

School Practitioner Community of Practice

(A network for sharing & exchange)

(10/14/20)

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Note: Go to <http://smhp.psych.ucla.edu/> for links to other Center resources.

This resource is from the

Center for MH in Schools & Student/Learning Supports, UCLA

So please feel free to share with anyone you think might benefit (e.g., forward our resources to individuals and share on listservs and websites).

For those who have been forwarded this and want to receive resources directly, send an email to Ltaylor@ucla.edu

**For previous postings of community of practice discussions, see
<http://smhp.psych.ucla.edu/practitioner.htm>**

For discussion and interchange:

>**How are students experiencing online learning? And what do they say about making it better?**

In hopes that their feedback might be useful to those working with students online, we asked a sample of students (in this instance university students) what their experiences have been with online learning (specifically Zoom). Here is some of what they shared (slightly edited):

(1) “I’m helping a family with three elementary-school aged kids do their remote learning, so the days become busy quite quickly!

The number one problem that I myself have experienced over zoom is video sharing. That is, if you want to show us a video sometimes the sound doesn’t properly transmit over zoom from your computer to the student computers. With that in mind, sometimes it’s best to share the link for the video if possible, have the students turn off their microphones and cameras to watch the video from their own computers, and then come back together to discuss the content. Now, there is also a way to change the audio settings on your computer to more properly transmit sound over Zoom; doing this involves an investigation of the audio settings not only on the computer itself, but also within the Zoom application.

One of the most positive things I have seen from Zoom is screen sharing. Being able to show instructors and classmates interesting articles/research on their own computers and to be able to share the link to that resource with them in real time has proven to be very helpful. Almost like bringing back “show and tell” !

(2) “Some problems that occurred with zoom:

- a) The teacher was trying to share their screen (powerpoint)
- b) Lagging when there are a lot of students in the zoom call (audio and powerpoint slide lagging)
- c) Students trying to answer all at once (Could be great for participation, but difficult to hear the answers when everyone is trying to answer at once)
- d) Breakout rooms taking time.

To solve these issues

- a) Try not to do multiple things with zoom at one time because it can sometimes overwhelm zoom.
- b) ... it helped when the student's cameras were off, but if you want the students' cameras to be on, this could be a problem where the audio or the screen begins to lag.
- c) There is a "raise your hand" feature on zoom. You can see who raises their hands and you can call on those students.
- d) You can actually change the time setting for breakout rooms so students can immediately come back.

Some positive things:

- > I noticed that the students are more willing to share and participate. (I noticed how engaging it was because when you are sitting in the classroom, you cannot see every student. However, in zoom, you can see everyone, and it makes the environment more comfortable.)
- > Some teachers record the classes Rewatching can help students go back and write down notes that they were not able to get the first time.”

(3) “I think a minor issue is the sound feedback/ echo when multiple people are unmuted at the same time. I suggest that people should remain muted unless they have something to say. The hand raising feature can also be really helpful. It can show you who raised their hand first so taking turns shouldn't be an issue. Some features I personally like about zoom include the ability to administer polls, to screen share a window (instead of the entire desktop), and to split people into breakout rooms.”

(4) “Some of the positive things about zoom:

- >The chat box is very helpful and students who wouldn't normally participate will feel comfortable asking questions and the poll
- >Function can help you ask questions in the middle of class to make sure everyone's focused!

(5) “Unfortunately, there are some setbacks to online Zoom learning. One example of a setback that was unforeseen this past Spring quarter was the uninvited intrusion of individuals into a class or meeting..... One way to avoid this is for the host to create a password for the Zoom meeting and to only share the password with those you hope to have in attendance.

There may be other sounds or activities going on in the background when having a meeting so briefly asking attendees to be in a space where they will be able to focus (if possible for them) could help with this. Taking necessary breaks has also been valuable to help ensure success. This is due to the fatigue that many times follows being glued to a screen all day.

There are some issues that often cannot be avoided such as a lost internet connection, but everyone is doing what they can to adjust to the new normal.

The positives that I have noticed include the ability to quickly set up a meeting if needed, even if it is a short 20 minute meeting. People have found a lot of flexibility because of the ease of being able to connect to others through Zoom.

Also people have gotten fairly creative with ice breaker activities or other online collaborative websites that can be asynchronous (a new "online learning vocab" word we have gotten used to that means those involved do not have to be working on a project at the same time)....”

(6) "Potential Issues with Zoom:

One of the first things to keep in mind with Zoom is that not all students have a good internet connection which means that sometimes we have to exit out of the meeting and return when the connection is more stable. However, this may take between 5-10 minutes to get back into the Zoom meeting.

Another issue can be that people forget to mute themselves which can be a source of distraction if their background noise is loud....

If a student has bad or unclear audio, it might be useful for them to use earphones or headphones for clearer audio.

This is not necessarily a problem but more of an advice. I have seen teachers who accidentally mute themselves, freeze, or lag but go on talking for a long time because they are unaware of the problem. ... students often use the message/chat function to communicate with the teacher if there is a problem.

Positive Aspects of Zoom:

Zoom is actually a really convenient and fun application to use! One of the things I love about Zoom is that people use really fun virtual backgrounds for their backdrop.

Another cool feature of Zoom ... is the polling feature. It was really handy for short quizzes or to vote to make a decision or provide feedback. ... play around with this feature to add more dynamic to the class!

... Also, there are emojis and a clapping feature to send a reaction.

Invitation to Listserv Participants:

We hope you will share useful resources, experiences, and suggestions to help the wide range of colleagues who are part of this practitioner network.

Send to Ltaylor@ucla.edu





In the News

Fewer Kids, Less Money: How the Pandemic Puts Districts in a Bind

<https://www.edweek.org/ew/articles/2020/09/17/fewer-kids-less-money-how-the-pandemic.html>

... Across the nation this fall, the coronavirus pandemic has scrambled where and how students are getting an education. Parents are home-schooling their kids, red-shirtirng their kindergartners, sending students hundreds of miles away to live with their grandparents, sending them to private schools, or, confused about their options, not enrolling their children at all.

If states, as they typically do, use enrollment and attendance figures for September and October to determine how much money districts should receive this year and next, thousands of districts are poised to lose millions of dollars. That's especially the case for low-income urban districts wracked by absenteeism due to coronavirus outbreaks, and those struggling to get an accurate account of who is attending online. Meanwhile, charter schools and wealthier school districts that manage to boost enrollment or get a better handle on in-person attendance will likely get more state aid this year.... In Santa Rosa County, Fla., the superintendent laid off 80 teachers after more than 1,200 students failed to show up to school, which officials predict will result in \$7 million in budget cuts....

Will the Students Who Didn't Show Up for Online Class This Spring Go Missing Forever?

http://send.aasa.org/link.cfm?r=3BqOQfrX9YAJIyexVDipIQ~~&pe=pAS0Z3t34sxIX9gfWoDvdZzd5Kq3UiFZ-h_knVO7uQ6yXAjeS4_9ss6TxyrNtLg63cV_Gc-pky2s4mWNICUavQ~~&t=bdutAjCFgtlurQuXfZgFAw~~

With nearly 14,000 school districts nationally, the whereabouts of countless students are unknown, and some may never reenroll, administrators say.

ILL. District Creates Online Counseling Resources

<https://patch.com/illinois/plainfield/district-202-social-workers-create-online-counseling-resources>

Social workers in a school district in Plainfield, Ill., created a "calming room," a virtual space that students learning remotely can visit to find resources such as meditations, music and crisis hotlines. The social workers hope to expose students to mental health resources that they might not know are available in lieu of face-to-face meetings.

Pandemic fuels "crisis" in education workforce

<http://r.smartbrief.com/resp/mQIKCNzxBksucluMfEabiAfCHVzX?format=multipart>

A national teacher shortage -- fueled by a spike in teacher retirements combined with a shortage of substitute teachers during the coronavirus pandemic -- is creating concerns about the education workforce. "It's the uncertainty and unpredictability that has created a huge, at least immediate, crisis and shortage," said American Federation of Teachers President Randi Weingarten. "I just don't know what that looks like in six months to a year."

Students, Teachers Have Trouble Logging in for First Day of School Year

https://richmond.com/news/local/education/chesterfield-students-teachers-have-trouble-logging-in-for-first-day-of-school-year/article_9eedd1ca-2f13-5dd9-b4fa-142d7bebb602.html

...Instances of connectivity problems, frozen screens and virtual classroom interruptions are occurring as the school system grapples with nearly 63,000 students learning by sitting in front of a computer each day. From last Friday through Thursday, the district's new technology call center received 1,500 calls.

Plagued with technology issues on the first day of school, leaving teachers and students unable to log on to the learning platform for nearly two hours, the school system has set up a daily call center and limited in-person hours at various high schools to offer technical support with Chromebooks, the district's learning dashboard and resetting passwords.

>Links to a few other relevant shared resources

Recommendations for Staying Connected with Remote Learners (Shared by the NH Dept. of Educ.)
<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/staying-connected-remote-learning.pdf>

Improving in-person and remote instruction: Critical elements
<https://exclusive.multibriefs.com/content/improving-in-person-and-remote-instruction-critical-elements/education>

Thriving during a pandemic
<https://www.mckinsey.com/business-functions/organization/our-insights/the-organization-blog/thriving-during-a-pandemic-what-moves-the-needle-on-organizational-health>

How to thrive during the pandemic
<https://www.forbes.com/sites/tracybrower/2020/04/28/how-to-thrive-during-the-pandemic-10-strategies-for-resilience-based-on-brain-science/#2d86d40e5cd7>

CDC Announcements and Guidance re. COVID-19
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/contact-tracing.html>

Self-care for Healthcare Professionals and Responders to COVID-19
<https://mailchi.mp/jbsinternational.com/self-care-for-healthcare-professionals-and-responders-to-covid-19?e=1162024328>

COVID-19 Resources: Fall 2020 Supporting Children and Families Returning to School
https://medschool.cuanschutz.edu/docs/librariesprovider95/default-document-library/covid-19_school_resources_2020_long.pdf?sfvrsn=7d95a8b9_0

Beyond Diversity Training: To Change Minds, Change the Environment
https://www.psychologicalscience.org/news/minds-business/changing-social-environments.html?utm_source=APS%20Emails&utm_campaign=62269f3f37-EMAIL_CAMPAIGN_2020_09_28_01_45&utm_medium=email&utm_term=0_d2c7283f04-62269f3f37-62625175

Violent Video Games and Aggression: The Connection Is Dubious, at Best
https://www.psychologicalscience.org/news/releases/2020-sept-violent-video-games.html?utm_source=APS+Emails&utm_campaign=62269f3f37-EMAIL_CAMPAIGN_2020_09_28_01_45&utm_medium=email&utm_term=0_d2c7283f04-62269f3f37-62625175

National Prevention Science Coalition Factsheets <https://www.npscoalition.org/productions>

Examples:

- >Racially Disproportionate Discipline in Early Childhood Educational Settings
- >Evidence-Based Police Reform
- >COVID-19 and Social Injustice – A Wake-up Call in 2020(?)

Self-determination theory

https://en.wikipedia.org/wiki/Self-determination_theory?utm_source=APS+Emails&utm_campaign=6a44c4d097-EMAIL_CAMPAIGN_2020_10_05_01_46&utm_medium=email&utm_term=0_d2c7283f04-6a44c4d097-62625175

If you missed the recent quarterly ejournal from the Center, see:

- >Assisting Kids with Online Instruction
- >Talking with Kids When Assisting with Learning
- >To Push or Not To Push
- >Common Tips from the Internet

<http://smhp.psych.ucla.edu/news.htm>

Also online from the Center are three related free books

- >**Improving School Improvement**
- >**Addressing Barriers to Learning: In the Classroom and Schoolwide**
- >**Embedding Mental Health as Schools Change**

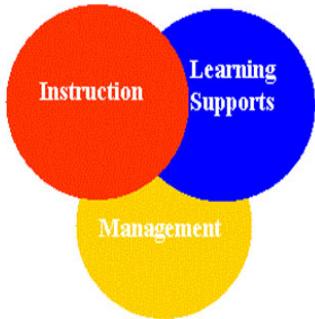
All three can be accessed at no cost at
http://smhp.psych.ucla.edu/improving_school_improvement.html

A Few Upcoming Webinars

- >10/15 Paving the Way to College for Students Experiencing Homelessness
- > 10/15 The New Normal: LGBTQ+ Youth Living Through COVID-19
- >10/20 Understanding Doubled up
- > 10/22 Navigating the Ins and Outs of Community Resources
- >10/22 How Can Leaders and Policymakers Improve Support for Students, Families, Teachers, and School Staff During the Pandemic?
- >10/27 Wait! Did I Sign up for This? Tips for Leading Your School Through COVID-19
- >10/28 The Role of Principal Supervisors Amidst a Pandemic
- >10/29 Supporting the Education of Unaccompanied Students Experiencing Homelessness
- >10/29 Education next: The post covid 19 challenge
- >11/2 Social emotional learning in a virtual space
- >11/2 Educating Your Child with Mental Health Needs: Special Education and Distance Learning

For more webinars, go to the our Center's links to Upcoming/Archived Webcasts/Podcasts
– <http://smhp.psych.ucla.edu/webcast.htm>

*For information about the
National Initiative for Transforming Student and Learning Supports
go to <http://smhp.psych.ucla.edu/newinitiative.html>*



Equity of opportunity is fundamental to enabling civil rights; transforming student and learning supports is fundamental to promoting whole child development, advancing social justice, and enhancing learning and a positive school climate.

DEAR READER:

Everyone has a stake in the future of public education. This is a critical time for action. Send this resource on to others. Think about sharing with the growing number who are receiving it. AND Let us know about what we should be including.

For those who are employed by state and local education agencies and schools, we know you are busy. It would be great to share what actions you are taking to address immediate concerns and how you are anticipating the problems that will arise as schools reopen.

**THE MORE FOLKS SHARE, THE MORE USEFUL AND
INTERESTING THIS RESOURCE BECOMES!**

For new sign-ups – email Ltaylor@ucla.edu

Also send resources ideas, requests, comments, and experiences for sharing.

*We post a broad range of issues and responses to the Net Exchange
on our website at <http://smhp.psych.ucla.edu/newnetexchange.htm>
and on Facebook (access from the Center's home page <http://smhp.psych.ucla.edu/>)*