

Instructional Design Tools

Maximizing student engagement outcomes in distance learning.
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Corey Lott M.Ed. Teaching and Learning
calott04@icloud.com
<https://coreylott.com/>

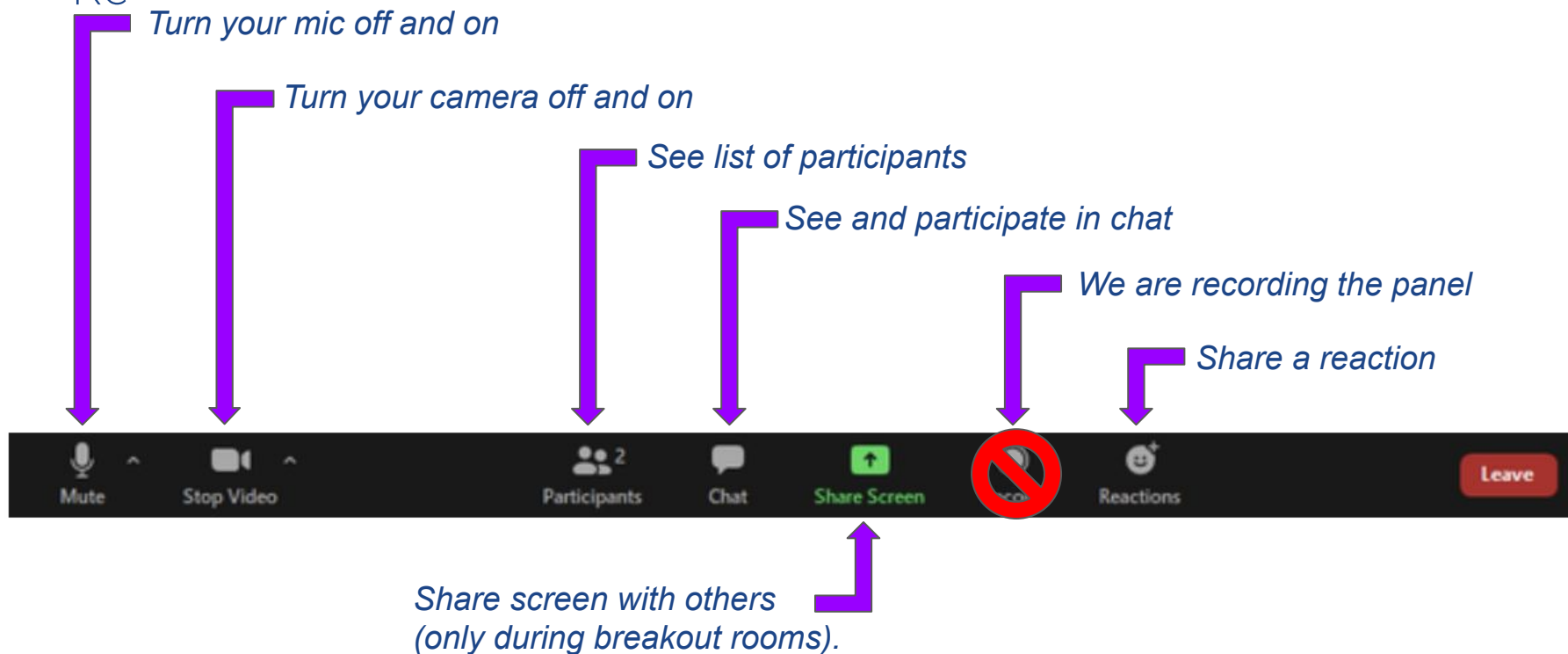
Start: Read slides 3-7
Do the activity on slide 8...

For this session you may want to have:

Your drawings from session 1, Paper to take brief notes to prepare for sharing,
and a phone or extra device.

Zoom Tips: Control Bar

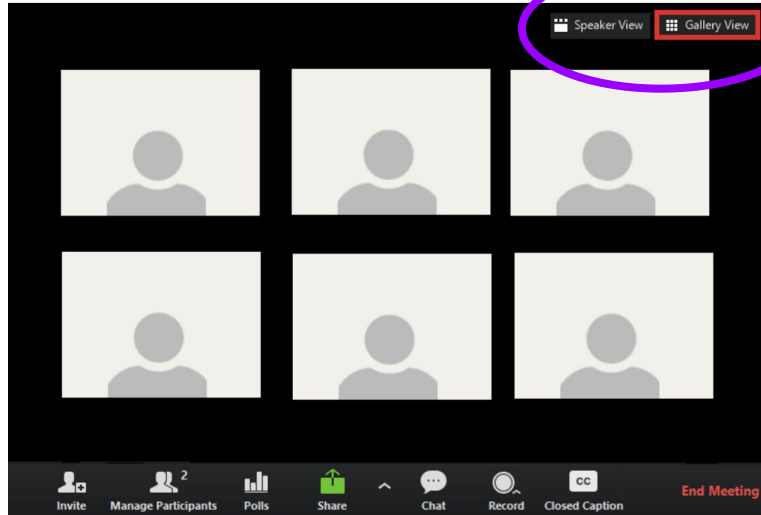
Get to know your controls. Click on Participants, Chat, and Reactions



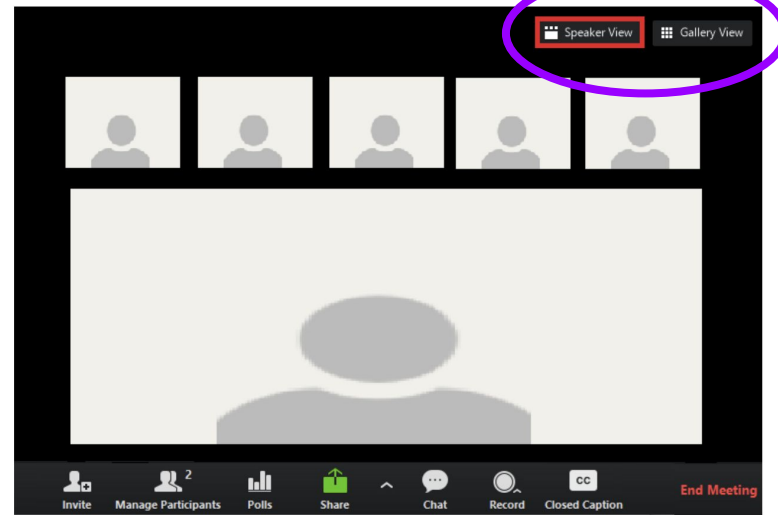
Zoom Tips: Speaker vs. Gallery

Choose the view you want. Change it at any time.

Gallery View



Speaker View



Zoom norms

- Please keep your camera on if possible- especially in breakout room
- Use the hand-raise feature to share- (open participants to find it)
- Use mute unless you are speaking or in breakout rooms
- Monitor your own well-being- feel free to move, eat, drink, etc
- Email me directly to connect rather than through a private chat during the meeting calott04@icloud.com
- Patience with each other...

Keeping in mind broader context...

- . Experiences will be different this year
- . Sensitivity to hardships and awareness of barriers will be critical
- . Flexibility on all sides will matter
- . We are all pioneers in a new era in education.
- . **Success with distance learning is a real-life, important college and career readiness skill.**

Beginning a community mindset:

- Everyone has something to offer
- Ideas are improvable
- We build knowledge together

Choice, voice, belonging, and purpose engage us.

Backward planning: Self-portrait and thought bubble

At the end of the year what would you want your students to **feel, think, and do**, with the experiences from your class or interactions?

Expanding connection and community

- Create text groups of your choice including colleagues you like to work with. Any amount of groups and people.
- Message each other privately through Zoom to get phone numbers if you need them.
- Texting yourself instead is always an option.
- **Pre-assessment** for the two weeks of Professional Development: Share with your text groups 4-5 emojis that display how you feel about adapting your curriculum to engaging and effective online learning.

Thought partners=
Listen, ask questions, build on ideas, support
exploration

Purpose of this session

This session is not..

This session is why...

What conditions
need to be present
for learning to
occur?

Coming up in the next few days....

Support and time to build your Google Classrooms and Aeries gradebook, learn to use all sorts of technology, write a tentative multi-week plan, convert your curriculum to effective online learning, and time to collaborate and share with others to solve problems and design learning.

[WSCUHSD PD Plan 20-21](#)

[9 ways online learning should be different from face-to-face](#)

Conditions for learning start with the **social**.

“We are wired to be social” (Lieberman, 2013).

“Without emotions we don’t learn.” (Posey, 2020)

How will students connect socially and make meaning out of this year?

Agenda

Instructional design tools

1. Universal Design for Learning
2. Communities of Inquiry
3. A Social Approach to Learning

Multiple access points

- Speaker notes to supporting research
- Graphic organizers

Objectives

- To have concepts and resources to build on throughout the year
- To be able to use ID Frameworks to guide or test your curriculum design
- To gather Ideas for how cultivate the conditions necessary for learning to occur.

INSTRUCTION

INDIVIDUAL

PARTNERS

GROUPS

COMMUNITY

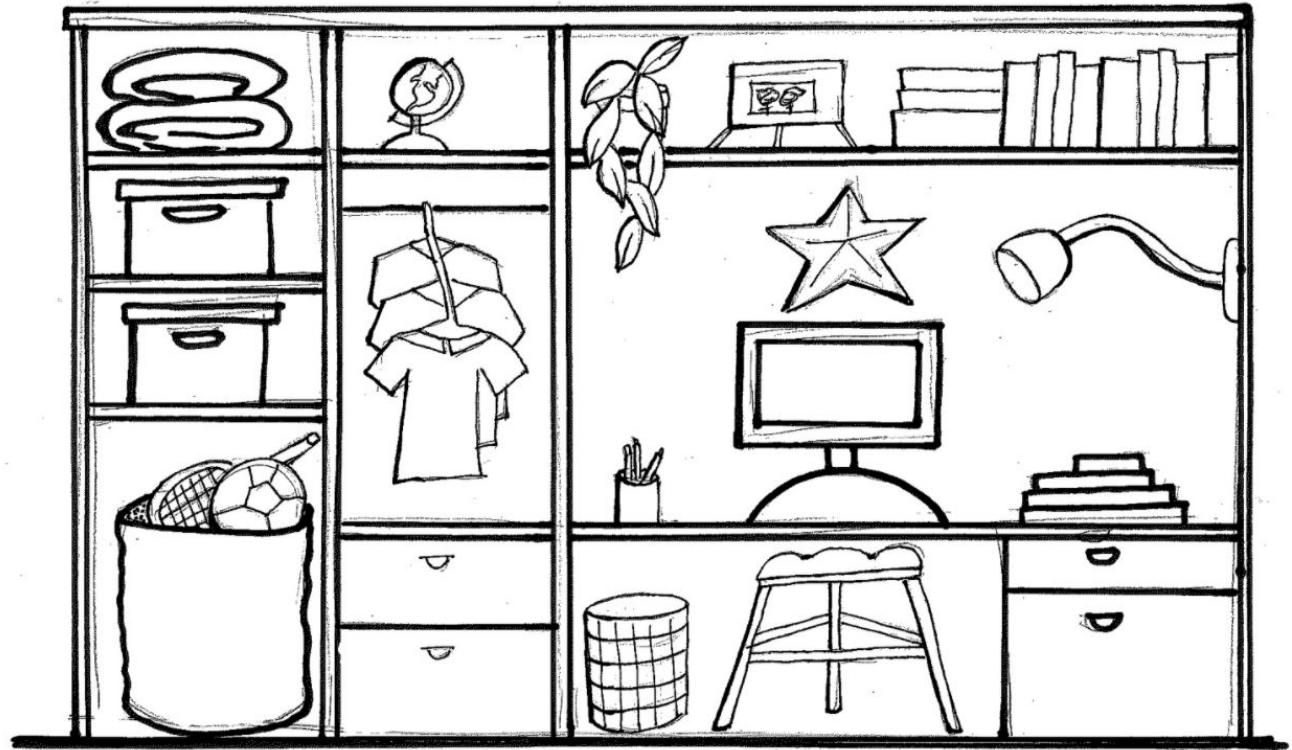
PLANNING



Instructional design tools

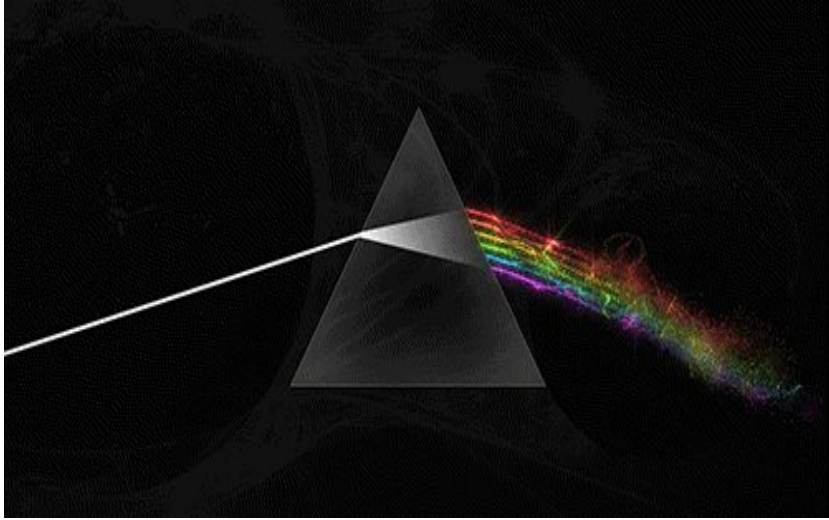
Instructional design tools help us check to make sure we are creating the conditions necessary for learning to occur.

Organize for
accessibility





Organize for engagement



Diversify learning opportunities



Create balance

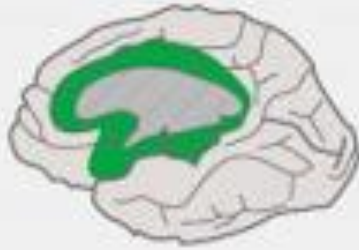


Universal Design for Learning (UDL)

An instructional design tool that summarizes how the brain learns.

Learning Networks

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners,
stimulate interest and motivation for learning.

Feeling

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



Representation

For resourceful, knowledgeable learners,
present information and content in different
ways.

Thinking

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression

For strategic, goal-directed learners,
differentiate the ways that students can
express what they know.

Doing

Plan for how students will

Access

Content & others

Build

Skill, knowledge, &
meaning

Internalize

Affect development &
abilities for automatic
recall.

Addressing and planning for barriers from the beginning

Identifying barriers and planning strategies for learning to occur regardless. All students benefit from these diverse learning strategies.

[Barriers padlet PD 2019 WSCUHSD](#)

Design for learning rather than for teaching

Learner-centered

- How do I want to engage in this learning experience?
- Which representation of content do I understand the best?
- How do I want to interact with ideas, materials and others and express my thoughts?

Reflection

- What do I do well as a learner?
- What have I learned most recently about learning?
- What do I want to learn next?

[UDL expert learners](#)

Practice round:

Using UDL as an instructional design tool...

[UDL Guidelines Chart](#)

UDL applied to choice maps and menus

Intelligences (Gardner) plus brain plasticity (Dweck)

Access

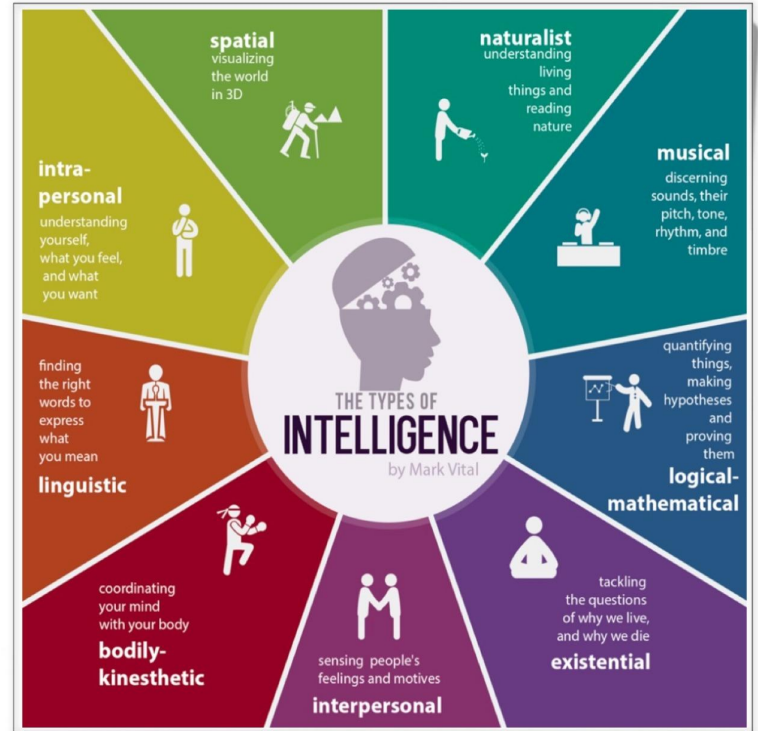
- Optimize individual choice and autonomy
- Offer ways of customizing the display of information
- Offer alternatives for auditory information
- Offer alternatives for visual information
- Vary the methods for response and navigation

Build

- Vary demands and resources to optimize challenge
- Use multiple tools for construction and composition

Internalize

- ? [UDL Guidelines Chart](#)



UDL applied to planning

Access

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity

Build

- Foster collaboration and community

Internalize

- Facilitate personal coping skills and strategies
- Guide appropriate goal-setting
- Support planning and strategy development
- Facilitate managing information and resources
- Enhance capacity for monitoring progress

UDL Reflection and application

Choose

[UDL Self Assessment rubric](#): Where are you at?

Review slides and use the [UDL Guidelines Chart](#)

- What is something that stands out to you?
- What are you already doing?
- What is something you expand on?

Explore the [UDL Resources folder](#) and apply the ideas to your classroom and curriculum design.

Choose how you want to connect with UDL content and philosophy in this moment.

Check out one piece at a time [Alison Posey's slides on effort and persistence](#)



Communities of Inquiry

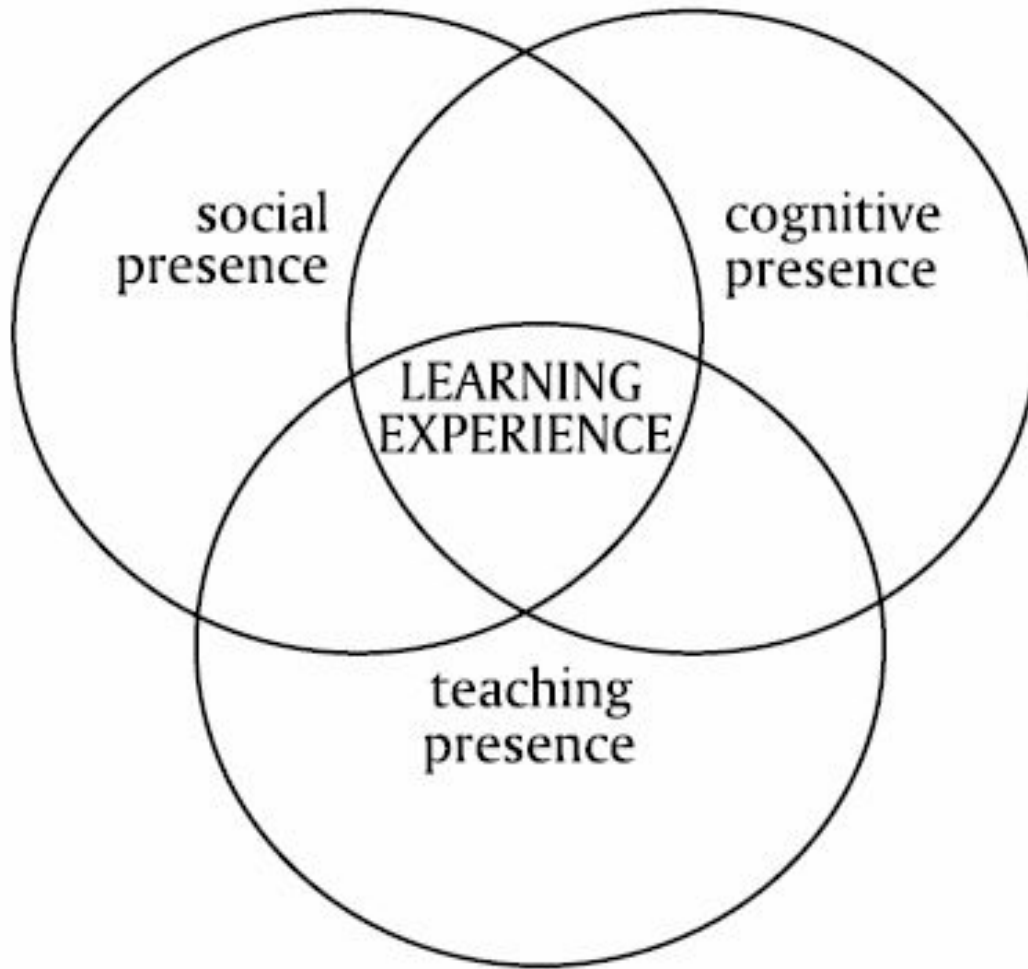
A theoretical framework created through extensive online learning research. Meant to enhance collaborative learning online **Garrison, Anderson, and Archer (2000)**.

- What would this look like in my classroom?
- How is learning occurring for students?
- What will success look like?

Theoretical Framework: **Communities of Inquiry**

The intersection between teacher, social, cognitive presence is where the educational experience thrives (Garrison, 2016).

- Teacher presence
- Social presence
- Cognitive presence



(Garrison, Anderson,
and Archer (2000;
2010; Garrison, 2016)



Cognitive presence:

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

Cognitive Presence

Academic content

Learning is driven by a practical Inquiry cycle:

- Curiosity,
- exploration,
- integration,
- application,
- reflection

Discourse

- Purposeful collaboration
- Brainstorming
- Knowledge Building
- Problem solving

Growth and Mastery

- Identifying clear learning objectives
- Measuring progress
- Understanding the Why behind the learning
- Setting goals

Teacher 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).

Good news: Technology does not replace us

Teacher Presence

Course Design

- Organization and communication
- Outcomes, expectations, and assessments
- Setting climate and behavior norms
- Gathering student feedback

Facilitating Discourse

- Welcoming all voices
- Open ended and reflective communication
- Practicing listening
- Fostering collaboration

Direct Instruction

- Modeling
- Conveying academic content
- **Providing frequent growth oriented feedback**
- Providing supports for all students.

Social presence:



Social presence includes, “the ability of participants to identify with the community, **communicate purposefully in a trusting environment**, and develop interpersonal relationships by way of projecting their individual personalities” (Garrison and Anderson, 2003)

Positive social relationships increase positive learning outcomes.

Social Presence

Content

- **Student choice and voice**
- **Meaningful connections and scenarios**
- Opportunities to give and get feedback to peers
- Social and emotional cues

Affective

- Developing a sense of belonging, in a learning community
- Purpose
- Respecting Individual opinions
- A practice for growth mindset

Peer Interaction

- **Increasing interactions between students**
- Reflective relationships
- **Co-operative and collaborative learning with peers**
- Open communication
- Students see and interact with each others work

Increasing social presence through student choice, voice, and meaningful connections

- Where can your curriculum intersect with relevance in students lives?
- Where can student exercise choice in their learning?
- What can students do connected to your curriculum to make a **positive impact**?

Increasing social presence through group work

cooperative

We work together in a supporting atmosphere but our outcomes can be individualized..

collaborative

We work together to create something that integrates input into a common product..

Increasing social presence in feedback

Move from Wheel

Work is turned in to the teacher
and returned to the student
from the teacher

to Matrix learning

Students turn in work to each other
and the teacher

Feedback

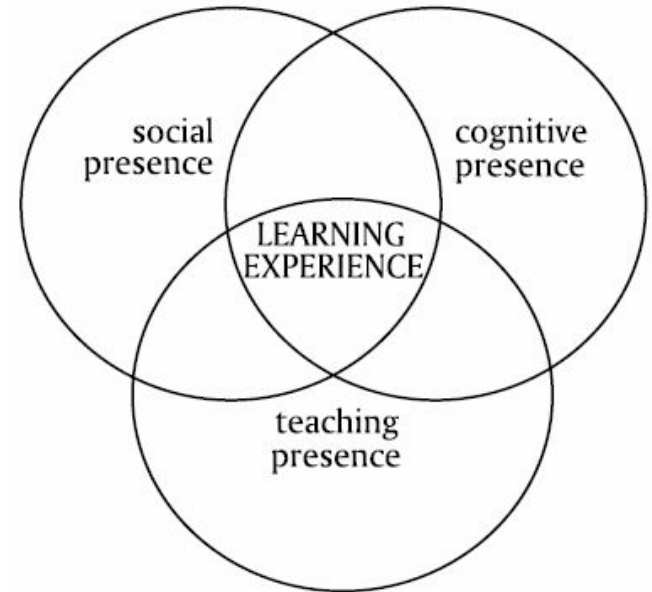
- Recognition
- Skill development
- Self assessment

Connect with the technology based on the why.

Reflection and application

[Community of Inquiry graphic organizers](#)

- Review the slides and write down a few notes.
- What stands out to you about these concepts?
- Using the Communities of Inquiry framework what specific conditions need to be present in your curriculum for learning to occur.
- What strategies will you use to **increase social presence of students** in your distance learning environments? Share with the group.





Social Approach to Learning

A framework that works to integrate social, emotional, and academic growth

Lifelong learning dynamics

How can we plan for a variety of these learning dynamics in our curriculum design?

What are the best practices socially in each of the learning dynamics?

What social norms are different in the virtual world?

What are your percentages?



(Lott 2017)

Social literacy and integration of S.E.L.

How do we design learning so students gain skills in each of these learning dynamics?

PARTNERS

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GROUPS

CHOICE

INDIVIDUAL

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PLANNING

Reflection and application

[Social approach to learning](#)

- Design or change a lesson that incorporates all six learning dynamics.
- How can students reflect on best practices in each dynamics?
- Reflect on your percentages: How do you like to learn? How are your classes structured? How do your students like to learn?
- Where will student choice in social groupings fit in your curriculum design?

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Goal setting....

Session objectives from the beginning exploring:

- Concepts and resources to build on throughout the year
- Frameworks to guide or test your curriculum design
- Ideas for how cultivate the conditions necessary for learning to occur.

What do you want to

- think about
- investigate further
- use right away

A short list of citations

[ACUE online teaching toolkit](#)

[CDE distance guidelines](#)

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Corey Lott, M.Ed. Teaching and Learning

24 years as an educator working with learners of all ages around the world.

Designing educational opportunities with a social approach to learning framework to integrate social, emotional, and academic growth.

Collaborating with teachers and administrators to coordinate district and site based learning plans.

Focusing on computer supported collaborative and distance learning

Applying research based educational principles including Universal Design for Learning, design thinking, knowledge building, project based learning, and development of cultural literacy.

Working with new teachers through North Coast School of Education and freshman at Maria Carrillo High School in Santa Rosa, California

Administrator of EC Global working with a multicultural group of facilitators

To contact or continue the conversation please visit

[Corey Lott](#)

