



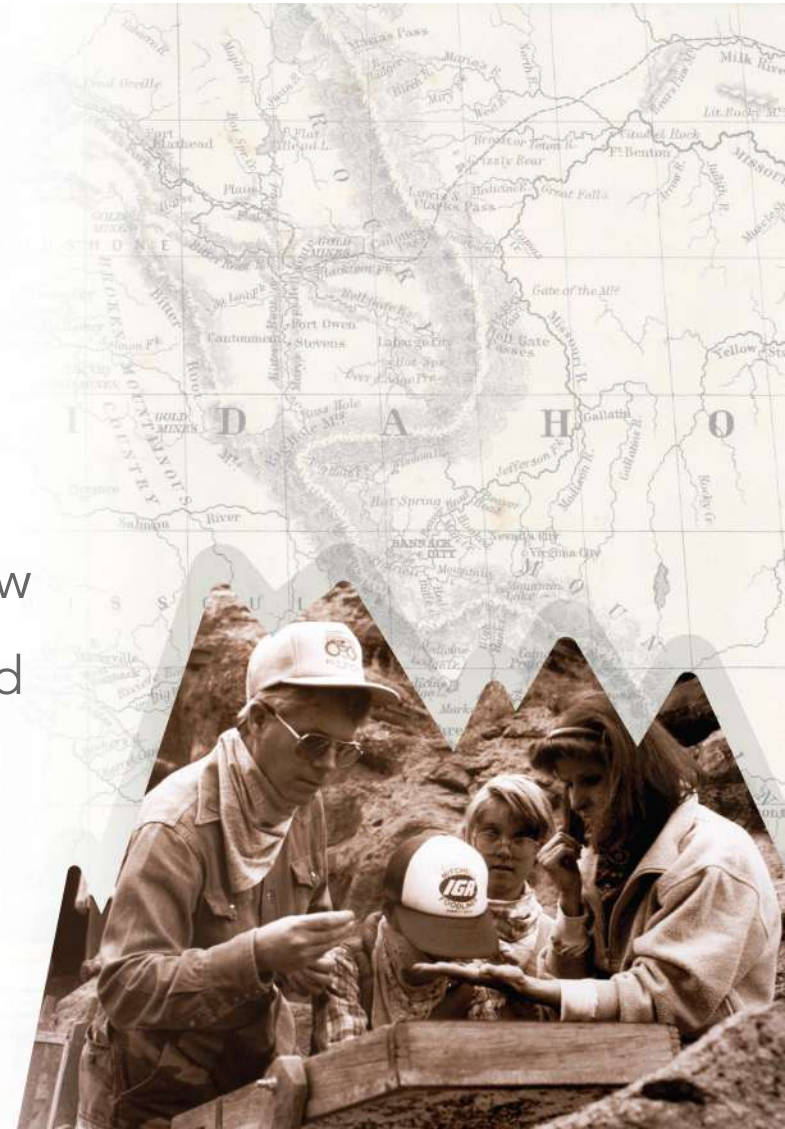
Tips, Tricks & Best Practices for Distance Learning

Strategies To Help You Stay Connected with
Students

Tips, Tricks & Best Practices for Distance Learning

About PCS Edventures

- Started as **P**at's **C**omputer **S**chool in 1988
- Grew to network of experiential learning centers in Idaho, Washington and California
- **PCS Edventures** learning solutions are now in more than 7000 sites in all 50 states and over 17 other countries
- Philosophy of hands-on projects that fuel a passion for learning and a lifelong love of STEM



Our Products



- Turn-key kits
- Makerspace materials
- Drones for STEM education and career exploration
- Curriculum to spark interest in STEAM
- Training and support for educators

Tips, Tricks & Best Practices for Distance Learning

Our Customers



K-12 classrooms

Summer schools

After-school programs

Libraries and makerspaces



Your Hosts



Tyler Downey

STEM Specialist

Training Coordinator



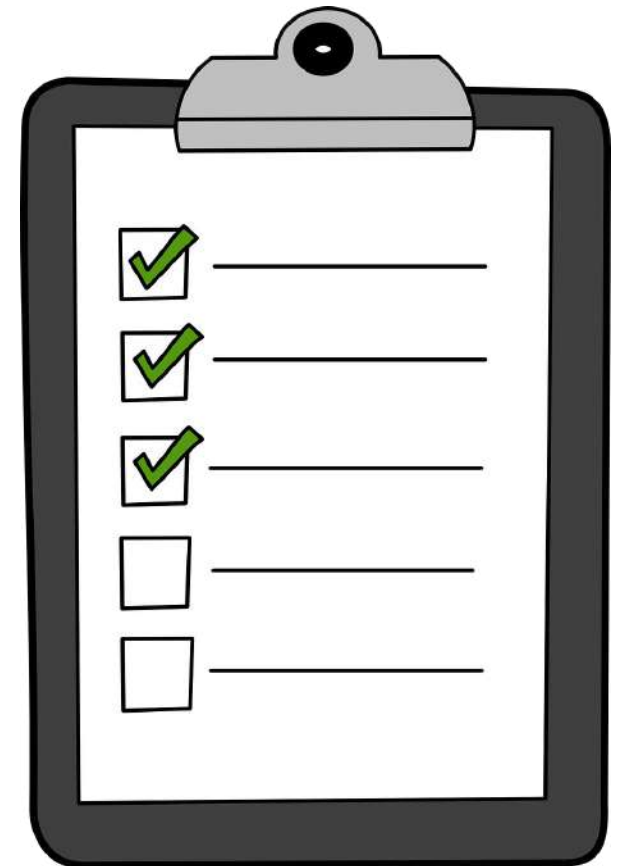
Erika Liebel

STEM Specialist

Curriculum Coordinator

Agenda

1. Establishing and maintaining strong connections with students and parents to gain momentum for distance learning
2. Strategies for synchronous and asynchronous communication
3. Student choice as a means of motivation
4. Student choice and assessment
6. Wrap up



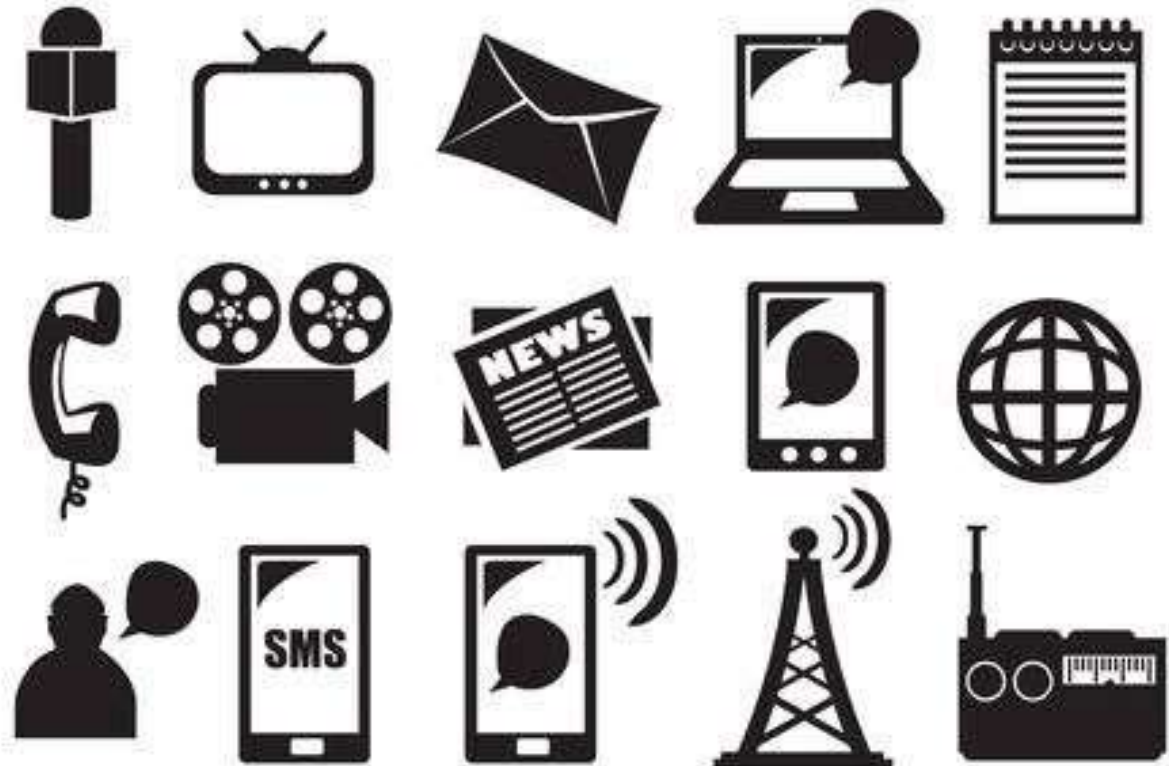
Human connection is more critical than instructional time right now

Emphasize the importance of your relationship with your students and acknowledge the importance of their well-being to set the stage for better learning outcomes down the road



Reaching out via phone, text, email, online apps, etc.

Assess the tech available to your students as soon as possible so you can determine which communication tools will be most effective in reaching them



Try to establish contact

Identify which students are not responding or seem to be missing

Identify your mandated policies for such situations

Reach out via conventional means (phone, letters, visit, etc)

Make a plan for students who respond but have no access to digital/online resources

Be mindful of your limitations in such situations and don't take on too much

Set clear routines and realistic expectations

When will you meet?

What are the behavior expectations for students when meeting?

- Behavior when on camera
- Behavior when interacting with other students

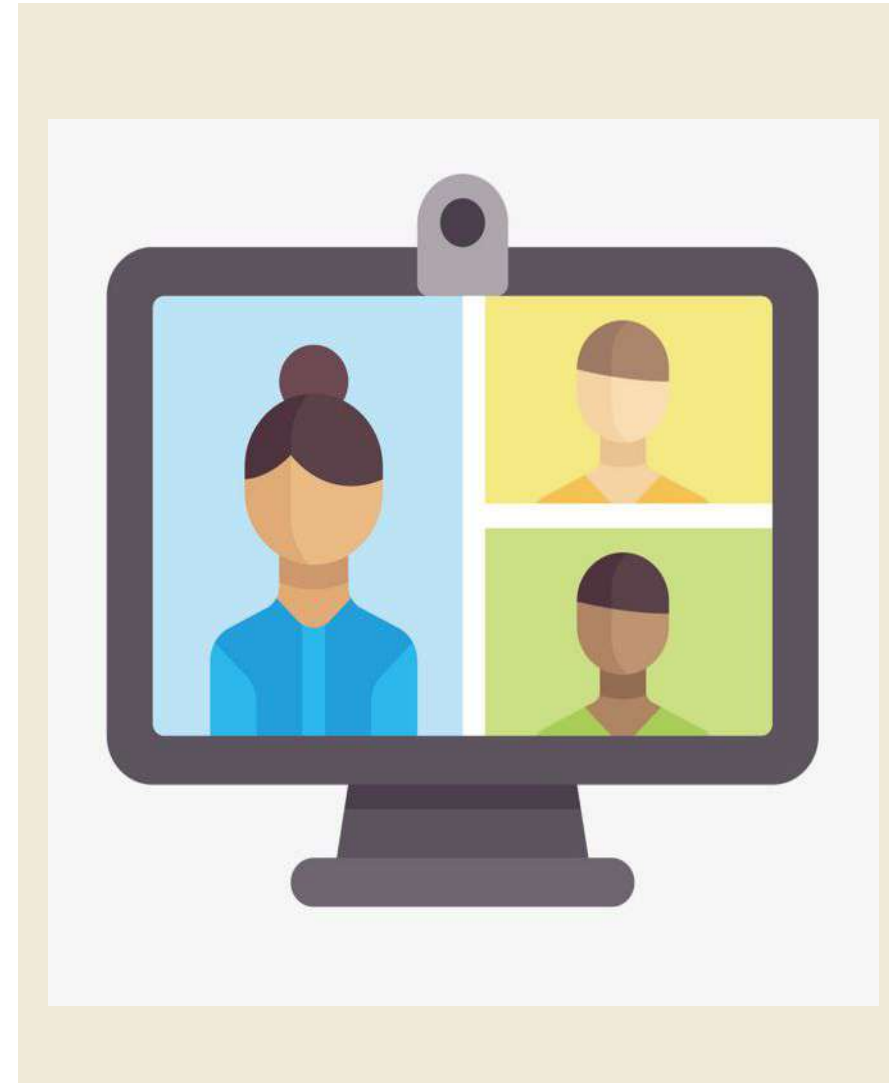
What should students do if they can't attend?

- How should they notify you?
- Will you require make-up time?



Morning Meetings

Regularly scheduled group meetings help maintain momentum and buy-in



Supporting Student Social-Emotional Health

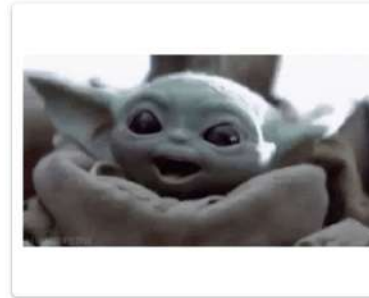


Strategy: Virtual Check-ins

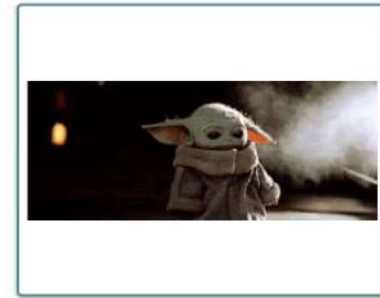
Recreate what you'd do at the door or when starting class

- If using Remind, Talking Points or another communication service, ask students to respond with an emoji
- On Zoom or Google Hangouts, use a quick thumbs up, sideways or down
- Use a Google Form survey on your LMS to track how students are feeling and what supports they need

How are you feeling today? *



Happy



Sad



Stressed





Overwhelmed

Dr. Torrey Trust, PhD
www.torreytrust.com

Implement both synchronous and asynchronous teaching strategies

Having a diversity of communication tools and procedures impacts both differentiation and equity

Synchronous	Asynchronous
	
Lessons are taught "live" and students participate in real-time.	Lessons are pre-recorded for students to complete on their own time.
Strengths: Makes learning more "in-person" and interactive.	Strengths: Allows students to learn at their own pace.
Can be more flexible to modify lessons "on-the-fly" as need be.	Content can be made available in multiple languages.
Weaknesses: Unless lessons are recorded for later, students must be present when teaching.	Weaknesses: Less live one-on-one interaction with teachers and between students.
Students cannot learn at their own pace.	Students must develop strong independent working skills.

From Asynchronous, Remote, & Flipped Classroom Resources | 2nd Edition

Synchronous options:

One-on-one Communication

- Establish acceptable method(s) of communication
- Set expectations (office hours scheduled one-on-one check-ins, etc)

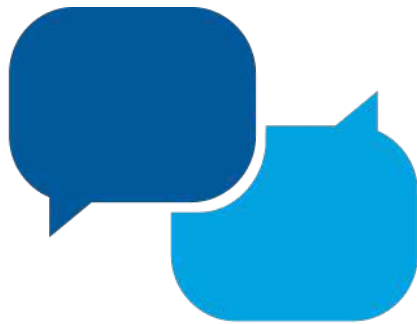
Group/class Instruction

- Establish shared platform
- Set schedule (daily? Weekly? Time of day, etc)
- Set expectations (schedule, attendance, behavior, etc)

Individual communication tools



ClassDojo



talkingpoints



slack

Group communication tools



Google Hangouts



Microsoft Teams

Asynchronous options:

One-on-one Communication

- Establish acceptable method(s) of communication
- Procedures and expectations (How and when to ask for help, turn-around time, expectations for student while waiting for response, etc)

Group/class Instruction

- Identify tools and make sure students know how to use them (Classroom blogs, web pages, LMS, etc)
- Make use of the abundant resources available for teachers right now

Strategies For Synchronous and Asynchronous Communication



Distance education via public television across the US

Classroom IDAHO: LEARN @ HOME

WATCH ON **IDAHO** PUBLIC TELEVISION  **PBS** **CREATE**

Grade 3: 8 AM MT | 7 AM PT

Grade 5: 10 AM MT | 9 AM PT

Grade 4: 9 AM MT | 8 AM PT

Grade 6: 11 AM MT | 10 AM PT

Watch via over-the-air antenna and some cable providers



Pro Tip: Limit worksheets and packets for non-digital students

**For students with no digital presence, limiting the amount of "packets" will increase buy-in*



WHY STUDENT CHOICE MATTERS



**INCREASES
MOTIVATION**



**BUILDS
CONFIDENCE**



**BUILDS
SELF-AWARENESS**



**MOTIVATED,
CONFIDENT STUDENTS
ARE BETTER READERS**

<https://www.thepmdgroup.net/>



EMBRACE STUDENT CHOICE
AND AGENCY



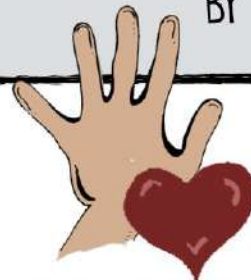
5 WAYS TO BOOST STUDENT ENGAGEMENT WITH
FLOW THEORY
BY JOHN SPENCER



PROVIDE SCAFFOLDING



HELP STUDENTS
MONITOR PROGRESS



START WITH INTRINSIC
MOTIVATION



MINIMIZE DISTRACTIONS

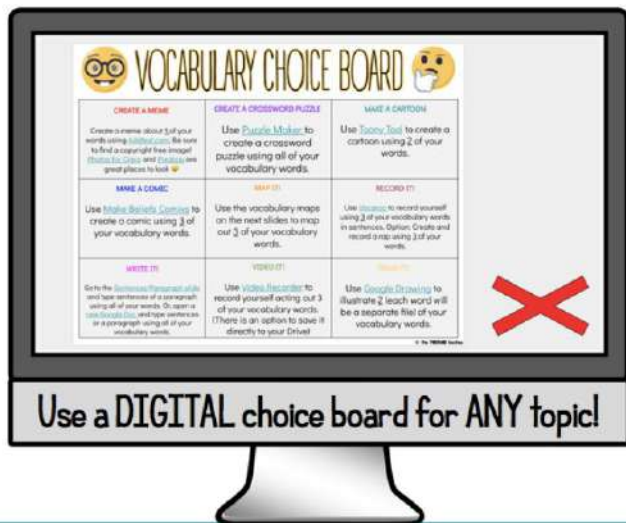


JOHN SPENCER

Student choice can be broken down into two categories:

Choice of Response

- “Choice Boards” or learning menus



Choice of Content

- “Genius Hour” or passion projects





Strategy: Choice Boards

- Adaptable for any content area(s), standard or grade level
 - Exploration of new content for information gathering (formative practice)
 - Student creation to demonstrate new learning (preparation for summative assessment)

eLearning Choice Board

Choose two activities from each row #1-4.
Choose one activity from column A or B and one activity from column C or D.

	A	B	C	D
1	<p>Log in to Khan Academy with your Google account. Choose math and continue with lessons for 20-30 minutes.</p>	<p>Log in to ck-12 with your Google account. Choose math and continue with lessons for 20-30 minutes.</p>	<p>Log in to Prodigy with your Google account. Continue playing for 20-30 minutes.</p>	<p>Grab a deck of cards and some friends or family and choose a game to play from this choice board.*</p>
2	<p>Log in to Khan Academy with your Google account. Choose ELA and continue with lessons for 20-30 minutes.</p>	<p>Visit Story Jumper and log in with your Google account and create a new story or continue the one you are working on for 20-30 minutes.</p>	<p>Visit Scholastic Learn from home and choose your grade level and begin with day 1 or continue where you left off for 20-30 minutes.</p>	<p>Choose your grade level and use the story starter to write your own story. Instead of writing online write your story on paper.</p>
3	<p>Visit Mystery Science and choose one lesson at your grade level to explore for 20-30 minutes.</p>	<p>Log in to ck-12 with your Google account. Choose either Science or Social Studies and continue with lessons for 20-30 minutes.</p>	<p>Visit National Geographic for Kids or Wonderopolis. Find something that interests you. Find a friend or family member and tell them what you learned.</p>	<p>Visit PBS Design Squad and choose a design to build OR get inspired and create something new with the materials you have at home.</p>
4	<p>Log in to code.org with your Google account and continue with lessons for 20-30 minutes.</p>	<p>Visit Hour of Code and choose any activity to complete. Log in with your Google account to save your progress.</p>	<p>Visit GoNoodle and choose 5 (or more!) of your favorite videos to get moving.</p>	<p>Choose one, or two non-screen activities from this choice board.</p>

Choice board created by [Kariy Moura](#). Go to "file" then "make a copy" to edit and use for your own class.

Tech and Tech-Free Choice Boards

<p>AUDIO</p> <p>Record one of your favo passages from the book the Voice Recorder on th Upload to Google Classr the recording, explain whi the recording, explain whi picked the passage and you like the passage</p>	<p>SUMMARY</p> <p>Write a brief summary of assigned reading on this Be sure to include your and the title of the bo</p> <p>PADLET LINK</p>	<p>CHARACTER MAP</p> <p>Use this Google Draw Te and complete the Char Map on one of the ma character's in the sto</p> <p>EXAMPLE</p>	<p>BEST QUOTE</p> <p>Use Google Draw or Go Slides to write and illustr of your favourite quotes the book. Be sure to incl book title, why you pick</p> <p>EXAMPLE</p>
<p>VENN DIAGRAM</p> <p>Use this Venn Diagram Template to compare YO a character in the nov</p>	<p>DRAW</p> <p>Draw one of you favou scenes from the book. E the scene and why it is your favourites.</p>	<p>ABOUT THE AUTHOR</p> <p>Create a Google Slid presentation about the a the book. Include other by this author in you presentation.</p>	<p>WORD STUDY</p> <p>Make a list of words th unfamiliar to you in you. Create a Visual Diction words. Minimum 10 w</p>
<p>CODE SCRATCHERS</p> <p>Create a Scratch Story th includes dialogue and a</p> <p>Example</p>	<p>CREATE A TRAILER</p> <p>Use iMovie, PowToon or other presentation tool to a trailer for your Boo</p> <p>Example</p>	<p>JUST READ IT*</p> <p>Complete a book revie TDSB's Just Read It Pro and submit your review this Google Form (after teacher has approved yo review)</p> <p>*This is specific to our s but you can change it i review</p>	<p>INFOGRAPHIC</p> <p>Create a visual poster a your book. You can use Draw or a tool like Pikto (ask your parents to help an account)</p> <p>Example</p>
<p>NEWSLETTER</p> <p>Create a newsletter or using Google Draw, Slid online at Smore (ask y parents to help you crea account). Your flyer nee include the book title, a and specific details of th</p>	<p>INTERACTIVE IMAGE</p> <p>Create an Interactive I using Google Draw, Go Slides or Thinglink (we app) Be sure to inclu information about the bo examples from the sto</p> <p>Example</p>	<p>HYPERDOC</p> <p>Create your own Hyperdoc this one) that you can s with your classmates. Use this Template.</p> <p>Example</p>	<p>STUDENT CHOICE</p> <p>You can choose to do activity you wish - just with your teacher fir</p>

Created by Julie Millan @jmm2272
 Template design by Genevieve Pacada • Hyper

Rocks and Minerals

Show what you know by completing three of the activities below. Just like tic-tac-toe, you can complete three in a row, column, or diagonal. Just be sure to do your best work! When you are finished, staple your three completed activities behind the choice board.

<p>Anchor Chart</p> <p>Use a large piece of chart paper to create an anchor chart that will teach your classmates about rocks and minerals. Be sure to include all key points.</p>	<p>Diagram of Rock Cycle</p> <p>Create a diagram of the rock cycle on a large piece of construction paper. Be sure to explain and show each portion of the rock cycle.</p>	<p>Flash Cards</p> <p>Use ten index cards to create Flash cards that will help you remember key terms. Write the word on one side and the definition and picture on the back of the flash card.</p>
<p>Write a Fiction Story</p> <p>Let's see how creative you can be. Write a one, or more, page fictional narrative from the perspective of a rock moving through the rock cycle.</p>	<p>Write a Picture Book</p> <p>Create an informational picture book about rocks and minerals. Your book should be at least five pages long with illustrations and text on every page.</p>	<p>Write an Opinion Essay</p> <p>Tells us what you think. In a one, or more, page opinion essay, explain which mineral you think is the most important and explain why.</p>
<p>Double Bubble Map</p> <p>Complete a Double Bubble Map that compares two different rocks or two different minerals.</p>	<p>Minerals Tree Map</p> <p>Complete the Minerals Tree Map. Be sure to think about the uses and characteristics of minerals.</p>	<p>Rocks Circle Map</p> <p>Complete the Rock Circle Map. Inside the circle, give examples of things made from rocks. Outside of the circle, give examples of things not made from rocks.</p>

Reading Response Choice Board

Learning Objective		
 <p>Create a Vocabulary with your book recommendation. Include at least 3 reasons why you do or do not recommend the book using evidence from the text.</p> <p>Post the link here:</p>	 <p>Create a Powtoon retelling the story from another character's point of view.</p> <p>Tutorial!</p> <p>Post the link here:</p>	 <p>Create a timeline of at least 6 major events from your story using Google Drawings</p> <p>Post the link here:</p>
 <p>Use Read and Write for Google Extension to highlight 3 unfamiliar or interesting words. Use the extension to create a vocabulary Google Doc and write each word in a new sentence.</p> <p>Post the link here:</p>	<p>Start Here</p> <ul style="list-style-type: none"> Read the book in your Storia account. Complete 3 more activities. (Fill in with green paint) Turn in your work to Google Classroom when finished. 	 <p>Create a 2 minute Book Trailer to get other students interested in your book using iMovie. Upload video into your Google Drive.</p> <p>Post the link here:</p>
 <p>Create a Google Form with 3 important questions you wonder about from the story. Your classmates will respond later.</p> <p>Post the link here:</p>	 <p>Complete a Google Sheet listing the main character's internal and external character traits. Provide 2 pieces of evidence for each trait.</p> <p>Post the link here:</p>	 <p>Create a Google Slideshow with 4 connections from the story. Text-Text Text-Self Text-Movie Text-World</p> <p>Post the link here:</p>

Created by @joliboucher www.flippedtechcoaching.com

Free Exploration Choice Boards

eLearning Choice Board

Choose two activities from each row **#1-4**.

Choose one activity from column **A** or **B** and one activity from column **C** or **D**.

	A	B	C	D
1	<p>Log in to Khan Academy with your Google account. Choose math and continue with lessons for 20-30 minutes.</p>	<p>Log in to ck-12 with your Google account. Choose math and continue with lessons for 20-30 minutes.</p>	<p>Log in to Prodigy with your Google account. Continue playing for 20-30 minutes.</p>	<p>Grab a deck of cards and some friends or family and choose a game to play from this choice board.*</p>
2	<p>Log in to Khan Academy with your Google account. Choose ELA and continue with lessons for 20-30 minutes.</p>	<p>Visit Story Jumper and log in with your Google account and create a new story or continue the one you are working on for 20-30 minutes.</p>	<p>Visit Scholastic Learn from home and choose your grade level and begin with day 1 or continue where you left off for 20-30 minutes.</p>	<p>Choose your grade level and use the story starter to write your own story. Instead of writing online write your story on paper.</p>
3	<p>Visit Mystery Science and choose one lesson at your grade level to explore for 20-30 minutes.</p>	<p>Log in to ck-12 with your Google account. Choose either Science or Social Studies and continue with lessons for 20-30 minutes.</p>	<p>Visit National Geographic for Kids or Wonderopolis. Find something that interests you. Find a friend or family member and tell them what you learned.</p>	<p>Visit PBS Design Squad and choose a design to build OR get inspired and create something new with the materials you have at home.</p>
4	<p>Log in to code.org with your Google account and continue with lessons for 20-30 minutes.</p>	<p>Visit Hour of Code and choose any activity to complete. Log in with your Google account to save your progress.</p>	<p>Visit GoNoodle and choose 5 (or more!) of your favorite videos to get moving.</p>	<p>Choose one, or two non-screen activities from this choice board.</p>

Choice board created by [Katy Moura](#). Go to "file" then "make a copy" to edit and use for your own class.






TOOLS TO CREATE

<p>Thinglink video tutorial</p>	<p>Google Presentation Video tutorial pt 1 Video tutorial pt 2</p>	<p>Adobe Spark Adobe Spark: Posts + Pages + Video Meet Adobe Spark Video Tutorial</p>
<p>Educreations video tutorial: -website version -App version</p>	<p>Turn in your creations HERE Click here to see projects</p>	<p>Tellagami Video tutorial-App</p>
<p>Haiku Deck video tutorial: -website version -App version</p>	<p>iMovie video tutorial: Mac desktop version iPad App version</p>	<p>Powtoon Video tutorial- App</p>

Cross-Curricular Choice Boards



STEAM Learning Choice Board: Choose one activity from each column to explore interests and gain new skills in the areas of STEAM!
Example Objective: Compare the diversity of life in different habitats. (LS-2)

Science	Technology	Engineering	Art	Mathematics
 <p>Watch the linked episode of NOVA to learn more about animal habitats throughout North America. Create a diorama, collage or drawing of your favorite highlighted habitat with a tech platform (PicCollage, Canva, Google Drawings)</p>	 <p>Food Fight: Build a food web that supports your animal while in competition with another. Grab a parent or sibling to compete against. Take a screenshot of your score and explain why one animal was better equipped to survive.</p>	 <p>Build a bug vacuum to check diversity of insect populations in your backyard.</p>	 <p>Choose an article and sound recording that describes a particular habitat. Create a sound map of an area that demonstrates the diversity of wildlife</p>	 <p>Complete the linked experiment to identify which environmental factors can cause deer populations to fluctuate. Run the experiment to determine the average herd numbers for different parts of the year.</p>



STEAM Activities to Do as a Family!

Use a lever to lift something heavy.	Make a birdhouse using household items.	Make a blueprint of your house or design your dream house.	Plant a garden with your family. You can even use seeds, pits, and other left over parts of produce in your fridge as "starts" for your garden.	Create your own board game. Did you know that a teacher created Candyland during a period of quarantine when children were at risk for polio?
Make a mini-raft to test from materials found at home: Water bottles, milk jugs, popsicle sticks, string, etc.	Create a scavenger hunt with clues or a treasure map for your family to follow in your home or backyard. (Bonus: Learn to use a compass to help you write your clues.)	Follow a recipe to bake a cake or cookies. Present a special tasting of the dessert for your family.	Build a Rube Goldberg Machine	Design an invention to solve a problem. Start an invention journal to gather your ideas.
Make something new from a cardboard box: a fort, a rocketship, a model of a city, etc.	Ask a family member to show you how to fix your bike (pump up the tires, put on the chain, etc.)	Build a fort in your backyard. Plan a special picnic in the fort with your family or read a favorite book with them.	Make a family time capsule to represent what this time together at home has meant. Include any drawings, photos or items you think are significant.	Watch an episode of Mythbusters and then make your own episode with an experiment!

I'M BORED! BINGO

write someone a kind note	make an obstacle course	learn the alphabet in American sign language	play a board game	do a science experiment
learn a magic trick	start learning a new skill	listen to a podcast	watch a historical movie	make constellation maps
follow a recipe	make your own board game	FREE SPACE	draw something	build a fort
read a book set in another country	make up a song about your day	make a food common in another country	learn 10 words in a foreign language	make a scavenger hunt
make a time capsule or scrapbook	learn Morse code - · - · - · - · - · - ·	make a video/movie	read in the bathtub (no water!)	build something


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Tic-Tac-Toe Choice Menu: Google Chrome PD for Teachers

Directions:

Start with number 5 and then make two other choices to make your tic-tac-toe. Remember to add notes to the Collaborative Notes as you go! Feel free to download apps and extensions you are interested in, and play!
[\(CLICK HERE to Make a Copy and save to your Drive.\)](#)

<p>1 Explore this database of Chrome apps and extensions to find ideas for you and your students. Share two of your favorites in the collaborative notes.</p>	<p>2 Explore and search the Chrome Web Store Education Category for apps and extensions that will support learning in your classroom. Share two of your favorites in the collaborative notes.</p>	<p>3 Explore this vetted list of Chrome apps and teacher reviews from Common Sense Media to find the best for the classroom. Share two of your favorites in the collaborative notes.</p>
<p>4 Explore this Google Chrome Pinterest Board to find ideas for you and your students. Share two of your favorites in the collaborative notes.</p>	<p>5 START HERE!</p> <p>Watch this video: A Chrome Superhero.</p> 	<p>6 Using the Chrome App of your choice, create a "Meet the Teacher" introduction. Share a link in the collaborative notes. (Suggestions: Canva, Flipgrid, Powtoon, or Google Slides.)</p>
<p>7 Create a classroom procedures and rules presentation using the Chrome App of your choice. Share a link in the collaborative notes. (Suggestions: PowToon, Google Slides, Animoto or Canva).</p>	<p>8 Create an interactive video lesson for your students using EdPuzzle. Share a link in the collaborative notes.</p>	<p>9 Create a digital story about a student who changed your thinking, using the Chrome App of your choice. Share a link in the collaborative notes. (Suggestions: WeVideo, Storybird, Buncee, or Animoto.)</p>

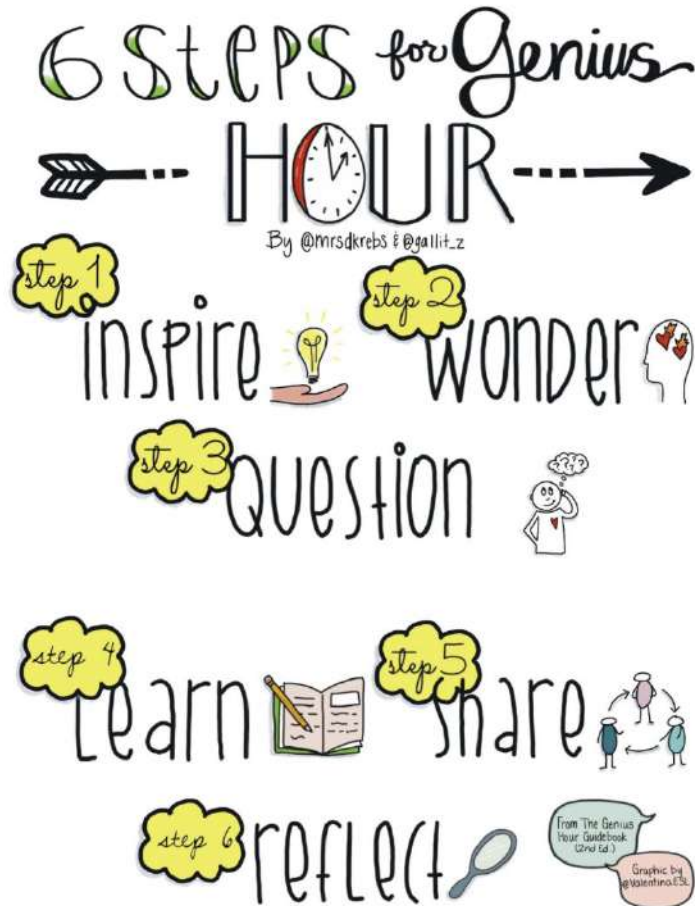
GooseChase in the Classroom

<p><i>Introduce a new unit as a virtual KWL activity</i></p>	<p>Team Building exercises for students and/or staff all through school year</p>	<p>Convey Classroom Rules & Expectations</p>	<p><i>Incorporate new tech tools as part of the challenges</i></p>	<p>Demonstrate understanding of a new concept</p>
<p>Search for and share Healthy Habit Resources in our school or community</p>	<p>EXPLORE A NEARBY OR FAR-OFF GEOGRAPHIC LOCATION</p>	<p>Invite parents for an interactive exploration of student-created classroom projects</p>	<p><i>Preview a Field Trip to prime students for optimal learning</i></p>	<p>Explore the time, place and conditions of the setting in a novel</p>
<p>Personify Geometry - acting out shapes, concepts, models...</p>	<p>Act act out scenes in a novel or story to answer comprehension questions</p>	<p>Free Choice ?</p>	<p>Collect all the pieces to a larger puzzle in any content area</p>	<p><i>Career exploration - learn about and act out community jobs</i></p>
<p>Hunt for Genres in Literature or for evidence of theme in a story by photographing text</p>	<p>Use as a homework alternative to collect responses over several days</p>	<p>create an interactive hunt visitors to your school can enjoy</p>	<p>Introduce and explore a course syllabus and assessment rubrics</p>	<p>Find Helpers in your Building and what they can do for students</p>
<p>Enhance a school Math Night or STEM Night with an interactive hunt</p>	<p>Submit a game to the GooseChase library</p>	<p><i>Vocabulary Review Challenge. Give the word, students demonstrate understanding</i></p>	<p>Use in a station-rotation model to collect evidence of understanding</p>	<p>Use GooseChase as an assessment tool where individuals collect points for demonstrating understanding</p>

Created by @SimplySuzy & @CTerrillTeach



Strategy: Genius Hour or Passion Projects



Exploration of student interests with scaffolded framework from guiding teacher

Benefits:

- Intrinsic motivation
- Critical-thinking and problem-solving
- Project management and research skills
- Innovative way to meet standards

Scaffolding is key

Provide strong supports to set up the project's SMART goal

Name: _____

How can I become a STEM genius? Through a Genius Hour project, you have the opportunity to design your own pathway to explore new skills or topics you are interested in. Choose a topic or skill that you would like to develop and create a SMART goal to pursue for the remainder of the year.



A SMART goal is:

1. **Specific-** A SMART goal is not vague, but outlines a clear plan.
2. **Measurable -** A SMART goal can be measured with specific details.
3. **Achievable-** A SMART goal is something you can realistically accomplish.
4. **Reasonable-** A SMART goal is something that will be good for you and makes sense.
5. **Timed-** A SMART goal specifies a time limit. How long do you plan on pursuing this goal? When will you be finished?

What are some options/ideas?

My SMART goal is:

Subject	Project/ Presentation	What is your plan for measuring your goal? How will you know you are on track?

Why is this goal a SMART goal? Explain here.

Specific-

Measurable -

Achievable-

Reasonable-

Timed-

Scaffolding is key

Ensure that students reflect on their learning

Name: _____

Genius Hour Project Log

You can fill this out online, or keep a paper copy, whatever works for you. This paper will be due with your Genius Hour Project _____. If you tend to lose things, it might be a good idea to keep notes on a paper copy AND online!



My Genius Hour Project is _____

My **SMART** Goal

This describes exactly what you want to achieve with your Genius Hour Project Using a SMART goal to define your project helps you understand what you are working toward. Fill this in to describe the specifics of your project.

Specific:
Measurable:
Achievable:
Reasonable:
Timed:

Use this to keep track of the work invested in your project. Fill one table out every time you work on your project.

Date:

Time worked:

What did I do today?

What did I learn today?

Questions to explore/Items I need to improve:

Scaffolding is key

Use a preferred platform as a means to support student choice, learning exploration and the production of an artifact

Genius Hour Projects

Digital Media Academy's STEAM Learning Lab: FLEX Learning by Pathway. Grades 3-5

Flex Learning Pathways:	Digital Storytelling	Game Design	Creative Design	Computer Science	Robotics
Careers explored:	Producer, director, filmmaker, photographer, animator, illustrator, comic book author, graphic designer, video game designer, marketing (advertising, publicity, media relations, brand manager)	Animator, Video Game Designer, Graphic Designer, Programmer, Game Developer, Game Designer, App Developer, Filmmaker	Graphic Designer, Web Designer, Architectural Designer, Interior Designer, Industrial Designer, Costume and Fashion Designer, Game and App Designer, Urban Designer	Developer, Web Developer, Engineer, App Developer, Game Designer/Developer, Inventor, Digital Forensic Scientist (computers, images, video, sound), Investigator	Robotics Engineer, Robotics Technician, Software Engineer, Programmer, AI Engineer/Programmer











Genius Hour projects based on content from:



Genius Hour Projects

Digital Media Academy's STEAM Learning Lab: FLEX Learning by Pathway. Grades 3-5

Flex Learning Pathways:	Digital Storytelling	Game Design	Creative Design	Computer Science	Robotics
<p>Careers explored:</p>	<p>Producer, director, filmmaker, photographer, animator, illustrator, comic book author, graphic designer, video game designer, marketing (advertising, publicity, media relations, brand manager)</p>	<p>Animator, Video Game Designer, Graphic Designer, Programmer, Game Developer, Game Designer, App Developer, Filmmaker</p>	<p>Graphic Designer, Web Designer, Architectural Designer, Interior Designer, Industrial Designer, Costume and Fashion Designer, Game and App Designer, Urban Designer</p>	<p>Developer, Web Developer, Engineer, App Developer, Game Designer/Developer, Inventor, Digital Forensic Scientist (computers, images, video, sound), Investigator</p>	<p>Robotics Engineer, Robotics Technician, Software Engineer, Programmer, AI Engineer/Programmer</p>
<p>Courses to choose from under each category:</p>	 <p>The Power of Pictures: Photography</p> <p>Learn how to take and edit photos to use in creative projects for fun and for an audience.</p>	 <p>Crazy About Games</p> <p>If you love playing games then you will love this course! You'll learn how all kinds of games work and then use what you've learned to design and build your own games from scratch. Games can be: card games, board games, sports games, paper games and/or digital games.</p>	 <p>Daring Designs</p> <p>Ever wonder how the objects we use every day have changed over time? How about what these objects would look like in the future? Learn about the changes in the designs we use and design your own visions in the future.</p>	 <p>Encryption, Ciphers and Digital Detectives</p> <p>Learn to decode symbols, codes and ciphers. Then learn a bit about how the internet and data encryption works before you tackle your own digital security challenge.</p>	 <p>Fun With Robots</p> <p>Learn about robots, play with some virtual robots online then use your creativity and skills to design a robot of the future.</p>

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	 <p>Watch Cartoons? Why Not Create Your Own?</p> <p>Watched an animation on TV or in the movies? Learn about how professionals like the ones from Pixar create storyboards to plan out their ideas. Create your own animation starting from a simple sticky note storyboard to an online storyboard-building tool before animate your story using an easy-to-use app on a mobile device!</p>	 <p>Game Play and Coding</p> <p>Learn how to design your own games that you and your friends can play. You'll start creating your own board or card games and then move on to creating your own digital games that you can play on your phone or computer.</p>	 <p>Design Challenges</p> <p>This course will give you the opportunity to learn about and practice all different kinds of design. Whether you're interested in fashion, technology, product design, architecture, or play spaces, you can build your design skills and knowledge by tackling a series of design challenges. You can even have the opportunity to share your design solutions with others.</p>	 <p>Code, Computers and Carrots</p> <p>Learn about computers and coding by solving some puzzles, playing some games and reading some stories about RABBITS! At the end of the class you will put your new programming skills to work and challenge yourself with some online, block-based, coding challenges.</p>	 <p>Inventing and Reinventing Machines</p> <p>How do people build everything from cars to giant structures? With machines! Learn about the machines that shape our world and start designing the next generation of machines to change the future.</p>
<p>Artifacts produced from learning:</p>	<p>Photography project or animation</p>	<p>Physical or digitally created games</p>	<p>Designed objects of choice</p>	<p>Coded projects or own coding language</p>	<p>Designs for robots</p>

Use your existing LMS or try a new app!



Sample Student Portfolio on Bulb



Angela Olsen

8th Grade//Green Valley MS//SW Regional Science Fair Award Recipient//Soccer

SHARE



Angela

14



Career Interests

1



Collaboration



Autonomy



Communication



Critical Thinking

1



Creativity



Growth Mindset



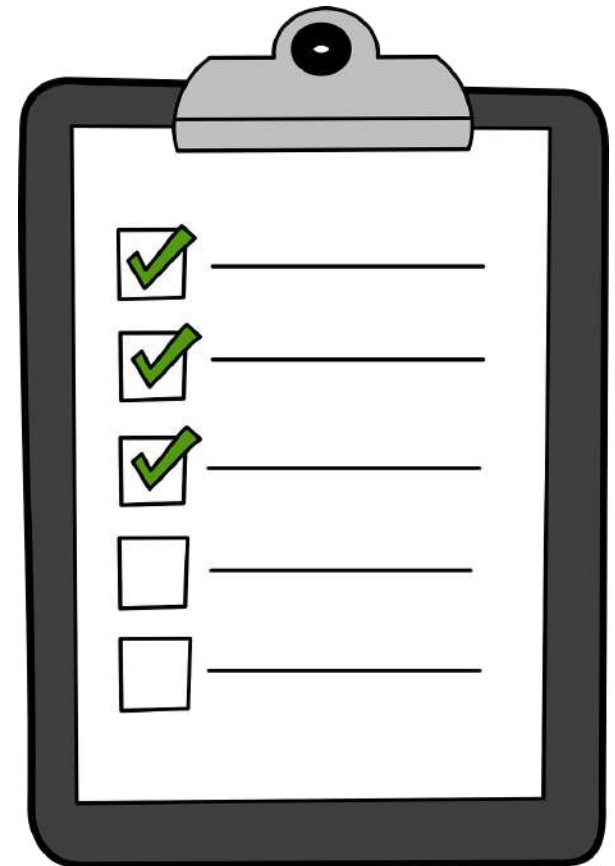
Managing my life



About Me

Wrap Up

1. Establishing and maintaining strong relationships
2. Strategies for synchronous and asynchronous communication
3. Student choice as a means of motivation
4. Student choice and assessment



Contact a

PCS STEMBassador

**For customized solutions
tailored for your learning
environment**

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