

Motivation and Evaluation in Distance Learning



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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



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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

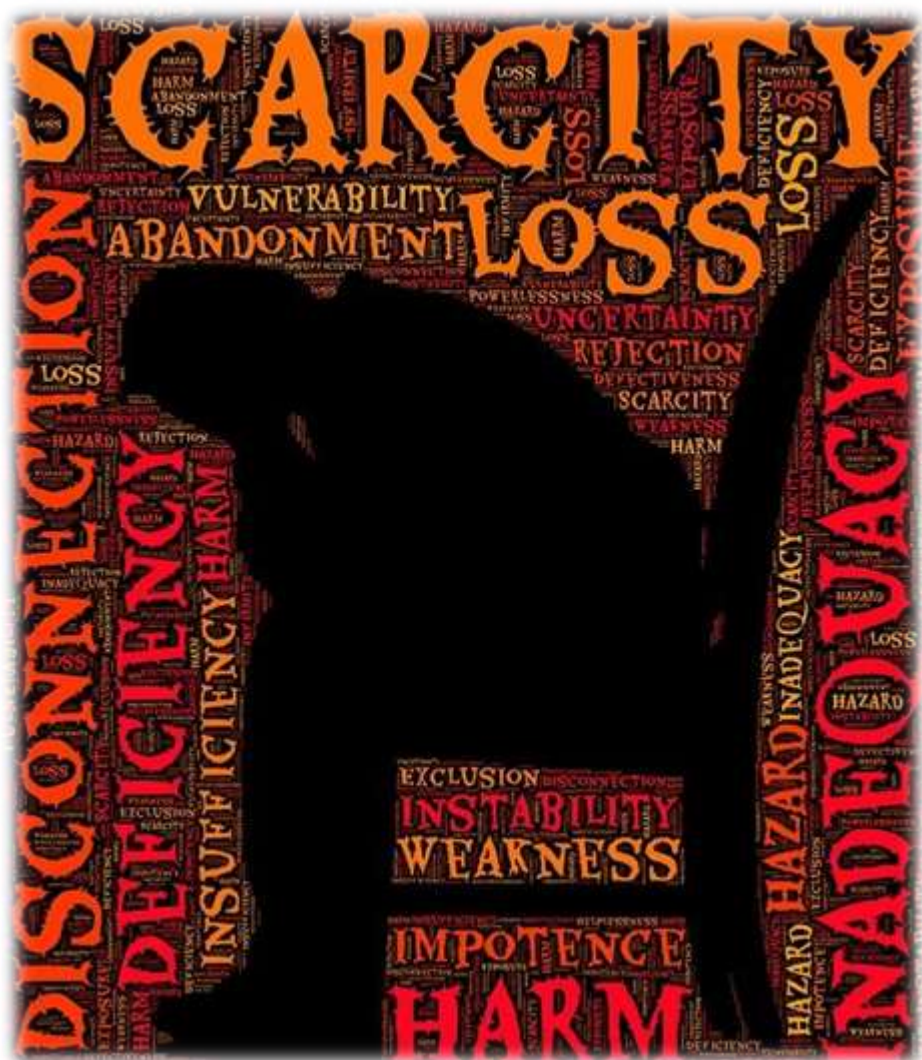


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(Hodges et al., 2020)



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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)



[Image from Pixabay](#)



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



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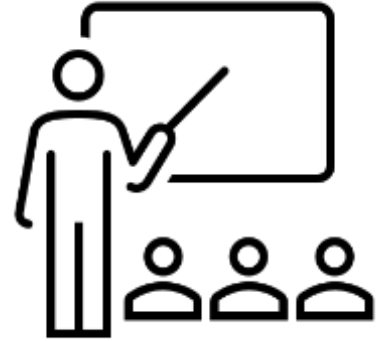


One Example

- 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](#).

Virtual Classroom Teams Expectations

Setting Norms for Students

(msjmedeiros, 2020)



Setting Norms for Students

	<u>P</u> reparation	<u>R</u> espect	<u>I</u> ntegrity	<u>D</u> iscipline	<u>E</u> ffort
Distance Learning	-Have the materials needed -Attend class meetings on time	-Take turns to comment -Make respectful comments	-Turn in my own work -Think before posting	-Check the calendar -Complete work for every class	-Try my best -Ask for help when needed -Help others
Technology	-Charge my device before class	-Keep my passwords secure	-Cite sources	-Avoid inappropriate sites	-Learn new skills as needed

Adapted from Center on PBIS, 2020

Setting Norms for Students - Flexibility

	<u>P</u> reparation	<u>R</u> espect	<u>I</u> ntegrity	<u>D</u> iscipline	<u>E</u> ffort
Distance Learning	-Have the materials needed -Attend class meetings on time	-Take turns to comment -Make respectful comments	-Turn in my own work -Think before posting	-Check the calendar -Complete work for every class	-Try my best - Ask for help when needed -Help others
Technology	-Charge my device before class	-Keep my passwords secure	-Cite sources	-Avoid inappropriate sites	-Learn new skills as needed

Adapted from Center on PBIS, 2020

Setting Norms for Students - Consistency

	<u>P</u> reparation	<u>R</u> espect	<u>I</u> ntegrity	<u>D</u> iscipline	<u>E</u> ffort
Distance Learning	<ul style="list-style-type: none">-Have the materials needed-Attend class meetings on time	<ul style="list-style-type: none">-Take turns to comment-Make respectful comments	<ul style="list-style-type: none">-Turn in my own work-Think before posting	<ul style="list-style-type: none">-Check the calendar-Complete work for every class	<ul style="list-style-type: none">-Try my best-Ask for help when needed-Help others
Technology	<ul style="list-style-type: none">-Charge my device before class	<ul style="list-style-type: none">-Keep my passwords secure	<ul style="list-style-type: none">-Cite sources	<ul style="list-style-type: none">-Avoid inappropriate sites	<ul style="list-style-type: none">-Learn new skills as needed

Adapted from Center on PBIS, 2020

Setting Norms for Students - **Connections**

	<u>P</u> reparation	<u>R</u> espect	<u>I</u> ntegrity	<u>D</u> iscipline	<u>E</u> ffort
Distance Learning	-Have the materials needed -Attend class meetings on time	-Take turns to comment -Make respectful comments	-Turn in my own work -Think before posting	-Check the calendar -Complete work for every class	-Try my best -Ask for help when needed -Help others
Technology	-Charge my device before class	-Keep my passwords secure	-Cite sources	-Avoid inappropriate sites	-Learn new skills as needed

Adapted from Center on PBIS, 2020

Creating Community

The great webcam debate

- ELP experiences
- EnglishUSA discussion forum
- Recent article (Miller, 2020)



Original [image](#) by [Aksa2011](#) from [Pixabay](#)

Reasons for Cameras Off	Reasons for Cameras On
"Zoom fatigue"	Improves interaction
Internet connection	Students can't sleep!
Study environment	Students participate more actively
Shyness, modesty, privacy	More like a face-to-face experience
Security	More accountability

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.

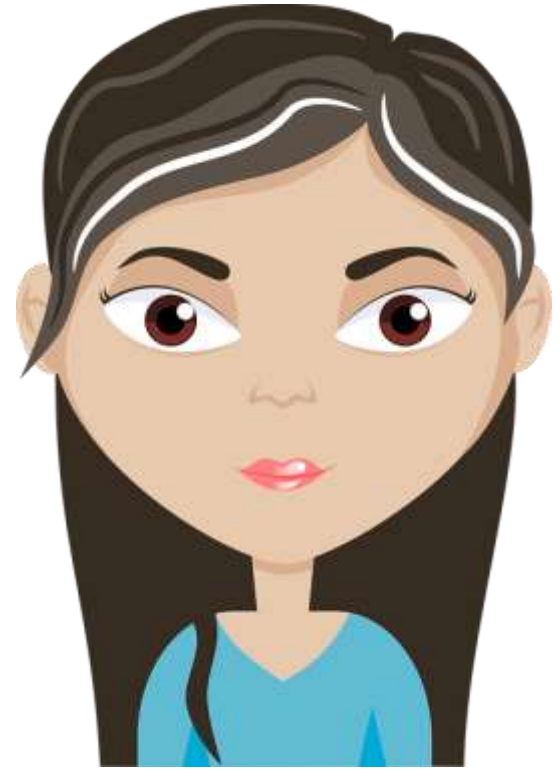

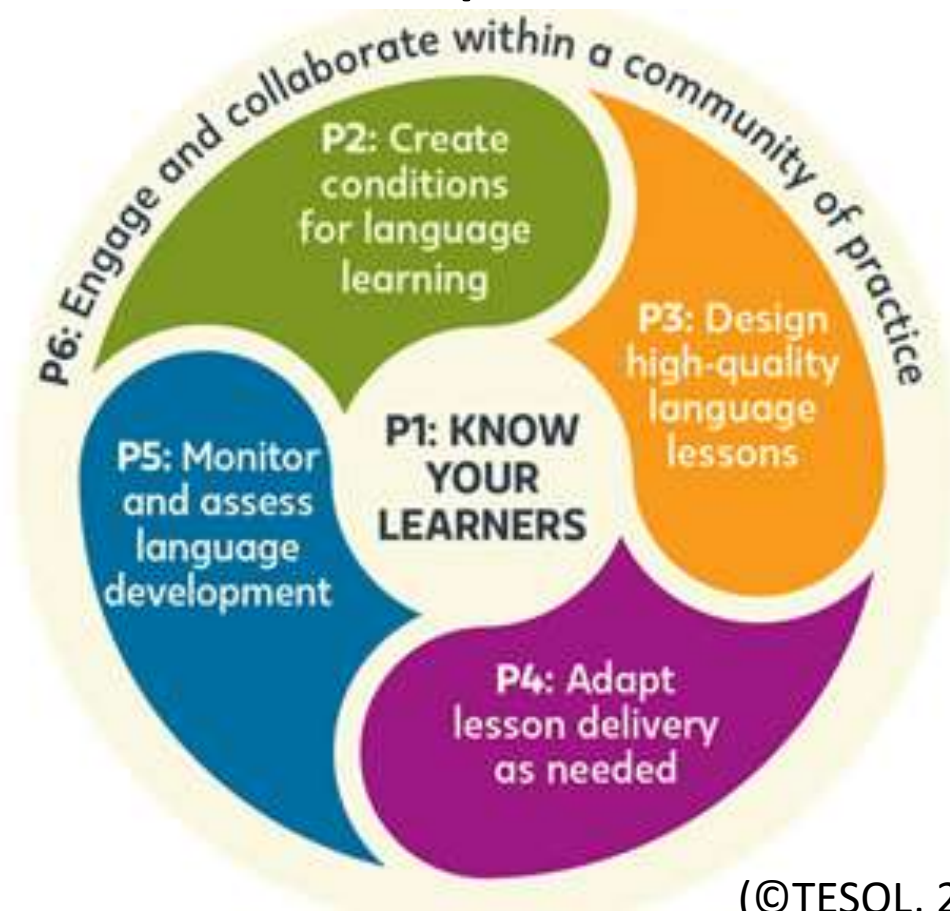


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The seal of Kansas State University is visible in the top left corner, partially cut off by the edge of the frame. It features a circular design with the words "KANSAS STATE UNIVERSITY" and "FEBRUARY 1863" around the perimeter, and a central emblem depicting a plow and a sheaf of wheat.

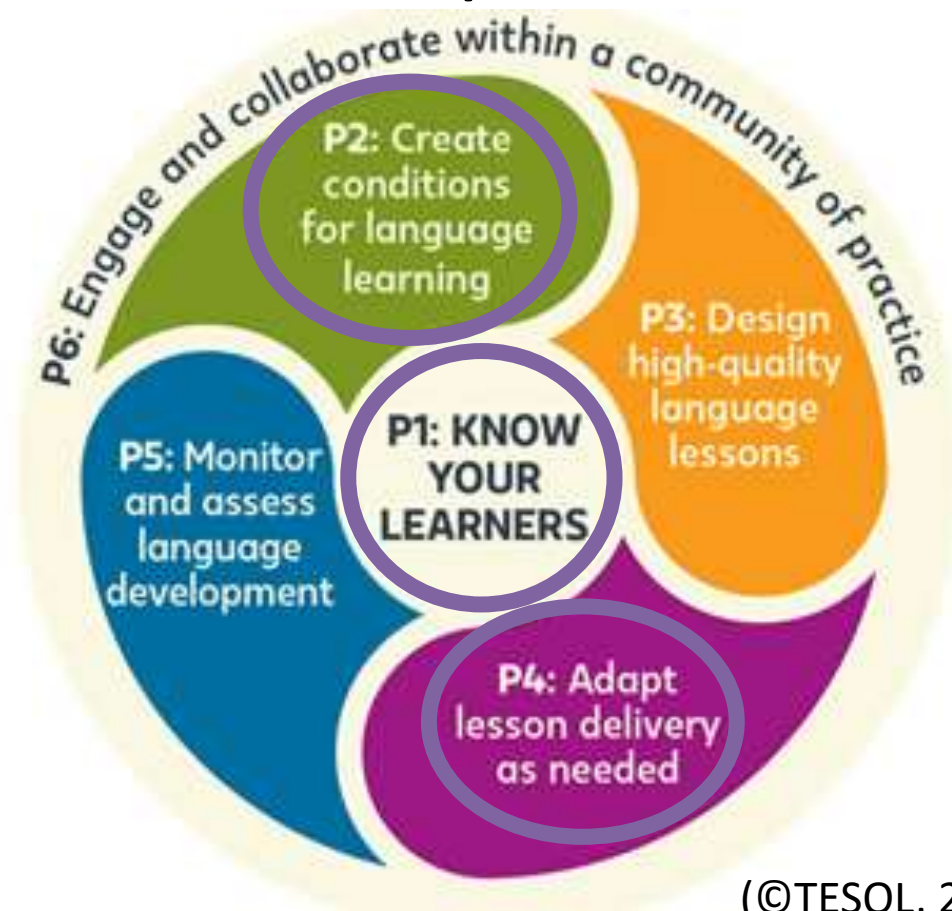
What has worked best for **you** to
create community or strengthen
relationships with your students
during this time?

TESOL's 6 Principles



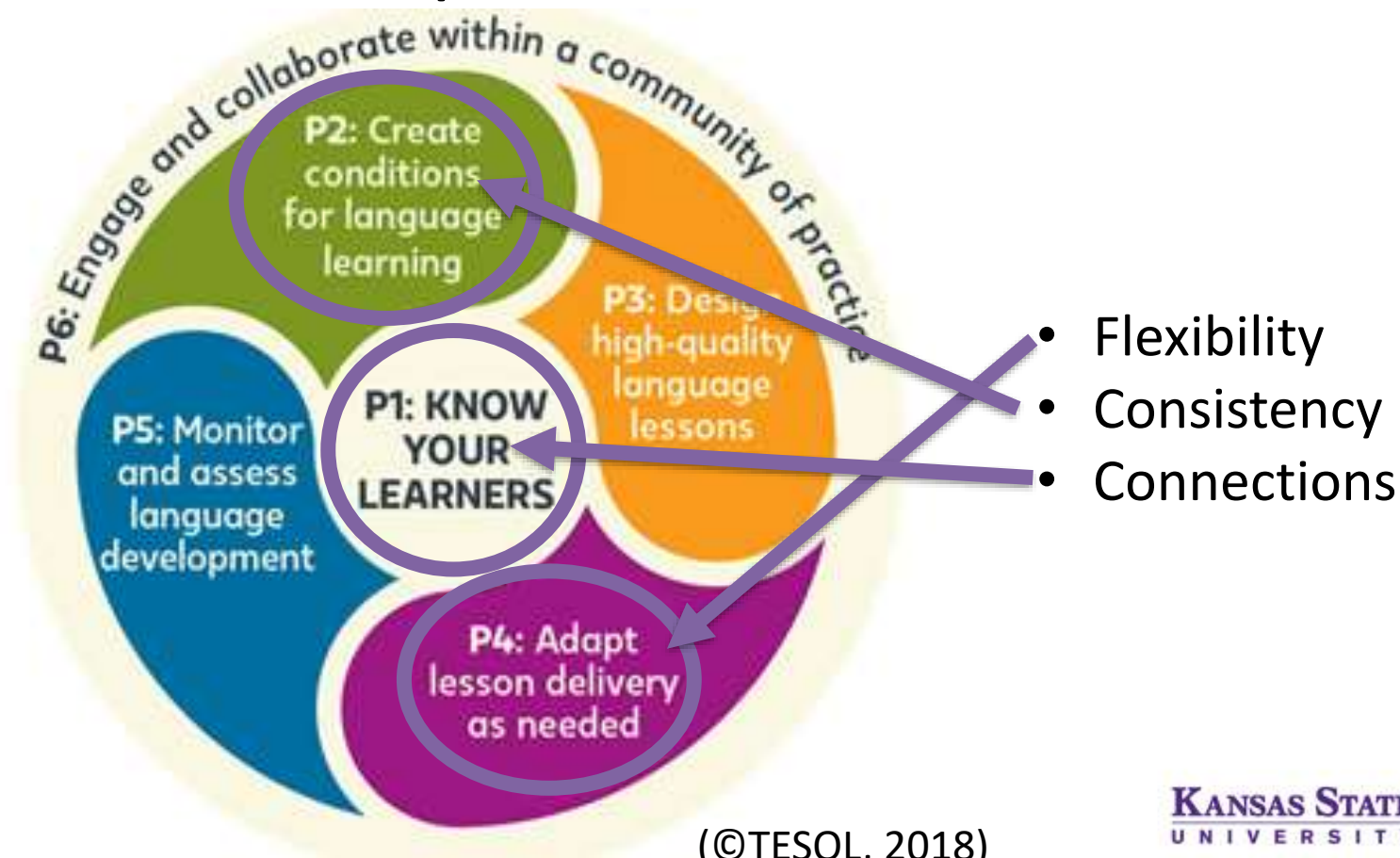
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TESOL's 6 Principles



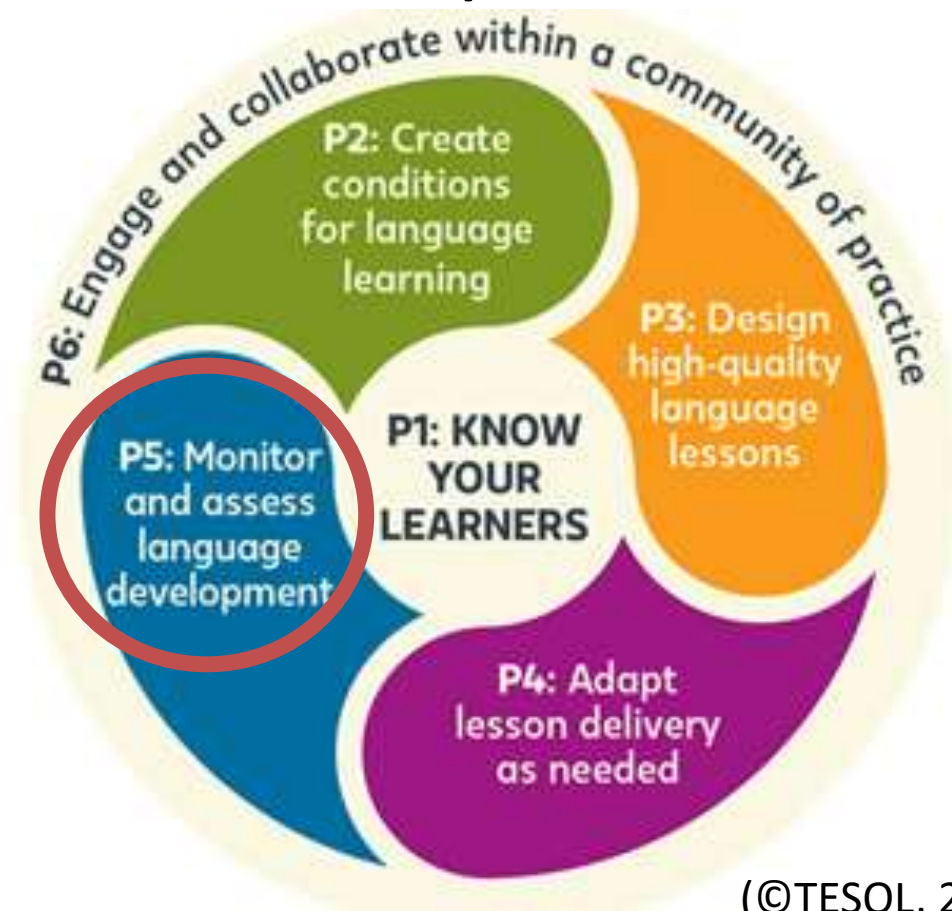
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TESOL's 6 Principles



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TESOL's 6 Principles



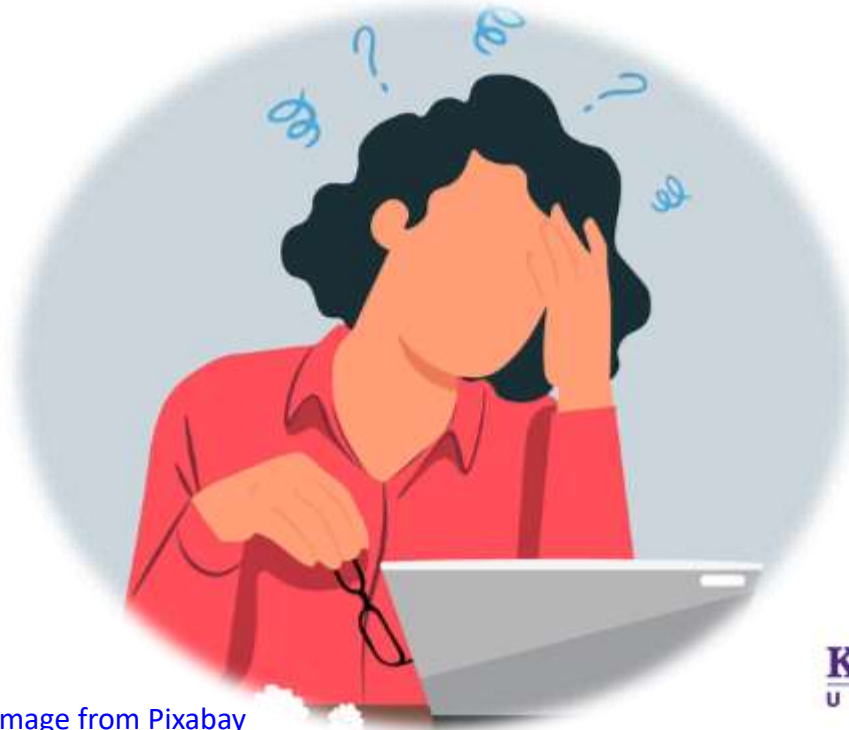
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EVALUATION

What can we do and how can we do it?

What have been **your** biggest assessment challenges this year?



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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)



[Image from Pixabay](#)

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](#)



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