



Digital Strategies for the Multi-grade Classroom

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Why are you here?

This presentation provides tips and resources used in WELS school settings to challenge and meet varying needs of multi-grade classroom learners.

Psalm 46:1,2,10,11 *GOD'S WORD* Translation

1 God is our refuge and strength, **an ever-present help** in times of trouble.

2 That is why we are not afraid even when the earth quakes or the mountains topple into the depths of the sea . . . **10** Let go of your concerns! Then you will know that I am God. I rule the nations. I rule the earth. **11** The Lord of Armies is with us. The God of Jacob is our stronghold.

Learning Target(s) for This Session:

By the end of this brief session, you will have begun to consider for your multi-grade LES classroom:

- Rationale of Online / Digital Instruction
- Objective(s) of Online / Digital Instruction
- Non-negotiables & Negotiables



Opening Prayer [*a paraphrase of Solomon's prayer in 1 Kings 3:7-9*]

O LORD, our God, You have made Your servants educators in Lutheran classrooms. But we are only little children and do not know how to carry out our duties. We are in a teaching situation that is challenging and uncertain. So give Your servants discerning hearts to seek strategies and use resources that will communicate Your grace and goodness to the students You have entrusted to us, and to distinguish between right and wrong. For who can have success and confidence without Your blessing? Be with us for Your Name's sake. Amen.

Rationale of Online / Digital Instruction

- **Because everyone else is doing it** (*and we have to do something, right?*)
- **Because there are few alternatives** (*and we have to do something, right?*)
- **Because I was trained as an in-person educator**
- **Because our current model is designed for in-person instruction**

Objective(s) of Online / Digital Instruction

- Communicate God's GRACE and Goodness
- Distinguish Right from Wrong
- Build & Maintain Meaningful Relationships
- Achieve Learning Objectives
- Improve Interpersonal Skills
- Foster a Sense of Inquiry and a Love for Learning

Non-negotiables & Negotiables

- Reliable Internet Access, Connectivity, Hardware
- Clear Communication
- Structure & Accountability
- Ongoing, Specific Feedback
- Flexibility, Patience, Trust



Remember Who the Sinners Are

- Students
- Parents
- Teacher

For You as the Classroom Teacher

General: **Be a Student** Yourself (ask, seek, knock)

Be a Witness to the Truth (teaching them everything Jesus has commanded)

Be Dependent on Jesus for Results (we have been trained to be in-person classroom teachers: plan, prepare, execute, assess, and let go of your concerns)

Flipgrid / Class Dojo / Google Meet / Zoom / Teams



Build Relationships & Trust: Teacher & Student Introductions

Build Community: Call Learners by Name Frequently & Often; **Set Learning Targets & Expectations** to Result in Success & Growth;

Let Them Know that You Enjoy Being Their Teacher through Your Smile, Voice Inflection, Body Language;
Provide Frequent, Pertinent, Specific (Oral/Written) Feedback

A good lesson begins with . . .

a Review

Developing Background



Quantity: Often Less IS More

Yet Have Examples, Support, and Assistance at the Ready (Equate the Age of Your Learners in Years with the Number of Minutes They Can Focus)





Quality

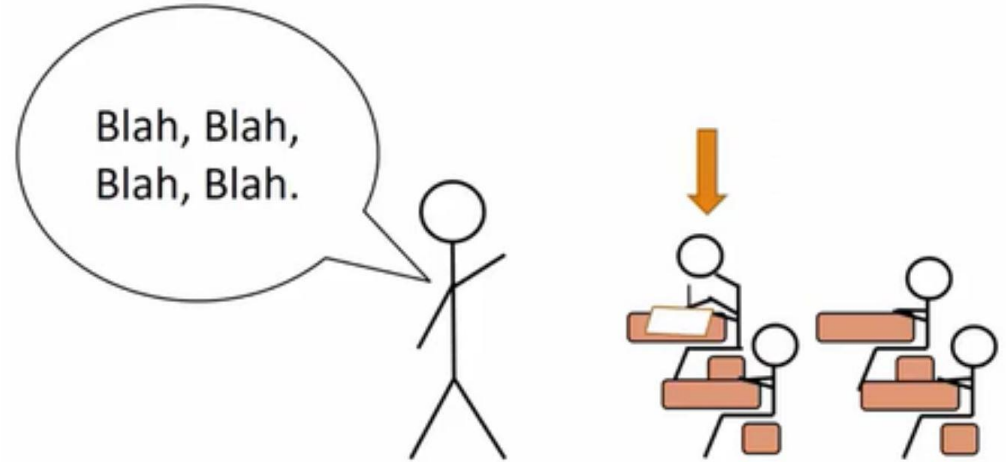


Adopt/Hire a Filter through Whom You Gain Pre-Teaching Feedback Regarding Rigor, Clarity, & Do-ability; Adjust as Needed

Engage Learners Actively

ACTIVE ENGAGEMENT

(collect, sort, organize, observe & record, design, develop, synthesize, summarize, map, explain, justify, support, take the opposite viewpoint, invent, compose, draw, paint, doodle, illustrate . . . **IN CONTRAST TO** copy down, define, list, compute, solve, rewrite, repeat, restate, retell . . .)





include
visuals

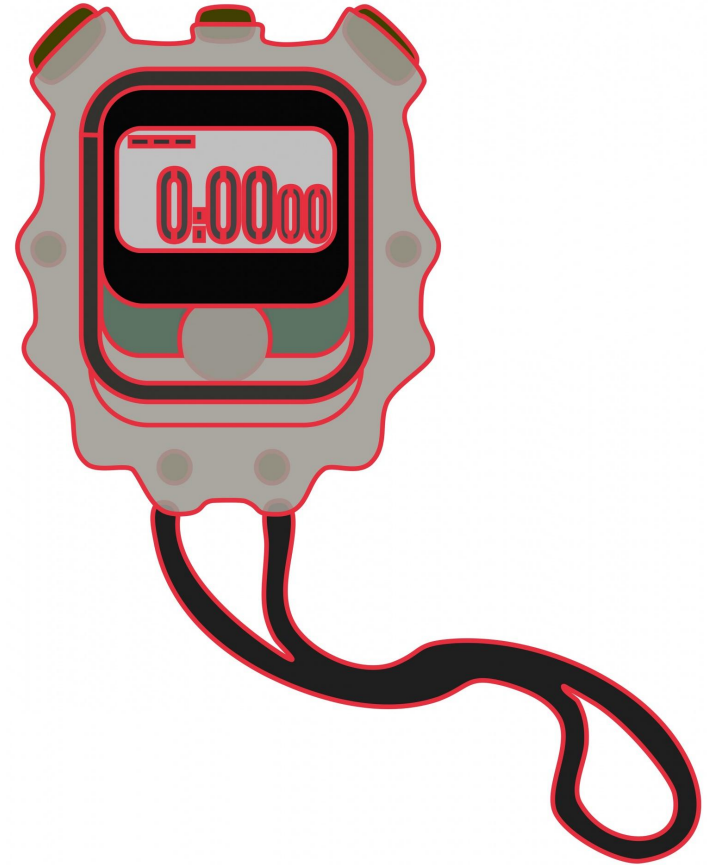
Ziteboard: *Digital Whiteboard*

Questioning

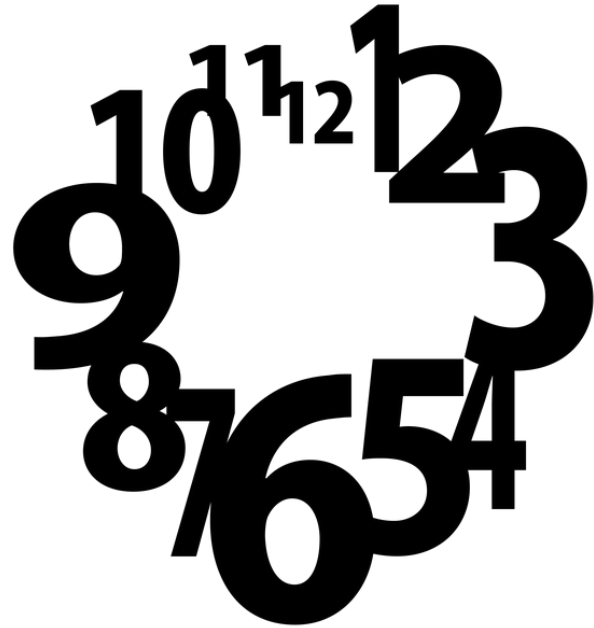
Questioning Should Include
Varying Levels of Questioning

Wait Time 1

Wait Time 2



10-Second Intermission

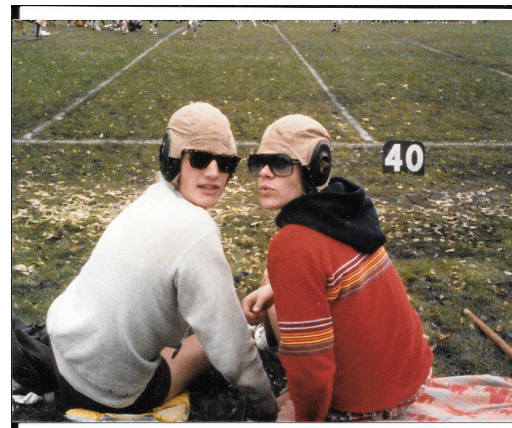


Incorporate Purposeful Movement

grow like a seedling, set like the sun, trace the horizon,
exhibit frustration, model an obtuse angle, demonstrate
a less than sign . . .

AS WELL AS

opportunities for physical activity & play



Movement

Do you have students who:

- can't focus on schoolwork?
- are sensitive to light, sounds, smells, and textures?
- avoid sports due to lack of coordination?
- fidget, squirm, and can't stay in their space?
- have poor eye-hand coordination?
- misbehave to hide learning difficulties?

Movement

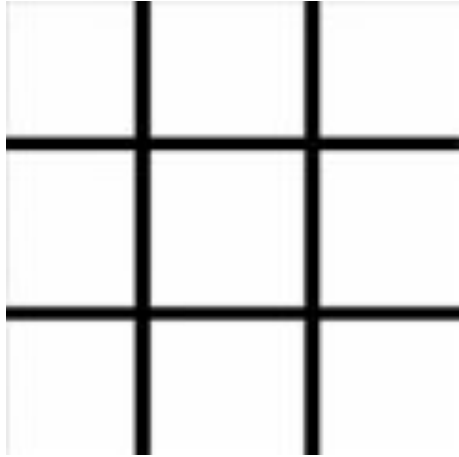
Our ears are complex labyrinths that contain our auditory system

Sense of balance is found here, in the semicircular canals along with the Eustachian tube

Vestibular system-balance



Inquiry, Ownership, Choice

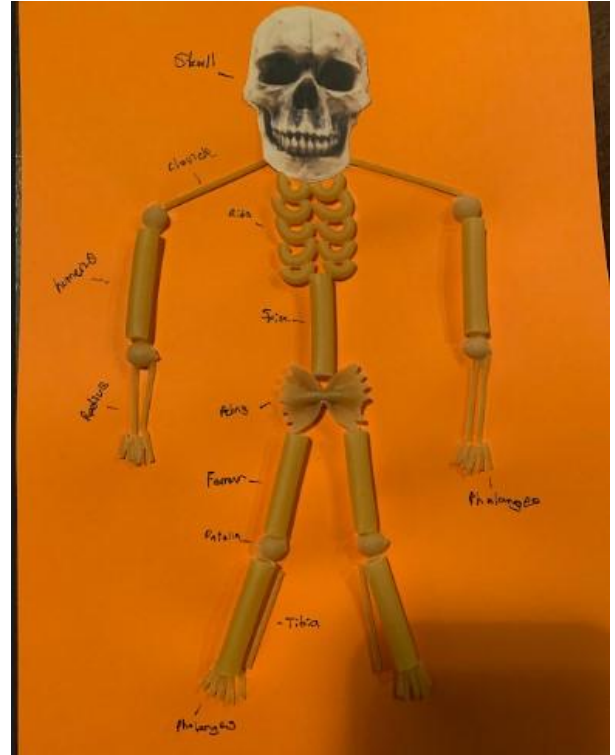
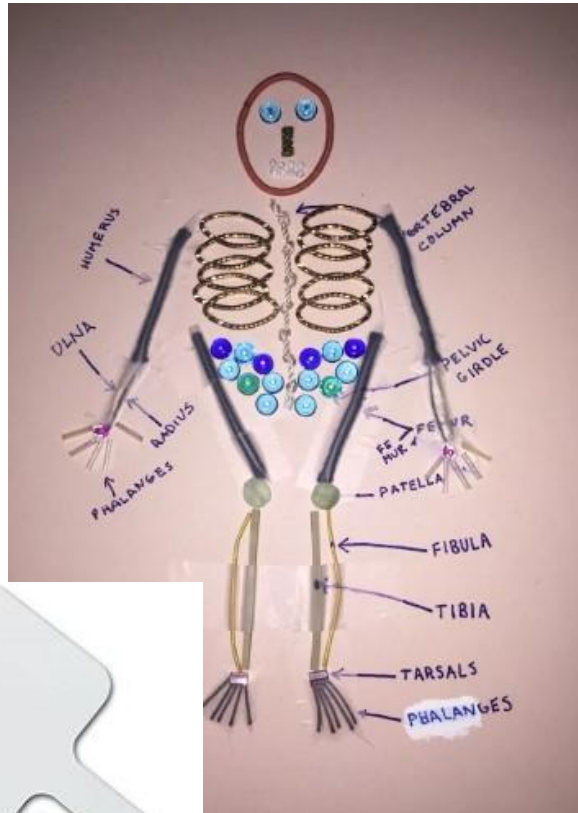


	Tactile	
esen- defini- m.	Develop a graphic organizer on the definition of curriculum.	clas: tion my: ther
out of	Create a mural depicting your definition of curriculum.	Co Who I inf just
mercial of	Sketch a cartoon depicting your definition of curriculum.	





Display by Hannah Rundgren



Check for



Understanding

Resources



Loom (record your voice and your screen)

Educreations (quick, recorded feedback video)

Classkick (turn any physical worksheet into an online form)

Amazingeducationalresources (clearinghouse of wonder)

Readtheory (leveled reading passages program)

Edpuzzle (interactive video resources; can embed questions)

Seesaw (upload activities for families to do and submit)

Storyline Online (famous actors reading books aloud)

Applications of Resources & Ideas

COVID Digital Journal

BINGO Card Reading Challenge

Flipgrid Inter-grade Read alouds & Memory Treasures

March Mania Battle of the Marches (not quite the NCAA)

Iditarod (track the mushers, blog with them)

Digital Choice Boards

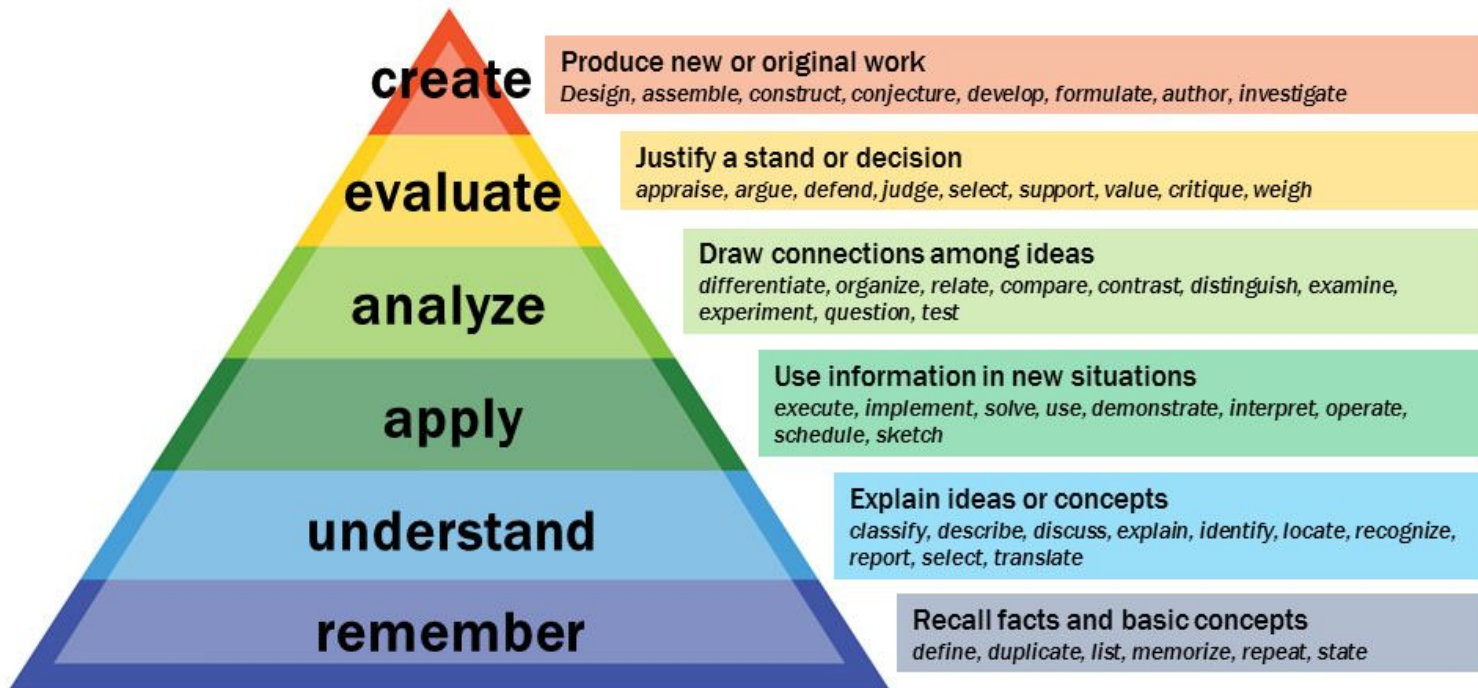
Movements, Balances, & Stretches

DocsTeach (primary source documents and activities)



Bloom as You Assess Achievement

Bloom's Taxonomy



Summary of This Presentation for Your Multi-grade Classroom

- Rationale
- Objectives
- Non-negotiables & Negotiables



A thought . . .

If you get one (*just one*) takeaway from this session (or these sessions) or if Jesus blesses your faculty with an increasing sense of collaboration or if you make one new WELS connection through the group chat, then it's a win!

Praise God, from whom all blessings flow!

Contact and Continue to Collaborate

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Don't think that you're stuck. Summer is here!

