

## K-12 Crowdsourced Resources

As one of the responses to the COVID-19 pandemic, AECT solicited for suggestions of online resources (e.g., articles, posts, videos, documents, slides) and recommendations for best practices to support remote teaching and the transition to online course delivery. Given a number of topics (Class/Group Meetings, Delivering Content Online, Ensuring/Creating Student Access, Parents/Guardian Supports for At-Home Learning) to categorize contributions, our goal is to then evaluate these resources into a curated list that we can share and recommend to teachers, support staff, and district personnel with commentary.

We are purposefully attempting to avoid an exhaustive list of resources. We do not want to overwhelm novice online teachers. Instead, we are leveraging our members' expertise and knowledge of best practices to provide a robust yet concise index. We plan to update this list from time to time.

### K-12 Resources for Class/Group Meetings

#### Tool: Zoom

#### **Zoom is Temporarily Lifting the 40-minute time limit on free accounts for K-12 schools**

<https://zoom.us/docs/ent/school-verification.html?zcid=1231&ga=2.228851412.995105639.1583699918-735451631.1546545079>

This is a page that K-12 educators can use to verify their employment and receive a temporary removal of the 40-minute time limit for sessions. Click the FAQ link on this page to see if your country is eligible. As of March 25, 2020, there is not a clearly defined end-date to this program.

#### **An Introduction to Using Zoom for Teachers and Students** [video playlist]

<https://www.youtube.com/playlist?list=PLg5JfHcZghUpZhgsAqAyQ9CppT8aps6Nw>

We have seen many schools move to Zoom for group meetings. Educators can use this set of Youtube tutorials to teach themselves and their students how to use Zoom. All three videos have closed captioning and cover important topics, including features, privacy settings, hosting as a teacher, and participating as a student.

#### **An Introduction to Using Zoom for Teachers and Students** [printable guides]

<https://drive.google.com/drive/folders/1w32PXOcLdjficCfpzA6vzidqoS-Ako-Y>

Guides developed for pre-service teachers and faculty at Oklahoma State University. These guides cover setting up a synchronous meeting, joining and participating in a Zoom meeting, and Zoom etiquette expectations for student participants. These documents can be used as both tutorials and reference guides for teachers and students.

## **Tool: Microsoft Teams**

### **Microsoft Teams 365 A1: Free for your entire school**

<https://www.microsoft.com/en-us/microsoft-365/academic/compare-office-365-education-plans?rtc=1&activetab=tab%3aprimar1&activetab=tab%3aprimar1>

Microsoft has made Teams available for free to all educational institutions through the “Office 365 A1 offer.” This platform, in conjunction with more familiar Microsoft software apps, provides a robust virtual classroom environment for students and teachers to communicate, share documents, and interact—synchronously and asynchronously. Schools in northern Georgia are using it successfully through COVID-19 at the elementary level, and Tonia actively uses it with her research team to continue their interactions.

### **An Introduction to Using Microsoft Teams for Online Courses [video]**

<https://www.youtube.com/watch?v=LiEGspEwZ-E>

A tutorial for using Microsoft Teams in K-12 education. It covers the basic features of Teams and how they can be applied in online learning.

## **K-12 Resources for Delivering Content Online**

### **Ed Puzzle - Tool for creating video lessons with embedded questions**

<https://edpuzzle.com/>

Edpuzzle allows teachers to create videos with questions embedded in them. These videos can be either uploaded by the teacher or can be combined from existing educational videos online. Teachers can determine where they want to pause the videos to ask questions and easily assign videos to specific students. Edpuzzle records time spent by each student on the video, and their responses to questions embedded in the video. These features can be most helpful when teachers want to design short asynchronous video lessons for students, including assessment.

### **Templates for organizing remote teaching**

<https://www.theedublogger.com/teaching-online-school-closures/>

A good resource for transitioning first time primary elementary level teachers to distance learning instruction. Simple to read with a few examples. Not very overwhelming.

### **Bo-Clips - Collection of high-quality educational videos**

<https://www.boclips.com>

Bo-clips offers teachers the option to search through 1-million videos (new videos added each month) that are educational, high-quality, safe, and standards-aligned. This saves teachers time in finding good quality videos and helps them unpack complex topics for students with help of multimedia content. TED-Ed's beautifully animated library of lessons from brilliant educators is the highlight of Bo-Clips' collection.

### **Book Creator**

<https://bookcreator.com>

Book creator allows teachers to create class-specific books or share existing e-books from the online collection. Teachers can add images or photos, text, add video/music or their own voice, add shapes/arrows/emojis, and use a pen tool to draw or annotate, to design their own books. These books can be published online, shared and printed. Teachers can also record their narration so that students can switch to "read to me" mode - which is particularly helpful during the Pandemic where especially younger children (K-2) would like to hear their teacher's voice.

### **Class Dojo - build classroom communities**

<https://www.classdojo.com/remotelarning>

Class Dojo is a free tool to help connect teachers with students and parents to build classroom communities. Students can showcase and share their favorite learning moments as part of their own portfolio and can stay connected during remote learning. Teachers can continue to share activities with them asking for responses using video, photo, journal entry or drawing. Teachers can also directly message families to share lessons or announcements and assign classwork to students.

### **Instructure.com/Canvas**

<https://instructure.com/canvas>

A Learning Management System (LMS) is essential for online instruction and course development. Canvas LMS has numerous tutorials in both written and video formats. UDL features can be seamlessly integrated into instruction using Canvas. Its numerous features make course design and online instruction easy to be used by both teachers and students. High school teachers find it more versatile than Google Classroom and also since it is a platform used by many colleges and universities it helps prepare students for their education future. Also, it is free.

### **The edublogger.com**

<https://www.theedublogger.com/teaching-online-school-closures/>

A good resource for first time primary elementary level teachers transitioning to distance learning instruction. It is simple to read, has examples and is not overwhelming.

### **ReadWriteThink.org**

<https://www.readwritethink.org>

The mission of ReadWriteThink is to provide educators, parents and afterschool professionals with access to the highest quality practices in reading and language arts instruction by offering the best in FREE materials.

### **Next Vista.org**

<https://www.nextvista.org/advice/continuity/thinking.phtml>

The writer, Rushton Hurley gives clear and practical ideas on how to switch from classroom to the online classroom. He gives encouragement and puts things in perspective. He gives very good advice “You are not likely going to cover everything you normally would, so decide with your peers what the most critical pieces of your courses are and what might be trimmed if the emergency continues long term.”

### **WeAreTeachers.com**

<https://www.weareteachers.com/free-online-learning-resources/#platforms>

This post summarizes 130+ high-quality online learning resources for K-12 students, teachers, and parents. The resources include videos, games, lesson plans, online assessments, worksheets, online meeting programs, and learning management systems, etc. The resources cover a variety of subject areas. A brief description is provided for each resource on “what it is” and “what they’re offering”. All the resources are free during the COVID-19 school closures.

## K-12 Resources for Ensuring/Creating Student Access

### **“One Doc to Rule Them All”**

<https://youtu.be/i1Fyae89W0g>

This is from the Contributor Lisa Beaulieu. “I have taught online for 5 years. My 5th child goes to brick-and-mortar. This past week has been an organizational disaster from her school. When I went to offer help, I spent 1.5 hours listening to myriad reasons why they can’t ask teachers to learn online skills. Realized it’s the principals who aren’t tech-savvy and are terrified. Stay simple. I suggest creating a “One Doc to Rule Them All” doc in Google docs.

### **Spectrum Internet Assist**

<https://mobile.spectrum.com/support/article/360040980371/coronavirus-covid19-update>

Charter will continue their WiFi hotspots across the country available for public use. A map of locations across the U.S. is available on the website (locations nationwide with more consistent coverage in the east/northeast). Additionally, they are continuing to offer Spectrum Internet Assist-low cost broadband service and will not disconnect customers affected by reduced incomes due to COVID-19.

## K-12 Resources for Parents/Guardian Supports for At-Home Learning

### **Public Broadcasting Service**

<https://www.pbs.org/parents>

PBS parents offer curated resources, tips and advice for at-home learning, backed by experts.

### **Brainpop.com**

<https://www.brainpop.com>

Brainpop offers short, student-friendly and engaging videos that share issues on a wide variety of topics. There are supplemental activities that complement the videos for students to do online, the videos themselves can spark discussion between parents and kids. Step by step lesson plans are available that can guide parents through the lesson process. This has been used by the contributor for over 10 years in her middle school classes to teach everything from MLA writing to the color wheel.

### **Autism Spectrum Disorder (ASD)**

[https://sites.google.com/view/studentswithasdatathome/home?authuser=0&fbclid=IwAR3PO8Xj4TY8jMWPJzeCp4UFGm5mrkxJy9tUIV\\_DVYjJSNCw0Jwvr9mnD\\_E](https://sites.google.com/view/studentswithasdatathome/home?authuser=0&fbclid=IwAR3PO8Xj4TY8jMWPJzeCp4UFGm5mrkxJy9tUIV_DVYjJSNCw0Jwvr9mnD_E)

This Google site has been created by the Kentucky Autism Training Center (KATC) through the University of Louisville. It includes resources for supporting students with Autism Spectrum Disorder (ASD) at home during COVID-19.

### **Digital Citizenship**

<https://www.digitalcitizenship.net>

This site contains resources with rich information on how to address the topic of digital citizenship in the classroom and at home. Under the resources tab, there is information for both teachers and parents on how to create activities to work with students of different ages on the importance of leaving a responsible digital footprint.

## K-12 Resources Evaluation Team

**Danilo M. Baylen**, an instructional technology professor who studies visual representation of Asian children's literature especially contemporary Filipino children's books. In 2015, he co-edited *Essentials of Teaching and Integrating Visual and Media Literacy* published by Springer. Currently, he serves the executive secretary to the AECT Board of Directors, and as editor of *The Books of Selected Readings* of the International Visual Literacy Association.

**Kristen Austion**, a Field Coordinator with the Tennessee Board of Regents. In this position, she works with high schools in implementing an asynchronous online learning program designed teach high-school student to improve their math skills for college. She received the National Science Teacher Association's Maitland P. Simmons Memorial Award for New Teachers, provided professional development on how to integrate web technologies into everyday instruction, and served as the coordinator for her school's annual science fair.

**Leslie Blatt**, a Retired School Library Media Specialist from New Jersey. She taught all the grade levels (grades PreK-12) and has a Masters in Library Science and certifications as Principal, Supervisor, and Professional Librarian. She is a Past President of New Jersey Association of School Librarians (NJASL) and a Past President of Fairfax (VA) County School Librarians. Also, she is a Past President of School and Media Technology (SMT) Division, now Technology-Integrated Learning (TIL), and serves on the AECT Board of Directors including various committees as well as the AECT liaison to NJASL, an AECT State Affiliate.

**Sonia Tiwari**, a PhD student at Pennsylvania State University's Learning, Design, and Technology program. She earned her MFA in Animation from Academy of Art University, San Francisco. She previously worked as a Game Designer in Bay Area, and briefly taught Toy Design at National Institute of Design, India.

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