Last updated: 7/05/20

**SYNTHESIZING LEARNING in remote/online K-12 settings**

SUMMARY HANDOUT

*Prepared by Raffaella Borasi, Center for Learning in the Digital Age*

**Key options worth considering:***(S=synchronous session or F2F; A=asynchronous online or regular homework)*

1. Teacher’s summary at the end of a lesson, while taking notes (S)
2. Teacher’s recap at the beginning of the next lesson (S)
3. Teacher’s posted summary notes (A)
4. “What Have I Learned” class reflection, with teacher taking notes (S)
5. Students’ private reflective journal (A)
6. Students’ synthesis post (publicly shared) (A)

**Key tips:**

* Make sure you set aside sufficient time in your plan for this critical activity
* Purposefully plan how to create records of the synthesis done, for future reference
* Be explicit about why you are doing it, as students may not appreciate its value
* Prepare students to be able to eventually do this synthesis on their own

**Key decisions to be made – in addition to HOW MUCH reading to assign** *(and related options to consider)***:**

|  |  |  |
| --- | --- | --- |
| **WHEN**:* + ***“In the moment”***
	+ ***End*** *of lesson*
	+ ***Recap*** *at beginning of next lesson*
 | **WHO does it**:* + ***Teacher***
	+ ***Teacher w/ students’ input***
	+ ***Students w/ teacher’s guidance***
	+ ***Individual Student*** *(independently)*
 | **RECORDS created:** * + ***None***
	+ ***Collective notes***
	+ ***Individual***
	+ ***Full recording***
 |

**Useful online tools:**

* Online synch sessions, and related recording features (Zoom; Google Meet; ec.)
* Online repository for notes (any LMs; Padlet)
* Journal/ assignment function (most LMSs)

**Reflective questions about specific implementations of this practice:**

* *What did you do to help your students synthesize what they learned?*
* *What decisions did you make (and why) about WHEN, WHO, and RECORDS?*
* *What worked/didn’t work and why?*
* *What may you want to do differently next time?*