



Overview and Reflection on Current Practice

What It Is and Why It Is Important

Student engagement is an ever-present concern in today's classroom, whether it be face-to-face or online learning. We know that increased student engagement is linked to higher achievement and more effective classroom management ([Research Proof Points - Better Student Engagement Improves Student Learning](#)). Certainly, engaging students in remote learning opportunities is different from the classroom. For example, students' time spent engaged in remote learning does not equal the amount of time they would have spent in the classroom.

Some strategies that worked well in the classroom may not be options for the remote classroom, and the remote classroom may provide some unique opportunities to draw your students into the learning and motivate or engage them in ways not possible in the onsite classroom. One such opportunity is online collaboration, which is a way for students to both feel comfortable in an environment larger than their classroom and also a way to teach them the aspects of becoming a global citizen.

Schools and teachers all over the world are developing solutions to keep students learning amid school closures. Taking your teaching into a fully virtual environment does have its challenges, but tapping into the basics of teaching and learning -- things like communication, empathy, motivation -- will transcend the classroom type or teaching medium. Teachers can learn to implement remote learning strategies to keep students engaged in their learning from home.

Tips from online teachers and technology specialists offer support for the classroom teacher who is making this shift. These guidelines of best practices for online learning can serve as a checklist for lesson design and delivery for remote learning. Embracing this change to remote learning gives us the "opportunity to do something amazing." (Couros, 2020. [Toward a New and Better Normal](#)).

While remote learning isn't a perfect substitute for in-class instruction, there are lots of ways to keep students engaged while they're learning from home. This micro-credential provides resources to learn how to do just that.

Thinking About Your Current Practice

Before you approach the tasks, think about your current practice as you answer the following questions:

- List for yourself all the different strategies and routines you use throughout your day or class period with students to engage them in learning.
- What observations have you made in your own classroom about the effectiveness of these strategies?
 - In what ways did they motivate students?
 - What adjustments did you make in your teaching practices as you observed students' changes in engagement?
- Reflect upon any online learning you have participated in. What things did the facilitator do to engage you as a participant?
 - How did the strategies feel?
 - What feedback might you have given the facilitator about what went well? What might have gone better?

Evidence of Skill and Implementation

The Task: Demonstrating Your Skill

Complete the following task as evidence of your learning, as well as for application or implementation in your classroom:

Task 1: After reading and/or reviewing what engagement means in the "world of remote learning," what is your definition of engagement? What does it look like? What will you see and hear? How will students be motivated and involved in an online lesson? From your review, write an extended definition of student engagement that incorporates remote learning pedagogy. Then develop a checklist or guidelines of a minimum of five points for yourself to use when creating lessons that engage students in deep and meaningful ways.

Task 2: Review three of the remote learning lessons you have created. Critique them for how well they engage students in the learning and how well they motivate students to participate and learn. Use your own definition and checklist or guidelines as part of the critique. Annotate the areas that have been successful in terms of engagement and provide suggestions for how you would edit the lessons to build higher levels of engagement.

Reflection

In a narrative of three paragraphs, reflect on the following questions:

- 1) From what you learned about engaging students remotely, how has your definition of engagement changed when comparing face-to-face instruction to remote learning?
- 2) How has this understanding of engaging and motivating students remotely informed your selection and implementation of instructional strategies and routines for remote learning?
- 3) What changes have you noted in students that indicate higher levels of online engagement and motivation? How do you think your teaching has been responsible for these changes?

Learning Targets

You will be able to...

1. Use knowledge of student development and learning theory to define and identify the characteristics of student engagement.
2. Select and implement strategies that engage students in a remote learning environment.
3. Create a learning community that encourages positive social interaction and active engagement for every student.

Possible Learning Pathways to Prepare for the Task

The following activities and resources will help you deepen and sharpen your understanding of the content. Choose those that will fill your learning needs and help you complete the task.

- [Seven Tips for Interactive E-Learning](#) comes from Sharon Bowman, well-known for her work in brain science about how to make learning stick. These tips are excellent for integrating engaging strategies into remote learning lesson design.
- [10 Teaching Strategies to Keep Students Engaged in the Classroom](#) is a resource of strategies that are easily adapted to online teaching. From a blog on Classcraft.com
- Cult of Pedagogy Jennifer Gonzalez provides tips for connecting and communicating with students in [Part 2](#) of her blog Distance Learning: A Gently Curated Collection of Resources for Teachers.
- The Institute for Social and Emotional Learning shares tips for distance learning in [A New REALM](#) that includes ways to energize students.
- Ways and tools for engaging students through collaborative learning is provided in Kathy Shrock's Guide to Everything - [Online Student Collaboration](#).
- Experts in teaching remotely, Connections Academy educators share their tips for instructing and engaging students in a virtual school environment: [Coronavirus and Teaching from Home: Ten Ways to Engage and Instruct Students Remotely](#)

Additional Tools to Deepen and Sharpen Your Understanding

- This accompanying [article for Seven Tips for Interactive E-Learning](#) provides a deeper explanation and more examples to "Wake 'Em Up!"
- [Synchronous vs. Asynchronous Learning Online](#) provides tips for choosing the appropriate mode for engaging students and how to manage learning time. Sponsored by Digital Promise and Verizon Innovative Learning.
- [Creative Ways Teachers are Building Classroom Community Online](#) describes a variety of fun ideas for connecting with students.
- [Remote Learning: 6 Best Ways to Engage Your Students](#) shares tips from teachers of ProdigyGame.com.
- George Couros's graphic provides [10 Ideas to Connect through Remote Learning](#).

Submission Guidelines

Submission Guidelines

Following are items you must submit to earn this micro-credential and the criteria by which they will be evaluated. To earn this micro-credential, you must successfully complete each element of the rubrics.

Part I: Task Submission

Task 1: Submit a) an extended definition of student engagement that incorporates remote learning pedagogy followed by b) a checklist or guidelines of a minimum of five points for yourself to use when creating lessons that engage students in deep and meaningful ways.

Task 2: Review three of the remote learning lessons you have created.

- a) Submit a critique for how well the three lessons engage students in the learning and how well they motivate students to participate and learn. Use your own definition and checklist or guidelines as a “rubric” for the critique.
- b) Directly on the lessons, annotate the areas that have been successful in terms of engagement and add suggestions for how you would edit the lessons to build higher levels of engagement.

Part II: Reflection

In a narrative of three paragraphs, reflect on the following questions:

- 1) From what you learned about engaging students remotely, how has your definition of engagement changed when comparing face-to-face instruction to remote learning?
- 2) How has this understanding of engaging and motivating students remotely informed your selection and implementation of instructional strategies and routines for remote learning?
- 3) What changes have you noted in students that indicate higher levels of online engagement and motivation? How do you think your teaching has been responsible for these changes?

Success Criteria for Completing the Task

Part I: Task

Your task will be evaluated on the following one-column rubric. You must earn a “yes” on all elements of the rubric in order to earn the micro-credential.

Notes on What Needs Improvement	YES	Notes on How the Work Meets or Exceeds Expectation
	Task 1a: Clearly defines and explains student engagement as a key element of remote learning pedagogy.	
	Task 1b: Checklist/guidelines of a minimum of five points for engaging students in a remote learning environment reflect best instructional practices and effective use of technology.	
	Task 2a: Critique of three lessons clearly aligns lesson elements with checklist/guidelines developed in Task 1b. Self-assessment is specific and targeted toward improving student motivation and participation.	
	Task 2b: Annotations on the three lessons directly identify effective, successful strategies AND revisions to improve levels of engagement in future lesson implementation.	

Part II: Reflection

Your reflection will be evaluated on the following rubric. You must earn a “yes” on all elements of the rubric in order to earn the micro-credential.

Notes on What Needs Improvement	YES	Notes on How the Work Meets or Exceeds Expectation
	<p>CONTENT: All components of the reflection are present: In three paragraphs discuss the following:</p> <ol style="list-style-type: none">1) From what you learned about engaging students remotely, how has your definition of engagement changed when comparing face-to-face instruction to remote learning?2) How has this understanding of engaging and motivating students remotely informed your selection and implementation of instructional strategies and routines for remote learning?3) What changes have you noted in students that indicate higher levels of online engagement and motivation? How do you think your teaching has been responsible for these changes?	
	<p>DETAILED: Reflection includes sufficient detail for reader to know what the teacher has learned and how knowledge is/will be used in teaching and learning.</p>	
	<p>CLARITY: Reflection is clear and coherent.</p>	

Iowa Teaching Standards

The following Iowa Teaching Standards are closely aligned with this micro-credential.

- 1. Demonstrate ability to enhance academic performance and support for implementation of the school district's student achievement goals.
- 2. Demonstrate competence in content knowledge appropriate to the teaching position.
- ✓ 3. Demonstrate competence in planning and preparing for instruction.
- ✓ 4. Uses strategies to deliver instruction that meets the multiple learning needs of students
- 5. Uses a variety of methods to monitor student learning.
- ✓ 6. Demonstrates competence in classroom management.
- ✓ 7. Engages in professional growth.
- 8. Fulfills professional responsibilities established by the school district.

Ohio Teaching Standards

The following Ohio Teaching Standards are closely aligned with this micro-credential.

- Standard 1: Teachers understand student learning and development and respect the diversity of the students they teach.
- Standard 2: Teachers know and understand the content area for which they have instructional responsibility.
- Standard 3: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
- ✓ Standard 4: Teachers plan and deliver effective instruction that advances the learning of each individual student.
- ✓ Standard 5: Teachers create learning environments that promote high levels of learning and achievement for all students.
- Standard 6: Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
- ✓ Standard 7: Teachers assume responsibility for professional growth, performance and involvement as individuals and as members of a learning community.