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REFLECTION

CEP 820 gave me a chance to dream big and to visualize what my online course would look like. Even though I am only expected to develop one instructional module, I still needed to design the online course for adult learners so they would understand the larger course context. I still will be able to perceive what the overall online course should be like as I design its succeeding parts.

In my developer notebook, I kept track of my thoughts and the changes I made to my online course. CEP 820 has opened my eyes to numerous learning management systems (LMS) and open courses available to support online learning. As I incorporated the required elements in my online course, the important concepts and strategies related to the elements were provided by the instructors to guide me through the designing of the course. I was able to include these elements in my course: course overview, learning outcome(s), course objectives, course communication, required text(s) and readings, technology requirements, class procedures and requirements, evaluation criteria, grading scale, and policy on late assignments. The ISTE Standards for Teachers and the principles of Uniform Design of Learning were also taken into consideration in my developer notebook.

I decided to use Moodle for my online course since this is an available resource in our school district but this should not stop me from exploring other LMS or tools for online learning. I have successfully met my goal of learning the major strategies of designing an online course. There were challenges as I was working on my course, but through iterative design I was able to keep going back to the drawing board to think of alternative plans and solutions and to make sure that I kept myself focused on the TPACK framework of my course.

I would recommend this course to anyone who has a vision of designing a quality online course and to teachers who focus on having an innovative and thoughtful learning experience for

students. Through collaboration among my classmates and instructors, CEP 820 has provided me with insightful guidelines, online resources, and thoughtful feedback that will help me in completing the online course that I am designing.

FIRST ENTRY

- **Grade Level:** Adults (18 to 80 years old)
 - Target Audience:
 - school district teachers/staff for professional development
 - business employees for customized training
 - people who need new skills because they lost their jobs due to a factory closing, downsizing, or because their previous employer moved outside of the United States.
- **Subject:** MS Excel 2010 (Core level)
 - I have been assigned by our school to create a model for all of our online courses for Office 2010. Since there is a bigger demand for training in Excel, I would like to use Excel - Core level as the pilot course.
- **Particular Curricular Unit you are thinking of developing:**
 - The goal is to cover topics that produce skills for practical learning and functional use in a workplace.
 - Course Outline:
 - Navigating the Excel interface
 - Creating simple workbooks
 - Developing editing and formatting skills
 - Exploring basic formula, functions, and arguments
 - Building and presenting worksheet data
 - Using analysis tools
- **What do you want your course to look like?**
 - It will be very ideal to have a learning management system with the following course components:
 - Layout - have an intuitive and easy path (roadmap) for the students to follow
 - Lessons - video instructions like Atomic Learning that students can watch
 - Hands-on Learning - students can have real-world projects using Excel
 - Automated Grading - this is a high priority in my wishlist
 - Built-in gradebook system that records students' progress
 - Resource Library that lists additional readings, links, and materials

- **What your ideas/thoughts/dreams for class interaction for both teacher and students?**
 - Use a web conference tool linked to the LMS. I would like to have a virtual class session at least once a week for students who need additional help.
 - Recorded sessions will be available on the LMS as additional resource and tutorials or answers to frequently asked questions.
 - I will also use my work email address for additional communication method.
 - I would also encourage my students to connect with me through Facebook, LinkedIn, and Twitter.
- **How do you think you will assess students?**
 - We currently follow the following **Grading System**

94.5% - 100%	A	76.5% - 79.4%	C+
89.5% - 94.4%	A-	72.5% - 76.4%	C
86.5% - 89.4%	B+	69.5% - 72.4%	C-
82.5% - 86.4%	B	Incomplete	I
79.5% - 82.4%	B-	Withdrawn	W

 - Students will be graded based on the assessments and projects that have been completed and submitted.
 - I will give them two chances to resubmit any projects that needed do-overs. The goal is for the students to attain the learning objectives that are listed in every lesson. Allowing students to re-do their projects will give them an opportunity to realize what needs to be corrected, and to learn the skill being demonstrated in the lesson.
- **What are some of the social, ethical, legal, and human issues surrounding the participation in your online course?**
 - It is expected from students to have a basic knowledge in computers, internet, and file management to sign up for this class. Sometimes, they may not have enough skill to just navigate the internet or not know how to download and save the file they need to work on.
 - Students may not understand the technical requirements of the course.
 - Online safety - students may be intentionally or unintentionally sending or uploading files with malicious content.
 - After taking few sessions, a student may realize that the online learning format is not effective for them.

SECOND ENTRY

CMS Comparisson <http://screencast.com/t/dW9b2C7sRf>

- **What surprised you?** I am so amazed with how many CMS, open sources, and tools that are available for online learning and teaching. The EduTools Decision Engine was very helpful and informative for me as I choose a CMS. The list of CMS products with their features are very useful information to assist us. Having all these resources, I had a chance to test several tools but I would like to keep on exploring more.
- **What didn't surprise you?** I am prepared to find some dead links to some of the listed products . Not all products can keep up with the vast and rapid changes in technology as well as the dictates of online learning and teaching needs. Only versatile products can carry on to answer the customized wish lists for features and prioritized needs from teachers, schools, students, and IT staff.
- **Which CMS are you going to use for this course? Why?** I am going to use Moodle because this is what is available and being supported by our school district. We had Blackboard a few years ago but the cost was the reason we have to switch to Moodle. I still was curious to compare these two products. I have not used Blackboard and not extensively used Moodle. Our school has just upgraded Moodle during our summer break, therefore, this class will help me get oriented with its new features and changes.
- **Why is this CMS a good match for your course and curriculum?** There are 13 features that are important to me when looking for a CMS. Both Moodle and Blackboard match the needs but unfortunately Blackboard is not free.
- **What additional tools/functionality might you need beyond the features available in the CMS you have chosen?** I plan on using additional online components to Moodle. One would be a web conference tool for my virtual classroom sessions. Screen sharing while having a real-time conversation with my students is very ideal. I also would like to include an online training and assessment tool that enables my students to have a simulated and actual hands-on experience with Office 2010's interface.
- **What support do you need to be successful with this endeavor?** This class is a great support to me especially with the provided resources. I will be using Moodle for my initial online course, but I might try to use other products later. By the end of this course, I would feel more confident of the instructional design of my course with the feedback that I receive from my instructors and dorm mates.

COURSE 2.0 FEEDBACK

Feedback on Screencast (Course 2.0) Assignment ISTE Standards for Teachers

- **Screencast w/feedback** - <http://www.screencast.com/t/ZKc2d9aK>
- **My screencast** - <http://www.screencast.com/t/xqiu6Ox681>
- **My online course link** - <https://moodle.oaisd.org/login/index.php>
username: mtc-kit
password: *****

The feedback we provide should be viewed as a list of constructive suggestions to support the ongoing (and iterative) development of your course and course module. The ISTE standards, copied below, are standards which we should all strive!

Recall the ways to interpret the levels

Level 1) INITIATES

Level 2) APPROACHES

Level 3) MEETS

Level 4) EXCEEDS

Please note, Level 1 does not = fail! Rather, it's simply an acknowledgement that this is an area for continued development as you build your course module out further. We do NOT expect many students to have completed work that "exceeds" ISTE standards at this point in the semester.

We also know that you selected to work on only a couple of very specific areas in this last chapter -- so we expect different levels of development around your courses.

ISTE STANDARDS

1. Facilitate and Inspire Student Learning and Creativity (3)

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

a.	promote, support, and model creative and innovative thinking and inventiveness.
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b.	engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
c.	promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
d.	model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

I have worked with the adult education audience and know your target population. I think the parsing out of your content into the four target areas is engaging while not being overly "cutsey" - well done.

2. Design and Develop Digital-Age Learning Experiences and Assessments (3)

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

a.	design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
b.	develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
c.	customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
d.	provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

The objectives are very clear - the one area that could use more development/explaination is in the area of assessment. Do you have flexibility beyond simnet? It seems like there could be room for one more alternative way of assessing understanding of the software? Though I'm not sure how locked in you may be due to constraints at work.

3. Model Digital-Age Work and Learning (2)

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

a.	demonstrate fluency in technology systems and the transfer of current knowledge to
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	new technologies and situations.
b.	collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
c.	communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
d.	model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

I think that you could inject a bit more of yourself into the course and give them concrete examples of how knowing these skills have helped you in your own career - that may help the students become more engaged.

4. Promote and Model Digital Citizenship and Responsibility (2)

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

a.	advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
b.	address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
c.	promote and model digital etiquette and responsible social interactions related to the use of technology and information.
d.	develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

One thing that is not clear to me are the student behavioral expectations - late assignments, discussion forum decorum, expectations for how to communicate with the instructor (formal, is informal ok? etc.)

5. Engage in Professional Growth and Leadership (4)

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

a.	participate in local and global learning communities to explore creative applications of technology to improve student learning.
b.	exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
c.	evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
d.	contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

Your passion and organization comes through very clearly in this online class and serves as an excellent model for the students. Of course, we encourage ongoing reflection on the design of this space.

THIRD ENTRY

Learning Goals:

By the end of the Excel 2010 Core course, students will be able to -

- navigate the Excel interface.
- create simple workbooks.
- develop editing and formatting skills.
- explore basic formula, functions, and arguments.
- build and present worksheet data.
- use analysis tools.

By the end of Session 1, students will be able to navigate in a workbook through -

- editing data in a worksheet.
- working with columns and rows.
- saving workbook files.
- printing Excel files.
- getting acquainted with Excel functions.
- using alignment, borders, and fill.
- getting acquainted with an Excel chart.

Learning outcomes:

The course is designed to have student learning outcomes for each session. After completing Session 1, students can create, open, and edit simple Excel workbooks to demonstrate their skills in -

- working with simple format commands as well as basic printing steps;
- exploring the basic screen elements and navigation steps for a workbook; and
- manipulating simple formulas on worksheets by performing Excel functions like SUM and AVERAGE.

Potential methods of assessment:

For every session, the following knowledge and performance-based assessment tools are used to gauge student progress toward achieving the learning outcomes:

1. Simnet "Let Me Try" Exercises - To assess the skills learned from lessons that are presented through instructional text, graphics, and animations. Simnet 2010 is an online assessment manager that allows students to apply and practice the skills using a simulated Excel interface. Students are expected to complete all the exercises before moving on to the next task.
2. EzTest Online Concepts Check –To test student's knowledge of terms and concepts, a student answers the 15-item multiple choice test questions in EzTest Online Concepts Check. Immediate feedback and exam result will be provided as soon as student completes the test. Students are expected to complete the concepts check before moving on to the next task.
3. SimGrader Projects – To assess further learned skills, a student performs hands-on projects in Excel. Projects are real-life applications and are offered in Simgrader, a web-based assessment tool that provides immediate feedback to students upon submission of a project. Students are expected to complete all the projects before moving on to the next session.

After a completing the course, students fill up an online Student Evaluation Survey which is an indirect method of assessing the learner's satisfaction of the course, learning format, and student-teacher interaction. The survey results will provide very important information that will be used to determine the course's reliability, effectiveness, and its value to learning.

Course Communication Policy:

Using Email and Discussion Board

It is always a good practice to observe professionalism when sending an email and participating in the discussion board. All students should adhere to the following guidelines when writing email messages and discussion postings:

1. Use complete sentences with standard spelling and grammar--including capitalization and punctuation.
2. Read through what you have written before sending or posting.
3. Your most important statements should appear in the first paragraph.
4. Avoid flaming or the expression of extreme emotion or opinion. It can generate ill feelings and can affect work productivity.
5. Message should be clear, concise, and polite.
6. If you have questions about ASSIGNMENT or the SYLLABUS, post it in the Q&A discussion forum but if you have PERSONAL MATTERS, it should be discussed through email.

Instructor Response Time: You should expect an email reply from your instructor within 24 hours about the course. If you received an email from your instructor and it requires a response, please respond as soon as possible.

Acceptable Use Policy (AUP)

Thompson M-TEC's information technology resources, including online learning courses and Internet access, are provided for educational purposes. Adherence to the following policy is necessary for continued access to the school's technological resources. The AUP is included and clearly stated in your online course - "First Things First!" section.

FOURTH ENTRY

Link to Google Form Rubrics: [Excel 2010 Core | Assessment Rubrics](#)

Link to PDF Rubrics: [Excel 2010 Core Rubrics.pdf](#)

- We are interested in your thoughts on assessment and evaluation and how you plan to provide feedback in your online course module.

The lab project on creating rubrics for my course's assessments has been very enlightening to me and an essential component for my course. It took a few trips to the drawing board to make sure I covered the student tasks that need evaluation to validate the skills my students learned. We have existing online assessment tools that I have to

incorporate into the course in addition to the proposed assessments, and the rubrics will cohesively bring all the assessments together.

- In addition to any general thoughts you may have, please tell us about the factors you considered as you created your rubric.

Our school offers non-credit courses for adult learning. Oftentimes, after completing a course, students fill out a course evaluation to describe how satisfied they are with the course content, course delivery, and instructor performance. But there are also courses that require grading in addition to the student course evaluation. The assessments used are task-oriented, project-based, and can be taken any time and at their own pace. Tests are open notes and books (if any) and students can resubmit projects multiple times to fix incorrect projects. The main goal in having student assessments is to be able to have an evaluation tool to recognize whether the student learning outcomes have been met and whether learned skills can be applied in a workplace.

- Do you have any concerns about the structure or content of your rubric?

So far, I should not worry about the structure or content in the rubric. I will try a different online form tool instead of Google Forms for the rubrics to have a better layout. My only concern is not rubrics-related. For the past two weeks, our school has been running into Moodle issues, our students encountered “fatal error” messages in other courses that we currently have. I have forwarded this issue to our Moodle Administrator and was advised not to use a command/function in Moodle until further notice and until she finds a solution. While waiting, I came up with an alternative plan to use another online training and assessment tool for our other courses. Now, I am having concerns with Moodle’s reliability for my proposed course.

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

The given assessments are very self-directed and it will steer the students towards the learning outcomes that are expected of them. Oftentimes, students can reiterate the tasks in the given projects just to be able to meet the skill requirements stated in the course objectives.

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

Students are to follow the roadmap where in each session there are four ePaths: Explore, Engage, Evaluate, and Exceed. As students complete the tasks from the ePaths, students will go through the following four assessments:

1. hands-on exercises through simulation using SimNet
2. concepts check review though EzTest Online
3. project-based exercises through SimGrader
4. student choice challenge project

- **In what ways will your standards be communicated to the students?**
Through the rubrics, the standards are clearly demonstrated to the adult learners. I would include the rubrics in the syllabus and have the link to the syllabus be available in the course for easy access. Also, since this is an Open-Entry/Open-Exit class, a student signs up and completes the class anytime. The admin office will inform me of the new student and I will contact the student to schedule an orientation through F2F or phone conversation. For short, the standards will be communicated online, and during the orientation.
- All teachers are asked to explain to their stakeholders (parents, students, administrators) the instructional choices we make. Think of this as a way to advocate for what you developed in the lab portion of the chapter.

This online course will be the pilot initiative for MS Office 2010 online courses. I have been so fortunate to be given an opportunity to be the leader in creating the template for all the future courses. Having this level of responsibility on my shoulders is felt in the amount of time it takes for planning, researching, and multiple iterations just to complete a module. Nevertheless, having a solid module will serve as a solid foundation for the rest of the course and the future courses.

- We would like to invite you to examine the various rubrics we've supplied and **choose 2-3 areas of particular focus** for yourself as you move through the process of creating your module. **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.

There are three areas that I would like to focus on as I move through the process of creating my module:

1. Course Structure and Organization. I would like to have a roadmap that is easy for adult learners to follow. An older audience can easily get intimidated and overwhelmed by very elaborate layout. I would like to have a simple and consistent task flow for each session.
2. Learner Support and Resources. It is crucial to provide my students simple to follow resources on how to get started. Instructional and informational resources should always be accessible to the students.
3. Learner Interaction and Collaboration. I need to communicate to my students that they can still receive individualized learning support as needed. It may be an online learning format, but I would like the learners to feel that I can be contacted easily and be accessed as needed through discussion post or scheduled Adobe Connect web sessions.

- In doing so, you will essentially be providing us with rubric categories on which to assess your work. We will consider other elements as well, but which 2-3 areas would you most like us to focus on, and what are your goals in these areas?

Please partner with me as you assess my work. Any input from both of you will be greatly appreciated. My goal is to have this course as organized and as intuitive as possible for the learners, especially since my students may have little computer experience or just the minimum computer skills requirement to be able to take the course. Please focus on the following categories:

1. Design of Instructions
2. Course Structure and Organizations
3. Learner Support and Resources

FIFTH ENTRY

As noted at the National Center on Universal Design for Learning (UDL) website, the three primary principles of UDL are the following:

A. Provide Multiple Means of Representation.

- Learners differ in the ways that they perceive and comprehend information that is presented to them.
- Some students may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text.
- There is not one means of representation that will be optimal for all learners; providing options for representation is essential.

B. Provide Multiple Means of Action and Expression.

- Learners differ in the ways that can navigate a learning environment and express what they know.
- Some students may be able to express themselves well in written text but not speech, and vice versa.
- There is not one means of action and expression that will be optimal for all learners; providing options for action and expression is essential.

C. Provide Multiple Means of Engagement.

- Learners differ markedly in the ways in which they can be engaged or motivated to learn.
- Some students might like to work alone, while others prefer to work with their peers.
- There is not one means of engagement that will be optimal for all learners in all contexts;

providing multiple options for engagement is essential.

How could you apply these principles to the online module you've designed? Identify three things you could do to make your course more consistent with the principles of UDL.

- 1. To address the “WHAT” of learning for my online course, I can provide options for representation** by revisiting and redesigning the syllabus to make sure that it communicates clear and more intuitive directions on navigating to the different sections of the course. The guidelines/instructions should be presented using multiple approaches to offer more alternatives in accessing the information. Examples are the following:
 - a. creating a screencast that demonstrates an overview of the course
 - b. designing a quick reference guide on commonly used commands and functions
 - c. recording short sound clip and make it an available link if additional help is needed
- 2. To address the “HOW” of learning for my online course, I can provide options for actions and expression by:**
 - a. going through all the sessions and providing students a list of keyboard commands that can be used as another option to accessing the commands and functions and not just limiting learners to using the mouse.
 - b. exploring text-to-speech software as a possible alternative tool for students optimal learning.
 - c. supporting learners in their planning and strategy development through providing guides for converting long-term goals into attainable short-term objectives.
- 3. To address the “WHY” of learning for my online course, I can provide options for engagement by**
 - a. adding more challenge activities in the eXCEED section for each session. Completing these challenge activities may be optional but would expose the students to more in depth skill level at their own pace. Also, the challenge activities optimize individual choice and autonomy. The type of reward or recognition is based on the right kind of choice and level of independence to ensure the desired engagement in the activity.
 - b. encouraging students to collaborate more and to participate in discussion forums to support each other in the class. Currently, I have this feature in the course but there is no incentive nor motivation for the students to work on this activity. The

significance of this feature was not communicated enough, but it is my plan to effectively foster this opportunity of building cooperation and teamwork skills.

Moving forward, which of these elements can you implement immediately? Which of them will require additional learning on your part?

After I complete the CEP 820 course, I will be able to make immediate changes to item 1, then gradually work on the rest of the items. There are two items that I need to research further before I incorporate it into my online course: Item 2a, I need to compare and evaluate several voice recognition software before I can recommend one for my course. Item 2c is crucial, the goals and strategy need to be realistic and attainable and applicable to real life situations using MS Excel. Objectives should be tailored to each student’s career or learning goals. This means that I should be involved in “discovering” my student as I work with him/her during the course.

Which principles of UDL your changes would address?

I would be addressing all the three principles of UDL in my course. It will not be an overnight project to accomplish these changes. Instead, it will be an ongoing project and I should always have the iterative design perspective every time I work on the online course.

What change would you make to your course this time? Provide a screenshot.

One change that I made to the online course was the creation of a list of keyboard shortcut commands which is accessible in Moodle as a reference guide. The UDL principle that was addressed by this change was specifically to provide options in having multiple ways of using the Excel commands when completing projects and assessments by not just using a mouse but also through using the keyboard. Below is a screenshot of added glossary:

The screenshot shows a Firefox browser window with the following details:

- Address Bar:** moodle.oaisd.org/mod/page/view.php?id=22128&inpopup=1
- Title Bar:** Excel 2010 Core - Online Home : How can I use Keyboard Shortcuts - Mozilla Firefox
- Page Content:**
 - ## How can I use Keyboard Shortcuts
 - ### Navigating in a Workbook
 - Keyboard shortcuts to navigate through a workbook are:

 - [Ctrl]+[Home]—Move to the beginning of the worksheet, cell A1
 - [Ctrl]+[End]—Move to the last-used cell on the worksheet
 - [Home]—Move to the beginning of the current row
 - [Page Up]—Move up one screen
 - [Page Down]—Move down one screen
 - [Alt]+[Page Up]—Move one screen to the left
 - [Alt]+[Page Down]—Move one screen to the right
 - [Up Arrow], [Down Arrow], [Left Arrow], [Right Arrow]—Move one cell up, down, left, or right
 - [Ctrl]+[Arrow]—Move to the edge of a group of cells with data
 - [Ctrl]+[G] or [F5]—Open the Go To dialog box
- Left Sidebar:**
 - About the Course**
 - Course Syllabus
 - Course Description
 - Methods of Assessment
 - Course Rubrics
 - How-To Instructions**
 - How to allow...
 - How to login...
 - How to view...
 - How to navigate...
 - How to complete...
 - How to complete...
 - How to complete...
 - How to view SimNet Gradebook
 - How to use SimGrader
 - How can I use Keyboard Shortcuts
- Bottom Navigation:** Standard Firefox navigation buttons (Back, Forward, Stop, Reload, Home, etc.)

Also, here is a sample of a [quick reference guide](#) that I created for Excel 2007. I am currently creating one for Excel 2010 to summarize the commonly used terminology, functions, and commands. I have received great feedback from students who used this reference guide. In the past during my instructor-led training, I gave all my students a print copy of this guide. The Excel 2010 reference guide that I am currently designing will be available online and in print. This [feature](#) will help learners in clarifying and understanding the basic concepts and commands, and it addresses the UDL principle: providing options to representing content in my online course.

INSTRUCTOR FEEDBACK

Kit Fishell

Focus Areas: Course Structure and Organization, Learner Support and Resources, and Learner Interaction and Collaboration

Hi Kit--

Here is your feedback! First here are the things I think you have done exceedingly well:

First Impression: WOW! Very professional in appearance and has a welcoming spirit. I completely agree. This is the most inviting Moodle interface I've ever seen! I'd LOVE to know how you created it!

- You are extremely organized and the course is very linear. It is straightforward and very easy to navigate. You have provided an excellent selection of student resources. I can't think of anything your students will need to find out! I agree -- Wow, Kit. You really have anticipated every need and provided a hyperlink. Commendable.
- I especially like the Show Me, Teach Me, Let Me Try features. They allow for students to experience support while they are learning and work towards success.
- I loved your introductory video -- what a great way to establish a cultural framework for your course. We're all in this together...love it.
- I also think your development of the ePath is brilliant. I loved the idea when you first outlined it in your DN, but it looks even better and feels even more intuitive in place in your module. Explore, Engage, Evaluate and Exceed are excellent prompts to keep your online learners on track.
- Your outside resources for EXCEL are very thoughtful and engaging. It isn't overdone at all--perfect! I agree, Kit. The resources that form the backbone of your course are really thoughtfully done. It's often easy to find online resources, but difficult to find good ones. You've made a good pedagogical choice here.
- I think you have worked within the constraints of your school as well as the CMS you have chose. You have made it look very easy to all pull together.
- You clearly understand your audience and have taken into account their learning styles.
- I also love the checkboxes that students can check once they've completed a task. Somehow, it just feels good to check something off -- plus, it really is a nice visual reminder of what still needs to get done.

Here are some suggestions for improvement:

- Pop-ups are a bit annoying, but I don't think you can control that.
- Perhaps adding a recorded screencast of yourself would interject even more you into the course. Many students did a course overview screencast and it really added a personal

touch as well as being useful.

- I wasn't able to login to EZ-Test to check out its features. The scope and sequence of your course tells me, however, that you will be using more than just quizzes to evaluate your students' learning -- and this is great. Clearly, their ability to use Excel 2010 is the best metric of their learning :) So, for that second session, I would expect students to have to submit a workbook to you and for you to evaluate it in some way? You might even have students record a screencast in which they describe what they've done to create their workbook? Just a thought.

Kit--

This is a very well done course. You clearly worked very hard to integrate the existing technology with new technologies you learned about during this semester. I hope that you have gained a deeper understanding of TPACK and how it can inform the design and implementation of your course. Kudos to you!

Grade: 4.0

Best,
Sara
12-5-11

Kit -- I agree with Sara's assessment of your work. You have created a very intuitive learning environment for students that is, in my view, sensitive to adult learners' need to be independent but supported in their learning. Your instructions are clear. The navigation is so streamlined -- and you have provided access to several additional resources that will support students' learning. Well done!

Best,
Michelle
12-12-11