Virtual Teaching Academy Session Six

Good afternoon everybody and thank you for joining us today before we get started just a couple of really quick housekeeping items, we want to share with you.

First of all the chapter this session has been disabled.

All attendees will be.

Muted by default and you won't be able to participate in chat.

However, we do want to hear your questions and comments and we encourage you to do that using the questions panel that you'll see to the right of your screen. If you're on a desktop or at the

bottom of your screen. If you're joining us by mobile, this session will be recorded in the slides and resources will be shared. We will share the link to where you can find those materials in the question, so watch that space. At recording sessions, an slides are generally available up to 48 hours. After the session. It takes a little bit of time to get those processing captions so that everyone can make use of them, so looking forward to a great panel today and with that John, I'm going to pass the mic over to you. Thanks so much, Steve. And welcome everybody.

Really excited. You could join us this afternoon for UM, our session and will run for about 90 minutes. I'll do is Quicken in Troy as I possibly can to leave our presenters lots of time to share information with you and leave you lots of time for questions and answers. An engagement with them just a couple of quick things. As Steve said, use the chat for your questions. Use the question area for your questions.

The session is recorded and for some reason you have to leave and you want it.

And ourselves here today. Um really starts back at the beginning of the the COVID-19 crisis. the University of Phoenix, where I'm the chief academic officer in Provost. We made some of our teacher courses that are continuing education courses. We made some of them available for teachers as resources. We did that as a way to give back.

A lot of teachers take those uh, for CEU units to maintain their licensure, their certification and when we decided to do that literally thousands of teachers signed up for those courses. And we knew right then, that there was a lot of demand out there for support for assistance.

And So what we did is we got together with our partners a blackboard and, um, uh, with blackboard. We decided what we really needed to do, was, uh, put together something that gave both teachers and leaders said the resources for the future. As we move into fall, we reached out to Paden, Heath or central to organizing this effort, and we leverage their networks. They have vast networks of folks that I hope you can now call your colleagues. And we created not only the Virtual Teaching Alliance for the summer teaching and Learning Academy for virtual learning. Um, many of us had kids in in K12 that were impacted. The last part of the school year and.

And continue to have questions on an thoughts about what's happening going into the fall and, uh, we thought it combination of what teachers need when administrators need what parents need. We could really pull something together leveraging our years and years of experience. Blackboard in K12 as a prominent provider of a learning management system or LMS and University of Phoenix itself with a large College of Education and decades of online learning experience. And so, without further ado, I'll have each of our presenters, uh, give an introduction to themselves up and lead us on our topic today, which looks specifically at asynchronous and synchronous synchronous learning and will jump right into it. We have Michelle Eaton who's a director of virtual and blended learning. The school district, Anwain

School District, and we also have Shondra Sanchez race.

Who's, uh, a director of a connections learning Academy. So please, uh, welcome them, and Michelle and shondra take it away. Thank you so much for joining us. Uh, two more days of sessions. By the way, four more sessions, 2 on Tuesday and two on Wednesday were thrilled you here. Thank you.

Thank you, well welcome everyone. Um, we're excited to have you here. An Michelle and I are looking for it to you sharing what we know and probably learning a little bit from you all too. So I'm charger Sanchez on the executive director for two virtual schools. Indiana Connections Academy in Indiana. Connections career Academy, which both serve Indiana warehouse in Indianapolis, but sort of the entire state into schools. Just over about 5500.

Total students. And so I began my career in a brick and mortar and um, served there for about half my career began. Lee journey is an English teacher and then transition into charters and then even the further niche which would be virtual charters. This will be my 7th school year going into Connections Academy schools, so that's a little bit. Who are you? The show? Hi everyone, I'm yes. I'm Michelle eaten. I'm the director of virtual blended learning for the Metropolitan School District of Wayne Township. That's in Indianapolis IN. So my role is I oversee course development and professional learning for our virtual high school, which is the third high school in our school district. Achieve virtual education Academy. And then I also provide leadership and professional learning. K12 for our blended initiatives and then just helping traditional classroom teachers think about.

How we can use what we know about high quality online and blended learning in to transform and improve instruction in more traditional classrooms. Formerly a second grade teacher, so I had a primary background and now work K12 in the school district.

I also just released this month. My first book called the perfect

blend which is written for classroom teachers. An instructional leaders about what we can do in our traditional classroom to leverage on line in blended learning. So I'm pretty excited about that as well.

Jesse. Started up we're going to be talking about asynchronous and synchronous instruction. When to do it? Why do it and then give you some best practices for both before we get started, we probably should define what those are so that we're all on the same page. When we were talking about

asynchronous instruction, were talking primarily about on line learning that can happen at anytime and anywhere for student. So when your students are working through a digital lesson, they may not all be.

Logged in at the same time, but they're going to access the content in the assessment at their own pace at their own time, and then synchronous instruction is going to involve any of those live classroom meetings that you have. So when you get all of your kiddos into a zoo, more into it, Google meet for an in person class that is synchronous instruction, so it may not be happening in the same place, but it is happening at the same time. did I cover? Should I cover that? OK.

So with anything, any type of instructional design or instructional tools that we use, there's always a handful of pros and cons. Social, and I thought it would be a good idea to share with you the pros and cons of both synchronous and asynchronous in this sort of helps us create the landscape for Y, and when we would use both types of instruction in virtual learning unblended setting. So synchronous instruction, some of the pros.

And of course my allergies are now acting up right when I have to speak again. Some of the pros for a synchronous instruction would be that it's like Michelle spoke about. It's the most, it's the type of instruction that leaves the classroom the best.

It's live real time, even though students and teachers can be anywhere, it happens at the same time with everyone there. So you get the benefits of having discussions that are live and in real time, seeing students perform on, then apply skills in real time in being able to get real time feedback.

It also facilitates community and connection. You know you get that face to face component being in that live component which can help build relationships, increased trust.

Increased motivation of students and teachers. Uhm, it's great for small group instruction. And then like you said, both teachers and students have the opportunity to operate in real time. So it is when you would use it is when you want to sort of apply it to the real crowd classroom setting and have the benefits of that mean. On the other hand, some of the consequences to consider when you are thinking about synchronous instruction are those that you would have technology. Of course, having students all in the same place at the same time online. Some students may not have to begin with to be able to do that. That may also be a struggle for some districts to have all of their teachers have access to those type of things. It doesn't provide that flexibility. It is to do live like many of us experience, probably with our own children. They were scheduled scheduled time, so it does sort of take away from that less flexibility of being able to do virtual school or online or in learning anytime you want in the day. If you're embedding in synchronous instruction.

Sometimes, just like in the classroom, it is not always as individualized. When you've got a small group in there, maybe you have 50 or 75 students that are all coming together for one topic. It is more. It is difficult to be able to give individualized instruction. But we will talk a little bit about how you can operate. Some ways of doing that, but but on the whole it it can be a little challenging. Same difficulty creating a space for reflection in. I mean, we'll talk a little bit about this, and in both eastern Kunis in synchronous. But when you're altogether in your face to face like this, creating opportunities for students to reflect in teachers to reflect as a challenge in brick and mortars also can be a challenge online too. So Michelle is going to share with us some of the pros and cons of the synchronous.

Wonderful, I'm so asynchronous. Instruction those digital

lessons that you curate for students that they work on at their own pace. Also just like synchronous have pros and cons to that approach, so some of the benefits of incorporating asynchronous instruction. First of all, the fact that it is student paste is definitely a benefit, so when students can move through the learning at their own pace then they can work until they reach mastery. So it helps support a more

competency based approach to instruction where we can.

Ensure that all students are understanding the material, uh, before they move on to the next activity. And it can be highly individualized, so when we design these lessons, Pryor an. We have students moving period

synchronously. There's a lot of ways that we can kind of personalize that experience for students, especially if you have access to adaptive software that can individualize that instruction even further. Learning can happen anywhere and

anytime, and that flexibility is really powerful, especially in a remote setting where we don't have. We don't know what.

Family schedules are how many students are in one household and whether the parent is at home working and trying to also support the learning that's happening with all of those variables. The more flexibility we can provide, the better and more successful our students can be, and then Additionally allows us to really incorporate lots of active tools. Students can create and have an active in experience rather than just passively. Um listening and it also gives us the opportunity to really make learning transparent an past you didn't share from multiple perspectives where it's easier even in a traditional face to face class. It's easier for some students to kind of blend into the background or maybe not participate when we design asynchronously. We can be really intentional about making sure all voices are heard.

On some of the cons to an asynchronous approach. It really does require more intentionality around building connections between students and creating opportunities for collaboration similar to some of the cons in a synchronous environment. It's not impossible, but if you are not really focused and intentional about doing that, you can create pretty easily, create kind of an isolating experience. Um, it does also require some understanding about on line lesson design, because the reality is we learn differently on line. We interact differently with digital materials than we do in a face to face classroom, but unfortunately a lot of us haven't had the background or the really targeted instruction about what those differences are and what that looks like. So you need to have at least a baseline understanding of some of that. Some of the best ways to design

on line to be really successful.

Spoiler alert that's coming in a little bit. Some of those key things you can take away, so we're excited to share that.

Additionally, in an asynchronous environment, when students are working at their own pace and that means teachers are coming in and providing feedback on at their own pace, feedback from the teacher is not immediate, so making those decisions about what is going to be synchronous and what is going to be asynchronous. Definitely considering how long students are going to have to wait to get feedback. I'm especially if we're designing assessments and providing feedback that's going to drive instruction that's going to be a really important thing to consider.

And then, um, finally.

Have any of you all were teaching remotely this past spring and we also know that the greater the flexibility for the students, that also means there's more responsibility on the students to stay engaged to access their digital lessons and stay on task as opposed to finding any number of things to distract them at home.

So. With those shootings I see a question if synchronous is synchronous, primarily a term used in virtual instruction environment. Uhm yes, so typically, uhm when I've heard about it synchronous on line instruction is on line instruction that could be happening in multiple locations, but it's happening at the same time. So technically synchronous

means at the same time you certainly could refer to your face to face teaching as synchronous but.

Prior to Cove it, I would say that I've only heard these terms really used in online and blended settings.

So as we So what we want to do now, um, is kind of chat from both of our perspectives about what we think should be live and what should be student paste. We've from our experience is a

combination of both synchronous and asynchronous learning in a remote environment is going to be necessary or helpful to you in providing a successful learning opportunity for your students. And so it's critical for us to make really artful decisions about what we're pulling students together.

Or live and what we're going to create some greater flexibility with asynchronous digital instruction, so I'll let you go ahead and get started, and then I'll fill in any additional thoughts I have.

OK, so. We come by two schools are completely virtual schools, so we don't have a blended component at all, so we are entirely synchronous and asynchronous. So as we talked about in the pros and cons, that's that pretty much outlines our practice. So when we think about our curriculum is 100% design for online, so we have already those embedded opportunities for students to interact with online curriculum in online learning, and those best practices are sort of embedded into our curriculum.

Where we really stress are teaching stuff for counselors and even our administrators to some extent in terms of instruction. Is thinking about at what point do you need to have that formative assessment? At what point do you need to have that discussion or that student conversation really enhance the learning for your students and it's at that point that we use synchronous? Now in my environment we used both be used not only a live lesson room which is through Adobe Connect, very similar to zoom or Google classroom, and there's lots of different platforms. I guess you could choose for our schools. We use Adobe Connect. That's a virtual classroom. Alot of it takes place there, but we do still use a lot of phone calls and a lot of phone time with students. Sometimes that uses a video were

sort of pushing out more video this coming year, but generally we use books and we would consider both in our environment synchronous communication, we use phone calls a lot. For relationship building's homeroom checkins, advisory time counseling checkins, things like that. And then we use that Adobe Connect classroom to deliver the synchronous instruction, because that's where we have the White Board in the chat pods and the opportunity to interact like that. For asynchronous pretty much our curriculum is asynchronous, so it is built with the with the idea that a student can facilitate themselves through the learning process without sort of the guidance of a teacher until certain points in that curriculum, and that's when our teachers then pull back and operate under synchronous instruction.

That's sort of our approach. I'm not saying it's the best is what we've done up until this point. Also with Kelvin brought new

challenges even for us in the virtual environment, and thinking about, you know how we could even. How we could make our synchronous communication even better in more timely? Like you said, we serve a very large amount of students, so trying to figure out how to fit in synchronous communication with 5500 channels at once can be challenging. And we, you know we have bandwidth as well with our Adobe Connect so, but that's that's our new challenge. This year is really to think about the use of video and synchronous communication to help build trust and increase motivation and ultimately engagement.

And then really using synchronous communication even more for those active learning opportunities. Ciao, Yeah, so for us as we are making our return to instruction plan for the fall. There are a couple of key things that are going to be different from the emergency remote learning situation we found ourselves in in the spring and so much of that is what's determining are synchronous or asynchronous learning decisions.

So first of all, in the spring we transition from everything is normal and pretty traditional classroom instruction to within 48 hours. We're all at home, um, and for like it was for many of us. That transition was imperfect. We did the best that we could, an I feel like when you're in the middle of a global pandemic. It was. It was really important for us that we let teachers and students know that what they were doing was OK. Um, that. It wasn't going to be perfect, but we wanted, but doing something is better than nothing. And that was our emergency plan, um, but what's going to be really critical for us moving forward in the fall is that we have to move from that emergency. We're going to do something through the best that you can kind of mindset into the fall. We need to be able to provide high quality instruction, and we need to be able to move fluidly from coming back together in the fall to Inter minute remote situations.

Possibly some hybrid, um, learning opportunities. And to do that if we don't want to have students we don't want to create larger gaps that have already existed. Which means we need to create on line learning opportunities that are just as effective or more effective than what was what we're experiencing in our classrooms, precoded. And that's quite a big jump from what we're doing before.

So what that means is that, uh, we need to be really thoughtful about initial instruction and providing differentiation and remediation enrichment. It's going to be important for us to really personalize that experience so that we can ensure that all students are being successful regardless of what environment they find themselves in in the fall weather. It's back together in the classroom, completely on line, or some combination of the two.

The other thing that's going to be different from the spring in the fall is that when we went remote kind of, we transitioned pretty quickly. We had had 3/4 of a school year under our belt where we were able to get to know our students face to face and build those relationships and what we found was that those strong relationships equated to more engagement, more motivation on high quality learning that was happening on line, and the new challenge we face ourselves with is learning.

How to build those connections and build that community with a brand new set of students? That's very different than coming into the spring. So as we and I think synchronous instruction plays a big role in that because we know it's a really great way to build community. So for us as we think about what that balances between providing some structured learning opportunities that are synchronous to build community.

Opportunities to provide small group instruction and more focused personalized learning an then what needs to be asynchronous for us, we tend to think that that initial instruction, a thing that you're going to give to all of your students if we can design that asynchronously and we do it well. So we have, we create opportunities for students to connect with each other asynchronously to learn that initial material and then for us to get as much data as possible with both formative and summative assessment. We can use that data for targeted small group instruction. What I've found as a staff developer.

Is I in my role? I provide a lot of online professional development, both synchronous and asynchronous, and what I learned along the way while I was initially kind of scared about how successful I would be with asynchronous flexible learning when designed well, you can really get a lot of engagement that way, and what I ended up finding was leading. A webinar is a heck of a lot harder, leading a whole group of people through online instruction because you have the. Added barriers of How do I know that my students are actually engaged and having just turned this on? Like How do I know of the 700 people in this room right now? How many are looking at the screen and how many people are checking their email or have gotten up and left the room. No judgment yell I understand, but it's a lot harder to really ensure that in a synchronous environment so we can create high quality asynchronous lessons for initial instruction pull that data. I'm going to leverage my synchronous. Time for either community building the all class meeting at the beginning of the day where we kind of set the tone list out. You know what it is we're going to work on. Get all the kids together, maybe do some of our SCL lessons. That's how we're using that synchronous time. And then throughout the day I'm able to schedule on the student schedules and on their family schedule synchronous time for small group instruction that's very targeted based on the data that I pulled from those asynchronous components. So for us that's that is turning

out to be the.

Right combination as we look to create some remote learning opportunities. The other benefit of really mapping out what's going to be synchronous and what's going to be asynchronous is that it it helps us fluidly move between those models of return. So as we're thinking about 3, most school district or thinking about three different ways that we can possibly return or have to move into, I don't know. It's storming outside. If you guys hear that big Thunder, sorry for the distraction, but we need to be able ready to move. A hybrid situation or maybe students are showing up to school two days a week. Well, if we've already identified the things that are going to be synchronous and that things that are going to be asynchronous, it's easier for us to align all our face to FaceTime is now that synchronous component, and we still have the asynchronous plan for when students are working remotely. So we found that even really mapping that out has been important for us, as we even think long term. While we have a plan for what school looks like when they return on July 29th.

Who knows what the world is going to look like in September or October, or win? A classroom is going to have to move remote, so that's helping us really think about that fluidity between models as well.

So we had initially planned on having a discussion, but, um, the chat is turned off in their 700 of you, so we stay there.

Been some questions coming in so I don't know if you saw a couple that you want to take are going to take a look at that an answer. Some of those.

Yeah, there is a more questions that we have. I just grab them and stuck them on a Google Doc so I'll read them in the Michelle. you and I can just try to influence you. The first one was we answered about the difference between synchronous in a blended or program campus campus. You have. The second one was how do you motivate students in an online environment? Um? I would think the short answer is similar to how you do it in a brick and mortar. Uhm, you know, don't don't feel like the online environment. I think Michelle captured this really well and thinking about how they're designing their instruction in Wayne, But.

It is kids are still kids. Even in an online environment and the same thing still motivate them. Seeing your face being welcoming

all those soft skills that I know. All of you teachers and counselors and everyone else has. Deposited messaging positive support. Your PBS models in in some of your reinforcement, all of those methods still work.

Engaging me unengaged um is very similar and we can talk more about this later. I think it'll come through and some of the asynchronous and synchronous design that we're both going to talk about. But you know, the short of it is it's challenging, even in an online environment, you only have a few different ways to do it. I mean, my best advice is don't give up. Keep trying things. Top into folks that know that student. Maybe that already have a relationship with that student, that some of that some of the best bang for the Buck that we get is.

Looking back in the students history and saying oh they have this teacher last year and were able to talk with them or they met with them a lot. If they have a teacher record, sometimes that's the best person to just trying to get the student reengage counseling staff.

Things like that. Do you want to add anything to that? Michelle? I mean, that's a short answer, but it's true. I think it comes down just like in a traditional classroom relationships, and I think. There there's a sphere that it's not as easy to build good relationships on line, but I think with intention aliti I know for me personally, my Masters was completely online and I felt like I built stronger relationships with the cohort that I went through in my instructors because it was so individualized then, uhm, I even experienced in some cases in my undergrad and so and what we're finding too, is that moving on line, you're going to have an opportunity to build even stronger relationships with parents. That's what I heard.

Over and over in our district that this, that learning became more of a partnership than ever before and so really leveraging the tools and strategies to build relationships. The other thing which is a whole different session in and of itself. But if you are have Google Handy, I would recommend taking a look at something called transactional distance theory. Friend of mine in Georgia Marcus view. He works in a similar capacity for a Georgia School District and they did some research around transactional distance in their virtual program and basically if you do a search for it transactional distance theory in online learning, you're going to find suggestions for how to what modes of communication to use based on students performance and engagement and how the types of communication you use can increase motivation. So if you're interested in a little self research, uhm, self study there, I would recommend looking up on some of that work. So outside of doing a whole other session on motivation I would say those are probably the big things were also going to in the next 2 portions of this presentation talk about best practice for synchronous and asynchronous and that's going to everything we're going to share is really going to help ensure that there's active engagement, an engagement and motivation.

That moves beyond just entertaining students. But really, uhm getting them involved in a meaningful way, and they're learning.

I'm one of the next questions is he talked about? You said you do many phone calls. So do you use your personal phone or what else can be is? I think that's that's a really common question and we actually use Google Voice, which can come through the computer and or a cellphone. We don't provide cell phones to our staff members and many staff members want to be able to have a work number that's not their cell phone number. Google Voice has allowed us to do that. We also have jive. Um, that we use for some of our uhm, particularly in our special populations, departments and things like that, we do use drive. Those are two resources that we've used for a number of years and it works really well for us. It also allows the ability to sort of have it on your computer, but then also for us as administrator. Since we all work from home to be able to have it on our cell phones too. So we truly are reachable wherever Michelle, I don't know if you guys use anything or if you guys have. Have you thought about that? Now that folks are going home or worked at home? Uhm yeah. Lots of similar similar strategy for sure.

We're not gonna be able to answer all of these and hopefully some of these will get to later in the presentation to one that I think is interesting is how long should online sessions be with students? and I think this applies to both synchronous and asynchronous instruction, something that's really important for us to remember is that eye fatigue is a real thing in research tells us that the average person experience to start experience eye fatigue after about 20 minutes of looking at a screen.

And once our eyes get tired, our ability to process information from the screen also starts to dip. The good news is that doesn't mean you're stuck with just 20 minutes total of learning pretty much as soon as you avert your eyes away from the screen that that internal timer starts over again. So whatever you're doing, I like to tell our teachers that you know, just because we're doing online learning doesn't mean everything has to be on a screen. So if you are hosting a 30 minute synchronous lesson, or you're designing an asynchronous lesson. Really thinking about what are the opportunities for students to look away from the screen. Maybe jot something down on a piece of paper before moving back and looking at the screen. Even something as simple as that is going to help with keeping students attention and their ability to process lots of information at once. I know that I'll be talking about asynchronous design strategies and we'll talk a little bit about link, the videos and that kind of thing.

I think some of these other questions we probably can get through, particularly around the age groups in great bands setups and how those might look different in asynchronous and synchronous communication. I think both Michelle and I can touch on that in our own sections of this. Do you want to go ahead and move on to asynchronous? Their questions in there and will gather him up.

And if we don't answer them just organically through asynchronous and synchronous design, that will be sure to tap into another point in the session.

Yeah exactly, if I'm starting, I'm going to go through the asynchronous design section, and if you've asked a question, we missed it, feel free to throw it in there again to make sure that we see it. There are a lot of you in a lot of questions coming through, so which is great keep them coming.

So as we talked a little bit about our opinions about wind, do asynchronous and when did you synchronous and what a combination of those two might look like for your classroom, we want to dive into what are best practices now. We're really going to highlight some of just the key things like the handful of two or three things that you could do tomorrow to really improve your asynchronous design. There's a ton of other stuff, so if you are interested, please feel free to send me a tweet. Or shoot me an email. I have a ton of resources I could share with you if you're really interested in instructional design, but connect with me later. But these, I think are probably your big hitters. The things that I would recommend doing 1st, and if you can do this, you're going to exponentially improve your asynchronous online instruction. So, first of all, um, cognitive

load is something that we should all be thinking about online and Simply put, cognitive load is basically the effort being used by our working memory, our short-term memory, and are working. Memory can only process so much information at a time.

Some cognitive load is good. We want students to Russell or or grapple with information or ideas that just the right level and a certain amount of cognitive effort is necessary for that. Happened.

Um Nelson Cohen. Actually, a decade ago 2010 actually determined that young adults can process about three to five items at once.

I'm so when there's too much information and we start to get past that. UM amount we Max out our cognitive load and when we Max out cognitive load, our brains are unable to really, effectively and efficiently process that information and so our ability to retain information drops significantly.

And we see this happening on line pretty quickly.

So come have load theory tells us that as instructional designers, as teachers who are designing asynchronous online lessons, we need to design learning experiences to reduce the load on students working memory. So we need to actively try to reduce unnecessary cognitive load so that our students aren't maxing out that information. So there are a few strategies we can incorporate as you're designing to help combat app. First of all, I'm thinking about consistency. So when I think about online lessons when I'm designing online instruction for students or for my teachers, I try to keep things as consistent as possible, both in I try to keep color selection. I choose almost like a brand I choose like no more than three colors, and I'll use those consistently throughout. I stick to the same one or two simple fonts, and I avoid ornate fonts.

And then when I'm creating.

The lesson I try to make sure that navigation is also consistent and simple so that when students move from one lesson to the next that they're not having to Relearn all of that information that unnecessary stimuli of having additional. Here's here's a new set of fonts and a new set of colors. And now I have to learn where the button is to get to the next page.

That all contributes to cognitive load. So the the more we can make that consistent than the lesser students have to process that information. Which leaves room for the actual content we want them to learn. So again, the three colors that

two fonts that helps us.

Really avoid what I like to refer to as, like Franken, courses or Franken slides. If you've ever had students participate in a collaborative project where they're working on slides together, you know exactly what I'm talking about, where you have five students working on a presentation, that means at minimum you have five different themes and 12 different pots, and tie dyed backgrounds. And so we want to avoid those Franken courses as well. In our content, that's going to help Secondly.

I'm shocking information. This is one of those things we do really well in a face to face environment an then it sometimes gets thrown out the window in a move on line. Uh, we naturally scaffold for our students and chunk information to reasonable bits so that our students can process it on line. One thing I see that that happens often is in an effort to limit the number of clicks for students 'cause we know the more clicks that there are easier just to get lost on a web page, but they'll.

Will put all of the information on one page and we do that with good intentions are thought it was like wow everything the student needs is on this one document or this one page in our learning management system. But really, if we know that young adults can only process three to five things at any given time when we put all of that information on one on one page, we're pretty much ensuring that our students aren't going to be able to process all of it. So, generally speaking, having breaking up your learning in your information into smaller chunks with clear, simple navigation. Is always going to be better than putting everything into one place, so that navigation is going to be important. But if you can bring things up into manageable pieces, going to help your students process the information. Additionally, I always like to think about negative space so that empty space between objects on a screen. The IT helps that direct students attention to information and I'm guilty of this, like when I'm designing slides I have to consciously prevent myself from just filling every every inch of the slide with something. Um, if you were in my living room, you see that on the shelves behind my couch as well. But when we're moving on line whitespace, if you think about even designs that you're attracted to on line, you're probably the website that has minimal design. That's probably going to be more appealing to you in something that's really, really busy. It's hard for us to focus, and that negative space also directs our attention to important content, so it helps us process information.

And then finally, a reflection.

Is one of your best friends. So um, reflection and online learning helps stop students. So even if we have a ton of information with broken up into small small parts, it's still a lot of information. If we don't stop and help students process that and so reflection services a metacognitive activity that helps you think about their thinking and move what they just learned from their working memory into their long-term memory. So thinking about quick ways that you can have students reflect. And if you can do that on a pad lit wall or in a discussion, or in a flip grid where students can reflect with their peers and you can add in that connection an in that community even better, but quick, like a one sentence summary of the video, they just watch. That's a great way. Or have them write a text or a tweet and allow them to use gifs or text speak to summarize information. Having students do a quick sketch on a piece of paper. To summarize what they just they just heard, asking students after watching a video or moving through a digital lesson. What's the muddiest point? What's the, what's the idea that's most abstract to you or that you're struggling with the most? Those kind of activities do lots of things for us, one that helps students stop and process information before moving on, so they're not going to Max out cognitive load to it helps you as a teacher one of the biggest complaints about online learning out here is that. We missed that face to face interaction where you can see on a student space that they don't understand something, or that immediate feedback an we often feel like we missed that an online learning building an opportunity for reflection allow you to catch that from every student. So if I build in a reflection and I have students talk about their money, just

point or I have them summarize in a sentence, I can see pretty quickly whether they are understanding aggressively material or if they're not. And while I can't see it on their face, this is just as good of an alternative. So those four things I will really help you with combating cognitive load, maxing that out, and you're going to really help your students process the information.

The second thing I want to talk about is interaction.

Um, only learning does not have to be this isolating experience, um? We can really create lots of opportunities for students to connect in meaningful ways, and I like to think about interaction in three different ways. Um student, his student interaction student to teacher interaction and student to the content interaction, and as we're designing digital lessons, I look for all three to be present in a really high quality lesson. So when creating opportunities for student to student interaction, I'm looking for examples of students working collaboratively on a Google document or inside. Or maybe they're all sharing to a pallet wall or a discussion board. Flip grid I've already mentioned.

Anytime I can get students interacting with each other, uh, whether that synchronous or asynchronous. That's going to be. Really important and your digital lessons. Additionally, I look for opportunities for authentic student to teacher interaction. So as a teacher it's going to be really important for you to participate to join in on the discussion boards to leave feedback. Both video and audio and text to really be an active part and this is important to the student teacher interaction. Online learning is really critical. If you are worried at all about academic integrity. It's another thing that I'm sure you guys have all either felt sore, heard people be concerned about, you know if we're moving instruction on line. How do I know that students aren't cheating? And while there are no silver bullets for this, even in a face to face classroom, there are things that we can do. And one of those things is this teacher presence. Some really interesting research tells us that. Cheating is not more prevalent in online learning.

Um, because of an online environment, cheating happens in any environment based on and one of the biggest impacts of that is teacher proximity to the learning. In a face to face classroom, this is easy to understand if I'm teaching a physical classroom of students and they are working on a group activity. For an assessment and I'm walking around the room and I'm close to the learning. It's happening, cheating is less likely to occur then if I'm sitting at my desk checking my email. That's common sis to us. What the research tells us about

online learning is that that proximity is not is no longer geographical or a physical proximity. It is the, UM, the proximity to the learning, so your presence in the class are your is your face in the videos. Are you responding quickly and

providing feedback? Are you a part of the discussions? The closer you are to the learning, the less likely that you're going to experience just rampant academic dishonesty. Again, not a silver bullet on. There are lots of things you can do to combat that, but your presence, your interaction with students is absolutely critical. And then finally, the last piece of interaction I look for is student to content interaction. what I don't like to see is just

a passive consumption of learning, so are asynchronous.

Lessons are not going to be just recordings of alive classroom instruction or recordings of.

The synchronous learning our students are going to just watch. We really want to create opportunities for students to actively engage with the learning, and that's that's the final piece I want to talk about. As how do you create active engagement with content, there are two ways to do that. One, you can actually use

interactive content so simulations or interactive you find on line you can take your videos and put them into tools like Ed Puzzle which allow you to take a YouTube video or video video. An ad in questions with students have to answer and you can really make that watching that video and interactive experience. There are things like that that you can do. Um Alternatively, is you can take static content like a text or a video that students are just going to watch, and then you think about how am I having students engage with that while they're watching it or reading it, or immediately after, um. So I when I think about online courses that I have taken up, the ones that I felt left a little bit to be desired often involve this laundry list of content for me too.

Attend to and then a quiz at the end and I am a rule following student and if you think that I went through every single one of those resources before going into the quiz you have another thing coming up. I went straight to the quiz and I and I use the things that I needed and more often than not that was just Google and I probably missed out on some really careers changing resources that were specifically curated for me and give me a rule following adult student is skipping over that. It's hard to expect our teenagers. So and you know the attention to that laundry list of resources. So if it's important enough for me to introduce this video to students, and I want all of them to watch it, but I want all of those do something with it specifically. So a couple of strategies. One we've already talked about, reflection. That's a really simple, effective way to have students engage with content without adding a whole lot of time when you are having students engage with content, it doesn't mean that you have to create this. Quiz that follows every single piece of material, but I want to give students a chance to stop and think. So um, when I'm when I'm sharing a video, research of research also tells us to keep videos under 6 minutes. If you really want maximum engagement with students. So I'm going to show them this five minute video and then I'm going to have them do a quick reflection. I'm not asking to do a whole project after watching this video, but those quick reflections are away to engage with content. I also really like anything we can do to encourage active reading, so lots of research available to us that tells us there's a big difference between the way that we read print and the way that we read that she'll text and the reality is, we're much more likely to skim and scan digital text, which leads to shallow reading and not as good of comprehension as we see in print text. Unless we intentionally disrupt that pattern of skimming and scanning, an one of the best ways we can do that. Either having students take notes on paper while they read digital text, the simple strategy that has proven to shrink that comprehension gap. But Additionally, anytime we can get students annotating or leaving comments or thinking while they're reading, that's going to improve the comprehension. Now this is easy if you have.

You know, adopted materials in your district. Reading materials, maybe an electronic textbooks that have those annotation tools built in, or some software that provides that, and that's great.

But you might also be in a situation where you don't have access to any of that, and that was our scenario at our virtual school for a long time. One of the best strategies I think you can can use is to copy paste.

Digital text in issue. An online collaborative document like Google Docs or word online.

Make sure that you are falling Copyright and not breaking fair use, so that means you're going to use it for educational purposes, not share it widely. Make sure you're providing clear

Attribution at the top of the document so that it's very clear where the work came from, but then you put that into a Google document and you now have a whole suite of annotation tools that are free. You have a highlighter tool. The ability to comment on collaborate. You can add in text boxes with specific questions to have students stop and reflect. I I hardly ever introduced the digital text anymore without copying it into a Google Document 1st and providing a prompt for how I want them to interact with that document. So I love doing that with digital text. And then finally interactive video. So if you are interested in a way to take your static videos, whether they're just a video file you have on your computer or a YouTube video using tools like Ed, puzzle or play posit, play, POSIT these tools allow you to upload the video addon questions. You can stop the video and add in an audio recording of yourself to provide some additional instruction for students. And then on the back end, as the teacher you can see students responses to the questions while they read you can for students to not skip any section so you can see exactly whether

they watch the whole video. You can even see how many times they've watched a specific section of a video, which is really important data as a teacher. To like I see most of my students had to watch this section two or three times before answering the question. I know I'm probably going to need to provide some additional.

Instruction in that area.

Those two tools are really great. They're both freemium tools, so there they have a free version. They also have a paid version, and the paid versions are great, but I've never paid for either. They each have different premium features, so definitely worth exploring and you are likely to find a free version of one of those that works for your needs, but those are probably three of the best strategies I know of to help students actively interact and engage with content.

As well.

So that is the end of this section. I I see that the chat is going crazy, so there are a lot of questions. Did you see any that were really? I really should address.

Uhm, I think. Well, they're all really important, but.

Um? Maybe a couple here and you can speak to the, UM, asynchronous is really thinking about how do you modify the grading policies between asynchronous and synchronous. So what does that look like? Or do you make adjustments based from brick and mortar to online? We are not changing our grading policy now. Are grading policy is uhm? It's it's very simple. What are district level?

Expectations are an so that varies from classroom to classroom, but we are keeping the same grading policies in the fall for online learning that we have in the brick and mortar.

Now we did in the spring adopted no harm approach so that students would not get a lower grade than what they had in turning into remote learning. And again that was part of our

emergency response to a pandemic. But as we move into the fall and we're getting more comfortable and we are committed to providing the highest quality on line experience for our students that choose the remote learning option, we are not changing our grading policies there.

Yeah, it being a virtual ***** we didn't change our grading policies necessarily due to covid other than what the Department of Ed recommended that we do around for seniors and things like that. But other than that we have fairly strict creating policies in a very robust academic dishonesty policy. I think Michelle gives really good tips about how to avoid the academic dishonesty. It will still happen, and so it

is important to think about how do you identify that? How do you. Who gets the communication? and I mean at our schools we believe in coaching students through it the first time. Maybe even the second time depending on what age level they are and helping them understand that Google is something we as adults cues. But there's a right way to use that, and there's an incorrect. And maybe on your test isn't the right place to do that, so you know, helping students really understand it and giving them another opportunity to do the work.

Questions about emerging readers Nonreaders This is near and dear to my heart 'cause I like I said I'm a former 2nd grade teacher and we're currently in our district. So just so you understand, kind of our background right now. Um, all the schools in our County are planning on going back to school in the fall. Who knows? You know, things change every six hours anymore, but that's our plan and we are offering a remote option for any family that does not want their students to return in the fall. And then we're offering that

K12. So what that means is this summer we are working with our instructional designers, uh, so my team and then the content experts that kindergarten through 8th grade teachers, which is where we don't have digital essence currently to develop the asynchronous lessons, at least to get us started. So we can provide a good model for what this looks like. And so as we were designing for our youngest scholars, a few things to keep in mind. Not everything has to be text, so.

This is where having a fully functioning learning management system can be really, really helpful. But even if you're using something like Google Classroom leverage Google Slides for your instruction and include audio files and YouTube videos of yourself. So we are doing that. So our instructions are a lot of audio instructions. Lots of video, same thing for students participating. Really, really relying on creating language rich activities.

That are supported were also. It's going to be really

important to engage your families were working really hard to take a lot of the burden off of our parents. Um, in remote learning, certainly, uh, we don't want this to feel 100% like home school. We want to provide a lot of that instruction, but ultimately when you have a 5 year old going into kindergarten, they've never done school before. It is going to.

It is going to require some parents support, especially getting started. Um, so really providing a lot of opportunities for. Learning with families about how the best way to support students making sure they fully understand how to navigate the platform. And again the simpler we can make navigation and the more consistent every lesson should look very similar. Student should go to the same place and click on the same button, and if we can make it as clear and simple as possible, the better. So what I see. I've seen

kindergartners be really successful in our learning management system where they click. They know they know how to click on their class and then for us. We have we can organize things into what's called a plan. There's a start button, then click on their class and then they click the little triangle start button and it pulls up the lesson in their arrows to navigate all of these things are simple or even our youngest emerging readers or nonreaders to access. And then we're just really leveraging the audio and video.

And honestly, we're having with our primary students the focus on synchronous instruction is we shift more of. There's a heavier focus on that for our kindergartners, especially at the beginning as well. Then maybe we would have for six graders.

Yeah, I wouldn't know most of what she said. One of the other things we do. Again, being a virtual school, we have a fairly robust expectations for families coming into us, so it is the expectation that anyone under six grade has a learning coach with them full time and that can be appearance or another adult that is not going to be the luxury that you may get in the brick and mortar. I understand that, but exactly what she said, keeping in mind that seat time most of our young learners, their work actually is not always online. We still provide practice offline for them, so through work. Some things like that where the parents or the learning coach can take a picture and send it to the teacher or meet once a week and sort of walk through the work that the student is doing offline because we also know that it's really important for students to actually practice writing in practice.

Those gross and fine motor skills that come with the active act of writing and reading and so that would be two things that I would add that we also do for our younger students.

Right, we have about 30 minutes, so let's move right onto the best practice for synchronous design.

So there is an overwhelming amount of research that supports the notion that increased levels of student motivation and active learning culminate in a high level of engagement in so on line learning does have its limitations in the in the simple fact that you can't always see your students body language, you can't always physically see your students, and you can't see the overt signs of understanding or their elect their up. A lot of times, and so this is sort of the intersection then when.

I would call for synchronous instruction or synchronous design is when it's really important that that active learning is visible to you as the teacher and also to the student that that relationship is happening between the learning and the teacher. I'm not going to spend this is one of my favourites equations, word equations I guess, but I'm not going to spend so much time talking about motivation that honestly could be a whole workshop on its own, but through the active active learning.

And you do have the ability to increase students motivation for learning, which then yields higher levels of engagement.

So, like Michel, Um, I have the same sort of three strategies of engagement, so you know, asynchronous and synchronous go hand in hand. It's like being in the end. You need them both. I think in a very robust online learning environment, and so thinking about students, a contact content student to student and student to teacher to me into my stuff. These are.

These are the three areas that we think about active learning, taking place in active learning, sort of a general.

Um definition for active learning and approach to instruction that involves actively engaging students with the course material through discussions, problem solving, case studies, role plays, or other methods of interaction between the students. Students peer to peer students or content and then student to teacher.

So thinking about why and when to use this is really I think can be really fundamental and simple if you just think about when should learning be enhanced by actively right? So when will it get enhanced? If I add in a peer to peer session, when will it get enhanced if I add in an individual session with myself? Or when can I help the students increase their? Knowledge of the content or their grasp of the content by adding in one of these pieces.

I'd like to also think back and you can just drop this down and your own piece paper. Just thinking your head for 30 seconds. Think back to last semester so that end of the school year was there a place in your lesson? Or for those of you that are administrators? Maybe in a lesson you observed or watch a recording of where was their active learning present.

And we're there places in that lesson that you could have better or could have better utilized active learning in order to engage in motivated the students.

So where there are places that you saw student to student student to contact student to teacher? Learning going on in synchronous communication, synchronous instruction there wasn't. Where would you have put that and why? Feel free to also use the hashtag hashtag DTA 2020 and post your thoughts on Twitter if you'd like to share some of those as well.

So now that we got him so bad at it. I just like to read it all.

Forget to tweet myself.

So the you know the reason I want to ask that is even in.

Michelle Michelle this is the world we work in, but we still aren't nowhere near perfect in this. Still there is still, you know, we watch lessons all the time. We instruct online and think about those opportunities where we could have made that better. Side note, that's the beauty of being able to record things in, you know, in the brick and mortar classroom you have to have someone else observing you to be able to give you that feedback. Or see those errors. Or really think about those missed opportunities and then the virtual world. You can watch the recording of yourself. You can have teacher to teacher

watch it and really think about hey, how could we have made out better? How could we have gotten more students engaged? Or what were some of the indicators that we saw in that synchronous instruction or design where students were actively engaged in what made them so engaged there? What should we do? To help facilitate that that joy really in learning that we were able to see.

So there are some house that I placed on the slide in this list. By no means is exhausted, but much to let Michelle spoke about in terms of cognitive load and thinking about the three different types of interaction that you could have in synchronous. Synchronous is really about like I said, in very simple terms.

Enhancing And, um, orchestrating that active learning experience for students. So I listed out some things that we do regularly in our schools.

In places where I think are really easy for you to start, and I think I said it beginning.

You know you're all dynamic educators. I mean, you're here, and it's summer. So how awesome is that? So you're already engaged yourself as educators in you already have these skills.

So think about how you did it in a brick and mortar and then all you have to do is really think about OK, so what's the platform that I need to deliver this and for much of the virtual learning environment you really don't need a lot besides that. So student to student discussions and debates. And there's lots of strategies and protocols around how to have a student debate.

Um, remember to always when you're doing students. A student, I think it's really important to always remember the norm setting or the rules setting that you might have in your classroom. Reminding students how we interact online, reminding students how you want them to respond in chat pods, or talk to each other, or what the expectations are when they are in a debate. Those same rules, just like you would set them in a brick and mortar. Apply in an online environment as well.

Even showcases, so having sort of presentations or students showcasing some of their work is a great way to get students involved in synchronous communication and centered around talking about one anothers work or ideas. And it's also an opportunity to build that motivation because students get really excited when other students love what they did, and so that's a great place for students to feel special and feel connected. And also lines of trust not only with you, but with everyone else in the classroom. Group work and breakout rooms. Lots of platforms have the ability to do breakout rooms. Whether you just push a button and it randomizes everybody into rooms or you are very intentional about creating flexible groups. We've used in both ways and we encourage our staff to use them both ways, particularly in RTA situations. So group working breakout rooms

also are a great place for synchronous instruction. Anytime you would have done that into the classroom, you can do that and that random that randomizer particular Adobe Connect.

But zoom does the same thing when you can sort of place kids in groups and it's really nice for that. Think pair share is really nice. Return to your partner and now you just have a quick 32nd conversation with student to student, but they're able to digest that content in real time like Michelle. Talked about those quick little reflective moments for students are so very important when you're thinking about how to get them to retain the information, but doing it in synchronous instruction. Also gives you that opportunity to build that relationship and for them to increase their soft skills as well. Um, peer teaching, maybe not so much for the little ones, but this is definitely something we tried with our high school students. It's probably the hardest one to do. Admittedly, students like many of our teachers, it's a learning curve.

Everyone comes to virtual instruction. Even those of us that choose this pathway. It's still a learning curve, or how much we get comfortable unless the years pass. Folks get more and more comfortable utilizing these platforms, but it's also a great way we have our National Honor Society students that run peer tutoring. In the evening, and it's a wonderful experience for them to get that student to student contact across the school, build relationships, build trust, and also exhibit all of their wonderful skills.

Students are content, so virtual field trips. There were so many great opportunities that came out over covid. I'm sort of the silver lining I think for us in virtual school that museums and art in musicians and everyone opened up their platforms for these free sessions that students and let's admit it ourselves also got to attend. I saw more concerts, I think over the covid. Then I saw probably in the last couple of years so.

It that's really exciting thing and now these these opportunities are all available. What a great teachable moment to

have students do a museum instead of them spreading out all over the museum. You have them all and you can really focus in on what you want that order. Interactive virtual classroom layout. So a new tool that we've been using over the last year's fun retro and it's sort of a thing.

Thing come big post it notes right chalk paper talk talks some of us that were in the classroom in the early 2000s.

This is this is what we did. Everyone walked around the room

on the big spans of chart paper. Very similar concept that you

can use for staff and you can use for students, but it gives students an opportunity to interact. So again, I think Michelle talked about that in online curriculum. This ability to read a chunk digestive chunk and respond. Um, in that response can come through something like fun retro where you're also able to like and comment on other peoples additions and so it's very cool.

Probably most of you are familiar with that. I sort of say it's a jazzed up version of jeopardy, like back in the day. I mean, an opportunity for you

to put in questions, have answers. Kids aren't points, badges, things like that. It's a really fun game I love free premium. Is that what you call it a shell that was really funny? Will also have the same opportunity right now is the free version. I've gotten a lot out of the free version of fun retro. Uh, and I think so. Our teachers as well, so definitely good places to start. Paul kewene pots. You know that formative assessment is spoke about earlier. That's somewhere where we really use this. An exit tickets are a great way we want to assess students when they come into the classroom on what they only know what they remembered from last time, and then have before they end. We want to check for understanding all of our standards or the objectives for that lesson. So using kewene pods, pull pods.

Trump has not so much for assessment. We don't use it all the time, but we definitely use it first. Sort of overarching assessment of how the lesson is going and letting students interact with each other. But we tend to rely on the polling kewene pods more for the content because it's directly aligned to the child. I'm in case studies again based on your age group, another opportunity for students to interact with contact.

Students and teachers. So you know, RT&TSS, that's the crux of sort of where we do those individual classroom sessions are learning support team does individual or small group lessons with students on their caseload or in certain contents for the extra minutes for IE peas, Bible force in IL peas. We also use them.

For home Richmond Checkins and things like that with students, have the opportunity to just be with a couple of other students during homeroom with just their teacher really for that relationship building, I think students each of those individual classroom sessions. Some students are also

acclimating to the online environment, and I imagine that that's even more so in the brick and mortar setting as you guys have to had to transition again. Our students are choosing our

school for the most part. Sometimes it's their parents

choosing it, but for the most part they're choosing to try out this new way. And for many of you all, you really don't have a choice, and so you may get some pushback. So we have found those individual classroom sessions are really good to do for those students that might be reluctant. Or even those parents and then sort of scaffold that into the small group. And then of course, if you have the larger group setting a synchronous instruction, you can invite them in there and for the most part that tends to workout really well. Just kind of like walking into a big room. Some folks just are not comfortable with that and we have to think about synchronous communication and instruction in the same way.

Regular progress tracks using phone and video calls, and of course the video camera used between teacher and student.

Great way to build the relationship. I am a visual person. It's always so much nicer to be able to see who I'm talking too. I can hardly stand it on the real phone anymore without seeing the other person on the other end because I'm getting so used to video calls and I think is teaching stuff and educators, particularly in a time like this where families are already uncertain of how this is going to go.

Again, we shall set earlier, like thinking about going into this year where you don't have those relationships all the time. You will be getting new students into your district that are coming to for the first time right into your charter school and then you have the students that are returning. But they might be with a different teacher. Different homeroom teacher. So using that video, even if it's just you as the edgecator, using the video and not necessarily requiring student theme that yet, that's where we are as a virtual school we require we are requiring our stuff moving into next year to utilize cameras to help build that relationship. Sort of faster speed up the Continuum a little bit. So because folks, it just helps put everybody at ease if they know a face in the room and know who to reach out to.

Work cited. Um, that sort of synchronous design in a nutshell, um, some ways, and when to use it and how to build it. Smelly cat some time for questions I believe. Yeah, I took some down. So one question. I think we both could probably

chime in on. How do you provide support instruction specifically for our English learners? Yellow, yes, I'll and support for students and families.

Yeah, so we do. We have eel teachers in both of our schools and all of our levels, so we do sort of pull out and push in in the virtual environment. Just sort of like you would in a traditional brick and mortar. They get one on one time for

them it is more frequent so I've seen lots of folks asked about schedules and I'm going to sort of tie this together. Being an already virtual school we don't expect. Communication face to face every day. We can't do that. It's it's too much to think about, not the younger grades. It happens more frequently enough. Certainly at request of parents, but on the whole, we have that expectation that at least once a week students will be in synchronous, something with their teacher. Whether that's a phone call or

video so far are special populations. It can be a little more frequent. The expectation that they're in there. We also use Google translator allot.

We have common signs that we can call in and have conferences with families and translate.

And then we have some specialized programming that we use In addition to the curriculum to help support their learning of the language.

I would say adding to that too. Uhm, we think about our

traditional on line classrooms. The lesson is that we create

thinking proactively about our special education students and our English learners is going to be really critical. So um, from the beginning looking to design really language rich learning activities and experiences so providing lots of opportunities for video and audio and then for. To make sure that our our continents laccessible thinking about Accessibility from the get go and not just a reactive approach that is entirely session on its own and so I will make a pitch. One thing that you might be interested in. It's free for a limited time, but it's TISTY they have a thing called Stu which are online courses and they have some micro courses available right now specifically for online learning and. One of them, that Full disclosure I helped, I helped create, but it was an equity and inclusion, so thinking about it was a Co creator for this. Thinking about equity and

culture, responsive teaching on line, creating learning opportunities for special populations and then also for English learners. There's a whole module on what it means to create language rich activities. How you incorporate this ayat

model online and right now it is offered for. Free for a limited time I think once they hit a certain number of registrations they have to start charging for it. So let's see, you might be a good place to go for some additional information around ELL ESL students. And if you're looking for some additional learning around online learning, I notice the Summer Learning Academy is open right now for $20 you get 4 online courses and a bunch of web and are similar to this. So if you're really loving this setup, I know there's some additional. Additional content there as

well. Another question I saw was about a grading.

Grading formative assessment and reflection. Uhm, and how much of that should be graded? You have thoughts on that. I'm.

So we I mean, our curriculum is already is already built. We don't do a whole lot of designing of curriculum, so I would say that we have entry tickets, Esther tickets. We don't great everything, no, but students want some sort of affirmation that you got it and they want some sort of acknowledgment that they were on the right track or not the right track. So again, thinking about is that going to happen asynchronously, or will that happen synchronously? I don't think there's a right or wrong answer if you're having students submit something to you.

As the teacher acknowledgement in the classroom, you want to walk around, tapped him on the shoulder and said great job or hey you need to be looked at #4 same thing should be happening in our environment but whether that's coming through comments on asynchronously on the assignment, some of our teachers have taken to recording little videos, particularly when it's like a great job or a more complicated level of feedback.

Sending them a quick little 15 second video that says hey, you did a great job on this. I love how you did #2.

Kids, they will open that video way before they're gonna open gods on a word doc. So um, if that's been a really powerful tool, I think that we've learned over the last couple of years to include in parents actually like seeing the videos as well.

And it's easier to for them to see that in our system you can send it to both parents. Again, student through people. Yeah, an realist, I mean efficiently to speaking. It's a lot. I can say a lot more in an audio recording or in a video. Then I can type out in the same amount of time so it is a great way to provide lots of feedback too. I will say just to piggyback on that that I don't think there's a specific answer. I mean certainly some districts might have very concrete numbers to give you for us. It's really a teacher decision, it's an art.

So when we're thinking about formative assessment. The priority for formative assessment is feedback, so if you end up giving a grade for it, we just tend to recommend that's a low stakes grade formative assessment is about learning and about in its about feedback that drives instruction where some of assessment is what tells you how astute has mastered the learning. So if we're truly using formative assessment to help make instructional decisions and to guide the learning, anything that feels kind of punitive at that stage. But it's probably a little unfair, so just being uhm focusing your priority on feedback with formative, uhm, and then whether that's giving a few points or participation. Or if it's just giving some high quality feedback, that's going to motivate or help inform the Learner.

And I don't know if there were. Any other questions? We have just a couple of minutes left so we might have missed him at the very beginning, but those were the two that came in at the end there.

Otherwise John, you can take it from here.

Alright, so Michelle Ann Shondra you worked hard. And, uh, the questions that were coming in fast and furious. I was watching those and the comments from folks, uh, just really. Excited by this session and, uh, everybody, uh, it was so thankful in the chat for your, for your passion and sharing your talents with everybody today as a reminder that folks the session will be recorded. And so if there's something you.

Heard or thought you heard and wanted to go back later and and, uh, take a look at that. Please do so. Um, we got through, uh, so much material. I'm just so proud that we're doing this.

Offering this to folks and so many people said this was the practical session they were waiting for. So kudos to you both. So many great hands-on tips for actually how to do things, resources to check out. I couldn't. I couldn't be

prouder of working with both you and and. Listening to this session and want to thank everybody for joining. Like many of our sessions, hundreds and hundreds of questions and will be back with two sessions tomorrow and two sessions on Wednesday. And thanks to blackboard again for partnering with us here at the University of Phoenix. Look forward to seeing every everybody tomorrow.

And, uh, don't forget to check out the recorded sessions. If you think you missed something and want to play it back.

Alright, everybody have a great rest of the day. I think we have a lot. A lot to think about and a lot of practical tips to work on. Thank you.

Hello.