

Designing Tasks for Remote Learning

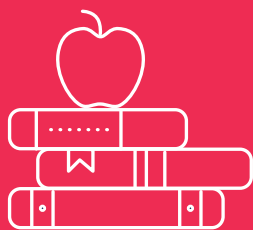


Determine realistic and manageable learning goals.

Ask yourself these questions: What are the critical elements of the standard you need students to learn? What can be accomplished in the remote environment your students are working in? What's reasonable in terms of evidence you can collect to show learning is occurring? For meaningful learning, less is often more.

Consider how much you're asking of families.

Design tasks that are easily accessible and mainly self-directed. Use platforms and structures that students are already familiar with, and assign content that students can interact with and respond to without considerable parent support. Simplicity is key.

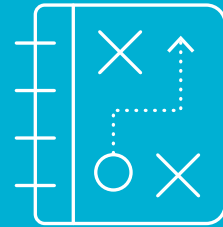


Build from your expertise.

Adjust tasks that you are already familiar with instead of searching for or creating new ones. Think about ways to transform a task by making it open-ended, providing alternate ways for students to tackle it, or altering the way students respond. Small changes can lead to huge wins.

Provide flexible options through playlists, menus, or choice boards.

Students and parents need the freedom to choose assignments that accommodate their unique situations. Most tasks can be transformed into a format that allows choice in readiness level, process, or product. Limit choices to a reasonable number based on the allotted timeframe for completion, and be sure you offer tasks that all students can access and complete successfully.



Offer tasks that spark students' interests.

Suggest that students read for enjoyment, investigate a topic they've always wondered about, or create something from their imagination! Now is a perfect time for real-world connections and applications to content students have learned . . . take advantage of their natural curiosity and allow them to explore something that brings them joy.

Balance digital and non-digital learning.

Consider making synchronous activities optional, as students and parents may not have the capacity or technology to meet online at a designated time. Test asynchronous technology before assigning to students to ensure that everything works as planned. For unplugged tasks, choose meaningful, engaging activities that give students an opportunity to show what they know.



Provide an optional schedule or task organizer.

Organize tasks into a format students and families can reference, but make the schedule optional. Not only will this provide ideas for structure at home, but it will help you review the tasks and evaluate the extent to which your assignments are realistic and equitable.