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

WEBINAR 2:
What does online learning look like?
MAY 5, 2020

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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
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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.

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

- 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.

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

Is anyone out there a Schoology expert yet? Trying to figure out missed assignments is like a treasure hunt it seems. I see notes and items in Powerschool about missing assignments, but they do not show up in the list of overdue items in Schoology. HELP!

Under each course check the ‘grades’ section. Under Material and Updates on the left. I think!

Schoology is horrible. Not at all intuitive or easy to use.

I honestly think this is the issue—having the two different systems. One shows missing items once the teacher adds them in, the other shows them not being due yet—or they don’t show up at all? It must be a nightmare for the teachers to maintain! We did hear from more than one teacher asking the students to email them when they submit work, because the system doesn’t notify them. But we are also having the same issue, with things not populating in Schoology when the teacher sees them on their side. It just requires a lot of communication with the teachers, along with a ton of patience! And reassuring our kids not to stress over it!
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.
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.

Big ideas.
Key Points

- Fit tool(s) to the task
- Use evidence-based practices
- Don’t wed activities to specific tools

Instructional design is paramount.
Key points

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*
Key points

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.
1. 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.
Key points

1. Instruction should strengthen K-12 students’ digital literacy skills:
   • 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

Post Response

Read Chapter

Complete Quiz

Watch Video Lecture
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

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

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
All-digital:

- Consume content from digital sources
- Serve as producers of digital text
- Interact with peers using digital interactivity and collaboration

**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.
Digital and non-digital

- Not overly reliant on technology
- May be more seamless for some students
- May be easier to design for some teachers
- Consume content from a variety of sources
- Support traditional literacy skills

EXPERIENCE
Conduct Internet search on presidential candidates’ positions on particular issues.

CONCEPTUALIZE
Compare and contrast candidates’ statements on one issue.

ANALYZE
Read the position statements and identify your own beliefs about the issues.

APPLY
Create a video depicting your position on an issue and how it is similar or different to a candidate’s view.

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**Action Items:**

**Instructional Design for Emergency Remote Teaching**

01. Conduct audit of current practices

02. Create continuity in practice

03. Create a plan for systematic PD
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Instructional Design for Emergency Remote Teaching

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**RESOURCES**

**PPE: Webinar Resources:**
[https://sites.google.com/udel.edu/rachel-karchmer-klein/ppe-webinars](https://sites.google.com/udel.edu/rachel-karchmer-klein/ppe-webinars)

**Partnership for Public Education:**
[www.udel.edu/PPE](http://www.udel.edu/PPE)


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Upcoming Webinar

Webinar 3: How can what we do today inform what we do tomorrow?

May 8, 2020
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Questions?