Distance Learning Up Close: Teaching for Engagement and Impact in Any Setting
Welcome!

Distance Learning Up Close:
Teaching for Engagement and Impact in Any Setting

Presented by Douglas Fisher, Nancy Frey, and John Hattie
About the Presenters

Doug Fisher  
Nancy Frey  
John Hattie
Things we learned while distance learning.
Focus on what students **know** and **don’t know**.
Address social and emotional needs.
Ineffective approaches to learning are ...

ineffective in digital spaces, too.
MODULE 9

LEARNING, DISTANCE OR OTHERWISE
Mobilizing WHAT Works
What does that mean?
• **DL is not an accelerator, but also not a negative**
  • **The setting is not the deciding factor**

“We need to view technology use like planning lessons and creating resources: It is the means and starting point, not the core, of teaching.

It is the decisions we make as students are learning, as we listen to them think aloud, as we give them alternate strategies and help them work with others to jointly advance learning, as we formatively evaluate our impact, that are important.”
FOCUS ON THE LEARNING PROCESS

- Where to look for great practice... platforms, processes, practice
TECHNOLOGY USE
THE REVOLUTION THAT’S BEEN COMING FOR THE LAST 50 YEARS

- Optimize the social interaction aspects
- We do not want to be talked at, but learn with ...
- Check for understanding
- Listen to the feedback from the students about their learning

Make sure there is a balance between precious knowledge and deep thinking

Too often online favors the former over the latter
Let’s move from crisis teaching to cohesive instruction across platforms.
MODULE 3

TEACHER–STUDENT RELATIONSHIPS FROM A DISTANCE
A “chilly” classroom climate
Differential Teacher Treatment of Low-Achieving Students
(Good, 1987)

- Are criticized more often for failure
- Are praised less frequently
- Receive less feedback
- Are called on less often
- Have less eye contact from the teacher
- Have fewer friendly interactions with the teacher
- Experience acceptance of their ideas less often

These students believe “their presence is at best peripheral and at worst an unwelcome intrusion.”
The mute button is a new way to send negative messages to low-achieving students.

A teacher’s dislike for a student is rarely a secret to their classmates.
Students’ likelihood to learn is influenced by the teacher’s credibility.
Teacher Credibility: $d = 1.09$
Four Components of Teacher Credibility

Trust  Competence  Dynamism  Immediacy

STAY SAFE
Dynamism is your enthusiasm for your subject and your students.

Look and sound passionate and prepared.
Immediacy is your accessibility and relatability.

- Gesture when talking.
- Look at students and smile while talking.
- Call students by name.
- Use *we* and *us* to refer to the class.
- Invite students to provide feedback.
- Use vocal variety (pauses, inflections, stress, emphasis) when talking to the class.
5 ways to connect when you’re not in a live session

1. Send messages to families (e.g., Remind)
2. Ask an intriguing question in advance of instruction
3. Post photos of students and assignments in your LMS
4. Customize directions for assignments in a short video
5. Personalize feedback on assignments using Google Voice comments
MODULE 5

TEACHER CLARITY AT A DISTANCE
Lesson tasks, assignments, and activities include links to the learning intentions and success criteria.
Communicate expectations
CRITERIA FOR SUCCESS

Learning Target: I am learning about indicators of a healthy ecosystem!

Criteria for Success:
- Present information about a specific ecosystem.
- List the indicators of a healthy ecosystem.
| **Content:** Examine the arrangement of molecules that make up Deoxyribonucleic Acid. | □ Identify patterns to describe the structure of DNA. | • It helps me better understand my own body. |
| **Language:** Identify evidence from a text to support a claim. | □ Explain how DNA has impacted society. | • I can communicate how science can help people. |
| **Social:** Respond thoughtfully to diverse perspectives. | □ Use evidence from text to support a claim. | • Since not everyone has the same opinion as me, I will get to hear and consider different ideas. |
### Success Criteria!

<table>
<thead>
<tr>
<th>This week's Learning Targets/Intentions</th>
<th>Tasks/Assessments</th>
<th>Success Criteria</th>
<th>Before Rating</th>
<th>After Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am learning...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1. About how waves travel through matter | □ Complete Pre-Assessment  
□ Watch phenomenon video  
□ Complete “Encounter the Phenomenon”- document observations when a tuning fork is hit hard and soft  
□ Read “At the Core of It” and complete the graphic organizer  
□ Complete the “Strike That” lab and reflection question | I can...  
□ Predict if a ball thrown in the ocean will be pushed back to shore or not  
□ Document observations and generate questions about loud and soft sounds  
□ Define mechanical wave, transverse wave, longitudinal wave, and sound wave.  
□ Describe the features of P-Waves and S-Waves  
□ Explain why the rice behaves differently when the glass is struck hard and soft. |               |              |
Learning Target:
I am learning to use code to draw and design cool pictures.

Task:
Complete the ARTIST lab in Code.org

Success Criteria:
• I can use the MOVE FORWARD block
• I can use the TURN RIGHT BY 90 DEGREE block
• I can change the value of the MOVE FORWARD and TURN RIGHT blocks.
MODULE 6
ENGAGING TASKS
**Figure 6.1** A Continuum of Engagement

<table>
<thead>
<tr>
<th>Disrupting</th>
<th>Avoiding</th>
<th>Withdrawing</th>
<th>Participating</th>
<th>Investing</th>
<th>Driving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distracting others</td>
<td>Looking for ways to avoid work</td>
<td>Being distracted</td>
<td>Doing work</td>
<td>Asking questions</td>
<td>Setting goals</td>
</tr>
<tr>
<td>Disrupting the learning</td>
<td>Off-task behavior</td>
<td>Physically separating from group</td>
<td>Paying attention</td>
<td>Paying attention</td>
<td>Seeking feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Responding to questions</td>
<td>Valuing the learning</td>
<td>Self-assessment</td>
</tr>
</tbody>
</table>

**DISENGAGEMENT**

**ENGAGEMENT**

Berry, 2020
Participating → Driving
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M</td>
<td>Schedule Lecture: Safety, Survey, Scavenger HUNT and create a virtual cook book (google presentation)</td>
<td>T</td>
<td>Article review: Cooking Safety and the food groups</td>
<td>W</td>
</tr>
<tr>
<td>2</td>
<td>Week 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>T</td>
<td>Lecture: The importance of Breakfast</td>
<td>F</td>
<td>Article review: French Toast</td>
<td>W</td>
</tr>
<tr>
<td>4</td>
<td>Week 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>T</td>
<td>Lecture: Boiling and Sautéing</td>
<td>F</td>
<td>Article Review: Pancit</td>
<td>W</td>
</tr>
<tr>
<td>6</td>
<td>Week 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>T</td>
<td>Lecture: Baking - What it takes to make dough rise</td>
<td>F</td>
<td>Article Review: Pizza</td>
<td>W</td>
</tr>
<tr>
<td>8</td>
<td>Week 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>T</td>
<td>Lecture: Pan Frying and simmering</td>
<td>F</td>
<td>Article Review: Taco</td>
<td>W</td>
</tr>
<tr>
<td>10</td>
<td>Week 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>T</td>
<td>FINAL: Apply all the skills learned by making the following dishes</td>
<td>F</td>
<td>Article Review: Sambusa</td>
<td>W</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
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<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>T</td>
<td>Week 6</td>
<td>F</td>
<td></td>
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</tbody>
</table>
Document your learning
How can you create tasks that allow students to drive?
The purpose of the task determines the tool, not the other way around.
<table>
<thead>
<tr>
<th>Engagement Opportunities</th>
<th>Sample Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding Information</td>
<td></td>
</tr>
<tr>
<td>● Can locate information sources</td>
<td>● Kahoot</td>
</tr>
<tr>
<td>● Can organize and analyze information sources for accuracy and utility to the task</td>
<td>● MindMeister Add-On</td>
</tr>
<tr>
<td>● Locating information is driven by curiosity</td>
<td>● Quizlet</td>
</tr>
<tr>
<td></td>
<td>● Padlet</td>
</tr>
<tr>
<td></td>
<td>● Twitter</td>
</tr>
<tr>
<td></td>
<td>● Google</td>
</tr>
<tr>
<td>Using Information</td>
<td></td>
</tr>
<tr>
<td>● Can cite sources of information</td>
<td>● Evernote</td>
</tr>
<tr>
<td>● Makes judgments about how best to use information</td>
<td>● Flipgrid</td>
</tr>
<tr>
<td>● Asks questions the information provokes</td>
<td>● Grammarly</td>
</tr>
<tr>
<td></td>
<td>● PlayPosit</td>
</tr>
<tr>
<td>Creating Information</td>
<td></td>
</tr>
<tr>
<td>● Can write and discuss information according to grade-level expectations</td>
<td>● Google Docs</td>
</tr>
<tr>
<td>● Transforms information in order to explore ideas new to the learner</td>
<td>● ThingLink</td>
</tr>
<tr>
<td>● Takes academic risks to innovate</td>
<td>● Tik Tok</td>
</tr>
<tr>
<td></td>
<td>● Turnitin</td>
</tr>
<tr>
<td>Sharing Information</td>
<td></td>
</tr>
<tr>
<td>● Accurately matches purpose to audience</td>
<td>● Animoto</td>
</tr>
<tr>
<td>● Uses metacognitive thinking to identify the best strategies for the stated purpose</td>
<td>● Storybird</td>
</tr>
<tr>
<td>● Is resourceful and resilient</td>
<td>● Tik Tok</td>
</tr>
<tr>
<td></td>
<td>● Remind</td>
</tr>
<tr>
<td></td>
<td>● WeVideo</td>
</tr>
<tr>
<td></td>
<td>● YouTube</td>
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MODULE 8

FEEDBACK, ASSESSMENT, AND GRADING
Acceptance of feedback is moderated by the relationship the student has with the teacher.
Formative Evaluation
Strengths: Complex tasks I got right

To be achieved: Complex tasks I got wrong: My next steps

Achieved: Easy tasks I got right

Gaps: Easy tasks I got wrong: Things I need to practice

E-asTTle, New Zealand online assessment
MODULE 2

THE FIRST DAYS OF SCHOOL
Set up norms and class agreements for your virtual learning classroom.
FOR YOUR CONSIDERATION

How will your students learn about your synchronous virtual classroom? Here are some suggested items to address specific questions students are likely to have.

Getting Ready for Your Class Meeting

- Make sure you have completed the pre-class preparation activity so that you’ll be ready to learn!
- Think about your goals for learning today. What do you want to achieve?
- Work with your family to find a quiet space that won’t disturb other people in your house and won’t distract you from learning.
- Prepare your learning space. Make sure you have a clear workspace to write and store your materials.
- If there are items that have personal information you wouldn’t want other people to see, move them out of camera range.
- Check your lighting so that your classmates can see you.
- Check to see that your first and last name are on the screen.
Figure 2.2 Video Chat Expectations for Younger Students

Video Chats

Movement
- Sit at computer
- Sit with phone or table
- Body calm

Activity
- Video Chat
- Eyes Watching
- Ears Listening

Conversation
- Voice level 0
- While mic is muted
- Raise hand to speak
Keep families in mind. Set up a considerate LMS and provide schedules so they can plan. (p. 33)
MODULE 1

TAKE CARE OF YOURSELF
Put your own oxygen mask on first before helping others.

Ricky Robertson
Build Back Better: A new grammar of schooling

- Teachers talk less and more dialogue especially about the language of learning
- Parents could be involved in the new grammar, not just at home but also within schools.
- In secondary school, many are now better prepared for tertiary studies.
- How are teacher education courses preparing future teachers to adapt to the new normal, particularly as 27% of Australian teacher candidates complete their course online!
- Do we really need to have all the students sitting in front of a teacher every day?
- Introduce days in-school (or at-home) to be at-distance
- Some students learnt and felt so much safer at home
- Teach self-regulation at home and at school
- Parents learn the language of learning
- Failure is the learners’ best friend
Thank you!

Any questions?
The Distance Learning Playbook, Grades K-12

Teaching for Engagement and Impact in Any Setting
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