

OLTD 502 - Final Project

Science 9 - An Introduction

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OLTD 502

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Science 9 is a BCLN (British Columbia Learning Network) online course, which has recently been made available to students in the Choices Distributed Learning program, in Port Alberni. This is a fundamentally doable course for the average student with previous online learning experience, and grade level reading, comprehension, and writing skills. However, Choices DL students have a broad range of online learning experiences and a wide variety of skills in place and, for this course, this presents a few problems. The introduction, to Science 9, has two basic flaws. First of all, an assumption is made that students have some experience with online learning. A large number of Choices DL students do not have this level of understanding. As a result, many students are not only unable to fully utilize all of the available tools in the course but are also being frustrated in their first-time experience with a distributed learning course. Secondly, the Science 9 introduction contains a great deal of text, with no audio, few pictures, a crowded layout, and limited means of representation and expression. Therefore, because of these shortcomings, it is necessary to rework the introduction to Science 9 so that it is more 'user-friendly', more supportive, and more engaging, while also requiring students to demonstrate understanding before moving into the body of the course.

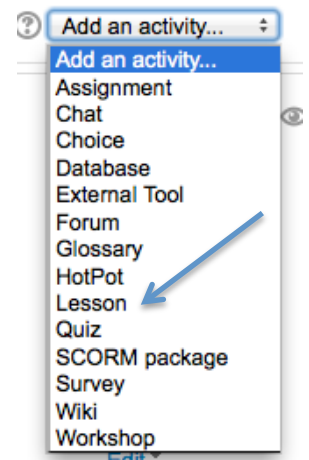
The following plan is based on "Understanding by Design" principles, and uses a template taken from Wiggins, G. *Overview of UBD & The Design Template* [PDF document]. Retrieved from The Printable Form Web site: <http://tinyurl.com/m8zseue>

Stage 1 - Desired Results	
<p>Established Goal(s): The student will be able to demonstrate the ability to confidently maneuver through these key elements of the online course: hyperlinks, audio files, lab reports/diagrams, assessments/rubrics, submissions, and messaging.</p>	
<p>Understanding(s) <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Learning how my course works will help me to be successful • Knowing the supports that are available to me, within my course, will help me to have more control over my progress and my learning. 	<p>Essential Question(s)</p> <ul style="list-style-type: none"> • How do I use a course 'book'? • How do I use 'course blocks'? • How do I see my corrections and comments? • What are audio files and how do I use them. • How do I know what format to use for diagrams and reports? • How do I know what I will be assessed on? • How do I submit my assignments? • How do I message my teacher?

Students will know ... <ul style="list-style-type: none"> • What the key components of the course are. • Where to find the key components. • When to use the key components. • Who to contact if they have questions. • Why it's important to know the key components. 	Students will be able to ... <ul style="list-style-type: none"> • recognize, define and use key components of the Science 9 course. • use these key components to practice maneuvering around the Science 9 course • convey this knowledge through a variety of tasks using multiple means of expression
Stage 2 - Assessment Evidence	
Performance Task(s) <ul style="list-style-type: none"> • Complete all the pages of the online lesson, which require multiple choice, short answer, and matching responses. • Complete the practice submission and email practice assignments. 	Other Evidence <ul style="list-style-type: none"> • Email Badge • Practice Assignment Badge
Stage 3 - Learning Plan	
Learning Activities <ul style="list-style-type: none"> • Page 1 - Introduction - Choose favourite topic • Page 2 - Blocks • Pages 3 to 6 - Practice with Blocks • Page 7 - Messaging • Page 8 - Content Page - Email teacher to earn a badge • Pages 9 and 10 - Hyperlinks • Page 11 - Audio Files 	<ul style="list-style-type: none"> • Pages 12 to 14 - Books - Submitting - Submit the practice assignment to earn a badge. • Pages 15 to 17 - Resources • Pages 18 to 20 - Submitting • Page 21 - Content Page - Submit an assignment to earn a badge • Pages 22 to 25 - Assessments and Feedback

The plan above has now been facilitated through a 'Lesson' that was added to the top of the Science 9 course. The following lesson settings were chosen to act as student incentives and to set up student success.

1. The lesson has a progress bar to show students how much they have done and how much is left to complete.
2. The lesson has a grade value and each correct answer is worth one mark. The lesson is set up so that all students will receive a perfect score if they complete all the pages and activities.
3. Students are given the option to take the lesson as many times as they like.
4. The lesson has an assignment completion box, which will show a check mark when the lesson has been fully completed and a mark has been awarded.
5. There is an access restriction on the first unit, so that students cannot progress to the first unit until the introduction lesson is completed.



- The top of the course used to look like this.

SCIENCE 9



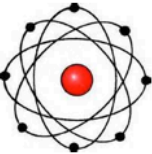
- Now the top of the course looks like this.

SCIENCE 9



Page 1, of the 'Introduction to Science 9' lesson, is a page that tells students what units they will be covering in the course, and asks them to predict which topic they think they will most enjoy.

Welcome to Science 9!



This course will take you on an investigative tour of the smallest particles to entire galaxies! As you examine your world in this course, you will:

- look at the advantages and disadvantages of both sexual and asexual reproduction (Biology)
- trace the history of the atomic theory and the periodic table (Chemistry)
- learn how to generate and conserve electricity (Physics)
- consider the implications of living in space and traveling through the universe, and more (Space)

Which of these topics do you think you will enjoy the most, Chemistry, Physics, Biology, or Space? (Type your answer below.)

Your answer

Submit

Note: Any answer will move the student to the next page.

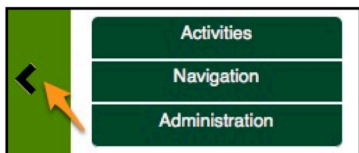
Page 2 explains what 'Blocks' are and what is included in each block. At the end of page 2, students are to go back to the course page and play with the blocks a bit to see how they work. Students then return to page 2 and click on the 'Blocks' button at the bottom.

In this lesson, you will take a tour of your online course.

- Understanding how your course works will help you to be successful.
- Understanding the supports that are available to you will help you to have more control over your progress and your learning.

#1 - What are Blocks?

'Blocks' are located in the top left side of your course page. Science 9 has 3 blocks, 'Activities', 'Navigation', and 'Administration'. Each of these blocks contain different information.

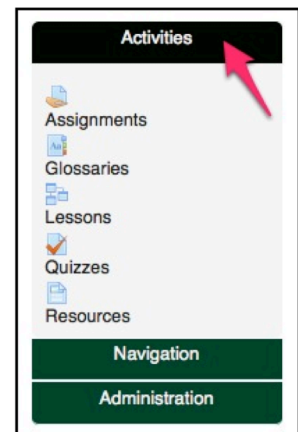


The orange arrow is pointing to an angle. If you click on the angle, the blocks will be docked on the side.

If you click on one of the blocks, it will open to show you different information. Click on the block again to close it.

Leave this page now, and go and play with the blocks a bit. Notice what is included in each block, and then come back to this lesson.

When you return, click on the 'Blocks' link at the bottom of this page.



Blocks

Pages 3 to 6, give an opportunity for students to practice with 'blocks' identifying under where they would find indicated information, including quizzes, grades, units, resources, profile settings, and assignments. Answers are given in a multiple-choice format. Students are encouraged to go back into the course to find the answer if they aren't sure. **Only correct answers will allow the student to progress further in each page.**

(Page 5 is shown below.)

If you wanted to find out how to change your profile settings, where would you look?

- Navigation
- Administration
- Activities

Submit

Page 7 is where students are shown what to include on an email message to their teacher. This page requires a multiple-choice response.

When you have a question about an assignment or the course, you need to be know how to contact your teacher. The best way to communicate with your teacher is send an email.

Include which course you are taking in the Subject line and your full name.

Example: 'Science 9 - John Smith - question about unit 1 assignment'.

(This allows your teacher to respond to you more quickly as he or she does not need to look up which course you are in each time)

Which of the following would be a good email to send your teacher?











- Please help me in my course.
- Hi, I need help!
- Science 9 - Mary McBeth - question about #2 in unit 2
- This is Bob. I didn't get question 3.

Page 8 is a content page that explains to the student how to earn the 'Email' badge. In this case, the student earns a badge by emailing the teacher a message, including the correct information in the 'subject' line.



(Email badge icon)

Note about Badges - Once a student has completed the requirements for a badge, the teacher will then award the badge. To award a badge, the teacher clicks on the 'award badge' icon, indicated by the pink arrow in the image below, where the users' names will pop up. Then, the teacher clicks on the correct name. An email is automatically sent to the student, and students can keep track of their badges on their course pages.

Name ▾	Badge status ▲ ▾	Criteria	Recipients	Actions
 Assignment Badge	Available to users	o Awarded by ANY of: Teacher, Non-editing teacher	0	   
 Email Badge	Available to users	o Awarded by ANY of: Teacher, Non-editing teacher	0	   

Pages 9 and 10 are where students are shown how to use hyperlinks. On page 11, they have to click on an image to be directed to a website on dogs. On page 12, they have to click on a piece of text and they are taken to a resource document.

A 'hyperlink' is an element in an electronic document that links to another place in the same document or to an entirely different document. There are many hyperlinks, in this course, and you need to know how to access them.

Typically, you **click** on the hyperlink to follow the link. Hyperlinks will often 'light-up' when you hover over them. The picture on the right is a hyperlink. Hover over the picture and click on it. You will be taken to a new page.



This link took me to a website about ...

- Birds
- Dogs
- Horses
- Cats

Page 11 has an explanation about audio files. An audio file is presented. To progress to the next page of the lesson, the student must listen to the file and click on the last word that is spoken in the file. In this case, the word is 'bread'.

Your course has some 'audio files' that are there to present information in a different way, or to give additional information. To access an audio file, you just click on the arrow, to play.

Listen to the audio file below, and choose the word that is the last word spoken in the audio.





- sandwich
- apple
- bread
- water

Pages 12 to 14 discuss how 'books' work. On these pages, students are asked to practice opening books, from the course, and then supplying answers for different pages of the selected book. Below is a screen shot of page 13.

Go to the course site and open the book, 'All About the Nucleus'.

What is the name of the lab in this unit?

 Reintroducing the Cell

 All About the Nucleus

Observing Chemical and Physical Changes

DNA Extraction

The Events of Meiosis

Pages 15 to 17 explain how there are additional resources that students need to be aware of and utilize when necessary. These resources include a glossary, and links to information on Lab Reports and Scientific Diagrams. Page 16, below, requires students to access a unit link and provide information from the link.

You will be asked to draw diagrams in some of your assignments. There are rules that you have to follow when drawing scientific diagrams. This resource, 'Creating Scientific Diagrams' is on your course page. Go to this resource and then come back and answer the question below.

What is the final instruction given in this resource?

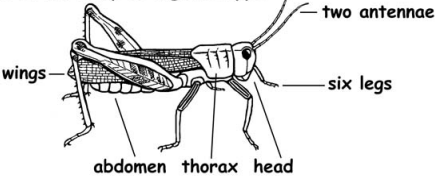
Give your drawing a title.

Use a pencil.

Label the different structures carefully.

Use unlined paper.

Parts of the body of a grasshopper



two antennae

six legs

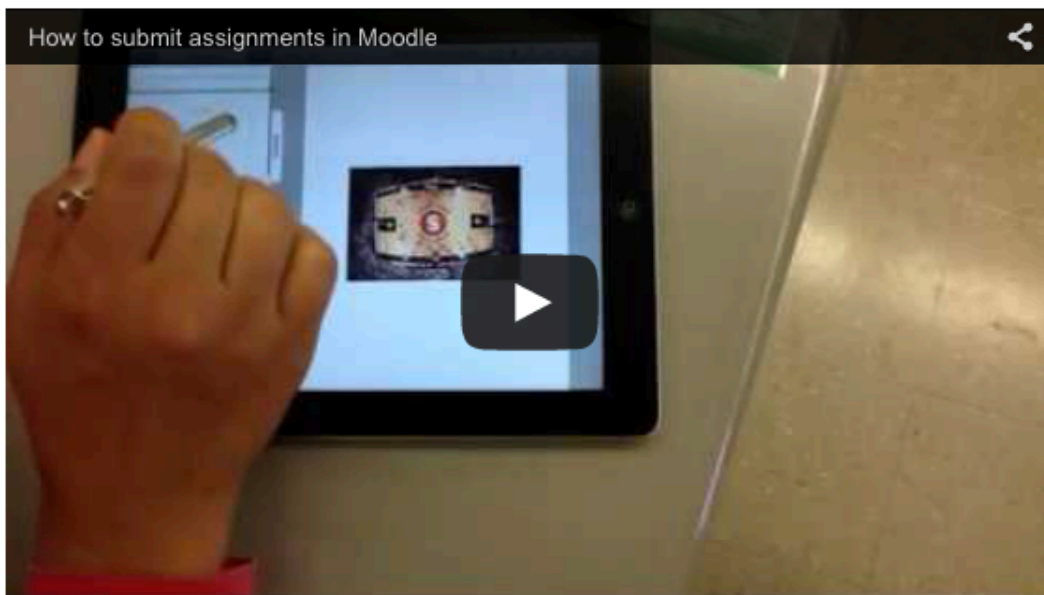
wings

abdomen thorax head

Pages 18 to 20 discuss the different ways that students can submit an assignment to their course teacher. Since a lot of our students use tablets and Chrome books, it was important to include a tutorial on how they can submit assignments in dropbox or googledocs. Page 20 explains this process and includes hyperlinks to more information about dropbox and googledocs. A 'True or False' response is required, with a reminder to ask for help if the student chooses, False.

Another way to submit assignments, is to use **Google Docs**, or **Dropbox**. (Google Docs and 'Dropbox' are hyperlinks, so make sure you click on the links to get more information on these online tools if you are unfamiliar with them.)

Below is a video explaining how to utilize Dropbox, using a tablet, to submit an assignment to your teacher.



I feel comfortable with this process and with accessing this video again, if I need to.

- True
- False

Page 21 is a content page that explains to the student how to earn the 'Submission' badge. In this case, the student earns a badge by going to the 'practice submission spot', and submitting a mock assignment in the correct format. They will receive the badge from their teacher when the activity is completed correctly.



(Assignment Badge Icon)

Pages 22 to 25 are the final pages of the lesson, and they include tutorials on rubrics, and how to access comments and corrections on assignments and quizzes. Page 18, below, shows students how they need to go into a quiz and click on 'review' to see feedback from their teacher.

You have just learned why it is important to look at the feedback that you get from your teacher, for all your assignments. It is also important to look at your corrections and comments from your quizzes. However, you will not see this feedback in your 'Grades'. To see feedback from your quiz results, complete the following steps.

#1 - Click on the quiz that you want to see.

#2 - Click on the review button.

Summary of your previous attempts			
State	Marks / 20	Grade / 100	Review
Finished <small>Submitted Wednesday, 26 November 2014, 4:44 AM</small>	18	90	Review

#3 - Scroll through the quiz to see individual feedback for each question.

**What button do you need to press to see your teacher's comments and corrections?
Type in your answer below.**

Your answer

This introductory lesson was created to shrink the gap between students coming to Choices with online learning experience, and those who come with little background knowledge in distributed learning. It was designed to limit the frustration beginners feel when completing required activities. It was organized so that crucial material was presented in a logical, appropriate, and useful manner. Finally, it was shaped so that learners could engage and be motivated to demonstrate their understanding in a variety of ways. The Greek philosopher, Nikos Kazantzakis, said, "In order to succeed, we must first believe we can." The goal, of this lesson, was for students to be confident maneuvering through their online course. Having this confidence will enable students to believe they can do well in their course, and with this belief, comes success.