

**Alternative Online Learning Plan
Addendum to Approved Course Outline, EDUC 440**

This option can be used to respond to the following scenarios:

1. Students become ill or have symptoms of illness before or during their placement.
2. Close contacts of students become ill or test positive for COVID-19, and student is asked to self-isolate.
3. Case by case response to student concerns in discussion with the Field Instructor and appropriate Field Director.

Seminars are scheduled to take place in-person, in schools. Students working online will have to make arrangements with their Field Instructor to review seminar content and expectations.

Learning Tasks:

Students will do the work outlined in this document in their assigned EDUC 440 section and in their current D2L shell.

The learning tasks for the online option remain the same as in the EDUC 440 course and are due, and will be assessed, as stated in the EDUC 440 Course Outline.

These learning tasks are:

1. *Cohort Discussions in D2L*
2. *Field Experience Journal*
3. *Field Experience e-portfolio.*

This is a credit/ non- credit course and all learning tasks must be completed in order to receive credit for this course. Please refer to the full EDUC 440 course outline for a detailed description of the course.

Whenever possible, online students should respond to a student in a face-to-face placement in order to gain a deeper insight into what is happening in schools.

Week One Tasks

Week 1 Day 1 – Orientation to the School and School Jurisdiction

- Explore the school website for your placement school. Read through the student handbook, school philosophy, and maps of the school. Consider the set-up of the school and classrooms.
- Explore the school's social media presence (Twitter, Instagram, Facebook). What do these feeds show about the mission, vision, and school culture?
- Provide links to the documents and media you found in your Field Experience journal.
- Formulate three questions you have about your online experience and your observations so far. Post one of your questions on the discussion board in your cohort's D2L classroom along with any insights from your day. Respond to at least one other post by a classmate.

Week 1 Day 2 – Orientation to School Culture in a Pandemic

- Read through your school district's and placement school's safe return to school plan and policies (available online).
- Find two or three videos that shows how different teachers are setting up their classrooms and workspaces to align with the school or district plans (not necessarily your placement school).

- For your discussion post, describe how these policies may influence the school culture. What do documents and artifacts you have gathered tell you about the school's vision, mission, philosophy and culture? Does the school prioritize teacher, student, and staff well-being, and how do you know?
- Include a link to the safe return to school plan in your Field Experience journal.

Week 1 Day 3 – Orientation to Teacher and Student Work

- Find a video that demonstrates a typical Canadian classroom at level of your first placement school (elementary or secondary). Using the guiding questions in the Course Outline make notes about what you see in the video.
- Find a “day in the life” style video of a student in a typical Canadian classroom at the level of your placement (elementary or secondary).
- If possible, try to find a shared video or series of pictures from the school of your placement.
- In a discussion post, respond to the following questions: What does this video show about the nature of student and teacher work? What do teachers do all day? What do students do all day?
- Keep a link to the video to be added to your Field Experience Journal which will be shared with your instructor for grading

Week 1 Day 4 – What is your teaching identity?

- Consider teaching strategies, activities, or lessons you observed. Describe one that was particularly effective with the students.
- What did you do to care for your own wellbeing this week? What did you observe other people doing to care for their wellbeing through the week?

Week Two

Week 2 Day 1 – Deeper Insights into School Culture

- As you begin this week, revisit your initial impressions about school culture. Schools are a place of work for multiple adults, including educational assistants, literacy support workers, educational psychologists, librarians, and custodians. Today, you will pay special attention to the work of support staff and other professional workers in the building.
- Your question for discussion today revolves around support and other staff in the school community. What other support staff are normally found in schools and classrooms? How do they contribute to the school culture?

Week 2 Day 2 – Creating a classroom community

- Explore the many different teaching strategies shown at <https://galileo.org/classroom-examples/> that are being used in modern classrooms.
- What do you notice about the students' reactions to various kinds of pedagogical techniques?
- Describe the teaching strategies being employed and for what purpose. Are there particular contexts that seem to lend themselves to one teaching strategy over another? How are teaching strategies employed to reach diverse learners? Create a list of as many teaching strategies as you observe with the rationale for their use. Make particular note of the strengths and context for each strategy witnessed

Week 2 Day 3 – Teaching with Technology

- What are some of the various of forms of technology that can be used in a classroom? How does technology assist students with reaching the lesson objectives? What are some challenges that you predict that students may encounter with using technology?
- How is technology used to connect students with their teachers? What technologies do you know of that could be used to address at-home learning during COVID?

Week 2 Day 4 – Assessment Strategies

- Find three images online of student work from the age group of your placement school.
- From these examples, write in your Field Experience journal, your response to the following questions:
- What do you think the learning objective was for the student? Was this assessment formative or summative assessment? Do you think it was effective? Why or why not?
- Post one image and your thoughts about its effectiveness as an assessment tool in a D2L post. Respond to at least one other student (preferably someone who is in a school).

Week 2 Day 5 – Revisiting and Interpreting your learning

- Consider what you have learned this week. What are your big questions and what has been confirmed for you?
- Look through the Course Objectives outlined on the first page of the EDUC 440 Course Outline. Which outcome do you think you achieved? Which one will be the focus of your study as you move forward in your field experience courses?