

TEACH ONLINE: Framework New Normal Syllabus

Course Number and Title	EDUP 9163 TEACH ONLINE: Framework New Normal
Instructor:	Dr. Ardys Reverman
Contact Information:	Via course site email
Delivery Method:	Self-Paced Online Course
Number of Credits	1, 2 or 4 Graduate Level, Semester Credits (Some credit levels may be unavailable at times)

Course Description

This course helps teachers understand the impact of the pandemic on education, learn how to talk to students, especially young ones about what the Coronavirus is, and most importantly, learn to set up and operate an Online Classroom with dynamic courses that are engaging and follow best practices.

It's a word you might have heard
at school or online or on T.V.



Covid-19 is a new respiratory virus with severe flu-like symptoms. Until a cure is discovered, schools everywhere are taking common sense precautions and many of them are shutting down. State and federal agencies are doing everything they can to ensure schools are safe, but in an entirely new regime, teachers are the ones who are called upon to both ensure the safety of our children with information about how to help themselves avoid getting the disease and continue to ensure that educational goals are met. This can be daunting as teachers are called upon to quickly rework their curricula into a distance ed format.

Learning Outcomes and Objectives

You will have knowledge and thorough understanding of the following content:

- Covid 19 Impact on Education
- The New “Normal”
- Assess Student Personality Type
- Raising the Topic Responsibly
- Soliciting Discussion
- Responding to Common Reactions by Synergy Type
- Structure of an Online Classroom
- Blueprint of an Online Course
- Creating Engaging Material
- Small Group Exercises
- Using Online Media
- Tracking and Grading
- Dos and Don'ts
- Covid 19 Guidelines
- Tips from Experts
- Great Examples
- Online Links
- Books and Articles

Course topic outline:

Chapter 1: Introduction

Learn the basics of Covid-19 and how it impacts education. Understand the “New Normal”. Learn about this course framework and how to use it both today and as a follow-up in the days and months to come.

- Welcome
- Covid 19 Impact on Education
- The New “Normal” Framework
- Learning Objectives
- Agenda

Chapter 2: Talking to your Students About Coronavirus

Learn about the Synergy Pals and how to use them to help kids hone in on their root fears and feelings in a novel way.

- Synergy Pals – Assess Student Personality Type
- Raising the Topic Responsibly
- Soliciting Discussion
- Responding to Common Reactions by Synergy Type

Chapter 3: Teaching Online

It is now the task of teachers to develop e-learning for their students. While the concept is not new, the ways and means to do it effectively are, and this means that teachers have to overcome their own concerns and focus on the strengths of the medium. You'll learn:

- Structure of an Online Classroom
- Blueprint of an Online Course
- Creating Engaging Material
- Small Group Exercises
- Using Online Media
- Tracking and Grading

Chapter 4: Best Practices

It's easy to make the mistake of running an online classroom as closely as possible to your in-school classroom. In fact, there are aspects of online classrooms that make them superior. It depends on you, and here are some great tips, guidelines and examples to help:

- Dos and Don'ts
- Covid 19 Guidelines
- Tips from Experts
- Great Examples

Chapter 5: Resources

This chapter will help you build your own toolkit: plans that have worked for other teachers, forums you can continue to visit after the course, and a host of links you can come back to if you feel lost or have a question.

- Online Lesson Plans
- Group Forums
- Online Links
- Books and Articles

Required Course Materials

www.Amazon.com available through used booksellers.

Please obtain all required text materials before starting this course. Additional materials will be provided online within the course modules. Text/readings assigned in each chapter of the course.

Title: **Turning Points: Journey of Self Discovery**

Authors: Ardys Reverman, PhD

Publisher: Friendly Universe, 1995

Title: **Teaching in the Years of the Corona: A Practical Guide to Teaching Online while Being Quarantine**

Author: Kostas Pan

Source: https://www.amazon.com/kindle/dp/B086DV7FJD/ref=rdr_kindle_ext_eos_detail

Recommended Reading:

Title: Uncertain Times: A Story for Kids during a Pandemic

Author: Jaime Henle, Giada Biasetti, et al.

Publisher: Articoli Liberi

Title: Home Pandemic Schooling: From Mom to "Teacher" Overnight. What the heck?

Author: Janette Fischer

Source: https://www.amazon.com/Home-Pandemic-Schooling-Teacher-Overnight-ebook/dp/B086KYTS31/ref=sr_1_1?dchild=1&keywords=teachers+pandemic&qid=1586364190&sr=8-1

Author: Howard Gardner

Publisher: Basic Books

Title: The effects of social and cultural change on personality

Assessment and Evaluation

Your final grade will be determined using the point schedule below:

Grade	Points	Grade	Points
A	950 to 1000	C+	775 to 799
A-	900 to 949	C	725 to 774
B+	875 to 899	C-	700 to 724
B	825 to 874	D	600 to 699
B-	800 to 824	F	0 to 599

Grading Policy

Grades are based on the point scale shown above and represent the following:

- A = Excellent performance.
- B = Above average performance.
- C = Satisfactory performance. Accomplishes only the minimum requirements.
- D = Below Satisfactory performance.
- F = Below minimal standard.

Credit Variations
You must complete all course videos, quizzes, chapter assignments & credit variation assignments.
See credit variation assignments on page 6, assignments are subject to revisions.

Complete the subject Course Examination, showing a competent understanding;
Indicate your criteria for determining satisfactory completion of student work (A/F)

- One (1) course introduction video online
- Module lecture videos (introduces each module)
- One (1) quiz per chapter
- Completed assignments and chapter quiz
- 10 questions per quiz (multiple choice. other)
- Credit Variations Assignments

To receive your certificate, you must score at least 75% on each quiz and submit the Final Survey.

CLASS METHODOLOGY AND ROUTINE

This is a self-paced course. There is an instructor available but not present online at any given time. You are responsible for moving through and completing this class. The course is not expected to take more than 50 hours of clock time and should be completed within the term registered or within 6 months of the start of the course.

If you have questions about the educational content, then contact Dr. Reverman through the online email system. Please allow at least 48 hours for a response.

For technical issues only, you are encouraged to use the Help ticketing system and Educadium customer support. The instructor will not assist you with technical issues. This course uses Educadium's EasyCampus learning management system. Student step guides and multimedia tutorials about EasyCampus are available through the course help system.

Please check with your university to make sure that you have the proper computer and Internet connectivity prior to starting this class. If required, please obtain additional e-learning support and training. If you require special accommodations, please inform your instructor immediately.

Each module includes a text file with instructions. Please read these instructions first and then complete the assignments as directed. You may go at your own pace, and there is no time limit for the modules.

At the end of the training modules, you'll have a short test. Upon successful completion all tests and the course survey and any assignments, each student will receive a certificate of completion and grade. All students must complete a course survey to receive course credit. You agree to follow your Student Conduct Code and maintain high ethical standards.

For Login or Course help contact Darren Boe Darren@ctcourses.net (503) 860-1934

ABOUT THE INSTRUCTOR

Ardys Reverman PhD is called Dr. Ardy by her peers and associates. Dr. Ardy has a Ph.D. in a very hot new field. Psycho-Neuro-Immunology (P.N.I.), and in the path of fellow PNI professionals such as Depok Chopra, is using her background as an author and speaker to influence audiences nation-wide. Before her work in P.N.I. she was an NLP specialist and before that a Learning Disability Specialist AND before that, a "mom" bothered by the varied learning styles of each of her children. Not too long ago, Dr. Ardy introduced the "Synergy Pals" as a method of understanding whole-

brain thinking. We make a good learning fit with each other when we nurture natural talents. She presents humor with a message. She believes that influence, the capacity to shift a person's perceptions, emotions, and actions, is the single most important skill we can master to increase the quality of our lives as well as the lives of all those we have the privilege to touch. Dr. Ardy believes life produces extraordinary rewards for those who give in extraordinary ways. She challenges us to make a joint commitment today, to participate together with a new level of intensity and passion, a level that goes far beyond anything we've ever done before. She challenges us to begin the process of taking our lives to the next level. How? Welcome this power simply by helping each other in the spirit of service, with love and laughter.

Carla Conley Under the mentorship of Dr. Joel Rakow, Carla learned the basics of sound, working skill-based training: the importance of a clear flow, and that people learn best by doing. As part of the development team, Carla helped to create the award-winning "Teach Yourself" series of computer-based training, and the streamlined "Teach Me" versions of the tutorials. She has worked independently for companies such as SuperShuttle, GM, Softskills Interactive, Hughes Aircraft, Raytheon, and Educadium. She has written, programmed, and developed thousands of training programs with an emphasis on CBT (Computer Based Training).

Lisa Rodriguez, PhD is an Educator, Author, and Educational Technology Coach. She has 27 years of bilingual teaching experience at the K-12 level, in addition to training school staff and presenting at educational technology conferences. She is an adjunct instructor for master's level courses in education, second language acquisition, and technology integration.

ABOUT UNIVERSITY OF THE PACIFIC / UNIVERSITY COLLEGE

CT Courses and the University of the Pacific/ University College take pride in working together to make available the opportunity for educators like you, to earn graduate-level university semester credits/units. We understand that being an educator takes time, energy and a lot of dedication so we feel compelled to make this process affordable, practical and at the same time rewarding. All University of the Pacific/ University College courses offered through CT Courses are graduate-level semester, professional development courses, designed as professional growth for educators. The University of the Pacific is fully accredited by the Western Association of Schools and Colleges and all courses will appear on an Official Transcript from the Registrar's Office at University of the Pacific. Attending and participating in our CT Courses are a prerequisite to the course enrollment(s). Some school districts may require pre-approval prior to enrollment. It is your responsibility to know your district's policies."

Transcripts:

You can request official transcripts one of two ways. You can download the form and route it to the Registrar's Office with check as payment (go to <http://web.pacific.edu/x31133.xml> to get information about Requesting Transcripts).

Or you can request an official transcript over the Internet. Go to the website of the registrar's office: <http://web.pacific.edu/x7062.xml> and choose the National Student Clearinghouse option which is under the heading Former Students. This is an instant way to request transcripts online. You must pay with a credit card and there is a \$2 charge for using this service. Transcripts cannot be requested by email, through fax, or over the phone.

And don't forget to write your PEDU numbers on there very clearly so that they know you are requesting a transcript for professional development classes and make sure to include ALL CLASSES you wish to appear so it is not sent before it is complete. When requesting online, please write your classes in the fields marked "Degree/Certificate Title." You can write more than one class on a line if you have more than 4 classes.

Also, on the second page under the heading Delivery Options, choose the Processing Option After Grades Are Posted . If you do not, your transcript could be sent without important information and you will have to re-order/ re-pay.

Turn Around Time Regarding Grades:

Summer is our busiest time so we advise all students to endeavor to complete their coursework/ assignments as early as possible. An unofficial transcript takes 4-6 weeks to be generated, however an official transcript can be ordered at any time once grade submitted. There are provisions for RUSH transcripts at the request for transcript site for ordering transcripts.

Phone Contact:

For Registered Students: Dr. Allan Lifson 1-800 479- 1995 or 949 646-9696. I have dedicated office hours T W TH 8am - 12noon Pacific Time.

Credit Variation Assignments

Complete the Assignments below.

Assignments are subject to revisions.

1 Credit Course - Assignment 1 and 2 are required

2 Credit Course - Assignments 1 through 3 are required

4 Credit Course - Assignments 1 through 4 are required

Assignment #1

Here are a number of two-minute videos pertaining to what you've learned.

- Watch each video.
- Write a lesson plan for each one relating to how you might use the information in your own classroom. This plan should include all the online tools you will use in the lesson with brief descriptions of how they work and why you chose them. The lesson plans should all be contained in one file and uploaded to the drop box below.

Assignment #2

Here is the Center for Disease Control and Preventions website: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>.

- Read through the website and make sure you understand it.
- Create a 10-page presentation using PowerPoint, Prezzi, Google Slides, or another online program with which you are familiar. If an app will be required to run it, make sure you give links ahead.
- Upload your result to the course.

Assignment #3

Here is a link to Zoom, a virtual web classroom. <https://zoom.us/>.

- Sign up for a free account.
- Plan a complete virtual lesson in a Zoom classroom, including a topic list, invitations sent out to your students, and your lecture set up using a presentation tool with which you're familiar to share using Zoom's screen share facility. Your end video should be at least two hours, including your lecture, and can be longer based on your average practice. You will create and record this class and then turn it in below.

Assignment #4

Read this article: <https://www.usnews.com/education/online-learning-lessons/articles/2017-07-28/9-common-types-of-assignments-in-online-courses>

- Write a PDF Teacher's Guide for a class using all these assignment types. Make sure your content is interactive and engaging.
- Make the guide at least 10 pages. Feel free to use the Course Notes in this course as a model.
- Turn in the final file below.