UNC
UNIVERSITY OF NORTHERN COLORADO

Extended Campus

College of Education & Behavioral Sciences
Department of Technology, Innovation & Pedagogy

In Partnership With:

iLearnCollaborative

TIP 508 Workshop
Best Practices in Online Instruction

Instructor of Record:	TBD
Address:	iLearn Collaborative 1550 Wewatta St., Suite 200 Denver, CO 80202
Email:	berholtz@ilearncollaborative.org
Phone:	(303) 522-2319
Course Credit:	2.0 graduate credits
Dates & Times:	Online: TBD The student must spend a minimum of 10 hours online per unit on the LMS completing course requirements and is expected to spend approximately 5 hours offline per unit compiling and submitting assignments. Three one-hour synchronous sessions will be offered. Dates and times for these sessions will be communicated to students.

COURSE DESCRIPTION:
This course provides students with the opportunity to closely examine aspects of best practices in online instruction, discovering standards and skills for effective online delivery. Participants will examine instructional strategies for online engagement and determine which to implement in their online classrooms. By the end of the course, educators will produce and deliver an online lesson specific to their content and grade level.

STUDENT LEARNING OUTCOMES:
Upon completion of this course, students will be able to:
1. Recognize effective instructional strategies for online learning implementation
2. Articulate best practices for personalizing learning, engaging students, and building community in an

online learning environment
3. Design, develop, and deliver an online lesson that incorporates best instructional practices and National Standards for Quality Online Teaching
4. Engage in peer observation and reflect on the instructional learning process

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:
Supplemental Reading:
Article links for openly sourced, supplemental reading and videos are included in each unit's topic.

COURSE REQUIREMENTS:
In order to receive a Passing grade, the participant must complete the following course requirements:
1. Discussion Board Postings: One (2) Original Posts and three (3) Responses per post per topic. Discussion board postings are typically based upon course readings and videos and require students to analyze, synthesize, reflect, and respond.
2. Assignments: Assignments require students to apply session content to current online practices, developing digital learning activities and lessons for classroom implementation.
3. Final Project: The final project is a culminating assignment that requires students to design, develop, and deliver a synchronous lesson to students, engage in peer observation, gather and analyze data, make observations, and reflect on the learning and instructional experience.

GRADE DISTRIBUTION AND SCALE:
Grade Distribution:

Discussion Participation	20%
Assignment Completion	10%
Final Project	30%
Reflective Essay	40%

Grade Scale:
Grading will be Pass/Fail: A minimum score of 80% will be required to pass.

COURSE SCHEDULE:
UNIT ONE: Standards & Skills for Effective Online Instruction
- Topic 1: Online Instruction Defined
- Topic 2: Skill Sets for the Virtual Teacher
- Topic 3: Netiquette

UNIT TWO: Student Engagement in an Online Classroom
- Topic 1: Building Community
- Topic 2: Online Learning in Action
- Topic 3: Online Classroom Management

UNIT THREE: Putting it Out There
- Topic 1: Cultivating Relationships
- Topic 2: Tips, Tricks & Tools
- Topic 3: Theory Into Practice

UNIT FOUR: Reflective Essay

UNC's Policies
UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website, Student Handbook link www.unco.edu/dean-of-students/pdf/student-code-of-conduct.pdf.

Disability Resources
It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at http://www.unco.edu/disability-support-services/.

Honor Code
All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

Special Term/Short Course
Special Term Courses do not meet during a typical semester (begin or end earlier or later), these courses have different add/drop/withdrawal dates. It is the responsibility of the student to be aware of these dates. Please refer to "special term/short course deadlines" from this link: http://www.unco.edu/registrar/current-students/course-add-drop.aspx, to learn the dates for this course.

Billing & Requesting Transcripts
You will receive an email (to the UNC student Bear email account) when your bill has been posted. Bills are sent monthly; if your registration is processed in the middle of the month, you will not receive a billing statement until the following month. If you do not receive a billing statement, please contact UNC's Bursar's Office (part of Bear Central) at 970-351-4862.

There are two options for requesting transcripts. For an unofficial transcript, on your Student tab in URSA, choose "Unofficial transcript" located under the "Grades" heading. For an official transcript, go to: http://www.unco.edu/registrar/etranscripts.aspx.

BEST PRACTICES IN ONLINE INSTRUCTION RUBRIC

FORMATIVE ASSESSMENTS

Formative assessments measure your engagement with and understanding of content delivered in each topic. These assessments provide opportunities to reflect on your assignment as well as deliberate over topic content with your classmates in a discussion forum. Each assessment has a maximum rating of 20 points indicating topic knowledge and reflection.

COURSE FINAL PROJECT: Design and Deliver a Synchronous Lesson

Criteria	Grading Scale		
Implementation and Supporting Documentation	25 The supporting documentation incorporates all elements addressed in the instructions. Details are clearly communicated, and the synchronous lesson demonstrates mastery of key concepts of blended implementation.	15 Most criteria of the supporting documentation are included. One or more items are missing and/or lacking details. Content mastery is evident for the most part with only one or two elements excluded.	5 The synchronous lesson is missing most of the listed criteria.
Reflection	25 Addresses all criteria, providing depth in response to questions.	15 Addresses most of the criteria, though little depth is added to response.	5 Lacks depth and details in response.
Peer Observation	10 Addresses peer observation requirements, utilizing feedback to inform synchronous instructional design and delivery.		0 Does not meet peer observation requirements.

COLLEGE CREDIT ASSIGNMENT: Reflective Essay

Criteria	Grading Scale		
Responsiveness to Topic	15 Demonstrates	12 Addresses	5 Demonstrat

	thoughtful understanding of topic and criteria. Responds effectively to all aspects of assignment.	most of the assignment criteria. May slight some aspects of topic in response.	es inability to understand assignment criteria and lacks a meaningful response to the topic.
Communication of Ideas	15 Thoroughly explores topics, going beyond scope of subject matter to include insightful comments, ideas, and observations of key concepts and texts.	12 Demonstrates some comprehension of topic though treats subject matter simplistically or repetitively.	5 Is unfocused and incoherent.
Length and Organization	15 Meets length requirement and Is clearly organized with well-supported ideas.	12 Meets length requirement and is somewhat organized with some supported ideas.	5 Does not meet minimum length requiremen t and Is undevelope d with little or no support.
Mechanics, Sentence Structure, Grammar, and Spelling	15 Is free from errors in mechanics, structure, grammar, and spelling.	12 Has some errors but demonstrates control of mechanics, structure, grammar, and spelling.	5 Contains serious issues in mechanics, structure, grammar, and spelling.

CLASS SCHEDULE:

UNIT 1: STANDARDS FOR EFFECTIVE ONLINE INSTRUCTION

Unit 1 - Topic 1: Blended Instruction Defined

- **What is Online Instruction?** Teachers will begin this section with an overview of what online instruction entails, including Aurora Institute's (formerly iNACOL) definition. There may be some confusion between what online learning and remote learning are. Teachers will examine the differences and explore elements of effective online instruction.
    - Resource exploration:
        - Website: Aurora Institute

- - - Resource: Slideshare (K.D. Borcoman) - Online Instruction Defined
    - Blog: Center for Innovation in Teaching and Learning - "Remote versus Online Instruction"
    - Article: eLearning Industry - "10 Best Practices to be an Effective Online Teacher" (Cooper, 2016)
    - Article: Getting Smart - "Six Key Components of Effective Online Instruction" (2017)
  - **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resources: *Take a moment to reflect and consider how best instructional practices are created for an online environment.*

- **Guidelines:** Teachers will examine the National Quality Standards for Online Teaching; understand how they will be used to guide their online instructional practice. The standards include: 1) professional responsibilities, 2) digital pedagogy, 3) community building, 4) learner engagement, 5) course management, 6) digital citizenship, 7) diverse instruction, 8) assessment and management, and 9) instructional design.
  - Resource exploration:
    - Website: National Standards for Quality Online Learning
    - Resource: National Standards for Quality Online Teaching

- **Changing Roles-From Content Expert to Expert Instructional Guide:** Teachers will understand that along with the standards and skills of effective online instruction comes a teacher's changing role. Online instruction requires the teacher to become a guide that efficiently and effectively delivers content in a new way. Instead of a lecturer in front of rows of desks, teachers will become the tour guide in an online academic adventure. They will take time to review best practices, considering which they will implement in their online classroom.

Unit 1 - Topic 1 Activity:

- **1.2 Discussion: Your Role as an Online Educator/Instructor**
  - As you move forward into online instruction, consider how your role will change and address the following:
    - How will your role change as an online instructor?
    - What will be different from your experience as a brick-and-mortar instructor?
    - What is your biggest concern about the changing roles (from "sage on the stage" to "guide on the side")?
    - Give one pro and one con of the shift/change in your role.
  - After your initial post, respond to your classmates.

Unit 1 - Topic 2: Skill Sets for the Virtual Teacher

- **Myths:** Teachers will open this section by examining the numerous myths surrounding online instruction, considering which resonate with them.
  - Resource exploration:
    - Article: Connect4Education - "10 Myths About Teaching Online"
  - **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resource: *Which myths about online teaching do you hold to be true?*

- **Skill Sets:** Teachers will learn that various skill sets apply to online instruction. As they explore these skills sets, they'll determine where their strengths and gaps lie. They will understand that virtual live classes, a good Learning Management System (LMS), and interactive course content are the essential components of online teaching.

- ○ Resource exploration:
  - ■ Website: Teach.com

- **Communication Skills:** Teachers will understand that an online learning environment requires clear, concise instruction. Educators experienced in face-to-face classroom instruction methods may need to develop stronger written communication skills. Skills for using graphics, videos, and digital audio files for communication with students are essential. It is imperative for students to understand what the expectations are in the online classroom from the very beginning, as they will not always have access to a live instructor. Teachers will learn that need to adopt a communication "style" consistent with their messaging. Once students know their communication style, it will be easy for them to understand expectations in their online classroom.
  - ○ Resource exploration:
    - ■ Website: Resilient Educator
    - ■ Article: eLearning Industry - "5 Skills That Online Teachers Are Constantly Developing" (Hardy, 2016)

- **Time Management Skills:** Equally important are time management skills. Teachers will learn that they must be able to evaluate information and update course materials as necessary to ensure students have timely, relevant information.
  - ○ Resource exploration:
    - ■ Website: Resilient Educator
    - ■ Article: eLearning Industry - "5 Skills That Online Teachers Are Constantly Developing" (Hardy, 2016)

- **Content/Technology Expert:** Teachers will understand that as an online educator, they will serve as the go-to content expert and should be prepared to accommodate all learners in this environment. They also need to become technology experts, utilizing all of the digital tools and resources available to them to deliver content. Teachers will take time to review the top five skills necessary for effective online instruction.
  - ○ Resource exploration:
    - ■ Website: Resilient Educator
    - ■ Article: Resilient Educator - "Five Skills Online Teachers Need for Classroom Instruction" (SHARE Team, 2020)

Unit 1 - Topic 1 Activities:

- **Knowledge Check: Online Skill Sets** (interactive matching)
- **1.3 Discussion: Your Skill Sets/Strengths for Effective Online Instruction**
  - ○ Based on what you have learned about the necessary skill sets all online teachers should possess, describe what you think is your most valuable skill or strength that will help you become an effective online instructor. Give an example of how you can implement your skill/strength.
  - ○ After your initial post, respond to your classmates.

Unit 1 - Topic 3: Netiquette

- **Netiquette:** In this section, teachers will define netiquette. They will understand that while netiquette should be common practice in general, everyday use, it is even more important in an online classroom setting. Sometimes, students feel safe to post private or inappropriate information online if no one can "see" them. Hence, the importance of establishing proper netiquette guidelines from the starting bell. Teachers will examine best practices for integrating

netiquette into an online classroom.
- ○ Resource exploration:
  - ■ Website: TechTerms
  - ■ Resource: TechTerms Netiquette Guidelines
  - ■ Resource: BCK2SKOL - Netiquette Lesson
  - ■ Video: Mr. Vacca - "Netiquette Guide for Online Learning in 2020" (2020)

- **Netiquette for Kids:** Understanding netiquette elements, teachers will not have to shift their focus to teaching their students about netiquette, utilizing a variety of resources and instructional best practices appropriate for their age groups.
  - ○ Resource exploration:
    - ■ Article: Rasmussen College - "10 Netiquette Guidelines Online Students Need to Know" (Brooks, 2019)
    - ■ Article: Boston Public Library - "Netiquette for Kids"
    - ■ Video: East Lab - "Netiquette Only Lesson" (2014)

- **Digital Citizenship:** Just as it is important to help guide students to be good citizens in their communities, it is also important to teach students about digital citizenship in an online setting, especially in the age of cyberbullying. With their teachers' guidance, students will learn that "bad citizenship" entails cyberbullying, irresponsible social media use, and a general lack of understanding of safe internet use. Safe internet use (digital citizenship) includes keeping passwords private, not sharing personal information, engaging only with those they know are safe online, only looking at trusted websites, etc. Teachers will examine myriad resources for strategies for developing digital citizenship in their online communities.
  - ○ Resource exploration:
    - ■ Website: AESeducation.com
    - ■ Article: Edutopia (Vicki Davis) - "What Your Students Really Need to Know About Digital Citizenship" (2014)
    - ■ Video: Common Sense Education - "We the Digital Citizens" (2019)
    - ■ Article: ISTE - "9 Resources for Digital Citizenship" (Krueger, 2020)
    - ■ Blog: Unicef - "Cyberbullying: What it is and how to stop it"
  - ○ **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resources: *Do you practice digital citizenship in your own work? How will you model good digital citizenship in your online classroom?*

- **Cheating:** The readily available information and no one "looking" can make it tempting for students to commit "academic dishonesty". Teachers will learn how to deter cheating and apply strategies that will ensure students won't engage in academic dishonesty.
  - ○ Resource exploration:
    - ■ Resource: Online Schools Center - Infographic
    - ■ Article: Pearson - "Deterring cheating in an online course" (Hollister, 2020)
    - ■ Article: Maggie Hensler - "Talk to Your Kids About Academic Integrity" (2019)
    - ■ Video: Stefanie Stauber - "Academic Integrity" (2013)
    - ■ Webpage: Edgenuity - "Ensuring Academic Integrity in Online Learning"
    - ■ Blog: Rebecca Barrett-Fox - "Curbing Cheating Online: Creating a Culture of Academic Integrity" (2020)

Unit 1 - Topic 3 Activities:

- **1.4 Assignment: Your Virtual Classroom "Netiquette" Guidelines & Procedures**
  - ○ After exploring "netiquette", cheating, and digital citizenship, consider how you will convey your expectations to your online students. Create a sample netiquette

rules/guidelines doc/slide for your online classroom. You may want to use a simple doc such as this [Sample Etiquette/Netiquette Rules](#) example, or you may wish to check out [more creative ideas](#) on the web. You may also check the links attached for ideas. When you have created your document (in whichever format you choose):

- Submit the link to this discussion post.
- Review other examples that have been submitted by your peers.
- Provide feedback on at least two submission posts. (Are expectations clear? Is each facet of netiquette/digital citizenship covered?)

- **1.5 Discussion: Academic Integrity**
  - Think about how academic integrity will look in an online setting compared to a traditional classroom setting. How can you encourage and establish effective academic integrity in your online classroom? Provide examples of steps you will take to make sure students are aware of academic integrity and how you will continue to "keep them honest".
  - After your initial post, respond to your classmates.

UNIT 2: STUDENT ENGAGEMENT IN AN ONLINE CLASSROOM

Unit 2 - Topic 1: Building Community

- **Community Begins Day One:** Teachers will begin with considering their online orientation sessions that introduce themselves and welcome their students. They'll take some time to consider the recommended tools, content, and strategies that serve the purpose of building community from the get-go.
  - **Reflection:** Teachers will be prompted to reflect on a question before exploring this topic: *What does community mean to you as an educator? How can you develop community in an online classroom?*
  - Resource exploration:
    - Screencast-o-Matic
    - Screencastify
    - Smilebox
    - Animoto
    - FlipGrid
    - Padlet

- **Icebreakers:** As teachers begin to prepare orientation sessions, they'll consider utilizing an icebreaker that kicks off the session. They will examine content that can be broken down into four competents: 1) welcome, 2) communication, 3) tips for success, and 4) expectations.
  - Resource exploration:
    - Article: Symo Training - "21 Free Fun IceBreakers for Online Teaching, Students & Virtual and Remote Teams" (2020)
    - Article: Sadlier School - "6 Fun Classroom Icebreakers for Elementary Students [Onsite/Online]" (Lynch, 2020)

- **Discussion Forums & Blogging:** Online discussions promote more than collaboration and community; they provide a forum for critical thinking, problem-solving, and persuasive writing. In this section, teachers will explore the myriad benefits of connecting via discussion boards and blogging. They'll also investigate guidelines and strategies for developing robust discussions and preparing students to engage with one another in these forums.
  - Resource exploration:
    - Article: Educause - "10 Tips for Effective Online Discussions" (Simon, 2018)
    - Webpage: University of Waterloo - "Online Discussions: Tips for Students"

- ■ Video: Byuicurdev -"Discussion Board Netiquette" (2012)
- ■ Blog: EdTechnocation - "3 Ways to Have Online Discussions with Google Classroom" (2015)
- ■ Article: The Edublogger - "10 Ways To Introduce Your Students To Blogging" (Morris, 2019)
- ■ Article: Common Sense Education - "Writing, Journaling, and Blogging Websites for Student"

- **Online Conferencing:** Teachers will learn that conferencing with students online builds relationships and supports community. Ideally, teachers should plan to conference with students at the start of a unit of study, quarter, trimester, etc. The purpose of this conference is to assist students in setting and writing goals, such as SMART Goals. Teachers will understand that they should have students record their goals in a shared space you can access, i.e., ePortfolio, Google doc, etc. They'll want to set a conference schedule where they'll periodically meet online to discuss data and their student's progress towards meeting his or her goals. This personalized connection will strengthen their student relationships and enable them to gauge where each student is in his or her learning progression as well as determine instructional support.
  - ○ Resource exploration:
    - ■ Article: Edutopia - "SMART Goal Setting With Your Students" (Elias, 2014)
    - ■ Resource: iLearn Collaborative - SMART Goal template
    - ■ Website: Template Lab

- **Collaboration & Community:** Online learners crave engagement, and collaborative activities do just that; they produce deeper learning experiences, broaden connections (think globally), support creative thinking and problem-solving, boost confidence, improve communication and technology skills, and promote community. Teachers will learn that online collaboration can happen in their synchronous sessions, utilizing their breakout rooms, through peer feedback and critiques, during project-based learning activities, when video conferencing with community experts, etc.
  - ○ Resource exploration:
    - ■ Article: Kristina Boutillier - "Online Collaborative Learning" (2019)
    - ■ Blog: Kathy Schrock's Guide to Everything - "Online Student Collaboration"
    - ■ Article: Teach Thought - "30 Of The Best Digital Collaboration Tools For Students" (2019)
    - ■ Article: Common Sense Education - "Best Student-Collaboration Tools"
    - ■ Resource: iLearn Collaborative - Job Postings template
    - ■ Resource: iLearn Collaborative - Team Contract templates
    - ■ Article: We Are Teachers - "Creative Ways Teachers Are Building Classroom Community Online" (Moran, 2020)
    - ■ Article: Shared Teaching - "25 Ways to Build an Online Classroom Community" (2020)

Unit 2 - Topic 1 Activities:

- **2.1 Discussion: Onboarding and Orientation**
  - ○ How do you currently onboard students during orientation? What tips or strategies can you offer your classmates that reflect best practices?
  - ○ What from Topic 1 might you apply to your onboarding or orientation process?
  - ○ After your initial post, respond to your classmates.
- **2.2 Assignment: Multimedia Discussion**
  - ○ Produce an engaging discussion/blog topic that includes multimedia. In your post, include:

- The actual discussion post (can be linked or attached as an image)
- A brief contextual description of the discussion/blog as it relates to the learning objectives of the lesson/unit of study (include content and grade level)
- An explanation of how the discussion/blog will engage learners
- The link(s) to the multimedia included in the discussion/blog post
  - Be sure to review your classmates' submissions and provide feedback.

- **2.3 Assignment: Community-Building Activity**
  - For this assignment, you will design, develop, and deliver an activity that builds community. As you begin to plan the activity, consider which LMS/platform tool(s) and outside digital tool(s) you'll integrate to support learning. Once you deliver the activity, reflect on the instructional and learning experience, and then respond to the items/questions below:
  - Activity/Lesson Details:
    - Provide a brief contextual description of the community-building activity (include content and grade level).
    - Include link(s) to the digital tool(s) that were integrated into the activity.
    - Include 2-3 images that capture the students' learning experience, interaction, and engagement.
  - Follow-up Questions:
    - How did the activity build community in your online learning environment?
    - How did you know students were engaged?
    - What relevant challenges did you experience with the activity and how did you address those challenges?
    - What would you do differently should you implement the activity again?
    - How does the activity inform your current online instructional practice?
  - Be sure to review your classmates' submissions and provide feedback.

Unit 2 - Topic 2: Online Learning in Action

- **Synchronous Sessions:** Understanding the value in effective synchronous session planning, teachers will begin by reviewing the essentials for getting ready for these instructional sessions. They will also examine an instructional model that provides a structured format for intentional synchronous session planning. Steps for this model include: 1) student-friendly objectives, 2) kickoff, 3) temp check, 4) direct instruction, 5) show-and-tell, and 6) sendoff. Teachers will view an example of a synchronous session delivered in this format. Additional strategies include flipping and utilizing students as moderators.
  - Resource exploration:
    - Pear Deck
    - Nearpod
    - Article: Kristina Wilson - "Best Practices for Synchronous Sessions" (2017)
    - Blog: The Academic Technology - "Using Breakout Rooms" (2020)
    - Article: Edutopia - "8 Strategies to Improve Participation in Your Virtual Classroom" (Minero, 2020)
    - Pocket of Preschool - "Distance Learning Ideas List for Preschool, Pre-K, and Kindergarten" (2020)

- **Asynchronous Instruction:** Teachers will review some basic pointers for delivering effective asynchronous instruction in their online learning environment. They will also examine best practices in planning, producing, and publishing their own videos using a variety of tools, which will include options for creating interactive videos that could be used to collect real-time data that inform instruction. Podcasting is another delivery method that can be used to provide

asynchronous instruction. Teachers will learn about online accommodations and how to provide voice and choice in this section.
- ○ Resource exploration:
  - ■ Article: EdTech Teacher - "Screencasting Tools & Tips for Beginners" (Daccord, 2020)
  - ■ Emaze
  - ■ Slide Carnival
  - ■ Screencast-o-Matic
  - ■ Loom
  - ■ Animoto
  - ■ Screencastify
  - ■ WeVideo
  - ■ PowToon
  - ■ Article: Heather Wolpert-Gawron - "The Ultimate Screencasting Guide For Teachers And Students" (2016)
  - ■ Article: Kareem Farah - "Everything You Need to Know About Building a Great Screencast Video" (2020)
  - ■ EdPuzzle
  - ■ Khan Academy
  - ■ TED-Ed
  - ■ PBS Learning Media
  - ■ Learn Zillion
  - ■ Resource: Refseek - "Educational Video Sites"
  - ■ Article: Julie Peterson - "10 Great Tools for Creating High-Quality Educational Podcasts" (2017)
  - ■ Article: Common Sense Education - "Best Podcast Apps and Websites for Students" (2020)
  - ■ Video: Jen Jonson - "How to Make a Bitmoji and Add It to Your Online Classroom or Materials" (2020)
  - ■ Video: Jen Jonson -"Create a Bitmoji Classroom with Google Drawing for Schoology or Google Classroom" (2020)
  - ■ Resource: iLearn Collaborative - example interactive choice slides
  - ■ Read & Write for Google
  - ■ Zoom
  - ■ Google Meet
  - ■ Microsoft Teams

- **Student Engagement Beyond Synchronous and Asynchronous Instruction:** Teachers will explore other options that will increase student engagement, which include gamification, badging, competition, and simulated learning experiences.
  - ○ Resource exploration:
    - ■ HippoCampus
    - ■ BrainPop
    - ■ Kahoot
    - ■ Resource: 50 Great Sites for Serious, Educational Games
    - ■ Resource: PHET Interactive Simulations
    - ■ Minecraft Education Edition
    - ■ Classcraft
    - ■ Mr. Anker Tests
    - ■ Article: ISTE - "Chart students' growth with digital badges" (Fontichiaro, 2015)
    - ■ Article: Classcraft: "How to create a digital badging program in your classroom" (Hamm, 2018)

- ■ Article: Open Education Database - "50 Educational Video Games That Homeschoolers Love"
- ■ Article: Getting Smart - "Leaderboards: Learning Lessons From Research & Gamification" (2016)
- ■ Article: Schoology - "The Art of Reaching 100% Student Engagement" (2015)

- **Offline Student Engagement:** Teachers will understand that it is also important to provide time and activities for offline learning. Research is clear on how much screen time children should have based on age, so teachers will learn to integrate offline activities into their online learning environment.
  - Resource exploration:
    - ■ Article: We Are Teachers - "Kids (and Teachers) Don't Need to Spend 8 Hours a Day on School Work Right Now"(2020)
    - ■ Article: Smart Social - "100+ Offline Activities to Reduce Screen Time" (2020)
    - ■ National School Choice Week - "Escape the Internet with These Offline Learning Ideas" (Buckner, 2020)
  - **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resources: *What is your game plan for engaging your learners online?*

Unit 2 - Topic 2 Activities:

- **2.4 Discussion: Online Student Engagement**
  - Share strategies and tools you will integrate into your online instructional practice that will engage your learners. Explain how they will support learning and promote agency.
  - After your initial post, respond to your classmates.
- **2.5 Assignment: Synchronous Session**
  - Design and develop an engaging synchronous session formatted to include these components: 1) Student-friendly learning objectives (we will/did we), 2) Kickoff, 3) Temp Check, 4) Direct Instruction, 5) Show-and-tell, and 6) Sendoff. Refer back to the topic for review or click here for the example.
  - As you build your lesson, be sure to label each section of the lesson (a practice you should implement each time you build a synchronous lesson, which will train your students on the synchronous format).
  - Post the link to your slide deck and respond to these questions:
    - ■ How does your synchronous session engage learners in active learning?
    - ■ What relevant challenges did you experience creating the lesson and how did you address those challenges?
    - ■ How does the synchronous format inform your synchronous instructional delivery?
  - Be sure to review your classmates' submissions and provide feedback.

- **2.6 Assignment: Asynchronous Instructional Material**
  - You have learned about myriad asynchronous tools and resources. For this assignment, produce an engaging video (could be interactive using EdPuzzle) or podcast that you'll integrate into your existing curriculum. Once you post the link to your instructional content, respond to the items and questions below:
  - Asynchronous Instructional Video/Podcast Details:
    - ■ Provide a brief contextual description of the asynchronous instructional material you produced and how it meets the lesson/unit of study learning objectives. Be sure to include content and grade level.
    - ■ Include the link to your asynchronous instructional material.
  - Follow-up Questions:

- How did the planning, recording, and publishing process go for your asynchronous instructional material?
- What relevant challenges did you experience and how did you address those challenges?
- How will your asynchronous instructional material engage students, support learning, and promote self-directed learning or agency?
  - Be sure to review your classmates' submissions and provide feedback.

Unit 2 - Topic 3: Online Classroom Management:

- **Online Classroom Management & Platform Structure:** Teachers will understand that cultivating an online community that supports learning, builds equity, and promotes agency is the ultimate goal and begins with developing an effective online classroom management plan. Teachers will begin to think of their LMS or digital platform as their physical classroom space. As such, they will understand that the design and structure are essential in delivering content and communication, establishing norms, and supporting self-directed learning. When students walk into a physical classroom, they know what each bulletin board communicates, how and where to submit assignments, where resource materials are housed, etc. Teachers will learn that students in an online classroom should have the same experience. They will examine key points to consider as they begin to plan the structure of their online learning environment.
  - Resource exploration:
    - Resource: iLearn Collaborative - calendar template
    - Resource: Google tools
    - Voki

- **Managing Assessment:** Teachers will take time to examine Bloom's Taxonomy as it applies to technology integration for digital content design and delivery. They will also review best practices for providing timely feedback and utilizing resources such as rubric makers. They will explore how to provide assessment voice and choice with learning menus or choice boards, integrate peer feedback opportunities, and utilize digital portfolios for learning path development and progress checking, which supports self-directed learning and agency.
  - Resource exploration:
    - Video: Common Sense Education - "What is Bloom's Digital Taxonomy?" (2016)
    - Article: Wiley Education Services - "Providing Quality Feedback in Virtual Learning Environments" (2020)
    - iRubric
    - Goobric
    - Video: Jen Jonson - "Creating, Using, and Sharing Rubrics in Schoology" (2016)
    - Quizizz
    - Quizlet
    - Popplet
    - Storybird
    - Pixton
    - Make Beliefs Comix
    - Piktochart
    - Blog: Kasey Bell - "Interactive Learning Menus (Choice Boards) with G Suite – FREE Templates" (2017)
    - Article: Ditch That Textbook: "10 Tools for Effective Peer Feedback in the Classroom" (2019)
    - Pathbrite
    - Blogger
    - Wix

- ■ Seesaw
- ■ Google Sites
- ■ Video: Conrad Cormier - "NEW Google Sites EASY Student Portfolio" (2017)
  - ○ **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resources: *How can you **engage** students in **owning** their learning through **assessments**?*

- ● **Content Design & Delivery Evaluation:** Teachers will understand that they will consistently evaluate and revise online content. This process should include student input if appropriate. They will review basic elements of the review process and explore evaluation tools.
  - ○ Resource exploration:
    - ■ Survey Monkey
    - ■ Resource: California State University - course evaluation rubric

Unit 2 - Topic 3 Activities:

- ● **2.7 Assignment: Platform Structure and Classroom Management**
  - ○ As you have learned in Topic 3, your platform structure is an essential component of your online classroom management.
  - ○ For this assignment, please complete these tasks:
    - ■ Take a screenshot (or multiple screenshots) of the organizational structure of your platform.
    - ■ Provide a list of course resources that are included in your structure as well as a list of additional content-related materials.
    - ■ Provide an explanation of your organizational structure as well as how you will train students on navigating and utilizing the resources provided.
- ● **2.8 Assignment: Product Choice Board**
  - ○ Understanding the benefits of student voice and choice, produce a choice board or learning menu of assessments from which your learners may select products to demonstrate their understanding/mastery of content. Review Smore's "Choice Boards, Menus & Tic-Tac-Toe" if you need a refresher.
  - ○ Share the link to your choice board or learning menu and:
    - ■ Provide a brief contextual description of the unit of study/lesson and how the choice board of assessment products will demonstrate an understanding of content or mastery of learning objectives. Speak to your content and grade level.
    - ■ Explain how you selected the product choices for your board in terms of addressing the learning needs and interests of all of your students.
  - ○ Be sure to review your classmates' submissions and provide feedback.

UNIT 3: PUTTING IT OUT THERE

Unit 3 - Topic 1: Cultivating Relationships

- ● **Fostering Online Community:** Teachers will spend time considering how they build an online community that includes parents. This includes establishing norms and developing a culture of open, transparent communication. Teachers will examine best practices for this.
  - ○ Resource exploration:
    - ■ Article: Edutopia - "Fostering a Strong Community in a Virtual Classroom"(Henry, 2020)
    - ■ Webinar: Seidlitz Education - "Cultivating Relationships with an Online Community" (2020)
    - ■ Video: Teacher TV - "Building Classroom Relationships Virtually"(2020)

- **Communication Channels:** Teachers will understand that communication is key. They will examine best practices for communication protocols and determine which modes of communication they'll utilize in their online learning environment.
  - Resource exploration:
    - Resource: Venngage - templates
    - Blog: Kathleen Morris - "8 Ways Teachers and Schools Can Communicate with Parents in 2020" (2019)
    - Website: Education World
    - Article: Pressbooks - "Chapter 3: Let's Talk: Effectively Communicating with your Online Students" (Mitchell-Holder)
  - **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resources: *How do you communicate? Think about your strengths and how you will utilize them to create best practices in cultivating relationships.*

Unit 3 - Topic 1 Activities:

- **3.1 Discussion: How Do You Communicate?**
  - It's clear that communication is key in an online setting. What are some of your best practices for communicating as an online educator? Do you communicate with parents and students on different platforms? Give some examples of what works best for communicating with parents and students, or something you would like to try if you are just starting out.
  - After your post, respond to your classmates.
- **3.2 Assignment: Parent Communication Procedures**
  - Create a newsletter or checklist or another form of communication you will use to let parents know what your online classroom procedures are. Be sure to include the following:
    - Online classroom information
    - Contact information
    - Communication preferences/response time (Do you prefer text? email? When will you respond to messages?)
    - Course expectations
    - Any apps or online tools you will use, and any necessary login or user directions for said tools
  - Post a link to your procedures in the discussion and be sure to provide feedback on your classmates' procedures.

Unit 3 - Topic 2: Tips, Tricks & Tools

- **Getting Ready to Go Online:** Best practices in online instruction include having a robust assortment of tips, tricks, and tools in your teacher tool belt. Keeping students engaged and informed in creative ways is important for an effective online experience. Teachers will learn that just as important is ensuring they are making the best use of their precious time! Teachers will examine best practices and explore technology that will prepare them to transition to their online learning environment.
  - Resource exploration:
    - Article: Kyungmee Lee - "Coronavirus: 14 simple tips for better online teaching" (2020)
    - Article: Kareem Farah - "4 Tips for Teachers Shifting to Online Teaching" (2020)
    - Article: Faculty Focus - "Teach Like It's 1990: Online Teaching Fundamentals Are Always in Style" (Sull, 2011)
    - Video: SupertutorTV - "Tips & Tricks for Online Teaching, Tutoring and Video

Instruction: Best Practices!" (2020)
- Article: Common Sense Education - Best Messaging Apps and Websites for Students, Teachers, and Parents
- Blog: Max Lee's Online Teaching - "5 Tips for Effective Online Teacher-Student Communication" (2019)
- Blog: Learning at the Primary Pond - "How to Organize Your Digital Life as a Teacher (in 3 Easy Steps!)" (2020)
- Blog: Angela Watson - "4 free tools for teachers to manage digital clutter"
- Website: Catlin Tucker
- Website: ASCD
- Blog: TEFL - "Tips for Setting up an Online Classroom" (2020)
- Article: Edutopia - "Tips to Create a Warmer, More Engaging Classroom" (O'Shaughnessy, 2020)
- Venngage
- Remind
- Zoom
- TinyLetter
- ClassTag

Unit 3 - Topic 2 Activities:

- **3.3 Discussion: Tips, Tricks & Tools**
  - Explain/describe a strategy, "trick", or tool for best practice that you have used or would like to try in your online classroom. Explain the success you have had with your tip, trick, or tool, and provide examples. Speak to your content and grade level.
  - After your initial post, respond to your classmates.

Unit 3 - Topic 3: Theory Into Practice

- **Online Lesson Design, Development & Delivery:** Applying the content teachers have learned in the course, they will prepare and implement a lesson that integrates strategies and methods for online instruction.
  - Step 1: Use the synchronous lesson you created in Unit 2 or design and develop a new lesson for an existing unit of study.
  - Step 2: Review the view-only rubric criteria that will be used for your synchronous session observation. *Please note that you will need to make a copy of the rubric before sharing it so that your observer may record his/her observation feedback.*
  - Step 3: Schedule your synchronous session and determine who will observe you, i.e., colleague, evaluator, mentor, iLC course facilitator, etc. You may invite the individual to your live session or share a recording of it.
  - Step 4: Reflect on the instructional and student learning experience by responding to these questions in a written, video, or audio format:
    - Describe your experience in delivering the synchronous lesson.
    - What went well with the lesson you implemented? What were relevant challenges and how did you address those challenges?
    - How did you measure student engagement and achievement?
    - What did your student feedback reveal about this learning experience? **Provide specific details about the information you gathered from students in terms of 2-3 work samples, data, and observations and how they will be used to inform your synchronous instruction moving forward.**
    - What did you glean from your observer's feedback and comments? In what areas did you demonstrate effective online instructional practice? Were there any gaps

in your delivery that you need to address as you refine your skills in online lesson design and delivery?
- ■ How did the overall learning experience inform your *current* instructional practice?
- ■ What are your next steps moving forward as an online practitioner?
- ○ Step 5: Add the link to your recorded session to this form. In it, you will be asked if you'd like to share your lesson with other practitioners taking this course. We hope you'll consider allowing educators to learn from your experience and expertise. Just like our students, we learn best from one another!
- ○ Step 6: Post the links to the observation rubric, synchronous session recording, student work samples, and reflection responses in Unit 3 of the course (in the assignment/discussion submission).

Unit 3 - Topic 3 Activities:

- ● **3.4 Assignment: Online Instruction Lesson Submission and Peer Observation**
  - ○ Use this thread to post your final course project. Include the link to your synchronous session recording as well as all supporting documents, including the observation rubric, student work samples (with names removed, please), observations, and reflection responses.
  - ○ Once you post, choose one participant in the course for your peer observation.
- ● **3.5 Discussion: Your Online Instruction Lesson Integration Experience**
  - ○ Now that you have completed this course, please create a video sharing your experience integrating best practices in online instruction. You may use Screencast-o-Matic, Jing, Quicktime, or any other video making software/digital tool that you prefer.
  - ○ Provide details regarding one or all of these elements:
    - ■ online student engagement
    - ■ community building
    - ■ communication/procedural practices
    - ■ successes with tips, tricks, or tools
    - ■ student achievement
    - ■ successes of online best practices integration and implementation
    - ■ relevant challenges (and how you overcame them)
    - ■ advice you would offer someone new to online instruction
    - ■ anything else you'd like to discuss regarding your online instructional practice
  - ○ Once you post your video, review and respond to your classmates' submissions and complete this form.

UNIT 4: REFLECTIVE ESSAY
Instructions:
- ● For this assignment, write a four-page, single-spaced reflective essay in APA format that addresses the following components:
1. Highlights and Insights: What did you glean from the course content? Share your insights and "aha" moments as you progressed through the content. What did you learn from your classmates?
2. Related Independent Research: Conduct an additional search for resources related to the course content. How will you apply this knowledge? Did you investigate anything that posed questions or concerns regarding online instruction? What reinforced your ideas, observations, or insights?
3. Instructional Focus: As you continue to move forward and grow as a blended and/ or online educator, what goals have you set for yourself? What is your plan of action for developing your practices and skill sets?