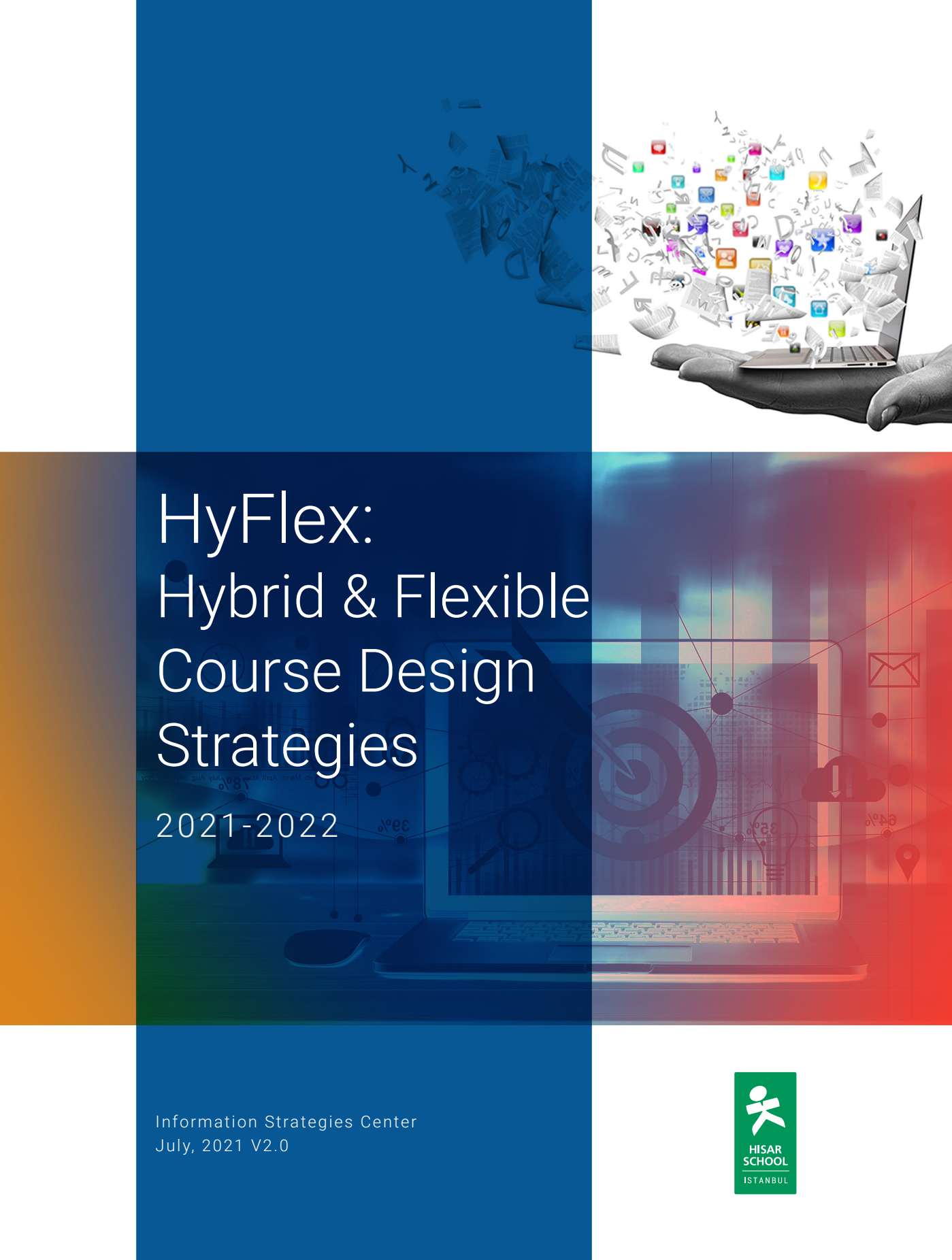


# HyFlex: Hybrid & Flexible Course Design Strategies

2021-2022

Information Strategies Center  
July, 2021 V2.0





# C O N T E N T S

|   |              |
|---|--------------|
| <b>Introduction</b>   | <b>4</b>     |
| Our Priorities  | 5            |
| Policy Requirements   | 6            |
| Curriculum Requirements   | 7-11         |
| Technology Requirements   | 12-13        |
| <b>Building Blocks of Learning: The Fundamental Strategies and Approaches</b> | <b>14-21</b> |
| Instruction and Modelling   | 14-15        |
| Communication, Discussion and Conversation                                    | 16           |
| Research and Exploration  | 17           |
| Cooperation and Common Missions   | 18           |
| Practice and Review   | 19           |
| Assessment  | 20           |
| Reflection and Metacognitive Skill Building                                   | 21           |
| <b>Together We Are Strong</b>   | <b>22-23</b> |
| Together We Are Strong: Lesson Plans  | 22           |
| Together We Are Strong: Teacher Presentations                                 | 23           |
| <b>Support</b>  | <b>24-27</b> |
| <b>Works Cited</b>  | <b>28</b>    |

# INTRODUCTION

At Hisar School, it is our utmost goal to make our strong academic program sustainable under all circumstances and have an academic process in place that is accessible and easy to follow for all stakeholders (academic staff, students and parents).

Following the standards, policies, road maps and adopting a creative, flexible approach will help facilitate this process. These efforts aim to reveal learning strategies that are naturally inherent in academic processes; provide appropriate technical infrastructure, tools and resources to implement those strategies; and share the course designs prepared by Hisar School teachers for different levels and branches in this regard.

HyFlex offers a flexible structure that is adaptable to changing conditions and **it refers to a dynamic process that allows for switching between models and scenarios (face-to-face, distance, hybrid.) The name itself comes from a combination of the words Hybrid and Flexible.** Within the scope of HyFlex, technology is considered a natural part of the learning process. This approach enables flexibility and allow students follow their lessons without interruption regardless of where, how or when they attend the class.

## Our Priorities

In the framework of its mission and principles, Hisar School has prioritized models that allow for a flexible and communication-based structure that can be adjusted to all kinds of changes and challenging conditions without any compromise to the scientific approaches. **These priorities require all academic processes, including face-to-face and online/synchronous and asynchronous learning tools and strategies, to be planned and utilized with a holistic approach in order to provide high-level learning experiences.**

We plan, and we make the necessary efforts by combining the experience, knowledge, and skills we have gathered in the recent times with our technical infrastructure. Another subject we put emphasis on in this process is **to support the well-being of all our stakeholders.**

As part of our preparations for the 2021-2022 academic year, we set our priorities for academic processes as shown in the table below.

*Table 1: Our Priorities 2021-2022*

| <b>OUR PRIORITIES</b>   |
|---|
| 1. Maintain the well-being of our students and teachers and provide continuous support. |
| 2. Keep supporting our students' social and emotional learning needs.                   |
| 3. Utilize and extend the use of differentiated learning strategies.                    |
| 4. Utilize and extend the use of cooperative learning strategies.                       |
| 5. Help students to develop learning responsibilities.                                  |
| 6. Support long-lasting understanding and high-level cognitive skills.                  |
| 7. Use process-oriented assessment results in a manner that supports learning.          |

In Hisar School's Hyflex: Hybrid and Flexible Learning Policy, Teachers' Roles and Responsibilities, Policy Requirements and Curriculum Requirements and suggestions are explained in detail. Accordingly;



# Policy Requirements

1. Please follow [2021 - 2022 Hisar School Road Map \(TR\)](#) / [2021 - 2022 Hisar School Road Map \(EN\)](#).
2. Please follow the [Hyflex: Hybrid & Flexible Education Policy](#).
3. Please follow [HyFlex Course Design Strategies \(EN\)](#).
4. Please follow the standards set out in [Technology Road Map \(EN\)](#).
  - a. [Standards \(EN\)](#): Hisar School Technology Standards
  - b. [Web 101 \(EN\)](#): Programs and Applications Used by Hisar School
  - c. [Video 101\(EN\)](#): Important Reminders for Course Videos and Presentations
5. Please check the posters provided in the links below to see which technological infrastructures are used to provide distance, hybrid and face-to-face education.
  - a. [Distance Education “teacher at home”](#)
  - b. [Distance Education “teacher at school”](#)
  - c. [Hybrid Learning Model](#)
  - d. [Schools Are Open “The New Normal”](#)
6. Share with your students the posters describing the roles and responsibilities of students.
  - a. [Distance Education Process Student Posters - \*\*Preschool\*\*](#)
  - b. [Distance Education Process Student Posters - \*\*Primary School\*\*](#)
  - c. [Distance Education Process Student Posters - \*\*Middle School\*\*](#)
  - d. [Distance Education Process Student Posters - \*\*High School\*\*](#)

# Curriculum Requirements

Across all grades and classes at our school, we devise learning in line with the **Understanding by Design (UbD)** approach which is comprised of three steps.

1. Desired Results
2. Assessment Evidence
3. Learning Plan

### UbD Lesson Planning Template

WHERE TO is a method used to devise learning experiences and activities as part of the learning plan step, which is the step 3 of the Understanding by Design (UbD) approach. WHERE TO method coincides with the strategies and approaches defined as the building blocks of learning <sup>1</sup> (**The Building Blocks of an Online Lesson - Catlin Tucker**) as shown below.

*Table 4: UbD and HyFlex Course Design Strategies*

|          | UbD "WhereTo"   | HyFlex "Course Design Strategies"  |
|----------|---|--|
| <b>W</b> | How will you help your students know where they are headed? | <b>Instruction and Modelling</b><br><b>Discussion</b><br>Research and Exploration<br>Cooperation and Common Missions<br>Practice and Review<br>Assessment<br>Reflection and Metacognitive Skill Building |

<sup>1</sup> The Building Blocks of an Online Lesson, 17 July 2021, <https://catlintucker.com/2020/05/building-blocks-of-an-online-lesson/>.

# Curriculum Requirements

|                 |  |   |
|-----------------|--|---|
| <p><b>H</b></p> | <p>How will you hook and hold students' interest and enthusiasm through thought-provoking activities that point toward the main ideas, key questions and performance tasks?</p>  | <p>Instruction and Modelling<br/> <b>Discussion</b><br/> <b>Research and Exploration</b><br/> <b>Cooperation and Common Missions</b><br/> Practice and Review<br/> Assessment<br/> Reflection and Metacognitive Skill Building</p>        |
| <p><b>E</b></p> | <p>What experiences (real or simulated) will students be provided with so that their understandings and the matters can be deemed as real?<br/> Which learning activities will help students explore key questions? Which guidelines do you need to help students acquire the skills which are necessary for their ultimate performance?</p> | <p><b>Instruction and Modelling</b><br/> Discussion<br/> <b>Research and Exploration</b><br/> <b>Cooperation and Common Missions</b><br/> <b>Practice and Review</b><br/> Assessment<br/> Reflection and Metacognitive Skill Building</p> |
| <p><b>R</b></p> | <p>How will you prompt students to reflect and re-think so as to reach an in-depth understanding of the subject matter?<br/> How will you guide students to revisit, revise and improve their studies via feedback and self-evaluation?</p>  | <p>Instruction and Modelling<br/> Discussion<br/> Research and Exploration<br/> Cooperation and Common Missions<br/> <b>Practice and Review</b><br/> <b>Assessment</b><br/> <b>Reflection and Metacognitive Skill Building</b></p>        |



|                 |   |  |
|-----------------|---|--|
| <p><b>E</b></p> | <p>How will students express their understanding on their ultimate performances and outputs?<br/>How will you engage them in meaningful self-evaluation so that they can identify their strengths and weaknesses before setting goals for the future?</p> | <p>Instruction and Modelling<br/>Discussion<br/>Research and Exploration<br/>Cooperation and Common Missions<br/><b>Practice and Review</b><br/><b>Assessment</b><br/><b>Reflection and Metacognitive Skill Building</b></p>               |
| <p><b>T</b></p> | <p>How will you tailor the content, process and output to address the unique learning styles and interests of every learner?</p>  | <p>Instruction and Modelling<br/>Discussion<br/><b>Research and Exploration</b><br/><b>Cooperation and Common Missions</b><br/><b>Practice and Review</b><br/><b>Assessment</b><br/><b>Reflection and Metacognitive Skill Building</b></p> |
| <p><b>O</b></p> | <p>Activities are designed and sorted to maximize class participation and student efficiency. What is the best way to organize the learning activities you provide?</p>   | <p>Instruction and Modelling<br/>Discussion<br/><b>Research and Exploration</b><br/><b>Cooperation and Common Missions</b><br/><b>Practice and Review</b><br/><b>Assessment</b><br/><b>Reflection and Metacognitive Skill Building</b></p> |

# Curriculum Requirements

Table 5: The Building Blocks of an Online Lesson by Catlin Tucker

| <b>Building Blocks of Learning</b>          |   |
|---|---|
| Instruction and Modelling                   | Explain concepts related to your course content, and provide fundamental information and directions.  |
| Communication, Discussion and Conversation  | Create opportunities for students to speak and express opinions on texts, videos, current events and topics unique to your course.  |
| Research and Exploration                    | Create an environment to encourage students to research a subject or issue, to explore deeply, to learn from each other and to share discovered knowledge.  |
| Cooperation and Common Missions             | Group students online, ask them to work on shared tasks to create opportunities to encourage cooperation and creativity.  |
| Practice and Review                         | Give your students the means to apply their knowledge and skills, to reflect and review. Connect students with practice and review activities to reinforce their understanding of concepts and help them refine their skills. |
| Assessment                                  | Please evaluate your students' learning.  |
| Reflection and Metacognitive Skill Building | Encourage students to reflect on their learning. What did they learn? How did they learn it? What questions do they have?   |

In addition to using the stated strategies, we would like to share the following suggestions with you in order to increase the efficiency of your classes:

- 1.** Considering not only students' cognitive needs but also their socio-emotional needs in order to design academic and individual programs to this end - [Hisar School SELF \(Social Emotional Learning\) Platform](#),
- 2.** Considering face-to-face, online, synchronous and asynchronous learning tools and strategies as a whole,
- 3.** Designing courses that encourage students to take responsibility for their own learning processes,
- 4.** Making sure all resources, materials and videos for your course are easily accessible and usable,
- 5.** Enabling your students to learn and follow the course individually, independent of time and space in unforeseeable circumstances,
- 6.** Explaining clearly to the students what their roles and responsibilities are to ensure that healthy communication is maintained,
- 7.** Focusing on the current goal; not trying to give or use everything at once for an effective digital learning environment,
- 8.** Initiating communication, discussions, and conversations to increase participation during courses; utilizing mutual work tools and strategies to prompt critical thinking,
- 9.** Reviewing the whole course to receive feedback from students and agreeing upon the next class subject together at the end of the course.

# Technology Requirements

1. Following the indicated standards according to the [Technology Roadmap](#),
2. Making sure your computer's operating system is up to date,  
*\*On the upper left corner of the screen, click the (apple) icon and select the "About This Mac" option to learn about your operating system.*
3. Making sure your internet speed at home is at least 10.0 Mbps for "downloads" and 2.0 Mbps for "uploads";  
*\*You can check your internet speed at <https://hiztesti.turktelekom.com.tr/>.*
4. Connecting your drawing tablet (wacom) to your computer and checking that the pen works properly,  
*\* If your stylus pen is working in "mouse" mode, kindly contact the IT Support.  
\*To understand whether your stylus pen is in mouse mode, tap the pen on two different points on the tablet. If the mouse pointer on the screen moves at the same rate, then you are not in mouse mode. If the mouse pointer stays where it is instead of jumping between the two points, or is slightly moved, then you are in the mouse mode.*

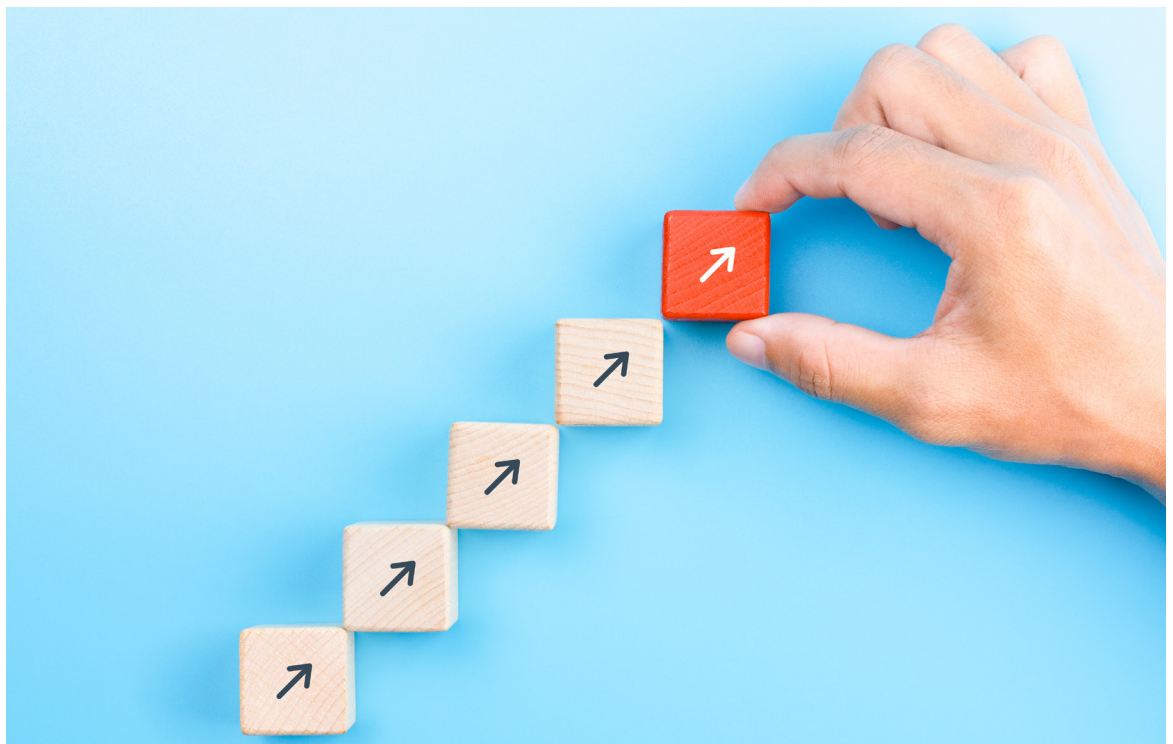


# Building Blocks of Learning: The Fundamental Strategies and Approaches

These fundamental strategies and approaches referred to as the building blocks of learning<sup>2</sup> (The Building Blocks of an Online Lesson by Catlin Tucker) can be used in online lessons just as in face-to-face lessons. Please see the tables below for detailed explanations, suggestions and implementations you can use for each step.

## 1. Instruction and Modelling

Explain concepts related to your course content, and provide fundamental information and directions. For this purpose, you may use the applications listed below.



<sup>2</sup> "The Building Blocks of an Online Lesson - Catlin Tucker." 11 May. 2020, <https://catlintucker.com/2020/05/building-blocks-of-an-online-lesson/>. Erişim tarihi: 16 Eyl. 2020.

| Name of the Application | Purpose of Use   |
|-------------------------|--|
| Achieve 3000            | Digital content platforms                                      |
| Activinspire            | Interactive whiteboard application                             |
| Adobe Spark             | Infographics, posters, presentation, videos and visual designs |
| Canva Edu               | Infographics & posters & presentations                         |
| EdPuzzle                | Interactive videos and content                                 |
| Genially                | Interactive content  |
| Gizmos                  | Digital content platforms                                      |
| Google Classroom        | Announcement, resource, material and guidelines sharing        |
| Google Docs             | Class notes, documents, reports, content                       |
| Google Sheets           | Electronic charts & graphs                                     |
| Google Sites            | Websites and content   |
| Google Slides           | Presentation and content                                       |
| iMovie                  | Class videos   |
| Morpa                   | Digital learning platforms                                     |
| Mozaweb                 | Digital content platforms                                      |
| NearPod                 | Interactive presentations                                      |
| Padlet                  | Digital board: guidelines, resources and content               |
| Pear Deck               | Interactive presentations and content                          |
| Pressreader             | Digital content platforms                                      |
| QuickTime Player        | Class videos   |
| RazKids                 | Digital content platforms                                      |
| VCloud (Vitamin)        | Digital learning platforms                                     |



## 2. Communication, Discussion and Conversation

Create opportunities for students to state, express and discuss their opinions on texts, videos, current events and topics unique to your course. By doing so, you will help students develop their thinking, questioning and expression skills.

For this purpose, you may use the applications listed below.

| Name of the Application | Purpose of Use   |
|-------------------------|--|
| Flipgrid                | Video-based feedback, sharing opinions via videos                      |
| Google Classroom        | Posting class comments, asking questions and sharing opinions          |
| Google Docs             | Sharing ideas and opinions within documents                            |
| Google Jamboard         | Sharing ideas and opinions on the whiteboard                           |
| Google Meet             | Studying in breakout rooms in the video conferencing app               |
| Google Slides           | Sharing ideas and opinions in presentations                            |
| Mentimeter              | Sharing ideas and opinions in interactive presentations / environments |
| Mindmeister             | Sharing ideas and opinions in mind/concept maps, organization charts   |
| Miro                    | Sharing ideas and opinions on the whiteboard or mind/concept maps      |
| Padlet                  | Sharing ideas and opinions on digital boards                           |



### 3. Research and Exploration

Create an environment to encourage students to research a subject or issue, to research data in-depth, to learn from each other and to share discovered knowledge.

For this purpose, you may use the applications listed below.

| Name of the Application | Purpose of Use   |
|-------------------------|--|
| Adobe Spark             | Preparation of infographics, posters, presentations and visual designs           |
| Canva Edu               | Preparation of infographics, posters, presentations and visual designs           |
| Flipgrid                | Sharing research and exploration process on videos                               |
| Google Docs             | Working on documents   |
| Google Jamboard         | Working on the whiteboard app  |
| Google Sheets           | Working on the electronic charts   |
| Google Sites            | Working on e-portfolios / websites   |
| Google Slides           | Working on presentations   |
| Mindmeister             | Working on mind maps and concept maps, organization charts                       |
| Miro                    | Sharing research and exploration process on the whiteboard or mind/ concept maps |
| Padlet                  | Sharing research and exploration process in the digital board app                |





#### 4. Cooperation and Common Missions

Promote cooperation and creativity by asking students to work on collaborative tasks.

For this purpose, you may use the applications listed below.

| Name of the Application | Purpose of Use   |
|-------------------------|--|
| Canva Edu               | Collaborative preparation of infographics, posters, presentations and visual designs |
| Google Docs             | Collaborative working on documents   |
| Google Jamboard         | Collaborative working on the whiteboard app  |
| Google Meet             | Collaborative working via the breakout rooms in the video conference app             |
| Google Sheets           | Collaborative working via charts & graphs  |
| Google Sites            | Collaborative working on e-portfolios / websites                                     |
| Google Slides           | Collaborative working on presentations   |
| Mindmeister             | Collaborative working via mind maps, organization charts                             |
| Miro                    | Collaborative working on the whiteboard or mind/concept maps                         |
| Padlet                  | Collaborative working in the digital board app                                       |

## 5. Practice and Review

Give your students **the means to apply their knowledge and skills, to reflect and review.** This way, you will create environments that will help your students to develop a better understanding of concepts and improve their skills.

For this purpose, you may use the applications listed below.

| Name of the Application | Purpose of Use   |
|-------------------------|--|
| Baamboozle              | Interactive content, gamification                            |
| Flipgrid                | Creating feedback and reflection videos                      |
| Genially                | Interactive content, gamification                            |
| Google Classroom        | Assignments, rubrics and feedback                            |
| Google Docs             | Working on documents   |
| Google Form             | Quizzes, feedback, surveys                                   |
| Google Jamboard         | Working on the whiteboard app                                |
| Google Sheets           | Working on the electronic charts                             |
| Google Sites            | Working on e-portfolios/websites                             |
| Google Slides           | Working on presentations                                     |
| Kahoot                  | Quizzes, feedback, interactive practices                     |
| Mentimeter              | Interactive content, feedback                                |
| Mindmeister             | Working on mind maps and concept maps, organization charts   |
| Miro                    | Collaborative working on the whiteboard or mind/concept maps |
| NearPod                 | Interactive presentations & instant feedback                 |
| Padlet                  | Working on digital boards                                    |
| Pear Deck               | Interactive presentations & instant feedback                 |
| Quizlet                 | Quizzes, feedback, interactive practices                     |
| Socrative               | Quizzes, feedback, interactive practices                     |
| WordWall                | Quizzes, feedback, interactive practices                     |



## 6. Assessment

Evaluate students' learning, their command over concepts and skills, and their works. Change your lesson design according to these data and **support students' learning by taking their individual learning styles into account, as well.**

For this purpose, you may use the process and result evaluation tools listed below.

- Self-evaluation forms
- Multiple-choice examinations
- Writing activities (diaries, letters, etc.)
- Output card
- Quiz
- Research and reporting work
- Modeling studies
- Video-based feedback (drama, experiments, speaking, playing instruments, giving speeches, etc.)
- Monitoring forms
- Peer review forms
- Experiment reports
- Presentation
- Group and individual work reports
- Survey
- Poster preparation
- Gamification
- Concept map
- Studies based on group/individual projects
- Case studies
- Digital portfolio
- Output control list (output evaluation)
- Film preparation

| Name of the Application | Purpose of Use                           |
|-------------------------|--|
| Flipgrid                | Creating feedback and reflection videos  |
| Google Classroom        | Assignments, rubrics and feedback        |
| Google Docs             | Working on documents                     |
| Google Form             | Examinations, quizzes, feedback, surveys |
| Google Sheets           | Working on the electronic charts         |
| Google Sites            | Working on e-portfolios / websites       |
| Google Slides           | Working on presentations                 |
| Kahoot                  | Quizzes, feedback, interactive practices |

|           |  |
|-----------|--|
| Miro      | Collaborative working on the whiteboard or mind/concept maps |
| NearPod   | Interactive presentations & instant feedback                 |
| Padlet    | Working on digital boards                                    |
| Pear Deck | Interactive presentations & instant feedback                 |
| Quizlet   | Quizzes, feedback, interactive practices                     |
| Socrative | Quizzes, feedback, interactive practices                     |
| WordWall  | Quizzes, feedback, interactive practices                     |

## 7. Reflection and Metacognitive Skill Building

Encourage students to reflect on their learning.

- What did they learn?
- How did they learn it?
- What/which questions do they have?

In this way, enable students to reflect and support development of their high-level cognitive skills. For this purpose, you may use the applications listed below.

| Name of the Application | Purpose of Use   |
|-------------------------|--|
| Flipgrid                | Creating feedback and reflection videos                      |
| Google Classroom        | Assignments, rubrics and feedback                            |
| Google Docs             | Working on documents   |
| Google Form             | Examinations, quizzes, feedback, surveys                     |
| Google Sheets           | Working on the electronic charts                             |
| Google Sites            | Working on e-portfolios / websites                           |
| Google Slides           | Working on presentations                                     |
| Kahoot                  | Quizzes, feedback, interactive practices                     |
| Miro                    | Collaborative working on the whiteboard or mind/concept maps |
| NearPod                 | Interactive presentations & instant feedback                 |
| Padlet                  | Working on digital boards                                    |
| Pear Deck               | Interactive presentations & instant feedback                 |
| Quizlet                 | Quizzes, feedback, interactive practices                     |
| Socrative               | Quizzes, feedback, interactive practices                     |
| WordWall                | Quizzes, feedback, interactive practices                     |

# Together We Are Strong

We plan, and we make the necessary efforts by combining the experience, knowledge, and skills we have gathered in recent times with our technical infrastructure and we believe it is important and valuable to share our experiences with one another during this process.

Therefore, we provide the below links to the lesson plans and presentations prepared by our academic staff.

Please find [here](#) the Hyflex lesson plan template we provide as an example.

## Together We Are Strong: Lesson Plans

[Preschool Lesson Plan](#)

[Preschool Lesson Plan 2](#)

[Preschool Lesson Plan 3](#)

[PreK English Hyflex Plan Example](#)

[1st Grade Mathematics Lesson Plan](#)

[1st Grade Turkish Lesson Plan & Attachments](#)

[3rd Grade English Lesson Plan](#)

[3rd Grade Information Technologies and Software Lesson Plan](#)

[3rd Grade Information Technologies and Software Lesson Plan 2](#)

[7th Grade Mathematics Lesson Plan](#)

[9th Grade Physics Lesson Plan](#)

[9th Grade Physics Lesson Plan 2](#)

[9th Grade Computer Science Lesson Plan](#)

[10th Grade Chemistry Lesson Plan](#)

[Computer Department 2021 - 2022 HyFlex Lesson Plans \(Primary-Middle-High school\)](#)

## Together We Are Strong: Teacher Presentations

Online Educational Tools

Interactive Course Design with Pear Deck

Taking the Pulse of Students in Distance / Hybrid Education Period

Creating Effective Course Designs via Apple Apps

Using Videos as Measurement and Evaluation Tools During Distance Education Period

Assessment in the Distance Education Period

Interactive Course Design

Digital Learning Tools: Feedback and Communication

Tools, Methods and Assessment Processes in the Hybrid Education Model

Interactive Lessons with Nearpod

Sample Lesson Plan designed for Teamwork and Differentiation

Information Technologies Course Design Strategies and Project Samples

Students Teaching Students: A Jigsaw Group Activity

Transformation of Applied Courses During Distance and Hybrid Education Period: Physical Education

Highschool IT Lesson and Project Samples for Digital Transformation



# Support

To see our school's basic policies and information on informatics strategies please visit [destek.hisarschool.k12.tr](http://destek.hisarschool.k12.tr) The content created for Google Workspace within the scope of Hisar School Technology Standards are regularly posted and updated on the support teacher portal.

|   |
|---|
| <a href="#">Standards (EN): Hisar School Technology Standards</a>                       |
| <a href="#">Web 101 (EN): Programs and Applications Used by Hisar School</a>            |
| <a href="#">Video 101 (EN): Important Reminders for Course Videos and Presentations</a> |
| <a href="#">Support Teacher Portal Training Documents</a>                               |
| <a href="#">Support Teacher Portal Tutorial Videos</a>                                  |

You can also find videos and documents about using the applications mentioned in this document by clicking the links provided below.

| <b>Google Classroom</b>   |
|---|
| <a href="#">Introduction to Classroom and a General Overview of its Interface</a>   |
| <a href="#">Inviting Other Teachers to the Classroom</a>                            |
| <a href="#">Managing Student Permissions to Post and Comment</a>                    |
| <a href="#">Posting Announcements</a>   |
| <a href="#">Creating Assignments</a>  |
| <a href="#">Grading and Adding Private Comments</a>                                 |
| <a href="#">Asking Questions and Creating a Forum Environment</a>                   |
| <a href="#">Sharing Google Meet Links in Classroom</a>                              |
| <a href="#">Scheduling a Future Google Meet Session and Sharing it in Classroom</a> |
| <a href="#">Creating a Rubric for an Assignment(Rubric 1)</a>                       |
| <a href="#">Editing an Assignment's Rubric(Rubric 2)</a>                            |
| <a href="#">Reusing a Rubric(Rubric 3)</a>  |
| <a href="#">Grading(Rubric 4)</a>   |



|  |
|--|
| <b>Google Meet</b>   |
| Introduction to Google Meet  |
| Sending Google Meet Invitations  |
| Meet Features Part 1   |
| Meet Features Part 2   |
| Recording a Meeting  |
| Sending Meet Invitations via Google Calendar                                     |
| Live Streaming via Google Meet   |
| How Can I See The Students While Giving a Presentation On My Google Meet Screen? |
| Creating Breakout Rooms in Google Meet   |
| Managing Google Meet Breakout Rooms  |
| Google Meet - New Features1 (TR)   |
| Google Meet - New Features 2 (TR)  |
| Creating Breakout Rooms in Google Meet (TR & EN)                                 |
| Video - Creating Google Meet Breakout Rooms (TR)                                 |
| <b>Google Form</b>   |
| Creating a New Form  |
| Choosing Question Types  |
| Previewing the Form  |
| How Do I Share the Form?   |
| How Do I See the Answers in a Filled-Out Form?                                   |
| Creating a Form on Classroom   |
| Moving a Form to a Folder  |
| Creating a Copy of the Form  |
| <b>Google Slides</b>   |
| Q&A Session with Google Slides   |
| Sharing Q&A Session Link   |
| Showing Questions on the Slides  |
| <b>Google Jamboard</b>   |
| What are the Jamboard App's Areas of Use?  |
| Introduction to the Jamboard App   |
| Using Jamboard Tools   |
| Teamwork via Jamboard  |
| Recording and Sharing a Work in Jamboard   |
| Examples of Jamboard Usage   |

# Destek

|  |
|--|
| <b>iMovie</b>  |
| Getting Familiar with the iMovie Interface                                   |
| Adding Footage and Timeline Settings   |
| Splitting a Video in Half  |
| Video Editing Tools - 1  |
| Video Editing Tools - 2  |
| Transition Effects   |
| Audio Settings   |
| Text Settings  |
| Recording and Sharing a Video  |
| <b>QuickTime Player</b>  |
| Introduction to Quicktime  |
| Recording a Video with Quicktime   |
| Shortening a Video   |
| Splitting a Video in Half and Recording                                      |
| Recording Audio with Quicktime   |
| New Screen Recording with Quicktime  |
| Opening and Editing All Videos via Quicktime                                 |
| <b>Youtube</b>   |
| Introduction to YouTube  |
| How To Safely Upload Videos to YouTube?                                      |
| How To Safely Share Videos in Classroom?                                     |
| Managing Your YouTube Channel  |
| How To Edit YouTube Video Settings?  |
| <b>Web Uygulamaları</b>  |
| Web 101 for Interactive Presentations and Feedback: Pear Deck (TR & EN)      |
| Web 101 for Receiving Video Based Feedback From Students: Flipgrid (TR & EN) |
| Web 101 for Creating Interactive Videos: Edpuzzle (TR & EN)                  |

|  |
|--|
| Web 101 for Conducting Group Studies and Creating Course Content, Guidelines & Resources: Padlet (TR & EN) |
| Activating Canva Edu Account (TR & EN)   |
| Introduction to the Canva App  |
| Activating Canva Edu Account   |
| Using Templates  |
| Measurement and Evaluation Tools During Distance Education Period (TR & EN)                                |
| Collaboration Tools In the Distance Education Period (TR & EN)   |

### Using Promethean Board

You can find tutorial documents and videos about the use of Promethean boards via the links below.

|   |
|---|
| Turning on the board and logging in   |
| Logging into G Suite account on the board   |
| Starting a Google Meet session on the board   |
| Screen sharing on the board   |
| Sharing Google Slides on the board  |
| Enable displaying what's written on the board on students' screens                  |
| Saving and sharing the entries made to a document opened on the board               |
| Activinspire Usage: Using it as the Whiteboard                                      |
| Activinspire Usage: Writing on a PDF / Presentation File & Sharing it with Students |
| Promethean Board & Google Meet & Audio Echoing                                      |

### Using Wacom Tablets

You can find tutorial documents and videos about the use of Wacom tablets via the link below.

- **Using Notability & Wacom**

If you lose internet connection due to an unexpected breakdown, you will need to establish internet connection via your mobile phone to continue your lesson. Please watch the video provided in the link below to learn how to connect your computers or smartboards in the classrooms to your mobile network.

- **Using phones for internet access**

The website is regularly updated in line with the needs, so we recommend that you check it periodically.

For technical support and questions, you can contact [destek@hisarschool.k12.tr](mailto:destek@hisarschool.k12.tr).

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Göktürk Merkez Mahallesi  
İstanbul Caddesi No:3  
Eyüpsultan/İstanbul 34077 Türkiye

Tel: +90 212 364 00 00  
Fax: +90 212 322 03 07