

Faculty Examples

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Teaching Presence

Whiteboard Activity

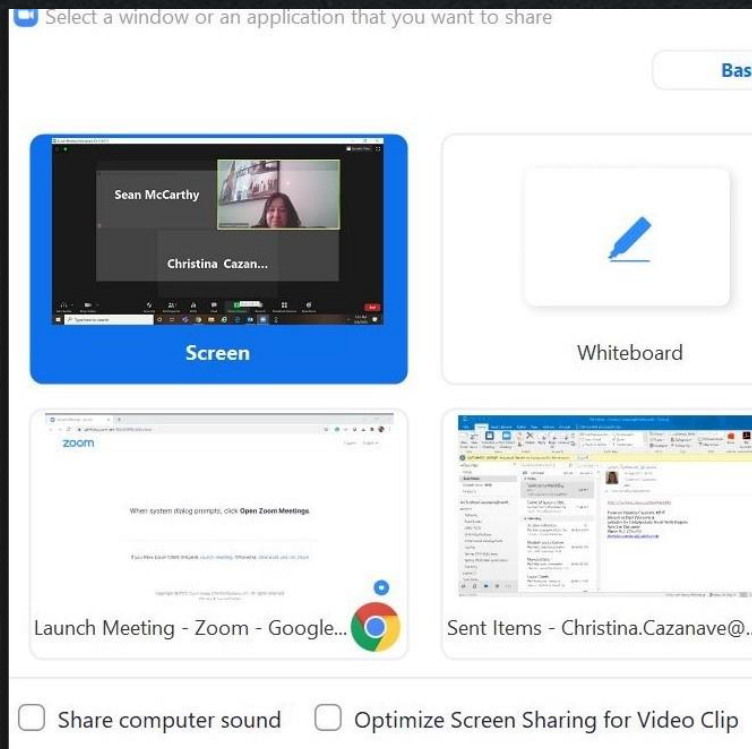
To be used when brainstorming ideas, mediating differences of opinions, probing questions, and presenting divergent viewpoints.

Invites students to participate equally - can be anonymous.

Perfect usage for all classroom styles

1. Traditional Classroom – Students write their answers on the whiteboard or submit anonymously on paper and faculty summarizes on the whiteboard
2. Hybrid or Connected Classroom – All students log in to zoom (mute sound) and put their answers on the whiteboard.

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SCHOOL



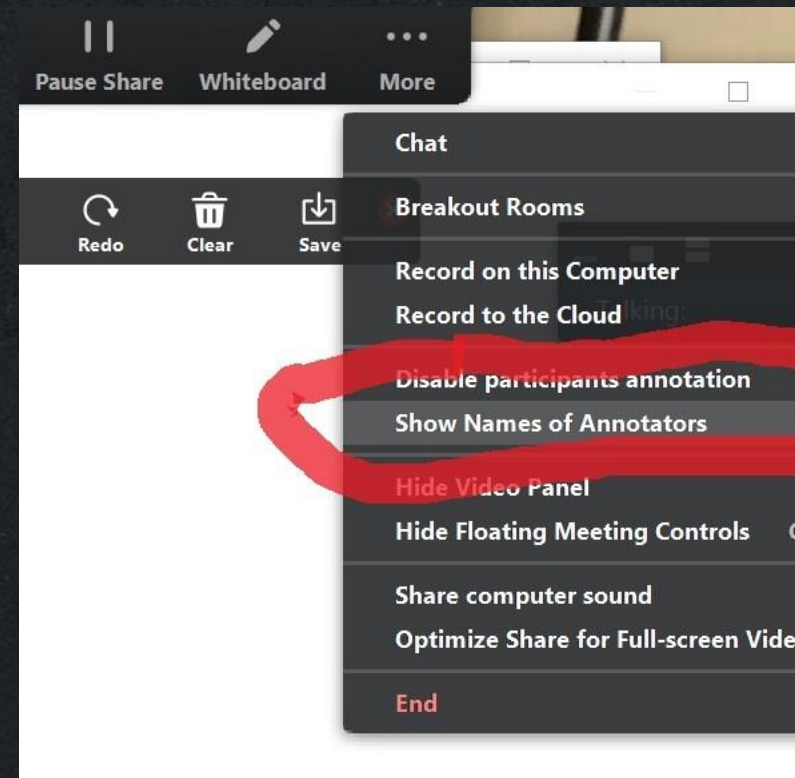
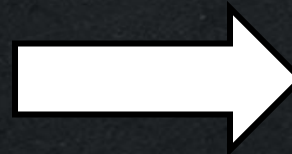
Step One

Launch whiteboard
under **Share Screen**



Step Two

Decide to post
anonymously.



Whiteboard Activity

The image shows a Zoom meeting whiteboard. At the top, there is a toolbar with icons for Join Audio, Stop Video, Security, Participants (3), Polls, New Share, Pause Share, Whiteboard, and More. Below the toolbar, a green bar indicates "You are screen sharing" and a red bar indicates "Stop Share". The whiteboard content includes a central question in blue text, several handwritten responses in different colors, and a yellow handwritten note at the bottom right.

Should social workers engage in protests that support topics such as gun control, policy reform, and upholding Roe v. Wade?

Nope. Sorry!

I do not know. I'm conflicted. **Yup!**

Yes, it apart of our social work values!

No, I do not think we should get involved with violent protestors

I think we should get involved in advocacy but I cannot support these.

- You may disagree but aren't we suppose to meet the client where they are?

Yes because it our civic duty

Teaching Presence



Polling

Polling is a quick assessment tool. It allows students to seek clarity on content that is still confusing.

Invites students to participate equally. Students are in charge of their learning. Students can support each other by having peer-to-peer breakout sessions in class.

Also, a tool to support emotional/affect presence.

Perfect usage for all classroom styles

1. Traditional Classroom – Classroom discussion, whiteboard, or Kahoots!
2. Hybrid or Connected Classroom – All students log-in to zoom (mute sound) and answer a poll question..

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SCHOOL

Polling

Help! Chapter 4 Review

Anonymous? ?

1.

Let do a quick check-in!

Last class, we went over Chapter 4: Psychological Person. What content areas are confusing, need further review, or need more extensive discussion?

Single Choice Multiple Choice

The difference between cognition and emotions

Multiple Intelligence Theory

Emotional Intelligence

Coping Mechanism

Social Supports

Fight, Flight, Freeze

My answer not here. I will put it in the chat

209

Help! Chapter 4 Review in Progress 0:36

Attendees are now viewing questions 2 of 2 (100%) voted

Last class, we went over Chapter 4: Psychological Person. What content areas are confusing, need further review, or need more extensive discussion? (Multiple choice)

The difference between cognition and emotions	(1/2) 50%
Multiple Intelligence Theory	(0/2) 0%
Emotional Intelligence	(1/2) 50%
Coping Mechanism	(0/2) 0%
Social Supports	(2/2) 100%
Fight, Flight, Freeze	(0/2) 0%
My answer not here. I will put it in the chat	(0/2) 0%

End Polling

Participants 3 Polls Chat Share Screen Record Break

Journaling in the Classroom

Online and Onground



Method	Objective	Type of prompt	Assessment
Formative assessment	To assist in developing instruction for the upcoming unit/content by analyzing students' prior knowledge, misconceptions/troublesome concepts, skill levels, strategy use.	Prompt will encompass the upcoming objective or standard.	Formative (Rubric optional/Grading optional) Timing: Before planning for next lesson/unit
Warm up/review	To continue practicing previously taught content, vocabulary, skills, and/or strategies.	Prompt will be a review of standard previously taught	Formative or summative (Rubric optional/Grading optional)
Introduction of content	To instruct focusing on content, vocabulary, skills, and/or strategy development.	Prompt will encompass the upcoming objective or standard.	Formative (Rubric optional/Not graded)
Practice of content	To practice content, vocabulary, skills, and/or strategies.	Prompt will encompass the current objective	Formative (Rubric optional/Grading optional)
Summative assessment	To assess mastery of content, vocabulary, skills, and/or strategies taught.	Prompt will encompass the objective or standard previously taught.	Formative or summative (Rubric/Graded)

Journaling – Teaching for Transfer

BEFORE CLASS –
AFFECTIVE PROMPTS
GRATITUDE
STATEMENTS



DURING CLASS –
CONTENT PROMPTS
FORMATIVE &
SUMMATIVE

Before Class – Affective Prompt

Gratitude Statements – 5 minutes

“What is one thing you are grateful for that happened today?”

“Write one word that encompasses what you are thankful for today.”

“A ”Quick draw/sketch” of something you are thankful for today.”

“ Write yourself a thank you note.”

Highlights: listening, speaking, reading and writing skills & restorative practices in K-5 Classroom.

**Format for
Journaling:
On ground
vs. Online**

Online – chat, ppts, or
notebook scans.

On ground –
notebook/journal, ppt.

Family

- family forever
- my family supports me in all of my life goals.

I am thankful for FaceTime so that I can see and talk to my niece and nephew every day.

I am grateful that the Dr's Office was not too busy this morning.

I'm grateful that my in-laws came over to help organize & move stuff in our home this weekend.

Gratitude Page

I am thankful that my aunt was able to visit me this weekend - she flew in from Philly.

I am thankful for my brother and my mother.

Sleep

Dear me,

Thank you for being organized & making the juggling of life / school go smoother.

Thank you for your help this weekend with my Book Talk - it meant a lot to me that you helped navigate the technology.

Gratitude Project - Reflection

Looking back at the gratitude project, I feel that it was very eye opening. Having time to reflect was great because I feel I don't do that enough. Writing down my gratitude also put me in a better mood. It allowed me to see what I do have and focus on the positive, rather than focusing on the negative or what I don't have. In addition, I truly enjoyed listening to my classmates' gratitude because it made me feel more connected to them on a personal level. Having that personal connection I feel ~~is~~ is imperative when trying to build a community in the classroom.

During Class – Content Prompt

Formative & Summative Measures of Understanding

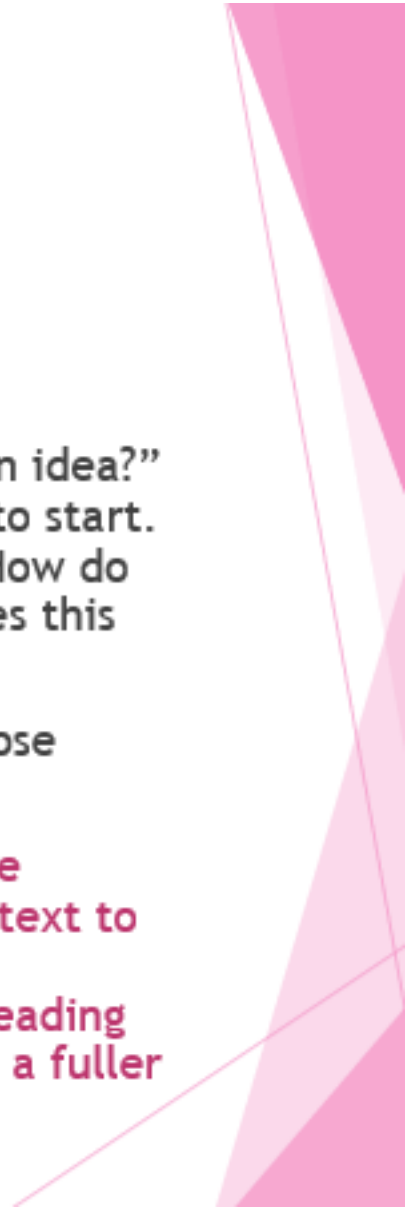
“Write everything you know about Close Reading.”



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Journal Entry 5 - Close Reading

- ▶ The main things I know about close reading is that it really focuses on identifying the meaning of the text. So things like “What was the main idea?” or “How can you summarize what you just read?” are good examples to start. Then emphasizes more into “How do you feel reading the text?” or “How do you think the author felt writing it?” It ends with things like “How does this relate to you and your life?”
- ▶ Basically really getting the meaning to relate to a student is the purpose along with analyzing and being careful when talking and thinking.
- ▶ After learning more about close reading this week, I learned that close reading has things like text dependent questions that you’d need the text to help solve, along with non text dependent questions, that you don’t necessarily need the text to solve, but are based off the text. Close reading mainly wants the students to really think about what they read to get a fuller understanding.



Findings:

- Assisted students with solidify their understanding of content.
- Provided instructor with insight into student knowledge base.
- Provided instructor with key information for “next steps” with instruction.
- Assisted students with affective components.
- Provided students with the understanding of teaching for transfer.