



Online School for Girls

The Online School for Girls offers many professional development opportunities for teachers and administrators. Each of our four-week online courses allow participants to **learn** about new theories and tools, **apply** concepts to their classrooms and administrative jobs, and **connect** with other educators from around the world. Courses last four weeks, and participants can expect to spend an average of four hours a week engaged in the coursework.

We are pleased to announce courses for teachers and administrators for the spring and summer of 2011. Registration is currently available for all spring courses. Registration for courses offered in the summer will open March 1. To date, we have had more than 300 educators from 24 states, India, Canada and Australia join us for our courses on blended learning. We hope many of your teachers will join us in the coming months.

To register for courses, visit <http://www.onlineschoolforgirls.org>.

Blended Learning I: Introduction to Theory and Practice

Offered Spring 2012 – March 3-31, 2012

In June 2009, the US Department of Education released their meta-analysis of online and blended learning (combination of online and face-to-face instruction), Evaluation of Evidenced Based Practices in Online Learning. That analysis found that: “classes with online learning (whether taught completely online or blended) on average produce stronger student learning outcomes than do classes with solely face-to-face instruction.” And yet, many (if not most) teachers within independent schools still rely primarily or only on face-to-face instruction.

This course is designed for the teacher who has limited experience engaging students online but is interested in learning more about the *concept* of blended learning and the variety of online tools available. As participants engage in several online activities, they will spend time exploring current research and theories to answer the questions: What is blended learning and why is it so powerful with this generation of learners? What are the considerations for designing a blended course? What are the principles of effective blended learning? What are the tools for facilitating effective blended learning?

Participants will connect and collaborate with each other through a variety of online activities averaging 4 hours a week. By the end of this four week experience, participants will understand the implications of blended learning on their own classroom and the pedagogical considerations for applying the blended learning model to their own courses. In addition, they will have established a learning community of peers with whom they may continue their exploration of blended learning going forward.

Tuition

\$427.50

participants from member or affiliate schools

\$475

all other participants

\$125

special course co-created with NAIS

Blended Learning II: The Flipped Classroom

Offered Spring 2012: March 3 – March 30, 2011

This course is designed for teachers of grades 5-12. During the four weeks of class time, participants will review current theory related to online teaching and learning. Individual curriculum will be reviewed and participants will identify areas

for change or modification. Teachers will re-imagine or rethink his/her classroom and explore new ways to best utilize time spent F2F (face-to-face) and online. Class participants will collaborate as they develop or modify strategies or lessons that would “reverse” learning and allow for more effective F2F interactions.

At the conclusion of the class, participants will be prepared to implement the collection of lessons that they have developed. Teachers will be able to apply current theory to their teaching environments and they will be prepared to utilize a variety of online applications as a means of content delivery. Class participants will be prepared to reverse instruction and enhance learning in their own classrooms.

Brain Based Learning for Girls

Offered Winter: January 14 – February 10, 2012

Brain-based education is a method of instruction that considers how the brain learns naturally and is based on current research on the structure and function of the human brain from neuroscience, biology, and psychology. Today our understanding of the brain challenges many of the concepts about teaching and learning that have served as pillars of educational thought in the past. Recent neuroscience discoveries about the human brain offer amazing potential for changing the way we approach education.

This course will focus on educational techniques that are brain friendly. Participants will consider the roles of emotions, music, learning styles, multi-tasking, nutrition, exercise, memory, and stress on learning. Approximately two related topics will be covered per week as participants learn about brain research in each of the areas addressed and strategize to create brain-based activities for the upcoming school year. The focus for this course will be to address the specific needs of girls in these areas as we offer practical, effective, and cutting-edge teaching strategies.

Teachers with all levels of experience will benefit from this course by learning more about how girls learn and changing the paradigm about *how* teachers teach. New teachers, teachers who are new to Independent schools, teachers who are new to all-girls schools, and veteran teachers alike will enjoy the weekly collaboration of approximately 4 hours per week and the exploration and application of brain-compatible teaching and learning practices.

How to Teach an Online Course: Exploring Pedagogy, Tools and Methods

Offered Spring 2012: March 3 – 31, 2012

In our increasingly global and digital world, online education is expanding by leaps and bounds. By the year 2014 it is estimated that over 10 million K-12 students in the US will be taking at least one course online,¹ and nearly 22 million post-secondary students will be enrolled in online!² It is clear that there are varied motivations both for students taking online courses, and for educators exploring the realm of teaching online. Whether to provide flexibility of schedule, extension of curriculums or programs, or a way to continue to teach students during unusual circumstances, both schools and educators can benefit from an understanding of the theories and methods behind creating online course content.

This course is designed for the secondary teacher or administrator who has limited experience with online courses, but who is interested in learning more about pedagogy and exploring methods creating online content. Participants will connect and collaborate with each other through interactive media, averaging 3-4 hours of work per a week. By the end of this four-week experience, participants will gain an understanding of how to approach creating a meaningful and rigorous online educational experience for students, and they will have established a learning community of peers with whom they can continue to explore concepts of online education and curriculum development.

iPads in the Classroom – Innovate and Integrate

Offered Winter 2012: January 14 – February 10, 2012

Prerequisite: Course participants must have sustained access to an iPad with the ability to add applications to it throughout the course

Educators around the world are gravitating to using iPads in the classroom. More than any other computing device, iPads hold the promise of offering students and faculty powerful tools that are truly mobile and easy to use. In this course, faculty will be introduced to the ways that iPads can be used in the classroom to enhance and invigorate the classroom experience.

Week 1: Models of Mobile Learning- Making the transition to mobile learning requires a paradigm shift in pedagogy and thinking. Gone are the days when learning must take place in the classroom. The whole world now in your classroom!

Week 2: Integrating the iPad into Your Curriculum – By this point, you have, we hope, made the paradigm shift to anytime, anywhere learning, you must now select age-appropriate, pedagogically-sound Applications (Apps) for your classroom.

Week 3: Kinesthetic and Spatial Use of the iPad - One benefit of the iPad is its flexibility. Unlike a desktop or laptop, the iPad can be moved around, rearranged and sequenced during activities. These types of activities help develop students' kinesthetic and spatial skills.

Week 4: Developing an Appitivity - An Appitivity, as coined by Apple, is a model for successful instructional practices with mobile devices. Essentially, it is the overarching plan for using an app within the curriculum. For our final week, participants will develop their own Appitivity.

Online Learning: Developing a Strategic Approach for Your School

Co-Created by the National Association of Independent Schools and the Online School for Girls

Offered: Special Spring: March 19 – April 1, 2012

\$125 for NAIS members

Blended learning, fully online, asynchronous, reverse classroom, flipping... What do these terms mean? What is the best online learning approach for your school?

Are you investigating online learning at your independent school? As a busy administrator, it may be daunting to sort through mountains of information and media hype to find online learning resources that address the specific needs of your school. Join your colleagues at Online Learning: Developing a Strategic Approach for Your School. During this two-week online course, developed by NAIS and the Online School for Girls, you will gain the tools, background information, and experience you need to begin strategic conversations about online learning at your school. You will

- learn from other independent school colleagues who have successfully launched online learning initiatives;
- immerse yourself in the student online learning experience by using the tools your students use;
- participate in guided discussions about online learning and financial sustainability, decision-making and strategic planning, and pedagogy and the learning environment; and
- take away research and resources developed specifically for independent school administrators that you can put to use at your school.

Who Should Participate? This course is designed for independent school administrators who are beginning to investigate online learning. During the two-week online course, attendees can expect to commit 3- 4 hours each week. Space is limited to no more than three individuals per school. Registration is limited to NAIS member schools.

Page to Stage: Wicked

Offered Winter 2012: January 14 – February 10, 2012

WICKED: Page To Stage takes you through the process of creating theatre, using the Broadway musical Wicked and its cast and creative team to illustrate ideas and methods. Starting with a chapter from Gregory Maguire’s original book Wicked, we will explore the building blocks of good story telling on stage – writing, acting, directing and design – by creating our own scenes and, ultimately, our own lesson plans derived from that material. Each week will focus on a new discipline. Topics covered include identifying theme, creating plot, enriching character, song placement, text analysis, acting beats, intentions, design process, and social emotional learning. Throughout the course, we will visit with various members of the Wicked company, who will add to the discussion with their experiences and, in certain cases, illustrate key points.

This professional development course offers the unique opportunity to work with Broadway’s top professionals and teaching artists toward a richer understanding of the theatrical process. Each participant will work from one chapter of the book Wicked to create their own scene, break it down for acting and directing values, design it by creating an on line catalogue of visual ideas, and then translate it to coursework by extracting thematic content for a lesson plan. Participants will be broken down into discussion groups to discuss each other’s work and exchange ideas and methods. At the end of this course, participants will have a finished scene, an outline to bring into their classrooms for the same process, and a lesson plan based on thematic content.

The course will be co-taught by Broadway Teachers Workshop teaching artists Kate Grant and Patrick Vassel and will feature interactive segments with WICKED cast and creative team members. Click here to view their bios:

<http://www.broadwaylearning.org/about-bolc/>

3 Graduate credits are available for this course through the University of Nevada – Las Vegas. Additional costs apply (\$831 for Nevada residents, \$1161 for non Nevada residents). Please contact the Online School for Girls at <mailto:info@onlineschoolforgirls.org> for more information.

Single-Gender Education: A Course for Teachers New to All-Girls Schools

Offered TBD – Summer 2012

What makes independent schools unique? Are all-girls schools about more than simply separating the sexes? Are there gender differences that impact teaching and learning practices? Where should you go for more guidance?

This course is designed as an orientation for newly hired teachers new to independent, all-girls schools. We will examine the above questions in-depth by first reading and watching videos about the latest research on girls and learning. Participants will then connect and collaborate with each other to explore the possible implications of the research on the classroom environment you wish to create and the ways you want to engage your students. We will also explore ways to create a collaborative student-centered classroom, including how technology can help you achieve these goals.

Participants should expect to spend an average of 4 hours a week exploring these topics and discussing the implications with the group. By the end of the four week experience, you should have a clearer sense of what it means to teach in an all-girls school and ways that you can create a classroom atmosphere and curriculum that maximizes how girls learn.