Design Recommendations: Differentiated Instruction Made Practical

Recommendation	Explanation	Yes/No
Change "Session" to "Module".	Session / Step / Section language is too similar and can be confusing. As Canvas uses the "Module" structure and approach, we can take advantage of the navigation structure and use the term "Module" in alignment with Canvas navigation terms. NOTES: Assignment titles must include Module # so that the gradebook is understandable. Regarding having "Modules" open in the left-hand navigation, we have not tried that before so we are a little nervous--is it confusing? But we are willing to try. Will the modules include completion info for the students (checkmarks or red circles)? We want to make sure the module buttons take people to the right place.	yes
Remove numbering schema and use Module number and activity/assignment name instead. **OLD:** 1.1 Starting Position Discussion Board **NEW:** Module 2 Starting Position Discussion Board	Student feedback indicates confusion from the numbered activities/assignments. Information design effective practices support a narrative display of a content item when appearing in narrative form. Unless all assignments/activities move over to list form, there is not enough of a relationship between the number and the content item to be of value outside of a list. *The only reason I would keep any of these numbers in would be to support the Grade Book but only if absolutely necessary.* NOTES: Assignment titles must include Module # so that the gradebook is understandable. Assignments must show up in Gradebook in order.	yes
Change structure of course. Start with "Getting Started", then continue with numbered modules. (Review the full course navigation and flow at the end of this document.)	Online course design rubrics all recommend using "Getting Started" as guiding language for students as they begin an online course. Module 1 should start the course and include clear information about the length of the module (1 week). Language in the Getting Started section will emphasize this in advance.	yes
Create a full syllabus that can be printed and downloaded. (Note that this can be pulled together from existing content.)	The syllabus should be available as a stand-alone course element that provides an overview of the course along with expectations and grading criteria. Note that this can be used as promotion as well.	yes

	Students should be able to download and print the syllabus from the course. No dates please! We like the "mind maps" below and wonder if they could be included in the syllabus.	
Remove icons (key graphics)	Course graphics/ icons should only be included if they support navigation and learner orientation. The current icons (key graphics) do not tap into Gestalt principles of visual perception (proximity, common region), and do not support navigation. They are also not common or repetitive enough to prompt learners to take action. Note that it takes quite a bit of time to review the icon as it stands now and try to figure out what the accompanying assignment is.	yes
Include action item/activity icons for every assigned and optional learning activity/assignment	Check list icons along with guiding text will indicate what learners need to do, and what is optional to do. These icons and accompanying text take advantage of the principles of proximity and repetition to guide navigation and alert learners to assigned and optional activities. Note that other icons (including the old course graphics) can be used for visual enhancement.	yes
Design new home page (TBD)	To support new course flow.	yes
Remove tabs at top of Module pages	Please include navigation info at bottom of all pages.	yes
Create a Checklist of learning activities/assignments that will appear at the top of each Week Page along with a PDF of all Module activities/assignments, both required and optional. See sample module.	Feedback from learners indicates confusion about what is due and when. The checklist at the top of the weekly pages acts as an advance organizer, and easily provides guidance for learners. Based on information design effective practices: When we ask users to act upon more than four items, those items should be put into a list format.	yes
Add navigation from Weekly activities to enable return to correct week See sample Discussion Forum	Once learners leave a Module “Week” page to complete an assignment, they can get lost and not know where they left off. Each activity page should link back to where the learners came from.	yes
Move Feedback quiz instructions into Week 2 pages of each Module (Week 1 of Module 1). See sample module.	Moving the Feedback quiz off of the Week 2 page is a break from course navigation. As the course already has the quiz linked from an existing page, we can move that link to the Week 2 page. This way learners have everything they need to complete on one page.	yes

	We may make feedback surveys only in modules 1, 3, 7. We need to double-check where the teacher confidence question is because we have to include that.	
Reformat Learning Journal (TBD)	More direction within the Journal (along with cleaner, simpler formatting) will make it easier for learners to use.	yes
Reformat Try Out Planner and Resources (TBD)	More context, direction, and formatting will make it easier for learners to find what they need to complete an assignment, and explore additional resources.	yes
Make Slide Presentations consistent	There are three slide shows in the course and each one is displayed a different way. Consistency will ease learner progress through the learning content. Let us know what access you need to the files to make the changes.	yes

Questions

1. Is Orientation Feedback necessary? Would it be better to have a Poll there instead?
    a. Module 1 needs to include the interest survey (teacher confidence). Quiz 0.7, need questions 4 and 5. Could probably put these in what is currently 0.2. Rhonda may try to trim down the number of questions in 0.2.
2. ~~Can we rename/call activities and assignments? (along the lines of "Participate in learning activities in support of three assignments")~~
3. Might you consider creating a course chatbot?
    a. Sure, please provide more info
4. Can we add more context around assignments so learners do not need to go to syllabus over and over again?
    a. Yes, please provide location where we can edit copy or provide draft copy
5. Should we add a section about "the language of DIMP"?
    a. Yes
6. Should we provide more information about teams? Or leave that to facilitators?
    a. Not sure what you mean

Course Outline: Differentiated Instruction Made Practical

PAGE > Home

- Introduction
- Welcome Video
- Navigation Menu

MODULE > Getting Started

PAGE > Getting Started: Review the Course Syllabus

- Overview
- Download

PAGE > Getting Started: Set Up the Learning Environment

- Create profile
- Review course policies
- Run compatibility check
- Customize notification preferences
- Read how to upload video
- Watch how to upload photo
- Review Learn How to Learn



PAGE > Getting Started: Understand Course Navigation

- Overview
- Step by Step Walkthrough
- Assignments and Activities
- Grading and Policies

PAGE > Getting Started: Explore Key Resources

- Glossary
- Try It Out
- Resources and Bibliography

PAGE > Getting Started: Identify Your Role

- Administrator
- Early Childhood
- College Faculty

PAGE > Getting Started: Connect with the Community

- Instructors
- Coaches
- Teams
- People
- Locations

PAGE > Getting Started: Review the Course Schedule

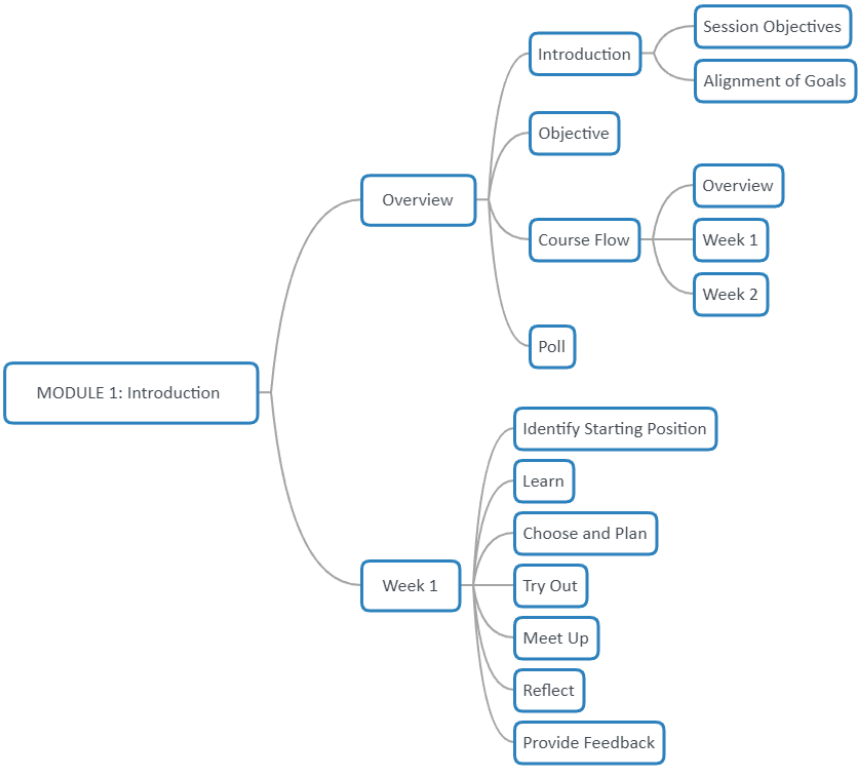
- Overview
- Download

Course Outline: Differentiated Instruction Made Practical

MODULE > Module 1: Course Introduction

PAGE > Course Introduction: Overview
- Introduction
- Objectives
- Course Flow
- Poll

PAGE > Course Introduction: Week 1
- Identify Starting Position
- Learn
- Choose and Plan
- Try Out
- Meet Up
- Reflect
- Provide Feedback

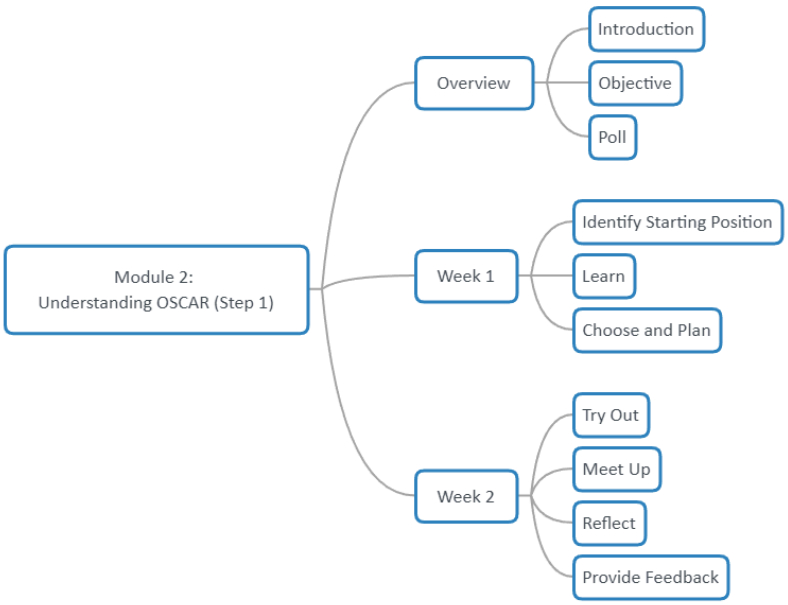


MODULE > Module 2: Identify OSCAR (Step 1)

PAGE > Identify OSCAR (Step 1): Overview
- Introduction
- Objective
- Poll

PAGE > Identify OSCAR (Step 1): Week 1
- Identify Starting Position
- Learn
- Choose and Plan

PAGE > Identify OSCAR (Step 1): Week 2
- Try Out
- Meet Up
- Reflect
- Provide Feedback



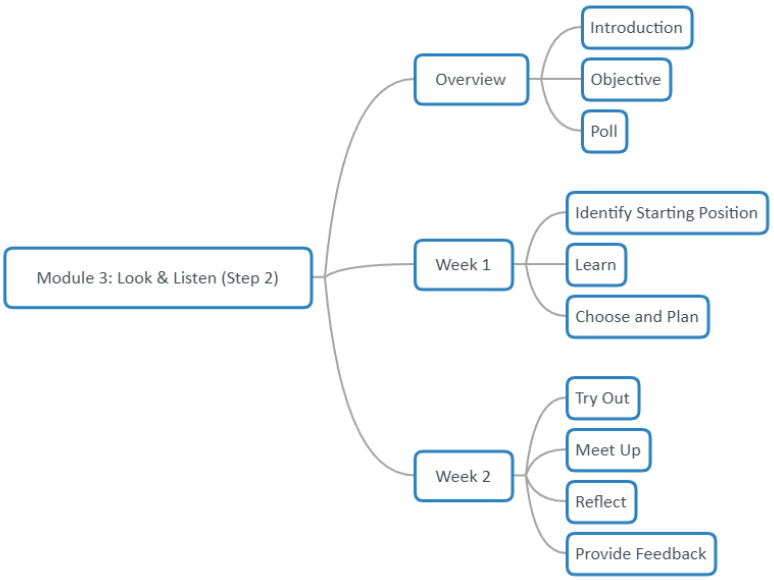
Course Outline: Differentiated Instruction Made Practical

MODULE > Module 3: Look and Listen (Step 2)

PAGE > Try Look and Listen (Step 2): Overview
- Introduction
- Objective
- Poll

PAGE > Look and Listen (Step 2): Week 1
- Identify Starting Position
- Learn
- Choose and Plan

PAGE > Look and Listen (Step 2): Week 2
- Try Out
- Meet Up
- Reflect
- Provide Feedback

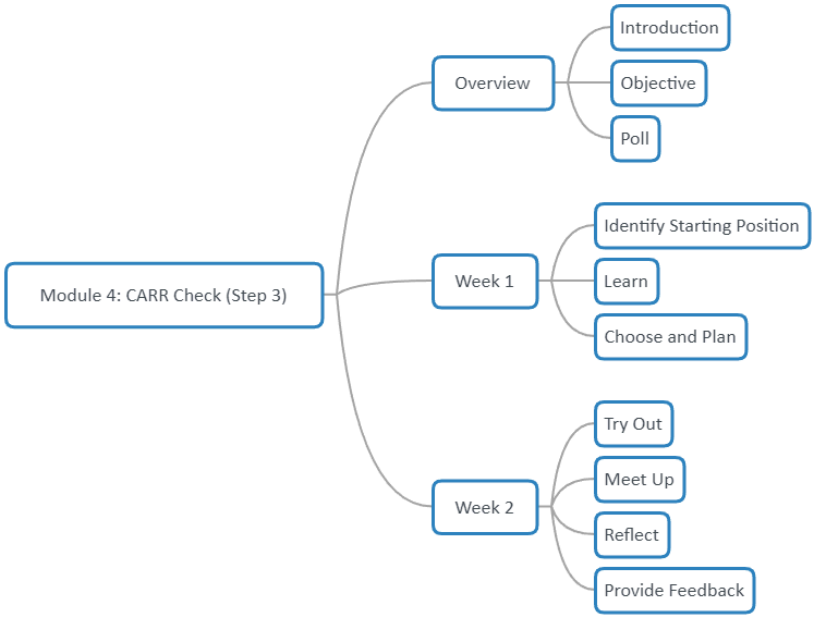


MODULE > Module 4: CARR Check (Step 3)

PAGE > CARR Check (Step 3): Overview
- Introduction
- Objective
- Poll

PAGE > CARR Check (Step 3): Week 1
- Identify Starting Position
- Learn
- Choose and Plan

PAGE > CARR Check (Step 3): Week 2
- Try Out
- Meet Up



- Reflect
- Provide Feedback

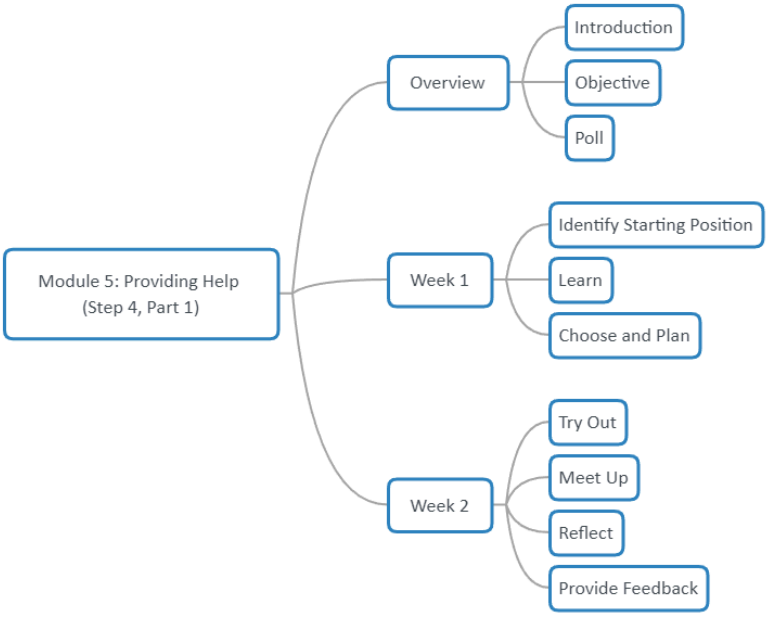
Course Outline: Differentiated Instruction Made Practical

MODULE > Module 5: Providing Help (Step 4, Part 1)

PAGE > Providing Help (Step 4, Part 1): Overview
- Introduction
- Objective
- Poll

PAGE > Providing Help (Step 4, Part 1): Week 1
- Identify Starting Position
- Learn
- Choose and Plan

PAGE > Providing Help (Step 4, Part 1): Week 2
- Try Out
- Meet Up
- Reflect
- Provide Feedback

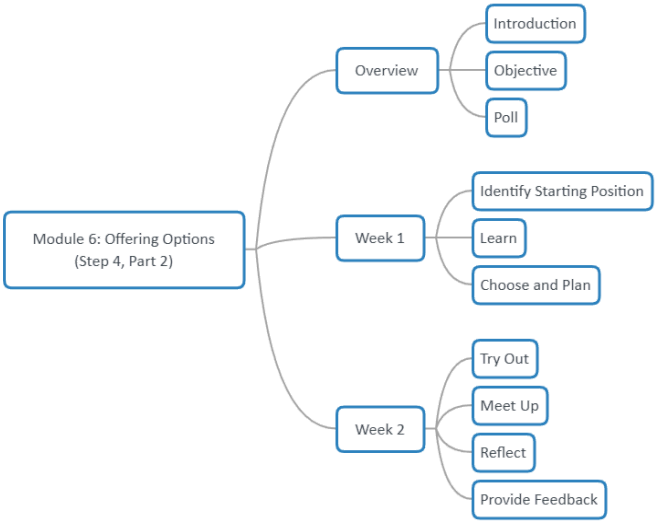


MODULE > Module 6: Offering Options (Step 4, Part 2)

PAGE > Offering Options (Step 4, Part 2): Overview
- Introduction
- Objective
- Poll

PAGE > Offering Options (Step 4, Part 2): Week 1
- Identify Starting Position
- Learn
- Choose and Plan

PAGE > Offering Options (Step 4, Part 2): Week 2
- Try Out
- Meet Up
- Reflect



- Provide Feedback

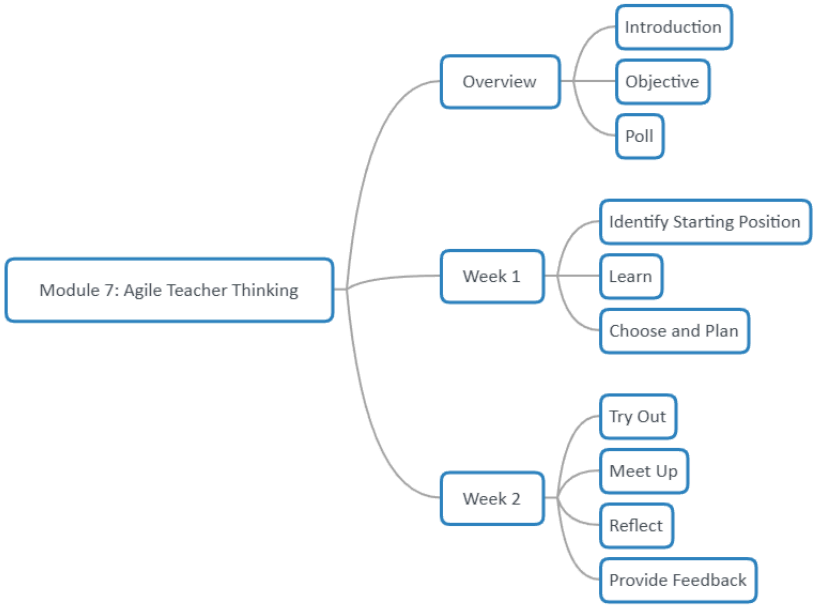
Course Outline: Differentiated Instruction Made Practical

MODULE > Module 7: Agile Teacher Thinking

PAGE > Agile Teacher Thinking: Overview
- Introduction
- Objective
- Poll

PAGE > Agile Teacher Thinking: Week 1
- Identify Starting Position
- Learn
- Choose and Plan

PAGE > Agile Teacher Thinking: Week 2
- Try Out
- Meet Up
- Reflect
- Provide Feedback



MODULE > Wrap-Up and Goodbye

PAGE > Wrap-Up and Goodbye
- Final Thoughts
- Survey

Canvas Demo

Please take a look at Module 2 in this course: https://exed.canvas.harvard.edu/courses/1310/

Direct link:
https://exed.canvas.harvard.edu/courses/1310/pages/identify-oscar-step-1-overview?module_item_id=22984

You can enter comments in the table below, or print a PDF of the pages and mark them up, or write narrative below the table.

Overview, Week 1, or Week 2?	Section	Item	Comment