

BUILDING ONLINE LEARNING

ENGAGEMENT AT A DISTANCE: The Anatomy of a Lesson



Learning Target

I can utilize best practices in online lesson development to construct an engaging lesson for my students.



Agenda

- THE LANGUAGE OF ONLINE LEARNING
- WHAT THE RESEARCH SAYS
- THE POWER OF DESIGN
- TEMPLATES FOR SUCCESS
- EXAMPLES TO GUIDE YOUR WORK
- MAKING IT YOUR OWN

The Language of Online Learning

- **Asynchronous Learning**

Communication exchanges which occur in elapsed time between two or more people.

Examples:

Email, online discussion forums, message boards, blogs, podcasts

- **Synchronous**

Online learning in which the participants interact at the same time and in the same space.

Examples:

Google Meet, Zoom, Livestream with chats

What the Research Says

- **Address clear engaging learning objectives.**
- Include virtual meetings, live chats or video tutorials to maintain a human connection.
- **Provide manageable and achievable goals to work on each week, listen to feedback and communicate frequently.**
- Design learning that does not require a lot of support from parents who might already be overwhelmed.
- **Limit the number of tools, apps and platforms so students and their parents are not overwhelmed.**
- **RUBRIC EXAMPLE**

Key Principals of Design

ISTE recommends:

- Break learning into smaller chunks.
- Be clear about expectations for online participation.
- Provide immediate (or at least frequent) feedback through online knowledge checks, comments on collaborative documents and chat to keep students motivated and moving forward.

Where to start?

THE VALUE OF A PLAN

STEP 1: CHUNK INSTRUCTION

Learner engagement with videos begins to drop after the 6-minute mark—and it falls dramatically after 9.

- Chunk instruction such that each video covers a single learning target or task, and nothing more.
- Build in checkpoints within the video by embedding questions in your instructional video. The younger the kids, the more frequent the check-points.

When students take notes or answer guided questions while watching, they retain material better than students who watch passively.

- Example 1: <https://edpuzzle.com/media/5d3724f6d3445b410e8ba785>

Stacking the Deck

STEP 2: BUILD VIDEO-READY SLIDES

Build a slide deck that is clear, simple, and visually compelling.

- Develop a highly focused learning target.
- Use visual cues.
- Highlight key information.
- Minimize the use of on-screen text.

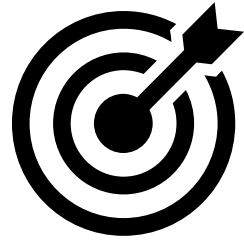


Building Blocks

Match your objectives with the tools

BUILDING BLOCK 1

Direct Instruction



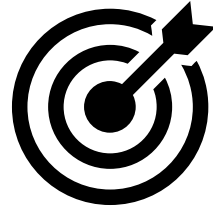
Transfer information (lecture or mini-lesson) or explain a complex topic.



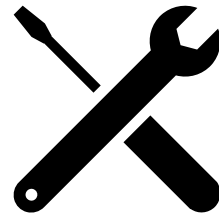
Google Meet
Screen-castify
Loom
Adobe Spark
Ed-Puzzle

BUILDING BLOCK 2

Modeling



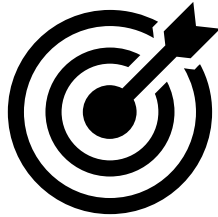
Conduct a think-aloud as you navigate a task, apply a strategy, practice a skill, or use an online tool or resource.



Use Screen-castify to record a video showing students how to do something or record a screencast to demonstrate how to navigate something online.

BUILDING BLOCK 3

Discussion



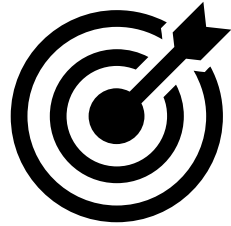
Engage students in academic conversations about a text, video, podcast, topic, or issue.



Post discussion questions on Google Classroom or use the discussion question feature in your learning management system to engage students in asynchronous text-based discussions. Host a synchronous discussion using a video conferencing tool like Google Meet or Zoom to allow students to engage in a real-time discussion.

BUILDING BLOCK 4

Research and Exploration



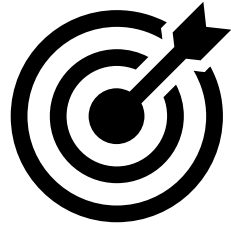
Encourage students to research a topic or issue and crowd-source the information they find.



Give students a topic to research online and ask them to crowdsource what they are learning in a shared space online (an online discussion board, shared online document or slide deck, Padlet Wall, or FlipGrid).

BUILDING
BLOCK 5

Collaborative Tasks



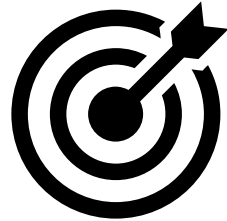
Group students online and allow them to work collaboratively on shared tasks.



Use a collaborative suite, like Google or Microsoft, to engage groups of students online (shared documents or slide decks).

BUILDING BLOCK 6

Practice and Review



Connect students with practice and review activities.

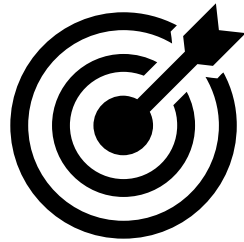


Use online resources, like Quizizz, Kahoot!, Quizlet, Khan Academy, or NoRedInk, to encourage review and to create retrieval activities.

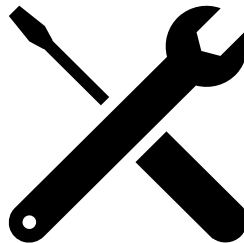
Use digital documents (Google Documents or Microsoft OneNote) to assign review activities or writing assignments.

BUILDING BLOCK 7

Assessment



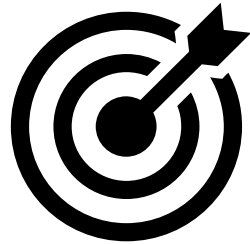
Assess student work and use that data to determine what students need moving forward.



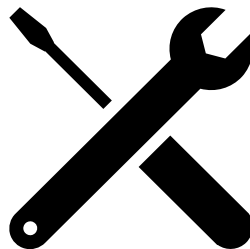
Administer tests and quizzes using online assessment tools.
Assign a writing prompt, task, or project designed to assess the students' mastery of content and skills.

BUILDING BLOCK 8

Reflection and Metacognitive Skill Building



Ask students to think about what they learned, how they learned it, what questions they have about the concepts or skills covered, and what support they need to continue improving.



Use Google Forms, Microsoft Forms, or Socrative to create an end-of-the-week exit ticket to encourage students to develop their metacognitive muscles. Teachers can also ask students to reflect in an online journal or learning log about their progress each week.



Putting It To Practice

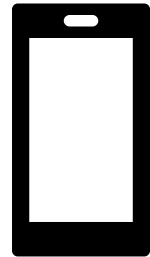
The Anatomy of the Lesson

LET'S TALK MINI-LESSON



PICK YOUR FOCUS

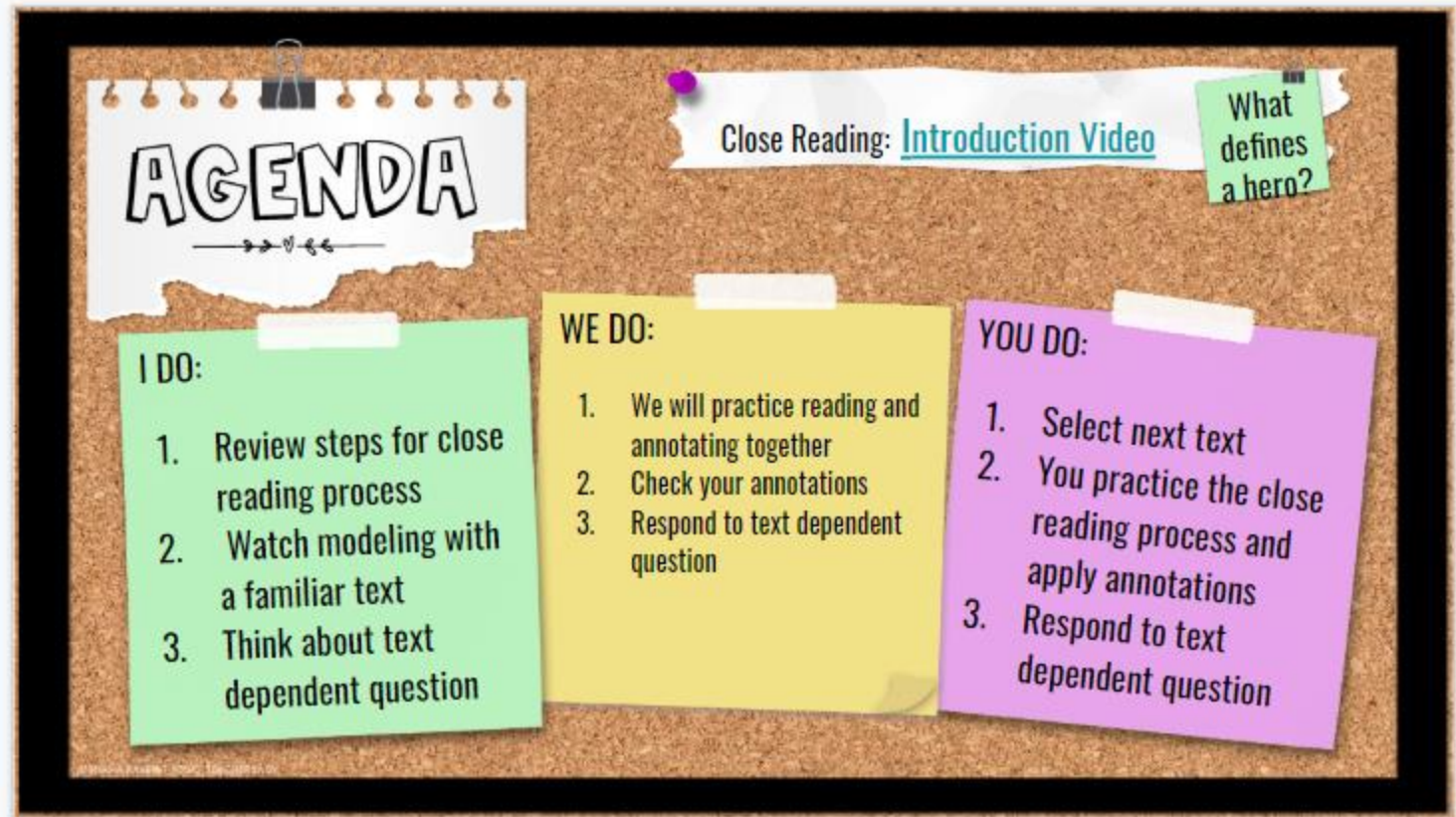
- Narrow It
 - What is the skill?
- Clarify It
 - What is the learning target?



RECORD IT

- Tell It
 - Walk the students through the lesson.
- Teach It
 - Model the new learning step by step.
 - Include examples.
- Try It
 - Practice with them first.
 - How many ways can they show their learning?

Mini Lesson in Action



Introducing A Unit



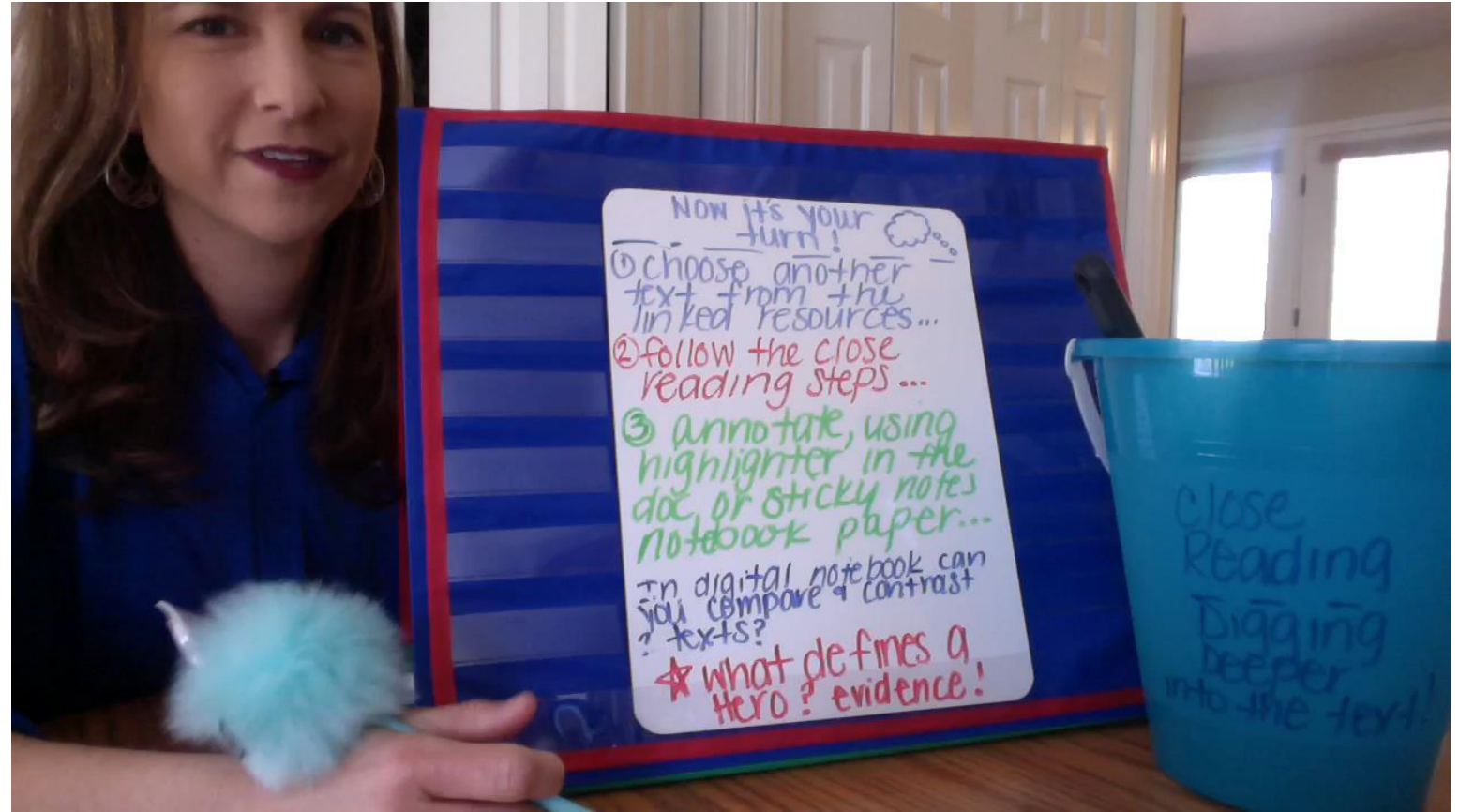
Establishing the Learning Target



Modeling the Task

https://drive.google.com/open?id=1tpahd_kz92xsWODcUHq2yoZ6Q5WDQNQRzTLsN3YMKD8

Student Practice



RESOURCES

- RESOURCES FOR DIGITAL LEARNING