

Remote Learning Course Content

Developing Great Learning in Remote Mode

Bridging the Gap

Kay Scheidler, Ed.D.



Check areas you're most interested in:

- Pros and cons of remote, and leaping over hurdles
- Engage in a distance-learning course as a course participant, with conferring and exchanging ideas central to the course
- Engagement activities (such as "Forty Weird Questions" site) are key
- Learn from posted material with peer comments (brief readings, Edutopia current articles, video clips, PowerPoints) and exchange ideas and strategies online with colleagues
- Share electronic tools how-to and purposes
- How to turn face-to-face, in-class activities into online
- Steps to learning and owning, mastering a new application
- Advance planning pays off, smooths the way. Set out a plan, personalize.
- Create Learning Goal, "Stepping Stones" Learning Activities, Performance Assessment plan (in lieu of in-class test monitoring. Exemplars are provided.
- State Standards guide the work
- Learning goals are based on student needs
- Structured work: Tight plans with due dates to guide students' work, plus empathy
- Strict protocols help make student presentations work well!
- How to differentiate, personalize. Scaffolding for more struggling students.
- Dipstick socio-emotional level, address day-to-day needs
- Engage parents, as much as possible
- [Webquests](#) as controlled research projects to develop essential skills
- "Office hours" at the best time for students and teacher: *"With my 8-month-old twins, 8pm Fridays works best for my nocturnal adolescents"*
- Teacher time control: *"I'm a little more comfortable with the tech / platforms now, so I'm not planning and grading 24/7 as I had been when we first started."*
- **We've accomplished in ten months what would normally take years: Move ahead!**

Frontload a unit plan:



A plan has a Standards Goal, Stepping Stones, Student Presentation

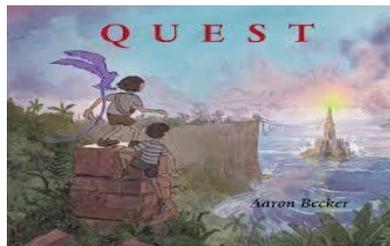


The Performance:



Webquests, or “Ques:t”: *“My students would be bored with a webquest, but if I call it a Quest, they’ll love it.”*

An abundance of [webquests](#) are found on the internet, for controlled research in commonly taught areas: Borrow (Lift), and/or modify, or create your own, tailor to your course and your students. This is a “student as worker, teacher as coach” mode that with good advance planning takes much of the burden off the teacher, and reused year to year.



Student performance



From a teacher on Kay's summer, 2020 Remote Learning distance-learning course:

On your question of if I "think your course would still be 'helpful for teachers with what schools are doing now," I would answer with a resounding yes. All teachers are teaching as if they are first-year teachers. No one "knows" what they're doing, and that's not going to change come next September. Even if we are forced back into our classrooms, with full numbers of kids, teachers and students are still going to be anxious and social-emotional needs are still going to be different than "normal."

I believe there will still be some essence of distance learning still going on. That "unknown" is one of the biggest shortfalls for teachers right now; we do not feel like we are in control of anything. What your course provides is a means for teachers to plan and collaborate with other teachers, even if it is a course that ends up being one that is more reflective of this 20/21 school year.

Distance learning course offered via [Framingham State University, MA](#)

FSU provides online teacher professional development courses

Four-week graduate course for course credit, begin Jan. 22, 2021

Also, available via the [French River Education Center](#)

www.kayscheidler.com

Remote Learning Course Overview

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"We were told on Thursday there would be no school starting on Friday. I didn't have a chance to tell my fifth graders to take their math books home."

Suddenly forced into remote learning, and still there, not without whiplash, we've learned in several months what would in "normal" time would take several years when suddenly shut out of the classroom, thrust into the new world of remote. What have we learned that can work better now, and can take back to the in-person classroom, to refresh and update, expedite learning, help every student in new ways?

This remote learning mode has great potential, even to engage otherwise hard to reach students. It's the best kept secret in education today. Tips and strategies are discussed,

to use now, and for future use. Establishing a key learning goal with a strict plan and personalizing within that plan is what I've been doing in my own distance learning courses for teachers for the past dozen years. We exchange love letters at the end.

In this course we'll look at what we can take from strategies of "old school" face to face classwork, and modify for online, and look at new areas perfect for remote learning, bringing back best practice such as [webquests](#) and student presentation (using Flipgrid type of tools), in which students are active, to fully understand and retain learning. Zoom breakout rooms are teacher-monitored to work better than when in-class (when students may be apt to socialize); teacher-scheduled office hours help personalize. Now we can mute that off-topic student! In remote mode, it's essential to reach out and engage students, and assess socio-emotional status, where that might just be a given when students are expected to be in class, but may not be.

State Standards provide a good framework for learning goals. While in face-to-face class, we can bounce off students for class to move along, In remote, we can more carefully control what's to be learned, and stay on track with essential skills, plus empathy.

In this course, we discuss both content learning suitable for this new mode, and also the varied electronic tools now at our fingertips. The vast store of online material available is also a great help, making available readings and help beyond the small slice of hard copy of earlier years, as are teachers' posted plans, such as "webquest" units, readily accessed.

Primarily, this course is intended for you, to meet your needs now. The course is modified to address specific current needs of participants. By bringing together in "any time, any place" asynchronous learning, varied teachers whom we would never see otherwise share and discuss ideas, so that everyone will be better at what we do, and delight in being better able to help students learn. This course informs and inspires.

