of the online environment can make it easier for students to withdraw, participate minimally, or completely disappear from the lesson.
- Environmental Factors: “How do I keep them from getting distracted by other things going on around them at home (e.g., sibling watching TV in the background, parents having a conversation, etc.)?”

Motivating Students in a Remote Learning Environment

Additional Resources:

- Engaging students: Distance learning readiness kit: <https://bit.ly/2N0mno7>
- Engage kids with 7 times the effect: <https://edut.to/30Ku8qf>
- Keeping students engaged in digital learning: <https://edut.to/37zQcFy>
- How innovative educators are engaging students online: <https://bit.ly/2Y7ErTD>
- 8 new ideas for engaging online students: <https://bit.ly/3d7Q6pD>
- 6 best ways to engage your students from teachers: <https://bit.ly/3hAugPc>
- 7 tips for increasing student engagement in online courses: <https://bit.ly/2C5Qfgl>
- How to keep students engaged in online learning: <https://bit.ly/2Cxbxbxq>
- 3 ways to make remote learning more engaging: <https://bit.ly/3d9yWrv>



Student Engagement Leads to Motivation and Achievement

Studies have found that motivation to learn is a key factor in student success.

- ▶ The Self-Determination Theory (Ryan & Deci, 2017; Deci & Ryan, 2000) holds that we are most deeply engaged and that we do our most creative work when we feel that we are acting according to our own will on behalf of goals we find meaningful.
- ▶ At the same time, this theory identified students' sense of relatedness as a key factor in their motivation. Relatedness refers to our emotional ties. It involves our basic need to feel connected with, and acknowledged by, others.
- ▶ In fact, many studies have found that encouragement and guidance by teachers as well as real-time feedback have a positive effect on student motivation and, as a result, achievement.

Remote Teaching and Learning Tips





Remote Teaching and Learning Tips

BARE MINIMUM. These are intended to be a set of basic tips that are true for most remote learning situations, including the use of a smartphone.

- **Set and keep a schedule**
- **Make sure they have the materials and supplies necessary to complete the activities**
- **Coordinate with parents for an environment that is conducive to learning**
- **Create a learning plan**
- **Don't teach, but help students understand**
- **Complete all work – to the extent practicable**
- **Help them check messages and communicate with school**
- **Keep in mind that it is about the child, not the work**
- **Identify the barriers and collaborate with students and parents to find solutions**
- **Use school resources**



Remote Teaching and Learning Tips

GOING THE EXTRA MILE. These are intended to be a set of intermediate tips that are true for most remote learning situations, including the use of a smartphone.

- **Personalize the learning**
- **Encourage a growth mindset.** This is not about what to learn or how to learn, but rather how to think about what they are learning.
- **Use the right resources**
- **Allow students to be guided by their own interests, background knowledge, and curiosity to learn**
- **Organize their learning environment**
- **Encourage self-direction**
- **Honor the complexity of learning and realize that the child needs a wide range of support, including academic, collaborative, social-emotional, technological, etc.**
- **Help them find their own motivation**

Remote Teaching and Learning Tips

AMBITIOUS. These are intended to be a set of advanced tips that are true for most remote learning situations, including the use of a smartphone.

- ▶ Understand how the brain works and how learning happens (https://greatergood.berkeley.edu/article/item/nine_things_educators_need_to_know_about_the_brain)
- ▶ Gamify the learning (<https://youtu.be/W72DnmSZbr4> and <https://youtu.be/uKOfnTVNk3c>). Examples: Funbrain: <https://www.funbrain.com/math-zone> and Kahoot: <https://kahoot.com/home/mobile-app/>
- ▶ Help the student to build a learning network (e.g., <https://www.classdojo.com/>)
- ▶ Help them understand the value of specific knowledge and changing demands, emphasizing critical thinking (learning how to think - <https://www.thinkingmaps.com/learning-to-think-thinking-to-learn/>) and learning literacy (learning how to learn - <https://youtu.be/O96fE1E-rf8>) over content knowledge (academic knowledge)

Using Technology to Engage Families

▶ FAMILY ENGAGEMENT

“An **intentional and systemic partnership** of educators, families, and community members ... [who] share responsibility for a student’s preparation for school, work and life, from the time the child born to young adulthood.

- Weiss, Lopez, & Rosenberg, 2010

▶ PARTNERSHIP ORIENTATION

“Initiatives that take on a **partnership orientation** – in which student achievement and school improvement are seen as a **shared responsibility**, relationships of **trust and respect** are established between home and [migrant educator], and families and [migrant educator] see each other as **equal partners** – create the conditions for family engagement to flourish.”

- Patrikakou, Weissberg, Redding, & Walberg, 2005

▶ RELATIONSHIPS OF TRUST AND RESPECT

“No **meaningful family engagement** can be established until relationships of **trust and respect** are established between home and [migrant educator].”

- Partners in Education: A Dual Capacity Building Framework for Family-School Partnerships (SEDL, 2013)

▶ TWO-WAY COMMUNICATION

“**Regular and responsive communication** is particularly important [for migrant educators] because it lays the foundation for strong partnerships and all forms of family engagement.”

- Weiss, Lopez, Kreider, & Chatman-Nelson, 2014

Using Technology to Engage Families

- ▶ Building Capacity of Migrant Educators and Families
- ▶ Resource: <https://nyulangone.org/news/schools-out-parents-guide-meeting-challenge-during-covid-19-pandemic>





Using Technology to Engage Families

Focus on developing an online learning culture:

- ▶ **Leveraging home-METS (migrant educator) connection**
 - Seeking and sharing information
- ▶ **Creating motivation**
 - Focus more on current learning
 - Focus less on compliance and future outcomes
- ▶ **Establishing culture of respect and trust**
 - Based on learning partnership (i.e., partnership orientation)



Using Technology to Engage Families

Create transparency in learning:

- ▶ **Migrant Educators model by sharing their own experiences, learning goals, challenges**
 - Migrant Educators and students all function as learners and leaders
- ▶ **Share or co-create daily learning goals and success criteria**
 - Support students in internalizing expectations and developing their own “why” for doing the work
 - Students can better gauge where they are in their own learning if they know where they are going



Using Technology to Engage Families

Support student learner identity:

- ▶ In terms of student identity, students are being asked to take on a new role as a learner.
- ▶ Some students are engaged and some are not.
- ▶ We may not always know the “why” some of the students that are not participating in remote learning.
- ▶ The students who are participating are now taking on new roles.
- ▶ COVID-19 has forced students to become independent problem solvers.
- ▶ Students who are actively participating are developing student agency without realizing it.

Using Technology to Engage Families

GATHER INFORMATION

No need to make assumptions about how families use technology at home. A quick survey or conversation can help you find out what they use, how they use it, and whether they have internet access. Start lessons with questions. Gather evidence of learning through what students say, do, make, or write. Use information to structure timing, format, frequency, format, and content of lessons. Provide student choice in learning participation level (e.g., coping, maintaining, accelerating). Plan next steps based on current learning status.

DOCUMENT AND SHARE

Invite family members to document early learning activities at home using technology. For example, a family can make a video of their child explaining the story behind her drawing or take a series of photos of the family garden over time the child can talk about. When children share digital documentation of home experiences with their migrant educators, they gain a better understanding of each child and family (e.g., <https://web.seesaw.me/>).

See: “What is Google Drive and How Does it Work?” - <https://www.androidauthority.com/how-to-use-google-drive-860193/> and <https://youtu.be/IDWVpHvG5Ok>. Families don't have to worry about losing track of papers when you provide them with digital copies.

SHARE FAVORITE APPS

Finding high-quality, age-appropriate educational apps is a challenge. Share quality apps with families via email, a weekly newsletter, or an online tool like Bublup (<https://www.bublup.com/>) or Symbaloo (www.symbaloo.com), which allows users to visually share links to favorite apps and websites. Provide tips on how to evaluate apps (<https://learninginhand.com/blog/ways-to-evaluate-educational-apps.html>) and ask families to share their favorites!

Using Technology to Engage Families

OPEN MANY COMMUNICATION PATHWAYS

People like to receive information in different ways. Group texting services like WhatsApp (<https://www.whatsapp.com/>) or TalkingPoints (<https://talkingpts.org/>) can make everyone's life easier by sending reminders about parent-teacher conferences or field trips directly to parents' mobile phones. For families who have smartphones, messaging services with voice and photo can help reach them. There are many ways to share information digitally, such as Facebook (<https://www.facebook.com/>), Wakelet (<https://wakelet.com/>), and Padlet (<https://padlet.com/>).

MEET FAMILIES WHERE THEY ARE

Tech literacy and experience will vary, so plan on providing different levels of support. Look for community partners—like the local library or adult education centers—that can help facilitate a family night where parents can sign up for a texting service or email account, get help finding local Internet access sites, and learn about other services that can help them take advantage of tech-related school services.

EMPHASIZE THE IMPORTANCE OF CONVERSATIONS WITH CHILDREN

Research shows that children learn best when engaged in meaningful conversations with adults. Make sure to share and model this and in the materials you hand out (<https://naeyc.org/resources/pubs/tyc/apr2018/conversations-with-children> and <https://ideas.ted.com/5-simple-tips-to-help-you-have-a-real-conversation-with-a-teen/>).

See: How Parent and Caring Adults Can Support Social Development - <https://www.hhs.gov/ash/oah/adolescent-development/explained/social/support/index.html>

Using Technology to Engage Families

MODEL AND DISCUSS APPROPRIATE TECH USE

During family nights or events, provide simple, hands-on activities that model appropriate tech use for young children. Many families purchase apps or devices because they believe they have educational value but are unsure how to use them to help their child learn. Demonstrate activities families can do at home, such as digital storytelling (<https://elearningindustry.com/18-free-digital-storytelling-tools-for-teachers-and-students>), using one of several free apps that allow children to draw, import photos, and record audio or video to create stories. Share information about media diet—appropriate and balanced use of technology (<https://www.apa.org/topics/healthy-technology-use-children>), Internet safety (<https://edu.gcglobal.org/en/internetsafetyforkids/teaching-kids-about-internet-safety/1/>), and other topics related to tech use.

INVEST IN RELATIONSHIPS, NOT JUST TECHNICAL CAPACITY

Invest in developing relationships and building the technical capacity of users. One smartphone or Chromebook used in an intentional way can have a greater impact than many devices at home where students, parents, and even teachers have not received the appropriate training.

PROMOTE A COMMUNITY OF LEARNERS

Facilitate a learning community in which families learn with and from other families and community members. Together, identify issues such as device management and media diet, and search for solutions, tutorials, and ways to share information so all families feel comfortable using technology to help their children learn (<https://businessesgrow.com/2017/12/13/social-media-apps-for-kids/>).

USE VIDEOS TO MODEL

Create your own videos with a smartphone or use a service like Ready Rosie (<https://readyrosie.com/>) that has a large library of high-quality videos in English and Spanish or FlipGrid (https://youtu.be/VebTWyMx_Yk and <https://info.flipgrid.com/>). Families can repeatedly view the videos and revisit any new vocabulary they are exposed to while watching. You can also create your own audio recordings with a smartphone to send to students (<https://academy.izi.travel/help/production/voice-recording-on-iphone-and-transferring-audio-files-to-the-computer/> and <https://academy.izi.travel/help/production/voice-recording-on-an-android-smart-phone-and-transferring-audio-files-to-a-computer/>).



Keep things simple!

Remember that some students and parents can't read your emails or text messages due to their reading level. In addition, some students are intimidated or turned off by lengthy text. Here are some practical strategies to support students and parents' understanding without exceeding their literacy skills:

- Keep all written communication as clear and concise as possible.
- Provide video directions to accompany text as often as you can.
- Offer face-to-face meetings (through applications such as ZOOM) to offer verbal explanations and invite questions.
- Limit email communication with students, particularly when they're struggling. Reaching out verbally is paramount at this time.
- Decrease quantity and increase quality. Be selective with the content you choose to deliver, and cut out superfluous information.
- Proofread all written information to remove teacher jargon and ensure student-friendly language. Remember, our vocabularies are vast compared with those of most of our students.



“What is your impression about using WhatsApp for tutoring sessions?”

The simple answer is, “It depends.”

It depends on you as the migrant educator – your experience and comfort with the app; the student and his/her needs; what you hope the student will achieve or learn; the activity or task itself; time available; the expected outcomes; and access to technology!

KEY: (1) Experiment; (2) Focus on relationship-building; (3) Explore different learning tools; (4) Differentiate instruction; (5) Provide self-paced learning; (6) Co-construction of knowledge (<https://youtu.be/6eagrEwk8En8> and https://sedl.org/pubs/classroom-compass/cc_v1n3.pdf)

RESOURCES: Let's watch

- https://youtu.be/N0Qe51_4n9k - 6 ways to use WhatsApp in Education
- <https://youtu.be/H3osAwWC1Ko> - How to use Whatsapp in Education
- https://youtu.be/BmtoN_Mbh1U - Creating a Lesson in WhatsApp
- <https://youtu.be/VyWqKleZZeQ> - Teaching with Whatsapp During COVID-19

How to Keep Students Safe Online

Help your kids stay safe online.
Work as a **TEAM**



Talk



Explore



Agree



Manage

How to Keep Students Safe Online

Additional Resources:

- <https://elearningindustry.com/the-teacher-guide-to-keeping-students-safe-online>
- <https://smartsocial.com/online-tips-keep-students-safe-dcc2/> - OpenDNS Family Shield: <https://signup.opendns.com/familyshield/>
- <https://staysafeonline.org/blog/teachers-guide-student-online-safety/>
- <https://www.missingkids.org/NetSmartz>
- <https://www.csa.gov.sg/gosafeonline/go-safe-for-me/for-parents/talking-to-your-child-about-internet-safety>

While migrant educators do not need to be an expert on social media, being familiar with the technology that young people are using and the challenges they may experience can provide insight and prepare teachers to give students guidance when needed.

5 tips for teachers to keep students safe on social media:

- Staying engaged
- Being social media savvy
- Discuss online safety
- Talk about the importance of privacy protection: (1) login details and passwords; (2) home address; (3) phone numbers; (4) birthdate; (5) bank account and credit card details; (5) personal information that could be used to guess security questions for online accounts
- Help students make a plan for what to do if things go wrong

“BE GENTLE WITH YOURSELF”: TEACHING AND LEARNING DURING COVID-19

- “Let yourself off the hook”: Advice for teachers and parents during COVID-19: <https://bit.ly/2BbyMTk>
- Stay calm and teach on: Teaching in the time of COVID-19: <https://bit.ly/2UNhova>
- Tips for managing virtual instruction during the COVID-19 crisis: <https://bit.ly/2UMOg7j>
- Why parents need self-compassion during the Coronavirus Pandemic: <https://bit.ly/2C50OjO>

Practicing Self-Care During COVID-19:

- 5 tips for teachers: <https://u.org/2Y2yJSW>
- Curbing teacher burnout during the pandemic: <https://edut.to/3fEPsBR>
- Teachers as parents during COVID-19: <https://youtu.be/dLODOBk2XX8>
- Self-care and setting boundaries for teachers during the COVID-19 pandemic: <https://bit.ly/3d2kHot>



One last thing ...

There is a lot of information here and these are unprecedented times indeed!

If you need help to unpack the information presented here or need help to implement some of the strategies, please don't hesitate to reach out to the Statewide Support Team (SST). They are:

- Kin T. Chee – kin.chee@nysed.gov
- Erin Allen – erin.allen@nysed.gov
- Elizabeth Bliss – ebliss02@gmail.com
- Will Messier – wmessier1@gmail.com
- Odilia Coffta – odiliacoffta@gmail.com
- Mary Anne Diaz – mdiaz@brockport.edu
- Jennifer Verdugo – jverdugo@brockport.edu
- Lisa Rivera – Lisa.Rivera@fredonia.edu

You can also find many resources at: <https://www.nysmigrant.org/>

grazie 谢谢 ขอบคุณ
merci Σας ευχαριστ takk bedankt
Спасибо धन्यवाद ありがとう
tack terima kasih
gracias **thank you** obrigado
teşekkür ederim شكرا 고마워요
danke kiitos köszönjük



... for everything that you do for our migrant children and families!