

I Scream, You Scream, We All Scream!!

Standardizing and refining your processes for
success with distance learning.

Presenter: Daron Martin

Pre-Assessment!!!

 Poll

A. Yes, I a pro!

B. No, I'm not sure how I survived!

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Poll

A. 1 (Horrible)

B. 2

C. 3

D. 4

E. 5 (Great)

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Open Ended Question

What percent of your online/office hours were spent trouble shooting technology and/or locating assignments?

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Collaborate!

Biggest barriers to distance learning?

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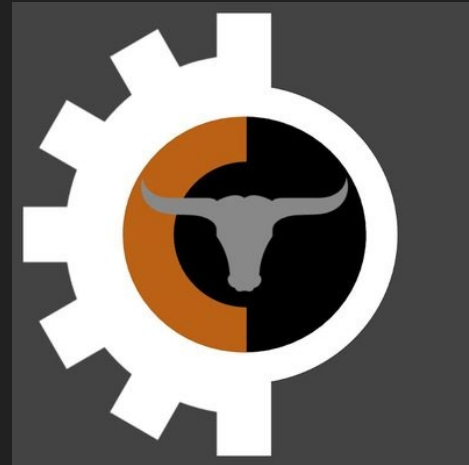
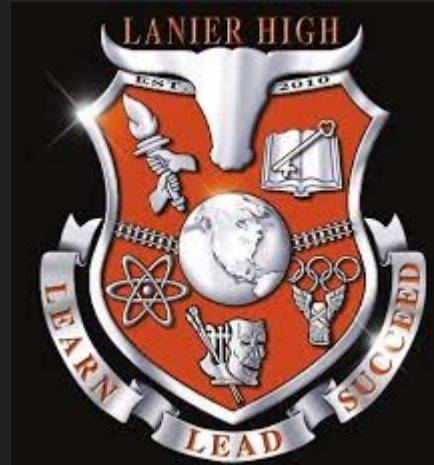
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My Background....

- Woodrow Wilson % '15 Georgia
- Gwinnett County Public Schools / Large very diverse district
- STEM focused Chemistry and PBL Astronomy
- Project-Based Learning...no flipped class experience
 - Digital collaboration techniques from industry partners
- District Approved Platforms
 - eCLASS (Blackboard platform)
 - Google Classroom



K.I.S.S.

- Went into this time with two goals
 - How can I keep this as simple a possible for myself?
 - How can I help as many of my students as possible interact with the content in a meaningful way?

Gwinnett County Public Schools 9-12 Chemistry – Instructional Calendar 2019-2020			
4 th Nine Weeks			
Acids and Bases 2 weeks	Thermochemistry 3 weeks	Kinetics 2 weeks	Gases 2 weeks
<p>5. obtain, evaluate, and communicate information about the properties that describe solutions and the nature of acids and bases</p> <p>5g. ask questions to evaluate merits and limitations of the Arrhenius and Brønsted-Lowry models of acid and bases</p> <p>5h. use mathematics and computational thinking to compare, contrast, and evaluate the nature of acids and bases in terms of percent dissociation, hydronium ion concentration, and pH (<u>Clarification Statement</u>: understanding the mathematical relationship between negative logarithm of the hydrogen concentration and pH is not expected in this element. Only a conceptual understanding of pH as related to acid/basic conditions is needed.)</p> <p>5i. plan and carry out an investigation to explore acid-base neutralization</p> <p>5l. <i>Honors Extension</i>: calculate pH, pOH, [H+] AND [OH-]</p> <p>5m. <i>Honors Extension</i>: plan and carry out a titration investigation</p> <p>2h. ask questions about chemical names to identify patterns in IUPAC nomenclature in order to transition between the chemical names and formulas of acidic compounds</p>	<p>6. obtain, evaluate, and communicate information about the Kinetic Molecular Theory to model atomic and molecular motion in chemical and physical processes</p> <p>6a. plan and carry out an investigation to calculate the amount of heat absorbed or released by chemical or physical processes (<u>Clarification Statement</u>: Calculation of enthalpy, heat change (calculate heat and temperature), and Hess's Law (simple two step reaction that only requires addition are addressed in this standard – no flipping or multiplying of reactions.)</p> <p>2g. develop a model to illustrate that the release or absorption of energy (endothermic or exothermic) from a chemical reaction system depends upon the changes in total bond energy</p> <p>6b. construct an explanation using a heating curve as evidence of the effects of energy and intermolecular forces on phase changes (<u>Clarification Statement</u>: Students should be able to justify the presence of plateau(s) on the curve.)</p> <p>6d. <i>Honors Extension</i>: explore Hess's Law with flipping and multiplying reactions</p> <p>6e. <i>Honors Extension</i>: use mathematics and computational thinking to complete multistep enthalpy calculations through phase changes from solids to gases (Gibb's free energy will not be assessed)</p>	<p>7. obtain, evaluate, and communicate information about how to refine the design of a chemical system by applying engineering principles to manipulate the factors that affect a chemical reaction</p> <p>7a. construct an argument using collision theory (activation energy, orientation, nature of reactants) and transition state theory to explain the role of activation energy in chemical reactions</p> <p>7b. construct an explanation of the effects of a catalyst on chemical reactions and apply it to everyday examples</p> <p>7c. plan and carry out an investigation to provide evidence of the effects of changing concentration, temperature, and pressure on chemical reactions (<u>Clarification Statement</u>: pressure should not be tested experimentally.)</p> <p>7d. refine the design of a chemical system by altering the conditions that would change forward and reverse reaction rates and the amount of products at equilibrium (<u>Clarification Statement</u>: emphasis is on application of Le Chatelier's principle.)</p>	<p>6. obtain, evaluate, and communicate information about the Kinetic Molecular Theory to model atomic and molecular motion in chemical and physical processes</p> <p>6c. develop and use models to quantitatively, conceptually, and graphically represent the relationships between pressure, volume, temperature, and number of moles of a gas (i.e. Boyle's, Charles', Gay-Lussac's, and Ideal Gas Law)</p> <p>6f. <i>Honors Extension</i>: use mathematics and computational thinking to determine Dalton's Law of partial pressures</p> <p>4h. use mathematics and computational thinking to apply concepts of the mole and Avogadro's number to conceptualize and calculate molar volume of gases</p>

Poll

A. 20%

B. 40%

C. 60%

D. 80%

E. 100%

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What was I to create?

- I decided that instructional videos.
 - Normalcy
 - Huge impact!
 - Content Control
 - Model Processes
- Quizzes
 - Small/frequent checks
 - Easy feedback
- Lab/inquiry experiences
 - Create models
 - Experiments
 - Simulations



How, was I to create?

- Rely on teacher teams!
 - Common course teams
 - Load (more thoughtful robust lessons)
 - Feed back
 - Remediation
 - Play to strengths of the group
 - Interdisciplinary Teams
 - Flexibility
 - Accountability
- Utilize Mastery-based assignments
 - “Compassion vs. Compliance”
 - Create assignments that allow students to review and show mastery of past standard.





Collaborate!

What platforms have you used during the pandemic?

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Where?

- Same place EVERY. SINGLE. DAY.
 - Choose a platform that meets your needs and use it every time. (Google Suite/County platforms/Google sites/Class Blog/etc.)
 - Announcements/Alerts
 - Post a variety of resources
 - Accessible on a variety of devices.
- Hyperlink, Hyperlink, Hyperlink
 - Minimizes confusion in finding a variety of resources



Poll

A. Most of them

B. About half

C. Very few

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 Poll

A. Yes

B. No

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How can I ensure the most students have access?

- Make sure to use resources that are available via smart phones
 - Instruction
 - Youtube video/ .mp4 or .MOV
 - Google slides pdf Slides
 - ZOOM (synchronous and asynchronous)
 - Quizlet
 - Nearpod (what this presentation is using)
 - Assignments
 - Google Form (quizzes)/doc
 - Phet simulations
 - Nearpod
 - Padlet

