

Facilitating the Success of Students Transitioning Between Different Methods of Instruction

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August 2022

A capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts
in Education

Project Summary

The research question that will be the prime focus is, *how do teachers successfully facilitate the movement back and forth between different methods of instruction for students?*

Students may transition from one method of instruction to another at any time. In the Spring of 2020, during the start of the COVID-19 pandemic, the majority of students in the United States changed their method of instruction from the traditional in-person schooling to that of an online format. These changes were faced with many challenges for educators and students while they tried to change methods of instruction.

Regardless of which method of instruction occurs, there are many similarities on the steps teachers and students should take to nurture student success. Steps a teacher can take are communication, strategic planning, reflection and designing a safe and collaborative environment. Student strategies will also be included and discussed during the project. There will be a Google Form that participants can fill out to provide feedback of how the strategies were useful or any thoughts/findings that they have in connection with the topic.

This capstone project is a professional learning workshop with the intended participants being secondary teachers who may work with students who are changing methods of instruction. A workshop was chosen as the best practice for the project. This claim is supported by *Effective Teacher Professional Development* (Darling-Hammond, Hyler & Gardner, 2017), and *Applying Principles of Adult Learning in Conference Presentations* (Knowles, 1992). When creating the workshop additional tools from “10 Survival Tips for a Workshop Leader” (Malik, 2015) and “Some Facilitation Tools for Workshops” (Seeds For Change, 2012) were used to help make the workshop run smoothly and keep participants engaged. Some of the key tips that were used from the articles were 1) create an agenda, 2) give people time to practice the skills you are sharing, 3)

have many opportunities for participants to share, and 4) create a safe space for participants. "It's a good idea to make sure that people move around every 90 min or so (Seeds For Change, 2012)." The workshop will be using engaging projects, team building activities and reflection time to cover the topics.

The workshop will consist of five 120-minute sessions which will take place over one week. Participants will then be emailed an initial survey to determine what they learned from the workshop. Two months after the workshop, participants will be sent a secondary survey to further reflect on their findings. The five sessions will focus on the following topics: introduction to methods of instruction, how to assist in student success, pandemic and methods of instruction (part 1 and 2), and, finally, communication and next steps. Most of the sessions will consist of team building activities, notes, readings/discussions, projects and reflection time.

The goal is to provide educators with strategies and steps to help students when they are transitioning from different methods of instruction. And to answer the research question that will be the prime focus is, *how do teachers successfully facilitate the movement back and forth between different methods of instruction for students?* Not only will this research question be discussed, but educators will take away specific activities and materials to use with students and in their classrooms. The strategies learned during this professional development workshop will assist educators in helping students as they move between different methods of instruction.

Session 1: Method of Instruction Introduction

120 minutes

[Day 1 Slides](#)

[Day 1 Materials](#)

<i>Slides</i>	<i>Content</i>	<i>Approx. time</i>
Slides 1-2	<p>Welcome</p> <ul style="list-style-type: none">● Instructors should introduce themselves and announce that this is day 1 or 5 for the workshop● The group should sit in a giant circle and every participant should introduce themselves with the following (listed on slide 2)<ul style="list-style-type: none">○ Name○ Preferred Pronouns○ Teaching Experience○ If you could have a superpower what would it be?○ Would you rather have a dog with a human face or a cat with human hands? <p>Reference: slide 2 [Untitled illustrations of a dog]. Retrieved June 20, 2022 from https://www.freepik.com/free-vector/cute-australian-shepherd_10576737.htm#query=dog%20logo&position=2&from_view=keyword</p>	5 min
Slide 3	<p>Instructors should put participants in groups of 3-4. The Instructor will then pass out an envelope to each group containing the cut of fossils from the “fossil sheet” located in the day 1> fossil find activity folder.</p> <p>Each participant should receive the “fossil find worksheet” in the fossil find activity folder.</p> <p>The instructor will then read the “fossil find narrative” and wait during the indicated times for participants to organize their fossils. While participants work, the instructor should be walking around and encouraging group work.</p> <p>Instructor should collect all the fossil find envelopes when the task is complete.</p> <p>References: slide 3 Archaeologist free icon. Retrieved June 20, 2022 from https://www.flaticon.com/free-icon/archeologist_1995543</p>	25 min

	<p>Randak, S and Kimmel, M. (n.d.) <i>The Great Fossil Find</i>. https://evolution.berkeley.edu/ensi/ensi_great_fossil_find.html</p>	
Slides 4-7	<p>Slide 4: Instructors should briefly read through the agenda to allow participants to be prepared for what the day 1 session includes.</p> <p>Slide 6: Instructors will then describe what method of instruction is: how students engage in schooling. Then list some examples.</p> <p>Slide 7: Have participants discuss in small groups, “What method of instruction are you familiar with?” Have groups share what they discussed with the whole workshop.</p> <p>Reference: slide 7 Discussion free icon. Retrieved June 20, 2022 from https://www.flaticon.com/free-icon/discussion_5956408</p>	5 min
Slides 8-11	<p>Slide 9: Instructors should connect slides 8-9 saying that the research was initially connected with the COVID pandemic and when many students faced a change in instruction. But can be applied to other situations when students change the method of instruction.</p> <p>Slide 11: Allow participants to discuss their initial thoughts about this research question. Participants will discuss this question every day of the workshop to see how their thoughts change.</p> <p>Reference: slide 9 Thinking free icon. Retrieved June 20, 2022 from https://www.flaticon.com/free-icon/thinking_3750030 Reference: slide 11 Discussion free icon. Retrieved June 20, 2022 from https://www.flaticon.com/free-icon/discussion_5956408</p>	6 min
Slides 12-19	<p>Slide 13: Instructors should go over the different categories and mention that the next few slides will go over each category in detail.</p> <p>Slide 16-17: Instructors should indicate the research that supports these findings</p> <p>Slide 19: Allow participants to discuss, in small groups, How might a student’s success be effective when they have economic disadvantages, are considered “at-risk,” and/or are an ethnic</p>	9 min

	<p>minority? Have small groups share their thoughts.</p> <p>Reference: slide 13 Success free icon. Retrieved June 21, 2022 from https://www.flaticon.com/free-icon/success_174685</p> <p>Reference: slides 14-18 Mortarboard free icon. Retrieved June 21, 2022 from https://www.flaticon.com/premium-icon/mortarboard_2682285?term=graduating&page=1&position=18&page=1&position=18&related_id=2682285&origin=search</p> <p>Discussion free icon. Retrieved June 20, 2022 from https://www.flaticon.com/free-icon/discussion_5956408</p>	
Slides 20-22	<p>Slide 20: Instructor should put emphasis that social success will look different depending on the method of instruction that students participate in</p> <p>Slide 22: Allow participants time to discuss the question and then have all groups share their key points.</p> <p>Reference: slide 20-21 Social Media free icon. Retrieved June 21, 2022 from https://www.flaticon.com/free-icon/social-media_4187336?term=social&page=1&position=38&page=1&position=38&related_id=4187336&origin=search</p> <p>Reference: slide 22 Discussion free icon. Retrieved June 20, 2022 from https://www.flaticon.com/free-icon/discussion_5956408</p>	4 min
Slides 23-27	<p>Slide 26: Instructors should make sure it's clear that the key to mental/emotional success is to progress and students will always be working towards success and that this success will fluctuate</p> <p>Slide 27: Allow participants time to discuss the questions and then have all groups share their key points</p> <p>Reference: slide 23-26 Mental health free icon. Retrieved July 5, 2022 from https://www.flaticon.com/free-icon/mental-health_3998035?term=mental%20health&related_id=3998035</p> <p>Reference: slide 27 Discussion free icon. Retrieved June 20, 2022 from https://www.flaticon.com/free-icon/discussion_5956408</p>	6 min
Slide 28	Instructor should briefly summarize the key concepts of day 1	1 min

<p>Slides 29-30</p>	<p>Slide 30: Instructors should go over the directions for the activity. Participants are encouraged to work on a format that is easily shared with others.</p> <p>Participants will have 30 minutes to work on materials for their class. Then the last 10 minutes should be spent in small groups sharing what they have created. Group members can share their materials with each other.</p>	<p>47 min</p>
<p>Slides 31-34</p>	<p>Slide 32: Instructors should walk participants through the steps of deep breathing. Allow participants about 2 min of independent deep breathing. Foreshadow to participants that everyday of the workshop will build on deep breathing or some form a meditation before moving on to the reflection.</p> <p>Slide 34: Read through the focus questions and then allow 5-6 minutes for participants to write down their answers.</p> <p>Reference: slide 32 Inhale free icon. Retrieved July 5, 2022 from https://www.flaticon.com/premium-icon/inhale_4694769?term=deep%20breathing&page=1&position=6&page=1&position=6&related_id=4694769&origin=search</p> <p>Reference: slide 33 Self Reflection free icon. Retrieved July 5, 2022 from https://www.flaticon.com/premium-icon/self-reflection_4233458?term=reflection&page=1&position=14&page=1&position=14&related_id=4233458&origin=search</p>	<p>11 min</p>
<p>Slides 35-37</p>	<p>Slide 37: Before allowing participants to explore, have participants discuss in small groups any podcasts they currently know or listen to about teaching. How groups share with the whole workshop. Write down examples on a whiteboard or type into a new slide so participants can see the list and refer back to it when they are looking for a podcast.</p> <p>Instructors should also hand out the “podcast analysis” handout found in the day 1 materials. Participants will fill this out as they listen to the podcast (this handout will take several days to complete).</p> <p>Reference: slide 36-37 [Untitled illustrations of a microphone]. Retrieved July 5, 2022 from https://www.flaticon.com/premium-icon/podcast_4047719?term=podcast&related_id=4047719</p>	<p>16 min</p>

Session 2: How to Assist in Student Success

120 minutes

[Day 2 Slides](#)

[Day 2 Materials](#)

<i>Slides</i>	<i>Content</i>	<i>Approx. time</i>
Slide 1	<p>Instructors should allow participants the first 15 minutes of the session to continue listening to the podcast from session 1. If participants complete an episode, they should begin a new one.</p> <p>This allows everyone time to arrive at session 2 and not have participants waiting for their peers. It also shows a way to communicate in the teaching community via podcasts and social media.</p> <p>References: [Untitled illustrations of a microphone]. Retrieved July 5, 2022 from https://www.flaticon.com/premium-icon/podcast_4047719?term=podcast&related_id=4047719</p>	15 min
Slide 2	<p>Instructors will organize participants into groups of 3-4. Then hand out envelopes (1 per group) that contain “word cards” that can be found on page 3 of the “team building- scrambled sentence” found in the day 2 materials folder. Each group will also receive the handout “what do you think the story is about?” which is page 4 of the document.</p> <p>Once the materials are handed out, the instructor will ask each group to draw 5 cards from the envelope. Have groups look at the cards and try to write down what the story is about in Hypothesis 1 (“what do you think the story is about?”). Have participants try to form a sentence with the words. Allow participants 2-3 minutes on this task.</p> <p>Have groups draw out 5 more cards (they should have a total of 10 cards). Have them write down their ideas for Hypothesis 2 and try to form a sentence. Give groups 2-3 minutes on this task.</p> <p>Have groups draw out 5 more cards (15 cards total). Have them write down their ideas for Hypothesis 3 and try to form a sentence. Give groups 2-3 minutes on this task. When groups are done, discuss what groups wrote down and discuss why some groups have different sentences.</p>	15 min

	<p>Finally, have groups draw out all the cards and write down their final hypothesis (Hypothesis 4). Lead discussion trying to answer the questions:</p> <ol style="list-style-type: none"> 1) Why don't you all have exactly the same sentences? 2) Why might scientists not have the same explanations for things even though they may have exactly the same information? <p>References: The University of Waikato (n.d.). Science Learning Hub. Retrieved June 21, 2022 from http://sciencelearn.org.nz [Untitled illustrations of kiwi bird]. Retrieved July 5, 2022 from https://www.flaticon.com/free-icon/kiwi_427443?term=kiwi%20bird&related_id=427443</p>	
Slides 3- 6	<p>Slide 5- Instructors should give participants time to discuss the research question and see how their answers have changed since session 1.</p> <p>References: slide 3 Discussion free icon. Retrieved June 20, 2022 from https://www.flaticon.com/free-icon/discussion_5956408</p>	3 min
Slides 8- 15	<p>Slide 10: Instructors should make sure to emphasize that communication will look differently depending on the method of instruction.</p> <p>Slides 11, 13 and 15: Instructors should read the question out loud and then allow groups to have 3 minutes to discuss in their small groups. Then the instructor will have all small groups share with the whole workshop what was discussed. Instructors should encourage groups to think about how the method of instruction might affect their answers to these questions.</p> <p>References: slides 9-10, 12, 14 [Untitled illustrations of an apple]. Retrieved July 5, 2022 from https://www.flaticon.com/free-icon/apple_415682?term=apple&page=1&position=5&page=1&position=5&related_id=415682&origin=search</p>	13 min
Slides 16- 21	<p>Slide 17 and 21- Instructors should allow participants about 3 minutes to discuss with their small groups before they share with the whole workshop.</p>	16 min

	<p>Slide 18- Instructors should put emphasis on grit. Explain that on the next slide, the group will be watching a video that explains grit in more detail.</p> <p>Slide 19: Introduce the TedTalk video featuring Angela Lee Duckworth and then the instructor should play the video (6:13 minutes)</p> <p>References: slide 19 TED. (2013, May 9). Grit: the power of passion and perseverance Angela Lee Duckworth [Video]. Youtube. https://www.youtube.com/watch?v=H14bBuluwB8</p> <p>References: slide 16, 18 and 20 [Untitled illustrations of a student raising their hand]. Retrieved July 5, 2022 from https://www.flaticon.com/premium-icon/student_2436683?term=student&page=1&position=10&page=1&position=10&related_id=2436683&origin=search</p>	
Slide 22	<p>Instructors should go over the conclusion and make sure to clearly state the teacher and student steps for successful transitions in methods of instruction.</p> <p>References: [Untitled illustrations of an apple]. Retrieved July 5, 2022 from https://www.flaticon.com/free-icon/apple_415682?term=apple&page=1&position=5&page=1&position=5&related_id=415682&origin=search</p> <p>[Untitled illustrations of a student raising their hand]. Retrieved July 5, 2022 from https://www.flaticon.com/premium-icon/student_2436683?term=student&page=1&position=10&page=1&position=10&related_id=2436683&origin=search</p>	1 min
Slides 23-24	<p>Instructors should introduce the activity. Participants will work in small groups (grouped by the age of the students they work with) to design something to put up in their classrooms that will help with communication. The participants will work in groups for the first 13-15 min. Then participants will work independently for the next 17-20 min making what they would like to put in their classrooms.</p> <p>Instructors should supply colored paper, markers, colored folders, giant calendar sheets, scissors, gluesticks, and other materials for participants to use.</p>	36 min

	<p>The last 5-7 minutes should be for participants to walk around the room and see what others ended up designing. Participants should take pictures or write down any ideas they would like to use.</p> <p>References: slide 24 [Untitled illustrations of a bulletin board]. Retrieved July 5, 2022 from https://www.flaticon.com/free-icon/board_5433969?term=board&related_id=5433969</p>	
<p>Slides 25-26</p>	<p>Instructors should give participants about 5 min to read the article “7 True Stories From Virtual School”</p> <p>Slide 26- Instructors should encourage participants to discuss the questions in their groups and then have groups share their thoughts.</p> <p>References: The New York Times. (2021, September 9). <i>7 true stories from Virtual School</i>. The New York Times. Retrieved July 6, 2022, from https://www.nytimes.com/2021/09/09/magazine/stories-virtual-school.html</p>	<p>12 min</p>
<p>Slides 27-29</p>	<p>Slide 28- Instructors should lead the group in Breath Focus. Give participants about 2 minutes to practice Breath Focus.</p> <p>Slide 29- Instructors should read through the focus questions and then allow participants 5-6 minutes to respond and write down their answers.</p> <p>References [Untitled gif of inhale and outhale]. Retrieved July 6, 2022 from https://4.bp.blogspot.com/-p1Pr_VGzhG4/WBx7Y492LqI/AAAAAB6Y/MohB6Y5kYSE2cNajPYNe_ZjNt8R5sDcnACLcB/s1600/LmpUDh1%2B-%2BImgur.gif</p>	<p>9 min</p>

Session 3: Pandemic and Methods of Instruction

120 minutes

[Day 3 Slides](#)

[Day 3 Materials](#)

<i>Slides</i>	<i>Content</i>	<i>Approx. time</i>
Slide 1	<p>Instructors should allow participants the first 15 minutes of the session to continue listening to the podcast from session 1 or 2. If participants complete an episode, they should begin a new one.</p> <p>This allows everyone time to arrive at session 3 and not have participants waiting for their peers. It also shows a way to communicate in the teaching community via podcasts and social media.</p> <p>References: [Untitled illustrations of a microphone]. Retrieved July 5, 2022 from https://www.flaticon.com/premium-icon/podcast_4047719?term=podcast&related_id=4047719</p>	15 min
Slide 2	<p>Instructor will create groups of 5-7 participants. Before the session, you must set up the room (classrooms, conference rooms, etc.) where the escape room will be held. Each group will need their own section of the room and their own puzzles. The instructor will set up the 5 puzzles for each group (located in day 3 materials under “escape room puzzles”).</p> <p>During the session, the instructor will read the script from step 4 from “Escape the Apocalypse directions” handout (found in day 3 materials). The instructor will then play the role of zombie and keep time while following the directions in “Escape the Apocalypse.”</p> <p>References: Halloween, zombie Icon. Retrieved June 24, 2022 from https://icon-icons.com/icon/Halloween-zombie/109167 Andy (2018, October 17). <i>Escape the Apocalypse – Team Building Activity</i>. Venture Team Building. https://ventureteambuilding.co.uk/escape-the-apocalypse-team-building-activity/#.YsXeozMIIL Escape Team (2022). <i>Free Escape Room DIY Kit</i>. Escape Team. https://www.escape-team.com/#print</p>	30 min

<p>Slides 3- 6</p>	<p>Slide 5- Instructors should give participants time to discuss the research question and see how their answers have changed since session 1.</p> <p>References: slide 3 Discussion free icon. Retrieved June 20, 2022 from https://www.flaticon.com/free-icon/discussion_5956408</p>	<p>3 min</p>
<p>Slides 7- 12</p>	<p>Slide 9- Instructors should explain that WHO stands for the World Health Organization</p> <p>Slide 10- Instructors should state that the symptoms have varied as time has gone on and depending on which strain is being viewed</p> <p>Slide 12- Instructors should give participants time to discuss the question in small groups (about 3 min) before sharing their thoughts with the whole group.</p> <p>References: slides 8-11 [Untitled illustrations of Earth and viruses]. Retrieved July 6, 2022 from https://www.flaticon.com/free-icon/pandemic_2950049?term=pandemic&related_id=2950049</p> <p>References: slide 12 Discussion free icon. Retrieved June 20, 2022 from https://www.flaticon.com/free-icon/discussion_5956408</p>	<p>6 min</p>
<p>Slides 13- 21</p>	<p>Slide 13- Instructors should mention that the data is based on information from the United States and other countries may vary in results, data and timelines</p> <p>Slide 15- Instructors should read the axis of the graph and give participants a moment to look over the data.</p> <p>Slide 17 and 21- Instructors should give participants time to discuss the question in small groups (about 3 min) before sharing their thoughts with the whole group.</p> <p>References: slide 13-14, 16, 18-20 Group Chat free icon. Retrieved July 6, 2022 from https://www.flaticon.com/premium-icon/group-chat_3352955?term=distance%20learning&page=1&position=13&page=1&position=13&related_id=3352955&origin=search</p> <p>References: slide 15 Decker, S., Peele, H., & Riser-Kositsky, M. (2021) “The</p>	<p>11 min</p>

	<p>Coronavirus Spring: The Historic Closing of U.S. Schools (a Timeline).” <i>Education Week</i>, Education Week, 8 Feb. 2021, www.edweek.org/leadership/the-coronavirus-spring-the-historic-closing-of-u-s-schools-a-timeline/2020/07 .</p> <p>References: slide 17 and 21</p> <p>Discussion free icon. Retrieved June 20, 2022 from https://www.flaticon.com/free-icon/discussion_5956408</p>	
Slide 22	<p>Instructions should mention that transitioning is in reference to changing methods of instruction.</p> <p>References: Exchange free icon. Retrieved July 6, 2022 from https://www.flaticon.com/free-icon/exchange_4334039?term=transitioning&page=1&position=4&page=1&position=4&related_id=4334039&origin=search</p>	2 min
Slide 23	<p>Instructions should put emphasis on communication for educators and having grit for students.</p>	1 min
Slides 24-25	<p>Instruction should prepare the material for the Broken Directions activity before the session.</p> <p>Each group (consisting of 4 members) will need four envelopes with the materials and directions listed in the google folder day 2 materials> broken directions> team member directions. The directions and materials should be placed in a folder.</p> <p>Once materials are passed out to participants, give participants 5 min to read the directions.</p> <p>The Team Goal is to create a project on the poster board that discusses the set up of team members’ experiences with education during the start of the pandemic and current situation. These experiences can be from the perspective of teachers or students. Groups will have 20 minutes to complete this task.</p> <p>The Actual Goal is for members to experience the frustration of working as a group on zoom with various technology problems</p> <p>References- slide 25 [Untitled illustrations of an online class]. Retrieved July 6, 2022 from https://blog.stucred.com/wp-content/uploads/2021/06/online-classes.jpg</p>	30 min

<p>Slides 26-27</p>	<p>Instructors should give participants about 6 min to read the article “They Rage-Quit the School System—and They're Not Going Back”</p> <p>Slide 27- Instructors should encourage participants to discuss the questions in their groups and then have groups share their thoughts.</p> <p>References Ceres, Pia. (2021, June 3). <i>They Rage-Quit the School System—and They're Not Going Back</i>. Wired. Retrieved June 25, 2022, from https://www.wired.com/story/pandemic-homeschoolers-who-are-not-going-back/</p>	<p>15 min</p>
<p>Slides 28-30</p>	<p>Slide 29- Instructors should lead the group in Square Box Breathing. Give participants about 2 minutes to practice.</p> <p>Slide 30- Instructors should read through the focus questions and then allow participants 5-6 minutes to respond and write down their answers.</p> <p>References [Untitled illustration of inhale and outhale]. Retrieved July 6, 2022 from https://www.87percent.co.uk/blog/5-helpful-breathing-techniques-to-restore-balance</p>	<p>7 min</p>

Session 4: Pandemic and Methods of Instruction part 2

120 minutes

[Day 4 Slides](#)

[Day 4 Materials](#)

<i>Slides</i>	<i>Content</i>	<i>Approx. time</i>
Slide 1	<p>Instructors should allow participants the first 15 minutes of the session to continue listening to the podcast from earlier sessions. If participants complete an episode, they should begin a new one.</p> <p>This allows everyone time to arrive at session 4 and not have participants waiting for their peers. It also shows a way to communicate in the teaching community via podcasts and social media.</p> <p>References: [Untitled illustrations of a microphone]. Retrieved July 5, 2022 from https://www.flaticon.com/premium-icon/podcast_4047719?term=podcast&related_id=4047719</p>	15 min
Slide 2	<p>Participants should have 5 minutes to find their two songs. One song for teaching/learning at the start of the pandemic and the other song for teaching/learning now.</p> <p>Participants will then write down their songs and the instructor will play some out loud. Participants will guess if the song represents the start of the pandemic or current. They will then guess who the song belongs to.</p> <p>References: Musical Notes free icon. Retrieved July 7, 2022 from https://www.flaticon.com/free-icon/musical-notes_2907253?term=music&page=1&position=11&page=1&position=11&related_id=2907253&origin=search</p>	15 min
Slides 3- 6	<p>Slide 5- Instructors should give participants time to discuss the research question and see how their answers have changed since session 1.</p> <p>References: slide 5 Discussion free icon. Retrieved June 20, 2022 from https://www.flaticon.com/free-icon/discussion_5956408</p>	4 min

<p>Slides 7- 8</p>	<p>Instructors should give participants about 8 min to read the article “How the pandemic has changed teachers’ commitment to remaining in the classroom”</p> <p>Slide 8- Instructors should encourage participants to discuss the questions in their groups and then have groups share their thoughts. Also have groups discuss the figures in this article.</p> <p>References: Zamarro, G., Camp, A., Fuchsman D., and McGee J. (2021, September 8). <i>How the pandemic has changed teachers’ commitment to remaining in the classroom</i>. Wired. Retrieved June 27, 2022, from https://www.brookings.edu/blog/brown-center-chalkboard/2021/09/08/how-the-pandemic-has-changed-teachers-commitment-to-remaining-in-the-classroom/</p>	<p>28 min</p>
<p>Slides 9-10</p>	<p>Instructors will read the directions out loud and then give groups time to brainstorm ideas about what to include in a Welcome Kit (about 5 min). Groups will then share their ideas and the instructors will write the ideas down on a whiteboard or poster board.</p> <p>Individuals will then work independently on the Welcome Kit for about 20 min. Participants are encouraged to make google classrooms and other cities that they will use in the upcoming school year and add these codes to the folder.</p> <p>Instructors should provide some folders for participants who wish to make a physical Welcome Kit or folder.</p> <p>The groups will remeet with their partners and discuss what project they would like for new students to complete. Groups should brainstorm for about 5 minutes. Groups will then share their ideas and the instructors will write the ideas down on a whiteboard or poster board.</p> <p>Participants can then work independently or with their group members to create the project (they should include a rubric too). They should have about 20 min to work on this project.</p> <p>Towards the end, all members should rejoin and share what they created.</p> <p>References: slide 10 Welcome Back free icon. Retrieved July 7, 2022 from</p>	<p>51 min</p>

	https://www.flaticon.com/premium-icon/welcome-back_5486092?term=welcome&page=1&position=15&page=1&position=15&related_id=5486092&origin=search	
Slides 11-13	<p>Slide 12- Instructors should lead the group in Progressive Muscle Relaxation. Give participants about 2 minutes to practice.</p> <p>Slide 13- Instructors should read through the focus questions and then allow participants 5-6 minutes to respond and write down their answers.</p> <p>References: slide 12 [Untitled gif of person's legs]. Retrieved July 7, 2022 from https://miro.medium.com/max/1400/1*IS_Of6VMEBPXCcP41ncdOA.gif</p>	7 min

Session 5: Communication and Next Steps

120 minutes

[Day 5 Slides](#)

[Day 5 Materials](#)

<i>Slides</i>	<i>Content</i>	<i>Approx. time</i>
Slide 1	<p>Instructors should allow participants the first 15 minutes of the session to continue listening to the podcast from session 1. If participants complete an episode, they should begin a new one.</p> <p>This allows everyone time to arrive at session 5 and not have participants waiting for their peers. It also shows a way to communicate in the teaching community via podcasts and social media.</p> <p>References: [Untitled illustrations of a microphone]. Retrieved July 5, 2022 from https://www.flaticon.com/premium-icon/podcast_4047719?term=podcast&related_id=4047719</p>	15 min
Slide 2	<p>Instructors should print out “The 14 Clues” (enough for each group to get 1 set) which are located in Day 5 Materials (day 5 folder> missing computer chip> crime. Teacher directions> page 2). These clues should be cut out and put in envelopes for each team.</p> <p>Instructors should also print “crime.story” and “crime map” located in the same folder for each group.</p> <p>Instructors should read the introduction out loud- located on “crime.story.”</p> <p>Teams (3-4 people) should study the “crime map” and then draw 5 clues at random from the envelope. Using the information they have, groups should try to solve the crime. Give teams about 4-5 min. They should write down their thoughts on the paper.</p> <p>Teams will then draw 3 more clues from the envelope and try to solve the crime with the current information. Teams should have about 4-5 min. They should write down their thoughts on the paper.</p> <p>Teams will then discuss with another team and compare their</p>	25 min

	<p>clues and ideas. Give teams about 4-6 min to discuss.</p> <p>Finally teams will draw the last 3 clues and make a final solution to how the crime was committed (about 3 min). Teams will then share with the whole workshop what their final thoughts are.</p> <p>References: McNabb, M., Watts, T., and Willey, R. (1999). <i>Crime Scene: The Case of the Missing Computer Chip</i>. Evolution & the Nature of Science Institutes (ENSI). https://www.howtosmile.org/resource/smile-000-000-003-135 Investigation free icon. Retrieved July 7, 2022 from https://www.flaticon.com/free-icon/investigation_2322972?term=investigator&page=1&position=4&page=1&position=4&related_id=2322972&origin=search</p>	
Slides 3-6	<p>Slide 5- Instructors should give participants time to discuss the research question and see how their answers have changed since session 1.</p> <p>References: slide 5 Discussion free icon. Retrieved June 20, 2022 from https://www.flaticon.com/free-icon/discussion_5956408</p>	3 min
Slides 7-13	<p>Slide 9- Instructors should emphasize that podcasts are a great form of communication. Especially for online methods of instruction. Podcasts like they have been listening to at the start of each session.</p> <p>Slide 10 and 13- Instructors should give teams time (about 4 min) to discuss the questions in their small groups and then share with the main workshop.</p> <p>Slide 11- Instructors should emphasize that team building exercises (like the last 5 sessions) are a great way to help build a safe and collaborative environment with low stakes.</p> <p>References: slide 8-9, 11-12 Two Way Communication free icon. Retrieved July 7, 2022 from https://www.flaticon.com/free-icon/two-way-communication_2332750 References: slide 10 and 13 Discussion free icon. Retrieved June 20, 2022 from https://www.flaticon.com/free-icon/discussion_5956408</p>	18 min
Slides 14-	<p>Instructors should give participants about 8 min to read the</p>	14 min

<p>15</p>	<p>articles “The Importance of Teamwork Skills in Work and School” and “For Effective Schools, Teamwork Is Not Optional”</p> <p>Slide 15- Instructors should encourage participants to discuss the questions in their groups and then have groups share their thoughts.</p> <p>References: Flavin, Brianna. (2018, March 7). <i>The Importance of Teamwork Skills in Work and School</i>. Rasmussen University. Retrieved June 28, 2022, from https://www.rasmussen.edu/student-experience/college-life/importance-of-teamwork-skills-in-work-and-school/ Glaze, Sean. (2014, May 16). <i>For Effective Schools, Teamwork Is Not Optional</i>. Edutopia and George Lucas Educational Foundation. Retrieved June 28, 2022 from https://www.edutopia.org/blog/effective-schools-teamwork-not-optional-sean-glaze</p>	
<p>Slides 16-17</p>	<p>Instructors should create groups of 3-4 people based on the age of the students they work with. If there are enough people, groups can be designed by subject matter too.</p> <p>Instructors should read directions out loud and remind participants of the 5 team building activities they have completed this week.</p> <p>Teams then have 25 minutes to create a team building activity to complete in their classroom.</p> <p>Afterwards each team will lead the workshop through their team building activity and explain the directions and how this would help with communication and building a safe and collaborative environment.</p> <p>The workshop will then vote on their favorite one and complete the team building activity.</p> <p>References: Archaeologist free icon. Retrieved June 20, 2022 from https://www.flaticon.com/free-icon/archeologist_1995543 [Untitled illustrations of kiwi bird]. Retrieved July 5, 2022 from https://www.flaticon.com/free-icon/kiwi_427443?term=kiwi%20bird&related_id=427443 Halloween, zombie Icon. Retrieved June 24, 2022 from https://icon-icons.com/icon/Halloween-zombie/109167</p>	<p>38 min</p>

	<p>Musical Notes free icon. Retrieved July 7, 2022 from https://www.flaticon.com/free-icon/musical-notes_2907253?term=music&page=1&position=11&page=1&position=11&related_id=2907253&origin=search</p> <p>Investigation free icon. Retrieved July 7, 2022 from https://www.flaticon.com/free-icon/investigation_2322972?term=investigator&page=1&position=4&page=1&position=4&related_id=2322972&origin=search</p>	
<p>Slides 18-20</p>	<p>Slide 19- Instructors should lead the group in Modified Lion’s Breath. Give participants about 2 minutes to practice.</p> <p>Slide 20- Instructors should read through the focus questions and then allow participants 5-6 minutes to respond and write down their answers.</p> <p>References: slide 19 Lion free icon. Retrieved July 7, 2022 from https://www.flaticon.com/premium-icon/lion_2559435?term=lion&page=1&position=18&page=1&position=18&related_id=2559435&origin=search</p>	<p>7 min</p>

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