

Framingham State University

Remote Learning: Planning and Teaching

Course Number and Title: Remote Learning: Planning and Teaching

Credit: 1

Format: Online using FSU Blackboard

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Course Description:

Designed to help participants develop and teach distance-learning units and courses. The course establishes criteria for effective full online instruction and hybrid courses. The course covers the importance of establishing clear learning goals appropriate for Remote Learning; writing the unit and/or course plan, chunking learning facets, Varied electronic platforms and tools are addressed, each with advantages and challenges.

This course incorporates the recent research findings of the need for Remote Learning to reach out to engage students in varied ways, create a stable and predictable environment, and the need to incorporate phone-friendly remote connections for economically disadvantaged students who may lack the hardware and internet connections.

Required Text: *Standards Matter: The Why and What of Common Core State Standards in Reading and Writing*, Katherine Scheidler, Ed.D., Montgomery, Ala: NewSouth Books (2015)

This text explains the rationale for engaging all students in the same high level learning, and the history and concepts behind the same learning for every student. It provides an example of a fully online project-based learning project of teams of students developing a web site that presents research findings, with a specific guide that guides and assesses learning.

Learning Outcomes:

At the end of the course, successful students will be able to:

1. Provide three advantages that Remote Learning offers for learning over face to face in-class learning.
2. Identify two challenges of Remote Learning and explain how these challenges can be overcome.
3. State the two main criteria that current research shows provide the best environment for effective Remote Learning.
4. Distinguish between learning activities most suitable for face to face learning and those especially suitable to Remote Learning.
5. Show how a face to face learning activity can be transferred to Remote Learning.
6. Create a Final Remote Learning Project Unit with aligned Standards-learning objectives, preassessment, varied activities to develop goals, final performance assessment and varied means of re-teaching on the objective if not Proficient.
7. Explain the need to proactively create student engagement by incorporating at least four of the discussed tools to engage all students into the Final Remote Learning Project Unit.

Massachusetts Curriculum Framework:

English Language Arts Standards addressed in the course for academic achievement:

Key Ideas and Details:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure:

4. Interpret words and phrases as they are used in a text.

6. Assess how point of view or purpose shapes the content and style of a text.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Course Expectations

Participation in all assignments and course discussion is required. Readings and tasks stated at the syllabus end of session unit must be done for the next session. The final

project must be submitted when due; thinking for your final project at the start of the course will help you complete it when due. Please ask the instructor for any assistance.

Each week's unit begins Mondays. Please post your responses to each Discussion Area question no later than Sunday of each week

Course Schedule

*Online class meetings are weekly for 4 weeks, starting Monday of the first week.
Final unit project is due to the Instructor no later than Wednesday, of the last week of the course.
Models of the final unit project are provided.*

Week 1 Remote Learning: Planning and Teaching Introductions

Best Serving All Students

Objectives: Introduce the big picture rationale and advantages of Remote Learning. Participants introduce themselves to the course. Presentation and discussion: What are positives and challenges in Remote Learning? What are the two main criteria of an effective Remote Learning environment as seen in recent research?

Activities Course overview. Review course syllabus for expectations.

Course participants introduce themselves and their school work in relation to Remote Learning and their own topic of interest in relation to creating Remote Learning.

Discussion question 1 Introductions.

Subject, grade, school system. Please describe briefly your experience with Remote Learning. What are successes? What are/were challenges? How do you now see that these challenges could be overcome?

Course syllabus presentation as an example of how to present course goals and expectations and final project.

Read posted article on the advantages and challenges of Remote Learning. View Power point on pro's and con's of Remote Learning.

Discussion Question 2. What especially resonates with you in this article and powerpoint presentation, and/or what can you add? How do the article and powerpoint connect with your own experience?

For Week Two: Read *Standards Matter* Preface, Chapters 1 and 2 and Chapter 4, on the history and rationale for all students learning

Final course project expectations

Final Project: *Stating the final expectations in advance Project guide, p. 8*

Participants will satisfactorily complete a Remote Learning plan, which is a unit or course fully online. This final project must incorporate the ideas from the readings and ideas and tools information presented by the instructor and course participants, as well as other resources suited to the unit, indicating independent research. Final Remote Learning plan includes unit/course learning goals, Standards addressed, Rubric for course to guide and assess final project, main electronic tools, varied means of engagement, timeline, remote norms and due dates, differentiation, learning activities, final performance assessment, re-teaching if the student does not attain Proficient. View final project rubric, to see how rubrics guide and assess learning, p. 10.

Week 2: Remote Learning Facets

Varied key facets of Remote Learning

Facets of Remote Learning: Why “all students,” Engagement tools to retain students, one effective Remote Learning strategy: Webquests to flip the classroom, using current “Eutopia” online articles as a good resource, first sketching out an online unit on paper

Read course posted piece on “Creating an Online Course” on sketching out a course on paper to set the learning goals, divide up chunks of learning that lead to development of learning goals, and how assessment guides and assesses learning.

Distinctions between face to face learning and remote: Classroom learning goes with the flow. In-school learning has its busy-ness: school announcements, student social interaction, late to class, the bustle of a classroom. Online learning provides the opportunity to establish clear learning goals and guide the work toward that end. Engaging students and sustaining engagement is the challenge of Remote Learning.

Readings: Recent articles: Creating breakout sessions for small group work in remote learning to personalize and monitor, “8 Online Strategies to Develop Participation,” parent home contact to support student engagement and learning, individualizing one’s

own professional development as needed, engaging and reinforcing learning through such remote strategies as “brain dump,” “concept mapping,” and retrieval.

Webquest research project as a Remote Learning unit of study.

Read “Webquest” posted article and post a response to Discussion Question 3 below.

Discussion post 1. a. In your own words, provide an explanation from *Standards Matter* for common learning for all students. b. Please explain how it is that state and national Standards connect with remote learning: Is it possible to develop Standards-learning well remotely, without face to face interaction?

Discussion post: 2. What do you find that resonates with you in relation to online learning in the posted articles; what are new ideas you can incorporate, what advantages and challenges can you add, and how will you meet those challenges?

Discussion post 3. In your own words, what is the value for developing student learning seen in this “Webquest” online research project article? How would you incorporate the concept and strategies of a webquest into your own classes?

Discussion post 4. Create a sketch of a course or unit that will develop learning in a needed area. Sketch out by weeks. This is the unit or course framework, guided by a goal and assessment. Learning activities are the “Stepping Stone” activities that develop the learning and lead to assessed learning. Photograph and post your on-paper unit draft with learning goal, activities, assessment! Due for Week 3.

Week 3: Platform, Performance Assessment, Differentiation, Personalization and Re-Teaching if not mastered

Platform Select a main platform for your course, such as Zoom, email, website based, Google Meet, Flipgrid. Provide the platform advantages and challenges and how you’ll overcome the challenges.

Electronic tools Review the posted list of electronic tools and resources. Which of these tools have to date best served you? What are limitations and how will you overcome these limitations? What if any tools can you add, and/or what tool are you looking for that will best help you present or develop your needed learning?

Differentiation Establishing differentiated learning activities in distance learning with posted activities such as webquests with options, levels of student research, varied questions, learning from others in small group practice work. Differentiation can also be seen in varied assessment modes. Individualize as needed to help each student.

Performance assessment. Traditional pencil and paper tests with teacher in-class monitoring are less valid with Remote Learning, because the teacher isn't in the room overseeing the students. A learning assessment that's a project, such as a writing piece, a video acting out a character or story, a powerpoint, a small research project, or students working in a team to develop a website to present research findings is a performance assessment that calls for higher level explanation that demonstrates understanding than a pen and paper quiz or test may be.

Learning a new resource: Tips for how to learn a new online resource.

Discussion questions

- 1: Post your main platform and explain its advantages and challenges.
2. Post one example of an activity for your own students that offers levels of learning (i.e., a regular, mid-range level; an advanced level; and a scaffolded level), or a personalized activity (illustrate, draw, act out: video), read and write, locate an appropriate poem or song appropriate for a remote activity. What's beneficial?
3. What can you add to the list of electronic resources? Explain this tool's degree of difficulty for the teacher to learn and use, and for the student, and how you would recommend that one would learn this tool for teaching.

4. An illustration of performance assessment is in *Standards Matter* chapter 3.

Read "Standards Matter" text Chapter 3: "Seeing What Our Students Can Do: One Model"

Discussion question: a. Explain how the Chapter 3 web site project is performance assessment and assess this as a test of students' learning.

b. Is a project such as this student's web site-based research project appropriate for your students? How could it be modified for your students, and made to fit with full Remote Learning?

5. Performance assessment. Develop and post a performance assessment for your proposed unit that demonstrates understanding and is a valid test of student learning for your proposed unit or course.

Week 4 Final course project

Attached is the description of a final course project. See project guide and rubric below. Please e-mail this to the instructor no later than Wednesday of Week 4.

Once I've approved your final project, please post it on the Week Four Discussion area, to receive positives and questions from the group and comment on others' final projects.

View sample exemplary Remote Learning projects posted in Week 4

Post Final Project of your Remote Learning unit

Final posting and critiques of course participants' plans for creating a remote unit

Week 4 Discussion: Based on our readings, Discussion Board discussions, and your own experience and independent research, create and post a written course plan. Rubric to guide your plan is provided below.

Final posting of plan that includes the course ideas, as evidence of participant learning in this course.

This Remote Learning course models for participants "teaching for the assessment" by providing the assessment at the start of our course and providing the steps to do the assessment of learning and the rubric to guide student work and assess the final project. This final course plan is an example of a performance assessment that shows learning from the course, modeling what is intended for one's own students' learning.

Collegial review of participant Unit Plan Learning Project: Review others' plan drafts to help improve the plan, giving and receiving constructive feedback in a positive way.

What have we learned?

Presentation of final revised plans; participants demonstrate that they can provide constructive ideas course for plan improvements, and accept and use constructive comments, demonstrating positive, supporting communication required in a productive professional learning community.

Objective: Participants show they have learned the course content by presenting to the instructor the final unit plan project. First, please submit plan to Instructor for review, no later than the final Wednesday. Participants will receive comments on their final plans from the instructor. Plan must be satisfactorily completed by Friday of the last week

Remote Learning: Planning and Teaching

Final Project Guide

First please email your final project to Kay at kscheidler@framingham.edu

After Kay's approval, please post your project in Week 4 Discussion

Create a learning plan for Remote Learning with:

All steps are done remotely, primarily using the technology your district uses. You may also use supplemental electronic tools, however.

- **Learning goal(s)** is a Standard of your subject that students need help in developing. (No more than 3 Goals) This goal is the plan Objective.
- **Preassessment means** on learning in this Objective area
- **Engagement activities** *Examples: chats, email, call home, call the student, "40 Weird Questions" unrelated to the teaching subject, mental health survey form, class exit ticket, entrance ticket, small group work, individual conferencing*
- **Learning Activities** "Stepping Stones" are Remote Learning activities and electronic resources to the goal, eg., activities that are learning strategies and resources with tools can be teacher presentation, discussion, small groups, student research, remote turn and talk, youtube videos, Zoom, student or teacher-created videos, email, chats, Nearpod, Kahoot!, Flipgrid, Google Classroom, Google Meet, white board presentation, Amplify, Schoolology.
 - ✚ State the electronic tools you'll use for each step.
 - ✚ Briefly name and define what the electronic application is and explain why it works well for that learning.
- **Performance Assessment:** Without the conditions of a quiet classroom with the teacher monitoring, How will you assess the learning?
 - ✚ Create a team or partner activity where students work together to show their learning. Remote presentations can be student-produced video, Zoom or Google Meet report, written report, PowerPoint presentation, or can be optional student-determined tasks that will present their learning effectively. Guides are provided.
 - ✚ Create a rubric to guide and assess the final project.
 - ✚ Student feedback on projects: create a means for students to assess their peers' final projects, either with a form to complete or in a video, addressing prescribed teacher or class-developed questions to evaluate the final assessment
- **Collaborative Critique:** Teachers comment on each others' final projects.

With this collaborative critique we're sharing the best practices of tech tools for learning

- ✚ Comment on each of the other posted projects

- ✚ Do the plan facets align with the goal and engage students remotely?
- ✚ Suggest other remote tools that also or instead could be helpful for the assessment, or electronic tools for any other step in this unit, and/or ask others for an electronic application that could aid the project.
- ✚ Don't be afraid to be constructively critical, as we all need all the help we can get!



Remote Planning and Teaching course final project Rubric guide

Criteria	Effective Remote Learning plan	Needs Improvement
Clear learning goal(s)	The learning goal(s) is/are clear, substantial and grade-level appropriate and reflect Standards.	Please include make learning goal(s) more robust, stronger, or state Standards
Sketch out unit or course on paper	Shows evidence of outlining the course on paper before developing the course within the platform	Please elaborate on the paper sketch of the course or revise to show learning is chunked
Primary platform	A main viable platform is selected appropriate for the students, such as Google Classroom, Zoom, email, website based, Flipgrid	Please select a main platform that's a strong clear main means of presenting your unit to your students
Main learning goal is appropriate	Has a main learning goal that is taught over time	Lacks clear learning goal that's needed for the students, content area and grade level
Engagement Activities	Plan has four or more student-appropriate engagement activities, such as mental health checks, Google forms, contact means, small group/ personalized work, class Meets	Please include at least four means of reaching out to engage students, and continue to work for engagement, so a student learns
Introductory session	Introductory session is inviting, establishes the unit guideline, and allows for student and teacher introductions appropriate for the goal.	Revise introductory session that establishes an engaging learning plan, with appropriate introductions of the learning goal

Series of steps to learn the goal	Steps to learn the main concept(s), skills, understanding are chunked, delineated	Please develop steps to learning aligned with the main goal and are appropriate RemoteLearning tools
Deadlines for each assignment	Deadlines, due dates for each assigned task for understanding are set	Please create firm deadlines, due dates
Means of differentiating, personalizing and/ or re-teaching	Activities are developed that allow for differentiation, personalizing the learning and/or re-teaching in a different way	Lacks differentiation, personalizing, and/ or reteaching for more struggling students and higher achieving students
Final assessment to guide and assess the learning	Final assessment of learning is a project or performance assessment that assesses learning and provides means of re-doing the project as needed, is presented at the start of the learning unit.	Please provide a final learning project such as the example of a web site reflecting research that's and engaging project and demonstrates effective understanding of learning goal

Final course assessment criteria:

Course Evaluation Rubric to Guide and Assess Learning

Criteria	Excellent Course participant . . .	Good Course participant . . .	Needs Improve- ment Course participant .
Course participation	Shows evidence of thoughtful reading and comments with insight in response to course Discussion questions	Posts responses to each Discussion question	Weak in posting to Discussion questions
Timely completion of assignments	Responds to Discussion post assignments within the course week and early enough to have others read posts and respond	Posts to Discussion question late in the week and later, after that week	Lacks timely posts on Discussion questions. Not posted by due dates.
Interaction	Interacts with the instructor and other course participants in a thoughtful and positive manner appropriate to online teaching and	Lacks regular positive interaction and posting to other course participants' comments	Does not interact with instructor and other course participants to contribute to course learning and

	does "Replies" to comment on posts.		demonstrate understanding.
Final project demonstrating learning	Final project meets the top level of expectations as outlined in the course rubric	Final project meets the acceptable level of expectations as outlined in the course rubric	Final project of completed remote course does not fully address each rubric facet

Communication skills are a key factor in an online class. It is important to write clear and concise statements when you communicate online. Remember the person reading your comments does not see your expression or hear your tone of voice. Take advantage of the environment and prepare your comments in Word before posting them online or sending an email to your classmates or instructor.

Course Requirements: Requirements are text and articles readings, and viewing of related videos on remote learning. Demonstration of assigned readings is seen in the weekly posts that must demonstrate originality and comprehension of course concepts. Students must also respond to others' posts to make online learning dynamic and relevant to work in school. Therefore, the weekly posts are required for each week and posted within that week's dates. Final required project must demonstrate integration of the course concepts, and application of the concepts to one's own plan for remote learning.

Course Expectations: Students must stay within the remote learning time frames of weekly posts writing on the reading and presented work, and must post on the instructors' and others' posts to interact on the course concepts. The final paper must be posted no later than Wednesday of the last week of the course, and must demonstrate full comprehension.

Grading criteria:

Written weekly posts that demonstrate comprehension of the weekly readings and videos that convey concepts. Posts must show fidelity to the texts and to the weekly questions posed: 30%

Respond to others' posts: 10%

Final project consolidating course text concepts and applying the concepts to one's own project: 50%

Respond to others' final papers with comments aligned to text: 10%

Copyright

The course website may contain copyrighted materials that are used in compliance with U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by the instructor or owner of the material. You may only download or print materials at the direction of your instructor, who knows which materials are copyrighted and which are not.

Academic Honesty Policy

Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student's oral and written, technical and artistic work.

Framingham State University Whittemore Library

Whittemore library provides access to numerous online databases for all FSU students and faculty. These databases are used to search for journal or newspaper articles. Many of these articles are available in full-text. All databases accessed from off-campus require you to login before being able to search. Follow these simple directions: Go to: <http://www.framingham.edu/wlibrary>

Academic Accommodations Policy

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of

disability. Academic Success serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments.

Academic Success works to provide reasonable accommodations to qualified students. The purpose of accommodations, modification, and/or auxiliary aids is to reduce or eliminate any disadvantages that may exist because of a disability. Framingham State University is not mandated by law to waive specific courses or academic requirements considered essential to a particular program or degree. Rather, the University is mandated to modify existing requirements on a case-by-case basis in order to ensure that individuals are not discriminated against on the basis of their disability.

Accessing Accommodations

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[Overview of Academic Accommodations](#)

Documentation Guidelines

[Learning Disabilities](#)

[Psychiatric Disabilities](#)

[Attention Deficit/Hyperactivity Disorder \(ADD/ADHD\)](#)

[Medical Conditions](#)

Policies and Procedures

[Rights and Responsibilities](#)

[Policy for Extended Time on Exams](#)

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[Policy for Service and Assistance Animals](#)

Deadline for Fall semester: June 15th

Deadline for Spring semester: December 1st

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Resources for Faculty

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