



# Responsive Online Pedagogy

## A Model for Building Pedagogically Sound Virtual Secondary Courses

Rebecca C. Itow & Mike Beam



IUHS

### Mission

IU High School Online leads the innovation & implementation of online learning for secondary education.

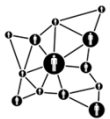
### Vision

As a leader in online educational institutions, our work develops, implements, and refines **standards-based, responsive pedagogy** that helps learners hone strategies for critical thinking and purposeful interaction in a networked world.

### Guiding Principles



Knowledge shapes and is shaped by participation



Learners must have strategies for interacting with knowledge in a networked world



Expertise is distributed and developed in context



IUHS expands access to education beyond time and space boundaries

### An Assessment Lens

“In the best possible scenario, assessments at different distances should ... be used to tap the different aspects of achievement”

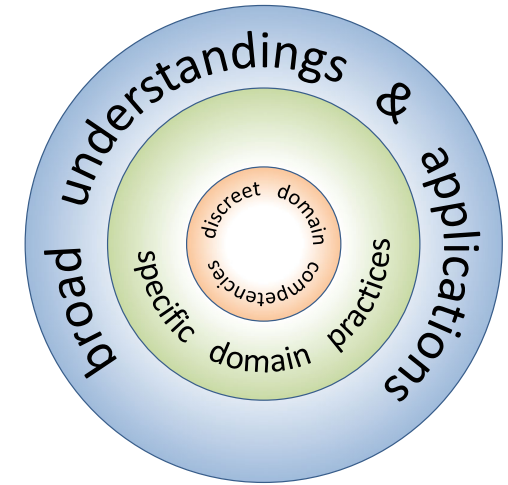
(Ruiz-Primo, et al., p. 371)

	Immediate	Close	Proximal	Distal	Remote
Informal					
Semi-Formal					
Formal (unproctored)					
Formal (proctored)					

based on Ruiz-Primo et al. (2002); Hickey & Zuiker (2012)

### Assessment-Focused Curricula

gathers robust & accurate representations of learners



### Learner & Instructor Practices

Clearly communicate *what* we (don't) know and *how* we know what we know

Develop and hone research strategies

Recognize academic import and practical application of course content

Build and sharpen information literacy skills



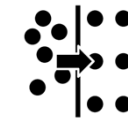
Articulate what skills we possess and how to apply them in relevant ways

Understand the historical, present, and future impact of content learned

Justify arguments & beliefs with relevant, reliable, & reasonable evidence

Utilize Internet, technological, & media tools to maximum capacity

### Learning Routines



problematize content-related issues



demonstrate authority in domains



exhibit accountability in accessing & sharing information



identify, access, & use resources appropriately

PDE, Engle (2002)