

**COURSE TITLE:** EDUCATION: Techniques for Coping with The New Normal (This course is now closed)  
WA CLOCK HRS: 30  
OREGON PDUs: 30

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

**INSTRUCTOR:** Heritage Staff  
Heritage-Institute-Staff@hol.edu

**COURSE DESCRIPTION:**

**(This course is now closed. We are no longer accepting registrations)**

The pandemic has had a significant impact on our educational structure, going from a brick-and-mortar classroom to teach with a drive toward digitization through creating virtual classrooms. Educators were required to adopt a new educational model of teaching and adapt to it quickly, thus creating a new normal, a combination of virtual, hybrid, and brick-and-mortar classrooms. In this exciting course, you will learn from experienced teachers who have developed techniques for coping with the new normal. Participants will attend the live virtual sessions from the course [Teaching Tips: For Educators on The Front Line \(Spring 2021\)](#) or view the recorded session along with completing the assignments in this course.

This course is appropriate for teachers K-12.

**Course dates and times:**

April 5th – 16th, 2021

One Hour Session each weekday (Monday – Friday)

5:00 p.m. to 6:00 p.m. (PST)

**Topics covered are:**

- Building & Testing Cars with Early Elementary School Kids. By Alice Baggett.
- Five Steps to Making Your Video and Zoom Presence Awesome. By Michael Boll.
- The Disengaged: Rebooting the Idling Brain. By Ann DeChenne.
- Cyber Safety in Online Learning. By Dr. Patricia Dickenson.
- Easy Online Tools to Transform Math Classes: Delta Math & Padlet. By Aleta Doss.
- Engagement, Formative Assessments, Student Buy-In. By Julie Frederick.
- Discovering the Art & Nature Interface. By Eva Varga.
- Tips & Tools for Engaging Students. By Brenda McKinney.
- Finding Hope in the Time of Pandemic. By Dario Mobini.
- Social Emotional Learning and the Distance Learning Child. By Lena Wheeling.

This series will support educators in both in-person and remote teaching of their students. This is a hybrid program combining live video sessions within an online course.

**Note:** Students missing a live presentation may view the recorded version in their online course space within 24 hours of the zoom meeting.

**IMPORTANT NOTE:**

- Registrants for this course, ED473I, Education: Techniques for Coping with The New Normal, **may not** register for the 1 quarter credit or 10 hour course, TEACHING TIPS: For Educators on The Front Line (Spring 2021) due to the overlap in content between both offerings.
- Registrants for the alternate 1 quarter credit course **may not** register for the 3 quarter credit course, ED473I, Education: Techniques for Coping with The New Normal, due to the overlap in content between both offerings.

Download this [important document](#) containing:

- Session Dates and Times
- Presenters

- Presentation Descriptions
- Participation
- Presenter bio's

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

- Reviewed ways to optimize remote learning with students.
- Engaged in a variety of activities, games puzzles, and journaling to stimulate student learning and engagement.
- Learned the benefits of teacher and student collaboration.
- Learned strategies which are most effective for disengaged students.
- Learned teaching strategies for online student safety.
- Learned how to access some easy online learning tools for math.

**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%

**CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalent 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**

All reading is online.

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: INTRODUCE YOURSELF & DOWNLOAD IMPORTANT DOCUMENTS

Introduce yourself in a two (2) page paper (single spaced). Include your background, experience in education, and reasons for taking this course.

Post your response.

#### IMPORTANT INFORMATION:

Download this [document](#) and save it to your device. It contains:

- [Zoom Links](#), Date & Times.
- Presenters Schedule and Description
- Instructions for participating in the live Zoom meetings.
- Presenters Bios

If you miss a presentation, the recorded version will be available to view via this [Padlet](#) along with the session resource document and PowerPoint presentation.

### Assignment #2: MAIN TAKE-AWAYS FROM THE VIRTUAL PRESENTATIONS

Attend the virtual session from [Teaching Tips: For Educators on the Front Line \(Spring 2021\)](#), you may download a copy of the course syllabus. If you missed a presentation, login onto this [Padlet](#) and review the session, and download the resource document and PowerPoint Presentation.

- Take notes for each of the ten (10) virtual presentation. Write in the response box 2-3 sentences describing each virtual presentation's highlights, and what insights, strategies, or activities you could use in your teaching.

Post your response.

- **At the end of each presentation, please provide a [session rating](#). Your feedback is important to us.**

### Assignment #3: SOCIAL-EMOTIONAL-LEARNING (SEL)

The disruption of schools during the pandemic could be considered as a defining moment to reinvent how we teach and what takes priority. Research has shown that strong social-emotional skills help students thrive in school and life.

Read the following articles:

- [Social-Emotional learning Should Be Priority During COVID-10 Crisis](#)
- [Learning during the pandemic: Making social and emotional learning front and center.](#)

Write a 3-4 page paper outlining at least five core components for social-emotional-learning (SEL).

You may already be using Social-Emotional-Learning in your classroom. If so, describe how you implement those strategies in your classroom. Or how you plan to use some of those components as part of your classroom's daily routine.

Post your response.

### Assignment #4: CRITICAL ISSUES IN EDUCATION DUE TO THE CORONAVIRUS

During the pandemic, educators have been incredibly resilient, creative, and innovative in adapting lessons that meet their students' needs during this critical time. In the following article, [12 Critical Issues in Education Due to the Coronavirus](#), the author outlines some significant issues teachers have to deal with regularly. In a 3-4 page paper, juxtapose the list of issues the author describes in his article to the issues you are dealing with as an educator today; in what ways are they similar, different, or unrelated.

Post your response

### Assignment #5: INTEGRATING HYBRID LEARNING MODELS

Since the pandemic, schools have begun to integrate hybrid learning models more and more, which requires teachers to rethink their

roles in the classroom, and how best to achieve student learning goals. This means that teachers across the country must shift their former learning modalities and learn to weave virtual/online classes and face-to-face experiences to maximize student learning.

Read the articles:

- [The Basics of Blended Instruction](#)
- [Effective Instructional Models for a Hybrid Schedule](#)

Watch the video:

- [Blended Learning: Making it Work in Your Classroom.](#)

After reading the articles and watching the video above, write a 3-4 pages paper, reflect on some of the existing hybrid learning models discussed, and then assess your current technology used to determine which of the learning models best suits your learning situation. Include some of the pros and cons of some of the models discussed in the articles and video.

Post your response

### **Assignment #6: CHOOSE A TOPIC**

Choose one of the Zoom topics presented in this course, and develop a one-page listing of resources. This listing needs to detail a minimum of 10 different resources in the subject of choice and a minimum of a 1-2 paragraph summary of each resource and how to access it. Choices may include books, magazines, journals, videos, and internet sites.

Post your response

## **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.

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### **Assignment #7: TEACHER COLLABORATION**

Collaboration amongst colleagues has shown that teachers create a more productive and healthier learning environment that positively impacts their students. When teachers teach collaboratively, their students become more engaged, responsive, and innovative when sharing their thoughts and ideas with their classmates.

Read these articles:

- [Teacher Collaboration: How to Approach It In 2020](#)
- [Deeper Learning: A Collaborative Classroom Is Key](#)

Watch the videos:

- [The power of collaboration](#)
- [Collaborative Learning Builds Deeper Understanding](#)
- [Teacher Collaboration: Spreading Best Practices School-Wide](#)
- [Collaborative Planning: Integrating Curriculum Across Subjects](#)

Create an annotated bibliography consisting of at least seven (7) items made up of web sites, online videos, articles and/or books that you could use to enhance student and/or teacher collaboration within your school.

Post your response

## Assignment #8: INTERVIEW OR ACTIVITY

Complete **one (1)** of the following options:

Interview 3-5 teachers in your school or district with some experience in creating lesson plans for virtual, hybrid, and regular classroom settings. Summarize in a 3-4 page paper your findings along with some of the successes and/or failures they encountered in creating these three different categories of learning.

OR

Using what you've learned from one of the presentations from this course, develop a 20-minute PowerPoint teacher training you could present to your colleagues. Include a resource page and a list of questions. The PowerPoint should contain a minimum of 6 slides.

OR

A recent article by [NPR](#) states that "School reopening has become a potent political battle between parents and educators." Also, some teachers' unions are demanding that both teachers and students be vaccinated before returning to schools. With this in mind, in a 2-3 page paper, discuss your school district's policy for reopening your school safely and what your teachers' union position is on vaccinating teachers for coronavirus before returning to school.

Post your response

## Assignment #9: (500 Level ONLY)

Please complete one 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 an article of at least 500 words concerning any noteworthy success you've had as a teacher with one or more students in the subject area or instructional goals of the lesson adapted or created on how this experience has influenced the development of the lesson.
- 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](mailto: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.

## C. INTEGRATION PAPER

Assignment #10: (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:**

Please refer to PDF Instructor Bio's located in each course offered.

**BIBLIOGRAPHY****EDUCATION: Techniques for Coping with The New Normal (This course is now closed)****BOOKS:**

Burton, Tyrone. *The Reframing of American Education: A Framework for Understanding American Education Post COVID-19*. Mynd Matters Publishing, Atlanta, GA. 2020

Carlson, Martha. *Post-Pandemic School: ...When I do, I Understand*. Amazon Kindle Direct Publishig. 2021

Rhoads, Matthew. *Navigating the Toggled Term: Preparing Secondary Educators or Navigating Fall 2020 and Beyond*. Amazon Digital Services LLC - KDP Print US, 2020

Zakaria, Fareed. *Ten Lessons for a Post-Pandemic World*. W.W. Norton & Company, Inc. New York, N.Y. 2020.

**ARTICLES:**

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/>