

Course Planning Document

Overview

My intentional plan for instruction and design approach to aligning my outcomes/goals, activities, and assessment while creating an effective significant learning environment will be student centered. The teacher role is facilitator, coach, and mentor that encourages collaboration and networking. I will plan for a blended learning model of both face2face and online learning opportunities and try my very best to use Outcomes Based instructional design that is designed with UBD, aligning activities and assessment to the intended course goals.

My learners are adults, and I will use a Schoology as my online platform for housing the structure, expectations, resources, collaborative spaces, and general timeline of the course. I will also make myself available for virtual and in-person meeting by request, and also respond via email within 24hours.

The professional development I will include to ensure success for participants in my course will include discussions around shared resources and offer collaborative and one-on-one in-person time to be a thought partner and guide as they "connect the dots" and own their learning through an authentic learning opportunities. I need to be very aware of the productive struggle and the constructivist approach to letting learners fail, create, improve, and explore to make sense of vision to improve the learning in their learning environments. I want to be cognizant of modeling a more outcomes based learning approach as a apposed to a competency based learning approach in my course, however, there is still a place for this learning of foundational skills. This will be important as we are hovered with competency based learning standardized measures of success in the perception of many. The goal would be to grow learners who learn how to learn and are self-motivated learners that embrace a growth and learners mindset.

What are your subject, level of instruction, and intended audience?

I am planning for a blended learning model of both face2face and online learning opportunities and will use Outcomes Based instructional design

that is designed with UBD, aligning activities and assessment to the intended course goals, to give guidance to K-8 educators in the Cleveland Metropolitan School district who would like to implement the station rotation blended learning model into their classrooms.

What are the key institutional documents (i.e. syllabus, outline, accreditation standards, etc.)

The key institutional documents are the 3 Column table and Course outline that will be housed in Schoology (LMS). Schoology will also serve as our platform for distributing class resources, housing discussions, and collecting evidence of learning. Fink's 3 Column Table was used for the planning the outline of this course, as well as resources and intentionally designed learning goals, learning activities, and essential questions.

Are you using competency-based education (CBE) or outcome-based education (OBE)? Why?

I plan to use Outcomes Based instructional design created with UBD, aligning activities and assessment to the intended course goal of getting station rotation blended learning model up and running in K-8 classrooms. In order to have teachers really understand and own the implementation of the station rotation model, they need to have enough choice, ownership and voice in this process that works in their environment with authenticity and the reality of their learners in their environment.

What design approach have you chosen? Why?

I will use blended learning with a combination of online and face2face because many of the teachers in my district respond well to the human in person experience and many appreciate the flexibility of time and pace with the learning. I believe this will be the right balance to get the most participants confidently implementing station rotation blended learning model in their classrooms.

How will you balance assessment Or/For/As learning?

My learners are adults, and Schoology will be utilized for housing the structure, expectations, resources, collaborative spaces, discussions, and general timeline of the course. The self-reflection of the learning process

and peer and instructor feedforward is more important to me than traditional graded assessments to measure the learning. I want my learners to feel comfortable taking risks and reflecting on the process to improve rather than being traditionally assessed. Class discussions will serve as formative assessment as well as a few assignments with self-reflection and peer feedforward as part of the growth process. We will meet in person, monthly, as a cohort to connect, collaborate, clarify, celebrate, and reflect. I will also make myself available for virtual and in-person meetings by request, and also respond via email within 24hours.

Are you moving your learners into deeper learning? If not, why not?

I do believe the learners are moving into deeper learning and elevated productive struggle. Many will be extremely uncomfortable without prescribed guidance to achieve our learning goals. They will grow through this discomfort and self-discover learning to learn because it strikes passion and will impact the world around them through authentic learning opportunities that embrace choice, ownership, voice. Learners will develop a plan for how blended learning looks in their own significant learning environments through productive struggle, reflections, refinement, and failing forward.

Who controls the learning?

The learner controls the learning. The instructor is simply the facilitator and guide to be a thought partner and nudge reflection and a learners mindset.



Course Outline
3 ColumnTable
ePortfolio