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GRAD ONLINE: OH Relicensure Package (6 Credits)

All RenewATeachingLicense.com online courses are considered "appropriate topics for renewal credit" and have been used by teachers to meet state requirements for license renewal in Ohio.

The OH Relicensure Package includes 6 self-paced courses for a total of 6 semester graduate credits.

- 100% Online Courses
- TOTAL of 6 Semester Graduate Credits
- Ashland University is a regionally accredited university

Cognitive Skills

Increasing Achievement

Pedagogy Essentials

Reading in Every Subject

Students with Disabilities

Teaching Online for the Classroom Teacher

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GRAD ONLINE: Cognitive Skills

"These classes are very well done. I gained a better understanding of what teachers try and accomplish."
- Chary P.

We all know brain plays a major role in learning, but few are aware of how. In a class where each child differs in his ability to learn, it is essential that educators know how the brain is related to the process of learning, in order to help facilitate student performance. Such knowledge will also give the educator an advantage when faced with the challenge of teaching a child with special needs. Cognitive Skills is a two part integrated course that will equip educators with extensive knowledge about the process of learning.

**Cognitive Skills
Ashland University**

The first section, Cognitive Skills: Understanding Learning Challenges will focus on the skills involved in learning and introduce you to various techniques and strategies on identifying a child with learning difficulties and to overcome their challenges. It also provides tips on how to make learning fun, challenging and different.

The second section, Accommodating All Learners, will help you understand more about various learning styles, and how these impact the way a student learns. You will gain knowledge about specific teaching approaches that can be used to reach and teach each learning style.

Standards:

This course aligns to all of the INTASC Standards including Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction and Instructional Strategies.

It also aligns to all of the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners, Teachers Know Content, Teachers Facilitate Learning and Teachers Analyze and Reflect.

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Course Outline

SECTION A: *Cognitive Skills*

LESSON 1: Introduction

- Definition of cognitive skills and the barriers to successful learning
- Statistics on America's students
- Five typical approaches prescribed for learning difficulties

LESSON 2: The Brain and Learning

- The brain structure and the latest techniques and technology in brain research
- Learning about what impacts brain development in a young child

LESSON 3: Testing

- Learning about IQ tests and Achievement tests
- The importance of the right test to diagnose learning difficulties
- Understanding the connection between cognitive skills and learning
- Learning about several types of testing and how they can be used effectively

LESSON 4: Cognitive skills

- The 2 parts of learning.
- Explanation on why cognitive skills are foundational tools
- The various theories of learning
- Learn in detail about attention and memory and how these skills can be developed in students

LESSON 5: Learning Styles

- Types of learning styles including visual, auditory, kinaesthetic
- Learning styles inventory and its applications
- Understanding ways in which knowledge of learning styles can impact teaching strategies and curriculum planning

LESSON 6: General Training Strategies

- The definition and symptoms of autism
- The autism spectrum and primary conditions within this spectrum
- Other similar conditions, including Rett's syndrome and Fragile X syndrome
- Primary management for autism
- Functioning of the brain in autism and the cause for deficits

LESSON 7: Reading Strategies

- Learning about basic and critical reading skills
- Strategies to improve basic and critical skills
- Comprehension strategies
- Learning about the steps in reading. Understanding the various reading approaches

LESSON 8: Special Conditions

- Understanding specific cognitive issues in conditions such as ADHD, Dyslexia, PDD, Autism, Asperger's and ODD
- Learning strategies which teachers may use while working with children with these conditions

Course Outline

SECTION B*: Accommodating all Learners*

LESSON 1: Every Learner Learning

- Teaching and Learning
- What we Know, Paradigm Shift
- Accommodating all Learners, Change
- About the Brain, The Brain and Learning
- Introduction to Learning Styles
- Teacher as Learner
- The Paragon Learning Style Inventory (PLSI) and how it can be used to enhance learning
- Administering the PLSI
- Contexts in which the PLSI can be used in the classroom

LESSON 2: Who Are Our Students? Teaching Across Types

- Characteristics of today's youth
- Aspects of physical and cognitive access to the general curriculum
- Academic learning styles and students' skill development as it aligns with age
- Observing interactions to identify earning styles and preferences
- The concept of perception and differences in perception
- The importance of finding solutions that are win-win for both teacher and student
- How to build a win-win pedagogy based on the 5 principles
- Strategies to employ when the teacher's learning style conflicts with students' styles
- Learning about thinking styles

LESSON 3: Technology

- Media as a flexible tool to reach all learners
- Recent research on technology and traditional models of delivery
- Traditional media versus digital media
- Digital media and how it can be used to customize materials and methods
- Technology Timeline

LESSON 4: Theories and Strategies

- Components of multiple intelligences
- Activities to develop each type of intelligence
- Bloom's taxonomy, differentiated instruction, and informal learning
- Hemisphericity and activities that can stimulate both left and right sides of the brain
- The 4-quadrant model

GRAD ONLINE: Increasing Achievement

"This course has given me a greater understanding of IBL and how it works. The tips and web tools included in the lessons, make the concept seems more attainable."

- Heather H.

Teachers learn to identify students who are struggling academically and address academic interventions for support. This course helps teachers gain skills in improving curriculum and implementing inquiry-based learning to increase academic achievement. Teachers learn to adjust existing evaluation practices to create effective and dynamic evaluation methods that assess student work, while ensuring that the educational focus is on teacher and student development.

Increasing Achievement
Ashland University

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Course Outline

SECTION A: *Raising Academic Achievement through Standards*

LESSON 1: Standards and Academic Interventions

- Understanding standards in education
- Understanding and differentiating between core instruction, accommodations, modifications, and interventions
- Academic interventions, classroom intervention plans, and understanding warning signals of students at risk

LESSON 2: Response to Intervention

- Understanding Response to Intervention (RTI)
- Connecting RTI and the standards
- Essential components of RTI
- Tiered interventions
- Challenges when implementing RTI

LESSON 3: Literacy interventions

- Importance of literacy skills
- Problems students face in literacy
- Standards in English Language Arts/Literacy
- Academic interventions for struggling readers
- Academic interventions for students struggling with writing skills

LESSON 4: Math intervention

- Importance of math
- Problems students face
- Standards in Math
- RTI and Math
- Specific interventions for improving math skills

Course Outline

SECTION B: *Examining and Evaluating Student Work*

LESSON 1: Evaluating Student Work

- Meaning of assessment and why it is needed for growth
- Considering criticism of assessment methods
- What constitutes a well-designed assessment?
- Tools of holistic assessment

LESSON 2: Effective Grading Process

- The key to consistent assessment
- Learning to grade group work
- Practical tips for handling complaints
- Creating rubrics to assist the grading process

LESSON 3: Examining Student Work

- Introduction to examining student work and research that supports it
- Drawing teachers into an inquiry-based learning experience
- Examining student work to change practice
- Turning apprehensions into learning opportunities

LESSON 4: Planning, Process and Takeaways

- Planning and carrying out ESW meetings
- Choosing appropriate student work samples
- Facilitating collaborative work
- Using protocols for smooth functioning

GRAD ONLINE: Increasing Achievement

Course Outline

SECTION C*: Inquiry-based Learning*

LESSON 1: Introduction to IBL

- The need of an Inquiry Based Learning (IBL) approach and knowing the constituents involved
- Academic research that supports IBL
- Differences between IBL and traditional education
- Define roles of teachers and students

LESSON 2: Inquiry-based Learning Model

- The need for a model to apply the IBL approach
- Various models developed by academicians
- Practical applications of the inquiry model for teaching lessons
- The emotional trajectory of an inquiry process

LESSON 3: Designing IBL

- The foundations for IBL through effective lesson plans and activities
- Ways to classify students based on their understanding and experience with IBL
- Manage the dynamic classroom environment
- Principles and methods of assessing students

LESSON 4: Enhancing the IBL Classroom

- Creation of a support system for effective inquiry-based learning
- Use of technology to enhance the IBL experience
- Technology as a tool for professional development
- Web tools that can help at different stages of inquiry

GRAD ONLINE: Pedagogy Essentials

"I enjoyed the information and many awesome tips available in this course. I was impressed by all of the templates and classroom supplements provided."

'Pedagogy' is both the science and art of education. In teaching practice, there is often a disconnect, between the theory we read about, and the realities in the classroom. This course is designed to target and bridge that gap while helping teachers to pinpoint practical ways of harnessing research and pedagogical guidelines that directly benefit teaching.

Examine how teachers use research findings to choose the most efficient instructional methods that encourage and build students' desires to explore and learn with information on research based instructional strategies that can be adapted to address different areas of learning while improving student achievement. The second section considers how teachers can develop an effective curriculum. The ultimate goal here is to equip teachers to create powerful, yet practical units and lesson plans that enable students to learn more effectively and efficiently.

**Pedagogy Essentials
Ashland University**

In the final section, explore the largely practical realm of teacher organization. You will be provided with organizational strategies and resources that assist you in providing the best instruction and assessment for students with the least amount of time and effort. Making this content relevant to the 21st century teacher, examine how to use technology and organize the various components of not just the classroom, but also all of your other responsibilities. Start organizing your classroom today.

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GRAD ONLINE: Pedagogy Essentials

Course Outline

SECTION A: *Research-based Instructional Strategies*

LESSON 1: Introduction

- The importance of education and a review of statistics of educational achievement in America
- The benefits of incorporating research proven instructional strategies in the classroom
- Myths related to learning and teaching and the truth revealed through research

LESSON 2: Teacher-focused Approaches and Strategies

- Developing Reflective Practice
- Understanding the learning process
- A look at research-based strategies focused on what the teacher can do in the classroom to improve student learning and achievement.
- Classroom application of strategies and approaches such as Daily review, Teaching in small steps, The use of cues, questions and advanced organizers, etc

LESSON 3: Active Learning

- The importance of active student participation and engagement
- Understanding student engagement and active learning
- A look at research-based strategies focused on how the teacher can encourage students to be actively involved in the classroom with the aim of improving student engagement, learning and achievement
- Activities and projects that a teacher can involve the students in, based on the strategies such as cooperative learning strategies, building thinking skills, effective note taking, etc

LESSON 4: Research-Based Strategies for Literacy and Math

- Understanding the importance of literacy
- The elements required to develop good reading skills
- Research-based strategies on improving students' reading skills and classroom applications of the same
- The importance of developing one's writing skills
- Research-based strategies on improving students' writing skills and classroom applications of the same
- The importance of math in real life situations and the need for developing one's math skills

GRAD ONLINE: Pedagogy Essentials

Course Outline

SECTION B*: Curriculum Development*

LESSON 1: Introduction

- Curriculum Development
- Curriculum vs. Syllabus
- Effective Curriculum
- Curriculum Development
- The Curriculum Development Process
- Curriculum Planning

LESSON 2: Developing a Standard-based Curriculum

- Standard-Based Curriculum
- Yearlong Curriculum
- Elements of a Long-term scope and sequence of curriculum
- Types of Curriculum Maps
- Backwards Planning
- Creating a Unit Plan
- Components of the Unit Plan
- Effective Lesson Planning
- Preparing a Lesson Plan

LESSON 3: Curriculum Integration

- Curriculum and levels of Integration
- Approaches of Integration
- Interdisciplinary Curriculum
- Benchmark descriptors of interdisciplinary curriculum
- Models of Curriculum Integration
- Implications of Implementing an integrated curriculum

LESSON 4: Curriculum Evaluation

- What is Curriculum Evaluation?
- Need for Evaluation
- Types of Curriculum Evaluation
- Models of Curriculum Evaluation
- Criteria for Evaluation
- Phases of Curriculum Evaluation
- Tools for Evaluation

GRAD ONLINE: Pedagogy Essentials

Course Outline

**SECTION C*: Classroom Organization for the 21st Century*

LESSON 1: Being an Organized Teacher

- Understanding the purpose and benefits of being organized for the teacher and for students
- Examining the reality of stress and burnout among teachers
- The traits an organized teacher possesses
- Specific actions that make a teacher organized, and classroom examples for each

LESSON 2: Organizing Your Classroom

- The overarching goals of organizing the classroom space and activities
- Effective design of classroom space, choosing the best layout and organizing the physical environment as well
- Managing Classroom material like submissions and resources efficiently
- Organizing Classroom activities including independent, group and whole class work
- Strategies to manage and track student behavior positively, during lessons and through transitions

LESSON 3: Ten Tech Tools for Organized Teaching

- Essential considerations behind using technology to organize your classroom and teaching
- Ten useful tools/apps to organize teaching responsibilities, and the classroom applications of each

LESSON 4: Classroom Applications

- Planning for Continuous Assessments in the Classroom and methods to carry them out effectively
- Working within a teaching team, partnering and preparing to be a substitute
- Organizing parent partnerships at both one-way and two-way levels
- Getting Classroom projects and events efficiently planned and carried out
- Ensuring windup is productive, for teachers and students, at a daily and annual level

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GRAD ONLINE: Reading in Every Subject

"Course was great. It delivered a lot of new information and gave great strategies that can be implemented in the classroom."

- Heather F.

Reading should be a meaningful activity that is focused on comprehension and that results in understanding. The strategies in this course are imperative for all educators to help their students become proficient readers.

Reading Across the Curriculum helps teachers understand how to assess reading skills in the classroom and plan instruction accordingly. When every day teaching is carefully designed around this type of data it means that all students can learn and grow.

Tackling Tough Text equips educators to empower their students with confidence when handling tough text. Strategies to break down, engage and interact with the text are all explained in detail. Reading is a complex cognitive process that develops cognitive skills.

Reading in Every Subject
Ashland University

In Guided Reading, the **teacher acts as a facilitator** for small groups. In these groups, students are encouraged to **critically analyze what they read**, while using proven reading strategies such as summarizing, predicting, clarifying, revisiting, rereading, connecting, and so much more. Guided Reading also encourages students to **make real-world connections** between the reading material and their lives. Guided Reading is the bridge between shared reading and independent reading. Through the use of the Guided Reading strategy, a teacher helps the student grow out of teacher modeled reading to independent self-reading and self-correcting. Teachers scaffold the literacy learning of the Guided Reading group to help them transition from the previously taught shared reading, to independent reading via guided reading.

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Course Outline

SECTION A: *Reading Across the Curriculum*

LESSON 1: The basics of developing reading skills

- The importance and nature of the 'reading' skill
- Language development in the early years
- Implications of different levels of daily language exposure
- Understanding how the brain processes what we already know and have experienced, to develop reading skills

LESSON 2: Reading assessments and varying student levels

- The true diversity in the range of students' reading abilities
- The purpose of reading assessments and components included to assess students' phonemic awareness, phonics, fluency, vocabulary and comprehension
- Categories of reading assessments and their suitability for varying students
- Common reading assessments and their usage

LESSON 3: Making reading 'meaningful'

- Deconstructing the nature and essential elements of meaningful reading in your classroom
- The benefits of and the need for new lesson formats to replace traditional ones, including pre-reading elements to strengthen students' understanding of the text
- Making the actual reading process interactive and thorough by using reading guides, visual imagery, inquiry charts, questions and promoting word comprehension
- Effective ways to extend the life of the text beyond the lesson through post reading, vocabulary and fluency strategies

LESSON 4: Strategies for effective lesson planning

- Scaffolding a common textbook to support varying reading levels using four steps
- Using different books, on a common topic or learning objective to meet differing needs
- Question-Answer Relationships (QARS) as a way to teach students about various questions that arise while reading a text, and ways to answer them
- Effectively approaching different structures of texts

Course Outline

SECTION B*: Tackling Tough Text*

LESSON 1: Comprehension

- Understanding the importance of building students' self-efficacy to ensure learning
- Exploring the need for appropriate background knowledge and reading strategies for successful student comprehension
- Examining strategies for teaching reading comprehension
- The need to go beyond traditional teaching models toward participatory literary practices
- The Reading Comprehension Checklist – the research behind it and the practical highlights of the checklist

LESSON 2: The Checklist

- Exploring the roadmap to activate students' background knowledge
- Understanding essential steps while working with the checklist, to ensure an internalization of the reading comprehension process
- Examining the value of pre-reading in making stronger readers, and the four steps involved

LESSON 3: Working with Questions

- Understanding how to *label* and *analyze* questions that accompany the text

LESSON 4a: Time to Read

- Beginning the final part of the checklist; the actual *reading* of the text
- The process of identifying and underlining five *key words* in the text
- Exploring the recommended *sequence* of answering questions
- The importance of emphasizing students' *self-confidence*

LESSON 4b: Evaluating the Checklist

- Exploring the practical aspects and *benefits* of using the checklist in the classroom
- Using the evaluation in the checklist to *identify* areas where students need more help
- Understanding the need for *tough text* levels and the significance of the checklist

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GRAD ONLINE: Reading in Every Subject

Course Outline

SECTION C: *Guided Reading*

LESSON 1: An Overview

- Integrating Guided Reading into classroom curriculum, following step by step proposed plan to adapt it
- Examining the pros and cons of traditional vs Guided Reading groups, and its various components
- A look at the foundational principles of Guided Reading, and how these make teaching more effective and relevant
- Impact of Guided Reading, and its implementation across grades

LESSON 2: Procedure

- Exploring the different ways teachers can implement a Guided Reading instruction program to match individual student needs
- Examining Manzo's 9 steps to improve reading comprehension among students through guided learning methods
- A look at strategies to provide differentiated instruction, to reach every child
- Stages of reading and assessing student levels by specific characteristics

LESSON 3: Strategies

- Implementing Guided Reading by integrating strategies so that students can learn to comprehend, predict, question, make mental images and summarize as they read
- Tips for implementing age-appropriate strategies to match student age and intellect
- Examining the scope, implementation of Guided Reading for ELLs (English Language Learners), CCNs (Complex Communication Needs) and students with special needs
- Understanding the application of Guided Reading across curriculum to help students learn to think critically, make deductions, improve their memory, pay attention to detail, remember facts and figures accurately and recall events with a photographic memory
- Examining the challenges faced during Guided Reading

LESSON 4: Resources and Organization

- Practical tips for effective implementation of the Guided Reading Program, and using resources creatively
- Tips to manage student behavior, striking the perfect balance
- Learning the key to staying organized
- Assessing the reading level of students, and exploring its various components
- Using technology effectively for Guided Reading groups

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GRAD ONLINE: Students with Disabilities

While it is certainly challenging to teach all students effectively, this is very much a real possibility. Sharing a research-based framework that accommodates every learner and provides practical strategies to add elements of flexibility in teaching presentation, student expression and meaningful engagement, this course helps teachers understand and strive to meet every student's potential for academic excellence. Teachers will better understand the IEP process through examples for designing, planning and implementing an IEP and consider assistive communication techniques that can improve classroom communication for students with disabilities. This course provides teachers with tools, strategies and technologies to create an inclusive classroom.

Standards:

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Students with Disabilities
Ashland University

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Course Outline

SECTION A: *Accommodations through UDL*

LESSON 1: Basics of Universal Design of Learning

- Understanding the meaning and need for a universal design of learning (UDL) to meet both teacher and student needs
- Designing comprehensive curriculum and effective assessments according to the UDL framework
- Exploring the basic principles of UDL and their implementation in the planning process and in the classroom
- Using UDL to meet the varied needs of students by differentiated instruction

LESSON 2: Flexible Methods of Presentation

- Understanding possible barriers to optimal student learning and strategies to overcome them
- Audio-visual and textual strategies of providing multiple options for perception
- Using variety in language, mathematical expressions and symbols in the effective representation of information
- Essential strategies in ensuring successful comprehension, maximum transfer and generalization of learning

LESSON 3: Flexible Methods of Expression

- Exploring effective strategies to successfully engage and challenge students with varying levels of skill and areas of interest
- Ensuring that the expected physical engagement with the learning environment does not pose barriers for differently-abled students
- Offering alternatives for students to express themselves, and integrating multiple modes of expression into each lesson
- Using the UDL framework to scaffold the skills needed to demonstrate students' executive functioning

LESSON 4: Flexible Options for Engagement

- Examining the third principle of the UDL - providing multiple opportunities so all students are engaged in the classroom
- Strategies to create a positive classroom environment, captivate students' interest while giving them choice and autonomy
- Ensuring that the primary goal is enhanced student learning, but eliminating distractions and irrelevant activities
- Promoting students' self-regulation by teaching them personal coping skills, self-assessment and reflection techniques

Course Outline

SECTION B: *IEPs: Documentation and Implementation for Teachers*

LESSON 1: Introduction

- Research
- Common Special Education Terms
- Understanding IDEA
- Understanding IEP
- Understanding Section 504
- The Special Education Process

LESSON 2: The IEP Team

- Setting up the IEP team
- Roles and responsibilities of IEP team members
- IEP Team Process
- Typical IEP Meeting
- Preparing for an IEP Meeting

LESSON 3: Developing a Standards-based IEP

- Components of a Standards-based IEP
- Standards-based annual goals
- Post-secondary Goals
- Student Assessment
- Student Progress
- Identifying Special Education Services
- Year- End Evaluations

LESSON 4: Translating IEP goals

- Models of School-based Interventions
- Classroom Accommodations and Modifications
- Barriers to Effective use of Accommodations
- General Types of Accommodations
- Effective Teaching Strategies/Instructional Accommodations
- Testing and Timing Accommodations
- Grading with Accommodations

GRAD ONLINE: Students with Disabilities

Course Outline

SECTION C: *Assistive Communication for Every Classroom*

LESSON 1: Introduction to Assistive Communication

- Defining Assistive Communication, exploring its benefits and process of functioning
- Identifying the laws advocating for and supporting use of Assistive Technology in the classroom
- Understanding Assistive Communication, its purpose and the three types of Assistive Communication devices used in the classroom
- Identifying the four categories of Assistive Communication Technologies used in the classroom

LESSON 2: Low-Tech Strategies for Communication

- Exploring the six phases of the Picture Exchange Communication System method and its application
- Understanding American Sign Language and its use in the classroom
- Practical application of the Picture Exchange Communication board and Topic rings/wallets in the classroom
- Identifying the four main types of Communication cards effective in the classroom

LESSON 3: High-Tech Strategies for Communication

- Exploring the different high-tech strategies and their uses for improving communication and learning in the classroom
- Computer modifications and adaptations enabling students with disabilities to achieve academic excellence
- Practical application of the devices with regard to Physical, Visual, Communication and Learning disabilities
- Identifying the smart phone applications that can enable communication

LESSON 4: Implementing Assistive and Alternative Communication in Classrooms

- Understanding the role of the teacher and the Assistive Communication team with regard to Assistive and Alternative communication
- Exploring the process of implementation and classroom observations of Assistive and Alternative Communication in the classrooms
- Defining the Multi-modal approach to communication and the three Levels of communication
- Exploring the strategies aiding and facilitating communication, group work, assessment and homework

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GRAD ONLINE: Teaching Online for the Classroom Teacher

As we all face unanticipated situations and challenges, we are confident in the opportunities for our educational community to address the new demands in reaching and teaching our students online. In this course on *"How to Teach Online for the Classroom Teacher,"* teachers go through the process of preparing to teach online while also being introduced to tools and resources that can be useful when teaching online. **Classroom teachers can quickly transition to becoming effective online teachers.**

In the section "Reading through Technology," teachers are introduced to strategies for addressing text and reading in a virtual environment. Learn about tech tools along with creative ideas on how they can put to use in transforming teaching practice. The section on *"Virtual Field Trips"* presents teachers with highly effective alternatives for enhancing curriculum including what such trips entail, how to plan them, how to prepare yourself for these, and how to use virtual field trips and evaluate the impact.

Teaching Online for the Classroom Teacher Ashland University

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GRAD ONLINE: Teaching Online for the Classroom Teacher

Course Outline

SECTION A: *How to Teach Online for the Classroom Teacher*

LESSON 1: Introduction

- Online Learning Myths
- Research
- Online Teaching Myths
- Asynchronous and Synchronous Learning
- Blended Learning
- LMS

LESSON 2: Delivering Content Online

- Google Classroom
- Email
- Blogs
- Social Media Platforms
- Webinars
- Collaborative Whiteboard
- Videos

LESSON 3: Assessment through Collaboration and Engagement

- Engaging Assessments and tools
- Collaborative Assessments and tools

LESSON 4: Planning and Safety Considerations

- Tools for Planning
- Planning Template
- Safety Considerations
- Grooming and Predators
- Cyberbullying
- Boundaries
- Communicating with Parents
- Agreements and Contracts

Course Outline

SECTION B: *Reading through Technology in the Classroom*

LESSON 1: Introduction

- Introducing technology in the Classroom
- Technology Tools
- Interactive Whiteboards and Clickers
- Mobile devices
- Computers
- Bring your own device (BYOD)
- Important Terms: Backups and Ergonomics

LESSON 2: Digital Reading Technologies

- Reading on an ebook
- Ebook reader explained
- Ebook reader technologies
- Tablet based ebook readers
- App based ebook readers
- Finding ebooks
- Reading on the Internet
- Using Digital libraries
- Virtual Book Clubs

LESSON 3: Technology Supported Reading

- Pre-reading strategies
- During Reading strategies
- After Reading strategies

LESSON 4: Collaborative Reading through Technology

- Collaborative Reading using Technology
- Tools for collaborative Reading
- Collaborative Reading Strategies
- Collaborative Activities

Course Outline

SECTION C: *Virtual Field Trips*

LESSON 1: Introduction to Virtual Field Trips

- Meaning and relevance of virtual field trips
- Advantages of using virtual field trips for student learning
- Addressing concerns regarding use of virtual field trips
- Applicability of virtual trips across grades and subjects

LESSON 2: Planning a Virtual Field Trip

- Vital points to consider before planning a virtual trip
- Technical competence
- Types of virtual field trips
- Steps involved in planning

LESSON 3: Virtual Field Trip Resources

- Pre-designed virtual field trips
- Gathering content and images for custom-made virtual field trips
- Using sound, video and maps
- Maximizing learning opportunities

LESSON 4: Conducting a Virtual Field Trip

- Setting the stage for a virtual field trip
- Understanding teacher's role
- Tips for ensuring student participation
- Follow up for a field trip and assessing impact