BRICKS TO CLICKS

Best Practices to Transition From the Classroom to Online

Managing Editors: Dr. Natalie Casale &
Dr. Cheryl Lentz
Illustrated by Alexa, 2nd grader
Replace Twitter/Website/Facebook links

Pensiero Press

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DEDICATION

“An investment in knowledge pays the best interest.”
Benjamin Franklin
Dear Educator:

Welcome to the online community!

This book was written to help our fellow educators during the COVID19 health crisis that has forced society to change how we teach our children and adults in somewhat unfamiliar territory ~ online. For many of the scholars in this book, we have been teaching in the online modalities for decades. For those who have only taught in the world of brick and mortar, this may prove to be quite the challenge.

Take a breath. Know that help is on the way!

Within this eBook, each author has put together their experiences that have worked best for them during years (for some—decades!) of online teaching. Together, we can continue to offer the best educational experience for our students who are also challenged with online learning and other personal impacts the virus has affected. Remember, it takes a village to raise a child. For those of us in a position of expertise, please allow us the honor and privilege to share with you that which we know.

Learning how to teach in the online environment has many options and many ways forward. Not only will you have the benefit of the words of wisdom offered by the writer, you will have access. All authors include their phone number and email for direct access. Have a question? Pick up the phone, send an email, schedule a Zoom. No need to reinvent the wheel. We are all in this together. Help is on the way!

We recommend the following listing of questions that may help you move forward

1. What are the rules of your institution?
2. What are the rules in your classroom?
3. Who is the tech support person? Phone? Email?
4. What are the deadlines needed?
5. Do Students have the right equipment? What are high tech solutions—with computer access? What is the non tech solution? Email? Upload? Fax? Phone—cell or land line?
6. What are the hours expected for students to study?
7. What are available resources?

Our hope is to let you know that there is a community of educators at the ready to help you make this transition into the wonders of digital technology. Please note that each author has offered their office hours, phone numbers, and email to share their best practices. No need to reinvent the wheel; no need to go it alone.

We wish you every success as you embark on this next phase of your journey!

Dr. Natalie Casale & Dr. Cheryl Lentz
ACKNOWLEDGEMENTS

This is the first time that Pensiero Press endeavored to publish a book in less than 48 hours! We are thrilled to be able to offer this eBook and want to thank each of the authors for their contributions as well as quick turnaround.

We would like to also thank our amazing designer of the book cover, 7 year old—Alexa. We appreciate her parents support as well!
Introduction

Change Management

by Dr. Cheryl Lentz

We don’t like change. We like change in a crisis even less when circumstances force us out of our comfort zone and into the deep end of the pool which is the case here in response to COVID19. The secrets to change management and how to lead and manage others are many. The goal is to offer a life line for relaxing into a new reality.

First - - don’t panic. Panic is fear on overdrive. Fear is a motivator that is stronger than many others. As teachers and leaders in the classroom, our followers will look to us for wisdom, guidance, and calmness. Especially calmness. Our followers are more than just our students; these include their parents, their neighbors, our colleagues, our families, friends, and administrators.

Follow the wisdom of John Maxwell (2005)—lead from where you are. Leadership is not a title or position. Leadership is the ability to influence those around us. Follow the words of Gandhi—“Be the change you want to see in the world,”

Follow the thoughts of Stephen Covey and listen for the sake of listening, not just for the sake of answering; be an example worthy of being followed.

During the events of 9/11—an event never before in history—there was no training, and no guidance, leaders simply made up the guidebook as they went along.

The good news is that this NOT the case here. This book is written by experienced educators for educators. We are not above you or below you, we are simply ahead of you in the process of online education. Let us help you hit the ground running and not reinvent the wheel.

The first step is NOT to panic. YOU ARE NOT ALONE. You’ve got this. We can help. Learning how to navigate in the digital environment is far more user friendly than you think. You don’t need to solve world hunger here, just make a sandwich in your corner of the world. You don’t have to know all the answers; you just have to (a) know where to look and (b) know more than your students (even if just a little bit *Smiles*).

Fake it till you make it. Breathe. When you feel like panic is coming, breathe.

We breathe everyday but this is a different type of breathing, according to Dr. Temeaka Gray. This is consciously breathing in the moment. This is breathing into a situation, circumstance, or emotion. Breathing into what we are feeling allows us to center ourselves into this moment; instead of yesterday or tomorrow.

There are many mindful breathing exercises that it can become difficult to choose what will serve you best. As an educator and an introvert, I have learned to use many grounding and centering techniques to ease my anxiety. Before I sit down to write a presentation for my students, I:

1. Sit in a comfortable position. This may or may not be in front of my computer. My intention is to center myself. Yours should be to center yourself.
2. Take 3 deep breaths then allow my shoulders and your face to relax (because I was so focused the a few minutes ago; perhaps you were too).

3. Close my eyes and take 3-10 deep breaths. Don’t count them. That part is not important. Breathe until you feel comfortable.

4. Think about your goal and how important it is to your students and the populations they will serve. You may feel some discomfort here. Accept it. Breathe into it. Allow your feelings.

5. Take some more deep breaths. Rest your face and your shoulders and sink in.

6. Now write. Tell your students what you want them to know in your words. You know your content. Type it.


8. Trust that you know what you know and that what you know has been conveyed.

9. Now upload it. Discussion boards are created for questions. Use them. (Exercise by Dr. Temeaka Gray)

Remember, we have to put forth a calm exterior. Classroom management where your students are not physically in front of you can be daunting and overwhelming. Breathe.

Students of any age require clear boundaries and rules. These rules help maintain calm; help provide clear guidance in an often rapidly changing situation—particularly the crisis we find ourselves with rapidly having to transition and take the leap where we may not yet be ready to go. Know that there are decades of experience in this digital asynchronous environment to help.

History: Storytime

When I first started in the digital world, I was stationed in Tokyo, Japan in 1998 and had completed about a third of my master’s program. I didn’t want to change schools and possible lose my time and credits, so I moved into Distance Education—this is what we called it at the time.

Ready for this? We had an email address and a VCR tape. *chuckle* No, I’m not kidding. Technology has indeed evolved and changed. Now many different hybrids exist in 2020. The extremes are (a) brick and mortar - completely in the classroom or (b) completely online. There are hybrids where teachers teach the first and last class on ground/in the classroom and everything else in between is online. Embry Riddle University has their Eagle Vision digital platform—where I can live stream from their platform in my home and connect LIVE to military bases around the globe.

For some of my online or asynchronous classes, I can use live or in person tools such as streaming, or recorded video feedback emailed to the student to let your students know that you are more than just words in an email or on a website. Within these pages, we will introduce you to the many tools available that you might try. Just don’t try too much too fast. This is a marathon not a sprint. Try one thing at a time. Sometimes to go faster, we need to slow down.

Synchronous—in person live (think live streaming or video recording in the moment). This could be a one way live lecture or a recorded lecture. Sometimes platforms such as Adobe Connect or Zoom can offer a live platform for dialogue between student(s) and teacher. Think Facebook Live---with the ability to capture the recording and keep in a digital library for the student (and future students!) to repeat as often as they like. You can repost as often as you need for future student and classes.
Asynchronous – this is the online world of higher education. Instead of a 4 hour class from 6 pm to 10 pm, the live in person activities are adjusted to time oriented tasks throughout the week. Instead of a live in person discussion in a brick and mortar classroom, we change this to an email chain in an online forum. A teacher posts, then a student responds, and another student responds (not in real time). I might post on Sunday at 10 am. Julie might respond on Monday at 2 pm. Frank comments on Julie’s post or mine) Sunday at 3 pm. Students know that they have 7 days to complete their assignments—both online discussions and written assignments. The secret is clear organization of time and task. Initial posts may be due on Day 3 of the week, perhaps replies by Day 5 and 7, with written assignments due by Day 7 as well. The 4 hour in person discussion has now become a week long adventure with specific structure and guidelines.

Hybrid: Flexpath, Skill or competency based hybrids exist via independent study—once a skill is mastered, the student can self-direct themselves forward when THEY are ready.

My point? In this digital age, there are many options that can be tailored to meet the unique style of the learner. There is no longer one size fits all. No more square peg in a round role. Find the right fit.

Yes, this is much to take in—and we are only on the introduction! Breathe. You’ve got this. The secret? How do you eat an elephant? One bite a time. Rome wasn’t built in a day. Just take one step at a time. Find ONE thing that sounds interesting and work with that. Then the next day, try another.

**DO NOT TRY TO SWALLOW THE ELEPHANT WHOLE IN ONE BITE!**

It is common for overwhelm and frustration to set in. Anything is easy ONCE we know how. The getting there takes time and patience during the process.

Need help? Call one of our faculty during their office hours or email or set up an appointment. This is a lot to take in over such a short time available. Many of us in this book have spent years if not decades in pursuit of mastery. One day or 1 week will not be enough. Breathe. Meditate. Take it ONE step forward at a time. Remember, you don’t have to know all of this yet—-you simply have to be one step ahead of your students. They don’t need to know what you don’t know yet. Learn with them. Project confidence. Be patient. Skills come in time.

Let’s manage these expectations. Try to keep in mind that you are both student AND teacher. Learning comes best in chunking. The more complex the learning skill, the more time it will take. SHORT BURSTS of learning. FOCUSED learning are the strategies to use going forward.

**Best Practices to Keep Your Sanity (and theirs!)**

1. Do not try and do everything all at once. Keep it simple. Choose one skill to master at a time.

2. Stay Calm. Let your students know you've got this, and they've got this. Smile. Keep your voice lower and slower than you think. Smile. Breathe. Your students will sense fear and panic only if you do.

3. Have Fun. Yes I said fun. Remember how a child learns to walk. They get up, they try a step, they fall down. They giggle. They do it again, and again, and again. It's a game. Keep it a game. Rinse. Repeat. Failure is not failure unless you stop getting up. Don’t step getting up.

5. WHEN YOU ARE FRUSTRATED, STOP. Should I say this again? **When you are frustrated, stop.** Walk away. Take a break. Try again.

6. Manage your expectations. We rarely MASTER ANYTHING the first time, seldom on the second or even third try. Know this going in and you’ll manage your expectations and frustrations and actually get further faster.

7. And while we present all kinds of resources here for you, be sure to remember that your local public library often has an online portal. Click on this website through the magic of your library card and you’re in. Yes some libraries are closed. However online is always open with all kinds of wonderful resources such as eBooks, movies, and documentaries—all from the comfort of your home. Great teaching tools! Don’t forget these!

We hope that you find value in what we have created within this ebook. Time was of the essence to get this information to you to ensure you know there is a community of educators supporting you. As time permits, we intend to add additional information.

We would love to hear from you. What do you need? How can we help? If you don’t see something here, ask, email, call, send smoke signals.

Dr. Natalie Casale:

**Email:** nataliecasale@mac.com  **Cell:** 732-233-2452

Dr. Cheryl Lentz

**Email:** drcheryllentz@gmail.com  **Cell:** 702 719 9214

**It takes a community to raise a child—and it takes a community of educators to help other educators.** Know that you can do this. Know that we are only a click away. You've got this.
CHAPTER 1

Tools for Online Teaching

by Dr. Ed Knab

There is a *virtual ocean* of tools to help you teach online. I have been collecting information about free online tools or applications (APPs) for over a decade and while I do not profess to be an expert, I have followed their development and used many of these tools in my own classes. This chapter is intended to provide you with a high level overview of what is available to help you teach online and how you can put it into practice immediately. If you are new to online teaching, these tools will allow you to convert much of your existing class material into an online format as well as enhancing the student experience by integrating these tools.

Online multimedia education tools cover all aspects of education from PreK to graduate level studies in an infinite range of subjects. For the purpose of this chapter I will recommend tools that cover a broad range of educational applications. The intent is to provide you with a short overview of the tool or application (APP), what it does, and how it is used. If it does not seem to meet your needs move on to the next APP and compare it to your class learning outcomes.

This chapter will not address online meeting software such as GoToMeeting, Zoom, SharePoint, and WebEx. Additionally, this chapter will only take a high level look at Learning Management Systems (LMS) and independent eLearning platforms.

Chances are good that your organization has an LMS or eLearning platform and if so it is my recommendation that you explore it first and determine if it can be adapted to your classes. Some of the more popular eLearning platforms include Blackboard, Canvas, Coursera, Udemy, Academy, and Google Classroom. The tools and APPs we will be examining integrate with your LMS or eLearning platform and are designed to enhance the student learning experience.

We will take a look at the following categories of multimedia tools or APPs that will get you started building your learning outcomes into your online class and enhance the student experience.

- Learning Management Systems and eLearning Platforms
- Classroom management Apps
- Reading and Storytelling APPs
- Assessment APPs
- Other Helpful Tools

**Learning Management Systems (LMSs) and eLearning Platforms**

Generally, enterprise LMSs are feature-rich learning and teaching platforms to run classroom based education and later adapted it to include an online environment with real time tracking of educational performance results. These are comprehensive systems designed to manage the entire learning experience of students, educators, and administrators including all physical resources. LMS’s are the original platforms created to manage the classroom learning experience. Some of the more comprehensive systems for education include Blackboard, Canvas, Brightspace, and Absorb LMS.
There are also a host of smaller LMSs such as Edvance 360, Edmodo, Schoology, and Google Classroom.

Modern eLearning platforms generally came later and focused on delivering students a robust online learning experience. They focused on providing a less comprehensive but better online experience including mobile learning, gamification, social learning, ecommerce and video conferencing capabilities. The more robust eLearning platforms include Absorb LMS, 360 Learning, and Nimble.

Learning Management Systems (LMS) and eLearning Platforms provide users with access to digital classes. These virtual course structures are similar to offline classes in many ways. A teacher or instructor provides an engaging educational experience through the use of video, image, text, audio, and PDF files. Students follow the lesson plan in the LMS or eLearning platform and can perform exercises, take notes, and complete exams to test their knowledge of the material presented.

*These blurbs are taken directly from their websites in their own words for listing purposes.*

**Blackboard** ([www.blackboard.com](http://www.blackboard.com)) Blackboard's purpose is to provide teachers the technology, tools and support to transform to meet the specific needs of your students. We are your partner in change—working alongside you to enable success for your institution or organization with innovative technologies and services.

**Canvas** ([https://www.instructure.com/canvas](https://www.instructure.com/canvas)) The Canvas Learning Management Platform continues to expand its impact on the education market and has become the most widely adopted LMS in North America, benefitting millions of students and teachers globally across 70 countries.

**Brightspace LMS** ([https://www.d2l.com/higher-education](https://www.d2l.com/higher-education)) Millions of learners and instructors in educational institutions around the world count on Brightspace to deliver worry-free technology that helps put learners first, enhances teaching success, and improve learning outcomes while partnering with a learning expert.

**Absorb LMS** ([https://discover.absorblms.com](https://discover.absorblms.com)) eLearning is supposed to be a no-fuss way to boost knowledge and skills. But too often corporate learning management systems (LMS) are a pain to manage and clunky to use. Eliminate the barriers to productivity with self-paced, online eLearning.

**Edvance360** ([https://edvance360.com/lms](https://edvance360.com/lms)) Edvance360’s learning management system emphasizes a personal learning approach based on collaborative and interactive technology to develop life-long learners.

**Udemy** ([https://www.udemy.com](https://www.udemy.com)) The world’s largest selection of courses, choose from over 100,000 online video courses with new additions published every month.

**Edmodo** ([https://new.edmodo.com](https://new.edmodo.com)) Edmodo is a global education network that helps connect all learners with the people and resources needed to reach their full potential. This is an interesting product, worth checking out.

Google Classroom (https://classroom.google.com) Google worked with educators across the country to create Classroom: a streamlined, easy-to-use tool that helps teachers manage coursework. With Classroom, educators can create classes, distribute assignments, grade and send feedback, and see everything in one place. If your students are using gmail this is a very good collaboration tool.


TalentLMS (https://www.talentlms.com) With all the advanced tools at an affordable price, going with TalentLMS is the smartest move. Deliver your training on an easy-to-use, reliable platform, that our team of experts will help you get going.

Nimble (https://nimble-elearning.com/) Nimble is no ordinary eLearning website; we’ve made it super simple to create engaging courses and share them with your teams. What’s more, our free training and support will rocket you towards success.

Classroom Management APPs

Classroom management tools and APPs are another large category of helpful applications. Everything from managing attendance, monitoring learning performance, to applications that allow you to build your own content and customize it to achieve your learning outcomes. There are some interesting and powerful tools in this category you don’t want to miss.

Grade Hound (http://gradehoundapp.com) This is a very good APP for students that want to work on their iPhone or iPad, it tracks every class, every assignment and every grade.

Engrade (https://support.engrade.com/) Engrade School is a learning management and assessment platform that brings all of your current educational tools into one convenient environment. Teachers can finally manage the full learning cycle—planning, teaching, assessing, and analyzing in one secure and simple platform—while still using their tools to the fullest potential.

TeacherKit (https://www.teacherkit.net) If you are using iOS or Windows 8 this may be for you. TeacherKit is a simple, easy-to-use, and feature-rich app that makes day-to-day teaching a breeze by eliminating the headache of routine class administration. Teachers can organize classes and manage students easily and it works for online classes as well.

Socrative (https://socrative.com) Did you ever wonder how well students grasped certain lesions? Socrative ensures teachers no longer need to guess which students have understood
the lesson. They share their inquiry using the app, and the students provide the feedback, thus making the teachers job easier.

**Trello** (https://trello.com) Trello is a great visual task or project management tool for teams. It allows teams to effectively collaborate on team activities or projects. Integrate the apps your team already uses directly into your workflow. Power-Ups turn Trello boards into living applications to meet your team's unique business needs.

**Cacoo** (https://cacoo.com/home) Whether your class is together in a classroom or gathering virtually, your team can work together, simultaneously with Cacoo. This powerful diagramming tool can be used by students to construct visual representations of any dataset.

**readwritethink** (http://www.readwritethink.org/) This is a feature rich site with lots of tools to assist teachers in creating new lesson plans, presentations, and activities, which they can share with their students. It has videos.

**Kahoot!** (https://kahoot.com/) Kahoot! is a game-based learning platform that brings engagement and fun to players every year at school and at home. Sign up for free! Make learning fun, engaging and impactful for all students, in the classroom or through distance learning. Create fun learning games in minutes, or choose from millions of existing games to introduce a topic, review and reinforce knowledge, and run formative assessment.

**Google Docs** (docs.google.com) If your class is using gmail this writing tool is excellent. Google Docs is fantastic for writing projects. During Writer’s Workshop, when students are ready to draft, you can have them do so in a Google Document. Upon creating a new document, they immediately “share” it with you, allowing you “editing” privileges. Kool.

**TEDEd** (https://ed.ted.com/) This is one of my favorite APPS, make your own TED video based on TED content, design your lesson plan. Discover ideas that spark the curiosity of learners. Browse hundreds of TED-Ed animations - short, award-winning videos that will spark the curiosity of your learners. You’ll also find thousands of other video-based lessons organized by the subjects you teach. Woohoo!

**Thinglink** (https://www.thinglink.com) ThingLink is an award-winning education technology platform that makes it easy to augment images, videos, and virtual tours with additional information and links. Over 4 million teachers and students use ThingLink for creating accessible, visual learning experiences in the cloud.

**Reading and Storytelling APPs**

The following sites include both reading and storytelling APPs that can easily be integrated into a lesson plan. Most include exercises that will help students expand their vocabulary and writing skills while the storytelling apps help students learn and create powerful videos about themselves and their world. All of these Apps are easy to use and create a wonderful learning experience.
Bartleby is a repository for literature and references, it provides students and researchers with unlimited access to books and information on the web, free of charge. Bartleby Learn and Bartleby Write APPs are very powerful tools to improve your communication skills. Good site, thanks Barnes and Noble.

Rhyme zone This is a great little application to help any student improve their vocabulary. You can send students here to complete assignments using rhymes, synonyms, antonyms, phrases, definitions and more.

Free Rice This tool builds great vocabulary. Every correct answer earns 10 grains of rice to help end world hunger through the World Food Programme. Students play this vocabulary game; they learn while donating food to people in need.

Big Think Big Think is a great little site that provides content in the form videos, newsletters and podcasts. All of the material is designed to help students expand their awareness and understanding of important concepts. Students appreciate the content and find it very useful.

PBS Video PBS offers a ton of tools for teachers, these include subject specific videos including PBS Newshour, Nova, Nature and hundreds of other subjects that can be incorporated into the learning outcomes for your class. This site is a treasure trove of good information for students.

YouTube Learning This is a powerful resource that offers a broad range of subject specific videos that facilitate students' understanding of relevant subjects. These resources can easily be integrated into your online classroom and can be used by students to demonstrate their understanding of complex subject matter. Every time I use this resource I find something new.

Storybird A wonderful site that allows students to write their own books and expand their creative writing skills. You can use the site as a teacher to create a topic specific story to enhance your lesson plan which promotes reading and writing competencies. This site encourages students to be creative and is fun to use for young learners.

Animoto This APP is a personal favorite of mine, it is easy to use as a teacher or a student. You can create customized video content for promotions, presentations, and even music videos. I have allowed students to use it to create personal introduction videos and what I have seen amazed me. Check it out.

PIXTON EDU For younger students this is a unique digital classroom APP which allows children to create their own cartoon characters and comics. Having them create and present the lessons they have learned with the class through cartoons, can create an unparalleled level of engagement on their behalf.
Creaza ([https://www.creaza.com/home/exercises](https://www.creaza.com/home/exercises)) This App allows students to take their creativity to a new level. It features storytelling through cartoons and mindmaps. Most students let their creativity run wild. I have used this tool in many different ways and it always facilitates an exceptional learning experience.

My Simple Show ([https://www.mysimpleshow.com/](https://www.mysimpleshow.com/)) Easy to use video APP that is ideal to create “How To” videos. Students learn by creating their own teaching videos. What a great idea, let’s allow the student to create the teaching content.

**Assessment APPs**

synap ([https://synap.ac/product/](https://synap.ac/product/)) This product could be considered an LMS because it has so much functionality built into the App. The most important feature for me is that it allows teachers to create customized quizzes and testing, it even lets you see the quizzes created by other teachers. Very kool!

Kahoot! ([https://kahoot.com/](https://kahoot.com/)) Kahoot! is a game based platform that allows teachers and students to create their own games or use the games created by others. Students love this APP as it allows them to have fun while they are learning content.

VocabTest ([https://www.vocabtest.com/](https://www.vocabtest.com/)) This is an excellent tool for building vocabulary tests and quizzes. This site is a bit clunky, but it allows teachers to create their own customized vocabulary testing. Good teaching resource.

zish ([https://www.zzish.com/](https://www.zzish.com/)) The Zzish Hub is unique as it uses Quizalize to plug in hundreds of assessment tools to provide teachers with insights as to their students’ performance. It illustrates where students need help so teachers can customize their content to the students’ needs. It tells you what websites and videos have helped similar students improve the most. Powerful APP.

ProProfs ([https://www.proprofs.com/quiz-school/](https://www.proprofs.com/quiz-school/)) This is another powerful cloud based APP that allows teachers to create customized quizzes for students. It uses templates to build subject matter quizzes instantly, it is an easy to use quiz creator with a very good assessment feature.

Super Teacher Worksheets ([https://www.superteacherworksheets.com/](https://www.superteacherworksheets.com/)) This site is a repository of thousands of very helpful worksheets. It is worth a good look as there are worksheets to meet almost every possible application. Useful.

KwizzBit ([https://www.kwizzbit.com/](https://www.kwizzbit.com/)) KwizzBit is an interesting APP that allows teachers to make their own interactive quiz that engages the student and encourages participation. Students get to use their cell phone to interact with the APP, it doesn’t get any better than this.
Testmoz ([https://testmoz.com/#features](https://testmoz.com/#features)) Testmoz is very simple and allows teachers to create quiz content quickly and efficiently. The test generator provides numerous questions, automatic grading, and detailed reports, all in a simple design.

Teachers Planet ([https://www.teacherplanet.com/worksheets4teachers](https://www.teacherplanet.com/worksheets4teachers)) This is another good APP for teachers worksheets, rubrics, lesson plans and fun student activities. This site has something every teacher can use so give it a look; I have used dozens of these tools.

Join our class ([https://joinourclass.com/](https://joinourclass.com/)) This APP is a parent teacher communication portal that provides two way communication. The simple dashboard for design provides class news, announcements, blog posts, and photos in a single site.

Remind ([https://www.remind.com/](https://www.remind.com/)) This is an incredibly useful and simple APP that tracks email communication. It is a “must have” for any teacher, it puts an end to unread emails and encourages students to complete homework with a reminder over the weekend.

Other Helpful Tools:

There are many additional useful APPS and tools on almost any subject you can think of. Below are a few of my favorites.

Duolingo ([https://schools.duolingo.com/](https://schools.duolingo.com/)) This is an excellent language learning APP. Duolingo lessons provide each student with customized assessments and practice. This APP engages students and makes learning a language fun and interesting.

Yousician ([https://yousician.com/schools](https://yousician.com/schools)) This app provides a very different approach to teaching students how to use a musical instrument. It focuses on gameplay elements that actively engage students and motivate them to learn and apply musical instrument skills. I have not used this APP, but I have had it recommended to me by several musicians.

Code Kingdoms ([https://codekingdoms.com/](https://codekingdoms.com/)) This is a great place for students to learn how to code at an early age. It was built by kids, for kids and is easy, allowing students to drop in code and create objects, teachers can also learn a great deal from this site.

Instructables ([https://www.instructables.com/](https://www.instructables.com/)) If you like to make things with your hands this site is for you. Instructables provide step-by-step instructions making any project manageable by students. There is a tremendous array of different types of projects available on this site.

Class Dojo ([https://www.classdojo.com/](https://www.classdojo.com/)) This is an excellent app to inform parents and students of current information. In the current coronavirus pandemic this communication tool can help inform parents and students exactly what's going on in the classroom.

We hope that you find these APPs helpful in your transition to online teaching. As mentioned previously there are thousands more on an infinite number of subjects. We have used some of the
developers language to describe these applications in an effort to be as accurate as possible in our descriptions.

About the Author . . .
* Bachelor of Arts – James Madison College at Michigan State University
* Masters of Business Administration – Pepperdine University in Malibu
* Doctorate in Management (DM) – University of Phoenix

Dr. Edward F. Knab holds several accredited degrees; a Bachelor of Arts at James Madison College at Michigan State University; a Masters of Business Administration (MBA) from Pepperdine University in Malibu; and a Doctorate of Management (DM) in Organizational Leadership from the University of Phoenix School of Advanced Studies.

His 30-year professional career has been focused on the expansion of global markets. He has traveled extensively in Europe and Asia, establishing efficient global supply networks and converting them into viable businesses. Dr. Knab has spent much of the past five years identifying and applying the success factors associated with global business expansion.

To reach Dr. Edward F. Knab for additional information, please e-mail: ed@edwardknab.com
Chapter 2
Technology That Tutors
by Dr. Cheryl Lentz

Technology That Tutors: 7 Ways to Save Time by Using the Blog as a Teaching Tool
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Introduction

As a university professor, I have often heard my colleagues lament over the challenges their students present regarding repetition of information. We seem to find ourselves having the same conversation with different students time and time again. What if we could leverage our time and clone ourselves? What if we could be available to our students whenever and wherever they wanted us, virtually?

Technology offers such a solution with the creation of the blog. Think of the blog as technology that tutors 24/7. I started my blog in January of 2011 as an effort to create content once with the intent of using again and again in my classes. Welcome to the world of the blog where some of my efforts as a professor are now scalable. I can create a video (with transcript), embed on my blog, and simply provide the link to my students as the need or topic may arise in my class discussions. With a quick click of a mouse, I simply copy and paste the link and... Voila... I have now created a permanent supplemental teaching tool, i.e. with me as the teacher in the video using technology that tutors.

Please join me on this journey as I offer a path to shorten your learning curve with increased efficiency in teaching methods as we look to the blog with 7 ways to save time by using the blog as a teaching tool.

Chapter 1

What is a blog?

The first step in creating a blog is to understand what a blog is and how this tool can be integrated as part of a teacher’s toolkit. First and foremost, remember that a blog is not in lieu of classroom activities, either in the classroom or online. Instead, the blog is intended to enhance or supplement the student experience.

As faculty, we still must follow our respective school policy to monitor our classrooms to document faculty and student engagement. Please be sure to check with your school’s administration as blogs will have to be monitored to ensure positive activities are in line with school policies. Be sure to check with your program leadership for clarification of policy in your area. Often, faculty who have students participating in external activities should have the student document what they have learned through
these external means and post in the course room for faculty and class comments, as well as an audit trail. Often, I will ask the student(s) to follow up on a blog or video by sharing what they have learned or what they can apply as they learned (or reinforced) using this external supplemental tool.

Using the blog allows faculty to (a) ensure that students understand the teaching concepts they are trying to convey and (b) allows students to not only demonstrate there is faculty and student engagement by inserting additional comments of application to course materials and learning outcomes.

So what is a blog? The most common definition is a combination of the words web and log or in short, blog. Think of the blog as an online journal that is updated by its author regarding a topic of interest. Often blogs are themed by purpose, topic, and expertise. They are most effective when they are short—a few paragraphs—that convey the main idea with perhaps a picture or two or maybe a video. Those who write a blog are considered bloggers.

In addition, blogs have the ability to have a reader subscribe to them so that a reader may be emailed or notified when a new blog has been posted. Think of this as having your favorite magazine send you the next issue the moment of publication, right to your e-mail without having to ask.

Blogs also have the ability to be interactive where the reader (student) can post a comment regarding the information posted, to offer a dialog or exchange of information. Blogs can offer more of an interactive exchange than a simply a one way dialogue by the blog author (blogger). Do be careful of this feature however regarding your classroom experience as you want to maintain discussion germane to the classroom within your classroom, not externally on the blog. Remember a blog is not a substitute for your in-class work with your students.


At least once a month, I post either a text post or a video post entry in this online journal with a tip or a video specific to the theme and nature of the blogs as outlined above. Typically, I will consider what has surfaced in my classes for the previous week to which I can supplement learning with topics ranging from diversity to leadership to critical and refractive thinking to crafting a doctoral study or capstone thesis. The goal is to extend my teaching on various topics of interest to create technology that tutors the student whenever they have the time and need, as often as they like, whenever they would like.

Because I am known for talking fast, when I create my own videos, I will also post a transcript on the blog and then upload that transcript to YouTube for closed caption as well. Since beginning in January of 2011, I now have more than 400 posts, with more than 100+ self-created videos for my students [1.18K subscribers].

As I move through my teaching week in my various classes, I simply select a specific blog or video that would be appropriate where I then copy and paste the link into my classes. (see a sample message below).

**Good morning colleagues!**

Perhaps I might offer some additional help regarding crafty an introduction and conclusion, and how these two writing fundamentals work together? Please see the blog or video link below.
regarding my recommendations in designing your personal writing system. This strategy may help strengthen your writing further.


http://www.YouTube.com/my_videos_timedtext?video_id=f9wIADHCN7c

My best to your success!

Dr. C

Voila, the student can now extend our teaching relationship by viewing a video or blog at any time, day or night, when further explanation may be warranted, as often as they like. I have now found the perfect way to clone myself by offering teaching as a scalable opportunity where students no longer have to wait for class time to ‘see me.’ Think of a video or a blog as using technology that tutors to supplement teaching efforts in the classroom.

Chapter 3

7 Ways to Save Time

The purpose of this chapter is to review the seven time saving steps in using a blog as the technology that tutors.

Create Once

1). Create Transcript of Video
2). Create Video
3). Upload Video to YouTube
4). Upload Transcript to YouTube (Caption)
5). Integrate Video as a Blog post (we call this embedding the code offered by YouTube as part of the html text of the blog post)
6). Integrate Transcript as a Blog post
7). Post link to either Blog post or YouTube Video to class

Guest Bloggers

Ask your colleagues to share their tips and videos by guest blogging. This technique will often save you time and share the wealth by offering others the ability to share their teaching techniques with both their students as well as yours.

Post Applicable Videos from YouTube

When you or your students and colleagues find wonderful videos on YouTube, integrate them as part of your blog to share as well. I often post videos for my students regarding editing tips, writing tips, and sometimes just for inspiration. I then continue to expand my blog library of wonderful tools by having these videos as part of my blog for future reference. Remember, we don’t have to solve world hunger
by ourselves; we are simply the host of pearls that we may find along the way. If we all do a little, time management becomes much easier for everyone to share.

Podcasts
Podcasts are simply an audio version of technology. Where a video would provide both visual and auditory sounds, a podcast offers only the auditory component.

Webinars
On occasion, I offer free webinars on a variety of topics where I record them, and then offer the links to my students and blog membership as they may be of interest. I often use Talk Fusion as the Webinar platform.

Schedule Blog Posts
Technology also offers efficiency as I can not only create blog posts on my weekly Friday schedule (or throughout the week). (HINT: When you pick a schedule of when to blog, either every day or once a week, be sure to be consistent); I can also schedule my blogs forward. Once you start on a schedule, your fans and students do expect their weekly posting. If I am going to be out of town or have a particularly busy month, I will simply write them and then schedule them out a week at a time, perhaps up to 3 months in advance. You would imagine how fast the time will go!

Duplicate Often
1). Post Link to Blog Post in Class
2). Post Link to Video Blog Post in Class
3). Post Link to YouTube Video in Class
This step is where the efficiency of my efforts pays the richest dividends. While initially setting up a blog can be labor intensive, if you simply approach posting one blog a week, you can see how one’s library builds up over time and quickly. Now I have more than 400 posts that I (and you too!) can choose from.

Hint: Share with other colleagues to save them time as well. You’ll be their new best friend!

Chapter 5
Technology is the Ultimate Leverage
The goals of competitive strategies are to focus on completion and results. My blog began in January 2011 as a result of frustration for seemingly answering the same question(s) again and again for my students. The blog offers the ability to clone myself—as often as any of my students might need, at their convenience and in their time zone. Whether at 1 pm in the afternoon or 1 am in the morning, my blog—and the writing tips and best practices offered—are available to serve the needs of my students.

Not only can I leverage my time, but I can leverage technology as well to contribute to the various learning styles of my students. For a student that prefers an auditory approach, there is the podcast; for the visual learner, the video or blog text or pictures. Even for the kinesthetic student who needs to have a more hands on approach—video offers a way to have a near real time student teaching experience. If
one uses Google Hangouts, one can have both a live and public experience in real time that is then recorded to video for either student repetition or new reviews. The ability to make videos public or private also enhances and enables faculty adherence to institutional policies.

**Relationship Building**

My students have commented often that technology has leveraged my ability to connect with them as we further our relationship and our work together. I begin all of my classes with a video autobiography that includes pictures about the real me—more than simply my teaching credentials of Bachelor’s, Master’s, and Doctorate degree. In addition, I can include pictures of my alma mater or their logos, pictures of my husband, and various trips we’ve taken, and my students’ favorites—pictures of my rescue Siberian Huskies—first Ms. Duchess and Montana, now George and Gracie. Please see this video below made using the Animoto Platform.

http://www.YouTube.com/watch?v=RPEBE_MSsdw

I can leverage pictures—perhaps of teaching concepts or graphs. I can include transcripts of my YouTube Videos as well which can be particularly helpful when demonstrating details regarding editing in APA format where a visual demonstration is necessary. Please see the video below regarding a final editing checklist.

http://www.YouTube.com/watch?v=XFOxGB9FowA

I can create webinars for my students that are live and in real time and record them, to provide a link to these broadcasts for students at a later date. Sign in as a guest in the Seminar below.

http://1760244.videoconference.talkfusionlive.com/playback/r/7XqrwY0EG1xg7sW5

As a result, technology offers the ability to record live events as well as prescriptive letters that offer additional help to further strengthen the writing of your students.

**Chapter 6**

**Helping Students Through Technology**

As a teaching tool, the blog has many applications. First, I can use my blog posts as a mini-lecture. Research suggests that students learn more effectively in short frequent bursts. As a result, I subdivide my lectures into mini blog posts of 300-700 words. I can then use these blog posts as either a copy and paste or a direct link for my students in the classroom. Think of this blog as a library that you are building that you can access over and over. Often times, our teaching materials must be recreated in a new class every new time we teach the course where we save our materials to a Word file on our hard drive of our computer. With a blog, our materials are always available at anytime, anywhere for both our use and that of our students. Have technology will travel as it were. Since my blog has a search function, I can simply look up a blog by its cloud tags, i.e. a technical term for key words where I am never far from my teaching materials—no matter where I may be.

One of my first eBooks: *Effective Study Skills in 5 Simple Steps* was actually an evolution of my blog. This particular book has 10 chapters or vignettes which began as free blog posts. I simply captured them all
in one book, at the request of my students, so they could have in one place as either a .pdf file or available on Kindle.

Once I have created this mini-lecture blog, this text becomes the transcript for the video I create on YouTube; uploaded to my YouTube Channel (http://www.YouTube.com/DrCherylLentz)

**Process Tip:** It is far easier to create a video from a script *first*, then to transcribe your videos after the fact.

Once the YouTube video is created, this transcript also becomes the closed caption or transcript option on YouTube as well. If you create your process correctly the *first* time, you can be very efficient in your strategy where you can leverage the process as well. After the video is created, I simply embed the code in my blog where the circle is complete.

From one process, I have now three different methods I can present the materials to my students. I can present both video and transcript on my blog and video with transcript on YouTube. Depending on which university I may teach for and their emerging policies, I can either post from my blog or post a link to YouTube. Either way, I have created once, leveraging my time, offering many future options. As of this writing, I have well over 16,000+ views of my videos on YouTube and counting!

**LEARNING STYLE**

To summarize, video appeals to the visual learner as well as the auditory learner. I can copy the links either from a specific blog post or video link from YouTube into my class as either text or video or both. I can embed the code in my class with a mini video type of effect (if your school happens to use Blackboard via the YouTube Mash up option). Or I can simply post the link itself.

**Chapter 7**

**A Teaching Technique that Tutors 24/7**

The blog is simply an amazing tool for a teacher to have in their toolkit. Essentially, we as faculty have the ability for the first time to have some elements of education be a scalable commodity. I can essentially clone myself via video, where I put forth the effort once, and reap the benefits many times over. Now I can promote learning in my absence where the adult learner can be more in control of their learning.

In addition, I have the ability to update instantly as information may change according to my topic. Since January of 2011, I have created more than 100+ videos and more than 400 blog posts where many of these posts or videos offer writing tips from how to create an introducing and conclusion to how to edit in APA format. I simply integrate these blog posts and videos into my teaching materials as part of my welcome announcements, weekly summaries, and discussion posts. Whenever a topic happens to emerge, I will search within my blog library and find one that is applicable or I will search on YouTube for other scholars who may have already created a video that may apply OR I may simply create more videos and follow the process outlined here. The needs of my students drive what I create or how I may integrate the blog into my teaching strategies.
Conclusion

Shorten Your Learning Curve

As educators, the goals for teaching are not only to build a foundation of subject matter expertise and academic theory, but to shorten the learning curve of our students. Remember the difference between a coach and a mentor is that a coach knows the rules, while a mentor has played the game. In using the blog as a teaching tool, I am simply ahead of you in this process as a result of my efforts these last few years as I looked for ways to integrate technology into my teaching to serve the needs of my students.

My goal for the use of the blog as a teaching tool emerged from frustration to be candid, lamenting the need to clone myself multiple times. With the advent of online learning, we now have students around the globe, across many time zones. Often, students forget that we are one, where they are many, and their needs can outweigh the availability on the demands for our time. My need was to find technology that can tutor as the title of this book suggests.

I hope that my strategy of using the blog as a teaching tool is of value to you as you look to increase the options and skills you can offer your students. I know how challenging learning these emerging technologies can be. Please be sure to be patient and DO NOT GIVE UP, as the results are more than worth the investment of time and potential frustration. Your students will thank you for your efforts in working toward enhancing the learning experience for everyone. My best to your continued success!

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About The Author . . .

Dr. Cheryl Lentz is an international best-selling author, and keynote speaker. She holds a Doctor of Management Degree (DM) in Organizational Leadership, a Master of Science in International Relations (MSIR) from Troy University, and a Bachelor of Arts in Communication and Music History from the University of Illinois in Champaign, Urbana. Dr. Cheryl, affectionately known as Doc C to her students, is a university professor of nearly 20 years, on faculty with Capella University, Embry-Riddle University, Grand Canyon University, and Walden University. Dr. Cheryl serves as a dissertation mentor / chair and committee member. She is also a dissertation coach, offering expertise as a professional editor for APA style for graduate thesis and doctoral dissertations, as well as faculty journal publications and books.

Awards include Walden Faculty of the Year, DBA Program, 2016, UOP community service award, Grand Canyon Outstanding Faculty Chair award November 2019, and 23 writing awards.

Dr. Cheryl is also an active member of Alpha Sigma Alpha Sorority.

She is a prolific author with more than 43 publications known for her writings on The Golden Palace Theory of Management and refractive thinking. Additional published works include her dissertation: Strategic Decision Making in Organizational Performance, Journey Outside the Golden Palace, The Consumer Learner, Technology That Tutors, Effective Study Skills, The Dissertation Toolbox, International Best Seller: The
Expert Success Solution, and contributions to the award winning series: The Refractive Thinker®: Anthology of Doctoral Learners, Volumes I-XVIII.

To reach Dr. Cheryl Lentz for information on refractive thinking, professional editing, or guest speaking, please visit her websites: [http://www.DrCherylLentz.com](http://www.DrCherylLentz.com)
[http://www.LentzLeadership.com](http://www.LentzLeadership.com) or e-mail: drcheryllentz@gmail.com

**Office Hours:** 10 am to 2 pm CST (Chicago, IL) – (702) 719 9214

**Skype:** dr.cheryl.lentz

**Zoom**
Chapter 3
Optimize Online Learning in the Home
by Dr. Stephanie JW Ford

Educators, you have been using online resources like Google Classrooms to supplement your work and to provide learners with resources. Now, is the time for online instruction to be your primary teaching method for curriculum delivery. It is essential for our learners to create optimal learning environments in their homes, like you have done in your classrooms. During our transition from a hybrid model of curriculum delivery (in the school building, in the classroom and using Google Classroom for student to read announcements, access books, and videos) to delivering your curriculum online you are addressing how to create an online learning community, identifying ways to optimize learning online, creating methods to support learners and families with their adjustment to online learning being their primary methods of instruction and changing societal norms to keep citizens healthy. There is a lot to consider in our fast paced effort to assist children with learning online.

You will locate strategies and resources to assist you with addressing opportunities described above. Using the strategies will assist you with making the transition to online instructions. You will decide if you will deliver your online curriculum in synchrony (in real time using a webinar format such as, Adobe Connect, Zoom, Microsoft Teams, & Google Classrooms, etc.) or asynchronous (learners work independently and submit their work to you on a specific day and time). Each format has benefits to continue to do the great work that you have been doing with learners on the ground. If you are primarily going to use an asynchronous format, please include the day, date, time and time zone the assignments are due (e.g. Friday, April 10, 2020 by 3 p.m. Eastern). Yes, the time zone is important since some learners have traveled away from home to support family and friends in response to COVID-19. Once you have decided if you will interact with learners online in a synchrony, asynchronous format or combination of the two, it is time to communicate with your learners and their families to ensure they understand how you will provide instruction. Recording a brief video or sending an email to welcome the learners and their parents/guardians (referred to as families throughout the remainder of the chapter) will aid with understanding on how to interact with you and assist with preparation for online learning.

Videos are Recommended

A video may be more effective because families have been arranging childcare, work duties, and attending to personal matters; therefore, having a video to listen and observe may be ideal. Learners and their families may experience a sense of safely when they see you, hear your voice, and hear your compassion as everyone is making an adjustment. After you record your video, I recommend using the free service WeTransfer (https://wetransfer.com/). WeTransfer is a quick way to download your video. This online resource will allow you to send your videos to multiple people expeditiously.

One or more of the emails or videos you create must include information about creating the optimal online environment at home. The following strategies and best practices to aid parents with creating an optimal learning environment in their home for online learners.

Create a Space for Learning
Help learners and families identify a room or an area in a room where the child can use a computer, laptop, tablet, or mobile phone to attend to their teacher and/or complete their work.

This space does not have to be large. Identify an area in the home that may be dedicated to learning while schools are closed. Learners may want to maintain this space for the completion of homework when individuals return to school.

Make this a fun process. Allow learners to identify a good space for learning. Elementary aged children will be excited to have their favorite toy with them to participate in learning since individuals will not have their classmates next to them. The toy should not be a distraction, we are trying to minimize distractions and allow individuals to create an ideal space.

**Minimize Distractions**

**Televisions should be off.** Need more be written? Educators have been stressing this for decades!

**Virtual Assistants (Artificial Intelligence).** If you have a virtual assistant (Alexa, etc.) remove the device from the room or place it in a location where it will not disrupt online learning. Virtual assistants are voice activated; therefore, when working in synchrony a student or the educator may say something to activate the device. People may have invested in the Amazon Echo Show, this is a fun and informational device for many; however, it may provide a distraction to the student because the screen may occasionally illuminate and information will be displayed about professional athletes, the news, how to make vegan sticky buns, etc.

Main point—learners and families may need to relocate their virtual assistants during online instruction and/or when learners are completing their homework.

**Mobile phones get to take a nap.** Educators have been waging battles against mobile phones in learners’ hands in the classrooms for over a decade.

Señora Conte (high school Spanish teacher) created the Hotel Cellophonia (Do you hear the old song Hotel California by the Eagles?) She used an inexpensive tree to hang multiple pieces of jewelry and has learners place their mobile phones in the Hotel Cellophonia at the beginning and retrieve the phones when class concludes. You may employ a similar strategy in your classroom. Learners and their family can create a hotel or give phones a rest period.

Encourage learners and their families to have a designated spot in their home to prevent from being distracted when engaging in online learning. Do the same for tablets if the student is using a laptop or computer for learning. Please share your creative strategies with the families to provide support.

Later we will talk about taking breaks from online instruction to refresh. When phones and tablets are resting the Premack Principle is being used. Students are focusing on their schoolwork and rewarded with access to their phone during the break (if this is what the family would like to do). The phones are used as a reward to encourage attending to schoolwork.

**Dedicated Time for Schoolwork.** During the school day learners have established a routine. Please do the same at home. Create a daily routine to provide support to optimize learning. Encourage families to create school hours in the home. Identify times of day when the learners will focus on their
schoolwork. Yes, times because learning at home does provide the breaks students receive in school (elementary children leave class to go to music, middle school and high school children transition from classroom to classroom during the day). Students will need breaks to maintain their focus. It is amazing how many times individuals will want to run and grab a snack out of the refrigerator, etc. when there are not breaks in the schedule.

**The Pomodoro Technique.** When learners are working in asynchrony the Pomodoro Technique is a wonderful time management and focus technique created by Francesco Cirillo in the 1980s. The technique instructs individuals to work on specific tasks (uninterrupted) for 25 minutes and then take a five minute break. During the five minute break learners may get up and stretch, go the bathroom, grab a snack, etc. It is important to time the break, so individuals may return to their schoolwork. There should be 4 rounds of the 25 minutes learning sessions. After the 4th, session learners take a longer break for 20 minutes. Middle schoolers and high schoolers may work longer than 25 minutes you know your learners; prescribe a time that you believe will be ideal for them. Encourage families to talk with their children after hearing your recommendation to decide on the length of time before the break. Younger learners may want to shorten their time intervals. Once again provide the recommendation and encourage parents to talk with their children.

The technique is call Pomodoro because it is named after a Pomodoro tomato and you can purchase tomato shaped timers. Families do not have to purchase the timer. Learners may use the timer on their computer, tablet, or mobile phone. We want to refrain from using mobile phones during online instruction unless it is a must. Remember we want to keep those phones in the Hotel Cellophonia or in their Resting Place).


Pomodoro Technique-video ([https://www.youtube.com/watch?v=ykMzzZolhdk](https://www.youtube.com/watch?v=ykMzzZolhdk))

**Instruct Learners on How to Optimize Their Energy.** Some learners are energized in the morning. Others are energized in the evening.

The University of Pennsylvania has created a questionnaire to assess if individuals are alert and productive in the morning or evening [great tool](https://www.med.upenn.edu/cbti/assets/user-content/documents/Morningness-Eveningness%20Questionnaire.pdf)

**Physical Exercise and Artistic Expression**

When families are creating a space for online learning and minimizing distractions it is salient to think about physical exercise and the arts. Elementary aged children have recess. Middle and high schoolers signup for physical education. Throughout kindergarten through twelfth grade learners are engaged in physical activity and artistic expression. Continue to do the same at home. The Rule of Three is great strategy to implement physical exercise when participating in online learning.

**Rule of Three:** It is ideal for our learners to have a minimum of 30 minutes of exercise. To achieve a minimum of 30 minutes of physical exercised this can be done in 10 minute intervals. Remember the Pomodoro Technique? When learners take their 20 minutes for a break 10
minutes may be dedicated to exercise (jumping jacks, jumping on the trampling, go outside and run, ride bikes and shoot hoops). You may want to use the Rule of Three (3, 10 minute exercises or schedule at least one 30 minute break for exercise). Learners should play and unwind at some point in the day.

The rule may be used for art as well. Thirty minutes may be divided into 10 minutes of artistic expression (use finger paints, color; if weather conditions permit, do some sidewalk art with chalk, middle and high schoolers work on art projects). Learners can also create a dedicated time to focus on art during the day as well.

For those who play musical instruments or are in the choir, you may need to schedule more time in the online at home school day for practice.

Once again communicate with your learners and their families to create the ideal schedule to optimize their learning.

**Wellness Check-In**

Talking with learners about the COVID-19 global pandemic is essential. As educators you are adjusting and adapting to a new way of living while our country leaders identify best methods to keep us safe and healthy. Many adults are feeling stressed, overwhelmed and fearful as our personal lives disrupted and the way we navigate life is not the same. Learners are having similar experiences as they are making meaning of what is occurring. For such as time as this you will be able to provide support to your learners to aid with their educational and wellness needs. The following wellness strategies are helpful for online learners.

- **Create a sense of safety.** Inform learners that they may email you. Send learners and their families emails as well.

- **Create office hours** for learners to connect with you.

  Provide specific days and times learners and their families can meet with you.

  There are free online scheduling tool that are easy to use. Online you will find useful information and tutorials for Calendly.com and how to use Google Hangout to schedule office hours and appointments.

  Google Hangout, Google Meet, and Zoom are great online tools where you may speak with or without video.

I do recommend sending a brief email to the learner after the conversation to thank the individual for talking with you.

  **Example email:**

  Hi STUDENT'SNAME,

  I am grateful we had a time talk and see one another via Google Hangout. I am pleased you shared ___________ with me and I was able to answer your questions about ___________. Please let me know if you have additional questions. I look forward to seeing you in our live discussion tomorrow (if applicable) or we can schedule another time to talk.
Have a good evening!

TEACHER'S NAME

Identify a Feelings Activity

Being away from school, friends, and adjusting to online learning will elicit many feelings in learners.

Provide learners with an image of facial expression and words to describe feelings. Free emotions chart (https://www.google.com/search?q=emotions+chart+free&tbm=isch&ved=2ahUKEwj3xwzI6OF2pozoAhXHOxywDBy4sBwIBRAegQIAh...cCegQJIAA&source=emotions+chart+free&gs_l=img.3..0j0i8i30l3.6078.7372..8025...0.0...0.96.354.5......0....1..gws-wizimg....0867.dVq3DWh60rl&ei=aj1uXvfjGMf1AWQriowBA&rlz=1C1GCEV_en#imgrc=6Me3HBBuq_flQM)

In synchrony or asynchrony students can select and discuss, participate in a self-reflection writing exercise, draw pictures, or create a video to share their thoughts and feelings associated with the image selected and their response to not being able to go to school.

When doing this activity in synchrony, faculty may engage in large group discussions, break learners in dyads (use breakout rooms in Google Classroom, Google Meet, and Zoom; see chapter on the use of Zoom) to discuss learners’ thoughts about online school, the adjustments they are making to extracurricular and social activities being on hiatus, and to help learners identify what can be done to bring joy and peace into their lives during the time of online instruction.

Encourage learners to exercise, play, and have fun.

Schedule Learners, Family, or Club Meet-Ups

- Clubs connecting does not have to discontinue. You may use Google Meet, Google Hangout or Zoom to organize and facilitate Meet-Ups.

- Make them fun with learners having their favorite snacks, share fun tips on how they have been incorporating what the club has been doing at school at home (i.e. ensuring their family is recycling for the environmental club, teaching siblings French for students who are members of the French Club).

- Have fun and create your Meet-Up to be magical and meaningful for learners.

Send Kindness Messages (Free)

- Positive Quotes, Encouraging Messages, or a Kind Note
- Tuesday or Thursday Tickles–Funny Comic Strips or Digital Images
- Beautiful Pictures
- Send Information about Learners’ Interest
- Send Virtual Stickers

Conclusion

As learners are transitioning from being in the classroom at school to having a classroom online, it is essential to use best practices and strategies to assist with learners’ success. The information shared in this chapter includes resources, strategies, and best practices to ensure learners have continuous
support to achieve the academic goals and learning outcomes that were created at the beginning of the school year. Learners will be success with online educations, families will receive support, and you are using your knowledge, skills, and challenges to provide quality education to our children during this unique season in the lives of global citizens.

About the Author . . .

Dr. Stephanie JW Ford is a counselor educator and senior core faculty member in the School of Counseling at Walden University. She has developed courses, curriculums and worked with a team of professional to create a School of Counseling. Stephanie has created and facilitated virtual conferences and workshops. She is an expert in online instruction and engagement; pedagogy and andragogy; cross cultural collaborations and cultural humility. Stephanie has presented at national and state conferences and workshops on religion and spirituality and mental health, mental health of adults, multicultural supervision and counseling, cultural humility and counseling, mental health services for people from marginalized populations and creating offices of field experience in online universities. She has support and collaborated with colleagues, learners, external stakeholders and community members for almost 20 years. In addition to Dr. Ford’s knowledge of online instruction and curriculum development, she has providing clinical counseling services to children, adolescents, and adults in hospital, community mental health, college, and university settings.

To reach Dr. Stephanie JW Ford for information on online instruction, wellness, mental health, or guest speaking please e-mail: stephaniejwford1@yahoo.com Office Hours: 2 p.m.–5 p.m. (EST) Cell: 952-444-9069
The purpose of this chapter is to offer practical suggestions and ideas to teachers with limited experience teaching online. Whether you lack experience or confidence in your skills, these suggestions will help you engage effectively with students in a virtual learning environment.

**Student Engagement**

If you have never taught online before, you may wonder how you can create and maintain an interesting and engaging learning experience for all students. Online learning can be interesting, convenient and fun for teachers and students. Consider the following information as you prepare to teach online.

**Preparation to Learn Online**

Just as many teachers have never taught online, many students have never learned online. A conversation about the experience, or lack thereof, may alleviate students’ and teachers’ fears of the unknown. Consider taking inventory of students’ technological skills and access to internet connectivity. Many students are limited to cellular connections and may be unable to access Wi-Fi outside of the home. These limitations ideally should be explored prior to launching online.

Be prepared to teach your students how to work and collaborate in a virtual classroom. Determine your rules for etiquette, tone and language and ensure students adhere to them. Students may require significant practice working in the virtual classroom. Invite parents and siblings to help supervise student learning and engagement.

**Effective Student Engagement**

Continual, effective student engagement is critical to successful teaching and learning online. The key is to facilitate active, rather than passive student learning. Some ways to encourage active learning includes:

- Ensuring students know what they are doing and why they are doing it.
- Providing a rubric for students to follow and assess the quality of their work.
- Providing learning activities that require student action like team brainstorming, real time experiments or scavenger hunts.
- Communicating with students in multiple ways.
- Providing frequent, timely feedback for all exercises.
- Allowing opportunities for correction of assignments.
- Allowing students to demonstrate content mastery in a variety of ways.
Much like instruction in the classroom, students may be hesitant to post questions or concerns for which they need clarification or answers. Consider creating a place where student questions can be posted anonymously, and answers can be reviewed anytime.

**Connecting with Learners**

Connecting with students is the foundation of effective engagement. In the virtual classroom, connecting with students as a group or privately is relatively simple. Ideally, school districts will select a platform, such as Black Board, Canvas or Moodle that teachers will use to instruct and engage students. If no such platform is available, there are other options online, some of which are completely free.

For example, Facebook Groups can be set up requiring students to seek authorization to join, allowing members of the group to participate in discussions, post videos and submit documents *synchronously* (The entire class at one time) or *asynchronously* (Learners participating at different times). The moderator (Teacher) can be notified when students post assignments, questions or need help. The notification encourages swift responses to their inquiries.

Other options like Google Classroom is already used in many districts. Skype, Zoom or Belouga may provide opportunities for teachers and students to connect virtually. Belouga is especially useful as it is a “pull and play” platform where a plethora of teaching materials are ready to pull and teach. Belouga also has the degree of security necessary for working safely and securely with students, especially children, online.

There is no “right” method of connecting with students. Find what works best for you and your students’ needs. Student engagement does not need to be restricted to the online classroom. Determine which method of communication allows the most effective connections with students. Consider engaging students via texting, phone calls, blogs, and email. You can also create your “Office hours” and share your contact information where students can contact you directly for assistance.

Regardless of the method you choose to communicate, prompt and effective responses promote active student engagement in the virtual classroom. Remember, be mindful of student confidentiality anytime you engage students online.

**Effective Engagement**

As it relates to the virtual classroom, prompt responses that answers student queries help keep students engaged and interested in class content. To continually promote effective engagement, consider the following ideas as you facilitate your virtual classroom:

- Make each communication with learners count! Ask questions specifically and clearly to reduce instances of “playing tag” to get or provide information.
- Agree to a set time allowance for responses so students know what to expect when they post questions.
- Ensure all students participate in virtual discussions.
- Allow students to lead and facilitate discussions.
- Encourage students to engage their peers in discussions (“Rachel, can you offer examples of how dogs are more social than cats?”)
- Encourage learners to stay on topic during discussions.
Create a chat café where learners can have a place to chat idly with their classmates.

**Promoting Student Success**

Despite your best efforts, there will likely be a student or two who has difficulty keeping the pace of the classroom, doesn’t engage in activities or discussions and is in danger of failing the class. Quick and continual intervention may help learners complete the class successfully.

Keep a close eye on all students in the class.

At the first missed assignment, contact the student privately and offer your assistance.

Allow students to contact you directly if that works better for them.

Have a plan “B” in place in case you or a student loses the internet connection.

Remember many students are connecting from phones or tablets and not computers. That could affect how assignments are sent or received online.

Have a plan for students who have difficulty reading or writing and cannot effectively participate in the online classroom.

Invite parents into the learning process for encouragement and supervision.

**Conclusion**

Teaching and learning online may seem daunting, but with each lesson and engagement, teachers and student may find the flexibility, anonymity and multiple methods of communicating contributes to a more engaging, interactive and even fun learning experience.

**About the Author . . .**

Dr. Sanders has taught socially and academically diverse students online for more than a decade. Dr. Sanders engages students individually and collectively and involves them actively in the online learning process. Dr. Sanders takes a holistic, comprehensive approach to interpersonal interactions with students and works closely and personally to promote excellence in learning and academic success.

As a public-school teacher, Dr. Sanders served as an information outlet and advocate for students and their families, helping parents make informed decisions about their children’s education in and out of the public-school system. Dr. Sanders recently started Safari Small Schools, a 5 student micro-school that serves students who do not thrive in the traditional classroom.

Dr. Sanders lives in the small east Texas town of Canton. She is an international best-selling author, has been featured on the radio and in the media and writes education columns for four news outlets.

To reach Dr. Sanders for assistance with engaging online students or other aspects of online teaching and learning feel free to contact directly at **phone:** (469) 360-8528

**Office Hours:** Monday-Friday 5 pm-8 pm and Saturdays 1 pm-4 pm.

**Email:** TeresaESanders@gmail.com
A learning management system, commonly referred to as LMS, is a term you have probably heard, whether briefly or repetitively, in the past few days or weeks. You may be thinking what is LMS and how can it help me, if at all? Maybe you are thinking this idea sounds too technical. I do not have the time to learn something new. I suggest, maybe you should. Let me explain.

An LMS is an online platform you can create for your students to come together as if you were in an actual classroom. You are not physically together; however, you have a virtual space in which you can share information with your students. How many Facebook groups are you are part of? Think of an LMS as a Facebook group. Just as the Facebook group is a virtual area to share information with those who have a common interest, so is an LMS for your students.

An LMS provides a virtual location you can receive assignments, share information, create discussions for participation, and provide activities for students to do together. Many parents and students are concerned learning at home will eliminate their social interaction with their peers. An LMS can help alleviate the stress of missing interaction with friends and you, their teacher. Parents are also concerned they have to be the teacher and balance their own work responsibilities. An LMS platform would take most of those challenges away from the parent.

You may be thinking, great idea but where do I begin? I understand your concern. There are many LMS platforms, such as Google Classroom, Blackboard, Canvas, Moodle, Schoology, and Barnes & Noble Education LoudCloud. I suggest you check with your school district leader to confirm if there is a license with an LMS company to create your virtual classroom.

If not, a few LMS companies have platforms you can quickly setup on your own. Google Classroom, Canvas (limitations), Moodle, and Schoology have a free version. I highly recommend you encourage your school district leader to purchase a license so that you and your peers have access to an easy to use LMS platform with all the options provided with the software. If you want to use an LMS on your own, you will want to let your school district leader know you are pursuing an LMS and what company you selected. Perhaps your action to take the lead will motivate your leader to purchase a license for all to benefit.

You can find the above mentioned LMS platforms at the following locations:

- **Google Classroom**: https://classroom.google.com/
- **Blackboard**: https://www.blackboard.com/
- **Canvas**: https://www.instructure.com/canvas/
- **Moodle**: https://moodle.com/
- **Schoology**: https://www.schoology.com/
- **Barnes & Noble Education LoudCloud**: https://www.bnedloudcloud.com/
Each company has a technical support team, Facebook page, and Twitter page to provide information that can help you quickly setup your online classroom. Some companies have a YouTube channel for those who could use a visual with detailed instructions: Google Classroom (Google for Education), Blackboard (BlackboardTV), Canvas (CanvasLMS), Moodle (Moodlehq), and Schoology (schoology).

Now that you know what an LMS is, you will want to know the benefits. Our students are familiar with social interaction online; therefore, they are ready to learn on a virtual platform. Take advantage of their expertise!

Most important, during the daily changing of information about COVID19, you have the opportunity to create announcements that will keep your students informed of new or changed information and assignments.

You have the ability to create individual and team assignments with target dates and submission links in one location. This will eliminate the excuse or confusion students did not know where to submit their work or when it was due. Team assignments will prove beneficial in this difficult time of social distancing. In an LMS, you can create teams for students to do a shared assignment; therefore, interacting with each other as they do in text messaging and social media platforms.

A tool within the LMS that can provide virtual conversation is a discussion forum. The weekly discussion is commonly used in online universities; therefore, have mastered how to create a productive discussion forum for participation in a virtual space. Consider the following requirements that will ensure your discussion forum is productive and beneficial to your students. You will want to create target dates for participation in the discussion to ensure students are sharing information together. Suggested requirements include a due date in the middle of the week to an initial discussion question created by you, and two additional responses among their peers, usually the last day of the active week. This may seem minimal; however, it does encourage students to check in and share what they are learning.

Do not be afraid to try something new or unfamiliar. You have the resources to help you start making small changes to elevate big concerns and challenges. You may find yourself enjoying this concept of virtual learning and incorporate a few online activities to your future onsite classroom. If anything, have fun with the virtual classroom and stay connected with your students!

About the Author . . .

Dr. Natalie Casale resides in Monmouth County, New Jersey. Dr. Natalie holds several accredited degrees: a Bachelor of Science (BS) in Information Technology from Kean University, a Master of Business Administration (MBA) in Accounting from Monmouth University, and a Doctorate of Management (DM) in Organizational Leadership from the University of Phoenix School of Advanced Studies. She is a part-time faculty with the University of Phoenix and Walden University, serving as a dissertation chair and committee member. Dr. Natalie was nominated University of Phoenix Faculty of the Year Award in 2019.

Dr. Natalie is a member of the University of Phoenix Lambda Sigma Chapter of the International Business Honor Society, Delta Mu Delta (DMD). Dr. Natalie is a volunteer National and New Jersey State District Leader of the Humane Society of the United States (HSUS) and recognized community leader in animal welfare. Dr. Natalie enjoys taking walks with her four dogs, problem solving, writing, and helping others, such as educating young adults in science, technology, engineering, and mathematics (STEM). In her spare time, she builds robots, including a cat named STEM.
To contact Dr. Natalie, please use these the following: **Website:** http://www.nataliecasale.com  
**Email:** nataliecasale@mac.com **Cell:** 732-233-2452

Join me: LinkedIn (nataliecasale), Instagram (@doctorne15), Twitter (@DoctorNC15), Facebook (natalie.casale.nj)
Chapter 6
How to Not Be Afraid
by Dr. Nina Spadaro

Coronavirus does not scare you. Working or teaching online does not scare you. It is what you tell yourself, what you assume or believe, about coronavirus and teaching online, that scares you.

If you are reading this, then you probably are an educator who is being asked to take a sudden right turn to engage in distance education methods in response to the current global crisis. As an educator you already believe that information is power. In this chapter I will explain how correct information can give you psychological power over fear and empower your transition into unfamiliar territory. In other chapters of this book you will find guidance from those for whom the online teaching environment is a familiar friend and an incredibly generative and engaging occupation, and a pathway to positive social change. Those experienced in online education can show you how to take the distance out of distance learning. But first you must tackle the emotion of fear which will stop you from leaning into uncharted territory.

In response to information about an immediate threat to health, many in government have decided to thwart this threat by defensive action—use social distancing to limit the feeding and breeding ground of coronavirus19, and thus to knock down the numbers and proliferation of that virus to give us time to devise other defenses. As a result, many of us are being asked to immediately stop interacting with one another in our places of work and schools in the ways to which we have become accustomed. We are being asked to work and teach using distance methods including using technology with which we are unfamiliar. Things are changing around us, and when things change our immediate human emotion is to fear.

It is one thing to hear “do not fear” and quite another to know how to do that. I am a seasoned counseling psychologist. I am also an expert at living with anxiety. For most people who know me that might come as a surprise. The reason for the surprise is that I practice what I preach and stay calm most of the time now. It has been a learning process. I will tell you how I have learned to stay centered and calm so that you can do it too. This is possible even now as we face a pandemic. I write this because, as much as I love to counsel people, I would like to retire. Let’s not make it “panic-demic.”

Fear, love, anger, sadness are all examples of emotions. Emotions are experienced as physical sensations, actions, and interpretations in our minds. Experiencing emotions are part of being a human being, a creature of this earth. Emotions of every kind are part of a simple physiological system designed to keep us safe, a lot like having an internal smoke alarm. The smoke alarm goes off in your house when certain conditions happen, not only when there is a life-threatening fire. More often, in my home, the smoke alarm has been triggered when I am cooking. When the smoke alarm goes off it is loud, very startling, and will make me jump and act to get away from the sound. I feel the demand to make it stop. However, like most people, I do not immediately evacuate my family when the alarm goes off. My first response is to find out what triggered the alarm.

Fear is just like that smoke alarm. When we experience fear we feel instantly uncomfortable; the sensation of fear can be similar to an imagined hot knife stabbing through our chest. Our heart races,
our breathing quickens, and we immediately feel sick to our stomach and may feel a sudden need to use the bathroom. As you know, fear is a signal that prepares our bodies to fight, run away, or freeze and hide. Fear does not make us stop to figure out which of those is the best action so we may frantically try to do all three at once. When we have not trained ourselves to act effectively in response to fear it is possible that our automatic response might be exactly the wrong thing to do. Fortunately, for the survival of our species, we have a centralized nervous system led by a brain, and we can think. Humans have the ability not only to think, but we can think about thinking. Remember:

Emotions are experienced as physical sensations, actions, and interpretations in our minds.

I will not bore you with the roots of the information I am sharing except to say that the method I am about to explain has a long history and has been well researched. What you really need to know right now is how it can work to reduce your own fears to a manageable level so that you can choose the most effective course of action in the face of threat, and manage your anxiety so you are mobilized to do all the right things for yourself and those around you.

To protect us, our brains are wired to notice threats. Anything that is new is noticed and assessed for dangerousness most of the time, even before we even realize it. In addition to the physical sensations we experience, we also interpret the novel event or situation just as a person looks around their house for the source that triggered their smoke alarm to sound. This interpretation takes the form of automatic thoughts, usually just certain repeated words and fragments of sentences. These half-baked thoughts can drift through our minds as assumptions or beliefs, and this occurs even without our recognizing that it is happening.

After the initial shock of fear has left our bodies, these echoes of thoughts continue to swirl and cause aftershocks of physical sensations and reactions. We have a vague sense of un-ease. Depending upon your unique personality, you might be more aware of the physical sensations, such as a racing heart, tightening of the breathing muscles, trembling, or indigestion. Some are more attuned to the aftershocks of mixed emotions including anger, anxiety, tension, stress, irritability, helplessness, and hopelessness. Others will be aware of reactive behaviors such as seeking physical comfort, isolating, being argumentative, hoarding, compulsive cleaning, expressing worry, giving orders, and crying.

Any novel situation that causes fear then triggers physical sensations, swirling thoughts, and behavioral reactions. This experience then triggers more of the same. This process can continue on indefinitely or it can be stopped by conscious intervention.

We cannot change the initial pang of fear, or the primitive physical sensations we experience immediately after, but we can indeed change how we respond to these stimuli. Humans can think about thinking, and for centuries the wisest humans among us have found that one of the most direct ways for us to reduce fear is to change our thoughts. The principle is that because thoughts cause feelings, that changing our thoughts can change negative emotions.

You may have heard the term “think positive.” I am not suggesting that you do that. I am instead thinking that you think realistically and rationally. Facing a pandemic, with associated losses of life and wealth, will just not match up with positive thinking. However, being realistic about what is ahead does induce a sense of calmness and maintains the ability to think clearly.

There are two kinds of negative emotions. There are healthy negative emotions and unhealthy negative emotions. The difference is that unhealthy negative emotions are those which paralyze us and lead to self-defeating behavior. Fear is an immobilizing negative emotion. Fear cannot be magically transformed into pleasure, but it can certainly be transformed into a healthy level of concern.
The thoughts that produce unhealthy negative emotions have been identified as having particular avoidable characteristics. Unhealthy negative emotions are generated and maintained by unproven, extreme, half-baked fragments of sentences that we allow to occupy our minds. For example, common elements of thoughts that create fear, and distress are “awfuls” and “can’t stands.” Rather than my describing this, please conduct the following thought experiment:

Read the following two statements, internalize them mindfully, and notice how your body responds to each:

**NOT TRUE STATEMENT**

I can’t stand this! I don’t know how to even begin teaching my students through a computer. I will probably make too many mistakes and have terrible technical problems. Other educators, and the students themselves will think less of me, and laugh at me behind my back, which would be awful. My reputation, my job, and perhaps even my worth as an educator and a human being are all on the line here.

**TRUE STATEMENT**

I don’t like being suddenly forced to teach online, but it won’t actually kill me, I probably will survive it. I don’t know how to even begin teaching my students through a computer, but someone does, and I can learn from them. Like learning any new skill, I will experience the pain of the learning curve. I will probably make many mistakes and have technical problems, which will be a normal frustrating part of the process. Eventually I will probably get it. Other online educators are, or once were, in the same boat. And while it is possible that students themselves may think less of me or even laugh, that is not awful, just temporarily uncomfortable. In truth my experience is that students actually appreciate it when I show my vulnerability and trust me more when they see me as human. This is not really awful, but just tremendously uncomfortable and inconvenient right now. My reputation and my job as an educator would be strengthened by learning new skill sets. My worth as an educator is not in question and my worth as a human being is never on the line!

I have used this method of replacing irrational thoughts with rational thoughts for my counseling clients and for myself, for over forty years. In my experience most people say that they like the way they feel after reading the True Statement, which contains more reasonable and evidential statements, and avoids extreme or illogical statements. Although it does not induce joy, thinking this way reduces distressed feelings and frees up energy for problem-solving. And, in this case – adopting this style of thinking evidentially will free you up to learn the new skills of being an online educator!

If you preferred the way you felt after reading the true statement, I have provided the formula that was applied in the chart that follows. It may seem almost too simple. But simple is not the same as easy. Changing our thoughts requires first becoming aware of them, and then it requires intentional conscious effort. As with any new behavior, after a while the new thought behavior becomes your “new natural.”.
In conclusion, Coronavirus cannot scare you. Working or teaching online cannot scare you. It is what you tell yourself, what you assume or believe, about coronavirus and teaching online, that scares you. If you want to free up your energy to meet the current crisis with all the creative resources you can, you will notice, and then replace, the untrue beliefs and assumptions that automatically float through your head and cause the paralysis of fear. You are not alone as you face the facts of a global crisis. The many authors of this eBook want you to know that you are not alone. We all experience uncertainty and fears of being unequal to the tasks ahead. We are all being called to adopt strategies of social distancing that are designed to reduce suffering and death. These same strategies can also connect people who are likely to feel isolated, without compromising our ability to educate.

About the Author . . .

Dr. Nina Spadaro resides in the lovely college town of Bellingham, WA. Dr. Nina, as she is affectionately known to her students, is a university professor on faculty with the School of Counseling, Walden University, and also serves as the Skills Coordinator. She can often be seen carrying a small child’s chair and a large hammer as she utilizes the Impact Therapy Approach in her counseling. Dr. Nina is also co-owner of Impact Education & Therapy, LLC, which provides individual, couple, and family counseling, providing both in-person and distance methods, as well as trainings for therapists. She incorporates holistic methods from the traditions of yoga and martial arts in her healing work.

Awards include: Presidential Faculty of Excellence Award, Walden University, July 2018. Walden University College of Social and Behavioral Science Faculty of Excellence Award, Walden University, July 2018, Social Change Fellow, Walden University, January 2018, Distinguished Faculty Award, Clinical Mental Health Counseling Program, Walden University, January 2017.
She is a co-author of *A Counseling Primer: 3-Minute Videos for the Visual Learner*, Pensiero Press

To reach Dr. Nina Spadaro for information on counseling, counselor education, or workshop trainings please **e-mail:** nina.i.spadaro@gmail.com
Chapter 7  
Being a Parent During Abrupt Changes in Learning Modalities  
by Dr. Richard Pembridge

Parental Support Going From Didactic to Online Courses

As a parent of high school students and college students, I appreciate the frustration you are experiencing. The transition from a classroom setting to an online environment is frightening and quite overwhelming. My personal experience of starting out in online schooling as a student and faculty after obtaining a master’s degree in a classroom setting may be helpful for parents to adapt to the changes that could abruptly come about in traditional learning environments. Remember, your children are far more technologically capable than you realize. Following are some points of references to appreciate as you help your child make a transition to a different learning model.

Support to Your Learner

Anxiety ensues when we experience abrupt changes. When you look at data from the Center for Disease Control website, one notes a rather low mortality in the United States associated with Covid19. Of course, data changes as time progresses which creates uncertainty. As a health care provider, adapting to situations is crucial for safety and success. The most important approach to your child whether in elementary school of graduate school is to instill confidence in them while their world is changing and encourage them that they are capable. Calm their hearts from fears and mistrust and focus on learning through support and proper tools. Love them and be sure they understand why you love them during scenarios out of their control.

Technology / Hardware Needs

When your child goes from traditional, classroom instruction to an online environment, some considerations to ponder are:

- Internet access and speed. You will want higher speeds to allow video streaming and taping;
- A camera attached to the computer for recording presentations;
- Updated software platform on your computer;
- Tablets and Ipads are potential devices if you do not have a computer at home;
- Environment to learn within the home away from distractions; and
- Headphones for listening to recordings.

Technology / Software Needs

Software can be a challenge with so much available these days to our learners. What apps, websites, platforms, and operating systems do I need quickly. Windows recently moved to Windows 8 or greater as the supported platform. Many websites and online tools have moved from using Internet Explorer to Edge, Chrome, or Firefox as preferred browsers. We know that in our electronic, information age, predators are at work to reach the minds of our children at any age. At vulnerable times, people take
advantage of others. The recommendation is to know what sites and apps your children are using by following the instructions from the school. Some clues for safe applications and sites are:

- **Zoom** technology is an interactive website that the teacher or professor can see the student and vice versa. The teacher will create an invite and you will need to access the meeting at the appropriate time. This may be recording for future viewing.

- **Loom** technology allows teachers and professors to record lectures and send out links for the students to view.

- **GoToMeeting** is an Internet-based platform that operates similarly to zoom technology.

- **Google Hangouts** is a meeting room associated with google accounts from corporations.

- **YouTube** creates private channels for corporations to house videos.

Applications (Apps) on phones are used for reminder communication. The instructor will direct which one to download.

- **Email spam** and junk settings need to be adjusted to receive links and large files from teachers.

All the above-mentioned tools are great, and many others exist. Investigate and observe what your children are watching to make sure they are viewing appropriate information.

**Schedules and Timelines**

Instructors may direct students to timelines of video lectures and deadlines for assignments. The students of today are not accustomed to having a schedule in the home and will need supervision to develop this skill. Be sure to set a schedule that can be consistent from day-to-day. How will you ensure the success of adhering to a schedule? Each child is different requiring tailored schedules. While in the home, be sure to set breaks and outdoor time. Schools set breaks and the students need this as well. Sometimes, grandparents can be helpful while working parents are out of the home. Consistency is valuable to a student’s success. Be sure that all responsible parties in the home are capable of adhering to the schedule.

**Parent Preparation**

Electronic communication will be overwhelming at the beginning. Take the time read through the information you receive. Make sure that you have the teacher’s information to effectively provide responses real-time. Create a weekly calendar for your student as well. Do not overwhelm your child with many assignments. Keep the schedule about 5-7 days in advance so they can effectively process assignments. The two children in college courses have developed their own plans and have been reviewed for success. The two children in high school are getting weekly information from their teachers and we are plotting work on a calendar for a visual aid. When we homeschooled, elementary courses were taken day-by-day. Children are able to process a certain amount of information based on their age.

**Parent Support**

Many are probably saying, “What do I do?” My recommendation is to take a deep breath and ponder information slowly and reread to have a full understanding. I am sure that blogs and support groups are going to come about but these things often turn into grumbling sessions. You want to be positive as you work through this for the sake of your children.

**About the Author . . .**
Dr. Richard L. Pembridge resides in the historic town of Gallatin, TN near Nashville, TN. Dr. Richard is an acute care nurse practitioner primarily. He is a professor for Grand Canyon University in the adult geriatric acute care nursing program. He is a graduate of Pensacola Christian College, the University of South Alabama, and Grand Canyon University. He has been a motivational speaker for inpatient glycemic management. His passion is to promote exemplary care to all patients he treats. He serves within his local church while raising a family of four children.

To reach Dr. Richard Pembridge for any questions, guest speaking, or help in identifying ways to achieve population health management, please see Website: www.drrichardpembridge.com or e-mail: rpembridge@comcast.net
Chapter 8

Preparing the K-12 Teacher in Transitioning to Online Learning

by Dr. Yvonne L. Gonzalez

Amid Covid-19, better known as the coronavirus, K-12 teachers find themselves with an unexpected, extended spring break. Although teachers knew the potential for quarantine was possible, the impact becomes real when the timeframe to return to school is unknown. Teachers are still responsible for teaching students grade level content via a scope and sequence of state mandated standards before the 2019-2020 school year ends in May / June 2020. In addition, students must still demonstrate their knowledge as measured by their scores on state standardized tests, which will be administered in May 2020. What are teachers to do? They must transition their students into an online learning platform. Online learning can be difficult for teachers whose experience has been only in the classroom with students at arm’s proximity. Online learning is the way forward to keep students engaged and continue to learn in a time of crisis.

Practical Approaches for K-12

Technology is integrated into every state’s curriculum in one form or another. To prepare students to be competitive in a global economy, technological literacy is an important outcome school districts strive for. Many school districts have received grants or other funding to buy laptop computers for student use. One author is employed at an elementary campus that purchased laptops for students required to take state standardized tests, which is 3rd through 5th. At the beginning of the school year, students are issued their laptop and with parent permission, are entitled to take them for home use as well.

The following are elements to facilitate the process of moving instruction from the classroom to an online classroom through the experiences of a specialized support / bilingual teacher:

- Review your district’s supported online platform, such as Google Classroom for K-12
- Learn and set up the classroom
- Modify lesson plans to target essential learning objectives
- Focus on quality and not quantity
- Keep your pace and instructions simple
- Use multi-media for engagement such as videos, presentations, and web links
- Support academic language or new vocabulary with visual supports
- Bilingual teachers encourage students to ask questions in the same language as in the classroom
- For students who have accommodations, create a step-by-step resource to enable the text to speech feature on the laptop
- Communicate with parents via online tools such as Class Dojo, Bloomz, Remind.
Review local internet providers’ contributions. Some are offering free Wi-Fi or hotspots for a certain period during this crisis.

**Additional Approaches for Middle and High School**

- Implement question and answer time periods via a chat session
- Develop a method for students to submit essays and a method for them to review teacher feedback
- Pose discussion questions to real world situations
- Pose follow-up questions to promote critical thinking
- Links for e-books
- Tips for research such as search engines and information on credible information
- Develop multiple choice tests with automatic grading
- Use video conferencing tools such as Zoom, Adobe Connect, Google Meet to engage students with live-streaming content
- Record your teaching sessions for use with a different grade level or group
- Enable a chat during the presentation of material to increase understanding
- Using video conference allows teachers to track attendance

**Conclusion**

This is a time whereby teachers’ flexibility and instructional creativity is crucial to the continued success of students. Teachers are having to transition from their regular teaching platform into a new way of teaching and learning. Change can be difficult for both teachers and students and the approaches outlined can help facilitate the process for teachers to keep students engaged in their learning. This is a unique opportunity for teachers and students to acquire new skills in teaching and learning in an online modality.

**About the Author . . .**

Dr. Yvonne L. Gonzalez earned her doctoral degree in Educational Leadership in 2014. She holds a Master of Education as an Educational Diagnostician and a Bachelor of Interdisciplinary Studies, both from the University of Texas at El Paso. She is an international best-selling author and has been featured on the radio and in the media.

Dr. Gonzalez has 20 years of experience in public education and currently implements a co-teaching model at the elementary level, providing bilingual, specialized curricular support to teachers and at-risk students. She has written curriculum for the school district where she is employed and facilitated district-wide professional development. Additionally, she has been an adjunct faculty member for the University of Phoenix since 2010. Dr. Gonzalez reaches high levels of success with both teachers and students by engaging in meticulous data analysis and taking an inclusive approach to implementing a universal design for learning that works for all students.

To reach Dr. Yvonne L. Gonzalez for any questions, please e-mail: yvonne1615@sbcglobal.net or Cell: (915) 630-8993 anytime.
If you are worried that the online environment is either hard to use or lacks the personal touch, keep reading! I teach Mental Health Counseling at Walden University, which prides itself on offering a rigorous higher education in an a-synchronous environment. That means students and faculty do not have to be online at the same time ever. Over my ten years with Walden what I have found is, through the magic of videoconferencing, that when I offer informal practice sessions the students eat it up! They love being able to meet one another, interact with me, and many more students benefit because I record these sessions (with their consent of course) and share them with other students. They are all surprised at how connected they feel. Here are some tips that have enhanced my experience.

I have used other video platforms, but the current Zoom platform has provided the most consistent and clear videoconference. I am sharing tips about this particular product which is accessible at www.zoom.us. If the educator has a “pro” account, the participants can easily join the meeting with free accounts and can do this from their laptops, tablets, or phones! When a student is sent a link to the meeting (there are “Invitation” radio buttons on the home screen and during the meeting which will copy and send invitations to participants’ emails.) The first time a participant accesses Zoom an automatic process installs a free Zoom account on their computer, streamlining the meeting entry process each subsequent time. The free account has limitations on time of meeting and does not have all the cool tools I will mention in here, but as long as the leader of the meeting has a pro-account that is all that is necessary for the fun stuff!

In your class discussion:

1. Ask students to make sure that the videoconference is the only thing visible on their screen. There is an option in the Zoom Settings area where the educator is notified if the student is not focused only upon the class, if you would like to set that up!

2. Each student should be seated on a chair, not lying on a couch, a bed, or driving a car!!!

3. The lighting should be from the front, and any windows or strong lights behind the person will make their image blurry or hard to see.

4. Teach students to arrange their video framing so that their forehead is so close to the top of the screen that it is a little cut-off by the top frame. This assures the best “eye contact”.

5. Ask students to use Gallery View if you want everyone to be seen by one another equally in the room.

6. Get students to Rename themselves if they need to do so (“johns’iPhone”) (Right click on name below video and scroll)

7. Ask them to Mute when not speaking.

8. To Unmute instantly hit and hold down the space bar
9. For discussion rounds alert the next speaker (example) so they are ready to unmute or unmute ahead.

10. Students love to interact and on Zoom there are Break Out Rooms. This feature can be selected in the account Settings. You can move students from one room to another as activities may proceed. You can travel among the rooms yourself, and you can visit any of the Breakout rooms. (See Tips Below)

11. For a Fish-Bowl ask those who will be the observers to turn off their video feed so that only those participating in the bowl will be seen and more easily identified by the group leader.

**Break-Out Rooms**

Students love to interact with one another! This feature of Zoom meetings is both easy to use and it works super well. You can break the whole group into as many breakouts as you like. This feature needs to be set up when you visit the Zoom website, and in Account Settings.

1. When you want to use break out rooms, Click the Breakout Rooms radio button on the bottom toolbar. (This button should be visible if you are in the meeting as the host and if this has been set up through your accessing your particular account through [www.zoom.us](http://www.zoom.us))

2. Choose number of rooms (if you want dyads divide by 2!)

3. Either select Manually or Automatic. The former allows you to assign specific students to rooms. The latter will automatically sort students randomly.

4. When you are ready for Breakout rooms to occur click on “Open All Rooms”

5. Once in break out rooms you can scroll over radio button to move yourself or others into other rooms, to send messages, and to “Close All Rooms”.

6. Participants in Breakout rooms can send you a request to come to their room and answer a question. You can select **Join Now** or **Later**.

7. If on the Zoom Website you have enabled participants ability to leave the Break-Out rooms, know that once they leave they are kicked out of the meeting and will not return to the Main Room unless they re-enter as they originally did.

**Recording**

You can record the whole meeting or in each of the Breakout rooms.

1. If you want to have recording within Breakout rooms assign someone in each room to be the person who records. On the main screen of zoom click “Participants” and select “more . . .” and on the dropdown select “Allow Record”

2. Each Break out room can record their activity by the identified recorder clicking **Start Record** and **Stop Record**.

3. Tell the person who records to select “Record to Computer” not to the Cloud. *The down side here is that the recording goes to the computer of the student who records, so depending upon how trustworthy students are about not using social media this is a place where ethics may inform whether or not students are to be allowed to record the breakout sessions.*
4. Each individual video will convert into usable files after the students leave the Breakout room. You close the meeting for the time period (morning and afternoon). Converting files takes time.

5. Looking for your recording? Under “Documents” there will be a new folder generated named “Zoom.”

6. After files are converted they will show up in the Zoom folder. Each file has five separate kinds of files that are generated. These files can be renamed to keep track of them – left click and select Rename.

If a student is making a presentation to the class, unless you have a specific reason for challenging your student’s nerves, or their ability to focus:

Ask everyone else but the students who are presenting to turn off their video.

7. Video and other files can be sent to participants' emails through www.wetransfer.com. There is a free level of this service!

8. Zoom has a Whiteboard feature which also can be selected by the educator when they are in the website and in their account Settings. You can use this to create notes and diagrams while teaching, or students can all write on the whiteboard and it can be a fun way to interact online.

Once you realize how Zoom interactions can approximate the real deal, you can get creative with how you incorporate face to face connection with your students in a large room or break outs. The sky is the limit! You can even create a “lounge” or a “time out” or “time in” area for students to go to chat with one another or regain focus in the way that they may need for themselves. I have led tai chi exercises, meditations, played videos, and anything that I could do short of having students touch one another using this platform.

To contact further, please see bio in Chapter 6, email: Nina.i.spadaro@gmail.com
Chapter 10
Clean and Serene: Peace Amidst Chaos
by Crystal Rose

I don't want to spend too much time reiterating what is public knowledge and already available, as far as the basic foundations of how to protect yourself and others when there are contagious viruses and bacteria running rampant. What I would like to focus on is alternative methods for protecting yourself when it seems that the resources you need are not available because everyone is in a panic.

Second, and definitely not less important, focus on the mindset necessary to survive and recover physically and emotionally. Now that people are starting to feel what isolation is like, this is causing them to turn inward and recognize what emotions they are going through. From my coaching clients and friends, I am hearing their concerns about the panic attacks they seem to be having. They don't know if they are valid or not. In other words, they don't know if they should be panicking. There is no right or wrong answer as to whether or not you should be panicking, it is what it is. I will tell you from my spiritual perspective, panic does not help. In fact, If you know anything about quantum physics or the law of attraction, your panic could manifest fewer desirable circumstances into your physical 3D reality.

The three main foci you should be focused on during times of crisis are precautions, preparedness, and peace. Whether this is physical, environmental, or emotional, the same three P's apply. You cannot be prepared in one particular area and have success across all areas without combining all three of these into a protocol that works for you. For example, you may have all of your cleaning supplies in place, your home prepared and locked down, but if you're sitting behind closed doors panicking, even when you're in the safety of your own home and you have not yet become ill, then you are panicking unnecessarily for something that has not happened yet.

Is there a chance? Yes. Is it likely? It doesn't matter. About 98% of the time what you are worried about never comes to fruition. It’s simply just never happens. F.E.A.R. is False Evidence Appearing Real. You create your universe. You create the outcome with your emotions and what you attract into your energy. If you spend your time focusing on negative things you will attract more negative experiences. Vice versa if you spend your time expecting that things will always work out for you and they always do, even if it looks ugly at first, then you will have a positive outcome to every experience. People can find gratitude in difficult times because they learned lessons from these events that they will now put in their toolbox for later use for a future event. The next time they say something similar it will remind them that they have made it through this before and they will have a better outlook on the future. If you have gratitude for the lessons then you can appreciate it. But if you never make the leap to that perspective, then you will constantly be the person that believes the glass is half empty. Therefore, you will have low expectations for what is good and right in your life and will experience mediocrity, or worse.

What exactly do you need to be prepared? This will vary by individual based on how "safe" you feel, whatever that means to you. This is where factors such as your upbringing, current circumstances, past traumas, and even your zodiac sign play a factor. Different personalities will have different requirements and things that they think are important. By focusing on these three foundational areas you will be able to put together a plan that works best for you. Some people are natural-born leaders,
others natural-born nurturers, others are planners, organizers, and there are followers. If you’re a follower you want to follow a leader or protocol that makes you feel most safe.

For viruses and bacteria is in particular, which is the focus here in this book, you will want to prepare yourself with the proper precautions as recommended by the Center for Disease Control (CDC) (US), or whatever governing organization is in control of national pandemics in your area. Hand-washing and basic hygiene are still the number one defense in cases where contact with another human or airborne illnesses are a problem.

Think of your home and every environment outside of your home as a kitchen surface. Anything that needs to be touched on your body, or will be ingested by you should be treated with the same methods as proper cooking safety. No cross-contamination. Don't use the peanut butter knife and then put the same knife in a jelly jar. You have now created a petri dish for other growth by introducing other things into an environment that was stable. This is an overall good practice for life in general, but it seems we have become really relaxed in these practices.

We definitely don't treat our own kitchens like commercial kitchens do. We're just not that clean in general. I know there are some exceptions. Some people really do treat environments at this level, and they are probably saying, "I told you so" now. It is difficult to start a new habit overnight, so it is a good practice to continue these things on a regular basis. That way you will be prepared for the next time. Even better prepared for something as simple as caring for someone in your home that has a cold, thereby preventing you from getting one. Think about it, there are incubation periods involved. So keeping clean on a regular basis just makes sense because you don't really know what's lurking out there until it shows up. There always has to be a patient zero. I guarantee you that person didn't see it coming either.

There are two factors to preparedness: having supplies and remaining calm. I prefer to refer to the calm as balance. Even if it would be impossible to ask you to be calm in the middle of something that is truly chaotic, a real fight or flight moment, you could still remain balanced. Someone who seems put together, isn't distracted at every turn, is able to think things through and make decisions fairly quickly, and is a true asset in any scary situation. That doesn't mean that person is not scared or not taking things seriously, it just means that they have a perspective that allows them to stay focused on the present moment and do what needs to be done.

Don’t get ahead of yourself! Stay in every present moment and do what needs to be done at the moment. If you are able to remain calm and balanced you will be a true asset to anyone who is around you, an admirable example. Not only will they have a leader to follow, but your mood and actions will trickle down and influence their mood and actions. You can create an environment of calm and cooperative people. Like attracts like. That is the Law of Attraction.

Precautions to Take If You Are Asked to Stay Home

Keep listening to your radio or television until you are told all is safe or in case you are told to evacuate. Local authorities may evacuate specific areas at greatest risk in your community. Obviously, for infectious diseases, you will be asked to remain still and be in quarantine.

Organize your emergency supplies and make sure household members know where the supplies are.

Make sure the radio is working.

If you have pets with you, be sure to have additional food and water supplies for them.
It is ideal to have a hard-wired (non-portable) telephone. Call your emergency contact—a friend or family member who does not live near the problem area—and have the phone available if you need to report a life-threatening condition. Remember that telephone equipment may be overwhelmed or damaged during an emergency.

**Emergency Supplies You Might Need**

**Food.** Fresh fruits and vegetables will likely spoil over 14 days, so canned foods that have a long storage life and need little or no cooking are recommended. Meat products, fish or beans, soups, broths and stews, fruits and fruit juices, vegetables, canned (or powdered) milk, are among good supply choices.

**Frozen foods are an option, too.** Other recommended foods are peanut butter, jelly, crackers, nuts, trail mix, dried fruits, granola bars, bouillon cubes, and staples like sugar, salt, pepper. (Keep in mind you may need to include some special foods for babies and family members on special diets, as well as pet foods.) When buying things like canned tuna or fruit cocktail be sure to get them in water, not oil or syrup, in case your water supply runs low. This will help add hydration. If the water becomes an issue you will be very sad and frustrated if you have purchased a bunch of army rations that require large amounts of water that you do not have on hand. These are the types of foods that are usually sold in buckets as emergency preparedness kits. If you buy these, be prepared to have many more gallons of water on hand.

**Medicine.** You will want to have a 14-day supply of any prescription medications for those in your home. You may also want over-the-counter pain relievers, antacids, cough and cold medicines, and vitamins.

**Supplies.** Many homes already have a 14-day supply of most daily items on hand. But make sure you have toothpaste, toilet paper, feminine supplies, diapers, laundry detergent, and disinfectant.

**Other items.** Perhaps have some board games, cards, toys books, magazines, and other fun items to keep the family occupied.

**Oils and Alternative Methods for Cleansing Protection**

A number of ailments can be treated or alleviated with the right essential oils, including:

- Cold / flu virus
- Respiratory problems
- Regular strengthening / boosting your immune system
- Cold sores
- Herpes virus
- Fevers

You can use them as topical ointments with a carrier oil such as almond oil, olive oil, coconut oil, or grapeseed oil. These oils are very strong and should be used with a base oil when being applied topically.

You may also burn these oils to get the same effect as an antiviral or antibacterial in your home or environment. Burn them in a diffuser, add them to candles, put them in a humidifier, or steam your face with them to bring the healing oils into your lungs.

Be sure the oils are “therapeutic grade” and not cheap mixes just for burning for scent.
Peppermint Oil

Turns out peppermint is good for more than just making candy canes. The oil derived from peppermint has been shown to significantly inhibit viruses, including the stubborn herpes virus. Because it is able to penetrate the skin, it can be used topically to treat outbreaks related to the virus (just make sure to dilute it first.)

It’s also great for soothing symptoms related to the common cold, like a sore throat and congestion. Fill a bowl with hot water and add up to 3 drops of the oil to create a steam inhalation treatment. Drape a towel over your head, face the bowl at a comfortable distance, and inhale to feel the steam clear your passages for nearly instant relief.

Thyme Oil

If you’re suffering from a cold or flu, thyme oil can effectively relieve symptoms while working to kill the virus. It was shown to be one of the most effective essential oils in acting against respiratory infections, along with cinnamon and clove. Additionally, it’s been shown to help inactivate the herpes virus.

When combined with other essential oils like eucalyptus, it works excellently as a steam treatment to provide relief and fight viral cells.

Rosemary Oil

Rosemary (60ml) 100% Pure, Best Therapeutic Grade Essential Oil. Although it’s often thought of for its use in cooking, rosemary packs a powerful punch against many viruses, including the herpes virus. Many drug-resistant viruses have been shown to be inhibited by rosemary oil, including those responsible for the common cold and flu.

A few drops in a steam treatment or a hot bath are an effective way to relieve cold symptoms. The fresh scent helps to clear sinuses, especially when combined with other oils like eucalyptus.

Lavender Oil

Known for its calming effects, lavender is often used in aromatherapy. However, many aren’t aware of its antiviral properties. It can be used to soothe a variety of common ailments, including cold / flu, sore throat, and cold sores.

Put some undiluted lavender oil in a diffuser to keep the air in your home clean while giving the room a fresh, calming scent.

Pine Oil

Beauty Aura Pine Essential Oil. When tested against multiple strains of the herpes virus, pine exhibited high levels of antiviral activity. Even drug-resistant viruses were responsive to the introduction of pine oil. It provides nearly instant relief for viral fatigue and aching muscles related to the cold and flu.

Diluted and applied to the chest, it can ease a cough and congestion.

Eucalyptus Oil

In one Italian study, Eucalyptus was shown to inhibit various respiratory viruses and infections. On top of working against the virus, it is known to provide immediate relief to symptoms with its mucus-thinning and anti-inflammatory properties.

It can also have positive effects when applied topically to herpes blisters. As always when applying an essential oil, make sure it is diluted properly and consult a doctor before applying.
*Note: If you suffer from asthma, avoid using eucalyptus oil. Pine oil is a safer substitute, but always consult your doctor if you’re unsure.

Your joy factor is a huge factor in whether or not you will find yourself happy and successful at the end of your ordeal. Make sure you buy foods that bring you joy that you will enjoy eating. Play games that you truly enjoy. Spend time talking to people that you enjoy. Perhaps you might see this as a sign from the universe that it’s time to start that personal passion project or begin a new business. Work with what God gives you. Attract what you don't have. Create what you desire.

Stay happy and safe! Many blessing to you on your journey of health and safety.

About the Author . . .

Crystal Rose is a Spirit Guide for finding your flame, your passionate true love, and a fulfilling career. She spent 15 years in Corporate America doing graphic design within the automotive industry. Communicating visually to others has since taken on a whole new meaning. By teaching you the skills you have yet to know you possess, you have you will feel more enhanced and magical. When Crystal is not helping others evolve, she is hiking and picking sage, doing yoga, meditating, or dancing. Download a FREE "Angels in Your Pocket" guide booklet at www.comfysoul.com

To contact Crystal, email: crystal@comfysoul.com or follow her on Facebook or Instagram @ComfySoul.
Dear Reader---these chapters are from a book already published with fascinating information about the science and research of education and students, as well as privacy concerns as issues of FERPA in Chapter 6. You may not have time for this type of chapter right now.

CHAPTER 4
Student as Customer

The note of educational consumption is intriguing to ponder, particularly in the current-day environment of flux. No one would challenge the level of fluidity successfully modeled by the nation’s institutions of higher learning in the past two decades. Adaptations include the progression, on most campuses, from the traditional 16-week delivery cycle to compressed schedules consisting of 8-week, 6-week, and 5-week classes. This includes the movement from twice-weekly meetings to 3 or 4 hours once a week, and from on-ground and in-person classes to the introduction of distance education sessions to include the online modality.

Colleges and university sites have heeded the call of state regulators and Wall Street (the for-profit models) as the demand for demonstrated performance has intensified. Public post-secondary systems were directly challenged to up the ante as new private institutions efficiently entered (and some say) took command of the market. Curriculum content was modified to place greater emphasis on immediately transferable skills. Subsequently, focusing on theoretical and conceptual foundations became a secondary concern.

The sheer impact of nontraditional students (older, re-careering, or returning-to-college learners) meant that most individuals were concurrently working while going to school. Many experienced tremendous time poverty as they were accountable for young families and, frequently, attending to the needs of aging parents. Degree or certificate attainment became one of many simultaneous demands on the adult student as they juggled a strenuous schedule and increased financial pressures. Subsequently, the demand of the academic process became longer, even with intensified and compressed delivery systems. While the simultaneous reconfigurations and institutional resiliency served as a testament to their ability to respond proficiently, new challenges started to emerge. A willingness to evolve was only one dimension of the necessary adjustments. Post-secondary educators
began reporting that students were exhibiting new behavioral dimensions. Attention spans seemed shorter in exhausted adults. Resistance to information viewed as non-essential by learners was voiced boldly without hesitation. Students demanded to know why content was relevant, and often rejected the establishment of a theoretical base as they were anxious for direct conclusions.

Students wanted concrete direct answers handed to them. Increasingly, learners expressed dissatisfaction with theoretical discussions and activities; instead they demanded case studies and other forms of practical inquiry requiring personal analysis and interpretation. The faculty members were pressed to make adjustments that ensured every element of the learning experience was relevant. Heidelberg (2008) documented the convergence of an edutainment movement where there is less use for the classical professoriate model and a blended delivery zone of entertainment and education. Students, challenged by massive amounts of preparation (reading, along with individual and group assignments), sought amusement when convened for class.

Adult learners desire technology-based delivery methods: stylishly designed PowerPoints, real-time Internet searches, videos, and forays into You-Tube postings. Rather quickly, the demand for digestible education that could be consumed by learners became an eye-opening call for action. Educators lamented the loss of substance and the potential sacrifice of content as complex ideas were broken down to the most common denominator.

Administrators spoke to the requirements of external accrediting bodies to validate degree programs, and the necessity of an outcome-based approach. The business community met with administrators to request more accessible tuition rates and more industry-specific material. Although the concurrently emerging shifts in focus were pronounced and multi-faceted, perhaps the largest philosophical transformation of all was creeping into view. The higher education area was evolving into a provider with a business market transaction mentality. The result of this transformation: a student-as-customer disposition.

Did the mindset among learners emerge from the application of a business model to the consumer of education? Was this change in mindset a reflection of a stressed-out populace surviving in an increasingly complex, competitive society in which the Americans brain-trust no longer prevailed? Did reduced attention spans and boredom serve as contributing elements? An absence in the mainstream literature exits to postulate on the most dominant reason, but experiential associations abound.

Demographic and psychographic indicators point to an aging society, with the largest amount of population growth occurring in the United States being recorded in the states west of the Mississippi in the lower 48: Arizona, Nevada, California, Utah, Colorado, and Washington (Case & Alward, 1997; U.S. Census, 2010). As individuals recognized that time is finite, expectations are altered. Further, post-secondary institutions in these geographic areas must adapt to the life-long learning expectations and service requirements of these older students.

The dramatic effects of a period of corporate compression, (middle-management downsizing), creation of multi-national conglomerates, followed by arguably the greatest economic downturn since the Depression, meant that stable, well-compensated positions with benefits were suddenly a hot commodity.

Employers, under the guide of efficiency management, leveraged the opportunities to eliminate full-time jobs. Part-time, on-call, temporary duty roles increasingly became the norm.

Rationalizing these conclusions could be accepted by administrators, faculty, and students alike, but it was the resulting classroom conduct modifications that symbolized a shift. Relationships among the three collaborative partners were challenged by a question of whether empowered buyers of
education—these new consumers—would reliably achieve academic standards or challenge their veracity.

Vantage Point #1: Administrators

Education is about the pursuit of knowledge, but increasingly institutions must operate with a return on investment focus. This transactional business approach was emerging concurrently as education lost its value as a mechanism for knowledge transfer. Instead, the process of educational delivery is emerging as a true business model with a profit-driven focus. With budgets being slashed, sustainability of the academic institutions is being challenged. Can post-secondary institutions survive with current models? Or will they fail the test of adaptation? Has the goal for education evolved from classroom learning objectives to coaching to profit driven results and efficiency? Or, is the overarching directive in times of funding pressure shifting to economies of scale achievements?

Administrators are, therefore, charged with two concurrent requirements. These demands are intended to ensure the institutional mission by building an educated populace to support industry, while producing profitable programs that emulate lean management principles and tight cost control.

Student choice in the marketplace, is this a competitive advantage? For-profit institutions are taking to the airwaves of TV, radio, and social media to advertise and compete for tuition dollars. In the process of building institutional branding and program visibility, has education become commercialized? Instead of underscoring the importance of college at the high school level via the traditional academic pathways of guidance counselors and administrators, post-secondary institutions are using a consumer-centric marketing focus similar to the mass media channels used to advertise new homes for sale or investment opportunities. Has the heated marketing to generate tuition dollars raised the competitive bar to a new level? Is this a wise approach? Should the concentration be on reaching desirable numbers in the classroom versus recruiting appropriately qualified prospective students as future minds to educate?

Vantage Point #2: Faculty

Educators are caught in a bizarre conundrum and being pulled simultaneously by both administrators and students. Many faculty are starting to question if struggling institutions, driven by a profit motive, are acquiescing to this incentive to please as a means to retain students not as adult learners but as sources of income. Concurrently, faculty report the emerging demand by students is much like a business exchange. Students desire a level of entertainment in their contact hours, which evolves the professor into a customer service agent. Students expect to like their faculty, to be pleased by their faculty, and to demand customer satisfaction of their investment of tuition dollars much in the way one would buy a hamburger or a sports car. Adult learners insist upon a quality experience. Education has been reduced to a business transaction instead of an intellectual exchange of scholarly premise or theory discussion.

As part of a faculty’s evaluation, instead of how well a faculty presents materials in the classroom, of how students achieve or exceed measurable learning outcomes. Increasingly, there is an additional element to consider: faculty must be popular among the learners. This shift from viewing the educator as a content expert translates into a factor of whether a faculty has met all of a student’s social expectations as part of the educational experience. Further, the administration takes these end-of-course satisfaction scores into consideration when offering future contracts. This is of particular interest to part-time or adjunct faculty. Many report enhanced pressure to satisfy learners’ interpersonal preferences and sense of what level of work, is manageable, rather than challenging.
Somewhere in this process, the educator has been asked to meet a customer service expectation in the mind of the student. The professor is no longer revered for their depth of scholarly knowledge and andragogical skill. Instead, the educator is now at the subjective mercy of an assessment that evaluates how well they pleased the personal and entertainment interests of their students, as opposed to learning objectives, curriculum agendas, and demonstration of learned course skills and theory. When did this paradigm shift from educator to customer service agent begin? Is this a positive or natural direction in which the relationship should evolve?

As the academic institute’s representatives with *their feet on the ground*, faculty offer the most identifiable touch point in the student experience. Clearly, faculty provide the bulk of the direct educational exchange through interpretation of the essential core competencies to be gained in the course, delivery of the salient ideas and assignment instructions, and assessment of learner outcomes. Interpersonally, the educator’s disposition shapes the student’s view of the subject matter and its complexity. The professor holds within his or her classroom management strategies the ability to foster dynamic dialogue or to make potentially compelling content invigorating and pertinent, rather than flat, and nontransferable. In an emerging consumer learner environment, the faculty member can engage and direct understanding. They can reinforce the choice of the institution as a good fit, and can demonstrate how diligently student interests are supported. By placing continual emphasis on quality, post-secondary educators can provide a base of knowledge that is compelling, attractive, and pertinent.

### Vantage Point #3: Students

The student views the faculty/student relationship as one of a transactional exchange. This perspective suggests inquiry; has the student received an adequate return on their investment (ROI) in terms of time, financial investment, social experience and relevance? Adult learners who might otherwise have seen the educational process as vital, stimulating and life-altering have had become pragmatic. College has a price—a steep one at that—time, energy, and challenging tuition and fees. In a free-enterprise system of many options a natural outgrowth was the view that money was exchanged—rather than invested—in an educational product. The process, the personal evolution the individual had the capacity to experience is becoming subservient to the end goal: a formal piece of paper documenting degree completion.

Contemporary students look to the process of obtaining this degree as one of social compliance. Has the professor met their interpersonal comfort goals? Has the professor become the personal and charming face of education as a spokesperson might be rated? When did the social experience circumvent or subjugate the higher purpose of learning?

As the cost of a college education escalates, students and parents alike are weighing the merits of a multiple-year investment that may generate a $35,000 (Baccalaureate) to six-figure (Masters) debt (The College Board Policy Center, 2011). The economics of higher education, and the often complex nature of loan structures, makes the decision to pursue a degree increasingly complex. Coupled with the recession and extensive level of job compression that continues to be experienced by the nation, students are evaluating the opportunities of college against the financial return of acquiring a degree and, ideally, the acquisition of a higher compensated position following graduation. This question of value doesn’t dissipate once enrolled. Learners continue to weigh their interest in the subject matter, their ability to succeed, and the overall opinion of the educational experience against the expense.

For some, the notion of the *consumer learner* is concentrated here—on the cost of education. Students may conclude they are engaged in a purchase, and adopt an expectation that course-work will be limited and easy to complete, and satisfaction is guaranteed. This vantage point frequently contradicts the administrative position that education involves rigor. The prevailing faculty view that there is a
natural variance in learner performance and that a grade of an ‘A’ is earned, not awarded or up for negotiation.

**SUMMARY**

When external variables such as stable employment and professional advancement appear compromised, it becomes necessary to view post-secondary education from the perspective of a consumer mentality. The return on investment (ROI quotient) must be persuasive for the adult learner to make the commitment to a degree program. Student must have confidence in the curriculum and the instruction and view the experience as meritorious in light of the complex purchase decision.

This chapter encompassed the transformational dispositions toward education. Of all of the ideas expressed, the most crucial to consider is that educational integrity must not be compromised even when powerful market pressures favor the consumer. Students must accept that commitment, complexity and assessment of achievement are large components of the journey toward knowledge acquisition. It is crucial to leverage a deep understanding of the material if that knowledge is to be applicable in life and in work.

**CHAPTER 6**

**Technology as a Tool for Educational Transformation**

The introduction of the world wide web or Internet, as it was popularized in the early 1990s provided post- secondary administrators with a complex, yet promising, expansion opportunity. Rather than taxing physical plant resources to address the needs of a burgeoning student population, institutions could compensate for crowded classrooms and packed-to-capacity instructional sections by providing curriculum through an electronic platform. This innovative delivery mechanism brought the potential for efficiency, lean management of the system infrastructure, and a new capacity for reaching learners. Simultaneously, however, the rich potential of technology also generated never-before-encountered implications in the areas of structuring meaningful content, measuring curriculum effectiveness, and monitoring student integrity as there was no definitive way to confirm the identity of the individual on the other side of the screen in the virtual classroom.

Through both concurrent or synchronous delivery, and independent or asynchronous action, students experienced a new way to gain their education and pursue a course of study. This evolution continues to broaden in scope as the current online modality considers tools enhancements. Illustrations include mobile application (or mobile app) delivery tools, interactive live programs within the online delivery platform such as Blackboard, Angel, Moodle, and others. Universities are increasingly creating unique responses to include a main technical support for computers as well as a separate and distinct mobile app departments.

Technology is both the engine that drives the online learning platform (such as Blackboard or eCollege, on a macro level) and is delving deeper into the micro level from the integration or real time video enhancements to chat programs. Other innovations include synchronous components such as WIMBA Live Classroom or Instant Messaging (IM) platforms, which offer both text and video to chat (creating an interactive office hour component for learners and educators alike). This approach offers both the student and the faculty the ability to enhance or engage in a synchronous model with elements of real time synchronous technologies, radically changing the way online instruction is offered. Are these techniques simply part of the edutainment expectation and experience? Will faculty have to retool, retrain, and redesign andragogical strategies as a result? Do educators yet know what techniques within these new design structures provide for effective learning outcomes?
Educators must continually examine the question of how these new evolutions serve the andragogical need of students. Do they effectively support or potentially compromise the pursuit of intellectual discourse and learning outcomes? Is the learning enhanced by the integration of multi-faceted techno gadgets such as Skype, Talk Fusion, chat, and mobile app functions? Are these simply game components as part of the edutainment experience or proven andragogical methods?

In its contemporary form, distance education includes courses and programs formally designated as online, hybrid/ blended online (combination of online and in-class instruction with reduced in-class seat time for students), and other approaches and programs. Technology enhanced education within the post-secondary environment has emerged as an area of immense reinterpretation and expansion. Commonly touted advantages include convenience/ease of access to educational content and degree acquisition, focused instructional guidance, and content that demands reflection.

According to the U.S. Department of Education, National Center for Education Statistics 2008 report, 66% of the 4,160 Title IV degree-granting postsecondary institutions in the nation offered college-level distance education courses in the 2006/2007 school year. The statistics break down to 97% of public 2-year institutions, 18% of private for-profit 2-year institutions, 89% of public 4-year institutions, 53% of private not-for-profit institutions, and 70% of private for-profit 4-year institutions (U.S. Department of Education, National Center for Education Statistics, 2008).

The U.S. Department of Education (2008) report also indicated that 65% of the institutions reported college-level credit-granting distance education courses, and 23% of an estimated 12.3 million enrollments (or individual course registrations) were in noncredit distance education courses. Conclusions drawn from the analysis show 77% of students were in online courses, 12% in hybrid/blended online courses, and 10% attributed to other forms of distance education courses (U.S. Department of Education, National Center for Education Statistics, 2008).

Rather than viewing distance learning as an area of concern and great challenge, the post-secondary educator can embrace the idea that this methodology enhances access and opportunity. Several very specific advantages exist: online benefits provide the instructor with the ability to carefully craft a post. He or she can conduct additional research, and repeat this inquiry process until clarity and proper andragogy is found. Conversely, in the on-ground classroom, the educator must be precise with their articulation the first time. He or she risks the potential for misinterpretation or flawed delivery of a complex message.

Another benefit of the electronic forum is the educator can more accurately evaluate the power of the written word. This process ensures that salient ideas are absorbed as the students demonstrate comprehension both within one answer, and as integrated throughout the course. Assessment through the weekly written assignments and discussion posts provides validation of what was understood, and what bears repeating. These are opportunities that are missed in the on-ground familiar due to having to depend on memory recall week-to-week and throughout the continuity of one course, term, or semester. Distance learning curriculum is, by nature, highly experiential. Students gain vital lessons in virtual team skills, and how to work with people they cannot see and have never met—which cultivates an increasingly important business competency treasured in many industrial environments, particularly with the expansion of globalization. In this area, students judge work based on how the tasks are linguistically conveyed, missing elements of the traditional communication sender/receiver model that includes nonverbals. While it is possible to still use nonverbals to enhance the communication model, the techniques differ as might the approach. New adaptations from foundational skills are needed to gain proficiency in this area when one lacks face-to-face contact.
Contributors to the emerging dialogue gain understanding of diversity as the virtual classroom provides participants with access to students of other ethnicities and culture beyond the demographic distribution that may be found in a local campus classroom. Perhaps most importantly, by modeling effective professional communication, strategic thinking, thoughtful analysis, and through emphasis on the transfer of concepts, terminology and discovery, educators underscore the importance of thoughtfulness and tolerance. Learners can illustrate the value of making a quality impression the first time and/or within solely electronic means. If one is applying for a job for example and networking online with colleagues/classmates is the only option, the asynchronous environment can enable the cultivation of valuable personal strengths in negotiation, compromise, and persuasion.

Effective collaboration and competent communication are not, however, a given in distance education. There is certain anonymity of teams, for example, which may lead learners to behave with disrespect or without a genuine commitment to deadlines. Accountabilities may be dropped, and the caliber of work compromised. When addressing the large issue of quality control, there is yet another dimension that factors into the dilemma of proper use on the online modality. How are these differences taught and addressed? Will orientation classes now be needed to potentially reteach adjustments to communication and courtesy and manage within these new virtual classrooms? How will these skills be taught? While all educational environments should reflect courtesy toward faculty and peers, displaying an appropriate disposition and conversational tone appear to be larger issues in this forum.

Educators have increasingly reported verbal and interpersonal abuse from online learners who refuse requests for private dialogue with the professor. Students challenge the educator’s authority in the learning process by creating disruption in the chat and discussion forums, and by logging posts to the full classroom rather than resolving his or her specific performance issues or grading challenge in a more professional, and acceptable manner. Under the guise of anonymity, students seem to be finding a new boldness or audacity that they would not dare to exhibit in a face-to-face environment. Privacy, and the ability to share personal information seems, too often to cross the line as well.

Rather than focusing on their individual accountabilities and rising to the benchmark level of performance, students may attempt to derail the online class, and garner learner community support through targeted challenges and unproductively channeled criticism. The potential for this form of disruption means the educator must be fluent in procedures, work hand-in-hand with administrates to reiterate policies, and thoroughly document the behavior.

A further consideration in the online learning environment emanates from the rich, continuing dialogue that may be cultivated. Expansive exploration of ideas means it is entirely possible students may ask charged questions that are political in nature or that question conventional thinking. To cultivate productive, guided inquiry, while limiting derailing contributions, institutional leadership must precisely—and routinely—examine policies regarding online techniques and decorum.

Students may erroneously conclude there is a level of informality present in online programs. Subsequently, learners may not model business suit etiquette, which is an essential requirement for productive interaction. This may be due, in part, to the comfort level learners feel in technologically assisted forums which “allow for a degree of freedom and autonomy for youth that is less apparent in a classroom setting. Youth respects one another’s authority online and they are often more motivated to learn from peers than from adults” says Arum and Roksa (2011, p. 61).

The last and most significant concern regarding online learning to be addressed here is the question of rigor. Administrators, curriculum designers, and educators must effectively capitalize on the strengths of online and distance education, without neutralizing the effectiveness of the learning
experience. Students must emerge from a course with a solid grasp of the content, and demonstrated proficiencies in the stated outcomes. Those learners, who do not meet the minimum expectations of the course, cannot be allowed to proceed toward completion. Intervention and appropriate guidance is required to ensure that each student appropriately fulfills the course requirements.

This chapter suggests some of the most pressing multi-faceted concerns that surround online learning. It is clear that to be effective, this transformational mechanism for conveying educational programs requires continual assessment. An emphasis must be placed on upgrading technology and improving process to ensure that the very vulnerabilities of this delivery method which may compromise the authenticity and legitimacy of student work and performance to measurable outcomes are continually examined.

**Vantage Point #1: Administrators Tool for Business Model**

In the last 5 years, the delivery of online classes and complete educational programs has caused rapid enrollment growth (Moloney & Oakley, 2006). In addition to infrastructure challenges, this period has emerged as an area of immense reinterpretation and expansion for many U.S. post-secondary institutions. Commonly touted advantages include convenience and ease of access to educational content and degree acquisition, focused instructional guidance, and content that demands reflection.

Variance exists in administrators’ and faculty perceptions of the online learning framework. Connolly, Jones, and Jones (2007) contend that while some institutions insist online education is crucial for long-term viability, other institutions consider online learning as a means to increase short-term enrollment (Allen & Seaman, 2007). Burge (2008) attributed some of the dissension in opinions to the disposition toward change found in institutional methodology. Allen and Seaman (2007) acknowledged the unparalleled growth in this area, but also wonder if institutions will reach capacity limits due to a fluid market of new students and the high cost of expanding services. It is entirely possible that in the future, more students will desire technology facilitated instruction and administrators and faculty must address a potentially unwelcome paradigm shift from campus-based delivery to a distance education heavy platform. Technology assisted education enables education enables the institution to remove traditional access barriers such as geographic positioning in a community, the timing of course delivery, or the over-crowding on campuses. Further, it is easier—and significantly more cost-effective—to add new sections in the online modality, as specialized faculty can be recruited from across the nation. When executed with precision, the online programs provide lucrative financial opportunities for institutions of higher learning and infuse the general budget with much-needed funds. Alignment with the corporate community was intended to produce students capable of meeting the needs of the business realm. Institutions of higher learning may wish to eagerly and proactively embrace this opportunity to boost profitability and to survive in the current economic climate.

Administrators are no longer just administrators within post-secondary education with the goals of educating only students of business for business. Administrators must embrace the adjustment from the vantage point of a traditional academic to one that includes for-profit business models for its own future viability.

The controversy that is emerging in this area, however, is whether to maintain or to lift pre-requisites. Does creating greater opportunity move the focus on a degreed curriculum then transition to an emphasis on a certification culture? If the shift serves students, why then should administration feel the need to apologize if the institution purposely engages in innovation pursuits (such as those modeled by for-profit educational institutions) to attract and retain students?
Vantage Point #2: Faculty

Within the on ground classroom, technology becomes a tool of enhancement to previous tenets of andragogy. The consumer learner is expecting more than the traditional lecture mode/method. Instead, the student desires entertainment. Is the online delivery classroom a viable tool that serves the andragogical needs of the educational model? Does this support a USA Today model of teaching—the teaching practice of highlighting content in sound bytes and brief captions? Does this compression model work as a valid method of post-secondary instruction? For example, how do you compress a 40-page chapter in a required text down to a one salient discussion question? Does the process of matching the material to the delivery method comprise the integrity of the ideas in some way?

While faculty may be enamored with the idea of providing greater access to students, some hold the opinion that educational quality may have been compromised or somehow thwarted by the administrative priority to pursue profit through expanded delivery modalities. A key dilemma is whether the format provides a mechanism for dishonest conduct by students. For example, how does the educator authenticate the person/voice behind the screen or telephone? Is the registered learner actually taking the class and completing the required assessments or is someone masquerading to gain higher scores? Similarly, privacy concerns exist, and educators must take great care to uphold the Family Educational Rights and Privacy Act (FERPA). Subsequently, changes in student-educator communication are needed, and grades/generalized performance feedback must be provided through genuinely transparent, real-time grading systems.

Vantage Point #3: Students

By enhancing the portability of education, students may enjoy higher levels of degree completion. Additionally, because of the required mastery of technology, online education is both sensible and highly appropriate for the Twitter generation. The evolution and emergence of the online modality is expedient, convenient, and information is provided in a familiar framework. The performance challenges come in formulating content and developing ideas into fully formed, expressive paragraphs. Technical proficiency must be accompanied by effective use of logic and outlining. Grammatical competency also is required, as is excellence in citation practices. Because of the fast-paced delivery cycle, the student must have self-initiative and strictly adhere to deadlines and performance expectations. It is, unfortunately, easier to hide in the online modality.

Entertainment is another factor to consider as a result of greater societal culture with the expansion of Twitter and Facebook, not just as a social media, but expansion to the companies and media outlets. It is clearly changing the expectations of what a student would like to see in the classroom. There is an expectation that because the medium of educational delivery is different the convenience and efficiency translate into easier classes with regard rigor and intellectual learning objectives and outcomes.

SUMMARY

This chapter suggests some of the most pressing multi-faceted concerns that surround online learning and distance education. A reasonable conclusion to draw is that to be effective, this transformational mechanism for conveying educational programs requires continual assessment. An emphasis must be placed on upgrading technology and improving processes to ensure that the very vulnerabilities of this delivery method which challenge authenticity and legitimacy of student work and performance to measurable outcomes are continually examined.

Initially at least, the primary concern in regard to online education surrounded the best process for rapid delivery of information and reliable technical system performance. Students required formatted
content that was intuitive to follow and reliably available. This new modality of learning quickly created a curriculum specialization as it became critical to pack-age progressive educational experiences, and to keep the class moving together toward course outcome achievement. Educators concurrently developed best practices for engaging students, and guiding them through course materials in a manner that reflected integration. The professorate discovered through trial, error and ingenious experimentation, mechanisms for transforming the post-secondary scholastic experience.

At first a supplement to the traditional on ground classroom, the online—or distance education—format became a way to provides formal exposure to units of study, and to mandate substantial student participation standards without the requirement of a physical, onsite presence. What began as distance education has evolved into the platform of the online modality. As the evolution of these unique delivery methods emerged, modality continued, and the notion of distance education encompassed video and audio capacity. Through both concur-rent or synchronous delivery, and independent or asynchronous action, students experienced a new way to gain their education, and pursue a course of study. This transformation continues as the current online interpretations now consider access tools enhancements such as mobile application (or mobile app) delivery tools, interactive live programs within the platform such as Blackboard, Angel, Moodle, and others. To further this expansion of service, universities are creating unique responses to include a main technical support for computers and even separate and distinct mobile app departments.

Educators must return once again to the question of how these new approaches serve the andragogical needs of students. Specifically, it is essential to consider how technologies enhance or detract from the pursuit of intellectual discourse and learning outcomes as well as that of the student overall experience.

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About the Author Bio: Dr. Cheryl Lentz—See Chapter 2.
CONCLUSION

We are thrilled that you are able to join us on our journey. We hope you will benefit from our experiences so that you can hit the ground running as you transition into the wonders of online education and the digital world. No need to feel alone or lost. You’ve got this. You now have the tools to provide the most effective and engaging online learning experience for your students.

Although created in a matter of 2 days, each of us who is part of this book is happy to help and share what has worked for them. Online education can be fun for you and your students. We know there is a bit of a learning curve. Take one step at a time and one chapter at a time to begin to implement a virtual classroom to benefit your students in K-12 or at college level. Knowing you are able to focus on your work successfully will ease the stress for you, your students, their families, and their communities.
Distance Learning Resources

Video Conferencing

Zoom (Video Conferencing) Zoom.us
Belouga (Video conferencing, “Pull and play” lesson database, secure) Belouga.org

Class collaboration

Google classroom (Organize assignments, collaborate with students)
PATINS Project (Assistive technology, online learning) patinsproject.org
Kahoot! (Distance learning games, home or school, any content) Kahoot.com

Math & Technology

Kodable (Fun, no experience needed coding lessons for kids) Kodable.com
Zearn (Digital learning FREE for now) Zearn.org
Cool Math Games (FREE online math games and puzzles) Coolmathgames.com
Starfall (Phonics, math, learning games) Starfall.com
BrainPop/BrainPop Jr. (Learning games and lessons. All subjects) BrainPop.com

ELAR

Book Creator (Students create digital books) Read.bookcreator.com
Helperbird (Dyslexia & Accessibility) Helperbird.com
Learning Ally (Audiobooks for Dyslexia and Learning disabilities) Learningally.org
Starfall (Phonics, math, learning games) Starfall.com
Spelling City (Phonics games) Spellingcity.com

Science

BrainPop / BrainPop Jr. (Learning games and lessons. All subjects) BrainPop.com

Social Studies

BrainPop / BrainPop Jr. (Learning games and lessons. All subjects) BrainPop.com
News2You (Learning system, current events etc. for students with disabilities) n2Y.com

Music

Starfall (Phonics, math, learning games, songs (Starfall.com)

BrainPop/BrainPop Jr. (Learning games and lessons. All subjects) BrainPop.com

MusicPlay

Assistive Technology

PATINS Project (Assistive technology, online learning) patinsproject.org