Part I
Teaching at Distance: How to Reinvent Yourself Online
On-on-One Lessons

Here are the basic components of one-on-one teaching online:
- Scheduling
- <u>Where</u> this meeting is taking place?
- <u>How</u> you communicate assignments and feedback?
- Telling your students <u>how</u> to communicate with <u>you</u>

Scheduling: when is this happening?
- Emailing back and forth about times is not a good experience for anyone.
- Calendly app:
    - You offer time slots, your students book what works for them
    - YOU get to decide when you are available
    - Your STUDENTS get to decide what times are best
    - There are tons of YouTube videos to explain how this works
- There is something magical about your students <u>choosing and booking</u> a time to connect with you.
- It's not the same as showing up in the band room for a lesson.
- You have made yourself completely available, and your student has picked the precise time they would like to connect with you.
- The fact that they have picked the time makes them feel the time is more valuable.
- Also, people are less likely to show up late for an <u>online</u> appointment than in person. Win/Win.

Where is this all actually happening online?
There are many different possibilities for online platforms. I'll give a few examples.

Two types of online interaction:
- Out of sync or "asynchronous" teaching
- Real time

Out of Sync
- Apps like "FlipGrid"
- Facebook private or closed groups

Real Time
- Zoom video
- Skype
- Facetime

The challenge for either of these is:
- Scheduling
- Streaming video requires large amounts of data or solid WIFI
- Can be frustrating when it doesn't work

The Solution
- Be creative with how you deliver your information
- You actually don't need to be in the classroom at the same time as your students (this can actually be good)

How you communicate your feedback
- Teaching online is often less responsive.
- You will not always be able to pivot or adjust to the needs of your students in real time.
- Instead of responding to your students on the fly, you're going to have to pick topics to work on.
- This forces you to be organized and methodical in your teaching.

Telling your students how to communicate with you
- Define where and how students submit questions
- This is the equivalent of raising their hand in the classroom
- This can mean "Office Hours" for FB Live
- Think of committing to responding to email questions at certain times, e.g., between 9-3PM
- Let students know your communication preferences

Pro Tip: It is very easy, especially for teachers who are dedicated to their students, to lose a sense of boundaries. This is not good for student or teacher.

This is scary, but it's actually an opportunity for teachers to help more students.

Part II
Teaching at Distance: How to Reinvent Yourself Online
Group Lessons

This information is for people who manage traditional classrooms or studio classes. But it's also for people who want to be more efficient with their private lessons.

- Moving group classes online requires you to be extremely focused and clear.
- You can't tell whether people are "getting it" by their facial expressions, so you need to keep lessons short and targeted on one concept.
- With targeted lessons, you reduce the risk that your students will be overwhelmed.
- You may have to create more individual lessons around individual topics, but this can actually wind up being easier for both you and the student.

There is no one size fits all here. I'll give one scenario.

Host Everything on Facebook
- Create a private/hidden Facebook group and invite your students to join.
- Have your students set the notifications to alert them every time you post another lesson or video.
- Pick a short topic, like "A Quick, 5 Minute Warm Up."
- Shoot a quick video on your phone and post it to the group.
- Ask your students to post their questions in the group.
- Commit to answering within 24 hours and make sure you're checking the group every day.

Physical Equipment
At the very least, you'll need:
- A smart phone for video calls (you could use Facetime, Google Duo, or Skype)
- A computer
- A broadband connection
- A Facebook private group (if you set the group to "private" and "hidden," the group can see what other members post, but you're invisible to the public)

Even better:
- Use a wired connection (an Ethernet cable, rather than just WiFi)
- Zoom video (instead of Facetime, Google Duo, or Skype)
- A USB microphone
- A decent webcam (see suggestions on webpage)

You can offer daily "office hours" when your students can expect a quick answer to questions.

Zoom Video Tips
Here are some basics that you might not know about teaching large groups in Zoom:
- Everyone in the class should have headphones or ear buds.
- This will prevent an audio feedback loop nightmare.
- Everyone should set their mics to automatically "mute" upon entry.
- Don't worry, you will know if they have a question because they can digitally "raise their hands."
- You can record the entire class to the cloud so anyone who missed it or wants to watch again can do so.
- If you have a piece of sheet music or PDF, it's really easy to share your screen and still talk.

Flipgrid Classroom Tips
- Flipgrid is a great social learning platform.
- You can post and share video, lessons, and tutorials.
- Your students can upload their work.
- You can all comment and review things whenever you like.
- There is really great support and help available for this on YouTube.
- You can invite parents into the classroom for discussion or to review a lesson.
- It's free.

Reaching More People with Less Effort
When this situation is over and we return to "normal" classroom activities, many people will walk away from teaching online. However, there will be a lot of students who had a great experience online. They are going to want to continue that, or even look for more opportunities to connect with you.

Online learning means that you have the opportunity to extend your reach from maybe 15 students to 150, with almost no more effort to you.
- Think about what that means for your impact as a teacher.
- Think about how that might connect you to underserved populations.
- Think about what that means for your income.