

Classroom Dynamics in Videoconferencing

Classroom Dynamics – Classroom Management

	VideoConferencing
<p>Clear Communication</p> <ul style="list-style-type: none"> • communicate clearly the learning goals for the lesson/activities? • communicate clearly to individual students their role/tasks/responsibilities/expectations? • use a variety of modes to communicate clearly the instructions for the learning activity? • communicate instructions in manageable sections for students? • maintain access to the instructions throughout an activity? • introduce and build the skills of effective group work in a progressive, sequential manner? 	
<p>Established Routines</p> <ul style="list-style-type: none"> • establish and maintain a variety of routines on a daily basis? • have all materials/resources available and easily accessible for students to use? • have an activity prepared for immediate student engagement? 	
<p>Engaged Learners</p> <ul style="list-style-type: none"> • have all students engaged in each portion of a lesson? • know which students are not engaged and the reason(s) why? • organize my lessons into activities that are connected and manageable for students? • provide opportunities for a variety of levels of thinking • ensure that a learning activity is relevant and of interest to the learners? 	

	VideoConferencing
Responses to Behaviour <ul style="list-style-type: none"> manage student behaviour, discipline, late arrivals, ... in a way that minimizes disruption of instructional time for others? 	
Alignment of Practices <ul style="list-style-type: none"> plan how I will implement policies, procedures, and practices that are consistent with those of other classrooms in the department/division and school? 	

Classroom Dynamics – Classroom Set-up

	VideoConferencing
Lesson Content/Goals <ul style="list-style-type: none"> plan purposefully to match the physical set-up of the classroom with the learning goals of the day, e.g., clear sightlines to screen/IWB, access to chart paper, markers? explain clearly the rationale for groups, use of materials, use of technology, etc.? post purposeful and current materials for easy reference? set up the classroom with Differentiated Instruction (DI) in mind? 	
Classroom Movement	

	Video Conferencing
<ul style="list-style-type: none"> • arrange the classroom to allow for quick student/teacher and student/student interactions? • plan and execute quick transitions and a variety of appropriate configurations for working in groups? • manage the distribution and collection of materials quickly? 	
Accommodation of Special Needs <ul style="list-style-type: none"> • accommodate physical needs of students? • incorporate learning preferences of students, where possible? 	

Classroom Dynamics – Relationships

Self-Reflection	Video Conferencing
Know Students <ul style="list-style-type: none"> • invest the time to get to know students? • prepare activities and/or groupings, considering students= learning styles and/or learning preferences? • prepare activities and/or groupings, considering students= interests? • prepare activities and/or groupings, considering students= multiple intelligences? • prepare activities and/or groupings, considering students= readiness? • work with individual students or small groups as a result of assessment for learning? 	

Self-Reflection	VideoConferencing
<p>Responses to Behaviour</p> <ul style="list-style-type: none"> • provide explicit, positive reinforcement for desired behaviours? • give responses to students that are planned, consistent, and predictable based on my articulated expectations? 	
<p>Culture of Respect</p> <ul style="list-style-type: none"> • develop classroom norms collaboratively with students? • interact positively with students? • ask for student input/feedback regularly? • construct activities that allow students to learn from their peers? 	