EDUC 261B - DISTANCE LEARNING

Syllabus | STEP Secondary | Summer 2020 | 1 Unit

Class Meeting Dates: 8/5, 8/12, 8/19, 8/25, 8/27, 9/1, 9/3
Time: 1:30 - 3:15 PM PDT

COURSE OVERVIEW

Distance teaching and learning is not a new idea, however the popularity of these models has surged given the current COVID-19 pandemic. As students, parents, and teachers adapt to the dynamic nature of the current crisis, so too must our models of teaching and learning. This course is designed to begin the conversation around what synchronous and asynchronous remote teaching and learning can look like, and how considerations of equity and access are central to the realization of successful remote learning experiences.

COURSE INSTRUCTORS

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LEARNING TOGETHER WHILE PHYSICALLY APART

Ambitious teaching is adaptive, regardless of its means of delivery. During this course, we'll consider what the intersection of ambitious teaching, adaptive instruction, and remote learning looks like in implementation. We, as instructors, will also make every attempt to model it. As school districts design and announce plans for 2020-2021, the immediate needs of teachers will shift; a primary goal of this course is to equip you, as secondary teachers, with the tools and information to make informed, pedagogically-grounded decisions while working within highly dynamic learning environments.

Adaptive instruction is responsive. Navigating the challenges of living and learning during this time is difficult. The course is designed in such a way as to provide some flexibility in how and when you engage with class materials. If additional needs or concerns arise, please reach out to the course instructors.

COURSE LOGISTICS

No textbook is needed for this course. Instead, we will assign articles and papers, which will be uploaded to the course page on Canvas (canvas.stanford.edu). We will also utilize the class Slack workspace (educ261b.slack.com) as a means for discussion, collaboration, questions, and community building. We recommend you download the Slack desktop application rather than use the browser-based version. All synchronous course meetings will be hosted in Zoom and can be accessed from the Zoom link within the Canvas course page.

GUIDING TOPICS

Class 1:	Getting our Bearings: Reflecting On Spring 2020 and its Implications for AY 2020-2021 and Beyond
Class 2:	Delivering Instruction Remotely: Considering Different Models of Remote Learning and Their Implications
Class 3:	Remote Instruction for Whom? At What Cost?: Discussing Remote Instruction with an Access and Equity Lens
Class 4:	Removing the Distance from Distance Learning: Building Relationships and Classroom Communities in Remote Settings
Class 5:	Leveraging Core Practices I: Designing Remote Learning Experiences Informed by Sound Pedagogy - General Practices
Class 6:	Leveraging Core Practices II: Designing Remote Learning Experiences Informed by Sound Pedagogy - Content-Specific
Class 7:	Unpacking the Black Box: Assessing Students Remotely to Inform Instruction

CLASS	TOPIC AND THEMES	READING
1 8/5	Syllabus Review The State of Remote Learning Today ● Lessons learned Spring 2020 ● Design principles	Gonzalez, Jennifer (2020, June 5). *9 Ways Online Teaching Should Be Different from face-to-face.* Cult of Pedagogy. https://www.cultofpedagogy.com/9-ways-online-teaching/?fbclid=IwAR0MiDRu2ULwx5GTEEYDLu3xNz03Dcpv04cvV9fi8hWcSkHK-7bYdk0Dl5g John Hopkins School of Education (2020, April 8). *Online teaching for K-12 schools: What the research says.* https://jscholarship.library.jhu.edu/bitstream/handle/1774.2/62397/Best%20Practices%20in%20K-12%20Online%20Instruction.pdf?sequence=1&isAllowed=y
2 8/12	Models of Remote Instruction & Implications ● Synchronous ● Asynchronous ● Virtual ● Blended Learning Management Systems	Bergland, Jennifer. (2020, June 5). Blended, flipped, and remote learning: What's the difference? *Texas Computer Education Association*. https://blog.tcea.org/blended-flipped-and-remote-learning/ Fleming, Nora. (2020, April 24). *Why are some kids thriving during remote learning?* Edutopia. https://www.edutopia.org/article/why-are-some-kids-thriving-during-remote-learning Samberg, M., Rexrode, S., & Stevens, J. (2020). Week 0: defining remote learning [MOOC module] In *Teaching remotely: a practical guide*. Optional: Tucker, C., Wycoff, T., & Green, J. (2017). *Blended learning in action: A practical guide toward sustainable change* (pp. 52-53). Corwin.
	Mini Project #1 Due | Setting Up an LMS & Tour | Deadline: 8/19, 11:59 PM	
3 8/19	Access and Equity in Remote Instruction ● Access to internet/devices ● Diversity in home learning environments ● Parents/guardians as academic supports ● Data privacy and security	Goldstein, D., Popescu, A., Hannah-Jones, N. (2020, April 6). As school moves online many students stay logged out. *The New York Times.* Granados, A. (2020, April 7). How is Covid-19 affecting ESL students? *EducationNC*.https://www.ednc.org/how-is-covid-19-affecting-esl-students/ Lieberman, M. (2020, March 26). Massive shift to remote learning prompts big data privacy concerns. *Education Week*. Mahmood, R. (2020, March 31). Online teaching can be culturally responsive. *Teaching Tolerance*. https://www.tolerance.org/magazine/online-teaching-can-be-culturally-responsive
4 8/25	Health, Relationships and Socio-Emotional Skills ● Building community ● Screen-time expectations ● Workload ● Organization and time management	Frey, N., Smith, D., & Fisher, D. (2020, May 14). A positive classroom climate, even from a distance. *ASCD Express*, *15*(17). http://www.ascd.org/ascd-express/vol15/num17/a-positive-classroom-climate-even-from-a-distance.aspx?utm_source=SmartBrief&utm_medium=email&utm_campaign=Express15-17 Minero,E. (2020, June 12). Distance learning FAQ: Solving teachers'

and students' common problems. *Edutopia*. https://www.edutopia.org/article/distance-learning-faq-solving-teachers-and-students-common-problems

Waite, Chelsea. (2020, June 11). How student agency can ease the pain of remote learning and teaching. *EdSurge*. https://www.edsurge.com/news/2020-06-11-how-student-agency-can-ease-the-pain-of-remote-learning-and-teaching

| **5** 8/27 | General Core Practices
● Norms
● Communication
● Direct instruction
● Discussion
● Collaborative work | Raygoza, M., León, R., & Norris, A. (2020, March 11). Humanizing online teaching. https://digitalcommons.stmarys-ca.edu/cgi/ viewcontent. cgi?article=2804&context=school-education-faculty-works

Poth, R. (2018, October 11). Collaboration: Bringing students together to promote learning. *GettingSmart*. https://www.gettingsmart.com/ 2018/10/collaboration-bringing-students-together-to-promote-learning-can-move/

Tucker, C. (2020, May 4). 7 strategies designed to increase student engagement in synchronous online discussions using video conferencing. https://catlintucker.com/2020/05/ 7-strategies-to-engage-students-in-synchronous-online-discussions/ |

Mini Project #2 Due | Screencast/Resource Critique & Collaborative Learning Task | Deadline: 8/30, 11:59 PM

| **6** 9/1 | Content-Specific Core Practices
● Inquiry and discovery in science and mathematics
● Text-based discussion and thinking in the humanities
● Supporting interpersonal interaction in the target language in world language | Everyone:
Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? Contemporary Issues in Technology and Teacher Education, 9(1), 60-70.
**Note: Please read bottom of Page 3 to middle of Page 8

Math:
Yenca, C. (2020, April 18). Desmos from a distance. *MathyCathy*. http://www.mathycathy.com/blog/2020/04/desmos-from-a-distance/ (Please take time to work on some of the projects she discusses and familiarize yourself with Desmos.)

Blinstein, A. (2020, July 19). Remote teaching - prepping for next year. *BorschtWithAnna*. https://borschtwithanna.blogspot.com/ 2020/07/remote-teaching-prepping-for-next-year.html

Science:
Sutton, S. (2020, June 25). Adapting science lessons for distance learning. *Edutopia*. https://www.edutopia.org/article/ adapting-science-lessons-distance-learning

ELA:
Faulkner, J. (2020). Tips for distance learning book club meetings. *Faulkner's Fast Five.* https://juliefaulknersblog.com/ tips-for-distance-learning-book-club-meetings/

History:
[UCLA History-Geography Project]. (2020, April 27). *Tips for remote teaching* [Video]. YouTube. https://chssp.sf.ucdavis.edu/blog/ ucla-video-highlights-best-remote-teaching-practices |

		World Language: Simon, E. (2020). Tech watch. *American Council on the Teaching of Foreign Languages, 5*(2). https://www.actfl.org/sites/default/files/tle/TLE_AprMay20_TechWatch.pdf
7 **9/3**	Assessing for Learning ● Questioning ● Feedback ● Formative assessment	Hattie, J. Visible learning: *A synthesis of over 800 meta-analyses relating to achievement* (pp. 173-178, 182-183). Routledge. Miller, A. (2020, April 7). How to do formative assessment in distance learning. *Edutopia*. https://www.edutopia.org/article/formative-assessment-distance-learning Tucker, C. (2020, April 20). 3 strategies for personalizing feedback online. https://catlintucker.com/2020/04/personalizing-feedback-online/

Mini Project #3 Due | Designing a Lesson with Integrated Assessment | Deadline: 9/8, 11:59 PM

GRADING

You will have three mini-projects this quarter. They will each compose 25% of your grade. Your attendance, preparation, and participation in class will comprise the final 25%. No final exam will be given.

A (100-90); **B** (90-80); **C** (80-70); **D** (70-60); **F** (60 or below)

Because this is a graduate course, all work is expected to be of graduate quality, earning a B- or above.

CLASS POLICIES

Attendance is an important part of establishing a classroom community. If you are unable to attend class for any reason, please email the course instructors in advance of your absence so that proper arrangements can be made.

We also acknowledge that we are working and learning during a pandemic, and that we are all experiencing different challenges. If you should need an extension on an assignment, please schedule an appointment to meet with a course instructor in advance of the due date.

STUDENTS REQUIRING ACCOMMODATIONS

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk; phone number: 723- 1066 http://studentaffairs.stanford.edu/oae

HONOR CODE

Students are expected to adhere to Stanford's honor code. According to the Office of Judicial Affairs (OJA) website, "For purposes of the Stanford University Honor Code, plagiarism is defined as the use, without giving reasonable and appropriate credit to or acknowledging the author or source, of another person's original work, whether such work is made up of code, formulas, ideas, language, research, strategies, writing or other form(s)." For further information, please consult the OJA website: http://www.stanford.edu/dept/vpsa/judicialaffairs/students/plagiarism.sources.htm

Syllabus is subject to change.