What's Next? Day 1
Reimagining, Expanding Learning

What we've learned and where we are headed after COVID-19

Hello!

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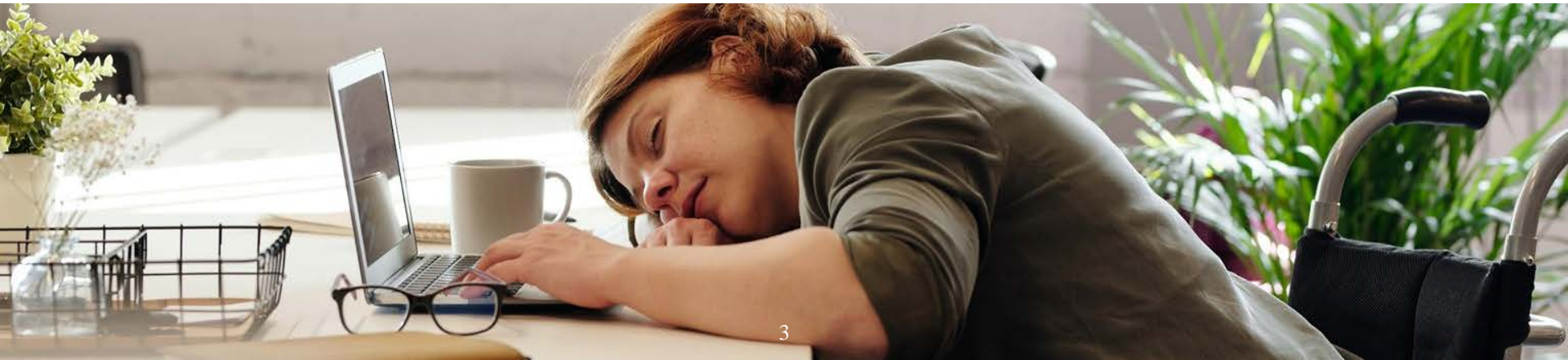
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The burden of trying to ==adapt everything== I'd been doing, manage my own kids' learning, handle an ==insane amount of communication== and do it all with the added stress of living under a ==deadly pandemic== came crashing down on me. **I can't do this anymore**, I thought to myself. ==This is not sustainable.== -Justin Paramenter, 25-year veteran teacher
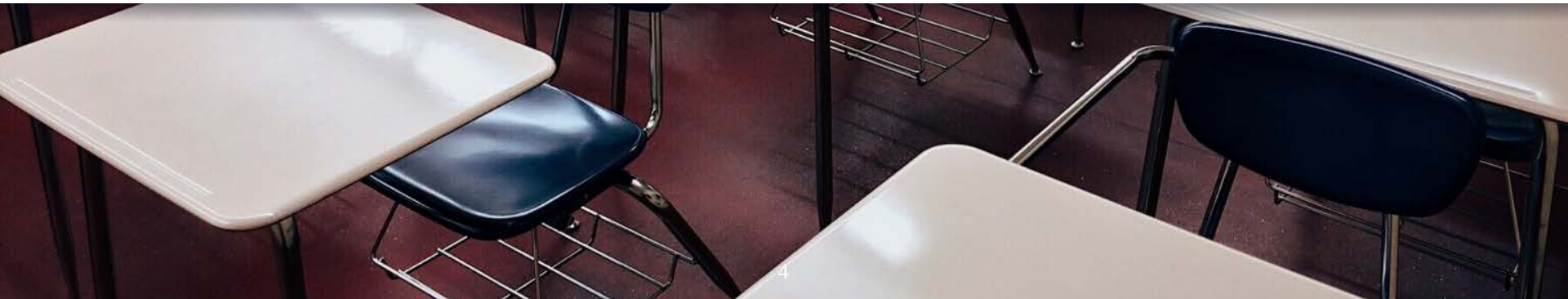
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"In any tough time of crisis, there's always opportunity,"

-Arne Duncan, former Secretary of Education

We have an unprecedented opportunity to

challenge and change what education looks like.

What do we want for our learning environments post Covid-19?

Five Minute Fishbowl:

1. Everyone turn on cameras.
2. Four volunteers to start - keep cameras on. Everyone else turn off.
3. Adjust your layout to view speakers only.
4. Tag in and out by turning on your webcam.
5. When someone new joins, tag out.

1.
What to carry into our "new normal"

Let's start by exploring the wins we've experienced and best practices we've discovered.

It's not about the technology.

What is it about?

Increasing empathy

Improving flexibility

Using adaptive instruction

Applying Universal Design for
Learning

Focusing on pedagogy vs. tools

What is it about?

Increased empathy

Improved flexibility

Used adaptive instruction

Applied Universal Design for Learning

Enhanced focus on pedagogy vs. tools

Photo by Jeswin Thomas on Unsplash

2.
Where are the new opportunities?

Let's examine the affordances of online and blended learning.

Affordance and Limitations of eLearning

Affordances

- Learner feedback
- Variable opportunities for participation
- Multimodal learning resources
- Ubiquitous Learning: Flexibility in time, place, path, and pace
- Recursive feedback

Limitations

- Limited physical engagement, non-verbal cues, and observation
- Digital divide / access issues
- Impersonal approach
- Lack of instructor control
- Too much screen time

2.
How can we reimagine the future?

First, let's examine our preconceptions.

Engagement vs. Entertainment

- Activity ≠ Engagement.

- You can't always observe engagement.

- Entertainment isn't bad.

- Engagement IS active.

  - Mental activity

  - Physical activity

Entertainment

- Students learn passively
- Students are repeating
- Students are attentive
- Students are focused on the task
- Students are compliant

Content focused
Teacher driven

Engagement

- Students learn actively
- Students are creating
- Students are committed
- Students are focused on the skill or learning
- Students are motivated

Learner focused
Learner driven

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Studies on engagement uncovered that while students may be <mark>physically present</mark> and appear to be actively involved in using the technology tools, in reality they might still be <mark>cognitively disengaged</mark> from the learning goals.

(Linnenbrink & Piintrich, 2003)

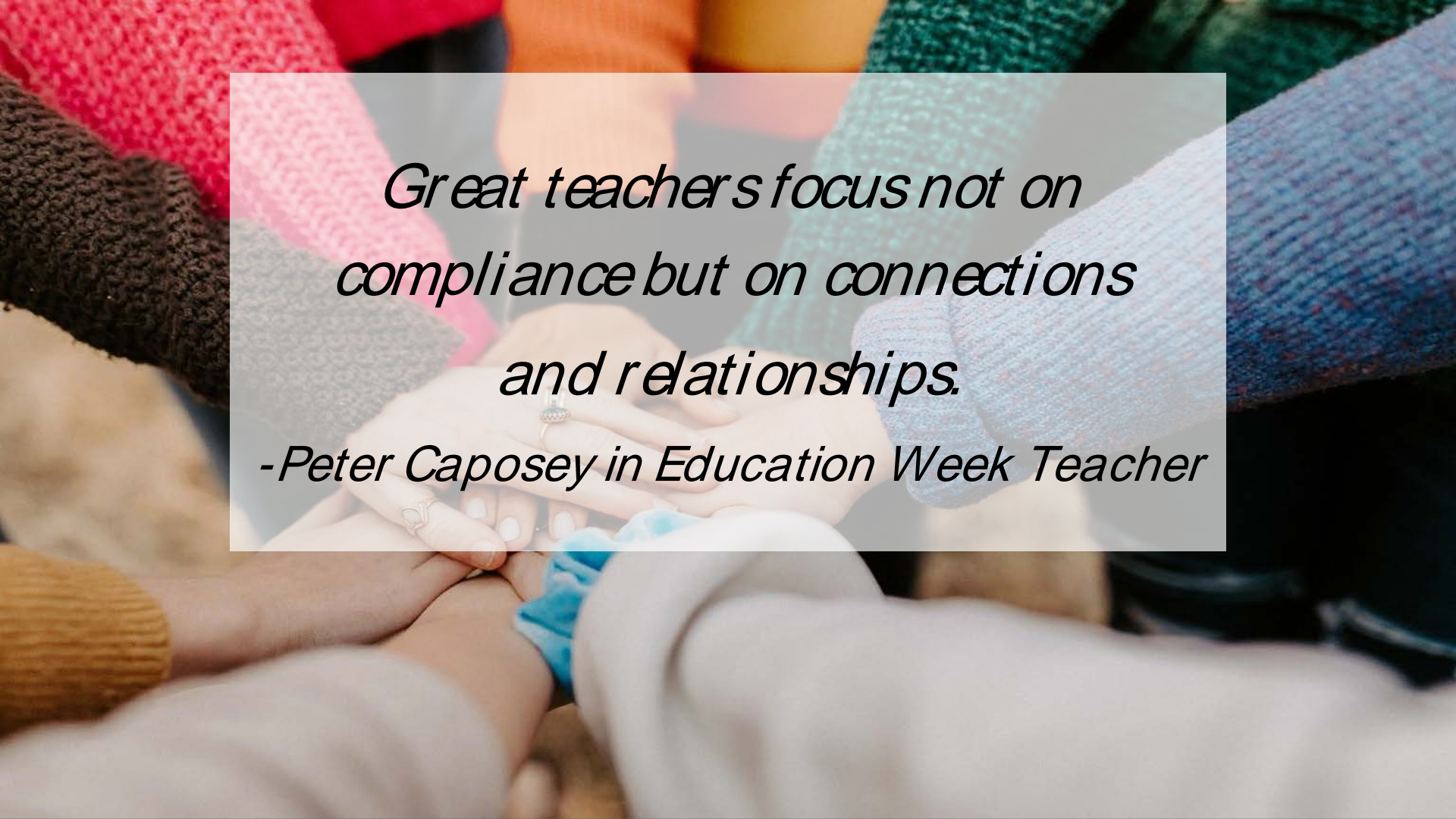# Opportunities for Engagement: Feedback

Surveys and Feedback

Report Outs

Multimodal Reflection / Sharing

3.
Building Connections

Great teachers focus not on compliance but on connections and relationships.

-Peter Caposey in Education Week Teacher

Use Images

3x more likely to be engaged with

80% more willing to read

- Improves retention and recall

A picture is worth a thousand words.

Picture Superiority Effect:

We process and remember images faster and better than text.

What does this picture make you think or feel?
What do you see that makes you say that?
Why do you think the picture was taken?

Asynchronous Engagement
with EdPuzzle

Interactive Video Allows for:

- Instant feedback

- Data collection

- Just-in-time learning

- Guided reflection

- Others?

4.
Final Thoughts

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"Sometimes the bravest and most important thing you can do is just show up."

- Brene Brown

Thanks!

Any questions?

You can find me at:

- @edtech4change
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Credits

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by SlidesCarnival
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