

Example 1 Written Feedback - Synchronous Learning

You are creating a positive environment in your virtual classroom that allows students to feel safe. Designing tasks and using strategies that are familiar (Harkness) create less of a feeling that a virtual classroom needs to be totally different and helps students acclimate. You are remaining focused on how they are doing asking them to share about their current experiences. These strategies form the foundations for students as they transition from Stage 2 to 3.

You are maximizing time (synchronous sessions just over 30 min with small groups) and your prompt about connections between "monsters", AI, and the ethical questions you posed in your pre-work about scientific experimentation presented the opportunity for deep thinking. What did you notice about their level of discussion? What were they showing you they understood about those connections? Based on student responses and the amount of times you were required to lead or amplify the students' responses, I noticed you were not getting the depth you were seeking. I also noticed you wanted to maximize your time and get started quickly into the discussion. I wonder, can you now take some time at the outset of the progression to more clearly establish a learning purpose, more rigorous expectations, and criteria for the tasks? If you remind them of the purpose of the tasks and discussions, would students possibly increase the depth of answers?

Establishing a clear purpose and designing some aligned formative checks will allow you to better understand their thinking and provide feedback that encourages higher-order thinking and depth without having to amplify and drive the discussion yourself. Once the discourse becomes more purposeful and they continue to grow more settled at home and in the online environment, you will be able to shift back to a facilitator role (as you were in the classroom).