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Going Virtual:

Engaging Students in Virtual Learning

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AGENDA

1 *Theories of Online Learning & Student Engagement*

2 *Synchronous vs Asynchronous Methodologies*

3 *Self-directed Learning*

4 *e-books: More than words on a screen*

5 *Supporting Parents/Guardians & Yourself*

6 *Q&A*

What concerns you most about moving your class(es) online?

A. Knowing when students may be struggling with concepts/skills
B. Students engaging with content in a meaningful way
C. Determining an appropriate workload
D. Having enough time to manage one-on-one support for learners

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1

Theories of Online Learning & Student Engagement

Theories of Online Learning

Communities of Inquiry

Garrison, Anderson & Archer (2000)

Successful communities of inquiry depend on

- Cognitive, social, & teaching "presences"
- Teachers and students sharing ideas, opinions, and information
- Student-teacher and student-student interactions

Tools include interactive videoconferencing, online discussions, students blogs, & shared documents

Connectivism

Siemens (2004)

- Acknowledges the shift in the flow of knowledge and information
- Focuses on how technology can help manage content, data, & information
- Invites diversity of opinion to facilitate learning
- Emphasizes the nurturing of connection
- Allows for adjustments in deciding what to learn based on shifting relevancy

Online Collaborative Learning

Harasim (2012)

Group discourse and collaboration

- Drive idea generating > Idea organizing > Intellectual synthesis
- Feature the teacher as facilitator and learning community member
- Provide opportunities for group work that's balanced with individual reflection to explore convergent and divergent ideas

Theories of Student Engagement

Engagement Theory

(Kearsley & Schneiderman, 1999)

To apply these theories to online learning

- Focus on meaningful engagement through interaction with others and worthwhile tasks
- Emphasize collaboration and an authentic focus

Experiential Learning

Kolb (2015)

Learning is driven by experience and

- Focuses on connecting content to ‘“real world”
- Incorporates transparency by thinking about and discussing learning activities during and after lessons

Virtual Spaces

McBrien, Jones, & Cheng (2009)

Consider elements of “transactional distance theory” including

- Dialogue, structure, and learner autonomy
- Interrelation of and across learner/instructor, learner/learner, learner/content, learner/interface interactions

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Practical Tips

1. Use “microinteractions” to maintain engagement through short, concrete activities.
2. Incorporate fun through games or other novel experiences.
3. Challenge students to grab their attention and motivate them.
4. Incorporate audio to provide informative, detailed feedback.
5. Vary the presentation of content with gamification, simulation, and interaction content.
6. Provide opportunities for students to choose the way they navigate content.

Self-Directed Learning

2

SELF-DIRECTED LEARNING

Learners take charge of their own learning including: diagnosis of learning needs, identifying goals, selecting learning strategies and evaluating learning performance/outcomes

Benefits:

- opportunities for student reflection and metacognition
- engagement
- opportunities for autonomy and development of self-discipline
- empowerment of student learners

Best Practices:

- communicate expectations, an overview, and deadlines
- establish clear goals that are reasonable and measurable
- establish lines of communication and safety nets
- act as an advisor

Considerations:

- scaffolding, teacher and student workload, students' intrinsic motivation

3

Asynchronous vs. Synchronous

ASYNCHRONOUS LEARNING

Education, instruction and learning that does not occur at the same place and time

Benefits:

- convenience and availability
- student-centered control
- flexibility
- accessibility
- project and/or portfolio friendly

Best Practices:

- provide regular feedback
- keep engagement at the forefront of design
- emphasize higher order thinking
- consider pacing

Options:

- videos, discussions,demonstrations, individual and group projects

SYNCHRONOUS LEARNING

Education, instruction and learning that occurs at the same time, but not the same place

Benefits:

- social interaction
- immediate feedback opportunities
- multidirectional Q and A options

Best Practices:

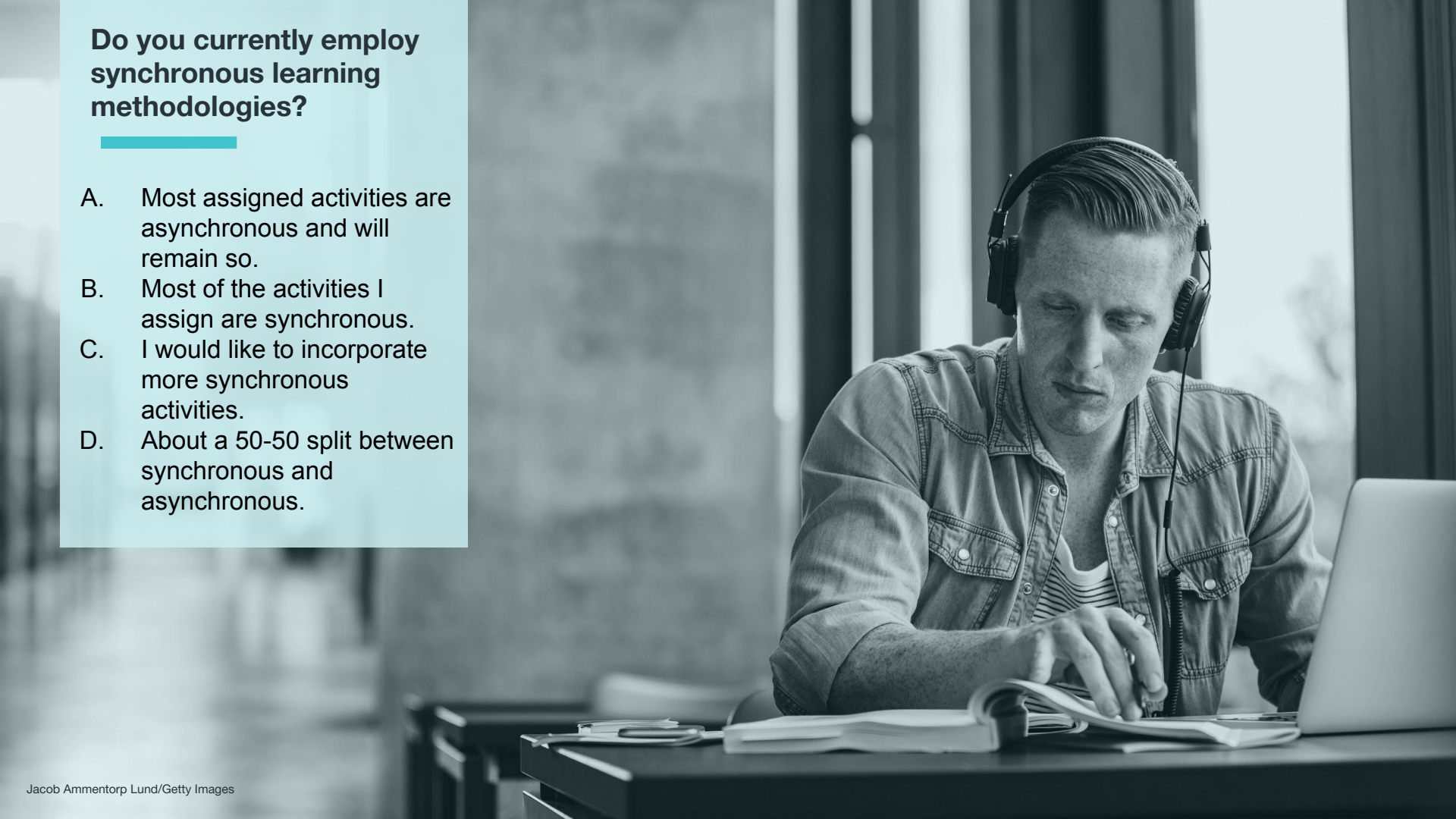
- establish expectations (and even rules)
- pose questions, shift attention, present activities frequently
- consider pacing
- explore learning or discussion platform beforehand

Considerations:

- accessibility and learning curve of required technology

Do you currently employ synchronous learning methodologies?

A. Most assigned activities are asynchronous and will remain so.
B. Most of the activities I assign are synchronous.
C. I would like to incorporate more synchronous activities.
D. About a 50-50 split between synchronous and asynchronous.



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E-books: More Than Words on a Screen

E-books: More than words on a screen

Benefits:

- accessible on multiple device types
- scalable
- dynamic and multimodal
- user friendly
- designed for differentiation

Best Practices:

- help students explore features
- model reading practices
- acknowledge distractors
- chunk texts

Considerations:

- students' experience and internet availability

FROM THEORY TO PRACTICE: What E-books Support

Active Close Reading:

- online and offline options and resources
- availability on all device types
- features such as highlighting, note taking and notebook, printing, OneNote, annotations

Peer-to-Peer:

Class discussions using

- your online learning system or LMS
- Google Classroom
- LaunchPad
- shared highlights and notes

Differentiation:

- read aloud audio options
- browser text to speech
- reader speed and accent options
- viewing features (day night, font size)
- flashcards for self-paced learning and review

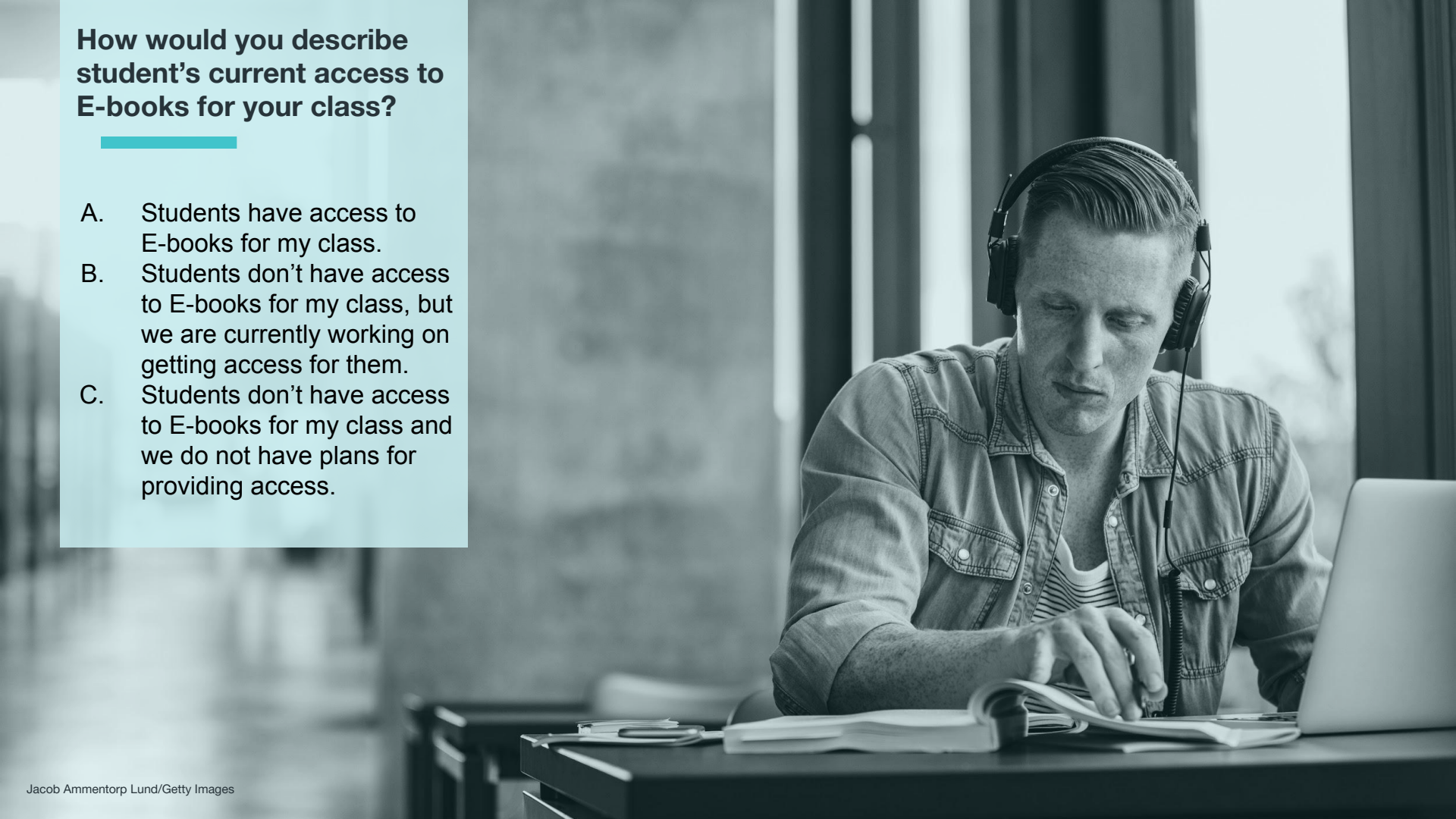
Gamification:

- flashcards provide interaction for self-paced learning
- figures and images license-approved to be used with sites and devices such as Quizlet, Kahoot, and iClicker

Let's take a look...

How would you describe student's current access to E-books for your class?

A. Students have access to E-books for my class.
B. Students don't have access to E-books for my class, but we are currently working on getting access for them.
C. Students don't have access to E-books for my class and we do not have plans for providing access.



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Supporting Parents & Caretakers

Tips to Share with Parents and Guardians

Encourage parents to

- Utilize communication methods
- Facilitate interactions students and with teachers
- Ask about and understand expectations
- Help students prioritize and break down tasks
- Provide guidance instead of answers
- Expect a learning curve for themselves
- Work alongside students
- Encourage students to take breaks
- Ask students to share what they are learning

Tips for parents and caretakers

Self-directed Learning

- Provide or assist with locating tools and study aids that support students' study methods
- Using discussion prompts like "Roses and Thorns" to guide student reflection during family "check-ins" or chats

Asynchronous Learning

- Understand that some work may look different than parental expectations such as the use of group texts, social media, & and video chats
- Help students plan - and take - breaks throughout the day

Synchronous Learning

- Coordinate schedules when possible so students can find a quiet(er) place for video calls
- Encourage "professional presentation" during video calls (nothing too personal in background, clothing that's more school appropriate than weekend appropriate)

Take Care of Yourselves

- Breathe
- Set a Schedule (and Take Breaks)
- Incorporate Movement
- Eat Well
- Stay Hydrated
- Take Naps!
- Step Outside or Open a Window
- Establish a Workspace
- Boundaries
- Acknowledge Limitations and Struggles
- Reach out to Your Community of Educators
- Find Resources Such As The Greater Good Science Center at UC Berkeley

Which engagement methodologies did you notice being used during this webinar?

A. Gradual Release
B. Multimedia
C. Participant polling
D. Reflection questions
E. I didn't notice any engagement methodologies

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Q&A

Brene Brown on Venturing into Online Learning

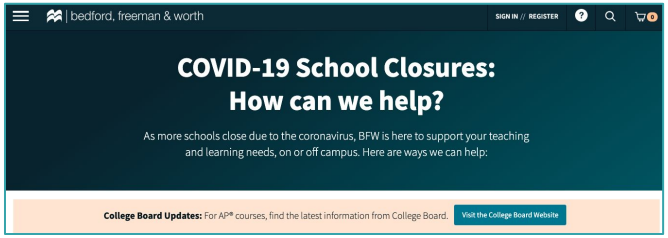
When we have no relevant experience or expertise, the vulnerability, uncertainty, and fear of these firsts can be overwhelming. Yet, showing up and pushing ourselves past the awkward, learner stage is how we get braver . . . .

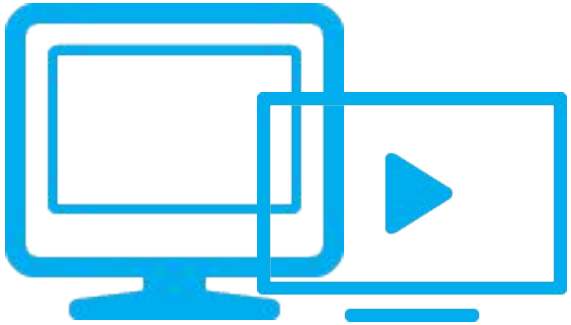
Here's the good news: If you're someone who is driven to show up for your students and connect, if you're willing to be a learner, if you're willing to stay curious, if you're willing to change course (478 times in one semester or one week),

YOU WILL TOTALLY CRUSH IT!

bit.ly/BreneCollectiveVulnerability

Additional Support for ‘Going Virtual’





‘Going Virtual’ Support Page

- Articles
- Blog posts
- Support videos
- Course-specific tools
- Free student resources

Live and Recorded Webinars:

- Exam Prep in a Remote Learning Environment: AP® Literature and AP® Language
- Using Launchpad to Facilitate Active Learning in Virtual Environments
- Using Sapling to Facilitate Active Learning in Virtual Environments

Free E-book offer:

- For select AP® and on-level courses
- Email requests to: **partner1@bfwpub.com**

Wishing you safety and
good health.
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