

# CEP 820- Developer Notebook

## Entry 6- Reflection on Design Decisions

When I went to design my online course I had the interest of my students in mind. I wanted to make a course that was user friendly but also challenged my students to do work that may be out of their norm. Then I decided on the design of the course based upon what I have received as feedback and suggestions from my professors as well as from the knowledge that I have gained in this class. In the design I wanted it to be appealing to my students and that is why in each week I had multiple sections that will trigger the learning styles of all of my students. In each week my students will be asked to do a reading and answer a set of questions, which will benefit my visual students. Also, during the week my students will be listening and viewing a story being read and respond to a question and this section will be most beneficial to my auditory learners. The use of the computer and having to post discussions and respond to others will help those students who are tactile learners and need to get their hands moving. I set up the weeks so all my students will have an enjoyable time and also get to learn something new.

Also in my course I took the tools that I have been taught by my professors and really made my course more user friendly by adding two new tools that I feel make my course more beneficial to all users. My professor showed me how to use Google docs. I used this tool in each of the weeks that my students will be working on. I chose to use this because I feel that in teaching my students that if they are just reading and not asked to put their new knowledge into action then they will have done something for nothing. After I was shown how to use and add the Google Doc to my course I felt that this tool was the best way to check my students understanding of a piece of writing that they have just read and also the most beneficial way for me to organize and see how well my students are doing in their independent work. In addition, in this course I was shown how to use or create a Screencast. In education you are modeling to your students all the time how to do things or how to act and with the screencast it allows me to model a task to them over and over again when ever they need me to. I used Screencast throughout the course as tools for my students to use just in case they get stuck or may have forgotten how to do something that is

assigned to them. I felt through using this Screencast that I am setting my students up for success in their education and also teaching them how to problem solve on their own and try to handle a situation by themselves through tools that are out there.

In making my course I truly enjoyed using all the new tools that I had been shown over the time in this course and really took time to see what things really would benefit or hinder my students in this class. One area that I changed was how the students would answer and submit questions to me after they have read a passage. I had set this section of the course up by having questions posted on that week's assignment and then my students were suppose to copy and paste those questions into an email and answer them and then send them to me. I had this all set up and spent much time setting up these questions and when I had my niece that is going into 3<sup>rd</sup> grade try to do this, she had a very hard time and could not do it on her own; even after modeling it with her numerous times. This downfall really was frustrating to me but also was a good thing because it showed me that what I thought was a good idea really was not. I then switched as I stated above to using a Google Doc which I feel is the best way to have students answer questions in my course because all they have to do now is either select a bubble or type in a response. That is what is great about technology and teaching is that so many times we as educators and creators feel that what we are going to do is perfect and all of a sudden we see that there are holes in which need to be fixed and because of our knowledge we can go and fix what we need. At the end of the day we make something that is beneficial.

**Entry 5- 3 Things that will make my course more consistent with the principles of Universal Design for Learning.**

The three things that I would change to make my course more consistent with the principles of universal design for learning would be:

1. (a) Principle I. Provide Multiple Means of Representation; Guideline 2: Provide options for language, mathematical expressions, and symbols; Checkpoint 2.5 Illustrate through multiple media
- (b) The changes I would make would be that I would add more forms of media instead of using strictly text on my site. This will help with those students who have disabilities in reading. I will be adding pictures, videos and screencasts

throughout the site.

In this screenshot, it shows that I have added multiple screencasts to my How To Page so my students will know how to do a variety of the required activities.

2. (a) Principle III: Provide Multiple Means of Engagement; Guideline 8: Provide options for sustaining effort and persistence; Checkpoint 8.3 Foster collaboration and communication

(b) I will be adding a discussion board where students can interact with each other. This may be a struggle for some but everyone needs to work on this concept when being a part of an online class. The students will be able to mentor each other and help each other when they are struggling. They will also learn how to work with each other because they will have to respond to each other and give their comments and opinions.

3. (a) Principle II: Provide Multiple Means of Action and Expression; Guideline 6: Provide options for executive functions; Checkpoint 6.4 Enhance capacity for monitoring progress

(b) I want to focus on providing feedback to my students in a timely matter so they know what they need to change or add for the next week's assignments. I want to be a supportive instructor who is available to help and encourage my students by monitoring progress.

#### **Update for Entry 4- Areas of Focus for My Online Course**

My 3 areas of focus for my online course are:

1. Course Structure and Organization- I chose this area because I feel like this is the most important part of the course. If there is not good structure or organization, then the course will not function properly. **I would like feedback on my course structure and the organization of my course. Do you think this will work for younger students? Is the structure and organization easy to understand?**

2. Learner Interaction and Collaboration- This area is important to focus on because it is a big part of the course. There has to be interaction between students as well as interaction between myself and the students. **I would like feedback on the parts of my course that focus on interaction and collaboration. Do you think the areas I've created will work for my course?**

3. Effective Use of Course Technology- I wanted to focus on this area because in creating an online course, I feel like technology is a big part or should be a big part of the creation of this course. Technology should be embedded throughout a course and a wide variety of technologies should be used. **Since this course is designed for 2nd graders, I'm not sure that they will be able to create or add different forms of technology into this course. I want to add different forms into this course so that they can see what can be done. For feedback, I would like to know what you think and if you think I have used technology effectively throughout the course.**

#### **Entry 4- Embedded Rubric, Thinking about Assessment and Areas of Focus for My Online Course**

##### **Rubric:**

[https://spreadsheets.google.com/a/msu.edu/spreadsheet/viewform?hl=en\\_US&formkey=dEpWUGIMSOIJNTJCeINIRFByZzJ1YKE6MQ#gid=0](https://spreadsheets.google.com/a/msu.edu/spreadsheet/viewform?hl=en_US&formkey=dEpWUGIMSOIJNTJCeINIRFByZzJ1YKE6MQ#gid=0)

##### **Thinking About Assessment:**

What were your considerations as you created your rubric?

- Things that I considered while creating the rubric were the things that will show me that my students comprehend the objectives and lessons that are assigned.

What went into your choices as you focused on certain aspects of your course?

- I wanted my course to be easily accessible to my young students. I wanted it to focus on a topic we will use everyday in the learning process and something that some students might not find interesting. By making a topic like this into an online course might interest those students who are not as excited about reading.

Do you have any concerns about the structure or content of your rubric?

- I think my rubric works for the younger students. It is to the point and easy for them to understand.

How will your assessment of your students be a tool to grow your students' learning?

- Based on the assessments I will be able to see what they understand and what they do not understand. I can see if it is certain students who are struggling or if it is a whole class thing that I might need to go over again.

How will students be involved in the assessment and evaluation process?

- My students will get feedback from me based on the rubric and my comments. They can use this to develop their skills so they can see what they need to do in order to get a better score for their assessments.

In what ways will your standards be communicated to the students?

- My standards will be communicated through group discussions, voice threads and videos on the website itself and through my feedback throughout the course.

### **Areas of Focus for My Online Course**

My 3 areas of focus for my online course are:

1. Course Structure and Organization- I chose this area because I feel like this is the most important part of the course. If there is not good structure or organization, then the course will not function properly.
2. Learner Interaction and Collaboration- This area is important to focus on because it is a big part of the course. There has to be interaction between students as well as interaction between myself and the students.
3. Effective Use of Course Technology- I wanted to focus on this area because in creating an online course, I feel like technology is a big part or should be a big part of the creation of this course. Technology should be embedded throughout a course and a wide variety of technologies should be used.

Course 2.0 Feedback from Leigh - <http://screencast.com/t/HZeuoKJsCSk>

### **Entry 3- Goals, Outcomes, Assessment, and Communication**

**Learning goals for unit :** (i.e., what will students have learned by the end of this unit/module?)

Students will be working on reading passages of different genres. They will read individually and do a series of assessments that will test their comprehension skills. Students will also engage in intelligent conversations about the readings with both the instructor and their peers. My plan is to teach the skills for comprehension in class and this course would be more of the "test" to see if they have applied those strategies to the assignments that are given.

**Learning outcomes for unit:** (i.e., what will students have created/produced to demonstrate their learning?)

Students will complete the assessments, comprehension questions and discussion posts to demonstrate their learning. For the comprehension questions they will be answering multiple choice questions and short answer questions about the story. They will also be participating in discussion posts where they will be talking about their opinions on the facets of reading, comprehension, fluency, voice, etc.

**Potential methods of assessment:** (how will you know the unit is successful and students are learning?) [We will be focusing on assessment a little later in the course, at this point in time, just start articulating specific thoughts, beyond the general 'formative', 'summative' stuff, about what your assessments will be, and the criteria you'll use to evaluate student work.]

I will know that students are successful based on their responses that I get. Are they taking what has been taught to them and putting it to use in this course?

**Course Communication Policy:** (i.e., What is your policy for student/teacher, student/student, and student/parent (if applicable) communication?) Include reflections on your response to the lab scenarios -- would you do anything differently than you initially thought?

We will use asynchronous discussion tools for our communication. They will use email and discussion posts to communicate with me. They will use discussion posts to communicate with their peers. We will focus in class before we start this unit on proper communication in emails and discussion boards so that they are aware of how this type of communication can come across.

## **Entry 2- Comparing Course Management Systems**

One thing I looked for was the live chat. I found that a lot of the course management systems did have these and this surprised me because in today's world of communication such as facebook and twitter real time is key for communicating your thoughts. Another thing that surprised me was that lack of help pages that these sites offer. As much as we would like to think that everyone is computer savvy, some are not.

What didn't surprise me is that all three of my sites had internal email. As everyone knows email is the easiest form of communication in today's society. Something else that was not a surprise was that as an administrator you could track your participants within the course. Just like in our classes that are on ANGEL, our professors can track so many things that we do for our class, log ins, postings, etc.

I will be using a wikispace for my course management system. I like the wiki because it seems like it is the most beneficial way for me to get all the content I need to get to my students. It is also user friendly, which is good for the instructor but even better for my young students. Wikispaces allow you to post videos, voice threads, discussions, pictures and almost anything else you may need to address an objective or assignment to your students.

One thing that I would like to have is an online grade book. Wikispaces doesn't have this option. Instead of having this grade book, I could use the internal email to send grades or I could assign students a number and post grades accordingly.

Wikispaces offers support that can walk you through the development of the site. This is a great option that I feel will make my development of a course

successful.

### **Entry 1- Brainstorming for the Development of my course**

- Grade Level: 2nd grade
- Subject: Reading- Comprehension
- Particular Curricular Unit you are thinking of developing: My Curricular Unit would focus on reading short passages, developing the process of reading for meaning and developing comprehension skills.
- What do you want your course to look like? Since I'm working with 2nd graders, it needs to look appealing to the eye and needs to be set up so that little ones can understand it. I would want it to include daily reading modules, so that each day they will be required to check in and complete the daily task.
- What your ideas/thoughts/dreams for class interaction for both teacher and students? I would like 3 areas for interaction. One for the students to be able to ask me questions or leave comments for me to respond to. Another section where I will feedback based on their reading for the day or week. And finally a section where the students can interact and ask each other questions. I would like to set them up by reading level and they could work with their reading level group to ask questions or help each other along. This section would need to be monitored by me.
- How do you think you will assess students? Each day or week I will look at their responses and assess them. They will receive either credit or a grade for each week and feedback as well.
- What are some of the social, ethical, legal, and human issues surrounding the participation in your online course? For the social aspect of things, I would want to make sure that when the students are talking to each other in the groups that they are focused on the assignments and not other things. I could always set something up where I have to approve the comment before it can actually be posted. For the ethical issues, I would need to make sure that the students in each group are not cheating and are only using each other for support.

**Communications-** online communications can be super tricky. So many times people read into what you are saying because they can't hear the tone in your voice or see your facial expressions. We have to be careful to word our online communications in a friendly matter so that know one takes offense to what we are saying. Even when a parent or student may seem rude in what they have written, we have to make sure to stay professional and try to fix the problem without creating more.