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NOTE: Below you will see that we have copied the prompts for each chapter that you will find in the D2L course. Because we are constantly updating the course, these prompts ARE SUBJECT TO CHANGE, so please do not work ahead, as you won't have the resources you need until the relevant chapter is open. Please enter your responses to each prompt where we've placed the three asterisks in blue. Make sure that your responses also keep the blue coloured font. This just makes things easier for us when reading and grading your entries as it helps us quickly identify responses and also provides you with an assignment checklist of sorts.

Instructor feedback will come in two forms: (a) marginal comments and (b) feedback at the end of your assignment entries (this will be in a different coloured font).

Chapter 1

Foundations for Thinking About Online Learning

DN #1

Your First Developer Notebook Entry should therefore include the following elements:

Notes, comments and reflections grounded in your readings (please cite with author and date the readings that help to inform your responses to these 3 questions):

What proof is there for the effectiveness of online learning?

Although earlier studies suggest that online learning (or distant learning) is not very different from classroom learning in terms of effectiveness, the evolution of technology may prove otherwise. The advancements made in the tech world with the addition of new products like smart phones and tablets, thousands of educational apps, and internet accessibility and speed may prove that if teachers are using traditional teaching methods to deliver instruction then they may be less effective than online instruction.

The Evaluation of Evidence-Based Practices in Online Learning report supports this argument.

What questions remain for you about online learning and teaching?

The report was very detailed and meticulous. There were a lot of “fuzzy” areas but the overall message of online learning being more effective was clear.

What initial thoughts do you have about the standards for online learning and teaching based on your review of the rubrics?

Are the online learning standards the same from state to state? Is there a national standard? Which states are leading the way?

Also, start imagining what you would like to create. Please tell us:

Grade Level

High School (11th/12th grade)

Subject

English

Particular Curricular Unit you are thinking of developing

I haven't decided yet, but one of the following:

Poetry

Greek Mythology

Latin and Greek roots

SAT prep

What do you want your course to look like?

A web page that is easy to navigate and aesthetically pleasing.

What your ideas/thoughts/dreams for class interaction for both teacher and students?

My dream is that students will have the equipment needed and the desire to participate in online learning.

How do you think you will assess students?

Students will be assessed by completed projects that are original, like a video or other similar product

What are some of the social, ethical, legal, and human issues surrounding the participation in your online course?

Where I live (a low-income and high crime area) students will not likely have internet or computer access or be too "at-risk" to participate.

Feedback

Angelica, I'm glad that you've already started to think about the context of your community as you consider this assignment that we're giving you. I look forward to hearing more about this, so I hope that in future DN entries, you'll answer the prompts a little more fully, include some personal examples, and make some stronger connections with the lecture for that week. Let me know if you have any more questions - I'd be happy to Skype, email, Google Hangout, or do whatever helps most!

Spencer

Chapter 2

Learning Management Systems

Lab

Part 1

1. [Visit this Google Doc](#) that lists several key features of content management systems. Once there, **make a copy of it** and **rename it to include your last name** (e.g., CEP 820 CMS Comparison Tool SAWAYA)
2. In your copy of the spreadsheet, add three different CMS options that you're considering along the top row. Go down the list of features and identify 7ish features that are absolutely essential for your teaching context. If you have specific needs

- that are not listed in this feature list, add them.
3. For each critical feature, give a rating of 0, 1 or 2.
 - a. 0= not provided
 - b. 1 = provided but could be improved in some way
 - c. 2 = provided and easy to use
 4. Tally up the features.

Which CMS seems to come out ahead?

Haiku comes out ahead by one point. However, there were some features that I was unsure were available on all CMS options.

If your CMSs are tied, are there specific logistical/practical issues that tip the scale?

Although none of my CMSs were tied, the scoring results were very close and I did go “back and forth” with my decision. In the end I decided to go with Haiku because I felt it would most likely fulfill my teaching/learning needs because it SEEMS easier to use. It also appears a tad bit more aesthetically pleasing.

In your Developer Notebook, please share the link to your feature comparison spreadsheet.

[View my CMS comparison spreadsheet here.](#)

Provide reflections and comments on your outcome scores.

To begin, I decided to compare Haiku, CourseSites, and WordPress. I am familiar with WordPress, as I have had previous MSU instructors teach with it, but I knew nothing about Haiku and CourseSites. Both appealed to me from lecture and lab assignment. After explore all three further I began to score according to the comparison spreadsheet provided. And, as aforementioned above, my scoring results were close. One point was the deciding factor. There were some features on the spreadsheet that I was unsure each of the CMSs would provide like Whiteboards, student surveys, and guest access, so in that event I gave no points. Most important features like embedding media, grading tools, collaboration, and announcements were readily obvious in each of the CMS except WordPress. WordPress appeared to be no more than web page development. In the end both CourseSites and Haiku could definitely serve my purpose so in conclusion, I couldn't go wrong with either.

Part 2

So, in addition to completing the spreadsheet, we also ask that you **choose 2 websites** from the CEP 820 showcase to review.

In your developer notebook, **hyperlink** to the course modules you reviewed and **list three things you really liked** about the course and **at least one thing you felt could have been improved**. You might identify other issues, but the minimum requirement is just one improvement. **Justify your opinions with a rationale that is grounded in your user experience**, but also in your own anticipated needs as a designer of online content for your particular students.

[CEP 820 Showcase website #1](#)

[CEP 820 Showcase website #2](#)

After reviewing the various courses from the CEP 820 CMS Showcase, I chose to further explore Mr. Lopez's online Biology course and Mrs. Boutwell's First Grade Phonics course. Both of those caught my attention because they both epitomize what I envision my online course to look like and function as. A third online course interested me as well and that was Mr. Lachance's Health Orbit. But, adhering to the instructions, I will write only about the two listed above. To begin, Mr. Lopez's online course is 1.) aesthetically pleasing, 2.) easy to navigate, and 3.) extremely informative. On the contrary, I think the site is too text-heavy and the site could be improved with and multimedia. Since Mr. Lopez's audience are high-schoolers, his choices (CMS, layout, content, etc...) was suitable. However, because his audience are teenagers a social media widget and/or science-related news feed may have been useful. Mrs. Boutwell's site was also 1.)(extremely) aesthetically pleasing, 2.) easy to navigate, and 3.) full of multimedia making it very appropriate for young learners. I saw no place where students could be assessed but because it is a hybrid course using Weebly is justified. She did an amazing job! What I particularly liked about her online course are the videos and activities incorporated in her site. I had never considered a child taking an online course but after visiting Mrs. Boutwell's site I see it can be done.

DN #2

Are you surprised by the result of your comparisons? Why? Why Not?

I am not surprised by the comparisons. I knew Mr. Lopez's course was powered by Haiku; which I know little about other than its sole purpose is to manage content. And Mrs. Boutwell's was powered by Weebly; known more for web page creation, not for being a CMS. However, I was surprised to learn that using Weebly the way Mrs. Boutwell did (as a hybrid course) is absolutely appropriate. Overall, I still feel that to teach online completely, a CMS like Haiku may satisfy the needs of both the teacher and the learner better than basic web pages.

Which CMS are you going to use for this course? Why?

I am going to use Haiku for my course because after reviewing, (or attempting to review) some of the courses in the showcase, I was not able to review those that were powered by CourseSites because a login was required or I needed to send a request to the creator. Weebly and Haiku sites gave me full access to explore. But because I plan on creating a class fully online, I have decided to go with Haiku.

Why is this CMS a good match for your course and curriculum?

As aforementioned above, this is a good match for me because (so far) I plan to create a completely online course. Haiku will allow me to do this. This is a good match for my curriculum because I will be able to upload documents and multimedia with ease and it will serve the needs of my audience who in this case are high school students.

What additional tools/functionality, if any, might you need beyond the features available in the CMS you have chosen?

After looking at other Haiku courses from the showcase I have noticed things missing that I hope will be available for me to include. I hope to provide a twitter feed and upload pdf

files.

What support will you need to be successful in this endeavor?

The only support I will need is from my family to give me time to be able to complete this task. They will have to bear the weight and take care of themselves and the home.

Course 1.0

Your Course 1.0 Assignment asks you to create the "shell" of your online course module.

Link to course shell

[Mrz.G's Urban Poetry Experience](#)

Username and Password (if applicable)

N/A

Chapter 3

Building a Virtual Classroom

Lab #2

Link to chosen rubric

[ISTE Standards: Teachers](#)

We would also like you to submit, in your developer notebook, a self-evaluation of your work to date. Choose TWO criteria and their subpoints for self-evaluation. So for example, if you're using Quality Matters, you might choose General Standards 1 and 3. For each of the criteria and subpoints outlined in your rubric, give yourself a score out of 4. The point here is not to have completed everything -- you've still got lots of time to create and revise! Rather, this is a chance for you to check in with your progress and identify areas for continued development.

1 = I'm just getting started

2 = I'm approaching this expectation, but need to do some more work here

3 = I've met this expectation

4 = I've exceeded this expectation

Your self-evaluation reporting might take the form of a table that you create for yourself in your developer notebook. You can list the criteria down the first column and then provide your self-evaluation of your progress in the next column. In a third column, you could jot down some ideas about how you plan to meet each of the expectations laid out in your rubric.

Or, you might simply like to make a list or write a short paragraph in response to each paragraph.

<u>ISTE Teacher Stand</u>	<u>Criteria</u>	<u>Self-evaluation</u>	<u>Ideas/thoughts</u>
1. Facilitate and inspire student learning and creativity.	b. "Engage students in exploring real world issues..." Much of the poetry selected is based on real world issues that are relevant to them.	1	I hope to meet this standard by using content that is meaningful and relevant to the student.
2. Design and develop digital age learning experiences and assessment.	b. "Develop technology-enriched learning environments that enable...students in setting their...own goals..." This would be the CMS.	2	Though I am still working out some of the "kinks,"Haiku is allowing me to do this.
3. Model digital age work and learning.	a. "Demonstrate fluency in technology systems..." The whole concept of using a CMS is an example of this.	3	Uploading content onto the CMS, incorporating GoogleDocs, and social media is some evidence of this.
4.Promote and model digital citizenship and responsibility.	c. "Promote and model digital etiquette and responsible social ..." There is nothing inappropriate on any of my social media profiles.	3	Although I am not on FaceBook nor Instagram, I am a active on Twitter; mostly following, retweeting, and favoriting content.
Engage in professional growth and leadership.	d. "Contribute to the effectiveness ... of their school and community." I'm already offering my services to colleagues and staff.	3	Although I am offering my services, many fellow teachers are not ready to jump on board the technology train.

Course 2.0

At this stage in the process of designing your online course module, we ask you to have **at least one lesson completed before February 17th, 2014.**

Direct link to completed lesson

[The Urban Poetry Experience](#)

In the spirit of setting off (metaphorically) to build the perfect paper airplane, your task for the **Course 2.0 Assignment** is to create a concise, two-minute screencast in which you address the following questions as they apply to *your* online/hybrid course module in an introduction to the course that you include for your students (Your students are your audience for this screencast.)

Who, What, When, Where, Why, and How?

- Who is this course is designed for?
 - This course is designed for high school ELA students in grades 10-12. Ideally it would be a small component of a much larger online course.
- What will students learn? Or, put another way, what are the learning objectives?
 - Students will learn the fundamentals of poetry.
 - They will be able to determine the meaning of figurative language, poetic devices, and literary terms.
 - They will be able to distinguish and evaluate speaker's point of view, voice, and tone as they are used in context .
 - Students will be able to analyze theme within works of poetry.
 - Students will be able to assemble original works of poetry.

These all fall in line with [The Common Core](#).

- When will students be learning this material (think in terms of how it fits within existing curricula or the time frame for the module)?
 - Students will learn entirely online. They will learn anytime they access the LMS. They will learn in a place that has an internet connection and computer or laptop. That may be their home, public or school library or computer lab, bookstore, cafe, etc... They may learn at their own pace while adhering to due dates on assignments and activities. I anticipate the course can be completed in three-four weeks.
- Where will the learning take place -- both physically (e.g., in locations around the world, or in the computer labs at my school or at home with parental supervision), but also within your course. **Show us the highlights of the course architecture so we can see how students will orient themselves in the virtual classroom you've created.** This screencast should show the shell of your course within your LMS with one lesson created.
 - [Screencast](#)
- How have you designed this course so that students learn? Here, tell us about the activities that you've created and how they will help students accomplish the learning objectives?
 - I have designed/ am designing this course so that students are learning poetry from an uncommon point of view.
- Finally, how does your course, in its current iteration, align with the expectations outlined in the rubric you've chosen to guide your design process?
 - Because the course is still in its preliminary stages, the course fails to meet the expectations outlined in the rubric I've chosen. However, I feel it is on the

right path to deliver in most standards.

- Link to Screencast
 - [Screencast](#)

Course Module Feedback

Angelica, I think you're off to a great start! I like the idea of teaching poetry through an uncommon point of view, and I had a lot of fun sampling the videos that you've already posted. My big concern, though, is to make sure that your Haiku becomes more than just the videos and some pdfs. Especially if this is going to be a fully online class, it's important that all of these different examples and links be surrounded by introductory material and explanatory material. In other words, think of what you might *say* before showing a video if you were teaching this in a face-to-face class, and include some text that conveys the same message. Then, think of what you might explain after showing a video if you were teaching in a face-to-face class, and include some text (or even images, your own video, etc.) that conveys the same message. The tricky part about online learning is that the CMS has to do what *you* would do if you were there with the student. The great thing about online learning, though, is that you already know what to put in the CMS - it just takes a little tweaking for an online environment. I'm really looking forward to seeing what comes out of this!

Spencer

Chapter 4

Communication and Collaboration

DN #3

Part A

Learning goals for module/unit: What will students have learned by the end of this unit/module?

Students will have learned the fundamentals of poetry as well as the techniques to produce their own original works.

Learning outcomes for unit: What will students have created/produced to demonstrate their learning?

Students will produce several works of original poetry meeting the criteria established in the project description.

Potential methods of assessment: How will you know the unit is successful and students have learned what you planned for them to learn? (We will be focusing on assessment a little later in the course. At this point in time, just start articulating specific thoughts,

beyond the general 'formative', 'summative' stuff, about what your assessments will be, and the criteria you'll use to evaluate student work.)

That is yet to be determined. The quality of the finished products will determine if the unit was successful.

Course Communication Policy: What is your policy for student/teacher, student/student, and student/parent (if applicable) communication?

The course is primarily asynchronous. However, I would like to implement two synchronous lessons where the student(s) and teacher can interact live.

Part B

Reflect on your response to the lab scenarios. Based on your review of at least one colleague's responses in the discussion forum, would you do anything differently than you initially thought? 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? (e.g., I'm tone deaf...or I'm too quick to reply sometimes...or I know that I sometimes try to solve problems myself without including all stakeholders...or...or...or...)

Based on our readings and discussions of pedagogies that have received some empirical support, what philosophical, theoretical and/or practical ideas are you drawing from to shape your online teaching decisions?

Feedback

Angelica, your OCM has a lot of potential, so it's too bad that I'm not learning as much out of it as I'd like to in your DN entries. I know that you have a lot going on this semester, and it's ultimately up to you to decide how you spend your time. We understand that you sometimes have to prioritize other things above fully completing all the assignments in this class, but we also want to see you succeed, so please keep getting in touch with us if you have any questions or anything we can do to help you out!

Chapter 5

Assessing Student Learning

Course 2.5

Share the link to the Google Doc you and your partner used to give and receive feedback
[Angelica & Alyse](#)

DN #4

Make your thinking about assessment visible. **We are interested in your thoughts on assessment and evaluation broadly (as influenced by your readings in the lecture) and how you plan to provide feedback in your online course module.**

I plan on being useful. I've decided that I will do Alyse no good if I do not have anything substantial to offer that will help her to improve her CMS. Even the best CMS could stand some improvement somewhere. So I will try to find areas of improvement while still keeping in mind that her CMS is still a work in progress.

In addition to any general thoughts you may have, please tell us about the factors you considered as you create assessment tools.

When creating assessment tools, I will keep in consideration that assignments must be student generated originals products that are specific enough in detail that students cannot plagiarize or submitted already created posters, podcasts, videos, etc...

I am still in the process of developing these assessments.

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

I wanted to create something "uncommon" that would motivate a neglected and ignored student demographic. Having most of my experience teaching in an urban district I have found that many students do not succeed because they lose interest and do not see how content is relevant to them. It is often not taught to them in a meaningful way and therefore, students lose interest and motivation.

When I first taught ELA, two years ago, to 9th graders, nearly all had a negative response when I indicated that we were going to begin poetry. They complained that poetry was boring and explained how their last ELA teacher didn't like teaching it either. Most were victim to the DWM (Dead White Male) syndrome and could not relate to it. I, an avid lover of ALL poetry, surveyed the students opinions about poetry and knew I had to make it appealing while meeting my standards and benchmarks. I feel I was able to do that by incorporating an unconventional form of poetry into my lessons; that was Spoken Word. While I introduce the unit with material they would be able to relate to, I still was sure to include greats like William Carlos Williams, Dylan Thomas, Theodore Rothke (whom my students are fascinated with when I tell him that his childhood home is only a few blocks away from our school), Walt Whitman: All DWM that my students have come to appreciate. We (my students and I) concluded our unit with an "Open Mic" session that brought produced everything from laughter, encouragement to tears from our group.

The previous success I had teaching poetry in a traditional high school classroom was what went into my choices for certain aspects of my course. I want to create that same environment online.

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

I must admit that I do still struggle with assessment. Since poetry is art and art is nearly

always relative, how would I assess that is learning? A daily log or "notebook" such as this GoogleDoc may be suitable.

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

This GoogleDoc is the perfect example of how the student can be involved in the assessment and evaluation process. As I write I know that Spencer (God Bless him for having to deal with me) will provide very relevant, valuable, and worthy feedback; feedback that will be useful and necessary for my success. I hope to do the same for my student(s).

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

Students will learn what is expected of them in the opening of each lesson much like Alysa's "I can.." statements. I put "I can..." statements on the wall each day in my classroom, yet I had not thought of adding those simple statements to my CMS lessons until I reviewed Alysa's CMS.

Equally important is for you to identify places of growth for yourself as a student who is creating an online course. So, as a third item in this developer notebook, we would like you to think about how YOU would like to be evaluated on your final course module.

In Chapter 3, you chose a rubric that would serve as a guiding framework for your own online course development.

In this developer notebook entry, please identify 2-3 areas of particular focus for yourself as you move through the process of creating your module.

As I move forward, I will focus on 1. student learning objectives/ "I can.." statements to be visible to student(s) and realistically met, and 2. Assessment; how I can be sure the student is authentically learning.

By area of particular focus, we mean that we would like you to think about the aspects of your online course that you really want to get "right" or push to your very highest standard.

In your DN entry, tell us why you chose those areas as your particular focus and explain the ways you anticipate your course module will demonstrate those areas of focus. In so doing, you will essentially provide us -- your instructors -- with rubric categories on which to assess your final module.

I chose these areas (the beginning and the end) because, while I have a lot of content ideas and material, I do not have (I must admit) a way to determine if these are being met. I am currently lacking structure and uniform. But this IS still a work in progress.

Feedback

Angelica, you had some great things to say in this entry! I love hearing the "behind the scenes" of your course, and I'm glad that you're willing to talk about those areas where you still have questions. I'm almost always available on email or Skype if you want to get some help on something specific! The only thing I have to say is that we'd love to read your

responses to some of the other parts of the prompt: Since you have such great things to say, we're eager to read even more of it!

Spence

Chapter 6

Classroom Management

Course 3.0

Link to course 3.0: ***

Course 3.0 Feedback

“Take Me Home”

- I think this Google Form is a nice touch! I might move it to below the expectations section, though, so that it doesn't distract as much.
- I'm having trouble finding your other administrative things, like a course overview, technology/text requirements, or class procedures. Am I missing them somewhere?

Introduction: What is Poetry?

- I like the video that you've included! My only advice would be to also have a text introduction, not one that covers all of the same material, but just a few sentences at the very top of the page that explains to students what the purpose of the introduction is and what they should expect to get out of it.
- Do you have any resources that you could point students to to look up the terms that you list? It might be helpful to point them in the right direction rather than asking them to just research them.
- You might consider coming up with a naming scheme for the different Google Docs that students will be sharing with you - depending on the number of students, you're probably going to end up having a lot of Docs and it might be helpful to know what kind of title to look for!

Lesson 1

- Keep an eye out for typos throughout the website - I found “each” spelled as “teach” once on this page.
- Like the Introduction, I think that this page would benefit from a few sentences explaining what the goals of this lesson are. It would also be helpful to have a little more guidance; for example, remind your students what you mean by “poetic device” as they start listening for them in the poems.
- I love the idea that you're using YouTube videos as your “texts” for this class! Great idea, and great use of the Web!

Lesson 2

- It's important to make sure that your lessons teach something on top of guiding students in their assignments. While tone is one of the words that students are supposed to look up in the introduction section, I don't think you explicitly explain tone or voice anywhere in the unit, which could make this assignment hard to do.

Lesson 3

- Like Lesson 2, I think this would benefit from a little more information - if I've noticed correctly, theme isn't covered in the Introduction part of the course, so even though most students have a general idea of what it means, they might have trouble talking about it in the way that you want them to.

Lesson 4

- I think this is a great assignment! My only suggestion would be to make sure that students have more experience with all of these different things you mention in the guidelines so that they can feel confident using them in their own poem.

Overall

Angelica, I really like where this course is headed! I like your focus on an unorthodox kind of poetry, and I'm really glad that you've used the power of the Web to provide your texts. Embedding the YouTube videos into your site is one of its big advantages, and I think it's a great example to your peers and other online course developers. What seems to be missing is the administrative things that we ask for - I don't see any syllabus or other similar section of the website to fill me in on things like grading and course objectives. I hope that, after making those tweaks, you'll continue working on this and consider using it in the future!

Spencer

Chapter 7

Accessibility, Universal Design for Learning, and Course Assessment

DN #5

First, we'd like you to think about how you could make your online course module more accessible, according to the principles outlined in the lecture.

Identify three things you could do to make your course more consistent with the principles of universal design for learning.

After thoroughly reviewing the Universal Design for Learning principles and their checkpoints I have discovered many, but for the sake of time, I will discuss three concepts that could make my course more consistent with UDL. The first I will elaborate on is checkpoint 1.3 where I would offer alternatives for visual information. I could incorporate a brief description of some of the visuals I have on my course site. I have images on the

bottom of my CMS home page that are just there for viewing pleasure. I could give a few details about each image as they all relate to poetry in some way. The second principle I found to be beneficial to include into my CMS is checkpoint 2.1 where I could clarify vocabulary and symbols. It went on to point on some key point like pre-teaching vocab, provide graphic symbols, and embed vocabulary support. I especially liked the examples and resources provided like [Visuwords](#), [Shahi](#), [Wordle](#), and [Tagxedo](#). I absolutely loved [Visuwords](#) and cannot wait to incorporate that resource into my lessons and assignments. Lastly, checkpoint 3.3 "...guide information processing, visualization, and manipulation" is another principle that could make my course more consistent with UDL. Providing an option for organizing information could benefit the learner. The resource [Exploreatree](#) is one that I found to be easy to use and helpful to learning, visualizing, and retaining information.

Tell us

(a) which principles of UDL your changes would address

Considering that my CMS course content is poetry and poetry involves a lot of symbolism and explanation of themes and concepts I would like to follow Guideline 2: "Provide options for language, mathematical expressions, and symbols" Checkpoint 2.2 which states that unfamiliar syntax causes comprehension to suffer. 2.2 suggests that learners make connections with previous learned content and link ideas.

(b) what changes you would make to your course.

My CMS course requires significant changes and improvements. I've included a lot of vocabulary and Spencer made an important suggestions; that I have a resource for students to look up terms. I think Visuwords may be that resource. So I do plan on incorporating it into my CMS in some way.

Then, take a **screenshot** of your course module that shows us how you have implemented ONE of these ideas. [Before](#)

The Urban Poetry Experience

Pages | Calendar | Connect | Assess | Manage Class

Introduction: What is Poetry?

Take Me Home | Add Content Block | Unpublish | Manage Page

YouTube

Watch this video and define the terms below.

Poetry intro

The repetition of one or more phrases or lines at the end of a stanza.

Poetry Terms

Watch my introduction to poetry and write the definitions of the following terms on a GoogleDoc and share it with me. Research these terms I do not cover in my video.

Poetic terminology

1. alliteration
2. allusion
3. ballad

After

The Urban Poetry Experience

Pages | Calendar | Connect | Assess | Manage Class

Introduction: What is Poetry?

Take Me Home | Add Content Block | Unpublish | Manage Page

YouTube

Watch this video and define the terms below.

Poetry intro

The repetition of one or more phrases or lines at the end of a stanza.

Poetry

VISUWORDS™
online graphical dictionary

<http://www.visuwords.com>

Use this link to discover not only the meaning of words but its origin and how it connects to other words. Click here to edit this block and add links.

<http://blachan.com/shahi/>

Use the link above to find the definitions to the Poetry terms. Click here to edit this block and add links.

Visuwords was incorporated as well as Shahi in the right margin. A large graph of vocabulary was inserted above the Poetry Vocab.

In a couple of paragraphs, reflect on the critical design decisions and the critical pedagogical decisions you've made in the creation of your online course. Explain the theoretical foundations that have grounded your online course design process. Also, tell your audience (i.e., would-be online course designers) about the pitfalls you encountered and how to avoid making the same mistakes. Essentially, this entry would allow a colleague to benefit from your experience.

Reflection

The critical design process for the creation of the CEP 820 CMS was very challenging the initial time to say the least. However, being on this side of the journey (thankfully) and having already been "around the block." I can honestly say that although it was challenging every error made was a valuable lesson learned. Doing this a second time would be the result of a lot of trial and error, which therefore results in success.

To begin I had to choose a topic to teach online that would be self-sufficient for the most part. Sounded easy enough. However, for a person like myself who has her hands in several projects, I could not decide. Should I do Shakespeare, Greek Mythology, Poetry, or Latin and Greek roots? Unfortunately I do not have a "just pick one and move on" mind set. Not being decisive slowed me down. After too much thought and deliberation I decided I would do Poetry but with a twist.

Since I teach in an urban district and I am all too familiar that if a student is going to be engaged in a lesson it must be meaningful to him/her and he/she must be able to relate. So it was settled. My CMS would teach all the basic vocabulary and concepts of Poetry as a regular ELA classroom would but with an unconventional delivery. Because my students could care less about DWM (Dead White Males) I decided to avoid traditional genres and content used to teach poetry and deliver instruction by a more familiar means. Therefore, I decided to find poets that my students could relate to and poetry that my student would find meaningful. These two components would peak my students' interests resulting (hopefully) in success. It's worked in the past in my real classroom. The engagement level rises like no other subject. Motivation and drive take over and I soon would have students ready to create their own poetry; ready to deliver and all.

So how could I create the same success online? Well I had to begin by finding a Course Management System (CMS) that would support my goals, objectives, and lessons. After reviewing several CMS sites and past students CMSs I felt Haiku would best satisfy the needs of my online course. And in retrospect it does. Though there are some things lacking on my part at present time (syllabus, rubrics, videos) those will still be implemented at a later time as I will use this CMS in my professional portfolio with all the updates.

What I liked about Haiku was the ease of organizing material and uploading videos and images. Because many of my students are low-performing, I found it necessary to use videos (Spoken Word) to study poetry versus reading text. Haiku allowed me to do this with ease. I also liked Haiku's collaboration with other educational sites like Glogster, Voice Thread, and Prezi. I was able to embed a Glog as a project exemplar; something my students need for better understanding of assignment.

In addition to my approval of Haiku, I predict that my students would find the site easy to

use and navigate. I like how Haiku provides an easy layout minus a lot of room for clutter. My students need simplicity and Haiku offers that.

I did have trouble incorporating PowerPoint presentations. I followed the directions and when I tested and tried to view the document it was extremely slow loading. I wish the PPT presentations could have been embedded. Also, a lot of my files appeared to be too large to be uploaded into Haiku.

Overall, I found Haiku to satisfy my needs and the needs of my students, speaking theoretically. And since Haiku is not in its beginning stages, it is likely in its early stages still, like many CMSs, I expect Haiku to improve over time.

Once you have created this entry, we would like you to post it to your MAET portfolio, along with a link to your online course module and a link to the full developer notebook that you created in this course. If you don't yet have an MAET portfolio (or other professional portfolio online) please create a new Google Doc with these elements included and publish it "to the world" so that it becomes a searchable reference for others. These, then, are the products of your course that demonstrate the learning you've done. Also, please share the link to your gDoc or your portfolio space via the assignment tracker.