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Withitness in the eLearning

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Abstract. The purpose of this article is to clearly define and exemplify "***withitness***" and determine can its value be in the eLearning education setting. The expert on classroom management, Jacob Kounin (8), listed four factors that underlie classroom management success. Foremost and first is "withitness," which refers to the ability of a teacher to be perceptually and cognitively alert and aware of all parts of their classroom at all times. Withitness is key to classroom management! If you are an effective classroom teacher, how do you apply your classroom skillset of alertness and awareness to eLearning? How you do this in eLearning is the crux of this article. Withitness is awareness (presence), adroitness, clairvoyance, keenness, maximum engagement, perception, planned variety, rhythm learned through teaching, experience, vision, and wisdom. The article answers the question of implementing withitness in elearning by providing ways to attain the aspects of withitness in eLearning.

Keywords. Jacob S. Kounin, withitness, eLearning, online assessment, content, design, equipment, feedback, games, instructional design, methods, students, teacher, teacher support, and teaching

Introduction

Thomas Edison once said, "Books will soon be obsolete in the public schools…our school system will be completely changed inside of ten years." However, he American education system has changed very little in the 100 years since Edison's prediction (West, & Bleiberg, 2013). Until today!

If you've never taught a course online, you are concerned about how to change your classroom presentations in an electronic medium (Gilman, 2010). Instruction designed and presented to the student for eLearning requires fundamental changes in delivery. Due to technology changing faster than the speed of light what's new today will be replaced by something even newer tomorrow.

Teaching in a physical classroom has a skill known as "withitness." Jacob Kounin describe a teacher's situational awareness as "Withitness." The teacher is constantly monitoring the classroom by making eye contact, walking around the room, and interacting with students. By doing this the teacher ensures students are on task and engaged (6). This continuous monitoring lets the students know that the teacher is "withit"--aware of what is going on (Brophy, 1986). Now you are challenged with eLearning. Can this phenomenon be carrying over to eLearning?

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Kounin Classroom Management and "Withitness"

Withitness

Journal articles and methodologies have emphasized "***withitness***" as a real classroom management skill for years. "Withit" teacher behavior, according to Kounin (1970), is the teacher's ability to know what is going on in the classroom and to target desist behavior accurately and in a timely way.

Around 1946 Jacob Kounin developed a concept that skills within discipline and instruction will enable a teacher to manage a classroom (20). One element of his concept is withitness. Withitness is the ability to discern with accuracy and care the needs of your students is withitness. It requires a teacher to pay attention to students' nonverbal and verbal responses. When responses are not as expected a withit teacher changes direction and focus of the lesson by pace, movement, and interaction with students (2, 3).

Withitness in eLearning can be seen in teachers reported designing eLearning focused their design in the following categories:

- Student Engagement 59.2%
- Instructional Strategies 55.6%
- Technology Skills 48.7%
- Differentiation 41.9%
- Planning/Preparation 38.5%
- Assessment 33.3%
- Professional Growth 31.0%
- Classroom Management 22.8% (14).

According Guyman (2014) student engagement in learning, and academic achievement are due to the shift in the educational use of technology. Those charged with the implementation of eLearning must invest time and attention when planning effective integration of technology into the learning process.

Desist behavior is anything a teacher does to stop a misbehavior, and has been labeled an important classroom management skill. Theorists believe that teachers who display "***withitness***" will not only use good timing and good targeting during a desist, but will also use good monitoring and good reacting (Berliner, 1976; Cangelosi, 1988; Copeland, 1987; Emmer, 1987; Rosner, 1983 as cited in Brophy, 1986). Theorists believe that teachers who display "***withitness***" will not only use good timing and good targeting during a desist, but will also use good monitoring and good reacting (Berliner, 1976; Cangelosi, 1988; Copeland, 1987; Emmer, 1987; Rosner, 1983 as cited in Brophy, 1986).

The teacher is responsible for inhibiting poor behavior. The teacher can maintain this strategy by making eye contact to all students at all times. The teacher should know each student on a personal basis (i.e. name, interests, strengths, weaknesses, etc.). The teacher can use other non-verbal techniques to show students that they are alert and care about the well-being of all students. The teacher may also want to make a respectable suggestion to inform the student that their behavior is unacceptable. The teacher should have communicated to all students the expectations and can have these displayed so everyone can be "with-it".

Implementation of Kounin's techniques for class management can reduce the incidence of student misbehavior and contribute to a positive learning environment. Here's a short summary of how you can put Kounin's ideas to work for you

- Intervene early before the misdirection escalates

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- Learn to deal with competing demands at the same time
- Gain the students attention
- Use routines, concise explanations, and smooth transitions to keep students on-task
- Keep students involved through active supervision and accountability
- Reduce satiation or boredom by using challenges, extending tasks, informing students of progress, and adding variety to lessons (Wuest, 1999).

Tenets of Kounin

Teacher awareness

Jacob Kounin (1970, 1977) presented his model of classroom management that focused on the teacher knowing what is going on in all parts of the classroom at all times. He believed that teachers need to learn to be present and be able to attend to multiple issues simultaneously. Being able to multitask and take care of several things in the classroom while teaching is referred to as having *withitness*. Kounin also believed that the teacher should be able to *overlap* and as they were completing a task with one student, they could also be beginning another task with others in the classroom

Monitoring Students

Teachers need to be sure to position themselves when monitoring students so they can always see the students. Unwanted behavioral concerns or issues even minor must address. When possible address them in private whenever possible to maintain rapport and mutual respect. Student body language is a tell for student boredom or confusion which may require changes in the lesson.

Teachers should let students know that they have the full view of the classroom, and as soon as the teacher becomes aware of the misbehavior, the teacher indicates visually (with facial expression) to the student that he or she has seen the misbehavior. This is usually enough to stop the behavior without the rest of the class being aware. Although such a look is enough in many cases, some cases will require more action than that, with the teacher addressing the situation with everyone who was involved in the misconduct. When off-task behavior is not managed other students will pick up on it and it can become a serious problem in the classroom. (1, 8; Wuest, 1999; Charles & Cole, 2019).

Ripple Effect

The "ripple effect" occurs when the teacher corrects a misbehavior in one student, and this positively influences the behavior of other nearby students. In eLearning the ripple effect is more in tune with correcting responses to activities, discussion that is off-point of the objective of the lesson. The ripple effect is influenced by the clarity and firmness of the correction (1, 8; Wuest, 1999; Charles & Cole, 2019).

Overlapping

Overlapping is attending to two or more events at the same time. For example, the teacher can give a student individual feedback at one station and, at the same time, offer a quick word of encouragement to students who are working at another station. Or, a teacher can deal effectively with an interruption while keeping an eye on the happenings across the gym. Kounin found that teachers who are skilled at overlapping were also more aware of what is going on in the classroom or demonstrated withitness. Students are more likely to stay on-task if they know that the teacher is aware of what they are doing and can help them when needed (Wuest, 1999). A teacher must keep an eye on the other students when working with a group when a class is

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divided into working groups. These "overlapping" of activities provide more efficient use of time to help students as they engage in different topics and activities.
(1, 8; Wuest, 1999; Charles & Cole, 2019).

Transitions
Failure to gain the students' attention, unclear and confusing directions, using lengthy explanations, dwelling too much on the detail, and too much time moving from one task to the next loss instructional time. According to Kounin smooth and effective transitions are one of the most important techniques in maintaining student involvement and class control between tasks in a lesson. Transitions depend on routines such as a consistent signal for gaining class attention, clear directions, and concise explanations of the main points of the task help students stay on task (1, 8; Wuest, 1999; Charles & Cole, 2019).

Group Focus
Group focus is getting every student involved and concentrating on the learning objectives' activity. An increased in involvement and a decrease in misbehavior are the dividends of a teachers holding the attention of a class.
Group focus can be attained when a portion of students' grades is based on their participation within the group. Games are another group focusing activities. Asking questions at random with follow up questions on the called students answer is another example of getting group focus, especially when responding earns points.
What do (checklists, task cards, etc.), public recognition, skill testing, and written work have in common? They are accountability tools for effective group focusing to engaged active participation in learning. When held accountable for their learning and behavior student progress improves and misbehavior decreases.
In addition to the above group focus techniques is alerting -- directing the attention of the group to the critical cues in the demonstration, using questions to check for students understanding, and varying the student who is called upon to give an answer are some ways to focus the class attention. (1, 8; Wuest, 1999; Charles & Cole, 2019).

Movement Management
Movement management includes momentum and smoothness. Kounin suggested that the teachers plan lessons with momentum which included the smoothness of a lesson and having a steady pace without sharp stops that allow for students to become engaged but not satiated. (Charles & Cole, 2019) Routines and polished transitions mentioned above will ensure that students are continually working and are not distracted (1, 8, Wuest, 1999; Charles & Cole, 2019).

Satiation
Satiation means being satisfied or having enough. Kounin uses the term to describe students' progressive loss of interest in the task at hand. This loss of interest can be manifested in a number of ways such as mechanically working on the task without much thought, or fooling around with a classmate or engaging in other forms of misbehavior. Kounin suggests reducing satiation by providing students with a feeling of progress, offering students challenges throughout the lesson, and being enthusiastic. When teaching eLearning you can reduce satiation and boredom by altering the level of challenges, restructuring groups, extending the task, and using different teaching styles add variety to the lesson (1, 8; Wuest, 1999; Charles & Cole, 2019).

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Withitness in On-Line Learning/eLearning

Kounin's connection

Kounin identified four dimensions as correlating with a teacher's management success: (1) with-it-ness; (2) smoothness (of presentation); (3) momentum; and (4) group focus. "*Withitness*," is seen as Classroom management. Classroom management is usually accepted to mean management of student behavior. In actuality classroom management includes managing the physical environment, time, materials, instruction, lesson planning, student achievement, as well as student behavior. Withitness is the essence of all that a teacher does in the classroom (Proto, 2013). Therefore, the authors have adopted the definition of "withitness," to refer to the ability of a teacher to be perceptually and cognitively alert and aware of all parts of their classroom at all times. These management techniques are always related to the setting and change accordingly (Wuest, 1999).

Kounin management techniques are always related to setting and a look at the traditional classroom and eLearning settings are a good starting point. Today, eLearning has become a norm of our life and may replace the traditional classroom entirely or in some other form. This article does not deal with the controversial question as to which form is better because both of them have some advantages and disadvantages in the learning process. Internet technologies initially where used in classroom learning activities. Today those technologies are also delivery systems (7).

Traditional classroom learning vs online learning

Classroom learning is the traditional form of studying which goes back to Hellenistic times (7). Since those times to the present day the main figure in the class is a teacher. Certainly, learning on-line implies the presence of a teacher as well, but it is not the same, it is not visible. A classroom teacher can provide an immediate response to a student's questions or if a student needs additional information or explanation of the topic, they will be given it by a teacher.

Traditional classroom learning, unlike online learning, includes this individual approach (7).

A teacher chooses the best forms and methods of delivering the content while taking into account individual differences of students. A teacher is able to appraise the results of learning immediately and if necessary, change the methods of teaching. A teacher can vary the process of learning using different creative techniques which may include using the Internet as a part of classroom activities or as one of the teaching methods. Communication is the core element of successful studying. There are different forms of communication and on-line learning includes communication (in its written form), but nothing can be compared with the friendly and warm classroom atmosphere (7).

There is no one written curriculum or set of guidelines in on-line learning. One can choose the place, time, and duration of the class which is quite the opposite of traditional classroom learning which does not give individuals the opportunity to choose. On-line learning is especially a great innovation for people with physical disabilities. By engaging in online classes and studying on-line they have an opportunity to participate in quality instruction without being physically restricted (7).

Other benefits of taking online classes is the ability to be flexible with learning. If a student has a full-time or part-time job, it becomes impossible for them to attend classes or study in a traditional manner. On-line E-learning widens the range of educational possibilities and makes the process of learning easier for those who are not able to study full time. Online learning gives people an opportunity to improve their educational level and professional skills. Learning on-line gives a possibility to reiterate the material so many times as one needs to master it and then

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go to the next higher level. The learning process is controlled by the student and organized according to the students' needs, abilities and presence of time. It economizes time greatly.

Guidelines for Developing Withitness

Developing withitness is an ongoing process whether in the physical classroom or the virtual classroom. Withitness involves being aware of what's happening in the classroom in order to quickly and accurately intervene (Carmichael, 2017). It takes practice to become truly withit and it is a skill worth continuously developing. With practice and experience, anyone can become a withit teacher (3).

Monitor your students.

Student behavior and expressions can tell you a lot boredom and satiation. Your monitoring of your class for off-task behaviors, restlessness, lack of understanding of the task at hand are essential to classroom management. Do you have a plan/policies/procedures for these? Whatever you do make it consistent. Students must know your plan/policies/procedures and that you enforce them uniformly (3).

Arranging the classroom involves a great deal of teacher effort and commitment so that every inch of the classroom is visible for you to be adept at multi-tasking. You are working with a small group look beyond the group to observe the other students to maintain student engagement and behavior. Are there actions or reaction that are disrupting instruction? It is important consideration that the appropriate and timely responses is made. Select the best response according to the disruption and its contribution to furthering the disruption. Making eye contact, nodding disapprovingly, giving a look of dismay, smiling, or signaling thumbs up are means of showing students that you know what is going on (Proto, 2013).

Keep your students alert. When asking a question, ask the question, pause for a second so the students can formulate an answer, and then call on a student. Some teachers use sticks in a can with students' names on them to pick randomly. Some have a student draw the name. Remember, to keep them honest you put the name drawn back with the other sticks. Always ask the question first, otherwise picking the student first makes the other students disengage (3).

Engage students. At the end of a teaching day do you feel tired? A Withit teacher who is engaging and proactive will make you tired. However, if you take the time to practice your abilities, you will be rewarded with a more manageable l classroom earning environment and more effective learning (3**).**

Teacher's awareness of what is going on in the classroom increases student work, involvement, and decrease disruptive student behavior. One technique that works is changing activities within the lesson. This technique is a change in **momentum**. Noticing the class is spending too much time on a minor concept you quickly move on to a different part of the concept.

That movement requires a transition which is the interval between any two activities. Transitions are the juncture where one thing ends and another thing begins and you need face-time with your students for a discussion and practice of the new skill, etc. Usually with a transition in addition to class discussion an assignment is required to assess objective attainment. The assignment may be as simple as turning to a fellow student and explaining a process to writing/answering questions, solving problems, or doing an experiment (4, 5).

Technium Social Sciences Journal
Vol. 10, 58-78, August 2020
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Encourage and increase the positive Regardless of the activities in the lesson design group interaction and student interaction that they will know observed and evaluated. (4, 5).

Bringing "Withitness" to an Online Learning Environment

It is not always easy to transfer specific classroom management techniques that we have mastered in a face-to-face classroom setting to that of an online format. The face-to-face classroom encourages immediate feedback and direct instruction from humans to humans. On-line learning techniques are not able to reproduce such effects. One challenge of on-line learning and the co-element of traditional classroom learning is presence of oral communication. One can share his/her ideas with the others, make a heated discussion involving many people. Social-emotional learning and person-to-person communication plays an important role in face-to-face instruction. On-line learning can be lacking in these areas if not managed and adjusted appropriately. In online classes, one improves their reading and writing skills, but it may be challenging to find technologies to develop their listening and speaking skills. Although there are some really amazing technologies available to educators, none can come close to replacing the "human" factor (a teacher) (7).

Instilling Withitness in an Online Classroom

There are several components involved in ensuring that you are bringing withitness to your online classroom. Teachers should consider the content objectives all the way to the individual needs of the learner. These key components are (a) developing course objectives, (b) creating your course layout or plan, (c) course expectations, (d) designing course materials, (e) adding visual appeal, (f) spaced learning, (g) creating your online presence, (h) providing feedback to students, (i) maximize engagement, (j) evaluating, reviewing, and revising, and (k) make class an inviting, pleasant place to be.

Clairvoyance

Clairvoyance is the supposed acute intuitive insight or perceptiveness to see objects or events that cannot be perceived by the senses. You as the teacher when designing eLearning use clairvoyance to identify the needs of your students. The next step is to write behavioral objectives incorporating your vision.

Developing Objectives

When developing classroom instruction, course objectives, assessments, and instructional strategies are the cornerstones of classroom presentations. The cornerstones assure consistent course organization. This triad of objectives, assessments, and instructional strategies are even more important when developing eLearning.

When talking about objectives the authors suggested that you use behavioral objectives with an action, condition(s) and standard(s). The students will know the knowledge and skills they are to attain by the end of the lesson(s). Instructional strategies and activities are select for student learning to meet the objective standards.

Your objective(s) should answer four basic questions: 1) what do I want students to be able to do? 2) how much time will it take for them to do it? 3) at what proficiency will they be able to perform the task? And 4) what product will demonstrate that the objective was met?

Usually in a performance objective the standard is some type of performance/product. See if you can use that performance/product as is or adapt it to the on-line. Assessment comes in two parts: formative and summative. When you were teaching in the classroom you knew when to check to see if your students had reach comprehension of the lesson to that point. In eLearning

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that is where you make your presence known using any of the following tools that support real-time communication: Streaming video platforms' Live chats (both individually or class wide), Web conferencing tools (Zoom), Telephone, email, Virtual office hours, etc.
In eLearning your teacher role will increase from the content presenter of the classroom to the facilitator of that content in online learning. Remember Kounins' setting, your facilitator role includes providing an environment conducive to online learning.
That environment is built into your course design and usability for learners. All resources utilized throughout the course must be available to your students for student success. This is why you must know what the students have available before doing anything in eLearning (12, 16; Carnegie Mellon, 2011 as cited in 11).

Creating your course layout or plan
You have written your course objectives. You now know what you are going to teach. It is time you tell the students! The objectives tell the learner what they will be able to do because of the instruction. Design the lesson(s) so they are specific, measurable, attainable, relevant, and time sensitive (11; Gutierrez, 2018).

Course Expectations
Unlike when you are in the classroom and introducing a lesson in eLearning your students do not have you explaining what you are looking for and what students should do to succeed. You elaborate on hand out written instructions/PowerPoint slide and their questions to their understanding of the requirements.
In most eLearning classes instructions and explanations come in written text. While your writing is clear does it provide the nuanced explanation that are provided routinely in a physical classroom.
Typically online students work alone. They can't ask for or receive an explanation when they read your instructions when they are confusing. While to you the instruction were written clearly you need to do more. However, more does not include more detailed voluminous directions. Write the directions as if you were face-to-face and having a conversation. Also, you can do a video that expands some details that may be confusing if seen the first time in the course. Provide the rubric you are using for assessment. Provide examples of work from previous years and how they scored on the rubric. If the student does not know what your vision is for the lesson there is no way you will see its fulfillment.
Whether in the physical classroom or in eLearning student motivation and passion for learning lead to academic success. Teachers MUST inspire their students through lessons that incorporate their student's passions, interest, strengths, and even their weaknesses.
While students in eLearning are physically distant teachers need to include in their design ways to develop rapport with their students so they can help them on a personal level with advice and activities that develop their passion for learning (e.g. Maslow's hierarchy of needs and a personal touches that show they are valued, loved, respected, appreciated along with the basics of education challenged).
In your design there will be formative and summative evaluation. Along with the assessments you NEED to provide avenues of praise and reward students. Remember that each of your students start at different levels of knowledge, skills and abilities. Be sure to praise and reward sustained effort. Students value teachers' actions that provide declaratory support. Students will go above and beyond when teachers demonstrate through actions that students are cared for and valued (6, 16).

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How to Find Help

Remember you are not alone in designing eLearning. Look to you have your classroom material, fellow colleagues, and the internet to name just a few resources. If you have ever read a book or article remember the writer started with a blank page.

Designing course materials

Wisdom is defined as the quality of having experience, knowledge, and good judgment. Be wise when designing instruction. How to find help was the heading just above this section. Help can be found when you look at what you have, do not re-invent, adapt and adopt. Start small. Just as you would work a puzzle pick one piece. Once you have placed it down, choose another. Continue with effort, creative thinking, curiosity, and courage. As they say in the vernacular "you the man!" You ran your physical classroom on a set schedule. How did that work for you? When designing your eLearning classes run them on a schedule. In the schedule in addition to instruction you had formative and summative evaluations, do not forget to schedule them in your eLearning activities (11, 13).

When determining which course materials to utilize, one must consider the individual and ever-changing needs of their students. It is smart stick to the essentials of design.

Note taking, providing important information, and addressing learning styles, are some of the quality course materials to address that provide a guide for students to refer back to later, etc. are all to consider adding to your online space. Other handout ideas may include: contact info, blank space, activities, discussion questions, practice exercises, important information, reference sheets, additional resources, images, charts, and diagrams to help students be successful in the course.

When organizing materials for eLearning some basics include the use of a legible font size (typically 12 pt Times New Roman is standard), color, resizing graphics, organizing material (folders), size of information dump, and directions for group organization and work online. When using slides use 24 point and limit words to 25. If you have a graphic on the slide be sure it coincides with the wording and decrease the number of words on the slide according to the size of the image. Other design elements, like fonts and background, are important too. The entire look and feel of the course demands motivating the eLearners. These basics are needed for learners to focus on the content rather the bells and whistles found in games. (Anand, 2015).

Organize course content intuitively

In the previous section we mentioned you do not have to reinvent your classes. However, you must know the organization and support services that you will have in eLearning and how they compare to the in-person resources. In your physical classroom your content instruction was methodical, systematic, and purposeful. It should be no different on-line.

The basics of teaching are to build new knowledge on the foundations of existing knowledge and using students' life experiences to teach new skills and knowledge. Build into your class discussions and links to current events of what is happening in the world to provide experiences to help students understand new principles.

In eLearning when content and applications that are not digital will not use. Also, if going from one activity to another by leaving and reentering it can be frustrating and lead to distraction. Remember transitions between learning points are smooth so to should your transitions between media.

Students prefer content that is mobile and can be accessed via smartphones, ipads, ipods, and mp3 players learn anywhere, anytime and often while they are doing other things. While students may prefer mobile instructional material many courses and disciplines may not be

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available in digital form at this time. Students preference can be a boon to you as a teacher because they may find quality content that is available online. Be sure to encourage them to let you know about tutorials, simulations, and supplementary material online.
Use reference materials. Provide detailed instructions on accessing library resources included in your classes. Today librarians are media specialists. They are an excellent source of advice on what is available in supporting online learners (16; Moloney, 2018).

Gain the attention of the students
We revisit considering students' backgrounds as you design material. What are they bringing to the class? Dr. Notar was teaching a World History class to a group of students whose parents were in the military. He put up a slide of the Roman colosseum. Hands went up to tell the students experiences when they were there. Talk about attention gaining. In another school where he taught a vast majority of the students had not been outside their state. When he put up the same slide there was no reaction, the students were waiting for him to add meaning. He later learned that a large number of the students were going to enlist. He changed his introductory slides when talking about World History to start with battle scenes.
As seen from the examples above one of the tried and true ways of gaining attention is the recall of existing relevant knowledge. The recall of prior learning/experiences is an excellent way of introducing new knowledge and fits into the techniques of building blocks. There are so many different novel and thought-provoking activities to recall, utilize, and evaluate previous knowledge.
Another way of gaining attention is to use varied formats. This helps in providing for different learning styles as well as attention. As time allows, design your instructional format to include a wide range of formats to match learning styles.
Another means of gaining attention is to use a variety of meaning contexts. Teach how the same material may take on different meanings in various contexts. An example is "Fix a flat tire." Does fix mean call AAA, change the tire, use Aerosol Tire Inflators, etc.?
When you design a class that contains new vocabulary words, have the students read, speak, write the new words and vary the types of practical applications/examples.
Link theoretical concepts to practical experiences. When you create a section of your class in which you present a set of directions on how to do a task have them practice the skill as you teach it. Formative evaluation is used here to explain it's OK to mess up, at least at first.
Supplementary material should be for all ability levels, high and remedial. In eLearning extra material provides the student to select from a list of given materials. There may be seven items and the student MUST use at least three or whatever number you select. The extra material should have step-by-step explanations, simplified language, involvement of multiple senses varying degrees of use examples that provide for understanding. Remember students internalize concepts better when they utilize more senses and put them to work in real life making that knowledge retainable.
At the beginning this section we talked about student background. We again visit student background regarding students' readiness levels for integrating technology into the classroom. Taking into consideration readiness levels should help in determining what technology to use and assist in creating appropriate student groupings and sequence flow of instructional activity. Teach the technology to be used in the learning activity if new. Be short and sweet in the instruction. Explain the way the technology is used to achieve the objective(s) of the class.
Today the term chunking/scaffolding means breaking up content into useable parts." Chunking allows for flexibility of rearranging and altering content. It keeps the design focused on the outcomes. Use subheads and use white space between paragraphs. Include relevant images,

thumbnail videos created or sourced, websites, and information that provide interactivity in each chunk such as practice, discussion, or problem solving. It also provides timely progress and feedback reports for students to see if they are meeting standards of the objective and can adjust their approach or ask for help if needed.

When you teach in person, you use chunking/scaffolding in modeling that doesn't happen quite as naturally in eLearning, where real-time interactions are limited. To help students succeed, you must be creative. Scrutinize your assessments, both large and small. Have your students had the opportunity to build — step by step, as they would in an in- person classroom — the knowledge and skills they will need to do well on those assessments?

Use small units to speed up learning. Students learn better in small chunks than if you ask them to digest and internalize a lot of material at once (16; Guyman, 2014; Anand, 2015; Moloney, 2018).

Adding Visual Appeal

Your online course materials should be organized, color-coded if possible, and allow for easy readability and access to all that is required. It is important to apply visually appealing aspects as well as graphics and color to your online materials in an effort to engage the learner in the online learning space.

Perception

Perception is a process by which people regard, analyze, retrieve and react to any kind of information from the environment.

A common complain of online students: It's too hard to find the content and activities. Figuring out how to access readings, videos, discussions, or quizzes discourages students. A second problem is online courses being boring and plain.

Your classroom had all kinds of posters, pictures, projects displayed to provide warmth and interest. It is no different in eLearning. The appearance of your eLearning must also be inviting and requires you to give serious thought to the way your online courses look. Visuals of your online class are an important start. Where to start?

What visuals do you already have? Use meaningful images. Your text is the primary data, images serve as to create the necessary emotional impact. Key is to that you use the right images to support your content. Do you need to redo them or find better ones? Check websites, layouts of books and magazines, and use your graphic designer if you have one handy!

What keeps students glued to video games? They are visually appealing. First, all visuals should be accessible to all students. Pictures, graphs, and formulas need alternate text descriptions and videos should be captioned/written transcript provided.

The right image retains six times more information than usual. Use bullet points to present a list-type of content. Select a series of powerful positive images Use photographs rather than clip art where possible (Anand, 2015).

We have mentioned white space several times be sure that there is enough white Anand (2015) states white space is as important as the content in an eLearning course. White space is complete in its own right. It provides better for better comprehension and presentation of ideas, along with effective learning design and understanding of what is important and what is not.

Color is the most important element of visual design; it evokes the appropriate reactions from the target audience. Use colors intelligently by selecting soft and subdued backgrounds and dark colors for the text. To many different colors can be distracting. A color palette from the web will help you select three color to maintain consistency and simplicity and will make your course appealing and guide learners towards the focal points of the course. (Anand, 2015).

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Vol. 10, 58-78, August 2020
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Spaced learning

The goal of education is retention and transfer of learning. Retention is based on remembering. The three Rs of remembering are recollection, recall, and recognition. Recollection is used to reestablish an earlier personal experience on the basis of a partial clue. Recall is the human ability to perform some activity in the present based on past learning. Recognition is the awareness of someone or something as familiar (Akpan, et al., 2019).

Remembering is based on spaced learning. Remembering is the practice of repeating something to learners over time instead of repeating it immediately and that is what spaced learning does. Spaced learning is the strategy that refreshes and strengthens learner knowledge and memory of the content. Research has shown that the forgetting curve has a gentler slope and spaced repetition improves long-term retention by 200 percent (8).

A spaced approach can be a great follow up to a single class or used for entire course. can also be structured around this approach. It is perfect for your eLearners' who use mobile devices to learn in short bursts. What we teach is complex. How does it work?

Pick the single best way to present the same point, but when we use the spaced learning approach, you have to come up with multiple angles. Select class/course (c/c) pattern that is clear, methodical, and intuitive.

Use a clear, organized pattern. Depending on the material it should be in a logical sequence that makes sense such as history in a chronological order or science in simple to complex or literature in a topical pattern. Tangential information for enrichment material should be separate from the main focus of the lesson and irrelevant information should be none existent.

Spaced learning requires learned information be repeated to reinforce learning at intervals (days, weeks, or months after the first learning event). An efficient pace and consistency are the best way to achieve that goal.

The new material relationships to the old must be emphasized. Use outlines and tables to points to what's coming in later lessons. The content activities should be smooth and seamlessly manipulated and focused on learning the material. Real life hierarchical structures and diagrams can add depth and breadth to complicated relationships among various components of situations and tasks.

Students need many hours of practice to achieve expertise in a skill especially eLearners. Just as your instructional materials, your practice material should be efficient and encouraging using real-world problems. Be sure your practice is on the same cognitive level as your teaching.

Just as you did in your classroom eLearners need your timely progress reports and feedback on their work so they can determine if they are meeting the standards you have provided in your objective (8, 16; Anand, 2015; Gutierrez, 2018; Moloney, 2018).

Creating your online presence

As an instructor in an online environment you will want to create a personality and presence online so your students are excited and energized to come to your class the same as a classroom teacher engages their own students in the physical space. There are many aspects to the physical classroom that can be applied virtually in an online environment.

Keenness

When you were a student were you excited about coming to class? What would motivate you beside your liking the subject matter? I know that a teacher that was energic, personable, and really "lived" the subject interested me. That person was face-to-face. How do you as a teacher provide that keenness in eLearning? Introduce yourself, tell a story about an experience you have had with designing instruction. (10). Be Yourself. Most professors enjoy teaching in

person because of the opportunity to interact with students, share our passion for a subject, and watch understanding dawn on their faces.
Teaching in person provides the opportunity to interact with students, show our passion for what we teach, and watch their faces when understanding dawn them.
A lot of us are actors at heart, we enjoy the performative aspect of teaching. The energy in the room fuels our energetic communication. We have a unique teaching persona — different from our hallway conversation or in a department meeting.
In the classroom we vary our delivery to best effect. We pause, raise our voices, wave our arms and hands for emphasis. Where are your vocal intonation, facial expressions and you striding up and down the front of the room to make a point? How do we put that style into eLearning so we do not get lost?
The written word is the primary means of communication in eLearning. It is beginning to change with technology as the delivery system. While text can be dry and demotivating to students posting a video of yourself delivering a lecture is not a solution. Where is your physical energy? You must portray your personality and passion differently from what you in person.
Written content is an unavoidable part of eLearning. Mini-lectures, assignments, instructions, answers to questions, weekly announcements need a warm, singular voice not a detached distant tone. Everything you write should be encouraging and convey support. Be friendly, caring, and reassuring conveying your support with Thank you, reminders, please contact me.
Provide impact by recording yourself through audio/video to capture your expertise, empathy, your physical energy persona. Remember the authors just said don't video yourself lecturing. You don't have to have a recording for everything but you know where there maybe hiccups in your lessons where in the classroom you had to explain in several different ways to get a point across … this is where a recording will definitely be needed.
Recordings are an excellent way for you to be present with the students. They will appreciate seeing your face and hearing your voice. They will know you are real, not a distant "something."
Remember be yourself. How did you look and act in the classroom should be what the students see … look for ways to be the authentic teacher you are in person via technology?
eLearners need you with them even more than your physical classroom students. Weekly announce an overview of the coming week's topic and recap of the previous week's work needed for the coming topics. Your class design must provide opportunities for group or one-on-one with a student(s) so you can explain, guide, illustrate, ask/answer questions. These opportunities should be scheduled the same amount of time each week you are to be visibly present and engaged.
eLearners in a number of cases cannot get answers/clarification to questions/directions from their physical classroom classmates. That leaves you with a lot of questions to be answered. In your classroom if the same question is asked by several students you stop the class and do a broadcast answer.
In a paragraph above the authors mentioned schedule. Hold online office hours according to a schedule, by appointment, or both that provides opportunities for questions to be asked and answered. You have as an option responding to questions posted in an online question-and-answer discussion forum or sent to you by email using the technology in which the questions were posed. If the same question is being asked, as previously mentioned, by a group of students post a quick video to clarify the topic or assignment.
Talking with students in online discussions and grading and returning students' work with comments in a timely manner may preclude questions being asked.

Technium Social Sciences Journal
Vol. 10, 58-78, August 2020
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How do you structural head off points of confusion and give verbal explanations, reminders, and nudges. Your classes should have a good mix of navigational approaches. Scrolling and clicking are part of technology, but it should not be fatiguing and endless. Folders and pages are tools for keeping things organized. Subnested folders should be kept to a minimum (10, 11).

Gaining Attention

Attention has and will be mentioned numerous times in this article. Attention is the mental faculty of noticing someone or something as interesting or important. Attention is where the senses are focused exclusively and selectively There any number of situations were attention becomes awareness, observation, consciousness, recognition, attentiveness, curiosity and even inquisitiveness.

In teaching attention is needed to ensure reception of coming instruction. Gaining attention is usually the stimulus used to introduce new information. eLearning works better for some students than for others.

Before we get to introducing instruction let's talk about you the teacher. When a student first walks into class the first day the teacher makes an impression on the student. You are the attention gainer, attention is focused on you. How do you translate your active interacting and engaging with students in a face-to-face to eLearning? How do you develop the class as a learning community, develop intellectual and personal bonds?

Answers to the questions starts with types of dialogue you design into your course. When designing your classes be sure to have three types of dialogue: faculty to student, student to student, and student to resources.

Make an assignment were you and the students post a personal introduction to get to know one another. Information in the introduction can be professional experiences, personal information such as family/friends/pets, and a photograph. Provide a number of items to prompt students as to what they should provide.

Announcements, discussion board postings, video or audio podcasts and forums are attention getters. Your communication with students shows you care about who they are, their questions and concerns, and you are "present" to teach and mentor. As an eLearner teacher you need three types of presents: social, teaching, and cognitive/content presence. One of the best ways is to do all three is to set regular times to meet in a virtual classroom and answer email or texts. These times are daily, odd/even days etc., and be specific on hour(s). Be specific about how this time is to be used by stating anything, or will you dedicate specific days/ hours to one-on-one help, working with groups, etc.

Forums/discussions boards for students to post and request help and assistance from each other through the various student-to-student tools, such as discussions, help areas are means to develop your learning community. Small groups where students can assume responsibility mentoring fellow students and summarizing key points of a class assignment can provide what happens in the classroom when a student ask the one next to them for help. Study groups can be permanent or assigned for a specific activity and usually consist of 2, 3 or 4 students depending on the assignment (9, 11).

Providing feedback

Feedback is a reinforcement aspect in learning. Students need immediate direct informative, remedial, corrective, etc. academic feedback to point out mistakes and so they can correct and learn from them.

Technium Social Sciences Journal
Vol. 10, 58-78, August 2020
ISSN: 2668-7798
www.techniumscience.com

Helpful Feedback Scores are not enough, there is no correction of the thought process that led them to the wrong answer. Teachers must make comments pointing students to where they were wrong and how to get back on the right track.

Immediate Feedback

The authors have talked about chunking/scaffolding/breaking instruction into small parts. Doing this is making each piece a building block. If you get one wrong everything after is built on sand. Delaying grading papers or issuing feedback is like throwing a wrench into machinery. This is particularly true in eLearning. A fix to this is designing classes that are shorter with effective assessments to decrease the papers to grade and records to keep. Students learn better from immediate feedback after assessments, while the work is still fresh on their minds. Learning something the first time wrong requires relearning. Immediate feedback allows students to correct their thought process before it is permanently ingrained in their minds.
Remember the golf instructor who set his rates for instruction depending on whether the individual had been playing golf already or had never played. It would take the golf instructor many more lesson to have the "golfer" to unlearn their poor swing than to teach the non-golfer how to swing. This also applies to your eLearners even more so than your physical classroom students.

Peer Feedback

In your classroom there are any number of teachers beside you. They are called peers. In fact, some research shows kids learn better from their peers than from you the teacher. If you have multiple children we are sure you have noticed that the younger children pick up stuff from their older sibling(s). That's peer instruction. Peer feedback helps those evaluated as much as the evaluators. Both the evaluator and the evaluated are subject to new thought patterns and ways of doing things.

Student Feedback

Constructive student feedback of the classes/course is recommended by the authors. This feedback should be directed to improve the design of the classes' pace and put the learning into a practical context. Asking the students for feedback encourages students to create original content and improves delivery. feedback can be at intervals or at the end of class and done anonymously (Gutierrez, 2018; Moloney, 2018).

Maximize engagement

In an eLearning situation the learning community plays a valuable part in the learning process. In the gaining attention section three types of presents: social, teaching, and cognitive/content presence and three types of dialogue faculty to student, student to student, and student to resources are presented.

Content

A course must connect existing knowledge to new information. Integrate the new material through discussion, reflection, and/or presentation of new knowledge in concrete situations.
The course should allow them to apply new information on their own. Sufficient practice and formative assessment should allow students to learn from their mistakes. The practice should include different performance activities that recall, utilize, and evaluate the new knowledge. Enough practice should be provided to enhance retention and transfer of the learning to the next set of new material. Retention strategies include concept maps, rephrasing, summarizing, job

Technium Social Sciences Journal
Vol. 10, 58-78, August 2020
ISSN: 2668-7798
www.techniumscience.com

aids, etc. Your performance objective standards should incorporate retention strategies to meet the standard end product.

In the above paragraph we mention retention and transfer. You must teach critical thinking to achieve these goals. Critical thinking is one of the most transferable skills your student will use for the rest of their lives. Teaching critical thinking makes a student look at a problem from multiple points of view. Different perspectives develop cognitive flexibility. Different perspectives often unravel a problem when a student looks for anomalies, contradictions, explanations, and resolutions that are at the heart of why something works or discovery why something isn't working, and figure out a way to make it work. An example for critical thinking would be to record a short guest-lecture video so that students hear from another expert in your field. The instructor could then ask for their perspectives. When responding to students, use a professional conversational tone in your discussion post which demonstrates how you respect and value their responses.

The authors have mentioned the end product of your class objective as a project. That project can be anything that is appropriate to the course content. However, whenever possible include for students the opportunity to produce original content. Remember retention and transfer will be lasting with original work. How long was your retention of what you learned when all you had to do is pass a multiple-choice test or fill-in-the-blank test?

Communication

Your lessons must emphasize student-student connections. When designing your course materials, identify opportunities for networking, students learning from each other, and sharing ideas. In the eLearning situation, it may be more difficult to connect students with one another—but it's essential to expand one's learning. The encouragement of chatting with one another removes learning from a vacuum, and require teamwork like most real-world jobs. Conversations about material taught and their practical applications internalize facts and concepts.

Teamwork is required in most real-world jobs. "Provide me with examples of how you have worked in groups?" is one of the first questions asked by questions human resource interviewers. On the job, students need to apply the knowledge when functioning as a part of a team, business or organization. Your groupings will help them learn to cooperate with each other, learn from each other, and teach each other for the team to succeed. Your group projects need to require them to present their findings/ideas confidently and apply their knowledge as a part of the team (12; Gutierrez, 2018; Moloney, 2018).

Evaluating, reviewing, revising

The authors earlier mentioned student feedback. One way to get student feedback is to provide them with a questionnaire. When designing your questionnaire have a mix of qualitative and quantitative questions. Tie the questionnaire to learning objectives of the class to see was learned so that the results can be used to improve future classes.

Whether you use student feedback or not you must review of the design of your delivery and content to improve the class material before teaching again, adapting technology use, and improving your teaching skills.

Analyze results and make revisions to make objective conclusions about what worked and what didn't. Remember the key to any effective and enduring technology integration plan is allowing it to evolve over time through repeated revisions. Failure to analyze results and revise integration practices can result in frustration for you and your students (12; Guyman, 2014).

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www.techniumscience.com

Make Class an Inviting, Pleasant Place to Be

Ask these questions of yourself "Do you enjoy your online classroom, being there, interacting and communicating with your students? If you answered no, neither will your students.

Before you can deal with students online you have to fix yourself online. What do you like and what don't you like? The answers to this question provide the framework for designing your classes.

Was your physical classroom attractive, may yes, maybe no, but you did improve the atmosphere to make it more inviting, pleasant, and conducive to learning. Now that you are teaching on line are you starting from scratch or relying on someone else's content to guide you in developing your own? Remember online you are not there physically be you must be present. This presence is twofold: design and availability.

Whatever you are doing your online learning environment should be as close to the physical classroom because that is what your students expect, that is their base.

What did you do in person that the students expect when you make them welcome and comfortable in the classroom? Make a deliberate effort to apply the same actions (greet them, smile, make eye contact, answer questions).

As the teacher you are requiring them to be engaged and expend time on your assignments. In return you must be present to show you value their effort.

When designing the course provide learner guidance by modeling the kind of work you wish to see. Showing students what you're looking for through examples, case studies, and other instructional support to supplement the content will instill confident in their ability to succeed and increase their motivation.

Your students play games and are media savvy. Use plenty of visuals, media, interactive tools, and learning activities. Streamline course organization and navigation to maximum flow.

One of your most important responsibilities as a teacher is answering questions. In your physical classroom when a student raised their hand because they did not understand something, you would find another way to explain it. If you are aware of your students' backgrounds, you pulled examples from situations they might find familiar or from another venue. That variety of examples and explanations helped your students grasp the information in a way that makes the most sense to them.

Examples are even more crucial to online learners. Use variety of examples and explanations for your students since not all of your students' backgrounds and experiences will be similar, multiple wide-ranging examples will help get information across. Your presence is valued when you answer questions.

While it is important that you answer questions your students usually ask a friend to answer their question before asking you. That is why you must structure student to student ways for students to explain new information to one another by assigning groups of two or more asking students to interact with their partners every week by phone or text to explain course material and work on group projects. An excellent student feedback activity is students submitting a short summary of their work with their partner and tell how it helped them better understand that week's work. You can ask them to provide what worked/didn't work and suggest how to improve.

The authors mentioned earlier design and availability. When designing your instructional strategies and learning environment, you need to use the technology available to your students. You and the technology available must address the following aspects of eLearning: available materials, informational dissemination to learners and parents on how to use the technology, your backup plan for when technology issues arise, what is the most effective technology

integration for your content, student age/experiences, and learning styles (Guyman, 2014; Gutierrez, 2018; Moloney, 2018).

Summary

Classroom management is usually accepted to mean management of student behavior. In actuality classroom management includes managing the physical environment, time, materials, instruction, lesson planning, student achievement, as well as student behavior. Withitness is the essence of all that a teacher does in the classroom (Proto, 2013). The authors adopted the definition of "withitness," to refer to the ability of a teacher to be perceptually and cognitively alert and aware of all parts of their classroom at all times.

These management techniques are always related to the setting and change accordingly (Wuest, 1999). To be perceptual, cognitively alert, and aware in eLearning as in the physical classroom a teacher must (a) develop course objectives, (b) create your course layout or plan, (c) establish course expectations, (d) design course materials, (e) add visual appeal, (f) space learning, (g) create your online presence, (h) provide feedback to students, (i) maximize engagement, (j) evaluate, review, and revise, and (k) make class an inviting, pleasant place to be.

A teacher in eLearning is more concerned with the instructional aspects of withitness. The article provided means of attaining withitness in eLearning. Withitness is learned and takes a conscious effort. Withitness is a powerful tool that sends a distinct message to students that you are aware, care, and that they will be held accountable for their behavior and achievements. With withitness everyone benefits (Brophy, 1986; Proto, 2013).

Conclusion

In the physical classroom you as the teacher have classroom positioning, and eyes and ears to supplement your course design (a-j in summary). In eLearning your course design must provide you the opportunities for physical presents and eyes and ears on your students.

Application of Kounin's "withitness" is different in eLearning but just as valid as it is in the physical classroom. Students learn through both the content and the pedagogy of education (Weimer, 2009). Nothing great is ever achieved without much enduring (21).

Remember!!!

Learning = Content + Pedagogy
Learning = Application + Motivation
Learning = Repetition + Repetition + Repetition
Learning = Content + Pedagogy + Application + Motivation + Repetition + Repetition + Repetition
(Akpan, et al., 2019).

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