Course Number and Title: PRDV 78629  Remote Teaching and Distance Learning in the Time of COVID-19

DATES/TIMES: Online Course Summer 2020

CREDIT HOURS: 1 Graduate Credit

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

COURSE DESCRIPTION:

Designed to help teachers move from the emergency remote learning process used in the spring of 2020 to the preparation and delivery of a more robust remote learning experience taught at scale. This course provides resources to assist teachers in designing and preparing for a remote learning environment that maintains teaching continuity and flexibility in working with their students, some of whom may have limited technology preventing them from being fully engaged in the class. This course also focuses on the use current technologies to facilitate the remote teaching/learning experience such as video conferencing, learning management systems, and screen-recording software.

COURSE OBJECTIVES:

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

● Define qualities of successful distance learners
● Identify barriers of innovation
● Prepare and plan an effective and engaging distance learning syllabus
● Create learner-centered course content
● Set up a Learning Management System 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
● 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.
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](https://www.ted.com/talks/sydney_jensen_how_can_we_support_the_emotional_well-being_of_teachers#t-675057)
- 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](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 for Teachers I and II  
Managing your digital life: Install toolbar or Symbaloo [http://www.symbalooedu.com/](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](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://catlintucker.com/2020/03/3-ways-to-use-video-conferencing/)  
- 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/](https://blog.zoom.us/wordpress/2020/03/27/best-practices-for-securing-your-virtual-classroom/)  
- Tutorial:  
  [https://www.youtube.com/watch?v=p1JMmOu jc9c&feature=emb_logo](https://www.youtube.com/watch?v=p1JMmOu jc9c&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/](https://ditchthattextbook.com/google-meet-elearning/)  
How do to live calls with Google Meet:  
[https://ditchthattextbook.com/google-meet-elearning/#tab-con-1](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/1lDiywR4CicKmyjU9aE9USp98MA-B8emm07l870fOaCU/edit](https://docs.google.com/document/d/1lDiywR4CicKmyjU9aE9USp98MA-B8emm07l870fOaCU/edit)  
Goal Setting Conferences:  
[https://docs.google.com/drawings/d/1etK_iKNQRzIkTiomy8FdYgE5r8KDY1ZCCWNZT_fy51E/edit](https://docs.google.com/drawings/d/1etK_iKNQRzIkTiomy8FdYgE5r8KDY1ZCCWNZT_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:
- Course for Distance Learning [https://skillshop.exceedlms.com/student/path/27925-distance-learning-for-educators](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](https://teachercenter.withgoogle.com/first-day-trainings/welcome-to-classroom)
- Google Classroom Tutorial - MARCH 2020 [https://www.youtube.com/watch?v=pl-tBjAM9g4](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](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](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/](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/mmeijimgabbpbgpdklnllpncmdofkcpn?hl=en](https://chrome.google.com/webstore/detail/screencastify-screen-vide/mmeijimgabbpbgpdklnllpncmdofkcpn?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  

● Identifying what is essential:  

● 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:
  o 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.
  o 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 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:

Framingham State University Whittemore Library
Whittemore library provides access to numerous online databases for all FSU students and faculty. These databases are used to search for journal or newspaper articles. Many of these articles are available in full-text. All databases accessed from off-campus require you to login before being able to search. Follow these simple directions: Go to: http://www.framingham.edu/wlibrary.

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 12 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.