COURSE TITLE: TEACHING TIPS: Virtual Class (Summer 2020)

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

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

COURSE DESCRIPTION:

IMPORTANT
Registration for this class is now closed.
Please do not attempt to sign up.

COURSE DESCRIPTION:
After a very successful April class, The Heritage Institute is offering a summer session of ten (10), one-hour virtual presentations using the zoom platform on topics appropriate to intermediate and secondary educators. Presentations will give educators perspectives and skills that apply both to regular classroom instruction and distance teaching.

- Keep Students from Falling Through the Cracks. Brenda McKinney
- Getting Gritty in an Age of Remote Teaching. Patricia Dickenson
- Helping Students Find Themselves. John Creger
- Writing Workshops That Really work. Deb Lund
- Virtual Teaching tools You Can Use any Time. Michael Boll
- Trauma-Informed Teaching. Stacey Shaw
- Beyond Fake News & Media Bias. Corey Davis
- Staying Happy in Stressful Times. Charity Staudenraus
- Prioritizing What Matters: Putting the Screens Down. Charity Staudenraus

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

This course, ED471i, Teaching Tips: Virtual Class (Summer 2020) is ONLY available for hours.
FEE: $55 for either 10 WA Clock Hours, 10 Oregon PDU Hours, or 10 CEU Hours.

IMPORTANT: Registrants for this course cannot also be awarded credit for the course Education in the Age of Pandemic due to the overlap in content between both offerings.

IMPORTANT: All required assignments for this class must be finished before Friday, August 7th as the class will be deactivated on that date.

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

- Gained skills and perspectives to engage better students who otherwise fail.
- Learned additional virtual teaching tools.
- Reviewed a successful model for a writing workshop.
- Learned tips to address student’s emotional stress during these difficult times.
- Reviewed strategies to help students see beyond media bias.

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 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

- Please download, read, and save this important document that has all the instructions you will need for this class.

- Say hello to your classmates via this Flipgrid, which will record your greetings by video. It's a great tool to use with your students. View my video first and then click on the big + sign to the left.
IMPORTANT NOTE: This class will be discontinued Friday, August 7th. Please complete all required postings in assignments prior to that date.

Assignment #2: KEEP STUDENTS FROM FALLING INTO THE CRACKS. Brenda McKinney. Monday - 7/13
Getting and keeping students engaged is challenging enough in the regular classroom, but increases in difficulty in online and virtual learning environments. Brenda will share some of her most creative strategies to pique student interest, making learning more meaningful while assuring the most important academic content gets across to students.

Click Here for the resource document.
Click Here for the PowerPoint slide presentation.

https://player.vimeo.com/video/438040354
Keep Students From Falling through the Cracks from Mike Seymour on Vimeo.

IF YOU ATTENDED THE SESSION: Write a sentence or two and share the high points of what you learned in this presentation.

IF YOU DID NOT ATTEND THE SESSION: Watch the following video and briefly describe what new information you gained from this session and how you plan to incorporate it into your classroom.

RATE THIS SESSION

Assignment #3: GETTING GRITTY IN THE AGE OF REMOTE TEACHING. Patricia Dickenson. Tuesday - 7/14
Patricia shares practices for crafting tasks, including grit and growth mindset, to develop self-directed learners. She’ll discuss digital tools and strategies that make it easier to engage students and maintain their interest in remote teaching.

Click Here to download the resource page.

https://player.vimeo.com/video/438289685
Getting Gritty in Remote Teaching from Mike Seymour on Vimeo.
to view the Zoom session.

IF YOU ATTENDED THE SESSION: Write a sentence or two, share the high points of what you learned in this presentation.

IF YOU DID NOT ATTEND THE SESSION: Watch the following video and respond to the follow question:
Share an experience of how you supported students to persevere in your class. What intentional strategies did you evoke?

RATE THIS SESSION

Assignment #4: HELPING STUDENTS FIND THEMSELVES. John Creger. Wednesday - 7/15
Language arts is a natural platform for our students to explore their identity through writing activities on family, cultural, and other influences on values, beliefs, and future goals. Sharing their explorations in the classroom or virtually has proven a meaningful way to maintain student interest and build a sense of community. John will talk about the great success he has had with students from his sophomore English classes over the last twenty years and will share a recent culminating presentation done via zoom.

Click here for the resource document.
Click here for the PowerPoint slide presentation.

https://player.vimeo.com/video/438635760
Helping Students to Find Themselves from Mike Seymour on Vimeo.

IF YOU ATTENDED THE SESSION: Write a sentence or two, share the high points of what you learned in this presentation.

IF YOU DID NOT ATTEND THE SESSION: Watch the following video and briefly describe what new information you gained from this session and how you plan to incorporate it into your classroom

RATE THIS SESSION
Assignment #5: WRITING WORKSHOPS THAT REALLY WORK.  Deb Lund. Thursday - 7/16
Does writing seem hard to teach? Find out what's most effective in teaching writing. Learn from your own writing insecurities as you acquire strategies that will get your students not only writing for longer periods of time, but with more voice, originality, and confidence. Let’s take your questions, fears, and dreams, and transform them into steps for how to succeed.

IF YOU ATTENDED THE SESSION: In a sentence or two, share the high points of what you learned in this presentation.  If you posted a question in the Zoom chat, please forward those questions to Deb@deblund.com so that she may respond to them directly.

Click here for the resource document.
https://player.vimeo.com/video/438989119
Deb Lund Writing Workshop from Mike Seymour on Vimeo.

IF YOU DID NOT ATTEND THE SESSION: Watch the following video and briefly describe what new information you gained from this session and how you plan to incorporate it into your classroom

RATE THIS SESSION

Assignment #6: TEACHING TOOLS YOU CAN USE ANY TIME.  Michael Boll - Friday - 7/17
With the flurry of just surviving the transition to online schooling behind us, now may be the time to step back and look for ways to use virtual learning apps as an adjunct to live class instruction as well as flipped lessons and virtual teaching. Join the fun as we explore interactive apps (ranked by learning curve) such as EdPuzzle, WooClap, Kahoot, Parlay, and FlipGrid.

Click here for the PowerPoint slide presentation.
https://player.vimeo.com/video/439343592
Virtual Tools You Can Use any Time from Mike Seymour on Vimeo.

IF YOU ATTENDED THE SESSION: In a sentence or two, share the high points of what you learned in this presentation.

IF YOU DID NOT ATTEND THE SESSION: Watch the following video and briefly describe what new information you gained from this session and how you plan to incorporate it into your classroom

RATE THIS SESSION

Assignment #7: TRAUMA-INFORMED TEACHING.  Stacey Shaw. Monday - 7/20
In order to reach and support all students, we must approach everything we do through a trauma-informed lens. This means that we see the whole child, that we take life experience into account when planning instruction, that we understand common responses to trauma, and how that can impact our students in a learning environment.

IF YOU ATTENDED THE SESSION: In a sentence or two, share the high points of what you learned in this presentation.

Click here to download the resource document.
Click here to download the PowerPoint presentation.
https://player.vimeo.com/video/440073350
TRAUMA-INFORMED TEACHING from Mike Seymour on Vimeo.

IF YOU DID NOT ATTEND THE SESSION: Watch the following video and briefly describe what new information you gained from this session and how you plan to incorporate it into your classroom

RATE THIS SESSION

Assignment #8: BEYOND FAKE NEWS & BIAS: Tips to Decipher Media.  Corey Davis.  Tuesday - 7/21
When we don't watch the news, we are uninformed, but watching the news makes us misinformed. Discover how media has been used throughout history to control the hearts and minds of the masses. This session will provide you with the tools, strategies, and ability to
break down the walls of fake news and perceptual bias that keep us from the truth.

Click here for the resource document.
Click here for PowerPoint slide presentation.

https://player.vimeo.com/video/440398458
Beyond Fake News & Media Bias from Mike Seymour on Vimeo.

IF YOU ATTENDED THE SESSION: In a sentence or two, share the high points of what you learned in this presentation.

IF YOU DID NOT ATTEND THE SESSION: Watch the following video and briefly describe what new information you gained from this session and how you plan to incorporate it into your classroom.

RATE THIS SESSION

Close the computers, put the pencils down, and bring a little exercise into the classroom! Get the student's engines going, and their brains in gear, with these fun ideas for reviving energy and stirring up thinking power.

Click here for the resource document.
Click here for the PowerPoint slide presentation.

https://player.vimeo.com/video/440749208
Get Up and Move, Terree Marvin from Mike Seymour on Vimeo.

IF YOU ATTENDED THE SESSION: In a sentence or two, share the high points of what you learned in this presentation.

IF YOU DID NOT ATTEND THE SESSION: Watch the following video and briefly describe what new information you gained from this session and how you plan to incorporate it into your classroom.

RATE THIS SESSION

Assignment #10: STAYING HAPPY IN CHALLENGING TIMES. Charity Staudenraus. Thursday - 7/23
Social and emotional learning is especially important during these challenging times. We need to remind ourselves and our students that stress and unhappiness are states we can control. Join Charity as she discusses the action steps we can use to take control of our happiness and share that knowledge with our students.

Click here for the resource document.
Click here for the PowerPoint slide presentation.

https://player.vimeo.com/video/441094561
Staying Happy in Challenging Times from Mike Seymour on Vimeo.

IF YOU ATTENDED THE SESSION: In a sentence or two, share the high points of what you learned in this presentation.

IF YOU DID NOT ATTEND THE SESSION: Watch the following video and briefly describe what new information you gained from this session and how you plan to incorporate it into your classroom.

RATE THIS SESSION

Assignment #11: PRIORITIZING WHAT MATTERS: Putting the Screen Down. Charity Staudenraus. Friday -
We need our digital devices, but they are addictive and cannibalize our time. Teachers need to be extra creative to engage kids virtually, especially when so many are spending many hours on devices apart from school time. Charity discusses ways to minimize screen time for ourselves and students toward improving our mental and social health.

Click here for the resource document.
Click here for the PowerPoint slide presentation.

https://player.vimeo.com/video/442130964
Charity's Zoom Presentation from Mike Seymour on Vimeo.
IF YOU ATTENDED THE SESSION: In a sentence or two, share the high points of what you learned in this presentation.

IF YOU DID NOT ATTEND THE SESSION: Watch the following video and briefly describe what new information you gained from this session and how you plan to incorporate it into your classroom.

RATE THIS SESSION

NOTE: THIS IS THE FINAL ASSIGNMENT FOR WA CLOCK HOURS, OR PDU'S AND CEU'S.
No need to do the integration paper.

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.

C. INTEGRATION PAPER
Assignment #12: (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?

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

TEACHING TIPS: Virtual Class (Summer 2020)

View document for session schedule and presenters bios.
Click here for instructor bios.