

## Developer Notebook Entry Number One

- **What proof is there for the effectiveness of online learning?** In the Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies provided by the US Department of Education (2009), they research the following things: “the effectiveness of online learning compare with that of face-to-face instruction , does supplementing face-to-face instruction with online instruction enhance learning?, what practices are associated with more effective online learning? and what conditions influence the effectiveness of online learning?” In their studies they found that blended learning had stronger learning outcomes than face-to-face interaction alone as well as well as if students took all of their classes online, they performed better than the students in traditional classrooms. Through the research in the Understanding the Implications of Online Learning and Educational Policy by the US Department of Education (2012), their research shows that access is broadened for students, they are still engaged in active learning through the use of best practices, instruction is more individualized, differentiated and personalized, the use of time is more efficient, there is an increased rate of student learning and costs per student are reduced as well as salary costs. In the Key K-12 Online Learning Stats by iNACOL (2012), it shows that the highest reason for online learning is credit recovery and dual enrollment. It is effective because students are able to re-take courses at their own conveniences and they are able to take classes that would normally not be offered at their school. Online learning is also effective because students are able to learn at their own pace. If they are sick and out of school, they can catch up when they get better. This is evident in PREPARING FOR THE FLU: DEPARTMENT OF EDUCATION RECOMMENDATIONS TO ENSURE THE CONTINUITY OF LEARNING FOR SCHOOLS (K-12) DURING EXTENDED STUDENT ABSENCE OR SCHOOL DISMISSAL by the US Department of Education (2010). Students who are affected with illness such as the flu, cancer or anything else that they are absent from school for an extended period of time are able to learn the material asynchronously, at a convenient time for them.
  
- **What questions remain for you about online learning and teaching?** I have taken online classes in college myself, but I am not sure that students who are younger and not as mature would be able to take classes online. I don't know if they could be responsible enough to communicate with the teacher with any concerns. I know that I walk around and find struggling student, but there is only usually one student who is

having a hard time and expresses that they are and will ask for extra help and they are sixteen. I also do not know how true assessment could be because they could be googling answers and looking up “how to do” things while they are doing their “classwork”. I don’t know if I would be able to get an accurate read of what they actually know and can do because I cannot see them do it themselves. I just think about some of my students who do not get things right away and how they would become very frustrated if I wasn’t there to give more examples, clarification or to answer more questions. I would also wonder about having the class meetings and the synchronous sessions that I would want to have. Would the students commit to a time before taking the class?

- **What initial thoughts do you have about the standards for online learning and teaching based on your review of the rubrics?** In the [National Standards for Quality Online Learning](#) by iNACOL (2011) it states that there are 11 standards. These standards are very similar to the Quality Matters Program [Grades 6-12 Rubric- Nine General Standards](#) (2010). The only standard from the quality matters program that is missing in the iNACOL standards is accessibility, but I assume that the school would make sure that the students would be well-connected. I think that these standards with the teacher knowledge/understanding and teacher abilities, will help to provide more of an overview of expectations and will help to answer questions that teachers have. These will provide a foundation for an online teacher and these will help teachers to rate themselves and reflect on the progress that they have made. I wonder how the content standards will align with these standards. I also think that the standards are so different in between content areas and I would think that it would be a good idea to create online teaching standards for each content area because it seems like we are moving in that direction. Most of these standards are things that a teacher who teaches in traditional classes does in their classroom like student-centered approach, project-based learning or setting high expectations. I think that all teachers should have to “hit” these standards, not just online teachers.
- **Grade Level:** 12th grade
- **Subject:** Spanish 4/5 – College in High School or AP (whatever the highest Spanish level is at a particular school)
- **Particular Curricular Unit you are thinking of developing:** Subjunctive verb tense

with the vocabulary being the clauses that need the subjunctive and health words.

- **What do you want your course to look like?** I would want to set up a wikispace or moodle that would house everything. I would have a week's worth of information in each "chapter" that the students would be able to complete at their own pace. I would have a video of me teaching the grammatical concept to them and provide assignments and evaluations that will demonstrate their understanding.
- **What your ideas/thoughts/dreams for class interaction for both teacher and students?** Discussion boards, synchronous weekly sessions that can be face-to-face, individual weekly interactions and twitter.
- **How do you think you will assess students?** An announcement page on the site, e-mail, weekly synchronous discussions as well as one-on-one face-to-face interactions with the students that I would want once a week as "office hours" and to have personalized communication with them in the target language.
- **What are some of the social, ethical, legal, and human issues surrounding the participation in your online course?** I would be concerned about if any issues would arise by having one-on-one face-to-face interactions with them. Obviously in face-to-face schools teachers will meet with students one-on-one for extra help or something. I am not sure if anyone would think differently about it since the course is online. I would be concerned if a parent thought that it was inappropriate. I would also be concerned if there were students who are not good candidates for online learning and who were in the class... If these students could not express to the teacher that they didn't understand something or not.

**Questions/Concerns:** I am not sure how my "set up" for the class looks. Maybe if I can get specific feedback about that it would help? If you all have any other feedback, I would appreciate it too. I don't think I have a complete grasp of the assignment, so I am not sure if I did this correctly. I also chose the subjunctive because it is something that I will have to teach during my sub job that I am doing and it is probably the most difficult grammar concept in Spanish. If you guys think this is a bad idea, please tell me now before I am in too deep! I figured it was a go big or go home situation that I would be able to talk about for interviews for jobs in the Fall.

## Lab Assignment Part 1

Haiku came out ahead for my features score, followed by Coursesites and then Wikispaces. I think that my scores are pretty accurate. I think that if I was using all of them to create the same course, I would be able to better judge them as far as differentiating between an 1 and a 2. Obviously I can not do this, but it seems to me that they features that they all have don't really have kinks that need to be worked out. The wikispaces was missing many of the features that they other two had, but Haiku had features like discussion boards, assignments and dropbox and Coursesites didn't have these features. It did however have live chat and the ability to have class synchronously.

Link to spreadsheet that compares CMSs (Haiku, Wikispaces and Coursesites):

<https://docs.google.com/spreadsheet/ccc?key=0ApiDLKN0GGQLdDJCTGFrd09OZngyVkxoX1JoQIVvVWc&usp=sharing>

## Lab Assignment Part 2

Example #1: Civics/Economics HC

### What I like:

- I liked that he uses popplet. I learned about popplet in my 812 class and we used it to mindmap our project. It is a great tool for students and teachers! I also like the introduction video because it sets the stage for the site.
- Organization: Everything is organized and they pages are set up the same and look very similar.
- Navigation: I like that the navigation list on the right side of the page. I would like to be able to navigate to the next page from the previous page, but I am not sure that this is possible on wikispaces.

### What I don't like:

- It is very dry. The site and the pages seem very wordy to me. There are a lot of outside readings with few supplemental powerpoints and videos. There is not much that is capturing my attention. Maybe I am biased because the topic doesn't excite me.

Example #2: Creative Writing/Science Fiction Writing

### What I like:

- Course Overview: The teacher went over all expectations as well as etiquette for online courses. This is really helpful for the students.
- Chat: I think that this is a great feature to use to connect to the students.
- Use of pictures: The pictures were engaging and seemed to match what I would assume to be the topic. The page layout and design was cohesive.

**What I don't like:**

- Lack of "stuff": For some reason I could not see the lessons... Also, I do not think that the test is an accurate assessment for their understanding. Many times when students take surveys that it is strongly agree, agree, neutral, disagree and strongly disagree, that aren't sure where they fall. I feel like the "test" question and answers were similar to that. There were two small blog posts. It seemed like the teacher had a good idea, but poorly executed it.

[Developer Notebook Assignment #2](#)

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

I wasn't too surprised by the results. I have never used or seen Coursesites or Haiku. I am very familiar with wikispaces and I know that many features are "achievable", but the website does not host all of the features that the other two do. When I was going through the features, Coursesites and Haiku seemed to be pretty even.

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

I am choosing to use Haiku. According to my comparisons, it had the most features and the features that I wanted. I liked that Coursesites had the Instant Messaging features as well as live discussions because I would like to have weekly synchronous meetings, but I can figure out another tool to use in place. I really like that Haiku is compatible with the google applications since they are cloud-based as well as the dropbox feature. I wanted to be able to explore a new tool so using wikispaces wasn't really an option. I want to get as much out of this as I can.

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

I think that Haiku is a good match because it is very compatible for embedding different things as youtube videos. It also has a dropbox feature which I would use a lot to have students submit their assignments and I would be able to store their assignments there to monitor their growth. My course is for upper level students so the range of things such as discussion boards, blogs, emails and many other features

will be used frequently because the students are able to produce things in the target language.

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

I will need a live communication tool such as adobe connect or google hangout to have my weekly synchronous class meetings that I am hoping to have. I will have to look into the dropbox feature more and the different features of assignments, but I will probably use Rich Internet Applications from MSU such as conversations for students to submit assignments through. These applications will be able to be embedded into my course website.

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

I will need support in "how to build" my course website and components of a successful online course, especially for languages. Languages are usually "left out" of in a lot of education classes but I am glad to see that there are many world language teachers in this class and some in my dorm.

Course 1.0 - I cannot access your course shell with the link you provided. Can you please add me as a student to the course ([sean.leahy@gmail.com](mailto:sean.leahy@gmail.com)) and I should be able to log in to give you credit for the assignment as well as feedback.

-Sean (Feb 15, 2013)

Sean,  
I added you to the class. Let me know if it worked!  
Sam

### **Course 2.0**

#### **Part A**

<http://screencast.com/t/QPiLU0jz>

(Sorry about all the background noise. I tried a couple of different rooms in my house. I was having trouble with background noise in my 800 class as well. Any suggestions? I used the iphone headphones with the built-in-mic)

#### **Part B**

<http://www.iste.org/docs/pdfs/nets-t-standards.pdf?sfvrsn=2>

##### 1. Facilitate and Inspire Student Learning and Creativity

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.

Promote, support, and model creative and innovative thinking and inventiveness	1
Engage students in exploring real-world issues and solving authentic problems using digital tools and resources	1
Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes	1
Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments	2

I am still thinking of how I want to relate this to a real world issue. I am thinking health but I am not exactly sure. I am still figuring out which face-to-face tools I want to use.

## 2. Design and Develop Digital Age Learning Experiences and Assessments

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.

Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity	1
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	2
Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources	2
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	2

I am able to establish some of my powerpoints and note packets, but I am not sure about how I will assess the students because I am not sure of the vocabulary that I want to use with the grammar concept. As of now, I am using health.

### 3. Model Digital Age Work and Learning

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

Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations	2
Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation	2
Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats	2
Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning	2

I have my contact information on the site and links to email. I am thinking that I can possibly use a google for questions and concerns?

### 4. Promote and Model Digital Citizenship and Responsibility

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

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	2
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Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources	2
Promote and model digital etiquette and responsible social interactions related to the use of technology and information	2
Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools	2

I am brainstorming things that I can write for proper online class etiquette. I want to incorporate these into my course expectations, that are obviously still a work in progress.

5. Engage in Professional Growth and Leadership

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.

Participate in local and global learning communities to explore creative applications of technology to improve student learning	2
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	2
Evaluate and reflect on current research and professional practice on a regular basis to make	2

effective use of existing and emerging digital tools and resources in support of student learning	
Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community	2

I want to include my twitter information as well as new tools used for language learners and incorporate these into my course.

Hi Samantha,

Your Course 2.0 looks like it is in good shape. You have done a great job of developing the course structure and outline. I see that you have also done a good job of including lots of content for the course. I might suggest that you consider using Google Presentations or another similar tool that would allow you to not only post the presentations for download but would also allow the student to view the presentations right in the course itself. It might also be valuable to look for videos or other visual examples of correct speech as demonstration tools for students that can be other than text. Overall I think you have made some great progress in the course design. I look forward to seeing how you continue to develop this course further. Keep up the great work!

-Sean (Mar 5, 2013)

### **Developer Notebook Entry #3**

#### **Part A**

- **Learning goals for module/unit:**

- The students will be able to conjugate all verbs in the present subjunctive tense
- The students will be able to recognize the uses of the subjunctive and the indicative mood
- The students will be able to use the subjunctive to express themselves in writing and speaking
- The students will be able to interpret different readings and listening activities in the subjunctive
- The students will be able to use the health vocabulary to answer questions in the subjunctive

- **Learning outcomes for unit:**
  - The students will create announcements for people going to college next year, using expressions and verbs that require the subjunctive
  - The students will create to complete various exercises and activities; speaking, listening, writing and reading
  - The students will create advice columns each week for many audiences such as people who want to lose weight, people who want to gain muscle, etc.
  
- **Potential methods of assessment:**
  - Discussion boards
    - The discussion boards will have a picture or something that the students will have to evaluate and comment on. The discussion boards can also have students comment in response to their classmates' posts. I could also have a "debate" style discussion forum, discussing something like childhood obesity.
  - Interactive web assignments
    - Lingt Language is a resource that I would like to use. Lingt Language is a resource that teachers can embed audio files, videos, photos and text into an assignment and students can respond in text or writing. I would like to use this to have the students use the subjunctive and vocabulary so they are using higher order thinking skills.
  - Rich Internet Applications
    - Through MSU and the Center for Language Education and Research, there are applications such as digital dropbox, conversations 2.0, mashups, video dropbox, smiles and more that I can use to create natural environments that they students would be in if they were in a face-to-face classroom setting.
  - The students will take quizzes for each different use of the subjunctive. I am not sure about how to go about this with an online class, but I am looking forward to learning more about it.
  
- **Course Communication Policy:** What is your policy for student/teacher, student/student, and student/parent (if applicable) communication?
  - Student/Teacher: Communication could be through Haiki, regular email, skype, google hangout. I would also want to create screencasts to teach the material to the students.
  - Student/Student: Google hangout, discussion forums, skype, voicethread?
  - Student/Parent: I would prefer email or phone calls if necessary.

## Part B

- After looking at my classmates' responses, I would have answered them differently. I think that I could have answered and addressed more in all of my responses. I should have addressed every single component of the scenario in greater detail as well as answered/ addressed potential questions of things that I could run into as well. I think that it is really important to keep good communication for online classrooms because you are building your rapport with the students through your communication online and you are not meeting in the traditional classroom setting. I think if I was going through the situations myself and knew the students at a personal level, I would have been able to respond better to the scenarios. I know that as a new teacher, I sometimes feel incompetent if I ask another teacher about a situation, but that is what my colleagues are there for.
- I think that it is very important to have meaningful online experiences. Project-based learning is a popular method of teaching in the field of education and it gives the students a purpose to learn the information. I also think that the learning should be differentiated. Students should be able to move at their own pace so that they have the greatest opportunity to learn, understand and retain the information at a deeper level. I also think that by having the instruction differentiated and providing the students with voice and "creative control", we give them the opportunity to take ownership of their learning and be accountable for their learning. I think that it is important to scaffold learning and build upon previous knowledge and connect the content to personal experience and allow for the students to make personal connections to what they are learning. They enjoy talking about themselves and their preferences and they feel like you care more when you hear it. (I learned this myself first hand today when I didn't have time to go over the personal questions on an activity from Friday because they had to take a quiz at the end of the period... talk about them guilt tripping me)

## Developer Notebook #4

1. Link for Google Form:

[https://docs.google.com/forms/d/1VXiQjSWz-0Uf2Rg\\_yhC8LogyJJDgQH2GZVefBQ515Iq/viewform](https://docs.google.com/forms/d/1VXiQjSWz-0Uf2Rg_yhC8LogyJJDgQH2GZVefBQ515Iq/viewform)

## 2. Google Form Rubric and Assessment

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

I wanted to focus on discussion boards since I will be adding it to my workspace. Discussion boards are a great place for the students to be able to interact with their peers in an environment that is as "authentic" as a classroom.

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

I am still not sure if I am doing it correctly... I chose to do a checklist because I feel like evaluating a discussion forum post is very subjective to the teacher. Students have varying abilities and if they meet the criteria, they should get the credit.

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

The students will be able to see if they are posting "meaningful feedback" to their peers. They will be able to reflect on the "quality" of their posts through the scores on their rubric. They will be able to see the specific components of their post that they need to improve on.

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

I think that in the beginning, I could have students evaluate different discussion posts and how they would rate them. I could then show them how I would rate these posts. I know that many teachers did this for standardized tests and it allows the students to focus more on the goals.

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

Through the use of the example discussion posts in a powerpoint, I will be able to show them my expectations and which posts earned each benchmark on the rubric and checklist.

- **For stakeholders:** I think that is a fair and just method of assessment because discussion posts and "free writes" can be very subjective. All students think differently and they all have different abilities. In order to "level the playing field", I will use a checklist in order to grade the discussion forum posts, based on each student as an individual and their progress throughout the semester.

3. I think that a particular area of focus for me is to be able to provide meaningful opportunities to increase language acquisition in reading, listening, speaking and writing. It is very difficult to keep a balance and incorporate all of these components. The subjunctive mood is the most difficult concept in Spanish for almost every single student. I want to be able to challenge the students to increase their proficiency in the language through the components of language acquisition. Since the class is online, I want to provide the students with "authentic" experience to increase their proficiency.

Another item of focus is delivering the content in multiple ways and in ways that the students are able to learn it at a deeper level. I want to be able to use things such as powerpoints, screencasts, tutorials, videos, etc. to be able to deliver the content throughout the workspace. Since the students are not in a face-to-face environment, they will lose interest if they are constantly looking at powerpoints.

The last item of focus is to provide students with opportunities to make personal connects and allow for personalization within the lessons / workspace. Students are able to understand content better and they are most motivated when they can make a personal connection to the content. I would like to provide means for this in multiple ways throughout the unit and workspace.

\*\* I obviously know that my workspace currently doesn't reflect these areas of focus, but I think it is another thing that I can challenge myself with. I am looking forward to working on it a lot this week.

## **Colleague Feedback that I provided to Lauren:**

### **1. Is the design of the course appropriate for the students it is meant to serve? Consider the following elements in your feedback here. Architecture/Navigation Text/Images Content**

The course layout is very organized and easy to navigate. There is a pleasant balance of images and media along with content so the students are engaged. The design is very appropriate for students who are beginning learning.

### **2. Is the course organized into 3-5 distinct "lessons"—each with their own set of expectations and activities? Do these lessons work together in a logical way to meet the objectives for the whole module?**

There are distinct lessons: Alphabet, Informal vs Formal and Subject Pronouns. These are very logical because these are the basis of the language and these are the stepping stones so the students can learn words (and how to pronounce them), verbs (and how to conjugate them) and greeting others in the target language. These lessons meet the objective of the module: to introduce the students to German and the culture. There is a section with pictures on it that relates to culture, because learning a language is much more than the language itself.

### **3. Does this course module include at least one evaluation or assessment? Are there opportunities for students to receive feedback from the instructor on their work before they receive a grade?**

Yes, there are many discussion posts and exercises that the students need to submit. The students will receive feedback from their instructors. There is also a formative assessment through the discussion board.

### **4. Does this course take advantage of third-party resources from the web?**

Yes. YouTube and Quizlet are predominantly used.

### **5. Is there original material created by the designer him/herself (E.g., a screencast, video, Powerpoint with audio, etc.)?**

There is content pages that she designed and she created a nice collage of images.

### **6. Are multi-media, assignments, activities embedded and immediately accessible? There should be no or very few "downloads" required.**

Yes. All multimedia is embedded into the workspace.

### **7. How does this course module engage students in real learning? (Look for evidence of collaborative engagement, inquiry-based activities, use of tools that require students to construct meaning in some way.)**

Yes. The students have to interact with each other on the discussion board. They also need to construct greetings for specific subjects.

### **8. Does this course consider the needs of all learners?**

Yes, I think that all types of learners as addressed as well as all of the components of language acquisition: reading, listening, speaking and writing.

Overall, I think that Lauren's site is a wonderful foundation for the project. I was able to gather some ideas for myself because we are both world language teachers! I am really glad that she included culture because it is something that is often "grazed" over. Great Job!

### **Colleague Feedback that Lauren provided me with:**

**1. Is the design of the course appropriate for the students it is meant to serve? Consider the following elements in your feedback here. Architecture/Navigation Text/Images Content**

The course is very easy to navigate. All the lessons are listed on the side, and each are labeled so students know the topic before they even click on the actual lesson.

**2. Is the course organized into 3-5 distinct lessons?? each with their own set of expectations and activities? Do these lessons work together in a logical way to meet the objectives for the whole module?**

She has three distinct lessons. I think her focus is the subjunctive case. She has everything in Spanish, but I think that this is a great idea considering the level she is working with. She has a lot of activities already within the first two lessons.

**3. Does this course module include at least one evaluation or assessment? Are there opportunities for students to receive feedback from the instructor on their work before they receive a grade?**

She has quizzes in there already, and she has worksheets where students have to practice conjugating the verb before the formal quiz. She also has students translate sentences for practice as well.

**4. Does this course take advantage of third-party resources from the web?**

It looks like a lot of the information is work she created herself. You might want to include a couple videos or something. I think this will also help with pronunciation, adjusting to native speakers and how fast they talk, etc.

**5. Is there original material created by the designer him/herself (E.g., a screencast, video, Powerpoint with audio, etc.)?**

She has created multiple power points and word documents that explain the material very well. The power points are easy to follow and very descriptive.

**6. Are multi-media, assignments, activities embedded and immediately accessible? There should be no or very few "downloads" required.**

This might be an area you want to work on. It is pretty easy to embed videos or audio into Haiku.

**7. Does this course module do more than just provide additional resources to students/parents? I think this CMS really gives students a good understanding of the subjunctive case in Spanish.**

Sam provides lots of material to help the students learn. She keeps it level appropriate with using all of the target language.

**8. How does this course module engage students in real learning? (Look for evidence of collaborative engagement, inquiry-based activities, use of tools that require students to construct meaning in some way.)**

I didn't really see any group projects, but I don't understand Spanish so she might have had them in there : )

### 9. Does this course consider the needs of all learners?

I think so. Grammar is a very important topic that needs to be taught in order for one to be successful in the target language.

**Overall, I think Sam's CMS is coming along very nicely. She really thought about the needs of the students, and how grammar can often be a difficult topic to teach. She really provided plenty of examples to make sure students have a firm grasp on the material. As mentioned above, she might want to include just a couple videos or something for listening practice, but what she has so far is level appropriate and well thought out.**

**\*\*\* Note:** I have off from Wednesday to Monday for Easter. I am planning on doing a lot of my project then. I have been super busy with the quarter ending and my three grad classes. Sorry that I haven't done much since the last session, but I promise that it isn't something that I am going to let myself get behind with! **\*\*\***

### Course 3.0 Feedback:

Hi Samantha, please find linked below your course 3.0 feedback. You have put together a wonderful course module and it is clear you have put a lot of time and energy into it. I would highly encourage you to submit your course for the CEP820 showcase.

<http://screencast.com/t/0mGuCQQ0>

-Sean (April 13, 2013)

### Developer Notebook Entry #5

**Provide Multiple Means of Representation:** Something that I was trying to do, but I wasn't able to because the laptop I used at my job didn't have the software, was to create short tutorials with examples and breaking down the concept more using the ELMO camera. This is something that I hope to do in the future because I plan on using this site when I teach the concept again.

**Provide Multiple Means of Engagement:** I want to eventually create a summary page with practice that includes all of the different uses of the subjunctive. This will help for the students to look at the uses and trigger verbs/expressions quickly as well as self-assess and reflect upon their knowledge. I already have the materials made, I just have to add it to the site. Hopefully I can do it in between the spring and the summer courses.

**Provide Multiple Means of Representation:** One of Sean's suggestions for me was to embed the some of the powerpoints into the page, if it wasn't working to have them on the side. I embedded some of the PowerPoints onto the actual webpage in my LMS, so that the students would have another means of representation for the information. Here is my screenshot of my change:

## Developer Notebook #6

Here is the link to my online [AP SPANISH SUBJUNCTIVE](#) course.  
**Username:** msu820spanishsubjunctive      **Password:** cep820

While designing my course, there were a lot of design decisions that I had to make. I have never used Haiku before. There was a lot that I had to think about. I first uploaded all of the practice in its own content page. I thought that there was too much, so I decided to upload it as a document. I then was able to find the 3<sup>rd</sup> column to the right, so I decided to put it over there. I didn't know where I should put the assignments and other things. I decided that I was going to put all notes, PowerPoints, assessments, practice and assignments in the right column. I made sure that I wrote on the home page the location of these items so that the students would be able to find it. It was difficult to figure out the best layout so that the pages weren't too long and the students would be able to easily access all of the content, assessments, etc.

Another thing that I was unsure of was how long to make each section. I decided to make it for a week so that the students would have ample time to process the information and practice with it. When I taught the subject in a face-to-face environment, I spent 4-4.5 days on each section. I felt that the students may not have always had enough information

to process it, but it is always a 202 Spanish course at a local community college.

For my pedagogical decisions, I tried to incorporate many forms of input: audio, visual and writing. I tried to have to students practice with the subjunctive with the different components of language acquisition by having them write and talk using the subjunctive. I also had a lot of practice for the students to do that varied from fill-in the blanks, looking at pictures and reflecting upon them, creating their own sentences and more.

In order to design a more UDL site, I embedded one of the PowerPoints into the webpage. I had thought about doing this before, but I decided to keep everything uniformed and put the notes and the PowerPoint into a content box at the top of the right column on each page. This will help to provide multiple means of representation for the students. Some students will want to go through the PowerPoint, read the notes, watch the YouTube videos and then complete the practice. I am looking forward to fixing more of the things that I wrote about in my DN #5 about making my site for UDL sound.

One of my pitfalls was being able to find listening practice for the students. I was able to find YouTube videos that were in a lot of Spanish, but I could not find authentic videos. To avoid something like this, when the students are not getting authentic input, online course designers can try to make their own listening activities. If I had someone else that I would be able to create a dialogue with I would do that, even though I don't speak with a native accent.