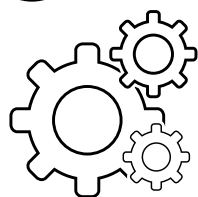# Adapting Face-to-Face Activities for an Online Learning Environment

Adapting Face-to-Face Activities with Intentionality

GUIDING QUESTIONS AND ACTION STEPS

- What types of face-to-face activities are most challenging for you to adapt to an online environment?
- What are the main strategies you used to design your online activities?

1 Identify
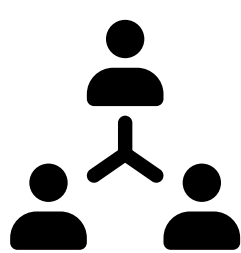
Activities that often require adaptions to fit an online environment

- Peer-to-peer collaboration and discourse
- Hands-on or lab-based learning
- Opportunities for practice and feedback

2 Adapt

Activities that often require adaptions to fit an online environment:

PEER-TO-PEER COLLABORATION AND DISCOURSE

Goal

Maximizing the learner's learning experience through active engagement with peers

Strategies

- Group students intentionally
- Assign students in groups specific roles
- Teach students digital collaboration skills

Possible Tools

- PollEverywhere
- Google Drive Suites
- Slack
- Trello

HANDS-ON OR LAB-BASED LEARNING

Goal

Increasing students' competency of course material to encourage independence

Strategies

- Help students approach their assignment in smaller chunks
- Help students make links between prior and new knowledge
- Provide choice within assignments

Possible Tools

- EdPuzzle
- Padlet
- Google Jamboard

OPPORTUNITIES FOR PRACTICE AND FEEDBACK

Goal

Improving students' learning through personalized feedback
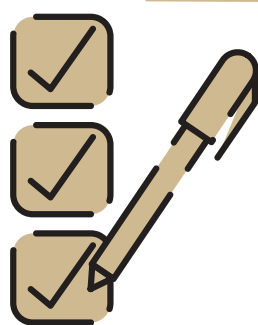
Strategies

- Deliver personalized feedback
- Use rubric grading
- Provide specific comments right in the document
- Speak out the feedback (leave audio comments)

Possible Tools

- Simulations (online apps)
- Keyboard for music practice
- Whiteboard for solving math problems

3 Access

Activities that often require adaptions to fit an online environment:

- Providing students and families with **take-home kits** with specialized equipment and materials
- Utilizing materials and **supplies commonly found** in students' homes
- Replacing hands-on or lab-based activities with **comparable** online simulations or videos

References
BU Center for Learning. (2020, April 30). A quick guide to converting your face-to-face pedagogical approaches to the online environment. https://www.bu.edu/ctl/converting-face-to-face-pedagogical-approaches-online/
Fisher, D., Frey, N., & Hattie, J. (2021). *The distance learning playbook grades k-12*. SAGE Publications.

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Project TIME

Teaching Innovations in Multimodal Education, a GEER grant initiative of Learning Design & Technology