

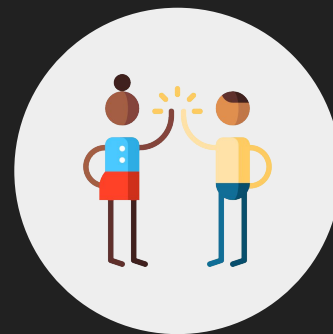


+ Online ^x +
Learning
^x Norms

1 Build Trust

After nearly a decade of designing online learning, we have learned from our students **that their relationship with their teacher is the most important factor in how engaged they are.**

Students are more likely **to work independently, to collaborate well, and to do high-quality work when their teacher demonstrates care, is clear and responsive in communications and expectations, and gives them time and space to do their best work.** A focus on trust better supports student engagement than a demand for compliance.



Learner accountability is developed through relationships of trust, care, and high expectations.

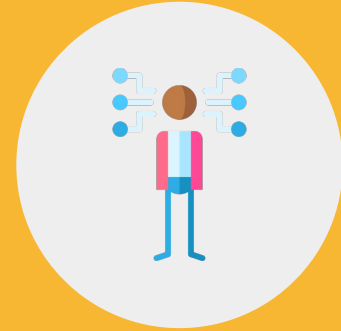
2

Challenge Students

Online learning is **not well-suited to fast-paced content coverage**, especially when that content is delivered in dense online texts and/or long instructional videos.

Online learning is **also not well-suited to timed, content-based summative assessments like tests**: it is difficult to monitor students in an authentic way without using problematic surveillance tools and practices.

Online learning is **far more effective when students use high-quality content as a platform from which to do cognitively complex, personalized work** that asks them to apply knowledge in order to demonstrate learning outcomes.



Rigor comes from the complexity and challenge of the work, not the time and pace at which it is done.

3 Redefine Time

Because of the design of brick-and-mortar schools and schedules, **most of us are accustomed to the binary division between what happens in the classroom and what happens outside of it.** In online learning, where your classroom is an online platform from which students can do both asynchronous and synchronous work, **you have more flexibility in how you design activities and interactions.**

The question is not, “What happens in class vs. at home?” The question is, **“When should we learn synchronously / asynchronously and what is the best use of that time?”**



Online, time is redefined as “synchronous and asynchronous,” not “classwork and homework.”

4 Support Agency

Online learning **requires independence from the learner**. For some students, developing the motivation, skills, and habits associated with more self-driven learning might require time and guidance from you.

Giving students **opportunities to practice independent learning skills** like managing their own time and deadlines, then offering them targeted feedback on those skills, is an essential element of the quality—and rigor—of online learning.



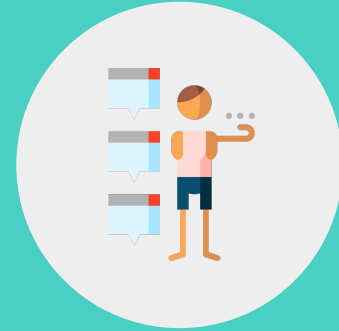
Online learners need time, space, and support to develop independent learning skills.

5

Diversify Interactions

A familiar image of brick-and-mortar schools is a teacher interacting with a large group of students in a classroom. Online, “teacher to class” communication should not be the only form interactions take.

It’s difficult to have ongoing, meaningful conversations online as a group of 15, 20, 25, or more. Instead, some interactions (both synchronous and asynchronous) should be 1-1, some should be small-group, some should be led by students, and some should be led by the teacher. Imagining these different forms offers you flexibility to choose the right interaction for the learning that needs to be done.



Learning experiences should include many different ways to connect.



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Competency

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Rubrics

KNOW YOUR ONLINE

Infrastructure



AREAS FOR GROWTH

LEARNING OUTCOMES

STRENGTHS

Asynchronous vs. Synchronous: You are aware of any school policy constraints on how to balance asynchronous and synchronous time for online learning.

Accessibility and Equity: You know the requirements set by law and/or by your school for ensuring your online tools and experiences are accessible to learners with disabilities.

Equity: You are aware of learners' technological capabilities as well as the support available to them. You know what resources students have and what your school can provide. You are prepared to design within those parameters as well as have contingency plans in the event those parameters are not met.

Safety: You are familiar with the requirements set by law and/or by your school about what parameters you must work within to ensure your and students' online safety and privacy.

Technology: You know which technology tools are supported by your school and how your school would like them to be used. You are familiar with your schools Acceptable Use Policy. You know where and from whom to seek technology support at your school.

USE ONLINE TOOLS TO

Know, Support, and Empower Students



AREAS FOR GROWTH	LEARNING OUTCOMES	STRENGTHS
	<p>Faces and Voices: Students and teacher connect over video and audio for communication, feedback, and discussion in order to humanize online interactions.</p>	
	<p>Show, Don't Tell: Students use technology to document and share their work. They have choice in which technology they might use based on experience, interest, and alignment to learning goals.</p>	
	<p>Discussions on Your own Time: Asynchronous discussions leverage different forms of media (text, video, audio), set clear guidelines for interaction, and help students work at their own pace to produce high-quality submissions.</p>	
	<p>Discussions in Real Time: Synchronous discussions are student-centered and relationships-based. They take many different forms, from 1-1 conversation to small-group discussions to whole-class exhibitions or events.</p>	
	<p>Community: Opportunities for social and personal interaction are embedded in the routine of the online experience, especially for synchronous meetings.</p>	

DESIGN ONLINE ASSESSMENTS

that Lead to High-Quality Student Work



AREAS FOR GROWTH	LEARNING OUTCOMES	STRENGTHS
	<p>Summative Assessments are Aligned to Learners and Learning Goals: Summative assessments reflect the perspectives, interests, and personalized learning needs of individual students and offer student voice and choice.</p>	
	<p>Formative Assessments are Iterative: Online tools like quizzes, asynchronous discussions, instructional videos, and collaborative documents are used in a way that allow for multiple attempts, support students working at their own pace, and reward the student's best performance.</p>	
	<p>Diversifying Feedback: Feedback takes a number of forms: Teacher-to-Student, Teacher-to-Student(s) (class or groups), Student-to-Student, and Student-to-Teacher.</p>	
	<p>Teaching Feedback: Students receive instruction on and practice giving and getting effective feedback.</p>	
	<p>Reflection: Students have time to compose and share reflections and self-assessments that capture what and how they have learned.</p>	

DESIGN ONLINE LEARNING EXPERIENCES

that Students can Navigate on their Own



AREAS FOR GROWTH	LEARNING OUTCOMES	STRENGTHS
	<p>Public Learning Goals: The intended outcomes for a learning experience are clearly articulated. Students have time and support to develop understanding of the meaning and relevance of those outcomes.</p>	
	<p>Pacing Guide: A visual or graphic guide to how to organize time and tasks for the learning experience is posted.</p>	
	<p>Playlists, Not Packets: Students have choice in content to absorb. Content selection is multimedia and draws from a variety of sources, academic and otherwise.</p>	
	<p>5 W's, 1 H: Instructions cover essential information students need in order to drive their own learning: Who, What, Where, When, Why, How.</p>	
	<p>Balance: The experience uses video, images, hyperlinks, audio, and other multimedia elements to support students in contextualizing, navigating, and focusing on learning goals.</p>	

FACILITATE ONLINE LEARNING EXPERIENCES

to Support Student Engagement



AREAS FOR GROWTH	LEARNING OUTCOMES	STRENGTHS
	<p>Routine: You have established and published a clear, predictable routine for publishing and organizing online learning material and for communicating with students. This includes a foundational, accessible suite of technology tools you use to publish and communicate.</p>	
	<p>Student Support: You have created and published a clear process for how students can get support, how you will intervene in the event that they need support, and who at your school or beyond can support each student's success as they learn online.</p>	
	<p>Relationships: You have made time before, during, and after an online experience to personally know, check in on, and get feedback from students.</p>	
	<p>Presence: You make your presence known to students through frequent asynchronous and synchronous communication that includes your face and voice, through rapid and helpful responses to questions, through timely and effective feedback, and through active participation in class activities.</p>	
	<p>Have a Hub: Online learning and communication is centralized in a single online location where students know they can find the people and information they need to learn.</p>	