

Team 7 Scenario for lesson ♦ write a proposal for video conferencing between three K12 schools ♦

John, Sara and Tom are students in an online graduate class in Technology in Education. These students log in one day to find the lesson from Team 7 awaiting them. This assignment asks them to play the roles of technology coordinators in K12 schools where they are requested to write a proposal to create a video conferencing class.

They are provided with the situation as below:

Recently at a state level superintendents meeting, their school district superintendents were discussing their current woes at their local school districts. ♦ Each school had a few students that wished to take Physics, Advanced Chemistry, and Advanced Biology, but the current schedule did not allow for the high school science teacher to teach all three classes. They decided to create a video conference lab in each school so that students can attend video conferencing course taught by teachers from different location.

After reading the assignment, Sara takes the lead, starting a new thread in the team discussion area and creating the table for analyzing the scenario. She also begins making observations and completing the analysis chart.

Observations	Ideas/Proposals/Hypotheses	Learning Issues
3 small schools pooling resources to offer higher level science classes		What is video conferencing? How can it be used in an educational setting?
Certified teachers available and willing to teach		
Interest in video conferencing		

Group: Team 7

Topic: *Proposal for online courses between three K12 schools*

Background:

More and more K-12 schools are turning to online or e-education options to meet the needs of their students. Examples of reasons why schools from large urban to small rural are turning to online education are listed below:

- Offer AP classes to high school students when individual school enrollment numbers will not support one school offering the class
- Allow for advanced middle school students to take high school level classes when sending them to the high school is not feasible for social reasons.
- Overcome schedule issues where students want to take band and Chemistry, but the schedule has the two classes at the same time.
- Provide options for students who are not successful in the traditional classroom.
- Provide a means for students to continue their education during long suspensions.
- Allow smaller school districts to pool their teaching resources to offer advanced classes to students from all of the districts.

Problem:

At a state level superintendents meeting, three small school district superintendents were discussing their current woes at their local school districts. Each school had a few students that wished to take Physics, Advanced Chemistry, and Advanced Biology, but the current schedule did not allow for the high school science teacher to teach all three classes. Not only is the schedule an issue, but some of the science teachers admit their physics is rusty and are uncomfortable teaching it. After talking further, it was discovered that each one of the schools had a teacher that was certified and comfortable (actually thrilled at the opportunity) to teach one of the classes. Distance, rising fuel costs, and time did not allow for the students to be bused to the school where the teacher was, so the superintendents thought that maybe the classes could be offered online. Each school has at least one computer lab and some mini computer labs available in some of the classrooms. It was decided that they needed to turn this over to their technology coordinators to collaborate and work out the details.

The technology coordinators met with their individual high school science teachers before beginning to collaborate. Each of the teachers expressed concern with the hands on nature of science how that was going to translate into an online environment. Teachers also cited a need for both procedural and conceptual problem solving skills in science. Teachers did not want the science concepts to be lost in the learning by focusing on the procedures too much. Lastly, the teachers thought the opportunity to work with students from another school was great, but were concerned with how the relationship was going to work out.

As the team of technology coordinators, it is your job to

1. Explore the possibilities of an online delivery platform for these classes. Each of the school districts does not have a great deal of extra money for this venture. The superintendents indicated that they would like to have your top two choices and reasoning for choosing the platform.
2. Provide the strategies the teachers will need to employ in order to provide inquiry based learning for the students involved.
3. Provide the strategies that improve student metacognition, develop collaboration, and focus on conceptual knowledge gain.

Materials needed

1. Wiki or Google space
2. Resources on K12 online courses
3. Resources on writing proposal
4. Resources on effective online collaboration
5. Inspiration software to develop a concept map for the convenience of creating a proposal (optional)

Objectives of the lesson:

The students will.....

1. experience authentic learning as they deal with technology issues currently facing K12 schools.
2. research and organize options for an online delivery platform for science classes.
3. recognize K12 school budgetary constraints for technology and learn how to manage them when creating online classes.
4. understand aspects that affect collaboration, metacognition, inquiry based learning, and methods to manage an effective online program
5. investigate elements necessary in preparing a proposal for online courses
6. develop reasoning skills as they defend their choices for choosing an online platform and instructional design approaches.

Expected interactions

1. Students share and discuss resources on online classes for K12, online courses in science, online class management, budget distribution, technologies needed for online courses etc.
2. Students divide sub tasks among the group.
3. Students discuss factors that should be included in the proposal draft.
4. Students write the draft together and edit the final proposal.

Subject: Re:Team 7 - Module 4.2

Jim Laffey

Last edited: 07-09-2008 10:43:53

Messages: 62

Team 7,

You have setup a neat and authentic problem. I fear that this is a semester long project rather than a week long!!

Are there some aspects of the problem that are most important for your students work.....if you can decide on that then maybe you can provide support or constraints in other areas to keep a focus on the key lesson objectives. For example.....maybe you specify the use of a particular tool or particular format (synchronous conferencing, etc.).

Will you be providing resources to students such as cases where this type of problem has been addressed?

Will you be providing structure for the team, such as have a synch meeting to answer the following 5 questions which then leads to a format for solving the problem or do you leave the students to work open endedly?

as you write a script think about how your objectives can be met. For example you say " develop reasoning skills as they defend their choices".....but it is not clear to me how they will be defending their choices and how they may get feedback on their reasoning skills. These are things to work out.

Also, how can you account for prior knowledge or lack of it. For example, I think this is a hard problem to understand but even harder if you don't have much experience in high school teaching and administration.

This is a neat problem to provide as a learning opportunity but your students will need some structure to address it in the time period and to keep a focus on your lesson objectives for them.

07-11-2008

Subject: Re:Team 7 - Module 4.2

10:12:05

Jim Laffey

Last edited: 07-11-2008 09:53:46

Messages: 62

Team 7,

You've done a nice job of setting up the scenario and how the students come to know what to do. Once the process starts I got a little confused about why they did some of the things they did. For example, where did the table come from....did Sara invent that or was it part of the script given by the teachers. Perhaps a little more attention to how the students interact with the lesson materials would help clarify these types of issues as well as point out needs on your part or be clear about the assigned work.

It's also not clear how the students come to know what they need to know to create the proposal.....will they be reading reports, discussing with school admin, or just relying on their previous experience.

I generally would like to see more detail around the collaborative acts in the tools being used. For example you describe the steps in modifying the document in the wiki, but don't provide the detail about how it is done.....do the various members add new pages, make comments on pages, rewrite text from others, etc. and how is this coordinated over a limited amount of time or get the job done. This kind of detail helps you prepare for challenges the students may run into or write scripts that help them through the process.

The scenario is good and I don't need it rewritten but when you are working on the script you may want to talk through or rewrite some of these subsections for greater clarity.

07-11-2008

Subject: Re:Team 7 - Module 4.2

15:48:50

Student 2

Last edited: 07-11-2008 15:30:31

Messages: 212

Location: a little west of Columbia, MO

Thanks, Dr. Laffey. It was amazing how many issues became evident as we worked through the scenario. I am going to try that with more of my assignments.

