

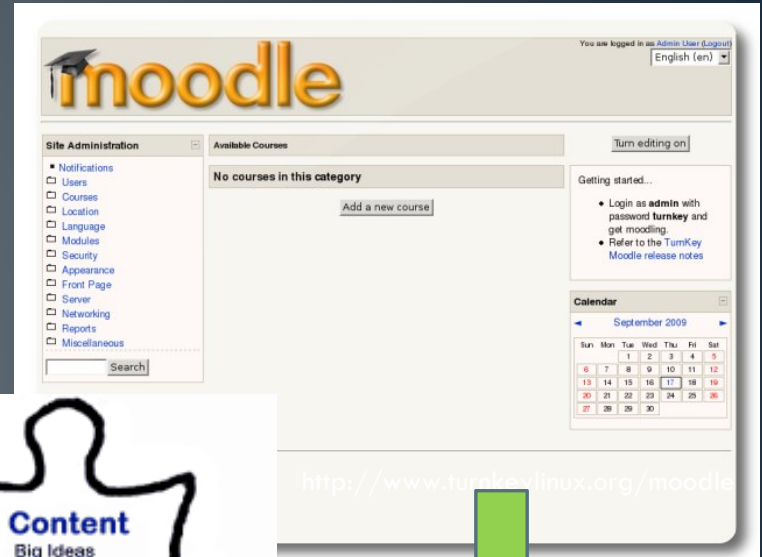
Refreshing Your Course from the Inside Out

**Developing an Online Course: Shortcuts
and Tips**

Jennifer Benoit
Script-NC Summit



Background



http://



<http://www.turnkeylinux.org/moodle>





FAST FACTS

[A] Sloan study found a 9.7 percent growth rate for online enrollment, far exceeding the 1.5 percent growth of the overall higher education student population.

Translation: Virtually attending classes online rather than signing up for face-to-face instruction seems to be the wave of the future.

According to the study, that found that "virtually all (83 percent) institutions with online offerings expect their online enrollments to increase."

Furthermore, a separate Eduventures study projected that **by 2014, about 20 percent, or nearly four million students, will be attending classes virtually.** So what may seem a bit cutting edge now may be commonplace in a few short years.

http://www.university.com/facts_about_online_education/



FAST FACTS

The average age of someone who learns online is 34 years old.

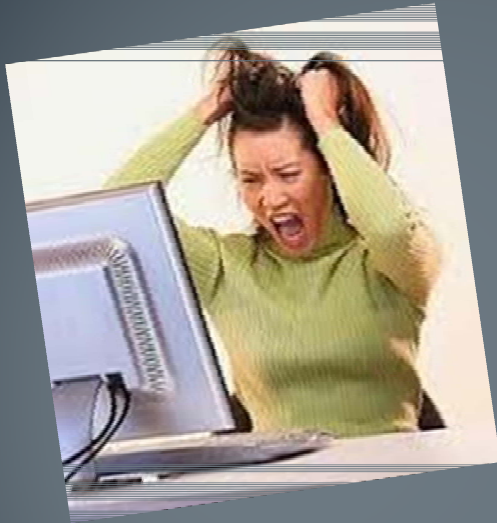
82% of online learners are under graduates.

81% of online learners are employed.

Question: What does this tell you in terms of online learning in your world?

<http://www.learndash.com/14-interesting-elearning-facts/>

You Know a Course Needs to be Redone when...



DEconstruction and REconstruction

BEFORE



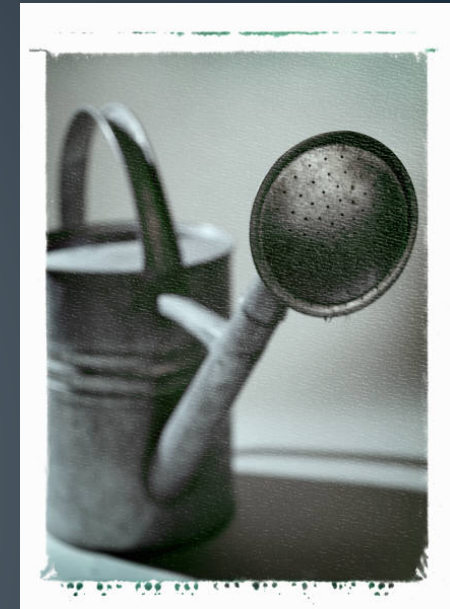
AFTER



Renovate vs Refresh

Renovation

(also called remodeling) is the process of improving a broken, damaged, or outdated structure. Additionally, renovation can refer to making something new, or bringing something back to life and can apply in social contexts.



Refresh

verb: give new strength or energy to; reinvigorate.

reinvigorate, revitalize, revive, restore, fortify, enliven, perk up, stimulate, freshen, energize, exhilarate, reanimate, re-energize, wake up, revivify, inspirit; blow away the cobwebs; pep up

Why You Might Need to Refresh a Course Quickly

“Band Aid Mentality”



Question:
Any other
reasons?

Text issues – text edition changed, text already ordered, text is not matching course, etc

Discovered course is out of date or does not meet requirements

Students complaining/failing

Adjunct issues – not prepared, does not know how to update course, etc.

How to Quickly Refresh a Course



Keep it as is with text and bought materials

Refresh and update assignments

Rely heavily on outside sources

Put course on calendar to deconstruct/reconstruct

Sometimes it feels like...



Question: What is the most stressful piece to you about refreshing OR renovating a course?



Step 1: What's There?

Turn it into a Word Grid Document

Week	DUE DATE	Assignments As Is	Updated
β	Ch 2	<p>TEST 1 AND Making a Difference Assignment - INTRODUCTION</p> <p>Review the information in your text and at these links found under the External Links button related to the effects of poverty, drugs and alcohol, and violence. What are the signs of each? What approaches seem to work the best? Sort the information by category, identification, and educational approaches on a concept map or graphic organizer.</p> <p>THE ASSIGNMENT</p> <p>Written Reflection: What are some of today's societal influences on students in schools? What are the signs and symptoms? What does all of this mean to you as a future teacher? How can you make a difference in the lives of these students? Write a two-page paper with your reflections on these questions.</p> <p>RESOURCES TO CONSIDER</p> <p>Consider reviewing the lecture notes, the textbook and applicable cases found in the external links folder of Module Four.</p> <p>SPECIFICATIONS</p> <p>Acceptable Length: 2 pages minimum</p> <p>Formatting Requirements:</p> <p>Put your name, course and section number, and assignment title clearly at the top of the document.</p> <p>Use at least one-inch margins.</p> <p>Use a 12 point Times New Roman font.</p> <p>Use double line spacing in the document.</p> <p>To get a top score, your paper should include major topics covered in your lecture notes and reading assignments.</p> <p>TO SUBMIT</p>	<p>TEST Ch 2 - Teacher-centered or student-centered? Direct students to read the following classroom descriptions and decide if the practice described is teacher-centered or student-centered. They should back up their position with reasons.</p> <ul style="list-style-type: none"> A teacher in a fourth grade urban and linguistically diverse classroom reads aloud to her <u>students everyday</u>. The chapter book that she reads to the students is chosen by the students from a district fourth grade reading list of 150 books approved by a diverse parent committee. Students are taking a spelling test of words chosen by students from their spelling workbook. Eighth grade students are using geometry to design playground equipment for a new park to be built in a city-owned lot that they petitioned the town mayor to be built. Teams of students are playing various sports they chose to practice as they attempt to reach personal goals they set at the beginning of the semester. An eleventh grade history teacher teaches the Revolutionary War from multiple perspectives: men, women, political leaders, freed slaves, and Indians. The final project is for students to create journal entries from the perspective of an actual person from that time period. <p>TEST Ch 2 - Philosophical foundations. Students will read the following teacher statements and determine which philosophy or philosophies may be the foundation of their thinking. Students should back up their position with evidence from the text.</p> <ol style="list-style-type: none"> <i>I believe that although students may be creative, there isn't time to allow them to work on projects. There are too many skills and concepts to cover to prepare them for the test to leave any room for creativity.</i> <i>My students need to learn about structure in the world and in the classroom. In order for them to be able to fit into society where they belong, they must start learning</i>

Review and Eliminate Assignments

Week	DUE DATE	Assignments As Is	Updated
3	Ch 2	<p>TEST 1 AND Making a Difference Assignment - INTRODUCTION</p> <p>Review the information in your text and at these links found under the External Links button related to the effects of poverty, drugs and alcohol, and violence. What are the signs of each? What approaches seem to work the best? Sort the information by category, identification, and educational approaches on a concept map or graphic organizer.</p> <p>THE ASSIGNMENT</p> <p>Written Reflection: How do some of today's social influences on students in schools affect the signs of poverty, drugs, and violence? What does all of this mean to you? How can you make a difference in the lives of the people affected by these issues? Write your reflections on the assignment.</p> <p>RESOURCES TO CONSIDER</p> <p>Consider reviewing the text and applicable cases found in the external links.</p> <p>SPECIFICATIONS</p> <p>Acceptable Length: Minimum 3 pages</p> <p>Formatting Requirements</p> <ul style="list-style-type: none"> 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. <p>To get a top score, your paper should include major topics covered in your lecture notes and reading assignments.</p> <p>TO SUBMIT</p>	<p>TEST Ch 2 - Teacher-centered or student-centered? Direct students to read the following classroom descriptions and decide if the practice described is teacher-centered or student-centered. They should back up their position with reasons.</p> <ul style="list-style-type: none"> A teacher in a fourth grade urban and linguistically diverse classroom reads aloud to her <u>students everyday</u>. The chapter book that she reads to the students is chosen by the students from a district fourth grade reading list of 150 books approved by a diverse parent committee. Students are taking a spelling test of words chosen by students from their spelling workbook. Eighth grade students are using geometry to design playground equipment for a new park to be built in a city-owned lot that they petitioned the town mayor to be built. Teams of students are playing various sports they chose to practice as they attempt to reach personal goals they set at the beginning of the semester. An eleventh grade history teacher teaches the Revolutionary War from multiple perspectives: men, women, political leaders, freed slaves, and Indians. The final project is for students to create journal entries from the perspective of an actual person from that time period. <p>TEST Ch 2 - Philosophical foundations. Students will read the following teacher statements and determine which philosophy or philosophies may be the foundation of their thinking. Students should back up their position with evidence from the text.</p> <ol style="list-style-type: none"> <i>I believe that although students may be creative, there isn't time to allow them to work on projects. There are too many skills and concepts to cover to prepare them for the test to leave any room for creativity.</i> <i>My students need to learn about structure in the world and in the classroom. In order for them to be able to fit into society where they belong, they must start learning</i>



Step 2: What's Out There?

will be turned in to me. The last journal entry may be done in a blog or in a word document submitted via email or ELC. This entry will serve as a final and is worth one more point than the others. This entry is also due the week of finals.

Books for Class: 24 points (3 points per genre) Due various class periods. Please see class calendar.

As teachers, it is important for us to take advantage of resources available to us and to be able successfully gather instructional materials. When we begin discussing genres of children's literature, you will be expected to read and bring in 2 or more books in the genre to be discussed. Please read and bring in the expected books for class. This is worth 3 points per genre/class period. See the course calendars for due dates.

Reading Autobiography: 10 points Due by 1/28/2013

This is a short paper about your life as a reader (4-5 pages, double spaced, typed). You may examine your history as a reader or who you are currently as a reader. You might organize this paper chronologically, categorically, or any other way you see fit. I encourage you to think openly about what you include as reading and texts. You might consider the following questions:

What is your earliest memory of reading?

When or how did you learn to read?

What kinds of texts were or are present and / or valued in your environment?

Who influenced your reading (positively or negatively)?

How has reading impacted your everyday life, both past and present?

Keep in mind that what you did not read or did not like to read can also shape who you are as a reader in significant ways.

Author Study 1: 10 points Due by 2/25/2013

Choose one children's literature author or illustrator to study in depth whose works are reflective of the community of students you will be working with.

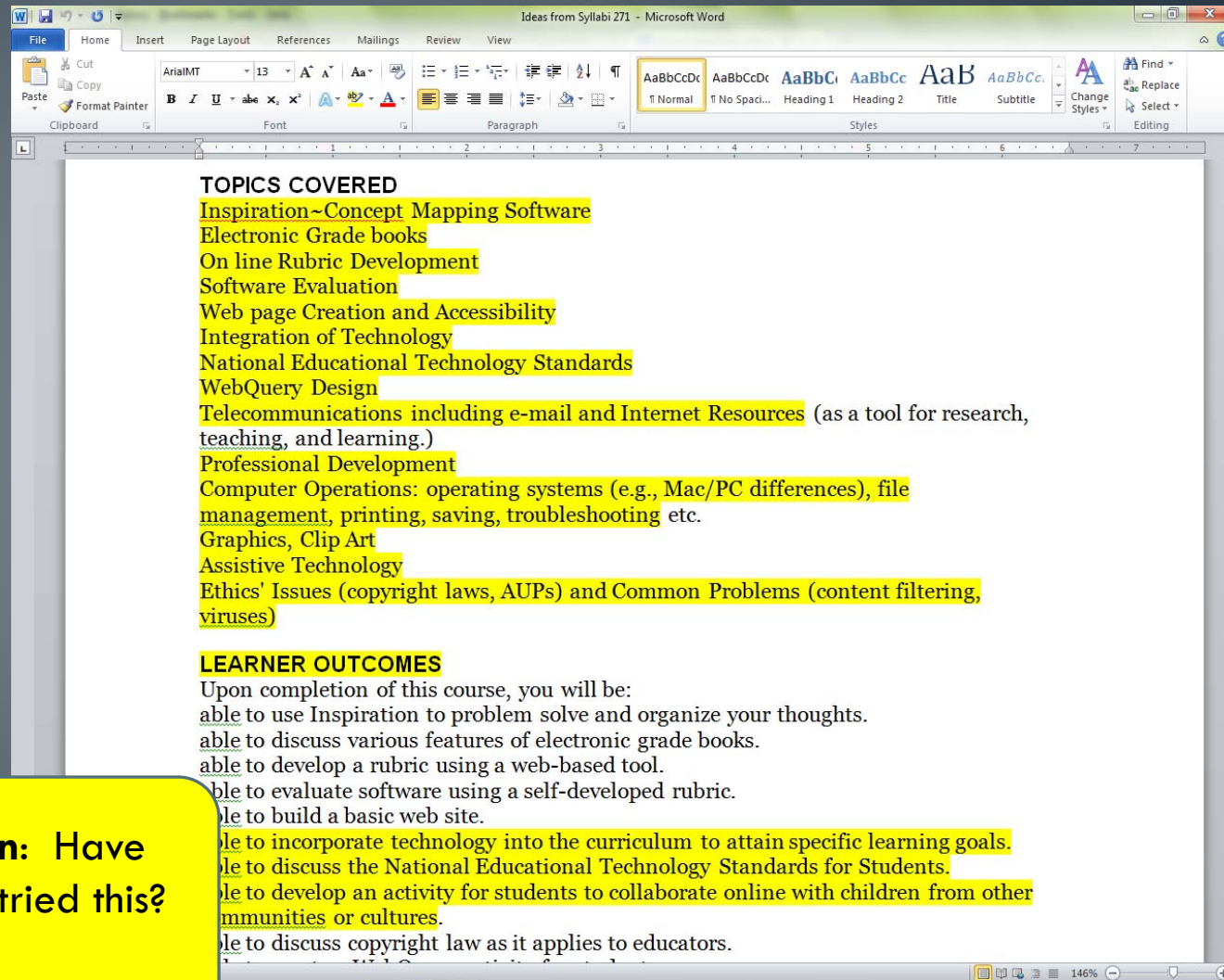
You do have choice of formats for turning in your studies. Your study may be in a 7-10 page paper using APA style. You also have the option of doing a technology based study. This

This syllabus is a general plan for the

**LLED 3110: Children's Literature and Oral
Language Fall 2012: University of Georgia**

Seek and Find Similar Syllabi

Cut and Paste Ideas from Syllabi



TOPICS COVERED

- Inspiration~Concept Mapping Software
- Electronic Grade books
- On line Rubric Development
- Software Evaluation
- Web page Creation and Accessibility
- Integration of Technology
- National Educational Technology Standards
- WebQuery Design
- Telecommunications including e-mail and Internet Resources (as a tool for research, teaching, and learning.)
- Professional Development
- Computer Operations: operating systems (e.g., Mac/PC differences), file management, printing, saving, troubleshooting etc.
- Graphics, Clip Art
- Assistive Technology
- Ethics' Issues (copyright laws, AUPs) and Common Problems (content filtering, viruses)

LEARNER OUTCOMES

Upon completion of this course, you will be:

- able to use Inspiration to problem solve and organize your thoughts.
- able to discuss various features of electronic grade books.
- able to develop a rubric using a web-based tool.
- able to evaluate software using a self-developed rubric.
- able to build a basic web site.
- able to incorporate technology into the curriculum to attain specific learning goals.
- able to discuss the National Educational Technology Standards for Students.
- able to develop an activity for students to collaborate online with children from other communities or cultures.
- able to discuss copyright law as it applies to educators.

Question: Have you ever tried this?

Check with Text Publisher

EDU 244 - Human Growth and Development
course settings

MyDevelopmentLab™

modify Course Home modify

Course Home

eText

Assignment Calendar

Study Plans & Course Content

MyVirtualLife

Writing Space

Student Resources

Student Grades

Communication Tools

Instructor Resources

Instructor Grades

Announcements

[Expand All](#)

Announcement	Submitter	Date/Time *
There are no active announcements in this course.		

Getting Started

- 1 [Tune up your browser](#)
- 2 Sync your time zone:
 - [Instructors](#)
 - [Students](#)
- 3 [View user guides](#)

SIXTH EDITION

Laura E. Berk, *Development Through the Lifespan, 6e*

MyDevelopmentLab is an online homework, tutorial, and assessment program that truly engages students in learning. MyDevelopmentLab helps students better prepare for class, quizzes, and exams. Before getting started, please be sure to follow the three steps above. Then, click on the Assignment Calendar to see assignments from your instructor, or start exploring with Study Plans and Course Content!

Read the eText

Question: How many of you use text online items? How many of you are interested in going textless in at least one course?

Pearson – MyDevelopmentLab or MyEducationLab

BRAINSTORM

What Do You Want the Student to Know?

How to research exceptionalities and appropriate practices?

Common diversities and diagnoses at this age level?

Knowledge of a variety of evidence-based practices?

Application of practices with benefit to both a child and entire class?

The LAW and their role in the law?

How to identify and work with a team?

How to support and interact with family members?



Question: Have you done this along, with colleagues?

UNC

Supporting Change and Reform in Preservice Teaching in North Carolina



UNC

FPG CHILD DEVELOPMENT INSTITUTE

Add Outside Resources to Enhance Assignments



Before



After

Script-NC Landing Pads

The screenshot shows a web browser window displaying the Frank Porter Graham Child Development Institute website. The page title is "Resource Search: Landing Pads" and it shows 12 results. The search results are as follows:

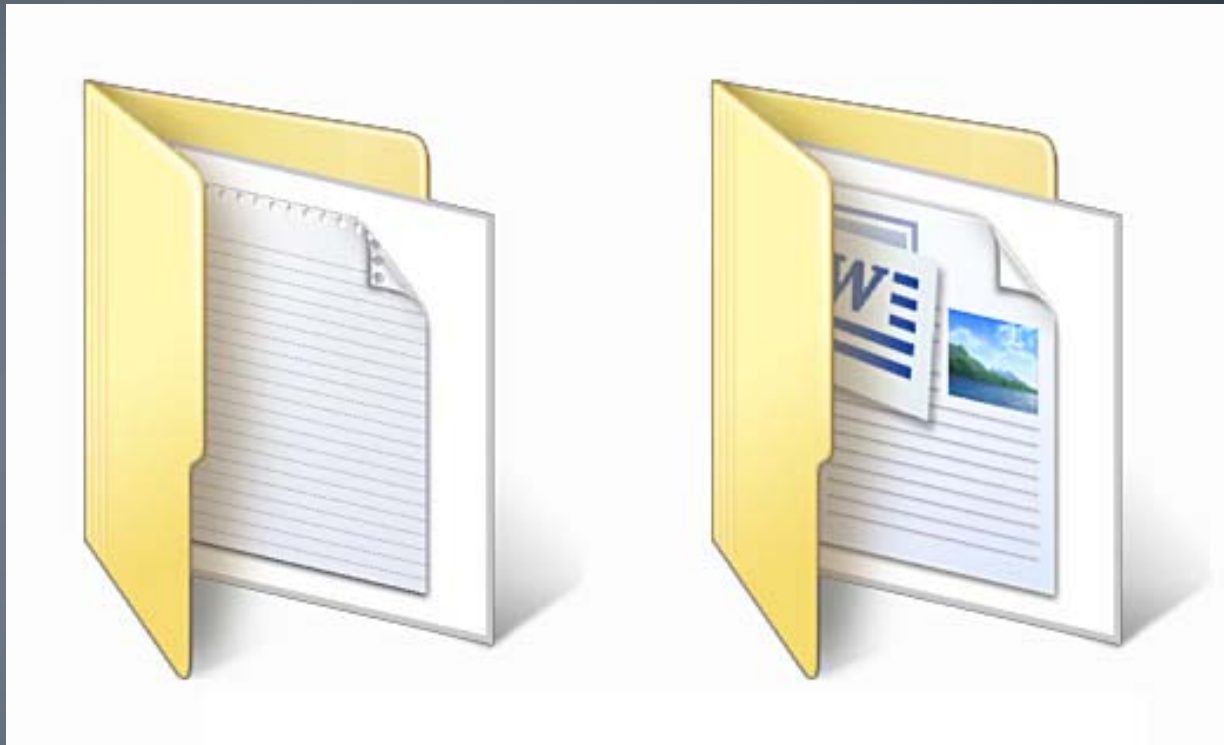
- Language & Literacy handout**
Free online resources for EDU 280: Language and Literacy
Download: EDU 280 Language and Literacy Landing Pad-handout -2014.pdf
- Resources for EDU 153: Health, Safety, and Nutrition**
Resources with an emphasis on cultural, linguistic, and ability diversity to support EDU 153: Health, Safety, and Nutrition (Revised June 2014)
Download: handout version of landing pad-HSN.pdf
- Resources to Support EDU 119: Introduction to Early Childhood Education**
- SCRIPT-NC Landing Pad (Focused on Child Development)**
Download: Child Development Birth-Middle Childhood handout.pdf
- Family Engagement Resources Landing Pad**
This landing pad presents research and online resources about engaging families of children who are culturally, linguistically, or ability-diverse, as well as information related to the Quality Rating and Improvement System.
- Evidence-based Practice Landing Pad: Universal Design for Learning**
This Landing Pad provides links to relevant research, policies, videos and other resources about Universal Design and Universal Design for Learning.
- Evidence-based Practice Landing Pad: Tiered Models of Instruction/Intervention**
This Landing Pad provides links to relevant research, policies, videos and other resources about tiered models of intervention and instruction as a framework for

The right sidebar contains search filters:

- Current search:** [x] Resource type: Landing Pads
- Keyword search:** Search within results (checkbox), Search button
- Guided search:** Click a term to refine your current search.
- Resource topics:** Children with Disabilities (8), Research/Evidence (6), Families (3), Inclusion (3), Policy (3), Assessment (2), Assistive Technology (AT) (2), Cultural Diversity (2), Embedded Interventions (2), Linguistic Diversity (2), Planning and Facilitation Tools (2), Collaboration (1), Literacy (1), Social Emotional (1), Tiered Instruction (1)
- Resource type:** all » Landing Pads

<http://scriptnc.fpg.unc.edu/resource-search/results/taxonomy%3A10>

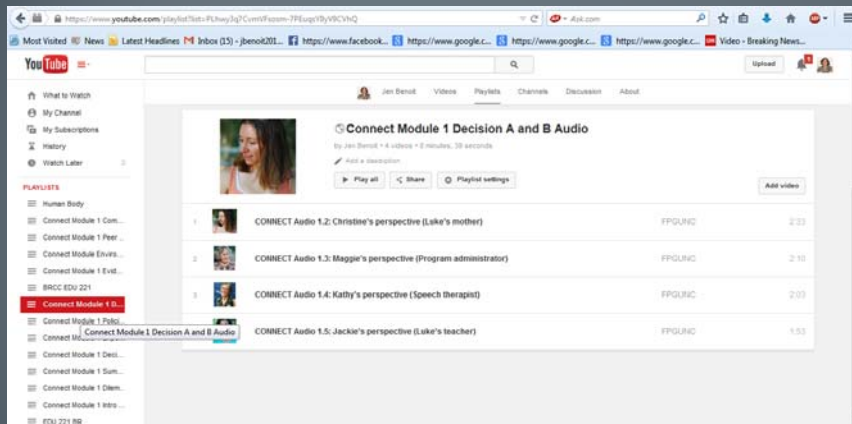
Articles



Next Semester

Articles for EDU 221

Videos



Setting Up a Playlist

The screenshot shows the Edutopia website's "Videos" page. At the top, the Edutopia logo is on the left, and navigation links for "Browse Topics", "Watch Videos", "Join the Conversation", and "About Us" are on the right. Below the logo, the date "September 29, 2014" and a trending topic "The Power of a Personal Phone Call Home" are displayed. A search bar is located on the right side of the header.

The main content area features a "Videos" section with a circular icon of a hand pointing to a play button. The text reads: "Explore our library of videos showcasing innovation and evidence-based learning practices in K-12 schools, and see our core strategies and key topics in action in real classrooms." Below this text are social sharing buttons for Like (54), Tweet (64), Pin It (22), and Share (61).

A featured video titled "Blended Learning: Making it Work in Your Classroom" is shown. It includes a thumbnail image of students working on a laptop and a description: "At P. K. Yonge Developmental Research School, integrating digital content with face-to-face learning has led to impressive gains in student achievement." To the right of the video is a "Get Our NEWSLETTER" sign-up form with a "Sign Up" button and links for "View Example" and "Privacy Policy".

Below the featured video is an "Editor's Picks" section with the heading "6 Videos". It contains three video thumbnails with titles and descriptions:

- Reinventing the Science Fair With Portal 2 Puzzle Maker**: STEM teacher Don LaBonte uses the Portal 2 Puzzle Maker to engage his students in designing and demonstrating math and science problems...
- Facilitating Learning in a Student-Driven Environment (Keys to PBL Series Part 4)**: When they are directly involved in planning and steering projects, students are more invested in their learning. Get ideas for...
- Travel Journals: Student-Created Textbooks**: Each student at Normal Park Museum Magnet School creates a unique "travel journal" to explore the themes of science and social studies...

<http://www.edutopia.org/videos>

Modules



CONNECT Modules

CONNECT: The Center to Mobilize Early Childhood Knowledge

Center on the
Social and Emotional
Foundations for Early Learning



Websites



www.surveymonkey.com

Sample Assignment 1

Can Use Two Ways:

1. Use as a reference area to gain information
2. Use as a working area to complete a project

Questions:

How do you use websites?

What outside resources do you use?



Step 3: Merge Together Information

✓ Check and Change Language

✓ Use Assignment Checklist

✓ Sample Assignments 2a and 2b

Question: Do any of you want to provide a sample to check together?

Assignment Checklist

- Unique Title
- Introduction – “After reading...”
- Clear Directions
 - o Length specified
 - o Content specified (no guessing needed by students as to what content to include)
 - o Numbers of points to be included (i.e. “Name and explain two research-based activities”... rather than “Explain some research-based activities”)
 - o Point value explained
 - o Works cited asked for
 - o How is it to be submitted
 - o 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. 2nd 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?
 - o Videos
 - o Articles
 - o Websites
 - o 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, gtc)?
- Do the questions inspire dialogue and the acquisition of knowledge and distribution of information?



Check and Change Language



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 3**



Check and Change Language



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.

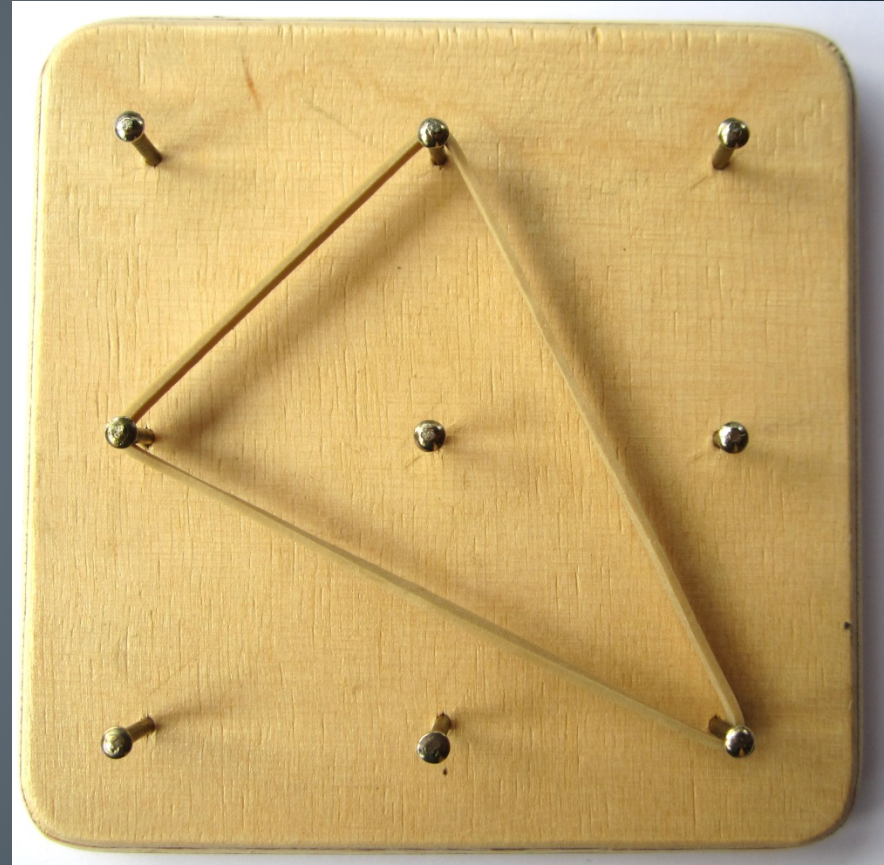
Sample Assignment 4

Stretch Assignments

Assignments that last over the course of the semester or more than one week.

Sample Assignment 5
Field Experience Choice

Question: Do you have any other examples of stretch assignments?



<http://en.wikipedia.org/wiki/Geoboard>

Combination Assignments

Assignments that combine what the student has learned.

Sample Assignment 6 Photo Essay Assignment

Question: Do you have any other examples of combination assignments?



Check for Variety of Assignments

Acquisition of Knowledge
Learning About Diverse Abilities Assignment

Found in Children with Exceptionalities Toolbox

Application of Knowledge
Learning Through Listening Assignment

Found in Language and Literacy Toolbox

Check for Variety of Assignments

Assignments that Address Children/Families that are Culturally, Linguistically, and Ability Diverse

Sample Assignment 3

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**Interview or Set
of Interviews**

**Field Experience
Observation or
Case Study**

**Include at Least
Two Large Projects**

**Full Length
Movie or
Novel
Analysis**

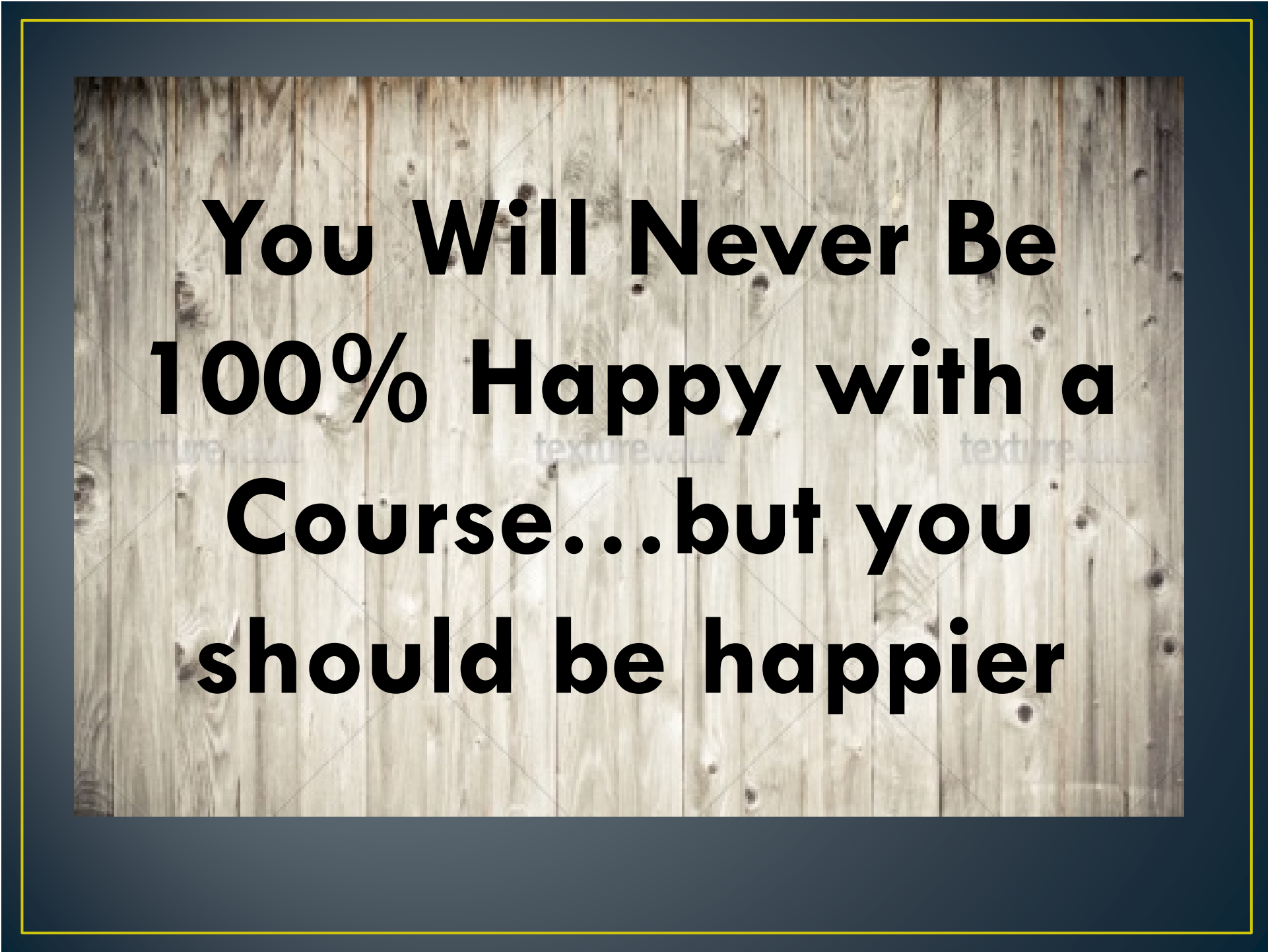
**Creating a Classroom
Item or Planning for
Classroom Scenario**

Example: Creating a Literacy Rich
Environment from Language and
Literacy Toolbox

**Question: Other
ideas for large
projects?**

Compare Course and Assignments to Objectives and Course Description

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



**You Will Never Be
100% Happy with a
Course...but you
should be happier**

Enjoy the process
of REFRESHING

Questions or
Comments?

Question: What are
some things that may
be helpful that were
present today...or not?



Thank you!

jbenoit2934@vgcc.edu

