

# MOVING INSTRUCTION AND PD ONLINE

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EDUCATION OUTREACH TEAM  
FEDERAL RESERVE BANK OF ATLANTA



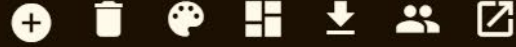
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# ONLINE PD: LESSONS LEARNED

- *Value of Multiple Co-Hosts/Presenters*
- *Phone Apps*
- *Engagement is Important*
- *Breakout Rooms*
  - Clear instructions
  - If complex or detailed content, consider a discussion leader with talking points
  - Tool for tracking engagement (Pin Up, Google Docs, etc.) then troubleshoot

# Board in PinUp.com

Discussion



Lock Settings Maria Edlin King



Subscribe

Help

Log Out

Team 1

Team 2

Team 3

Team 4

Team 5

Team 6

Team 7

Team 8



# ONLINE PD: TRANSITIONS

- *Used WebEx and Zoom*
- *Programs:*
  - 1-hour stand alone & series
  - 3-hour program – broken into 2 parts (1 ½ hours each)
  - 2-day hybrid course

## 2-Day Hybrid Course Structure (via Zoom)

AM	Content and resources session (including engagement using breakout rooms and other online collaboration tools)
Mid-Day	Self-guided active learning and assignments (submitted via Google Docs)
PM	Assignment debriefing and additional content & strategies

# The 4<sup>th</sup> District's Transition into the Virtual World

Presented by Cariss Tuner-  
Smith

# The way things were....

- Prior to March 2020:
  - Traditional Educational Program Structure
    - In Person Visits
    - Hands on Activities
    - Tours of the building



- Virtual programming was little to none
- No virtual activities



# Virtual Professional Development

- Professional Development
  - Hosted using the preferred platforms (WebEx and Microsoft Teams)
  - Allows for participation throughout the district
    - Educator Virtual Appreciation Night (Oct. 1<sup>st</sup>)
    - Danny Dollar Academy Workshop (Oct. 7<sup>th</sup>, 16<sup>th</sup>, 20<sup>th</sup>)
    - University and Teacher Workshops – Scheduled throughout Fall



**DANNY DOLLAR ACADEMY**

Danny Dollar Academy is a free financial literacy program presented by the Federal Reserve Bank of Cleveland that promotes entrepreneurship, personal finance, civic responsibility and smart financial decision-making in grades 3, 4 and 5.



The program is based on the best-selling children's book *Danny Dollar Millionaire Extraordinaire: The Lemonade Escapade* by Ty Allan Jackson. As part of the program, educators will:

- attend a virtual professional development session,
- receive a suite of online curriculum (available as printable PDF or Google Docs),
- participate in two live online Q and A sessions with the book's author,
- and complete a student-led 1-2 minute video project with the opportunity to win a virtual visit with the book's author.

To learn more about the program and how to participate, register for one of the following professional development sessions today.

PD Dates: October 7th @ 4pm  
October 16th @ 12pm  
October 20th @ 4pm

[REGISTER NOW](#)  
Advanced registration required



FEDERAL RESERVE BANK  
of CLEVELAND

**2020 | FEDERAL RESERVE  
EDUCATOR  
VIRTUAL APPRECIATION NIGHT**

*An open house for educators of all subjects and grade levels to learn about the FREE resources and programs available from the Cleveland Fed's Education & Outreach department.*

Thursday, October 1 | 4:00-5:00 pm

Advanced registration required by September 30

[REGISTER NOW](#)

**Attendees will learn about:**

- The Money Museum's new virtual field trip experience
- Virtual student programs & professional development opportunities
- Classroom resources curated by grade level
- Registered participants will receive a Cleveland Fed swag bag featuring our favorite educator giveaways and classroom resources.

**Questions:**  
Email us at [LearningCenter@clev.frb.org](mailto:LearningCenter@clev.frb.org)

# Virtual Programs

- Transitioned from in person to virtual format
  - Summer Programming Concluded
  - Girls Make I.T. Better (Begins Oct.15<sup>th</sup>)
  - Student Board Program (Begins Oct.21<sup>st</sup>)
  - Virtual Field Trips (Underway)



**Student Board**  
VIRTUAL STUDENT PROGRAM

FEDERAL RESERVE BANK  
of CLEVELAND

The Student Board program is a personal and professional development program designed to help high school juniors and seniors transition successfully from high school into college or a career. All meetings for the 2020-21 school year are virtual and will meet twice a month.

**Attendees will learn:**

- personal finance
- employability skills
- entrepreneurship
- community development
- college life

**Questions:**  
Email us at  
[Lakisha.higgins@clev.frb.org](mailto:Lakisha.higgins@clev.frb.org)

October 21, 2020 - May 5, 2021

The graphic features a central image of a group of students sitting around a table in a classroom setting, with a play button icon overlaid on the left. The background is dark with white text.





# Virtual Field Trip Offerings

- 29 virtual offerings
- Visit includes
  - Intro to the Federal Reserve History
  - Virtual Exploration of the Money Museum
  - Grade Level Appropriate Educational Activity Selected by the educator upon their reservation (K-University).
- Activities aligned to state standards (Ohio & Kentucky)



## NISA

*Job: Computer Engineer*

Savings goal after round 3: \$5,000 for a new car

Monthly Salary	-\$8,080
Monthly Bills	<u>\$1,480</u>
Net Income	\$6,600

### Monthly Spending

1. Getting coffee every week = \$35
2. Trendsetting fashion = \$450
3. Taking a weekly walk = Free
4. Hanging out at home = \$100
5. Eating out once a week = \$240
6. Phone and high-speed internet = \$160
7. WOOHOO! You got a present for your birthday! Add \$150 to your savings account.

# Classroom Technology

- Incorporate technology Used by our Educators
  - Google Classroom
    - Docs
    - Arts and Culture
    - Slideshow Flash cards
    - Kahoot
    - Quizlet
- Reservation Tool (Richmond Fed)
  - Grade Level Choices (Make booking easier)
- Qualtrics Surveys (immediate feedback)



# Accessibility and Outreach

- Programs include audio and visual guidance
- Adaptable activity material
- Providing free resources and programs to schools in the fourth district
  - Emphasis on Low and Moderate Income communities



# Communication

## In Person

- Confirmation Email
- Security Email
- Follow up Security Email
- Roster Email

## Virtual

- Confirmation Email
- Confirm Technology
- Set Up Zoom
- Share Activity and Visit Expectations



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## ***Econ Ed at the St. Louis Fed***



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**Scott Wolla**

Economic Education Coordinator

Federal Reserve Bank of St. Louis

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***The views expressed in this presentation do not necessarily reflect official positions of the Federal Reserve Bank of St. Louis or the Federal Reserve System.***

# *Using Econ Lowdown in Canvas*

## **Top four Learning Management Systems (LMS) in K-12 Market as of 2018:**

Canvas (\* LTI)

Moodle (LTI)

Schoology (LTI)

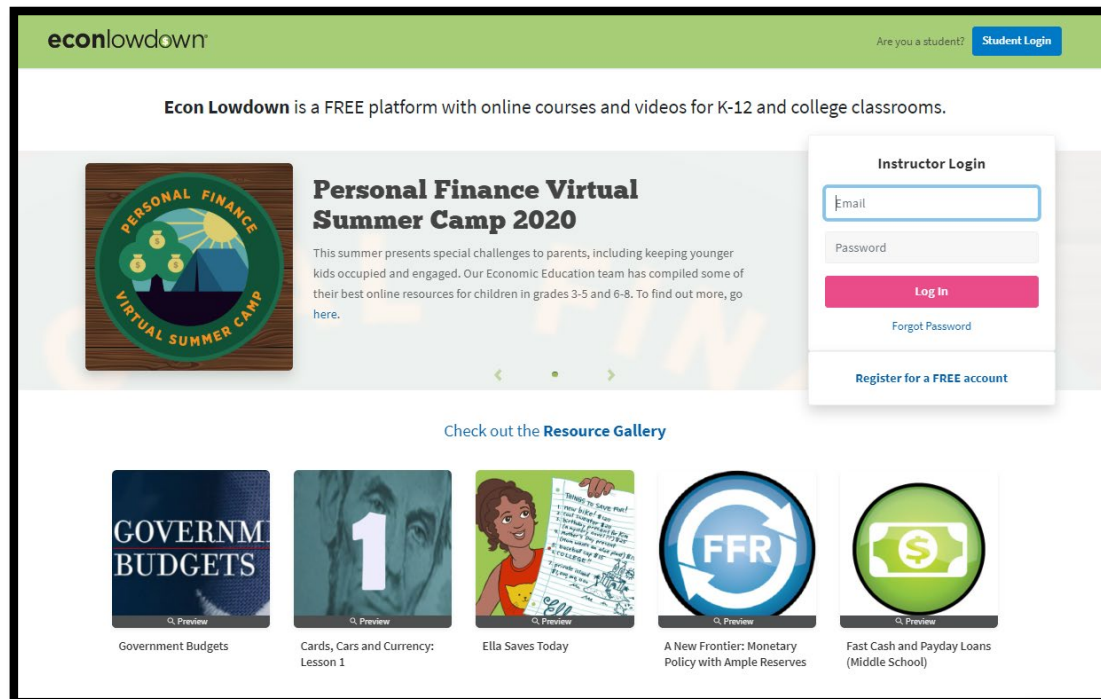
Google Classroom (non-LTI)

\* Econ Lowdown uses **learning tools interoperability (LTI)** connectivity to link its resources and lessons with Canvas.

# Using Econ Lowdown in Canvas

## Benefits of Canvas to Teachers and Educators

- Single sign-in
- Integrate Econ Lowdown with a tool familiar to teachers
- Fully integrated with Canvas gradebook, assignment lists, syllabi, and discussion.



The screenshot shows the Econ Lowdown website homepage. At the top, there is a green header with the logo "econlowdown:" and a "Student Login" button. Below the header, a text block states: "Econ Lowdown is a FREE platform with online courses and videos for K-12 and college classrooms." The main content area features a large banner for "Personal Finance Virtual Summer Camp 2020" with a circular logo and a description. To the right of the banner is an "Instructor Login" form with fields for "Email" and "Password", a "Log In" button, and a "Forgot Password" link. Below the banner, there is a "Check out the Resource Gallery" section with five course preview cards: "Government Budgets", "Cards, Cars and Currency: Lesson 1", "Ella Saves Today", "A New Frontier: Monetary Policy with Ample Reserves", and "Fast Cash and Payday Loans (Middle School)".



The screenshot shows the Canvas LMS login page. It features the Canvas logo at the top. Below the logo are two input fields for "Email" and "Password". There is a "Log In" button to the right of the password field. Below the login fields, there is a "Stay signed in" checkbox and a "Forgot Password?" link. At the bottom of the page, there are links for "Help", "Privacy Policy", "Acceptable Use Policy", "Facebook", and "Twitter", along with the "INSTRUCTURE" logo.

# Using Econ Lowdown in Canvas

## Here are some key points:

- The start-up needs to be coordinated at the district level IT department.
- Teachers can tell their IT department that EL uses LTI to connect to Canvas.
- We will work with teachers and their IT department to connect them!
- If they have any questions, they can contact [econlowdown.lti@stls.frb.org](mailto:econlowdown.lti@stls.frb.org).



The screenshot shows the Econ Lowdown website homepage. At the top, there is a green header with the "econlowdown" logo and a "Student Login" button. Below the header, a banner for "Personal Finance Virtual Summer Camp 2020" is displayed, featuring a circular logo with a sun, mountains, and a boat. To the right of the banner is an "Instructor Login" form with fields for "Email" and "Password", a "Log In" button, and a "Forgot Password" link. Below the banner, there is a "Check out the Resource Gallery" section with five resource cards: "Government Budgets", "Cards, Cars and Currency: Lesson 1", "Ella Saves Today", "A New Frontier: Monetary Policy with Ample Reserves", and "Fast Cash and Payday Loans (Middle School)".



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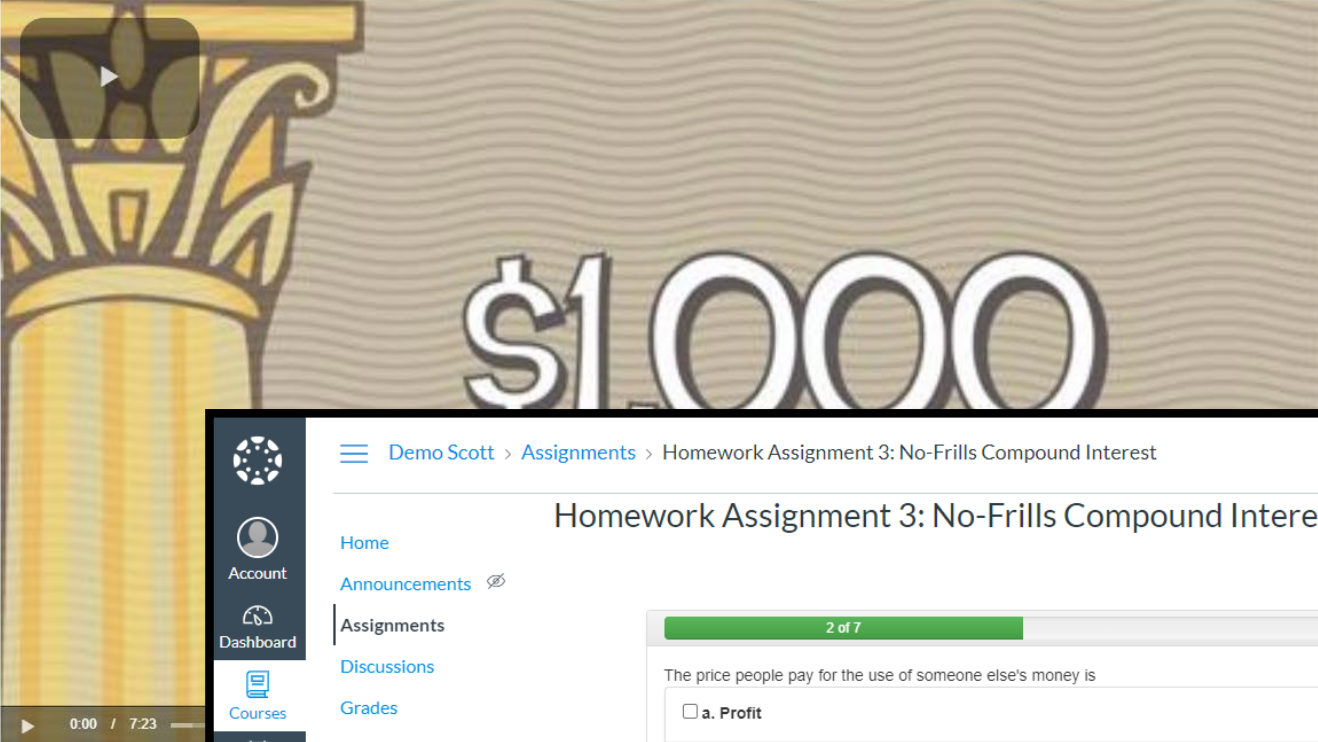


Home > Assignments > Homework Assignment 3: No-Frills Compound Interest

# Homework Assignment 3: No-Frills Compound Interest

Scott Teach

## No-Frills Money Skills: Episode 1—Growing Money



0:00 / 7:23

- Home
- Announcements
- Assignments
- Discussions
- Grades
- People
- Pages
- Files
- Syllabus
- Outcomes
- Rubrics
- Quizzes
- Modules
- Conferences
- Collaborations
- course\_navigation
- Text
- Econ Lowdown Instructor Tools - Dev
- Econ Lowdown Instructor Tools - Local Jason
- Econ Lowdown Instructor Tools - Local Nick

Home > Assignments > Homework Assignment 3: No-Frills Compound Interest

# Homework Assignment 3: No-Frills Compound Interest

Scott Teach

2 of 7

The price people pay for the use of someone else's money is


- a. Profit
- b. Credit
- c. Interest
- d. Inflation

Submit

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# Two New Elementary Videos




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Home > Econ Ed at the St. Louis Fed > Explore Economics Video Series for Grades 2-5 >

## Goods and Services - Explore Economics Video Series, Episode 6

 This video from the [Explore Economics series](#) helps kids understand that people buy and use both goods and services. Kids learn that goods are objects that satisfy people's wants and services are things people do for us that satisfy our wants. Kids are encouraged to draw a picture of a good or service that starts with the first letter of their first or last name and to write a sentence that describes the good or service they drew. They learn a song about goods and services.

 To provide students with online questions following each video, register your class through the [Econ Lowdown Teacher Portal](#).  
[Learn more about the Q&A Resources for Teachers and Students »](#)






0:00 / 3:31

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click. teach. engage.

Interested in using our online learning resources?  
*Click on the apple to get started.*

 **TEACHER PORTAL**


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**Scope and Sequence:**




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Home > Econ Ed at the St. Louis Fed > Explore Economics Video Series for Grades 2-5 >

## Consumers and Producers - Explore Economics Video Series, Episode 7

 This video from the [Explore Economics series](#) helps kids understand that people are both consumers and producers. Kids learn that consumers buy goods and services to satisfy their wants and that producers make goods and services. Kids are encouraged to be producers by making a bookmark, and then to be consumers by using a bookmark to hold their place in a book. Students learn a song about goods and services.


 To provide students with online questions following each video, register your class through the [Econ Lowdown Teacher Portal](#).  
[Learn more about the Q&A Resources for Teachers and Students »](#)



0:35 / 3:29

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**Scope and Sequence:**



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[Event Overview](#) [Agenda](#)

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# 18th Annual St. Louis Fed Professors Conference

## Teaching Economics Online: A Virtual Conference

We know a lot has changed for you and your students. We recognize that, for many of you, how you teach your students changed almost overnight, and we'd like to help.

We have reformatted our annual conference to focus on effective online instruction, and moved the entire conference online.

This year, the conference will feature:

- [Jane Ihrig](#), senior adviser, Federal Reserve Board of Governors, discussing "Monetary Policy in Ordinary and Extraordinary Times – an Overview of the COVID-19 Response"
- [Martha Olney](#), teaching professor of economics, University of California, Berkeley, discussing "Creating Engaging Large-Enrollment Classroom Experiences: Remotely or (again someday) in Person"

There is no fee, but you must register by **Nov. 3**.

For more information, contact Scott Wolla at [scott.a.wolla@stls.frb.org](mailto:scott.a.wolla@stls.frb.org).

**When:**

Thursday, Nov. 5 | 10 a.m. – 1:30 p.m. CT

Friday, Nov. 6 | 10 a.m. – 1:30 p.m. CT

**Location:**

Your computer (online)

**Registration Deadline:**

Tuesday, Nov. 3, 2020

[Register Now](#)

[Already registered?](#)

<http://events.stlouisfed.org/d/jnqnwl>

# Converted Keys to Financial Success to a Mostly-Asynchronous Online Training



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- Usually a week-long in-person PD program
- Built 36 modules in Canvas with 44 videos and other activities
- Couple with once-a-week one-hour Zoom sessions
- Program started July 1 and ended August 3.

## Introductory Video

ⓘ This is a preview of the published version of the quiz

Started: Sep 25 at 11:54am

### Instructions

Welcome to the Keys to Financial Success online teacher-training program! Watch the introductory video (6:53 minutes) below and answer the questions that follows.



# Put the Keys Teacher's Manual and Teaching Materials in Canvas

- Revision of the Keys curriculum to Version 4.0.
- Updated to FFFL, 3<sup>rd</sup> Edition.
- Added a theme on post-secondary education and college financing.



## 3.1 Why Should I Have a Budget?

<b>Lesson Description</b> In this lesson, students are introduced to budgeting. They see how quickly their income can disappear without proper planning and thought. The students participate in and discuss what happens in a reader's theater.	<b>Objectives</b> Students will be able to: 1. Explain that one's income has limits and that choices must be made within those limits. 2. Explain that a budget can help an individual live within his or her means.
<b>Concepts</b> Budgeting Spending	<b>Essential Question</b> How can budgeting contribute to your financial success?
<b>Time Required</b> 30–45 minutes	<b>Standards and Benchmarks</b> <u>National Standards for Financial Literacy</u> <ul style="list-style-type: none"><li>• Standard II: Buying Goods and Services (Benchmarks 8.5, 8.6)</li></ul> <u>National Standards in Economics</u> <ul style="list-style-type: none"><li>• Standard 1: Scarcity</li></ul> <u>Common Core State Standards</u> <ul style="list-style-type: none"><li>• CCSS.ELA-Literacy.WHST.9–10.4</li><li>• CCSS.ELA-Literacy.WHST.11–12.4</li></ul>

### Materials

#### Keys Materials

- [Handout T3.1.1](#): Todd and His REAL Job, one copy for each student
- [Handout T3.1.2](#): Oligopoly Money, three copies, cut into separate bills
- [Handout T3.1.3](#): The Net Worth of Two Professional Athletes, one copy for each student





#### Supplies

- Five cafeteria trays
- Name tents for characters (optional)

### Procedure





1. Remind the students that earlier in the course they each made a career choice, which has an associated entry-level income. Explain that now that they have an income, they also have some saving and spending decisions to make.
2. Discuss the following:
  - a. What is a budget? (Answers will vary, but the students should mention that it is a spending and saving plan that depends greatly on their income.)
  - b. Do you have a budget? (Answers will vary, but some students may have a budget or may be able to share a budget that their family uses.) Why or why not? (Answers will vary.)
  - c. Why do people have budgets? (Answers will vary, but students should mention that a budget helps people plan for the future, achieve their goals, and make sound financial decisions.)

Would you have preferred more, fewer, or the same number of live Zoom sessions?

More live Zoom sessions	6 respondents	10 %	
Fewer live Zoom sessions	4 respondents	6 %	
The same number of live Zoom sessions	53 respondents	84 %	
No live Zoom sessions		0 %	








If not for the pandemic, which type of professional development program would you have preferred?

Exclusively in-person PD program	16 respondents	25 %	 ✓
Exclusively online PD program	11 respondents	17 %	
A hybrid PD program, with some in-person and some online work.	36 respondents	57 %	
		0 %	



Once it is safe to once again attend in-person professional development programs, how likely will you be to attend the in-person programs we offer?

Very unlikely	5 respondents	8 %	
Somewhat unlikely	3 respondents	5 %	
Neither likely nor unlikely	2 respondents	3 %	
Somewhat likely	21 respondents	33 %	
Very likely	32 respondents	51 %	





Questions?