

Longwood University
PEDU 595
Online and/or Hybrid Teaching for the K12 Classroom
FALL 2020 - Online

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I. 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. **3 credits.**

II. 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.

III. Required Texts:

There is no required text. All resources will be provided to you online through Canvas at no additional cost.

IV. Class & University Policies:

Assignments and grading: All readings and assignments should be completed on time. Make-ups of assignments or late submission of assignments must have prior approval of the instructor. Several different types of assignments will be completed for grades in the class, including a variety of product/performance assessments, discussion boards and participation/presentations. Grades will be calculated in a “points accumulated” manner. With 1000 total points possible in the class, the point scale below approximates how total points accumulated will be converted to letter grades for the course

Passing grades for graduate level students are A, A-,B+, B, B-, C+, C and C-.

A = 960–1000	96-100%	Excellent (4.0 quality points)
A- = 940–959	94-95.9%	Excellent (3.7 quality points)
B+ = 920–939	92-93.9%	Good (3.3 quality points)
B = 890–919	89-91%	Good (3 quality points)
B- = 870–889	87-88.9%	Good (2.7 quality points)
C+ = 850–869	85-86.9%	Passing (2.3 quality points)
C = 820–849	82-84.9%	Passing (2 quality points)
C- = 800–819	80-81.5%	Passing (1.7 quality points)
F = 799 or below	79.9% or below	Failing (0 quality points)

I: Incomplete. The grade of "I" indicates that because of illness or for good reason, the work of the semester has not been completed. An "I" becomes an "F" unless the work is completed and the instructor assigns a course grade by the last day of classes of the subsequent regular semester as published in the University calendar (i.e., an incomplete awarded in the fall semester must be removed by the last day of classes in the spring, and an incomplete awarded in the spring or summer semesters must be removed by the last day of classes in the fall). The awarding of a grade of "I" requires an understanding between the instructor and student as to when and how the course will be completed. An extension of the time limit is possible, but must be approved, prior to the expiration date stated above, by the instructor and the Dean of the College of Graduate & Professional Studies. A graduate student with six or more hours of incompletes will not be allowed to enroll in any additional graduate courses until the Incompletes are completed.

Students submitting more than 2 assignments late without prior approval could have their course grade lowered by one letter grade. Students submitting more than 5 assignments late could receive a grade of "F" in the course.

Citations: Students 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.

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.

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. If necessary, students are expected to contact the Office of Disability Services to register for services. More information can be found at: <http://www.longwood.edu/disability/>. The Office of Disability Services can be reached at 434-395-2391 or disabilityresources@longwood.edu.

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>

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 Requirements: Students will need to have frequent access 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 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. If you need help with other technology related issues (i.e. email, passwords) contact the Help Desk at helpdesk@longwood.edu or (434) 395-4357. You should include in the email a description of your issue, the course number (PEDU 595) and a contact phone number where you can be reached.

The Writing Center: If you are close to our Farmville Campus, you can seek assistance in your academic writing by going to Brock Hall, Rm 103. You can go to www.longwood.mywconline.com to register and make an appointment. There is also the availability of "virtual" writing center assistance for our graduate students like you.

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.

V. Assessments:

Online Classroom Unit Outline (100 points):

Learners will apply course information to create an Online Classroom Unit Plan Outline 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 or 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 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-encompassing" 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. 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

<i>Week</i>	<i>Topic</i>	<i>Assignment</i>	<i>Due Date</i>	<i>Points Possible</i>	<i>Points Earned</i>
1 10/17 To 10/26	Course Organization	Introduction Discussion Board	Initial post by Friday, Replies to at least 3 of your classmates by Monday	0	
2 10/27 To 11/02	Learning Management Systems	Discussion Board 1: Learning Management System Case Study 1 - Miss Smith & Andrew	Initial post by Friday, Replies to at least 3 of your classmates by Monday 11/02	100 50	

3 11/03 To 11/09	Online Communication with Families and Students	Case Study 2 Mr. Courtland's Class Discussion Board 2: Communicating	11/09 Initial post by Friday, Replies to at least 3 of your classmates by Monday	50 100	
4 11/10 To 11/16	Teaching through Video	Recorded lesson (not through webconferencing) Case Study 3 - Oscar Worthy?	11/16	100 50	
5 11/17 To 11/23	Video Conferencing	Video Conferencing Lesson (recorded and linked shared) Discussion Board 3: Webconferencing	11/23 Initial post by Friday, Replies to at least 3 of your classmates by Monday	100 100	
6 11/24 To 11/30	Online Assessment	Case Study 4 - Mrs. Pierce and the Trouble with Thomas	11/30	50	
7 12/01 To 12/07	Online Classroom Management	Case Study 5 - What is happening over there? Resource Set	12/07 12/07	50 150	

8 12/08 To 12/12	Pulling it All Together	Online Classroom Unit/Module Outline	12/12	100	
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