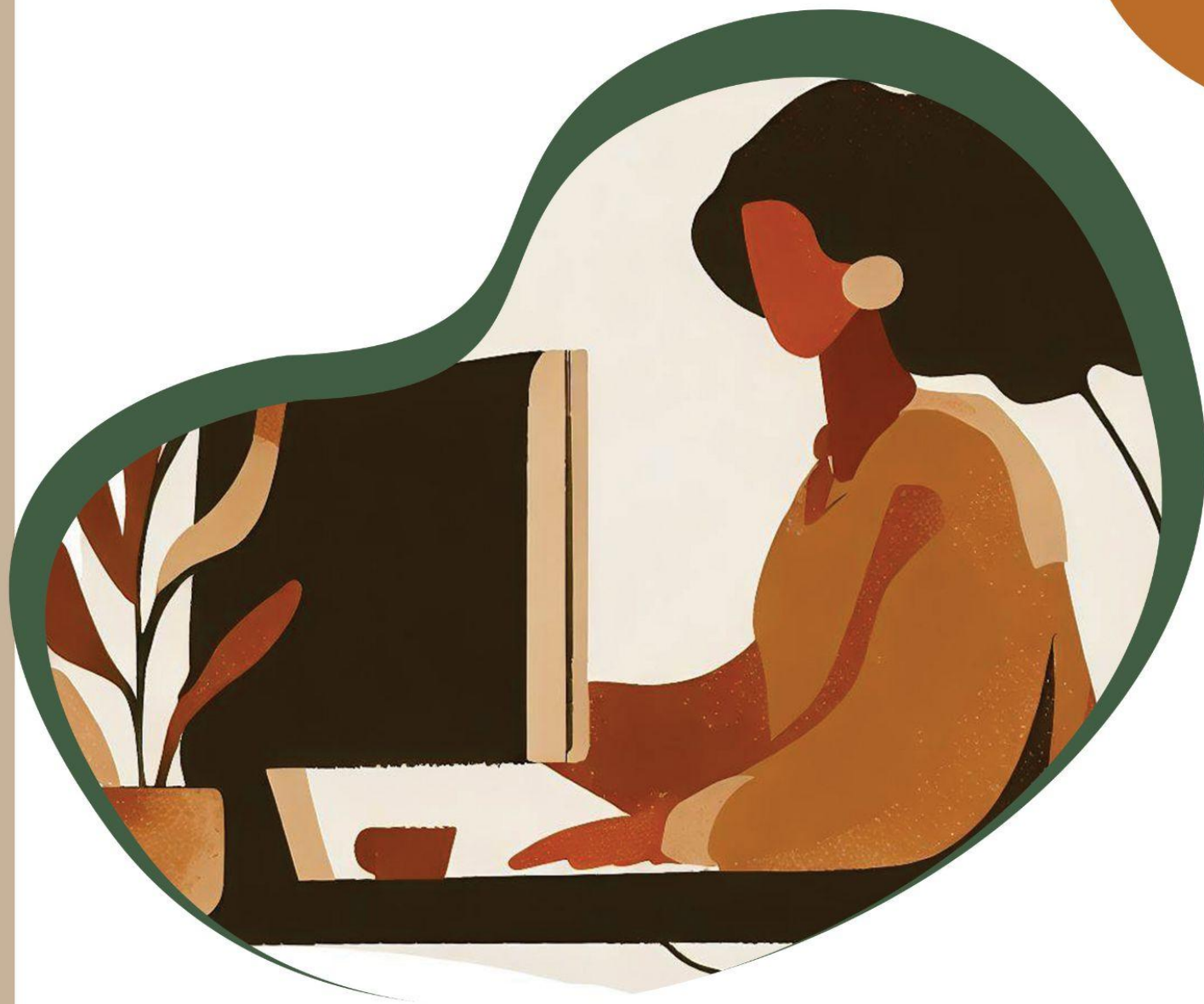# Course Syllabus

ABC'S OF VIRTUAL TEACHING

ABC's of Virtual Teaching
45 Hours or 3 Graduate Credits

Course Access: Upon enrollment, you have 180 days to complete your online course in our eClassroom. If you have any questions about course access, please email support@cecreditsonline.org, or call 425-788-7275 extension 104.

Course Description
This course provides you with an introduction to teaching in a virtual environment including an overview of the current state of online learning and best practices for online course delivery instruction. Participants will explore essential elements of teaching in a virtual environment including design principles, building community, promoting and managing collaboration, as well as logistics and monitoring student progress.

Objectives
- Identify the benefits and challenges of virtual learning
- Recognize the knowledge, skills, and disposition needed for a K-12 educator in an online learning environment.
- Distinguish various course technologies and functionality of Learning Management Systems
- Differentiate appropriate communication guidelines for virtual instruction
- Apply best practices of effective and engaging virtual instruction
- Assess specific approaches to promote academic rigor in online courses

Alignment to the Charlotte Danielson Framework for Teaching
  1d Demonstrating Knowledge of Resources (C2, C3)
  1e Designing Coherent Instruction(C5, C6)
  2a Creating an Environment of Respect and Rapport (C4)
  2b Establishing a Culture for Learning (C6)
  2c Managing Classroom Procedures (C4)
  3a Communicating with Students (C4)
  3b Using Questioning and Discussion Techniques (C5)
  3c Engaging Students in Learning (C5)
  3d Using Assessment in Instruction (C5)
  3e Demonstrating Flexibility and Responsiveness (C4, C5)
  4c Communicating with Families (C5)

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Course Components

This course consists of interactive presentations, videos, readings, discussion boards, and a final project. All elements of the course must be completed in order to obtain a letter of completion and/or credits.

Course Outline

Module 1 - Overview of Virtual Education for K-12

   I.   Presentation: Course Overview

   II.   Presentation: Online Learning Benefits and Challenges (C1)

       A. Growth and benefits of online learning

       B. Barriers to quality online education

       C. Approaches to online learning

       A. Discussion #1: Reflection of Virtual Teaching and Learning

   III.   Presentation: Instructor Foundational Knowledge and Skill (C2,C3, C5, C6)

       A. Virtual mindset and administrative organizational skills required to teach virtually

       B. Navigation of the learning management system (lms), using LMS tools, and social engagement for the online learner

       C. Employing a student centered instructional approach for writing objectives, utilizing LMS tools, and assessing student performance data to support the learner

       D. Discussion #2: Student Centered Learning Objectives

Module 2 - Instructional Strategies and Communication in the Online Learning Environment

   II.   Presentation: Communication and guidelines (C4)

       A. Clear expectations, structure, and deadlines

       B. Communication (student and families)

       C. Discussion #3: Welcome and Safety Practices

   III.   Presentation: Best Practices for Effective Online Instruction (C5,C4)

       A. Establishing presence

       B. Engaging learning and creating community

       C. Rigorous and varied activities to address learning needs

       D. Integrating a blend of assessment strategies

       E. Discussion #4: Writing Discussion Prompts for Virtual Learning

Module 3 - Designing for Learning

   I.   Presentation: Backward Design (C5, C6)

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      A. Articulate your expectations

      B. Define evidence of learning

      C. Structure the class to help students pursue the goals

      D. Discussion #5: Backward Design

II.   Presentation: Critical Consciousness Content, Engaging Activities, Resources, & Assessment (C3, C5, C6)

      A. Critical Consciousness content (ASPDP Critical Consciousness Criteria Explained)

      B. Engaging Activities and Tools,

      C. Engaging Resources,

      D. Assessment and Feedback

      E. Discussion #6: Critical Consciousness Content

      F. Authentic Activity#1: Create a Critically Consciousness Activity

Module 4 - Building Online Learning Communities

I.   Presentation: Warm and Inviting Atmosphere to Build a Learning Community (C3, C4, C5, C6)

      A. Today's online student

      B. Essential Principles of High-Quality Online Teaching

      C. Equity-Minded & Culturally-Affirming Teaching and Learning Practices

      D. Planning lessons for students' preferred learning style

      E. Strategies for Building online learning communities

      F. Discussion #7: Community Building Strategy Plan

II.   Presentation: Communication Techniques (C3,C4, C5)

      A. Synchronous vs. Asynchronous

      B. Full Spectrum Questioning

      C. Face-to-Face Teaching Strategies Work in the Virtual Classroom

      D. Discussion #8: Resource reflection *Employing Equity-Minded & Culturally-Affirming Teaching Practices in Virtual Learning Communities*

Module 5 - Learning with Collaboration

I.   Presentation: Collaborative Strategies and Activities (C3, C4, C5)

      G. The role of the instructor during online group collaboration

      H. Developing effective collaborative opportunities

      I. Discussion #9: Article Reflection - *Managing -- and Motivating! -- Distance Learning Group Activities*

      J. Discussion #10: Create and Critique a Group-work Assignment

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Module 6 - Logistics and Motivating Online Students
    I.   Presentation: Managing and Motivating Online Students (C2, C5)
             E.   Logistics for online instruction
             F.   Monitoring student progress
             G. Encouraging lagging students
             H. Dealing with conflict
             I.   Discussion #11: Logistic Planning
             J.   Discussion #12: Strategies for Monitoring Students
             K. Authentic Activity #2: Online Learning Lesson Plan and Pacing Guide

Final Project:

Instructions: Your final project is to design an effective virtual learning unit plan. Refer to the course that you developed learning objectives and activities for during this course. You may use that course as a basis or develop the virtual learning unit plan for a different content area that you teach. Complete the following elements to complete the final project. Refer to the final project rubric for further details on evaluation criteria.

Directions: Use the template below to plan a weeklong online learning unit plan for one content area.

Grade:	Subject:	Week of:
Content Standard (s):		**Student Learning Objective (s):**
Teacher Resources Required:	**Student Resources Required:**	**Content Delivery Method:**

Lesson Content

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Delivery / Direct Teach					

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Cooperative Learning					
Independent Practice					
Methods of Assessment					
Feedback					
Potential Intervention / Extension if Needed					

Social – Emotional Learning

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Critical Consciousness Content					
Communication with Parents					
Communication / Goal Setting with Students					
Community Building					

Grading Policy
100%-90% = A
89%-80% = B

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79% and below is Not Passing

Course Component	Percentage of Final Grade
Discussion Boards (12)	35%
Authentic Activities (2)	20%
Final Project	45%

You must have an 80% average in order to pass and obtain University credit for this course unless your district has specified otherwise.

Compliance with and Commitment to the American Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to support@cecreditsonline.org at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity Policy

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.

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