# Office of Curriculum, Instruction, and Professional Development

## Digital Pedagogy Overview

*As we transition to increased use of virtual learning spaces, it is critical to remain rooted in strong pedagogy and instructional practice. Technology, in the hands of a skilled practition... between students. To best support that effort, the table below presents a potential way to think about bringing our teaching and learning framework to life in a virtual learning space... provide teachers and leaders with a resource for planning high quality instruction, helping them to integrate key teacher practices as part of daily instruction, build collective effica... reflection throughout the instructional process. Specifically, it provides a starting point and outlines a progression of the implementa...*
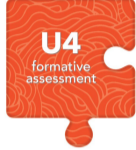
*As with all of our teaching and learning work in LBUSD, it is critical for us to build our collective efficacy in this new virtual space, and we need to remain focused on the... pedagogy. As mentioned in U6, "All students and communities come with cultural and linguistic assets, and deserve to be treated with dignity, fairness, and uncondition... environment, every student matters and needs to feel that they do. All students can learn and achieve at high levels, and we have a responsibility for their success. Co... do if we are to truly set high expectations for all students." These considerations become even more pronounced when shifting into ...*

| Instructional Move | Alignment to Understandings | Digital Pedagogy Ideas / Inspiration |
|---|---|---|
| **Introduce concepts** <br><br> *Direct Instruction and Modeling* | **U1** standards based instruction <br><br> A thorough understanding of standards provides a foundation for high quality differentiated instruction that results in all students meeting college and career readiness expectations through the Linked Learning approach (U1). | **Google Docs/Drawings**<br><br>• Post a link, picture, text, and or question along with a table to collect student responses or create a hyperdoc with links t...<br>• Create a workmat to have students sort content or categorize ideas<br>• Ask students to answer a question by creating a visual<br><br>**Google Slides**<br><br>• Present a slideshow during a Google Meet, supported with a note-taking tool (e.g., Google Doc)<br>• Embed videos and links to other websites or G-Suite tools within a slide presentation<br>  ○ Add slides with anticipatory sets or questions to activate prior knowledge (can also provide blank slides for stud...<br>• Record and narrate a slideshow (screencast) and provide a copy of the slideshow for students to take notes (in Speaker...<br>• Create a digital workmat to introduce a concept or gauge what students already know about a topic<br><br>**Google Forms/Sheets**<br><br>• Conduct a quick Notice & Wonder activity<br>• Create a digital Scavenger Hunt to give students ownership of new learning<br>• Use Branching in Google Forms to personalize the path that different students take to learn about a new topic based on...<br><br>**Google Jamboard**<br><br>• Show the steps to solve or add notes to explain the solution to a problem<br><br>**Google Meet**<br><br>• Present or review content using screen sharing, using other G-Suite tools to make the learning interactive (shared Goog...<br>• Pre-record content and share link with students who are not able to attend a live learning session<br><br>**Google Classroom**<br><br>• Post a series of links, files, or attachments (including articles, websites, and/or videos) as an opening assignment, askin...<br>• Differentiate content and create personalized learning experiences by assigning materials to small groups<br><br>**Screencasting/Pre-recorded Content**<br><br>• Read a text or book aloud and pose a question in a Google Classroom<br>• Model a skill for students to practice (e.g., planting seeds from store bought strawberries)<br>• Use pre-recorded content that aligns with your learning goal (e.g., Khan Academy) and embed it in your Google Doc, Sl... |
| | | **Google Docs/Drawings** |

| | | |
|---|---|---|
| **Relevant/Complex Tasks & Making Meaning**<br><br>*Research and Exploration* | **U2**<br>rigor, complexity<br><br>Providing all learners with cognitively demanding tasks and complex text with the goal of making meaning is essential in order for students to build conceptual understanding of content and transfer their learning to new contexts (U2). | • Use formatting tools to annotate a text (highlight, underline, comment)<br>• Create a note-taking sheet or graphic organizer to help students make sense of content<br><br>**Google Slides**<br><br>• Provide copy of slide deck to each student with guidance embedded (scaffolds) to help students "break down" the proce<br>  ○ Each slide focuses on different step/strategy<br>  ○ Use underlining, drawing, highlighting, and text boxes to create opportunities for students to interact with text o<br>• Import the complex text or task as the background of the slide and ask students to interact with the content using the ed<br>• Create an interactive notebook<br><br>**Google Forms/Sheets**<br><br>• Create a guided reading log that allows for resubmissions (multiple entries)<br><br>**Google Jamboard**<br><br>• Conduct a guided close read of a complex text by projecting a Jamboard frame during Google Meet, and annotating afte<br>• Use Jamboard to have students sketch, annotate, concept map, brainstorm, complete a graphic organizer, match, or so<br>• Annotate a Google Slide with Jamboard (i.e., create/approximate an interactive whiteboard experience for students)<br><br>**Google Meet**<br><br>• Create a schedule for online, in-time guided instruction (around a complex task or text) in smaller groups, based on stud<br><br>**Google Classroom**<br><br>• Post a DBQ, broken down into several posts, or aggregated as one, using graphic organizers or other scaffolds to help s<br>• Install the free Kami add-on to Chrome (on both your and student Chrome bowsers), then post complex text and/or task<br>  text/task (after installing the Kami add-on, watch this video tutorial)<br><br>**Screencasting**<br><br>• Model annotation coupled with a think aloud to make the learning visible to students |
| **Collaboration, Connections, & Conversations** | **U3**<br>discourse<br><br>Orchestrating opportunities for technical and academic discourse including collaborative conversations allows students to develop a deeper understanding of content and support a point of view in varied contexts (U3). | **Google Docs/Drawings**<br><br>• Ask students to work on a shared doc and use Version History to determine individual contributions<br>• Conduct peer editing sessions, by having student share their work with Comment only access<br><br>**Google Slides**<br><br>• Students can co-create a slide deck on an assigned topic or one of their choice (students can either work from a blank s<br>  the teacher and shared with the group)<br>• Have students collaborate on a Jeopardy Game to review key content<br><br>**Google Jamboard**<br><br>• Assign a team or individual students a Jamboard frame (with edit rights) to work on a problem (e.g., add sticky notes or<br>  notes, or present their solution to a problem using their frame during a Google Meet)<br>• Encourage conversations to support a point of view (e.g., Four Corners or Would You Rather)<br><br>**Google Meet**<br><br>• Create a table with multiple Google Meet nicknames to approximate breakout rooms, where students can collaborate in<br>• Students can share screens to co-create content and present back to the class<br>• Post links in chat to shared docs for students to collaborate real time<br><br>**Google Classroom**<br><br>• Post open-ended questions in the Stream, with clear expectations for students to reply or react to at least 4 other respon |
| | | **Google Docs/Drawings** |

# Office of Curriculum, Instruction, and Professional Development

| | | |
|---|---|---|
| **Checking for Understanding**<br><br>**Feedback**<br><br>*Practice and Review*<br><br>*Assessment*<br><br>*Reflection & Metacognitive Skill Building* | **U4** formative assessment<br><br>The strategic planning and consistent use of formative assessment strategies allow teachers and students to collect evidence about where students are and to determine immediate next steps (U4). | • Conduct peer editing sessions, by having students share their work with Comment only access<br>• Provide meaningful comments using Comment feature<br><br>**Google Slides**<br><br>• In a slideshow, embed editable text boxes for students to input their responses to a prompt or question<br>• Build questions into Speaker Notes at the bottom of specific slides<br>• Attach a link to a Google Form with 1-2 targeted questions for students to complete<br>• Provide feedback to students on their presentations in the Speaker Notes or using the Comments feature<br>• Play Jeopardy to review key concepts and surface in-time reteach opportunities<br><br>**Google Forms/Sheets**<br><br>• Create a quiz or check for understanding, with videos and or visuals embedded<br>• Build feedback into the quiz (for incorrect and correct answers), to activate students as resources for themselves<br>• Create a rubric and use Autocrat add-on to summarize the feedback into a doc sent to the student<br>• Create auto-graded, closed-ended quizzes (Choose "Quizzes" tab, and turn on "Make this a quiz")<br><br>**Google Jamboard**<br><br>• Share a Jamboard link with an assigned task, and "make a copy" for each student in Google Classroom before a Googl<br><br>**Google Meet**<br><br>• Use chat feature to allow students to ask questions and plan strategic pauses for whole group clarification<br>• Assign students to be moderators (alternate) to either respond to one another's questions or to raise them whole group<br>• Solicit feedback in the chat (e.g., after a student presents, peers post "Two Stars and a Wish" in the chat)<br><br>**Google Classroom**<br><br>• Use Comment feature in any G-Suite files posted or attached to a Google Classroom post in order to pose questions to additional content to challenge thinking<br>• Provide private and/or public feedback on a post or assignment<br><br>**Screencasting/Video Recording Applications**<br><br>• For students who need verbal/visual feedback, screencast the students' doc and annotate your feedback to help the stu |
| **Closure** | **U4** formative assessment<br><br>The strategic planning and consistent use of formative assessment strategies allow teachers and students to collect evidence about where students are and to determine immediate next steps (U4). | **Google Docs/Drawings** & **Google Forms/Sheets**<br><br>• Create an exit slip and use the data in Google Sheets to create mixed groups for the next day's warm up<br><br>**Google Slides**<br><br>• Students create a single slide to demonstrate learning (e.g., Poster or One-Pager)<br><br>**Google Jamboard**<br><br>• Post a question on a Jamboard frame and ask students to respond to it as an exit slip<br>• Conduct a Final Frame activity to prompt self-reflection, note "what stuck" from the day's lesson, take the emotional tem<br><br>**Google Meet**<br><br>• Post a closing question, or link to a Google Form, in the chat to determine where students are in their learning of key co<br><br>**Google Classroom**<br><br>• Post one of the activities above as an assignment in the Classroom<br>• Use multiple choice, true or false, or short answer questions as quick assessments of student learning at the end of a le |