

Teaching to the Heart in the Online Learning Classroom

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Following are ideas from key slides of the webinar shared April 17, 2020:

Whether you are doing online teaching, or are doing analogous teaching (sharing with your students via books, packets, and/or other non-digital means), these thoughts are relevant and worthy of your time and attention. Transformative teaching is not just about online teaching.

Making heartfelt connections with your students is only as limited as your creativity and/or time. Making sure you students know you care, whether you are in a “normal” classroom or your classroom comes from your home, that important “heart work” will keep your students feeling loved and strongly influences their feelings of safety as well their engagement when they aren’t with you in person.

Slide 14: ***Be a Teacher That Demonstrates***

Think transformation. Think about and have discussions with your administrators and teams the questions that honor these conceptual words:

- a. What is our pedagogical adaptability look (and sound) like?
- b. How will we be creative in our pedagogical delivery?
- c. Will we prioritize pedagogical creativity?
- d. Will we focus on essential outcomes over the timelines already set
- e. What are our curricular objectives given our current and upcoming situation.
- f. What is our policy toward grading?
- g. How will we be consistent in our delivery of quality instruction?

- h. How will we communicate our transformative work to our stakeholders?

Slide 17: ***Brain Compatible Teaching to Build a Culture of Thinking...***

Building this culture of thinking. It's not just that our students are thinking, but we need to make sure they are involved in metacognition...thinking about their thinking. We want to build a culture of accessing and engaging different parts of the brain when we connect learning and experiences and thinking.

1. We can incorporate even more brain-compatible work ideas. We can continue to consider the way our students learn and provide those opportunities throughout the learning weeks, just as we did before.
2. Thinking about this means we also must consider our online relationships with our students...the heart work. Remember, students need to feel safe and have feelings of trust and security for any of our instructional techniques to be successful.
3. In this way we continue to honor our students' lives, provide needed opportunities to interact with us and with their peers, and that keeps them connected to us and to school. Remember, our work for them shares our love and caring. They need that every learning day.
4. Students need an opportunity for understanding meaningful content, opportunities for movement that are part of the learning process at home, adequate time to learn under the circumstances they are in, an opportunity to master ideas and concepts, feedback on their work and ideas, and choice.
5. There is so little they get to choose right now, so little they may have control of. As always, they need confirmation that they are growing and learning. Our feedback is key. Not just with a grade, but in our comments and conversations. This is still how we move them forward as learners.
6. Many of our students have lost what independence they had, what control they had over their day and time, so choice is really key. It will empower them in a way little else might right now.
7. We must be the leaders of transformation...this is the future whether we are ready or not.

Slide 19: ***Transforming Your Instruction***

Transformational learning includes:

- a. Students having experiences beyond paper and pencil worksheet style learning
- b. Allows students to take old assumptions and challenge them

- c. Allows students to challenge various perspectives and share their own
 - d. Gives students the opportunity to expand their worldview
 - e. Gives students the opportunity to develop the skills and work on critical self- reflection
 - 1. Challenge their assumptions
 - 2. Have discourse in some form with others
 - 3. Take action
2. Teachers of transformational pedagogy:
- 1. Provide open ended questions
 - 2. Provide the opportunity for new knowledge to be added to students own life experiences
 - 3. Provide the means to interact with their current environment to adapt and learn
 - 4. Support students as they work through the process: think about individual growth and support that.

RELATIONSHIPS BEFORE RIGOR GRACE BEFORE GRADES

PATIENCE BEFORE PROGRAMS LOVE BEFORE LESSONS