Before COVID, I had started using the station rotation model in-person with my students. I found that it was an effective way to create opportunities for students to do independent work, collaborate in groups, and have time to check in with me during each class. I appreciated the opportunity to check in with students and create balanced classes in which students are engaged in a variety of tasks for no more than 15 minutes per task.

However, during the pandemic, it became challenging to do station rotation models with a mix of students who were online and in person. I used several ideas from “Combatting the Challenges of the Concurrent Classroom with the Station Rotation Model” to help brainstorm solutions to this issue (Tucker, 2020). The best solution seemed to be to have all the students join Zoom at the same time during class so that all the students had the same experience at the stations.

To set up a station rotation model digitally, breakout rooms are a crucial component. In Zoom, the teacher can allow students to choose a breakout room based on what they roll, spin, or pick. These rooms provide students with opportunities to meet with the teacher, do individual work and review it, and/or work collaboratively with peers. In some cases, I gave students the choice of which room they wanted to work in to complete their activities. However, in other cases with different types of station rotation models, I found it most useful to assign students to certain rooms based on the types of activities that they would be completing.

I set this up by having Room 1 be the meeting with the teacher room. In this room, I would go over an explicit concept in context for the first few minutes and leave time for questions at the end. Students would use the last two minutes in this room to fill out a short reflection feedback form about their progress answering three questions:

- Where are you finding success in this class?
- What are you finding challenging?
- What do you want your teacher to know?

These questions helped me understand what students needed following the meeting and gave me information needed to support the student moving forward.

Room 2 was the collaborative work room. Students would first figure out if they wanted to work together. They could choose to either stay in that room or ask me to create another room where they could work with the partner of their choice. Some of the pairwork might include completing activities on Google Jamboard, such as a jumble or response questions with personal interviews, or students might compete against each other in Gimkit, Blooket, Kahoot, Quizlet, or another review activity.

Room 3 was the quiet room where students could get individual work done. The activities in this room included creating a cartoon based on our reading as an interpretive task, responding to a FlipGrid prompt (while on mute), or responding to a series of questions in an asynchronous Peardeck.

Additionally, while in the classroom we would often use a random name picker through Google Classroom or Flippity to figure out who would start out at each station, which was not as engaging during a hybrid experience. I found it was much more fun and engaging to leave the choice of when students were completing each task up to chance by picking images and clicking on videos, giving students more ownership over that choice.

For each station rotation model option, I shared a Google Slide Deck with each student on Google Classroom. Each station task would be linked to a different slide, and students used those slides to submit their work as they did each activity as a way of keeping track of their progress. At the end of class, students turned in their Google Slide Decks with all of their completed activities.
I used three main station rotation models:

- **Do Now Dice**
  Students press play on a short video clip of a spinning die and then press pause, which gives them a number. Each of the six numbers are images at the bottom of the slide. If a student clicks on that image, it takes them to one of six activities on a slide. This particular rotation worked best in a 75 minute block so that students had enough time to complete all six activities.

- **Spin the Wheel**
  In this type of station rotation model, students press play on a short video clip of a spinning wheel with colors and then press pause, which gives them a color. Each of the three colors are images at the bottom of the slide. If a student clicks on that color, it takes them to one of three activities on a slide. When doing this activity, I made sure that the colors were accessible for any students who might experience colors differently so that there would be no confusion. This model was particularly useful when I had only a short time to do the station rotation, and there would usually only be three tasks, one for each room, during this activity. Normally, this model takes 30 minutes or less.

- **Fun Pictures**
  Pictures filled with flowers, an island filled with treasure chests, and a picture of different things that were happening in our text were all options. Students click on a picture, which would take them to a slide with an activity. This particular model was helpful if I had fewer than six but more than three activities that I wanted students to complete. Also, it was fun to come up with ideas for pictures. Students were picking the pictures randomly, so I could hear whispers such as, “Don’t pick the treasure chest in the tree,” as students were choosing their pictures. Students seemed to enjoy this type of task-picking activity the best, and I liked that it provided the most flexibility about how many activities to add and what theme I could create to provide students with choices for the sequence of tasks.

  Students said that they enjoyed the opportunity to do a wide variety of activities in a single class period. Students who were learning remotely appreciated that this type of station rotation model leveled the playing field because all of the activities took place online. They appreciated the opportunity to meet with me, collaborate with their classmates, and find some time for independent work.

  When we return from hybrid learning, I plan to use some digital tools for a station rotation model and will continue to use Google Slides to help students stay organized when submitting their work and to randomize the order in which they complete activities. However, I will replace the breakout rooms with physical stations throughout the classroom.

  I appreciate that hybrid learning gave me the opportunity to reexamine and improve how I was approaching the station rotation model. I look forward to using the digital choice boards to enhance student learning in these rotation models.

### Sample Digital Choiceboards for Station Rotation Model:

- Do Now Dice Station Rotation Model
- Treasure Island
- Spin the Wheel

### References