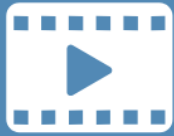


**AIMS**

Association of Independent  
Maryland & DC Schools



# DIGESTIBLES FOR DISTANCE LEARNING

Small Ideas for a Big Job!

## Digestible #25

### Remote Learning As An Opportunity....

The goal of these tidbits is to hyperfocus on issues related to distance learning, but when **this infographic below** appeared on Twitter, it seemed to warrant an issue all its own. Maybe print this out and keep it close?

Alecia at AIMS

This graphic below was created by **Silvia Tolisano** of the well-respected blog [Langwitches: The Magic of Learning](#). She's also got a [really fun post about using games, especially Scavenger Hunts](#) for kids of all ages, to teach and connect with her class. It's inspiring and worth the read. We hope you like this as much as we do. **You'll see your next issue on Wednesday of this week.**

[See More of Tolisano's Tips...](#)



# Remote Learning

# Opportunity

to:

as an

NOT to:



create learning experiences that allow us to explore **new forms** of teaching and learning



build skills that will support the **now literacies** (digital citizenship, information literacy, media literacy, network literacy global literacy)



build skills that will foster a new sense of community (again not aiming to substitute the same in-person- community we are used to)



find learning experiences for us as educators as well as our students that help develop **now skills** (communicate, collaborate, connect, critical thinking, create)



**amplify** collaboration and embed crowdsourcing



**document FOR Learning** in order to support reflection and metacognition and collaboratively learn from this crisis



**communicate** with each other beyond space (geography) and time (asynchronously)



move from consumption of information to **creation** (remixing, adding value, creating new) of information.



foster **self- directed** and **self-motivated** learning and working skills



foster **social-emotional** learning



practice **balance** between our analog and digital activities



amplify reading and writing to include new forms



continue to do "**business**" as usual



ignore that we are **flying as we are building the airplane**. Cut yourself some slack, embrace the action research



substitute the exact same in-person-**schedule** students follow traditionally in school



give our students a package of **worksheets** to complete as "busy work" and a way to say "we covered it".



have our students **sit quietly** in front of their screens through long lectures of recorded videos or live video conferences



expect the same **results** as face to face teaching and learning



focus on **analog** reading and writing skills **alone**



**isolate** ourselves and students in our learning, not connect beyond our quarantined walls and not to connect globally



ignore our students **strengths** and **passions** to connect and personalize learning.

