Transitioning to At-Home Learning 2020

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Corey Lott's
EDUCATIONAL CONSULTING
Promoting the art of teaching & the science of learning
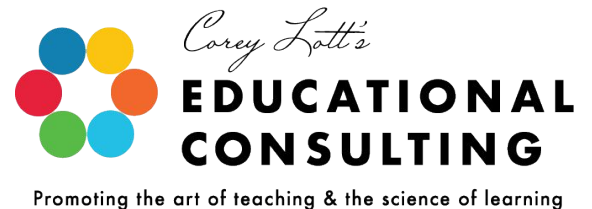
Purposeful learning

What is the most important thing to teach?

How are you providing direct teaching?

What is their evidence of learning?
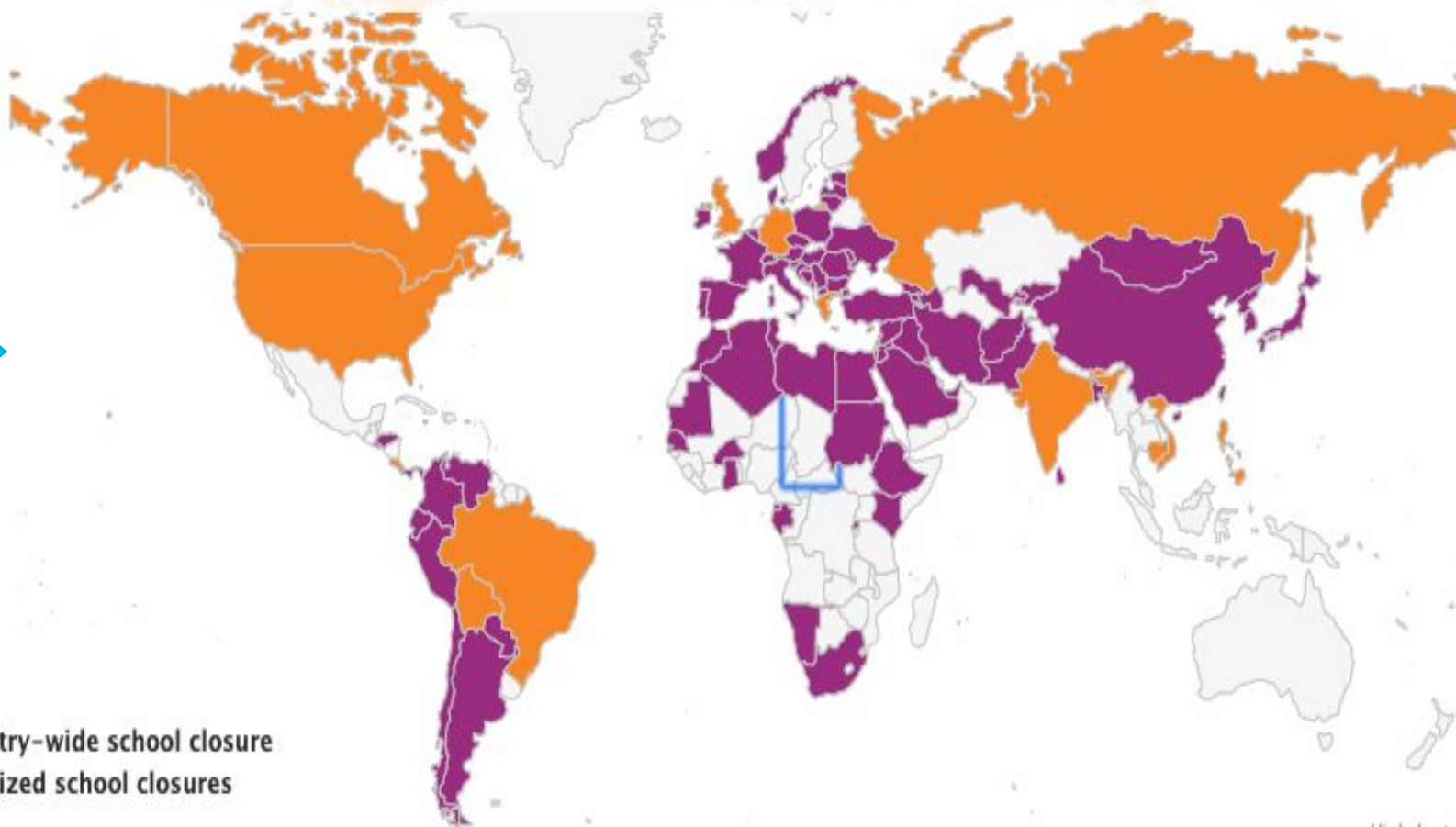
How are you giving timely and productive feedback?

Why does what they are learning matter?

Slowing down- Mt. Everest to Annadel

4

Global monitoring of learners affected by school closures caused by COVID-19

● Country-wide school closure
● Localized school closures

Highcharts.com © UN

Cognitive Dissonance: Challenges to at home learning

- Students may be taking care of siblings and helping them do school work
- Trapped or cocooned with family
- Families may be sharing limited resources in space, technology, and for some basic needs
- Increased household financial stress
- Lack of quiet spaces to work
- Family members may become ill
- Overload

- Fear of unknown future
- Fear of not graduating
- Parents and guardians as may not have skills to support learning
- Teachers learning how to use technology will have varying competency.
- Boredom and lack of motivation
- Needs support and interaction to learn
- Lack of meaningful social interactions

Three types of distance learning

Asynchronous

You assign it, they do it

No real time interactions

Uses pre recorded videos and written instructions

Work can require technology or paper or both

Synchronous/Virtual

Classes meet in real-time

Instruction and work time is done in real time using video conferencing platforms

Blended/Hybrid

Some class time happens in real time synchronously

Some direct instruction and work time happens asynchronously

To be successful for distance learning students will need:

- Mental fortitude
- Self-discipline
- Support
- Feedback
- Connectivity

The Google Classroom individualized shopping cart

-Google Classroom is the learning management system (LMS) we already have established.

-Common use creates one efficient place for student communication.

-Interacting with GC prepares students for future online learning. This a strong support for college readiness.

Learning experiences

A. Direct teaching

B. Collaboration and conversation

C. Evidence of learning

Direct instruction or teaching

Asynchronous

Pre-recorded videos from a third party

Your pre-recorded lessons (screencastify)

Synchronous
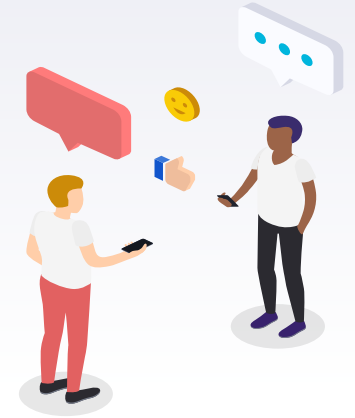
Zoom:

Q & A

Small to large group discussions

Breakout room work and sharing

Direct examples

Predictors of success:

Social presence and connectivity improve outcomes in distance education.

- How will you check in with your students?
- How will students connect with each other?
- How can students get help from you if they need it?

Social presence:

Regular and substantive **student-instructor interactivity** is a key determinant of quality in online education, leading to improved student satisfaction, learning and outcomes (Protopsaltis & Baum, 2019).

Social presence:

Interactivity focused around academic tasks is an important component of student satisfaction and persistence in online education (Garrison, 2016)

Navigating online learning tools

▸ Find yourself on the continuum <u>Distance learning continuum</u>

▸ Start with **1-2 online teaching tools** or strategies to focus on and become good at those first.

▸ Add more strategies over time but be aware of your level of overwhelm

▸ <u>Make sure the online tool really enhances learning and doesn't just create more screen time for you and students.</u>

▸ Create assignments that can be done away from technology too. Students can do things on paper and take pics to submit

▸ Practice new technology with friends and colleagues first

▸ **Get feedback from students**: What is working, what is not.

Cited Sources

ACUE online teaching toolkit

CDE distance guidelines

Garrison, D. R. (2016). *Thinking collaboratively: Learning in a community of inquiry*. Routledge.

Garrison, D. R. (2017). *E-Learning in the 21st Century: A Community of Inquiry Framework for Research and Practice* (3rd Edition). London: Routledge/Taylor and Francis.

Protopsaltis, S., & Baum, S. (2019). Does online education live up to its promise? A look at the evidence and implications for federal policy. *Center for Educational Policy Evaluation*.