Building an Online Course Module (OCM) Assignment

Jessica Mills

Michigan State University

CEP820: Teaching Students Online

Unit 2: OCM Plan

Creation Description
Start imagining what you would like to create as your work for this course.

Expectations
Please tell us:

- Grade Level: First Grade
- Subject: Math
- Particular Curricular Module: Number and Operations in Base 10
- Learning Goals for the Module: By the end of the module, students will be able to...
  - Goal 1: Understand that the two digits of a two-digit number represent amounts of tens and ones. CCSS.Math.Content.1.NBT.B.2
  - Goal 2: Compare two two digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. CCSS.Math.Content.1.NBT.B.3
  - Goal 3: Add within 100, including adding a two-digit number and a one-digit number using concrete models or drawings and strategies based on place value. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.CCSS.Math.Content.1.NBT.C.4
- Course Model (fully online or hybrid): Fully Online. I am hoping to be able to actually use this at some point this school year. As of right now my school is fully virtual, so I am planning this fully online and can adjust it if we do go back to in person learning.
- Classroom Interactions: I plan to interact with the students by teaching parts of my lessons over Microsoft Teams Meetings. I then plan to have students break out into groups to interact with each other and allow me to work with smaller groups at a time.
- Potential Methods of Assessment: First, I like the idea of having some sort of informal assessment at the end of each lesson. Whether that is a quick quiz or game that gives me feedback on whether or not students are understanding or I need to take more time to teach it. Then I plan on giving students an online summative assessment at the end of the unit. This will give me feedback on if the unit was successful and if the students were able to learn the content in a fully online format.
  - Specific Assessments I will give at the end of Goal 1: I will give students a number and students will have to use pennies to represent the "ones," dimes to represent the "tens," and dollars to represent the

"hundreds." Because they will not be able to hold up these coins in their screen, I will have them send me a picture of their work.

- ○ Specific Assessment I will give at the end of Goal 2: To integrate art into our math module, the students and I will create alligator signs. I show two numbers and students will have to hold up their alligator signs to show the alligator eating the bigger number. If the numbers are the same, students will hold up their equal sign sign.
- ○ Specific Assessment I will give at then end of Goal 3: I will give students two numbers. Students will be asked to draw ten sticks and ones for each number and show how they can add the two numbers by counting how many ten sticks and ones they have. They will either hold up their sign to show what they know.
- ○ End of the module Summative Assessment- A virtual assessment that students will be able to do from their device and will give me direct feedback.
- ● Learning Outcomes for the Module:
  - ○ I am thinking that because it is math, I will have students take an online math test at the end of the unit. I would also like to have students do a hands-on activity such as using pennies to represent "ones," dimes represent "tens," and dollar bills represent "one hundred." This way they are not only able to do a hands-on activity by using items from home to represent place value, but they are also learning about money (a standard they must learn in first grade anyway). They can send me a picture of their work so I am able to see they have mastered the concept!
- ● Issues to Consider:
  - ○ Many of my students' parents do not speak English at home. This can make it very challenging for my students because they do not speak or hear English at home. Learning virtually is a challenge when English is not the first language they have heard for many months in a row. I plan to have directions posted in Arabic in addition to English, for parents to be able to read the directions and help their child when necessary.
  - ○ Another issue to consider is that parents tend to do their childs' work for them, rather than allowing the child to try it on their own. I am hoping to somehow speak with parents about the problems this may cause for their child during online learning. One way I can help my parents help their child, is to give the parents prompts they can say/questions they can ask their child during and at the end of the lesson. This way parents know what they should and shouldn't say throughout.

Unit 2: Webquest

Creation Description

Move your way through the following Webquest. You'll have an opportunity to discuss this Webquest in our synchronous meeting in Zoom. If you'd like to substitute your participation in the synchronous meeting for any two of the numbers below, you may. For example, you would not have to write answers for the set of questions for (2) and (4). If you choose to attend the Zoom instead of writing, please be prepared to discuss your answers verbally in the synchronous meeting.

Expectations

1. Explore the Buzz learning platform's [web page](). Then address these questions (50-100 words per answer):

a. What are you able to learn about the platform from the site?

I was able to learn that Buzz is a learning platform that delivers personalized learning in blended and virtual formats. It claims to be affordable and more efficient than many other learning platforms. Lastly, not only does the learning platform help grow and develop students, but it also allows teachers to grow in their profession by attending engaging professional development.

The learning platform seems to promote itself by using the web page to name its successful partnerships that use and support their platform. The web page uses many buzz words like "quick" and "easy" to entice students, districts, and parents that it is easy and quick to use!

b. What kinds of evidence are you looking for to assess its effectiveness?

I would like to see how students and parents use it. If it is as easy to use as the web page describes, I think that a video of a student or parent navigating the platform would be a great way to assess its effectiveness. I also think that teacher/school/district reviews on the learning platform would be a great way to assess and prove its effectiveness!

c. Do you get a sense of how it might operate in your school context?

In the school I currently work at, the majority of my students' parents do not speak English. On the web page, I did not read anything about helping ELL students or how this could be an effective and easy to use platform for these types of students and parents. I'm not sure how well this learning platform would operate at my school.

2. Next read this [blog post]() from an educational technology leader. Focus special attention on the part of the post dedicated to Buzz and the EAA in Detroit. Then address these questions (50-100 words per answer):

d. What would you judge the author's priorities to be?

I believe that the author is supportive of the blended and student-centered learning strategy for students that come from low income areas such as Detroit. The author believes that these schools use the Buzz learning platform not only for students to grow and learn at their own individualized pace, but it also provides teachers with data and scores, that can help drive their teaching in the best ways to support their students. The author is extremely supportive of the Buzz learning platform.

e. How does this post confirm/disconfirm what you read on the agilix.com website?

I feel that this post confirms much of what I read on the agilix website. The aglilix website claims that the learning platform is made to "personalize learning in blended and virtual environments" and "track and deliver critical data. The post says that the goal of using the platform is to use "technology that facilitates rigorous, student-directed learning paths and provides teachers with real-time data to inform instruction." Both statements seem to align.

3. Now take a look at this blog post from a self-avowed progressive blogger in Michigan. Then, address these questions (50-100 words per answer):

f. What would you judge the author's priorities to be?

I would say that the author was not supportive of the learning platform. She describes many of the negative experiences people with the platform had including that it was "hard to use" and had "website crashes and content deficiencies." The author even includes quotes from teachers that describe their negative experiences when using the platform. I also got a sense of frustration from the author because of the claims that the website and learning platform make about its effectiveness and user friendly nature.

g. How does this post confirm/disconfirm what you read on the agilix.com website and in the previous blog post?

This post completely refutes all of the claims that the previous blog post and website make. When reading through the web page and previous post, I was pretty convinced that the platform was one that operates well for many educators and schools. The previous readings describe the platform as one that is user friendly and easy. After reading this article, I am very skeptical about this learning platform. If I were a district interested in this learning platform for blended or virtual learning in my district, I feel I would need to do a lot more research and ask for my opinions before making my final decision.

4. Finally, take a look at this [report](#) from the Michigan chapter of the American Civil Liberties Union (ACLU) of Michigan. If there are readings from Unit 1 in D2L that help you to answer these questions, please cite author and date for the readings that help to inform your responses to these questions (e.g., Smith, 2013). Also check out the appeals [ruling](#) on this 2016 case from April 2020. Then, address these questions (~100 words per answer):

h. Having read the report, do you think the particular use of a particular platform in a particular context becomes an issue of civil liberties? Why or why not?

      After reading the report, I believe that the particular use of the learning platform is an issue of civil liberties. When reading, I was completely shocked by how DPS was taken advantage of. The district trusted the state government and the EAA to raise its test scores and provide a positive and productive learning environment for its students. I don't understand how so many people across the country failed to do their job, and failed all of these children in Detroit. The program was a complete failure that missed the mark in so many domains. Not only was it slow and ineffective when it comes to the design and set up of the platform. But it was also unsuccessful at even hiring certified and educated teachers. Students were being taught by uncertified people. One of the posts claims that the platform "provides teachers with real-time data to inform instruction." Not only does it not inform real-time data to inform instruction, but it also informs people that aren't even real teachers. These people would not even know what to do with this "data" they are receiving. The entire article was extremely frustrating to read, but was a huge eye opener for me. We as teachers and parents put our trust into the state and district to make the right decisions for our students. Unfortunately, research and test trials were not taken advantage of, and 10,000 students had to suffer.

i. Having read all 4 resources and the readings from Unit 1, what are your thoughts on online teaching and issues that may arise in your local context? What are some areas that may require your vigilance?

      Because of the issues with COVID-19 we are currently facing, this is such an interesting question. I believe that online teaching and learning is not nearly as effective for students as face-to-face learning. One reason being that students are not nearly as focused online as they are at school. Students need movement, hands-on activities, interactions with their peers, and many other things in order to keep them engaged and excited about learning. When learning online, students do not have all of these necessary factors to be a successful learners. Another huge piece of the puzzle for young learners is Social Emotional Learning. Now yes, we

can teach SEL online, but can students actually learn to practice SEL skills when they aren't interacting with their peers? There are so many factors that go into a child's education, and they truly cannot thrive in a fully virtual environment. Lastly, many students across the nation do not have healthy home environments to learn and grow in. They need stability by coming to school and interacting with their teacher that cares about them. Students need whole group, small group, and one-on-one attention from teachers. Learning fully online they miss out on so many necessary things!

5. What initial thoughts do you have about the standards for online learning and teaching based on your review of the rubrics? Please reference and provide a link to at least one rubric you see could be instrumental in guiding your work in this class.

   I feel that the standards for online learning and teaching are extremely realistic and attainable. The ISTE standards in particular are well-worded and I feel can easily be followed by teachers in their own virtual classrooms. I think that the one rubric that would be instrumental in guiding my work in this class would be the "Guide to Teaching Online Courses" by the NEA. It felt very simple and easy to understand!

https://d2l.msu.edu/content/enforced/1162184-US20MERGED-97RE5Y-97RE5X/Unit%202%20-%20Foundation%20for%20Online%20Learning/NEA%20Online%20Teach%20Guide.pdf?_&d2lSessionVal=asZJ5cTPXh97Yach8RVqAN1gB&ou=1187015

Unit 3: Feature Comparison Spreadsheet

Creation Description
Explore at least 3 CMSs and compare various aspects of them. Use this template to get started. Please make a copy and rename with your lastname.

My Creation
The URL to my Feature Comparison Spreadsheet is here:
https://docs.google.com/spreadsheets/d/1HnNn-qVNTqNmEp0eVnIZeC0po2isxi0pMzBfJL75RWA/edit?usp=sharing

Feedback
Your instructor will check this to make sure it is done, but will not provide written feedback. If you need further feedback or support, please reach out to your instructor(s)

Unit 3: Previous OCM Analyses

Creation Description
Explore 2 previous CEP 820 OCM's and reflect on some questions about them.

Expectations
- Take a look at the [CEP 820 Showcase](#)
- Pick 2 that are most similar to the course you will be designing
- **Link to course #1:** https://sites.google.com/msu.edu/cep820/home
- **Who is the audience?** Kindergarten students
- **How has this course been designed to meet the specific needs of this audience?** Let me start off by saying that I absolutely loved this course. I thought this teacher did just a great job with the layout, making each module extremely accessible for young K learners and even the parents helping their learner. I also loved how each module had the learning objective clearly stated at the top, videos and activities laid out simply and clearly, and then an end of the lesson check for understanding. I thought that this course was laid out beautifully. Lastly, I thought that the course was very aesthetically pleasing. I could see it drawing young learners in.

- **What were the learning goals that drove this design?** I gathered that this teachers learning goals for her students are to learn letter/vowel sounds and sight words to ultimately help with reading and writing.

- **How has the author addressed these learning goals?** I feel that the author did a great job addressing these goals. She started with a small goal and each goal built off of the last. Her lessons had a great flow where each concept flowed into the next. Then at the end of her module, she wanted the students to be able to use what they had learned to find their reading level.

- **What tools have they chosen to use that seem to support these learning goals?** This teacher used lots of pictures and videos to help introduce the learning goal/concept. Then the teacher included literacy games in the middle of the lesson to practice the skill on their own. Lastly, the teacher used google forms to check for understanding at the end of her lessons.

- **Is the course easy to navigate?** Yes, the course was extremely easy to navigate.

- **Why? Or Why not?** I really liked how all of the tools she used were embedded into the website, and students did not have to make 100 clicks to

get to the video, game, or assessment. Each lesson was clearly laid out so that students could scroll down after they complete each task. I also liked how the website was not too wordy. Directions were straight to the point for students and parents, No part of the website seemed difficult to navigate. I loved it!

- **How would I describe the navigational architecture of this course?** I would describe the navigational architecture of this course to be functional and easy-to-use. It was very easy to navigate and simple to find the things the students need.

- **How does this course (and the teacher) invite students to engage?** I think that the course is very colorful and inviting, just like a normal in-person classroom would be. I think that this would encourage students to engage. I also liked how this teacher had a home page with a simple overview of the course, update, and "Meet Your Teacher." This seems like a really good way to not only invite and engage the students, but also invite the parents in and make them feel comfortable with the online course.

- **What collaborative elements are included in this course?** There were not many collaborative elements included in this course. I would have enjoyed seeing a place where students can somehow interact with each other. Whether it is a place where they can upload and watch each others videos or even a chat bar.

- **What do I wish this course module included that isn't currently there?** This teacher went above and beyond to include directed drawing activities and read alouds that students can listen to. However, I wish that this teacher included a few videos of her teaching the concepts at the beginning of each lesson, rather than just beginning each lesson with a youtube video. I think her students would have loved to see her at the beginning of each lesson. I also wish that this course included a pre-assessment so that the teacher could see what the students already know about the concepts/what they need assistance with.

- **What is one thing I feel the author could have improved?** One thing I think the author could have improved would be including more of herself in each lesson. She could have possibly added more videos of herself teaching embedded in each lesson.

- **What ideas have I gained from this OCM that I can use for my own online course module design?** There is so much from this course module design that I enjoyed and want to use for my own OCM. First, I loved the

layout. My school is currently using Schoology, so I assumed I would just use Schoology. However, after clicking around on Google Classroom, I loved how easy it was to use and how the videos and pictures were seen on the page and you did not have to click on them to take you to a new window. Schoology does not do this. I also liked the way that each lesson was laid out with a video, an activity/game, and then a check for understanding at the end. This is something I would like to include in my OCM. Lastly, I liked the idea of using the google forms to check for understanding. If I use Schoology, I am wondering if I am able to use google forms in my OCM.

- **Link to course #2:**
  https://sites.google.com/view/diemert-coding/home?authuser=0

- **Who is the audience?** Middle School students (Grades 6-8)

- **How has this course been designed to meet the specific needs of this audience?** I feel that this course was designed in a way that is easy to use for this age group. I liked how the tabs at the top were easy to find, read, and click on. I also liked how each lesson went in an order that flowed from top to bottom and beginning to end.

- **What were the learning goals that drove this design?** The teacher wanted her students to understand coding. I like how at the home page, this teacher had a course objectives list that included all of the objectives that her students should be able to know at the end of the course.

- **How has the author addressed these learning goals?** The author has addressed these learning goals by clearly stating them at the home page of the OCM, and creating lessons that address each goal.

- **What tools have they chosen to use that seem to support these learning goals?** The teacher used lots of videos, paragraphs to read, and educational websites to explore, and assessments at the end of every lesson powered by google forms.

- **Is the course easy to navigate?** This course was extremely easy to navigate, especially for this age group. Each tab was clearly labeled so everything was easy to find. I also think that each lesson flowed well, starting with some sort of educational video, then an activity/time to explore, and lastly an assessment to check for understanding.

- **How would I describe the navigational architecture of this course?** I would describe the navigational architecture of this course to be functional

and easy-to-use. It was very easy to navigate and simple to find the things the students need.

- **How does this course (and the teacher) invite students to engage?** I think that the overall vibe of the website is very inviting to young middle school learners. It is sophisticated, yet age appropriate. I also like how the home page includes a plethora of information that students will need to know about the course (almost like a syllabus). Lastly, I like how there is a "Meet the Teacher" Introduction so that students feel like they know their virtual teacher. The teacher also included videos of herself teaching, which I think is a great way to invite students to engage in the lesson and connect with their teacher.

- **What collaborative elements are included in this course?** I loved how this teacher included a section called "Collaborate with your peers!" She encourages the students to write their information in order to connect with and ask questions to their peers. She also encourages them to explore each others work which I really enjoyed!

- **What do I wish this course module included that isn't currently there?** I can't think of anything that this course didn't have. I thought it was great!

- **What is one thing I feel the author could have improved?** One thing I liked is that this teacher included a pre-assessment for her to get to know the students more and what they know about coding. One thing that could be improved is maybe making this part of the first lesson instead of the first thing students see when they get to the course. It may intimidate students new to coding so having it be the first thing they see when they get to the OCM may not be the best idea.

- **What ideas have I gained from this OCM that I can use for my own online course module design?** One idea I will use is the pre-assessment. It is such a great way to see where your students are at. I also liked the way she used real videos of her teaching in addition to other videos. I think mixing the two are a great way to get the students engaged.

Unit 3: OCM Shell Creation

Creation Description
Tell us about the CMS you decided upon for your OCM.

Expectations
- **Which CMS are you going to use for this course? Why?** The CMS I am going to use for this course is Schoology. My district is currently using Schoology so I am comfortable with the platform and feel it is a great way to teach students.

- **Why is this CMS a good match for your course and curriculum?** Schoology is a platform that is easy to use and one that my students and I are used to. I am able to easily upload videos, links, pictures, schedules, assignments, and announcements and students and parents are able to find everything they need.

- **What additional tools or functionality, if any, might you need beyond the features available in the CMS you have chosen?** One thing I would like to use to take assessments in Google Forms. I noticed that many people used these to assess their students, so I want to try to find a way to integrate this Google platform into Schoology. I will also be using youtube to post videos and other math gaming websites for students to explore.

Unit 4: Reading Questions

Creation Description

We offer you a lot of material to explore in 4.3. Please choose one of the articles (required or optional) and have this "conversation" with the author(s)

Expectations

1. The author I am writing to is: The authors I am writing to are Aaron Sams and Jonathan Bergmann who wrote the article "Flip Your Students' Learning."
2. I think your main idea is this: I think your main idea is that students and teachers could benefit immensely from a flipped classroom model. A flipped classroom allows students to engage in a video lesson at home and then come to school to practice what they learned with more targeted instruction. This model allows teachers to use their teaching time they have with their students at school, more effectively. They can use this time they have with their students to deliver targeted instruction to students in smaller groups or one-on-one settings. This also allows students to practice what they have learned at home by participating in more hands on, engaging activities that are more intellectual stimulating for students.
3. Here are my thoughts on that: Being a first grade teacher, this idea in theory seems extremely promising. I think that SO much instructional time at school can be wasted lecturing and teaching students whole group. This in turn, creates less time for students to practice what they learn and also creates less time for teachers to differentiate their students and work with them in smaller, more targeted groups. The one downside to flipped learning for lower elementary students is if certain students do not watch the video at home, I can see it being very difficult to have students on different paces and levels coming to school. You have to trust that students are watching the video and coming to school prepared. I can see the flipped classroom setting working out very well for students that are a little older than first grade.
4. This is a passage from your article I found interesting:"Instead of starting off with a lecture, a class might begin with a question-and-answer time. We require every student to come to class

with at least one interesting question about the video—a question they don't know the answer to—as well as the notes they took on the recorded lecture. The teacher gets to interact with each student, and students get to point out things they don't understand or simply wonder about."

5. This is why I found it interesting: I found this interesting because I think this is a great way to engage students at school, no matter what age they are. My students absolutely love to come to school and talk about things they may have seen, heard, or learned about while they were at home. I think this is a great way to engage students all while hearing their thoughts and answering their questions. I also like the idea of students explaining their "wonderings" about a topic. This made me think of a thinking routine called "See, Think, Wonder" I do with my students before reading them a story.

6. This is a passage from your article I had questions about: "Instead of taking an exam and getting a permanent grade—perhaps the student didn't understand key components of the unit and got a *D* on a major test—students are required to demonstrate a minimum level of mastery before proceeding in the curriculum."

7. Here are my questions: I really like the idea of "assessing for mastery." However, when reading this part of the article I had several questions. One question I had was, if a student does not demonstrate a minimum level of mastery and cannot proceed in the curriculum, how do I go on teaching the other students without this student falling behind? I think about my current first grade class and I have students with such a wide range of levels and abilities. I am not sure how well it would work out to have students at all different places in the curriculum throughout the year.

8. This is a passage from your article I want to share with others: If any of you are interested in a flipped classroom I thought this was an interesting part of the passage to share. "We also no longer require students to view a video at home; they can watch it wherever they have access to a com- puter or web-enabled device, in school or elsewhere. We post the videos on an online hosting site (such as Moodle or Blackboard); on internal district servers; and on the computers in the classroom. We also create DVDs of the lectures for students who select this option. This solves some of the issues regarding equitable access to technology at home.

Unit 4: OCM Lesson #1

Creation Description
Your first lesson needs to have original multimedia material created by you.

Expectations
- Make sure you have the following in Lesson 1
    - Learning Objectives
    - Learning Goals
    - Content Area
    - Attribution
    - Assessment
    - Original multimedia material created by you

My Lesson 1
The URL to my Lesson 1 is:
https://utica.schoology.com/course/3151534567/materials?f=321242264

My Screencast/Original multimedia
The URL to my screencast is:
https://www.youtube.com/watch?v=8jGV2JlBhlk

Unit 5: OCM Lesson #1 Review with UDL & Accessibility Lens

Creation Description
We'd like you to consider today's learners and think about how you could make your OCM more aligned with their needs as learners in the digital age.

Expectations

- Make 3 these changes in your OCM, show us these changes, identify the related UDL checkpoint and principle, and then explain these changes.
- Your change could be creating something that you did not previously have. If this is the case, please indicate this is an "addition" in the before image.

For Change #1

- ## My before image (a screenshot of your OCM)

<div align="center">

Good Afternoon First Grade Friends!

</div>

Objective: Welcome to our first lesson of our First Grade Math Online Course Module. In this lesson, students will be learning about place value. By the end of this lesson, students should understand that the two digits of a two-digit number represent amounts of tens and ones! Example: The number 24 consists of 2 tens and 4 ones.

Goals: Students will master this learning objective by watching videos, participating in a virtual place value activity, and showing what they know by taking a mini assessment at the end of the lesson!

Materials needed for this lesson: iPad, Pencil, Piece of Blank Paper

- ## My after image (screenshot of your OCM)

<div align="center">

Good Afternoon First Grade Friends!

</div>

Objective: Welcome to our first lesson of our First Grade Math Online Course Module. In this lesson, students will be learning about place value. By the end of this lesson, students should understand that the two digits of a two-digit number represent amounts of tens and ones! Example: The number 24 consists of 2 tens and 4 ones.

Goals: Students will master this learning objective by watching videos, participating in a virtual place value activity, and showing what they know by taking a mini assessment at the end of the lesson!

Materials needed for this lesson: iPad, Pencil, Piece of Blank Paper

🔗 Please click here to go to your FIRST TASK!

- ## The UDL principle and checkpoint aligns with this change

The UDL principle that aligns with my change is Physical Action. The specific checkpoint that aligns with my change is "Interact with tools and environments that make learning physically accessible to all."

- **Explain what change you made**

I added a button for students to click that takes them directly to the next task. I added this button at the bottom of every task.

- **Explain why you made the change**

I made the change to make the website more accessible for my young students. Before the change, students had to click the back button each time they wanted to go to a new task. Now, the students are easily able to follow the instructions for each task, work on the activities, and then click on the link at the bottom to quickly take them to the next task. I wish I could make the button bigger, but I do not think that is an option on Schoology. I tried to capitalize the text so it stands out.

For Change #2

- **My before image (a screenshot of your OCM)**
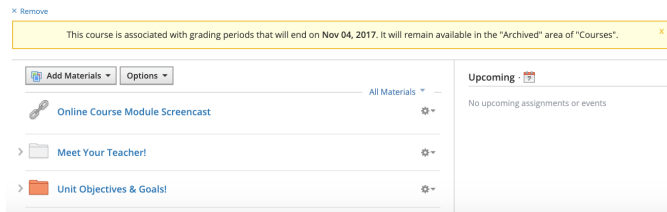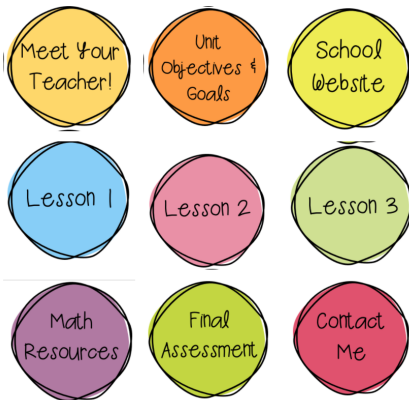
- **My after image (screenshot of your OCM)**

Now it is time to practice what you have learned about place value!

First, please watch the video that I created below called "Ms. Mills Interactive Base Ten Block Video." I walk you through how to use the website to practice using base ten blocks to represent place value!

Next, it is your turn to practice! Click on the link below that says "Interactive Base Ten Blocks." Follow these steps:

1. Write the number.
2. Draw a **T over the tens place** and an *O over the ones place.*
3. Click and drag the base ten blocks underneath the tens and ones places. Remember to use the rods for the **tens** place and the cubes for the ones place.
4. Please take a picture of at least 2 of your base-ten block creations. Then please return to the home screen and post your pictures in the discussion board called "Base Ten Block Creations!" Check out your friends creations!
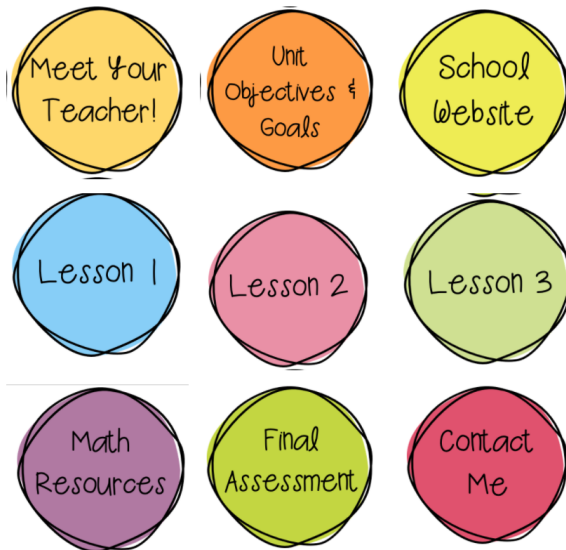
15
63
22
49
50
91
34
78

Meet Your Teacher!

Unit Objectives & Goals

School Website

Lesson 1

Lesson 2

Lesson 3

Math Resources

Final Assessment

Contact Me

× Remove

This course is associated with grading periods that will end on **Nov 04, 2017**. It will remain available in the "Archived" area of "Courses".

Add Materials ▾ | Options ▾

All Materials ▾

Base Ten Block Creations! *Post Your Pictures Here!*

Upcoming ·

No upcoming assignments or events

- **The UDL principle and checkpoint aligns with this change**

The UDL principle that aligns with my change is Sustaining Effort and Persistence. The specific checkpoint that aligns with my change is "Foster collaboration and community."

- **Explain what change you made**

The first change I decided to make was to add a submission for the activity so I know that students participated in it. Students must take a picture of their work. Then to show myself and their peers they participated in the activity, they take a picture of it and upload it to a discussion board.

- **Explain why you made the change**

First, I made the change so that I can see that students participated in the activity and either understand the concept or need more practice. The second reason for the change is to foster community for the students in my class. Students are able to upload their pictures in the community discussion board and then click around and look at their peers work. I think this will be a great way for students to interact with their peers and see how they are doing with the activity.

For Change #3

- **My before image (a screenshot of your OCM)**

When we take a 2-digit number like 37 we can look at the **tens** place to find there are **3 tens** and the **ones** place to find there are **7 ones**. The picture below shows how we can use base ten blocks to help us represent tens and ones in the number 37. You can see that there are **3 tall rods** that represent the **3 tens** in the number **37**. There are also **7 small cubes** that represent the **7 ones** in the number **37**!

3 tens   tens   ones   7 ones

37

Next Steps: Please watch the video below to review place value. Once you have practiced and feel comfortable with what you have learned so far, please move on to the second task: Lesson Practice.

References:

- Understanding Place Value. (2020, October 01). Retrieved October 18, 2020, from https://helpingwithmath.com/understanding-place-value/
- A. (n.d.). Building with Base Ten Blocks. Retrieved October 18, 2020, from https://abhetzel.com/index.php/2019/03/16/building-with-based-ten-blocks/
- Kids Academy. (2020, April 13th). *Place Value for Kids: Ones and Tens-Place Value Blocks | Math for First Grade | Kids Academy.* Retrieved from https://www.youtube.com/watch?v=eC1dPiC9PyM .

🔗 Video-Place Value for Kids   ✕

🔗 Please click here to go to your SECOND TASK!

- ## My after image (screenshot of your OCM)

STOP!

Let's stop and think about how we are feeling with place value so far. Ask yourself, "How I am feeling with place value?" If you feel like the red, orange, or yellow smileys, please review what you have learned and watch the video again. If you feel like the green smileys, continue by reading the next steps!

- ## The UDL principle and checkpoint aligns with this change

The UDL principle that aligns with my change is Self Regulation. The specific checkpoint that aligns with my change is "Develop self-assessment and regulation."

- ## Explain what change you made

I added a quick self assessment to the end of each task.

- **Explain why you made the change**

I decided to add this to my lesson because I feel like it is a great way for students to self reflect on how their learning is going and be truthful with themselves. As learners get older, they are often asked to self-monitor their work and their emotions and I think this is a simple way to incorporate this action into my lesson.

Feedback
Your instructor will check this to make sure it is done, but will not provide written feedback. If you need further feedback or support, please reach out to your instructor(s) Really strong and thoughtful changes. These will support your learners.

Unit 5: OCM Alignment Table

Creation Description
How is your OCM alignment? Tell us using the table below.

Expectations
- Watch the screencast
- Complete your table

My Alignment Table

Chapter #	Learning Goals	Teacher and Student Activities	Assessments	Necessary technologies
Lesson #1	**Lesson Objective:** By the end of this lesson, students should understand that the two digits of a two-digit number represent amounts of tens and ones! Example: The number 24 consists of 2 tens and 4 ones. **Learning Goal:** Students will master this learning objective by watching videos, participating in a virtual place value activity, and showing what they	**Student First Task:** Students begin the first task by reviewing place value. There are pictures to look at and information to read. At the end of the first task, students watch a video to further understand the concept. **Student Second Task:** Students begin the second task by watching "Ms. Mills Interactive Base Ten Block Video." Students then practice what they have learned so far by visiting the "Interactive Base Ten Blocks" Website. Once they are finished, they must post 2 pictures of their work to the discussion board for myself and their peers to look at.	-**Base Ten Block Creations Assignment-**Students use the interactive base-ten block website to show their understanding of place value. They write the number, label it with T over the tens place and O over the ones place and create the number with base ten blocks. They then show what they know by taking two pictures of their work and submitting it to a discussion board to show their peers and I.	-Computer -Internet -Schoology -Camera

	know by taking a mini assessment at the end of the lesson!	**Teacher:** I will look over the students' submissions from the second task and see which students need more assistance and which students seem to have grasped the concept. **Student Third Task:** Students will complete a end of lesson "Mini Assessment" for their final task of this lesson. **Teacher:** I will look over the assessments and use the scores to guide my instruction at school. If I notice the group as a whole struggled, I will plan to review the concept again. If I notice there are some students that had trouble, I will pull small groups at school to further help these students.	**-Lesson 1 Mini Assessment-** At the end of the lesson once students have learned and practiced, they will take the Lesson 1 Mini Assessment. Students will answer a series of questions that include matching, multiple choice, true and false, and a photo submission of their work. All of the questions include place value and base-ten concepts.	
Lesson #2	**Lesson Objective:** By the end of this lesson, students should be able to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <, =, or >. **Learning Goal:** Students will master this learning objective by watching videos, participating in a virtual and collaborative partner activity, and showing what they know by taking a mini assessment at the end of the lesson!	**Student First Task:** Students begin the first task by comparing two digit numbers. There are pictures to look at and information to read. At the end of the first task, students sing a "Comparing Numbers Song" to further understand the concept. **Student Second Task/Teacher Task:** Students begin the second task by meeting their partner and I on a TEAMS meeting at their schedule time. Students will first practice using the greater than, less than, and equal to symbols when comparing two two-digit numbers that I give them. Students will then take turns being the "leader" and giving their partner two two-digit numbers to compare. The leader will check their partners answer when they hold it up in front of their camera. I will facilitate the discussion and watch students do the activity. If students need assistance, I am there to help. However, the purpose of this activity is for students to collaborate and work through the activity together. **Student Third Task:**	**-Comparing Two Two-Digit Number Partner Activity-** During this activity I will be able to assess which students are understanding how to use the <,>, or = symbols and which students need more practice/assistance with the concept. **-Lesson 2 Mini Assessment-** At the end of the lesson once students have learned and practiced, they will take the Lesson 2 Mini Assessment. Students will answer a series of questions that include matching, multiple choice, true and false, and a photo submission of their work. All of the questions include comparing two two-digit numbers and using greater than, less than, and equal to symbols. .	-Computer -Internet -Schoology -Camera

		Students will complete a end of lesson "Mini Assessment" for their final task of this lesson. **Teacher:** I will look over the assessments and use the scores to guide my instruction at school. If I notice the group as a whole struggled, I will plan to review the concept again. If I notice there are some students that had trouble, I will pull small groups at school to further help these students.		
Lesson #3	**Lesson Objective:** By the end of this lesson, students should be able to add within 100, including adding a two-digit number and a one-digit number using concrete models or drawings and strategies based on place value. Understand that in adding two-digit numbers one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten. **Learning Goal:** Students will master this learning objective by watching videos, participating in a virtual activity, and showing what they know by taking a mini assessment at the end of the lesson!	**Student First Task:** Students begin the first task by learning how to add two two-digit numbers. There are pictures to look at and information to read. At the end of the first task, students watch a "Double Digit Addition with Regrouping" Video to further understand the concept. **Student Second Task:** Students begin the second task by watching "Ms. Mills Interactive Base Ten Block Video" if they need a refresher on how to use the website. Students then practice what they have learned so far by visiting the "Interactive Base Ten Blocks" Website. Once they are finished, they must post 2 pictures of their work to the discussion board for myself and their peers to look at. **Teacher:** I will look over the students' submissions from the second task and see which students need more assistance and which students seem to have grasped the concept.	**-Base Ten Block Addition Assignment-**Students use the interactive base-ten block website to show their understanding of adding two two-digit numbers with base ten blocks. Students will write the two numbers at the top and create a picture of both numbers using base ten blocks. They will then show how they add the rods and cubes to find the sum of the two two-digit numbers. Students practice and then take a picture of their work for two of the problems. They then upload it to the discussion board on the home page of Schoology. . **Lesson 3 Mini Assessment-** At the end of the lesson once students have learned and practiced, they will take the Lesson 3 Mini Assessment. Students will answer a series of questions by drawing pictures of their work and adding a photo submission of their pictures. All of the questions include adding two two-digit numbers using	-Computer -Internet -Schoology -Camera

			base-ten block models. .	

Revisions I'm Planning To Make
***

Feedback for my OCM Alignment Table

Criteria	Aspects to address in your revisions	Aspects that were stellar
You follow the MAET Writing Expectations		
Overall	Please fill out the table for Lessons 2 and 3, this is a planning tool for you, even if you haven't built them out in D2L yet!	

Unit 6: Case Study Responses

Creation Description

1. ## Case Study #1 Response:

   Dear Mr. Smith,

   I first would like to start off by saying that your daughter is a joy to have in my class. She works extremely hard and always comes to school ready to learn.

   As a new teacher, something that is extremely important to me is having strong communication between parents, students, and I. I appreciate your email and would like to help ease your frustrations with the course.

   The purpose of the course your daughter is enrolled in, is to practice study skills online. The course consists of multiple choice practice exams that prepare students for a final assessment at the end of the course. All students are given access to the course at the beginning of the school year, and must complete 1 practice exam every 2 weeks to receive credit in the course. At the beginning of the school year, I asked students and parents to sign a letter of agreement that clearly explains these expectations.

   The reason your daughter received no credit for turning in her assignment late, was because she did not complete the assignment in the time period that it was assigned. I understand your frustrations with students having to complete work online after school. However, this course is one students must take to graduate and one that is very beneficial for students and their education. Many college courses and jobs require students to complete assignments or tasks virtually, so this is a great way for students to prepare for the future! I would love to speak with your daughter after school tomorrow and allow another opportunity to receive full credit on this assignment.

   Please let me know if you have any other questions regarding the course. I am always available to talk over the phone after school and will be happy to give you my phone number.

   Have a great day! Sincerely, Ms. Mills

2. ## Case Study #2 Response:

   Hello Wesley!

   I first want to let you know how much I appreciate you contacting me with your concerns. I wouldn't have known students are having trouble if you hadn't let me know in an email. I am so sorry to hear that you have had some trouble with the Moodle website. I too am new to this website and admit it does take a little getting used to.

   The first thing you should do to learn a little more about how to navigate the website would be to watch my introduction on the home page. After watching this video, I encourage you explore the website like I showed in the introduction video. You can click on the different tabs on the bar at the top of your screen! I have also made a few modifications to the website to make it more user friendly for you all! I will continue to educate myself on the best ways to create and navigate this website.

   Please let me know if you have any other questions or concerns! I am here to help!

   Have a great day! Sincerely, Ms. Mills

3. ## Case Study #3 Response:

   The first thing I would do in this situation is speak with Carl and Amy separately. I think it is very important for students to feel heard and understood so I would want to make sure that I hear and appreciate both students stories and feelings. I would next conduct a group Zoom meeting with all of the group members. I would make sure to explain each person's

role in the group and make sure all students understand their role. I would then review the syllabus with students and remind them the expectations and importance of working together in a group setting.

Lastly, (depending on what was said) I would make sure to have a conversation with both Carl and Amy's parents letting them know the situation.

Unit 6: My Communication Reflection

Creation Description
(You have posted case scenario responses in D2L and viewed peers' responses. Here you will reflect on both activities.)

- **Please reflect on your classmates' responses to the case scenarios. Would you make changes to your own after reading others'?**

    First, I really want to say how much I enjoyed this activity. Reading my classmates responses was SO interesting and I thought it was very obvious who teaches older students and who teaches younger students. You can really hear educators voices/personalities in the emails they send to parents and I found it really interesting reading how my colleagues would react/respond to certain situations with students and parents.

    After reading my classmates responses to case scenario one, one change I would make would be to make my response to this parent a little more straight forward. Instead of explaining the entire course to the parent again, I feel I should have simply stated 1. What the student/parent agreed to when they signed the form and 2. What the student can do to receive credit. I think I may have explained a little too much at the beginning of the email. I also learned during my internship that if a parent sends you an email where they sound upset, it is always a good idea to start the response with a positive about their child. I am not sure if this would also apply to high school/older students, but I always do this with my littles and their parents.

- **What aspects of your own communication style will you need to be extra aware of in order to establish good communications for your online class?**

    One aspect of my own communication style that I need to be extra aware of in order to establish good communications would be to make sure I don't get too excited and bubbly in emails to parents. When communicating with parents, I tend to communicate with them like I would with a student, which can sometimes come

off as unprofessional. For example, when teaching virtually I love to use big bold capital letters and lots of emojis to draw the students in. When using these with parents, I can see it coming off as unprofessional so it is something I want to watch and make sure I do in moderation.

Another aspect of my own communication style that I need to be extra aware of in order to establish good communications would be to make sure I am clear with my message. I tend to over-explain or put add too many details in messages, emails, or even in conversations. One thing my mentor teacher taught me is after creating an email, is to reread it and with each sentence to ask myself "Is this relevant to the overall message." It really helped me omit unnecessary details.

- **What else are you thinking about or wondering about as it related to communication in online learning spaces?**

One aspect of communication I wonder about is the best ways to communicate with non-english speaking parents. I often ask for a translator at my school to help with conferences, emails, and phone calls. Sometimes I feel like this can come off disrespectful to parents and almost like I don't care. I love communicating with parents. It is definitely easier for me to use a translator but feels disrespectful. I guess I am wondering if it is better for me to use an app to translate back and forth with parents or a translator.

Unit 6: My Course Communication Policy

Creation Description

Expectations
- You have explored and borrowed ideas from the best of the best.
- You've checked the [MAET Writing Guidelines](#).

My Course Communication Policy

The purpose of this course is for students and parents to learn together and be better mathematicians. The only way we can grow and learn as mathematicians is to create a warm environment where everyone feels welcome and safe to learn! To create a warm virtual classroom environment we need to communicate with one another in a kind, respectful way! Please keep these things in mind when learning in our virtual classroom:

1. Be kind to your classmates and yourself! "The most valuable thing you can make is a mistake-You can't learn anything from being perfect!" - Adam Osborne
2. Don't be afraid to spread kindness by giving a friend a compliment about their work!
3. Respect each other's privacy! Do not talk about your own or your classmates' personal information with each other.
4. Please make sure that there is no profanity or inappropriate images posted on this site. Everything on this site must be child-friendly!

We can learn best from each other by communicating in a clear and concise way! Please keep these things in mind when communicating with others in our virtual classroom:

1. Please try your best to use proper spelling and grammar.
2. Please try not to use slang terms and acronyms. (Example: LOL, SMH)

Please know that I am ALWAYS here to help you. If you need absolutely anything, please do not hesitate to send me a message on Remind or an email at Jessica.Mills@uticak12.org. We are a TEAM, and "communication is what makes a team STRONG!" -Brian McClennan

Unit 6: OCM Lesson #2

Creation Description
As we've been thinking about and talking about communication, please start drafting your second OCM lesson.

Expectations
- You have reviewed the expectations for OCM Lesson #2 in your Rubrics document
- You have a start to Lesson #2

My OCM Lesson #2
https://utica.schoology.com/course/3151534567/materials?f=321242337

Creation Description
Provide your colleague with detailed feedback on their OCM.

Expectations
- Follow the procedure explained in D2L.
- Ensure you have included thoughtful points from the "criteria" list in D2L.

My Peer Review Google Doc
The URL to my Google doc is:

https://docs.google.com/document/d/1jHCQWQjdp7OovKn8kDbl9J3rC_HVZVzawLuU54hdm0c/edit#heading=h.htn1a23m3qw6

The person I reviewed is: Priyanka Lobo

Feedback will come from peers
Please remember to make a copy of and rename with your last name, then fill out the peer review document for someone you've partnered with in your group, and share in the Small Groups Discussion.

Next Steps
Please read and reflect on your feedback. Then, incorporate the feedback into your revisions. Please reach out to your instructor(s) if you have questions or need additional support. If your instructor asked to be looped in on your revisions, please alert them when your revisions are complete.

Unit 7: Final Reflection

Creation Description
You've come a long way throughout the semester! We'd like you to reflect on your experiences here.

My Reflection

Being a virtual teacher of such young students during this pandemic, I had a whole different appreciation for this course. Having this course this semester has been a huge help to me because I was able to learn so many things that I can use when teaching my first graders online.

When planning my OCM, I was extremely thoughtful when making decisions in terms of the design of the course. I wanted my OCM to be extremely user friendly because my students range from ages 5-7. When students first arrive at my course, they see 9 bright clickable buttons, making it look engaging and appealing to the eye. Students can click on the buttons which take them to that specific page. My three lessons each have a separate button. When students click on a lesson, they will see directions and tasks. When planning my lessons, I wanted them all to have similar structure, making is easy to follow and easy to get used to. I intentionally created all three lessons with a "Lesson Introduction & Video," then a "Lesson Practice," and lastly ending with a "Lesson Mini Assessment." Lastly, at the end of each task, I created a button that students can click on to take them to the next page that needs to be completed.

One assessment that I included in my OCM was a self assessment. The self assessment included smiley faces that students could observe and ask themself "How do I feel about the objective at the end of this task?" The smiley faces were meant for students to look at and help them decide if they are understanding the concept, or need to go back and try reading/watching/practicing again. I included this assessment at the end of each task so students could create a habit of self reflecting while learning not only during math but all subjects. If students can easily recognize when they do not understand a concept, it forces them to take charge of their own learning and encourages them to ask questions. At the end of each lesson, I also included a mini assessment for students to check their own understanding of the objective. These mini assessments require students to practice and show what they know. Students are able to see their results after so they are able to recognize and reflect on the objective they need to practice.

One pitfall I encountered was not coming up with a sound plan for my OCM from the start. When starting my OCM, I planned on taking one lesson at a time. I wanted to plan lesson one, then create lesson one. Plan lesson two, then create lesson two. And Lastly, plan lesson three, then create lesson three. I quickly realized that when creating and OCM, it is important to think of the OCM as a whole

and plan it all out BEFORE I begin each lesson. After starting my first lesson of my OCM, I went back to the beginning and decided I should think about all lessons, plan them all, and then begin the design process.

Overall, I really enjoyed this course and felt like I learned a lot that I will be able to use this year, and even when students go back to school full time.