Deep Learning is Doable:

5 Strategies for Supporting Deep Learning in Virtual Environments

This infographic is based on a 2020 blog post by Jay McTighe, Harvey Silver, and Matthew Perini.

1 Make Every Unit a "Study In" a Big Idea

Coverage doesn't work!

"Now is the ideal time to frame curriculum around larger concepts and themes."

Big ideas are transferable and stick with students over time.

Big Ideas in Units

- The Four Seasons: A Study in **Renewal**
- Decimals, Fractions, and Percentages: A Study in **Equivalence**
- Weight Training: A Study in **Proper Technique**
- Covid-19: A Study in **Personal and Social Responsibility**

2 Use Essential Questions to Promote Exploration of Big Ideas

Sample Essential Questions

- What do I do when I get stuck?
- What makes writing worth reading?
- What is the relationship between art and culture?

"Engage students in making meaning by stimulating thinking, sparking discussion and debate, and raising additional questions for further inquiry."

3 Begin Units with a "Pile of Words"

More Than Memorization

This inductive learning strategy uses unit vocabulary to engage students in exploration of big ideas.

First, students "group terms together based on common characteristics. Then, they name the group."

Next, students make predictions about the learning based on the "word pile" and "test and refine their predictions as they learn more."

Throughout the unit, students collect evidence, "looking for any information that confirms or challenges their predictions," turning each lesson into an inquiry.

4 Engage Students in Active Reading

Step Aside, Reading Comprehension Questions!

"Unlike comprehension questions, which often suggest right-wrong thinking to students, *Reading for Meaning* statements are open-ended.

"And unlike questions, which come after reading, statements are presented before students read the text."

"Juicy" Statements Engage Students

- Spiders are more helpful than harmful.
- The author wants us to feel guilty.
- One can be physically healthy without being mentally healthy.

Before: Do you agree or disagree with the statements?

During Learning Process: Look for evidence to support or refute the statements.

After: In small groups, review the evidence and discuss to reach consensus. Rewrite the statements to reflect the group's thinking.

5 Use Empathy to Make Learning Personal

Use a R.A.F.T. (Role, Audience, Format, Topic) or "A Day in the Life" task where students take on the role of another person -- or even a thing -- to dig deeper into concepts.

This can be a one-day lesson or a longer research project.

"Empathy can establish a conceptual lens to help students make meaning of abstract and high-level content.

"What's more, empathy greatly increases students' personal engagement with the content, which helps make the learning 'stick.'"

Leah Glashow-Mandel

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