

BAA: Learning in a Digital World 10

District Name: Abbotsford
District Number: 34
Developed By: Mr. Brad Hutchinson/Mrs. Mary Stobbe
Date Developed: July 2011
School Name: Abbotsford Virtual School
Principal's Name: Mr. Brad Hutchinson

Board/Authority Approval Date:

Board/Authority Signature:

Course Name: Learning in a Digital World

Grade Level of Course: 10

Number of Course Credits: 2

Number of Hours of Instruction: 60

Prerequisite(s): None

Special Training, Facilities or Equipment Required:

Computer with high-speed internet connection; access to printer

Course Synopsis:

Learning in a Digital World 10 provides students with basic computer competencies, internet search and browsing skills, content creation tools, efficient navigational skills specific to the Learning Management System - *Moodle*, and the study and time management skills needed to work independently in a media-driven environment.

The course empowers students to work successfully and effectively in online courses, providing them with confidence in technology and thus enabling them to focus on completing course outcomes. The course also provides students with a unique skill-set that can be applied to additional Ministry-authorized courses delivered online and to tasks that require ICT skills in a classroom setting.

Rationale:

Prior knowledge provides the foundation for success in education and it is important to ensure that students electing to take an online course have the confidence and competence required to work independently. Approximately 200 students take an online course for the first time every semester. Many of these students do not, however, have the requisite skills to be successful in an online environment so this course is designed to provide them with those skills - basic computer terminology and operation, personal computer file management, content creation, competency in an online environment, Internet citizenship, mastery of a Learning Management System (LMS), and study and time management skills.

This course also addresses the Communications and Media Literacy focus of the Premier's Technology Council "A Vision for 21st Century Education" (2010) and aspects of Goal Three of SD#34's Strategic Plan 2010 – 2013.

Instruction:

The delivery method is blended - online resources and activities with some whole class instruction and some individual face-to-face instruction utilizing online collaboration software. The whole class component will include direct instruction and demonstration. This gives students the benefit of experiencing the online environment while learning how to be successful online students.

The online learning components will include the use of video instruction, FORUM (discussion), worksheets, guided practice, *Blackboard Collaborate* online classroom, *Skype* for individual instruction and demonstration, and other tools utilized in the LMS and on the Internet.

Assessment:

Formative assessments are part of the Learning Activities and may include peer or teacher review. The Summative Assessment, largely in the form of Performance Tasks, determine students' acquisition of outcomes and grade for the Unit, but students have the opportunity to re-submit Assessments to demonstrate better understanding and skill acquisition.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Course Orientation	5 hours [8%]
Unit 2	Digital Literacy	5 hours [8%]
Unit 3	Online Competency	10 hours [17%]
Unit 4	Media Creation	15 hours [25%]
Unit 5	Internet Citizenship	10 hours [17%]
Unit 6	Study Skills	5 hours [8%]
Unit 7	PROJECT: Initial Course Assignment	10 hours [17%]
	Total	60 hours

Learning Outcomes:**Learning Digitally [33%]**

It is expected that students will:

- identify and describe the components of a computer system
- demonstrate competence in using basic computer tools, functions and application
- identify and use search strategies to locate information using Internet search tools
- create, modify and manage a variety of multimedia documents using a variety of electronic applications.

Learning Online [67%]

It is expected that students will:

- demonstrate their ability to log in and navigate around their online course
- manage their online course environment
- use technology to support collaboration and interaction with others
- demonstrate an understanding of ethical, safe and acceptable use of the Internet
- develop skills and strategies for success in an online environment based on their understanding of their learning style
- complete the initial unit in one of their online courses.

Unit 1: Course Orientation [8%]

Overview

The initial unit introduces students to the online environment and provides them with the skills to log in, access course material and communicate with the instructor. The delivery method for this unit is blended: students will be expected to attend a one hour Orientation Session either in person or in the *Blackboard Collaborate* virtual classroom and they will access other resources and complete other activities online.

Outcomes

Learning Online

It is expected that students will:

- demonstrate their ability to log into and navigate around their online course.

FORMATIVE ASSESSMENT

Students will be able to...

- log into their online course
- determine whether or not they have the necessary software and plugins to access resources in their online course and download any they need
- change browser options to maximize access to online course material
- send a Message online to their instructor
- access course material: documents, videos, applets, simulations and others.

SUMMATIVE ASSESSMENT

Performance Tasks: <ul style="list-style-type: none">• Send a Message to your teacher.	Other Evidence: <ul style="list-style-type: none">• Complete a Quiz based on accessing course materials.
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LEARNING PLAN

Learning Activities:

- At the Orientation Session the teacher will demonstrate how to log in and access the online course, bookmark the site, navigate through the course, download necessary plugins and software, take a Quiz, upload an Assignment and send a Message to their instructor.
- Students will have access to videos in their online course that demonstrate the skills learned in the Orientation Session.

Unit 2: Digital Literacy [8%]

Overview

This Unit will address basic computer operations, including single document creation and basic internet browsing.

Outcomes

Learning Digitally

It is expected that students will:

- identify and describe the components of a computer system
- demonstrate competence using basic computer tools, functions and applications
- identify and use search strategies to locate information using internet search tools.

FORMATIVE ASSESSMENT

<i>Students will know...</i> <ul style="list-style-type: none">• basic computer terminology and operations• basic file types and extensions• the difference between output and input devices• the technical language of computer speed and size• basic internet browsing and search terminology.	<i>Students will be able to...</i> <ul style="list-style-type: none">• manage files including creating folders, opening, saving and printing files• copy, cut, paste and insert and resize images• open multiple browser windows• conduct a simple internet search• take a screen shot• upload a document using the assignment upload link.
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SUMMATIVE ASSESSMENT

Performance Tasks: <ul style="list-style-type: none">• Research a topic of interest on the internet using two different search strategies/strings. Determine which search technique produced the most interesting result and why. Create a report on your research strategies and findings and include screen shots as evidence. Upload the report to your instructor.• Plan a file management structure on your computer for your online course including folders for each course and sub-folders for different media for that course. Upload the plan to your teacher.	Other Evidence: <ul style="list-style-type: none">• Complete a Quiz on basic computer and internet terminology and operations.
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LEARNING PLAN

Learning Activities:

- Demonstrate how to conduct research on the internet using a browser, search engine and search strings.
- Provide a FORUM for students to discuss the different browsers and search techniques they use.
- Provide students with pictures of IT tools and have them conduct internet research to find out the functions of the various components.

Resources

- TechnophobicsAnonymous.Net - <http://www.technophobicsanonymous.net/>
- Microsoft Office Training Videos - <http://office.microsoft.com/en-us/training-FX101782702.aspx>
- Purdue Online Writing Lab - <http://owl.english.purdue.edu/owl/section/2/8/>

Unit 3: Online Competency [17%]

Overview

This Unit will introduce students to an online course environment and teach them to communicate online using various communication tools, to access and engage with online course content, and to complete assignments and assessments online.

Outcomes

Learning Online

It is expected that students will:

- manage their online course environment
- use technology to support collaboration and interaction with others online.

FORMATIVE ASSESSMENT

Students will be able to...

- monitor their progress (using *Gradebook*)
- search for and send a Message to other course participants
- use *Skype* to communicate with their instructor
- use *Blackboard Collaborate* to communicate with their instructor and other course participants
- use FORUMS, Chat and Database to communicate with other course participants and peer review student work
- use the WYSIWYG HTML editor in the LMS (a WYSIWYG editor provides an editing interface that resembles how the page will be displayed in a web browser).
WYSIWYG – “what you see is what you get”
HTML – HyperText Markup Language

SUMMATIVE ASSESSMENT

Performance Tasks:

- Moderate a *Blackboard Collaborate* session demonstrating the following skills:
 - share an application
 - upload a presentation
 - conduct a webtour, and
 - demonstrate how use the WYSIWYG editor online.
- Participate in a “How to...” Question/Answer FORUM.
- Upload a screenshot of the Gradebook to the instructor using a Database assignment.

LEARNING PLAN

Learning Activities:

- Use *Blackboard Collaborate (BC)* to instruct the students how to access the Gradebook and how to use FORUMS, Chat and Database activities and how to moderate a *BC* session.
- Use *Skype* to instruct students in the use of the WYSIWYG editor and practice sharing their desktop.
- Have students practice sending Messages to other course participants.

Resources

- Moodle tutorial for students - http://docs.moodle.org/20/en/Student_tutorials
- How to use *Skype* - <http://www.skype.com/intl/en-us/welcomeback/>
- How to use *Blackboard Collaborate* - <http://www.blackboard.com/Platforms/Collaborate/Support/Support-for-Blackboard-Collaborate.aspx>

Unit 4: Media Creation [25%]

Overview

This Unit will introduce students to the creation of content using computer and online applications including word processing, presentation and spreadsheet software such as *WORD*, *Open Office*, *Googledocs*, *PowerPoint*, *Prezi*, *Voicethread*, *Wordle*, *Zoomshare* and so on. The emphasis will be on computing "in the cloud".

Outcomes

Learning Digitally

It is expected that students will:

- create, modify and manage a variety of multimedia documents using a variety of electronic applications
- develop criteria to evaluate multimedia documents/presentation.

FORMATIVE ASSESSMENT

Students will be able to...

- construct, modify and manage documents that use headers and footers, page numbering, graphics and tables
- use tools such as spell check, grammar check and dictionary and thesaurus to enhance documents
- use file compression software to compress data
- create and manage different types of files including .rtf, .txt and .pdf
- prepare a presentation that incorporates custom animation, graphics and sound.

SUMMATIVE ASSESSMENT

Performance Tasks:

- Create a multimedia presentation that demonstrates how to create, edit and modify a document incorporating the following: header and footer, page numbering, re-sized graphics, tables, spell and grammar check, font style, size and color manipulation, double-spacing, file compression and saving as .pdf [rubric attached].
- Peer Assessment: develop a set of criteria for evaluating presentations and use the criteria to assess the presentations of other course participants.

LEARNING PLAN

Learning Activities:

- Have students create a *Googledocs* account and learn how to produce a document and a presentation and share both so they are accessible to others.
- Introduce students to *Prezi*, *Photostory*, *PowerPoint* and *VuVox* and have them select ONE to create a presentation.
- Guide students through the use of *MSWord*, *Open Office* or other word processing software to create, modify and manage a document, save it in a different format and compress it.

Resources

- Learn about *Googledocs* - <http://www.youtube.com/docs>
- *Open Office* Tutorials - <http://www.learnopenoffice.org/tutorials.htm>
- *Microsoft* Training - <http://office.microsoft.com/en-us/training-FX101782702.aspx>

Unit 5: Internet Citizenship [17%]

Overview

This Unit will cover safe and acceptable online citizenship and research skills and strategies.

Outcomes

Learning Online

It is expected that students will:

- demonstrate an understanding of ethical, acceptable and safe use of the internet.

FORMATIVE ASSESSMENT

<i>Students will know...</i> <ul style="list-style-type: none">• how to ensure personal privacy when utilizing the internet• how to avoid plagiarism.	<i>Students will be able to...</i> <ul style="list-style-type: none">• conduct effective internet searches• analyze internet resources for authenticity and reliability• cite internet sources correctly• configure their internet browsers to protect personal privacy.
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SUMMATIVE ASSESSMENT

Performance Tasks: <ul style="list-style-type: none">• Conduct internet research on a topic of choice. Select the top five “hits” and analyze them for reliability and validity. Upload the analysis with the sources cited correctly, to your instructor.• Create two-page multimedia “manual” using presentation software on internet safety and acceptable use, geared towards Middle School students.	Other Evidence: <ul style="list-style-type: none">• Quiz assessing students’ understanding of reliability and validity, correct source citing of internet sources and plagiarism.
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LEARNING PLAN

Learning Activities:

- Use K-W-L to assess students’ prior knowledge and understanding of safe internet use and then have them view the Cyber Safety video series and participate in the *NetSmartz* Workshop.
- Students work through “The Internet Detective” (online) to learn about reliability and validity and to complete the evaluation of web sites activity.
- Provide students with samples of internet source citing and have them evaluate and correct them.

Resources

- Steve Dotto video series - <http://www.learnnowbc.ca/cybersafe/default.aspx>
- AVS Socials 11 Essential Skills Unit
- Internet Detective - <http://www.vtstutorials.ac.uk/detective/index.html>
- *NetSmartz* Workshop - <http://www.netsmartz.org/RealLifeStories/CantTakeItBack>
- 21st Century Information Fluency - <http://21cif.com/>

Unit 6: Study Skills [8%]

Overview

This Unit covers time management and study skills particularly as they pertain to the online environment.

Outcomes

Learning Online

It is expected that students will:

- develop skills and strategies for success in an online environment based.

FORMATIVE ASSESSMENT

<i>Students will know...</i> <ul style="list-style-type: none">• how to be successful in an online course by using effective time management and study skills.	<i>Students will be able to...</i> <ul style="list-style-type: none">• assess their individual learning style and apply it to their online learning• apply the study and time management skills they have learned to their online learning.
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SUMMATIVE ASSESSMENT

<i>Performance Tasks:</i> <ul style="list-style-type: none">• Analyze learning style assessments and create a profile as it relates to learning in an online environment.• Review online course requirements and create a realistic schedule for successful completion of an online course.	<i>Other Evidence:</i> <ul style="list-style-type: none">• Quiz on study and time management skills and strategies.
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LEARNING PLAN

Learning Activities:

- Students will access online Technology Skills and Learning Style assessments to determine their readiness for online learning.
- Students will complete online learning style assessments to enable them to determine their learning style.
- Discuss learning style with students, and how it relates to learning in general and online learning in particular.
- Students will do an internet search for study skills and strategies and compile a list of the top 10 which they will post to a FORUM and discuss with their classmates.

Resources:

- Learning Style Testing - <http://www.ldpride.net/learningstyles.MI.htm>
- Learning Style Inventory - <http://www.personal.psu.edu/bxb11/LSI/LSI.htm>
- Index of Learning Styles - <http://serc.carleton.edu/NAGTWorkshops/earlycareer/teaching/learningstyles.html>

Unit 7: PROJECT – Initial Course Assignment [17%]

Overview

This Unit requires students to choose one of the courses in which they are enrolled and complete the initial assessment for that course.

Outcomes

Learning Online

It is expected that students will:

- complete the initial assessment in one of their online courses.

FORMATIVE ASSESSMENT

Students will be able to...

- interact with the learning material in the first unit of their chosen online course
- complete the guided practice and formative assessments in the first unit
- complete and submit to their teacher, the assessment(s) in the first unit of their online course.

SUMMATIVE ASSESSMENT

Performance Tasks:

- VARIES: Students will complete the assessment(s) in the first unit of their selected online course and submit that to their teacher. The assessment(s) may be in the form of an assignment, test, project, FORUM, and so on.
Assessment will be PASS/FAIL.

LEARNING PLAN

Learning Activities:

- VARIES: Students will engage with the learning activities in the course they have chosen and this will vary dependent on the course.

Multimedia Presentation

	Does Not Meet Expectations	Minimally Meets Expectations	Fully Meets Expectations	Exceeds Expectations
<i>Includes required information</i>				
<i>Presents a clear message</i>				
<i>Integrates text, sound, video and graphics</i>				
<i>Cites electronic sources of information correctly</i>				