# Answer our Kahoot question!

Join at **www.kahoot.it**
or with the **Kahoot! app**

**Game PIN:**
**03927334**

# **It's Time!** Infusing Virtual Context in Teacher Preparation

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Academically Excellent
Passionately Catholic

franciscan.edu

# “Doing It Well” Means Listening

“I am expected to be able to teach face to face, hybrid and online”.

“I don’t know how to integrate “engaged learning in my virtual classroom”.

“My new virtual principal just quit during our second week of school, yikes”!

“I have 125 students for Mathematics and Science, with 50 IEP’s, and no curriculum”.

# “Doing It Well” Means Reflecting on Our Past

*Eight Years ago faculty from our institution began its journey

*Built upon partnership with an online charter school

*Engaged in Discussion about EPP Responsibilities to prepare educators for virtual instruction - Pilot Study

McVey, M.K., Poyo, S.R., & Smith, M.L. (2017). *Optimizing K-12 Education Through Effective Educator Preparation: Lessons Learned from a Synchronous Online Pilot Study,* In: Optimizing K-12 Education Through Online and Blended Learning, IGI Global

Boury, T., McVey, M.K., Poyo S.R. & Smith, M.L. (2014). *Synchronous Online Distance Learning: Lessons Learned from a Pilot Study in Educator Preparation, OCTEO Conference Presentation, Columbus, OH.*

## “Doing it Well” Means Discussing Meaningful Research

# 1.3% of EPPs

Kennedy & Archambault (2012)

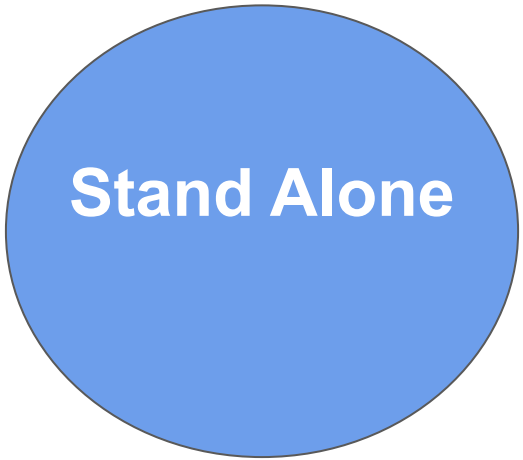
## “Doing it Well” Means Discussing Meaningful Research

# Online Education

National Education Association, n.d.-

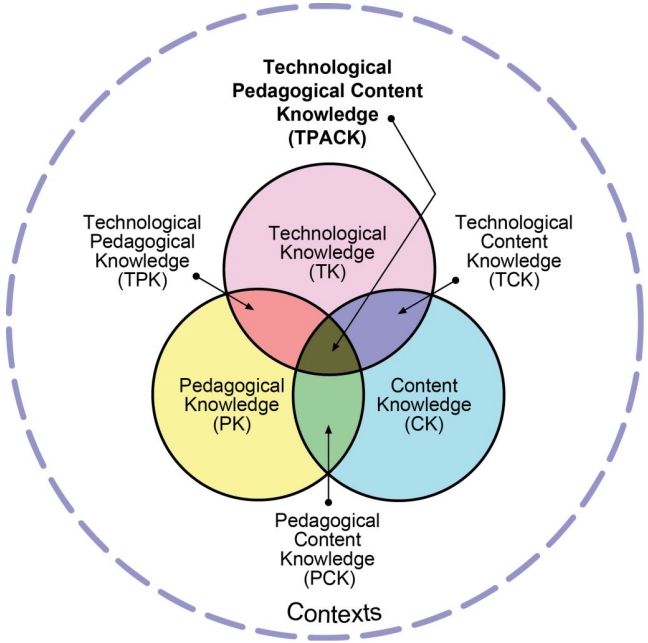
- Highly recommends to EPP programs to prepare educators for online educ
- Highly recommends accreditators to assess EPP’s in their competency

# “Doing it Well” Means Discussing Meaningful Research




Gronseth, et.al. (2010) Stand-alone approach to using technology not as effective

# TPACK Framework- (Mishra & Koehler, 2006)



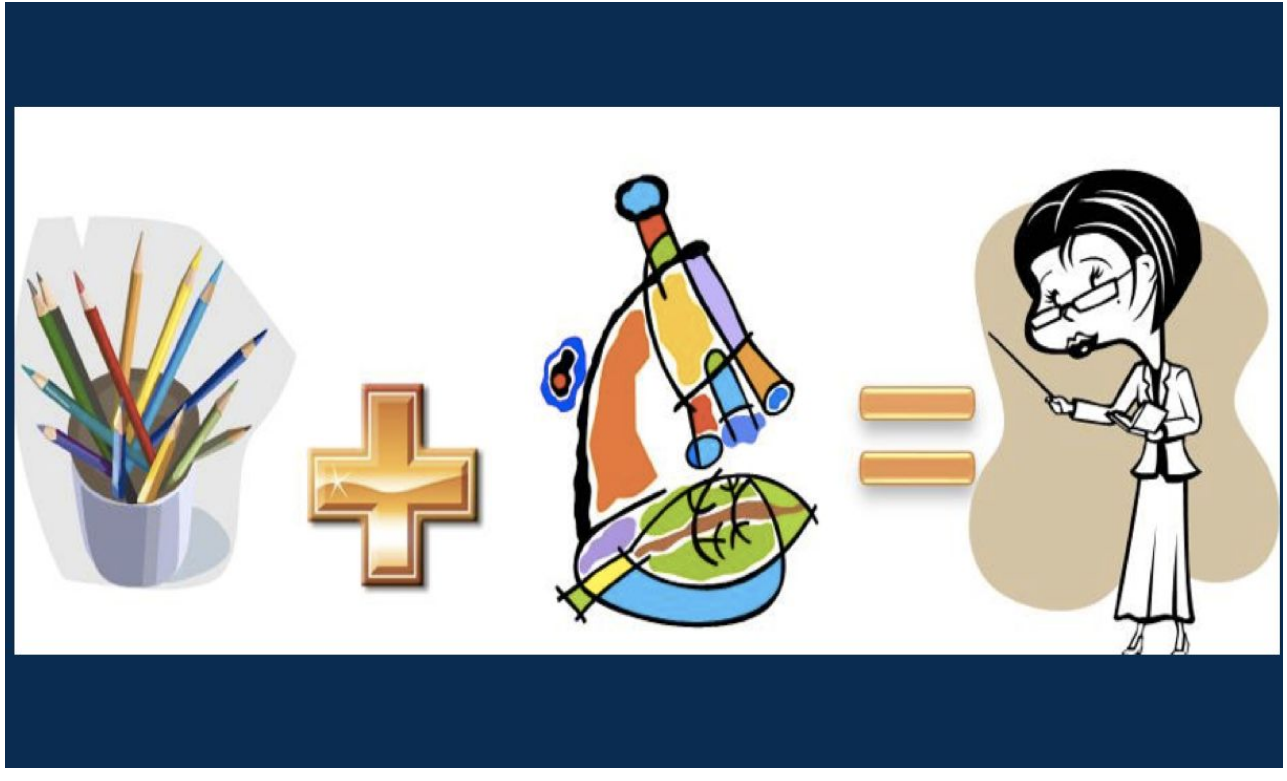
# Getting in the Game!

## Preparing Educators for Dual Learning Environments

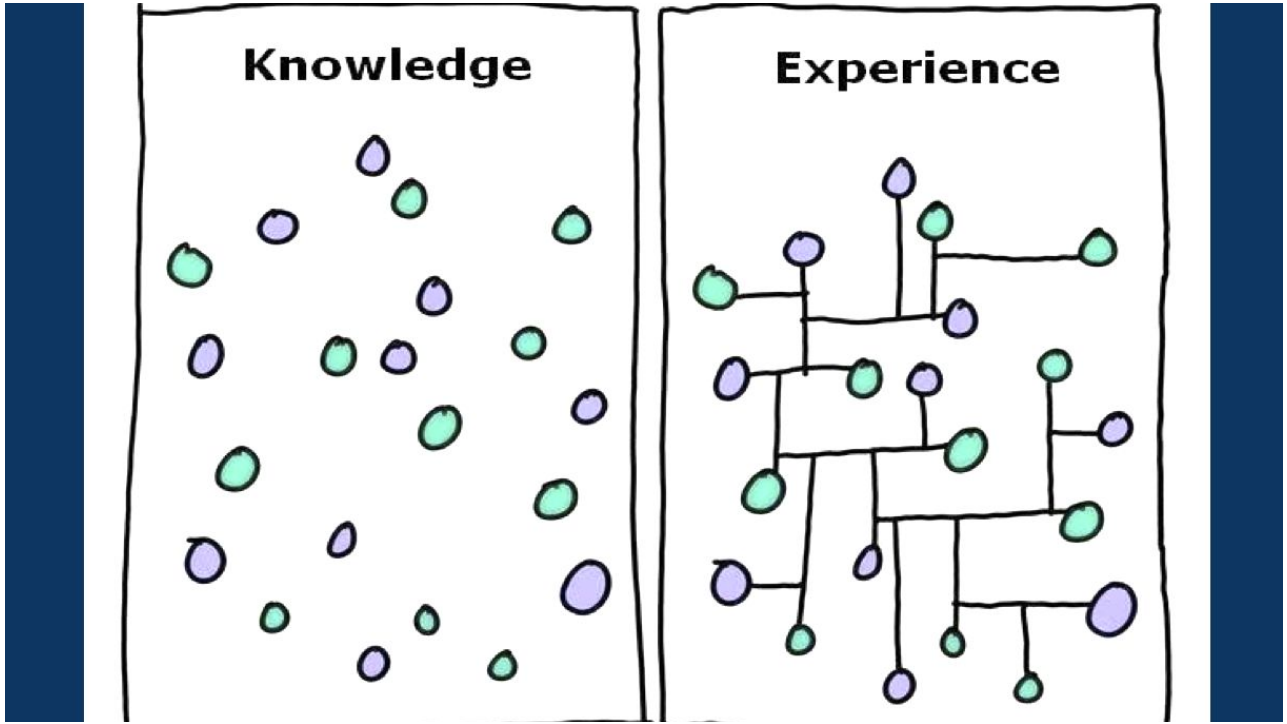
FRANCISCAN UNIVERSITY OF STEUBENVILLE

## DEMAND

## SUPPLY



# Dual Learning Environments


Knowledge
Experience

# Replication

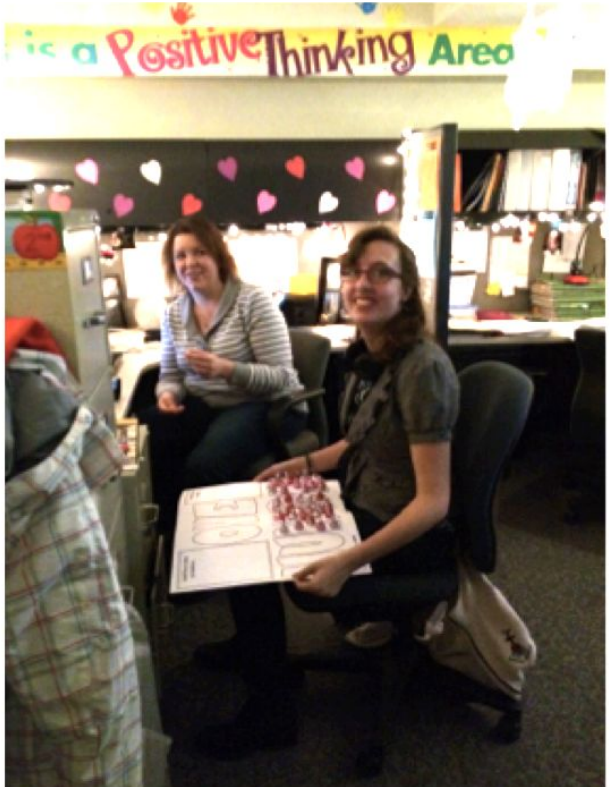
Curricular Changes

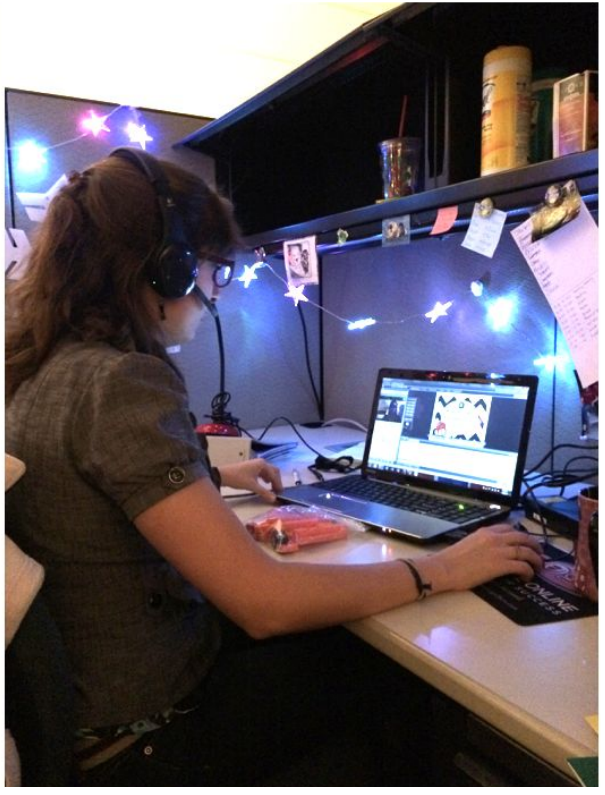
Partnerships/Relationships

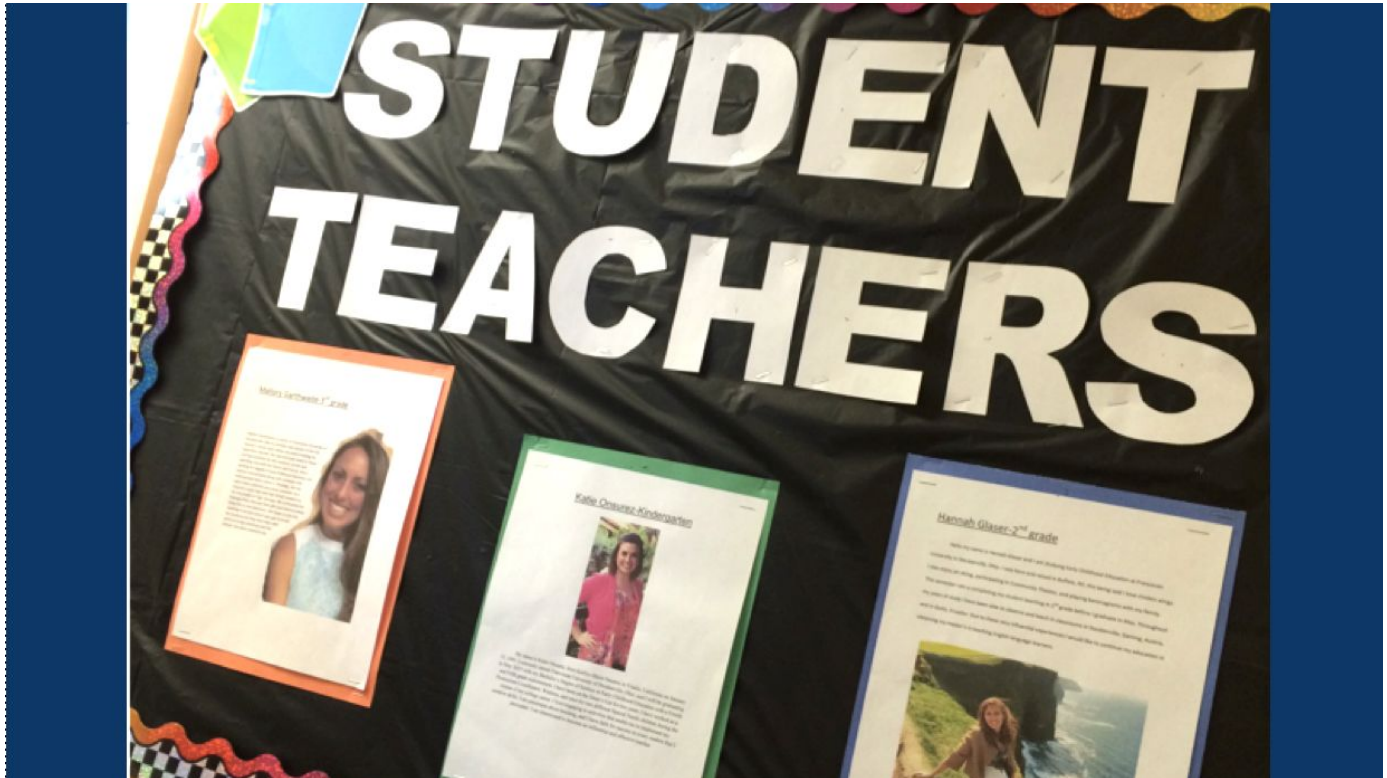
Needs Assessment

- Student engagement
- Mentoring
- LMS and Curriculum
- Willingness

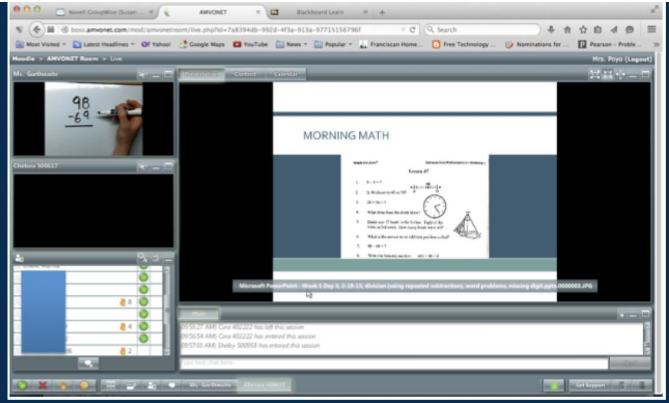
# FRANCISCAN




STUDENT
TEACHERS
Katie Orourez-Kindergarten
Hannah Glaser-2nd grade

COMMUNICATOR

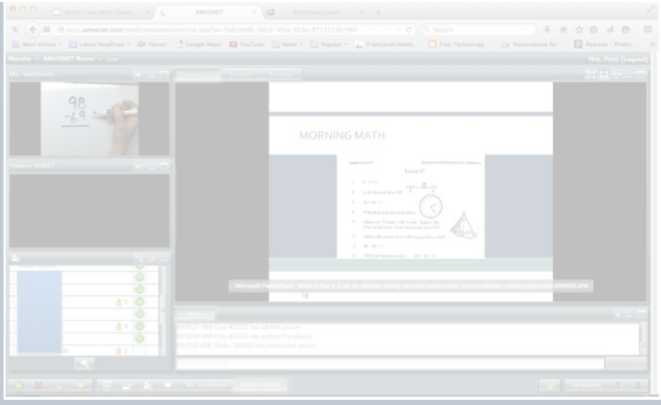



TECHNOLOGY

BUILDER

REFLECT

COMMUNICATOR



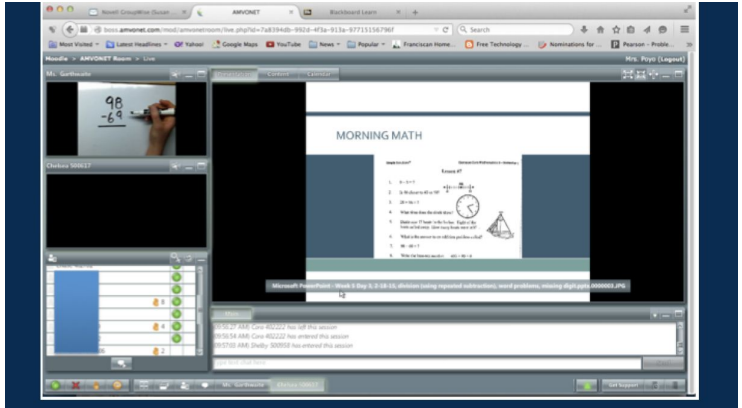

TECHNOLOGY

BUILDER



REFLECT

COMMUNICATOR




TECHNOLOGY

BUILDER



REFLECT

COMMUNICATOR



TECHNOLOGY

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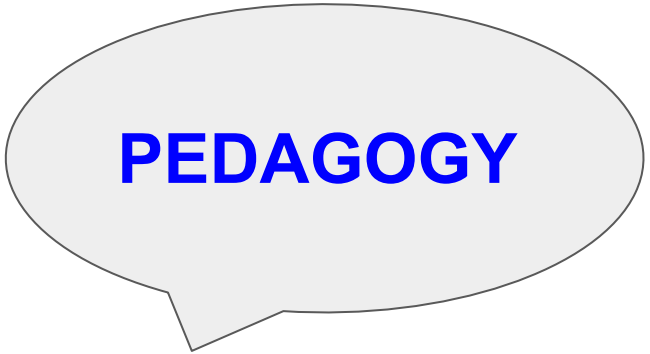
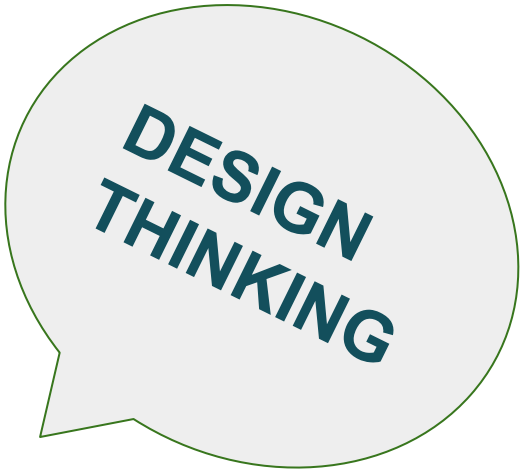
REFLECT

# EDU 366 Preparing Educators Virtual Context - Present course:

Behaviorism
Cognitivism
Constructivism




Instructional Strategies
Learning Technologies
Learning activities




Backward design
Visual Literacy
UDL

# AUTHENTIC HANDS-ON EXPERIENCE

**Students build a 3-week long online mini-course**

**Weeks 9-16 - flipped classroom experience - students are planning, discussing, building**

**Students choose the grade level, subject area, types of content etc.**

Jonassen, D. (1998) Designing Constructivist Learning Environments. In: Reigeluth, C.M., Ed., Instructional Theories and Models, 2nd Edition, Lawrence, Mahwah, 215-239.

# Parameters for authentic learning piece

- Ohio learning standards for grade level (K-12)
- ISTE standards for teachers
- NSQ Standards for Quality online courses

# Challenges/Opportunities: Future

# Future: Infusion of Dual Learning Environments

# Process for Practical, Proactive and Responsive Teacher Preparation (Poyo & Ash, 2020)

| STEP | ACTION | RESOURCE |
|---|---|---|
| 1a | Identify potential partners for collaboration within the K-12 environment. | a) Educational Service Agencies are in every state and mostly amenable to partnering as part of their mission.<br>b) Contact State Department of Education to identify online and blended schools in your local area. |
| 1b | Plan and implement a curriculum that immerses teacher candidates in online and blended learning environments. | See Appendices A and B<br>(CIS for EDU 436 and EDU 366 |
| 2 | Conduct a needs assessment with the potential partner school(s). | See Innovation, paragraph 2. |
| 3 | Determine if the partner is a good fit for your institution and create a partnership agreement if so. | See Appendix C<br>(Contingency Contract with JCESC) |
| 4 | Evaluate the program by using data on program completion of students, course evaluations and qualitative feedback from program completers. | See Appendix D (Focus Group Questions) and Future Research |
| 5 | Repeat cycle at least triennially. | Repeat, determine necessary changes and implement changes every three years. |

## Resources

Wakelet with article, syllabi and sample partner agreement

wakelet

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Foulger, T.S., Wetzel K., Buss, R.R. (2019). Moving Toward a Technology Infusion Approach: Considerations for Teacher Preparation Programs, Journal of Digital Learning in Teacher Education, 35:2, 79-91. DOI: 10.1080/21532974.2019.1568325

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Poyo, S. & Ash, G. (2020). Practical. Proactive and responsive teacher preparation for the virtual context. In Ferdig, R.E., Baumgartner, E., Hartshorne, R., Kaplan-Rakowski, R., & Mouza, C. (Eds.) Teaching, technology, and teacher education during the COVID-19 pandemic. Association for the Advancement of Computing in Education (AACE) (pp. 387-392). Retrieved June 17, 2020 from https://www.learntechlib.org/p/216903/