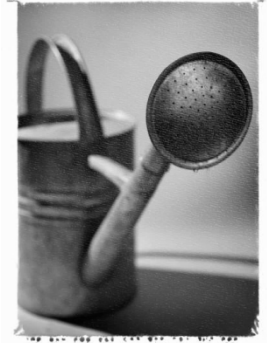


# Refreshing Your Course from the Inside Out



## Developing an Online Course: Shortcuts and Tips

- ❖ **Build a comprehensive Word Document** with ALL current assignments/forums
- ❖ **Review and eliminate assignments** no longer current or not as relevant to the course.
- ❖ **Seek and Find:** Find 5-7 appropriate similar syllabi
  - Google name of course, syllabus, and pdf to save to computer (ex. Human development syllabus pdf)
  - University of Georgia - <http://www.bulletin.uga.edu/CoursesHome.aspx>
- ❖ **Check text publisher for online portion** and/or the downloadable text manual for assignments.
  - **Hint:** Get to know your text representative
- ❖ **BRAINSTORM** what you think student should know based on course description and objectives as well as your expertise
- ❖ **Add resources** to enhance assignment and be sure that they apply knowledge through use of scenarios or another format
  - a. **Script NC Landing Pads**
    - Found at <http://scriptnc.fpg.unc.edu/resource-search/results/taxonomy%3A10>
  - b. **Articles**
    - **Hint:** Search in Google using “pdf”
    - Always keep a **current folder** on your desktop labelled “EDU 100 Articles” for future additions to course
  - c. **Videos**
    - YouTube – [www.youtube.com](http://www.youtube.com)
    - Text videos (talk with your representative)
    - Reading Rockets - <http://readingrockets.org/podcasts>
    - Edutopia - <http://www.edutopia.org/videos>
    - Eastern Connecticut State University Early Childhood Videos - <http://www.easternct.edu/cece/resources.html>
    - Colorado Department of Education Results Matter Video Library - <http://www.cde.state.co.us/resultsmatter/rmvideoserries>
    - California Early Childhood Competencies - <http://www.cde.ca.gov/sp/cd/re/ececomps.asp>
    - **Hint:** Look for short videos under 5 minutes
    - **Hint:** Look at the author to make sure the video will be available – choose ones that are companies or organizations

#### d. Modules

- CONNECT Modules - <http://community.fpg.unc.edu/>
- IRIS Modules - <http://iris.peabody.vanderbilt.edu/>
- Autism Internet Modules – Must Sign Up:  
<http://www.autisminternetmodules.org/>
- Head Start/ELKC Professional Development Modules -  
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching> and  
[http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/prof\\_dev/staff/ECLKCProfessional.htm](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/prof_dev/staff/ECLKCProfessional.htm)
- Center for Social and Emotional Foundations for Early Learning -  
<http://csefel.vanderbilt.edu/>
- Early Childhood Technical Assistance Center -  
<http://www.ectacenter.org/topics/scoord/trainingresources.asp>
- Center for Parent Information and Resources – Search under Topic and Modules - <http://www.parentcenterhub.org/resources/>
- East Carolina Modules Addressing Special Education and Teacher Education -  
<http://mast.ecu.edu/>
- *Hint:* While they are complete for you, you may want to put the information within your course on a Moodle page

#### e. Websites

- Example: **Sample Assignment 1: Online Surveys forum**
- ❖ **Check and change language** in current assignments and develop language for new assignments.
  - Assignment Checklist
  - **Sample Assignments 2a and 2b – Advice for First Year Teachers/Teacher Interview**
  - **Sample Assignment 3 – Mother/Child Observation**
  - **Sample Assignment 4 – Language and Literacy Forum**
- ❖ **Combination or stretch assignments** for more than one week or beginning and end of course.
  - Stretch Example: **Sample Assignment 5 - Field Experience Choice**
  - Combination Example: **Sample Assignment 6 – Photo Essay Assignment**

- ❖ Check for the variety of types of assignments:
  - a. Acquisition of knowledge: Example from Children with Exceptionalities Toolbox – Learning About Diverse Abilities
  - b. Application of knowledge: Example from Language and Literacy Toolbox – Learning Through Listening Assignment  
<http://scriptnc.fpg.unc.edu/resources/resources-and-activities-my-toolbox-activities-and-assignment-ideas-language-and-literacy>
  - c. Assignments that address children/families that are culturally, linguistically, and ability diverse: **Sample Assignment 3 – Mother/Child Observation**
  
- ❖ Include at least two large projects are included, but not more than four.
  - a. Field Experience/Observation
  - b. Interview
  - c. Case Study
  - d. Movies
  - e. Classroom Scenario – Creating a Literacy Rich Environment from Language and Literacy Toolbox <http://scriptnc.fpg.unc.edu/resources/resources-and-activities-my-toolbox-activities-and-assignment-ideas-language-and-literacy>
  
- ❖ FINAL: Compare complete course and assignments to course objectives and course description using Excel spreadsheet (See example below)

Assignment	CO #1	CO #2	CO #3	CO #4	Large Project	CLAD
Forum 1 - Introduction	X		X			
Assignment 1 Autobiography		X				X

## Assignment Checklist



- Unique **Title**
- Introduction** – “After reading..”
- Clear Directions
  - **Length** specified
  - **Content** specified (no guessing needed by students as to what content to include)
  - **Numbers** of points to be included (i.e. “Name and explain two research-based activities”... rather than “Explain some research-based activities”)
  - **Point value explained**
  - **Works cited** asked for
  - How is it to be **submitted**
  - All **information is up to date** and current (i.e. pages in text, links to articles)

### Questions to Ask

- Is it the **appropriate level** for course number and college level (i.e. 2<sup>nd</sup> year Associates)
- Is **template** provided and/or needed?
- Can it be **graded** with ease?
- Does it **“fit” the course audience** (is this a course that non-educators may be taking?)
- Does this assignment have or need some type of **self-reflection**?
- Are outside resources used to enhance the assignment?
  - **Videos**
  - **Articles**
  - **Websites**
  - **Out of class educational experience**
- Supporting thinking** - Is it asking for facts, opinions, or both and how will students support their points?
- Does it **“match” what the students should know** at this point in the course and in their career as a student?
- Which **course objective statements** does this assignment match up with?
- Can I make this more interactive between the **resources and student**?
- Can I make this more interactive between the **student and instructor**?
- Can I make this more interactive between the **student and his/her peers**?
- Does it address **children who are culturally, linguistically, and ability diverse**?

### Questions for Forum Assignments (in addition to above)

- Are the **responses to peers** explained in detail?
- How many responses** to peers?
- Can the answers to the questions potentially **be the same** for every student (i.e. yes/no questions, etc)?
- Do the questions **inspire dialogue and the acquisition of knowledge** and distribution of information?

## Sample Assignment 1

Online Surveys Forum

<https://www.surveymonkey.com/>

<http://www.kwiksurveys.com/>

<http://freeonlinesurveys.com/>

<http://www.onlinefreetools.com/2013/10/Online-Survey-Tools-Free.html>

For this week's forum, you will be developing a 5 question online survey using one of the tools found in the Forum Section for this week.

**Scenario:** You are conducting a survey of the parents in your school. You want to know various things about their thoughts about homework, lunch options, after school activities, playground equipment, and open house dates. Each of these topics will be a question on your survey. You will want to create a question about each topic, then give choices for answers. The purpose of this forum is to create the questions and have us try each other's online surveys out. The questions should make sense and spelling/grammar should be correct.

Find three online survey tools to post on your Pinterest board.

Using one of the tools you found

### Post #1:

- Find three pins on Pinterest that are about free online survey tools and pin them to your Online Surveys Board.
- Then, using one of the tools you found or one of the free tools from the links given in the Forum section for this week, create a five question survey about the scenario about.
- Then, post the link to your survey.
- Finally, explain the process you went through and the challenges you experienced while making up the survey. Explain if you would ever use this in your classroom for parents and families. (3-5 sentences)

Post #2: Choose a peer who does not have a response yet. Read the peer's post. Take the survey the person has linked to.

- On a scale of 1-10 (10 being very well done), explain how well you think the survey tool worked and give feedback about the questions your peer developed, giving suggestions and encouragement. Be sure to ask any questions. (4-6 sentences)

Post #3: Choose a peer who does not have a response yet. Read the peer's post. Read the article and watch the video given.

- On a scale of 1-10 (10 being very well done), explain how well you think the survey tool worked and give feedback about the questions your peer developed, giving suggestions and encouragement. Be sure to ask any questions. (4-6 sentences)
- **After you have posted to another peer, see if anyone has posted to you. Read what the person wrote and thank them. Give a 2-3 sentence response to what he or she said and his or her rating.**

Be sure to check for spelling and grammar.

## **Sample Assignment 2a**

### **Advice for First Year Teachers Assignment - INTRODUCTION**

Education World asked first-year teachers how they survived ([http://www.education-world.com/a\\_curr/curr152.shtml](http://www.education-world.com/a_curr/curr152.shtml)).

What advice for first-year teachers do they offer? The U.S. Government offers a Survival Guide for New Teachers which shows how new teachers can work effectively with veteran teachers, parents, principals, and teacher educators (<http://www.ed.gov/teachers/become/about/survivalguide/conclusion.html>).

From the tips and advice they each present, make yourself a list of things to remember that are relevant to you, things that you want to start thinking about and planning for now.

Examine your teacher education program. What is available for you that might help you prepare to avoid the problems you might encounter? What support does your college or university provide for first-year teachers? Are there things on the list described in the above paragraph that can or will be addressed in your program?

Seek information from a local school district. What support do they provide for first-year teachers? Are there things on the list described in the first paragraph that can or will be addressed by this district?

### **THE ASSIGNMENT**

Written Reflection: What are the pitfalls many first-year teachers encounter? What are the possibilities? Why is it important to read about first-year teaching at the beginning of your teacher education program? Write a two-page paper with your reflections on these questions.

### **RESOURCES TO CONSIDER**

Consider reviewing the lecture notes, the textbook and applicable cases found in the external links folder of Module Thirteen.

### **SPECIFICATIONS**

Acceptable Length: 2 pages minimum

#### **Formatting Requirements:**

Put your name, course and section number, and assignment title clearly at the top of the document.

Use at least one-inch margins.

Use a 12 point Times New Roman font.

Use double line spacing in the document.

To get a top score, your paper should include major topics covered in your lecture notes and reading assignments.

### **TO SUBMIT**

Using Microsoft Word (or another word processing-program allowed by your instructor) save the document with a filename that includes the assignment title, your first initial and last name.

Submit the assignment to your instructor

## Sample Assignment 2b

### Preparing for the Interview Assignment

In Week 10, an interview with a teacher will be due. One important way to gain information about the teaching profession is to talk with teachers currently in the field. For this reason you will visit a local school to conduct a structured interview with a teacher, record his/her responses, and share what is learned.

The teacher to be interviewed must be currently teaching (preferably in the grade level/subject area/special area in which you are interested) in the elementary, middle or secondary school. The interview must be conducted in person. You must receive permission of the teacher to conduct the interview.

In preparation for the interview, **you will develop a set of potential questions to be asked.** Think carefully about what you would like to know from a teacher about the field of education and the daily struggles and triumphs that occur. Then develop **twenty** questions you want to ask the instructor. For **EACH** question, explain why you are asking that question with 1-2 sentences.

Here are some ideas/concepts that the questions should be focused around.

- Training the teacher has had that and how he/she became a teacher
- Classroom management and other topics that you see in the outline for this course.
- Personal and professional development during this time
- Life balance as an educator and parent, spouse, etc
- Book suggestions to read about education that had a profound impact on the teacher
- Questions that relate to course material for this course
- Any other questions that are specific to the individual situation that you may want to know in order to understand the education profession better.
- Be sure that all questions (if applicable) also ask why.

Place them in a word document with the appropriate heading and upload below. Be sure to check you spelling and grammar.

### Preparing for the Interview (25)

20 questions and why: 20/20

Spelling/Grammar: 5/5

### Teacher Interview Assignment

One important way to gain information about the teaching profession is to talk with teachers currently in the field. For this reason you will visit a local school to conduct a structured interview with a teacher, record his/her responses, and share what is learned. The teacher to be interviewed must be currently teaching (preferably in the grade level/subject area/special area in which you are interested) in the elementary, middle or secondary school. The interview must be conducted in person. You must receive permission of the teacher to conduct the interview. In preparation for the interview, you have developed a set of questions to be asked. Use those questions in the template provided.

Complete all three sections of the assignments in the template

#### Section 1: Background

#### Section 2: Interview Questions and Answers

#### Section 3: Reflection

Check for grammar and spelling and upload below.

### Teacher Interview Assignment – 100 points

Background: 20/20

Interview Questions and Answers: 40/40

Reflection: 30/30

## Sample Assignment 2b (continued)

Teacher Interview

EDU 216

Date

Name

### Section 1 – Background (20 points):

**Date of Interview:**

**Name of Teacher:**

**Position of Teacher and the Educational Degrees the teacher has to date:**

**Teacher's School (give name and location):**

**Number of students in class:**

**Number of Years Teacher has been teaching:**

**Subjects Teacher is responsible for:**

**Explanation of why you chose this teacher:**

### Section 2: Interview Questions and Answers (40 points)

*Please list questions below in bold type and answers in non-bold, italicized text. If you asked any follow up questions, please note those as well.*

### Section 3: Reflection (40 points)

**Answer the following questions about the interview.**

- 1. What was the most interesting piece of information you gained from this interview? Explain fully.**
- 2. Reflect on one of the teacher's answers and explain how this affects you as an individual. Be sure to quote the teacher in your answer.**
- 3. Explain how one of the teacher's answers related to the course material you have learned this semester. Be sure to explain fully.**
- 4. How has this experience impacted you personally? Explain five things you will take away from this experience and why they are important to you.**



### Sample Assignment 3

#### **Mother/Child Observation**

##### *ASSIGNMENT*

Observe mother/child interactions at different ages; 0-6 months (newborn), 6-12 months (infant), 12-24 months (toddler) and 24-36 months (preschooler) and write a two-page paper describing your observations. You should have observations for each of the four age groups above.

Suggested sites for these observations are: shopping malls, grocery stores, church, library, relatives homes, and child care. Anywhere there are mother/child groups would be an acceptable place to do your observation.

### Sample Assignment 4

#### *Language and Literacy Forum*

##### *THE PROMPT*

Respond to the following question in the discussion forum for this module located under the "Discussion Board" button.

**“Just a few years ago baby sign language seemed like a novelty, something reserved for precocious infants and toddlers. Now signing is mainstream. Studies have shown how simultaneously learning two spoken languages at first delays talking. But research also shows that teaching baby sign language can help toddlers talk sooner and maybe slightly boost their IQ.” [1]**

- **What fears might a family have concerning signing?**
- **At what point might a caregiver start to introduce signs to an infant or watch to see if perhaps the infant is using a sign to get his needs recognized?**

[1] Downs, S. (2007, September 3). Baby signs let tots make their needs known. The Idaho Statesman, L

##### *SPECIFICATIONS*

Post your opening response to the question early in the assignment period so that others have time to respond to you.

For a top score, you must respond constructively to at least two other students. More extensive participation will be noted.

## Sample Assignment 5

### Choose a Field Experience

Each student in this course is responsible for arranging and documenting his/her field experiences at an appropriate grade level.

This assignment involves observing children in a natural setting and then writing a report which, based upon your knowledge about child development, summarizes your observations.

- Your report will be approximately 2-3 typed, double-spaced pages.

Your grade will depend on:

1. the quality of your observations — they should be as detailed and specific to the behavior or interaction of interest as possible;
2. how well you integrate and apply your knowledge about child development in your report
3. how well you communicate in your report.

All of the items below are explained in further detail in the EDU 244 Field Experience Instructions found in the Assignment section for this week.

Choose from the following.

1. **Piaget's Conservation Tasks Trial**
2. **Infant Observations**
3. **Toddler Observations**
4. **Parenting Styles Interview**

When you have chosen the project you would like to complete, name it in the text box below, then give any questions to ask about this project that you may have. **The project itself is due later in the semester.**

**Points:**

**Project Choice: 10/10**

## Sample Assignment 6

### **Photo Essay Assignment (100 points)**

For your final project in EDU 216, you are going to put together a Photo Essay in PowerPoint about what you have learned in EDU 216. Each photo that you include in the PowerPoint will correspond to each week.

- You will have one photo on each slide that represents what you learned in Week 1, Week 2, etc, all the way through Week 15.
- Be sure to include a title slide with the name of the course and your name and date.
- In the notes section below each slide, you will explain why you chose each photo and how each demonstrates what you have learned from that particular week.
- See the template and rubric provided in the assignment section for this week for more information.

When you have completed it, please upload below.

### **Photo Essay Share Forum**

Last week, you completed a Photo Essay about what you have learned in EDU 216. This week, you will share it with your peers using the instructions below:

#### **Post #1:**

- Share your PowerPoint Photo Essay by attaching it to this forum post.
- Reflect on how this process was for you when putting it together. Were you surprised by what you learned? What do you feel you will take away the most from this course? (6-8 sentences)

**Post #2:** Choose a peer who does not have a response yet. Review your peer's Photo Essay. What do you notice is the same or different from yours? Then read his/her reflection and ask further questions of your peer. You should have at least 5-10 sentences in total.

**Post #3:** : Choose a peer who does not have a response yet. Review your peer's Photo Essay. What do you notice is the same or different from yours? Then read his/her reflection and ask further questions of your peer. You should have at least 5-10 sentences in total.

**After you have posted to another peer, see if anyone has posted to you. Read what the person wrote and thank them. Give a 2-3 sentence response to what he or she said.**