

# SCERT REPORT

Issue Two - November 16, 2020

## Online Learning Experience Survey:

Findings and Recommendations for  
Parents of Summit School Students

The Summit Centre for Education, Research, and Training (SCERT) sent a survey to Summit School staff with the goal of understanding their experience with online teaching during the COVID-19 pandemic.

This report was written by SCERT to summarize the results of Summit School staff feedback and to provide research-informed guidelines and resources should our school community need to transition to online learning again.



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## **SCERT Online Learning Experience Survey:**

### **Findings and Recommendations for Parents of Summit School Students**

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## **Introduction**

In March 2020, Summit School was faced with an unprecedented challenge when the COVID-19 pandemic forced the closure of schools across the province, nation, and world. In response, Summit School transitioned to online teaching to accommodate our population of students with various neurodevelopmental conditions. The Summit staff and families all pulled together to create a learning environment for our students that allowed them to interact with their peers, teachers, and support staff, and provided our students with a sense of normalcy and consistency during a difficult time.

Following this experience, the Summit Centre for Education, Research, and Training (SCERT) executive committee developed a survey aimed at better understanding the parents' and teachers' perceptions of the online learning platform, as well as developing guidelines and resources for our staff, students, and families should we need to transition to online learning again.

In this report, we summarize the results of the feedback received from Summit School's parents regarding the online learning experience that they shared with their child/children. Based on this feedback and a literature review, we have provided useful recommendations for families that may be useful during online instruction for children with neurodevelopmental conditions. Please note that the use of the term 'parent' comprises all parental figures, including legal guardians.

A special thank you to the Summit School families who completed our survey, and to the Summit School community for your patience, support, and positivity during the online learning experience.

### Who Responded?

One hundred and seventy-eight (178) parents of Summit School students responded to the survey and contributed to the findings presented here. The survey was entirely anonymous and voluntary.

The age of the children of the parents responding ranged between 5 and 21 years, with an average age of 13.8 years old. The proportion of primary diagnoses of children was representative of the overall population of students at Summit School; approximately half of students included in the survey had a reported primary Autism Spectrum Disorders (ASD) diagnosis (Figure 2). The parents reported attentional, social, and speech/language challenges most often when asked to describe their child’s challenges above and beyond their primary diagnosis (Figure 3). We particularly interested in identifying which resources were used at home for online learning during the school closure, as none were mandatory. Most students (93%) attended Zoom sessions with their child’s classroom teacher, and more than half (62%) accessed material from the classroom Padlet.

Figure 1. Frequency of participating parents’ children as a function of age

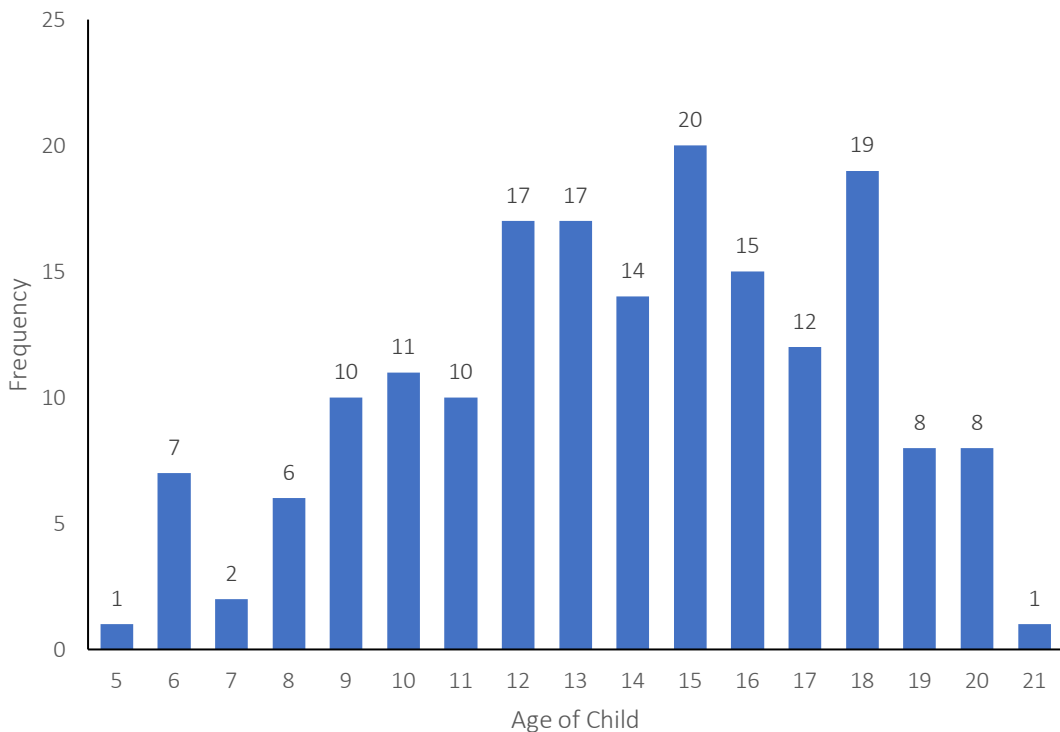
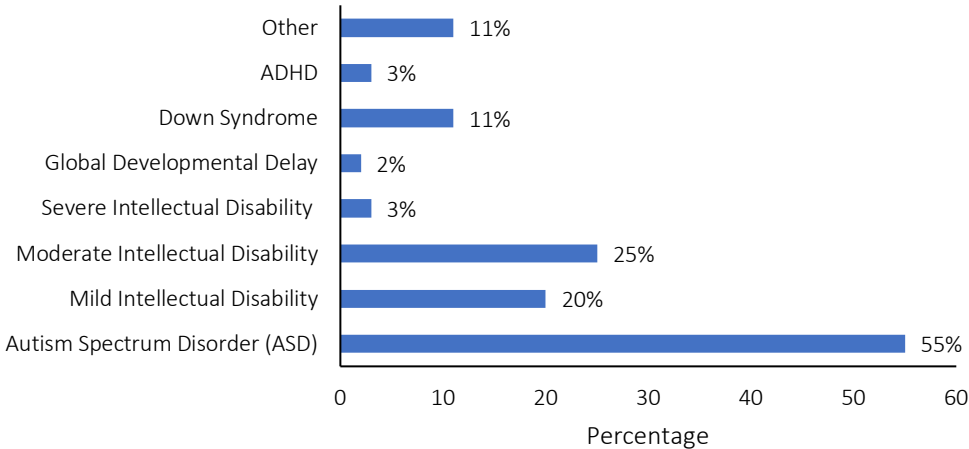
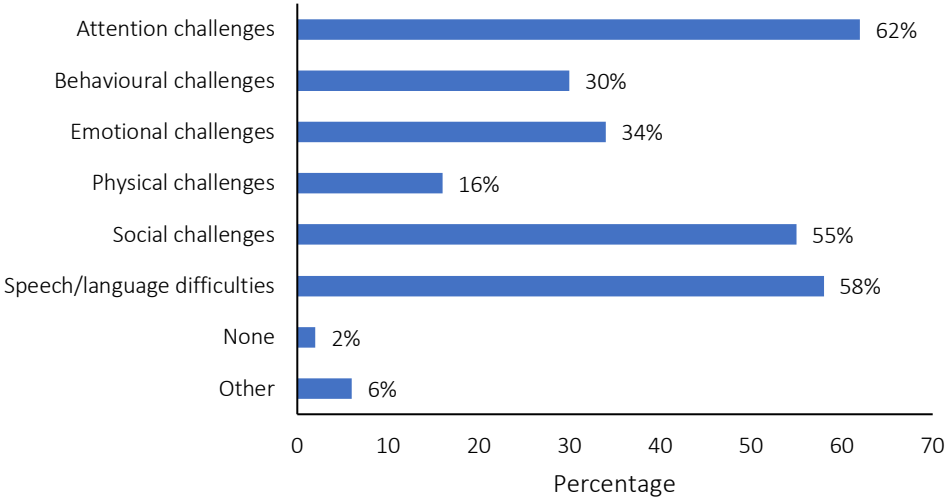


Figure 2. Proportion of primary student diagnoses reported by participating parents



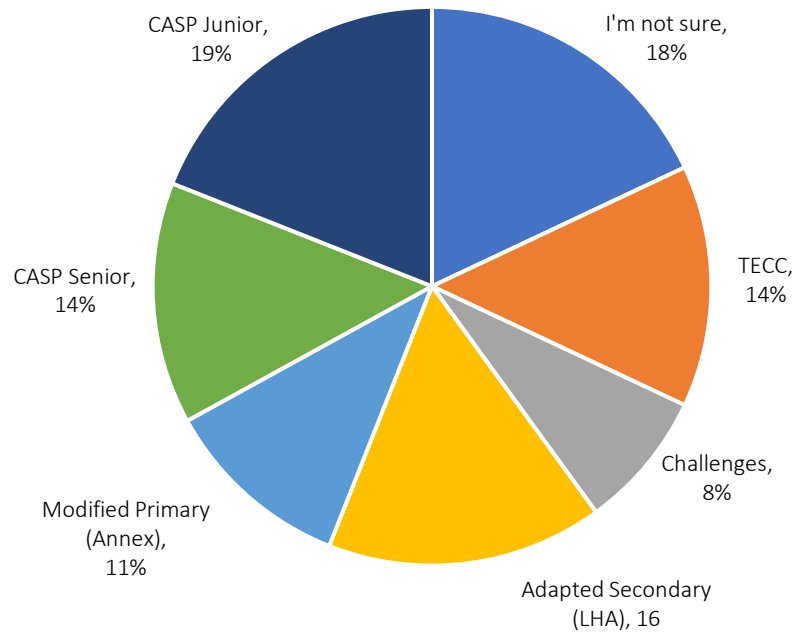
Note. Due to the frequency of multiple diagnoses among the Summit School students, the responding parents were encouraged to identify any additional diagnoses given to their child. A space was provided for parents to write this, and all these manual entries were grouped into the “Other” category.

Figure 3. Proportion of additional challenges children experience as reported by the participating parents



Note. The responding parents were encouraged to check as many challenges as their child had. A space was provided for the parents to write in any additional challenges, and all of these manual entries were grouped into the “Other” category.

Figure 4. Proportion of program membership of the children of the respondents



Note. Summit School offers six programs, each with its own objectives and criteria.

The children of the respondents included most age groups and Summit School programs (see Figure 4). The Preschool (within CASP Jr) enables children aged 4-6 with intellectual and developmental disabilities to develop basic competencies related to self-knowledge, life in society, and community. The Modified Primary program, located in the Annex of the Main Campus, is a modified elementary education program. The CASP (Competency-based Approach to Social Participation) program is designed to support the educational, social, and life skill development of students ages 6-15 years old. The Adapted/Modified Secondary program, located at the Lauren Hill Academy campus, provides students with a high school experience with modifications to meet the individual needs of the students. The Challenges program is a post-secondary program designed to foster the social integration of our students. The Work-Oriented Training Path program, located at the TECC campus, prepares students aged 15 years and older for a gradual transition from school to the workplace.

Please see <https://www.summit-school.com/programs> for more information.



## Parent Reported Pros and Cons of Online Learning

In the following section, we summarize the themes that characterized the parent-reported experiences regarding online learning. The parents were asked open-ended questions about their likes and dislikes of their experience. Their responses are categorized as the Pros and Cons of Online Learning as perceived by parents. Individual comments are provided in *italics*.

### PROS:

#### 1. Social interactions/connections with teachers and peers

*"Seeing all of his teachers and friends brought a smile to his face"*

*"stayed connected with his classmates and teachers"*

*"maintaining the sense of community"*

#### 2. Accessibility of learning from home

*"loved doing school in the comfort of his own home"*

*"no stress to physically go to school"*

*"not having to travel on the public bus"*

#### 3. Feeling safe during the pandemic

*"Face to face learning at school is the best but during this time of pandemic, safety is my priority"*

*"... keeping my child safe along with still being able to follow a curriculum"*

*"She likes it because she knows she's home and feels safe because I am home too"*

#### 4. Creative Arts and Physical Education classes

*"learning through music"*

*"music class, cooking, art..."*

*"Cooking, gym and dance classes"*

## CONS:

### **1. Format of platform**

*"[...] wasn't a fan of the screen switching from one person to another"*

*"the noise level of other students when the class or assembly was not muted was very difficult"*

### **2. Length of online session (both too long and too short)**

*"Lost interest after 30-40 minutes"*

*"[Online sessions were] not often enough or not long enough"*

*"[difficulties] focusing for the full hour"*

### **3. Technological issues**

*"Occasional internet issues"*

*"Unstable internet..."*

*"[some sessions] were hard to log on to"*

### **4. Difficulties learning in home environment**

*"[had difficulties] not going on YouTube or other non-educational games during class"*

*"noisy [home] environment"*

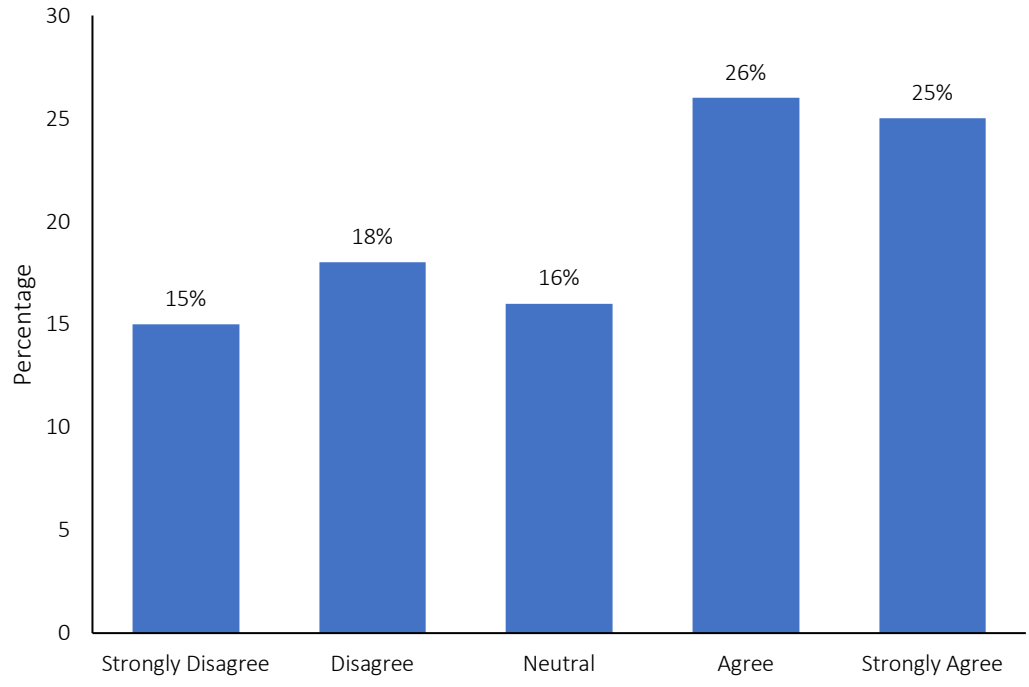


### Student Engagement

For the purpose of this survey, student engagement was divided into two components. One is academic or behavioural engagement, referring to observable behaviours displayed by the students in an academic context. The second is emotional engagement, which refers to the student’s social interactions, motivations, and interest (Hollingshead, Williamson & Carnahan, 2018). Academic engagement (based on observable academic responding, learning outcomes, etc.) was not considered in the survey as the Summit students were not academically assessed during this period of online learning.

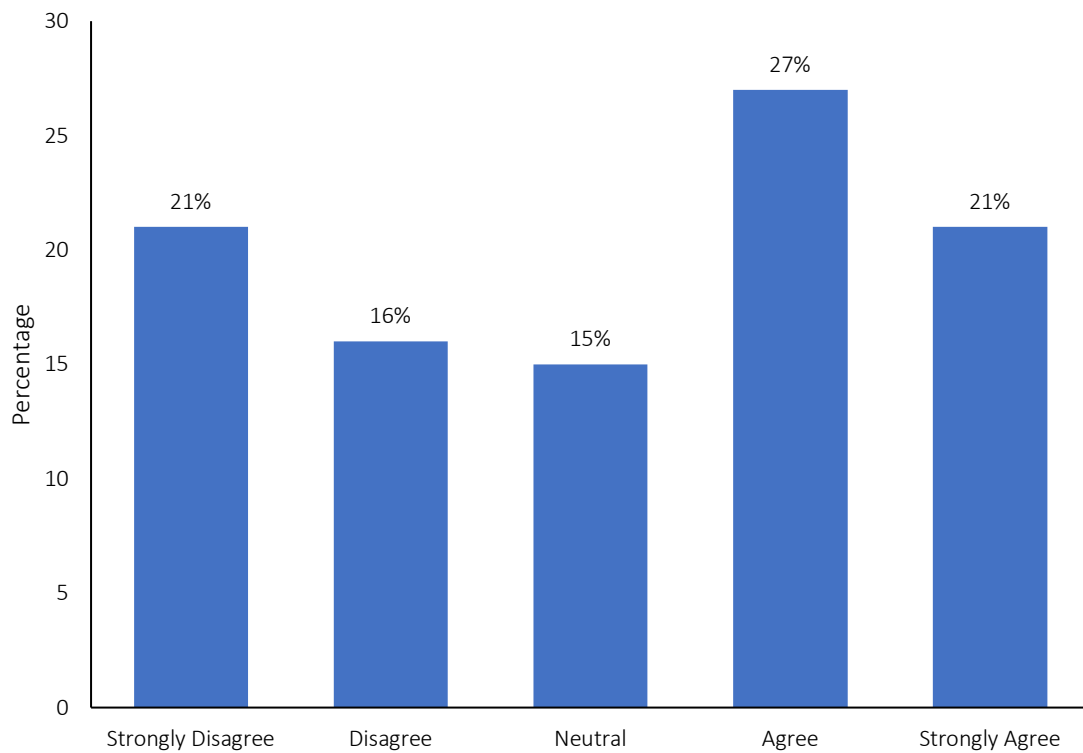
The responding parents reported adequate student engagement despite the new online setting for learning (see Figure 7). Some parents reported that their child quickly adapted to the online form of socialization and thoroughly enjoyed the experience, which enabled them to engage even more with their peers and teachers. Others emphasized that their children had difficulty focusing on the screen for prolonged periods, especially when multiple faces were presented during the Zoom sessions.

Figure 7. Overall, my child was engaged during online learning sessions.



The parents' responses varied considerably in relation to their child's level of motivation and participation in online learning (see Figure 8). This variability was largely related to the level of difficulty of the presented material and to their child's mood. The students' motivation level was reported to be largely dependent on a high level of parental involvement. The online activities, techniques, and/or strategies that kept the students most engaged included the social connections (especially during group discussions and games), the use of audiovisuals (e.g., pictures, videos, screen sharing), and the variety of classes that were offered (e.g., art, dance, cooking, music, yoga, etc.).

Figure 8. Overall, my child was motivated to initiate or complete his/her assigned activities while learning online.

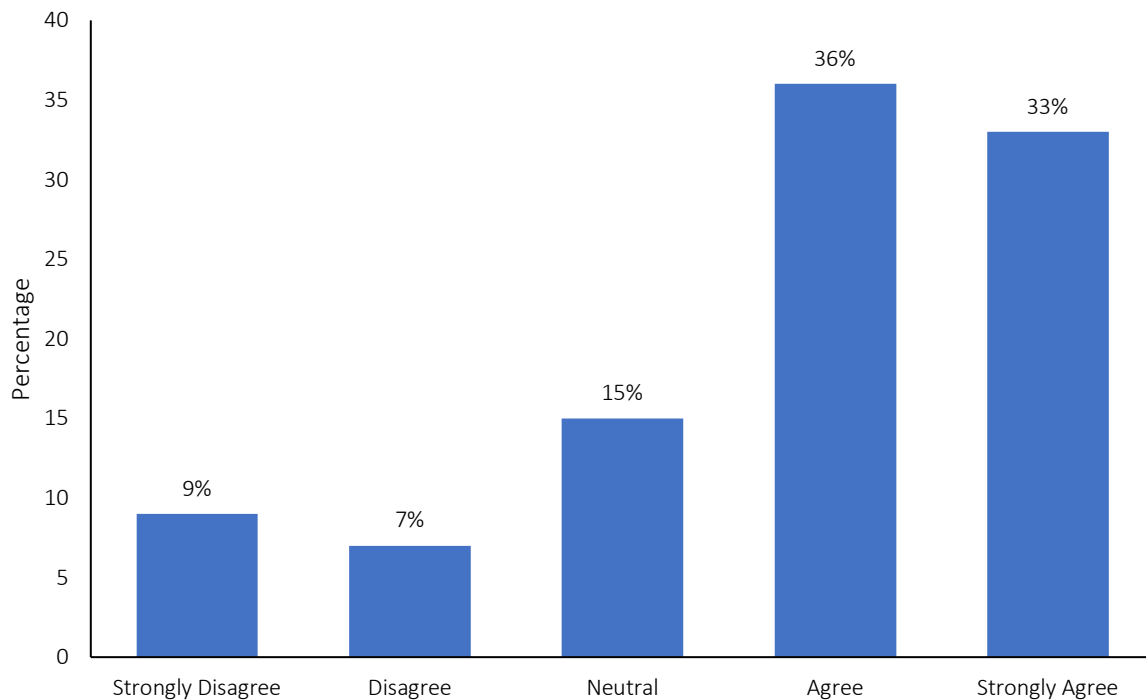


## Student Behaviour

Although many available online resources are designed to assist with positive behaviour management for online teaching, most are not supported by scientifically-sound, empirical research. This is clearly a niche for future researchers to focus on, particularly for students diagnosed with a neurodevelopmental condition.

We found that a majority of the responding parents either Strongly Agreed (33%) or Agreed (36%) that their child behaved appropriately during online learning sessions (see Figure 9). Despite this, many parents commented that their child was unsure of appropriate behaviours at the beginning of the online learning period. The parents reported that their children required prompts from the teacher and parent in order to behave appropriately. Some parents reported that the difficulty focusing on the screen and/or their child's dislike of using the screen amplified problem behaviours. Other parents reported that their children either would hide from the screen or wanted too much screen time.

Figure 9. Overall, my child behaved appropriately during online learning sessions.

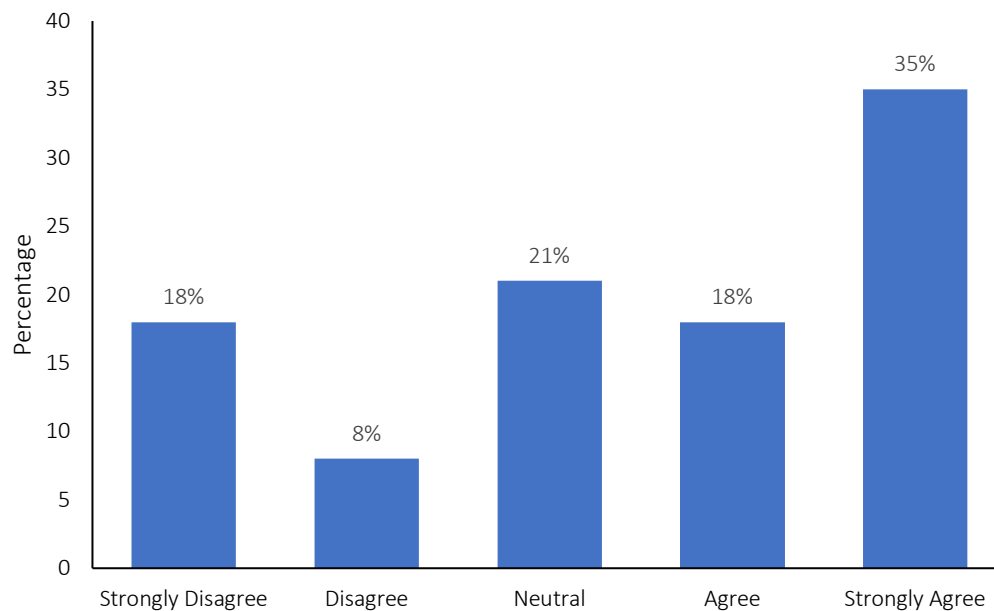


## Student Social Connectedness & Social Development

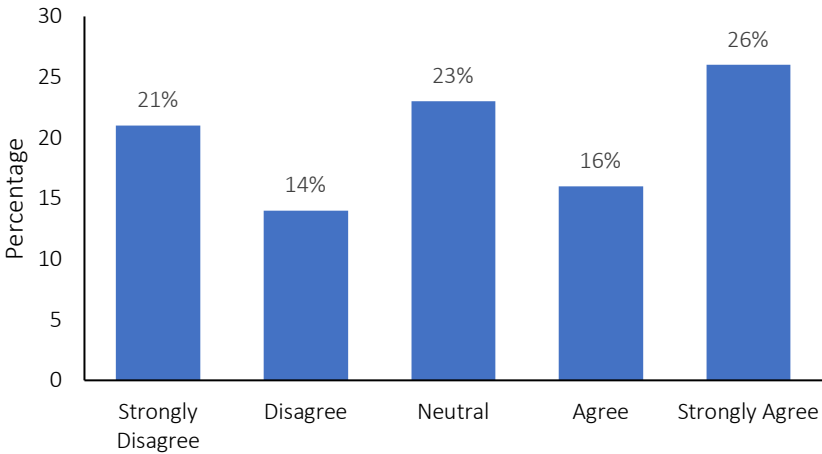
Social connectedness is possible through online learning and is linked to more positive emotional (McInerney & Roberts, 2004) and school (Muillenburg & Berge, 2007) outcomes. The development of an online community by emphasizing social and emotional connectedness is extraordinarily important to limit feelings of alienation and isolation during online learning (McInerney & Roberts, 2004). In addition, social interaction during online learning is linked to the effectiveness of the online learning program (Muillenburg & Berge, 2007).

Overall, the majority of the responding parents communicated that social skills are better developed in the classroom than online (see Figure 10). Nonetheless, about half of the parents agreed that the online learning during the lockdown offered their child an opportunity to develop their social skills (see Figure 11). Yet, the parents perceived their children as feeling slightly less connected with their peers (see Figure 12) as compared to with their teachers (see Figure 13), suggesting that more social time would be helpful. Similarly, many parents reported that they would have appreciated one-on-one time between their child and their child’s teacher(s) to provide additional social skills support.

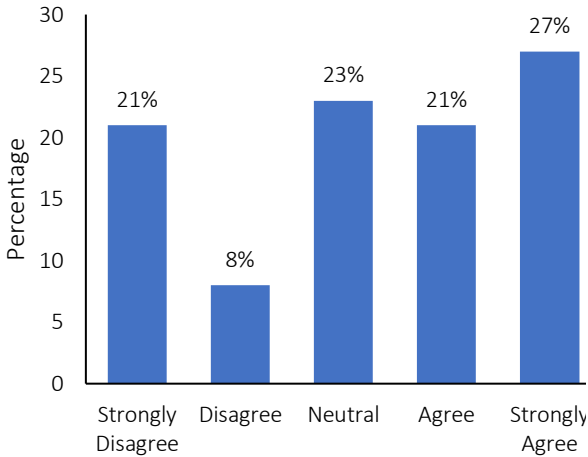
*Figure 10.* Online learning is an effective tool for promoting the social development of children with special needs when they do not have access to a typical classroom setting.



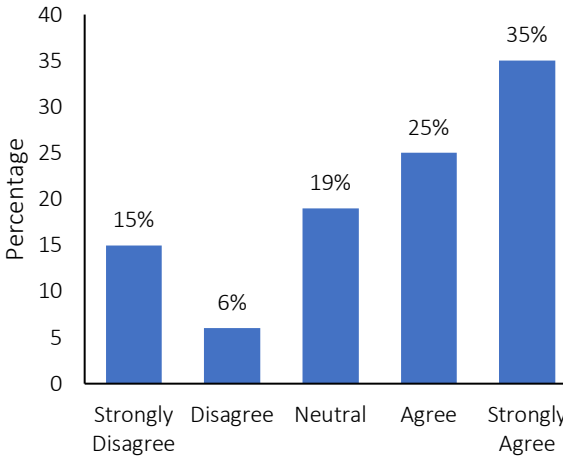
*Figure 11. Online learning gave my child important opportunities to practise and develop his/her social skills.*



*Figure 12. Overall, my child felt connected with his/her **peers** during online learning sessions.*



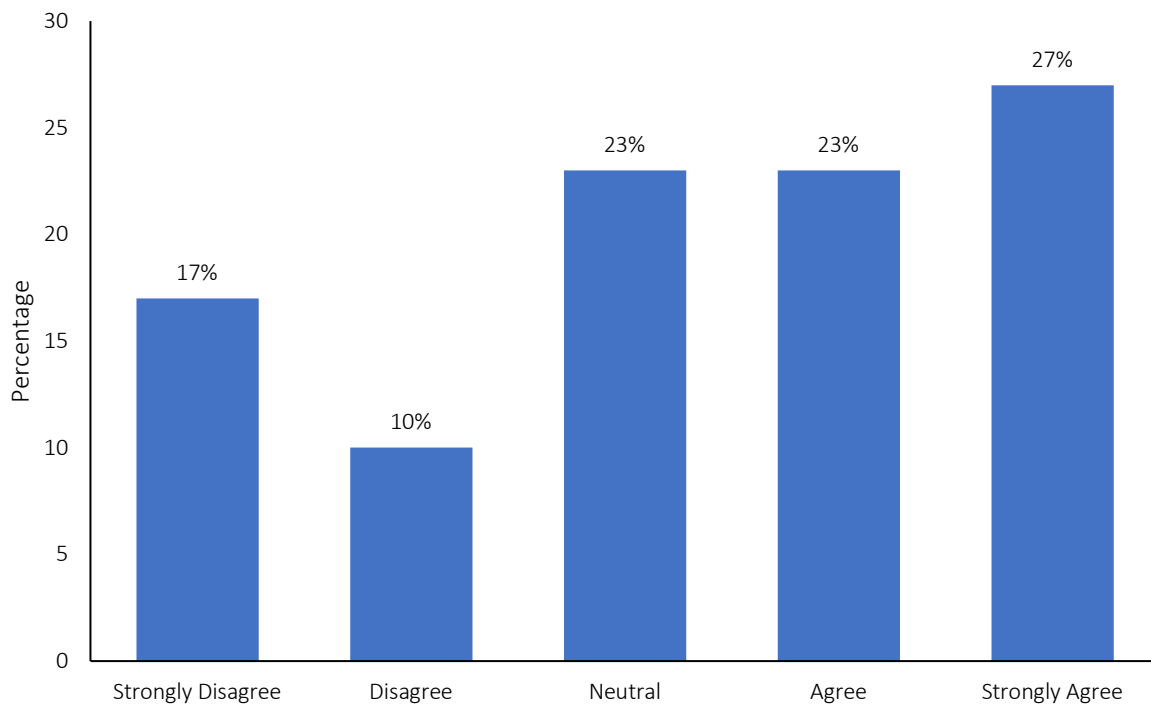
*Figure 13. Overall, my child felt connected with his/her **teachers** during online learning sessions.*



## Student Emotional Well-Being

Emotional support to both students and their families during the pandemic has been found to be essential for ensuring the well-being of online learners during the pandemic (Drane, Vernon & O’Shea, 2020). The responses concerning how the online learning experience affected the students’ emotional well-being were varied (see Figure 14). While most parents reported positive effects on their child’s emotional well-being (e.g. feeling good, grateful for opportunity to socialize, etc.), many also reported negative effects such as missing their school and friends, increased stress dealing with technology, increased presence of COVID-19 fears, etc. Additionally, negative effects on emotional well-being were reported by some parents, and were more common among the parents of younger children. The parents reported difficulties that they perceived to be unique to the population of children with neurodevelopmental conditions, including lack of comprehension of online environment, frustrations, difficulty attending to online material, and behaviours that could not be effectively managed by the teacher as he/she was not physically present.

Figure 14. Online learning promoted my child’s emotional well-being

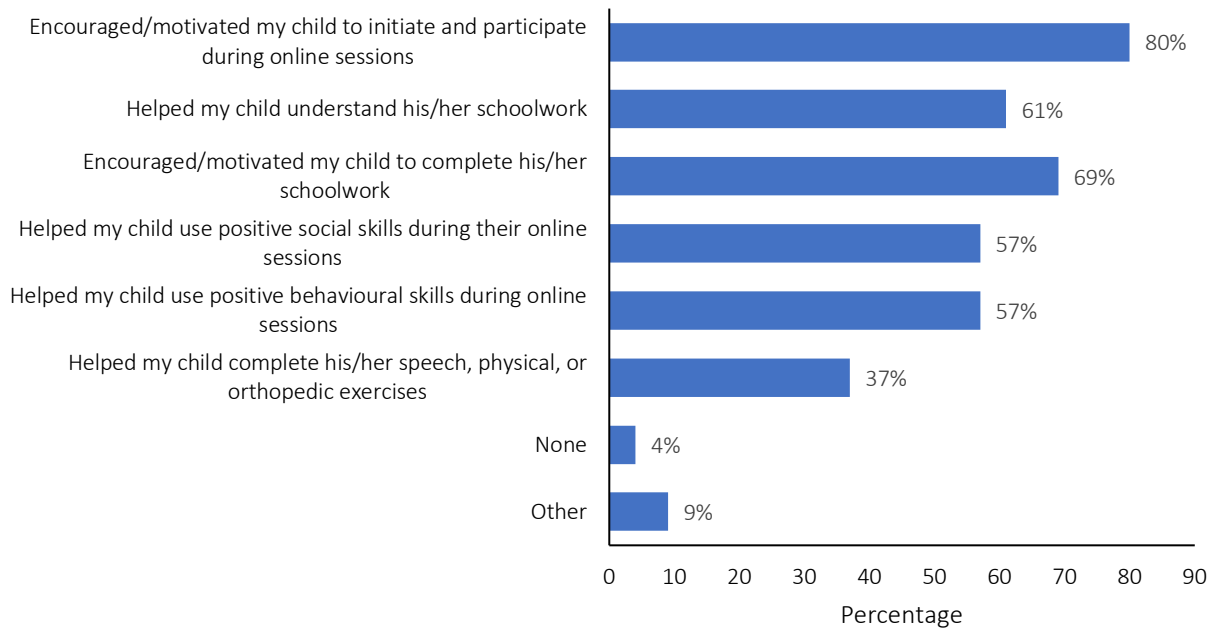




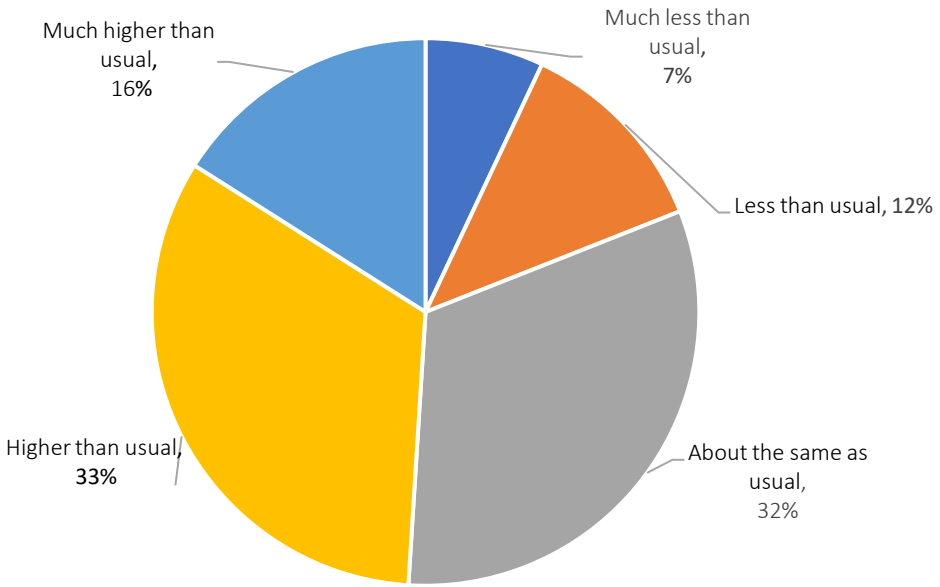
## Impact on Family Environment

The responding parents reported that the online learning experience required high involvement from them in order to have any impact on their child’s online learning. They needed to assume many roles to facilitate their child’s online learning (see Figure 15). The most common response was helping their child access online materials, and encouraging, motivating, and helping their child understand their schoolwork. In terms of the overall stress level in the family household during the period of online learning, results were mixed (see Figure 16). Some of the parents reported that online learning contributed to their stress, especially if they had more than one child enrolled in online learning or if they were working (either from home or an office). In addition, technical difficulties and learning how to use the technology contributed to stress at home (see Figure 17). Other parents reported that online learning provided a sense of normalcy, structure, and a routine that decreased family stress level (although, in some cases, contributed to the stress of the child).

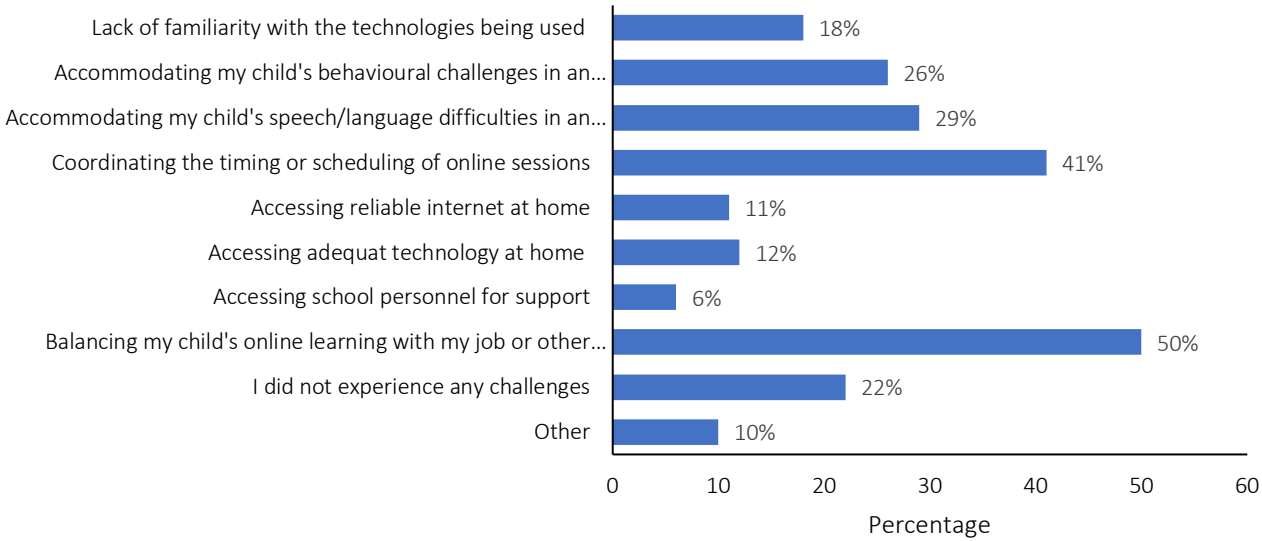
Figure 15. What roles did you assume as a parent during the online learning period?



*Figure 16.* How would you describe the family stress level in your home related to online learning?



*Figure 17.* As a parent, what challenges did you face related to your child’s online learning?



## Recommendations and Strategies to Implement at Home During Online Learning

Based on the parent feedback and a review of the relevant literature, the SCERT committee has developed the following recommendations that you can implement in your home to ensure a positive and productive online learning experience.

### **Recommendation #1.**

#### **Familiarize yourself with the platforms**

##### ***Resources to learn how to effectively use Zoom***

A common complaint among parents was that they were unsure how to use the platform, i.e., Zoom. Research has shown that when parents are not equipped with the proper knowledge of how to use a learning platform, parental engagement and communication with the school decreases (Selwyn et al., 2011).

As a result, we have prepared an instructional handout for families to learn more about how to participate in Zoom meetings and to use the available features (see Appendix 3).

In addition, Zoom has created excellent instructional videos on how to join Zoom meetings. An introductory video can be found here:

<https://support.zoom.us/hc/en-us/articles/201362193-Joining-a-meeting>

In particular, many parents reported that their children experienced difficulties in focusing when multiple faces were seen on the screen. Zoom has a built-in feature that enables the user to switch from gallery view (with all or most participants equally visible on the screen) to active speaker view (which enlarges the speaker's screen). This button can be found on the top right corner of the Zoom window. Switching from gallery view to active speaker view will enable both parents and students to view their teacher in a larger screen, while shrinking the screens of the other students.

If you require assistance with using any online platform, please contact your child's teacher.

## **Recommendation #2:**

### **Set up a proper learning environment for your child**

The following recommendations concerning the learning environment are suggested to provide an optimal workstation and online learning experience for your child. We understand that not all recommendations in the list can apply to every family, but we encourage you to explore how you can incorporate these recommendations into your homes to enhance your child's productivity, engagement and overall health. These recommendations are presented below in point form in no specific order of importance.

- Designate an area for online learning within the home environment that your child will use for every session. Provide adequate supplies and minimize clutter in this area.
- Select a desk that is at an adequate height for your child to comfortably rest their arms on while seating. Consider a standing desk with a mat on the floor (e.g., a yoga mat). Ensure that your device (e.g., laptop, tablet, etc.) is at eye level with your child.
- Choose an adjustable chair that offers lumbar support to the lower back.
- To prevent eye discomfort throughout long sessions of staring at the screen, encourage your child to look away from the screen every 20 minutes, adjust the brightness of the screen accordingly, and make sure the screen is at least 20 inches away from your child's face (The closer the screen, the harder their eyes will have to focus.)
- Ensure adequate lighting since lighter environments tend to keep you awake and aware, whereas darker environments lead to fatigue.
- Verify your Internet connections
- If you have multiple online learners at home, inform your child's teacher.
- Eliminate distractions including:
  - Online websites, games, social media. All should be turned off or muted during online learning sessions.
  - Food. The students should eat a meal or snack before the online learning sessions begin, and only be allowed a water bottle during a session.
  - Noise in the room that the child is learning in. Consider supplying your child with headphones during their online sessions.

For more information, please see:

*A Guide to Creating an Ergonomic Workstation for Studying*

<https://online.maryville.edu/blog/a-guide-to-creating-an-ergonomic-workstation-for-studying/>

If you have any questions, please contact your child's Occupational Therapist or visit:

<https://www.summit-school.com/occupational-therapy>

## **Recommendation #3:**

### **Be proactive in communicating with your child's teacher**

One of the many factors that promoted the engagement of parents was communication with their child's classroom teacher. Summit School parents welcomed the open communication with staff during the lockdown and would have appreciated even more frequent updates on their child. As a result, the Summit School teachers have been informed that communication is essential to Summit School parents in situations that a specific course will be taught virtually or if the school reverts to online learning in the future,. No standard form of communication has been recommended to teachers thus far, as this will vary by teachers' preferred method (e.g., email, phone calls) and according to the parents' accessibility and home context.

#### How to engage with your child's learning:

##### *Weekly check-in:*

Teachers will have weekly check-ins with their students and parents. These times will be devoted to discussing topics of interest and informing parents of what was discussed and worked on that week. Although these check-ins are optional for parents, they are highly encouraged if you are looking for additional information or support during online learning.

##### *Padlet:*

Remember to check your child's classroom Padlet as this will be updated weekly by the classroom teacher. The Padlet contains homework, additional resources, topics being taught, and many more! It is a great resource to keep you up to date on your child's online learning.

##### *Email:*

Feel free to email your child's classroom teacher or support staff. This is an excellent method of communication. Please be respectful in your communiques and understand that your child's teacher will respond as soon as feasible.

Discuss with your child's classroom teacher what method of communication works best for you, especially if you are not home during your child's online sessions (e.g., working). This will be a clear focus for both staff and parents should we return to online teaching.

## **Recommendation #4:**

### **Structure other activities throughout the day (Create a routine)**

Many parents reported that the online learning sessions provided by Summit School helped implement a learning routine during the pandemic. We would like to emphasize that a routine *outside of* online learning is just as important for children, especially during periods of social isolation at home. We recommended maintaining a family routine or schedule, similar to a regular school day schedule but with minor modifications.

Zoom calls with your child's teachers are only one part of the daily routine; meal times, bath time, chores, exercise, relaxation, and other tasks are included and should be established and reinforced to provide structure, routine, and familiarity in your child's day. Every family has a unique schedule or routine they follow, and some families are more flexible with this than others. Try to find a schedule that works best for your family. We recommend creating a visual schedule (including online learning sessions) for your child with pictures or photographs which can help your child anticipate the next daily activity and help increase independence.

For some examples of activities to incorporate into your child's routine, visit:

<https://www.autismsociety-nc.org/staying-structured-coronavirus/>

## **Recommendation #5:**

### **Incorporate breaks into your child's online learning sessions**

Many staff members and parents emphasized that the students were highly engaged during the Creative Arts (e.g., dance, music) and Physical Education Zoom. Therefore, these classes will be prioritized should Summit School return to online learning. In addition, art and movement breaks will be incorporated during general online instruction.

Teachers have been encouraged to incorporate the following types of breaks during online Zoom sessions: movement breaks, yoga or deep breathing breaks, resting their eyes, etc. In addition, teachers are encouraged to incorporate the arts into their lectures.

How can you incorporate breaks into your child's online learning sessions?

- Movement: have your child sit on an exercise ball if they have a lot of energy (see <https://www.gaiam.com/blogs/discover/how-sitting-on-a-ball-helps-kids-focus-and-do-better-in-school> )
- Practise breathing before and after online sessions with eyes closed
- Stretch during class breaks
- Visit the Summit School YouTube channel for some inspiration! We have diverse videos providing content to our students (e.g., yoga, music, and many more).



## Conclusion

Overall, the responding parents were grateful for the online learning support provided by Summit School, as it allowed their children to continue learning and interacting with their peers and teachers in a safe environment during the pandemic. Certain difficulties and challenges that were noted provided insight to areas of improvement and guiding recommendations should Summit School need to return to online learning. Thus, this survey allowed us to better understand the dynamics of online instruction through the lens of parents, legal guardians, and families of the students at Summit School.

The COVID-19 pandemic provided a setting for an “experiment in nature” that enabled us to examine this topic. However, online learning for students with neurodevelopmental conditions is not just related to the pandemic as many students with learning challenges learn online for any number of reasons.

The SCERT committee would like to thank all parents who participated in this survey and helped SCERT collect valuable preliminary data on views of online learning. If you have any additional comments, suggestions or questions regarding these findings, please contact our research coordinator, Taryn Perelmiter, by email at [[scert@summit-school.com](mailto:scert@summit-school.com)], or visit our [SCERT](#) website.

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## APPENDICES

**Appendix 1: Summary of Findings**

**Appendix 2: Summary of Recommendations**

**Appendix 3: Using Zoom**

Based on [https://www.goucher.edu/learn/graduate-programs/distance-learning-resources/documents/student\\_documents/HowtoParticipateInAZoomMeeting.pdf](https://www.goucher.edu/learn/graduate-programs/distance-learning-resources/documents/student_documents/HowtoParticipateInAZoomMeeting.pdf)

# SCERT REPORT

## ISSUE TWO: SCERT Online Learning Experience Survey

### SUMMARY OF FINDINGS

Please refer to the “*SCERT Report Issue 2: SCERT Online Learning Experience Survey*” for more information and resources

#### *Pros of Online Learning (Pg.6)*

1. Social interactions/connections with teachers and peers
2. Accessibility of learning from home
3. Feeling safe during the pandemic
4. Creative Arts and Physical Education classes

#### *Cons of Online Learning (Pg.7)*

1. Format of platform
2. Length of online session (both too long and too short)
3. Technological issues
4. Difficulties learning in home environment

#### *Student Engagement and Behaviour (Pg.8-10)*

- Variability of responses related to difficulty level of presented material and child's mood
- High level of reported parental involvement
- Children were unsure of appropriate behaviours at the beginning of the online learning period but quickly learned and adjusted accordingly

#### *Student Social Connectedness and Emotional Well-Being (Pg.11-13)*

- Social skills were perceived to be better developed in the classroom than at home
- Increases in class social time led to increased connectedness that their children felt towards peers and teachers
- Positive effects on child's emotional well-being

#### *Parent/Family Involvement (Pg.14-15)*

- Parents assumed many new roles to facilitate their child's online learning
- Almost half the respondents reported higher or much higher family stress levels in the house; some attributing this to the pandemic only whereas others noted that online learning added family stress
- Main challenge for parents was balancing their child's online learning with their job or other responsibilities



# SCERT REPORT

## ISSUE TWO: SCERT Online Learning Experience Survey

### SUMMARY OF RECOMMENDATIONS

Please refer to the *"SCERT Report Issue 2: SCERT Online Learning Experience Survey"* for more information and resources

#### **Recommendation 1:**

##### **Familiarize yourself with the platforms**

- Please see the detailed instructions on how to participate in a Zoom meeting (refer to SCERT Report Issue 2 or the SCERT website)
- Zoom has excellent instructional videos on how to join Zoom meetings

#### **Recommendation 2:**

##### **Set up a proper learning environment**

- Recommendations concerning distractions, desk set-up, and more can be found in the SCERT Report Issue 2

#### **Recommendation 3:**

##### **Be proactive in communicating with your child's teacher**

- Teachers will be providing weekly check-ins dedicated to answering parent questions and updating parents on student progress
- Make use of the classroom Padlet for resources, homework, topics being taught, etc.
- Feel free to email your child's classroom teacher or support staff

#### **Recommendation 4:**

##### **Structure other activities throughout the day**

- Stick to a regular daily schedule or routine
- Create a visual schedule for your child with pictures or photographs

#### **Recommendation 5:**

##### **Incorporate breaks into your child's online learning sessions**

- Movement breaks – e.g., have your child sit on an exercise ball
  - Breathing/relaxation before and after online sessions
  - Stretch during class
- Visit the Summit School YouTube channel







## Summit School's Guide to Participating in a Zoom Session

Your child's teacher is providing virtual classes via Zoom. Are you unsure or uncomfortable using Zoom?

This guide was prepared to assist Summit School parents with using Zoom and will discuss how to join a Zoom meeting, what features are available to you as an attendee, and provide additional resources for your information.

### Joining a Zoom session:

In order to log on to a Zoom session, your child's teacher will need to send you an invitation to join their "meeting". Summit School teachers tend to use Zoom links, or less frequently, a meeting ID.

### ZOOM LINK:

If you are sent a link (i.e., in an email), you can either click on the link (if it is hyperlinked) to open a new webpage which will automatically connect you to the meeting. If the link is not hyperlinked, simply copy and paste the link into a new web browser page.

### MEETING ID:

If you are sent a Meeting ID (and password), then you will need to go to the Zoom webpage (<https://zoom.us/>) or app (Download here: [https://zoom.us/download#client\\_4meeting](https://zoom.us/download#client_4meeting)).

### Using a Meeting ID on the WEBSITE:

Click on the Join A Meeting button on the top right of the screen

JOIN A MEETING    HOST A MEETING ▾    MY ACCOUNT

The following will appear:

#### Join a Meeting

Enter the Meeting ID.

You may be prompted next to enter the password.

This will grant you access to join the Zoom session your child's teacher is providing.

You will next be prompted to join with or without audio and video. We recommend joining each meeting with both audio and video enabled.



## Using a Meeting ID on the Zoom App:

Once downloaded, go to the Zoom app.

Click on Join a Meeting and enter the Meeting ID.

You can also personalize your name. We recommend writing your child's name in full here so that the teacher will recognize the incoming attendee.

The default settings are to join the meeting with audio and video connected. We recommend keeping these settings as is and not opting out.

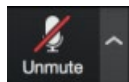
## Features available to attendees

Congratulations! You are now logged on to a Zoom meeting with your child's teacher. You should be able to see the control bar at the bottom of your screen:



From left to right, let us review the buttons in the control bar:

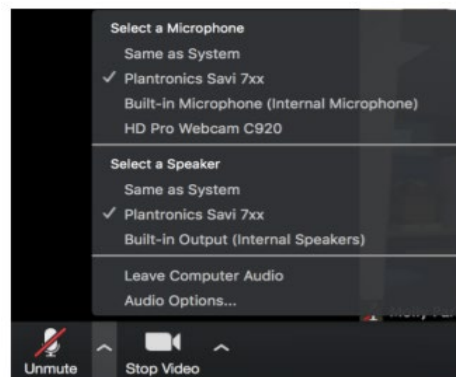
### ***Mute/Unmute and Audio Settings***

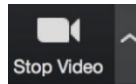


By pressing the microphone button, you can mute/unmute yourself in a meeting.

The host has the ability to mute you and your child as well.

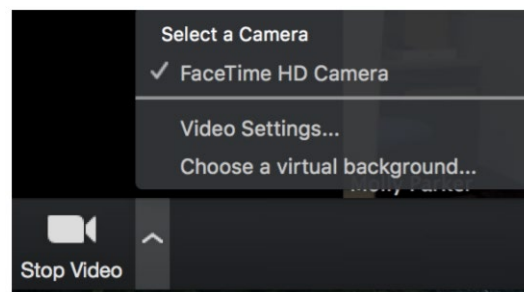
If you click on the arrow next to the microphone, you will have additional options for audio settings that you can customize (e.g., changing your microphone or speaker, leave computer audio, audio options...)



***Start/Stop Video and Video Settings***

By pressing the video button, you can turn your camera on/off.

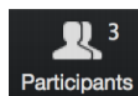
If you click the arrow next to the video button, you will have additional options for video settings that you can customize.



You may also be able to choose a virtual background if the host has allowed this option for attendees. By clicking the button, you will be prompted to select an image that will display as your background.

***Invite Other Participants***

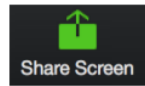
As a parent/student attending a Zoom session, you will not be able to invite other participants to join a virtual class. Please contact your child's teacher if you require an invitation sent to a different email account.

***Participants***

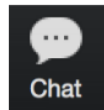
If you click on Participants, you can see who is currently attending the meeting.

You will also be able to click the Raise Hand button below the list of attendees.

Clicking the Raise Hand button notifies the host and shows a hand icon simulating a real raised hand with a question.

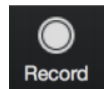
**Share Screen**

If the host allows, you can share your screen during the meeting. Bear in mind that the host always has the ability to cancel your screen share.

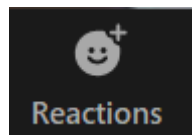
**Chat**

By clicking the chat button, you will open the chat window and can send or view messages.

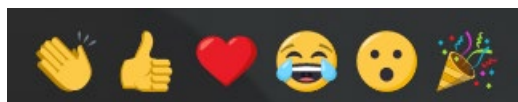
Sending messages: You can chat with all attendees in the meeting or with select participants by clicking the drop down next to *To:* to change who you are chatting with.

**Record**

The host will can grant you permission to record the Zoom session. Please contact your child's teacher before attempting to record the meeting on another device. Recording without permission is prohibited due to confidentiality.

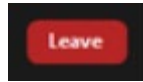
**Reactions**

The newer versions of Zoom also have the Reactions button. By clicking this button, there will be options for reactions:

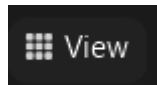


By clicking a reaction, the selected icon will appear on your screen for all participants to see.

Please use this feature only with permission from your child's teacher.

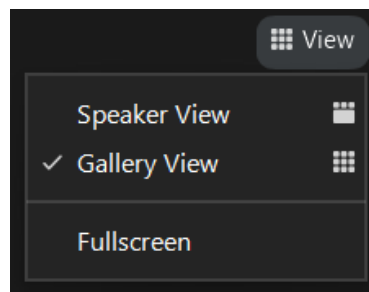
***Leave Meeting***

You can leave the meeting at any time by clicking on the *Leave Meeting* option at the lower right corner of the Zoom window. The host also has the option to remove participants from the meeting. At the end of the virtual class, the host can end the meeting for all attendees.

***Choosing Video Layout***

Zoom gives you the option of two different views for Zoom class. There is the Gallery View which displays all participants in equal size, displaying up to 49 participants at a time before adding a second page to view participants. This is typically the default. In addition, there is the Active Speaker View which enlarges the video window of the person who is speaking and shrinks the other attendees' video screens.

You can choose between the two views by clicking the *View* button at the top right of the Zoom window.



Other Zoom Pointers:

***Make sure your child is dressed appropriately.***

***Choose a quiet spot to set up for class.***

***Turn off cell phones, TV or any other devices.***

***Make sure all games, apps or other programs are closed.***

**Other resources:**

Getting started with Zoom: <https://support.zoom.us/hc/en-us/categories/200101697>

Penn State's Participating in a Zoom Meeting, Quick Start Guide:  
<https://itld.psu.edu/training/participating-zoom-meeting-quick-start-guide>

For more information about Zoom and how to use its features: <https://www.pocket-lint.com/apps/news/151426-what-is-zoom-and-how-does-it-work-plus-tips-and-tricks>

**Adapted from:**

<https://support.zoom.us/hc/en-us/articles/201362193-Joining-a-meeting>

[https://support.zoom.us/hc/en-us/articles/201362663-Joining-a-meeting-by-phone#\\_bed3d657-6064-4c52-8cc7-42eff6315e4f](https://support.zoom.us/hc/en-us/articles/201362663-Joining-a-meeting-by-phone#_bed3d657-6064-4c52-8cc7-42eff6315e4f)

[https://www.goucher.edu/learn/graduate-programs/distance-learning-resources/documents/student\\_documents/HowtoParticipateInAZoomMeeting.pdf](https://www.goucher.edu/learn/graduate-programs/distance-learning-resources/documents/student_documents/HowtoParticipateInAZoomMeeting.pdf)