

BEACON

An Association for Ohio's Business Educators

A Message from OBEA President Jennifer Jorrey

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Dear OBEA Members,

A traveler once described a billboard sign along the highway that caught his attention. It displayed an image of a woman who had three names tattooed on her back: Michael, John, and Maureen. Michael and John had been crossed out, only to leave Maureen. The large words at the top of the billboard sign read, "Tattoo Removal...Because Your Life Changes". Clever marketing, it certainly got the attention of people as they passed. Although maybe not as dramatic as the tattoo removal, we are constantly facing change, especially as educators.

Welcome to the 2020-2021 school year where nothing is quite as it seems, as our world was flipped upside down. Can we all agree that it has been a whirlwind of a time and we are expecting to see the land of OZ at any time now? As business educators, making changes in our curriculum and in the courses we teach is something we have always done. However, there will never be a time quite as challenging and enlightening than the one that we are currently experiencing. Crisis teaching, 100% virtual, hybrid, hyflex, asynchronous, synchronous, technology disparity, quarantines, Zoom, Google Meet, Google Classroom. These are now part of our daily school routine and I don't know about you, but it makes me feel like I'm on a roller coaster at Cedar Point that refuses to stop!

Let's face it! Changes in our work and social environments and personal life occur daily. Some changes are positive, and some are negative. And yet for the most part, we seem to survive and move forward, and many keep in mind the proverb "this too shall pass." Throughout my life, I have tossed around this short proverb many times, as it is my daily reminder that all situations, positive or negative, are temporary and that change is the only constant. One simply has to look at the evolution of technology that has driven businesses over the last few decades to see the changes that have already happened and prepare for the ones that are about to come.

Few teachers, including myself, have taught online before we were thrown into pandemic-teaching. I can assure you that nothing in my four years of online teaching taught me how to adapt to this model. Developing the art of teaching

online requires educators to rethink current resources, restructure the delivery system, use technology in creative ways, develop an online student community, evaluate work appropriately, and hold online office hours. Taking your well-developed lesson plans and turning them upside down because now you need to think about which of these lessons you will need devices for and who in the classroom will need a paper copy. You have probably thought to yourself once or twice about how you might need to clone yourself to get it all done.

As you continue to navigate your way through, please remember that we are all going through this together. Reach out to other teachers you know for support and advice, or even just to vent. Find time to take care of yourself. Do something that you enjoy- reading, walking, watching your favorite movie - anything that will give you a break from the stress. Find the positives in each situation and keep reminding yourself why you keep moving forward. What is your purpose? Give yourself grace and focus on what you can do today. The rest can wait until tomorrow.

A final thank you to all of our members who were able to attend the 93rd Annual Conference in the Fall, our first ever in a virtual setting. This conference sparked new ideas and interest in providing separate, smaller online professional development opportunities to our members throughout the state. In the near future, we will be filling the position for our Professional Development Coordinator, who will bring together all of the representatives from each section to organize the virtual professional development opportunities. We hope to see you there!

"Change is inevitable, except from a vending machine." -Robert C. Gallagher

Jennifer Jorrey, 2021 OBEA President

This past year has presented so many challenges both personally and professional. Please remember that:

- **You Matter**
- **You are Appreciated**
- **You are Valued**
- **You Bring Value**
- **You are Respected**
- **You are Worthy**
- **You are AWESOME**

YOU
MATTER.

SECTIONS REPORTING IN...

Northeast – Caroline Holt Balis

- Contact information: holtbalisc@Parmacityschools.org

East Central – Amanda de Fays

- Contact information: acrist2122@yahoo.com

Central/Southeast – Jennifer Jorrey

- Contact information: jjorrey@lhschools.org

Southwest – Katherine Hogan

- Contact information: klh444@gmail.com

West Central – OPEN

- Contact OBEA President Jennifer Jorrey at jjorrey@lhschools.org if you are interested in filling the section representative position.

Northwest – OPEN

- Contact OBEA President Jennifer Jorrey at jjorrey@lhschools.org if you are interested in filling the section representative position.



OBEA Membership Benefits

- Professional organization membership
- Networking with professional colleagues
- OBEA Website: www.OBEA-ohio.org
- Annual professional development conference
- Refereed journal: *The Ohio Business Teacher Educator*
- Beacon: Three issues annually
- BIAC member presentations
- BIAC student recognition
- Distinguished Teacher recognition
- OBTF grant opportunities

OBEA Vision

Business Education for Effective Living

OBEA Mission

To make a positive difference in business education by providing professional development activities, technology-based workshops, research, publications and networking opportunities.



We would love to hear from you! Consider submitting an article for our next Beacon - email Amanda at defaysa@plainlocal.org

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To our new OBEA President

Jennifer Jorrey

Legislative Update - Call to Action

Submitted by OBEA Member & Legislative Chair, Robert O'Donnell



I am urging all business teachers to email the Director of Career and Technical Education concerning why Family and Consumer Science Teachers have a C-TAG which allows them to give college credit for personal finance but not business teachers. We need to be able to give a C-TAG when we teach a class in personal finance, and we are the most qualified teachers to teach this curriculum. However, we cannot give college credit for teaching personal finance. As business teachers we have taught consumer economics for years.

Please write your concern to Leah Amstutz at the following email address: l.amstutz@education.ohio.gov



I was told that business teachers need to make our concerns known. We cannot just keep quiet and do nothing. We need this changed as soon as possible. Please consider emailing Leah Amstutz ASAP to help advocate for this cause.

Maximizing Student Success in Online Learning

Article Written by OBEA Member, Dr. Jane Briggs



The pandemic of 2020 will not soon be forgotten. As a part of my job responsibilities as a clinical faculty, I virtually observed over 80 classrooms and labs in various forms of delivery including whole or partial face-to-face, hybrid, and virtual. And, although there were many struggles for all of us, no matter what level of education we teach, there are lessons to be learned once we take a few minutes to reflect upon our experiences.

First, education has always held the reputation of moving slowly when it comes to change. This is no longer the case. When presented with the need to move to virtual learning in some delivery fashion, business educators led the way when compared to other subject areas. Panic on the faces of teachers who in the past were not particular technology-literate, was the norm as they were faced with the need to quickly pivot from face-to-face instruction to virtual learning almost overnight. Business education colleagues all over Ohio helped their own co-educators as the phrase, "We are ALL in this Together" became the new creed. This proves without a doubt that knowing, using, and strengthening all of our technology skills could not be more important than now. Take advantage of this time in history to make yourself more marketable.

Have you considered adding to your technology credentials recently?

Second, engaging our students virtually has taken center stage as one of the bigger if not the biggest challenge to us as teachers. The stage location has moved from our contained classrooms and computer labs to a computer screen where students have the option of turning us "on" or "off." Even lessons which we believe are well-prepared and delivered may not be enough to "un-mute" our students' video screens and microphones for participation as active learners. We know from the Census bureau, who concluded in August 2020 that "Nearly 93% of Households With School-Age Children Report Some Form of Distance Learning During COVID-19. Nearly 93% of people in households with school-age children reported their children engaged in some form of "distance learning" from home but lower-income households were less likely to rely on online resources" (Census, 2020). One conclusion we can draw is that the lower the socioeconomic status of the students you teach, the more you will have to work to get those students engaged in what you are teaching. That could mean multiple calls home to parents as well as students, additional virtual office hours, check-ups on how their technology is working, and referrals to additional support personnel to help you engage the students. Strategies like the former "study buddies" approach may work for some of your students as well as "pair-up" activities where there is a push from another student to work together. These also improve the social connectedness students crave.

Have you considered what simple changes can you make in terms of connecting students with each other to improve learning outcomes for both?

Third, as teachers we know that our students' social and emotional learning is being affected during this pandemic time. In reality, most teachers knew their students were struggling long before the pandemic with their social and emotional learning. In a recent article in the online journal, Education Week, guest opinion bloggers, Alex Kajitani, Tom Hierck, John Hannigan and Jessica Djabrayan Hannigan state that "Student engagement isn't a binary skill. Now more than ever, we need to teach SEL [social emotional learning] strategies as a matter of purpose rather than banking on the idea that things will quickly return to normal.

[Social Emotional Learning] comprises what we refer to as the three high impact elements of student engagement:

1. SELEment 1 (S1): connected, safe, and welcomed;
2. SELEment 2 (S2): choice, voice, and agency in their learning; and:
3. SELEment 3 (S3): connect what they are learning to real-world meaningful application.

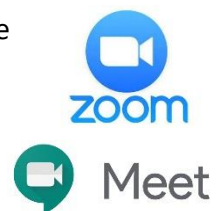
Are you a teacher who takes 5-10 minutes via Zoom or Google Meets to "check up" on your students' well-being? What if a student hasn't shown up in Zoom or Google Meets for a few class sessions? Are you providing choice in project learning to better help students connect in the best way they can in their individual situations? We know that business education provides content in real-world applications—we can check that element off the list!

How can you apply what we know about social emotional learning to help your student in the virtual environment?

Finally, remember to avoid assumptions when in virtual learning environments. As an example, in a recent conversation with a teacher, it was mentioned that the students do not seem to ask any questions, so the teacher assumed all of the students understood the content. However, after a formative assessment was graded, clearly the students had no clue what they were doing. How can that be? Think for a moment....perhaps the students did not realize HOW to ask a question via Zoom or Google Meets? Just because students share that they are tech-saavy, it really depends on how that is defined. Playing a video game and texting do not equate to functioning as an online student. As educators, we must avoid making assumptions and take the time to teach a few key Virtual Classroom Guidelines to help our students succeed and improve the communication between the students and us.

For example, how to you teach your students about the following?

1. How to log into Zoom or Google Meets and participate in the class – Set the expectations on Day 1 including how to turn in or upload work
2. How to mute and unmute a microphone
3. How to share a screen (use for presentations or to help solve a problem together)
4. How to use the Reaction buttons (clapping, thumbs up)
5. How to use the Chat effectively as a student participant



In addition, as teachers, practice these additional skills prior to your first class so that you are clear on how to proceed as the instructional manager of your class:

1. How to record and stop recording (this is extremely beneficial if you have absent students)
2. How to monitor Chat, post questions, take polls, and respond to individual and whole groups of students
3. Use first names and require students to log into Zoom or Google Meets using their real names (this is also helpful for Zoom attendance feature)
4. Showing Faces/Not Showing Faces – schools are approaching this differently, depending upon their district policies.
5. Operating Break-out Rooms (think small groups of 2 or 3 and know how to assign late students to groups and how to circulate through the groups yourself).

How can you use technology as a teaching and learning tool and instruct your students to use technology as a teaching and learning tool competently?

Although we are all hopeful that this pandemic will soon be behind us, in reality there are these lessons as well as many others that we as educators have learned and will take with us into the future. Who knows if another pandemic is around the corner? Even if it is, we as business educators know that if we stay current with technology, provide structures for students to connect with the content and each other, consider students' social and emotional learning needs, and teach students about the technology they are expected to use when learning virtually, we will already be ahead of the game when and if we are faced with a similar challenge in the future.

References for article listed on page 14

Cool Opportunities!

Learning About Business (LAB) – A Unique Learning Experience

NOW OPEN TO CURRENT SENIORS!

Do you have students that could benefit from meeting and learning from over 100 business professionals? Learning About Business conducts a one-week summer business camp – LAB Week is June 13-18, 2021.

LAB Week provides:

- A week-long mini-MBA experience for high school students
- A hands-on curriculum with presentations from area business professionals
- An interactive online business simulation developing and running a drone company
- A chance to develop leadership skills along with teamwork skills
- Exposure to area businesses and executives from both large corporations and small entrepreneurial firms

Visit website for more information - www.learningaboutbusiness.org

Next Gen Personal Finance

TEACHER RESOURCES AND ONLINE PROFESSIONAL DEVELOPMENT

- Register for upcoming Certification Courses – Cohort #9 is now open for registration
- Tons of teacher resources – just a click away
- Current events, Financial Literacy Blogs, Nearpod Lessons, Video Library, Podcasts and more!

Visit the website at - www.ngpf.org

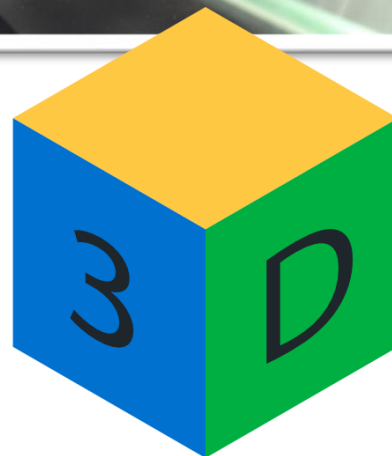
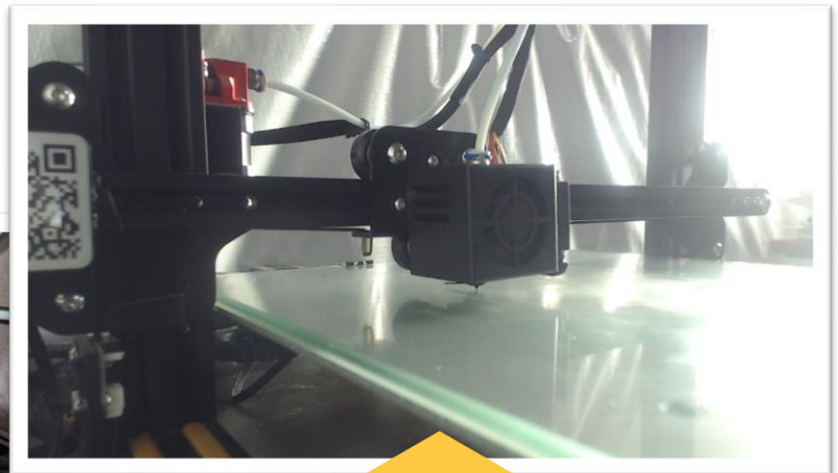
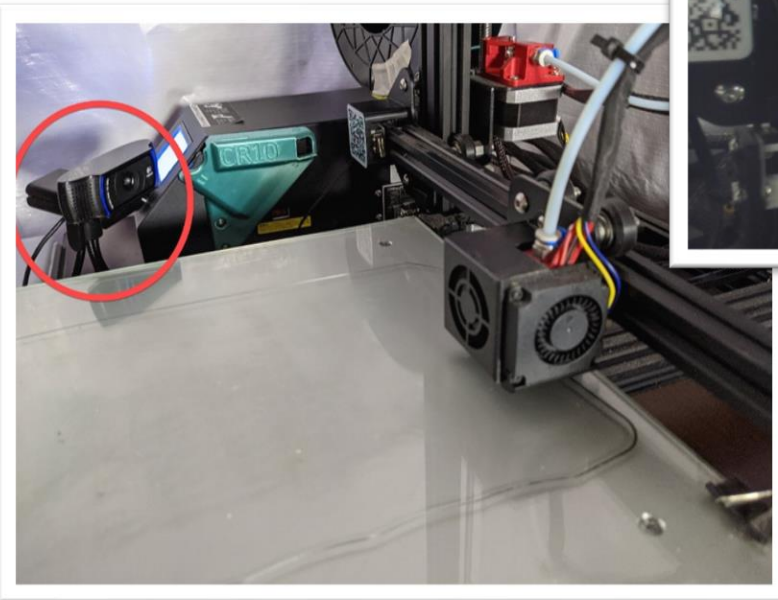
Demonstrating 3D Printing in a Virtual Classroom

Written by OBEA Member, Thomas Mays, Ph.D.

At the start of last Spring semester, I introduced a new class project in my small business innovation course that required students to use the Design Thinking process to solve a problem. I encouraged students to, if appropriate, prototype their solutions/innovations using a 3D printer. One of our campus libraries has a makerspace with 3D printers, and I am a 3D printing hobbyist with a printer in my office. Due to the pandemic, I was not able to proceed with offering 3D printing to students in the Spring term. After my Fall term courses moved to online synchronous using WebEx, I needed to make a change.

The challenge for Fall term was to demonstrate 3D printing in the WebEx environment without investing in expensive new computer or video equipment. I did not want to use a prerecorded demonstration video of the process as I thought it could lessen the impact. To accomplish the live demonstration, I connected my spare webcam to my computer and aimed at the 3D printer's printing surface. To change the webcam displayed to students, I accessed the webcam settings in WebEx, selecting one or the other webcam as the main source. This allowed me to provide a more engaged introduction to 3D printing for my students as we could check in with the second webcam throughout our class meeting to monitor print progress. Additionally, I shared my screen as I made design changes and adjusted print settings so that students could see the entire process.

Watching the 3D printer demonstration live instead of prerecorded sparked student questions that may not have occurred if not for the live feed as well as allowed me to easily address questions and repeat steps as necessary. After receiving many positive comments from students, I believe the live demonstration was a successful and important experience that increased student interest in 3D printing as well as helped to demystify the 3D printing process.



Sure, They Are Present, But Are They Motivated?

Student motivation is linked to Learning Experiences

By Jarvis Brown, Ed.D.



Student Motivation

A student's desire to learn new information is driven by motivation. Motivation is someone's aspiration to do something (Walker-Tileston, 2010). When students face challenges in the classroom such as being tired, bored, or learning activities that are not connected to their previous experiences, motivation inspires them to remain focused on completing classroom tasks. In our learning environment I noticed students' past experiences and the climate in the learning environment will determine their motivation to do something. Two characteristics of motivation are intrinsic motivation and extrinsic motivation. Intrinsic motivation occurs when an individual does something because of curiosity or he/she wants to do something (Walker-Tileston, 2010). Peer to peer communication activities and allowing students to choose some content curriculum activities are some exercises I use to increase intrinsic motivation. Extrinsic motivation occurs when individuals expect a tangible or markable reward for their actions (Walker-Tileston, 2010). Pizza parties, gift certificates, and discounts on student merchandise at the student store are some tangible rewards I have used for extrinsic motivation.

According to Saraçoğlu (2020), when students are motivated, they are successful in the learning environment. When learners are motivated, they are anxious to learn new information, they learn how to adapt to challenges in life, and most importantly, learners with motivation enthusiastically participate in the learning environment. Students that were motivated to learn in our classroom were prepared for class, interested in the lesson, seldom gave up on challenging situations in class, and enjoyed participating in peer to peer discussion. Motivated students in our learning environment were energetic and tried diligently to succeed during learning activities.

Willis (2019) believed student motivation is strengthened by choice in the learning environment. I have noticed a boost in students' satisfaction when they achieved their chosen goals. Students' responsibilities for learning are shifted when choice is used in the classroom. I have observed students' judgement, decision-making, problem solving skills and motivation increase when they were responsible for their choices in the classroom. For example, when we researched how economic activities influenced businesses (single proprietorship, partnership, corporations) students were given the opportunity to choose any type of business for their research. Some students chose businesses where they were employed, others chose community or online businesses of their choice. There was 100% student participation in completing this assignment. I discovered that self-directed learners were created when choice was used for this assignment. Students' confidence and motivation to achieve tasks increased when they were included in choosing classroom learning experiences.

Student Learning Experiences

Students' learning experiences are vital in motivating students to achieve in the classroom. According to Tyler (2013) learning occurs through the experiences students have in the learning environment. Learning experiences are activities or procedures that develop a strong understanding of content presented in a learning environment (O'Malley and Chamot, 1990). Steps, procedures, and/or actions used by students that will assist in improving their learning are considered learning experiences (Marisi, 2019). According to Öze (2002), planned activities to make student learning easy and permanent are considered learning experiences.

Although researchers' definitions of learning experience differ, learning experiences are the cornerstone of learning. Tyler (2013) believed learning experiences create the opportunity for students to practice course material. In my business education courses, a wide variety of learning experiences are used to achieve the objective. A learning activity that I make use of in the classroom is using students' previously learned experiences to enhance classroom instruction. For instance, when we discuss consumer activities, I use students' previous experiences purchasing items at the student store, in the cafeteria, in the mall, and/or at their favorite community store. I have discovered when students' previous experiences are related to classroom content students are more willing to participate in classroom discussion, failure decreases, and student motivation increases. Other learning experiences I have implemented in my classroom are peer to peer communication exercises, role playing, and project-based learning assignments.

There is a direct relationship between motivating students and learning experiences (Saraçoğlu, 2020). According to Walker-Tileston (2010) students are motivated to learn course content when learning experiences relate to instruction in the learning environment. I have learned when I connect relevant learning experiences to course content student motivation increased. A relevant learning experience I have success with is assigning students to interview owners, partners, and/or administrators of any business to find out how their daily business activities relate to our discussion in class on economic activities. Students were motivated and enthusiastic about sharing their reports with the class. Other learning experiences that increased motivation in my classroom were assignments using social media, online research, and/or student presentations.

Learning experiences play a vital role in creating an effective motivated learning environment. After using a wide variety of learning experiences in previous classes peer to peer communication time increased 15% in our learning environment. We had 100% student participation in classroom activities. Learning experiences selected for our classroom created an animated, challenging, and respectful learning environment. I noticed learning experiences that related to content material increased students' test and quiz scores. Some students in my classroom mentioned their attendance increased because they did not want to miss out on the learning experiences in the classroom. In our classroom relevant learning experiences increased students' communication skills, students' confidence, and students' retention in course content.

Students experiences will dictate learning in a classroom environment (Tyler, 2013). According to Walker-Tileston, (2010) the desire to do something is motivation. I have noticed when learning experiences are connected to motivation, the connection influences the self-system and the desire to learn increases. I have observed when motivation is supported by students' experiences in the learning environment students assimilate classroom instruction. Learning experiences increase student achievement, student's retention of course material, create a challenging, energetic classroom environment, and motivate students to learn.

References for article listed on page 14

ODE Professional Development Opportunity



Business, Marketing & Finance Career Fields Professional Development Series 2021

The Ohio Department of Education, Office of Career-Technical Education, is offering a series of professional development opportunities for business, finance and marketing teachers to learn more about work-based learning and WebXams. Please see below for event details and registration information. If you have additional questions, contact Dee Sturgill at Dee.Sturgill@education.ohio.gov.

“What is the new Quality Program Review performance measure?”

Work-Based Learning: Requirements & Strategies

January 28, 2021 3:00pm - 5:00 pm

What are the specific work-based learning requirements? How can I implement them in a school-based enterprise?

Register Here: [Eventbrite](#)

“How can I use WebXam results to help my students and improve instruction?”

Utilizing WebXam Reports for Continuous Improvement

May 4, 2021 3:00pm – 5:00 pm

How do I access reports in my WebXam account? How do other districts use them in data-based decision-making?

Register Here: [Eventbrite](#)

“How can I improve WebXam results for the Marketing Principles course?”

Improving Proficiency on Marketing Principles WebXam

June 1, 2021 3:00pm -5:00 pm

How can I improve Marketing Principles WebXam proficiency? What are the key competencies for Marketing Principles and how are other instructors teaching them?

Register Here: [Eventbrite](#)

Social Capital and Community in Online Classrooms

Written by OBEA Member, Thomas Mays, Ph.D.

Undoubtedly, educators and students have endured much over the past year. Depending on your school district or institution, you have experienced some degree of “distance” in your classrooms. Some schools have been able to keep mostly in-person, but many have had to “go remote” either part-time or full-time. During this period, technology has helped educators and students remain in-touch. However, many educators have found it difficult to develop community in their online classrooms. This article will provide a basic overview of ways to think about developing community that may be helpful in both online and face-to-face classrooms.



Much has been written about developing classroom community in online environments. Rovai’s Sense of Classroom Community and Garrison, Anderson, and Archer’s Community of Inquiry are of note. Rovai (2001) found that learner-learner and learner-instructor interactions were vital in developing community. Garrison, Anderson, and Archer (2001) discussed the importance of teaching, social, and cognitive presence in online classrooms. Another way to think about classroom community and how it may be constructed is through the concept of Social Capital. While there are many social capital theories and frameworks, the one I have found to fit well in education settings, including online teaching and learning, was developed by Grootaert, Narayan, Jones, and Woolcock (2004). Their framework includes six dimensions: Groups and Networks, Trust and Solidarity, Collective Action and Cooperation, Information and Communication, Social Cohesion and Inclusion, and Empowerment and Political Action.

Groups and Networks include the connections that students make with others. In school, groups and networks can include connections with other students as well as teachers, administrators, and volunteers. The other dimensions then provide more in-depth insight into specific qualities of those connections. After understanding these dimensions, we can then ask ourselves questions about applying these to our classrooms. For example, what kinds of group projects can get students involved in community and/or social issues? What assignments can I create to encourage student volunteer work, and how can I best enable them to share it with the class? What can I do (and what technologies are available) to improve communication with my students and encourage communication among them? A more general question is, how can I deliver the necessary curriculum using approaches and tools that also develop these dimensions of social capital?

As many have experienced over the past year, it seems more difficult to develop community in online settings. One of the most essential starting points for the classroom community is with the connections a teacher makes with students. Online, teachers need to take advantage of multiple communication methods, particularly with post-secondary students. Sometimes it also requires taking a pause and evaluating our online classrooms through a framework like social capital.

References for article listed on page 14





Ohio Business Educators Association

An Association for Business Technology Educators

Support your professional organization...
with YOUR membership!

Membership applications may be found at our website:

For additional information, contact: Felicia McMiller at lisha610@gmail.com



2021-22 Membership Application
Membership Year: July 1, 2021 – June 30, 2022

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Check to exclude your personal data from the directory

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School/Business Name

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School Address

City/State/Zip

School City/State/Zip

Home/Area Code/Phone

Day/Area Code/Phone

Preferred Email Address (print clearly) _____

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- Teacher Educator
- Administrator
- Supervisor
- Other

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- Middle/Jr. High
- Secondary/High School
- JVS Career Center
- College/University
- Tech/Community College
- Private Business College
- State Department
- Other

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- Professional - \$45.00 (after July 1, 2019)
- Retired - \$20.00
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- Life Member – No Charge

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- Master
- Specialist
- Doctoral

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Make check payable to OBEA or pay online at <http://www.obea-ohio.org/OBEA/>

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County _____

Check if NBEA Member

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Lisa Briggs - 4100 Quentin Blvd, Apt. 108
Columbus, OH 43230

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