Motivation and Evaluation in Distance Learning

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Associate Director of Academics, English Language Program
A little about me...
ELP Students in March 2020
ELP Students Now
CONTEXT FOR THIS CONVERSATION

2020 isn’t a normal year of online teaching
Students and colleagues have faced:

- A sudden and drastic change in routines
- Limited social interactions
- Sickness: personally or for family and friends
- Death of loved ones and friends
- Economic uncertainty
- Political uncertainty
Emergency Remote Teaching

• Temporary

• Little time for planning
  – Technology
  – Lessons
  – Assessments
  – Communication

• No choice for teachers or students

(Hodges et al., 2020)
TRAUMA-INFORMED TEACHING

One perspective that may help
Trauma

• Affects students’:
  – Ability to learn and focus
  – Behavior

• Is not always visible or easy to understand

(McMurtrie, 2020)
Key Aspects of Trauma-Informed Teaching

- Predictability
  - students know what to expect
- Flexibility
  - making changes when needed
- Connection
  - develop relationships
- Empowerment
  - give students some control

(Newhouse, 2020)
STRATEGIES AND PRIORITIES FOR OUR WORK ONLINE

Common themes I’ve noticed
• Flexibility
• Consistency
• Connections

Image from Pixabay
One Example

• Set Norms (*Consistency*)

• Create Community (*Connections*)

• Set up a System or Routine (*Consistency with Flexibility*)

(*Zimmy, 2020*)
For Teachers

• Set Norms
• Create Community
• Set up a System or Routine

For Students
Setting Norms

To promote wayfinding more than rule-following

Image by dima_goroziya from Pixabay.
Setting Norms for Students

Virtual Classroom Teams Expectations

- Make sure your device is charged.
- Find a quiet place free of distractions.
- Be on time.
- Be respectful at all times, no hand gestures while others are speaking.
- Stay on mute, and raise your hand.
- Stay focused and on task so you don’t miss important information.
- Turn on your camera.
- Use kind words.
- No recordings are allowed to protect our privacy.

(msjmedeiros, 2020)
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## Setting Norms for Students - Flexibility

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Adapted from Center on PBIS, 2020
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Creating Community

The great webcam debate

• ELP experiences
• EnglishUSA discussion forum
• Recent article (Miller, 2020)
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<th>Reasons for Cameras Off</th>
<th>Reasons for Cameras On</th>
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<td>&quot;Zoom fatigue&quot;</td>
<td>Improves interaction</td>
</tr>
<tr>
<td>Internet connection</td>
<td>Students can't sleep!</td>
</tr>
<tr>
<td>Study environment</td>
<td>Students participate more actively</td>
</tr>
<tr>
<td>Shyness, modesty, privacy</td>
<td>More like a face-to-face experience</td>
</tr>
<tr>
<td>Security</td>
<td>More accountability</td>
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Creating Community

Alternatives to webcams:

– Avatars and profile pictures
– Calling on students even when their cameras aren’t on
– Interaction in small groups
– Sharing pictures in chats, etc.

Image by OpenClipart-Vectors from Pixabay
What has worked best for you to create community or strengthen relationships with your students during this time?
TESOL’s 6 Principles

P1: KNOW YOUR LEARNERS

P2: Create conditions for language learning

P3: Design high-quality language lessons

P4: Adapt lesson delivery as needed

P5: Monitor and assess language development

P6: Engage and collaborate within a community of practice

(©TESOL, 2018)
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(©TESOL, 2018)
EVALUATION

What can we do and how can we do it?
What have been your biggest assessment challenges this year?
Our Challenges

• Preventing cheating (Google translate, sharing answers, someone else doing the work, etc.)
• Typing skills
• Adjusting to new testing formats
• Equipment and internet problems
• Time differences
What to do...

• Identify priorities:
  – What can change?
  – What can stay the same?

• Identify what you have:
  – What devices do students have?
  – What kind of internet access?
  – What programs do you know how to use?
Other thoughts

• Smaller, more frequent assessments
• Give feedback often (McKay, 2020)
• Keep it as simple as possible
• Flexible testing times/dates
• If possible, increase support rather than lowering expectations (Carroll & Yeager, 2020)
THANK YOU :)
Resources on Trauma-Informed Teaching

• Four Core Priorities for Trauma-Informed Distance Learning
• How to Talk to Your Students about Stress and Trauma (video)
• On Self-Care: Reflecting, Recharging, and Saying No (video)
• Trauma-Informed Teaching and Learning in Times of Crisis (video)
• What is a Trauma-Informed School?
Resources for Online Teaching

• *Keeping what matters: What we can learn from the neuroscience of learning – Curtis Kelly (video)*
• **Emotional Wellness During the COVID-19 Outbreak**
• **Teachers Thriving Remotely Videos**
• **Keep Teaching: Resources for Higher Education** – free online community
• **Remote Learning P-12** – free online community
• **TESOL 6 Principles**
  – 6 Principles Quick Guide
• **“Connecting Across Distance” A Coronavirus Cross-Curricular Project**
• **6 tips for redesigning your online syllabus due to COVID-19**
Resources for Online Assessment

• A Framework for Developing Online Tests
• 75 digital tools and apps teachers can use to support formative assessment in the classroom
References


- msjmedeiros. (2020, May 29). Seeing everyone in our meeting today had to be the highlight of my week! It was nice to hear what you have all been up to, thank you to everyone that joined and made sure to follow our Virtual Classroom Expectations! [Tweet]. Retrieved from https://twitter.com/msjmedeiros/status/1266398380533714944/photo/1

