

EDU 299
“Are You With Us?” Lessons from Distance Learning
Course Syllabus
Mt. St. Mary’s University, Summer 2021
Sundays 8:00a-4:30p
May 23, June13, June 27, July 18, August 1, and August 15

Instructor: Amy Beeman-Solano, M.Ed., NBCT
Email: abeemansolano@msmu.edu
Virtual Office Hours: by appt
Zoom link: in Canvas

1. Course Materials

Required texts:

The Distance Learning Playbook, Grades K-12: Teaching for Engagement and Impact in Any Setting by Fisher, Frey, and Hattie. Corwin, 2021. ISBN: 9781071828922

Additional articles and links to digital resources will be made available on Canvas

Recommended texts:

The Quick Guide to Simultaneous, Hybrid, & Blended Learning by Fisher, Frey, Almarode, and Henderson-Rosser. Corwin Press, 2021. ISBN: 1071852612, 9781071852613 (book or ebook)

First Day Assignment:

- 1) READ *The Distance Learning Playbook, Grades K-12* Module 3 and 4
- 2) WRITE Reflection 1 (in Canvas). Submit by **May 22 @ 9pm.**
- 3) Complete Edu 299 Context Survey (linked in Canvas) **by May 22 @ 9pm.**

2. Course Description

“You are now likely working in two mediums: distance learning and face-to-face. What matters is what you do, not where you teach.”

- Fisher, Frey & Hattie *The Distance Learning Playbook*

What is “good teaching” in a distance learning or hybrid setting? How can we apply what we have learned from distance learning to strengthen face-to-face instruction? Effective teaching in the K-12 classroom hinges on relationships, clarity, engagement, differentiation, equity, and feedback. With a focus on modules from *The Distance Learning Playbook*, this course will help teachers develop their remote, hybrid, and face-to-face classes by translating best-practices for each environment. Teachers will use practical tools and techniques to manage their LMS to support students and communicate with parents/guardians; explore ways to create positive connections with and between students; design differentiated lessons guided by assessment data; integrate student choice and culturally relevant pedagogy to increase engagement; explore new

technology and curate a manageable set of computer-based tools for their own classroom; learn effective ways to assess student learning and give feedback on work; and be mindful of students' diverse socio-emotional needs that are exacerbated by environmental turmoil.

3. Course Objectives and Student Learning Outcomes

- Explore ways to develop and maintain positive teacher-student and student-student relationships in distance learning
- Learn ways to maintain credibility with students from a distance
- Explore ways to increase clarity in distance learning
- Develop awareness of learning intentions and success criteria
- Investigate and curate tools for distance learning
- Design experiences that positively impact students' understand
- Explore methods for providing feedback to students
- Develop summative assessments that suit distance learning conditions

General MSMU Assessment of Student Learning Outcomes

Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student-learning outcomes that represent the knowledge, skills and attitudes expected of a university student. In this class one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University.

Education Department Philosophy

MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength and benefit. Throughout the summer, please feel free to let me know how I can improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

4. Course Requirements

Assignments	% of Grade	Due Date
Reading reflections and discussions	30	weeks1-6
Research Presentations	30	weeks1-6
Portfolio Entries	40	weeks1-6

5. Grading Scale

94-100 = A	87-89 = B+	80-83 = B-	74-76 = C	65-69 = D
90-93 = A-	84-86 = B	77-79 = C+	70-73 = C-	<65 = F

6. MSMU University and Education Department Policies

Absences: Regular attendance is especially important in the Education Department's compacted evening and weekend classes. Students are allowed to miss: one session of a 1 or 2 unit course or two sessions of a 3 or 4 unit course. Should you miss one additional session beyond the allowable, you will be required to submit a 5 page (minimum) additional assignment to the instructor. This additional assignment must be completed or you will be administratively dropped from the course. Students who miss more than two class sessions of a 1 or 2 unit course or more than three class sessions of a 3 or 4 unit course may be administratively dropped from the class. This represents 20% of the instructional time and is in accordance with university policy as stated in the MSMU catalog.

- **This is a 3-Unit Course with 3 sessions per weekend.**
- *Please note that missing one weekend of a 3 unit course is equivalent to missing 3 sessions.*

Incompletes: Applying for an incomplete grade is not a solution to poor attendance and must be filed no later than 1 week prior to finals. Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted **only** if the student:

- has completed the majority of assignments
- on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D.
- is prevented from completing the final assignment for serious medical/personal reasons
- can complete the work within one semester

Academic Integrity: Students are expected to adhere to the MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review

Academic Freedom: Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.

Candidate Dispositions: The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) Students who do not meet expectations will receive a Notice of Concern as part of the Department's formative feedback assessment process.

Technology Policy: Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

Accommodation Policy: Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

Students with Disabilities: Mount Saint Mary's University Los Angeles, in compliance with state and federal laws and regulations, does not discriminate on the basis of disability in administration of its education related programs and activities. We have an institutional commitment to provide equal educational opportunities for disabled students who are otherwise qualified. Students with documented disabilities must see Brandon Roberson, Director of the Doheny Student Resource Center (213) 477-2692, broberson@msmu.edu, to make arrangements for classroom accommodations. It is the responsibility of the student to obtain accommodation letters from the director and to make arrangements for the implementation of accommodations with faculty and/or staff in advance. Students who believe they have been subjected to discrimination on the basis of disability, or have been denied access to services or accommodations required by law, should contact the campus Disability Services Coordinator at his/her campus for resolution. For more information regarding disability grievance procedures, go to:
<https://welcome.msmu.edu/academics/learning-assistance-ISAE/Documents/DisabilityGrievanceProcedures.pdf>

Student credit hour policy: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out- of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Student Support Statement: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Student Life on their respective campus for support. Also, please notify the instructor if you are comfortable in doing so. Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and jcuevas@msmu.edu

Diversity, Equity and inclusive Excellence: Mount Saint Mary's University's commitment to Diversity, Equity and Inclusive Excellence stems from our CSJ heritage, Catholic identity, mission and values. We are compelled to always move toward profound love of God and love of neighbor without distinction. We are committed to diversity in all its possible forms with emphasis on the importance of human rights, equity, fairness, inclusiveness and diversity in the broadest sense including differences in gender, race, ethnicity, generational history, culture, socioeconomic class, religion, sexual orientation, national origin, citizenship status, political perspectives, geographic origin and physical ability. Mount Saint Mary's University strives to be a place where all people feel welcome. Engaging with others from a variety of different backgrounds improves and enriches our learning, living and working environments. See the [Center for DEI's myMSMU page](#) for more information and resources.

Title IX and Confidentiality: Mount Saint Mary's University seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual harassment/misconduct/assault we encourage you to report such incidents in order to allow University to provide you with the appropriate on and/or off-campus services support should you choose. If you report this to a faculty member or any non-confidential employee of the University, as a “Responsible Employee”, they must notify our University's Title IX coordinator about the basic facts of the incident (you may choose whether you or anyone involved is identified by name). For more information about your options at Mount SaintMary's University, please go to:

<https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/campus-resources/titleIX>

9. MSMU Office Information:

Please call or email Catalina Hurtado (churtado@msmu.edu), the Education Department Administrative Assistant, to make an advisement appointment: (213) 477-2620.

The fax number for the Education Department is (213) 477-2629.

This is a working syllabus, subject to change, and should not be construed as a contract.

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 Sundays 8:00a-4:30p
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Tentative Course Schedule	
BEFORE the first class	
<ul style="list-style-type: none"> • READ <i>The Distance Learning Playbook</i> Module 3 and 4 • WRITE Reflection 1 (directions in Canvas). Submit by May 22 @ 9pm. • Complete Edu 299 Context Survey (linked in Canvas) by May 22 @ 9pm. 	
Week 1	Positive Connections with and between Students; Socio-economic Needs & Environmental Turmoil
Due 5/22 9pm	Reading <ul style="list-style-type: none"> • Module 3: Teacher-Student Relationships from a Distance • Module 4: Teacher Credibility at a Distance Reflection 1 (directions in Canvas)
5/23 Classwork	Research & Presentation 1 <ul style="list-style-type: none"> • Discussion formats & SEL activities
Portfolio Entry 1	
Week 2	Clarity in Learning Intentions & Success Criteria; LMS Best Practices
Due 6/12 9pm	Reading <ul style="list-style-type: none"> • Module 5: Teacher Clarity at a Distance Reflection 2 (directions in Canvas)
6/13 Classwork	Research & Presentation 2 <ul style="list-style-type: none"> • Topic TBD
Portfolio Entry 2	
Week 3	Engagement I
Due 6/26 9pm	Reading <ul style="list-style-type: none"> • Module 6: Engaging Tasks Reflection 3 (directions in Canvas)
6/27 Classwork	Research & Presentation 3 <ul style="list-style-type: none"> • Tools for Engagement
Portfolio Entry 3	
Week 4	Engagement II
Due 7/17 9pm	Reading <ul style="list-style-type: none"> • Module 7: Planning Instructional Units for DL Reflection 4 (directions in Canvas)
7/18 Classwork	Research & Presentation 4 <ul style="list-style-type: none"> • Tools for Engagement
Portfolio Entry 4	

Week 5	Assessment & Feedback; Data-informed Differentiation
Due 7/31 9pm	Reading <ul style="list-style-type: none"> • Module 8: Feedback, Assessment, and Grading Reflection 5 (directions in Canvas)
8/1 Classwork	Research & Presentation 5 <ul style="list-style-type: none"> • Tools for Feedback, Assessment, and Differentiation Portfolio Entry 5
Week 6	The First Days of School
Due 8/14 9pm	Reading <ul style="list-style-type: none"> • Module 9: Learning, Distance or Otherwise • Module 2: The First Days of School Reflection 6 (directions in Canvas)
8/15 Classwork	Research & Presentation 6 <ul style="list-style-type: none"> • Topic TBD Portfolio Entry 6