LiDA eModule – <u>High-Leverage Teaching Practices for Remote Teaching</u>

Online Teaching Practices in Action:
PD for K-12 teachers on "Leveraging online technologies for remote teaching"

This documents provides an illustration of how the six teaching practices feature in this eModule played out in the context of a professional development (PD) for K-12 teachers offered fully online. After a brief description of the context of this experience, we report on the key activities that comprised the first few sessions of this PD, while identifying the teaching practice(s) employed in each. Directions for most of the activities, as well as links to documents used, are available through the Padlet used for this experience.

NOTE: If you check any of the padlets linked to this pdf document, whenever you want to come back to this page remember to click on the "back arrow" (as the padlets will not open in a separate window)

PD description

This fully online PD was designed as a first step to enable K-12 teachers to better leverage online learning during emergency remote instruction. As an integral part of their own learning process, participants "experienced as learners" a variety of asynchronous and synchronous online learning activities, as well as six high-leverage online teaching practices with broad application. They also started the process of turning a series of lessons they taught face-to-face into a fully online experience.

The entire PD comprised of a short preliminary assignment, two 2-hour Zoom sessions, an asynchronous online module in-between those sessions (requiring about 4-6 hours of independent work), a final assignment related to redesigning a set of lessons of their choice, and an option virtual office hour to discuss those lessons. Altogether, this experience was considered equivalent to a 2-day workshop.

The narrative and artifacts that follows are a composite of four implementations of this PD in summer 2020 involving a total of over 150 teachers, so as to better preserve participants' anonymity.

Annotated narrative

Directions for most of the tasks involved in this PD, as well as links to any document provided to the participants and selected participants' work, can be found at:
<u>https://padlet.com/LiDA18/k12remote_Main_Template</u>

Preliminary assignment

Before getting together for our first Zoom sessions, participants were asked to complete a few short tasks online. This preliminary asynchronous assignment was intended to start building a learning community by enabling participants to get to know each other as well as the instructors, get their thinking started about the topic through a few short readings, and also elicit relevant prior knowledge – in recognition of the fact that they all had experienced emergency remote teaching as a result of the COVID-19 pandemic for the previous three months.	

About a week before the first Zoom session, participants were emailed the link to the following Padlet providing detailed directions to these preliminary tasks, along with links to the readings and instructions about how to post their work on the Padlet so it would be easily accessible to everyone: https://padlet.com/LiDA18/k12remote_0_Template	***Giving directions***
As part of the "online introduction" they posted on this Padlet, participants were asked to share the story of a memorable teaching experience during COVID-19. These stories were instrumental not only to develop a first set of shared examples of remote teaching, but also to get a sense of each participant's mindsets and feelings about the disruption caused by the pandemic.	***Eliciting prior knowledge***
Participants were also asked to create a post where they listed the key challenges they personally experienced with remote teaching during the pandemic, and then to review everybody else's post before our next Zoom session. These posts were also very informative, and enabled the instructors to focus one of the first synchronous activities in the next session around the challenges most commonly identified by this specific group of participants.	***Eliciting prior knowledge***

This preliminary assignment also included a set of very short thought-provoking readings about remote teaching, purposefully selected to have participants experience a variety of media. These readings included:
 	
    a. A 1-page excerpt from a practitioner article about the different between remote and online teaching
    b. A short self-paced web-based mini-lesson for K-12 students about the difference between traditional and online courses
    c. A 1-page excerpt from a website identifying characteristics of a successful online learner
    d. A 7-minute video reflecting on implications of the pandemic on teaching (in Spanish, with English subtitles)
	Conveying Content

First Zoom session

Introduction
The first Zoom session started with a brief welcome and review of the entire PD goals and structure, followed by the agenda for this specific session – which was also posted in the Chat as a reference:
 	
    Agenda:
    1. *Introduction*
    2. *Challenges of K-12 Remote Teaching*
    3. *Introduction to High-leverage Teaching Practices*
    4. *Advantages and limitations of synch sessions*
    5. *Closing*	

To get a sense of the participants' familiarity with the two main online tools we were going to use in this PD – Zoom and Padlet – we then did a quick anonymous Zoom poll with the following questions: *A.How familiar are you with Padlet?*	***Eliciting prior knowledge***

1. This was the first time you used Padlet
2. You used Padlet before , but not yet with your students
3. You used Padlet before with some of your students
 	
    A.How familiar are you with Zoom?
 	
    1. This was the first time you used Zoom
    2. You used Zoom before , but not yet with your students
    3. You used Zoom before with some of your students – but without Breakout Rooms
    4. You used Zoom before with some of your students, including Breakout Rooms
 	
As the results of the poll were immediately shared with everyone, we learned that only about 1/3 of the participants had used Padlet at all – which alerted us to be explicit in giving directions about using Padlet – and only about 1/3 has used Zoom with their students. Some participants reported later that they felt reassured by seeing there were not the only ones unfamiliar with one or both of these tools!	

Challenges of K-12 Remote Teaching As our first synchronous online activity, we had planned to have participants in small groups discuss concrete strategies to address some of the most common challenges of remote teaching they had identified in the preliminary assignment – as a way to acknowledge the significance of those challenges, as well as highlight important differences between online teaching and emergency remote teaching, before moving on to explore how to best leverage online learning with K-12 students. Based on what had been posted in the preliminary assignment, we has previously identified a few categories of common challenges we wanted to assign to different groups for discussion – and then report back so everyone would benefit. These categories included *ensuring family support (especially for younger students), developing and sustaining relationships with students, lack of student engagement, providing needed support and accommodations, student assessment,* and *equity issues.* To make the small groups discussions most productive and constructive, we thought of asking each person to first think back of an instance when they – or their school – had been able to address the assigned challenge, and then share that instance with the group. After this round robin was completed, the group could then move on to discuss strategies to address their assigned challenge, grounded on these positive and concrete examples. Directions for this group activity were reviewed orally by the instructor before sending each group to a Breakout Room, and also repeated in writing in the first column of the Padlet where each group was requested to record their insights: https://padlet.com/LiDA18/k12remote_Challenges_Template We also asked each group to record key insights generated by their conversation in their assigned column in another Padlet – so other groups could benefit from it, and also as a way for the instructor to follow what each group was discussing in each Breakout Room – as illustrated in the padlet below: https://padlet.com/LiDA18/k12remote_Challenges_AccUA After their Breakout Room discussion, each group was asked to report back orally a key insight, and also to give a sense of what else could be found in their column of the	***Sharing student work*** ***Eliciting prior knowledge*** ***Giving directions*** ***Sharing student work*** ***Sharing student work***

Padlet. Participants were also given a few minutes to review what other groups posted in the Padlet.	
This activity concluded with some summary comments from the instructor, highlighting key points among what had been shared orally and in the Padlet, and most importantly inviting participants to keep these challenges in mind as they evaluated specific opportunities offered by findings about online teaching and learning, and considered what adaptations may be needed for an emergency remote teaching situation.	*Synthesizing learning*
Introduction to High-leverage Teaching Practices	
One of the main goals of this PD was to empower participants to use effectively a few powerful online teaching practices, applicable to all content and audience. We had chosen to focus on the following practices, based on their potential high impact and applications: *Eliciting prior knowledge, Synthesizing learning, Conveying content online, Sharing Student Work, Giving directions for independent work,* and *Giving feedback.* These practices were purposefully modeled throughout the PD to provide "experiences as learners" the teachers could reflect on, so as to better appreciate their value as well as options to consider for their implementation.	
To make this component of the course more explicit, the instructor delivered a short 10-minute live "mini-lecture" about the concept of "high-leverage teaching practices", while also identifying the specific practices we selected to focus on in this PD and why.	*Conveying content online*
She also identified the specific implementations of *Eliciting prior knowledge* made up to this point in the PD, and asked participants to record their reflections in a new Padlet during a working break scheduled to follow this activity – and then read what everyone else's posted before getting back together. This activity was also intended to model for the participants what they would be asked to do on their own for the other five practices as part of the forthcoming asynchronous online module.	*Giving directions* *Sharing student work*
After the break, the instructor summarized key points about potential benefits and challenges of *Eliciting prior knowledge,* also pointing out some important instructional decisions teachers need to make when implementing this practice.	*Synthesizing learning*
Advantages and limitations of synch sessions	
Participants were then invited to engage in another reflection on what they had "experienced as learner" in the PD so far, this time focused on how the synchronous session was used – and implications they could draw from their own teaching.	
Once again, participants were sent to Breakout Rooms with the task of sharing their reflections and discuss implications in terms of affordances and limitations of synchronous sessions, also recording key insights in a new Padlet (which also included written directions for this activity):	*Giving directions* *Sharing student work*
https://padlet.com/LiDA18/k12remote_Synch_Template	
Since the synch session was coming to an end, participants were asked to simply review what other groups posted before our next session.	
Closing	
The session closed with a brief recap by the instructor, pointing out the progress made towards the PD goals in this Zoom session.	*Synthesizing learning*

She then briefly introduced the rationale and key components of asynchronous online module, highlighting in particular the importance of completing the assigned tasks in the recommended sequence, and paying attention to the intermediate deadlines set to ensure meaningful sharing and collaboration – while also providing the link to yet another Padlet with more detailed directions (also to be included in an email follow-up to this synch session).	*Giving directions*
As their "Ticket-out-the-door", participants were asked to share in the Chat a key take-away from today's session before signing off.	*Sharing student work*

Online Asynchronous Module

Explain goals and rationale for this module	
It is worth noting that this online module was purposefully designed to model how a significant amount of asynchronous individual as well as collaborative work could be structured. We had made a purposeful decision to convey most of the information about online teaching and learning – so as to save the limited synchronous time to more interactive activities. Directions were provided in a "main" padlet, with links to a brief pre-recorded oral explanation by the instructor (https://www.youtube.com/watch?v=kYv2JVPPESM&feature=youtu.be), as well as detailed written directions with links to additional padlets providing access to readings and/or space for participants to post their work, and a final summary "checklist by deadline": https://padlet.com/LiDA18/k12remote_1_Template	*Giving directions*
As their first task, participants were asked to review a 15-minute pre-recorded **presentation** the instructor had prepared to introduce key concepts and considerations about K-12 remote teaching that would be amplified in the selected readings. Participants were given the choice to view the video of the PPT presentation (https://www.youtube.com/watch?v=g1taVVmGgEo&feature=youtu.be), or to "read" the same content in an annotated version of the same PPT. (Interestingly, several participants chose to do both, and reported that they found it helpful, as each modality presented unique advantages and disadvantages)	*Conveying content*
Next participants were directed to do a **series of readings** about online teaching and learning, organized in a prescribed sequence, but also including some choices. These readings were purposefully selected to include excerpts from published books and articles, videos and even the recorded presentation by an expert. Brief description of each reading and why it was chosen were provided, along with links to an electronic file: https://rochester.box.com/s/29scutgidyn2vi58l6kcbo1ek0fszqyy	
To help participants draw implications from these readings, and benefit from other people's meaning-making, they were then asked to contribute to an **online discussion** conducted on a Padlet by responding to the following open-ended prompt: *Identify a specific affordance/benefit OR limitation of online learning, and discuss its implications for remote teaching in K-12 schools in light of the readings.* Participants were given an	*Sharing student work*

intermediate deadline for their first post, to ensure that they would have time to read everyone's post and respond to at least two posts before the next Zoom session. The instructors purposefully refrain to add their own comments in this discussion board, to ensure that their views would not dominate the conversation, and leaving the responsibility of providing feedback to their peers through their comments. https://padlet.com/LiDA18/k12remote_DB1_Template	*Providing feedback*
In preparation for a final session in the next Zoom meeting about high-leverage online teaching practices, participants were also asked to select two of the six high-leverage online teaching practices modeled in this PD, and share their reflections on their "experience as learner" of each of these practices in the appropriate column of the same Padlet used for the *Eliciting Prior Knowledge* model developed in the previous Zoom session: https://padlet.com/LiDA18/k12remote_practices_Template This time participants were only asked to read all the other posts before our next Zoom session, with no specific requirement about adding comments.	*Sharing student work*
In preparation for yet another activity to take place in the next Zoom session, participants were also asked to select a set of lessons they may want to redesign for remote instruction.	
Finally, each participants was asked to write a **reflective journal** synthesizing their key take-aways from the module, to be posted on a separate Padlet. The following questions were offered as suggestions to guide their reflection: The following questions are offered only as suggestions to guide your reflection – do not feel obliged to explicitly address any of them in your journal: 1. *What are common challenges experienced by K-12 students with online learning, and what implications will they have for designing remote instruction?* 2. *What can we do to establish a "learning community" when teaching remotely?* 3. *What could we do to increase student engagement in online learning activities?* 4. *What may be done best through "programmed instruction" versus a more teacher-centered or student-centered online teaching approach?*	*Synthesizing learning*
The instructors read all these journals, which were quite informative to understand what participants were gaining from the PD so far, and informed their facilitation of the next Zoom session. They debated whether to leave individual comments on each journal, and ended up deciding against doing it given the public nature of the Padlet – although they realized this was a significant limitation.	*Giving feedback*