SYLLABUS

ADVANCEMENT COURSES™
A Wiley Brand

Student Anxiety in Online Learning

15 Clock Hours
Why should teachers take our courses?

A Focus on Student Success
Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

Classroom Applicable
We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

Authentic Assessments
As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

Reflective Practice
A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

Connection to Special Populations
While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

Professional Learning Community
A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.
Student Anxiety in Online Learning

Course Description

The COVID-19 pandemic of 2020 plunged teachers, students, and their families into online learning at a pace few were prepared for. Overnight, students were thrust into a learning environment they had little or no experience with, and these circumstances have understandably given rise to new anxieties and stressors that families and teachers could not have anticipated.

In this course, you’ll analyze anxiety brought about by technology immersion as an overactive fight–flight–freeze survival response. Based on information systems research, you’ll explore the concept of “technostress” and its triggers, how to spot it in your students, and how it impacts learning. You’ll examine common mistakes in addressing anxiety, as well as how to work with parents to help students through technostress and when to reach out for additional help. Finally, you’ll learn traditional best practices and digital solutions available to students to offset some of the anxiety they’re experiencing.

Using the techniques from this course, you’ll be able to support your students and their families as they navigate this new digital classroom setting.

Connections to Practice

This course provides the following classroom connections:

- Common causes of technostress and ways to alleviate it
- Insight into how anxiety physically manifests and impacts learning
- Sources for identifying anxiety’s danger signals in an online classroom
- Common mistakes in addressing anxiety
- Insight into how we can work with parents to alleviate their own anxiety and that of their children
- Resources and online tools to help students deal with technostress

Course Outcomes

In this course, participants will:

- Assess how the triggers of students’ anxiety in a digital environment may differ from those in a traditional classroom environment, based on the fight–flight–freeze response.
- Reframe technostress as a form of anxiety, and develop ways that you can organize your online classroom to minimize the five technostress creators.
- Evaluate common responses to students’ expression of anxiety and their reactions to various digital platforms, and devise more appropriate responses that reflect an understanding of the underlying causes of anxiety.
• Appraise the impact of various stakeholders on student anxiety in a digital environment and generate strategies to support those stakeholders.
• Propose various digital interventions that can be used to support students with anxiety.

Charlotte Danielson Framework for Teaching Alignment

Domain 1: Planning and Preparation
1b Demonstrating Knowledge of Students
1d Demonstrating Knowledge of Resources

Domain 2: The Classroom Environment
2a Creating an Environment of Respect and Rapport

Domain 3: Instruction
3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities
4c Communicating With Families

Course Engagement and Resources

The activities and engagement options for the course have been designed to align with guidelines and considerations of Universal Design for Learning. This course aims to:

• Provide the learner with multiple means of representation.
• Provide the learner with multiple means of action and expression.
• Provide the learner with multiple means of engagement.

Your course facilitator will be available to you to answer questions and provide written feedback on your final project. Additionally, within the Moodle LMS, you will have access to a collection of community resources through which you will be able to further explore course concepts through collaboration with facilitators and peers.

Materials

Online reading, viewing, and listening resources will be provided in each module.
Method of Evaluating Student’s Performance

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Total Point Value</th>
<th>Percentage of total possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>5 points</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment: Self-reflection and goal setting, concept practice questions, and discussion forums</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Project</td>
<td>10 points</td>
<td>70%</td>
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</tbody>
</table>

*Please note that you must receive a percentage of 80% or higher for successful completion of this course. Completion of all activities is required to receive credit.

Assessments

Self-Reflection and Goal Setting

This course will include a self-reflection and goal setting assignment in the first module, in which each learner will articulate what he or she hopes to learn and achieve by taking the course. Learners will be guided to reflect briefly upon their intentions for the course and to set one to two specific (SMART) goals for their learning.

Concept Practice

These automatically scored questions will appear in each module and will cover concepts discussed in the module. Immediate feedback will be provided for each question.

Discussions

Discussions will appear in each module and include questions about concepts that appear in the module.

Learners will be expected to post one original response to the prompt and respond to two peers.

Discussions will be evaluated on a pass–fail basis, per the following guidelines for completion:

- Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.
- Participant provides an adequate level of detail in entries.
- Examples are satisfactorily helpful and informative and foster discussions or demonstrate substantial reflection.
- Participant’s responses are clear and well written and employ proper APA citation.
Final Project

The final project for each course will appear in the final module and include a prompt that aligns with each category (including the “evaluate” and “create” categories) of Bloom’s taxonomy, building on the concepts from each module.

Final projects will be designed for the learner to create an implementation plan that demonstrates application and understanding of concepts and skills learned through each module of the course.

The final project will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Does Not Meet Expectations (1 point)</th>
<th>Partially Meets Expectations (3 points)</th>
<th>Meets Expectations (4 points)</th>
<th>Exceeds Expectations (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Course Content</td>
<td>Project relates incomplete or incorrect information about course concepts. The learner provides an unclear reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates superficial information about course concepts. The learner provides a superficial reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates clear information about course concepts. The learner provides a satisfactory reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates detailed and thorough information about course concepts. The learner provides a detailed reflection upon how he or she will evaluate personal progress toward established course goals.</td>
</tr>
<tr>
<td>Alignment of Student Outcomes</td>
<td>Project’s alignment to course learning outcomes is unclear or absent.</td>
<td>Project aligns with 1–2 course learning outcomes.</td>
<td>Project aligns with 2–3 course learning outcomes.</td>
<td>Project aligns with 3–5 course learning outcomes.</td>
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Course Outline

Module 1

In 2020, the coronavirus pandemic propelled digital learning into the center ring, as educators regrouped to salvage a year of learning for our students. With it came fears of illness, social isolation, political unrest, and death—all frightening in their own right. But anyone who has taught in an online environment has come across many students whose experiences with online learning have generated anxiety in their own right. Sometimes the home environment imposes anxiety on the online classroom. And sometimes students, parents, and families carry their various anxieties from the brick-and-mortar classroom into its digital realm.
I worked in a large school system that was a pioneer in offering online classes. Inevitably, a large number of my students and their parents and caregivers assumed that remote learning would be an easier alternative to traditional schooling. In fairness, it did offer flexibility that face-to-face learning couldn’t. The stress of waking up, showering, dressing, grabbing books, rushing to the school bus, and beating the bell were unnecessary. Students could work at their own pace, taking responsibility for their assignments. How hard could reading be? If a student had a book out during a test, how would the teacher know? And wouldn’t behavioral issues become irrelevant?

As it turns out, bearing responsibility for one’s own learning in the best of situations is stressful. Imposing remote learning on students and their families makes it even more intimidating. Further, in addressing anxiety in a digital environment, we need to consider all stakeholders. Anxiety is contagious. We can learn anxiety from others. If a teacher, parent, or peer is anxious, their anxiety can be learned by the student. It’s no wonder that anxiety in a digital learning environment has emerged as a significant issue in our post-pandemic world.

This module will describe anxiety and distinguish it from other mental health disorders, address the concept of “technostress” as it relates to anxiety in the digital classroom, review the sources of technostress and strategies that might be used to counter them, and identify typical symptoms of anxiety.

**Learning Outcomes**

By the conclusion of this module, you will be able to do the following:

- Assess students’ anxiety considering physical, emotional, behavioral, and psychological cues, and justify your assessment based on the fight-flight-freeze response.
- Express how technostress is an anxiety manifestation, and compile recommendations for avoiding the five technostress creators.
- Evaluate your current use of technology by addressing its usefulness and reliability.
- Recommend ways that parents and caregivers might alleviate anxiety during digital learning.

**Agenda**

Review the reading, viewing, and listening resources provided in Module 1, and complete the:

- **Self-Reflection and Goal Setting Activity:** in this discussion forum, you will articulate what you hope to learn/achieve because of the course. Please reflect briefly upon their intentions for the course and to set 1-2 specific (SMART) goals for your learning.
- **Introductory Forum:** in this discussion forum, you will have an opportunity to introduce yourself and meet other learners in the course.
- **Module 1 Content Lesson:** The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.
- **Module 1 Discussion Forum:** in this discussion forum, you will provide an original response to a question posed about topics in the Module 1 Content Lesson and respond to the original postings of your peers.
Module 2

Anxiety symptoms in a digital classroom look much like anxiety in a face-to-face environment, but identifying them may be more difficult. In an online learning environment, we might have a more difficult time recognizing affect or behavior changes. We have fewer personal interactions and fewer eyes to notify us of concerns. Symptoms differ significantly among students, which makes identification more difficult. A student might demonstrate anger, withdrawal, refusal, distraction, hyperactivity, extreme emotionality, physical symptoms (such as sleeplessness, stomachaches, back pain, or headaches), pessimistic or suicidal thoughts, or inability to function. You might see students withdraw from discussions, refuse to participate in class or complete assignments, abscond from class, have difficulty with memorization or processing, perform poorly on assessments for which they’ve already demonstrated competency, blast you with blame for their mistakes, or any number of seemingly disparate reactions. In addition, some students won’t know that their responses stem from anxiety.

We’ll discuss sources for teasing out clues to our students’ well-being. We’ll also discuss common mistakes in responding to students’ anxiety, as well as consider more helpful alternatives. We’ll look at some online applications to support students with anxiety. And we’ll consider some sources of anxiety unique to remote learning, as well as benefits that remote learning can provide for alleviating anxiety that we can use to students’ advantage.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Assess anxiety in a digital environment.
- Examine common mistakes in addressing student anxiety and devise alternative approaches.
- Select digital applications that could support students with anxiety in a digital environment.
- Explain some potential benefits to online learning for students with anxiety.
- Formulate a plan to address some common issues in digital learning, including social concerns, perfectionism and procrastination, webcam phobias, and Zoom fatigue.

Agenda

Review the reading, viewing, and listening resources provided in Module 2, and complete the:

- **Module 2 Content Lesson**: The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.
- **Module 2 Discussion Forum**: in this discussion forum, you will provide an original response to a question posed about topics in the Module 2 Content Lesson and respond to the original postings of your peers.
- **Final Project**: For your final project, you will construct a plan for how you will implement the course concepts with an audience of your choosing. The plan you create and the audience that you choose should be designed to suit your professional role.
- **Course Evaluation Survey**
Technology Requirements

Please review the System Requirements for Moodle.

Netiquette Policy

Anyone enrolled in online courses has the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in the course that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the course.

To maintain a positive, professional, and supportive online environment for this class, learners should adhere to the following standard guidelines. Everyone is expected to:

- Show respect for the facilitator and for other learners in the class, including use of polite, professional tone, respecting and valuing the privacy of other learners, and expressing differences of opinion in a polite and rational way.
- Maintain an environment of constructive criticism when commenting on the work of other learners by offering feedback that is supportive and helpful in nature.
- Contribute relevant topics and ideas when involved in group discussions or other collaborative activities.
- Use appropriate grammar and structure in online communication and refrain from use of all capital letters, as this equates to and can be interpreted as shouting in the online environment.

Compliance With the Americans With Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act, participants who have any condition, either permanent or temporary, that might affect their ability to complete this course are encouraged to reach out to support@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments per the course directions. Plagiarism and cheating of any kind will not be tolerated.

Plagiarize: “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” (Webster’s new collegiate dictionary, 1973, p. 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author’s words and ideas.

Cheating: Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.
References


Callahan, M. (2020, May 11). *Zoom fatigue is real. Here’s why you’re feeling it, and what you can do about it*. News@Northeastern.


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