

## Virtual TCE courses

### I. Virtual courses must follow TCE course protocols

- A. The Course Registration and schedule must be submitted at least two weeks prior to the course. (Submit these by email to [education@cefonline.com](mailto:education@cefonline.com)).
- B. Use the fillable forms provided by the department of education in virtual courses.

(Downloadable documents: Student Registration Form, Children's Ministry Practicum Form, Participant Survey)

Use the link below to access the TCE 1 fillable forms

<https://app.box.com/s/uheqooacqga58pnzbw6f6eunir13yjot>

**Instructions for downloads on Box:** When you follow the link provided above, you should see a "Download" button in the top right-hand corner of the screen. Click on this button. You may need to click out of a green banner or a notification that appears asking you to log into box.com; you don't need to log in or have a box.com account - just "x" (exit) out of this option and download the files. Typically, the files will go to the "Downloads" folder on your computer and download as a zip file. Be sure to back up these files some other place other than your computer, such a flash drive, hard drive, etc.

If you have any issues with downloading these files, please contact our Resource Development Coordinator, Rebecca Frost, at [Rebecca.frost@cefonline.com](mailto:Rebecca.frost@cefonline.com) or 636-456-4321, ext. 1294.

1. Ensure that students complete the Student Registration form.
    - Fill in the top box for the students prior to sending them the registration form.
    - Send the Student Registration form to students before the course and obtain them from students the first day of class.
    - Email Student Registration forms to Field Course Coordinator on the first day of classes. [education@cefonline.com](mailto:education@cefonline.com)
  2. Provide the Participant Survey Course evaluation sheet to students at the end of the course.
  3. Children's Ministries Practicum Form. Students can use this fillable form or the form in their student manual to apply for their certificates.
- C. Working with others outside of your local chapter.  
It is permissible for IOTs within one state to work together to conduct the TCE courses.

If IOTs are collaborating over state lines, permission needs to be granted from the local director/IOT coordinating the TCE course. Additionally, students should have connection

with their local director/IOT. If possible, they should do their practicums live with their local IOT and should receive help with being involved with a local Good News Club to complete their out of class practicums.

## II. Credentialing protocol when using a virtual platform

IOT candidates should not teach using a virtual platform while being evaluated for credentialing purposes.

- Exception: If the candidate and evaluator can be in the same room with at least a couple of students present, please contact [Tina.Busenitz@cefonline.com](mailto:Tina.Busenitz@cefonline.com) for any additional requirements or recommendations.

## III. Types of virtual courses

- A. In person with one or two students virtually.
- B. In person with one or two instructors virtually.
- C. Hybrid course – Teach part of the course in-person and part virtually
- D. All virtual

## IV. Considerations before the course

- A. Determine which virtual platform will be used.

**Note:** Discover what your school district is using with their students. If parents are enrolled in your course, they will be more familiar with the platform their children are using. Common platforms are Zoom, Google Meeting, and Microsoft Teams.

- B. Become familiar with the virtual platform.

**Note:** If you are unfamiliar with using Zoom, go to [staff.cefonline.com](http://staff.cefonline.com), click on the “search icon,” key in “*Zoom Training for CYIA or Good News Club*®” and click on link. CEF has recorded three videos that can be viewed together or individually.

Videos cover: How to set up a Zoom account, How to create a Zoom meeting and some protocols to follow. While some of the protocols are more specifically targeted to GNC usage, some information included relates to training as well.

- C. Plan for IT needs

1. Determine how the teaching will be done

- a. In a classroom/studio setting with a webcam (with or without students present onsite)

- b. Online
  2. Enable all instructors as co-hosts.  
Co-hosts can:
    - a. Share the PowerPoint visuals
    - b. Monitor the chats
    - c. Monitor irregularities (students turning video cameras and/or mute on and off, students entering or leaving the course, etc.)
    - d. Inform the instructor of any questions students raise
  3. Set up a meeting to practice using the platform with the teaching team
- D. Order a TCE Student Pack and TCE Student manual for each student. Plan to have the materials drop shipped to the students **or** provide a way for them to pick up the materials. *The TCE Student Pack is a required component for TCE students.*
- E. Provide the practicum materials resource link for virtual practicums to the students.

**Note:** For virtual courses, CEF is providing resources the students need for practicums at no additional charge. Students must be **currently enrolled** in the course. *Contact the TCE Program Director for the link.*

Downloads include PowerPoints for Bible Lessons, Memory Verses (KJV/ESV), and the Word Up. TCE 2 downloads include Bible Lessons, Missions and Word Up PowerPoints. The link should not be provided to the students until they attend classes.

1. Do not share the links on any social media platform
  2. TCE resources are provided so that students can more easily participate in practicum sessions within the course and fulfill their out of class practicums in a virtual Good News Club (if necessary).
- F. When students plan to enroll in a TCE course, have them check their internet connectivity. Give students the following information:
- Using Zoom requires a modern web browser. Up to date versions of Chrome, Firefox, Safari, and Microsoft Edge are all suitable web browsers. Internet Explorer is not recommended for use.
- G. Schedule a time for students to join a virtual meeting before the course to ensure they have the type of connectivity needed. If connectivity in their home is unstable, they may need to have an alternative location that provides sufficient internet connection, so they do not miss important portions of the class sessions.

## V. Things to communicate with TCE students

Outline virtual platform protocols ahead of time.

- A. Students should be visible to the teacher for good interaction. It is best if the students are not using a black screen.
- B. Students should use their names and not an alias. This ensures students in the course are enrolled. If they join with a phone number, rename it with their name for easy identification.
- C. Students should mute their microphones to cut down on feedback. Microphones can be unmuted to respond.

## VI. Considerations for the Instructor of Teachers

Before the course

### A. Make detailed lesson plans

- Include information about who will go into groups when using breakout rooms
- What the discussion questions will be and how they will be delivered to students. Determine the length of the breakout and which staff person will be in the breakout room with the students to provide guidance
- How verses will be read and by whom, and how they will be communicated to the students
- How to handle skits, review games, repetitions, etc.

**Note:** Keep in mind things that are normally done in a live class will need to be tweaked – include those changes in your lesson plans so you can more easily navigate virtual courses. For example: Due to delays in streaming, it is not possible for multiple people to talk/sing at a time.

- B. Be sure the font size used on visual aids is large enough to be easily seen even for students connecting on their phones.
- C. Print copies of the resources available on the student flash drive to show as they fit with the classes in TCE.
- D. Plan student participation

Use different things to involve the students to keep them engaged. It is recommended that after about five slides to have something students can interact with.

1. Thumbs up/Thumbs down: Ask some questions that require only a “yes” or “no” answer. Students indicate their answer with their thumbs.
2. Bible drills: Conduct as usual but the students must unmute themselves before reading the verse. Whoever unmutes first reads the verse.
3. Scripture reading – Assign Scripture ahead of time – in your lesson plan note who will read which Scripture verses. Write out the Scripture references with students’ names next to it on a PPT at the beginning of class, verbally assign them prior to the onset of the class session, or email the references to the students.
4. Use motions to help students retain information that has been taught.
5. Incorporate programs like Kahoot.com, Mentimeter.com, Quizizz.com to create quick review questions/games for the students to play.
6. Use Breakout Rooms for practicums and/or discussion groups. find the Tutorials for breakout rooms:  
[www.youtube.com/watch?v=Vkk5WEf6xgk](http://www.youtube.com/watch?v=Vkk5WEf6xgk)  
[https://www.teachertrainingvideos.com/complete\\_breakout\\_rooms\\_training](https://www.teachertrainingvideos.com/complete_breakout_rooms_training)

Considerations for break out rooms:

- If using Breakout rooms for practicums, you will need to manually assign students and staff to a room.
- If using the rooms for discussions, you can allow the computer to randomly assign people to a room or manually assign them.
- Be sure that each room has at least one instructor in it to help guide the discussion if clarification is needed.
- Set a time limit and set a “warning time” (30 seconds, 1 minute, or 2 minutes) when they will rejoin the main classroom to report their findings.

#### H. Plan the demonstrations

##### 1. General

- For demonstrations like Scripture Memory and Teaching Children to Pray where visual aids are used, consider having family members in the home participate as the children in a club setting.

##### 2. Memory Verse

- If a PPT visual for the Memory Verse is used, students can easily participate online. Adapt the repetition game to work with streaming and be sure that only one student’s microphone is unmuted at a time. All the other students will participate while they are muted.

- Consider giving ideas to students with alternative ideas for repeating the memory verse – (i.e. colored pieces of paper with students’ names on one side, let one “child” choose a color to reveal who will participate as the leader. Crazy stand ups – have pieces of paper with numbers on one side and who is to say the verse on the other. Allow one child to choose a number by holding up their fingers. Have all the children participate.) Look through the list of ideas provided in the student manual and point out which ones could easily be adapted in streaming situations.
3. Wordless Book
- Use another person with the demonstrator – a family member, or possibly have two instructors in the same locale. If this is not possible, using the Wordless Book demonstration found at [cefcmi.com](http://cefcmi.com) is a possibility. The demonstration is 15:22 which fits into the time frame students are given.  
<https://www.cefcmi.com/lessons/seminar-presentation-part-two-2/>  
Log in, sign in, free seminars, Wordless book, Seminar presentation part two
4. GNC Program and Demonstration
- The instructor should teach the *GNC* Program section (approx. 20 min.) give the focus questions, and then have students view the *Good News Club* demonstration as a homework assignment. Have students sign off that they have completed the assignment.  
  
The video is available at <https://www.cefcmi.com/courses/complete-good-news-club-demonstration/> .
  - At the next class, conduct the observation time. Plan to ask questions of different students about the *Good News Club* demonstration.

#### I. Assignments

1. Provide the students with homework worksheets that can be downloaded and completed on their computer. The worksheets are located on the IOT flash drive (Supplementary resources/TCE Subjects/8 Bible Lesson/Bible Lesson Worksheets separated).  
If you received an IOT 1 Resource CD with your manual, contact [Rebecca.frost@cefonline.com](mailto:Rebecca.frost@cefonline.com) to obtain a link for these documents.
2. Deliver the worksheets to the students by email or use a platform like Google docs. Provide the students with a link to download the information.  
*If you plan to use email, you may want to designate one instructor in the course to handle this so all students receive what is needed in a timely fashion.*
3. Clearly state assignment due dates and how assignments are to be returned

During the course:

- A. Place your instructor notes for optimal eye contact with the camera when teaching.
- B. Mute your microphone during breaks.
- C. If classes are recorded, it is helpful to name each class session and the time it was taught for easy access later for students who may have missed the session. Recordings should only be used in relation to the current course for students who have missed class. They should not be used for future classes.
- D. Plan the practicum sessions.
  - Conduct practicums in a live setting when possible. It may be necessary to set up times outside of class for smaller groups to meet.
  - If conducting practicums on a virtual platform, strongly encourage the students to put their notes into outline form to avoid students reading their presentations.

### **Resources:**

IOT/LTI Virtual Retreat resources available on Box

There are editable worksheets for TCE 1 and 2 to use in a virtual course.

There are videos on evaluating, how to plan a course, and ideas on teaching virtually in a way to have great student participation.

The link is: <https://app.box.com/s/by0p2b81iiuc80h93ujpgwhs4gvc9nh8>

**Questions about courses or credentialing, contact [Tina.Busenitz@cefonline.com](mailto:Tina.Busenitz@cefonline.com) / 636.235.8105 cell**

Training is available at [www.teachertrainingvideos.com](http://www.teachertrainingvideos.com). They have a variety of training videos that would be beneficial (Zoom, Kahoot, Breakout rooms, etc.)

Kahoot.com Create quizzes – free version allows three multiple choice question. Able to access other peoples Kahoot games. Will not be able to tweak their questions with the free version.

Mentimeter.com Create word clouds, Q & A, etc. The free version allows two questions.

Polleverywhere.com Create word clouds, quizzes, Q & A. There is a free version.  
<https://www.polleverywhere.com/>

Quizizz.com Create quizzes. There is a free version.

Microsoft Teams can be used to stream, distribute, and receive homework, and communicate with instructors/students. Individual files can be created for the students, and the course.