

Pandemic
teaching of
2020 was really
not distance
learning. It was
crisis teaching.



A green rectangular road sign with a white border and a white arrow pointing left. The sign is mounted on a black metal post against a clear blue sky with some light clouds at the bottom. The text "GAP YEAR" is written in large, white, sans-serif capital letters across the center of the sign.

GAP YEAR



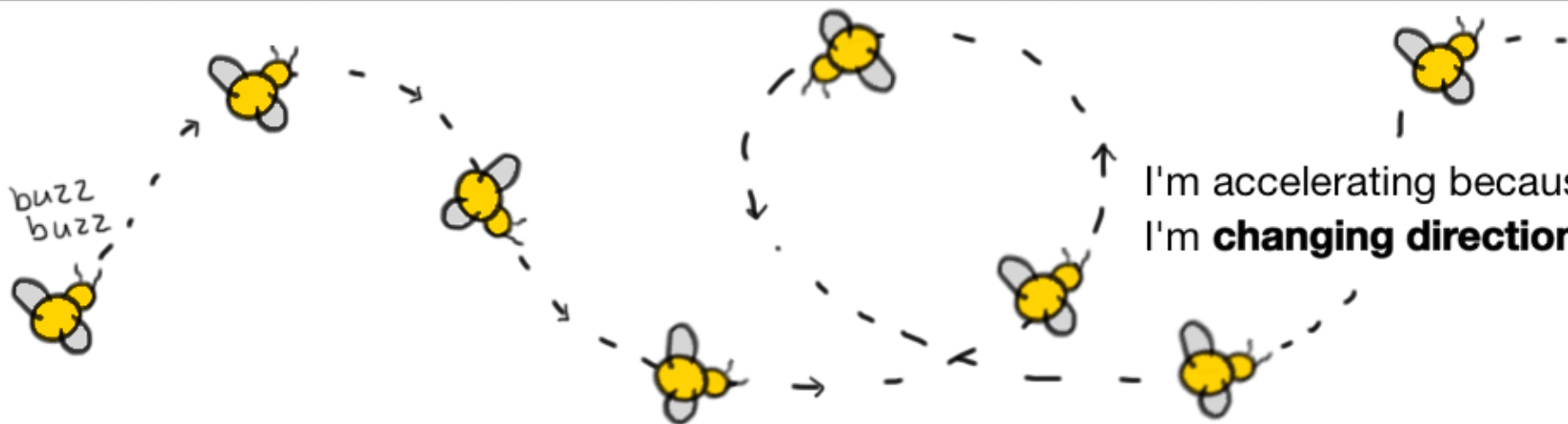
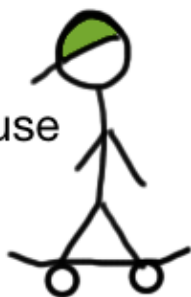
REMEDICATION



I'm accelerating because I'm **speeding up**.

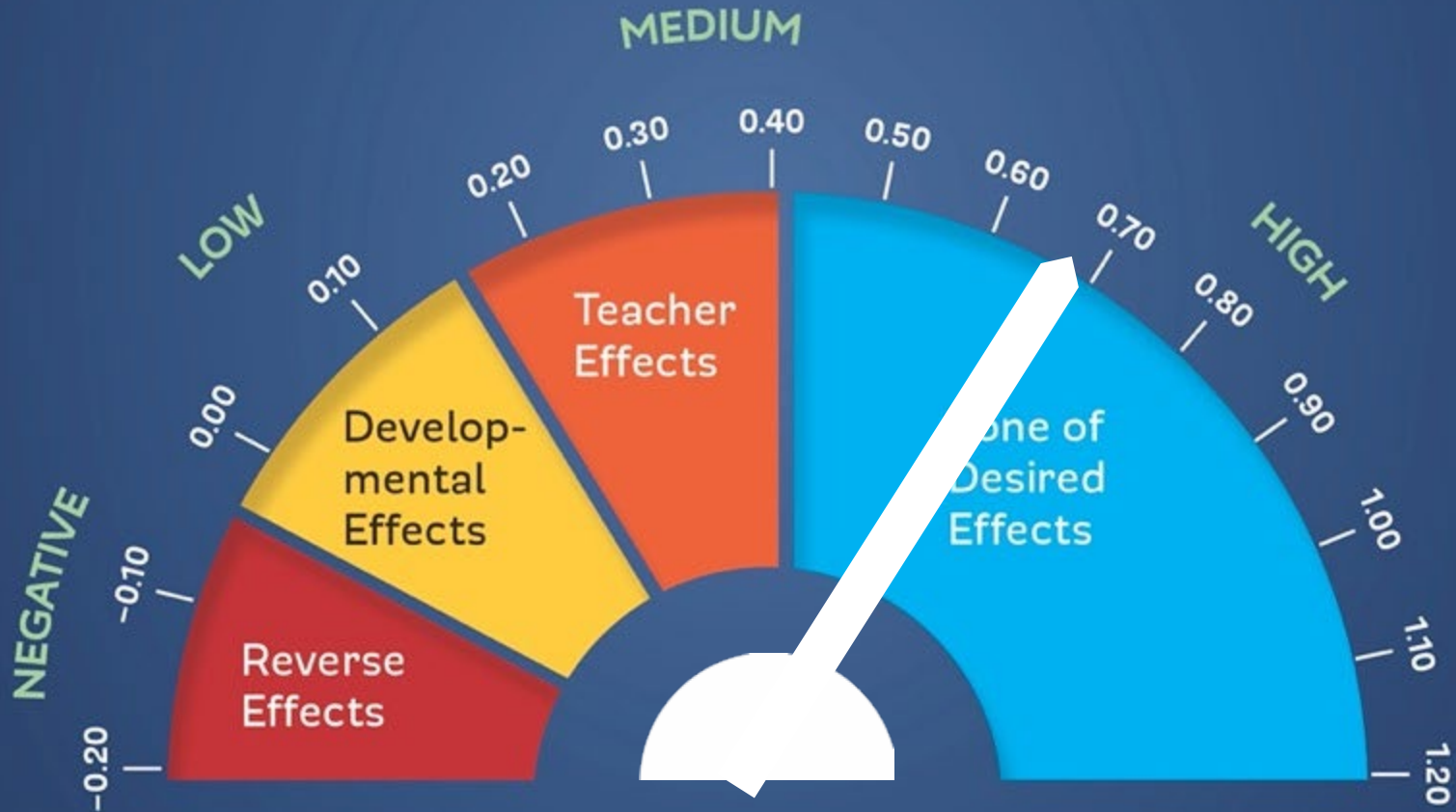


I'm accelerating because I'm **slowing down**.



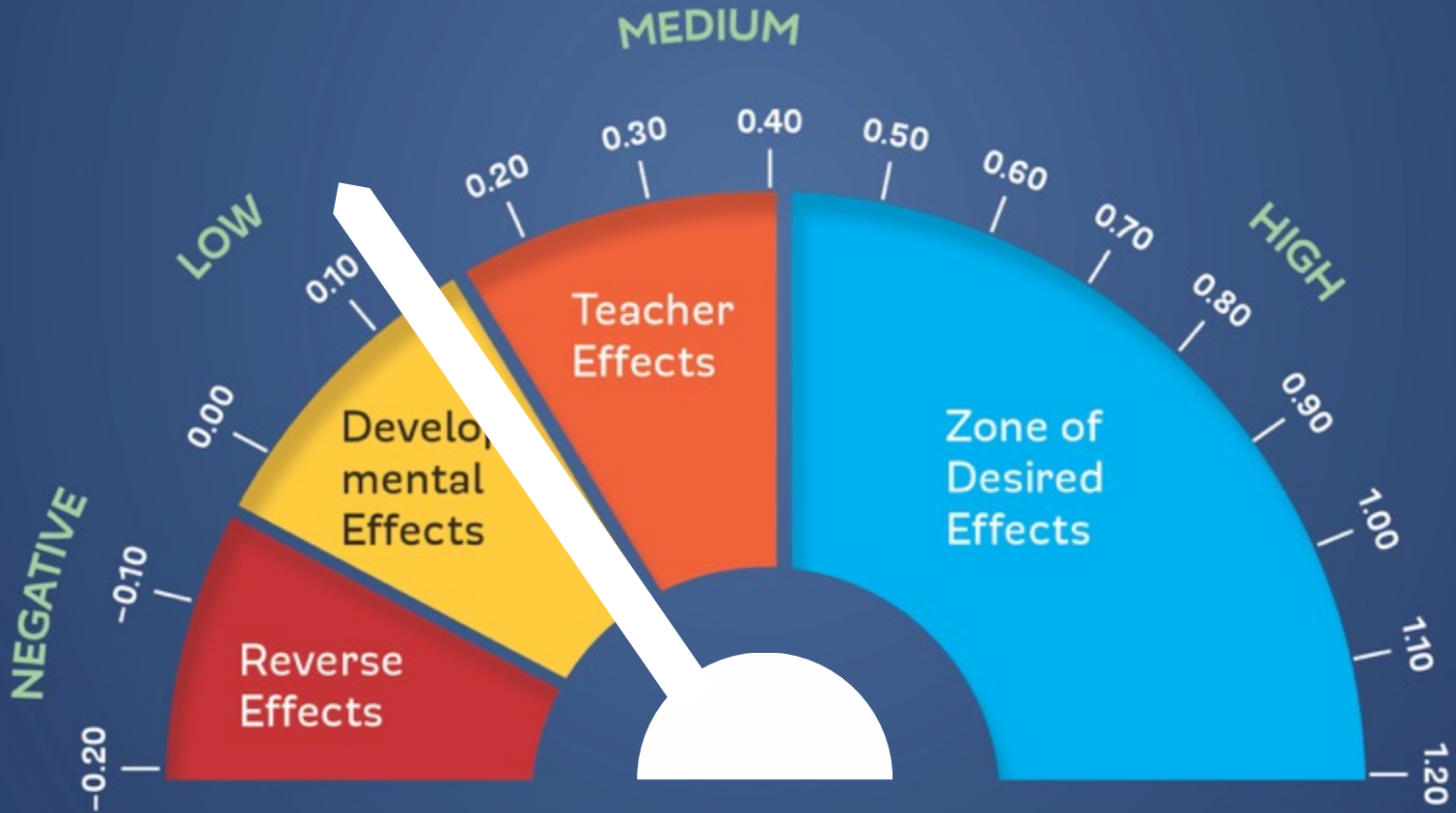
I'm accelerating because I'm **changing directions**.

Acceleration ($d = .68$)

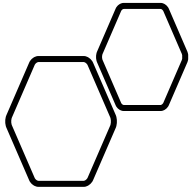


Hattie, 2020

Distance Education 0.17



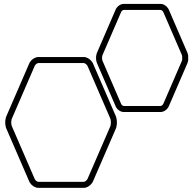
Hattie, 2020



What does
that mean?

pp. 5-6





- *DL is not an accelerator, but also not a negative*
- *The setting is not the deciding factor*

“We need to view technology use like planning lessons and creating resources: It is the means and starting point, not the core, of teaching.

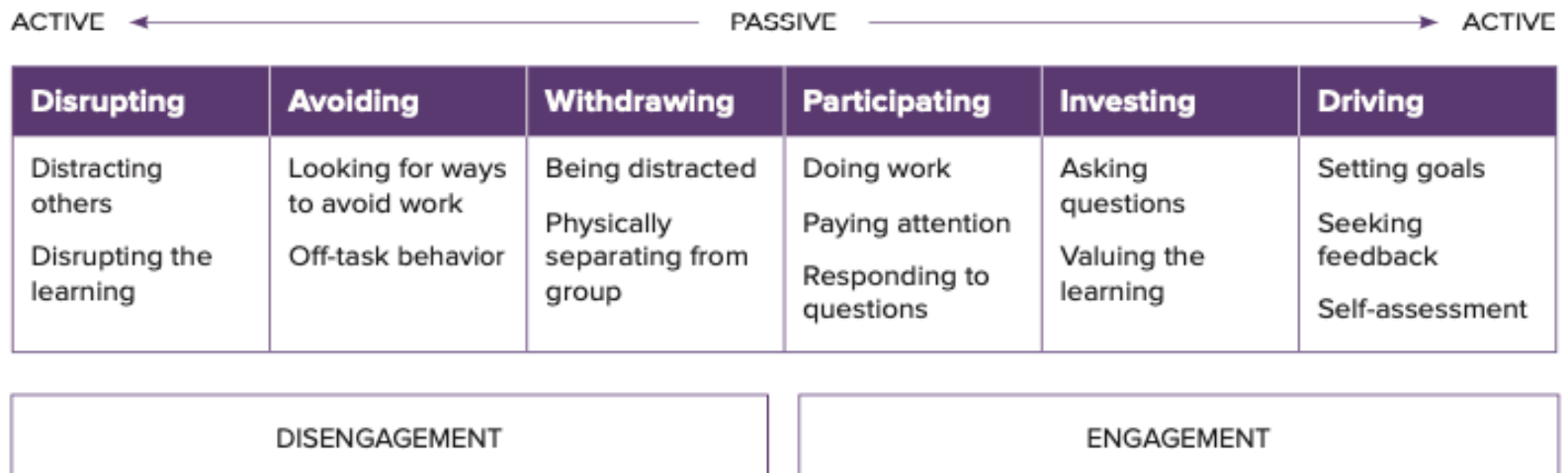
It is the decisions we make as students are learning, as we listen to them think aloud, as we give them alternate strategies and help them work with others to jointly advance learning, as we formatively evaluate our impact, that are important.”

MODULE 6

ENGAGING TASKS

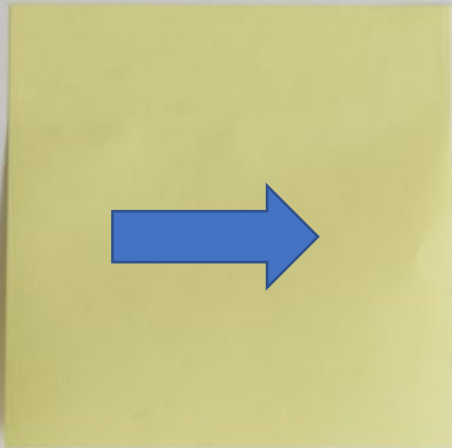


Figure 6.1 A Continuum of Engagement





Participating

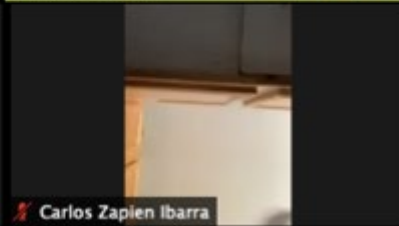
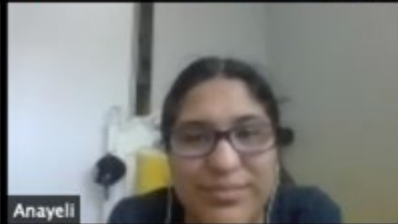
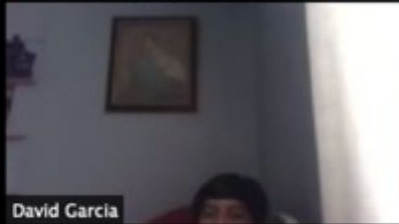


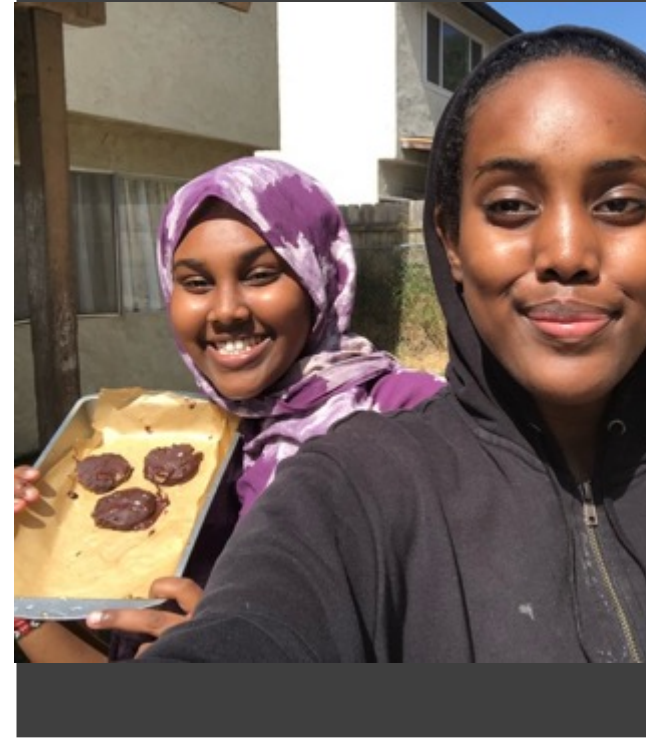
Driving



	A	B	C	D	E	F	G	H
1		M	T	W	Th	Sun		
2	Week 1	- Schedule Lecture: Safety, Survey, Scavenger HUNT and create a virtual cook book (google presentation)	Article review: Cooking Safety and the food groups	Watch me WEDNESDAY: Go over chopping techniques and create virtual cookbook	Teach me Thursday: Share MENU with class, review the class schedule Turn in Article Review	Submit my SHOW - FLIP GRID		
3	Week 2	Lecture: The importance of Breakfast	Article review: French Toast	Watch me WEDNESDAY: Go over recipe - FRENCH TOAST	Teach me Thursday: Watch me or cook with me - VEGGIE OMELET Turn in Article Review	Submit my SHOW		
4	Week 3	Lecture: Boiling and Sauteing	Article Review: Pancit	Watch me WEDNESDAY : Go over recipe - PANCIT	Teach me Thursday: Watch me or cook with me - LUMPIA Turn in Article Review	Submit my SHOW		
5	Week 4	Lecture: Baking - What it takes to make dough rise	Article Review: Pizza	Watch me WEDNESDAY: Go over recipe - PIZZA	Teach me Thursday:: Watch me or cook with me - TURKEY/VEGGIE BURGERS with SWEET POTATO FRIES Turn in Article Review	Submit my SHOW		
6	Week 5	Lecture: Pan Frying and simmering	Article Review: Taco	Watch me WEDNESDAY: GO over recipe - POTATO TACOS	Teach me Thursday: Watch me or cook with me - MEXICAN RICE Turn in Article Review	Submit my SHOW		
7	Week 6	FINAL: Apply all the skills learned by making the following dishes	Article Review: Sambusa	Watch me WEDNESDAY: GO over recipe - SAMBUSA	Teach me Thursday: Watch me or cook with me - LASANGA (or EGGPLANT LASANGA) Turn in Article Review			
8								
9								
10								
11								

ording Paused

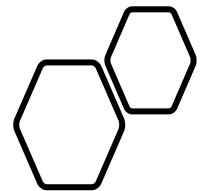




Document your learning



Seek feedback from others

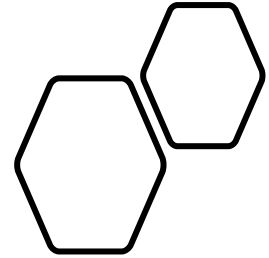
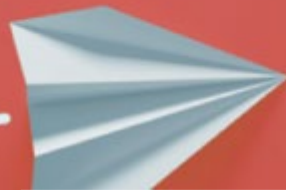
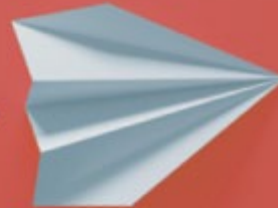




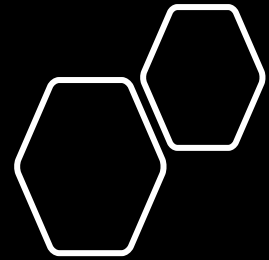
How can you create tasks that allow students to drive?

MODULE 7

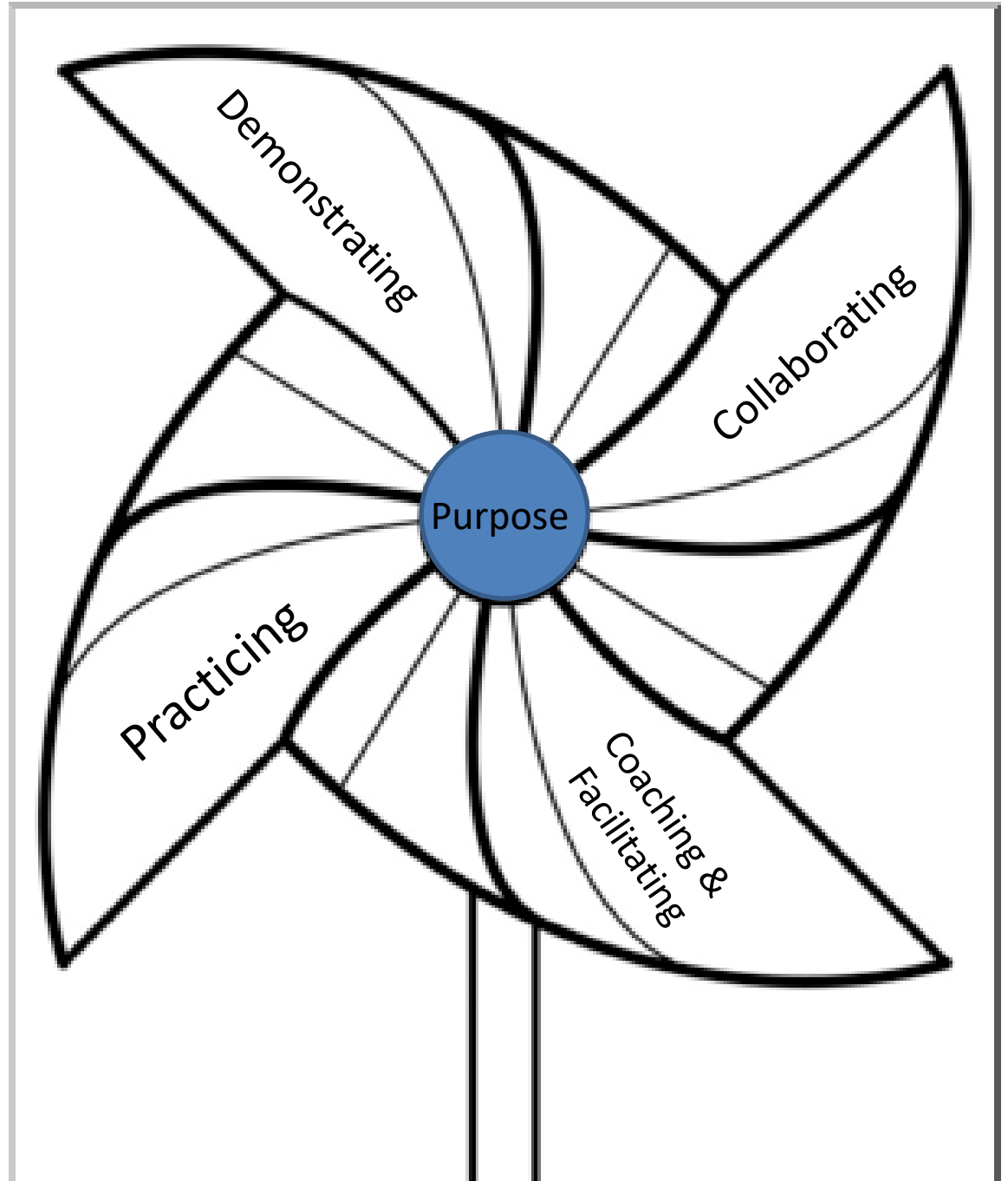
PLANNING INSTRUCTIONAL UNITS FOR DISTANCE LEARNING



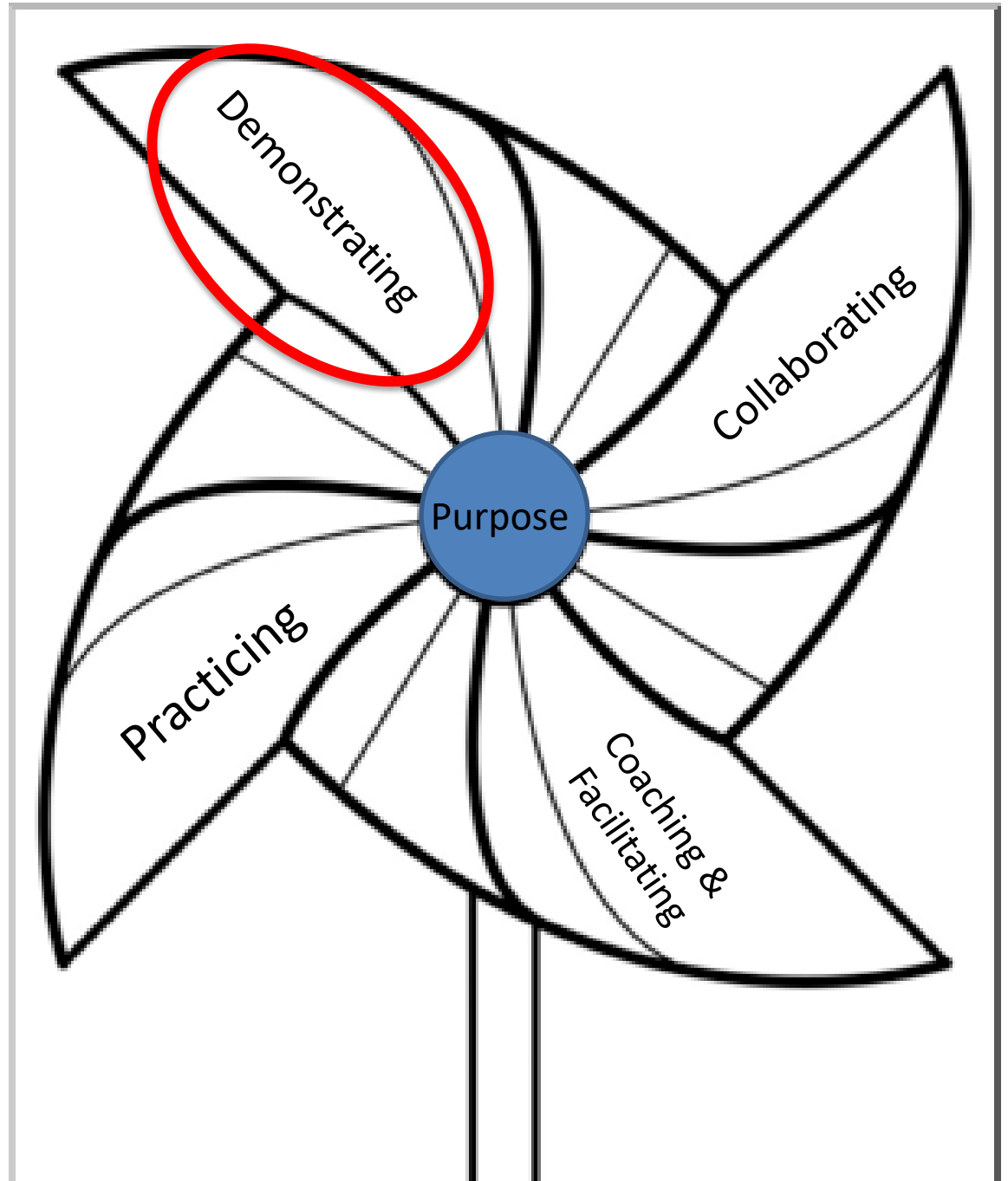
TEACHING IS HARD
BECAUSE IT
MATTERS

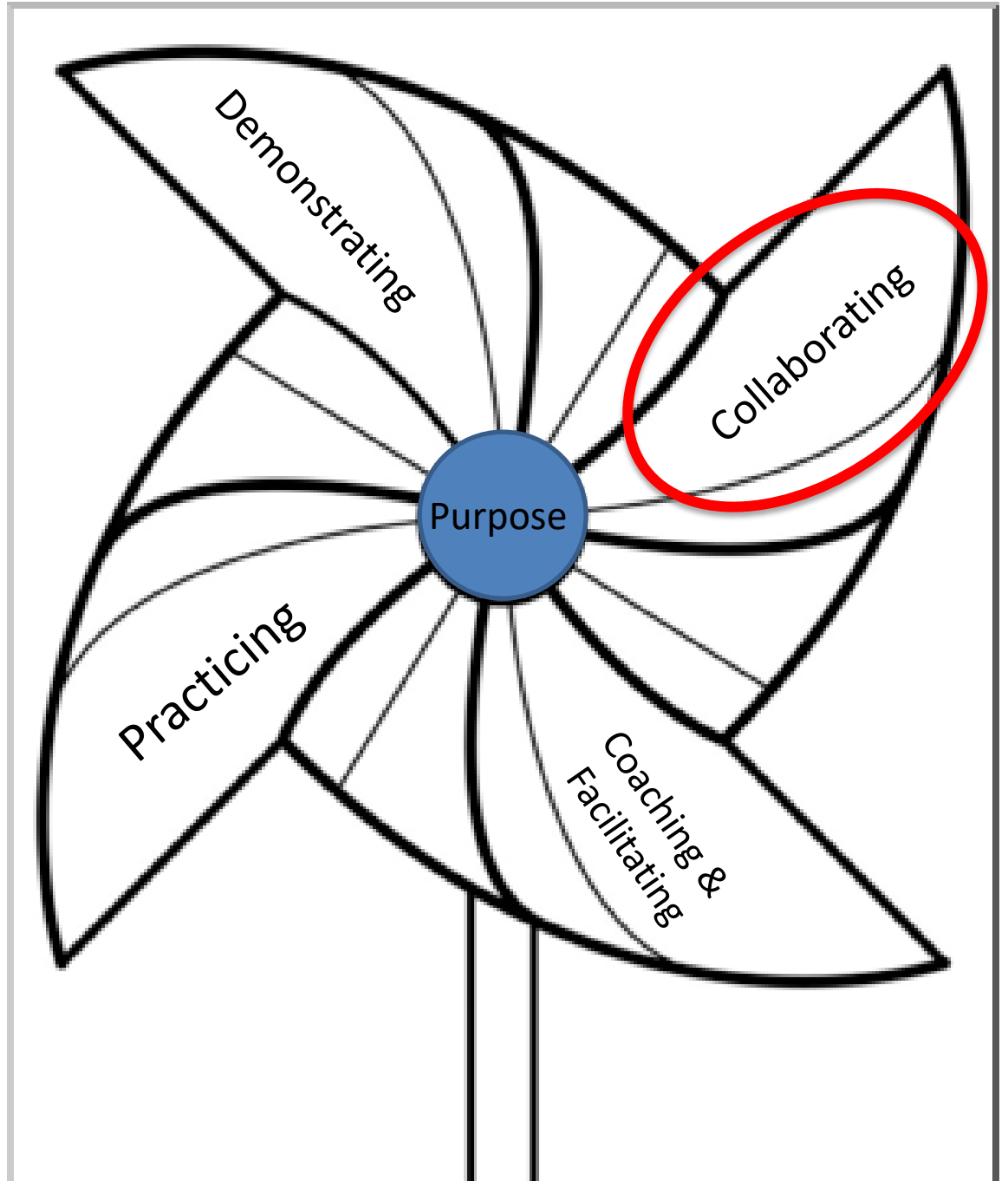
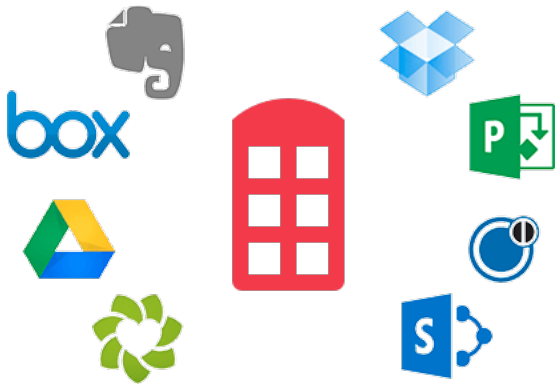


A Distance Learning Instructional Framework

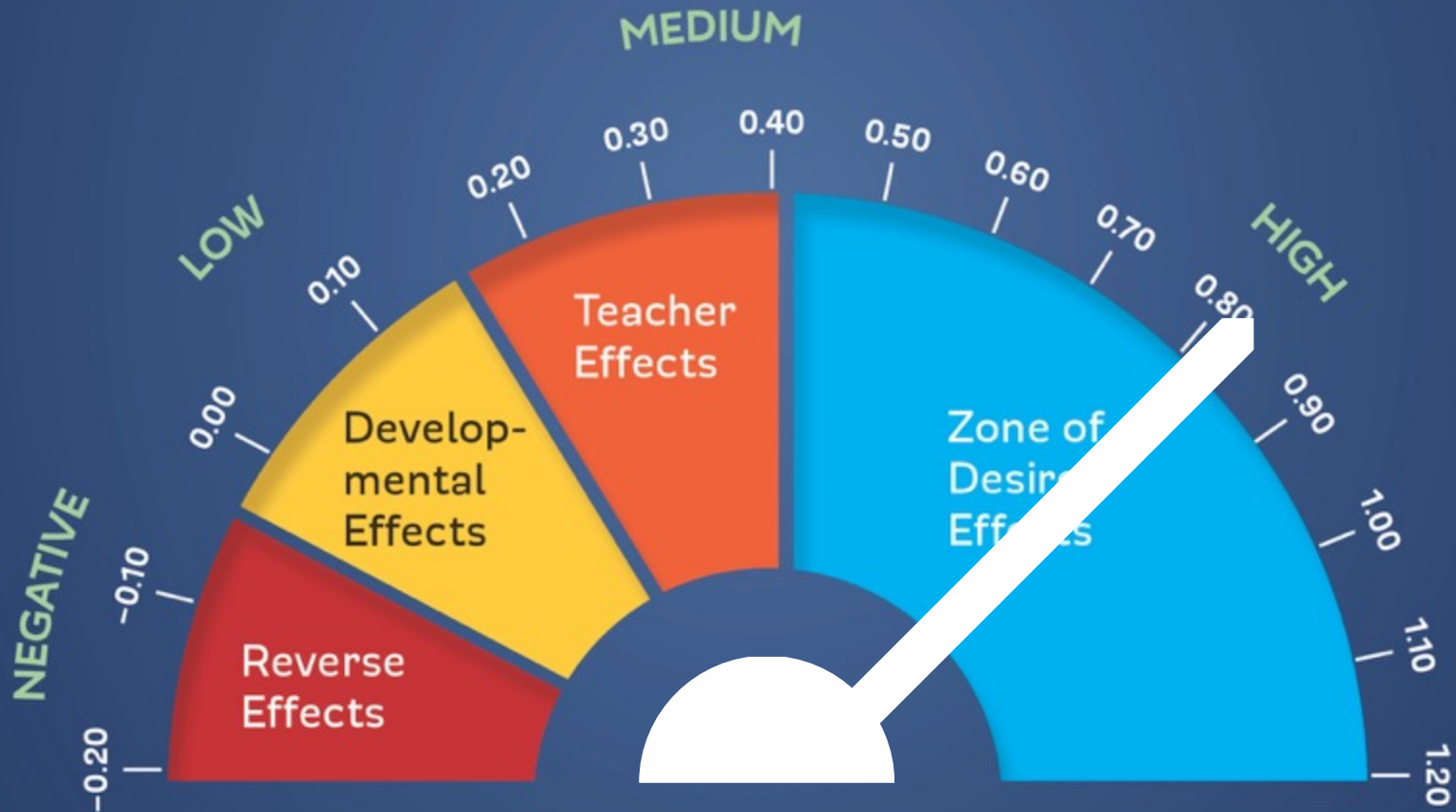


- Direct instruction
- Think-alouds and think-alongs
- Worked examples
- Lectures
- Share sessions






Classroom Discussion: $d = 0.82$



Spotlight Practice: Text Rendering



A black and white photograph of an open book with a magnifying glass resting on it. The magnifying glass is positioned over the center of the book, and its lens is brightly lit, creating a circular glow. Overlaid on this glow is the text: "Purpose: To use a collaborative process to engage in an inspection of a text." The text of the book is visible but mostly obscured by the magnifying glass and the overlay. The background is dark, making the book and the magnifying glass stand out.

Purpose: To use a collaborative process to engage in an inspection of a text.

Text Rendering Process

In cooking, to render something is to clarify it by melting away other substances in order to reach its essence.

This is a 15 minute activity.

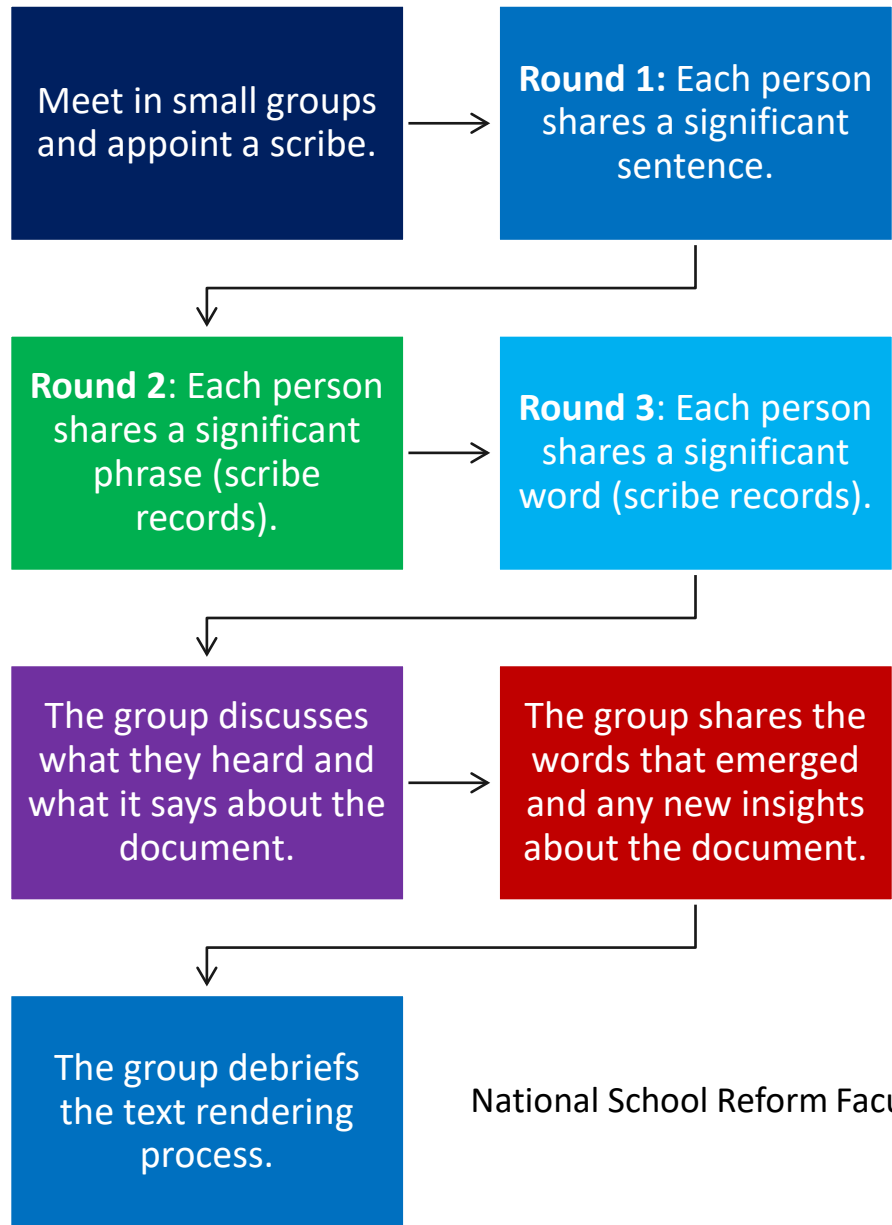
- The first 5 minutes is independent reading to prepare for the breakout room.
- The remaining 10 minutes is a small group process to render the text.



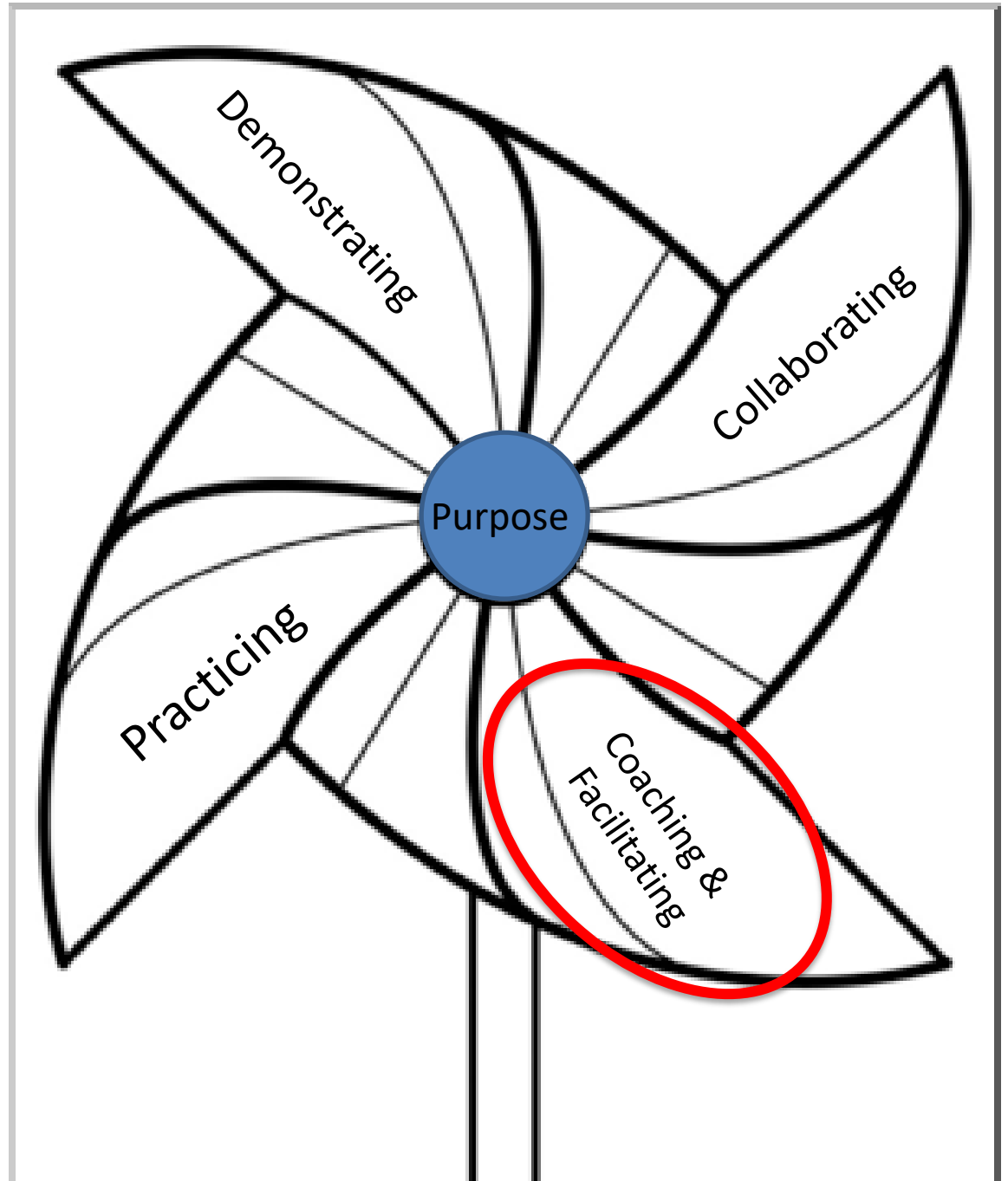
During Independent Reading:
Choose a significant:

- Sentence
- Phrase
- Word

Text Rendering Process



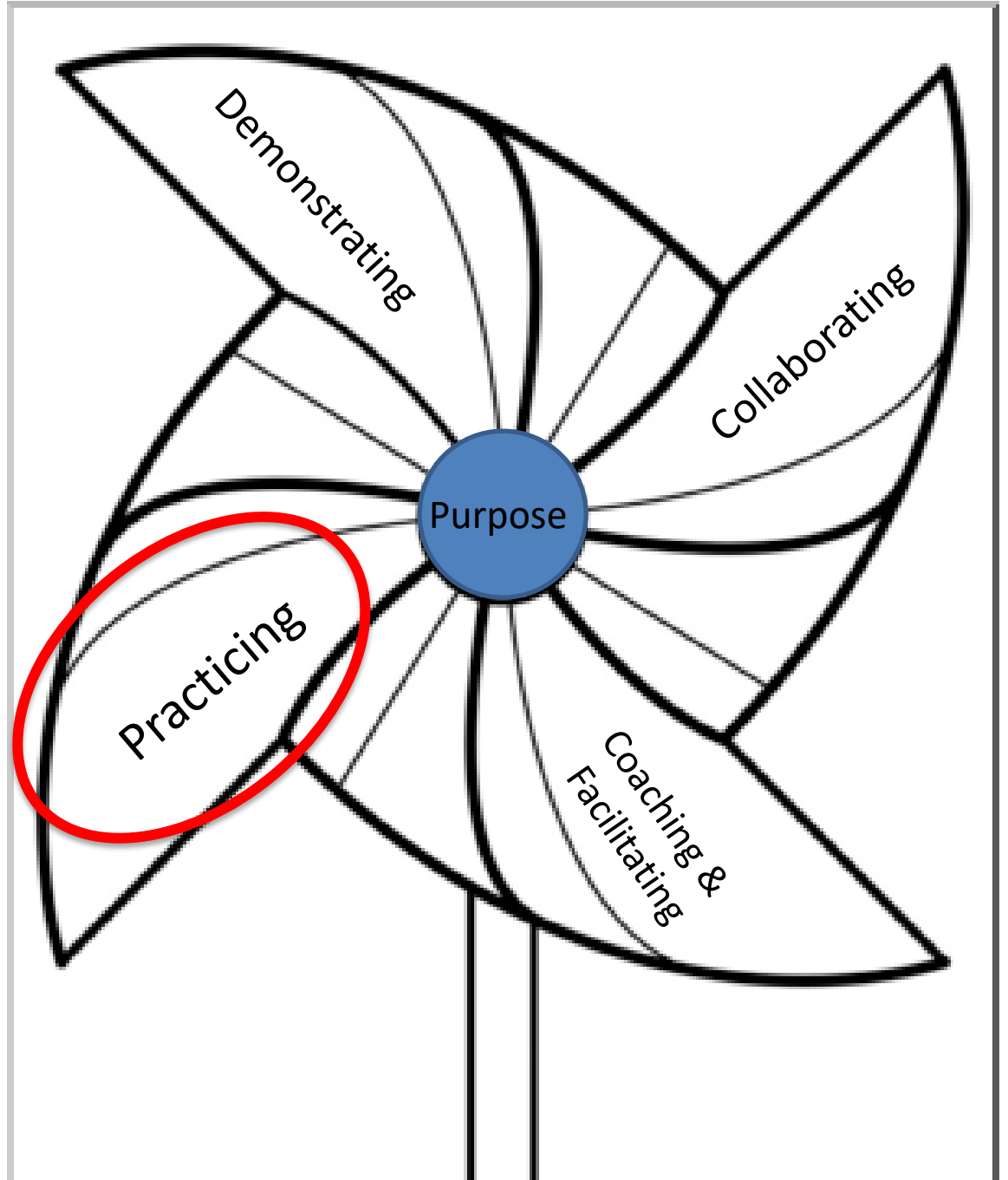
Adapting instruction according to specific needs.



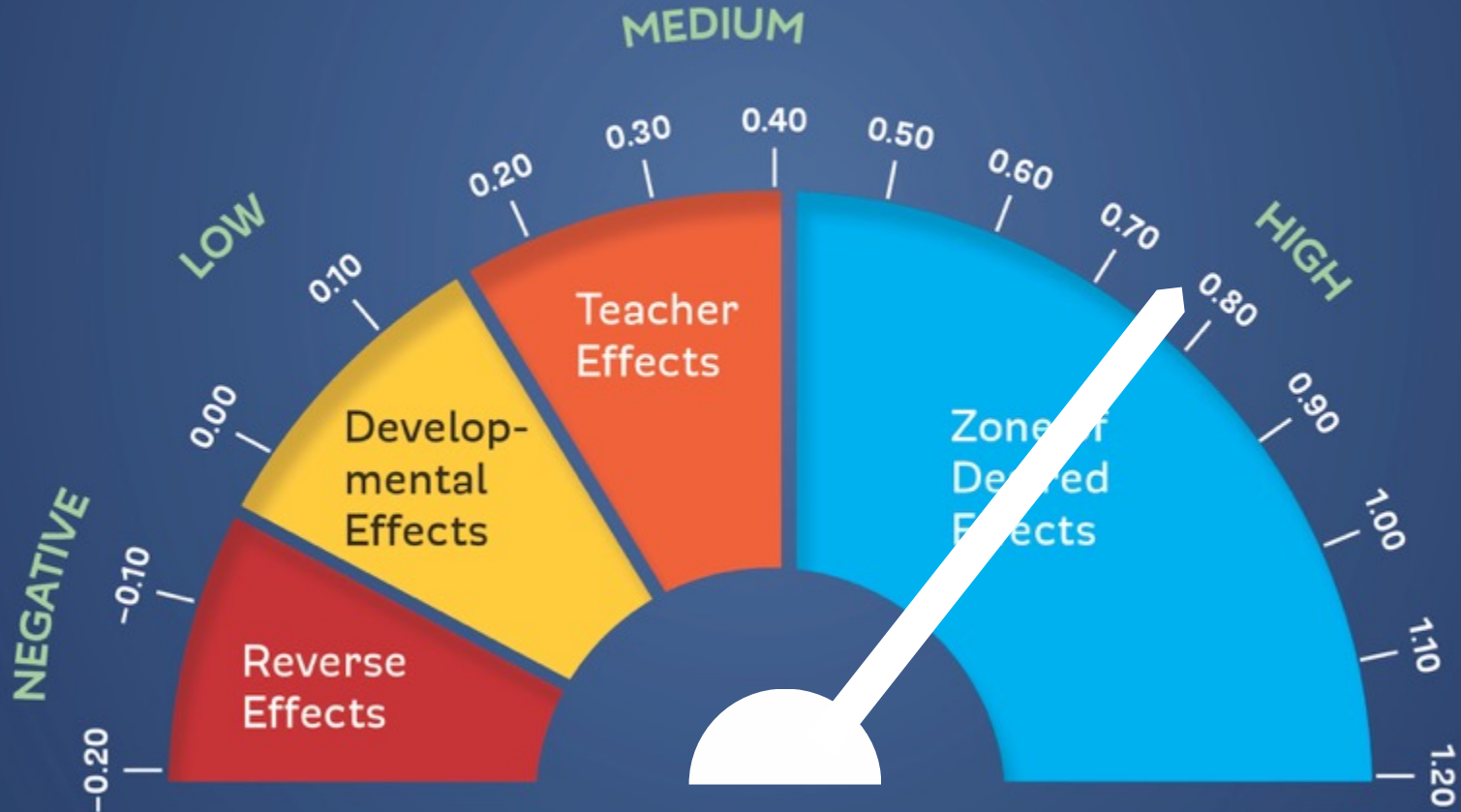
pp. 141-142

Prompt and Cue





Deliberate Practice: $d = 0.79$



THE FIVE PRINCIPLES OF DELIBERATE PRACTICE



**PUSH
BEYOND**
one's comfort
zone



Work toward
well-defined,
**SPECIFIC
GOALS**



FOCUS
intently on
practice
activities

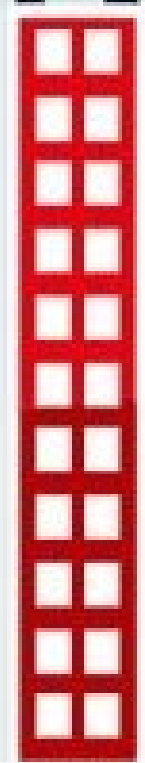
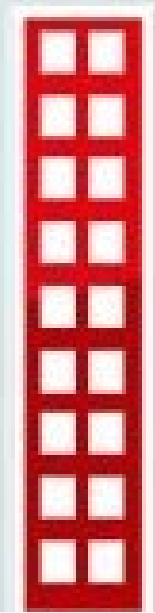
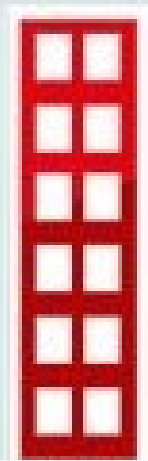
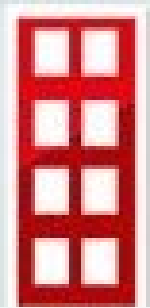
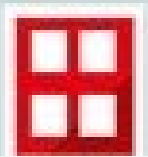


Receive and
respond to
**HIGH-QUALITY
FEEDBACK**



Develop a
**MENTAL
MODEL**
of expertise

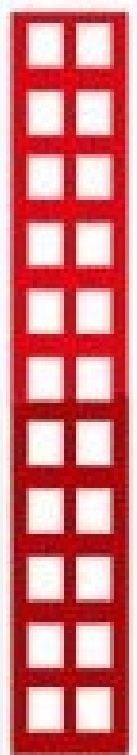
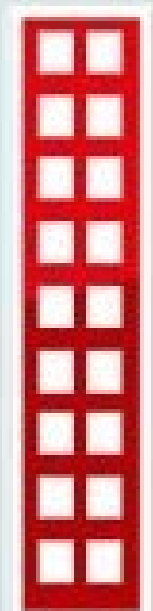
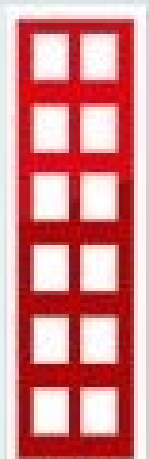
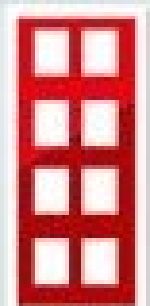
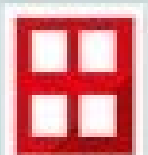
Acquisition
"I can do it"





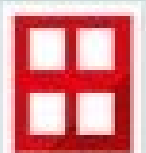
Consolidation
"I can do it consistently"

Acquisition
"I can do it"

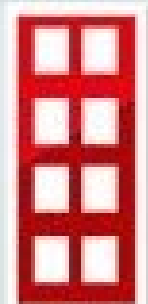




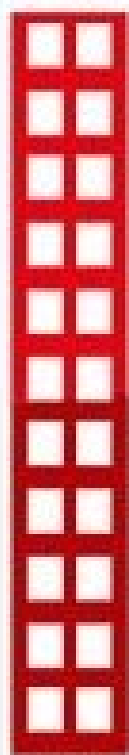
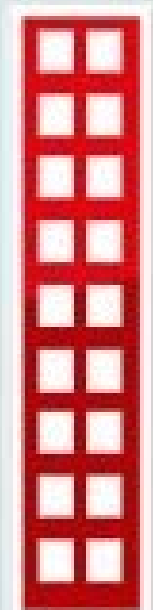
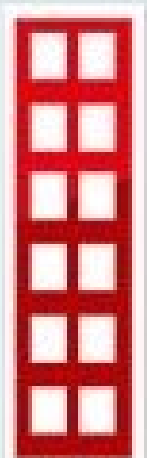
Acquisition
"I can do it"



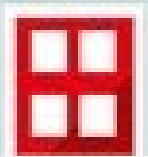
Consolidation
"I can do it consistently"



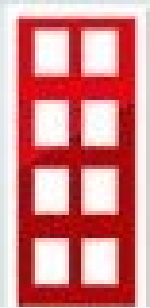
Maintenance
"I can keep doing it later"



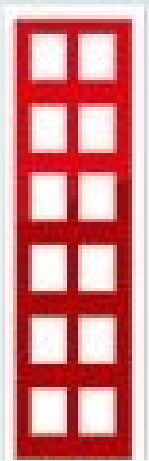
Acquisition
"I can do it"



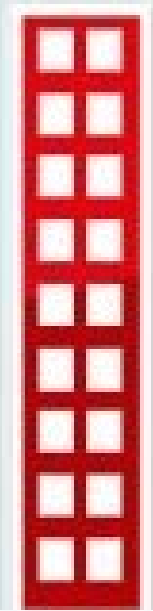
Consolidation
"I can do it consistently"

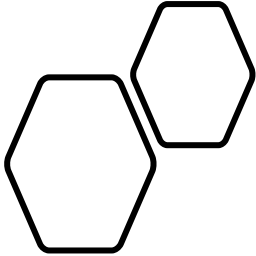
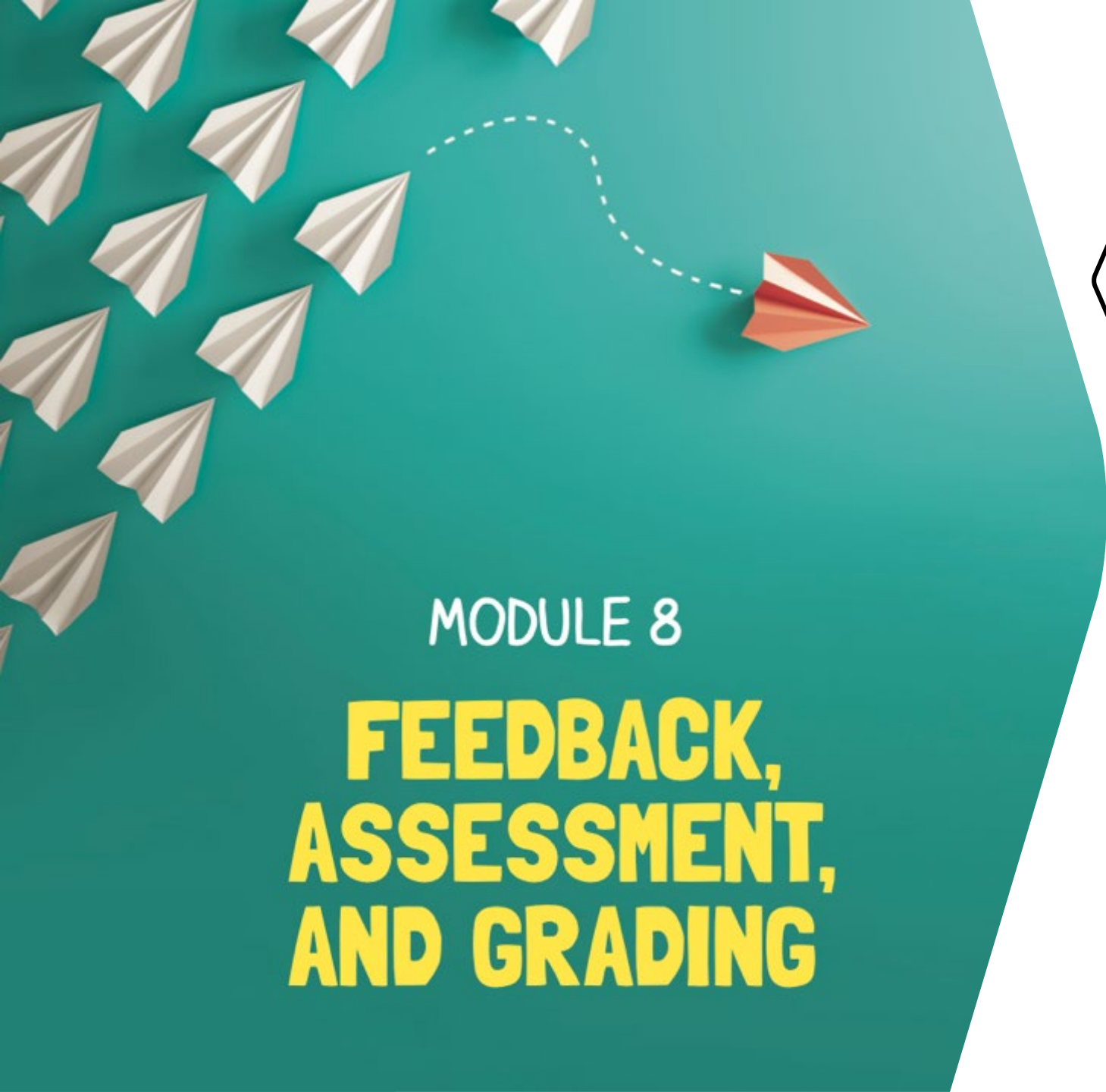


Maintenance
"I can keep doing it later"



Transfer
"I can do it in a different context"

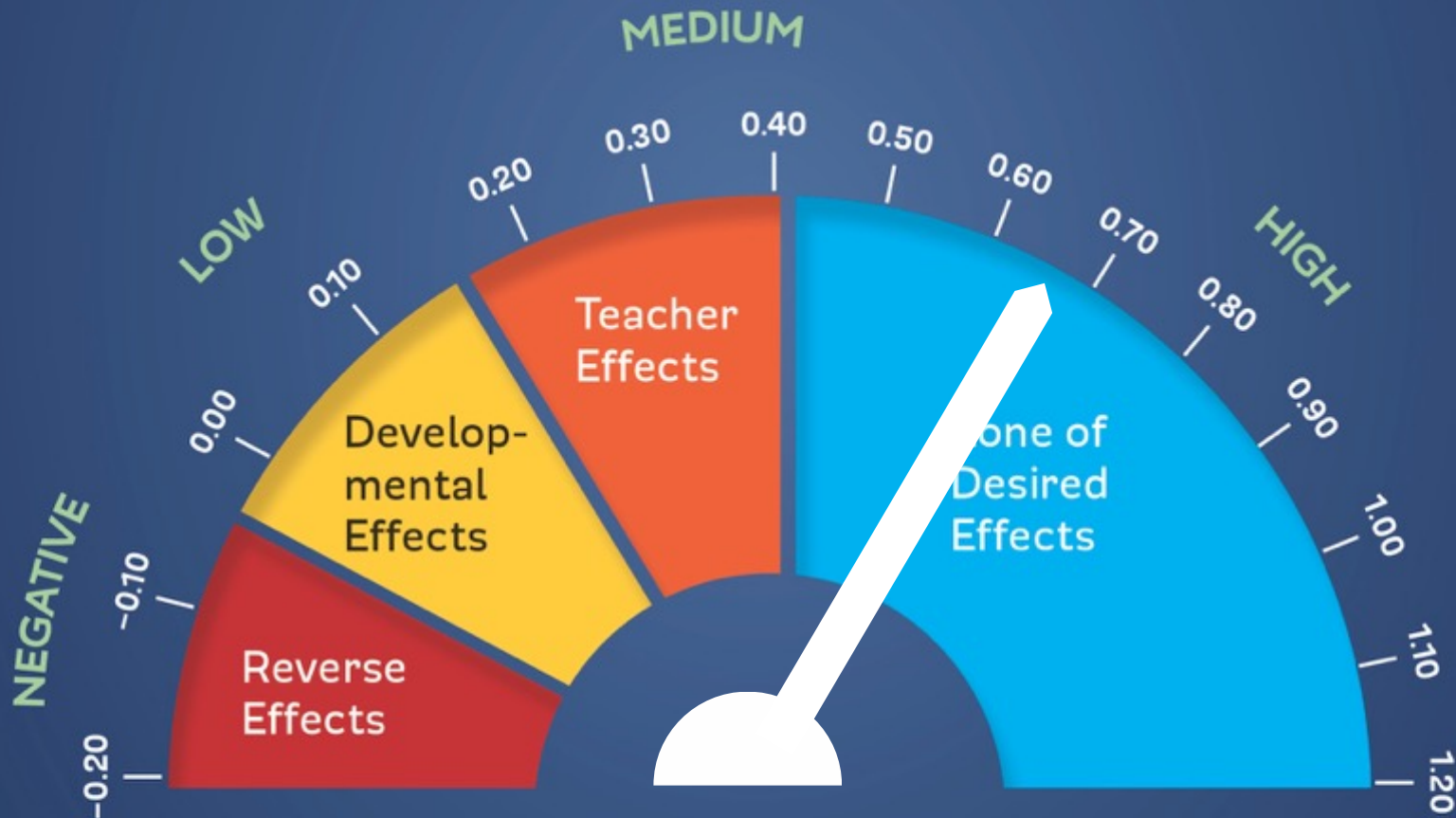




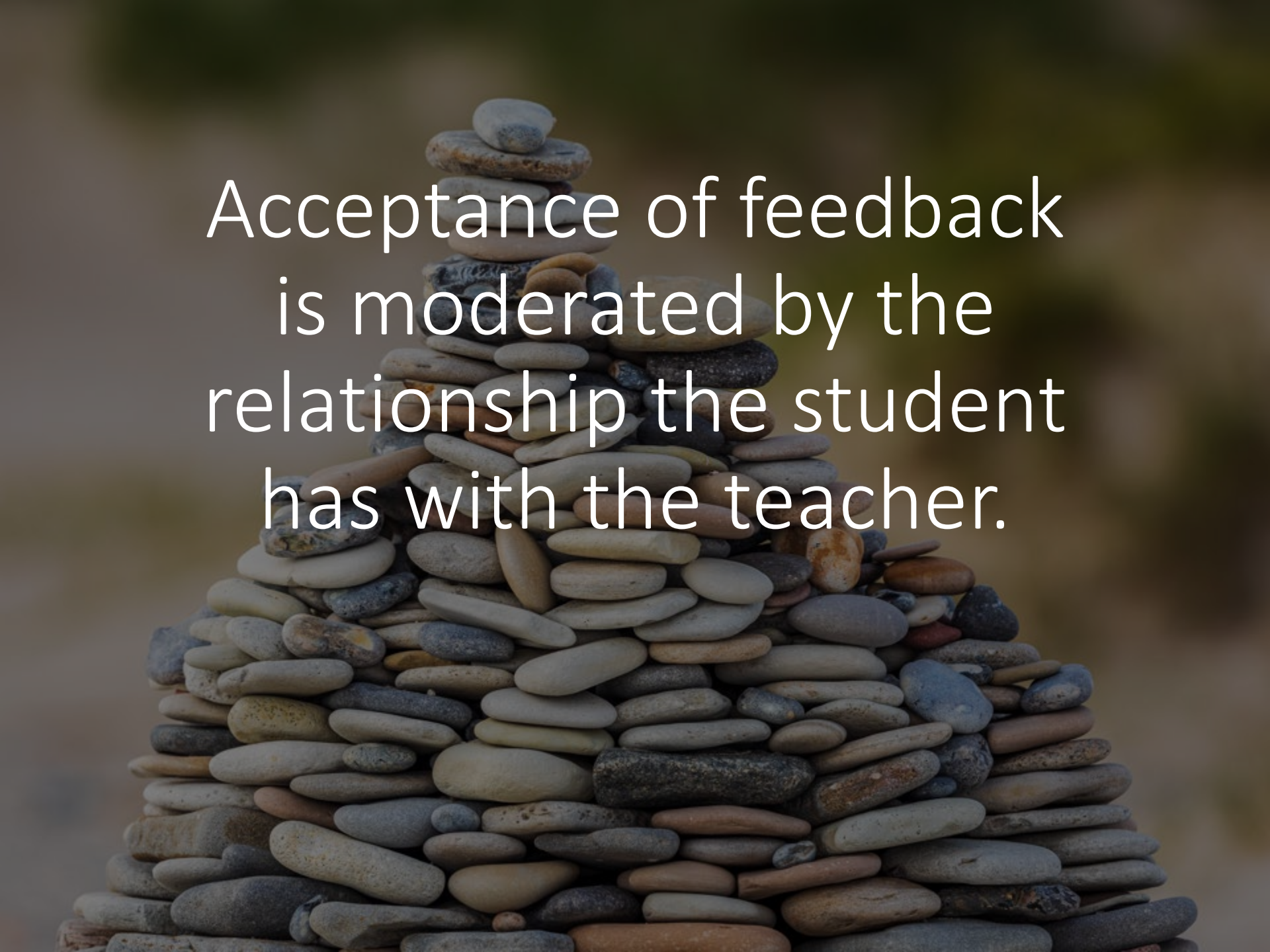
MODULE 8

**FEEDBACK,
ASSESSMENT,
AND GRADING**

Feedback: $d = .66$



Hattie 2020



Acceptance of feedback
is moderated by the
relationship the student
has with the teacher.



An authentic quest
for understanding -
Michelle Trujillo

EMPATHY

Empathetic Feedback

is

GREAT

Growth-oriented
Real
Empathetic
Asked-for
Timely

GREAT!

Growth-oriented

Real

Empathetic

Asked-for

Timely

The word "GREAT!" is written in a bold, bubbly, sans-serif font. Each letter is filled with a white-to-transparent gradient and has a thick, multi-colored outline that transitions through the colors of the rainbow (red, orange, yellow, green, cyan, blue, purple) from top to bottom. The exclamation point is also filled with the same gradient and has a thick, multi-colored outline.

Some Components of Empathetic Feedback

- Tell them one thing that they did well
- Use “micro-feedback” (start/stop/continue)
- Include “we” statements (we can work on)
- Thank the person
- Obtain feedback on the feedback



GREAT!

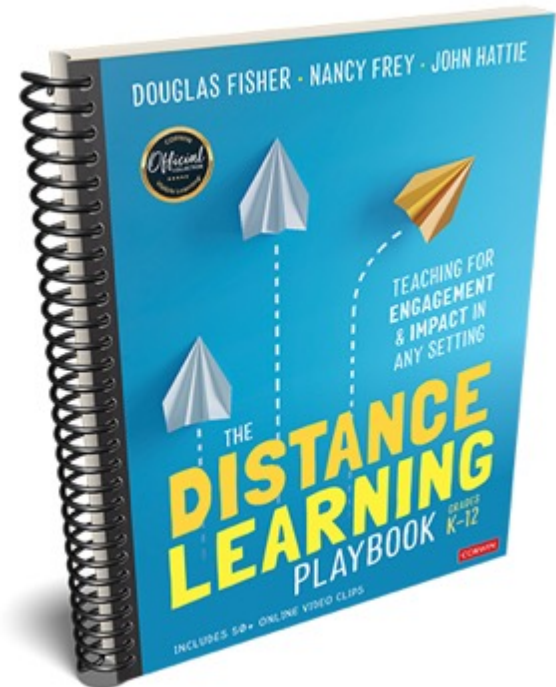
Self-Assessment



**You're learning
from a distance – so
can your students**

Doug Fisher

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CORWIN