K-12 ONLINE TEACHING: LEADING THROUGH THIS TIME OF UNCERTAINTY

WEBINAR 2:

WHAT DOES ONLINE LEARNING LOOK LIKE?

MAY 5, 2020

ELIZABETH FARLEY-RIPPLE, PHD: ENFR@UDEL.EDU

RACHEL KARCHMER-KLEIN, PHD: KARCHMER@UDEL.EDU



TEACHER APPRECIATION WEEK!!!

Thank You!!

AGENDA

- 1. OVERVIEW OF WEBINAR AND WEBINAR NORMS
- 2. Introductions
- 3. CIRCLING BACK: CONTINUITY
- 4. BIG IDEAS INSTRUCTIONAL DESIGN
- 5. FRAMEWORK DESIGNING INSTRUCTION
- 6. ACTION ITEMS
- 7. RESOURCES
- 8. Q&A

PRESENTERS



ELIZABETH N. FARLEY-RIPPLE IS
ASSOCIATE PROFESSOR IN THE
SCHOOL OF EDUCATION AND DIRECTOR
OF THE PARTNERSHIP FOR PUBLIC
EDUCATION AT THE UNIVERSITY OF
DELAWARE. SHE EARNED HER PH.D.
FROM THE UNIVERSITY OF
PENNSYLVANIA IN EDUCATION POLICY
AND HAS BEEN WORKING IN
EDUCATIONAL RESEARCH FOR TEN
YEARS.

PRESENTERS



RACHEL KARCHMER-KLEIN IS ASSOCIATE PROFESSOR IN THE SCHOOL OF EDUCATION WHERE SHE HAS TAUGHT COURSES IN LITERACY AND EDUCATIONAL TECHNOLOGY FOR 17 YEARS. SHE IS A FORMER ELEMENTARY **CLASSROOM TEACHER AND READING SPECIALIST AND** EARNED HER PH.D. IN READING EDUCATION AT SYRACUSE UNIVERSITY.

CIRCLING BACK: CONTINUITY

The issue is definitely that not all teachers use Schoology or Power School the same way. In Power School, some teachers have all the assignments be graded already loaded and others add the assignments as they grade them. I've found the best thing to do to make sure everything is getting done is to make a to-do list at the beginning of each day using Schoology for each class. Going back through each day's assignments to find what's missing is tedious and frustrating. You can also use the calendar feature in Schoology to locate some assignments, but again, I think the use of the calendar varies teacher to teacher.

Like · Reply · 1h · Edited

..and you can check the Grades tab in Schoology, but I don't think all teachers log their graded assignments there.

Like · Reply · 1h · Edited

- we have a teacher where most (if not all) assignments are completed on an outside website, so none of the information shows up in Schoology. The teacher has to grab the information from the outside website and transfer it over. So, if my son completes an assignment late (which is typical for this class) he has to let the teacher know that he completed the assignment. It is the most frustrating class for us.

Like · Reply · 38m

oh yes, that's hard! Like Brainpop, Nearpod, Get More Math, etc! That's why I live by the to-do list.

Like · Reply · 27m

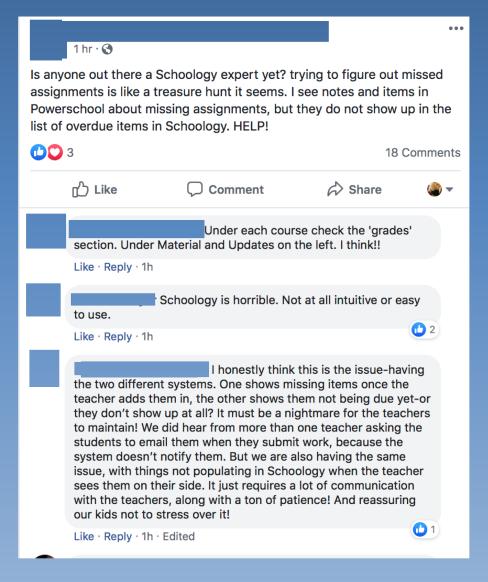


Write a reply...









EMERGENCY REMOTE TEACHING

- TEMPORARY SOLUTION TO AN IMMEDIATE DISRUPTION IN FACE-TO-FACE INSTRUCTION
- REQUIRES PATIENCE,
 CREATIVITY, AND PROBLEM SOLVING SKILLS.
- CAN BE EFFECTIVE WITH

 CONTINUITY AND CLEAR

 EXPECTATIONS IN PLACE.



EFFECTIVE ONLINE INSTRUCTION

- LONG-TERM INVESTMENT IN DELIVERING INSTRUCTION
 ONLINE INCLUDING
 TECHNOLOGY SUPPORT AND
 TEACHER PREPARATION.
- PEDAGOGICALLY-SOUND BY INTEGRATING EVIDENCE-BASED TEACHING
 PRACTICES WITH DIGITAL TOOLS.

BIG IDEAS

INSTRUCTIONAL
DESIGN IS
PARAMOUNT

INFORMED BY
COGNITIVE, SOCIAL
AND SITUATED
LEARNING
PERSPECTIVES

ATTRIBUTES OF DIGITAL TEXT MUST BE LEVERAGED INTENTIONALLY

DIFFERENT VIEWS OF ONLINE TEACHING PREPARE K-12
STUDENTS WITH
DIGITAL
LITERACY SKILLS











INSTRUCTIONAL
DESIGN IS
PARAMOUNT



- FIT TOOL(S) TO THE TASK
- USE EVIDENCE-BASED PRACTICES
- Don't wed activities to SPECIFIC TOOLS

KEY POINTS

INSTRUCTIONAL DESIGN
SHOULD BE INFORMED BY
COGNITIVE, SOCIAL, AND
SITUATED LEARNING
PERSPECTIVES

- 1. COGNITIVE TASKS REQUIRE MENTAL
 PROCESSES, LIKE CONNECTING NEW IDEAS TO
 EXISTING UNDERSTANDINGS

 EXAMPLE: THINK ALOUDS
- 2. SOCIAL TASKS REQUIRE COLLABORATION
 AND INTERACTIVITY

 EXAMPLE: PEER REVIEW
- 3. SITUATED LEARNING TASKS REQUIRE APPLICATION OF SKILLS TO AUTHENTIC CONTEXTS

EXAMPLE: CASE-BASED INSTRUCTION



ATTRIBUTES OF
DIGITAL TEXT
MUST BE
LEVERAGED
INTENTIONALLY



- 1. DIGITAL TOOLS SHARE A COMMON MEDIUM: DIGITAL TEXT
- 2. ATTRIBUTES OF DIGITAL TEXT:
 - MULTIMODAL
 - MALLEABLE
 - Nonlinear
 - ALLOW FOR INTERACTIVITY
- 3. Consumers and producers of DIGITAL TEXT MUST BE AWARE OF THESE ATTRIBUTES AND HOW TO USE THEM EFFECTIVELY TO CONVEY MEANING.

DIFFERENT VIEWS OF ONLINE TEACHING



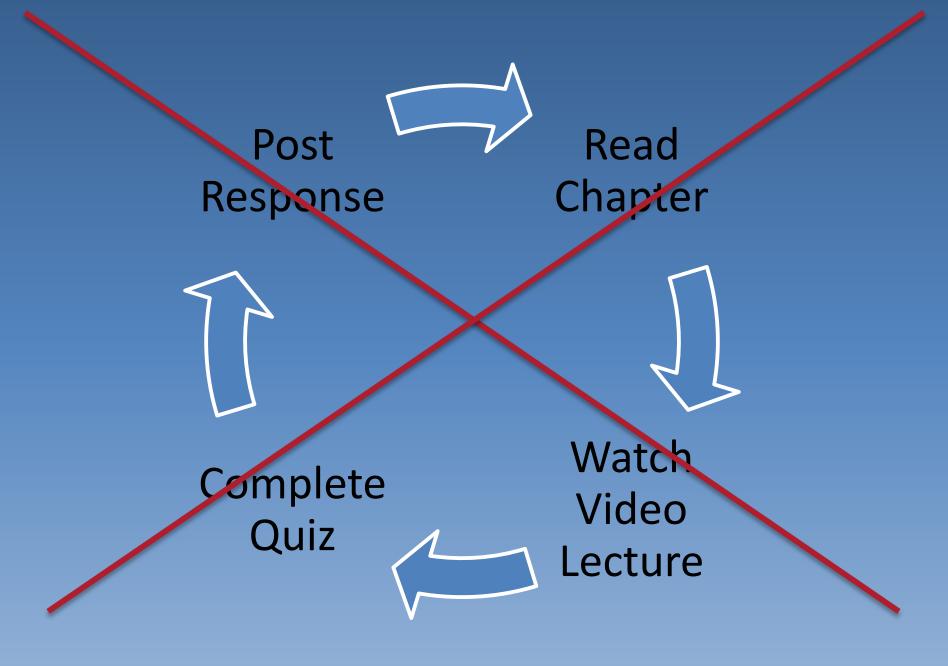
- SOME EDUCATORS MAY ENJOY THE CHALLENGE OF TEACHING FULLY ONLINE WHILE OTHERS DO NOT.
- 2. EFFECTIVE ONLINE TEACHING TAKES A LOT OF TIME AND WORK.
- 3. K-12 SCHOOLS ARE NOT FULLY ONLINE ENVIRONMENTS.

INSTRUCTIONAL
DESIGN SHOULD
PREPARE
STUDENTS WITH
DIGITAL LITERACY
SKILLS



- Instruction should strengthenK-12 students' digital literacyskills:
 - EVALUATING SOURCES AND TEXTS
 - COMMUNICATING MULTIMODALLY
 - NAVIGATING NONLINEAR DIGITAL
 ENVIRONMENTS
- 2. PROFESSIONAL DEVELOPMENT SHOULD BE RECURSIVE PROVIDING OPPORTUNITIES FOR MODELING, OBSERVATION, COACHING, SHARING, PRACTICE. AND REFLECTION

FRAMEWORK FOR INSTRUCTIONAL DESIGN



FRAMEWORK FOR INSTRUCTIONAL DESIGN 4 KNOWLEDGE PROCESSES (COPE & KALANTZIS, 2015)

EXPERIENCE

INTRODUCE NEW IDEAS OR REVISIT PRIOR KNOWLEDGE

CONCEPTUALIZE

MAKE MENTAL MODELS AND THEORETICAL CONNECTIONS BETWEEN CONCEPTS

ANALYZE

THINK CRITICALLY ABOUT CONTENT OR EXPERIENCES

APPLY

TRANSFER TO AND UTILIZATION OF KNOWLEDGE IN REAL-WORLD CONTEXTS

NOT SEPARATE OR SEQUENTIAL

EXPERIENCE

INTRODUCE NEW IDEAS OR REVISIT PRIOR KNOWLEDGE

CONCEPTUALIZE

Make mental models and theoretical connections between concepts

ANALYZE

THINK CRITICALLY ABOUT CONTENT OR EXPERIENCES

APPLY

TRANSFER TO AND UTILIZATION OF KNOWLEDGE IN REAL-WORLD CONTEXTS

- INSTRUCTION TYPICALLY
 COMMENCES WITH
 EXPERIENCING
 (KARCHMER-KLEIN ET AL.,
 2017)
- WOVEN THROUGHOUT A
 SERIES OF ACTIVITIES —
 INSTRUCTIONAL CHAIN
- ALL DIGITAL ACTIVITIES
- COMBINATION OF DIGITAL AND NON-DIGITAL ACTIVITIES

ALL-DIGITAL:

EXPERIENCE

REVIEW CIRCULATORY SYSTEM USING THE VIRTUAL HEART APP

CONCEPTUALIZE

COMPARE CIRCULATORY SYSTEM TO THE DIGESTIVE SYSTEM USING *TWIDDLA*, *AN INTERACTIVE WHITEBOARD* APP

APPLY

CREATE DIGITAL PRESENTATION USING THE SHOWME APP TO DESCRIBE THE FUNCTIONS OF TWO BODY SYSTEMS.

ANALYZE

REVIEW AT LEAST ONE CLASSMATES SHOWME PRESENTATION. CRITIQUE AND PROVIDE FEEDBACK AND QUESTIONS USING EDMODO APP.

CONSUME CONTENT FROM
 DIGITAL SOURCES

 SERVE AS PRODUCERS OF DIGITAL TEXT

 INTERACT WITH PEERS USING DIGITAL INTERACTIVITY AND COLLABORATION

DIGITAL AND NON-DIGITAL

EXPERIENCE

CONDUCT INTERNET SEARCH ON
PRESIDENTIAL CANDIDATES' POSITIONS ON
PARTICULAR ISSUES.

 NOT OVERLY RELIANT ON TECHNOLOGY

CONCEPTUALIZE

COMPARE AND CONTRAST CANDIDATES'
STATEMENTS ON ONE ISSUE.

• MAY BE MORE SEAMLESS FOR SOME STUDENTS

ANALYZE

READ THE POSITION STATEMENTS AND IDENTIFY YOUR OWN BELIEFS ABOUT THE ISSUES.

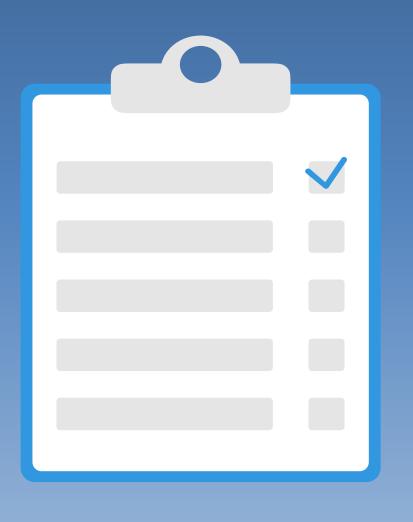
MAY BE EASIER TO DESIGN
 FOR SOME TEACHERS

APPLY

CREATE A VIDEO DEPICTING YOUR POSITION ON AN ISSUE AND HOW IT IS SIMILAR OR DIFFERENT TO A CANDIDATE'S VIEW.

- CONSUME CONTENT FROM A
 VARIETY OF SOURCES
- SUPPORT TRADITIONAL LITERACY SKILLS

ACTION ITEMS: INSTRUCTIONAL DESIGN FOR EMERGENCY REMOTE TEACHING

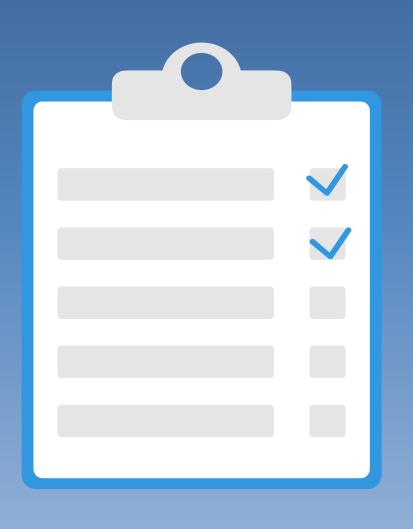


O1 CONDUCT AUDIT OF CURRENT PRACTICES

02 CREATE CONTINUITY IN PRACTICE

CREATE A PLAN FOR SYSTEMATIC

ACTION ITEMS: INSTRUCTIONAL DESIGN FOR EMERGENCY REMOTE TEACHING



O1 CONDUCT AUDIT OF CURRENT PRACTICES

O2 CREATE CONTINUITY IN PRACTICE

OB CREATE A PLAN FOR SYSTEMATIC

ACTION ITEMS: INSTRUCTIONAL DESIGN FOR EMERGENCY REMOTE TEACHING



O1 CONDUCT AUDIT OF CURRENT PRACTICES

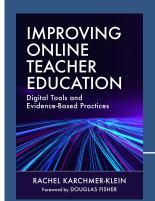
O2 CREATE CONTINUITY IN PRACTICE

O3 CREATE A PLAN FOR SYSTEMATIC PD

RESOURCES

PPE: WEBINAR RESOURCES:

HTTPS://SITES.GOOGLE.COM/UDEL.EDU/RACHEL-KARCHMER-KLEIN/PPE-WEBINARS



PARTNERSHIP FOR PUBLIC EDUCATION:

WWW.UDEL.EDU/PPE

KARCHMER-KLEIN, R. (2020). <u>IMPROVING ONLINE TEACHER EDUCATION: DIGITAL</u>
<u>EVIDENCE-BASED PRACTICES.</u> New York. Teachers College Press.

PARTICIPANTS OF THIS WEBINAR CAN GET A 15% DISCOUNT PLUS FREE SHIPPING WITHIN THE U.S. ON <u>Improving Online Teacher Education</u> at TCPRESS.COM USING COUPON CODE **OTE2020** AT CHECKOUT, GOOD UNTIL MAY 31, 2020. FOR DISCOUNTS ON MULTIPLE-COPY ORDERS FOR YOUR SCHOOL NEEDS, PLEASE CONTACT US AT <u>TCP@TC.EDU</u>.

CONTACT INFORMATION:

LIZ FARLEY-RIPPLE: ENFR@UDEL.EDU

RACHEL KARCHMER-KLEIN: KARCHMER@UDEL.EDU

UPCOMING WEBINAR

WEBINAR 3:

How can what we do today inform what we do tomorrow?

MAY 8, 2020

1 PM



QUESTIONS?

