**Learning in the Digital Age (LiDA)**

**Study Group Series**

**Session 2:**

***What are “high-leverage” online teaching practices and***

***how can they best be developed? (B1)***

*Blurb:* In the current teacher education literature, attention has been given to helping novice teachers develop a few teaching practices that have been identified as having the highest impact on teaching effectiveness and, thus, students’ learning. Some examples of these high-leverage teaching practices are facilitating productive discussions, eliciting and interpreting individual students’ thinking, providing students feedback on their work – just to mention a few. It is to be expected that the value of using high-leverage teaching practices will hold when teaching online, yet what we identify as the most critical high- leverage teaching practices may be different when teaching online versus face-to-face.Thissession will focus on identifying and examining the nature of a few “high-leverage online teaching practices”, informed by learning experiences designed for our course *EDE484: Online Teaching and Learning* and building on the literature on high-leverage teaching practices as a conceptual lens.

*Pre-thinking questions:*

* If you have participated in online courses as a teacher or a student, what would you identify as teaching practices worth focusing on?
* What would you identify as high-leverage teaching practices in your own face-to-face teaching? Which of these are relevant to an online environment, and if so, what would need to change?
* How could we support novice online teachers so they can develop specific high-leverage online teaching practices?
* What else would you like to learn about high-leverage online teaching practices and their development?

*Presentations:*

* *(Framing)* Highlights of research on high-leverage teaching practices in teacher education (Raffaella Borasi)
* *(Anchoring example)* Focus on high-leverage online teaching practices in EDE484: Online Teaching and Learning (Raffaella Borasi and Dave Miller)

*Questions for table discussion:*

* Of the online teaching practices identified so far, which ones are truly “high-leverage” (and why)? Are we missing some other “high-leverage” online teaching practices?
* Does our approach to developing “high-leverage” online teaching practices seem reasonable?
* What else could we do to develop a specific “high-leverage” online teaching practice effectively?

*Follow-up readings (optional):*

* *Seminal articles on high-leverage teaching practices*
* *Examples of “synthesis” documents created for EDE484*

*Discussion board main thread:*

* What are “high- leverage” online teaching practices?
* How can “high- leverage” online teaching practices be best developed?

**List of “high-leverage online teaching practices” we focus on in EDE484:**

1. *Introducing new online tools*
2. *Providing directions for independent work*
3. *Conveying content online*
4. *Sharing students’ work online*
5. *Orchestrating online discussions*
6. *Synthesizing learning*

**List of “high-leverage teaching practices” listed in the TeachingWorks website:**

1. Making content explicit through explanation, modeling, representations and examples
2. Leading a whole class discussion
3. Eliciting and interpreting individual students’ thinking
4. Establishing norms and routines for classroom discourse central to the subject-matter domain
5. Recognizing particular common patterns of student thinking in a subject-matter domain
6. Identifying and implementing an instructional response to common patterns of student thinking
7. Teaching a lesson or segment of instruction
8. Implementing organizational routines, procedures and strategies to support a learning environment
9. Setting up and managing small group work
10. Engaging in strategic relationship=building conversations with students
11. Setting long- and short-term learning goals for students referenced to external benchmarks
12. Appraising, choosing and modifying tasks and tests for a specific learning goal
13. Designing a sequence of lessons towards a specific learning goal
14. Selecting and using particular methods to check understanding and monitor student learning
15. Composing, selecting, interpreting, and using information from methods of summative assessment
16. Providing oral and written feedback to students on their work
17. Communicating about a student with a parent or guardian
18. Analyzing instruction for the purpose of improving it
19. Communicating with other professionals

Example of “micro-practices within a HLTP: **Leading a discussion**

1. Launching the discussion/purpose setting
2. Using students’ ideas to advance the discussion
3. Eliciting, scaffolding and following up students’ contributions
4. Managing multiple ideas
5. Making public records of the discussion *(selecting ideas to be recorded; “re-voicing” original contributions)*
6. Using language that is accurate yet accessible to students
7. Identifying and highlighting the core of an idea/explanation
8. Working with students’ errors and misconceptions
9. Clarifying terms
10. Asking students to ground discussion in shared knowledge and terms
11. Engaging different students equitably
12. Deploying and connecting representations of content

*(Adapted from Hlas & Hlas, 2012)*