

BOLD Approach - ETOM One

Name	Course/ Learning Outcomes	Assessment Activities	Before a Synchronous Session	During a Synchronous Session	After a Synchronous Session	Tools
	<p>What do you want your students to know when they have finished your course (e.g. key learning outcomes – knowledge, skills and attitudes)?</p> <p>A Model of Learning Objectives</p> <p>Bloom's Digital Taxonomy</p>	How will you and your students know if they have achieved these learning outcomes (e.g. opportunities for self, peer and instructor assessment)?	How will you help students determine what prior knowledge and experience they have with the assessment activity?	How will students synchronously interact and engage with the assessment activity?	What portion of this assessment activity will require “reflective time” for interaction and communication?	What tools could be used to help organize, facilitate, and direct these assessment activities?
Norm	Introduction to Teaching Communicate effectively, using the language and concepts of teaching and learning					
Krystal	Anat & Phys --Identify breakdowns in the homeostatic processes of the human body.	Case studies, tests/quizzes, kahoots, EdPuzzle, discussion board	Reading the chapter, videos, sharing prior knowledge in online discussion/ videos they've found or other connections they have made.	Kahoots as a class, jigsaw with case studies, then discuss large group.		Flipgrid, discussion board & JamBoard
Deb	Strategies for improving the reading process	They will be cognizant of particular strategies as they use them. For example, pre-reading	Using tools to access prior knowledge such as pre-reading activities. This can include Directed	Sharing prior knowledge with one another from these pre-reading activities.	After collaborating on a pre-reading session after the meeting, they read the selection and	Kahoot, Poll Everywhere, Polls on Zoom,

			Reading Thinking activities or watch a video that accesses prior knowledge.	This raises more questions..	see where their prior knowledge or the prior knowledge of others were reflected in the reading..	
Thom F	<p>Create measurable learning objectives</p> <p>Create online assessments that measure the achievement of those learning objectives</p> <p>Create engaging online course activities with learner interactions that are aligned with those learning objectives</p>	They will participate in an online discussion, take a multi-attempt low stakes online quiz, submit a low stakes draft version first, then a project where they build these in their own LMS course	I haven't done this but might advise faculty to have them take a multi-attempt low stakes online quiz prior to the synch Zoom session	Maybe do it in small break out rooms?		LMS tools like quizzes, discussion board, and Assignments. Piazza and Quizlet, Student out of class and Group work with Zoom, Padlet, Google Docs, Jam Board,
Jen	Understanding sampling distributions and random variables in Statistics. Communicate their understanding effectively with others..	Utilizing activities in real time in which they can simulate sampling distributions. Students work on applications and explain what they are investigating in teams/pairs. Utilizing polls via class. Activities that they complete via breakout rooms in teams/pairs.	Prior to class see notes pertaining to lesson content. Do course reading prior to class. Post links to activity and simulation app prior to class. They can become comfortable with the material prior to class. We can focus on investigation during class.	They will actually use applications in class via breakout rooms. They try to answer the questions that were posted before class. They work together via sharing screens and using whiteboards. Return to discuss as entire class. Share responses either via chats or polls.	Can share what they discovered via video or submit activity via course link management system. They can share their whiteboard discussion and submit. They can respond to a quiz. They can record video in flipgrid after class and share with peers.	Role modeling how to use Zoom tools such as whiteboard and annotation tools. Flipgrid. Jam Boards, Kahoot, Pear Deck, Zoom Polls (can preset or do on the spot in class), etc. Peers can help each other use these tools - not just the instructor.

Dumbledore	Describe the process for safe patient care	Students will verbalize safety checks during a lab practical exam.	View instructional video and practice patient scenarios with a friend and participate in a peer review	Discussion with the class on the process and group activity problem solving unsafe environments.	Complete a video recording of a lab practical exam and submit to LMS for instructor grading.	Instructional videos, patient scenarios, video recording practice and self-reflection
Amy	Summarize the skills and knowledge managers need to successfully run their companies in an integrated global economy.	Case study, role playing	Personal SWOT analysis to look at the tools they have and what they need to add.	Think Pair Share Group activity		Case study SWOT activity Group discussion Videos FlipGrid
Joel Hachem	Work completion					
Maggie						
Jess C	Explore types of inequality in the United States	Group Google Docs discussion. Video Projects (midterm) Content analysis assignment Discussion boards	Readings, videos, and creation of original discussion questions they have over the material they bring into class sessions. Their discussion questions are used to drive the conversation for the day/week.	Zoom breakout rooms. Google surveys. Chat box responses Group GoogleDoc	Reflective assignments. Written assignments Video presentations	Google, zoom, Moodle, and even good old email if needed.
Janine	Calculate a definite integral using the Fundamental Theorem of Calculus.	Problem sets.	Complete readings and video assignment.	Students work in breakout rooms to complete group work. Then return to the main session to present solutions and review.	Have students complete homework problems and upload to LMS using a scanner app.	Zoom, LMS, scanning app, pencil, eraser, paper and calculator. A tablet is helpful, but difficult to require.

Kerry	Adjust radiographic technique according to patient condition and body habitus,	Case study reports and image critiques.	Complete mini- case study assessments. Evaluate sample medical image techniques.	Work in online groups in synchronous sessions in session case studies. Present individual image critiques	Peer evaluations	Instructional videos, group ambassadors that have met with the instructor and then share with their groups as to assignments, badging for achieving certain elements of assignment guidelines,
Pippin	Create effective virtual breakout activities to keep students engaged in the course objectives	Reflection posts, Small group discussions with written or video report	Resources for PD attendees to review; Short assessment of understanding (knowledge probe)	Breakout Rooms with prompts - pop in and out of the rooms to guide discussion and work, Polls throughout synchronous session to check understanding	Follow up with students/groups via LMS discussion groups	Kahoot Flipgrid
Susan						
Bill	Able to consider and apply practical examples of authentic and performance assessment	Collaborate on creating and evaluating rubric Journals Portfolios	Poll students on their understanding Share examples - Encourage asynchronous discussion on what they see as useful rubric criteria			
Michelle	Demonstrate a hands-on process					
Sheila	Understand the processes of Plate Tectonics	Online homework software Online quizzes	Complete readings and homework questions	Haven't done synchronous class online so I am looking		MyLaband Mastering - for homework and quizzing

		Online LabArchives notebook		for ideas!		LabArchives - for notetaking and Labs Canvas -for course management Techsmith - for videos Snagit - for image and screen capturing and editing
Ian	Create and share effective instructional videos	Model instructional video evaluation/discussion Script Video storyboard Practice video & peer review Video & peer review	Minute paper - what instructional video have you seen that was most helpful for your learning and why? Survey - what do you think makes a good instructional video? Discussion/Reflection - what instructional video have you made that you're most (or least?) proud of? Post if comfortable	Group annotate example videos Breakout room discussion of filming, editing techniques, etc. (mixed levels of tech savvy? Sort by a pre-session poll?) Live editing/planning/etc demos	LMS discussion for 'tech support' or advice Links in LMS to tools & tutorials	Adobe Spark for video editing (or Knowmia, Camtasia, Kaltura, etc. depending on what the campus has) Flipgrid to post videos & comment Vimeo collaboration & annotation tools
Mindy	DDemonstrate					
Sunni	Demonstrate the ability to factor algebraic expressions	Quizzes on textbook site; Discussion post problems; Ungraded	Pre-class reading w/ 2-problem prep	Encourage note-taking during session; Use chat feature	Break out rooms to complete a few problems together in	Scanning apps w/ instructional videos; kahoot, provide videos

		Extra practice worksheets			small groups	of sessions
Tara	Demonstrate skills and show understanding for clinical skills.	Quizzes, discussion board, video demonstration of skills	Pre-reading/ 3-5 pre-reading questions	Kahoot, Ask if any questions on material, discuss case studies,	Assign small groups to answer case study related to course	Zoom, kahoot, canvas tools, discussion board

Mary	Demonstrate their knowledge to differentiate and identify various musical styles and forms/distinguish characteristics that set one music culture apart from another; Understand/appreciate various music styles even if it is not their” type of music	Written feedback/reflections/answering questions related to various music listening comparisons to get them to think critically, put their thoughts into writing, and utilize terminology learned earlier in semester.	Readings and notes provided before class session, during session review connections with how previous examples relate to current music under study; approach learning of musical styles in chronological order as it develops and changes throughout time (for western music); discuss connections between one music culture to another as far as instruments, style, timbre, etc. (for world music and culture classes)	written and verbal feedback-encourage/require students to respond verbally and/or “respond to all” via chat feature	All listening activities have some type of verbal/written reflection attached to it. We go over listening in class, then students get to access examples outside class as often as they like, then they get individual feedback from me as well after submitting listening comparison reflection/reflection on music under study	Students need good internet connection to be able to hear examples played during synchronous session clearly; technological abilities to use Zoom, navigate Canvas, etc. Breakout sessions could be helpful
Rach	Demonstrate their understanding of conditioning types	Worksheets, quizzes, apply the concept to a novel example	Do the readings and watch Youtube videos I’ve created		Develop their own example and teach it to group members	

Prof Pav	Demonstrate media and technology literacy by producing quality content utilizing multiple and various mediums, including the written word, photography, audio, and video.	<ul style="list-style-type: none"> - Online assessment quizzes through Blackboard - Feedback through individually shared Teams folders - Peer Review through Blackboard Discussion Boards - Breakout Rooms in Zoom 	<ul style="list-style-type: none"> - Readings from Text - Online media examples (YouTube videos, podcast episodes, documentaries, etc.) - Pre-Quizzing - Discussion Boards on Blackboard 	<ul style="list-style-type: none"> - Kahoot Quizzes in class - NearPod activities through lecture slides - Zoom Polls/Chat Responses as “Wake-Up” breaks during lectures 	<ul style="list-style-type: none"> - We have discussions through the Kahoot and after the Kahoot - We also debrief the Nearpod activities and the Zoom Poll/chat responses to discuss how it all ties back in with the main outcomes for the day 	<ul style="list-style-type: none"> - Kahoot - Flipgrid - NearPod - Google/Teams Forms - Zoom Polls - Blackboard
Marisa	New technology tools to use in the classroom					
Holly	Music is a reflection of the culture in which it is created	Listen= analysis=response	Reading/quiz/video or listening assignment	Discussion of the culture of the time period and connecting it directly to the music	Reflection and insertion of self into the persons of the time period in which the music was created Quizizz as a review	Discussion Boards Quizizz mini quiz Students share video with each other that shows a connection between culture and the art created in response to culture.

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