



Charting a Course to Success: Navigating the “7 Cs” of Remote Course Design

Rochelle Berndt, Ph.D. | School of Education

Consistency

■ Module Design

- Organize each weekly module in a consistent format.
- Use Action Verbs to title assignments, and procedures.
- Create templates for assignment submissions.
- Set consistent due dates.
- Include a checklist or reminders for assignment submissions.

■ Student Feedback

- *"The online format of this class was so well-organized, and I appreciated you taking the time to do this for us. If I ever have to teach a class online, I will definitely model your organized, week-by-week format!" ~Brianne*



Consistency-Examples



Read + Reflect-Encouraging Student Dissent in the Classroom

Attached Files: [Encouraging Student Dissent in the Classroom.pdf](#) (419.012 KB)
[One-Pager Template.docx](#) (12.972 KB)

As more classrooms become discussion-based and student-centered, how can educators encourage students to respectfully share differing perspectives and points-of-view? Author Mike Miller explores this topic in his recent *Educational Leadership* article.

Read the attached article, "Encouraging Student Dissent in the Classroom" by Mike Miller.

Reflect on the article by completing the "One-Pager" Template.

Submit the "One-Pager" to Blackboard.



Create-Virtual Poetry Reading Flipgrid

April is National Poetry Month! Follow these steps to participate in a Virtual Poetry Reading using Flipgrid.



Flipgrid

Select a poem that would be appropriate for the grade-level you plan to teach. The poem can be humorous or serious.

Practice reading your poem fluently.

Log-In to [Flipgrid](#) using a Google email account (gmail).

Enter Flip Code: 935de5da (if needed)

Watch my poetry reading [Flipgrid video](#), as an example.

Record and submit your poetry reading. There is a 5-minute recording time-limit!

View your peers' Virtual Poetry Readings!



Communication

■ Frequent Communication

- Create a video or narrated overview of the upcoming weekly module.
- Provide a brief summary of your week.
- Review upcoming coursework and assignments.

■ Communication Protocols

- Set parameters for communication and feedback.
 - Reply to emails within 24-hours on weekdays/48-hours on weekends.
 - Grade/post scores by an established day of the week.

■ Student Feedback

- *"There are about 10 of us that are actually in a group chat and I wish you could see how happy everyone is when you post your online PowerPoints for the week. This is because of the respect that we have for you, and the appreciation we have for you making the online learning organized and meaningful." ~Ted*



Creativity

■ Assignment Design

- Provide students with a variety of instructional strategies to complete assignments.
- Utilize technology tools to enhance instruction.
- Engage learners through a variety of learning opportunities.

■ Technology Tool Examples

- Canva-Literacy Assessment Infographics
- Flipgrid-Virtual Poetry Reading
- Padlet-Podcast Takeaways
- WeVideo-Book Trailers
- Glogster-Electronic Posters
- Google Slides-Academic Vocabulary Terms

■ Student Feedback

- *"I have learned so much in EDU 349 from our different assignments. From learning multiple different vocabulary words doing the Google Slides vocabulary terms presentations, learning about Informal Reading Inventory miscues, and overall just learning how to be the best teacher possible." ~Jamie*



Creativity-Examples

EDU 349-Adolescent Literacy
Share takeaways regarding the Adolescent Literacy Podcast Parts 1 and 2.

Podcast Takeaways

Berndt Takeaway Part 1
It is interesting how the authors/presenters, Dr. Jeffrey Heilm and Dr. Michael W. Smith cited upon the title of their best-ter, "Reading Don't Fix No evy's?"

Brianna Delewski Takeaway Part 1
Throughout the first podcast, it was discussed that reading gets harder for students in 4th and 5th grade, which causes students to fall into a "slump." I was surprised that students fall into a "slump" as a result of not getting the instructional support that they need from their teachers. It is astonishing that teachers do not want to help their students enhance their phonics skills because they believe their students should have been taught those skills in earlier grades. As a teacher, it is our job to help our students, regardless of what level they are at.

Whitney Wallace Takeaway Part 1
One of the things that I really connected with, and learned from this podcast that has been being done in 5th grade for years. I remember when I was in 9th grade and I had to read Romeo and Juliet and all these other texts that were not even in English to me. I thought to myself the whole time, "When am I going to use this in the real world?" "Why am I wasting my time with this?" That is the popular opinion and response that most students have when they are forced to read those kinds of text. But what the podcast said was that if students have to read those kinds of texts make it relevant to them, and to their development. That will then

Jackie Lamb Takeaway Part 1
I enjoyed how much Dr. Wilhelm emphasized the importance of student interest, specifically, I thought it all students, even struggling readers are capable of reading rigorous texts and doing "hard work" if the reading connects to things that they are already familiar with and care about.

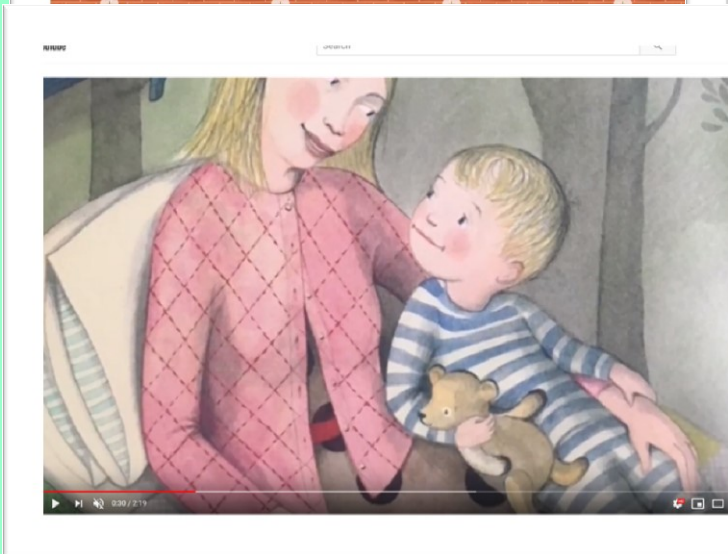
Anonymous Takeaway Part 2
I really appreciate the spotlight the Dr. Smith put on unconventional literacies! I especially like that he mentions that he learned overtime that unconventional literacies like blogs and graphic novels hold

HOME / Dear Reader ARTIFACTS Main Lesson Plan Notes Reflection Works Cited

MULTIGENRE RESEARCH PROJECT
LISA HOOVER - EDU 546

LONG WAY DOWN
JASON REYNOLDS
NATIONAL BOOK AWARD FINALIST

Dear Readers



+

Sarah F
What if Shel Silverstein

Eugene J
The Rose That Grew From Concrete by Tupac Shakur

Trevor S
An Evening Stroll: by Bo Ransom

Emma L
The Day the Saucers Came

Jackie L
Song of Myself #46 by Walt Whitman

REQUEST - RECIPROCAL QUESTIONING

OVERVIEW OF STRATEGY

Why is it useful?

- This strategy involves actively asking questions while reading a text
- Asking questions helps enhance comprehension
 - Students need to understand the content to ask a thoughtful question.

STEPS TO TAKE BEFORE USING REQUEST

Teaching Students this Strategy

- For this strategy to be most effective, teachers must explicitly teach the steps of reciprocal questioning.
- Teachers must also teach students how to form questions regarding the text being read.
 - This takes time and practice

STEPS OF REQUEST

How this Strategy Works

- Student or teacher selects a text
- The student(s) begins reading the text selection aloud
- The teacher stops the student(s) and one student is selected to ask questions of the teacher
- Questions are asked until no further questions can be generated

ALTERNATIVES TO REQUEST

Variations of this Strategy

- Have each student ask the teacher 1 question regarding the text
- Have one student ask a question and have another classmate answer the question that was posed.
 - Complete this until everyone in the class has asked and answered a question or until all questions are generated

Collaboration

■ Group Assignments

- Engage students in opportunities for collaboration.
- Give voice to students' presentations throughout VoiceThread or Near Pod.

■ Discussion Boards

- Encourage critical thinking and collaboration through Discussion Board posts and responses.
- Divide students into Small Group Discussion Boards for easier communication and collaboration.

■ Student Feedback

- *"You allowed collaborative work time often, allotting time to make connections with my peers, which can aid in a safe and nurturing atmosphere. Attending your class was a safe spot for me, and I am very thankful for you." ~Julianna*



Challenge

■ Technology Tools

- Provide step-by-step instructions for technology tools usage that may be new to students.
- Create your own example to gauge ease of use/navigation.
- Share links and pass codes (if needed) for easy use.
- Utilize free sites.
- Enlist the aide of tech savvy students (Tech Coaches) for assistance.

■ External Resources

- Implement activities and assignments based upon resources from local agencies.
 - Cuyahoga County Library-Lynda.com video courses
- Provide step-by-step instructions for accessing the site.
- Utilize features provided (i.e. "Certificates of Completion")

■ Student Feedback

- *The online portion of the course was also pretty great, I feel like I learned a lot from the Lynda site. There were some great tools given through listening to those videos that I will try to implement in the classroom. Overall, getting that extra focus on literacy assessment and how to asses students was great for me because I feel like I have gained so much more knowledge, and I will be better able to help my future students." ~Jamie Sue*



Connections

■ Opportunities for students to connect

- Mirror in-person class as much as possible.
- Recognize and celebrate students' accomplishments and special moments.
- Continue to assign group projects and/or interactive assignments.

■ Examples

- Virtual Poetry Reading-Flipgrid
- Quickwrites-Discussion Board
- Email Correspondence

■ Student Feedback

- *"No other class of mine has a greater sense of community. So much of this stems from your welcoming disposition and the culture you establish in your classroom. The quick writes were really instrumental in this. I got to know my tablemates and the class so well. I really trusted everyone and shared parts of me I would never share with a class. This personal touch was carried over into our online classes. Your weekly Power Points were so much more personal than any email. I knew you genuinely cared about the work I turned in. I also think our class check-ins were so nice." ~Rachael*



Community-Building

■ Consistent Check-In Sessions

- Provide opportunities for students to come together as a learning community.

■ Collaborate Ultra Session Examples

- “Just Checking-In”
- “Coffee and Conversation with Dr. Berndt”

■ Student Feedback

- *“When class transitioned to remote learning, a sense of classroom community was felt through our Blackboard Collaborate sessions. I also felt that sending emails back and forth with you helped me feel more connected.” ~Heather*



Contact Information

- Dr. Rochelle Berndt
 - Assistant Professor of Literacy Education
 - School of Education
 - Wheeler Hall-209
 - 440-826-6974
 - rberndt@bw.edu
- Open-Classroom Initiative
 - On-Campus Classes
 - Remote Learning Modules/Courses

