**Assignment Makeovers from the Webinar**

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| **Before** | **To incorporate an emphasis on knowledge application. . .** |
| Using the list of top-rated books for children provided, choose a book about diverse families that would be suitable for preschool children. Once you have read the book, evaluate the content of the children’s book based on the following criteria:   * Does it provide information that would help a child understand a challenging issue? * Would you feel comfortable using the book with children?   Prepare a review of the book to share in class including a description of the issues addressed and your evaluation of the book. | Start with the assignment to the left and add the following:   * Using the book you selected, design a shared book reading activity for a diverse group of preschool children. Using what you have learned about both child development and literacy, describe * The duration of the activity * The sequence of the activity (what would you do first, second, third?) * Physical resources you would use (e.g., props, puppets) * Strategies you would use for engaging each of the children * Strategies for how to individualize for children who are dual language learners or children with brief attention spans * Have students deliver the activity they planned then reflect on what worked well and what they might do differently in the future * Have students videotape themselves using their book reading activity. Ask that they both share their activity and video with classmates and reflect (as above). * Additional participant suggestion: Ask students to search the book for stereotypical messages about race, gender or families. Ask them to then justify why they would, or would not, use the book. |
| **Before** | **To incorporate an emphasis on specific child characteristics . . .** |
| Using an activity matrix, describe how you could incorporate an emphasis on social-emotional development and literacy throughout the day | * Use a persona to require attention to the needs of specific children (example below).   One of the children in your first-grade classroom is Rose, a child with Williams Syndrome. Using an activity matrix, describe how you could incorporate an emphasis on social-emotional development and literacy throughout the day. Give examples of how your approaches would work both for Rose **and** for the other children.   * Additional participant suggestion: Ask students to explain why they chose that activity for the child to draw the connection between the activity and the child's needs. |

**Great suggestions from webinar participants**

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| **Topic** | **Suggestions** |
| What are examples of how you incorporate one or more areas of specific emphasis in your teaching or professional development? | * Use the product called “My Virtual Child” to allow learners to raise a ‘virtual baby’ from birth to age 18. I can see applications beyond the development courses we typically use this in. * In my Growth & Dev course, students are to create a "case study" family. It starts at the beginning of the course but it is before the child is born - they are anticipating the birth. As the child and family "age" through the semester, I provide different challenges throughout. For example, one student may find that her infant has Down syndrome. Another might find that his/her spouse had been deployed. I use many scenarios that I have experienced with families over the years. This semester long activity is always a favorite of students - always get comments on course evaluations. * We have some small group work that the students do to find resources for a particular family introduced to them in a CONNECT module and another class uses a family from a movie (Good Deeds, The Pursuit of Happyness, etc.). They then work together to create an online presentation about the best resource they have found. |
| What is the most effective tool or technique you use as part of online instruction to promote a sense of community among participants? | * In week 1 I have them upload a photo from their phone as an introduction...they love this! * Breaking the students into smaller groups to discuss a topic * Each class has a forum/message board, students are asked to respond to a specific question and we try to encourage them to respond to other's posts * I use Flipgrid in the discussion board area so they do videos instead of typing their answer. (several mentioned this) * Weekly PLC using Zoom Introduction video for each student * Have a Student Lounge discussion forum where students can connect on non-class issues * I often create small group discussion forums so that they aren’t overwhelmed by other students * I include several videos of myself, I ask students to upload videos or voice messages to introduce themselves or about their experiences related to a topic. * I ask online students to create a 2-minute selfeo video to upload into a Welcome discussion forum. * I really like to use the webinar piece in Blackboard called Collaborate. It can be a synchronous way to meet online in addition to the learning plans (several mentioned this) * CORP assignments in Coaching Companion for practicum students * Divide into groups, allow students to choose a group that they are inspired to explore * Padlet so people can see each other * Small online groups report out to the rest of the course, just like in a face-to-face * We give some synchronous online opportunities (i.e. online meetings) in Blackboard Collaborate or Ultra * Zoom! |