

Virtual Teaching Academy  
Session 8 Recap  
Evidence of Student Learning  
3-4:30pm EDT  
June 30, 2020

On behalf of the University of Phoenix, Blackboard and everyone associated with the Alliance for Virtual Learning, thank you for attending our inaugural Virtual Teaching Academy. Following each session, a high-level outline will be emailed to you.

For your convenience, important links can be found below. Additionally, please feel free to use the hashtag #VTA2020 across your social media platforms. Don't be shy about the fantastic work you're doing on behalf of your students!

\*Please use the "Webinar link" provided below, to join each daily session.

Important links:

\*Webinar link: [https://applauncher.gotowebinar.com/#notStarted/280718920414727439/en\\_US](https://applauncher.gotowebinar.com/#notStarted/280718920414727439/en_US)

Link to presentations: <https://content.blackboard.com/virtual-teaching-academy>

Link to VTA sessions: <http://content.blackboard.com/virtual-teaching-academy>

General contact email: [info@blackboard.com](mailto:info@blackboard.com)

Note: If you have chosen to add our Webinar sessions directly to your virtual calendar of choice, you will be notified to attend each daily session at the correct local time.

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Note: This session begins on page 18 of your Virtual Teaching Academy Blueprint.

- Session Learning outcomes:
  - Attendees will gain an understanding regarding the goals of student engagement and student learning.
  - Attendees will examine how the previous paradigms – seat-time, physical attendance, in-person testing, eye contact – change when learning moves home.
- Student Engagement:
  - Broadly speaking, student engagement can be defined as the effort, and activity that students exhibit.
    - Examples of demonstrating an active presence include:
      - Paying attention – Tracking with eyes
      - Taking notes
      - Listening
      - Asking/responding to questions
      - Participating

- Student Learning :
  - Learning is the result of engagement
  - Learning is the demonstrated through the accumulation of:
    - Skills
    - Knowledge
    - Analysis (critical thinking)
  - In a virtual/online environment, students need to:
    - Leave a digital trace of their presence.
    - This is done in a number of ways:
      - Spending time using their school’s Learning Management System (LMS).
        - Examples: Blackboard or Canvas.
          - Submitting educational artifacts (projects or assignments)
          - Receiving feedback from teachers in a real-time, synchronous environment.
          - Knowing that their progress/lack of progress is being monitored
  - Assessing learning in a virtual environment:
    - One of the best ways to assess learning in synchronous and asynchronous environments is to use Discussion-Based Assessment techniques (DBA).
      - Instead of simply “testing” a student’s knowledge, ask questions about a particular assignment.
        - Example: “Thank you for turning in your book report on time, Steve. Tell me two things I might not know about the protagonist in the story.”
          - This approach also protects academic integrity because students aren’t simply taking a test in an asynchronous environment.
  - The power of a rubric
    - In educational parlance, a rubric is a set of criteria used for grading assignments.
    - Using a rubric helps teachers assess student knowledge qualitatively.
      - Sharing a rubric with students/parents may increase engagement.
      - Teachers can treat rubrics like living documents. Meaning they adjust through time based on the needs/abilities of students.
      - Pro Tip: Ask students for their input when developing a rubric.

- The New Reality:
  - In a traditional learning environment, time is the “constant” and learning is the “variable.”
    - Example: teachers only interact with students for a finite amount of time during the school day – e.g. First period lasts 45 minutes and if students don’t progress toward mastery during that time, both parties would simply try again tomorrow.
    - Now, however, in our COVID-19 reality, learning can happen anywhere. Consequently, “time,” in the traditional, educational sense, isn’t a factor.
  
- Empowering Students:
  - Students need:
    - Access to engaging content
      - Simply providing students with a mechanism to access curriculum/content is not good enough.
    - To become self-reliant
  - Teachers need:
    - The resources and additional training to provide engaging content for their students.
    - To be hyper-critical when examining the purpose behind lessons and assignments.
    - To be flexible
    - To be supportive
      - Example: If you have high school students who currently work during the day, set virtual office hours in the evening.
    - Remember that establishing rapport with students via synchronous interactions is critical.
      - Students need to know that they are not alone.
    - Give students the tools and knowledge necessary to be good digital citizens.
      - Examples: If a student receives negative feedback to an online post, how does he or she handle it?
      - What is proper Webinar etiquette?
  
- Closing Thoughts:
  - Give students choice!
    - Let them choose how they demonstrate what they’ve learned.
    - Offering students choice:
      - Enhances engagement
      - Leads to a better learning experience
  - Parents were forced into this new reality due to COVID-19 – be mindful that the majority of parents and students didn’t sign up for this.
    - Be gracious ... because everybody is stressed out. ☺