

Virtual Teaching Academy
Session 9 Recap
Teacher Professional Development
Noon-1:30pm EDT
July 1, 2020

On behalf of the University of Phoenix, Blackboard and everyone associated with the Alliance for Virtual Learning, thank you for attending our inaugural Virtual Teaching Academy. Following each session, a high-level outline will be emailed to you.

For your convenience, important links can be found below. Additionally, please feel free to use the hashtag #VTA2020 across your social media platforms. Don't be shy about the fantastic work you're doing on behalf of your students!

*Please use the "Webinar link" provided below, to join each daily session.

Important links:

*Webinar link: https://applauncher.gotowebinar.com/#notStarted/280718920414727439/en_US

Link to presentations: <https://content.blackboard.com/virtual-teaching-academy>

Link to VTA sessions: <http://content.blackboard.com/virtual-teaching-academy>

General contact email: info@blackboard.com

Note: If you have chosen to add our Webinar sessions directly to your virtual calendar of choice, you will be notified to attend each daily session at the correct local time.

Presenter:

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Session Resource – Learning Forward: learningforward.org

Session Resource: – Digital Promise: digitalpromise.org

Session Resource – National Standards for Quality Online Learning: nsqol.org

Note: This session begins on page 25 of your Virtual Teaching Academy Blueprint.

- Training versus Professional Learning
 - Training equips teachers with what (tools/knowledge) they need to do the job.
 - Professional learning involves developing new skills.
 - Professional learning can't occur before or without training.
 - Professional learning should:
 - Be intensive
 - Be ongoing
 - Be connected to practice
 - Address the teaching of specific content
 - Align with:
 - District priorities
 - School improvement plans
 - Professional growth goals
 - Build strong working relationships among colleagues
- Making the Shift – Teachers as Learners:
 - Teachers learn just like the students they teach.
 - Remember the learning retention model. Lessons must:
 - Be thought-provoking
 - Be interactive
 - Go beyond reading and watching
 - Provide opportunities to engage with:
 - Content
 - Classmates
 - Facilitators
- The progression of teaching:
 - Traditional setting (brick-and-mortar classroom)
 - Technology – Traditional setting/some technology integration:
 - Example: Smartboard
 - Web/online:
 - Example: Integrating the Internet or other elemental technology into a traditional classroom.
 - Blended 30:70
 - Blended 70:30
 - Online (100%)

- Traditional Instruction versus (100%) Online Environments:
 - In a traditional environment, “time” is the constant and “learning” is the variable.
 - In an online environment, “time” becomes the variable and “learning” is the constant.
 - Consequently, teachers/students have a lot more flexibility and structural freedom.
 - Note: This same paradigm shift also applies to professional learning in a traditional versus online environment.
 - Teaching online is more difficult than teaching traditionally but it can be done!
 - There is no physical contact between teachers/students and students/students in an environment that’s completely online.

- Web/Online Instruction:
 - Learning takes place in a brick-and-mortar classroom.
 - Teachers use a combination of physical and digital tools/materials to teach.
 - No discussions occur online.
 - Assignments are not submitted electronically.

- Blended Learning:
 - Learning takes place in brick-and-mortar setting and through a Learning Management System (LMS)
 - Roughly 30% of student/teacher interaction is face-to-face
 - Roughly 7% of the time students are using technology
 - Mix of classroom/online work
 - Course materials – some print but mostly digital

- National Standards for Quality Online Teaching (NSQ)
 - Standard A: Professional Responsibilities
 - The online teacher demonstrates professional responsibilities in keeping with the best practices of online instruction.
 - Standard B: Digital Pedagogy
 - The online teacher supports learning and facilitates presence (teacher, social, and learner) with digital pedagogy.
 - Standard C: Community Building
 - The online teacher facilitates interactions and collaboration to build a supportive online community that fosters active learning.
 - Standard D: Learner Engagement:
 - The online teacher promotes learner success through interactions with learners and other stakeholders and by facilitating meaningful learner engagement in learning activities.
 - Standard E: Digital Citizenship:
 - The online teacher models, guides, and encourages legal, ethical, and safe behavior related to technology use.
 - Standard F: Diverse Instruction:
 - The online teacher personalizes instruction based on the learner’s diverse academic, social, and emotional needs.
 - Standard G: Assessment and Measurement:
 - Assessment and Measurement – The online teacher creates and/or implements assessments in online learning environments in ways that ensure the validity and reliability of the instruments and procedures. The teacher measures learner progress through assessments, projects, and assignments that meet standards-based learning goals, and evaluates learner understanding of how these assessments measure achievement of the learning objectives.
 - Standard H: Instructional Design (optional):
 - The online teacher curates and creates instructional materials, tools, strategies, and resources to engage all learners and ensure achievement of academic goals.

- Why Come Together/When:
 - This is an important question and should not be taken lightly. When teachers are determining when to bring students together synchronously, please consider parents.
 - What if:
 - A parent has three children and one laptop?
 - Each child is limited with respect to participating in a synchronous learning environment due to technology constraints.
 - It would not be reasonable, as a teacher, to require one of the children in this example to attend a synchronous learning session for an extended period of time.
 - Reasons to convene students synchronously:
 - Targeted instruction
 - Build community
 - Share content or processes
 - Attendance
- Flipping the Classroom:
 - This concept requires that students take responsibility for the part they play in the “learning” process.
 - Essentially, this process requires students to familiarize themselves with content that would traditionally have been presented to them via an in-person lecture.
 - Flipping this experience gives teachers more time to facilitate interactive learning in a synchronous environment.
- The importance of Feedback:
 - Give students assignment-driven, improvement-focused feedback.
 - Feedback is broadly defined as a reaction or response to a particular activity.
 - Effective feedback should be:
 - Goal-Referenced
 - Tangible/Transparent
 - Actionable
 - User-Friendly
 - Timely
 - Ongoing
 - Consistent
- Closing Thoughts:
 - Teaching in a virtual environment is not easy but it can be extremely rewarding.
 - Don't be intimidated by technology.
 - Above all, remember that the purpose of any/all technology in an educational setting is to make deeper connections with students and colleagues.