

# Virtual Field Trips

Providing Equitable, Engaging Experiences

June 24, 2020



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

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# Session Norms

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Please

- Mute your computer unless you are speaking to the group
- Sign-in on the following sheet  
<https://tinyurl.com/y8vqdjo7>
- Add questions or comments to the chat during the presentation

**This session is being recorded!**

# Mississippi Department of Education

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## VISION

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To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## MISSION

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

# State Board of Education Goals

## STRATEGIC PLAN

1

**ALL**  
Students  
Proficient  
and Showing  
Growth in  
All Assessed  
Areas



2

**EVERY**  
Student  
Graduates  
from High  
School and  
is Ready for  
College and  
Career



3

**EVERY**  
Child Has  
Access to  
a High-  
Quality Early  
Childhood  
Program



4

**EVERY**  
School Has  
Effective  
Teachers and  
Leaders



5

**EVERY**  
Community  
Effectively  
Uses a  
World-Class  
Data System  
to Improve  
Student  
Outcomes



6

**EVERY**  
School and  
District is  
Rated “C”  
or Higher





# Session Goals

1. Understand the benefits of the field trip experience to English Learners
2. Learn how to plan a successful virtual field trip
  - Preparation
  - Field trip day
  - After the field trip
  - How to provide an equitable experience



## Poll Activity

When you hear “virtual field trip,” what is the first word that comes to mind? Scan the QR code and record your answer in the black response box!

You can also go to [www.menti.com](https://www.menti.com) and use the code **40 21 27** or click <https://www.menti.com/x4ggv7g36y> to access the poll!



## 6 Key Considerations for Supporting ELs with Distance Learning

1. Develop and maintain a powerful connection between home and school
2. Focus on rich academic language
3. Emphasize oral language
4. Teach thematically
5. Utilize specifically differentiated instruction
6. Encourage continued development of the home language as well as English

# Teach Thematically

- Students engage more deeply when they can become “experts” in a topic
- Curate multilingual thematic video collections and articles in Google classroom
- Align your language arts assignments to your theme by intentionally selecting reading or articles that build on the related social studies or science theme



# Focus on Rich Academic Vocabulary

- Select vocabulary you want students to learn (content and [tier II](#))
- Teach [language function](#) words and phrases (describe, contrast, caused by, characteristic, etc.) or other language that they need in order to process and discuss the content
- Incorporate technology, images, videos, and total physical response to teach new vocabulary
- Create intentional Think Pair Share prompts or writing prompts that push students to use the new vocabulary
- Pre-teach vocabulary to ELs to support their comprehension and ability to access the content during lessons

# The Benefits of Field Trips for English Learners



# The Benefits of Field Trips for English Learners

Field trips provide students with:

- New vocabulary and a chance to develop visual literacy
- Opportunities to build background information
- A shared experience, which can strengthen relationships
- A more holistic, integrated picture of the content
- Multi-sensory learning opportunities



# Preparing for the Field Trip

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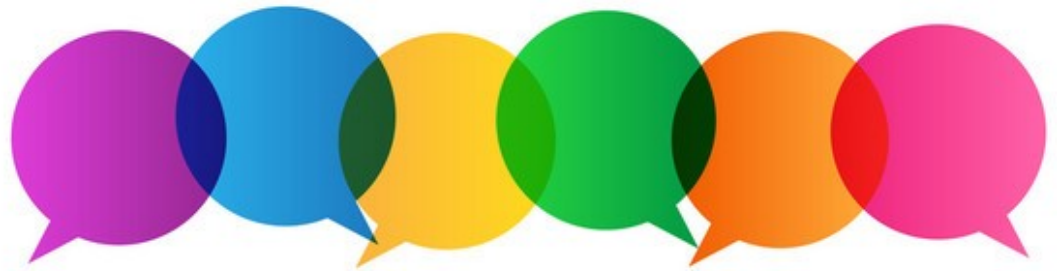
## Before the Trip: Academic Preparation

- Tie the trip into the unit or concept students have been studying
- Introduce the field trip
  - Alignment to the concepts learned in class
  - Educational goal(s) of the activity



## Before the Trip: Vocabulary

- Prepare a vocabulary sheet for students to use during the field trip
  - Write in definitions
  - Draw pictures
  - Translate terms



## Before the Trip: Activity Goal

- Determine a meaningful activity students will engage in on the trip
  - Supports the big idea of the unit
  - Interactive
  - Simple, but requires analytical thought
- Explain the goal to students *prior* to the trip



## Activity Goal: Example

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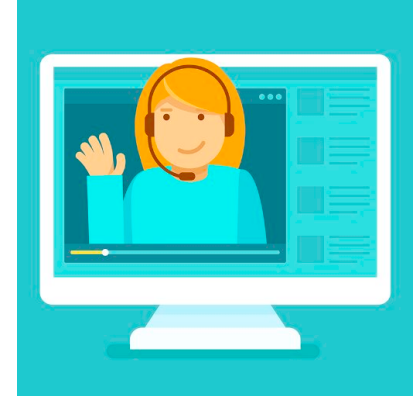
Our students will be taking a virtual field trip to both Karijini Gorge in Australia and Oak Creek Canyon in Arizona to study the rock formations in both locations to help them make hypothesis on why the rocks on Mars are red.

Students are given a question such as:

"What do you think the red rocks at Karijini Gorge and Oak Creek Canyon can tell us about why the rocks on Mars are red? Support your answer with things you see and learn on the field trip."

## Before the Trip: Behavior

- Remind students of appropriate behavior
  - Virtual etiquette
  - Special rules for engaging with the virtual environment
    - 1) How to point out something of interest
    - 2) When to ask questions or discuss a new idea



## Before the Trip: Schedule

- Identify how much time you will want to devote to activities or sites
- Consider where students may want to spend more time
- Review the schedule with students so they know what to expect



# A Virtual Experience: Field Trip Day



## Field Trip Day: Check Tech

- Prior to “leaving” for your trip, ensure all tech components are working on your end
- Have students practice using any virtual tools they may need before the trip starts
- Prep your toolbar – have videos preloaded and links pulled up so you do not waste time





# Let's Go!

<https://vft.asu.edu/>

## "Red Rocks" virtual field trip

ASU Arizona State University

ASU Home ▾ My ASU ▾ Colleges and Schools ▾ Map and Locations ▾ Directory

# VIRTUAL FIELD TRIPS

Seeking answers through exploration

ABOUT CONTACT PARTNERS

## EXTINCTION

An Adventure Through Time

Click here to Explore this VFT

Click [HERE](#) to learn more about VFT's (and view various screen shots), or else select a Virtual Field Trip below to begin.

VFT's with icons:  
This icon represents Field Trips that are Interactive Lab Enabled  
This icon represents Field Trips that are also Adaptive pathways/feedback enabled

Select a Virtual Field Trip Below

- biological Anthropology Earth
- Marble Bar Australia
- Living Microorganisms Shark Bay, Australia
- Karijini Gorge Banded Iron Formations Australia
- Knossos Locality ANCIENT LAKE ENVIRONMENTS Australia
- Dresser Formation EARLIEST RECORD OF LIFE Australia
- UPHEAVAL

# After the Field Trip:

## Continued Learning

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## After the Trip: Reflection

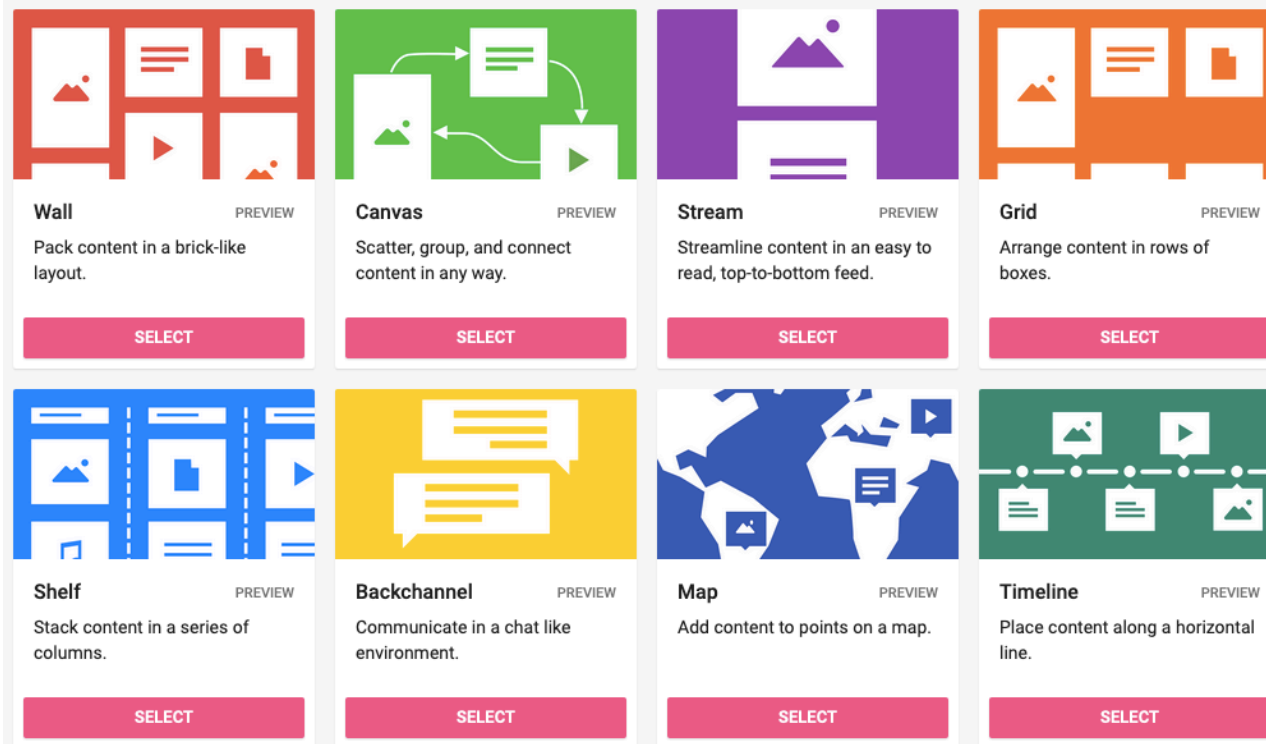
- Have students complete a writing activity where they reflect on what they learned and apply vocabulary from the trip
  - Utilize graphic organizers where possible
- Share responses to the field trip assignments
  - Chatterpix, SeeSaw, FlipGrid, etc.



## Bulletin Boards

- Use websites like Padlet to have students share their experiences, thoughts, and pictures from the trip
- Create a virtual bulletin board as a reminder of the vocabulary that was acquired and used during the trip
- **Look at a sample Padlet bulletin board:**  
<https://padlet.com/lmartin164/xk1weca9aq94enn0>

# Continue the Learning, and the Conversation: Padlet



Customize the experience!

Encourage conversation!

Posting

**Attribution**  
Display author name above each post? ☒

**Comments**  
Allow viewers to comment on posts? ☒

**Reactions**  
Grade, star, upvote, or like posts? ★ Star >

Content Filtering

**Require Approval**  
Require a moderator to approve. ☒

**Filter Profanity**  
Replace bad words with nice emojis. ☒

# Providing an Equitable Experience: Field Trip Bags

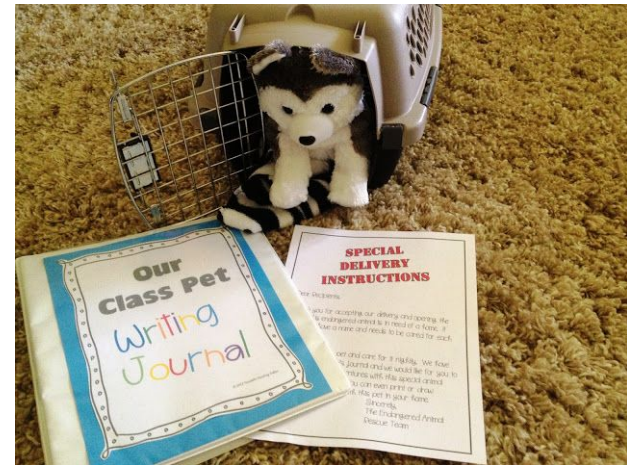




## Think about it...

...this isn't a new concept!

- Class pet weekend babysitter
- "Reading Buddy" and journal
- Subscription kits



## Field Trip Bag Components

- Ziplock bag (gallon sized or larger)
- Age-appropriate books that can help students build background knowledge
- Vocabulary cards (with pictures)
- Realia related to the topic
- Any activity sheets students might need for building content knowledge or recording thoughts and reflections



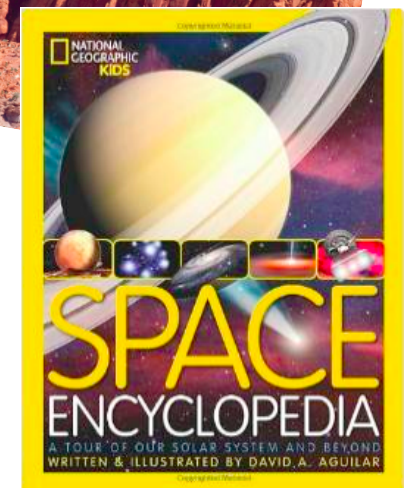
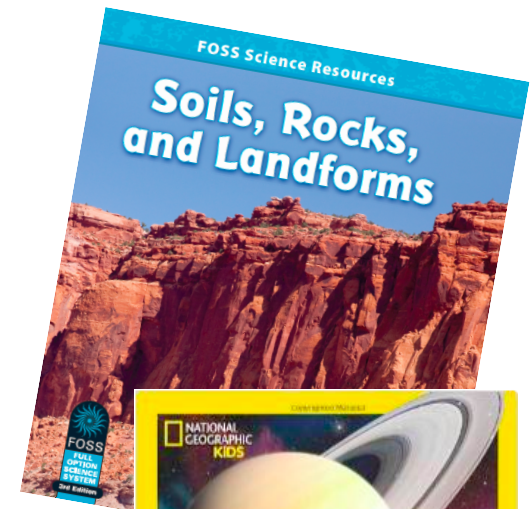
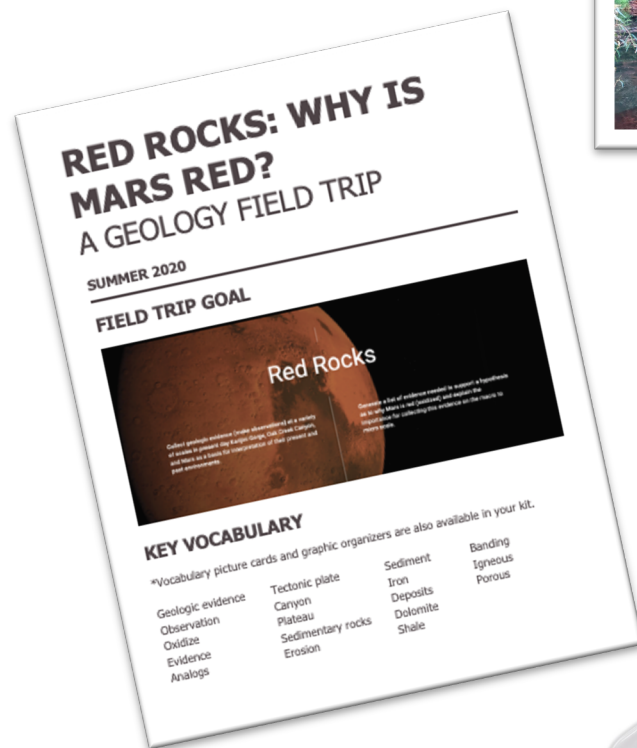


## Realia Ideas and Examples

- Rocks, crystals, minerals
- Magnifying glass
- Stuffed or model animals
- Paint kit or art supplies
- Blocks, rubber bands, clay, straws, other building materials
- Owl pellets
- Seeds
- Jars, bottles, beakers
- Jar of vinegar, baking soda, food coloring, other experiment materials

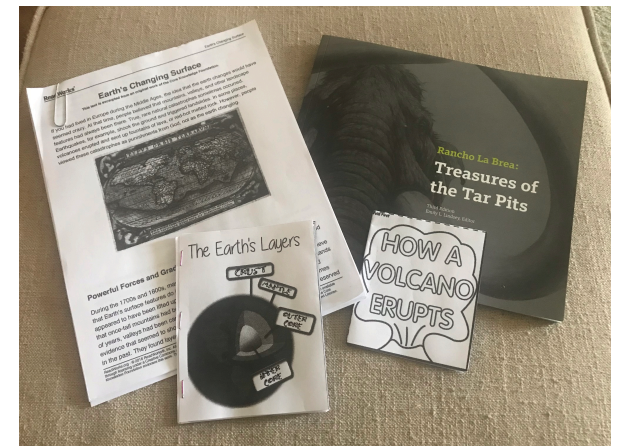
*Look to subscription mail kits for more ideas!*

# Let's Look Inside: Red Rocks Field Trip Bag





# Field Trip Bag Example



# Tools





# Rocks



## Questions to Ask When Creating a Field Trip Bag

- What is the full scope of the virtual experience? What were the most important aspects to bring to life?
- What background knowledge do my students need to access this experience? What are different ways to get that information to them?
- What hands-on materials can I add so the experience is engaging and exciting? What might the students already have at home?
- What information do I want them to leave the experience with?  
How do I know what they learned?

## Keep In Mind...

- It may be worthwhile to do a tech access inventory with your students prior to making your bags.
- It will take extra creativity, research, and planning on the front end.
- Field Trip Bags can be reused, with only a few pieces replaced.
- It will be worth it!



## Independent Reading and Reflection: **OPTION 1**

- Read the ¡Colorin Colorado! article:  
*Distance Learning for ELLs: Planning Instruction*  
<https://www.colorincolorado.org/article/distance-learning-ells-instruction>
- Complete a Distance Learning Schedule and write a reflection on aspects of the article that will be most beneficial to your teaching.
- Submit your reflection to: <https://tinyurl.com/yazrupxz>



## Independent Reading and Reflection: **OPTION 2**

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- Find a virtual field trip experience appropriate for the grade(s) you teach. Complete the field trip experience, then identify how you would make a Field Trip Bag for that same experience.
- Submit your reflection to <https://tinyurl.com/yazrupxz>. Include the link to the original virtual field trip as well as your Field Trip Bag outline.

## Independent Practice

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- Independent practice items are due by close of business July 1, 2020
- Please upload assignments to: <https://tinyurl.com/yazrupxz>
- If you have trouble uploading, email your assignment to Sandy Elliott at [selliott@mdek12.org](mailto:selliott@mdek12.org)

# Virtual Field Trips: Explore!

## PRIMARY

<https://www.packmoreintolife.com/>



<http://www.e-missions.net/elabs/>



<https://www.clevelandart.org/learn/educators/distance-learning>



<https://longwoodgardens.org/education/k-12-programs/virtual-field-trips>



<https://naturalhistory.si.edu/visit/virtual-tour>



# Virtual Field Trips: Explore!

## SECONDARY

<https://vft.asu.edu/>



<http://www.e-missions.net/>



<https://www.clevelandart.org/learn/educators/distance-learning>



<https://www.nationalgeographic.org/education/student-experiences/explorer-classroom/>



<http://www.exploringbytheseat.com/>



<https://www.goosechase.com/edu/>



## Resources

- <https://www.colorincolorado.org/article/successful-field-trips-english-language-learners>
- <https://shaelynnfarnsworth.com/2016/07/30/5-google-resources-you-never-knew-existed/>
- <https://www.commonsense.org/education/top-picks/virtual-field-trip-apps-and-websites>
- <https://www.scholastic.com/teachers/articles/teaching-content/virtual-field-trips/>
- <https://www.differentiatedteaching.com/digital-field-trips/>

## Watch Later Videos

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Following the completion of this webinar, check out these how-to videos for other online tools to use with your students:

[SeeSaw](#)

[FlipGrid](#)

[Chatterpix](#)

[Padlet](#)

# English Learner Contacts

## Instruction

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