EXPLO ELEVATE
INNOVATIVE SCHOOLS COOPERATIVE

Beyond Synchronous and Asynchronous

ELASTIC PROXIMITY

With Ross Peters
Vice President of School Strategy (Incoming)

Dave Hamilton
Director of Programs

Hosted by
Sudipti Kumar
Director of Research

We've been paying attention to how schools are evolving.

The language of describing what we're doing has also evolved. Words we weren't saying six months ago we are saying ALL THE TIME.

REMOTE

ZOOM

DISTANCE LEARNING

HYBRID

SYNCHRONOUS

ASYNCHRONOUS

MUTED

VIRTUAL

BANDWIDTH

CONNECTIVITY

REOPENING

SOCIAL DISTANCE

SHARE SCREEN

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Some of the language seems ill fit to capture the nuance of what we are trying to accomplish.

I started to chafe at “synchronous/asynchronous” as the defining framework and I couldn’t figure out why.

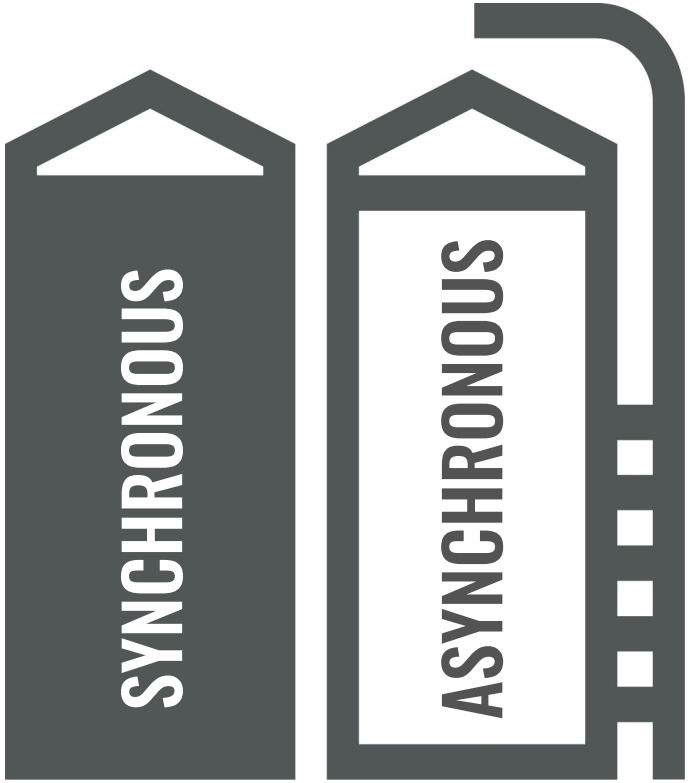
Synchronous
Asynchronous

describes what teachers are doing, not what students are learning or what skills they are developing.

Students don’t learn synchronously or asynchronously.

Out of the Silos

Synchronous and asynchronous are not only confining as silos to describe online teaching practice, but the limits they create may limit novice online teachers in particular from developing the complete toolbox they will need to be effective in online or in hybrid classes.



ELASTIC PROXIMITY

Teacher makes decisions about delivery, student guidance, and student skill development based on the ideal proximity of:

- teacher to students
- students to other students
- individual students to the teacher

Asynchronou

In face-to-face, remote, and hybrid environments, we should think of teaching as a spectrum and not a ‘this’ or ‘that’ choice.

Synchronous

Don’t think first about the approach you want to use— (synchronous or asynchronous.)

INSTEAD

Think about the learning need you are trying to meet.

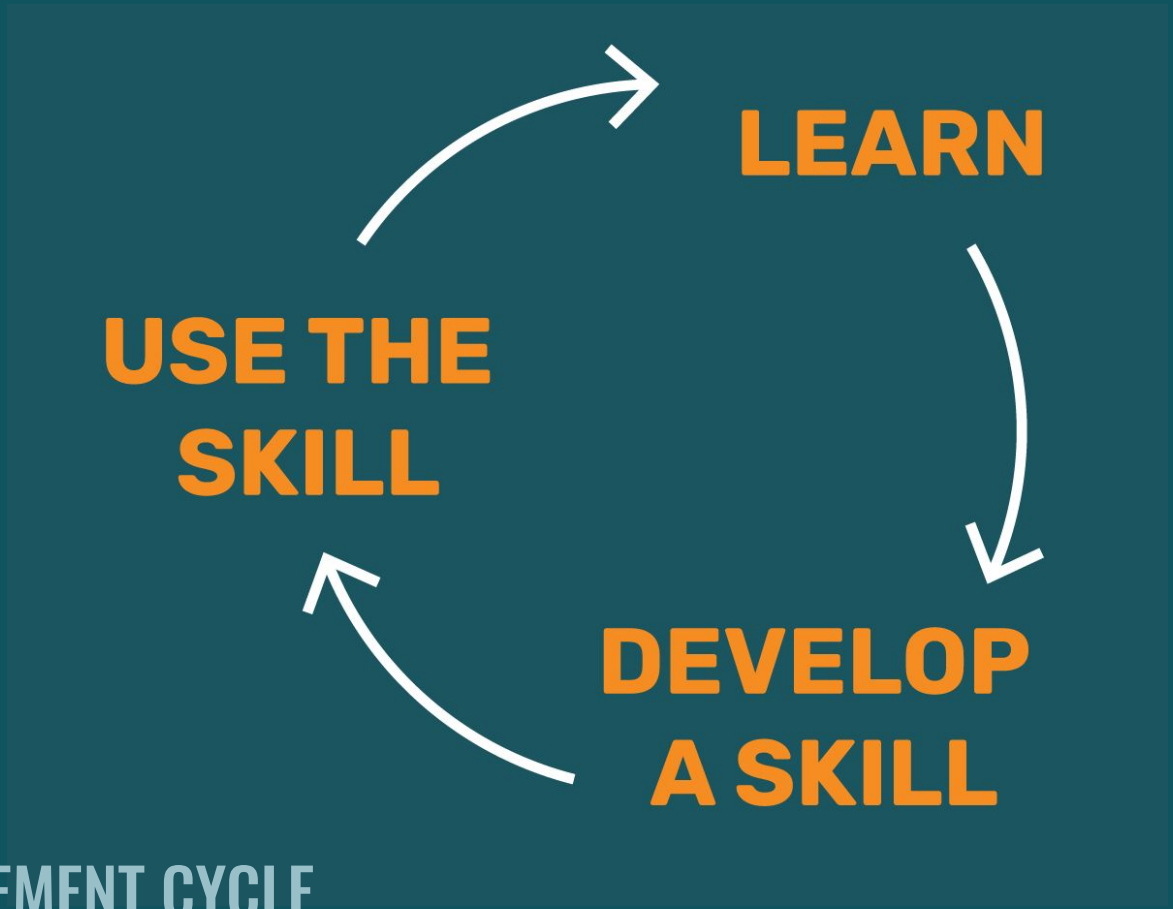
What do we want students to know?
What do we want them to be able to do?

(These are not new questions)

What PROXIMITY to the learning and the learner do you need to best serve their progress and skill growth?

Focus on students first rather
than a '*this* way' or '*that* way'
idea of what the teacher will be doing.

Teaching strategies become ELASTIC based on student learning and skill development needs.

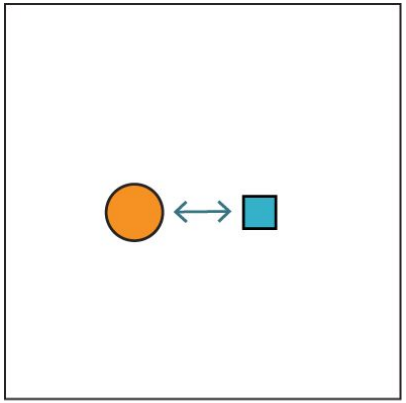


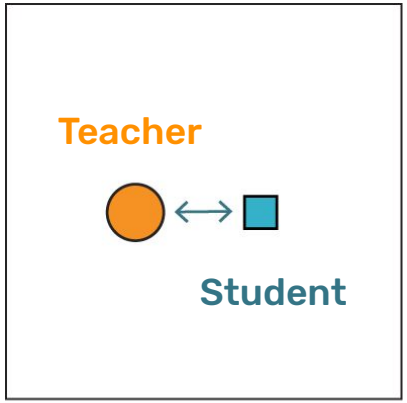
ENGAGEMENT CYCLE

What does Elastic Proximity look like?

Diagram Grouping Strategies

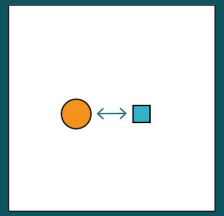
We have been paying attention to how schools are evolving and we are in constant communication with teachers who are describing their experience of trying to recreate in-person classroom groupings in the remote space

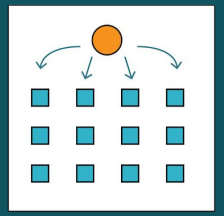


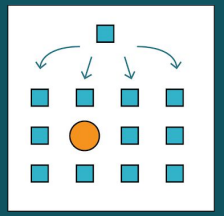

Teacher
Student

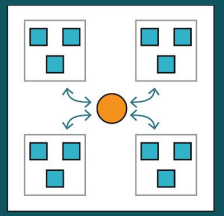
Elastic Proximity Grouping Strategies

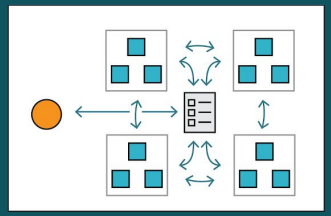
A representative (not exhaustive) list

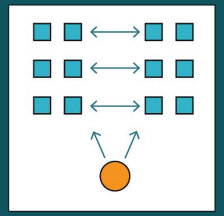

One-on-one

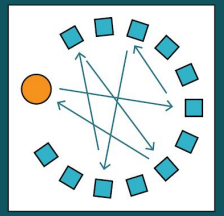

Direct Instruction

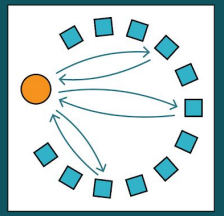

Student as Teacher

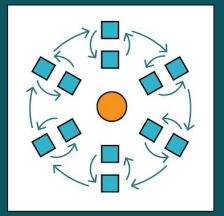

Small Group Check-In

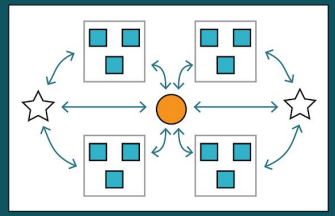

Small Group Dialog Posting/Responding

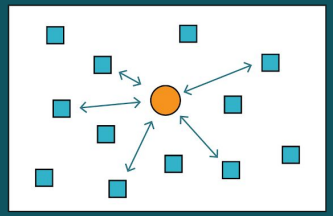

Facilitated Debate

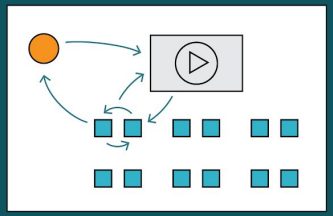

Big Group Dialog

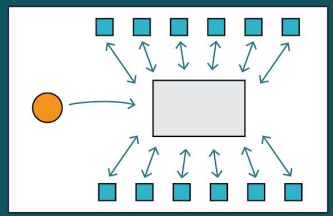

Call and Response

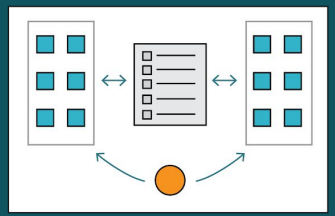

Paired "Speed Dating"

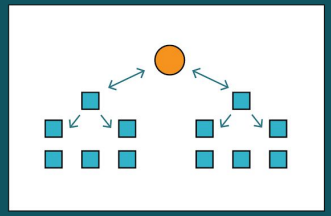

Small Group Work w/Outside Experts

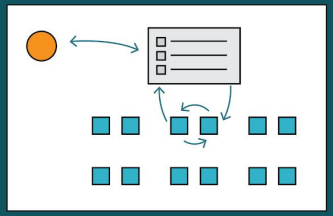

Open Studio Work w/One-on-One

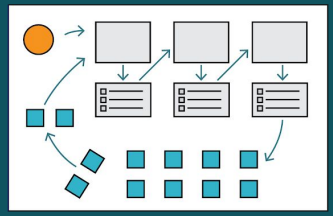

Paired Viewing w/Discussion of Video

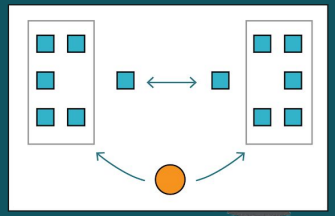

Observation


Discussion Board Debate


Check-In w/Small Group Student Leader


Paired Dialog/Responding to Posts


Gallery Walk


Random Speaker Debate

ELASTIC PROXIMITY

Teacher makes decisions about delivery, student guidance, and student skill development based on the ideal proximity of:

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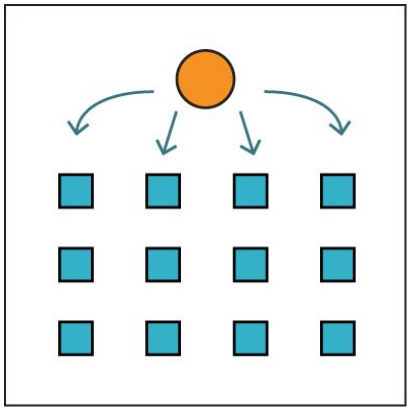
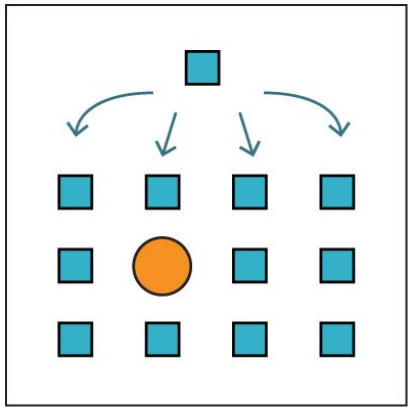
- individual students to the teacher

Where is the teacher proximate to the learning?



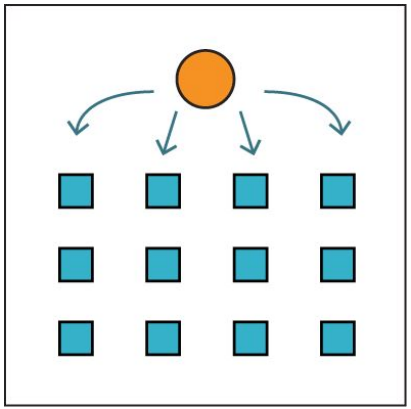
Direct Instruction



Student as Teacher

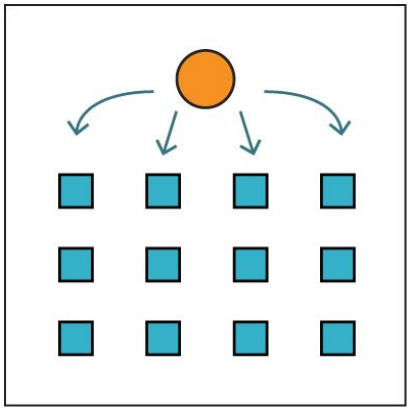
At the beginning of distance learning (panic/survival mode)…

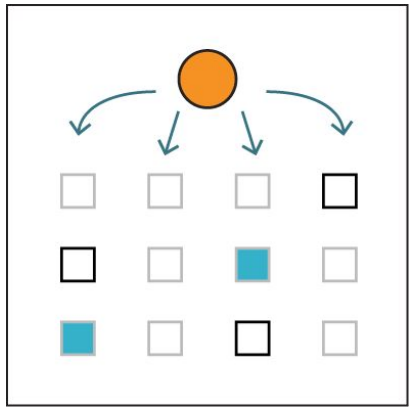
“How can I at least do direct instruction?”

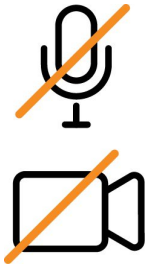


What we hoped for (minimum)

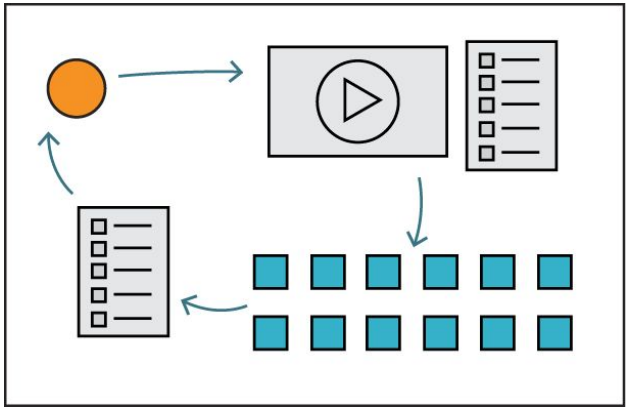
What it looked like.







If there is no evidence of student presence...



Watch this video and then fill out and submit this worksheet (asynchronous - elastic is stretched as far as it can go)

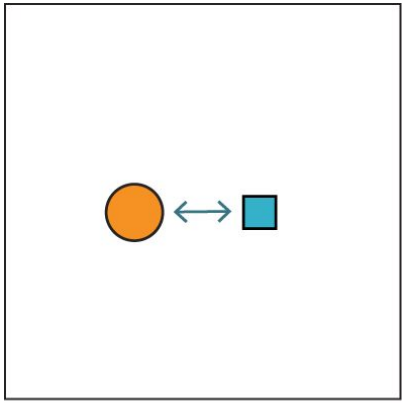
What do we want students to know?

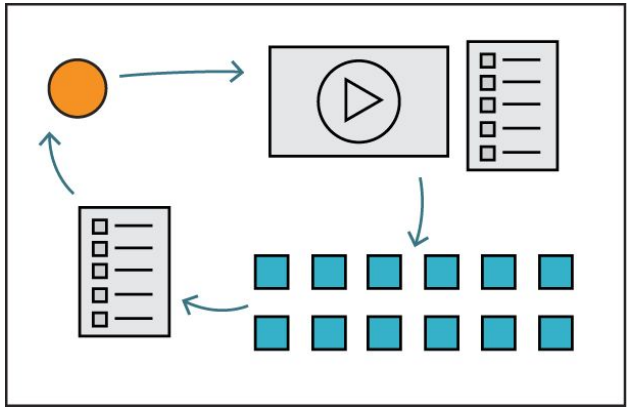
Fragments of content.

What do we want them to be able to do?

Be obedient.

What we mean by “Elastic.”





Our value can be deeper than this.

“How might we recreate more of our in-person classroom value in our distance learning program?”

—Teachers

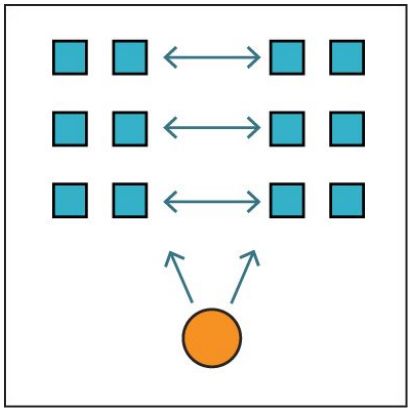
TWO EXAMPLES:

Grouping strategies work both in-person and in remote learning. How might we move from a deficit model to potentially create something better?

(I'm about to show you a couple samples I believe are better as a result of remote learning.)

Brian's History Debate

"Was the Electoral College designed to protect slavery?"



In-Person

Remote

Brian's History Debate

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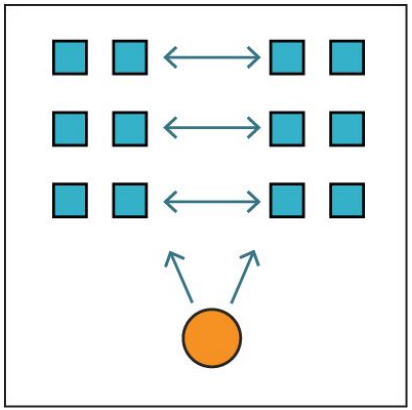
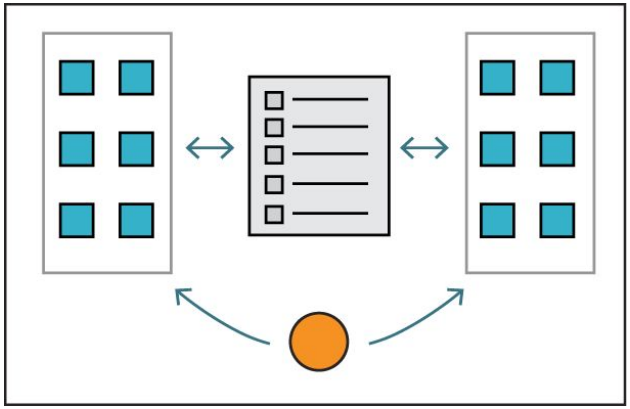


In-Person



Remote

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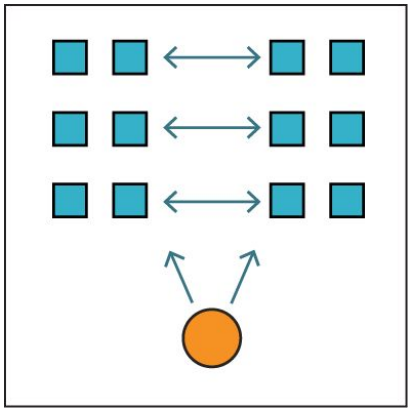
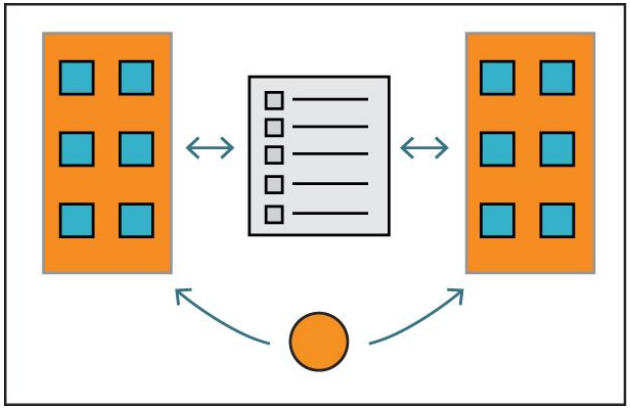


In-Person



Remote

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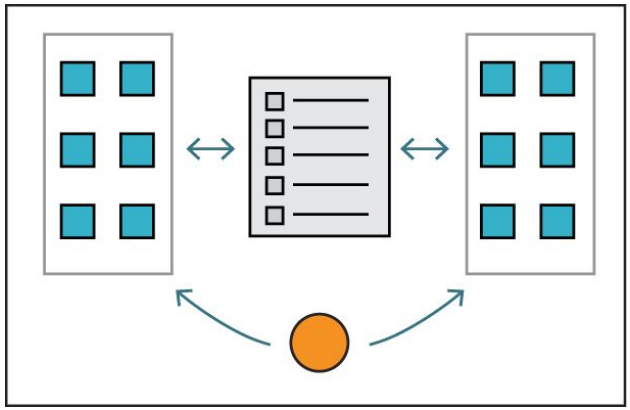

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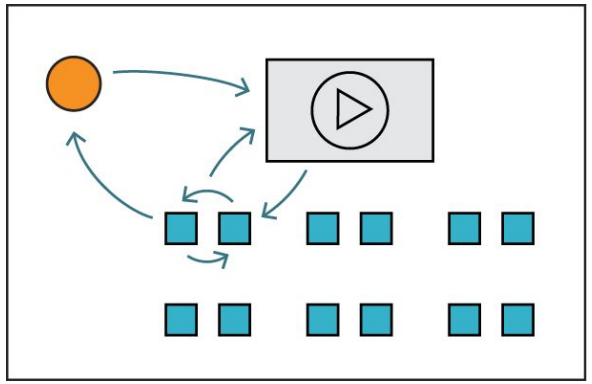
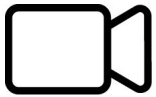
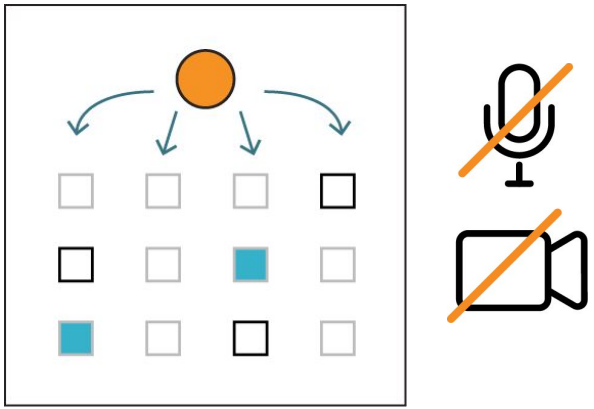


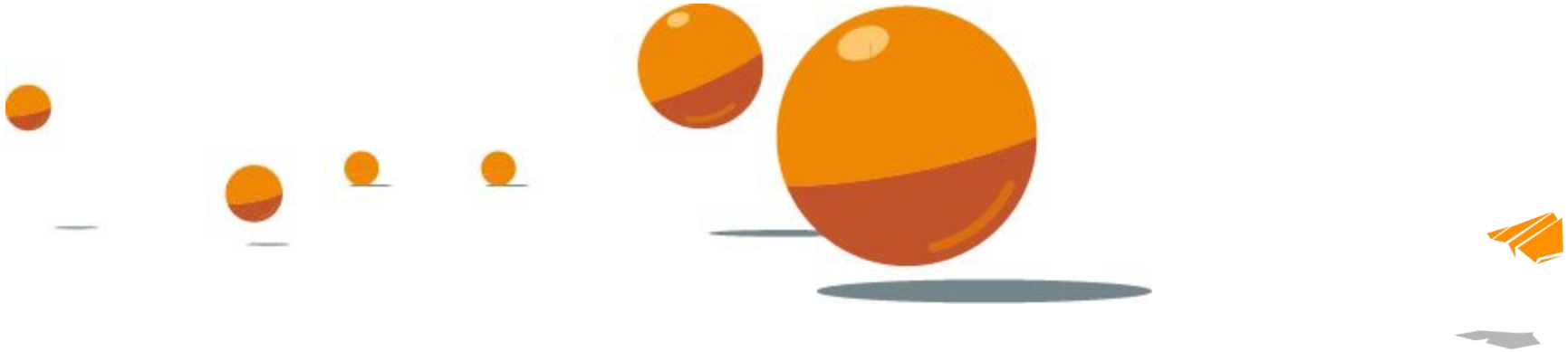


Paired viewing w/ reflection and revision

At the beginning of distance learning...

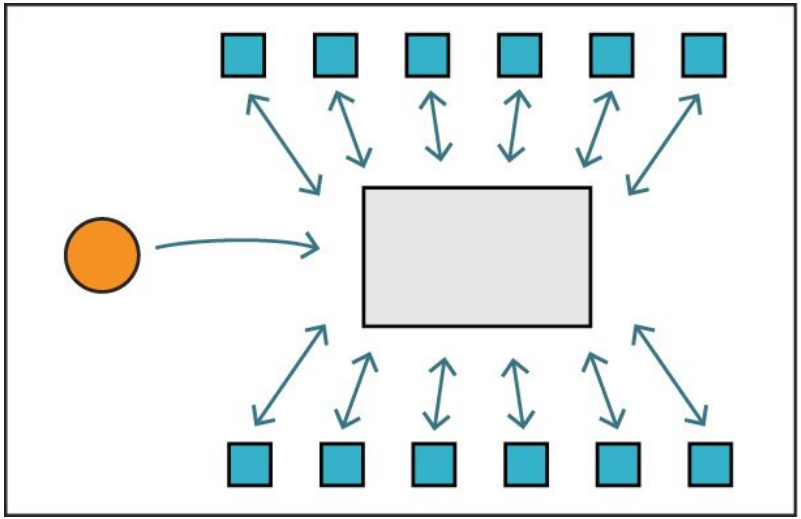


What it looked like

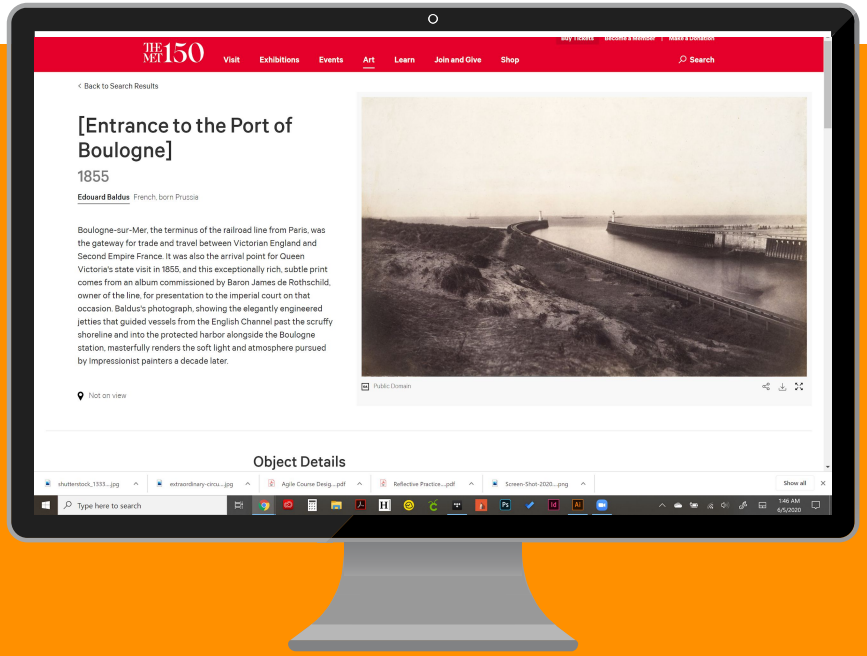


Anjulie’s Art Class

Observation
5 min Starter Activity



Entrance to the Port of Boulogne
Edouard Baldus, 1813–1889
Date:1855
Medium:Salted paper print from paper negative
Dimensions: 11 5/16 x 17 1/8 in



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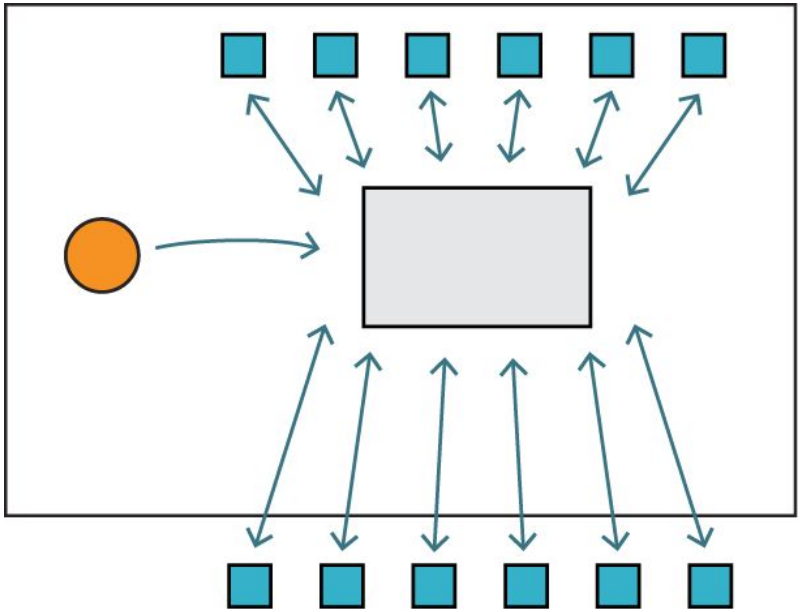
Anjulie's Art Class

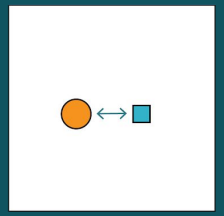
Observation
5 min Starter Activity

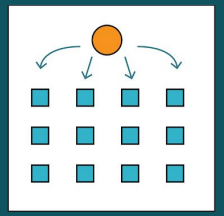
Equitable Hybrid Model

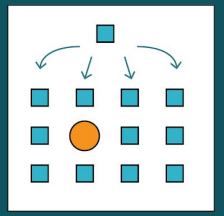


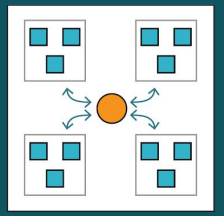
Elastic Proximity Grouping Strategies

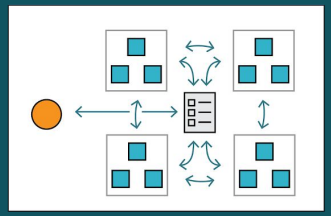
A representative (not exhaustive) list

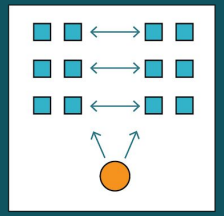

One-on-one

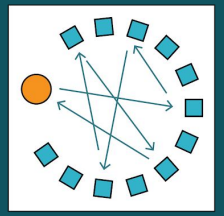

Direct Instruction

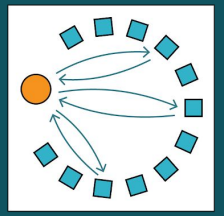

Student as Teacher

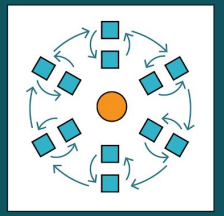

Small Group Check-In

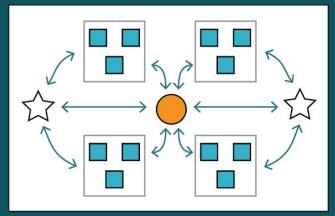

Small Group Dialog Posting/Responding

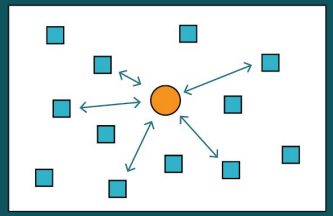

Facilitated Debate

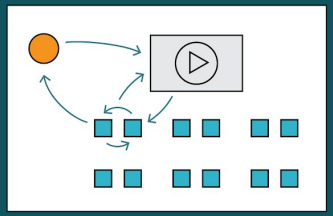

Big Group Dialog

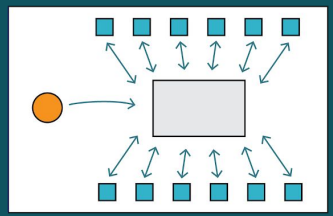

Call and Response

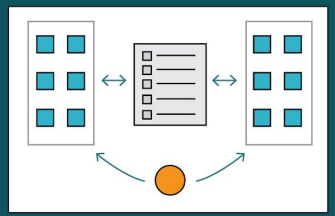

Paired "Speed Dating"

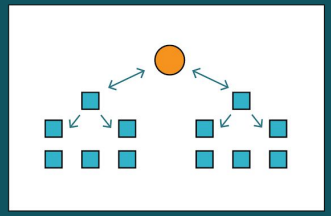

Small Group Work w/Outside Experts

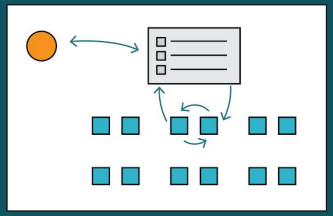

Open Studio Work w/One-on-One

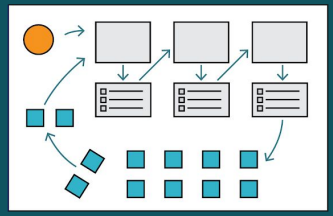

Paired Viewing w/Discussion of Video

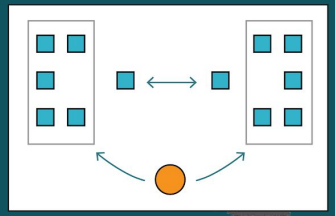

Observation

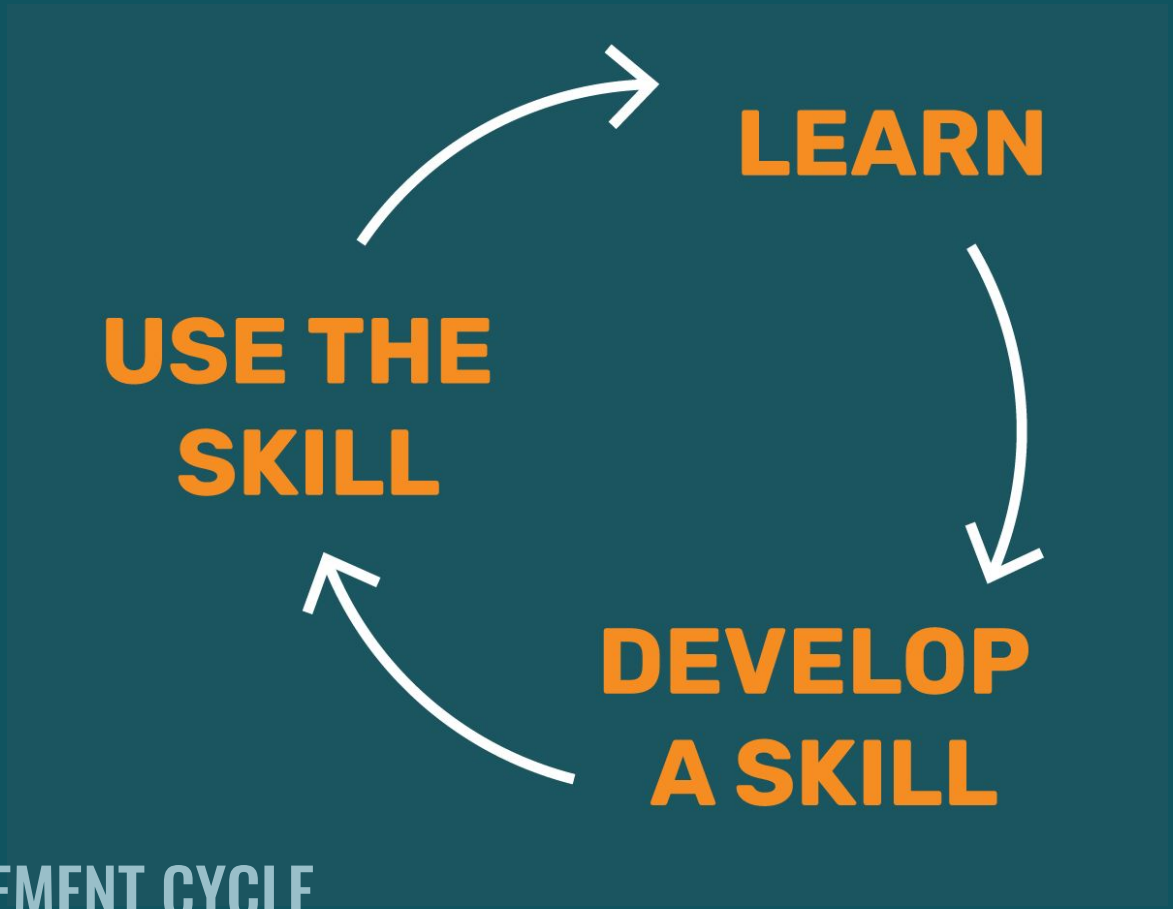

Discussion Board Debate


Check-In w/Small Group Student Leader


Paired Dialog/Responding to Posts


Gallery Walk


Random Speaker Debate



ENGAGEMENT CYCLE

Synchronous and Asynchronous can be fluid relationship.

We have a *sphere* of teaching opportunities available to us that allow us to keep learning and skill development at the center.

Students learn and grow…and they learn and grow in varied proximity to teachers and to each other.

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