



Distance Learning Strategies Guide

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Learning Management Systems (LMS) & iCEV

Many of the tools you will need to implement a distance learning model are available through Learning Management Systems (LMS). In addition to functioning as its own LMS, iCEV integrates with multiple LMS tools, including Canvas and Schoology. Learn how to incorporate iCEV with your preferred LMS using these guides.

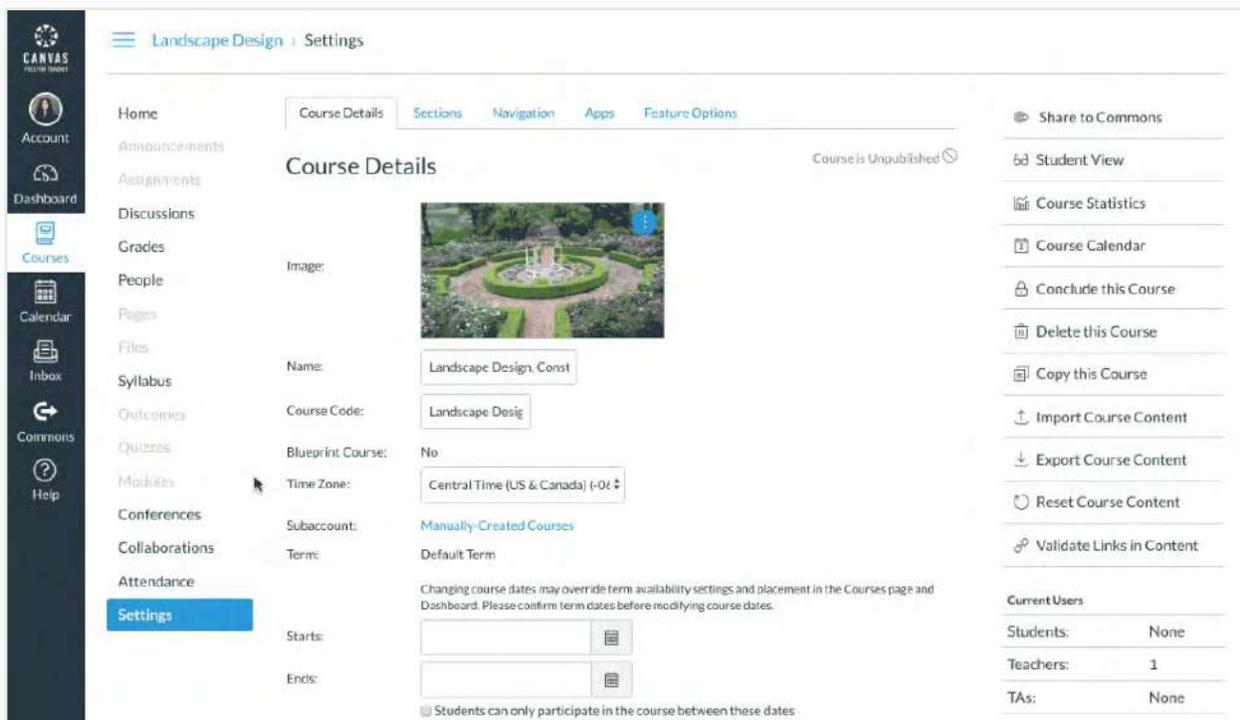
iCEV & Google Classroom Integration: www.icevonline.com/iCEV-google

iCEV & Canvas Integration: www.icevonline.com/iCEV-Canvas

iCEV & Schoology Integration: www.icevonline.com/iCEV-Schoology

If your district does not have a preferred LMS, the tools included in this guide can help you transition your class to a distance learning model.

LTI integrations are not available for iCEV pilot users at this time.



The screenshot displays the Canvas LMS interface for a course titled "Landscape Design Const". The left sidebar contains navigation options such as Home, Announcements, Assignments, Discussions, Grades, People, Pages, Files, Syllabus, Outcomes, Quizzes, Modules, Conferences, Collaborations, and Attendance. The "Settings" option is highlighted. The main content area shows the "Course Details" tab, which includes fields for Name, Course Code, Blueprint Course, Time Zone, Subaccount, and Term. The "Image" field contains a photograph of a garden. The "Current Users" table shows 1 Teacher and 0 Students and TAs.

Current Users	
Students:	None
Teachers:	1
TAs:	None

Defining Expectations

The most important thing during distance learning is to communicate with your students about your expectations during your school's closure. We recommend creating a document which provides the following information:

- When you'll be available and how to contact you
- How and when students will need to report to class
- Where class assignments will be posted
- How to submit work
- List of accounts students will need to sign-up for and how to provide you with their account information (*ensure you are following your institution's student privacy guidelines*)

iCEV Connection

As you're developing lessons, make sure to communicate lesson objectives and goals found in each iCEV lesson plan.

Communication Styles

Lesson Overview

Media: Microsoft® PowerPoint® Segment (105 slides)
Seat Time: 9 Classes | 450 minutes teaching

Goal:

To analyze the importance of and understand the components of the communication process.

Description:

This lesson describes the importance of communication and how organizing information plays a crucial role in effective communication. This presentation addresses the various communication styles and provides examples of each. Students will learn the entire communication process which includes each of the components of the Shannon-Weaver Model. The listening process and each of its parts, hearing, focusing, understanding and remembering, are explored. The various types of non-verbal communication are reviewed. Finally, professional communication and the impact of communication on society are examined. These include techniques such as: propaganda, bandwagon, glittering generalities and the "either/or" fallacy.

Objectives:

1. To describe the communication and listening processes.
2. To analyze different communication models.
3. To interpret the effects of non-verbal communication.
4. To apply communication to professional situations.
5. To examine the impact of communications on society.

Assigning Coursework

Create schedules for each course to share with students and parents. These schedules can include when your students need to log in to the iCEV platform to view lessons or complete coursework and assessments. While iCEV allows you to set due dates for coursework, you can also use these resources for reminders and check-points.

Google Calendar

Use [Google Calendar](#) to create and share schedules. You can make both a private personal schedule, as well as schedules for each course to share with students and parents.

[Click here to view an example iCEV course laid out in Google calendar.](#)

Checkli

Create a checklist for students to complete. [Checkli](#) allows you to customize a checklist for the day, week or unit. Students will have a visual of everything that must be completed to meet the objectives. Additionally, a checklist will tell students the order in which to work through the lesson.

iCEV Connection

iCEV lesson plans include suggested instructions for each class period, including the segments students should review and what coursework should be completed. Use these resources as a road map to create your distance learning strategy.

Lesson Plan

Class 1

Class Overview:

- *Communication Process & Models PowerPoint®* Segment
- Action Plan
- Vocabulary Handout
- Message Interpretation Student Handout
- Key Concepts
- Communication Process Diagram Activity

Essential Questions:

1. What are the basic elements of communication?
2. What are the steps of the communication process?
3. What are the conceptual models of communication?

Step 1: Bell Ringer:

- Instruct students to pair up and have a short conversation. Provide conversation prompts and allow them to speak for a few minutes. After the conversation, ask students what types of communication they used.

Checking Comprehension

All iCEV courses include checks for understanding and assessments that can be used to assess student comprehension. When utilizing student licenses, all interactive coursework is automatically graded. Other comprehension methods, such as exit tickets, can be submitted using the following tools:

Email

One way to record student responses is via email. However, during distance learning, you will likely be receiving massive amounts of email, so collecting daily student exit tickets via email could become overwhelming. If you choose to use email, use a nested folder system to sort emails. This option is best if you want to provide direct feedback to each student in a private and individual manner.

Google Forms

[Google Forms](#) allows you to create a survey-type document to send to students. In your Google Drive, you'll be able to see and sort student responses. This method is ideal for situations where students may feel more comfortable with private answers, and you do not necessarily want to provide direct feedback to their responses.

[The Beginner's Guide to Google Forms](#)

Flipgrid

[Flipgrid](#) is a free resource for teachers and students. Teachers create discussion boards with questions, and students answer by posting recorded videos to the board. Using videos can help engage students, foster creativity and maintain a sense of community. Additionally, students can be assigned to review and respond to their peers' videos.

[Remote Learning with Flipgrid](#) | [The Educator's Guide to Flipgrid](#)

Remind

[Remind](#) utilizes a computer-generated "phone number," allowing participants to send and receive text messages. There is even an app for smartphones, so parents don't have to worry about text message fees. You can also schedule texts ahead of time, which is incredibly helpful if you have a unit organized in advance.

Microsoft Teams

Microsoft Teams has two subscriptions, one designed for educational settings and one for businesses. While both products can be used for educational purposes, the Teams for education includes features for teachers to post assignments, grades, files and feedback as well as offers a class notebook for students to use. By utilizing these features, Teams can easily serve as a learning management system (LMS). Additionally, students and teachers can access Microsoft Teams for free with a valid school email address.

iCEV Connection

iCEV offers text entry and file upload question types. For text entry questions, students can submit short or long answer responses. Teachers can grade the responses within the iCEV platform, and the grade is automatically added to the iCEV gradebook. File upload questions allow students to submit up to 12 files with a file of 10MB each. Just like text entry questions, grades can be assigned within the iCEV platform and automatically added to the student's gradebook.

To learn more about these new grading features, review this [tutorial](#).

The screenshot displays a user interface for an activity titled "Activity - Problem Situations (Part B)". At the top right, there is a "Save Progress" button and a "1 of 1" indicator. The "Directions:" section instructs the user to "Answer the following questions." The first question asks for "three different" ways to recover or prevent losing files. Below the question are three empty text input fields. The second question asks for steps to take if a computer has specific issues, with a list of three issues provided. Below this is a rich text editor with a toolbar (bold, italic, underline, list, link) and a "0 / 10000 Word Limit" indicator. The third question asks the user to find and run a safe virus scan and list the information found, with another rich text editor provided below it.

Facilitating Class Discussions

In addition to Flipgrid, the following resources ensure you continue to facilitate dialogue between teacher and students. Ideas include scheduling group discussions after students have viewed an assigned iCEV lesson or communicating guidelines for an upcoming assignment:

Zoom

[Zoom](#) allows you to host live webinars where students can provide feedback and ask questions in real-time. All participants can view the discussion section and respond accordingly. You can also host a meeting where multiple people are video conferencing at the same time.

Google Hangouts

[Google Hangouts](#) is a messaging platform with the ability to handle large groups at one time. You can have a full discussion, upload documents and share links with all the participants. Though this resource does not allow you to see each other face-to-face, you can communicate immediately or respond in your own time.

Padlet

[Padlet](#) is an online discussion site in which you can post a question and students can answer in paragraph form. Padlet discussions can be created ahead of time and include page-specific links to send to your students. Students can answer in their own time and comment on each other's posts. Additionally, students may post questions for you or their peers to answer.

Microsoft Teams

Microsoft Teams can be used by both students and teachers to facilitate discussions. Students can collaborate with each other and ask their peers questions. Teachers can host discussions and set up channels to focus on specific topics and students needs. The teacher can be a member of each channel to monitor the Teams channel and help students. Additional channels can be made for student modifications, accommodations or extensions.

iCEV Connection

iCEV videos can be used to initiate discussion topics. Video lessons are detailed and segmented, allowing time for group discussion.

[View Example Padlet Activity Discussion from iCEV's Law Enforcement I Course](#)

Morgan Dixon • 1yr

iCEV Discussion Example

Made with magic

Morgan Dixon 1yr

This is an example of how to use Padlet for discussions.

I am going to post a question an each participant will reply in the comments section.

BE SURE TO INCLUDE YOUR NAME! All answers must be grammatically correct and at least three sentences long. Do not simply repeat what your peers have already stated.

You must answer at least 4 of the 6 questions.

All questions come from the Custody & Interrogation lesson found within the Law Enforcement 1 course.

Add comment

Morgan Dixon 1yr

Question 1

Did Captain Cochran read the subject her rights? If so, why?

2

Anonymous 1yr
Yes

Anonymous 1yr
OKay

Add comment

Morgan Dixon 1yr

Question 2

Why is this considered an interrogation and not an interview?

Add comment

Morgan Dixon 1yr

Question 3

Would this be considered a custodial or non-custodial interrogation?

1

Anonymous 1yr
vf

Add comment

Morgan Dixon 1yr

Question 4

What do you think Captain Cochran was writing during the interrogation?

Add comment

Morgan Dixon 1yr

Question 6

Did the suspect confess? If so, why?

Add comment

Morgan Dixon 1yr

Question 5

What types of questions did Captain Cochran ask the subject?

Add comment

Providing Direct Instruction

While it can be difficult to provide direct instruction through online mediums, students still need and value real-time interaction with their teachers. Screen sharing and video conferencing allow for direct instruction via online platforms. Some options include:

Zoom

With [Zoom](#), teachers can conduct a live video conference where students can ask questions or add comments using the live chat option. If students have the available technology, they can connect their video feeds to the live stream or utilize screen-sharing options. Finally, Zoom offers settings for pre-recorded videos, which is a great option if teachers have the same course for multiple preps.

Skype

[Skype](#) can provide video conferencing for up to 50 people at a time. Skype also has a screen share feature and offers opportunities for text chat amongst the participants.

Screeencastify

[Screeencastify](#) is a Chrome browser extension that allows teachers to record a tab of the browser, the entire screen or even the web cam with audio. Recording options are even possible when the device is offline. Screeencastify also has tools for highlighting sections of the page.

Additionally, the tool allows you to edit recordings, which is not an option with live meeting recording tools. This resource is free for educators with helpful resources for teachers and students.

Microsoft Teams

Microsoft Teams can also be used to facilitate class instruction. For each course, create a separate team and schedule a time to meet. All students in the group will receive a calendar invite and will be notified when the meeting begins. During the virtual meeting, teachers can control who has the ability to speak, present and chat during the lecture. Additionally, any participant can share their screen with the class to present materials.

Conducting Group Projects

If students are not able to meet in-person, group projects can still be completed using online tools, such as:

Google Slides or Docs

[Google Slides](#) is an online presentation tool, while [Google Docs](#) is an online word processing tool. Both tools allow students to work on the same project without being in the same room. Students can review previously completed work, implement changes and provide feedback all in a file that is automatically saved on Google Drive.

Draftin

[Draftin](#) is a website where students can peer edit any essay-type assignments. Draftin can be used for projects or activities requiring peer review or written reports. With Draftin, each student writes their essay or response, and a peer can make suggestions for editing or comment on the content.

Online Meeting Tools

Students can also utilize online meeting tools, like [Zoom](#), [Teams](#) or [Skype](#), to collaborate on group projects.

iCEV Connection

All iCEV lesson plans include detailed instruction for individual or group projects and activities. However, some of the outlines for projects and activities may need to be revised to be compatible for distance learning.

Project

Workplace Communication

Project Overview:

You will work with your peers to identify, analyze and provide an example of proper and improper communication in the workplace.

Directions:

1. Your instructor will divide the class into groups of three or four.
2. In your group, create a short (15 to 30 second) skit of good workplace communication and bad workplace communication.

Submitting Assignments

Once students have completed their projects or activities, they will need a way to submit their coursework. While having students email completed assignments is an option, the amount of email correspondence could become overwhelming. Instead, consider using online file storage options such as:

bulb

[bulb](#) is an online portfolio platform where teachers and students can feature their work and is a great option for turning in individual assignments or group work during distance learning. The bulb platform includes several elements, including integration with LMS and student feedback features.

[bulb/iCEV Teacher Quickstart Guide](#)

[View Sample Student Typography Logos Project Submission](#)

Google Drive

In [Google Drive](#) you or your students can upload documents, including Microsoft Office files. All files created in Google Drive are automatically saved, and other users with access to the file can see changes immediately.

Dropbox

[Dropbox](#) is a great option for uploading and organizing submitted content. One way to use Dropbox is to create specific class folders, including folders for units and assignments within the main course folder.

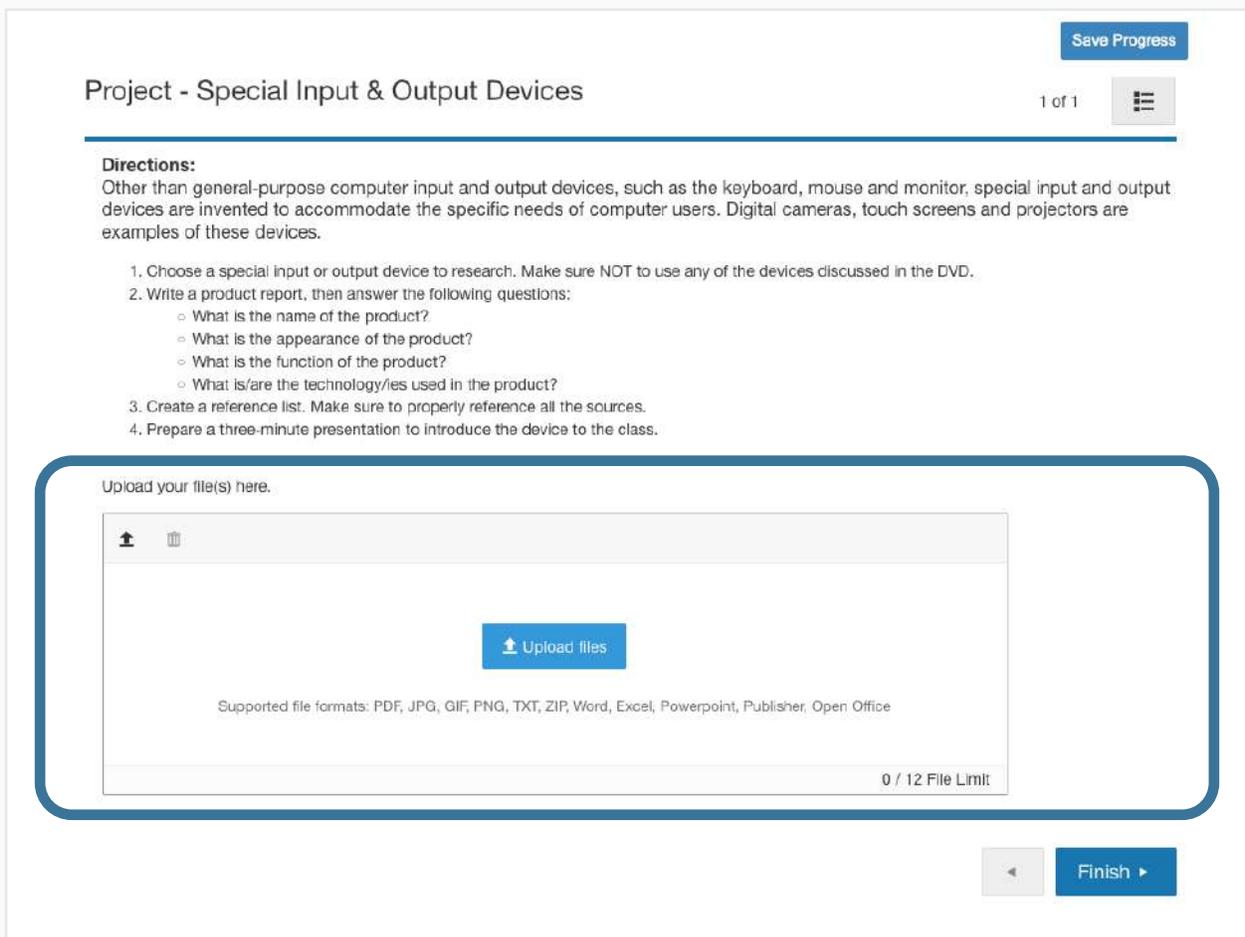
You can also create file request links for each assignment you would like the students to submit, making it easy for students to upload documents to a folder that you have designated.

[Collect Files Via File Request](#)

iCEV Connection

Using iCEV's grading features, you never have to leave the iCEV platform to review student work. Students can submit up to 12 files with a file of 10MB each, per question. After reviewing the submitted work, teachers can assign a grade within iCEV, which will automatically be posted to the gradebook.

To learn more about iCEV's grading features, review this [tutorial](#).



The screenshot shows a question interface in iCEV. At the top right, there is a "Save Progress" button. The question title is "Project - Special Input & Output Devices" and it is marked as "1 of 1". Below the title, there are "Directions:" and a list of four numbered tasks. A file upload area is highlighted with a blue border, containing an "Upload files" button and a list of supported file formats. At the bottom right of the interface, there is a "Finish" button with a right-pointing arrow.

Save Progress

Project - Special Input & Output Devices

1 of 1

Directions:
Other than general-purpose computer input and output devices, such as the keyboard, mouse and monitor, special input and output devices are invented to accommodate the specific needs of computer users. Digital cameras, touch screens and projectors are examples of these devices.

1. Choose a special input or output device to research. Make sure NOT to use any of the devices discussed in the DVD.
2. Write a product report, then answer the following questions:
 - o What is the name of the product?
 - o What is the appearance of the product?
 - o What is the function of the product?
 - o What is/are the technology/ies used in the product?
3. Create a reference list. Make sure to properly reference all the sources.
4. Prepare a three-minute presentation to introduce the device to the class.

Upload your file(s) here.

Upload files

Supported file formats: PDF, JPG, GIF, PNG, TXT, ZIP, Word, Excel, Powerpoint, Publisher, Open Office

0 / 12 File Limit

Finish

Presenting Student Work

Distance learning does pose some limitations for presenting student work. Using programs such as [Zoom](#), [Skype](#) or [Screencastify](#), students can record their presentations and upload recording to file management systems where the whole class can view the content.

bulb

Along with submitting assignments, bulb can also be used for student presentations. With bulb, students can upload video or audio recordings to their portfolio account. After viewing the presentation, the teacher or other students can provide feedback to the presentation.

[bulb/iCEV Teacher Quickstart Guide](#)

iCEV Connection

Have students record themselves giving a speech or presenting an iCEV project and upload the video to their page. Students can share the page to a group for teacher/peer review.

[View Sample Student Speech Presentation Submission](#)



Google Meet

[Google Meet](#) is similar to other presentation platforms with recording capabilities and conference call options. All Google Meet files are automatically saved in a Google Drive folder, so students can easily share their presentations with their teacher or fellow classmates.

Providing Feedback

Distance learning does not have to result in a lack of valuable feedback from instructors. Options for providing feedback include:

Comments

Whether assignments were submitted via Google Drive, Dropbox or submission platforms, adding comments to the files allow students to see exactly where improvements can be made to their assignments.

Voice Notes

To provide feedback verbally, you can create voice memos. If you do not have a phone with the capability to record notes, you can use your computer microphone instead. [Online Voice Recorder](#) is just one of many options available for free.

[How To Record A Voice Memo](#)

Video Feedback

Another option to provide feedback is by doing a live or recorded video using options like [Zoom](#), [Skype](#) or [Screencastify](#). Using these tools, you can either record a video of you reviewing the assignment or share a screen with the student as you review their submission.

Requesting Support

Our goal at iCEV is to provide you with comprehensive educational resources that allow you and your students to succeed, as well as exceptional customer support when you need it most. If you need assistance, please contact our customer support team using one of the methods below.

Email: customersupport@cevmultimedia.com

Phone: [800.922.9965](tel:800.922.9965)

