

ONRAMPS DISTANCE LEARNING CATALOG

Advancing Quality and Engagement in the Virtual Classroom

The OnRamps Distance Learning Catalog is a series of online professional development modules designed to support **all middle and high school teachers who are currently employed in Texas schools** and are preparing to teach in distance or hybrid learning environments. The full Catalog is comprised of an initial 20 modules, focused on the themes of:

- Belonging, Equity, and Connectivity;
- Authentic Assessment in Online Learning;
- Learner-Centered Course Creation and Design; and
- Transforming Learning with Technology Tools.

The Catalog was recently established by **OnRamps**, a signature initiative of **The University of Texas at Austin**, and reflects its deep expertise in distance education and teacher professional learning and development.

In partnership with the Texas Education Agency, **five of the 20 modules will be offered to eligible teachers at no cost.**



The screenshot shows the top section of the OnRamps Distance Learning Catalog. It features a dark header with a search bar on the left and a 'Refine' button on the right. Below the header is a grid of four featured modules, each with a 'FREE' badge in the top left corner. The modules are: 1. 'Belonging, Equity, and Connectivity' (green icon) with the description 'Cultivating Authentic Student-Teacher Relationships in Distance Learning'. 2. 'Transforming Learning with Tech Tools' (dark blue icon) with the description 'Aligning to Synchronous and Asynchronous Experiences'. 3. 'Learner-Centered Course Creation and Design' (purple icon) with the description 'Learner-Centered Design'. 4. 'Authentic Assessment in Online Learning' (blue icon) with the description 'Student-Driven Self-Monitoring within a Distance Learning Cycle'. A decorative grid of colored squares is visible on the right side of the header area.



FREE MODULES



Cultivating Authentic Student-Teacher Relationships in Distance Learning

Connections from a distance: building teacher-student relationships, demonstrating empathy, and implementing restorative practices

- Understand the importance of emotionally intelligent distance learning environments
- Understand how the practice of authentic care and empathy allows students to be recognized as a person of value
- Understand how to implement strategies that foster student engagement



Facilitating Feedback at a Distance to Improve Students' Awareness of Learning Progress

Strategies to facilitate a variety of peer and teacher feedback systems to create positive impact on student understanding.

- Contrast examples of wise feedback
- Review online feedback strategies and how they can be leveraged to help students understand their learning progress
- Discuss how students can provide peer-to-peer feedback to identify their own strengths and weaknesses



Student-Driven Self-Monitoring within a Distance Learning Cycle

Strategies for helping students understand what they know and what they don't know, when in-person is not an option

- Identify ways students can continuously self-monitor their learning in an online environment
- Determine how the results of an assessment could be used by students to monitor their progress against specific objectives
- Select appropriate methods for assisting students in identifying "what to do next" to improve their own learning of concepts



Learner-Centered Design

Using distance course design strategies to apply to online course content and structure and create learning experiences tailored to student needs and interests

- Perform student analysis to collect data for designs
- Develop skills in course design
- Apply learner-centered design strategies to existing content and designs



Aligning to Synchronous and Asynchronous Experiences

Instructional decisions and technology tools best aligned to different types of synchronous and asynchronous learning experiences

- Identify the difference between synchronous and asynchronous learning
- Identify different content types and tools to provide synchronous or asynchronous learning experiences
- Select best teaching mode to achieve student learning goals



BENEFITS

The modules reflect the evolving needs of teachers and districts and allow users to **explore concise, curated content at their own pace**. Completion of these modules supports teachers to meet synchronous and asynchronous remote instruction requirements. Teachers will be awarded one hour of CPE credit for completion of each module.

Educators can engage with the full Distance Learning Catalog that currently includes an additional 15 modules (20-25 CPE hours) through a campus (\$10,000) or an individual (\$200) license. Customizable campus and district packages are available by contacting DLC@austin.utexas.edu.

WEBINAR AND REGISTRATION

OnRamps Managing Director Dr. Jennifer Porter will be leading a live webinar about the Catalog on Tuesday, August 18th, 3:00-4:00pm CST, which can be accessed at [this link](#). A link to the recorded webinar will also be available starting on Wednesday, August 19th, on the [TEA Strong Start Resources](#) page.

To register for the five free modules, go to onramps.catalog.instructure.com and select one of the modules. Click on the blue “Enroll” button and provide the requested information, using your district-affiliated email address. A link will be sent to this email. Follow it to create a password and complete your registration. Once complete, you are free to enroll in the remaining modules by clicking the “Enroll” button and, since you have already created an account, clicking “Sign in here.”

ABOUT ONRAMPS

Established in 2011, [OnRamps](#) offers distance education through a dual enrollment model for high school students to engage in authentic college experiences and for their teachers to deepen their content knowledge and impact in the classroom. Serving more than 38,000 students in partnership with districts and higher education institutions across the state, OnRamps is helping to reduce barriers to college readiness and increase the number and diversity of students who are on the path to postsecondary success.

