

Structuring Online Learning

Gr. 6-12 - March 2020

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Welcome ~ Introductions

- Name
- School and Location
- *What is the one burning question that is top of mind for you regarding structuring online learning for your students?*



Agenda

- ★ Strategies for Online Learning
- ★ Design Elements
- ★ Padlet of Resources
- ★ Q&A + Social Media Resources

Strategies for Online Learning

- ❖ Know your students' technological capabilities and what support is available to them.
- ❖ Designate an online learning platform.
- ❖ Communicate often, clearly and consistently.
- ❖ Gather students for synchronous meetings. (zoom, google classroom...)
- ❖ Create opportunities for asynchronous connection. (flipgrid, padlet, google drive, slack, twist)
- ❖ When it comes to content, be a curator not a dumper. (loom)
- ❖ Support student connection.
- ❖ Think creatively and strategically about assessment. (edpuzzle, kahoot, quizlet...)
- ❖ Be intentional and explicit about timing and pacing.
- ❖ Ask students for feedback (survey tools, google forms)
- ❖ Create opportunities for personalization
- ❖ Recognize the importance of student support
- ❖ Keep parents informed
- ❖ Reflect on your role as a teacher in virtual spaces.
- ❖ Connect with colleagues and share strategies that work.

Design Elements

- ❖ Transparent goal setting
- ❖ Proactive planned communication (zoom, doodle, screencasting tools...)
- ❖ A balance between structure and choice
- ❖ Elevation of faces and voices
- ❖ A feedback plan
- ❖ Student-friendly wayfinding

March 25: Q&A + Resources; Gr 6-12 Teachers; 1pm EST

Deep Dive into the Teacher Toolbox (PK-12 together; all deep dives @ 11am EST)

March 30: HyperDocs

March 31: Video Interaction

April 1: Check for Understanding

April 2: Q&A Gr 6-12 Teachers Only; 1pm EST

April 6: Explain an Idea

April 7: Create and Apply

April 8: Provide Feedback










April 9: Q&A Gr 6-12 Teachers Only; 1pm EST

April 13: Constructing Knowledge

April 14: Differentiating Instruction

April 15: Library Resources

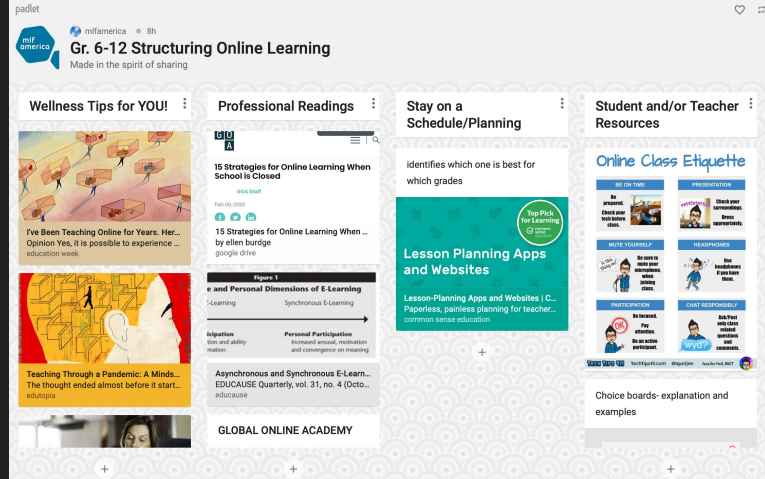
April 16: Q&A Gr 6-12 Teachers Only; 1pm EST

Teacher ToolBox		
<i>Click on the link to jump to the tools</i>		
HyperDocs for Instruction 	Video Interaction 	Create and Apply 
Explain an idea 	Check for Understanding 	Provide Feedback 
Construct Knowledge 	Differentiated Instruction Ways to support resource students online. 	Library Resources 

Sources

Global Online Academy (GOA) COVID-19 Resource Page

<https://padlet.com> (other sources included on the padlet)





TEACHING PRACTICES FOR REMOTE INSTRUCTION

1

Communication & Community

Decide how you and your students will communicate each week or day. Will you use HowardCC email, the Canvas Inbox, Announcements in Canvas? Establish a clear method of communication and a consistent timeline upon which students can depend. Attempt to build a community of learners where everyone's contributions are expected and needed.

2

Content

Decide where your course content will live. Will you use Canvas Modules, Google Folders/Docs, or maybe even emailed weekly via Word Docs? **Consistency** is key for students—they must know where the content will always be located. When you organize your content, try "chunking" it into digestible formats so students can plan their time to engage with it or access it.

3

Assessment

Decide how you will assess your students' mastery or achievement of your course objectives. **Flexibility** is key here, especially if students are caring for loved ones or become sick themselves. Set clear expectations for your learning targets, and be sure that students can hit them. When in doubt, ask students to reflect on their learning or to assess themselves.

4

Engagement

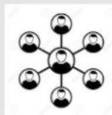
Decide on the engagement level expected each week of the course. Provide time estimates for each activity. Will this reading take 1 hour? Will this essay take 6 hours to complete? How many days must students participate in this discussion forum? Attempt to disclose your expectations early on in an assignment or activity. This way, your students will be able to plan their days.

THE DEFAULT SHOULD BE SIMPLICITY!

It is not advisable (nor possible) to remake your onsite course into an online one. Learning is never about the content or the snazzy tech tool. Instead, it's more about your presence in the course--the way you display empathy to your students or the caring nature of your pedagogy. This signals to students that they belong and are essential parts of a learning community.

STUDENT GUIDE FOR REMOTE LEARNING

Simple Steps for Keeping On Track



1

STAYING CONNECTED

- Create virtual study groups
- Take advantage of professor's virtual office hours
- When in doubt, ask
- When asking, ask clear, specific questions



2

GETTING WORK DONE

- Set-up a consistent schedule for completing course work
- Organize course work in separate folders
- Name your files so that you and your instructor know what they are
- Save, save often, save everywhere



3

PARTICIPATING

- When participating in discussions, think before you post
- When participating in live discussions, practice virtual etiquette

For more: <https://bit.ly/3b0X8f>
#remotestudentlearning
#f2ftovirtual

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Remote Learning **Opportunity**

to:

as an

NOT to:



create learning experiences that allow us to explore **new forms** of teaching and learning



build skills that will support the **now literacies** (digital citizenship, information literacy, media literacy, network literacy global literacy)



build skills that will foster a new sense of community (again not aiming to substitute the same in-person- community we are used to)



find learning experiences for us as educators as well as our students that help develop **now skills** (communicate, collaborate, connect, critical thinking, create)



amplify collaboration and embed crowdsourcing



document FOR Learning in order to support reflection and metacognition and collaboratively learn from this crisis



communicate with each other beyond space (geography) and time (asynchronously)



move from consumption of information to **creation** (remixing, adding value, creating new) of information.



foster **self- directed** and **self-motivated** learning and working skills



foster **social-emotional** learning



practice **balance** between our analog and digital activities



amplify reading and writing to include new forms



continue to do **"business"** as usual



ignore that we are **flying as we are building the airplane**. Cut yourself some slack, embrace the action research



substitute the exact same in-person-**schedule** students follow traditionally in school



give our students a package of **worksheets** to complete as "busy work" and a way to say "we covered it".



have our students **sit quietly** in front of their screens through long lectures of recorded videos or live video conferences



expect the same **results** as face to face teaching and learning



focus on **analog** reading and writing skills **alone**



isolate ourselves and students in our learning, not connect beyond our quarantined walls and not to connect globally



ignore our students **strengths** and **passions** to connect and personalize learning.