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Welcome! As you settle in, please take a moment to reflect on this question and jot down your thoughts



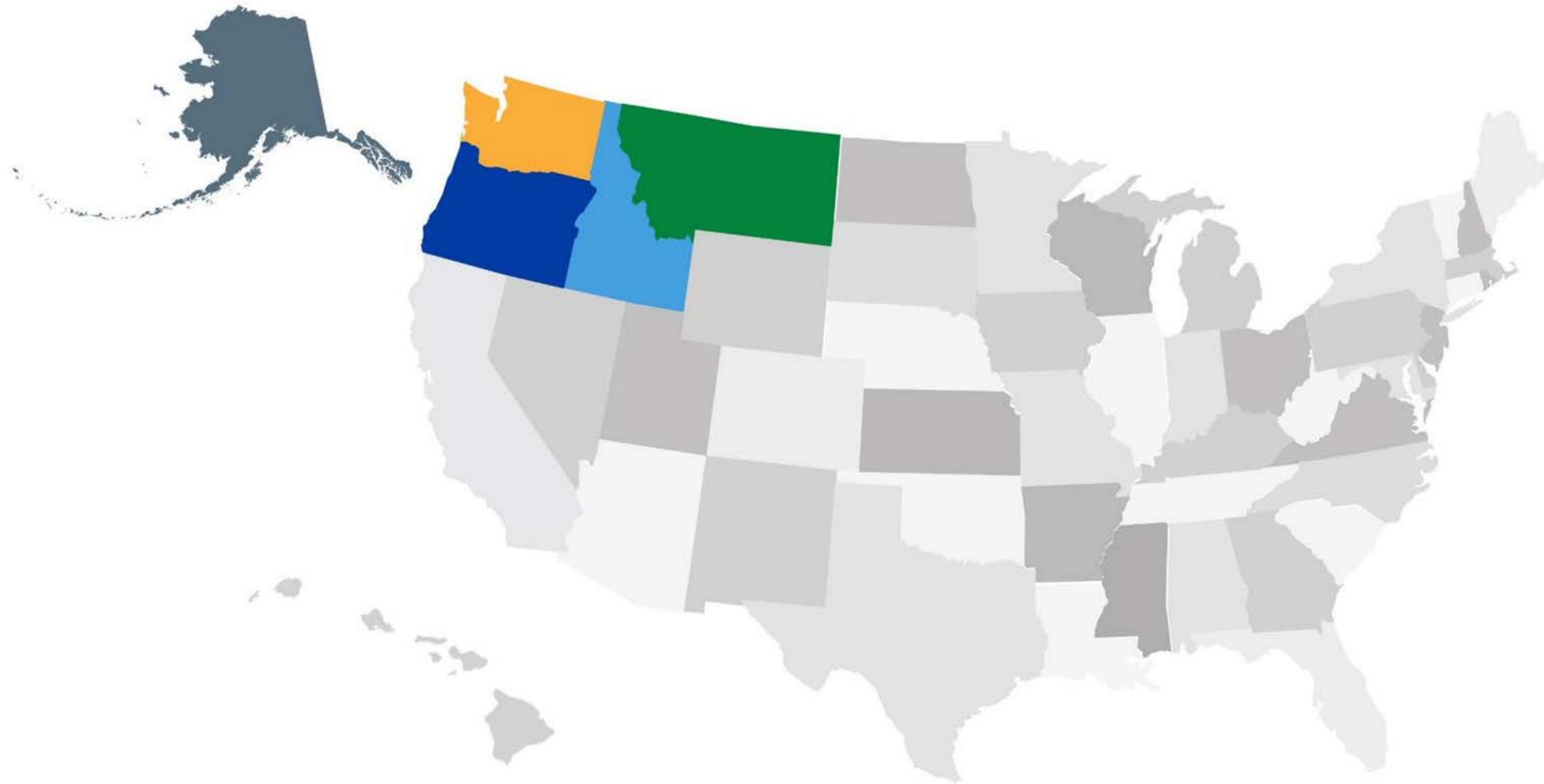
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What is one remote learning technique you used in the past that you might want to build into your current practice?

Lessons from the COVID-19 pandemic: Evidence-based resources for professional development facilitators

Harnessing remote learning tools for in-person instruction, grades 6–12

Regional Educational Laboratory (REL) Northwest



REL COVID-19 resources

- Researchers from the 10 RELs produced and curated resources to support teachers in response to the pandemic
- A total of 44 evidence-based resources addressing issues of remote learning are posted online for educators
- As in-person learning resumes, many of the evidence-based practices identified in these resources can be used to support in-person, hybrid, and fully remote instruction

REL COVID-19 resources website

Facil Guide Remote Learning - Go x REL COVID-19 Resources x +

ies.ed.gov/ncee/edlabs/projects/covid-19/

IES REL Regional Educational Laboratory Program MENU Search Go

COVID-19: Evidence-Based Resources

The U.S. Department of Education's Institute of Education Sciences funds a network of 10 Regional Educational Laboratories (RELs). Each REL serves a designated region of the country and works with educators and policymakers to support a more evidence-based education system. In response to COVID-19, the RELs have collaborated to produce this series of evidence-based resources and guidance about teaching and learning in a remote environment, as well as other considerations brought by the pandemic.

RESOURCES BY TOPIC

- Accountability and assessment +
- Early childhood +
- English learner students +
- Equitable learning opportunities +

SPOTLIGHT: ASSESSING LEARNING CHANGES AFTER COVID-19 SCHOOL BUILDING CLOSURES

Meeting students where...
A Toolkit for Assessing Learning Changes After Spring 2020 COVID-19 School Closures

REL Midwest developed this training and associated [toolkit](#) to help public school districts better understand how their students are faring after widespread school building closures resulting from the COVID-19 pandemic. The materials offer a step-by-step guide for districts that want to understand where learning changes may have occurred and use that knowledge to inform decisionmaking.

RESOURCES FROM OUR PARTNERS

The U.S. Department of Education and many of the programs that make up the federal network of support

<https://ies.ed.gov/ncee/edlabs/projects/covid-19/>

REL COVID-19 resources website

The screenshot shows a web browser window with the URL ies.ed.gov/ncee/edlabs/projects/covid-19/. The page header includes the IES REL logo and the text "Regional Educational Laboratory Program". A search bar is located in the top right corner. The main content area is titled "Remote learning strategies" and lists several resources:

- [Supporting Student Engagement in Remote and Hybrid Learning Environments](#)
[629 KB] | March 31, 2021 | Infographic | REL Mid-Atlantic
Audience: teachers, school leaders, district leaders
- [Supporting Your Middle or High Schooler's Writing Skills at Home](#)
February 26, 2021 | Guide and activities | REL Northwest and REL Southwest
Audience: families
- [Research-Based Strategies for Effective Remote Learning: Monitoring Academic Progress and Providing Feedback to Students](#)
January 28, 2021 | Webinar | REL Appalachia
Audience: teachers, instructional coaches, school leaders
- [Research-Based Strategies for Effective Remote Learning: Supporting Student Engagement in a Virtual Environment](#)
December 8, 2020 | Webinar | REL Appalachia
Audience: teachers, instructional coaches, school leaders
- [Personalized Learning and Student Ownership During Virtual Learning](#)
November 30, 2020 | Audio | REL Southeast
Audience: teachers, school leaders, district leaders
- [Supporting Pacific Island Communities Through Place-Based Education](#)
November 23, 2020 | Blog | REL Pacific
Audience: teachers
- [Pacific Education Systems' Response to the COVID-19 Pandemic](#)

On the right side of the page, there is a "COVID-19 Pandemic" section with a list of links:

- Comprehensive Center Network: [Resources for Continuity of Learning](#)
- What Works Clearinghouse: [Studies of Distance Learning](#)
- U.S. Department of Education: [COVID-19 Information and Resources for Schools and School Personnel](#)

Below this list is a "GET IN TOUCH" section with an envelope icon and the text: "Looking for resources on a topic not covered here? Please get in touch with the REL Program by emailing NCEE.Feedback@ed.gov."

<https://ies.ed.gov/ncee/edlabs/projects/covid-19/>

Module overview



<https://pixabay.com/illustrations/presentation-gui-e-learning-course-341444/>

Definitions and context



<https://www.pexels.com/photo/photo-of-kid-playing-with-clay-while-looking-in-the-monitor-4145037/>

Fostering teacher-to-learner connections



<https://www.pexels.com/photo/macbook-pro-on-white-table-6321231/>

Fostering learner-to-learner connections

Module purposes

To help teachers share and learn about evidence-based remote learning practices that may be helpful to use in the coming year.



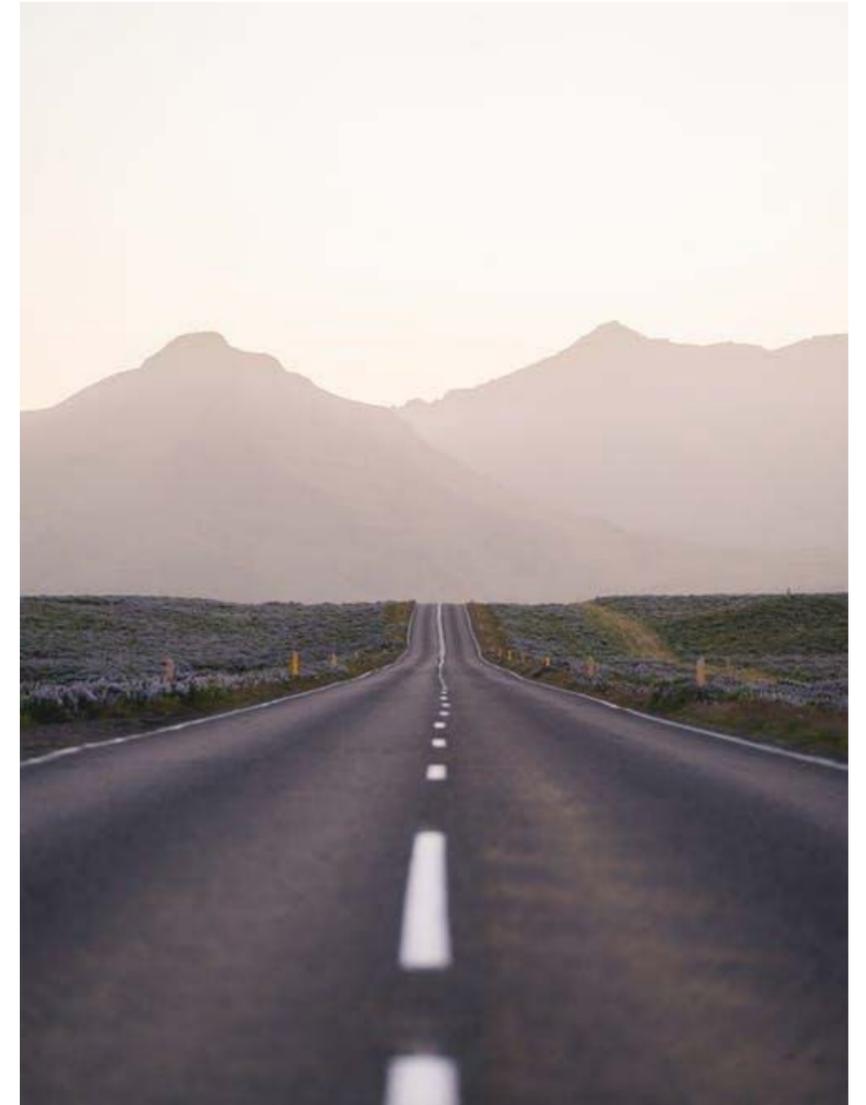
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Learning outcomes

By the end of this module, participants will be able to identify, describe, and practice evidence-based strategies to foster teacher-to-learner and learner-to-learner connections using remote instruction practices.

Today's agenda

- Background and context for remote learning
- Fostering **teacher-to-learner** connections
 - Rationale and evidence-based practices
 - Small-group breakouts: Using an evidence-based practice
 - Reflection and feedback
- Fostering **learner-to-learner** connections
 - Rationale and evidence-based practices
 - Small-group breakouts: Using an evidence-based practice
 - Reflection and feedback
- Feedback on the module



<https://www.pexels.com/photo/shallow-focus-photo-of-road-2624031/>

Definitions and context



<https://pixabay.com/illustrations/presentation-gui-e-learning-course-341444/>

What is remote learning?

1. Remote learning: “[D]escribes all learning experiences that happen outside the traditional classroom, including learning online and completing instructional workbooks using pen and paper.”

- a. Synchronous remote learning:** “A teacher and students interact at the same time, such as by video, phone, or chat.”
- b. Asynchronous remote learning:** “Students work on their own without simultaneous interaction with the teacher. Interaction occurs at different times for students and teachers, such as by email, classroom bulletin board, text message, or mailed instructional packets.”

(REL Mid-Atlantic, 2020)

What differentiates an online environment* from “traditional” teaching?

1. The online curriculum is different from the face-to-face curriculum
2. The social dynamics are different
3. There are differences in assessment strategies
4. Technical challenges may interrupt the online classroom

** An online environment is one form of remote learning*

(Natale, 2011)



<https://pixabay.com/illustrations/online-education-tutorial-3412473/>

Barriers and challenges

Poll: What are some challenges you faced in remote teaching and learning?



<https://pixabay.com/illustrations/survey-feedback-poll-employee-3957027/>

What we have learned from the research about challenges teachers faced with remote learning

1. Fostering social presence
2. Fostering connected relationships
3. Supporting productive peer-to-peer interaction
4. Strengthening interactivity/Interaction intensity
5. Providing equitable learning opportunities
6. Practicing effective behavior management strategies
7. Communicating with students
8. Supporting families
9. Creating a classroom feel in group online lessons
10. Making lessons culturally relevant
11. Monitoring student progress



<https://pixabay.com/illustrations/teacher-computer-board-student-5662610/>

Remote learning connections and practices

Foster teacher-to-learner connections

Foster emotional engagement through asynchronous video

Provide feedback through video

Engage in one-on-one interactions

Use data from existing technologies

Foster learner-to-learner connections

Organize small-group collaborations

Model how students should engage and respond

Engage prior knowledge and experience

Engage peer feedback

Fostering teacher-to-learner connections



<https://www.pexels.com/photo/photo-of-kid-playing-with-clay-while-looking-in-the-monitor-4145037/>

Rationale: Why teacher-to-learner connections are important



<https://pixabay.com/illustrations/icon-e-learning-e-learning-icon-5568029/>

1. Strong teacher-to-learner relationships help support strong learner-to-learner relationships.
2. Having trusting and supportive relationships with students is a strategy to help students develop academic and nonacademic skills.
3. Students who are more emotionally engaged may see more value in learning activities.

Rationale: Why teacher-to-learner connections are important



<https://pixabay.com/illustrations/teacher-mentor-trainer-coach-tutor-407360/>

4. Emotional engagement can include a sense of belonging to the school, which can help students to feel more connected.
5. The extent to which students value schooling and feel more connected to the school is associated with greater student achievement.
6. Students who connect with at least one trusted adult in school are more resilient and have a stronger sense of well-being than students who do not.

Evidence-based practices

Foster teacher-to-learner connections

Foster emotional engagement through asynchronous video

Provide feedback through video

Engage in one-on-one interactions

Use data from existing technologies

Foster learner-to-learner connections

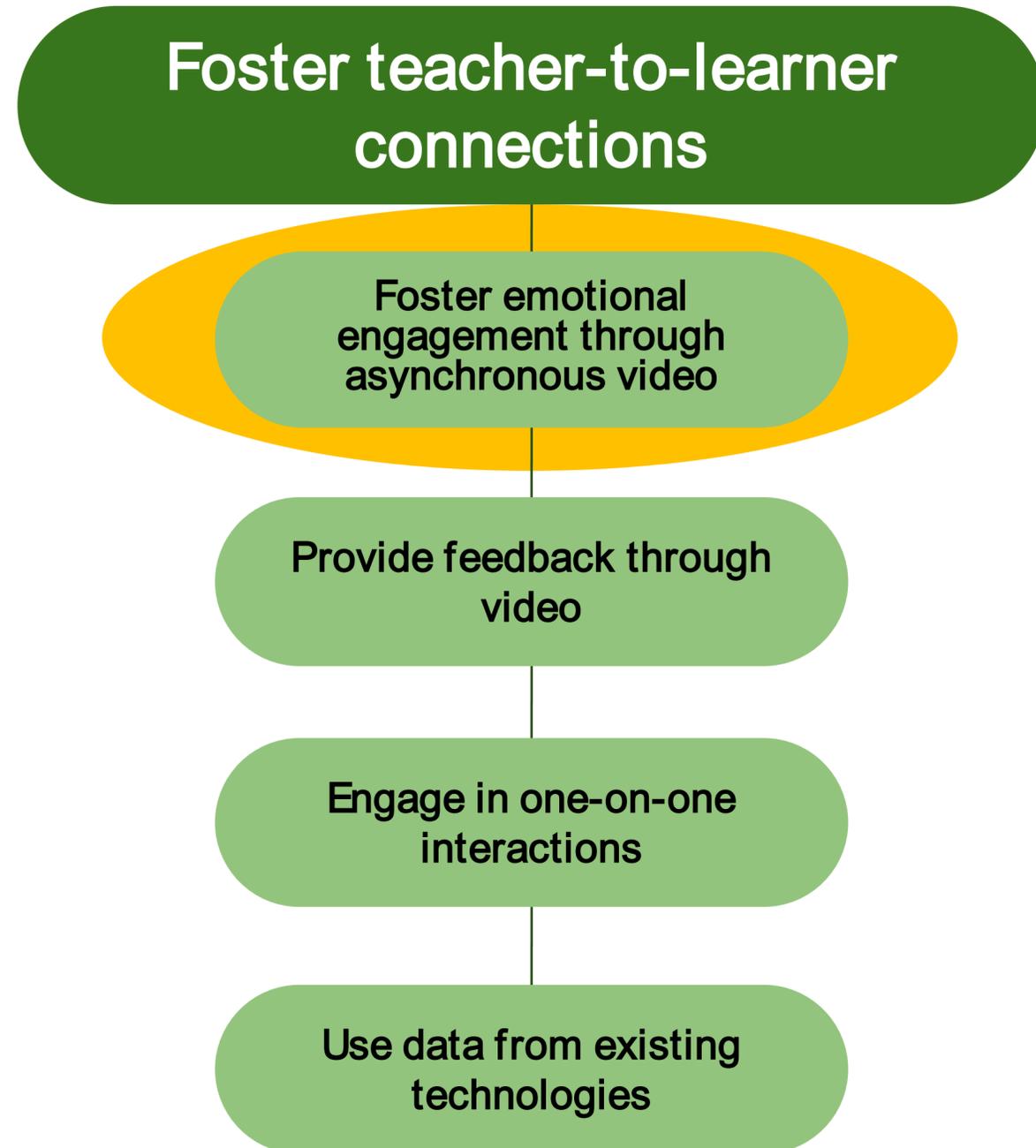
Organize small-group collaborations

Model how students should engage and respond

Engage prior knowledge and experience

Engage peer feedback

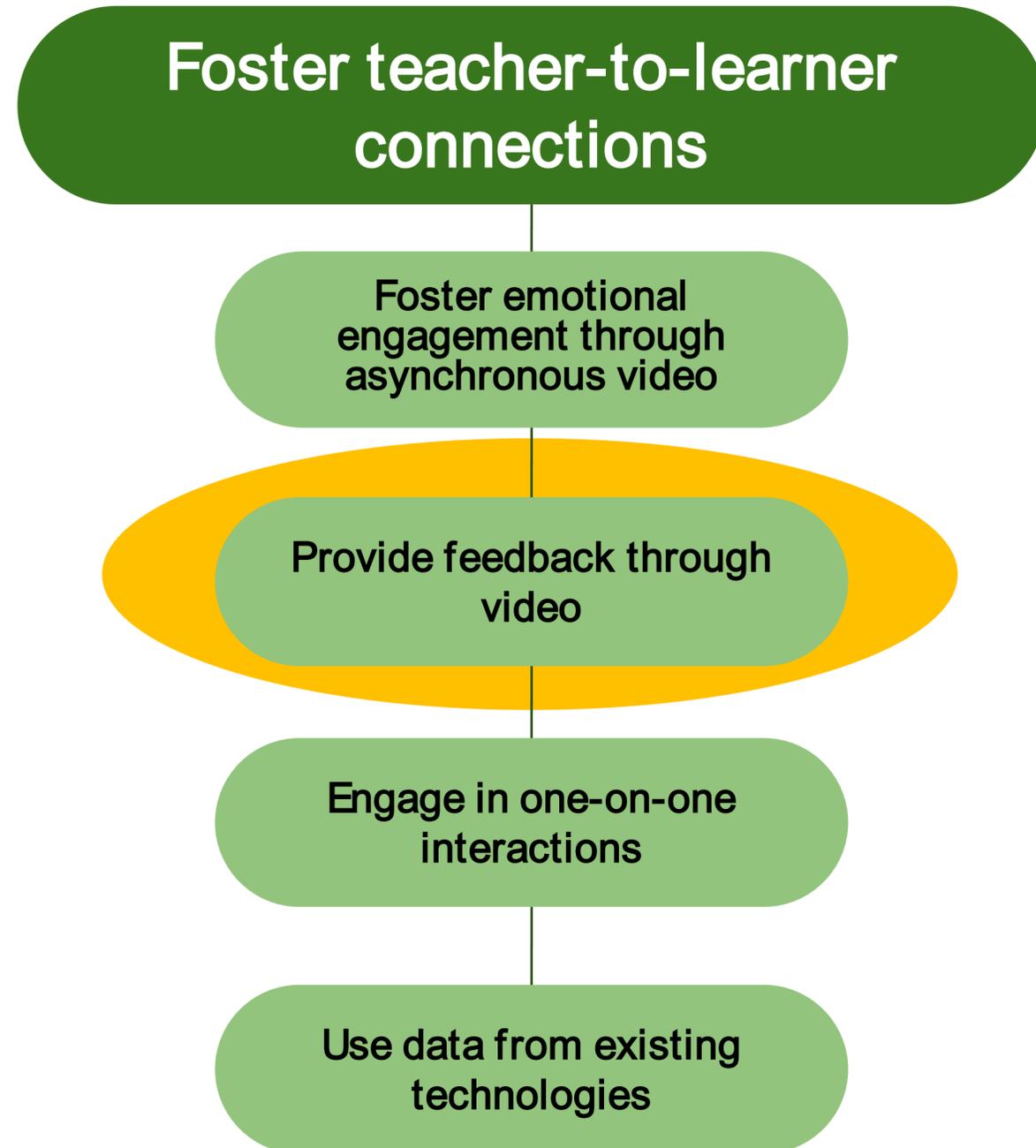
Evidence-based practices



Strategies for using video to foster emotional engagement can include:

- Recording introductory messages in which teachers share information about themselves.
- Incorporating activities to engage students in navigating video platforms.
- Creating daily videos to jump-start students' day and instill excitement.

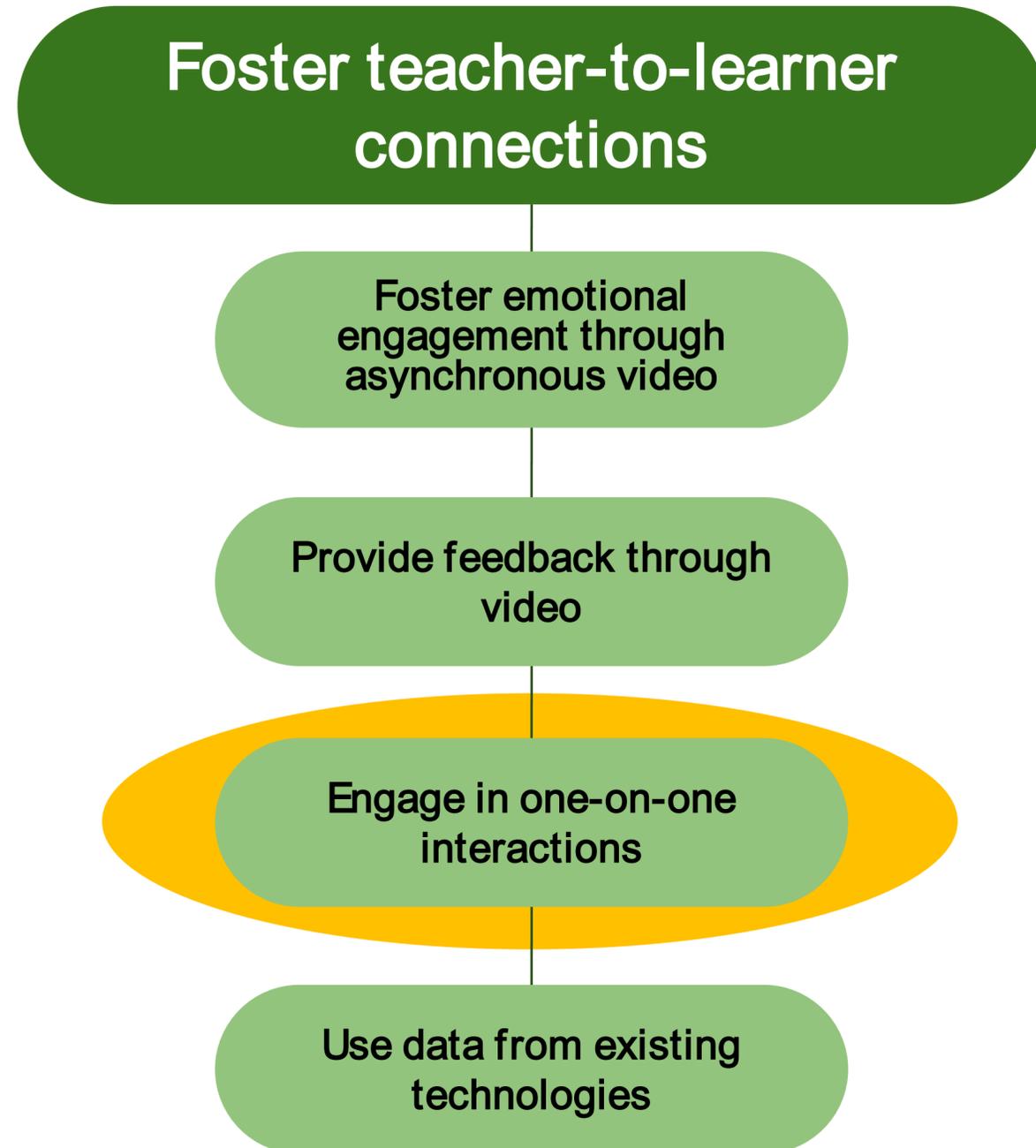
Evidence-based practices



Providing asynchronous video feedback can:

- Help students to feel more positive about their work.
- Help make feedback feel more personalized.
- Save time compared to offering written feedback.

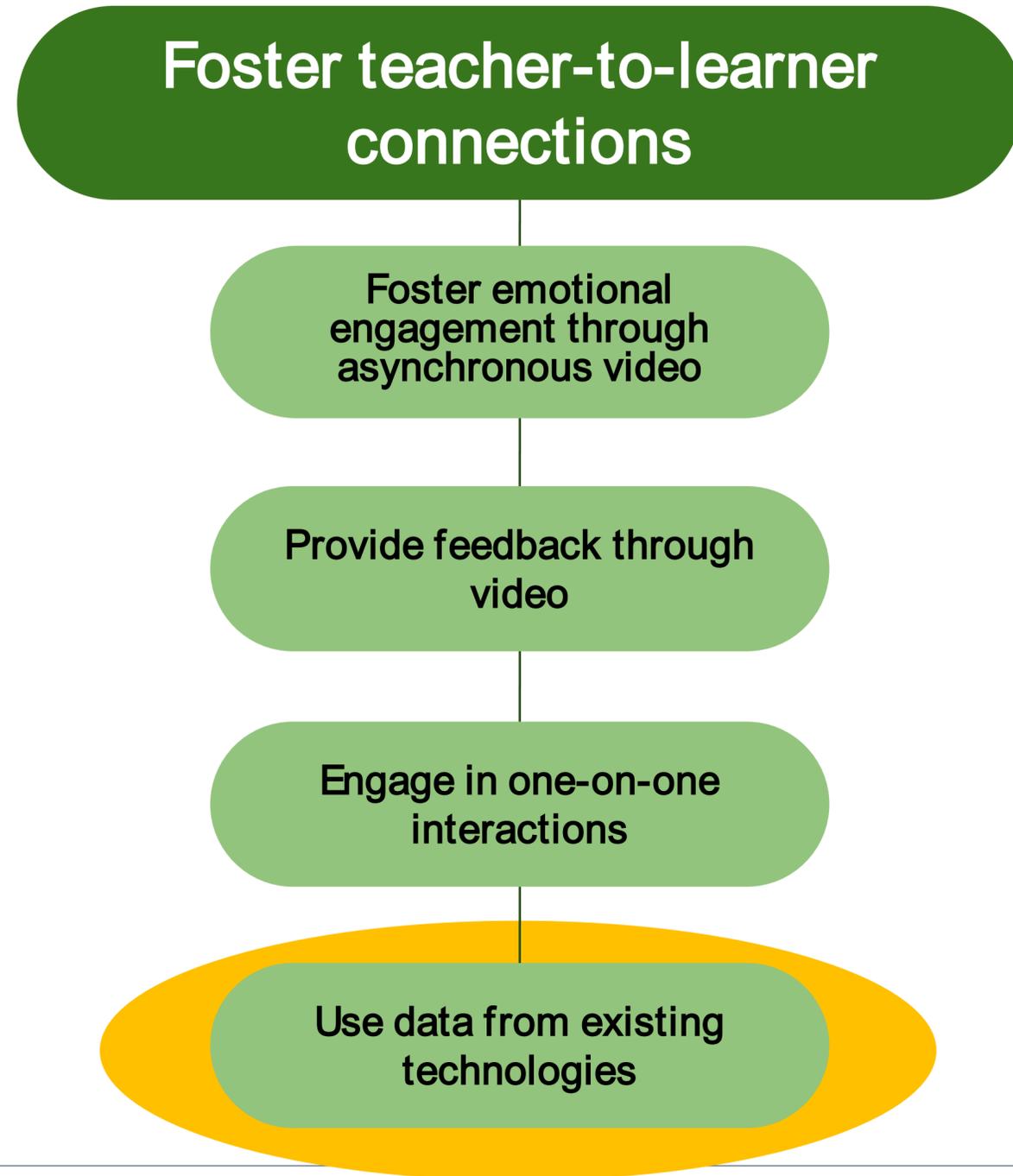
Evidence-based practices



One-on-one online interaction offers opportunities for:

- Individualized instruction and feedback.
- Clearing up misconceptions.
- Building trusted relationships with an adult.

Evidence-based practices



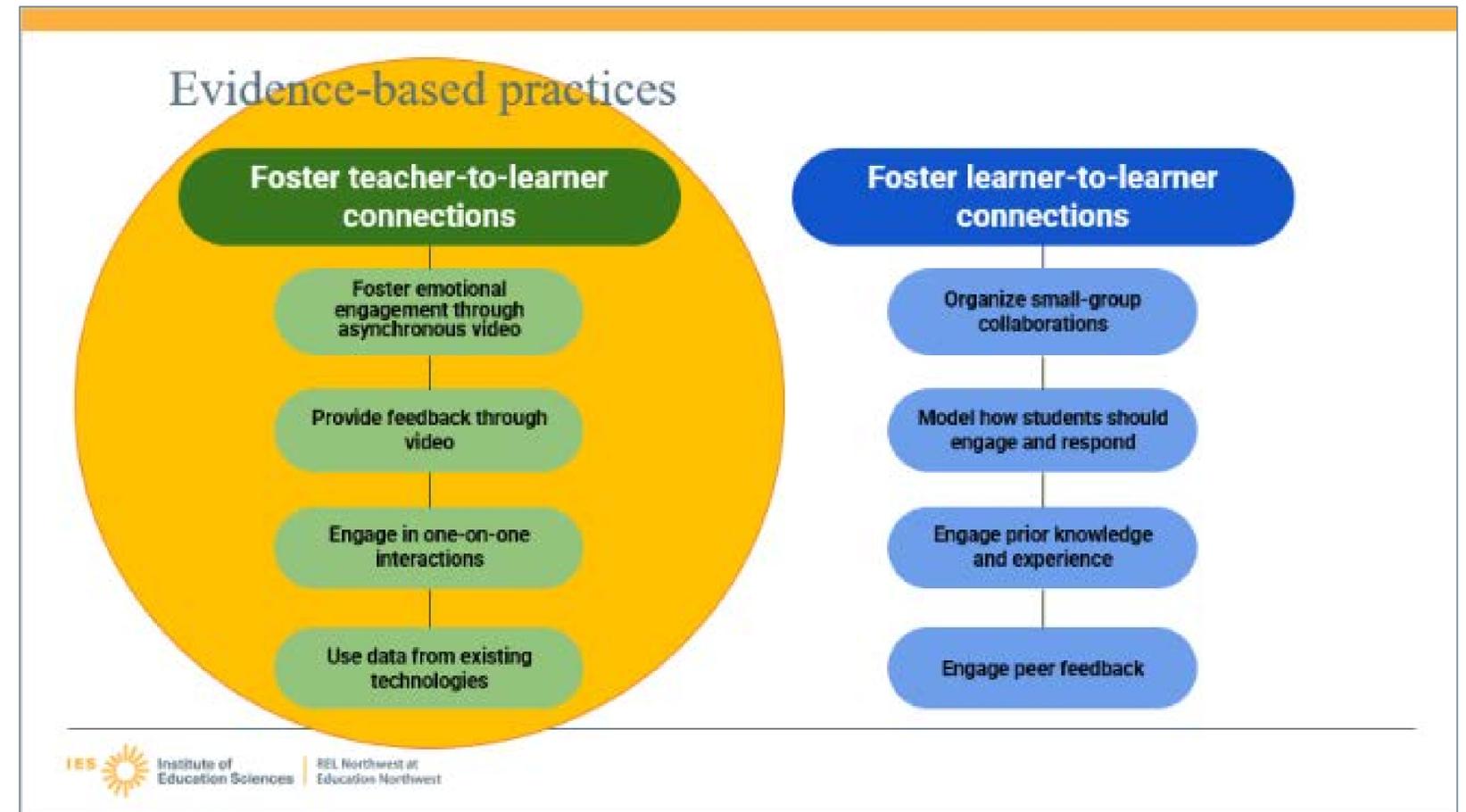
Using data from existing technologies can help teachers:

- Monitor student progress.
- Offer insight into how students use time.
- Help to gauge student skill gains.

Small-group activity

Pick a small group to learn more about one of the teacher-to-learner evidence-based practices:

1. Foster emotional engagement through asynchronous video
2. Provide feedback through video
3. Engage in one-on-one interactions
4. Use data from existing technologies



Getting started

In your small groups:

- Refer to your handout; it will be marked by the title and the graphic
- Follow the directions under the first gold bar to identify a timekeeper

Activity: Foster emotional engagement through asynchronous video

Time: 20 minutes

Purpose: This activity walks participants through why video can foster emotional engagement and how to create a quick introductory video to build teacher-to-learner connections.

Evidence-based practices

- Foster teacher-to-learner connections
- Foster emotional engagement through asynchronous video
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Strategies for using video to foster emotional engagement can include:

- Recording introductory messages in which teachers share information about themselves
- Incorporating activities to engage students in navigating video platforms
- Creating daily videos to jumpstart students' day and instill excitement

Instructions: Getting started

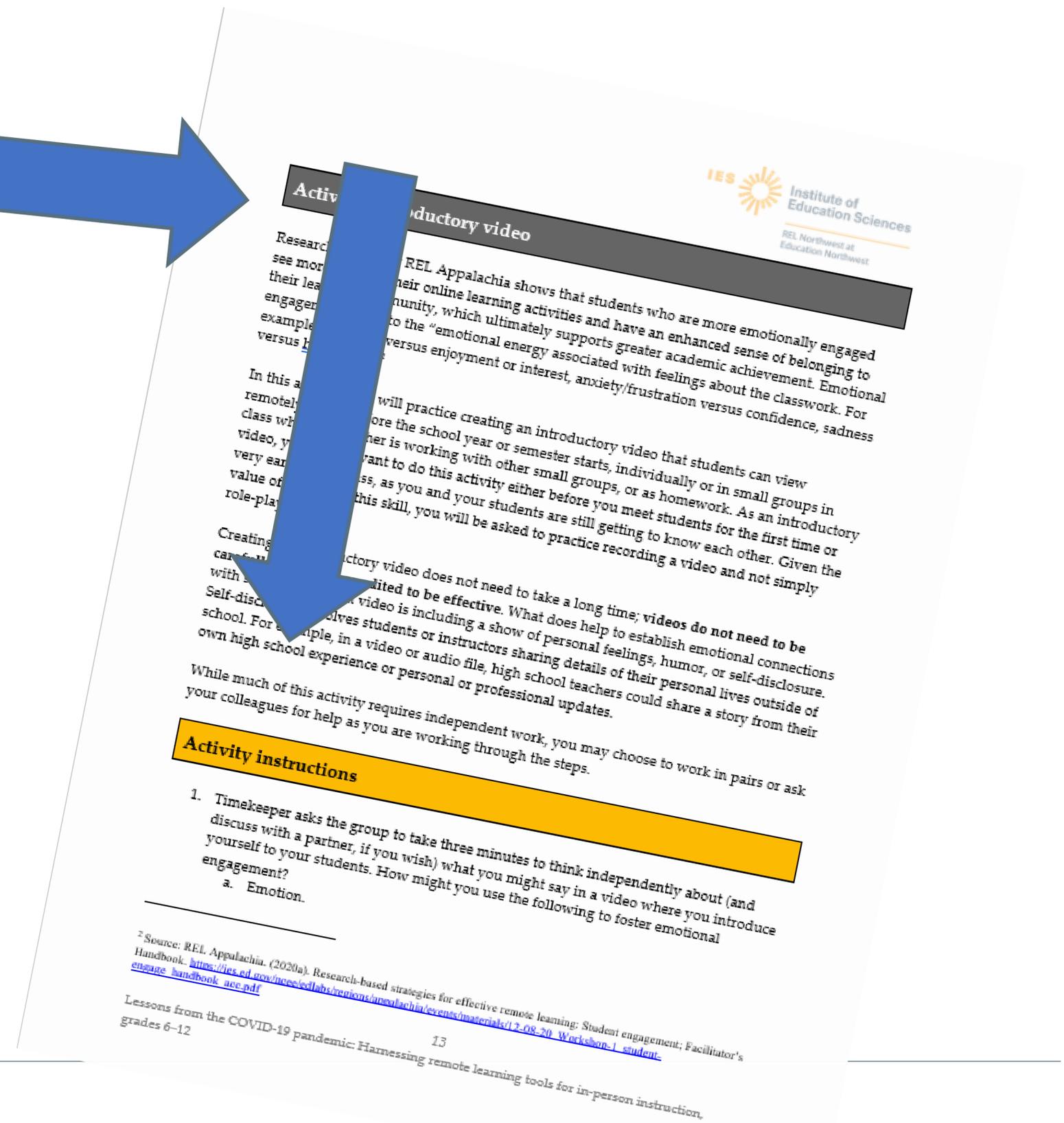
Choose a timekeeper to keep track of the time to ensure that your group completes the activity. Read the following section, up to the "activity instructions" in the gold bar below. This should take about one minute.

Lessons from the COVID-19 pandemic: Harnessing remote learning tools for in-person instruction, grades 6–12

12

Follow the activity instructions

- Read the activity explanation and start to scan the instructions
- After one or two minutes of silent reading, the timekeeper points the group to the list of steps under the “activity instructions” gold bar
- The timekeeper moves the group along according to the time allotted for each step



Time for reflection

Before you finish, each small group is asked to reflect on the activity and prepare to share with the rest of the large group.

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think about making connections to the content in your classroom? How will you collect their feedback (e.g., survey, video platform, audio program, etc.)?

timekeeper invites participants to spend one minute planning how they might make their introductory video available to students (e.g., email, Google Drive, course webpage, etc.).

Reflection

Next, consider as a group how you might use this activity in your classroom. The timekeeper asks the group to consider the following questions and to discuss their thoughts for the last two minutes:

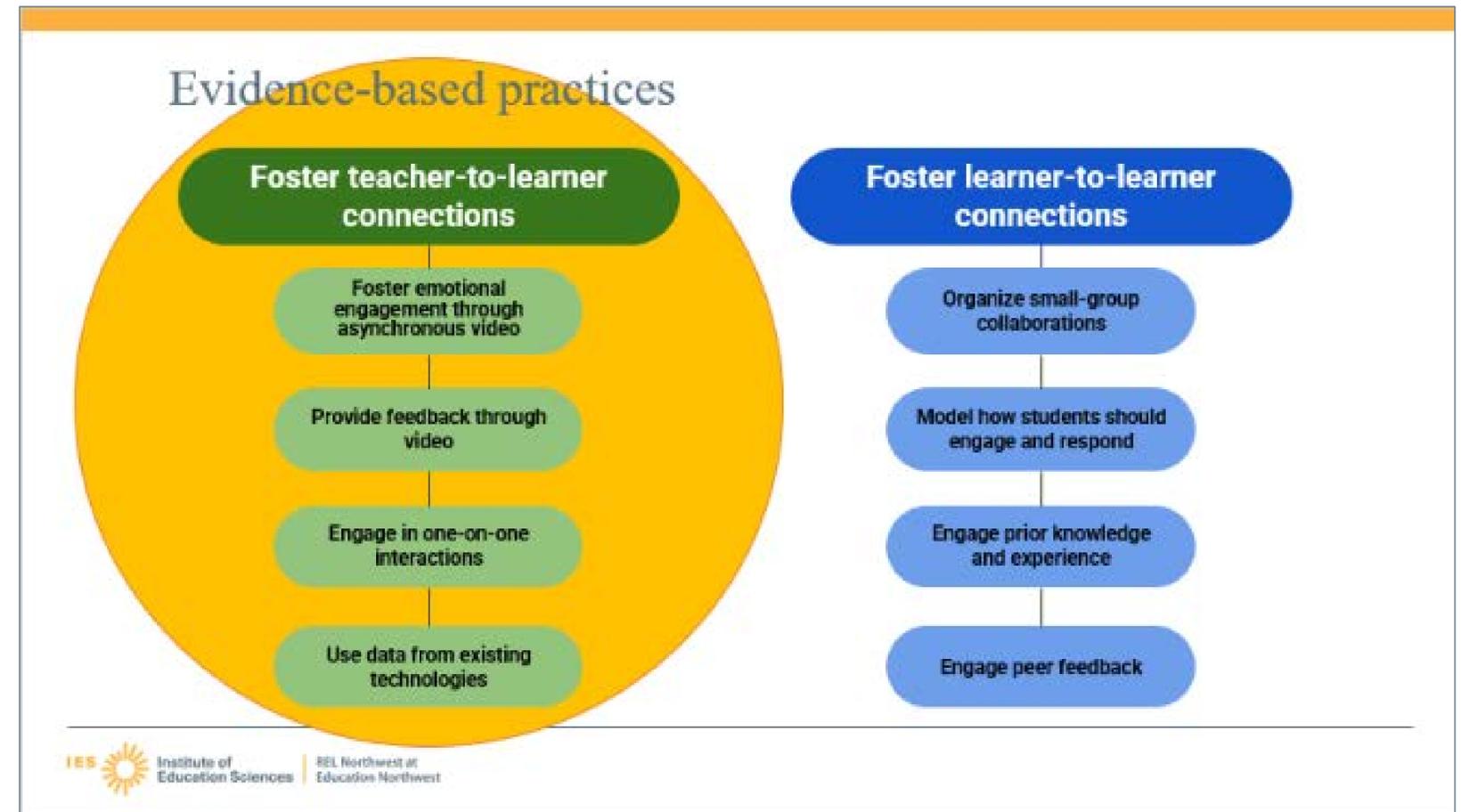
1. What seems promising about creating an introductory video? Where did you hit a snag?
2. How and when might you use this activity with your students?

Lessons from the COVID-19 pandemic: Harnessing remote learning tools for in-person instruction.
15
grades 6-12

Small-group activity

Now you should head to the small group of your choice:

1. Foster emotional engagement through asynchronous video
2. Provide feedback through video
3. Engage in one-on-one interactions
4. Use data from existing technologies



Small-group reflection and feedback

Please share in the poll what you looked at and whether it feels promising to you



<https://pixabay.com/illustrations/feedback-group-communication-2044700/>

Fostering learner-to-learner connections



<https://www.pexels.com/photo/macbook-pro-on-white-table-6321231/>

Rationale: Why learner-to-learner connections are important

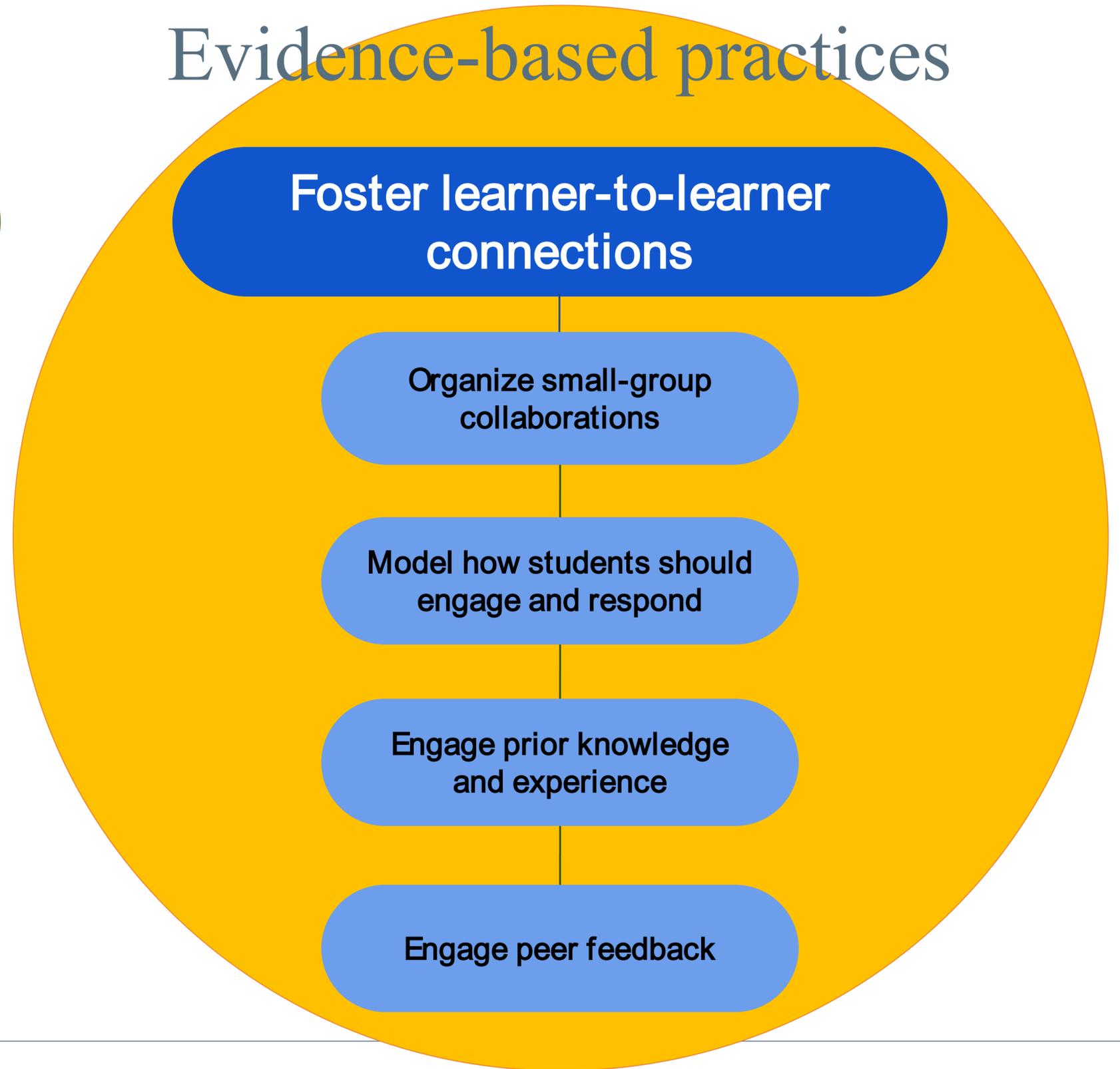
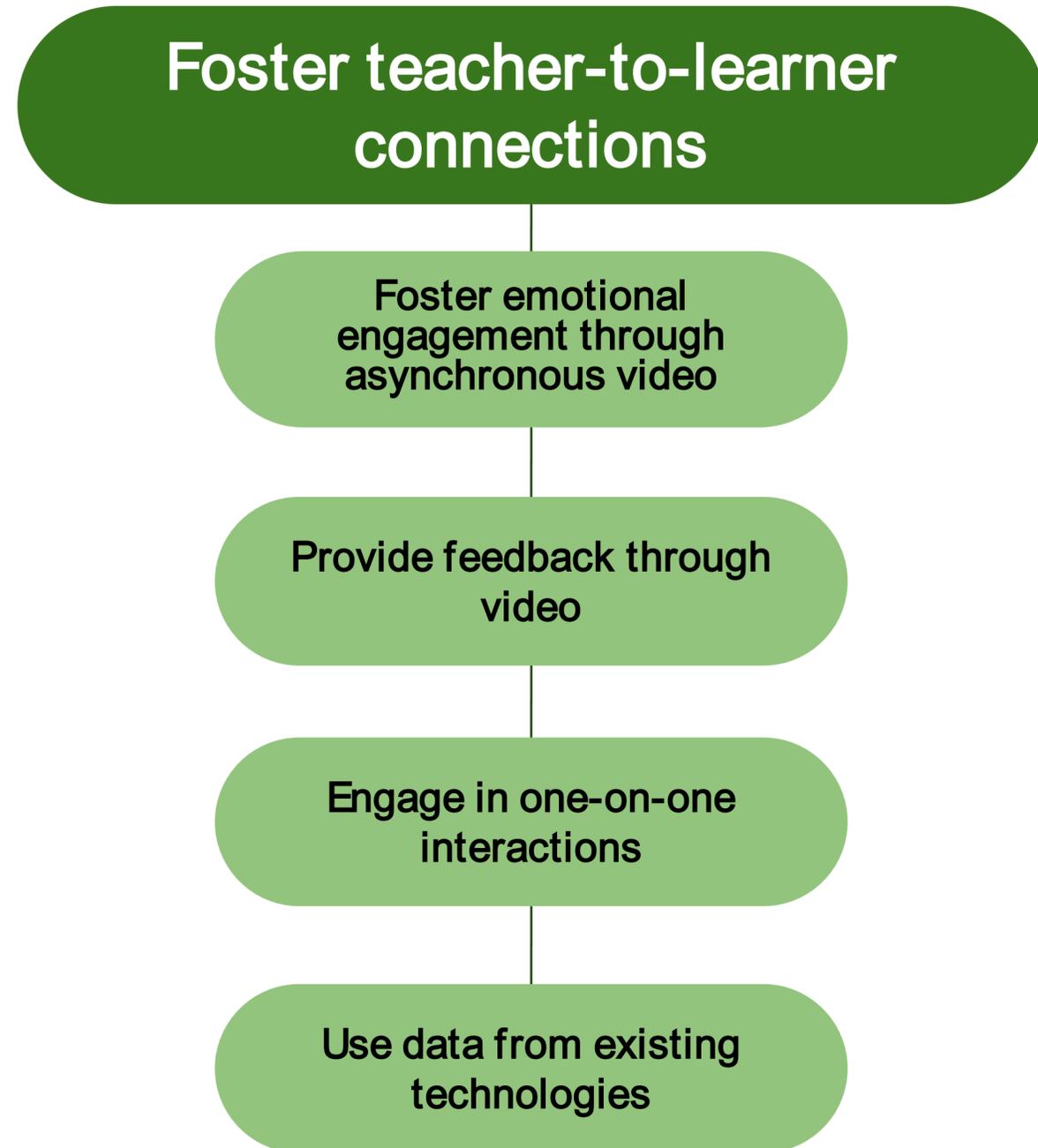
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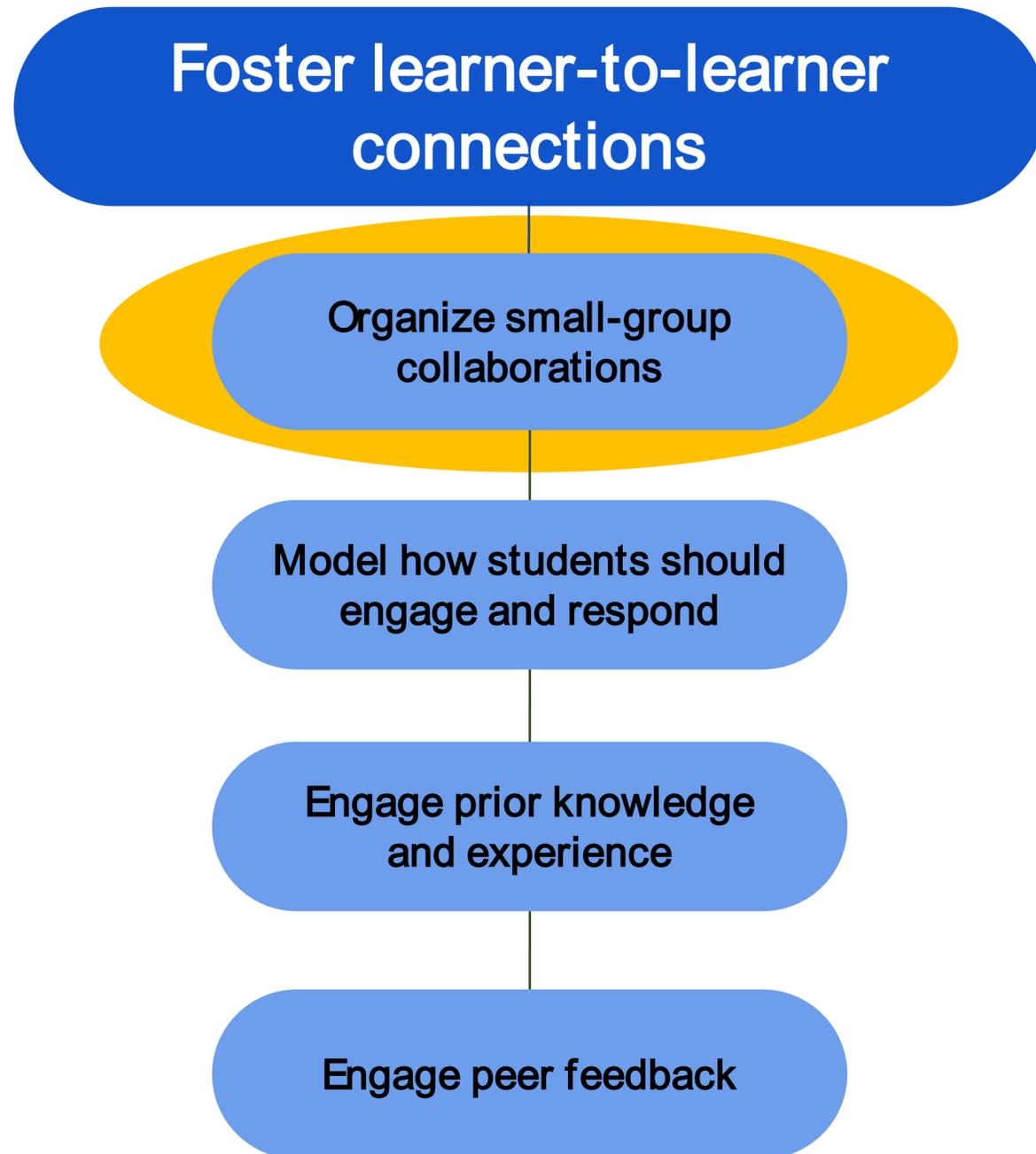
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1. Access to education should not merely mean access to content, but also to a rich learning environment that provides opportunities for interaction and connectedness
2. Collaborative learning processes assist students to develop higher-order thinking skills and achieve richer knowledge generation
3. Fosters positive social interdependence by linking learners' goals to one another

Evidence-based practices



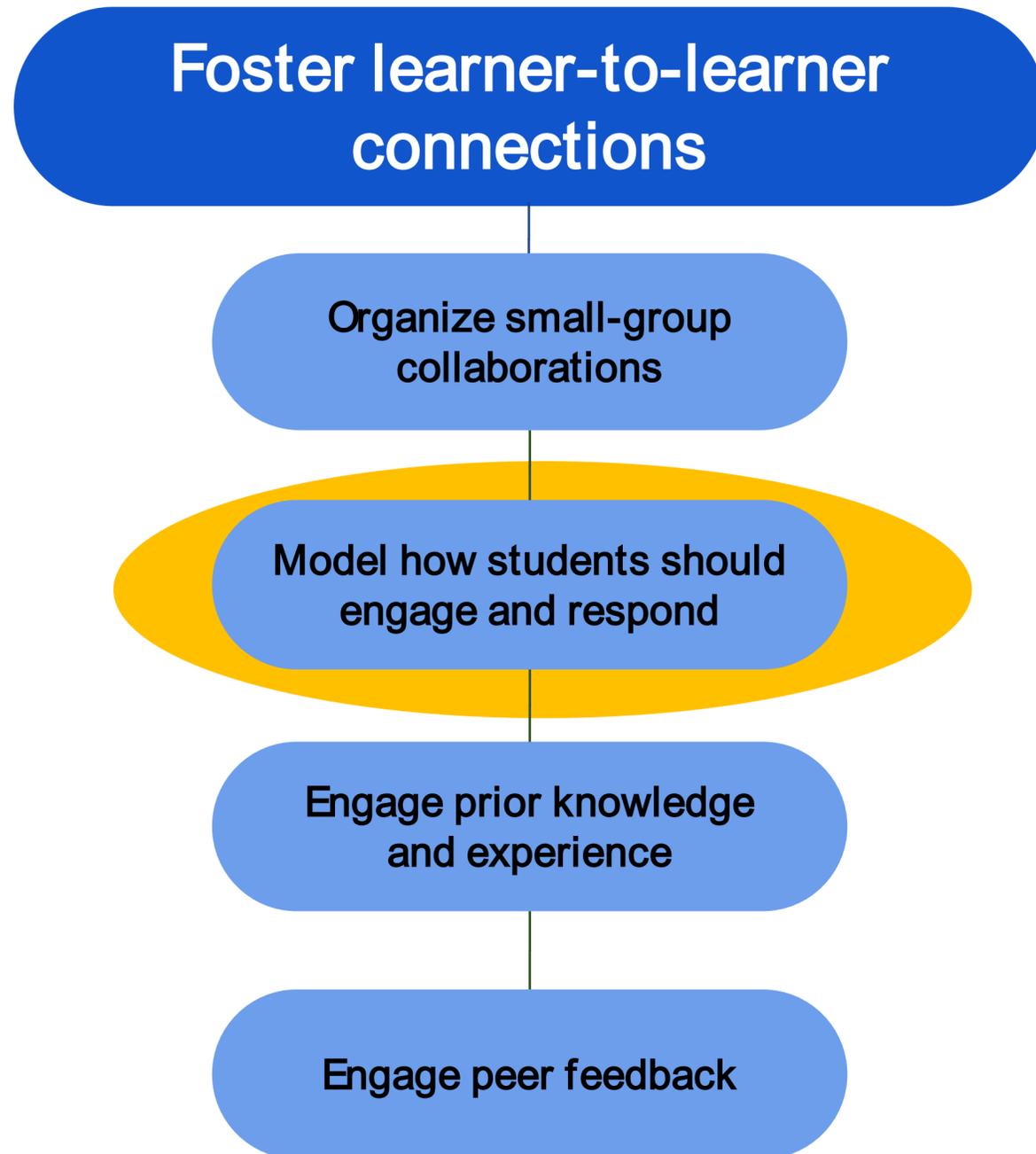
Evidence-based practices



Creating opportunities for small-group collaboration entails:

- Evaluating learner readiness for group work.
- Providing scaffolding to effectively engage students in small-group work.
- Balancing structure and clarity of task with learner autonomy and flexibility.
- Ensuring that work is achievable, sustainable, and properly timed.

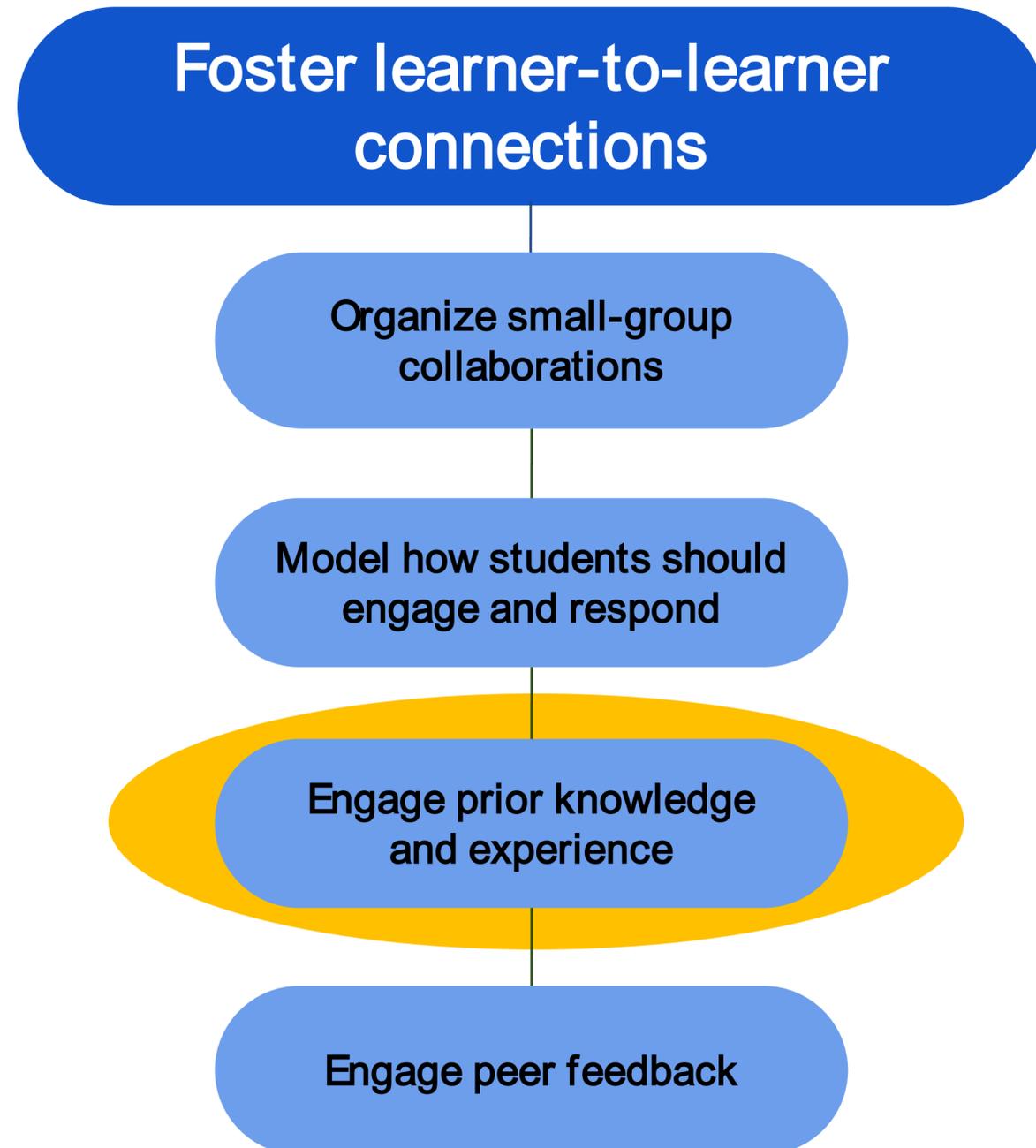
Evidence-based practices



Modeling student interactions can include:

- Demonstrating appropriate discussion behaviors.
- Scaffolding learning discussions with topic threads.
- Showing grace and compassion.

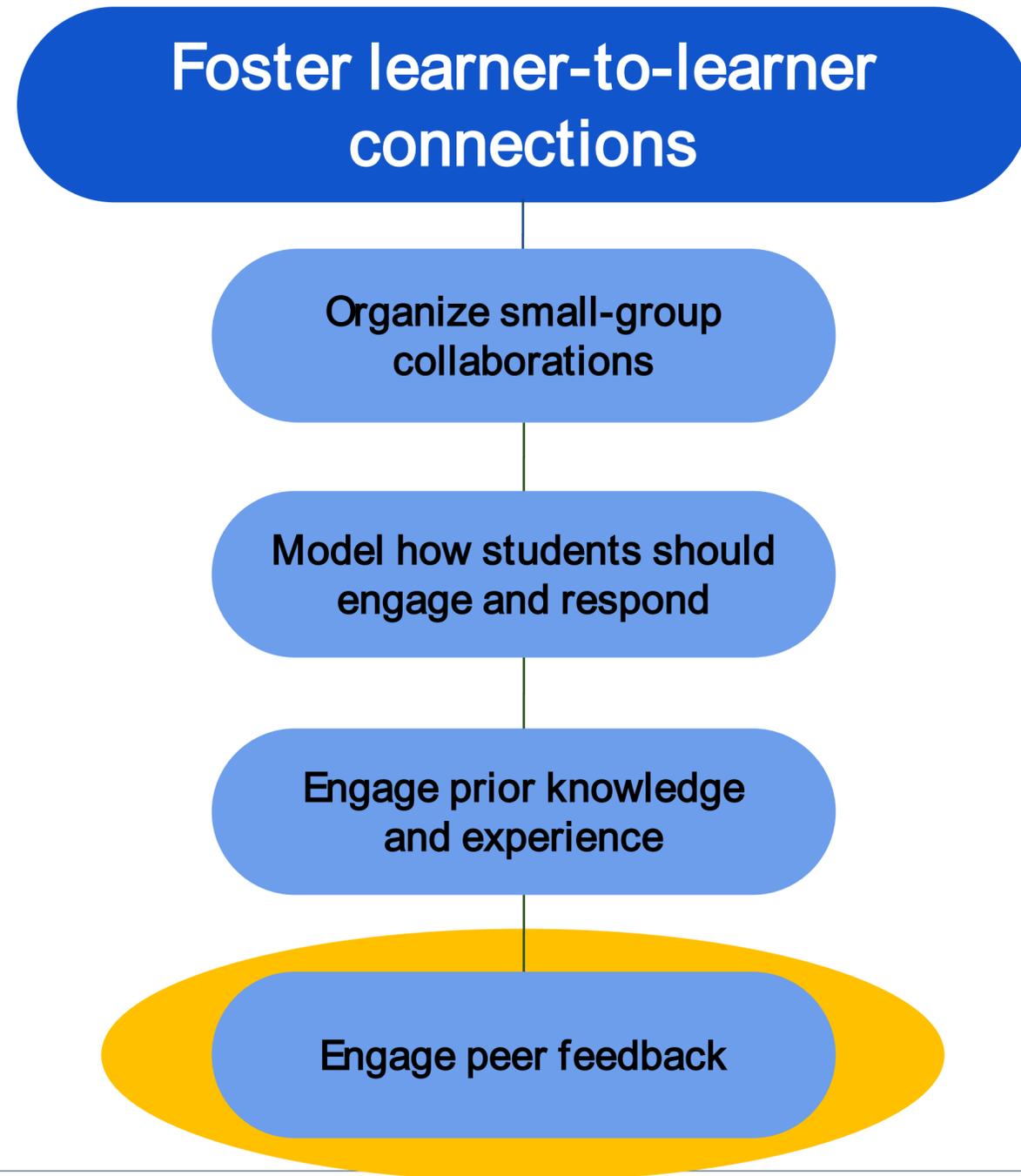
Evidence-based practices



Engage students' prior knowledge and experience by:

- Creating learning opportunities that draw on students' lived experience.
- Helping students to learn about one another's background.
- Encouraging students to recognize their own knowledge and strengths.

Evidence-based practices



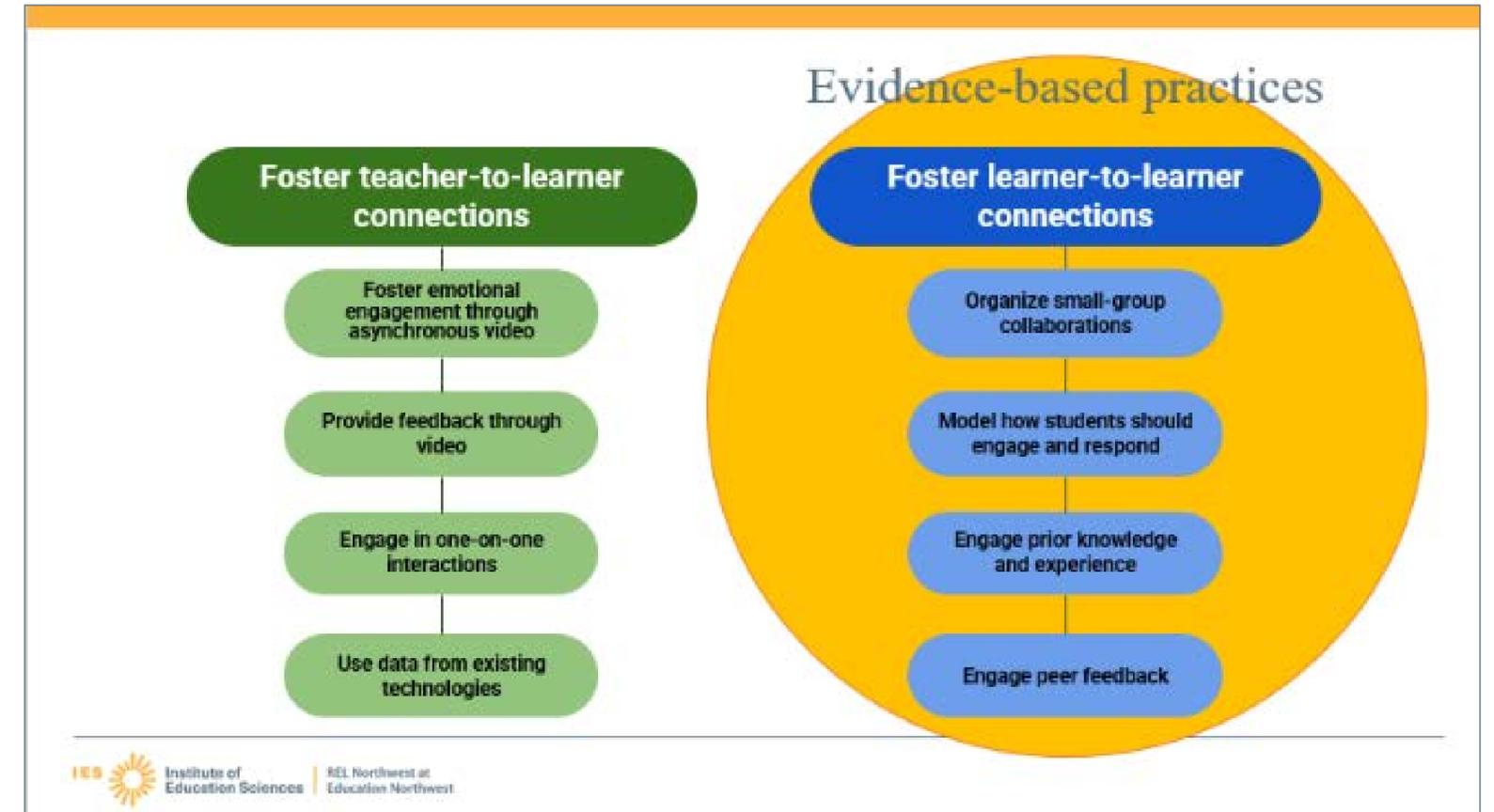
Engaging peer feedback can:

- Position students as content resources and increase subject matter understanding.
- Expose students to different approaches to an assignment.
- Promote self-reflection and work motivation.
- Develop critical thinking and communication skills.

Small-group activity

Pick a small group to learn more about one of the learner-to-learner evidence-based practices:

1. Organize small-group collaborations
2. Model how students should engage and respond
3. Engage prior knowledge and experience
4. Engage peer feedback



Small-group reflection and feedback

Please share in the poll what you looked at and whether it feels promising to you



<https://pixabay.com/illustrations/feedback-group-communication-2044700/>

Wrap-up



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Evidence-based practices support students

Foster teacher-to-learner connections

Foster emotional engagement through asynchronous video

Provide feedback through video

Engage in one-on-one interactions

Use data from existing technologies

Foster learner-to-learner connections

Organize small-group collaborations

Model how students should engage and respond

Engage prior knowledge and experience

Engage peer feedback

Feedback on the Professional Development Session

Contact Us



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ies.ed.gov/ncee/edlabs/regions/northwest



@relnw



800-547-6339



Thank you!

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Institute of Education Sciences. <https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/infographics/relsw-infographic11-508.pdf>.