

COURSE SYLLABUS

Course: EDZU 9859 **Dynamic Distance Learning**

Credit Hours: 3.0 credits / 45 hours

Instructor: Dawn Nachtigall

Course Description

Distance Learning. Remote Learning. Online Instruction. The pandemic was the start of a technological revolution in schools. The world of education is changing so fast and teachers are having to adapt with it. In this course, teachers will have an opportunity to consider aspects of the most engaging remote lessons as well as how to appropriately evaluate and assess student learning online. We'll share what works (and what doesn't). Join us as we all try to adapt, survive, and thrive in this new world of education!

Course Goals

To Know

1. The concerns proposed by recent research that impacts online instruction.
2. The appropriate times to utilize synchronous and asynchronous teaching.
3. The key features that can help make an online "classroom" engaging.

To Understand

1. That online instruction looks different at every level and subject but can still be engaging.
2. That reducing screen-time during online instruction is a key to student health.
3. What it means to "humanize" online activities.

and To Be Able To

1. Incorporate social connection into remote instruction.
2. Evaluate online lessons to determine how engaging they are.
3. Create dynamic and engaging online lessons appropriate for their students.
4. Utilize various methods for evaluating and assessing student online learning.

Course Outline

I. The Landscape of Distance Learning

- a. What has distance learning looked like thus far?
 - i. Synchronous vs. Asynchronous
 - ii. Forms of Technology
 - iii. Assessing Student Work
- b. Concerns about Distance Learning
 - i. Educational Strengths and Weaknesses
 - ii. Social/ Emotional Strengths and Weaknesses
 - iii. The Parent Point-of-View
 - iv. The Student Point-of-View
- c. Using Remote Learning in Emergencies
 - i. The Preparedness of American Schools to Pivot to Remote Learning
 - ii. Online vs. Offline Remote Learning
 - iii. Short-term vs. Long-term School Closures

II. Creating Dynamic and Engaging Distance Lessons

- a. Features of Engaging Online Work
 - i. Delivery Diversity
 - ii. The Effect of Audio
 - iii. The Effect of Video
 - iv. Interactivity
 - v. Student Choice
 - vi. Group Activities
- b. Criteria for Identifying Essential Learning during Remote Instruction
 - i. Readiness
 - ii. Endurance
 - iii. Assessed
 - iv. Leveraged
- c. Differentiation of Remote Instruction
 - i. Meeting the Needs of All Learners
 - ii. Differentiating by Ability
 - iii. Differentiating by Choice
- d. Humanizing Digital Pedagogy
 - i. Journaling
 - ii. Opportunities for Dialogue and Discourse
 - iii. Self-Reflection
- e. Reducing Screen-time
 - i. Health Implications
 - ii. Techniques to Incorporate into Lessons
 1. Audio vs. Video
 2. Note-taking by hand
 3. Drawing

III. Assessment and Evaluation of Online Learning

- a. Formative vs. Summative Assessment
 - i. Definitions
 - ii. Pros and Cons
- b. Synchronous vs. Asynchronous Assessments
 - i. Appropriate usage of each
 - ii. Variations for Different Age Students
- c. Formative Assessment Techniques
 - i. Using Available Tech Tools
 - ii. Creative Forms of Assessment
- d. Summative Assessment Techniques
 - i. Authentic Assessments in a Digital Age
 - ii. Addressing Academic Dishonesty in Remote Learning
 - iii. Grading

Methods of Instruction

Students will complete readings from journals, forums, magazines, and websites and respond with written responses to questions and prompts. Students will also create and share lessons and videos of their own. Students will be provided opportunities to provide critical feedback to one another throughout the course as well. In order to re-create the feel of discussions in a classroom, there will be forums posted for students to reply to. All participants must make at least one post to each forum. A few forums may require students to reply to at least one other participant's post.

Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

Methods of Assessment

All students will complete Quizzes in short answer format in addition to the longer written responses required in the Assignments. Students seeking *in-service* credit for the course will have to complete all assignments, forums, readings, and quizzes.

In addition to the requirements for in-service credit, Graduate students seeking a "B" will need to complete one additional posted assignments.

In addition to the requirements for in-service credit, Graduate students seeking an "A" will need to complete two additional posted assignments.

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.

Time Validation

Assignment	Time (in hours)
Introduction to course/ personal introduction (Forum Discussion)	0.50
Discussion of Distance Learning Experiences (Audio Recording/Questions/ Experiences)	2.00
The Pros and Cons of Remote Learning (Forum Discussion)	1.00
Modes of Distance Learning: Synchronous vs. Asynchronous (Reading/Questions)	1.50
Methods of Remote Instruction: What have you used? (Survey)	0.50
Opportunities and Challenges in Remote Learning (Research Study Reading/ Questions)	3.00
The Impact of Remote Learning during the Pandemic on Teacher Contracts (Reading/Forum Discussion)	1.00
Student Feelings on Remote Learning- Part 1 (Reading)	1.00
Student Feelings on Remote Learning- Part 2 (Interviews/ Writing Assignment)	4.00
Motivating students to Complete Distance Learning Lessons (Forum Discussion)	1.00
Engaging Aspects of Distance Learning as per Students (Forum Discussion)	1.00
Welcoming New Classes Remotely (Video Creation)	2.00
Features of Engaging Online Lessons (2 Readings, 1 Infographic/ Questions)	2.00
Sharing Engaging Activities (Forum Discussion)	1.00
Humanizing Digital Instruction (Reading/ Forum Discussion)	2.00
Increasing the Engagement Factor of a Previously Used Lesson (Questions)	2.00
Reducing Screen Time during Remote Instruction (Video/ Reading/ Forum Discussion)	2.00
Prioritizing Content during Remote Learning (Reading/ Questions)	2.00
Assessment in Online Learning (Webinar/ Questions)	2.50
Academic Dishonesty in a Remote Learning World (Forum Discussion)	1.00
Formative vs. Summative Assessment Refresher (Infographic/ Video/ Questions)	2.00
Formative Assessment Digital Tools (Reading/ Online Research/ Questions)	2.00
Formative Assessment Tool Idea Share (Forum Discussion)	1.00
Shifting Assessments Online (2 articles/ Questions)	2.00
Final Course Assignment: Synthesize the material learned in this course by completing two of three activities (Extended Writing Assignment)	5.00
Total Time	45.00