

Instructional Design Principles for Remote Teaching and Learning

RATIONALE

The *Instructional Design Principles for Remote Teaching and Learning* are designed to provide guidance for student learning across North Carolina when a crisis impedes students from learning in their regular school setting. In NC K-12 public schools, remote learning is defined as learning that takes place outside of the traditional school setting using various media and formats, such as but not limited to: video conference, telephone conference, print material, online material, or learning management systems. These Instructional Design Principles are overarching and intended to apply to a range of learning environments and contexts with the acknowledgment that students and teachers have different levels of access to devices and the internet.

1 Instructional Time Expectations

The amount of time students are expected to learn and complete academic work in a remote setting should differ from instruction delivered in a physical classroom. You should not assume students will be spending the traditional hours or the same amount of time on learning as when they are in the classroom.

2 Connection and Communication with Families and Students

Schools are often the hub of our communities and play a significant role in their students' and families' lives, including and beyond academics. In transitioning to remote learning, having regular and predictable opportunities for families and students to connect with their teachers and schools is key.

3 Student Engagement in Learning Opportunities Aligned to Standards

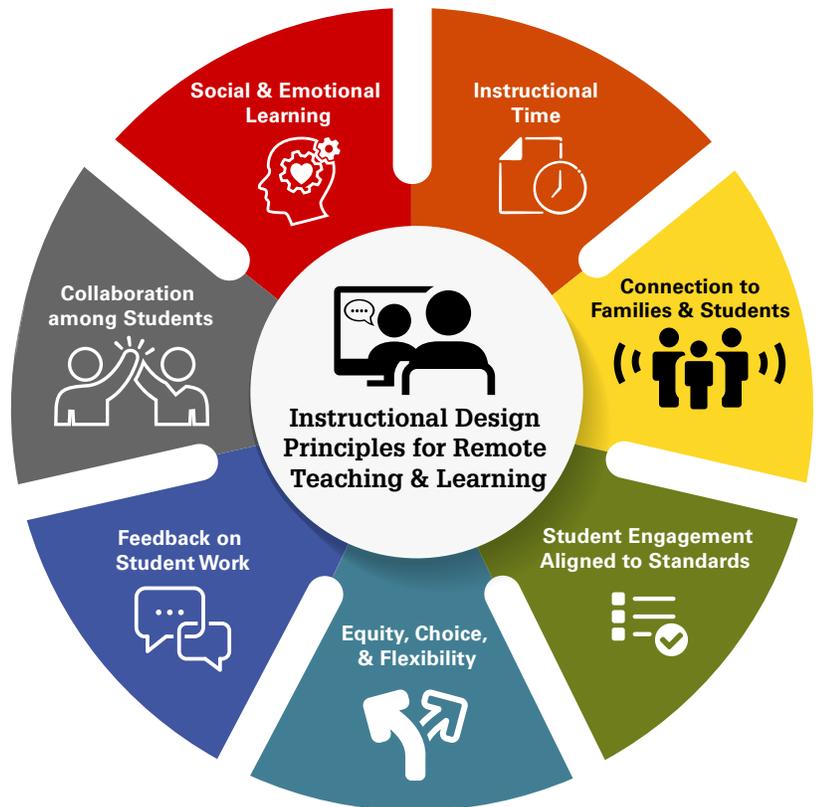
Designing learning opportunities aligned to standards that engage students is critical to support students' academic and social and emotional growth. Educators will have to adapt these learning experiences to a remote setting with and/or without access to devices and the internet. Educators should provide a recommended schedule with flexible options and assume that students will have minimal supervision or guidance.

4 Equity, Choice, and Flexibility

As educators design learning opportunities for students in a remote learning environment, it is important for educators to design instruction with choice and flexibility, especially when considering student populations that typically have additional support while in school. Instruction should include enough flexibility and choice to reduce instances of students feeling overwhelmed, disinterested, and/or frustrated.

5 Collaboration among Students

Students need social interaction, and collaborating with one another is an effective strategy for learning that also supports the whole child. The key is trying to ensure that students are collaborating and connecting with each



other multiple times each week through thoughtful, yet simple lessons.

6 Feedback on Student Work

Feedback has the potential to have a powerful impact on student learning and motivation, and educators will need the means to assess (even if not through graded tests) how students are progressing in their learning. Regular and timely feedback will play an important role in guiding students in their instruction.

7 Social and Emotional Learning (Cross-cutting, Embedded, or both)

Addressing [social and emotional learning](#) (SEL) effectively is proven to support the whole child and increase achievement; and this is never more important than during a crisis. As schools, districts, and teachers work to provide continuity of learning for their students, SEL should be at the forefront of structures and learning opportunities.