

# Using Cold Call to Create Community in Hybrid Classrooms

We've designed a series of short professional development activities to support you in adapting the technique you studied with the modules for the world of remote or hybrid learning. To provide the strongest possible examples, we've leveraged resources from our [blog](#) and designed each PD to accompany a series of modules. In this case, the reflection and practice below should be completed after you've completed the Cold Call [modules](#).

Find each number. Round to the nearest hundredth if necessary.

1.) 55% of 140 $.55 \cdot 140$ <u>77</u>	2.) 40% of 123 $.40 \cdot 123$ <u>49.2</u>	3.) 37% of \$150 $.37 \cdot 150$ <u>\$55.50</u>
4.) 140% of 30 $1.40 \cdot 30$ <u>42</u>	5.) 165% of 10 $1.65 \cdot 10$ <u>16.5</u>	6.) 150% of 150 <u>6</u>
7.) 4.1% of 30	8.) 8.9% of 75	9.) 24.2% of \$120

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### Step Into a Classroom

Let's watch a few moments from [Jill Matthis' seventh grade math class](#). How do you see Jill use Cold Call to create a sense that remote and in-person students are all part of the same class community?

### Study the Technique

We love the way Jill goes back and forth effortlessly, calling on a mix of in-school and at-home learners. In this three minute clip, she calls on 3 remote students and 4 students in the classroom. In our follow-up interview, Jill observes, "I like to do a little of both [Cold Calling and taking volunteers.] I will definitely call on the students that have their hands raised at home for the first few problems, but then I like to cold call on others to make sure they are there and paying attention." In addition to providing some loving accountability, Cold Call helps Jill keep the pace of the class moving quickly – another great way to keep her "roomers" and "zoomers" fully invested in the learning.

### Plan to Practice

Choose a part of an upcoming lesson in which you will use Cold Call to invite students to participate. For each of the questions you've identified, plan out which student you will Cold Call, making sure to alternate back and forth between students at home and students in the classroom.

### Delivery Practice

Use your phone or an online app to record yourself asking each of the questions you planned. Be sure to look into the camera when you call on a student at home and out into the "classroom" when you call on a student there. Remember that part of what makes Jill so successful is that she doesn't narrate "looking for someone at home,"—she simply calls on Henry, a student in her class who happens to be at home – sending the message that all students are part of one unified learning community.

### Review & Share

Watch your practice video

- Does your transition from remote learners to school-based learners feel smooth and inclusive?
- Did you smile to communicate your genuine desire to hear their thoughts?

If you found this practice useful, please share it with your colleagues and keep coming back to our blog for new video and insights.