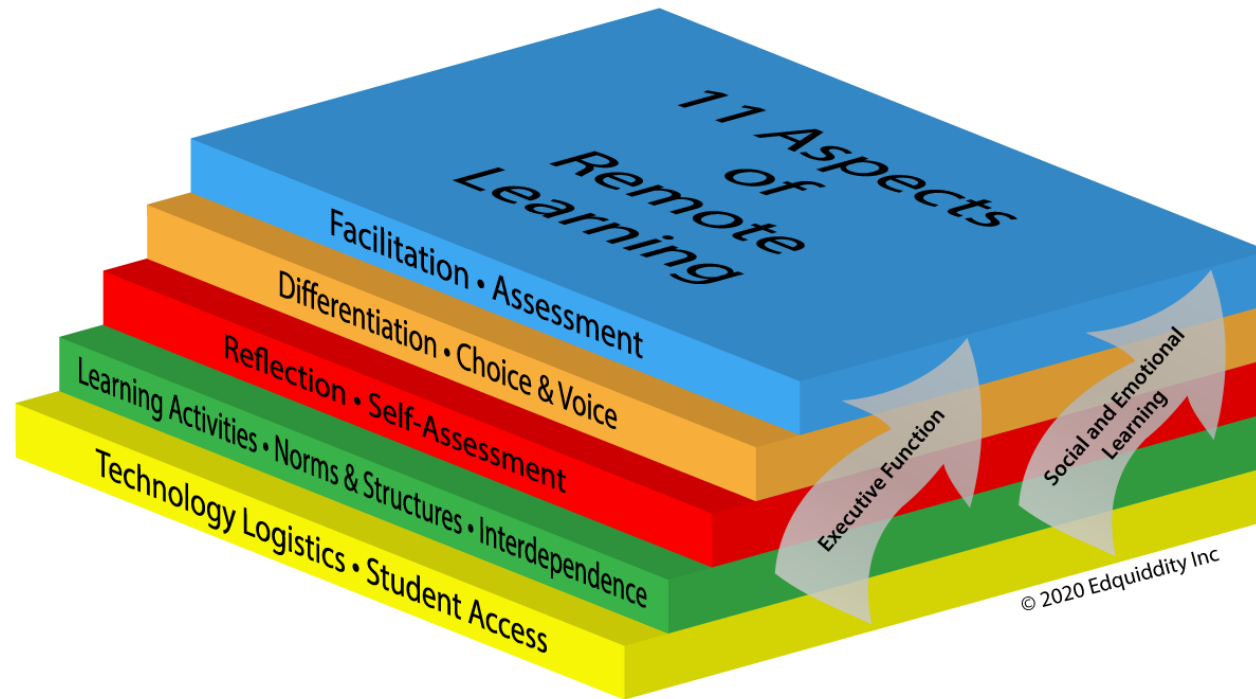


Designing Remote Learning Environments

A Progression



Teachers! As you shift from “brick ‘n’ mortar” instruction to designing remote learning environments, there are a series of five levels of sophistication you will move through. Each level has one or more design aspects associated with them because these aspects are inextricably linked. Following are some questions to ask yourself at each level ... just to get you started on the basics of remote learning design.

From the consultants at EdQuiddity Inc and IDE Corp.!

solutions@edquiddity.com

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We partner with schools to position students to change the world!

Technology Logistics • Student Access

The first level of effort is to identify what technology you and the students have and how you will deliver current instruction remotely. The two aspects below are inextricably linked: you can address one without the other!

Technology Logistics	Figure out what technology you have to translate instruction to remote delivery.	<ul style="list-style-type: none"> ● How can I offer live video lessons to the whole class? ● How can I upload videos for students to watch when they want? ● How can I hold one-on-one and small-group live video sessions? ● How can I upload assignments? ● How can I upload materials for activities? ● How can I access student work in progress? ● How can students upload documents, photos, and videos of their work for me? ● How can students collaborate online? ● What are all the tech tools and Apps available to me and what do they allow me to do? ● What web-based subscriptions does the school have that students can use at home?
Student Access	Figure out what access your students have so you can design around that as well.	<ul style="list-style-type: none"> ● Do my students have online access all day? ● Do my students have to share access with others in the house? ● Are my students able to video conference? (Do they have a webcam, speakers, and microphone?) ● Are my students able to print? ● What tech tools and Apps are available for my students and do they work in their homes? ● Do the school's web-based subscriptions work in students' homes?

Once you have a comfort level with the technology aspect . . .

Learning Activities • Norms & Structures • Interdependence

Once the technology is in place, you begin to design learning activities. But in order for students to engage in activities remotely, they may need some norms and structures to ensure success. And in designing learning activities, how will students interact with you, one another, and their family at home to recreate the interdependence that exists in the “brick ‘n’ mortar” setting?

Learning Activities	You'll need to deliver instruction remotely through learning, practice, and application activities. Identify web-based activities and design and upload your own.	<ul style="list-style-type: none"> ● What videos and activities will you offer to replicate direct instruction, that is, learning activities that offer direction, demonstrations, feedback, correct answers, etc.? ● What activities will you offer students to practice what they have learned <i>after</i> they complete the learning activities? ● What assignments will you offer students to demonstrate mastery through application?
Norms & Structures	You'll need to ensure that students can easily follow directions and know how to engage with resources and others in your remote learning environment.	<ul style="list-style-type: none"> ● Do activities, videos, and assignments include step-by-step (one action per step) directions, leaving no question the student will know what to do? ● Do videos used for learning incorporate necessary pacing and pausing to ensure that students' brains can construct meaning from what is being said or shown before moving on to the next point? ● What structures will you design for students to manage their time and workload? ● What protocols will you create for student engagement in teacher-led lessons? ● What protocols will you create for student engagement with one another?
Inter-dependence	Your classroom offered students a level of interdependence based on connections between and among students and teachers. It's important to build this aspect into your remote learning environment.	<ul style="list-style-type: none"> ● How will you build into your learning activities connections between the teacher and student either after completion or in the midst? ● How will you build into your learning activities connections among students? ● How will students receive help from you or others in the midst of an activity if they are stuck? ● How will students be positioned to help others in meaningful ways (e.g., peer experts in a specific skill)?

Once you have designed and uploaded your learning activities . . .

Reflection • Self Assessment

Once you have designed your interdependent learning environment with the norms and structures needed for students to succeed, you must realize that you are not there to ask all those questions to prompt students to reflect on their work habits and to offer continual formative assessment and feedback. Embed opportunities for reflection and self-assessment into your remote learning environment.

Reflection	Without you nearby to ask questions and offer advice on students' work habits, you'll want to build a level of reflection into your remote learning environment.	<ul style="list-style-type: none"> ● How will you help students reflect on your big picture of what they are learning and why? ● How will you prompt students to pause after an activity to reflect on what they learned rather than simply move on to the next activity? ● How will you help students reflect on their own work habits and gain insights that may help them become a more successful remote learner?
Self-Assessment	Without you nearby to help students catch-and-correct errors and offer suggestions on activities, you'll want to build a level of self-assessment into your remote learning environment.	<ul style="list-style-type: none"> ● How will you position students to assess their own performance in an activity? ● How will you position students to assess their own work habits? ● How can you position students to monitor their progress toward learning goals? ● How might students track their progress over a series of standards for the year? ● How will students report their self-assessment to you?

Once you have embedded opportunities for student reflection and self-assessment into your learning environment . . .

Differentiation • Choice & Voice

Once you've developed your activities and allowed for student reflection and self-assessment, you can focus on enriching the student experience by offering a greater level of differentiation than perhaps at first, along with greater opportunities to make choices and offer suggestions and novel pathways for their work.

Differentiation	<p>Your students will be at different levels and learn best from different modalities; and you are not nearby to offer help and alternatives. It's important to create a remote learning environment that meets the needs of all learners.</p>	<ul style="list-style-type: none"> ● How can you provide multiple means of representation of content (UDL by CAST.org)? ● How can you provide for various cognitive levels (i.e., those who are ready to learn the content, those who may need prerequisites first, and those who may already know the content)? ● How can you ensure that students are engaged in activities that are appropriate for their individual needs?
Choice & Voice	<p>Your students will enjoy having some control over their own learning. Offering them choices and the ability to make novel suggestions will increase their engagement in your remote learning environment.</p>	<ul style="list-style-type: none"> ● How can you provide students with choice as to how they learn? ● How can you provide students with choice as to when they learn? ● How can you provide students with choice as to where they learn in their home? ● How can you provide students with opportunities to reframe the activity or perhaps product? ● How can you provide students with opportunities to offer additional resources that might benefit them and/or their peers?

Once you have included differentiation and choice & voice in your remote learning environment . . .

Facilitation • Assessment

Once your remote learning environment appears to be working for your students, you need to decide how you will create a culture of remote teacher facilitation and assessment (both formative and summative).

<p>Facilitation</p>	<p>Students can't just learn on their own; they don't know what they don't know. You'll need to develop ways to connect with students to ensure they are succeeding in their learning endeavors.</p>	<ul style="list-style-type: none"> ● If you are able to access student work via cloud-based documents, how will you engage with that work and offer suggestions and assistance to students? ● How can you help students make good decisions about when to work and for how long at a time? ● How can you help students make good decisions about the activities they choose? ● How can you offer just-in-time feedback for students as they complete assignments so they do not waste their time on the wrong track for too long?
<p>Assessment</p>	<p>The root word of assessment comes from the Latin <i>assidere</i>, which means "to sit beside." In a remote learning environment, the teacher must "virtually" sit beside students to determine their level of mastery.</p>	<ul style="list-style-type: none"> ● How will you assess student learning after the completion of one or a collection of activities? ● How will you monitor student progress across the course of a day? week? unit? ● How will you ensure that you are assessing the student's mastery and not that of someone in their household, in the case of them receiving significant help? ● How will you use assessment data to modify and/or design instructional activities?

Once you have moved through the five levels and eleven aspects of remote learning design . . .

Executive Function

*Executive function skills will be woven throughout. Remember, the more you use executive function skills, the more they build ... and students will need executive function for successful remote learning. Review the skills below, from the book *Building Executive Function: The Missing Link to Student Achievement* by Dr. Nancy Sulla. Consider what deliberate activities, structures, or facilitation strategies you will need to support students in using or building these skills. What more might you add for maximum student success?*

Conscious Control	Storing and manipulating visual and verbal information	What activities address these skills? What structures are in place to support these skills? How can you facilitate students in building these skills?
	Remembering details	
	Holding on to information while considering other information	
	Shifting focus from one event to another	
	Attending to a person or activity	
	Focusing	
	Concentrating	
	Thinking before acting	
	Managing conflicting thoughts	
Engagement	Identifying same and different	How might you embed these skills in your activities? What graphic organizers might you use to support these skills? How can you facilitate students in building these skills?
	Following multiple steps	
	Identifying cause-and-effect relationships	
	Categorizing information	

	Changing perspective	
	Thinking about multiple concepts simultaneously	
	Initiating a task	
	Persisting in a task	
Collaboration	Seeing multiple sides to a situation	How might you embed these skills in your activities? What structures are in place to support these skills? How can you facilitate students in building these skills?
	Being open to others' points of view	
	Maintaining social appropriateness	
	Overcoming temptation	
Empowerment	Catching and correcting errors	What tools and graphic organizers might you use to support these skills? How can you facilitate students in building these skills?
	Setting goals	
	Managing time	
	Self-assessing	
	Monitoring performance	
	Reflecting on goals	
Efficacy	Being creative	How might you embed these skills in your activities? What tools and graphic organizers might you use to support these skills? How can you facilitate students in building these skills?
	Working towards a goal	
	Organizing actions and thoughts	
	Considering future consequences in light of current action	

	Making hypotheses, deductions, and inferences	
	Applying former approaches to new situations	
	Defining a problem	
	Analyzing	
	Creating mental images	
	Anticipating; generating possible solutions	
	Predicting outcomes	
	Evaluating	
Leadership	<i>All of the above</i>	What opportunities can you create for students taking leadership roles in your remote learning environment?

Social & Emotional Learning

As students build executive function, they must also mature in social and emotional learning (defined by CASEL.org). Consider what deliberate activities, structures, or facilitation strategies you will need to support students in using or building these SEL competencies. What more you might add for maximum student success?

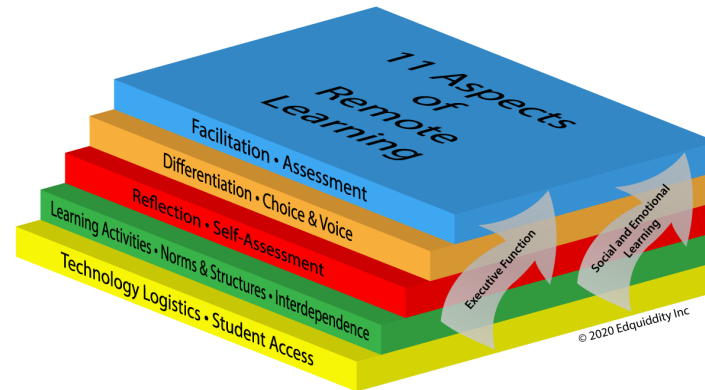
The following competencies are outlined from CASEL’s work on SEL. For more information and a wealth of resources, visit CASEL.org.

Self-Awareness	Identifying emotions	What activities, structures, facilitation strategies, and opportunities will you use to build these skills?
	Accurate self-perception	
	Recognizing strengths	
	Self-confidence	
	Self-efficacy	
Self-Management	Impulse control	What activities, structures, facilitation strategies, and opportunities will you use to build these skills?
	Stress management	
	Self-discipline	
	Self-motivation	
	Goal-setting	
	Organizational skills	
Social Awareness	Perspective-taking	What activities, structures, facilitation strategies, and opportunities will you use to build these skills?
	Empathy	

	Appreciating diversity	
	Respect for others	
Relationship Skills	Communication	What activities, structures, facilitation strategies, and opportunities will you use to build these skills?
	Social engagement	
	Relationship-building	
	Teamwork	
Responsible Decision-Making	Identifying problems	What activities, structures, facilitation strategies, and opportunities will you use to build these skills?
	Analyzing situations	
	Solving problems	
	Evaluating	
	Reflecting	
	Ethical responsibility	

Once you have designed your remote learning environment through these 11 aspects, taking into account how executive function and SEL are woven throughout, you can return to the beginning and, based on implementation experiences, push your thinking more deeply at each level . . .

11 Aspects of Remote Learning



For more information and to learn about available online workshops and consulting services, visit www.idecorp.com or www.edquiddity.com, or contact us at solutions@edquiddity.com. Happy designing!