



Framingham

State University

Course Syllabus

COURSE NUMBER AND TITLE: PRDV 78629 Remote Teaching and Distance Learning in the Age of COVID-19

DATES/TIMES: Online Course Spring 2021

CREDIT HOURS: 1 Graduate Credit

INSTRUCTORS: Jennifer Hair
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LOCATION: FSU Online Blackboard Learning Management System

COURSE DESCRIPTION: Teachers are some of the most amazing humans on the planet. The amount of time, thought, planning and delivering of online content in the blink of an eye this past Spring was nothing short of a miracle. Teachers were heroes to so many students. If campuses are still off-limits to students come September, this spring's version of remote learning won't suffice. Distance teachers can (quietly) prepare to deliver better online learning at scale if needed. Designing an entire online course takes thoughtful planning and a fair amount of preparation. But moving elements of a face-to-face course online to maintain teaching continuity through disruptions can be done fairly efficiently, especially when faculty are willing to learn the basics of a new tool or two. Flexibility is important, both for faculty and students. Keep in mind that students who can't attend class might have limited Internet access or need to keep up with class using nothing more than a phone. This course will focus on video conferencing, learning management systems, screen recording software while focusing on what went well and how to move forward to 2020-2021.

COURSE OBJECTIVES:

At the end of the course, successful students will be able to:

- Define qualities of successful distance learners
- Identify barriers of innovation
- Establish skills of distance instructors
- Prepare and plan for effective and engaging distance learning
- Connect with other professionals within PLC communities
- Create learner-centered course content
- Set up an LMS to act as a virtual classroom.
- Apply effective video conferencing settings for increased security measures for virtual classrooms
- Determine what applications are best fit for educational needs to distance learners
- Design and conduct lessons using video conferencing software, and online learning management systems
- Design assessments that are valid and reliable for the distance learning

- Explore strategies for providing instruction online, collecting formative assessment data, differentiating learning for students at different levels, and developing a learning community online.

Required Text(s) and Other Materials:

All materials will be provided by the instructor in the learning management system portal.

FSU library is also available to access research and materials.

National Standards:

This course will apply the National Educational Technology Standards (NETS), the National Board for Professional Teaching Standards (NBPTS), and the Massachusetts Technology Literacy Standards and Expectations.

NETS:

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-Age Learning Experiences and Assessments
3. Model Digital-Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

NBPTS:

1. Teachers are Committed to Students and their Learning
2. Teachers Know the Subjects they teach and How to teach those Subjects to Students
3. Teachers are responsible for Managing and Monitoring Student Learning.
4. Teachers Think Systematically about their Practice and Learn from the Experience.
5. Teachers are Members of Learning Communities.

Massachusetts Technology Literacy Standards addressed:**Standard 1:**

Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity. This standard includes:

- learning and adapting to new and emerging technology tools.

Standard 2:

Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society. This standard

- relates to social, ethical, and human issues. It promotes positive attitudes toward the uses of technology, as well as responsible use of information. This standard also includes recognition of technology's impact on civic participation, the democratic process, and the environment;
- aims to ensure that students understand general rules for safe Internet practices, including how to protect their personal information on the Internet;
- is to help students develop an awareness of the personal image that they convey through the information they post on the Internet;
- aims to ensure that students understand federal and state laws regarding computer crimes; and
- supports students in exhibiting leadership for digital citizenship.

Standard 3:

Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation. This standard:

- focuses on applying a wide range of technology tools to student learning and everyday life;
- aims to ensure that students will be able to use technology to process and analyze information;
- is to help students develop skills for effective technology-based communication;
- includes the use of technology to explore and create new ideas, identify trends, and forecast possibilities; and
- aims to provide students with an awareness of how technology is used in the real world.

COURSE EXPECTATIONS:

- Completion of four weekly modules using the Blackboard learning management system through Framingham State University is mandatory (module assignments and due dates/times outlined on Blackboard course home page). It is expected that you will spend approximately 3 hours per week engaging in course content. You may login at any time of the day or night to complete assignment
- Completion of the module projects
- Completion of the final project
- Discussion Boards (see below for expectations)

DISCUSSION BOARD EXPECTATIONS:

- The discussion board is a crucial part of this class. Not only will you be asked to respond to a weekly question, but you will also need to read and respond to others to fully benefit from this learning experience.
- Stay on task and answer the question being addressed
- Be respectful and polite at all times when responding to your fellow classmates even if you do not share the same opinion
- Read all posts so you do not repeat what someone else has written
- No cursing
- Please be thoughtful and use complete sentences.
- All discussion comments should be made before the start of the next Module.
- Make sure you check the discussion later in the week to see what others said about your comments

COURSE INSTRUCTIONAL STRATEGIES USED:

Combination of direct instruction, cooperative learning, and online discussion,

COURSE CONTENT OUTLINE:

Module 1:

- Log into Learning Management System
- Read syllabus
- Discussion Forum– Post introduction, personalize profile
- Switching from smiles and hugs to distance learning can be tough. Media review: How can we Support the Emotional Well Being of Teachers?
https://www.ted.com/talks/sydney_jensen_how_can_we_support_the_emotional_well_being_of_teachers#t-675057
- Why is adaptive learning so crucial? What are the characteristics of teacher leaders adapting?
<https://www.brookings.edu/blog/education-plus-development/2020/03/26/the-covid-19-crisis-and-reflections-on-systems-transformation/>
- Define qualities of successful distance learners

- Learner-centered instruction
- Strategies for Developing distance learning content
- Media: Teach Teachers How to Create Magic
https://www.ted.com/talks/christopher_emdin_teach_teachers_how_to_create_magic
- Installing Google Drive on Computer via Chrome – Command +K accessing your Google Drive on your MacBook
- Google Drive: Free Google Forms: <http://www.educatorstechnology.com/2012/07/10-great-free-google-forms-every.html> Google Account/Chrome/Drive Free Technology for Teachers – blog <http://www.freotech4teachers.com/2010/08/11-techy-things-for-teachers-to-try.html> Google for Teachers I and II
- Managing your digital life: Install toolbar or Symbaloo <http://www.symbalooedu.com/> (free version)– we will be working with several internet resources so we will organize ourselves for efficient lesson planning.
- Discussion Board – 1-2 paragraph brief reaction to statement:
“A crisis should not prompt us to add more; it should encourage us to distill things to an essence and to model for students how and what to prioritize.”
<https://www.fgcu.edu/lucascenter/blog/reflection-over-reaction>

Module 2: Using Video Conferencing Tools for Student Engagement

Zoom

- Resources:
<https://catlintucker.com/2020/03/3-ways-to-use-video-conferencing/>
<https://learningsolutionsmag.com/articles/video-conferencing-with-zoom-online-course-tips-ideas>
- Zoom Settings for Success - Best practices for securing your virtual classroom:
<https://blog.zoom.us/wordpress/2020/03/27/best-practices-for-securing-your-virtual-classroom/>
- Tutorial: https://www.youtube.com/watch?v=p1IMmOujc9c&feature=emb_logo
 1. Enable the Waiting Room
 2. Control screen sharing
 3. Enable the Waiting Room
 4. Lock down the chat
 5. Remove a participant
 6. Security options when scheduling a class
 7. Important recommendation for teachers

Google Meet

Resources: <https://ditchthattextbook.com/google-meet-elearning/>

How do to live calls with Google Meet: <https://ditchthattextbook.com/google-meet-elearning/#tab-con-1>

Actionable items with video conferencing programs:

Small Group Instruction

Break Out Groups

I do, You do

Facilitate a Small Group Discussion

Conferencing with Students (SMART goals)

Meetings with PLC (Professional Learning Communities)

Expanding your Professional Learning Community: (PLC)

Caitlyn Tucker: Strategies for Facilitating Small Group Instruction Using Video Conferencing Tools
<https://docs.google.com/document/d/1IDiywR4CicKmyjU9aE9USp98MA-B8cmm071870IOaCU/edit>
Goal Setting Conferences:
https://docs.google.com/drawings/d/1etK_iKNQRzlkTiomy8FdYgE5r8KDY1ZCCWNZT_fy51E/edit

Discussion Board: Caitlyn Tucker provides several actionable items for using Video Conferencing Tools. Choose ONE to focus and compose 2-3 paragraphs of integration into the classroom action plan.

Module 3: Learning Management Systems and Powerful Tools for Direct Instruction

Google Classroom:

10 Surprising Things you can do with Google Classroom
Settings
Organizing
Archiving
Holding area
Emojipedia
Knowledge sharing
Peer-to-Peer Learning

Resources for Google Classroom:

- Official Google COVID-19 Support Center https://edu.google.com/latest-news/covid-19-support-resources/?modal_active=none
- Course for Distance Learning <https://skillshop.exceedlms.com/student/path/27925-distance-learning-for-educators>
- Welcome to your First Day of Google Classroom <https://teachercenter.withgoogle.com/first-day-trainings/welcome-to-classroom>
- Google Classroom Tutorial - MARCH 2020 <https://www.youtube.com/watch?v=pl-tBjAM9g4>

Other Learning Management Systems addressed individually. Resources, tutorials, and safety settings will be provided to each distance learner.

Examples of other LMS content: Canvas, Blackboard, Schoology, Moodle

Discussion Board– Analyze three concepts you learned from this module. What did you learn about how to use this tool effectively? How could you use this in an educational setting (as a teacher, for professional development, etc.) Respond to the question: What happens when engagement falls off or student (and teacher) motivation is low?

Module 3 continued: Tools for Direct Instruction: Quicktime (MAC)/Screen Recording (PC/Chromebook)

- If you have a MAC device: Quicktime directions (post in Moodle)
<http://www.sps186.org/downloads/basic/175417/Quicktime10.0.pdf>

- To record part of the screen. This is a good way to record only parts of videos or YouTube videos for your students to access. <http://www.sps186.org/downloads/basic/298738/quicktime.pdf>
- Creating Screen Recordings with Quicktime: <http://etc.usf.edu/techease/4all/getting-started/creating-screen-recordings-with-quicktime-player/>
- Screencastify on PC/Chromebook <https://chrome.google.com/webstore/detail/screencastify-screen-vide/mmeijimgabbpbgpdklnlpncmdofkcpn?hl=en>
- Tutorial: Screencastify add on to Google Chrome (extension on browser) <https://www.youtube.com/watch?v=q7nOu2U9nxM>
- 24 Ways to Create Great Classroom Video with Screencastify <https://ditchthattextbook.com/14-ways-to-create-great-classroom-video-with-screencastify/>
- Identifying what is essential: <https://www.chronicle.com/article/Going-Online-in-a-Hurry-What/248207>
- Media Resources: Cassi Noack <https://youtu.be/ZKUlcnhPNGA> Subscribe to channel
- Create a multimedia summary of learning (directions posted on LMS) Summary of learning to include program chose, post example of product created and how this will integrate into action plan
- Discussion Board:
 - Barriers to innovation and resources for just in time teaching: <https://cft.vanderbilt.edu/2020/03/resources-for-just-in-time-online-teaching/> After reviewing article, post 2-3 brief thoughts.
 - Post your multimedia summary of learning for screen recording.

Module 4: Final Project and Strengthening Assessments During Distance Learning

Strengthening Focus of Course - Creating an Action Plan

Media: How can we Support the Emotional Well Being of Teachers?

https://www.ted.com/talks/sydney_jensen_how_can_we_support_the_emotional_well_being_of_teachers#t-675057

Assessment Resources:

Creating Quizzes in Google Classroom: <https://www.youtube.com/watch?v=oRddkNOTeZI>

Grading Features in Google Classroom: <https://www.youtube.com/watch?v=D5Sv39JgBdY>

Summative Assessment in Remote Teaching: <https://www.edutopia.org/article/summative-assessment-distance-learning>

Formative Assessment in Distance Learning: <https://www.edutopia.org/article/formative-assessment-distance-learning>

Reflection Resources:

Looking back and looking forward:

https://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2020/05/four_ways_to_end_this_crazy_school_year_strong.html

Blog: 5 Takeaways from Covid Remote Teaching <https://www.chronicle.com/article/5-Takeaways-From-My-Covid-19/248713>

- Make this useful to your current position. Your unit can be directed toward students, teachers, or whoever your main audience would be for the position that you currently work. Include at least one plan tin) that includes a type of assessment (formal or informal).

FINAL DISCUSSION BOARD: Post Written reflection and respond to following questions:

1. What stress management practices are you engaging in (or you have/will begin) to help cope with the current demands of teaching?
2. How did you convey care to your students during this time? What additional acts of care might you employ if remote teaching continues Fall 2020 when new students begin school?
3. Post one summative and one formative assessment for distance learning
4. After reading 5 Takeaways from Covid Remote Teaching, and Looking back and looking forward, briefly describe what resonates most

COURSE CREDIT:

1 graduate credit and 22.5 PDPs will be granted through Framingham State University. Expectations are to spend no less than 30 hours on coursework throughout the course.

COURSE ASSESSMENT: (Please see rubrics below)

Class Participation Weekly Discussion Boards (Discussion Rubric)	40%	
Module Projects		40%
Summative written evaluation/summary of learning (Final Project)	20%	

ACADEMIC HONESTY POLICY:

Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student’s oral and written, technical and artistic work.

Academic Accommodations Policy:

Please refer to the FSU handbook found here: [https://www.framingham.edu/Assets/uploads/academics/center-for-academic-success-and-advising/ documents/disability-services/Accessing%20Academic%20Accommodations.pdf](https://www.framingham.edu/Assets/uploads/academics/center-for-academic-success-and-advising/documents/disability-services/Accessing%20Academic%20Accommodations.pdf)

ASSESSMENT TOOLS

Participation Rubric:

There are four modules. You will receive a participation grade for each module. The scoring is as follows:

- 3 You participated in all components of the module.
- 2 You participated in most components of the module.
- 1 You participated in some components of the module.
- 0 You did not participate in the module.

The sum of your 4 participation grades will be divided by 4 for a final participation grade.

Discussion Rubric:

Score:

- 3 You thoroughly participated in the discussion (3 or more posts). Your contributions were relevant to the posted topic(s), detailed & keep the conversation moving.
- 2 You participated in the discussion (2 posts). Your contributions were relevant to the

posted topic(s), & helped keep the conversation moving.

- 1 You participated in the discussion (1 post). Your contributions were somewhat relevant to the posted topic(s).
- 0 You did not participate in the discussion.

Learning Activity/Case Study Rubric:

Score:

- 3 The activity was thoroughly completed, demonstrates deep reflection about the topic, and provides evidence of genuine understanding of how the assignment relates to your professional work.
- 2 The activity was completed, demonstrates reflection about the topic, and provides evidence of understanding how the assignment relates to your professional work.
- 1 The activity was partially completed, demonstrates minimal reflection about the topic, and provides little evidence of understanding how the assignment relates to your professional work.
- 0 The activity was not completed.