



INSTRUCTORS MANUAL

Osher Lifelong Learning Institute

2024



OSHER LIFELONG LEARNING INSTITUTE AT UNIVERSITY OF DELAWARE, IN WILMINGTON

2700 Pennsylvania Avenue, Wilmington, DE 19806

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INTRODUCTION

The University of Delaware Osher Lifelong Learning Institute at Wilmington (OLLI-W) invites you to teach a class designed for our adult learners aged 50 or over. This is a chance to give back to your community by doing what you love: Teaching your passion and sharing your expertise with students who are interested and excited to learn, with none of the pressure!

- No Tests, No Grades, No Paperwork, No Publishing
- Curious Students who come to Listen, Question & Learn
- State-of-the-art Classrooms with Audio-visual Capabilities
- Lecture, Activity & Technology topics – OLLI-W seeks all types of instructors.
- Select a class topic and submit a Course Proposal.
- Your Choice of Session and number of weeks:
 - 13 weeks in person;
 - 5 weeks in-person, session 1 or session 2;
 - 11 weeks online;
 - 5 weeks online, session 1 or session 2;
 - Summer session – unlimited configurations!
 - January Explorations – A 1- or 2-session sampling of your course.
- In addition, you suggest the preferred day & time.
- Class length is usually 75 minutes.
- Curriculum Committee and administrative office support for teaching needs
- Discounted OLLI-W Membership for ALL instructors
- Flexible, Informative and Fun: The Way Teaching Should Be
- Make a real difference in both your life and the lives of others.

*Come Join Our OLLI-W Team:
Where Curiosity Never Retires!*

This manual is directed to both present and potential lifelong learning instructors with several purposes:

- To provide an overview of the educational experience at the Osher Lifelong Learning Institute at the University of Delaware in Wilmington (OLLI-W).
- To offer suggestions about basic teaching techniques.
- To provide instructors with information about teaching resources, supportive services, and operating and emergency procedures.

ABOUT OSHER LIFELONG LEARNING

- OLLI-W is a program of the Division of Professional and Continuing Studies in the Graduate College of the University of Delaware
- OLLI-W is a membership organization for adults who enjoy taking classes, teaching and exchanging ideas. The program is centered on classes developed and led by fellow members.

- Membership is open to people 50 years of age and older and spouses of any age.
- Established as the Academy of Lifelong Learning in 1980 by the University of Delaware, in 2010 the Academy received endowment support from the Bernard Osher Foundation. In recognition of its affiliation with the Osher Foundation, the Academy became the Osher Lifelong Learning Institute at the University of Delaware in Wilmington.
- Osher Lifelong Learning Institute is a learning cooperative operated by UD staff as well as Council members and committees. Current lists are posted in the Course Catalog.

THE OLLI EXPERIENCE

- OLLI-W differs from many other educational organizations both in its goals and its functioning.
- The absence of exams, grades, or attendance requirements helps keep both learning and teaching enjoyable.
- Members are invited to take courses as well as teach. All instructors are members and volunteer their time and efforts to teach. Any member may submit a proposal for a course he or she would like to teach.

INSTRUCTORS

- Since OLLI-W is a learning cooperative, all instructors must join as members for the semester or term during which they teach.
- To become familiar with our philosophy and practices, potential instructors must attend classes for at least one semester before becoming instructors unless they have special permission from the OLLI Director.
- New instructors should teach only one class during their first teaching semester unless they have special permission from the OLLI Director.
- Instructors should not include course(s) they are teaching on their personal registration forms.
- The instructor designs and plans a potential course and submits a Course Proposal form online for approval by the Curriculum Committee.
- Area coordinators, the Program Coordinator and the Director are available to work with individual instructors to provide help and/or feedback with course development.
- After priority registration is completed, class rosters are available online and are updated in real time.

PUBLIC POLICY

- As volunteers, instructors are requested not to cite their OLLI-W teaching experience as evidence of their expertise in any subject matter.
- When offering opinions or perspectives for publication on any subject, instructors are to acknowledge that they are expressing personal opinions and perspectives and not the opinions

or positions of the Osher Lifelong Learning Institute at the University of Delaware in Wilmington or of the University of Delaware itself.

COMPUTER POLICY

- OLLI-W members using University computer facilities, web sites, and computer programs must comply with the University policy titled Responsible Computing and Use of University Computer Resources. Details can be found at <https://sites.udel.edu/generalcounsel/policies/responsible-computing-at-the-university-of-delaware/>
- Also see: The Secure UD Student Agreement: <https://www1.udel.edu/security/students/agreement.html>

WEATHER CLOSINGS

- For information on weather-related and other closings or delays: <https://www.ollie.udel.edu/wilmington/weather/> OR:
- Radio - WDEL: 1150 AM/101.7 FM or call 302-573-4417 after 6:30 a.m.

TEACHING TIPS

MEMBER CHARACTERISTICS

- Diversity in educational background and in life experience characterizes our membership.
- Our members may be less likely to do extensive reading or studying on an individual basis.
- The catalog course descriptions note where substantial outside preparation is required.
- To conserve paper, instructors are asked to send supplementary class information via email. (Email is preferred with minimal hard copies for those with no email access.)

IN PERSON OR ONLINE?

One of the first decisions you will have to make when developing an OLLI-W course is whether you want to teach it in person or online through Zoom or both. While face-to-face interaction is one of the main advantages of retirement activities, our population has many factors to consider: mobility, transportation, health restrictions, travel distance to Arshat Hall, comfort level with technology, and personal preferences. If you decide to offer your course online, refer to ***Instructor Actions and Procedures for Conducting Classes Online*** in the Appendix.

DEVELOPING COURSE CONTENT

- In a course that is information-based, be sure to provide class members with an opportunity to discuss and express their opinions.
- In a course based on skill building, be sure to provide ample opportunities for practice. Encourage participants to share their progress with one another.
- Ensure that appropriate texts, DVDs, multimedia resources and/or speakers are available when applicable.
- Keep the course content document and course description up to date as the course evolves. Course description examples can be found in the course catalog. For examples of clear course content documents, see the Appendix. Your course content document does not have to mirror any of these examples. They are intended as models for your assistance in developing your own.

PREPARING CLASS SESSIONS

- Set learning objectives for each session.
- Determine the amount of material that can be covered in a class session.
- Develop a detailed lesson plan for each lesson. See examples of lesson plans in the Appendix. As with the course content documents, these examples are intended to assist you rather than to dictate the format of your plans.
- Determine if reading or practice outside of class will be needed to obtain maximum course benefit.
- Present your material in a variety of ways to accommodate differences in learning styles (i.e. visual, auditory, and tactile).

LECTURE SUGGESTIONS

- Be sensitive to the needs of hearing-impaired members by using the microphones provided. For proper use of microphones, see *Tips for Instructors* in the Appendix.
- Insofar as possible, lectures should be in stand-alone units, not dependent on previous information, due to varying member attendance patterns.
- A lecture should have a well-defined structure. For example: 1. Describe what you are going to teach; 2. Teach it; and 3. Summarize what you have taught.
- In planning the body of the lecture, instructors should apportion their available time effectively, allocating the most time to the most important points and allowing time for Q and A.
- Lecture notes may be used for reference, while maintaining eye contact with the class. Simply reading lecture notes does not engage student interest and attention.
- Using audiovisual materials can reinforce or illustrate key elements in lectures; however, instructors should use them as a reference and not merely read the slides.

- Instructors may provide materials to students by email or may post materials on a website to be downloaded by students. Provide a small number of hard copies for those with no email access, but please monitor handouts to conserve paper whenever possible.

CLASS QUESTIONS

- An instructor may be open to relevant questions during the lecture or ask for questions to be held until the end. Irrelevant questions can be fielded by offering to discuss the matter after class.
- So that everyone in a large class may hear the questions asked, it is important that the instructor use a microphone.
- The use of a classroom assistant to move around the room taking questions using the hand-held microphone is encouraged.

CLASS DISCUSSIONS

- Class discussions are a good opportunity for active learning participation. To encourage class discussion during or after lectures, prepare pertinent questions in advance.
- When an instructor has completed the body of the lecture, it is helpful to summarize the content.
- Occasionally, a classroom situation arises in which one or two students dominate discussions. Remain alert for other students who wish to speak and provide preferential acknowledgment to less dominant students. Also see tips for dealing with “Discussion Dominators” in *Tips for Instructors* in the Appendix.
- On rare occasions, a student may become argumentative, disruptive or behave inappropriately in class. Please refer to the Code of Conduct synopsis in *Tips for Instructors* in the Appendix for procedures to follow in this instance.

CO-INSTRUCTORS, CLASS AND AV ASSISTANTS

- The use of co-instructors in all classes is encouraged. This helps to spread the load, reflect additional expertise, and allow for class coverage when one instructor may be absent.
- A class assistant can handle support activities to free the instructor to focus on class presentations. Examples include meeting guest speakers, handling teaching aids, lights, AV equipment, and handheld microphones. They can also assist with members entering and exiting classrooms in emergency situations.

GUEST SPEAKERS

- Guest speakers can add appreciable dimension to courses. A non-member guest lecturer may make a presentation to a class up to three times per semester.
- Confirm with guest speakers ahead of time to:
 - Verify date and time of presentation, topic, length of presentation (including time for Q and A), and any AV equipment needed. Please submit a special AV equipment request form (available in the Office) if any AV equipment other than the usual is needed.
 - Give the Reception Desk your guest speaker's name and your class name.
 - Have an alternative plan in place in the event your speaker does not arrive.
 - Designate a class assistant to meet your guest speaker in the lobby and direct him or her to the appropriate classroom.
 - Be sure to thank your guest speaker with a written or email thank you note. Letterhead stationery is available in the office if needed.

RESOURCES

CURRICULUM COMMITTEE

- Oversees all aspects of curriculum, including course offerings and extracurricular activities.
- Is responsible for maintenance of program standards, instructor recruitment and approval, instructor support, and approval of courses.
- Works with the Vice Chair of Council for Academics, the Program Coordinator, Director, and other office staff to secure support for Committee activities.
- Works with office staff to conduct two Class Counts of attendance during weeks four and eight.

CURRICULUM COMMITTEE AREA COORDINATORS

- Provide oversight and are responsible for communicating with the instructors in a specific content area. For a complete list of Area Coordinators and Content Areas, see the Course Catalog.
- Review course proposals in his/her area that have been submitted for approval.
 - Ensure that course descriptions are clear and concise (50-word limit).
 - Review the Course Content Document to ensure that sufficient material is available and that the material will be presented in a coherent and logical fashion.
 - No course proposal will be approved without a completed Course Content Form.
- Occasionally observe classes in his/her area and serve in a coaching/mentoring capacity when appropriate.
- Identify and recruit potential instructors.
- Encourage all instructors to use Class Evaluation forms at the end of the course.
- Identify, promote, and sustain key courses in his/her area.

- Identify issues and needs related to the improvement of course quality.
- Review courses that have 50% or less attendance in the second Class Count.

CLASS EVALUATION FORMS

- Class Evaluation forms are available online at the end of each term. Evaluations are for instructors' benefit. Instructors are also free to develop their own evaluation forms to distribute in classes.

DUPLICATING CLASS MATERIALS

- As a general guideline, share your information by email whenever possible.
- Cite the source of your copied materials.
- To make a small number of copies, instructors may use the copy machine in the storage room next to Room 117. Instructors must alert office staff if there are problems – such as paper jams – in this machine.
- Please be aware of the high cost of paper and toner.

COPYRIGHT LAWS & FAIR USE GUIDELINES

- The law prohibits duplicating copyrighted material for classes without permission, unless the proposed use falls within the definition of "Fair Use." Instructors are expected to be familiar with and adhere to these guidelines. See the websites noted below and the Appendix for more specific information about copyright and "Fair Use" laws.
- A law of the United States that permits limited use of copyrighted materials without first getting permission from the author(s). "Fair Use" is a set of exemptions to U.S. copyright law that allows copyrighted work to be used for educational purposes, news reporting, and other informational context without payment or permission. It also allows for commentary on a piece of work, and an additional exception for non-commercial work. Fair use is the right to copy a portion of a copyrighted work without permission because your use is for a limited purpose, such as for educational use in a classroom or to comment upon, criticize, or parody the work being sampled.
- Copyright and Fair Use in Instruction Policy:
<https://sites.udel.edu/generalcounsel/policies/policy-for-copyright-and-fair-use-in-instruction/>
- UD Library Copyright Research Guide:
<https://guides.lib.udel.edu/copyright>
- Fair Use Checklist:
<https://bpb-us-w2.wpmucdn.com/sites.udel.edu/dist/0/2766/files/2016/01/fair-use-checklist-1rb6wlc.pdf>

PERMISSION TO DUPLICATE

- May often be obtained from the holder of the copyright.
- The process of obtaining permission may take some time, so plan to start the process early.

- In the case of books, periodicals, or music, you may contact the copyright holder directly.
- Help is available from the copyright guide (see link above).

OLLI POLICIES AND PRACTICES

REGISTRATION FOR CLASSES

- All instructors must be current members of OLLI-W and must be registered for the term in which they are teaching. The course(s) you are teaching should NOT be included on your own Registration Form.
- A link to class rosters will be emailed to instructors approximately one week prior to the start of the semester. These rosters are updated in real time.
- Drop/adds are handled in the office before classes begin and during the first three weeks of classes.

EMERGENCY PROCEDURES

- At the beginning of each semester, it is important to:
 - Review Emergency Procedures with your class. They are posted on every classroom door and on pages 13 and 14 of this manual.
 - Identify class members who may require assistance in evacuating during a drill or actual emergency. Note the assistance needed and be prepared to provide it when appropriate.

CLASSROOM SAFETY

- Keep aisles clear; remove potential tripping hazards: purses, tote bags, briefcases, carts.
- Allow prior class to exit before incoming class enters.
- To keep hallways clear, take conversations to Lobby.
- To keep hallways clear, line up along wall while waiting to enter a classroom.

ABSENCE FROM CLASS: EMERGENCY/ UNPLANNED ABSENCE

- A co-instructor is the best backup for instructor absences.
- If an emergency requires canceling your class, contact office staff at 302-573-4447 as soon as possible so that notices can be posted.
- Office staff will inform the Reception Desk volunteer and students.

ABSENCE FROM CLASS: PLANNED/SCHEDULED ABSENCE

- Please find a substitute instructor and inform your class in advance when possible.
- Notify office staff at 302-573-4447 as far in advance as possible.

- Email your students and the Program Coordinator directly about class cancellations.
- If you wish to schedule a make-up class, make arrangements with the Program Coordinator.

ROOM ASSIGNMENTS

- OLLI-W is fortunate to have its own building. Arsht Hall is a University of Delaware facility, and we share its use and expense with other departments within the University.
- OLLI-W has first priority on using Arsht Hall before 4:00 p.m. on weekdays.
- OLLI-W members may not remain in the building after 4:00 p.m. except for an OLLI-W sponsored event.
- Room assignments for OLLI-W classes are based on class size, subject matter and room limit policies. Cooperation of instructors when compromises are necessary is greatly appreciated.
- Please dismiss your class promptly to allow all members to reach their next class on time and as a courtesy to the incoming class and instructor.

ROOM USE

- Each room uses a standard classroom setup during the day. If you have a request that is different from the standard classroom setup, submit an Equipment Request Form (available in the Office) at least one week in advance and include a floor plan or other special instructions.
- Please adhere to the room seating limits. Do not allow hallway chairs to be pulled into classrooms. This is a violation of the fire code.
- Please keep room aisles open as required by the Fire Marshal. Members are not to move chairs into the aisles or block escape routes.
- In the large rooms on the first floor and Room 203 on the second floor, open space is created for members using wheelchairs or scooters.
- Please return the furniture in the room to the original configuration at the end of class if you are able. If you are not able, please notify Tim Ward. (trward@udel.edu.)
- Please erase white boards.

USING AUDIOVISUAL (AV) EQUIPMENT

- Equipment Request Forms should be submitted with Course Proposals.
- The following AV equipment is available for instructor use
 - Windows and Macintosh laptop computers
 - Ceiling-mounted projectors
 - Video document camera (VDC)
 - DVD players
 - CD players
 - Lapel and handheld microphones
- Detailed instructions on use of AV equipment are located near AV panel in each classroom.

- Training on equipment use is available following the Instructor Meetings held prior to each semester/term.
- Appointments may also be made with the AV staff for individual training on use of equipment.
- Click here for detailed operating instructions of AV equipment:
<http://www.lifelonglearning.udel.edu/wilmington>

USE OF COMPUTER LABS AND TEACHING COMPUTERS

- Only instructors teaching in computer labs and members registered for lab courses, are permitted to use the computers in Rooms 214.
- Absolutely no food or beverages are permitted in the Computer Lab rooms!

SOLICITATIONS

- Members must comply with policies and procedures of the University. Thus, except for designated OLLI-W activities, sales or solicitations on campus or by email are prohibited.
- A guest speaker is permitted to sell his/her book, CD/DVD or other materials that are discussed in his/her presentation ONLY on the day of the presentation.

TRAVEL

- Occasionally, an instructor may wish to offer a field trip to the class to supplement course content. Please submit a Field Trip Form to the Program Coordinator or Administrative Assistant.
- To maintain compliance with OLLI-W and University policies, all trips must be cleared in advance by the office staff. Participants are required to sign waiver forms before travelling.

SAFETY AND EMERGENCIES

**IN CASE OF EMERGENCY - DIAL 9-1-1
THEN CALL THE OFFICE – 302-573-4486**

After 4:30 pm: call University of Delaware Public Safety: (302) 831-2222

YOU ARE HERE:

Room 215

Arsht Hall

University of Delaware **Wilmington** Campus

2700 Pennsylvania Avenue

Wilmington, DE 19806

MEDICAL EMERGENCIES

Call 911 if life threatening.

- Call 911 from a personal cell phone if the emergency is life threatening.

Notify the office.

- Notify the office at 302-573-4486. They will contact the campus officer.

Seek a doctor or nurse.

- Ask in the room and adjoining rooms for a doctor or nurse.

Stabilize the scene.

- Do not move the injured person unless they are in danger of further injury.
- Remove bystanders. Dismiss the class to the Lobby.

Provide comfort and reassurance.

- A medical emergency can be a frightening and embarrassing experience.
- Keep bystanders away.
- Secure the injured person's belongings or purse.

CLASSROOM SAFETY

Keep aisles clear.
Remove potential tripping hazards:
purses, tote bags,
briefcases, carts.

Allow the prior
class to leave prior
to entering.

Keep hallways clear.
Take conversations
to the Lobby.

Keep hallways clear.
Line up along the
wall while waiting
to enter a
classroom.

EMERGENCY EVACUATION PROCEDURE

Exit

- Exit through the nearest safe exit—a stairwell, exterior classroom door, or the Lobby.
- Mobile persons leave first; some able-bodied persons should help those who need assistance.
- LEAVE all bulky items—large bags, instruments, and carts; take keys and purses with you.
- Close all room doors and windows as the last person exits.

Avoid

- DO NOT use the elevator! DO NOT linger in the hallways!
- DO NOT move your car or interfere with emergency vehicles.
- DO NOT reenter the building until it is deemed safe to do so.

Rally

- Follow building exit signs.
- Follow staff instructions.
- Meet at a Rally Point in front or in back of Arsht Hall, 200 feet away from the building.

Shelter

- The second-floor stairwells are areas of refuge.
- Able-bodied members should help those who cannot walk downstairs reach the area of refuge.
- Able-bodied members should then exit the building.
- Areas of refuge are firesafe for 2 hours and will be evacuated by emergency responders.

ACTIVE SHOOTER TIPS

Run

- If there is an escape path, attempt to evacuate.
- Leave your belongings behind.
- Help others escape, if possible, and prevent others from entering the area.
- Call 911 when you are safe.

Hide

- If evacuation is not possible, find a place to hide.
- Lock and/or blockade the door.
- Silence your cell phone and remain very quiet.
- Hide behind large objects.

Fight

- As a last resort, if your life is in danger, fight!
- Attempt to incapacitate the shooter.
- Act with physical aggression and commit to your actions as a group.
- Improvise weapons—throw books, backpacks, anything you can find.

Law Enforcement

- When law enforcement arrives: remain calm and follow instructions.
- Keep your hands visible at all times and avoid pointing and yelling.
- Know that law enforcement's priority is to find the shooter.
- Know that help is on the way to help the injured.

APPENDIX

Instructor Actions and Procedures for Conducting Classes Online

Before Conducting a Class:

- All instructors are required to use the UD Zoom platform for teaching OLLI classes.
- Ensure that you have a udel.edu email account to access the UD Zoom platform. If you do not, please contact Brian Medina (bmedina@udel.edu).
- Learn and practice with the Zoom platform prior to teaching your first class. Training will be provided by OLLI staff. Please contact Brian Medina (bmedina@udel.edu). Click here for Zoom information and tutorials.
- Identify the materials you will use in class (videos, PowerPoint, documents, photos, other), and contact Lew Martin (coachlew1@aol.com) for assistance in refining your virtual classroom presentation skills.
- Decide how you want to manage student questions and comments during your class. Please contact Bruce Crawford (bdcrawford.19810@yahoo.com) if you need help in identifying a Virtual Assistant (VA) for your class.
- Email virtual classroom procedures and any handouts to students prior to the first class.
- Identify a private well-lit space to deliver class free of distractions and minimize strain on the network.
- Meet with your VA within one week prior to the beginning of your class to review the general format of your class, as well as classroom rules (muting self) and etiquette (chat), preferred methods of communication (virtual communication, visual signs/signals or paper), how Q&A will be handled, etc.
- Ensure that your Zoom meeting setup is updated for your needs (Break Out Rooms or Polling).
- Log out of your device the night before your class to ensure all system updates are complete and you are starting from a clean slate when you access your class meeting.

Beginning of Class:

- Virtual classrooms will open 15 minutes early so that everyone is connected and ready at the start time.
- Start your class meeting by:
 - 1. Click or type <https://udel.zoom.us> in your web browser and press Enter.
 - 2. Click Sign in and log in using your UD credentials (username + password).
 - 3. Click the Start button to the right of the class meeting you wish to start/join.
- Use your full name in the Profile display and remind members to rename themselves as needed so that all participants can see who is on the Zoom.
- Introduce yourself, welcome students, and go over the general format of your class, as well as classroom rules (muting self) and etiquette (chat), preferred methods of communication (virtual communication, visual signs/signals or paper), how Q&A will be handled (Chat, virtual raised hand, etc.).

During Class:

- Mute All to reduce echo and distracting noise.
- Monitor the chat window to address Q&A (a good job for a VA).
- Consider using polls to engage participants or allow participants to steer direction of class.
- Relax and have fun!

At the End of Class:

- Be mindful of the class ending time as others do not want to miss course content but may have other obligations or another class.
- Share your email and encourage questions or feedback from students.
- Perform a self-assessment of the class and make changes as needed for future classes.
- Share your class experiences routinely with OLLI Staff - Sally Cole (scole@udel.edu).

Preparing for Problems:

- In the event of an “unstable internet connection” participant should turn off video.
- If the Host loses connection, the Co/Alternative Host will manage the meeting until the Host rejoins.
- For technical emergencies during a regular class session, please have your Co-Host or VA immediately send an email to ollizoomsupport@udel.edu.

References/Quick Sheets/Tips

Screen Sharing Step-Throughs:

<https://drive.google.com/file/d/17ocr4jYeea9NITVAM-NF2gQUfnm4i5MQ/view?usp=sharing>

Setting up a Practice Meeting:

https://drive.google.com/file/d/1LDn4Tltxm_uVPVq3-PLcpPBM-Dq0LnY/view?usp=sharing

Roles in a Meeting:

<https://support.zoom.us/hc/en-us/articles/360040324512->

Instructor Procedures for Conducting Classes with Guest Speakers:

<https://docs.google.com/document/d/14Wp1chlh0Gtjsh50F-V6L3WWELbYmCWOiFs00TaY1Q/edit?usp=sharing>

Adapted from OLLI Instructors Manual at Cal State Long Beach.

COURSE TITLE: NAPOLEON: A FIRST LOOK

INSTRUCTOR:

PRELIMINARY SCHEDULE

9/3: "Introductions."

- Who we all are; why we are here.
- The French Revolution changes everything.
- "Buonaparte" slowly becomes French.

9/10: "The Beginnings"

- Napoleon's awful family.
- His meteoric rise to command of an army: Toulon and "a whiff of grapeshot".
- Barras and Josephine.

9/17: "The Republic Becomes an Empire, Part 1"

- The shock of the first campaign in Italy.
- Campo Formio leads to Egypt.
- Victory, then disaster, then humiliation.

9/24: "The Republic Becomes an Empire, Part 2"

- The genius of the second Italian campaign.
- The failure of the first Directory.
- First Consul for Life, but it's not enough.

10/1: "The Republic Becomes an Empire, Part 3"

- A brief peace.
- 1804 and empire.
- Self crowned.
- Did the Revolution die?

10/8: "Emperor of the French"

- Civil reform: education, banking, administration, rapprochement with the Vatican.
- Louisiana Purchase.
- Vipers in the house: Talleyrand and Fouche.
- Britain pays for more war. (Coalitions in 1805, 1807, 1809)
- The Continental System- but Napoleon has lost his navy.

10/15 "England Bankrolls More Wars: Germany, Austria and the Spanish Ulcer"

- Napoleon's decisive victories against his enemies are undercut by the war in Spain.
- Tilsit (1807)

10/22: "Austria Again: Victory at Wagram"

- Dynastic considerations: divorcing Josephine, marrying Marie Louise of Austria (?!)
- His new family and a legitimate heir.
- False hopes.

10/29: "1812 and 1813: Death & Defeat"

- The catastrophe in Russia.
- Wellington's march up the Peninsula.
- Napoleon after Russia- "...my kingdom for a horse."
- Five victories and one defeat in Germany:
- The Battle of the Nations.

11/5: ELECTION DAY – NO CLASSES

11/12: "The Coalition (6th) Marches on Paris"

- Fighting for the borders, then fighting for Paris.
- Betrayal and abdication.
- "The Emperor of Elba"
- Napoleon salutes his Guard.

11/19: "Waterloo and St. Helena "

- 1815 - the Hundred Days leads to final defeat at Waterloo.
- Attempts to escape to America (or even to rural England.)
- Cheered by the English people in the harbor at Portsmouth.
- The Prisoner of St. Helena- and his pathetic court.
- Cancer? Murder?

Adapted from OLLI Instructors Manual at Cal State Long Beach.

COURSE TITLE: Eastern Practices for Health

INSTRUCTOR:

- Week #1: Intros and 4-7-8 Breathwork.
Simple inhale Love/Exhale Peace,
God Is/I AM,
Release/Surrender, White/Light, Be/Calm.
- Week #2: More breathwork
Training the mind to release interrupting thoughts
3 phases of meditation:
1)relaxation/immediate physiological responses;
2) Anytime of day tool, problem solving and creativity tool:right brain vs left brain;
3) Shazam- gateway to another consciousness and experience of the Oneness
- Week #3: Intention and thought follows energy
2 demos—head turning and arms being moved by energy.
Pain relief through visualization/intention/thought.
- Week #4: Energy being commanded by movement in Qigong/TC.
History of QG/TC and what is Chi and TC. (Calming breath movement)
Putting your mind in your hand—Lao Gong/Palace of Toil in palm
- Week #5: T'ai Chi Movement continued
Sunrise/Sunset Movement
Carry the Moon
- Week #6: T'ai Chi Movement continued
The Effort of No Effort or action of non-action
Not doing, undoing—Wu Wei
Putting your mind in your hand—imagine reaching for a pillow in the dark
- Week #7: The T'an Tien
Carrying the moon movement
Repulse the monkey, sunrise-sunset, carry the ball
- Week #8: Meridians-Points and Channels
3 Thumps
Qigong Tapping & Hand Qigong

Week #9: Acupressure Points

Week #10: Sound Healing—Brought to you by the letter M
Brahmari Breath
Ujjayi breath
Mantras, OM, Music Rounds
Sa Ta Na Ma
Combined Mantras and Mudras, and Mallas
6 Healing Sounds

Week #11: Sound Healing cont'd ---Tibetan Bowls presentation? or 6 Healing Sounds

Week #12: Laughter Yoga

Week #13: Inner Smile Meditation,
Chakras,
Other Guided Meditations or Labyrinth Walk

Adapted from OLLI Instructors Manual at Cal State Long Beach.

SAMPLE COURSE CONTENT DOCUMENT #3

COURSE TITLE: **Literary Potpourri XXIV: The Mind Under Construction**

INSTRUCTOR:

Session 1 - Frederick Douglass (1818-1895)

Session 2 - W.E.B. DuBois (1868-1963)

Session 3 - Daniel Keyes (b.1927-

Session 4 - Jean Jacques Rousseau (1712-1778)

Session 5 - Walt Whitman (1819-1892)

Session 6 - Emily Dickinson (1830-1886)

Session 7 - Joyce Carol Oates (1938-

Session 8 - Lin Yutang (1895-1976)

Session 9 - Guest Speaker

Session 10 - Isaac Bashevis Singer (1902-1991)

Session 11 – Flannery O’Connor (1925-1964)

Session 12 – Gabriel Garcia Marquez (1927-2014)

Session 13 – Ta-Nehisi Coates (1975-

Adapted from OLLI Instructors Manual at Cal State Long Beach.

Course Content Document #4: Bridge for Beginners: A 13-Week Course Instructor:

Course Description

This course is designed to introduce seniors to the game of bridge, a stimulating card game that enhances mental acuity, strategic thinking, and social interaction. Through a combination of instruction, practice, and friendly competition, participants will develop a solid foundation in the basic rules, bidding conventions, and card play techniques.

Course Objectives

- Learn the basic rules of bridge
- Develop bidding skills and understanding of bidding systems
- Master fundamental card play techniques
- Enhance strategic thinking and problem-solving abilities
- Foster social connections and enjoyment of the game

Course Outline

Weeks 1-4: Basic Concepts

- Introduction to the game of bridge
- Card values and distribution
- Basic bidding concepts: opening bids, responses, passes
- The four phases of bridge: bidding, declaration, play, scoring

Weeks 5-8: Bidding Systems

- Standard American bidding system
- Common bidding conventions: Stayman, Jacoby Transfers, Take-Out Doubles
- Bidding practice and analysis

Weeks 9-12: Card Play

- Basic card play principles
- Defensive play: ruffing, squeezing, endplay
- Declarer play: finesse, counting, communication
- Advanced play concepts (optional)

Week 13: Review and Game Play

- Comprehensive review of course material
- Simulated game play and analysis
- Bridge etiquette and partnership dynamics

Teaching Methods

- Lectures and demonstrations
- Hands-on practice with playing cards
- Group discussions and problem-solving activities
- Simulated game play and analysis

Course Assessment

- Participation and engagement
- Improvement in bidding and card play skills
- Ability to apply learned concepts to game play

Developed using AI: Gemini

Lesson Plan Example #1: The Battle of Gettysburg

Learning Objectives:

- Understand the historical context of the Battle of Gettysburg.
- Identify the key figures and events of the battle.
- Appreciate the significance of the battle as a turning point in the Civil War.

Materials:

- Map of the Gettysburg battlefield
- Images of key figures (Lincoln, Grant, Lee)
- Whiteboard or flip chart

Procedure:

Introduction (10 minutes)

- Begin by asking students if they have any prior knowledge of the Civil War or the Battle of Gettysburg.
- Briefly review the causes of the Civil War, emphasizing the issue of slavery.
- Introduce the concept of a turning point in history and explain how a battle can significantly impact the outcome of a war.

Lecture (40 minutes)

- **The Road to Gettysburg:** Provide a brief overview of the events leading up to the battle, including the Confederate invasion of Pennsylvania.
- **The Battle Itself:**
 - Describe the three days of the battle in simple terms, focusing on key events like Pickett's Charge.
 - Use a map to illustrate the battle's geography and troop movements.
 - Highlight the role of key figures such as Robert E. Lee, Ulysses S. Grant, and Abraham Lincoln.
- **The Significance of the Battle:** Explain how Gettysburg marked a turning point in the war for the Union, both militarily and psychologically.

Discussion (25 minutes)

- Divide students into small groups to discuss the following question:
 - How do you think the Battle of Gettysburg impacted the lives of ordinary soldiers and civilians?
- Bring the class back together to share insights and perspectives.
- Conclude by emphasizing the human cost of war and the importance of understanding history to prevent future conflicts.

Assessment:

- Informal assessment through class participation and discussion.

Developed using AI: Gemini.

Lesson Plan Example #2: Writing Poetry

Learning Objectives:

- Understand the basic elements of poetry.
- Explore different poetic forms.
- Develop confidence in personal expression through writing.

Materials:

- Whiteboard or flip chart
- Markers
- Pens and paper
- Examples of different poems (various styles and lengths)

Procedure:

Introduction (10 minutes)

- Begin by asking students to share their favorite poems or poets.
- Briefly discuss what poetry is and why people write it.
- Explain that poetry is a form of self-expression and that everyone has the ability to write poetry.

Lecture (20 minutes)

- Introduce basic poetic elements: imagery, metaphor, simile, personification.
- Explain different poetic forms in simple terms: haiku, free verse, narrative, and lyric poetry.
- Provide examples of each form, using poems that resonate with the age group.

Interactive Activity: Poetry Exploration (25 minutes)

- **Image Inspiration:** Show students a picture or image and ask them to write a short poem based on it. Encourage them to use their senses to describe the image.
- **Memory Lane:** Ask students to think about a favorite memory and write a short free verse poem about it.
- **Poetry Sharing (optional):** If students feel comfortable, allow volunteers to share their poems with the group.

Writing Exercise (20 minutes)

- Provide students with a writing prompt related to their lives or interests. For example, "Write a poem about a place that brings you joy."
- Give students time to write their poems. Encourage them to experiment with different poetic forms or elements.

Assessment:

- Informal assessment through class participation and written work.

Developed using AI: Gemini.

TIPS FOR OLLI-W INSTRUCTORS

USING THE MICROPHONE

Do you have a loud voice and think you don't need a microphone? Keep in mind that many of your students have hearing issues and although you think they *should* be able to hear you, they may not. To be sure you reach all of them, use the microphone! All classrooms are equipped with lapel and handheld mics. If you are using a lapel mic, clip it as close to your mouth as possible. If you are using your lanyard as an anchor, clip it onto both sides layered together so it will stay high up and close to your mouth. If you use a handheld mic, hold it close to your face. If your students have a discussion, pass them the handheld mic and remind them how to use it. Encourage your class members to let you know when they can't hear you or someone else who is speaking.

USING YOUR CLASS ROSTER

Emailing your entire class can be easier than you think! Just follow these instructions:

- On your class roster, highlight the column of email addresses.
- Click COPY.
- Open a new email. In the recipient box, click on BCC (this keeps your class members' email addresses private) and PASTE in this box.
- Now your email will go to everyone on your class list!

EMERGENCY PROCEDURES

On the inside of every classroom door, you will find instructions to follow for all types of emergencies. These are also included in this packet and a condensed version is available on a slide that you can incorporate into a power point. (Contact Becky Varlas – rebeccavarlas@gmail.com for a copy of this slide.) Please remember to review these procedures during your first class/es of each semester. Your students might have heard it before, but this information is so important that a second go-round won't hurt anyone!

DISCUSSION DOMINATORS

At times you will probably encounter a student who loves to participate in discussions...too much! At the beginning of the course, establish ground rules for discussions, including taking turns, respecting others' opinions, and keeping comments concise. Explain the importance of everyone having a chance to participate. Consider using discussion formats that encourage broader participation, like small group discussions or think-pair-share activities. During the Discussion, thank the dominant participant for their insights, then gently steer the conversation towards others. For example, "That's an interesting point. Can we hear from someone else?" If someone starts rambling, politely interrupt with a transition phrase like, "That's a great point, and perhaps we can come back to that later. Right now, I'd like to hear from

someone with a different viewpoint." If the behavior persists, have a private conversation with the student outside of class. Express your appreciation for their enthusiasm but explain the importance of inclusivity.

CODE OF CONDUCT

The University of Delaware has a Code of Conduct that encompasses OLLI-W. Violations of this code include: disruptive behavior in class or in the building, hostile verbal or written communications or physical acts, violation of health and safety procedures, violation of alcohol and drug policies, sexual harassment and assault. As an OLLI instructor or member, the rule of thumb is: if you see something, say something. Report your concern, either verbally or in writing, to OLLI-W staff.

PSYCHOLOGICAL SAFETY

Psychological safety in the classroom is a shared belief that it's okay to express ideas and concerns, speak up with questions, and to admit mistakes without fear of consequences. Psychological safety leads to members feeling more engaged and motivated because they feel that their contributions matter and that they're able to speak up without fear of disrespect. As people feel more comfortable voicing their opinions and concerns, this leads to a more diverse range of perspectives being heard and considered. It can foster a culture of continuous learning and improvement. How can you promote psychological safety in your classroom? Establish clear norms and expectations for class discussions and sharing of ideas and work. Encourage open communication and actively listen to your students. Show appreciation when members do speak up. If a class member violates the psychological safety of another, report the incident verbally and/or in writing to the OLLI-W staff.

COPYRIGHT AND FAIR USE SYNOPSIS

- “Fair Use” is a set of exemptions to U.S. copyright law that allows copyrighted work to be used for educational purposes, news reporting, and other informational context without payment or permission. It also allows for commentary on a piece of work, and an additional exception for non-commercial work. Fair use is the right to copy a portion of a copyrighted work without permission because your use is for a limited purpose, such as for educational use in a classroom or to comment upon, criticize, or parody the work being sampled.
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- One chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue may be copied.
- Published Music may not be duplicated without permission from the holder of copyright.
- Videotapes and audiotapes, commercially produced, may not be copied without permission from the holder of copyright. Check with Office.
- A single copy of the following may be made for use by teachers in preparing a class:
 - A chapter from a book.
 - An article from a periodical or newspaper.
 - A short story, short essay, or a poem.
 - A chart, graph, drawing, or picture from a book, periodical or newspaper.
- Multiple copies of the following materials may be made for use in the classroom (but not more than one copy per enrolled student), provided that each copy includes a notice of copyright.
 - Poetry: A complete poem of less than 250 words and not printed on more than two pages may be reproduced. An excerpt from a longer poem may be copied if not more than 250 words.
 - Prose: A complete article, story, or essay may be copied if it is less than 2,500 words. An excerpt of 1,000 words may be copied from any prose work, unless those 1,000 words constitute more than 10% of the total work. In any case, a 500-word excerpt may be copied.

“Special” works & illustrations: Certain works that combine language with illustration but fall short of 2,500 words total may not be copied in their entirety. Excerpts are limited to two pages and not more than 10% of the words.