



CLASSROOM MANAGEMENT

for remote synchronous classes



DEVELOP PROCEDURES

WE'RE GOING TO BE AT THIS FOR MANY MORE WEEKS, SO ESTABLISH SOME ROUTINES NOW.



How will class start & end?

How will students turn in work?

How will make-up work be handled?

What are your expectations for students while you (or others in the class) are presenting?

What are your expectations for students while they are working?



IF YOU CAN MIMIC THE ROUTINES OF YOUR PHYSICAL CLASSROOM, THAT'S GREAT! BUT DON'T FORCE IT -- REALIZE THAT SOME THINGS WON'T TRANSLATE WELL TO A REMOTE ENVIRONMENT AND SOME NEW ISSUES MIGHT ARISE.



ALLOW FOR SOME SOCIAL TIME

STUDENTS AREN'T GETTING AS MUCH SOCIAL TIME AS USUAL. BUILD IN SOME TIME FOR STUDENTS TO INTERACT WITH EACH OTHER OR WITH YOU!



Give students some time at the beginning or end of class to chat.

Occasionally host a lunch, club meeting, or general social time in your room.

Create optional show-and-tell activities that encourage interaction - pet day, crazy hat day, etc. - and let everyone have their turn to share.



ESPECIALLY WATCH FOR STUDENTS WHO DON'T HAVE LARGE OUT-OF-SCHOOL FRIEND GROUPS, AS SYNCHRONOUS CLASSES MIGHT BE THE ONE TIME EACH DAY WHEN THEY ARE INTERACTING WITH THEIR PEERS.



ESTABLISH YOUR PRESENCE

IT'S IMPORTANT TO SET THE TONE AND SHOW THAT JUST LIKE YOUR PHYSICAL CLASSROOM, YOUR REMOTE CLASSROOM IS A SAFE, LEARNING-FOCUSED PLACE FOR STUDENTS.



Be the first in and the last out so that students are never by themselves.

Welcome each student as they come in.

Look into your camera while you're talking.

Stay on camera while students are working on some of your short assignments and ask that students do the same.

Address issues like unkind interactions, distracting behaviors, etc.

Record classes in your remote room and make it clear that you are doing so.



MOST OF THESE ARE THINGS YOU DO IN YOUR PHYSICAL CLASSROOM, SO DO THEM ONLINE TOO!



HAVE 1-TO-1 INTERACTIONS

HAVING A "MOMENT" WITH EACH STUDENT IS IMPORTANT. YOU CAN ENGINEER THAT IN A VARIETY OF WAYS.



"Circulate" the room by clicking on each student's camera feed and talking just to them. Or use the chat feature to address specific students. (But remember other students can still hear/read this.)

Send individual emails after class to follow-up with students as needed.

Set up some small group times where you just meet with 3-5 students for 10 minutes. Post the times the day before -- students will appreciate only having to show up for 10 minutes and you can do some individual check-ins.



DON'T PUT PRESSURE ON YOURSELF TO HAVE A 1-TO-1 WITH EVERY KID EVERY DAY, BUT CONSIDER MAKING IT A WEEKLY OR BI-WEEKLY GOAL. KEEP TRACK SO THAT YOU KNOW WHO STILL NEEDS THEIR "MOMENT" WITH YOU.



WATCH FOR DISTRACTIONS

USE THE GRID VIEW SO THAT YOU CAN SEE ALL OF YOUR STUDENTS. THERE ARE TELL-TALE SIGNS THAT A STUDENT ISN'T REALLY ENGAGED IN YOUR SYNCHRONOUS CLASS.



Looking down/off-screen instead of at their screen.

Looking at screen, but scanning frequently when there's nothing to read!

Talking (with a muted mic) or covering their mouth to do so.

Typing a lot more than required.

Taking too long to respond.

Exhibiting reactions not appropriate to class material.

Keeping one earbud in and one out.



THESE PROBABLY MEAN THAT A STUDENT HAS THEIR PHONE NEARBY AND/OR IS TRYING TO MULTITASK. ONCE YOU ASK ABOUT THE BEHAVIOR AND THEY KNOW YOU KNOW, STUDENTS USUALLY STOP (OR GET STEALTHIER!).



ENCOURAGE PRODUCTIVE PARTICIPATION

INSTEAD OF WAITING FOR STUDENTS TO FIND THEIR OWN WAYS TO BE NOTICED, ENCOURAGE THEM TO PARTICIPATE PRODUCTIVELY AND STAY ENGAGED.



Use a name-chooser to call on students randomly. Go high-tech with an online tool, or use popsicle sticks/pieces of paper to draw a name out on screen.

Keep a list of students next to your computer and keep track of who is participating. Tell students that you're doing this and encourage them to track their own participation as well.

Give some points for showing up! Just getting to an online class can be a challenge for some students, so just being present can be rewarded. However, remember that sometimes there are legitimate issues that keep students from logging on, so don't give be punitive..

Use the chat feature for students to "raise their hand," then call on that student to unmute their microphone to ask an on-screen question.

Use hand-signals and motions to check for understanding. "Put your left hand up if you would like another practice problem." "Wave if you can hear what I'm saying."

Use the chat feature for formative assessments. Ask students to type in answers to your questions, or ask questions of their own.

Assign roles to students who need an extra job. Consider things like "chat monitor" (watches the chat for questions and then is in charge of telling you what they are when prompted), "time-keeper" (watches the clock and tells you at different checkpoints), "note-taker," "welcomer" (if anyone is late to class/gets accidentally disconnected, catches them up in the chat while class continues).

Ask a few students to stay unmuted for a given time while you are teaching. You can ask them questions, they can ask you questions, and you can get live interaction without the chaos of having everyone unmuted. Switch students every few minutes.



ALMOST ANYTHING YOU WOULD DO IN A PHYSICAL CLASSROOM TO ENCOURAGE PARTICIPATION WILL WORK IN REMOTELY!



DOCUMENT & GIVE FEEDBACK

MORE INFORMATION IS ALWAYS HELPFUL, FOR YOU AND FOR STUDENTS.



Use the "record" feature to record your class meetings. You can keep track of what you said and what students did.

During classes, keep track of student participation, questions to follow-up on, and other details that need your attention.

Communicate with parents. Let them know if their child's behavior or work needs some extra attention, or if things are going well.

Save or copy-and-paste your chat feed into a document. You can look back to see what questions were asked and who was participating.

Give clear written instructions for assignments, and more written feedback than usual on student work. Things that you might just say in an in-person class might need to be written when trying to interact remotely.

If you have to remove a student from your remote room, keep track of the time and reason so that you have it for later.



MIX UP YOUR METHODS

EVEN IN A PHYSICAL CLASSROOM, IT'S GOOD TO HAVE DIFFERENT APPROACHES, BUT IT'S EVEN MORE IMPORTANT FOR REMOTE INSTRUCTION.



Avoid long chunks of one activity (lecture, work time, discussion, etc.). Those things can feel long in person, but even longer when you've been sitting in the same chair all day.

Do asynchronous sometimes.

Take a break in between activities. Set a timer on your screen and ask students to be back at a set time.

Try something new, but don't try everything new! Stick with what you know works for you/your class, then add in new, techy things where appropriate and when you feel ready.

Model new assignments using the present screen feature to make sure what you're asking students to do is possible and that they know how to do it.

Synchronous lessons can be conducted without video, at least in part. Consider being on a Google Doc or in a chat room to allow students live interaction by typing instead of video.



HAVE A BACK-UP PLAN

TEACHING REMOTELY ADDS A NEW TWIST TO EVERYTHING AND SOMETIMES, THINGS JUST DON'T GO AS INTENDED!



Establish an "emergency drill" plan with your students. What should they do if you are disconnected and don't return to the remote room within 5 minutes?

Have some time-fillers for when you need a few minutes to get set-up for a new activity. Give students a break or some directions on what they can do while you get ready.

Let students know when and how to contact you if they have trouble with an assignment or need extra help. Be clear about how/when they can expect a reply.

If you're trying something new online, be ready with a more traditional back-up just in case. And give students struggling with technology another option if possible, too.

If you have a student with repeated behavior issues, contact an administrator with some of that documentation. They can take over from there!

