Using a Digital Learning Platform to Increase Levels of Evidence-Based Practices in Global Teacher Education Programs

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This Project Aims

• To create a learner-centered and technology-rich learning environment in teacher education programs so that professors and teacher candidates
  • can develop global awareness, collaborative problem-solving skills, and self-directed learning experiences.
  • can learn evidence-based practices and wellbeing.
• To initiate online learning community partnerships between Fordham University and overseas universities engaged with teacher preparation and computer science.
Theoretical Frameworks
Learner-Centered Approach

• Emphasizes that all instructional decisions begin with knowing who the learners are

• Five categories:
  1. Activity-based learning (e.g., exchange of ideas)
  2. Learner choice (e.g., learners choosing assignments, when and where they study, and how they want to approach a topic)
  3. Collaboration (e.g., team-based learning and peer exchanges)
  4. Real-world challenges (e.g., problem-solving & community outreach)
  5. Metacognition (e.g., transparency of progress, learning pathways, reflection on learning, and self-motivation)

Technology Pedagogy & Content Knowledge

Outlines the ways educators can use technology to integrate **content** (targeted learning objectives) and **pedagogy** (instructional methods for teaching the content) to apply complex knowledge structures across contexts (Koehler & Mishra, 2009).
Create Multiple ASSESSMENTS to measure student learning toward a specific curriculum standard or learning goal.
What Does the Platform Do?

1. Enables teacher candidates to monitor and direct their own use of EBPs and wellness.
2. Provides them with instant communication, unlimited potential for collaboration, and automated learning analytics.
3. Tracks candidates’ learning progress and outcomes - candidates and faculty to monitor growth of candidates’ competences and receive efficient feedback.
4. Helps faculty build shared knowledge and provide induction support for graduates; monitor candidates using EBPs and wellness.
5. Teacher candidates can
   a. request and provide feedback, co-author instructional materials, view publishing criteria and help resources, and examine exemplars.
   b. use the platform to assess and track their wellbeing, identify healthy goals, learn mindfulness practices, and offer peer emotional support through shared experiences and resources.
   c. upload resources that can be critiqued and adapted to meet the needs of various contexts.
Learning Platform cont.

- Provides a vehicle for teacher-candidates to practice daily instructional tasks such as:
  - determining student assessments of curriculum standards
  - analyzing student work
  - planning instruction for students with diverse learning needs in an online collaborative environment
- Provides data to measure growth toward mastery of instructional competencies.
Example EBP Module

Universal Screening
Overview | School Examples | Video Discussions | Implement this Practice | Earn a Badge | Learn More

Back to Assessment EBP List

OVERVIEW
Universal Screening is the first step in identifying the students who are at risk for learning difficulties. It is the mechanism for targeting students who struggle. Join Our Conversation

SCHOOL EXAMPLES
- Sandown North Elementary School Daily Nurse's Log
- Sandown North Elementary School Systematic Screening Flowchart
- Sandown North Elementary School Screening Letter
- Dr. Crisp Post Screening Steps

IMPLEMENT THIS PRACTICE
Universal Screening Activivo Sheet

EARN A BADGE
Create and submit materials to earn a Badge

LEARN MORE
The following ebook is available at Fordham University:

*For universal screening related to behavior, please click here.
Disabilities and Descriptions

Back to Disability Awareness

A definition of a "child with a disability" means the child’s educational performance is adversely affected due to the specific disability (definition of a child with a disability), lists and describes the 14 primary disabilities. These definitions guide how the state determines eligibility for education under special education laws (https://www.disability.gov/resource/categories-of-disability-under-the-individuals-with-disabilities-education-act).

There are 14 disability categories under the IDEA listed below with more information and links to evidence-based practices.

Are you curious about prevalence rates of disability categories? Complete this chart to understand the number of students receiving education services by disability and to understand the concept of high and low-incidence disabilities. IRIS Center Disability Awareness Activity.

Note: Eligible students diagnosed with attention-deficit/hyperactivity disorder (ADHD) may receive services or accommodations guaranteed by Section 504 of the Rehabilitation Act or 1973 or the Individuals with Disabilities Education Act. (Learn More)

Attention-Deficit Hyperactivity Disorder (ADHD)

Autism

Deaf-Blindness

Deafness

Developmental Delay
Digital Portfolio

• Monitor their own learning about EBPs and wellbeing.
• Demonstrate their ability to design learning experiences for students.
• Submit completed performance tasks for peer review and possible publishing into the field-testing database performance tasks.
• Use instructional designs and subsequently analyze the impact of their instruction on P-12 student learning, and collaborate with community members.
Field-testing

- Opportunity to submit completed lesson plans for peer review and potential publishing in the field-testing database.

- Two advantages of database
  1. The resources are designed by and for beginning teachers
  2. They use pedagogical knowledge acquired in the teacher preparation program.
Student Work

You can upload examples of your students’ work and display them in this gallery. Please make sure that you do not include any pictures of students or personally identifiable information with your uploads.
Self-Assessment

Monitor the results of their self-diagnostic survey and set learning goals for knowledge and skills that they would like to acquire.
Whoa! That is fantastic! Did you draw that yourself?

I really love how you managed to make clear the nature of UDL: it's all ultimately about fairness and accessibility. I've been looking over my own lesson plans and classroom techniques and I'm pretty pleased that a lot of what you displayed here is what I've been striving for (and occasionally achieving) without knowing it had a name! Would you share that image with us? I'd love to show my colleagues.

Allyson Choon wrote on 2015-02-18 23:21:52:

For teachers, I think UDL means multiple points of entry. This means that learning can be approached in multiple ways. There is no single method to teaching and learning. Multiple points of entry is a means to help all students learn. Through multiple points, teachers have the power to minimize learning barriers created by the curriculum by presenting information in different ways, providing students the option to express what they know, and presenting multiple means of engagement for students. For teachers, efficient and effective teaching uses multiple points of entry points to respond to the different ways students learn and perceive information.

For students, UDL means that there are learning opportunities for everyone. UDL is necessary because each student varies greatly in how they perceive information, organizes and expresses ideas, and engages in learning. UDL provides the opportunity to let every student thrive academically.
Evidence-based Practices (EBPs)

- The U.S. Department of Education strongly encourages the use of EBPs to support students in ALL educational settings.
- Widely used in assessing, teaching, and managing behavior problems in the United States.
- Research - Struggling students who are exposed to EBPs show overall improved outcomes.
- The EBP trend serves to elevate the accountability of educators, calling on professionals to implement EBPs.
- Little is known about how teacher education programs prepare their candidates to use EBPs.

Roberts, Torgesen, Boardman, & Scammacca, 2008; Russo-Campisi, 2017
Research Projects on EBPs & Wellbeing

• Purpose of research project on EBPs - the extent to which candidates’ knowledge and skills are improved as a result of their learning of EBPs on an online learning platform

• Data collection:
  • Formative assessment data automatically collected when candidates use the platform
  • Performance tasks data (i.e., pre/post knowledge surveys, text, lesson plans, blog posts, and shared images/audio/video for common phrases and themes will be also collected
  • Focus groups to gather their perceptions about the EBPs infused on the platform

• Expected outcomes
  • Levels of knowledge and skills candidates gain
  • Helps us predict user behavior and guide future platform development