CYPHER Learning

BEST PRACTICES FOR ENSURING CONTINUOUS EDUCATION IN

THE HYBRID OR VIRTUAL CLASSROOM

February 2024

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Introduction

Education is a fundamental human right. Each student must have continuous access to education, despite challenges such as natural disasters, remote locations, or the global pandemic. Not getting an education translates to a negative impact on life, both in the short and long term. Not getting an education is not an option.

In the global pandemic context, there's an increased interest in online learning, with face-to-face interaction reduced to a minimum and always changing administrative decisions. Educational institution administrators, teachers, as well as students and their parents are also more interested in the technology that makes education possible right now.
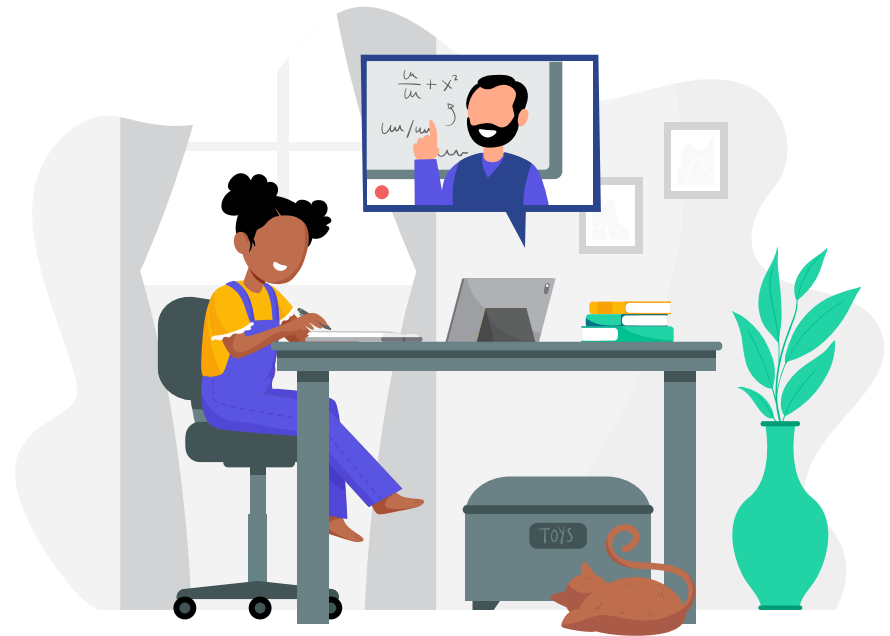
The **hybrid or virtual classrooms** have fast become sound alternatives to traditional educational settings, ensuring students continue learning wherever their location. Hybrid classrooms combine face-to-face instruction with online teaching, while virtual classrooms happen entirely online.

Even though both of these options come with specific challenges that rarely happen during face-to-face teaching and learning, such as technological resources, active learning, student engagement, or classroom discussions, they also bring along specific advantages. It's up to education specialists to design effective online instruction and create the best learning experiences for students.

This white paper presents a few best practices for education specialists to help navigate the unknown and explore the wonderful possibilities the online learning environment has to offer. Hybrid or virtual classrooms could just be the future of learning.

Embracing the asynchronous mindset

The most important thing to always keep in mind when adapting any teaching activity for online education is that online learning doesn't have to happen at the same time as online teaching. That is a fundamental shift from the face-to-face classroom.
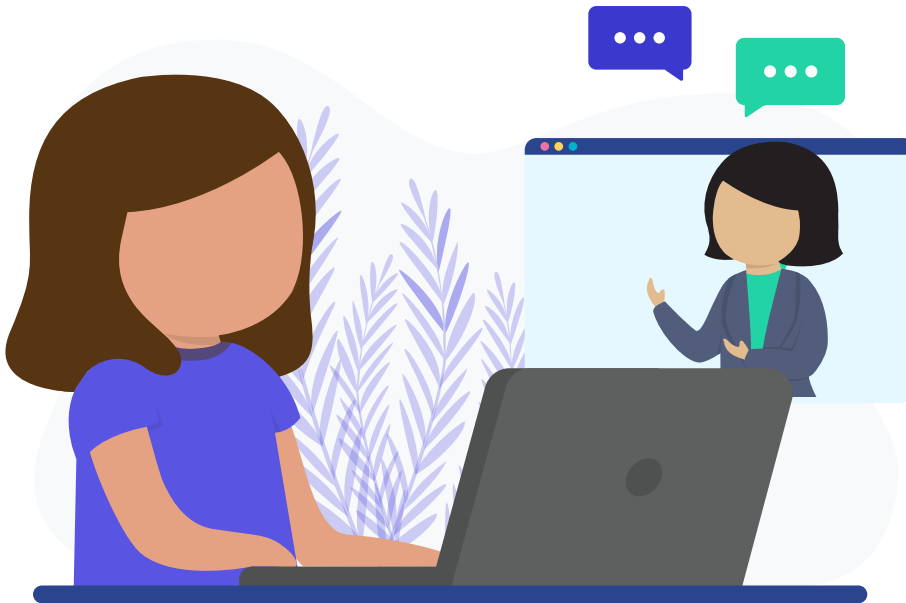
In a typical classroom environment, there's a one-on-one real-time discussion between the instructor and the learners. That is also possible in the online learning environment through synchronous web conferencing. However, that's not very practical in many cases. The probability of learners and instructors being all together, with reliable internet connections at the same time, is relatively low.

By embracing asynchronous learning, things change for the better. Even though teachers and students are no longer online simultaneously, once everyone gets used to the new format, many will find it an incredibly enlightening experience.

The spectrum between synchronous and asynchronous training

Many people like to see the world through black and white, but most things happen in the grey area. The same is true of synchronous and asynchronous learning: it's not A or B; there's actually a spectrum in between. Educators can design online lessons that belong to both sides, and create a learning experience that is part synchronous and part asynchronous, to various degrees.

There are at least four different types of learning on the synchronous to asynchronous spectrum:

1. In-person synchronous

This is probably the most basic one, situated on one side of the spectrum. It happens when the teacher gives a lecture to several students, all being in the same room. It's exactly what face-to-face instruction does, so it's not much of a help in the hybrid or virtual classroom.
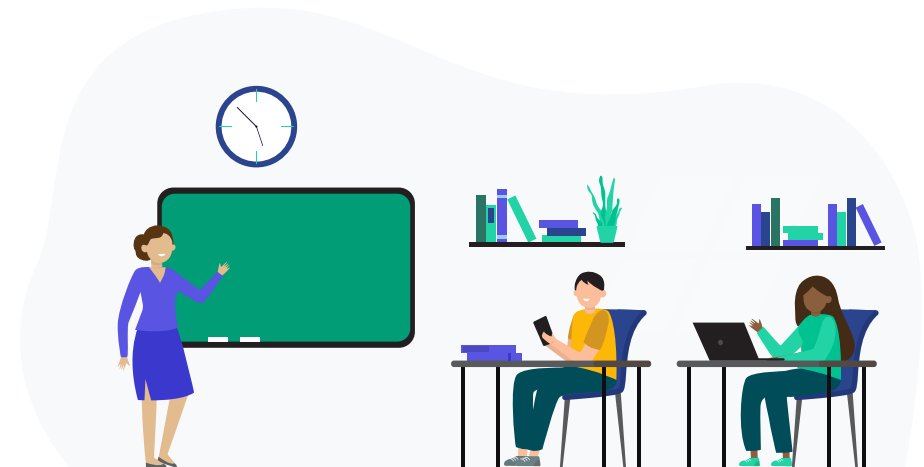
2. Synchronous remote

Synchronous remote learning is based on web conferencing technology. All the students and the teachers use said technology to go through learning materials, from their various remote locations, but simultaneously. This is probably the most comfortable option, as only the learning space changes.

Unfortunately, there are many cases where adopting a synchronous remote approach to education is not practical. Both students and teachers deal with specific challenges at home and can't all follow an online educational program on high-performance internet at the same time. Many households don't have the best internet access, causing connectivity issues, which leads to poor learning performance.
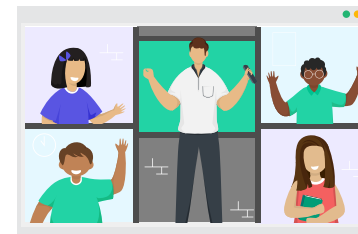
3. Pure asynchronous

Pure asynchronous learning is on the other side of the spectrum. It happens when a teacher puts together a set of learning modules for an online class. Students can then enroll whenever they want, proceed at their own pace through all materials, and by the time they finish the class, they get a certificate of completion.

While this form of learning can be highly effective (many massive open online courses are pure asynchronous), it takes a specific type of student for it to work. Usually, students in higher education or students who are self-directed in their learning journey benefit the most. Younger students need structured guidance from the instructor.

4. The hybrid asynchronous model

This approach is asynchronous learning, but with a synchronous twist, just like a hybrid. It provides the freedom of self-paced classes as well as the much-needed guidance some students require through synchronous virtual meetings. Periodically, at a specific time set beforehand, teachers will hold a synchronous web conference call where students ask questions, share things between them, and make sure they are on the right track.


Even though each type of learning on the synchronous to asynchronous spectrum works best in one circumstance or another, the asynchronous hybrid model will probably be the most popular, as it's the most flexible and more scalable, so more students can benefit from it.

5 Types of asynchronous learning

Deciding where any new online course needs to be on the synchronous to asynchronous learning spectrum is only the first step when designing an asynchronous learning experience. Educators need to know their options regarding the types of asynchronous learning that can be designed for students in hybrid or virtual classrooms.

Here are five types of asynchronous learning and what each one brings to the table for online education:
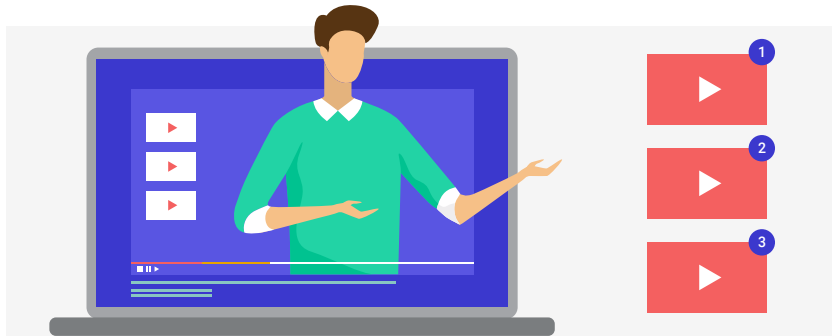
1. Linear autoplay. The easiest way to create this asynchronous learning type is to design a series of short online modules in video format. Then, connect them in a sequence so that each video module builds upon the previous one and students learn at their own pace. Once the first module ends, the learning platform will automatically feed the next one, and so on. Students should have some control over their learning journey by choosing to pause a video, resume watching, rewatch, and so on. In a lot of cases, linear autoplay is more than enough for designing asynchronous learning.
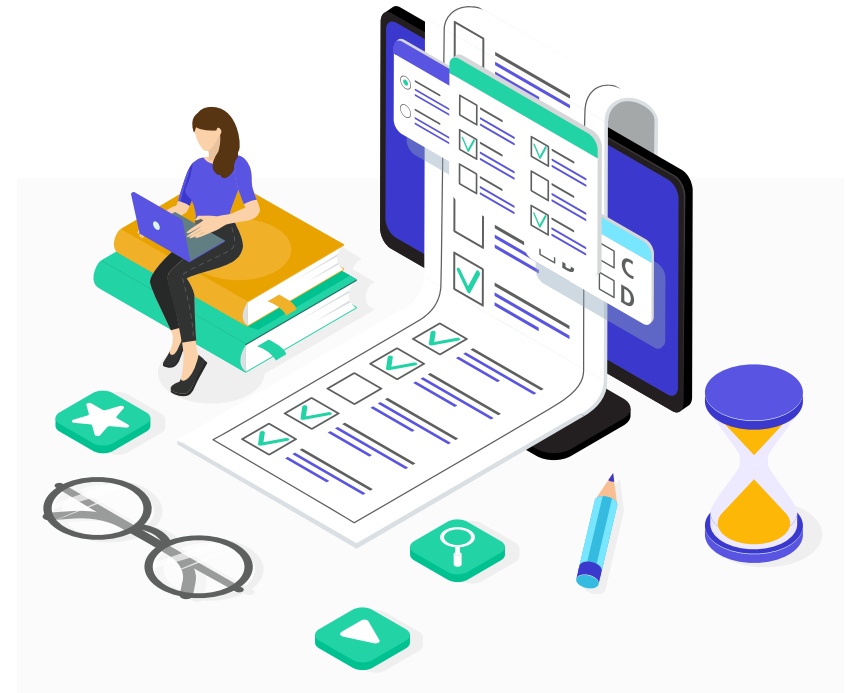
2. Linear with hurdles. Teachers should make sure that students actually learn something from watching the video lessons. It's best to add "hurdles " such as a short quiz or another assignment type after each module. A hurdle acts as both a natural pause and as a way to ensure students have mastered the main concepts of the first modules before moving on to the following, more advanced ones. When they reach the end of a class, they will have passed several interim assessments.

3. Random access. If some students have already mastered part of the learning materials or are simply more interested in one module over another, a random access asynchronous class offers that possibility. The order in which learners take each module is irrelevant; what matters most is to complete all of them and pass the final quiz. This type of asynchronous learning is also relatively easy to design. Still, it's fairly uncommon because there is some degree of dependency in a class, and students, especially younger ones, expect more guidance.

4. Static branching. Static branching takes things a step further by offering a higher degree of agency to students. For example, an online class could start with an introduction and expand into three branches, each concerning three class subtopics. The student decides which branch to begin with, which one they'll take on next, but they can't jump from one branch to another without finishing a quiz, nor can they complete the class without going through all the modules from all branches. Everyone will ultimately take exactly the same modules.

5. Dynamic branching. This is the most sophisticated type of all, as it allows each student to take different modules compared to any other student. It's a more personalized, adaptive way of asynchronous learning. The class offers a real choice to students: a written essay, a video presentation, a 3D model, etc. Regardless of which option they choose, students don't have to go through the other paths as well. Students can have their own circuit through that particular class based on their class performance and personal learning needs.

The one silver lining to the current worldwide situation is that educators who have to manage hybrid or remote classrooms will get much better at asynchronous teaching. Once social distancing restrictions are lifted, those who have embraced the asynchronous mindset will have become more effective educators in general, able to convey their knowledge and engage students without necessarily having to be in the same room at the same time.

Creating lessons specifically for the online learning environment

The online learning environment comes with its specific challenges and opportunities. The knowledge and skills required to deliver high-quality online classes are noticeably different from those needed to teach in a face-to-face setting. When strategies are simply transferred from in-person instruction to online delivery, it often results in a lower-quality learning experience.

Educators need to approach online instruction with an open heart and an open mind. While some activities can be adapted online without much struggle, many others need to be created directly in an online environment.

Here are some tips on how to get started:

Choosing an appropriate instructional design model

Instructional design models help visualize students' learning paths and help teachers double-check the steps created online and ensure that the online class adheres to basic pedagogical theory. After all, teachers have an already established curriculum they need to follow. There are many models to choose from, but we'll present just two of the most popular ones:

ADDIE[1]

ADDIE is one of the most popular instructional design models. Its name is an acronym for: Analysis, Design, Development, Implementation, and Evaluation.

- The **Analysis** phase is for understanding the students, the class objectives and any constraints the class might have. Additionally, it focuses on the technical environment of the class, the assessment criteria, the structure and delivery of the learning material as well as the availability of resources.

- In the **Design** phase, teachers can lay out all the existing class materials in a logical flow, including additional resources, and decide at which point to add class assessments.

- The **Development** phase is all about feedback and changes. Both students and fellow teachers can provide valuable insights to further enhance the class, and test its logical flow, accessibility, resources and assessments.

- At the **Implementation** stage, the class is created in the online environment. To make it as engaging, multi-dimensional and accessible as possible, a Learning Management System is usually involved.

- Finally, in the **Evaluation** stage, it is essential to initiate a review schedule and class evaluation by analyzing learning platform data. Teachers continue to seek feedback and input from students.

[1] http://www.nwlink.com/~donclark/hrd/sat.html

The 9 Events of Instruction model[2]

This instructional design model can offer teachers a useful way to develop online classes that have a natural, logical flow with the additional benefit of leveraging known stages of learning. The nine stages of learning proposed by Dr. Gangé are the following:

- **Gain attention** — start with a story that frames the subject, present a dilemma, or use "trendy" catchphrases and headlines to introduce the topic;
- **Inform learners about the objectives** — give learners an outline of what to expect and what they will get out of it;
- **Stimulate recall of previous knowledge** — help students to associate what they already know with what they will learn, creating a "soft landing" for the new information;
- **Present the stimulus material** — present the course material in modules, each with clear and measurable goals;
- **Provide learning guidance** — support the learning process, without overtly giving answers or resolving challenges;
- **Elicit performance** — students can practice what they are learning;
- **Provide feedback** — being able to self-correct in the moment enables better learning;
- **Assess performance** — students are expected to recall content and repeat practices they have learned;
- **Enhance retention through real-world applications** — encourage students to apply their learnings to their own lives or existing real-world scenarios.

Choosing the right instructional design model for the hybrid or virtual classroom is a matter of fit. Each classroom is different, and each model can be adapted — some steps combined, others skipped altogether. Constant adaptation to new requirements is a must.

2 https://www.niu.edu/citl/resources/guides/instructional-guide/gagnes-nine-events-of-instruction.shtml

Making the most of automation

The basis of creating an online learning experience that can happen asynchronously is automation. The best part about automation is that online instructors have to set it just one time, and then each and every student will get a more personalized learning experience. To achieve that, automation is combined with other online learning techniques:

Gamification. One of the most popular aspects of online classes is the option to gamify the learning journey. Teachers can create levels based on various learning goals, award points for completing learning activities, as well as badges and trophies for various achievements along the way, besides the Certificate of Completion. These and other gamification elements, like leaderboards, or multi-player/learner activities, also contribute to forming a community. Creating a gamified learning experience can be done in just a couple of clicks thanks to automation.

Adaptive learning. A learning platform with adaptive learning features makes it possible for teachers to dynamically hide and show learning modules based on each students' learning history. Automatic rules can be set so that only the modules they need to access at any given time, in a particular order, are fed to a student. Automation can also be used to hide and show content based on the previous activity of each student.

Mastery-based rules. This is based on the idea that a student should move on to more advanced online lessons only after proving a certain level of knowledge mastery from previous ones. Teachers can cover a series of competencies throughout an online class, and all of the assignments are automatically tagged with the competencies that they assess, which allows them to see exactly who is mastering all the different competencies in a certain class and give each learner personalized attention.

It may seem counterintuitive, but automation in an online learning environment can actually make the learning experience surprisingly personal. When dealing with many students at once, it's impossible for a teacher to observe every little detail about everyone. But online education can offer teachers a magnifying glass over each student's progress. There are no back seats online; each student is in the front row.

Facilitating online discussions

Conversations between students are an essential part of the learning process. As they interact with each other and with the teacher, students develop critical thinking, listening, and persuasion skills. With the partial or total shift to the online environment, coaxing students to participate has become a different kind of challenge that many educators never anticipated.

But teachers around the world are demonstrating ways to engage their students in conversations using creative methods. Although specific strategies may have changed, the basic framework of successful discussions hasn't:

Setting a good foundation. This includes community building as well as modeling and communication of expectations. Developing rapport with students is a priority before you can call for them to participate. Before breaking students up into smaller groups, it's best to model discussions with the whole group and create a shared set of expectations for listening and speaking.

Thoughtful preparation. As relationships begin to strengthen and students become more comfortable using their voices, it's time to plan for more in-depth conversations. The hybrid classroom allows for discussions to happen in real-time (synchronous), while the virtual classroom steers them at student convenience within a specified time frame (asynchronous). Many available edtech solutions can assist in both situations.

Accountability during discussions. Students will be more likely to participate in conversations in which they feel valued, so it's important to agree on how they will demonstrate their participation and learning. With synchronous/whole group exchanges in a classroom, teachers can use specific tools to record participation. In the all-virtual scenario, it's a good idea to assign students roles in their small groups and keep track of which groups are completing their tasks.

Reflection. It is important to bookend classroom conversations by asking students to think about what worked and what didn't, and to synthesize their learning. Students should be encouraged to verbalize their experiences, how well their expectations have been met, or what improvements might be needed.

The role of classroom discourse should not be diminished in the hybrid or virtual classroom. Students still need to participate in conversations that make safe spaces for opposing voices so that they can carry those critical thinking skills into their future as citizens, employees, parents, and leaders.

Building and nurturing relationships

Going to school or university is about so much more than grades and passing tests. Through personal interaction in learning activities, students develop valuable skills such as communication, collaboration, critical thinking, creativity, and (digital) citizenship. The hybrid classroom allows for some degree of this personal interaction to happen, but it's important to consider how teachers and students will stay connected in a digital environment.

Adapting the teacher-student interaction while teaching online

Good teacher-student interaction positively impacts students' learning outcomes, motivation, and socio-emotional development. Building relationships in a virtual classroom is a skill that comes with experience, but teachers are resourceful, students are resilient, and everyone is constantly learning. Here are a few tips and tricks on how to best adapt the teacher-student interaction in the hybrid or virtual classroom:

Logistics come first. Teachers need to know what they're working with, especially in terms of limitations. Students have varying levels of access to technology, so not all of them can participate in just any type of online learning activity. A good tip is to create an anonymous questionnaire about the devices that students have access to at the moment. It's essential to make students feel comfortable and not like they're missing out.

Eye contact and body language. When teaching in a classroom, eye contact is essential for building rapport with students. Body language is also vital for classroom management. In the case of online instruction, video lessons come to the rescue. Students need to understand what the teacher is saying and to follow instructions. By looking at the camera instead of the computer screen and making sure their hands are visible, teachers can create a stronger connection with students even though they are not in the same physical space.
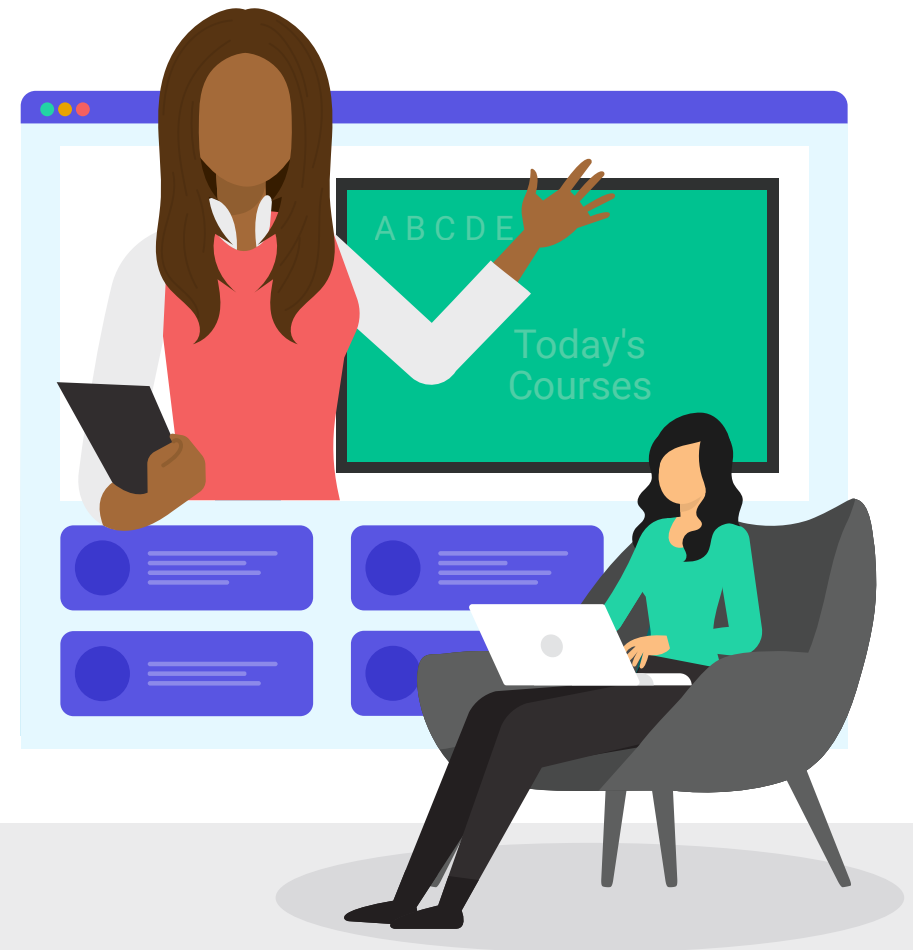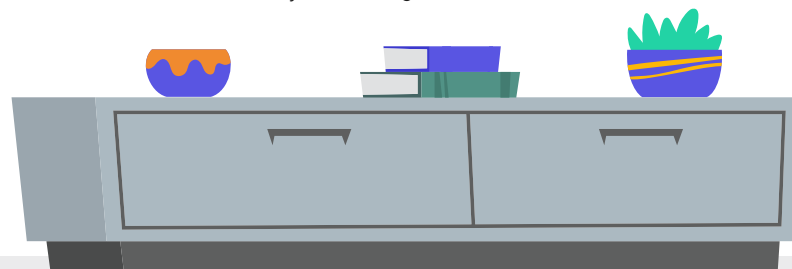
Involving students. A big mistake is assuming that students like to be passive consumers of online content. On the contrary, students love to interact online, as long as the activities are interesting to them. That's why they should be involved in the instructional process and allowed to make suggestions, even if they seem unrelated to the main topic. Giving students some responsibilities that can be done remotely will keep a feeling of normalcy and continuity.

Feedback. It's necessary for teachers to provide feedback continuously and concisely to students, adapted to each individual learner, and delivered in various ways (written, audio recordings, through short videos) — especially now when education has mostly moved online. Students need instructions and goals to feel as though they're not only going through the motions each day. Through feedback that focuses on results (not on the individual), students can improve their performance.

Including fun and casual talk. The online learning environment can pose barriers that are unimaginable in the traditional classroom. It can be hard for students to manage digital distractions and feel like they belong to a group when everyone can be reduced to an avatar on a computer screen. That's why it's important to include games, icebreaker activities and casual conversations, no matter how silly these may seem.

Building and nurturing relationships with students in the hybrid or virtual classroom takes some time and a lot of experimentation. Most often than not, it's better to keep presentations short and dedicate a lot of time to activities that involve collaboration, educational games, and online discussions. As long as students feel their teachers' presence and support while studying from home, authentic online connections are formed more easily.

Parents need direct access to their children's online education activities so that they can better support them. The first step is for parents to get access to the online learning platform the school is using, through parent accounts. This is where they can easily communicate with teachers and other school staff, and also see their child's progress. Here are other steps to take to support them during remote learning:

Clear goals and expectations. Remote learning, just like classroom learning, is goal-oriented. Each online lesson should begin with a few learning objectives and corresponding explanations on what, why, and how students are to achieve those. This makes it easy for parents to offer help if needed. Also, learning goals and objectives should be as realistic as possible. Parents are already struggling to get so many things done in this period. A good word of advice is for all teachers to work together and try to find a common schedule in which students don't get overwhelmed with many assignments that are due at the same time.
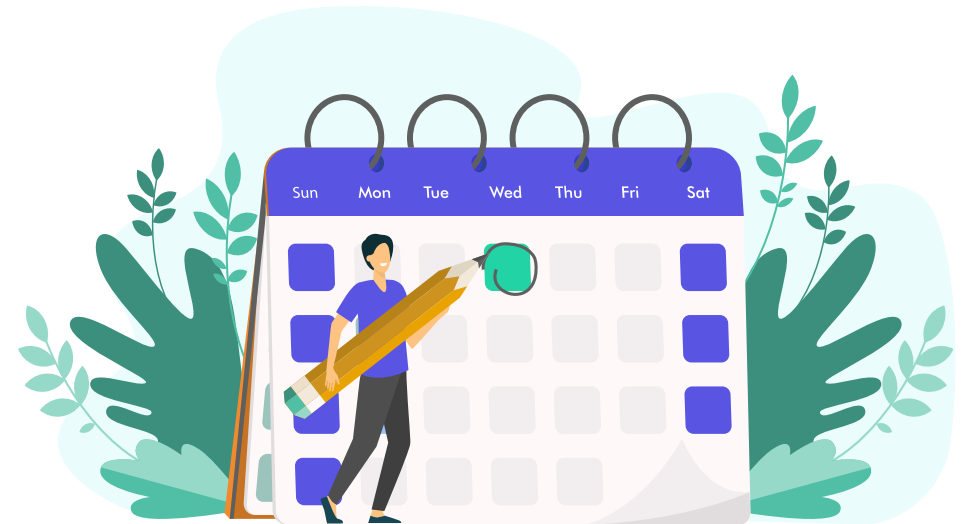
Supporting parents with remote learning

Students are not the only ones who need support while adapting to the realities of the hybrid or virtual classroom; their parents need it as well. With school lockdowns, parents had to take on the role of home school teachers. Many of them were not prepared to keep their children on track from an academic perspective.

Now more than ever, schools need to establish good relationships with parents, as their actions and expectations play a significant role in remote learning. This is especially true for the well-being and progress of younger students, who have not yet developed the skills to set goals and standards for themselves.

Flexible lesson plans. The different levels of parental involvement can create disparities in how well students are doing. Some parents have the time to go over every resource in a lesson; others will just check their parent accounts and help when they can. That's why many activities should allow students to manage learning on their own most of the time. Also, more flexible due dates for assignments are a good idea. As long as students have every resource they need, their parents don't have to be there all the time.

An online community for parents. It's important to have a good parent-teacher relationship. In many cases, it is up to the teachers to reach out. However, parents can offer support to each other as well. That's why gathering everyone together can be as simple as setting up a group for parents in the school LMS. There, they can ask questions and offer advice when needed. Having an outlet where they can exchange ideas and express concerns about their children will make them feel part of a community with the same goals and interests.

Language and cultural differences. This period might be especially challenging for ESL learners and, in general, for parents whose first language isn't the one that is used in school. Cultural differences might also come into play, so teachers need to figure out a way to involve these parents as well. Many learning platforms support more than one language, so parents can choose the one they prefer. Also, it's a good idea to encourage some activities such as reading in their native language as well.

Using technology to set up an interlinked ecosystem between the school, students, and their parents, where there is regular communication and transparency, requires a bit of effort at the beginning and the right platform to support this. It will make a positive difference for everyone involved.
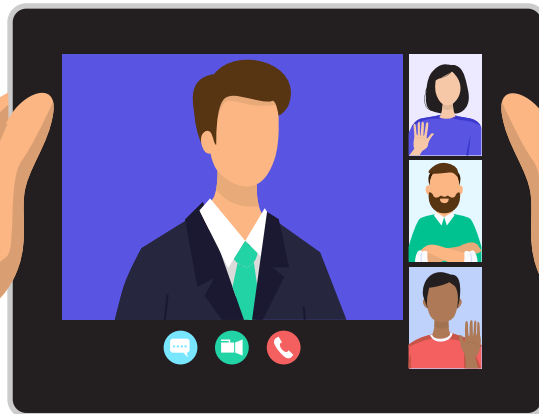
Training the teachers

Ensuring teachers have continuous learning opportunities to become better equipped to perform their jobs has always been a significant requirement for educational institutions. The shift to hybrid or virtual classrooms has only deepened this need. The last months have seen an incredible acceleration of edtech adoption, and most teachers managed to navigate the change quite successfully. However, there is still a significant learning curve for many teachers to adapt to new technologies and tools while still maintaining the quality of the learning they, in turn, provide.

Providing specialized PD

Teachers inevitably have varying degrees of knowledge and preferences for edtech tools and software. Considering that time has become a sort of luxury during the global pandemic, hurrying edtech adoption and implementation processes like never before, the need for support and professional development (PD) programs focused on edtech skyrocketed.

PD for teachers can help schools create an active learning environment that is sustainable, collaborative, coherent, focused on specific subjects, and one that allows for educators to learn throughout the year. What's more, it can be created and delivered online. Educational institutions of all shapes and sizes have two options: look inside, or reach out for help.

The valuable role of Edtech Coordinators

EdTech Coordinators go by many other names — Chief Innovation Officers, Campus Technology Coordinators, Master Technology Teachers, Instructional Technology Coaches, etc. — yet have one clear role: they are employed by educational institutions to know edtech inside out and help teachers integrate technology into their classrooms.

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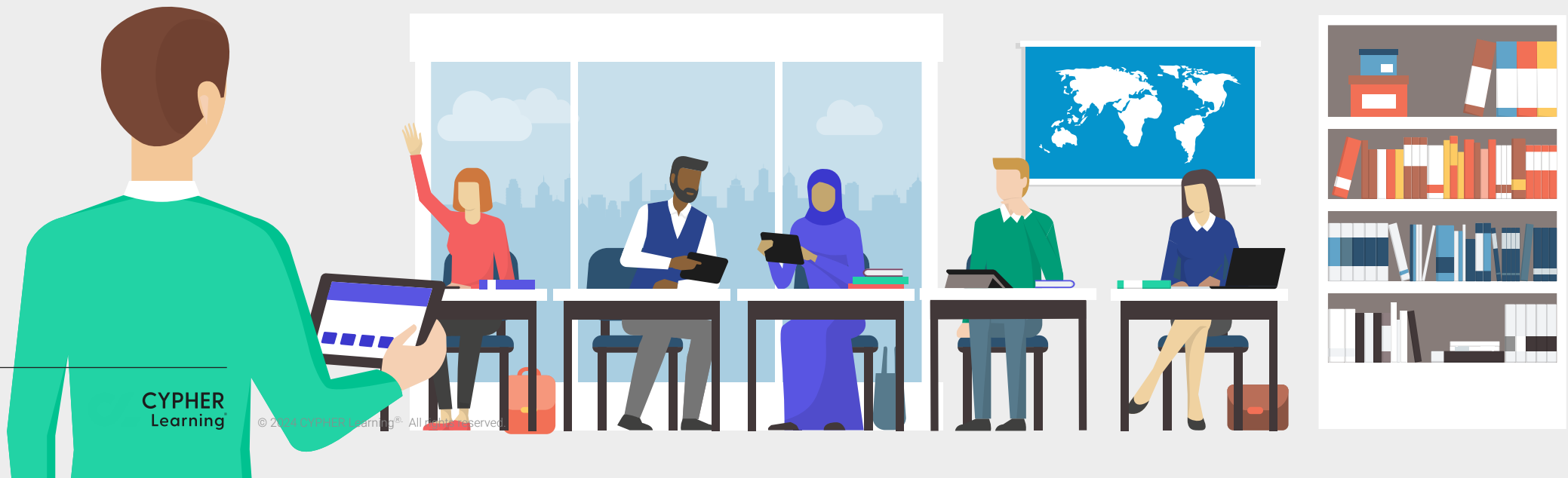
Edtech Coordinators are always involved in the implementation of an edtech strategy from start to finish, managing change and evaluating results. They offer invaluable help by training teachers and other staff members on how to best use technology, as well as assisting teachers with whatever needs they might have. They are always looking for new tools, software, devices, and even educational content providers, to identify great teaching and learning resources.

In the context of the pandemic, edtech coordinators have now become the face of online technology integration in the hybrid or virtual classroom, rather than it being a support role.

Turning to edtech vendors

Most edtech software vendors offer a wealth of training materials on how to use their products, and their teams will happily provide online support to a school for as long as it takes to get every teacher up to speed. Helping educators make the most out of their product or service is in both the vendor's interest and the school's, after all.

Of course, this assistance might come with an additional cost, but expectations should be clear from the moment a new contract is signed. Schools can negotiate pricing plans more easily given the unprecedented challenges they're facing. Most importantly, teachers will have direct access to the team that created the tool/s they need to include in the instructional process.

PD programs are a convenient way for teachers to learn at their own pace throughout the school year and a way for them to expand their personal learning network. Ultimately, the final goal should be to provide teachers with relevant training that can help them become better professionals, more confident in their work, and more motivated to make a difference, no matter what challenges local or global contexts throw their way.

How to best use the available edtech

The use of educational technologies is paramount for continuous education in hybrid or virtual classrooms. No matter how things evolve, both in the near and distant future, edtech is here to support everyone. A solid edtech strategy based on responsible goals, support for teachers, and the most useful technologies will make it possible for schools to ensure a smooth transition between in-class instruction and the online learning environment.

The school LMS

A learning management system — or LMS — is one of the most comprehensive edtech solutions that educational institutions can rely on when creating an edtech strategy. It centralizes all learning resources and student data, allows educators to create online lessons that meet students' various learning needs, plays an important role in assessments, and even provides personalized recommendations to students based on multiple rules that teachers set.

Most importantly, an LMS extends learning beyond the classroom. With an internet connection and a computer (or even a mobile device), teachers and students can log in to the school LMS and engage in teaching and learning activities, almost as they would in the regular classroom. Having access to an LMS as a distance learning platform ensures learning is not confined within the four walls of the classroom and can continue online with minimum disruption of the student experience.

Other tools

Besides a learning management system, there are many tools and websites that can be used to create memorable learning experiences in the hybrid or virtual classroom. Here is a list of just 100 such online helpers:

Flipgrid (www.info.flipgrid.com/)
Buncee (www.app.edu.buncee.com/)
Padlet (www.padlet.com/)
Nearpod (www.nearpod.com/)
Pear Deck (www.www.peardeck.com/)
Edpuzzle (www.edpuzzle.com/)
Wakelet (www.wakelet.com/)
Empatico (www.empatico.org/)
Parlay (www.parlayideas.com/)
MIT Full STEAM Ahead (www.fullsteam.mit.edu/)
PBL Works (www.pblworks.org/)
Wonderopolis (www.wonderopolis.org/)
Piktochart (www.piktochart.com/)
Synth (www.gosynth.com/)
Remind (www.remind.com/)
Smore (www.smore.com/)
Kahoot! (www.kahoot.com/)
Quizizz (www.quizizz.com/)
Socrative (www.socrative.com/)
Gimkit (www.gimkit.com/)
Google Tour Builder (www.tourbuilder.withgoogle.com/)
CommonLit (www.commonlit.org/en/library)
Epic (www.getepic.com/educators)
Newsela (www.newsela.com/)

TweenTribune (www.tweentribune.com/)
Khan Academy (www.khanacademy.org/)
TED-Ed (www.ed.ted.com/)
Prodigy Education (www.prodigygame.com/)
Vizia (www.vizia.co/)
Play Posit (www.go.playposit.com/)
Snap&Read (www.snapandread.com/)
Rewordify (www.rewordify.com/)
SlidesMania (www.slidesmania.com/)
HyperDocs (www.hyperdocs.co/)
Wizer.me (www.app.wizer.me/)
RubiStar (hwww.rubistar.4teachers.org/index.php)
Quick Rubric (www.quickrubric.com/)
Kialo (www.kialo.com/)
Google Slides (www.google.com/slides/about/)
Screencastify (www.screencastify.com/)
Smmry (www.smmry.com/)
Tinkercad (www.tinkercad.com/)
Quick, Draw! (www.quickdraw.withgoogle.com/)
PBS KIDS (www.pbskids.org/)
i.make@home (www.imakeathome.us/)
Instructables (www.instructables.com/teachers/)
Skype in the Classroom (www.education.skype.com/)
Nepris (www.nepris.com/home/v4)
CoSpaces EDU (www.cospaces.io/edu/)
Cosmourse (www.cosmourse.com/)
Varsity Tutors (www.www.varsitytutors.com/)
Lessonface (www.lessonface.com/)

Voki (www.voki.com/)

Semantris by Google AI (www.experiments.withgoogle.com/semantris)

Anchor (www.anchor.fm/)

Kidblog (www.kidblog.org/home/)

Edublogs (www.edublogs.org/)

Tikatok (www.tikatok.com/)

Tales2go (www.tales2go.com/)

Canva (www.canva.com/)

Snappa (www.snappa.com/)

Storybird (www.storybird.com/)

Mr. Nussbaum (www.mrnussbaum.com/)

Seesaw (www.web.seesaw.me/)

Zoom (www.zoom.us/)

GoNoodle (www.gonoodle.com/)

Blooms (www.bloomz.net/)

GooseChase (www.goosechase.com/)

Twinkl (www.twinkl.co.uk/)

GoBoard (www.goboard.com/)

Thinglink (www.thinglink.com/)

Loop (www.loophq.io/)

Ozobot (www.ozobot.com/)

Trovvit (www.trovvit.com/)

Creaza (www.web.creaza.com/en/)

Floop (www.floopedu.com/)

Playmeo (www.playmeo.com/)

TextingStory (www.textingstory.com/)

LiveBinders (www.livebinders.com/)

Listenwise (www.listenwise.com/)

Roblox (www.education.roblox.com/en-us/)

Explain Everything (www.explaineverything.com/)

Equity Maps (www.equitymaps.com/)

Grammarly (www.grammarly.com/)

Whiteboard.fi (www.whiteboard.fi/)

Scratch (www.scratch.mit.edu/)

Zearn (www.about.zearn.org/)

Visuwords (www.visuwords.com/)

Stellarium (www.stellarium-web.org/)

Draggo (www.draggo.com/)

Glogster (www.edu.glogster.com/)

Sutori (www.sutori.com/)

Duolingo (www.duolingo.com/)

Haiku Deck (www.haikudeck.com/)

Kodable (www.kodable.com/)

Sway (www.sway.office.com/)

Culture Trip (www.theculturetrip.com/)

Freerice (www.freerice.com/)

Pocket (www.getpocket.com/)

BrainPOP (www.brainpop.com/)

The above list is just a small sample of resources that support online learning for students of all grades, their teachers and parents.
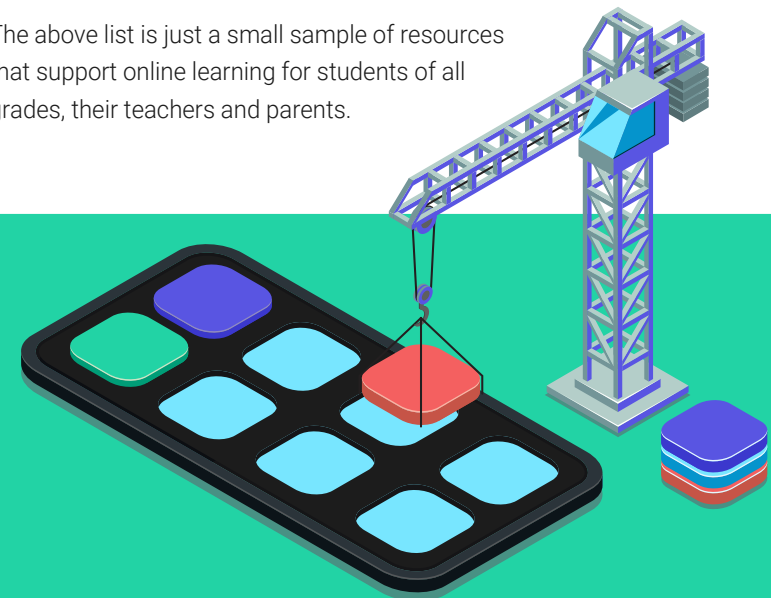
Conclusion

The biggest shift that we're seeing is that online education has the potential to drop its "online" part and that more and more people will see it for what it is: simply education. We're not there yet because we view traditional, teacher-centered education as the best way to teach. Moving towards student-centered learning requires a monumental change in how we perceive education.

What this global pandemic has shown is what many teachers and remote learners have known for years: that online education can work once educators figure out what works best for their hybrid or virtual classrooms.

While the journey is different for everyone, those teachers who follow best practices such as embracing the asynchronous mindset, creating lessons specifically for the online learning environment, and building and nurturing relationships with students and their parents have higher chances of reaching their destination. And if they get the support they need from their educational institutions, they can even enjoy teaching every step of the way.

If you're looking for a tool to assist in the quest to make the most of online education in the hybrid or virtual classroom, try out CYPHER Learning, a learning management system for schools and universities with a comprehensive set of features. To the best of our knowledge, CYPHER Learning is a complete learning and teaching solution that can be used for the creation and delivery of online classroom activities with a focus on personalized learning experiences for students.

www.cypherlearning.com