



**Creative Teaching: Pandemic Informed  
Strategies for Effective Instruction**  
*a Literature Review*

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## Education

B.A. Law, 2012,  
Central Washington University

Advanced Paralegal Certificate  
- Edmonds College

## Expertise

Special Needs Parent.

Trained in Social Emotional  
Learning & trauma informed  
teaching



## Why?

I am a mom. I am a child advocate. In the face of a pandemic I signed up to become a teacher, in the community that I have been a part of for 30+ years. While I didn't know exactly what I was in for, I knew it was time to follow the calling I had received long ago.

My kids, (at home or in the classroom) are not the same as they were pre-pandemic. They are smarter, older, and they have been changed by the experience and all they have witnessed. We all have. As a classroom teacher I am in a position to both observe patterns of behavior, and to influence the future of those patterns using evidence-based practices. By sharing this information, I raise the chances that more educators will apply it and more students will benefit.



*Carrie Lee*

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A very different world.

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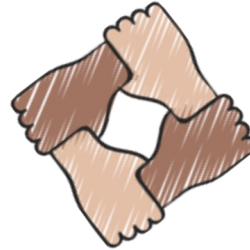
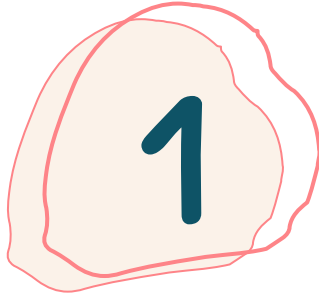
INTASC #8 - *Instructional Strategies.*



"The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways."

—CCSSO 2013—





# Background

Everything is different  
now.



# Background



## Prior to 2020

Students with learning accommodations were 13-22% of school populations pre-pandemic. (U.S. Department of Education, 2021)



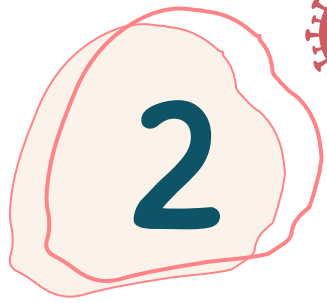
## Teacher - Student

While programs and policies are very important to provide resources and support; students spend more time with teachers than anyone else, so classroom and instructional strategies must be part of the answer.



## Everyone is impacted

Every student has been impacted in some way by this pandemic, many of which we may never know.



At issue





# Problem



## Inequity

The pandemic's resulting lockdown put existing systemic inequities on display; those based in the assumptions that all things are equal for all students, from home life to economic status.



## Ineffective

Advances in understanding learning has consistently found that common methods of instruction in secondary schools are ineffective (lecture, skill drills, etc.). Even adolescents learn best with fun, rigor, and relevance.



## Rise to the Challenge

Teachers have more face time to influence students learning, and must have a voice in applying solutions.

# Literature Review



## Research Question 1

What are the most common mental health impacts resulting from the ongoing COVID-19 pandemic?



## Research Question 2

What efficacious instructional strategies/techniques that evidence suggests counteract the common challenges and incorporate Social Emotional Learning (SEL).

# Purpose

1. Collect several instructional strategies that are effective for instruction AND have evidence of significant benefits for challenges arising from the COVID-19 pandemic.
- &
2. Share actionable recommendations from this review including specific techniques and methods of implementation with other educators.





# Literature Review



# The Literature Says...

## Adolescent Mental Health COVID-19 impacts

71%

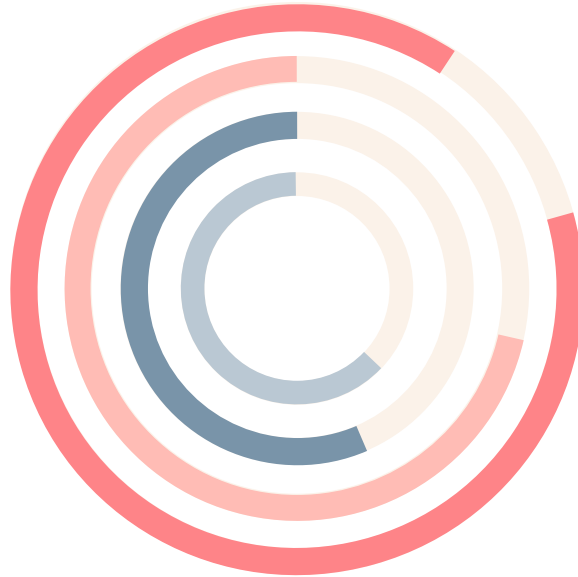
### Psychosocial

Increase in negative psychosocial impacts on adolescents: incl social, emotional, & behavioral. (Daniunaite et al., 2021)

63%

### Depression

Increase in symptoms. Correlation found to gender (female more likely) and intelligence (higher IQ more prone). (Juvonen et al, 2022)



90%

### Anxiety

Adolescents Identified increased anxiety (all types) (Hawes et al., 2021)

65%

### Inattentive

Adolescents Identified increased attention difficulties, suggested correlation to screen usage. (He et al., 2021)

# *The Literature Says...*

## **Creative Teaching Strategies**

offer measurable benefit as evidenced below.

	Anxiety	Inattentive	Motivation	Depression/Apathy
Mastery paths and personal considerations (Drapeau, 2014)	✓	✓	✓	✓
Gamification of assessment (Papastergiou, 2009)	✓	✓	✓	
Other Creative Strategies (Drapeau, 2014) (projects, varied mastery methods, etc.)	✓	✓	✓	✓
Active Learning (Cooper et al., 2018)	✓	✓	✓	
Choice (Drapeau, 2014)	✓	✓	✓	✓

# The Literature Says...

## Additional instructional techniques

That can work in concert and provide evidence of measurable benefit.

	Anxiety	Inattentive ADHD	Motivation	Depression/Apathy
Flexible grouping (Jacobs et al., 2002)	✓	✓	✓	
Chunking of content (break it up) (Center on Positive Behavior Integration Supports, n.d.)		✓		
Consistency/routine & Communication (Killu & Crundwell, 2016)	✓	✓	✓	✓
Interactive (includes gamification, peardeck) (Cooper et al., 2018)	✓	✓	✓	✓
Physical movement (Center on Positive Behavior Integration Supports, n.d.)	✓	✓	✓	

# The Literature Says...



## Relationships

Studies of student behavior have shown teachers that develop rapport improve classroom behavior, and are also tied to self-efficacy and building intrinsic motivation. (Sasson et al., 2021)



## Challenge/Rigor

Universal design for learning that incorporates both accommodations and additional depth for learners at higher levels has been shown to increase positive outcomes for bored students. (Sibley et al., 2021).



## Autonomy & Self-efficacy

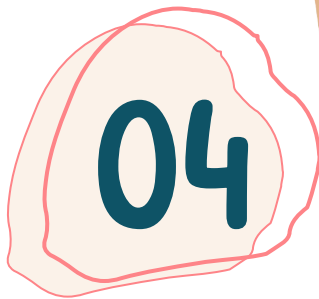
Choice, problem solving, projects, and similar creative teaching strategies that support student independence are linked to increased self-efficacy, intrinsic motivation and are emotionally stabilizing (Conradty et al., 2020).



## Creativity

Multiple studies have found evidence that creativity itself has a positive correlation to psychological happiness (Sawyer, 2004).





## Method & Design

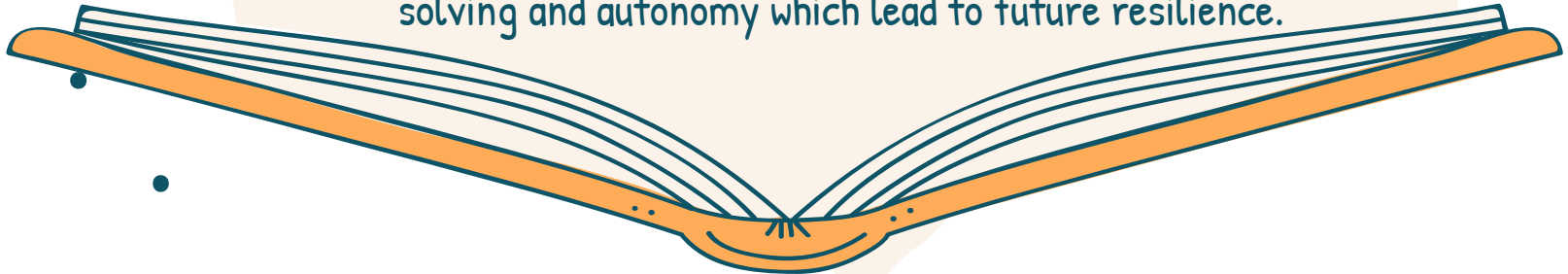
Applied research to  
lesson design and  
teaching practice



# Instructional Strategies

## Artifacts

These artifacts are provided to demonstrate an example of standards-based learning activities designed using the instructional strategies found effective in easing the common mental-health/behavior impacts resulting from the pandemic. They incorporate development of the skills and elements of creativity that support growth of problem-solving and autonomy which lead to future resilience.

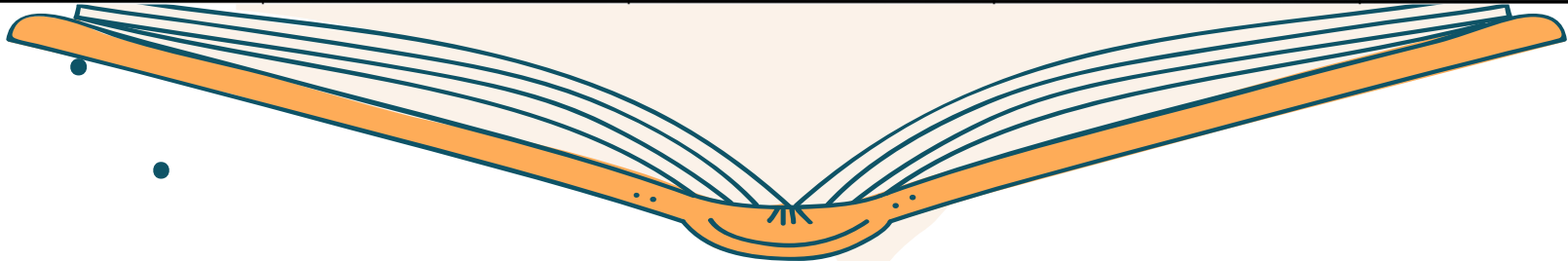


# Instructional Strategies

## Planning for Creativity

### Targeting Creativity Skill Areas with Standards-Based Activities

CCSS Key Ideas and Details	Target: Fluency	Target: Flexibility	Target: Originality	Target: Elaboration
<p><u>GRADES 9-10</u>            BY THE END OF GRADE 10, READ AND COMPREHEND LITERATURE, INCLUDING STORIES, DRAMAS, AND POEMS, AT THE HIGH END OF THE GRADES 9-10 TEXT COMPLEXITY BAND INDEPENDENTLY AND PROFICIENTLY.            (CCSS.ELA-LITERACY.RL.9-10.10)            AUTHOR: SHAKESPEARE</p>	<p>STUDENTS TRY TO CREATE AS MANY SHAKESPEARIAN INSULTS AS POSSIBLE USING THE OLD ENGLISH TERMS AND THE STRUCTURE GIVEN.</p> <p>THOU (<u>INSERT ADJECTIVE 1</u>)  <u>(INSERT ADJECTIVE 2)</u>, <u>(INSERT ADJECTIVE 3)</u></p>	<p>STUDENTS TABLE GROUPS WILL IDENTIFY THE POP SONNET THAT MATCHES THE SONG LYRICS BY REPLACING THE FAMILIAR WORDS WITH OLD ENGLISH.</p>	<p>AFTER READING SHAKESPEARE'S SONNET 141, AND VIEWING KAT'S MONOLOGUE IN "10 THINGS I HATE ABOUT YOU" SHOWCASING A MODERN VERSION, STUDENTS DRAFT THEIR OWN SONNET FOLLOWING THE TRADITIONAL IAMBIC PENTAMETER, RHYMING CONVENTIONS, AND STRUCTURE (MODERN ENGLISH AND CHOICE OF SCHOOL APPROPRIATE TOPIC).</p>	<p>GIVEN QUOTES/LINES FROM SHAKESPEARE'S WORKS, STUDENT'S EXTRAPOLATE THE MEANING AND EXPLAIN IT IN THEIR OWN WORDS (SLANG ENCOURAGED).</p>



# Artifacts - Instructional Strategies

## Day 1



Setting:

Progressive stations and flexible grouping are set-up to introduce Shakespeare

→ Station 1: Familiarize students with Shakespeare language in a fun & low risk activity.

- ◆ Madlibs (fill in the blank) guided Shakespeare insult and translation.
- ★ Creative skills: station fluency/originality
- ★ Consideration: SEL reminder - shared humor universal benefits (Rizollo et al., 2011)



### Shakespeare Insults - Station 1

**Directions:** Combine one random word from each of the columns from the insult list, beginning with thou to create an insult! **THOUGH** (insert column 1 word), (insert column 2 word) (insert column 3 word)! Then use a dictionary to look up the literal definition of each word to create a literal translation of your insult. Go to the google form link using the QR code on the table (or short link url), and enter the best insult you created and its exact translation!

Thou \_\_\_ word from column 1 \_\_\_, \_\_\_ word from column 2 \_\_\_ word from column 3 \_\_\_!

You \_\_\_ definition of word from column 1 \_\_\_, \_\_\_ definition of word from column 2 \_\_\_ definition of word from column 3 \_\_\_!

Thou \_\_\_\_\_, \_\_\_\_\_!

You \_\_\_\_\_, \_\_\_\_\_!

Column 1	Column 2	Column 3
artless	base-court	barnacle
bawdy	bat-fowling	boar-pig
beslubbering	beetled-headed	bugbear
bootless	boil-brained	bum-bailey
churlish	clay-brained	canker-blossom
clouted	common-kissing	clack-dish
cockered	crook-pated	clotpole
craven	dizzy-eyed	codpiece
currish	dog-hearted	coxcomb
dankish	dread-bolted	dewberry
dissembling	earth-vexing	flax-wench
droning	elf-skinned	flirt-gill
dross	fen-sucked	foot-licker

Common Core Standards: RL.9-10.2 & RL.9-10.10



# Artifacts - Instructional Strategies

## ★ Day 1

Setting:

Progressive stations and flexible grouping are set-up to introduce Shakespeare

→ Station 3: Use popular song lyrics they'd recognize with a Shakespeare style sonnet version from *Pop Sonnets* book by Erik Didriksen.

- ◆ Students match the two and fill out a google form using a QR code to reveal if they are right or wrong! Language clues aid the problem solving activity.

- ★ Creative skill: flexibility
- ★ Consideration: familiarity/nostalgia for anxious students & gamification for ADHD & motivational challenge



### Pop Sonnets - Station 3

**Directions:** On one side are several laminated cards with Pop song lyrics written in Shakespeare sonnet. On the other are the same kind of cards, but with the original pop song lyrics as they were written in modern form labeled with title and artist. One set has letters the other numbers. Read and find at least one matched set, and then record your answer in the google form for this station using the QR code on the table (or short link url) to access it. Then BRIEFLY explain how you made the connection in the text entry.

#### Single Ladies by Beyonce Knowles

...  
Up in the club, we just broke up  
I'm doing my own little thing  
Decided to dip and now you wanna trip  
Cause another brother noticed me  
I'm up on him, he up on me  
Don't pay him any attention  
Just cried my tears, for three good years  
Ya can't be mad at me  
Cause if you liked it then you should have put a ring on it  
...

III.

I found my way into the market square  
to drink in deep the festival's delights.  
I suffered the misfortune of you there,  
like I had borne through all our troubled nights.  
So recently we'd broken bonds of love,  
I doubted you had sooner still forgot;  
yet still your jealous ire rose above  
when passions in another had grown hot.  
Yes, I am in his gaze, and he in mine,  
but your eyes somewhere else should swiftly start  
for three long years, I left myself to pine  
for matrimony's gifts to grace my heart.  
— If truly you did wish to win my hand,  
you should have graced it with a wedding band



# Artifacts - Instructional Strategies

## Day 1

Setting:

Progressive stations and flexible grouping are set-up to introduce Shakespeare

→ Station 5: Use famous Shakespeare lines worksheet in table groups to translate phrases to modern slang.

- ◆ I do, we do, you do (in table groups)
- ★ Creative skill: elaboration
- ★ Consideration: Small groups collaboration (must use own words), pen and paper, both of which benefit ADHD and anxiety students through positive peer pressure creative exercise.

### SAYEST THOU WHAT??

Shakespearean Wisdom in the language of today!

Now I'll do one:

QUOTE: "Love all, trust a few, do wrong to none."

(All's Well That Ends Well - Act 1, Scene 1)

IN OTHER WORDS:

Love everyone, trust carefully, and do not hurt anyone.

Golden Rule?

(you should write your answer on your Shakespeare sheet)

# Instructional Strategies



## Day 2



Setting: Completed Shakespeare introduction day 1, now seated in usual table groups.

- First, listen to a reading of Sonnet 141. Then Discuss as a group - share out
  - ◆ Analyze for meaning, theme & POV.
- Then, view clip from *10 Things I Hate About You* where Julia Stiles character "Kat" reads her version of the sonnet. Then Discuss as a group - share out
  - ◆ Analyze for meaning, theme, & POV
- Students create their own derivative of Sonnet 141 (reading aloud optional extra-credit).
  - ◆ Teacher displays original and *10 Things I Hate About You* text next to each other on the projector as support (Junger, 1999).

★ Creative skill: originality

★ Common Core Standards: RL.9-10.2 & RL.9-10.10

★ Considerations:  
SEL-Empathy.

Validation & Rapport building opportunity.

Students with anxiety/lack of motivation: no forced performance + validation,  
Students with attention issues or ADHD: Using varied instruction media and chunked activities (video, read out loud, & pencil paper activity)



# Student Work Samples

## Student Sample 3

## Day 2

Oh, wretched dog-faced dame who bid me speak  
 I loathe the moment first you frowned at me  
 Your drab and filthy clothes always reek  
 Of garlic oil and spoiled horses' pee  
 I wish a moment's rest from screeching sounds  
 Your voice it's cry is like a bat  
 The music which you make abounds  
 With false shrieks like an injured cat  
 Your skin like barnacles on a ship  
 Is rough and raw, a painful thing to feel  
 It smells of dung and makes me want to flip  
 I've got a moment left - I can't be real  
 Yet now it's over I'll abort  
 It's fun to write a Do

## Student Sample 2

I love you beyond the logic of  
 my senses. My heart sees beyond them  
 to the life that could be.

I can hope, at most to serve you  
 and, ~~at~~ <sup>the way</sup> at least by giving you my  
 love, open myself to pain.

Meet me in Pacha.

### Sonnet 141: 10 Things I Hate about You



I hate the way you talk to me  
 And the way you cut your hair.  
 I hate the way you drive my car.  
 I hate it when you stare.  
 I hate your big dumb combat  
 boots



And the way you read my mind.  
 I hate you so much it makes me  
 sick.  
 It even makes me rhyme.  
 I hate it...



I hate the way you're always  
 right.  
 I hate it when you lie.  
 I hate it when you make me  
 laugh;  
 Even worse when you make me  
 cry.

I hate it when you're not around  
 And the fact that you didn't call,  
 But mostly I hate the way  
 I don't hate you;  
 Not even close;  
 Not even a little bit;  
 Not even at all.

### Analysis of Kate's Poem

#### Summary

ALL THE LITTLE REASONS SHE SHOULD NOT LIKE THIS GUY: HOW SHE DOESN'T LIKE SPRING, BUT SHE LOVES HIM IN SPITE OF IT.

#### Main Idea:

SHE IS ADMITTING SHE CARES EVEN AGAINST HER MIND - ♡ WIN

#### Supporting Details:

\*MOSTLY I HATE THE WAY I DON'T HATE YOU  
 \*EVEN WORSE WHEN YOU MAKE ME CRY

#### Important Word Choice

"NOT EVEN" "MAKE ME LAUGH"

Tone: ANNOYED w/ HIM? HERSELF

Mood: FRUSTRATED? IN LOVE?

#### Theme:

LOVE (WHEN AGAINST BETTER JUDGEMENT)

#### POV of writer:

INDEPENDENT GIRL MAKES VULNERABLE DECLARATION

#### POV of poem' receiver:

HE IS HEARING SHE CARES ABOUT HIM.

### MY VERSION OF SONNET 141:

LOGIC IS ABSENT

IN MY HEARTS CHOICE

COMMONSENSE IS BENT

IN MY HEAD A WISER VOICE

MY OWN EYES LIE TO ME

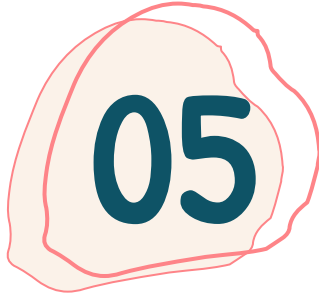
MY BODY BETRAYS ME

EVERY BIT OF LIFE WITHOUT SYNCHRONY

PAIN OF HEART BREAK IS AGONY

THAT IS MY SURE DESTINY





## Results & Implications





The pandemic has been a cataclysmic event that will forever divide time into before and after, and none of our students have escaped unscathed. Even if a student doesn't have a diagnosis or recommendations, we can see the behavior and the gaps in development that can benefit from these approaches.

# Techniques and strategies to try

1

## Gamification

Assessments that are less pressure box are more likely to give a true picture of the comprehension and assimilation of the content.

2

## Project Based learning

If they find it interesting (curiosity) they are likely to research and retain information, and these projects can also teach procedure and formatting in a way that stays with them.

3

## Small groups

Avoid high-pressure situations by using small groups for presentations and feedback, or to collaborate on problem solving discussions.

4

## Idle Hands

Avoid busy work, instead have them use the concept in a real world way. The more hands-on, the better.

5

## Imagination at play

Let go of structure & let imagination can take over. Independent reading journals with multiple elements to represent the book.

6

## Model, then Measure what Matters

Less hoops, more intent, model what you want to see. Compassion and flexibility are key to students feeling validated and valued.

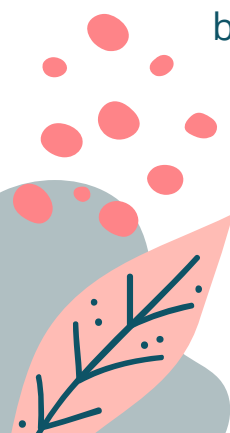


# Results

1

## **Inclusivity benefits all**

The “conventional methods” don’t work for all students. The inclusive strategies benefit every student.



2


## **Evidence-Based Practices**

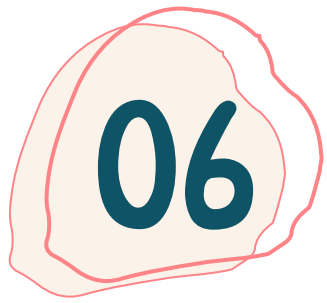
Study after study has shown improved learning and efficacy results when we use student centered strategies to build creative thinking skills, autonomy, structure, self-efficacy, and connection.

3

## **A Bridge to Unfinished Learning**

Project-based or expanded learning activities that are standards-driven and student-centered can bridge unfinished learning at an accelerated pace, in a way that sticks.





# Conclusions & Recommendations





# Creative Instructional Strategies

combined with universal design for learning, can be the solution we need to create an inclusive learning environment and accommodate multiple needs simultaneously in effort to counteract the pandemic effects and support the social and emotional learning.

# Recommendations

1

## On the Same Page

Use an anchor text with a variety of creative teaching strategies and explanations like those found in Patti Drapeau's *Sparkling Student Creativity: Practical Ways to Promote Innovative Thinking and Problem Solving* to inform professional development (Drapeau, 2014).

2

## Walk in Their Shoes

Have multiple staff shadow students to simulate their daily experience; participate in all their activities and documenting observations.

3

## Training with Specifics

Provide training and workshops for educators to draft lessons and units that utilize the specific strategies from the anchor text with consideration towards the goals of SEL and accommodation.

4

## Team Up

Incentivize the cross disciplinary or inter-department collaboration toward the end goals of content resources for implementing evidence-based strategies

5

## Pool Resources

Reward the collaboration and creation of shared resources to build a reservoir of knowledge and tangible lessons, tools, supplies that incorporate the evidence-based strategies towards standards.

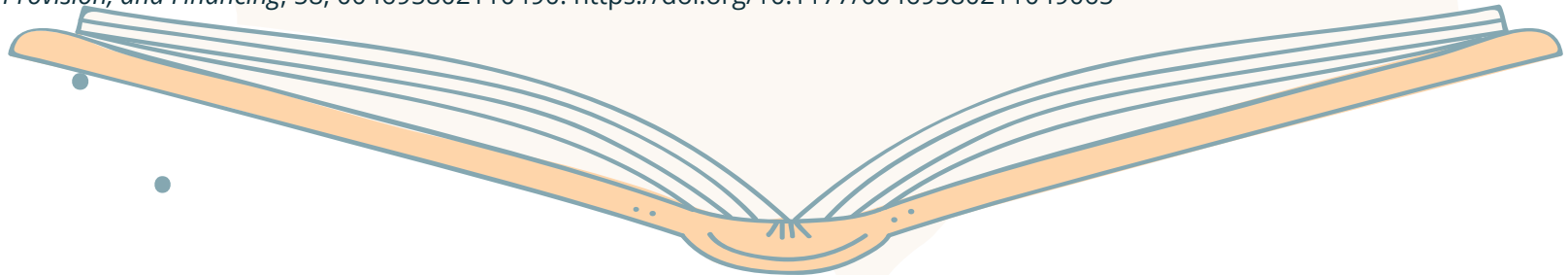
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## Reward and Repeat

Don't let the pool get stale, continued to reward and workshop the growth of the school and district resources that teachers can put their own twist on.

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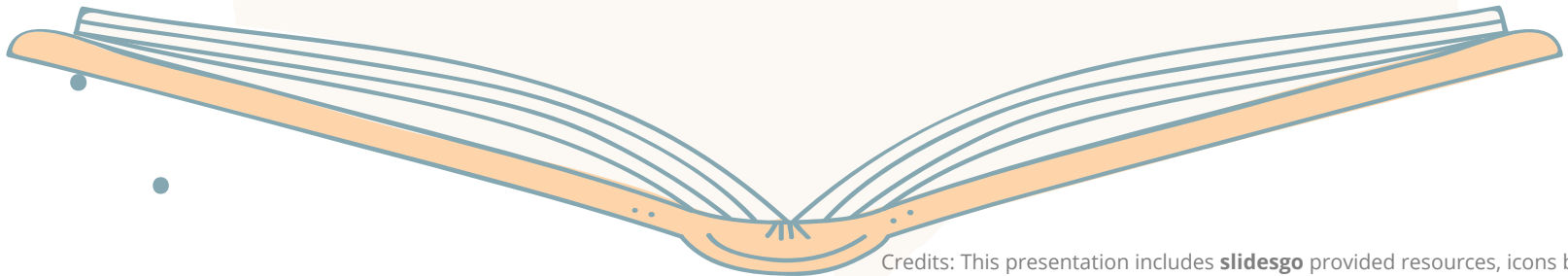
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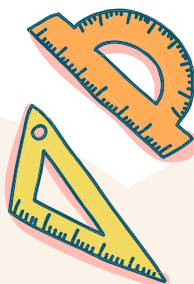
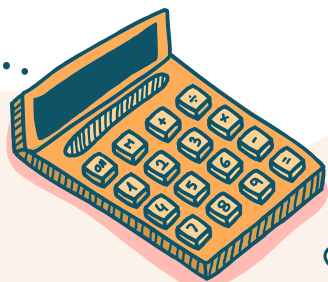


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Thank you!



Questions? Comments?

