The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Teaching Strategies for Remote Learning
Credits: 3 credits
Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

COURSE DESCRIPTION:
Teaching Strategies for Remote Learning increases educators' ability to teach remotely. Participants learn about the Foundations of Virtual Learning, including the most recent and best practice research. This course will expand participant knowledge of best practice strategies based upon the current research on the science of Virtual Learning. Teaching strategies will target Virtual Instruction and Classroom Management in the remote classroom. Course participants will also learn strategies to remotely teach and support Social Emotional Learning as well as how to increase the remote Home/School Connection.
Course Prerequisites: None

LEARNING GOALS:
GLOBAL GOALS OF THE COURSE:
1. Define and implement the concepts of Teaching Strategies for Remote Learning.
2. Critique and interpret current research and theories on Teaching Strategies for Remote Learning.
3. Apply principles of best practice Teaching Strategies for Remote Learning.

INSTRUCTIONAL OBJECTIVES:
1. Design and implement a plan of best practice Teaching Strategies for Remote Learning.
2. Evaluate, determine, and apply the techniques of best Teaching Strategies for Remote Learning.
3. Evaluate, select, and implement best instructional practices for Remote Learning.
4. Evaluate, select, and implement best classroom management practices for Remote Learning.

TEACHING/LEARNING ACTIVITIES:

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED READINGS:

Tucker, C.R. (2020). Successfully Taking Offline Classes Online. A New Reality: Getting Remote Learning Right Special Report. Educational Leadership (77) Alexandria, VA: ASCD.

Gabrieli, C. & Beaudoin, C. (Online June 2020). In a Time of Crisis, What Can We Learn About Learning Time? Time Well-Managed Educational Leadership (77) Alexandria, VA: ASCD.

EVALUATION METHODS:

1. <u>One Page Response Journals:</u> Some weeks participants will be given a required article to read. Participants should write a one page response to each article on particular weeks when journals are assigned. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it?

    One Page Response Journals Rubric (Online Response Journal Rubric)

    Article Content has been incorporated: journal response is mindful of article's content (25 pts)
    Reflection: journal response demonstrates participant's reaction to the article's content (25 pts)
    Course Concepts have been integrated: journal response is reflective of course content (25 pts)
    Journal Requirements have been met: journal response is a minimum of one page (25 pts)

2. <u>Online Discussions:</u> Some weeks participants will be asked to post to an Online Discussion Board about the week or previous weeks' topics. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.

    Online Discussions Rubric (Discussion Board Rubric)
    Discussion Content: discussion post is reflective of assignment week's topic AND discussion post contributes meaningfully to the discussion and participant learning (50 pts)
    Discussion Requirements: discussion post is a response, question, story, or reflection to assigned week's topic AND participant posted at least one post to assigned week's discussion board (50 pts)

3. <u>Final Assignment:</u> For the final assignment, participants will create a plan of Teaching Strategies for Remote Learning. Participant plans should demonstrate an understanding of information gained from course content, materials, and discussions. The final assignment is due at the end of Week Six.
    Final Assignment Required Elements:
    -Foundations of Learning (an understanding of information gained from course content, materials, and discussions) **(20 points)**
    -Virtual Instruction (scheduled plan and format of instructional strategies) **(20 points)**
    -Classroom Management (classroom norms and expectations) **(20 points)**
    -Social Emotional Learning (SEL implementation components) **(20 points)**
    -Home/School Connection (home/school plan) **(10 points)**
    -Care (educator self care plan) **(10 points)**

TESTING AND GRADING:
- 40% Written assignments (response journals)
- 20% Online discussions

- 40% Final Assignment

ADA Policy If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register through the accrediting affiliated college or university. As a student, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement Students are required to abide by the Academic Integrity Policy.

Course Credit Guidelines
For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE
Week One
- Topics Covered:
  o Foundations of Virtual Learning (most recent and best practice research)

Weekly Assignment
Discussion Post

Week Two
- Topics Covered:
  o Virtual Learning (best practice strategies based upon the current research on the science of Virtual Learning)

Weekly Assignment
Required Reading
Gabrieli, C. & Beaudoin, C. (Online June 2020). In a Time of Crisis, What Can We Learn About Learning Time? Time Well-Managed Educational Leadership (77) Alexandria, VA: ASCD.

Other Assignment
One Page Written Response.

Week Three
- Topics Covered:
  o Virtual Instruction in the remote classroom

Weekly Assignment
Required Reading
Tucker, C.R. (2020). Successfully Taking Offline Classes Online. A New Reality: Getting Remote Learning Right Special Report. Educational Leadership (77) Alexandria, VA: ASCD.

Other Assignment
One Page Written Response.

Week Four
- ● Topics Covered:
  - o Classroom Management in the remote classroom

Weekly Assignment
Discussion Post

Week Five
- ● Topics Covered:
  - o Remotely teach and support Social Emotional Learning

Weekly Assignment
Discussion Post

Week Six
- ● Topics Covered:
  - o Increase the remote Home/School Connection.

Assignments
Final Assignment.

* *Syllabus is subject to change.*

TOPICAL OUTLINE

Instructional Activity	Description of Activity	Time Spent
Week One ● Topics Covered: o Foundations of Virtual Learning (most recent and best practice research) **Weekly Assignment** Discussion Post	Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*	22.5
Week Two ● Topics Covered: o Virtual Learning (best practice strategies based upon the current research on the science of Virtual Learning) **Weekly Assignment** **Required Reading** Gabrieli, C. & Beaudoin, C. (Online June 2020). In a Time of Crisis, What Can We Learn About Learning Time? Time Well-Managed Educational Leadership (77) Alexandria, VA: ASCD.	Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*	22.5

Other Assignment One Page Written Response.		
Week Three ● Topics Covered: o Virtual Instruction in the remote classroom **Weekly Assignment** **Required Reading** Tucker, C.R. (2020). Successfully Taking Offline Classes Online. A New Reality: Getting Remote Learning Right Special Report. Educational Leadership (77) Alexandria, VA: ASCD. **Other Assignment** One Page Written Response.	Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*	22.5
Week Four ● Topics Covered: o Classroom Management in the remote classroom **Weekly Assignment** Discussion Post	Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*	22.5
Week Five ● Topics Covered: o Remotely teach and support Social Emotional Learning **Weekly Assignment** Discussion Post	Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*	22.5
Week Six ● Topics Covered: o Increase the remote Home/School Connection. **Assignments** Final Assignment.	Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*	22.5
	*hrs are estimates	Total 135 hours