I love technology and want to be part of the modern world.

My school might closed because of the virus.

I want better accountability for student work.

We just had a strike and we are getting behind in class work.

Make an appointment to get your class up and running.

Which one?

AdaptiveU
Adobe Connect
Blackboard
BlezGo
Braincert
Canvas
Congrea
D2L
ElectaLive
Google Classrooms
LearnCube

See their tutorials.

Moodle
newrow
Paradiso
ProProfs
SambaLive
SimTek
Thinkific
TutorRoom
VEDAMO
Wiziq

Do you have a Web Conferencing system?

ADOBE CONNECT
AmazonChime
AnyMeeting
Apache Open Mettings
AvenoCam
BigBlueButton
Blizz
BlueJeans
Capterra
EasyMeeting
G Suite
Fuze
HighFive
JoinMe
LiveStorm
MeetFox

Adobe Connect
AmazonChime
AnyMeeting
Apache Open Mettings
AvenoCam
BigBlueButton
Blizz
BlueJeans
Capterra
EasyMeeting
G Suite
Fuze
HighFive
JoinMe
LiveStorm
MeetFox

1. PRE-PLANNING

Does your institution have someone in charge of online learning? Y N

Does your school have a Learning Management? Y N

Consider starting with a low or no cost course room specifically made for teachers:

EasyClass
EDMODO
EducationForFree
ezTalksWebinar
Moodle
Morzino
NearPod
RCampus

Schoolology
Stoodle/Crunchbase
Teachable
TutorRoom
Udemy
WebRoom
YahooGroups

Consider starting with a free option:

Apache Open Mettings
Google Hangouts (up to 10 participants)
GoToMeeting
JoinMe
Mikogo (up to 14 participants)
Skype (up to 25 participants)
TeamViewer
Uberconference (up to 10 participants)
Webex (for up to 3 participants)
Zoom (up to 100 participants, 40 minutes)
2. BACKWARD DESIGN

MACRO (year level)

Decide on Objectives:
- **Knowledge** (e.g., all content information related to 11th grade AP US History);
- **Skills** (e.g., think critically; write persuasively; read deep and widely);
- **Attitudes** (e.g., appreciate teamwork; perseverance; growth mindset).

Evaluation: e.g., High score on AP US History Exam.

Activities:

MESO (unit level)

Decide on Objectives:
- **Knowledge** (e.g., all content information related to Period 5: 1844-1877);
- **Skills** (e.g., think critically, analyze, compare and contrast the Civil War and modern times);
- **Attitudes** (e.g., appreciate teamwork, perseverance, and growth mindsets).

Evaluation: e.g., short essay; participation in research and teamwork in debate; self-reflection paper.

Activities:

MICRO (daily level)

Decide Objectives:
- **Knowledge** (e.g., all content information related to Period 5.6 "Failure to compromise");
- **Skills** (e.g., compare and contrast leaders of this time period with the current political situation);
- **Attitudes** (e.g., appreciate team work, perseverance, growth mindsets).

Evaluation: e.g., gather research material to prepare for debate.

Activities:
Review tools.

Review pedagogy and didactical tools, including activities, strategies and methodologies.

Do you enter every single class extremely prepared with a clear idea of what you hope to achieve?

Review Pedagogies.

I consider myself 

Beginner,

I want to start from scratch.

I consider myself 

Intermediate,

show me some new tools.

I consider myself 

Advanced, I want to know more the best instructional design possible.

Choose 1-2 Tools and 1-2 Pedagogies.

Choose 3-4 Tools and 3-4 Pedagogies.

Choose 5-9 Tools and 5-11+ Pedagogies.

Y

Y

Y

N

N

N

Y

N

DONE

I know about all the tools available to me, including:

- Online self-graded, low-stake Quizzes;
- Interactive (a)synchronous Discussion Boards;
- Flipping;
- Bundles (mini-libraries) of free and open resources;
- Division of Social and Academic Spaces;
- 3-2-1 Reflections;
- Course Analytics to measure individual and group progress;
- E-portfolios;
- Project assignments;
- Office Hours within course Emails;
- Announcements;
- and Breakout Rooms.

I know about all the methodologies, strategies and pedagogies online, including:

- how to use breakout rooms for small group discussions;
- differentiate homework to attend to individual needs better;
- take advantage of the "disinhibition effect" and anonymity of student interaction to get them to share more;
- use the Goldilocks' Effect and devise algorithms for teaching so the material is "just right" for the learner;
- manage online course rooms for maximum participation;
- take advantage of social contagion;
- communicate personally so each student feels a relationship to the teacher and the community and to create a strong learning community;
- leverage online presence;
- leverage online touch;
- manage time using flipped classrooms;
- personalize feedback;
- use digital apps to save time on "simple" tasks (e.g., grammar checks) to leave more time for "human" tasks like motivation, encouragement and one-to-one feedback.