Remote/Hybrid Learning for English Learners

Dr. Deborah Healey, dhealey@uoregon.edu

https://www.deborahhealey.com

Agenda

- What we know (and what we don't)
- Family and community
- Community of inquiry framework
  - Social presence
  - Teaching presence
  - Cognitive presence
- Q&A

What do we know about remote learners?

Widely varied
- Home language
- Home language proficiency
- English language proficiency
- SES – home resources

Online learners' basic needs

- Access to material
- Knowledge about the tools
- Space to work
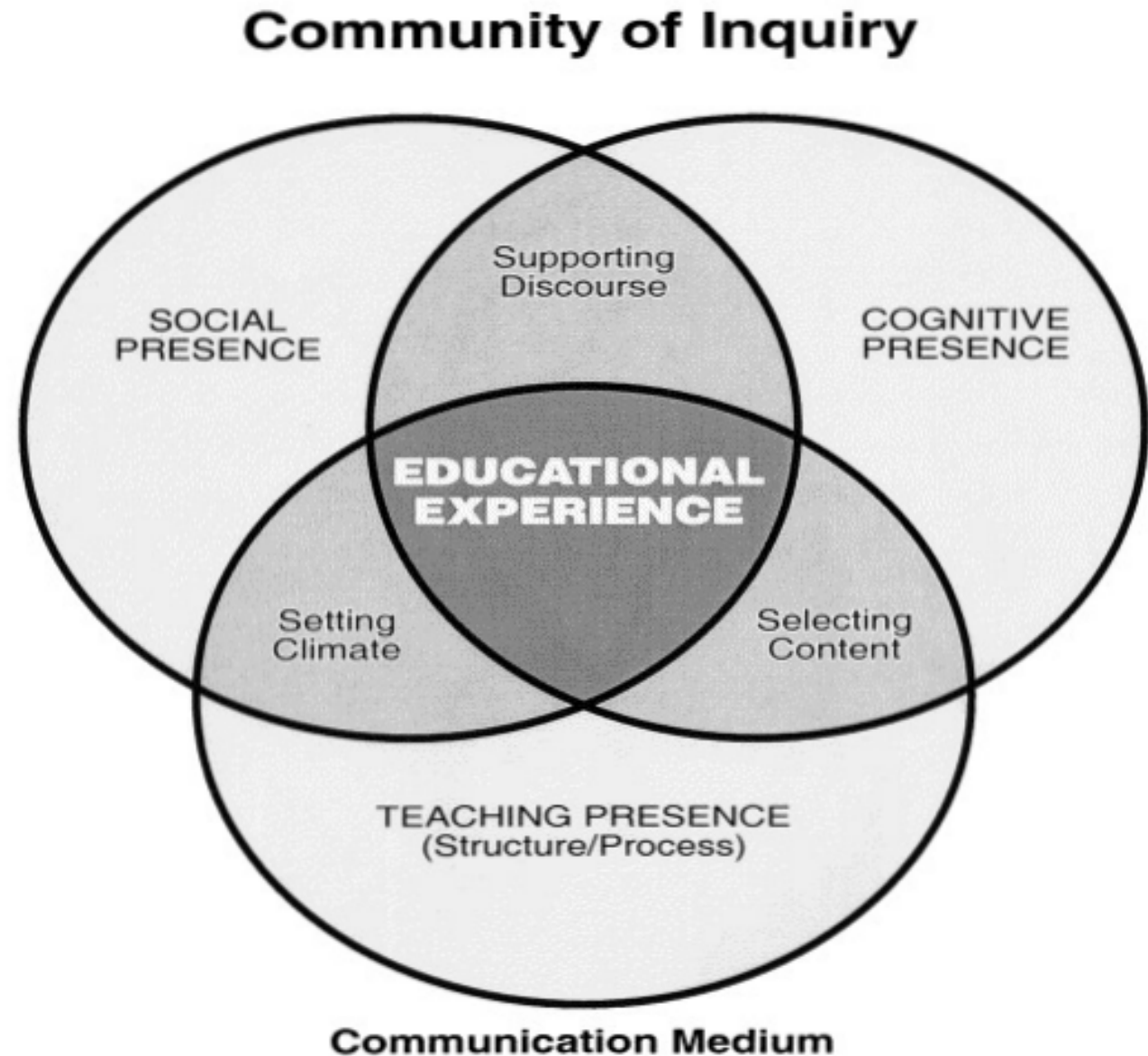- Clear instructions and expectations
- Community

Family and community

- Critically important in effective learning for ELLs
  - Families under stress
- Engaging and supporting parents
  - Outreach – phone, radio, TV
  - Groups/Learning pods/study buddies
  - Resources

What do we know about remote learning?

Community of Inquiry – Online presences

Garrison, Anderson, & Archer (2000)

Community of Inquiry

SOCIAL PRESENCE

COGNITIVE PRESENCE

Supporting Discourse

EDUCATIONAL EXPERIENCE

Setting Climate

Selecting Content

TEACHING PRESENCE (Structure/Process)

Communication Medium

Social Presence

- Feeling that others are present
- Connections to others
- Belonging
- Shared activity

(Lowenthal & Snelson, 2017)

Connection and communication

- Icebreakers - profile –grouping
- Online discussion
- (Zoom) meetings
- Collaboration with others

Cognitive Presence

- Constructing meaning through reflection and discourse

- Higher-order knowledge development

- Critical thinking

Garrison, Anderson, Archer (2001)

Community of Inquiry

SOCIAL PRESENCE

COGNITIVE PRESENCE

Supporting Discourse

EDUCATIONAL EXPERIENCE

Setting Climate

Selecting Content

TEACHING PRESENCE
(Structure/Process)

Communication Medium

Achievement – best practices
- Bloom's taxonomy
- Differentiating instruction
- Scaffolding
- Multiple media

Assessment
- Screening
- Formative
- Alternative (portfolios)
- Summative

Dual language
- Low-tech
- Best practices

https://www.dropbox.com/s/moq2gzhjososr8p/Virtual%2C%20On-Line%2C%20Distance%20%26%20Hybrid%20Models%20of%20Dual%20Language%20Instruction.pdf?dl=0

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 Zoom 15 minutes opening 45 minutes Science/Sp.LA	Group 1 Zoom 15 minutes opening 45 minutes Science/ Sp.LA	Async. learning Science/Sp.LA	Group 1 Zoom 15 minutes opening 45 minutes Science/Sp.LA	Group 1 Zoom 15 minutes opening 45 minutes Science/Sp.LA
Group 2 Zoom 15 minutes opening 45 minutes Science/ Sp.LA	Group 2 Zoom 15 minutes opening 45 minutes Science/ Sp.LA	Async. learning Math or Bldg. Background for Eng. LA/Social Studies	Group 2 Zoom 15 minutes opening 45 minutes Science/Sp.LA	Group 2 Zoom 15 minutes opening 45 minutes Science/Sp.LA
Group 1 Zoom 60 minutes Math-Eng	Group 1 Zoom 60 minutes Math-Eng	Async for Ss (indiv. meeting time); teacher planning time	Group 1 Zoom 60 minutes Social Studies-Eng	Group 1 Zoom 60 minutes Social Studies-Eng
Group 2 Zoom 60 minutes Math-Eng	Group 2 Zoom 60 minutes Math-Eng	Async for Ss (indiv. meeting time); teacher planning time	Group 2 Zoom 60 minutes Social Studies-Eng	Group 2 Zoom 60 minutes Social Studies-Eng

Teaching Presence

- Designing instruction
- Facilitating
- Direct instruction

Garrison (2007)

Key takeaways

Be prepared – ongoing training

Multiple modes

Cognitive, social, and teaching presence

Many tech tools

Q&A time

Thank you!

Deborah Healey, dhealey@uoregon.edu
https://www.deborahhealey.com
WhatsApp: +1 541-510-0501
LinkedIn: Deborah Healey