

COURSE TITLE: TEACHING TIPS: For Educators On The Front Line (Spring 2021) (This course is now closed)
WA CLOCK HRS: 10
OREGON PDUs: 10

NO. OF CREDITS: 1 QUARTER CREDITS
[semester equivalent = .66 credits]

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

COURSE DESCRIPTION:

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

With 2020 behind us, we are still faced with the issues of how best to connect, engage, and support our students as we continue to deal with the Pandemic. In this course, we have gathered together teachers on the front line who make a difference. Join us as we begin another ten (10) valuable 1-hour sessions on Teaching Tips to assist you in your virtual, hybrid, and brick-and-mortar classroom.

This course is appropriate for teachers K-12

Course dates and times:

April 5th – 16th, 2021

One Hour Session each weekday (Monday – Friday)

Starting at 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, ED473k, TEACHING TIPS: For Educators on The Front Line (Spring 2021), **may not** register for the 3 quarter credit or 30 hour section due to the overlap in content between both offerings.
- Registrants for the alternate 3 quarter credit course, ED473l, Education: Techniques for Coping with The New Normal, **may not** register for the 1 quarter credit or 10 hour course, due to the overlap in content between both offerings.

Download this important [document](#) on Zoom links, schedules, presenters, descriptions, participation, and bios.

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

- Reviewed ways to optimize remote learning with students.
- Understood the importance of humanizing the educational experience, particularly within a virtual learning environment.
- Engaged in a variety of activities, games, puzzles, and journaling to stimulate student learning and engagement
- Learned the benefits of fostering positive, meaningful relationships between students and adults.
- Gained easy access to online learning tools for math.
- Learned teaching strategies for online student safety.

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.

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: INTRODUCTION: Instructions for this course.

Welcome to this hybrid course integrating class by zoom video meetings with this online course environment.

- Please download and read the instructions for participating in the [live session](#).
- Be sure to download and keep handy a copy of the [session schedule](#), which shows dates, start times, and login information for each session. You will be notified of any changes to this schedule.
- Please view the [presenters' bios](#).
- Please view the presenter's [presentation descriptions, dates, times, and links](#).
- Introduce yourself in 200+ words.
 - Describe your current professional situation.
 - What brings you the most joy in your work?
 - What struggles have you experienced in the classroom?
 - How did you choose this class, and what outcomes do you hope to achieve?

Post your response.

Assignment #2: Building & Testing Cars With Early Elementary School Kids.

This engaging, hands-on project engages remote learners with a series of open-ended challenges. After guiding students through constructing a simple car (made of a few inexpensive items you send home and a random assortment of materials from recycling bins), students test and modify their cars as they move through a series of challenges. Can they build a stable seat for a passenger in their car? Make a ramp or build a jump for the car? This project capitalizes on students' playful natures and allows them to experience an age-appropriate iterative design process that is fun and educational.

Breakout session questions to consider.

1. What additional challenges for their cars can you think of for your students?
2. What connections to other areas of your curriculum does building and testing cars with your students inspire you to make?
3. How would you modify this building unit to accommodate students who do not have the materials?
4. What other recycled material building challenges can you imagine for your students?

LIVE SESSION PARTICIPANTS: Write a sentence or two and share the high points of what you learned in this presentation.

DID NOT ATTEND LIVE SESSION: Watch the recorded Zoom presentation video and briefly describe what new information you gained from this session and how you plan to incorporate it into your classroom.

Post your response.

[Click here to rate this session.](#) Your feedback is very important to us.

Click [here](#) to view this session's Resource document, PowerPoint slide presentation, and Zoom recording (available within 24 hours of the Zoom meeting) on this [Padlet](#).

Assignment #3: Five Steps to Making Your Video and Zoom Presence Awesome.

In 2020 teachers were suddenly asked to become experts at teaching online, become proficient with all the new tools, and look good doing it. In "Five Steps to Making Your Video and Zoom Presence Awesome," we focus on upgrading how you appear, sound, and "feel" to your audience. Specifically, we will cover light, backdrop, sound, camera quality, and you. This fun presentation promises to leave you with a set of tips to pursue as you continue to use video in your instruction.

Breakout session questions to consider.

1. In today's world, the competition for attention at our screen is intense. As teachers, we are not really video production experts, so how far should we go in making our online work attention grabbing?
2. Working on our background, camera, sound and light is a lot of work. Will this effort we are putting now end up being useful later when we return to the classroom?
3. Will the many benefits of learning to use video more effectively translate to the raising of expectations for how students use video more effectively too?

LIVE SESSION PARTICIPANTS: Write a sentence or two and share the high points of what you learned in this presentation.

DID NOT ATTEND LIVE SESSION: Watch the recorded Zoom presentation video and briefly describe what new information you gained from this session and how you plan to incorporate it into your classroom.

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Assignment #4: The Disengaged: Rebooting the Idling Brain

This presentation will provide a realistic explanation of the complex problem of the disengaged student, along with tips, tricks, and specific muscles needed to re-engage this special and often misunderstood population.

Breakout session questions to consider.

1. With a particular student or group of disengaged students in mind, what tactic would you like to try?
2. Thinking of a particular disengaged student, what would a conversation look like? Role play a conversation with another conference participant.
3. Share with other participants the details of a particular student (no name please) and have the group share out what strategy they would try and why.

LIVE SESSION PARTICIPANTS: Write a sentence or two and share the high points of what you learned in this presentation.

DID NOT ATTEND LIVE SESSION: Watch the recorded Zoom presentation video and briefly describe what new information you gained from this session and how you plan to incorporate it into your classroom.

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Assignment #5: Cyber Safety in Online Learning.

Cyber safety is an essential issue that needs to be addressed with students. In this session, you will learn strategies such as distinguishing between inappropriate contact and positive connections. These foundational skills and learning more about internet safety helps students learn how to be safe in their online learning environment.

Breakout session questions to consider.

- Discuss one internet safety tip you learned from this presentation that was surprising to you and why?
- Discuss 3 ways that you can help your students stay safe online.
- Make a list of some open-ended questions to ask your students to determine if they are safe online.

LIVE SESSION PARTICIPANTS: Write a sentence or two and share the high points of what you learned in this presentation.

DID NOT ATTEND LIVE SESSION: Watch the recorded Zoom presentation video and briefly describe what new information you gained from this session and how you plan to incorporate it into your classroom.

Post your response.

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Assignment #6: Easy Online Tools to Transform Math Classes: Delta Math & Padlet

This session will discuss how Delta Math provides individualized instruction with practice problems, explanations, videos, and test questions for most CCSS topics for sixth grade through calculus. Some topics are a good fit for upper elementary teachers. My students (including Talented and Gifted and Individual Educational Program students) prefer Delta Math to other sites. Padlet is a fun way for students to read and discuss math ideas and to build community.

Breakout session questions to consider:

1. How might you include Delta Math in your scope and sequence?
2. Are you thinking about using Delta Math for assignments, formative assessments, tests, and/or test corrections?
3. For what type of lessons are you considering adding Padlet?

LIVE SESSION PARTICIPANTS: Write a sentence or two and share the high points of what you learned in this presentation.

DID NOT ATTEND LIVE SESSION: Watch the recorded Zoom presentation video and briefly describe what new information you gained from this session and how you plan to incorporate it into your classroom.

Post your response.

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Assignment #7: Engagement, Formative Assessments, Student Buy-In.

Engaging students, staying connected, and positive in our current environment has become a hurdle. This session will focus on tools and tips that will engage students during distance learning and hybrid learning models and in the classroom. Through many questionnaires and discussions, teachers and students have spoken out about what has helped them be successful and stay positive in our online learning. We will look at PearDeck, Padlet, ice breakers, and innovative lesson ideas that empower students to connect and create

Breakout session questions to consider.

1. The first five minutes of class: How can you transition students to learning, create engagement and a positive climate and build relationships with your check-ins online, in hybrid and in in-person learning?
2. What computer programs or techniques can you use to do quick check-ins for true formative assessments which require students to engage?
3. To encourage engagement and empowerment: What subject within your curriculum could you add a final project to where students actually create the questions they will answer and self assess?

LIVE SESSION PARTICIPANTS: Write a sentence or two and share the high points of what you learned in this presentation.

DID NOT ATTEND LIVE SESSION: Watch the recorded Zoom presentation video and briefly describe what new information you gained from this session and how you plan to incorporate it into your classroom.

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Assignment #8: The Art & Nature Interface

This session is designed to inspire teachers to incorporate nature journaling into their curriculum. As teachers and their students engage in an in-depth exploration of the world around them, they will develop their observation skills, learn how to record their encounters with the natural world, and promote a deeper awareness of environmental stewardship. Participants will explore relevant classroom activities, teacher support materials, and assessment tools for remote and in-person instruction.

Breakout session questions to consider.

1. Consider the units of study that you presently teach. How can you incorporate nature journaling into these units of study?
2. The weather does not always cooperate. How can you incorporate nature journaling when the weather is not conducive to going outdoors?
3. How can I integrate other subject areas - art, poetry, history, etc. - into nature journaling?

LIVE SESSION PARTICIPANTS: Write a sentence or two and share the high points of what you learned in this presentation.

DID NOT ATTEND LIVE SESSION: Watch the recorded Zoom presentation video and briefly describe what new information you gained from this session and how you plan to incorporate it into your classroom.

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Assignment #9: Tips & Tools for Engaging Students

The Tips and Tools learned in this session will provide powerful strategies that work like magic, and students will have fun with them, too. Learn the secrets to captivating students (all ages) so they can transform their learning experience. Give them the tools and the support and you can make it happen every day. You will learn how to change the brain's chemistry with simple activities that will create great days in the classroom and give you a better chance at higher achievement with all kids. The way you teach can change the chemistry of the brain. Now is your chance to learn how to do it.

Breakout session questions to consider.

1. What did you learn about engaging the reluctant learner?
2. Why are states a "big" idea and so critical to our success in the classroom?
3. How do you help all students who fly under the radar be successful in your area of passion?
4. How can you change your classroom from blah to ah-ha?

LIVE SESSION PARTICIPANTS: Write a sentence or two and share the high points of what you learned in this presentation.

DID NOT ATTEND LIVE SESSION: Watch the recorded Zoom presentation video and briefly describe what new information you gained from this session and how you plan to incorporate it into your classroom.

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Assignment #10: Finding Hope in the Time of Pandemic.

How are we communicating with our students? Are we connecting? Are we providing an adequate balance between curriculum and care? The key to empower our students is to care for their well-being, keeping them motivated on the overall goal of the class (Objective Learning target), and at the same time energizing ourselves to be effective.

Breakout session questions to consider.

1. What has been the most challenging struggle in teaching in the midst of this Pandemic?
2. Name one high point and one low point you experienced while teaching remotely or in hybrid? (I like to call this the Avocado & Pit)
3. What is one way that you can adapt a lesson to connect with your students better? (Virtually)
4. In what way can we express compassion with our students in every lesson? (More Empathy & Less Sympathy)

LIVE SESSION PARTICIPANTS: Write a sentence or two and share the high points of what you learned in this presentation.

DID NOT ATTEND LIVE SESSION: Watch the recorded Zoom presentation video and briefly describe what new information you gained from this session and how you plan to incorporate it into your classroom.

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the Zoom meeting) on this [Padlet](#).

Assignment #11: Social Emotional Learning and the Distance Learning Child

When finding purpose, structure and peace are essential; there couldn't be a better academic focus as an educator than Social Emotional Learning (SEL) and Trauma-Informed Care. How can we be present for students and families when they are miles apart but right in front of us on the screen. Let's come together to learn, question, and discover positive SEL strategies to use while in Distance Learning.

Breakout session questions to consider.

1. What is your gold nugget for today? The one shiny take-away you want to try or learn more about?
2. Did you hear something surprising or new today? Do you have any questions or concerns?
3. What are the 4 pieces needed to create connections with others?
4. What can you do starting today, to make true, lasting connections with others? Staff? Students?

LIVE SESSION PARTICIPANTS: Write a sentence or two and share the high points of what you learned in this presentation.

DID NOT ATTEND LIVE SESSION: Watch the recorded Zoom presentation video and briefly describe what new information you gained from this session and how you plan to incorporate it into your classroom.

Post your response.

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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 #12: TEACHING UNIT

Prepare a teaching unit of two (2) 45-60 minute lesson plans focusing on one (1) or two (2) subjects presented in the virtual class, be it with teachers or students. Your teaching unit should include:

- Title of the teaching unit.
- Learned outcomes
- Materials to be used, including handouts and/or discussion materials
- Classroom Activities: may include field trips, technology projects, role-playing activities, or other relevant and appropriate educational mediums.
- Instructional strategies.
- A bibliography that identifies resources used.

Post your response

Assignment #13: (500 Level ONLY)

In addition to the 400 level assignments, complete one (1) of the following assignment options:

Option A)

Create a 15-minute in-service PowerPoint presentation based on what you have learned from one or several virtual sessions. (Minimum of 15 slides). Include a resource page and a list of at least 6 questions for your participants.

OR

Option B)

Choose one virtual presentation to focus on and conduct three (3) additional readings regarding that presentation. Write an annotated bibliography (citation of articles and a four to five-sentence summary) of these readings. Write a 2-3 page analysis of how you can apply the information in your educational or personal setting.

OR

Option C)

Another project of your own design, which is pre-approved by the instructor.
Post your response.

C. INTEGRATION PAPER

Assignment #14: (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

TEACHING TIPS: For Educators On The Front Line (Spring 2021) (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/>