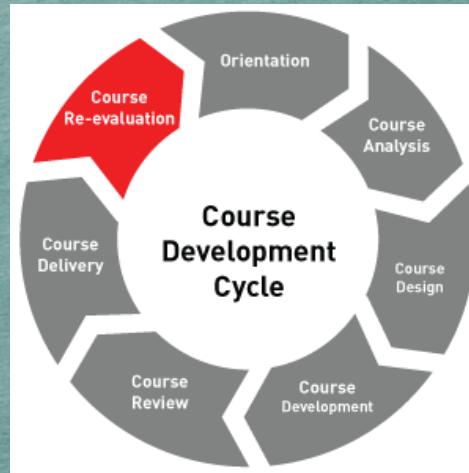


Promising Practices in Online Course Development



Presenters: Susan Elliott &
Brittany Scritchfield

Learning Objectives

Educators will know promising practices in online course development.

Success Criteria

At the end of this session, you will be able to:

- identify & implement key course norms
- design and create course content to promote student learning
- utilize strategies for promising practices in course development



Course Norms

Why? Accessibility, clarity, quality control.

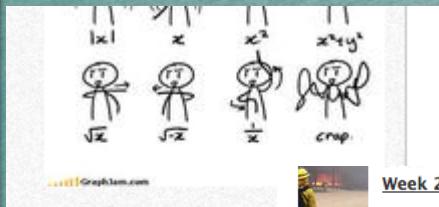
How? Collaboratively

Intentional Lesson Design/ Scaffolding	Feedback/ Communication	User Interface for Access and Engagement (Leading to Successful Completion)	Rigor	Webinars/Live Instruction	Misc Ideas - Course Norms
I do , we do, you do. Lesson, Class practice, small group practice, individual.	Feedback in comments on assignment	List of reminders for students/suggested schedule (due dates, webinars, calendar dates, etc.)	Worked out problems, exemplars -- proficient, pp	Norms/effective strategies for using different Adobe Connect pods - what to do when using note pods, or white boards, etc.	Tutorials so each teacher doesn't reinvent the wheel on how to use different technologies for lessons (Powerpoint, Prezi, microphone on lesson, microphone and camera on Adobe Connect, ipad integration for whiteboards, etc.). Give students an idea of how to use the above so that webinars are most productive.

Course Norms - Examples

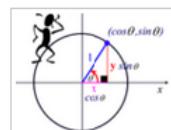
Establish a common landing page

- ❖ Updates or Announcement page



This week you will begin to understand, learn, and memorize special angles. You will take a practice quiz which will be im many opportunities as needed to master this quiz (multiple v along the way to ensure your success! You will use these exa

▼ Show More



Access course content

- ❖ Less digging for material

Your course should be adjusted with the following layers/folders:

- Welcome and Class Information folder
- Quarter 1 folder (Add folders for Quarter 2, 3, & 4)
 - ◆ Unit 1 (Include all units in the respective quarter)

Unit 1 – Reasoning and Proof (Weeks 1 & 2)
SMP: #1, 2, 3, & 6

Unit 2 – Statistical Reasoning (Weeks 3 & 4)
CCSS: S.IC.3,4,5
✓ Must Complete

- Week 1 (Include all weeks in respective unit)

Week 1 – Logic (I)
SMP = #1, 2, 3, & 6
Make sense of problem

Week 2 – Reason :
SMP = #1, 2, 3, & 6
Make sense of problem

Course Norms - Examples

Instruction & Assessment Layout

	Lesson	
 Japanese Internment Camps Part Two ✓ Must view the item		
 Japanese Internment Camps Part Two Submit your 2 paragraph letter on Japanese Internment in the dropbox. SOC.9–12.H.2.h Due Tuesday, January 20, 2015 at 11:59 pm	Assessment	
	Lesson	
 How World War II Changed the Role of Women ✓ Must view the item		
 How Women's Roles Changed in WWII Submit your Changing Role of Women worksheet to the dropbox. SOC.9–12.H.2.f Due Wednesday, January 21, 2015 at 11:59 pm	Assessment	
	Lesson	
 Native Americans in WWII: Navajo Code Talkers ✓ Must view the item		
 Navajo Code Talkers Discussion Directions & Point Breakdown: Spell check your post before submitting and keep all posts academic. Though this is social, it is still considered a formal setting. Your initial post is worth 2... SOC.9–12.H.2.g SOC.9–12.H.1.b Due Thursday, January 22, 2015 at 11:59 pm	Assessment	
	Lesson	
 Week 3 Webinar Discussion Attendance to webinars is required. If you need to miss you must let me know in advance. If you did miss, please watch the recording and then participate in the discussion below. YOU MUST WATCH... Due Friday, January 23, 2015 at 11:59 pm		

❖ Instruction followed by assessment of learning

❖ Frequent formative assessments

- No new learning on assessment pages
- Frequent checks for understanding
- Regular feedback

Course Norms - Examples

Weekly Learning Objectives

- ❖ Overview of student learning/standards

Week 4 – The End of the War and Post War

Learning Outcome: Students will understand the strategies used to win the war, the decision to drop the atomic bomb, the outcomes of the war, and what started the Cold War.

✓ Must Complete • Available after 1/26/15 12:00am

Week at a Glance

This Week in History: Andrew Jackson survives an assassination attempt

Objective: Students will understand the strategies used to win the war, the decision to drop the atomic bomb, the outcomes of the war, and what started the Cold War.

Success Criteria

Through discussion you will be able to:

- Critique the need for the United Nations
- Explain the outcomes of the Yalta Conference
- Develop a logical argument for what caused the start of the Cold War

Success Criteria

- ❖ Students know specifically what they need to do to demonstrate their learning
- ❖ Students self-monitor progress
- ❖ Students know what's next

Course Norms - Examples

Discussion Prompt	
	<ol style="list-style-type: none">1. In one PEA paragraph share your thoughts on the question, "Why did Romantic poets rebel?" Support your claim with <u>evidence</u>.2. In one PEA paragraph share your thoughts on the question, "What are characteristics of Romanticism literary movement?"3. Comment on one classmate's post or ask a question to further develop the topic discussed (use key words for level 3-6 from the chart).
Tools	Weekly Discussion Protocol (Guidelines)
Discussion response PEA method paragraph	<p>Directions & Point Breakdown: Spell check your post before submitting and keep all posts academic. Though this is social, it is still considered a formal setting. Your initial post is worth 2 points.</p> <p>You will be graded on grammar, spelling, and thoughtfulness of response. You can earn 2 more points (for a total of 4) for posting 2 more times in the discussion board. The posts can be questions or thoughtful comments. Posting "I agree" or a 1 sentence response will not earn your credit. You'll need to explain your thoughts thoroughly.</p>

Discussion Protocols

- ❖ 2 response minimum (college readiness)
- ❖ Purpose is to promote student discourse
- ❖ Share information, ideas, and strategies

Student discourse in action...



Jenna [REDACTED]

1. The message of this TedTalk is to show to not be afraid of asking for help. Dont make people do something, ask them to help you with something and trust those people will help you.
2. This can apply to my project because I had to ask a lot of people already if they can help me make my project happen and I just have to keep asking for help and support.

Sun Jan 25, 2015 at 12:17 pm · [Like](#) · [Reply](#)



Ashley [REDACTED]

Do you think asking is a bad thing tho? Whether it be for support or to help you in something you're interested in? Support is always good, if you have support, you have everything even if it fails.

Sun Jan 25, 2015 at 5:42 pm · [Like](#) · [Reply](#)



Jenna [REDACTED]

I feel like asking is a good thing but what you ask for can be bad. What do you think about that? Maybe asking for everything is bad.

Sun Jan 25, 2015 at 5:52 pm · [Like](#) · [Reply](#)



Ashley [REDACTED]

I can honestly say, I think asking for everything is bad. You need to be able to accomplish things on your own. But its okay to advocate when you need something to people at times.

Sun Jan 25, 2015 at 11:52 pm · [Unlike](#) 😞 1 · [Reply](#)



Jenna [REDACTED]

I agree that asking for everything is a bad thing also.

Mon Jan 26, 2015 at 6:20 am · [Like](#) · [Reply](#)

Course Norms - Examples

Contact Information

Information

Instructor: Jennifer Lutchi
Cell: 303.253.2958 Email:
jlutchi@aurorak12.org 
Webinars (Fridays 1:00)
Link:
<https://connect.aps.k12.co.us/classroomlutchi/>
Live Office Link:
<https://connect.aps.k12.co.us/officelutchi/>
Grading periods
Quarter 1 2014_15, Quarter
2 2014_15, Quarter 3
2014_15

- ❖ Supports communication
- ❖ Common placement in classes allow students to know where and how to obtain teacher/class information

Course Content & Design

Why? Enhance student learning by increasing student engagement

How? Collaboratively

❖ PLCs



Professional Learning Community (PLC) Camp 12/3/14 – Day 1: 8:00 – 2:30			
INTENDED OUTCOMES			
<i>Participants will:</i>			
<ul style="list-style-type: none">➤ Define the purpose and expected outcomes of PLC meetings➤ Collaborate with peers in concrete, precise terms about instruction around learning and teaching practices➤ Assess/refine instructional practices to support student learning➤ Share best practices for Webinars			
Time	What	Why	How
8:00	<p>Opening</p> <ul style="list-style-type: none">• Agenda Review• Intentions	<i>To understand what we will do today and bring our best selves to this learning time.</i>	Whole group Written reflection Pair-share <input checked="" type="checkbox"/> Agenda <input checked="" type="checkbox"/> Note Sheet
	<p>Our Purpose</p> <ul style="list-style-type: none">• Commonalities	<i>To ensure the common goal is understood and we commit to working interdependently with a focus on instruction.</i>	Whole group <input checked="" type="checkbox"/> Note Sheet
	<p>Our Results</p> <ul style="list-style-type: none">• Strengthening the outcomes	<i>To improve professional practice to achieve specific results in student learning.</i>	Pair Share <input checked="" type="checkbox"/> Core Values
9:00	<p>Cross Curricular Review</p> <ul style="list-style-type: none">• Course Norms• Instructional Strategies• Accessibility of Learnings	<i>To promote professional growth and provide equal access to quality teaching.</i>	Partners <input checked="" type="checkbox"/> Guide Sheet

Course Content & Design - Examples

Multiple methods of instructional delivery within and across lessons



The distribution of power is when power, influence or authority is distributed, spread around or apportioned.

Success Criteria: By the end of the lesson you will be able to: describe and critique the meat packing industry during the Progressive Era, compare the industry then to the meat packing industry today, and assess what reforms occurred due to Sinclair's investigations.

Listen and read along to chapter 14 of *The Jungle* by Upton Sinclair. Analyze the chapter and take notes which will enable you to critique and provide a summary of the meat packing industry during the Progressive Era. Then read the article on the right and take notes on the changes that have occurred in the meat packing industry to compare the industry now to what it was like during the Progressive Era.

The Jungle - Chapter 14

Note: This is attached below if you wish to download it as well.



Chapter 14

With one member trimming beef in a cannery, and another working in a sausage factory, the family had a first-hand knowledge of the great majority of Packingtown swindles. For it was the custom, as they found, whenever meat was so spoiled that it could not be used for anything else, either to can it or else to chop it up into sausage. With what had been told them by Jonas, who had worked in the pickle rooms, they could now study the whole of the spoiled-meat industry on the inside, and read a new and grim meaning into that old Packingtown jest—that they use everything of



[TheJungle–Chapter14.pdf](#) 151 KB | VIEW

The Meat Industry Today

Note: Put your mouse over this section and scroll side to side, and up and down if you need to.

Week of 12.15.06

Meatpacking in the U.S.: Still a "Jungle" Out There?

This Week: About the Show | Video Notebook: A Day at the Plant | Kate Bronfenbrenner on American Labor Unions | Meatpacking in the U.S. | Question of the Week | Transcript

In 1906, Upton Sinclair's novel "The Jungle" uncovered harrowing conditions inside America's meat packing plants and initiated a period of transformation in the nation's meat industry. The Pure Food and Drug Act and the Federal Meat Inspection Act were both passed later that year, and labor organizations slowly began to improve the conditions under which the country's meat packers toiled. But some critics say

Swift & Co. Packing House, Chicago, 1905. Photo courtesy of the Library of Congress.

Course Content & Design - Examples

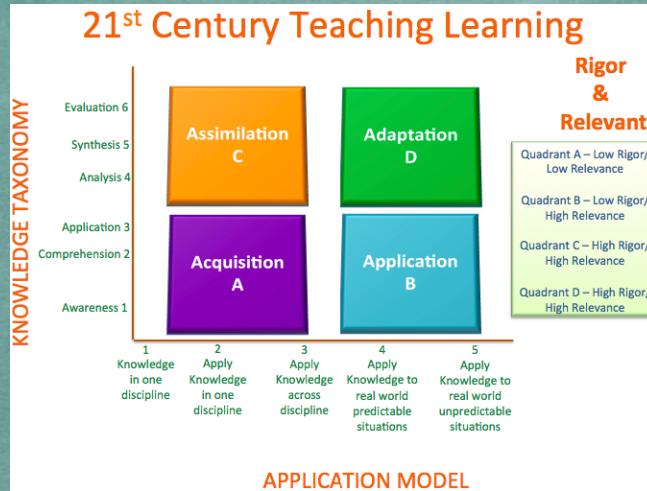
Chunking

-  [The Essay: Requirements For Your Paper](#)
-  [The Introduction](#)
-  [The Introduction \(ES 2, 3, 4\)](#)
-  [Body Paragraphs](#)
-  [Body Paragraphs \(ES 2, 3, 4\)](#)
-  [The Conclusion](#)
-  [The Conclusion \(ES 2, 3, 4\)](#)
-  [Complete Essay](#)
-  [Complete Essay \(SUM 1, 2, 3, 4\)](#)

- ❖ Scaffolding
- ❖ Helps break down learning into manageable pieces
- ❖ Makes it easier for students to organize & synthesize information

Course Content & Design - Examples

Provide multiple opportunities to demonstrate knowledge



After practicing pronunciation of the vocabulary words, record yourself saying the following:

1	a la izquierda de
2	arriba de
3	detrás de
4	alrededor de
5	lejos de

Match the phrases in Spanish to their English counterparts.

He is On top of the box.
Is she Behind the box?
He is In front of the box.

She is Between the boxes.
They are Next to the box.

He is Under the box.
They are In the box.

Course Content & Design - Examples

Embedding vs Linking

- Embed
- Attach links to images for visual appeal



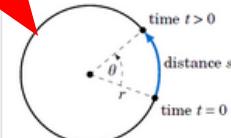
Read the information from the website and watch the video lesson to learn about circular motion

After the lesson, you will be able to:

- a) Write equations representing linear and angular speed
- b) Calculate the linear and angular speed of objects traveling in a circular motion

Link to the website by clicking on the image below. Read about circular motion, how the formulas were derived, and how to relate linear and angular speed.

You will also find a few worked out examples.



Watch the video to learn about linear & angular velocity and how to apply the equations to circular motion.

Linear Velocity and Angular Velocity

A tire with radius 9 inches is spinning at 80 revolutions per minute.

a) Find the angular speed of the tire in radians per second.

b) Find the speed in inches per minute and miles per hour.

$\omega = \frac{\theta}{t}$

$v = r\omega$

$v = \frac{r\theta}{t}$

A screenshot of a video player interface. The main content area shows a video about a tire's angular velocity. The sidebar on the left contains various navigation icons and links related to the course content.

Course Content & Design - Examples

Aesthetics

- ❖ Adequate font size
- ❖ Color
- ❖ White Space
- ❖ Images
- ❖ Limit scrolling

How World War II Changed the Role of the American Woman

"This nation will remain a neutral nation, but I cannot ask that every American remain neutral in thought as well."
- President Franklin D. Roosevelt, 1939

Read:

After World War I some women returned to the place society had destined for them while others refused. They had learned new skills and was prepared to use them. The United States entered the World War after the bombing of Pearl Harbor and women power again was in demand. Their roles continued to change tremendously. By the spring of 1942 there was a growing manpower shortage in the military. In American wars prior to World War II, there had been a debate about and opposition to using women in the armed forces. As men went off to battle, women were needed for non-combat jobs such as switchboard operators, telegraphers, mechanics, and drivers. During World War II, more than one hundred thousand women served in the Women's Army Corps later became known as the Women's Army Corps. Women also joined the United States Navy. During the fall of 1942, the Women's Auxiliary Air Squadron became known as the Women's Air Force, began training women pilots who flew planes to various military bases in the United States. They tested aircraft and performed other non-combat flight duties. Many women believed that they might never be allowed to serve in the military again if they did not prove to be capable in a chosen role. [Continue reading about the role of women in WWII on the attached document below.](#)

Research:

Open up the [following pictures](#) to help with your worksheet:

Respond:

Complete the attached worksheet on the Roles of Women in WWII

[Go to the next page to submit your worksheet.](#)

~~BEFORE~~

How World War II Changed the Role of Women

Success Criteria
You will be able to:

- analyze a photo and chart to describe how women's lives changed as a result of World War II

After World War I some women returned to the place society had destined for them while others refused. They had learned new skills and were prepared to use them. The United States entered the World War after the bombing of Pearl Harbor and women power again was in demand. Their roles continued to change tremendously.

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Use the information from the text above and the video to help you complete the attached worksheet.

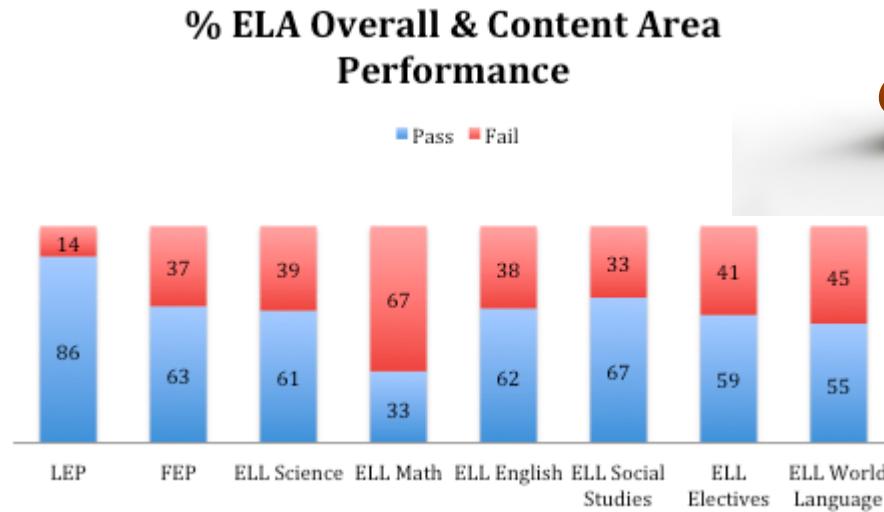
You will also need the picture on the left to help you complete the worksheet.



Promising Strategies & Practice

Why? Increase student access to learning

How? Assessment of student needs, based on data, district training, course work



Promising Strategies & Practice - Examples

Notecatchers, Cornell Notes, Graphic Organizers...

- ❖ Improves retention, recall, and content access
- ❖ Guides notetaking
- ❖ Scaffolds learning
- ❖ Aligns with success criteria
- ❖ College readiness



History of Psychology Notecatcher

Objective: I can explain the roots of psychology and its evolution over time.
Success Criteria: SWBAT...

1. explain the beginnings of the field of psychology (think of **who, what, where, and when**) in the notecatcher.
2. evaluate how the field of psychology has changed over time (in terms of methods and ideas) in the notecatcher.

What is Psychology? Write a definition in YOUR OWN words.
Psychology is...

Why do you think psychologists examine both mental processes AND behavior?

Why is Psychology considered a science?

The Beginnings: What evidence do we have that Psychology has been around for a long time? Make a list. • • • •	When did Psychology officially begin? Who is considered the Father of Psychology?
---	--

Structuralism and Behaviorism were competing views in psychology during the early years. Why would these two perspectives be at odds?

Synthesis: In one paragraph, explain how psychology has changed over time. Think about what has advanced and what has stayed the same. Make sure to consider different ideas, people, and developments in the field.
Use the PEA Method (Point, Evidence, Analysis) to write your paragraph!

Promising Strategies & Practice - Examples

- Success Criteria: SWBAT*
1. research and write definitions for key government terms.
 2. translate the definitions into their own words.
 3. find an image that visually defines each term.

Click on the document below and complete the following:

1. Download the document attached (named Government Vocabulary Grid).
2. Find a **definition** for each term on the Internet. You may copy and paste it in the box.
3. Then, **restate** that definition in **your own words**.
4. Finally, find an **illustration** or picture online and copy and paste it in the last box.

Example:

Term	Definition	Illustration/Picture
Government	<p>Web definition: <i>The action or manner of controlling or regulating a nation, organization, or people.</i></p> <p>In my own words this means: <i>The system that keeps a country under control.</i></p>	

Sentence frames/starters,
vocabulary instruction

- ❖ Gain academic language proficiency

Did we meet our learning objectives?

- identify & implement key course norms
- design and create course content to promote student learning
- utilize strategies for promising practices in course development

Can you...

