

COURSE TITLE: EDUCATION in the AGE of PANDEMIC

WA CLOCK HRS: 30
OREGON PDUs: 30

NO. OF CREDITS: 3 QUARTER CREDITS
[semester equivalent = 2.00 credits]

INSTRUCTOR: Heritage Staff
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COURSE DESCRIPTION:

REGISTRATION FOR THIS COURSE IS CLOSED

This course will go offline 12/31/2020

**Current Participants Must Complete
All Assignments by December 15th, 2020**

The pandemic has altered how we practice and think about education at all levels. In this course for educators K-12, participants will attend the live, virtual sessions from the class [Teaching Tips: Virtual Class \(Summer 2020\)](#) or view the recorded sessions and, along with the assignments in this course, will:

- Consider in what ways the pandemic provides a teachable moment that can be explored in all subject areas: math, science, social studies, health, and more.
- Understand more fully the potential for trauma and the importance of paying attention to their own and their students' emotional well-being.
- Discuss how they may continue to use distance learning tools once school starts in Fall 2020.
- Reflect on how the challenges in distance teaching & learning (such as student engagement, what, and how much of a subject can be effectively covered) can be addressed or cause us to re-imagine our assumptions about teaching and learning.

All reading will be done online.

IMPORTANT: Registrants for this course cannot also be awarded hours for the Teaching Tips: Virtual class, due to the overlap in content between both offerings.

Download: [Session Dates and Times, Presenters, Session Descriptions, and Bios.](#)

LEARNING OUTCOMES: Upon completion of this course, participants will have:

- Learned to detect signs of trauma in their students and some early intervention strategies.
- Assessed how facts about the pandemic and its economic and social impact can be integrated into their teaching.
- Enhanced their skills with distance learning tools.
- Considered in what ways the assumptions underlying modern education may be changing.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant's their choice of CEUs (Continuing Education Units), or Washington State Clock Hours or Oregon PDUs. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours and Oregon PDUs.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
 2. Completion of Learning Application assignments 40%
 3. Completion of Integration Paper assignment 30%
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CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

None. All reading is online.

MATERIALS FEE

None

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignments done in a **course forum** will show responses from all educators active in the course. Feel free to read and respond to others comments.

Assignment #1: Tell Us About Yourself & Get Instructions for Zoom Sessions

IMPORTANT: Virtual presentation sessions and zoom links. Save this [document](#) on your devices.

[Click Here](#) for resource documentation, PowerPoint presentation, and Zoom video recordings for each of the course sessions.

For this assignment, share about yourself using

this [Flipgrid](#), which is a virtual learning tool allowing students to respond to prompts via video. You'll have 90 seconds. Please complete this before the end of the virtual sessions.

- Review the descriptions of the virtual sessions and the assignments for this course.
- Log on to this [Flipgrid](#) and introduce yourself, your school, grade level, and subject focus. **Review several other videos before you make your own.**
- Explain what you are hoping to take away from this course. Describe any difficulties you have had during this pandemic.
- In the space below, note a few of the common themes teachers spoke about in their Flipgrid video.

Assignment #2: Main Take-Aways from the Virtual Presentations

IMPORTANT: [This document](#) has the schedule, zoom links and instructions for participating in the live zoom meetings. Save this to your device. If you miss a presentation, the recorded version will be available to view via this [Padlet](#).

- Take notes for each session. Highlight insights you find valuable and strategies or activities you could use in your teaching. Please, after each session, provide a [session rating](#).
- Provide in the space below 2-3 sentences describing the highlights for each virtual presentation and note what you think you

could use in your teaching.

Assignment #3: Distance Teaching is Here to Stay

Distance teaching and learning is here to stay in one form or another. Health measures to protect teachers and students or an uptick in virus infections will require continued distance teaching. Teachers may experiment with blended learning approaches, mixing live and online instruction, and/or experiment with flipping lessons. In any case, many of the tools teachers learned since the start of this outbreak will not go to waste.

Read these articles.

- [What Will Schools Look Like in Fall 2020 and beyond?](#)
- [How Will School Change When Kids Return to classrooms?](#)

In 250+ words share what you know about how your school will operate in the coming school year, and explain what your recommendations would be. Either via links to lessons you have created or by taking screenshots in a text doc and uploading, detail the digital tools you have and will continue to use for distance teaching.

Assignment #4: Dealing with Emotional Trauma

The current pandemic ranks as the most traumatic global event in the last 100 years. Infection and death statistics and tragic stories hint at the profound psychological effects on people all over the world. Many of us may "go on with living" unaware of having some measure of PTSD. Hanging over us is our vulnerability to infection until a vaccine is available, and even after large percentages of the population develop what is called and known as "herd immunity."

- Read the following articles
[The COVID-19 Crisis Is a Trauma Pandemic in the Making](#)
[Resources for Supporting Children's Emotional well-being during the COVID-19 Pandemic](#)
- In 250+ words, describe what steps you have taken and will take to ensure the physical and emotional well-being of your students and any children in your care. Please include in your writing what points you took away from Stacey Shaw's presentation on Trauma-Informed Teaching and/or John Creger's session on Teaching Students to Find Themselves or Charity Staudenraus's presentation on Staying Happy in Challenging Times. Research and describe briefly a trauma assessment you could use to check the well-being of your students.

Assignment #5: The Teachable Moment

COVID-19 is the ultimate teachable moment. The pandemic and its effects on all aspects of life need to be discussed, understood, and digested by teachers and students. There are things to learn in all subject areas: the math and science of the pandemic, social and economic impacts, journalism and media literacy, ethical issues, as well as the making of history and how we got to this present moment.

- Read the following article
[Innovative Ways to Make Coronavirus a Teachable Moment](#)
- In 250+ words or an equivalent presentation in a PowerPoint, video recording or other tools explain how the situation we are in how can inform existing or new lessons that are appropriate to your grade level and subject area.

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators active in the course. Feel free to read and respond to others comments.

Assignment #6: Students who do Better in Remote Learning

Certain students who do not do well in a regular classroom seem to do better in remote learning—those that are shy, hyper, or have a

singular creative focus, among others.

- Read the following article and in 250+ words, discuss any such students you have had in the past, and how they responded to the distance learning format. As you return to school this Fall, how will you accommodate such students?
[Why Are Some Kids Thriving During Remote Learning?](#)

Assignment #7: Create Lesson or Activity

Complete one (1) of the following options:

Option A)

- Adapt/create an activity or lesson reflecting what you've learned in this course. Include descriptions, links to, or screenshots of any distance learning apps involved.
- Implement your lesson with students in your classroom.
- Write a 400-500 word commentary on what worked well and what could be improved.
- Include any student feedback or noteworthy student products.
- Submit your lesson to your instructor via the lesson tab below.
- Share what you've learned with other teachers taking our courses by checking the [lesson library](#) box when you submit your lesson.

OR

Option B)

Use this option if you do not have a classroom or students available.

- Adapt/create a lesson to reflect what you've learned in this course. (Do not implement it.)
- Write a 500+ word article concerning any noteworthy success you've had as a teacher with one or more students.
- Please refer to the [guidelines for our blog What Works: Teaching at its Best](#) prior to writing your article.
- When you submit your article to your instructor, please also email a copy to Yvonne Hall (Yvonne@hol.edu) THI blog curator.
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Submit your article to your instructor via the Response field and the modified lesson via Submit Lesson.
- As you submit your lesson, consider sharing it with other teachers taking our courses by checking the [lesson library](#) box.

Assignment #8: (500 Level ONLY) Best Practices for Distance Teaching

Please complete option A plus one additional option:

Option A)

Teachers, administrators, staff development, and CE organizations are all trying to figure out the best ways to optimize distance learning for K-12 students.

- Read two of the following articles. Based on your reading and your own experience in distance teaching, develop a Best Practices PowerPoint, Video or online lesson that addresses digital tools, use of video meetings, tips for maximum student engagement, assessment, parent communications, and partnering.
1. [A Positive Classroom Climate, Even from a Distance](#)
 2. [Seven strategies for supporting student learning in a remote environment](#)
 3. [Teaching to Empower During the Coronavirus Pandemic](#)
 4. [Teaching Through a Pandemic: A Mindset for This Moment](#)

AND

Option B)

Research a minimum of two (2) schools or districts that are experimenting with ways to close the equity gap for students without adequate internet access or computing devices, and write a 500+ word report on your findings, noting as well if/how these strategies might be adopted in your school or district.

OR

Option C)

Many teachers find it difficult or impossible in distance teaching to achieve meaningful coverage of the subject(s) required by their districts and state standards. Even before the pandemic, the argument that curriculum is "a mile wide and an inch deep" was a common refrain among progressive educators. Explain in 500+ words how would you address that issue? Research a minimum of two articles on competency-based education for some possible answers. Start with the sites on [this padlet](#), and specifically Jefferson County Open

School. Frame your response either as a written recommendation or PowerPoint to your school board.

OR

Option D)

Another assignment of your own choice with instructors' prior approval.

C. INTEGRATION PAPER

Assignment #9: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments)

Write a 350-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
 2. What aspects of the course were most helpful and why?
 3. What further knowledge and skills in this general area do you feel you need?
 4. How, when and where will you use what you have learned?
 5. How and with what other school or community members might you share what you learned?
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INSTRUCTOR COMMENTS ON YOUR WORK:

Please indicate by email to the instructor if you would like to receive comments on your assignments.

QUALIFICATIONS FOR TEACHING THIS COURSE:

BIBLIOGRAPHY

EDUCATION in the AGE of PANDEMIC

Teaching During A Pandemic: A Mindset For This Moment

<https://www.edutopia.org/article/teaching-through-pandemic-mindset-moment>

How The Coronavirus Pandemic Will Transform Teaching

<https://www.axios.com/coronavirus-teachers-school-education-85ba24a3-bb5c-4d4f-bf0d-90b0a20056d2.html>

How To Fix American Education With Race-For-Space Resolve

<https://news.harvard.edu/gazette/story/2020/04/the-pandemics-impact-on-education/>

The Coronavirus Pandemic Is Reshaping Education

<https://qz.com/1826369/how-coronavirus-is-changing-education/>