



Some Tips for Learners

A Presentation for Online
Course Learners



So... You are Taking an Online Course

This presentation has been designed as an initiation to the online courses.



eMBEDDED Learning is:

- **Comprised of a collection of interconnected learning activities to provide a continuum of professional development that delivers immediate and enduring impact in the classroom.**

Course Design

Commonalities Across Courses

- Log In using User Name and password each time – remember your password.
- You will find tabs at the top of each page. Using the tabs at the top of the page, choose *Select My Courses* to find your current course.
- All slides in a section do not need to be completed before you log off.

Course Design

Commonalities Across Courses

- The course is designed in a way that it tracks where you left off during your last session.
- When you return to the course, it will take you to the beginning of the section. The course will allow you to click forward until you reach the screen where you previously left off.

Course Design

Commonalities Across Courses

- All work needs to be completed sequentially. The course will not allow you to skip around through the units.
- There is no required length for responses, however, there is a minimum number of characters required for an answer.

Course Design

Commonalities Across Courses

■ Sync Points

Set up by the facilitator.

Topics for discussion by study group members.

Intended to be reflective in nature.

Scored by using a rubric.

Expectation is that group members will discuss

topic so learners should return to sync point discussion

from time to time in order to continue to participate in group interaction.

Course Design

Commonalities Across Courses

- Learning Logs

- Similar to journals for one's own individual reflections.

- Not seen by other study group members.

- Facilitator has access to learning log entries.

- Scored by using a rubric.

Course Design

Commonalities Across Courses

- End of Unit Quizzes

Measures learning of the unit content.

Contains multiple choice questions and an essay.

This is where scores for learning log and sync point discussion will occur.

Scored by using a rubric.

Course Design

Commonalities Across Courses

- End of Unit Quizzes

In the CPE version of the courses, all scores are tentative until the end of the course. Learners have an opportunity to change their responses if they wish to improve their scores.

Course Design

Commonalities Across Courses

- End of Unit Quizzes

In the graduate version of the courses, all scores are final when the quiz is submitted. Learners do not have an opportunity to change their responses.

Course Design

Commonalities Across Courses

- eMBEDDED Learning Activities

These activities are built into the courses and require learners to practice some course concepts in the classroom setting. These activities are designed to help learners apply course content to classroom practice.

Course Design

Commonalities Across Courses

- Mini Studies

Mini studies are designed in a way that learners study a small group of students. Participants may be asked to focus their attention on this group to gather and interpret information. Not all courses include mini studies.

Course Design

Commonalities Across Courses

■ Mini Studies/Action Research

On-going classroom activity in which learner gathers assessment data on a chosen set of students and uses the data to plan and differentiate instruction.

Course Design

Commonalities Across Courses

Modeling

Included in the courses are online demonstrations of specific skills or activities.

Course Design

Commonalities Across Courses

Culminating Activity

A wrap-up activity is included at the end of each course. This activity is designed to help the learner synthesize the information learned from the course.

Course Design

Commonalities Across Courses

Rubric

A holistic way to assess progress of learners.

Learners should utilize this tool as responses are crafted.

Facilitators should utilize this tool to score the learner's responses.

Course Design

Commonalities Across Courses

Rubric

In some cases, the rubrics are general; in other cases, the rubrics are task-specific.

Course Design

Commonalities Across Courses

Text Pieces

Required readings for the course. These readings constitute the “textbook” for the course. Text pieces are included in course binders or can be downloaded from the course.

Course Design

Commonalities Across Courses

Course Activities

**Activities the learner must do,
but are not done with students.**

Example: text pieces

Course Design

Commonalities Across Courses

Classroom Activities

Activities where the learner is asked to try something with students in his/her classroom.

Example: a teaching technique

Responsibilities of Learners in Online Learning

- **Reflect on learning**
- **Interact with other group members**
- **Complete assignments on time**
- **Use rubrics for assignments**
- **Ask questions**

Responsibilities of Facilitators in Online Learning

- **Set up sync point discussions.**
- **Respond to learners.**
- **Set up timelines.**
- **Score work using rubrics.**
- **Have regular contact with learners.**

Tips for Learners

- Always logout when leaving system – if you skip this step and X out at the top of the screen, you will lose your work!
- Organize materials – keeping a notebook of handouts and assignments will serve as a resource when the course is complete.
- Your study group and facilitator will become your support system as you work through the course.

Tips for Learners

- Time management is the responsibility of each learner. Without weekly class meetings, course deadlines can be ignored or forgotten.
- Write your responses using Word – save, save, save - copy and paste into course – this will be a lifesaver if there is a glitch with the course.

Reflection

- Use the rubric provided for specific entries.
- Answer all parts of question.
- Expand responses beyond yes or no answers.
- Be insightful and reflective.

Learning Guides

- Like a preview; a syllabus; direction for work
- Use it to clarify and direct your work.

In Conclusion...

- Use your facilitator as a resource.
- If you need additional support, refer to the Reading First Implementation Manual. This manual is available through your principal or your coach.
- Enjoy the opportunity to engage in building a professional learning community through eMBEDDED Learning.