Longwood University
Online and/or Hybrid Teaching for the K12 Classroom

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Course Description:

Designed for practicing teachers in K-12 classrooms. Examination and exploration of pedagogically sound online and/or hybrid teaching practices. Includes an review of technology tools to support online and hybrid teaching, Web-conferencing, learning management systems, video development, and online content creation. Learn to manage your online and/or hybrid classes through content creation and management.

This is a non-credit bearing class and will not be reflected on a Longwood transcript. We recommend that it is equivalent in content and scope to a three credit graduate class or 90 recertification points (where applicable). You should verify this with your school division's human resources department (if currently employed) or the Virginia Department of Education.

Course Overview:

This class is designed to be self-paced and does not require participants complete the work at the same time or participate in activities or discussions at the same time. However, reviewing what your fellow participants post and initiating discussions with them will greatly enhance your learning and overall experience. There are due dates along the way, and you are more than welcome to work ahead.

Course Learning Outcomes:
Upon successful completion of the course, learners will be able to:
- create learning content in an online and/or hybrid format for their classes.
- apply pedagogical theory to the management and creation of online and/or hybrid learning tools.
- demonstrate effective teaching practices in an online and/or hybrid format.
- apply web-conferencing skills and knowledge to teach a lesson effectively through web-conferencing software.
- create a set of resources for use in an online and/or hybrid classroom.
- build relationships and communicate effectively through online and/or hybrid teaching.

Required Textbook:
There is no required text. All resources will be provided to you online through Canvas at no additional cost. Learners are encouraged to spend book funds on copies of children's books and resources for their classroom instruction.

Class Grading:

Online Classroom Unit Outline	100 points	
Webconferencing Lesson Taught	100 points	
Teaching Video	100 points	
Online Teaching Resource Set	150 points	
Discussion boards (3 @ 100 points each)	300 points	
Case Studies (5@ 50 pts each)	250 points	
Total Points Possible	***1000 points***	

Grading Scale: Workshops are graded as a Pass/Fail course. If you earn at least 800 points (80%), you earn a grade of Pass for the workshop.

CLASS POLICIES
Learner Responsibilities:
It is your responsibility to inform yourself of, and to observe all regulations and procedures required by the university. In no case will a regulation be waived or an exception granted because learners plead ignorance of the regulation or assert that they were not informed of the regulation by an advisor or other authority.

Accommodations:
Canvas has many features that make it accessible for all students. Any student who feels she/he may need an accommodation based on the impact of physical, psychological, medical, or learning disability should contact the professor so that equitable arrangements can be made. All content on Canvas can be made available in alternative formats.

Attendance & Participation Policy:
Attendance for online workshop is determined by how many times and for how long the learner accesses the Canvas shell (this information is available for each learner to the instructor), your participation in the assignments, and your timeliness in submitting requested work or response. Online workshop can get away from you if not carefully scheduled. Take the time to review your online commitments, schedule regular and consistent time to be online, and stick to the schedule. You are expected to participate in all Canvas activities. Failure to participate in Canvas activities may impair academic performance and result in a lower grade. You must assume full responsibility for an online presence.

Citations:
Learners will use APA style for all assignments requiring references (see the Publication Manual of the American Psychological Association (APA) 6th or 7th edition). For examples and resources of APA citations and references, students should consult the APA section of the Start Here Module on Canvas. I am not a stickler for the punctuation within these citations and references, but you do need to include references and citations where appropriate.

Communication Policy:
The instructor will respond to learner messages within 24 hours (except holidays), generally through email. For all assignments, feedback will be delivered within one week of the due date.

Honor Code:
Students must follow and abide by the Honor Code as described in the current Longwood University Catalog, which can be found at the following link: http://catalog.longwood.edu/index.php

Netiquette:
In a fully online course, students must interact with the professor and other students in various online forums. The professor expects that students will engage in online discussions, emails, and other forms of communication in a professional manner. It is important to treat all of these online interactions as if they are occurring within a classroom setting. Students should carefully edit their written responses and ensure that Standard English is used in all posts and discussions.

Professor Contact: It is easiest to contact your professor through email or her cell phone – 434-414-6082. Texting is acceptable, be sure to identify yourself the first time you text.. Appointments can be made for in person, Zoom and telephone meetings as needed.

Technology Requirements: Students will need to have frequent and consistant access to high-speed internet and a computer with word-processing software and the latest version of Google Chrome installed. Specific technology requirements are located by following this link:
http://www.longwood.edu/dec/distanceonline-education/requirements/

Technology Skill Requirements: Students will need basic technology skills to engage fully in this online course. Students should refer to Longwood University's *Technical Skills and Requirements* webpage to ensure that you are prepared to take this course in a virtual environment. This can be found at the following link: http://www.longwood.edu/dec/distanceonline-education/requirements/

Technology Support: Please notify the professor if you are having difficulty with any of the technology required to complete this course. If you need support using the technology on Canvas, please contact your professor, she also the Director of Distance Learning for the University and well versed in it. Be sure to identify yourself and the course you are referring to when you contact her. 52

Workshop Evaluation: At the conclusion of the course, each learner will have the opportunity to evaluate the workshop and instructor through Canvas. Your feedback is important to us. Please take the time to complete the online evaluation.

Assessments:

Online Classroom Unit Outline (100 points):
Learners will apply course information to create an Online Classroom Unit Plan Ouline that includes at least 5 different online teaching strategies. The Unit Outline can include some of the materials used for other assignments during this course. The Unit Plan Outline does not have to include all documents for teaching each lesson. The Unit should be at least 5 days in length, covering at least 2 different content areas such as reading and writing, or history and writing. Learners can use the Longwood Lesson plan, but it is not required if learners have access to another one. Learners will create their unit plan sketch using Microsoft Word of Google Docs. The unit plan sketch will be linked from or uploaded to Canvas prior to the due date. More detailed instructions are located within the assignment and its rubric on Canvas.

Webconferencing Lesson Taught (100 points):
Learners will submit a recording of themselves teaching a lesson using webconferencing such as Zoom, Webex or Google Hangouts/Meet. The lesson does not necessarily have to have students attending. Lessons should be 5 to 10 minutes in length. The lesson should include a shared document, use of the built in virtual whiteboard such as within Zoom or JAM Board in Google (NOT the classroom physical whiteboard), polling feature and breakout group activities.

Teaching Video (100 points):
Learners will submit a recorded video teaching a concept (not webconferencing). Lessons should be 3 to 5 minutes in length. The video should not be a full "all-encompasing" lesson, but just a portion of a lesson. More details and requirements are located on Canvas.

Online Teaching Resource Set (150 points):
Student will select a concept related to their chosen subject and create an annotated presentation of at least 10 different resources (videos, articles, websites, textbooks, trade books, audio recordings, etc.) that can easily be used in an online or hybrid teaching environment. The resources will support that concept at your chosen grade level or range of grade levels. For each resource, the set should include the title, author, concept, and 2-3 sentences explaining why the resource was selected and/or how you plan to use it in your instruction. Detailed instructions can be found in Canvas.

Discussion boards (3 @ 100 points each):
Full participation in the activities of the course is expected. Class participation grades will encompass formative assessments, as well as participation in class discussions and activities**.** Each discussion board will have a rubric attached to it within Canvas.

Case Studies (5@ 50 pts each):
Review each case study during assigned modules.
Format for each study is as follows:
·   **Your Name, Date and Title of Case**
  · **Summary:** What was the case about? This section doesn't have to be LONG, but it needs to be COMPREHENSIVE. Identify the online components and how the teacher and students reacted to them.
  · **Strategies:** What are the next steps? How would you have done things differently?
  · **Justifications:** Why would you recommend that? What resources did you use to help you determine what was the better strategy to use? What does the research say?
  · **Format:** All responses must be in APA format, remember that this will include the URL of the site where you located the article.
  · **Page Limit:** There is not page limit or requirement. As long as you write a comprehensive review, you have met the requirements, and taken into consideration the rubric used for grading.

Course Schedule

Week	Topic	Assignment	Due Date	Points Possible	Points Earned
1	Course Organization	Introduction Discussion Board	Initial post by Saturday, Replies to at least 3 of your classmates by Monday	0	
2	Learning Management Systems	Discussion Board 1: Learning Management System	Initial post by Friday, Replies to at least 3 of your classmates by Monday	100	
		Case Study 1 - Miss Smith & Andrew		50	
3	Online Communucation with Families and Students	Case Study 2 Mr. Courtland's Class		50	
		Discussion Board 2: Communicating	Initial post by Friday, Replies to at least 3 of your classmates by Monday	100	
4	Teaching through Video	Recorded lesson (not through webconferencing)		100	
		Case Study 3 - Oscar Worthy?		50	
5	Video Conferencing	Discussion Board 3: Webconferencing	Initial post by Friday, Replies to at least 3 of your classmates by Monday	100	
6	Online Assessment	Video Conferencing Lesson (recorded and linked shared)		100	
				50	

		Case Study 4 - Mrs. Pierce and the Trouble with Thomas			
7	Online Classroom Management	Case Study 5 - What is happening over there? Resource Set		50 150	
8	Pulling it All Together	Online Classroom Unit/Module Outline *also 03/05 is the last date to complete the course evaluation. It is located in the last module within Canvas. It is totally anonymous, the instructor has no way of knowing who is submitting which evaluation. Your feedback is welcomed! We are always trying to improve our course and want to know what works and what does not.		100	