Developer(s) Name(s): Brenda Blackburn

Session Title: Building Blocks to Online Learning

Delivery Mode (online, in-person, hybrid): Introduction to online learning: suggested teaching format is seated in small groups of 14 or less – Basic computer skills are needed. This session must be held in a computer lab so students will be able to have hands-on use of computers as the instructor demonstrates the use of online tools and students are able to practice. This session needs to be designed in an online format, i.e.: Moodle, Blackboard, WebCT, etc . . . ., but taught face-to-face in two 5-hour blocks, or four-2 ½ hour blocks. Instructors providing CEUs for Early Educator Certification renewal purposes through NC's community colleges follow the Adult Educator Endorsement guidelines provided by the North Carolina Institute for Child Development Professionals. Refer to www.ncicdp.org for more information.

Descriptor: This session is designed to prepare students to succeed in learning online.

Overall learning outcome(s) for CEU Session: At the completion of this session, all participants will be able to:

- Build knowledge about the different elements of an online session from logging in to practicing online communication with the instructor and others in the session.
- Form good online learning behaviors including how to manage time, discover your learning style, new study techniques, ways to participate in online learning sessions, and how to explore the Internet.
- Increase understanding about the common characteristics of an online session including where to find help, how to navigate the website, how to complete assignments, how to build important relationships online, and participate in online discussions.
- Gain confidence in ability to learn and communicate online.

Pre-assessment strategy(ies): A self-assessment pre-test will be used for assessing content knowledge and computer/online usage and knowledge.

DCD Topic Area(s) to be covered: (6) Professionalism

Supplemental Materials/References (what you anticipate will be used): Computers, Internet Access, Handouts

CEU Session Outline

Module #	Learning Outcomes	Instructional Methods	Engagement Strategies (	Assessment Strategies
Module 1: Building Block A: **Access to Online:** Tech Tips (2.5 hours)	Upon successful completion of Module 1, all participants will be able to – • Identify new knowledge of online technology and terminology. • Locate and practice different elements of an online session from logging in to utilizing online communication. • Locate information from the college website. • Locate information by using a search engine. • Practice communication through email	• "Bingo" activity about "What you want to learn" ABCD Table (knowledge) • Teach how to log in to school's website and explore website, then log into distance learning website. Participants will follow along on their computer. (listen, comprehension and view) • Listen to short instruction/lecture and discussion on basic computer terminology and software. Participants will follow along on school's distance learning website – PowerPoint (listen, view, and comprehension) • Explore school's website and other related websites (practice) • Small group readings and discussions on the school's distance learning website. (read and comprehension)	• Reading Assignment: Online Reading: eLearners • Self Assessment or Practice Exercise: What You Want To Learn • Learning Activity: Am I Ready for Distance Learning? • Writing Assignment**: Research on a Search Engine and Email Practice** • Discussion Assignment: Discussion Forum for FAQ • Small Group Assignment: Explore the college's distance learning website • Module Quiz: "Bingo" ABCD Table for Terminology	• Self-Assessment pre-test, "Bingo": Fill out "What you want to learn" ABCD Table • Practice using online tools – send an email to instructor • Oral Discussions • "Bingo": ABCD Table– place terms on spaces, when a picture or definition is shown, put an "x" on that space.

Module 2:	Upon successful completion of Module 2, all participants will be able to –	• Instruction/Lecture and discussion on organization, study, and time management (listen and comprehension)	• Reading Assignment: Note Taking	• Self-Assessment and practice using online tools
Building Block B: **Basics:** Different Parts to an Online Course and/or CEU Session (2.5 hours)	• Form good online learning skills including how to manage time, discover learning styles and new study techniques, ways to participate in online learning sessions, and how to explore the Internet independently. • Discover personal learning style. • Analyze strategies for successful time management and set up an action plan.	• Complete simple online questionnaires and self-assessment tools (read, assess and analyze) • Small group readings and discussions (read and comprehension) • Watch YouTube videos and discuss (listen, watch, comprehend, and analyze)	• Self Assessment or Practice Exercise: Learning Styles Survey (also included with Discussion Forum #1 – Learning Styles) • Learning Activity Assignment: YouTube Videos • Discussion Forum Assignment #1: Learning Styles Online Survey and Discussion • Discussion Forum Assignment #2: Time Management	• Oral Discussions • Discussion Forums

Module 3: Building Block C: **Connecting** Online: Skills for learning at a distance (2.5 hours)	Upon successful completion of Module 3, all participants will be able to – - Increase understanding about the common characteristics of an online session including where to find help, how to navigate the website, how to complete assignments and participate in online discussions with other participants in the session. - Learn about and practice using common online learning tools including lesson styles, assignment types and submission tools, discussion forums, and communication tools. - Discover the importance of forming online supportive relationships with students and instructors. - Examine what is and is not considered plagiarism. - Access and explore the college catalog, distance learning website, and college library website.	- Instruction/Lecture and discussion on lesson styles, assignment types and communication tools (listen and comprehension) - Small group readings and discussions (read and comprehension) - Practice on the computer by using different lesson style submissions and communication tools (comprehension, use)	- Reading Assignment: Online Reading: Plagiarism - Self Assessment or Practice Exercise: Pre-Test Knowledge of Plagiarism - Learning Activity: Plagiarism Tutorial - Writing Assignment One: Using the College Catalog - Writing Assignment Two: Distance Learning Information - Discussion Forum Assignment: Self-disclosure - Small Group Assignment: Explore the College's Library Resources - Module Quiz: Plagiarism Post-Test Knowledge of Plagiarism	- Self-Assessments Pre and Post Tests on Plagiarism - Discussion Forums - Written Assignments

Module 4:	Upon successful completion of Module 4, all participants will be able to –	• Online investigation on a given Early Childhood and/or School-age Education topic dealing with one of the NAEYC standards: research on internet (read, comprehend, synthesize)	• Reading Assignment: Online Reading: NAEYC Website and Research Connections	• Practicing and Exploring Online Tools
Building Block D: **Diving** into the Net	• Increase understanding about the common characteristics of an online session including where to find help, how to navigate the website, how to complete assignments and participate in online discussions with other participants in the session.		• Self-Assessment or Practice Exercise: What I Want to Know, ABCD Table	• Assignment submissions
Early Childhood and School-age Education Internet exploration and practice			• Learning Activity: Research Connections	• Discussion Forums
		• Review how to log into the school's library and resources	• Writing Assignment One: Topic for Research	• Self-Assessment (review "Bingo" ABCD table of "what you want to learn" and color in what you did learn.) Discuss
(2.5 hours)	• Access and explore a variety of websites containing research on early childhood and/or school-age topics.		• Writing Assignment Two: Research	
	• Access and explore the college library website and NCLive.	• Write a brief summary of the research of the topic given and submit into several different assignment types (write and use submission tools)	• Discussion Forum Assignment: Topic of Interest	• Am I Ready for Distance Learning? Post-Test
	• Complete research on a specific topic with collaboration from fellow participants.		• Small Group Assignment: Explore and research a chosen topic	
			• Module Quiz: Am I Ready for Distance Learning? Post-Test	

Total Time (min 5 hours: 10 hours