

Collaborating Online for Rigor and Relevance: Instructional Strategies

Participants in this course will explore seventeen instructional strategies through instructional videos. Participants will use the Rigor/Relevance Framework as a tool to integrating a more diverse set of strategies into classroom instruction. Course materials, discussions, and activities are online and emphasize collaboration as a way to adopt a wide range of instructional strategies to improve the quality of instruction.

Student Outcomes

- I. Communication as a way to develop high quality lessons using appropriate instructional strategies

Students will participate in each module (5) discussions to:

- A. Understand the alignment of instructional strategies with the Rigor/Relevance Framework.
- B. Understand the changing needs of learning styles.
- C. Understand the successful practices educators can use in implementing effective instruction

- II. Instructional Video

Students will:

- D. Compare and contrast the instructional strategies for given videos
- E. Work with others to collaborate on increasing the quality of the lessons through adapting the instructional strategy
- F. Select and justify instructional strategies for performance tasks
- G. Select and justify instructional strategies for learning styles

Course Outline

The purpose of CORR is to have participants work together in an asynchronous mode to examine seventeen instructional strategies. Because of so many significant time limitations, this experience allows teachers to work together at convenient times through the use of an online management system. Participants in CORR will develop the following skills:

- Apply high rigor/high relevance instructional strategies to their instruction
- Assign instructional strategies for a performance task
- Select and justify instructional strategies to increase the level of rigor and relevance in daily instruction

Each module is designed to provide teachers with adequate background knowledge, increase collaboration and create a finished product. There are five activities in the CORR structure.

Connect stimulates interest and connects the teacher with the current topic.

Explore provides background information that teachers can read or listen to. The section includes articles, links to Web sites, video, and audio.

Share is a discussion section that starts with a question related to the topic. Teachers contribute to the online discussion and share ideas to shape each others perspective.

Apply is the section in which teachers will apply what they have learned. These are engaging activities that allow teachers to complete hands on activities and reinforce their knowledge.

Develop is the section in which teachers will create a product or project required in each respective topic. Each topic will end with something specific that teachers will develop.

The aforementioned components are included in each of the following five topics. The topics guide participants through developing a deeper understanding of the instructional strategies. The topics are:

Course Module	Development Activity
1. Learning and Teaching Styles	Develop an action plan to address the needs of all learners in your classroom.
2. Ideal Instructional Strategies for the Concrete Sequential Learner	Plan a lesson that incorporates one or more of the instructional strategies ideal for the Concrete Sequential Learner.
3. Ideal Instructional Strategies for the Abstract Sequential Learner	Plan a lesson that incorporates one or more of the instructional strategies ideal for the Abstract Sequential Learner.
4. Ideal Instructional Strategies for the Concrete Random Learner	Plan a lesson that incorporates one or more of the instructional strategies ideal for the Concrete Random Learner.
5. Ideal Instructional Strategies for the Abstract Random Learner	Plan a lesson that incorporates one or more of the instructional strategies ideal for the Abstract Random Learner.

Course Activities:

There are 3 types of course activities. The discussion activities (Share) are forum questions that have been designed to align with the current topic. Each topic has at least one forum. The reflection activities (Journal), and the “Develop” activities (Apply) are product-based assignments where participants are developing and sharing materials for their use.

Pertinent Links: <http://rigor-relevance.com>

Please note: If you are registered for graduate credit via the University of Sioux Falls

1. A review of the student’s online discussion participation will be conducted
2. “Develop Activity” assignments need to be received on a continuous basis

Please send Development assignments to:

Dale Eggebraaten
Successful Practices Network
1585 Route 146, Rexford, NY 12148
or
Dale@spnet.us | fax (518) 723-2140

Grading Rubric - Participation (Share)

There are opportunities for participants to interact with each other and to share content, experience, and observations about the course. Participation is graded based on the quality of the messages posted and correspondence with others.

	A	B	C	No Credit
Answered question posed	Initial response is of high quality. It includes reference of materials online and in printed materials.	Initial response answers question but does not reference any materials.	Initial response lacks clarity.	No response.
Feedback to others	Always provides feedback to others.	Sometimes provides feedback to others.	One or two times provided feedback to others.	Never provides feedback to others.
Feedback to others who respond to you	Always provides feedback to those who respond to me.	Sometimes provides feedback to others who respond to me.	One or two times provided feedback to others.	Never provides feedback to others who respond to me.

Grading Rubric - Assignments (Develop)

There are five opportunities for participants to submit assignments. Assignments are graded based on their quality and how they relate to the content of the course.

	A	B	C	No Credit
Meeting guidelines of assignment	Clearly addresses all parts of the task, demonstrates a clear understanding of purpose	Addresses all parts of the task, demonstrates a general understanding of purpose	Address only parts of the task, demonstrates little understanding of purpose	No response.
Referencing site materials	Provides effective support for judgments through specific references to site material and prior knowledge	Provides some support for judgments through specific references to site material and prior knowledge	Provides weak support for judgments	No reference.
Feedback to others	Provides feedback to more than half of the class	Provides feedback to about half of the class	Provides feedback to less than half of the class	Provides no feedback