Establishing Protocols for Online Teaching and Learning for Urban and Rural Students"

Dr. Michele Bowers – Superintendent, Lancaster Unified School District

Dr. Sharla Berry – Assistant Professor, California Lutheran University

Lorrie Owens – Past President, Board of Directors – CITE (formerly CEPTA)

The Context:

Where Have We Been? Where are We Going?

How Can Research Help Us Move Forward?

Where We Are

Emergency Remote Teaching – In contrast to experiences that are planned from the beginning and designed to be online, **emergency remote teaching (ERT)** is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances.

 The primary objective in these circumstances is not to re-create a robust educational ecosystem, but to provide temporary access to instruction and instructional supports in a manner that is quick to set up and is reliably available during an emergency or crisis.

Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020, March 27). The Difference Between Emergency Remote Teaching and Online Learning. Retrieved May 4, 2020, from https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning

Where We Are Going

Online Teaching and Learning: The purposeful design and implementation of an online course. Where courses are intentionally designed and facilitated according to **best practices** for online teaching and learning.

Community is at the Center of Effective Teaching

Emergency Remote Instruction

Community

Online Teaching and Learning

Remote Instruction
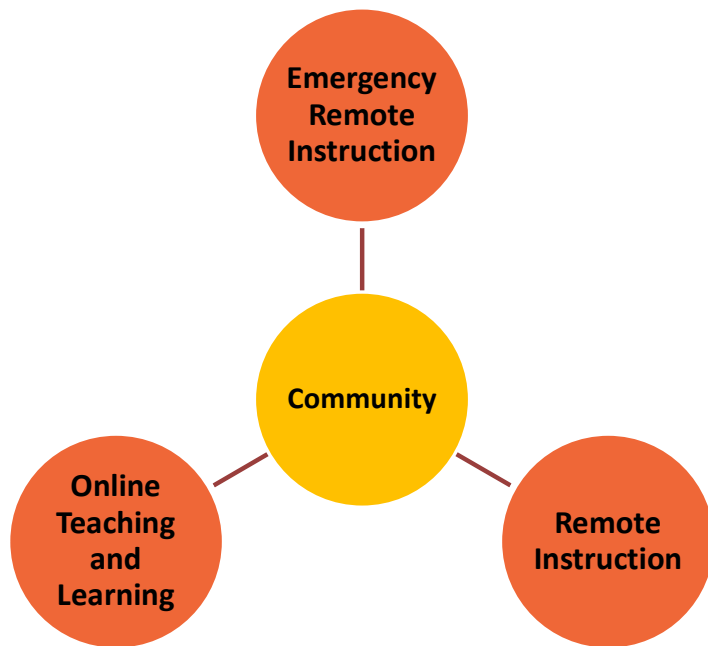
A community is a **supportive social group** where members have a **sense of belonging** and **trust** (McMillan & Chavis, 1986). In a learning community, members work **collaboratively** to provide **academic, social and emotional support** to each other (Lai, 2015; Berry, 2017).

Community has Academic, Social and Emotional Benefits

Emotional Benefits of Community - **decreased isolation**, an **increased ability to manage stress**, a stronger sense of belonging and greater **overall emotional well-being** (Pyhältö, Stubb, & Lonka, 2009; Stubb, Pyhältö, & Lonka, 2011)

Academic Benefits of Community – increased classroom **participation**, deeper academic **engagement** and increased likelihood of **retention** in the academic program (Haythornwaite, Kazmer, Robins & Shoemaker, 2000; Palloff and Pratt, 2007; Shackelford & Maxwell, 2012).

A Framework for Thinking About Effective Online Teaching: TPACK (Koehler and Mishra, 2009)

- Pedagogical knowledge refers to "deep knowledge about the processes and practices or methods of teaching and learning" (Koehler & Mishra, 2009, p. 4).

- Pedagogical knowledge includes many things, including "understanding how students learn, general classroom management skills, lesson planning, and student assessment" (Koehler & Mishra, 2009, p. 4).

- Streaming video, especially synchronously, is a high bandwidth task and may not be accessible to all students, including low-income students (Stanford, 2020)

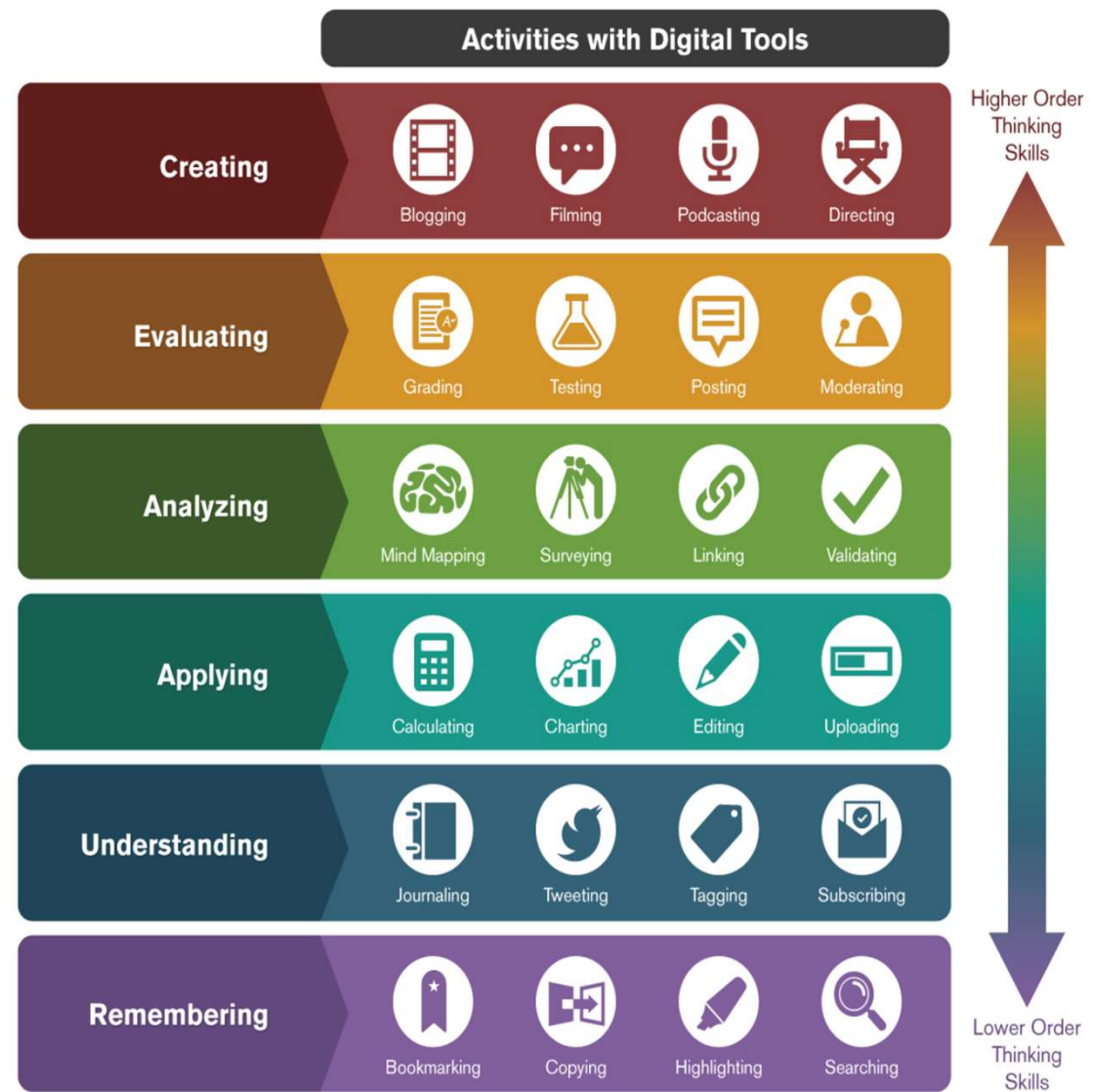- Consider a digital needs assessment to identify technology access gaps
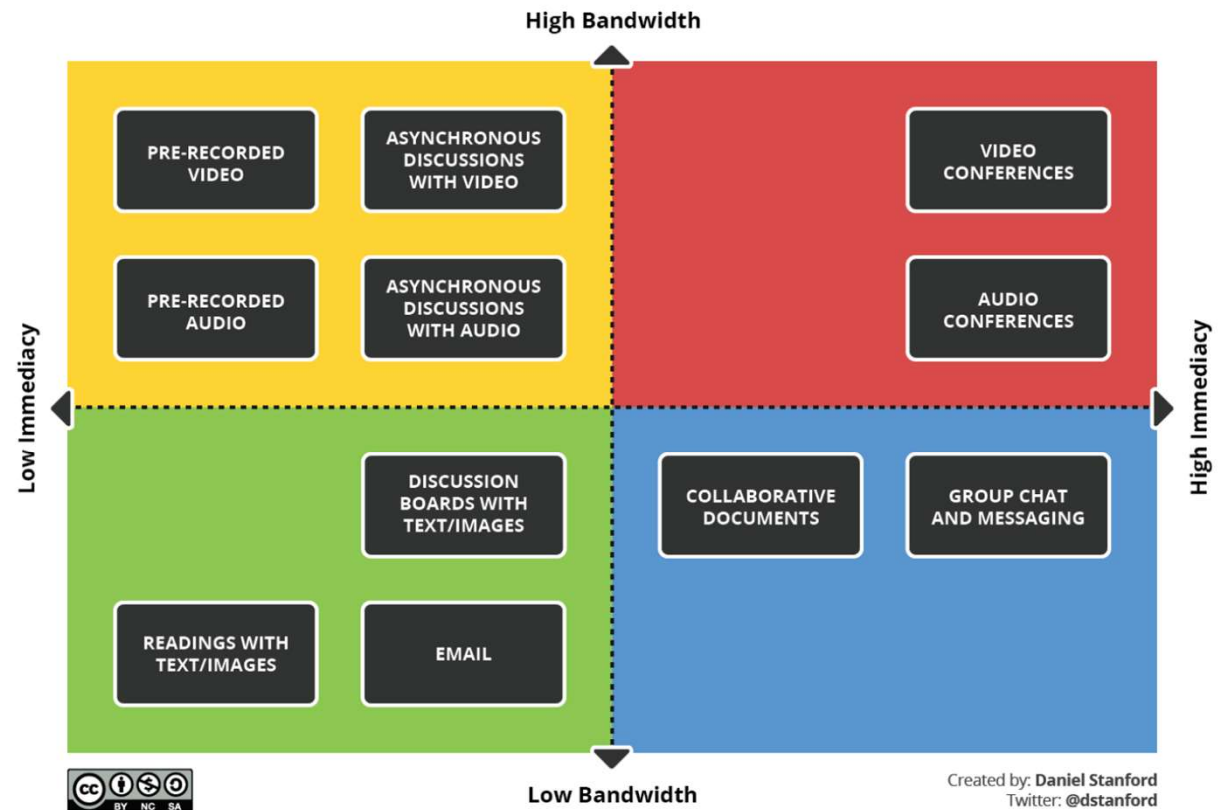
Bandwidth Immediacy Matrix

Community-Oriented Online Pedagogy Should Be….

- Accessible (A Mix of High and Low Bandwidth Tasks)
- Culturally and Contextually Relevant
- Flexible and Adaptive
- Collaborative
- Multimodal
- Include Higher Order Thinking Tasks

- Incorporate higher order tasks to boost digital literacy, build 21st century skills and increase engagement

- Connecting to personal interests and future career goals boosts cognitive presence and community (Berry, 2017; Garrison, Anderson, and Archer, 2011)

Activities with Digital Tools

Higher Order Thinking Skills

Creating — Blogging, Filming, Podcasting, Directing

Evaluating — Grading, Testing, Posting, Moderating

Analyzing — Mind Mapping, Surveying, Linking, Validating

Applying — Calculating, Charting, Editing, Uploading

Understanding — Journaling, Tweeting, Tagging, Subscribing

Remembering — Bookmarking, Copying, Highlighting, Searching

Lower Order Thinking Skills

Discussion Questions

Discussion Questions: The Road Ahead

As we prepare for the fall, what are some things….

- Teachers should be thinking about?
- School Site Administrators should be thinking about?
- District Leaders should be thinking about?

Discussion Question: Trends in Technology

What are some emerging trends with regard to technology?

Discussion Question: Stakeholders

What stakeholders do we need to engage to meet this moment? What role do parents and community leaders play?

Discussion Question: Opportunities

This moment is very challenging for us all. What opportunities have emerged from this moment with regard to teaching and learning with technology?

THANK YOU!

Dr. Michele Bowers – Superintendent, Lancaster Unified School District

www.lancsd.org

Dr. Sharla Berry – Assistant Professor, California Lutheran University

www.sharlaberry.com

Lorrie Owens - Past President, Board of Directors – CITE (formerly CEPTA)

https://cite.org/