REMOTE DISTANCE LEARNING
A CLASSROOM TEACHER’S VIEW
PART 2
Leading Education in 2020—Session 2 for K-12 Teachers

Teachers are on the front lines of Education, and have become guiding lights for our youth during these strange times. In part one of a two-part series, we'll provide Kindergarten through Grade 12 teachers with the basics of Distance Education pedagogy. Teachers will finish the series with specific education tools and a firm grasp on how to approach an unstable school year.

OVERVIEW OF THIS SESSION
Maintaining Relationships
The Importance of Patterns
Experiential Teaching & Learning

ABOUT OUR PRESENTER,
JACQUELINE MONTEITH:

Jacqueline began teaching high school in Northern Manitoba after graduating from the University of Winnipeg. In 2012, she received her Master’s Degree in Distance Education. In 2013, Jacqueline began her current position as a Science Instructional Coach with Frontier School Division. Her role is to teach and support teachers, and thus our youth, using a variety of methods across a massive geographical area. Jacqueline’s 18 years of experience throughout the province, her degree in Distance Education, and her zest for thinking differently has created an ideal leader for 2020.

Jacqueline can also help support your organization, your school and your Division in both Science and Distance Education pedagogy. Please contact her directly to discuss your specific professional development needs at truenorthedmb@gmail.com.

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Session 1

✓ Importance of Relationship & Celebration

✓ Experiential Teaching & Learning

✓ Calming the Chaos with Patterns
Modes of Interaction

Student

Content

Teacher

Student-Content

Teacher-Content

DEEP & MEANINGFUL LEARNING

Student-Teacher

Anderson & Garrison, 1998
Approaches to Technology

Teaching in 2020

Semester Begins  Told to Plan for Possible Remote Teaching  Making Remote Teaching Plan

Actual Teaching
Time & Place Shifting

- Same Place, Same Time
- Same Place, Different Time
- Different Place, Same Time
- Different Place, Different Time
Caution!

Extreme Views on Technology
# Print

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexible</td>
<td>Static</td>
</tr>
<tr>
<td>Robust</td>
<td>Non-Interactive</td>
</tr>
<tr>
<td>Portable</td>
<td>Passive learning</td>
</tr>
<tr>
<td>Stability</td>
<td>Requires literacy</td>
</tr>
<tr>
<td>Convenience</td>
<td></td>
</tr>
<tr>
<td>Cost</td>
<td></td>
</tr>
<tr>
<td>Use of simple visuals that emphasize critical details</td>
<td></td>
</tr>
</tbody>
</table>
Print Packages??

Let’s change our language to Activity Packages.
Send ONE week at a time- do not overwhelm!

Include:

One set of supplies that will be reused week-to-week
Materials to support experiential learning, revolving journal, supporting print materials, hands-on activities, celebration items
Package and label materials so that students open them with your guidance
# Technology

<table>
<thead>
<tr>
<th>One Way</th>
<th>Two Way</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV</td>
<td>Videoconferencing</td>
</tr>
<tr>
<td>Radio</td>
<td>Interactive LMS (SeeSaw)</td>
</tr>
<tr>
<td>Youtube Videos</td>
<td>Email</td>
</tr>
<tr>
<td>Pre-recorded lessons</td>
<td>Facebook</td>
</tr>
<tr>
<td></td>
<td>Livestream events</td>
</tr>
</tbody>
</table>
WHAT DO YOU WANT STUDENTS TO DO WITH TECHNOLOGY?

WRONG ANSWERS
- Add to Flipgrids
- Start blogs
- Post to Seesaw
- Learn to code
- Produce green screen videos
- Create Google Docs, slides, and drawings
- Build digital portfolios
- Master Photoshop

RIGHT ANSWERS
- Raise awareness
- Join conversations
- Find answers to their questions
- Discover new questions worth answering
- Imagine new possibilities
- Drive change
- Take action
- Make a difference

TECHNOLOGY is a TOOL, NOT A LEARNING OUTCOME.

#TRUDATCHAT

BY: @plygusin, @rerdmann, @pcaggia @ru55orened and @mcgownsley
## Categories in Distance Ed Tech

<table>
<thead>
<tr>
<th>Parent &amp; Family Messaging</th>
<th>Remind</th>
<th>Teachers text reminders for students and parents</th>
<th>Talking Points</th>
<th>Tool for supporting communication and engagement with families</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Portfolios</strong></td>
<td>Seesaw: The Learning Journal</td>
<td>Versatile digital portfolio which using multimedia learning and communication.</td>
<td>Bulb</td>
<td>Portfolio tool that has interesting features for teacher content creation.</td>
</tr>
<tr>
<td><strong>Learning &amp; Classroom Management</strong></td>
<td>Edmodo</td>
<td>Manage classes, content, and communication with social LMS platform.</td>
<td>Schoology</td>
<td>LMS for digital classrooms.</td>
</tr>
</tbody>
</table>
| Lesson Delivery | Nearpod  
Interactive slideshow tool engages students and promotes collaborations. | Pear Deck  
Interactive slideshows offer a variety of engagement and assessment methods |
| Lesson Planning | Common Curriculum  
Lesson planner allows collaborative planning and calendars. | Planboard  
One-stop digital lesson planner. |
| Communication & Discussion | Flipgrid  
Pose questions, spark thoughtful video responses to foster online discussions. | Parlay  
Comprehensive discussion platform to develop critical thinking skills. |
| Assessment & Feedback | Spiral  
Instant feedback with collaborative, multimedia assessment tools. | Kaizena  
Audio and text feedback in Google Docs. |
Caution!

Limited options are best. DO NOT give more than 3 options at any one time. It is our job to advise on our top choices.

Too many choices and tech platforms overwhelm teachers, students and families.
Tech: Most Common Denominators

Phone?
Radio?
Internet?
Facebook?
Youtube?
Two-way LMS?
Teacher Support

Introduce a new tech option once every 2-3 months

Allot a minimum of two days of training for each technology.

YES! Two days!!

Two days will allow teachers to learn the tech AND how it can be useful in personal teaching practices.

Consider back-tracking to provide new training on existing platforms
Effective Distance Education Methods
Got the HOTS?!?

- Debates
- Panels
- Role Play
- Brain Storming
- Purposeful Reflection
- Cooperative Learning
- Discussion Groups
- Team Presentations
- Learning Tournaments
Debate

Choose high-interest topics

Choose an issue related to course content with polarized views

Content on the topic and the related issues should be presented to the learners

Set time limit to work and opportunity for each team member to present a message or alternate ways of expression

Point is to help learners to construct situations that result in contradictions that challenge the learner

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Years</td>
<td>Discuss contrasting opinions on a science scenario or story.</td>
</tr>
<tr>
<td></td>
<td>Example: Read a story about recycling. Give the scenario that the school is no longer allowed to use any paper, ever. Discuss the pros and cons of this.</td>
</tr>
<tr>
<td>Middle Years</td>
<td>Read an article and present a question related to that article. Create an opinion and fact list that considers both sides of the question or argument.</td>
</tr>
<tr>
<td></td>
<td>Example: Provide an article about space exploration. Give the statement: Space travel is too expensive to continue. Students discuss and summarize both facts and opinions for both the pros and cons of this statement.</td>
</tr>
<tr>
<td>Senior Years</td>
<td>Conduct a formal debate. Assign debate roles in a small group. Provide research materials for the group to use. Give a set amount of time to prepare for the debate (a few days is ideal).</td>
</tr>
<tr>
<td></td>
<td>Example: Provide short biographies of prominent scientists throughout history. Assign debate teams and roles. Give the statement: Hawking was the most important scientist of all time. Host a formal debate based on researching prominent scientists.</td>
</tr>
</tbody>
</table>
Brainstorming

Limit group sizes- keep them small

Limit time before expression of ideas to keep ideas fresh

Equal amounts time for discussion and evaluation or summary of ideas

Outcomes: new solutions to existing problems, inspire collective creativity, effect group synergy

Asynchronous: use of small group audio conversations. Encourage families to participate off-line and off-phone.
<table>
<thead>
<tr>
<th>Year</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Years</td>
<td>Discuss the possible ways to solve a problem.</td>
</tr>
<tr>
<td></td>
<td>Example: Present a scenario: A community member is trying to grow a plant indoors, but it is not growing. We need to come up with a plan to help solve this problem. What should we include in the plan?</td>
</tr>
<tr>
<td>Middle Years</td>
<td>Discuss a design project in partners or in a small group. Agree upon the design requirements. Each partner then draws or creates a prototype of the design.</td>
</tr>
<tr>
<td></td>
<td>Example: Your community is purchasing a drone to help the community. What will the drone be used for? Design the ultimate attachments that the drone will need to complete the needed tasks.</td>
</tr>
<tr>
<td>Senior Years</td>
<td>Provide group members with a series of high interest articles on one concept. The group will design a project to express facts and opinions on various articles, assign project roles, and what the end product will be.</td>
</tr>
<tr>
<td></td>
<td>Example: Begin the process by providing a series of articles on dark matter, black holes, and expanding galaxies. Students will discuss content to ensure understanding, and then begin the collaborative process of designing an end product.</td>
</tr>
</tbody>
</table>
Concept Mapping & Brain Patterns

Presenting meaningful relationships between concepts – two or more concepts linked to indicate a relationship

Select 6-8 key concepts that are central to the topic, connect in a way that makes sense, look for cross-linkages

Can use as assessment tool but not as an examination tool: shows degrees of concept understanding

Can ask students to construct a map and relationships with or without providing the concepts

1. Kenny, 1993
Early Years

Provide concept key words and a blank concept map outline. Students will arrange in a way that makes sense.

Example: Provide key words for characteristics of living things. The blank concept map will have two main hierarchies for plants and animals.

Middle Years

Students will choose from a short list of concepts to explore. They will be given some key words but will also be responsible for determining additional key words. Students will choose to create either a concept map or a brain pattern.

Example: A student has chosen the concept of Water Systems. The given words include: ocean, ground water, lake, salt water, pond. This will help prompt the student in creating his or her final product.

Senior Years

Students will choose from a short list of concepts to explore. Students will create both a concept map/dichotomous key and a brain pattern for the same concept. This will help students to showcase their complete understanding of the concept with two different products.

Example: Concepts to choose from might include: natural community features, local vegetation, beyond our solar system, waves.
Fast Fail Approach
Assessment & Evaluation Principles

Use variety of meaningful tasks for assessment

Use timely, unmarked testing to provide feedback and confirmation of learning

Use open book, collaborative, and un-timed assessment

Allow students to re-rest if they wish

Provide prompt and clear feedback for any assessment or test
Poll!
Plan Of Action & Next Steps

SO WHAT DOES THIS MEAN FOR ME?
Teacher Support

Time to transfer from emergency teaching to Distance Ed!

✓ One week Distance Ed training and planning

✓ One week student and parent training and planning
One Week Distance Ed Training & Support

Whole-school educator conversations

Determining most common denominator with technology

What can and cannot be done over a distance
One Week Distance Ed Training & Support

• 2-day tech training
• Creation of specific logistics plan
• Creation of activity packages
• Effective use of school supports: Educational assistants, bus drivers, and more
Teacher Support

Introduce a new tech option once every 2-3 months

Allot a minimum of two days of training for each technology.

YES! Two days!!

Two days will allow teachers to learn the tech AND how it can be useful in personal teaching practices.
Teachers need 2-3 times more planning time than synchronous teaching time
WHY??

Purposeful planning which focuses on learning relationships

Using Maslow’s to get to Bloom’s

Preparing all pre-delivered activity packages

Preparing for whole-class teaching time

Preparing for small-group & individual teaching time
WHY??

Assessment and evaluation from a distance

Learning new technology features to enhance their practice

Outreach to families

Open office hours
One Week Student & Family Support

- Whole-community conversations
- Presenting detailed school logistics plan
- Setting up at-home learning stations
- Training students on technology
- Training families on technology
- Helping families to support their learners
Take time to plan and train properly- this will help our teachers, students, and communities immensely!!

No more emergency teaching.
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class: 1 hour direct teaching</td>
<td>Whole Class: 1 hour direct teaching</td>
<td>Whole Class: 1 hour direct teaching</td>
<td>Whole Class: 1 hour direct teaching</td>
<td>Student Catch Up Materials Exchange Office Hours</td>
</tr>
<tr>
<td>Small Groups &amp; Individuals: 1 hour direct teaching</td>
<td>Small Groups &amp; Individuals: 1 hour direct teaching</td>
<td>Small Groups &amp; Individuals: 1 hour direct teaching</td>
<td>Small Groups &amp; Individuals: 1 hour direct teaching</td>
<td></td>
</tr>
<tr>
<td>Students: 1 hour asynchronous work</td>
<td>Students: 1 hour asynchronous work</td>
<td>Students: 1 hour asynchronous work</td>
<td>Students: 1 hour asynchronous work</td>
<td>Students: 1 hour asynchronous work</td>
</tr>
<tr>
<td>1 hour experiential family activities</td>
<td>1 hour experiential family activities</td>
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</tbody>
</table>
Daily Teacher Schedule

One hour whole-class
One hour small groups
One hour individual help
2-3 hours prep & additional needs
Student Daily Schedule

One hour whole-class
Up to one hour small groups
One hour independent work time
One hour family-based experiential activities
Secondary Scheduling Options

**Option 1:** 1-2 subject blocks of time

**Option 2:** One subject per day
(all work can be completed that day)

Maximum 1 hour whole-class teaching
Maximum 1 hour small group/individuals
Approximately 1-2 hours independent work time
1 hour family-based experiential activities
Mystery Schedule Considerations

Consider planning from a Distance Ed standpoint for the remainder of this school year (can transfer to face-to-face much easier)

Consider longer Distance Ed periods of time
For example:
Monthly re-entry points after school shut-downs
Hybrid Teaching

Teaching face to face and virtually at the same time

Options:

• F2F/Virtual every second day (school-wide)
• Re-organize teachers for one-focus classes
• Create focus time and independent work times within your own class
Summary: Relationship

Maslow Before Bloom

Student-Teacher
Student-Content
Student-Student
Student-Self

Direct Connection to Intrinsic Motivation
Summary: Experiential Teaching

Identify what can and cannot be done through a distance
Create a common core experience (Science!)
Build learning objectives onto the common core
Repeat this pattern

EXAMPLES

Simon the Scientist
5-Min Field Trips
STEM Cards
Perimeter Institute for Theoretical Physics
Flinn Scientific
Summary: Patterns

We naturally seek patterns

Patterns help calm the chaos

Experiential Learning becomes the core of your school pattern
Summary: Technology

Find the most common denominator

Print & telephone are a viable option

Technology is a tool
to achieve learning objectives
Summary: Methods

Hands On Teaching Strategies

Debate
Brainstorming
Concept Mapping
Summary: School Plan

Take time to plan and train properly- this will help our teachers, students, and communities immensely!!

No more emergency teaching.

Ideally, teachers would have 3-1 planning vs connecting time

Planning properly is incredibly time consuming: activity packages, class time, small group time, individual time

Use given guidelines as a starter for conversation
Action Plan!

Work as a team to create a logistics plan of action using these guidelines

Work with families and community in creating a viable plan

Allow time for teachers to plan and prepare

Allow time to help families plan and prepare
Celebration!

WHO SAYS TEACHING IS STRESSFUL?

I’M 39, AND I FEEL GREAT!
# GAME TIME!!!

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Point</td>
<td>Use of any ONE of Jacq’s amazing jokes</td>
</tr>
<tr>
<td>2 Points</td>
<td>Become the official tie-breaker in any tie-breaker situation</td>
</tr>
<tr>
<td>3 Points</td>
<td>100% of proceeds that teachers donate to this celebration! 100%!!!!</td>
</tr>
</tbody>
</table>
What level of Jumanji are we in?
NOVEMBER!

LEVEL 11 JUMANJI
If you could describe Distance Education pedagogy in ONE word, what would it be?
RELATIONSHIP!!
YES!

I WON THAT SHIT!
Contact Jacqueline

K-12 Science
Distance Education Pedagogy
Distance Education Action Plans
Off-Line Distance Ed
Out of the Box Thinking

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