



SYLLABUS

ADVANCEMENT COURSES™

A Wiley Brand

Designing a Digital Classroom Space

8 Clock Hours

Why should teachers take our courses?

A Focus on Student Success

Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

Classroom Applicable

We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

Authentic Assessments

As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

Reflective Practice

A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

Connection to Special Populations

While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

Professional Learning Community

A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.



Designing a Digital Classroom Space

Course Description

For many teachers, setting up the classroom is one of their favorite parts of the school year. But what does it look like to set up a classroom when you're teaching online? How can you design a digital space that's inviting and that encourages students to engage with you, their peers, and learning material? In this course, you'll learn best practices for creating a successful online experience for you and your students. You'll explore issues such as whether a learning management system is right for you and how to create a schedule that balances large-group, small-group, and one-on-one instruction. Finally, you'll develop strategies for designing effective online assessments and creating a thriving sense of community in your online classroom. By the end of the course, you'll have a plan for creating a digital classroom space that your students love to learn in.

Connections to Practice

This course provides the following classroom connections:

- Tips for promoting a community of growth mindset learners as a part of creating a supportive and safe community
- Understanding and tools needed to implement a backwards design process in planning for online instruction to ensure that the needs of all students are being supported as they move toward mastery of the content presented

Course Outcomes

In this course, participants will:

- Incorporate the 10 online teaching best practices into a plan for designing a digital classroom.
- Develop a plan for how you will create a cohesive classroom community in your digital classroom.
- Evaluate whether or not your digital classroom will require a learner management system, and develop a plan for implementing use of it if needed.
- Create a schedule for your digital classroom that includes instruction for large group, small group, one on one, and virtual office hours.
- Develop assessments for content to be covered in the digital classroom.

Charlotte Danielson Framework for Teaching Alignment

Please select the applicable standards from the below for course.

Domain 1: Planning and Preparation
1c Setting Instructional Outcomes

Domain 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport

Domain 3: Instruction

3c Engaging Students in Learning

3d Using Assessment in Instruction

Materials

Online reading, viewing, and listening resources will be provided in the course.

Method of Evaluating Student's Performance

Completion of this 8-hour Continuing Education course will be evaluated on a pass/fail basis. Letters of completion will be issued for passing grades.

Assessments

Concept Practice

These automatically scored practice questions will appear throughout the content and will cover concepts discussed in the module. You will receive immediate feedback for each question. These questions are formative in nature and will not contribute to your final score in the course.

Reflection Questions

These ungraded questions will appear throughout the course content and will cover concepts discussed in the modules. These questions will be designed to prompt reflection, critical thinking, and application of course concepts. These questions are formative in nature and will not contribute to your final score in the course.

Comprehensive Assessment

The Comprehensive Assessment for the course will be comprised of automatically scored questions over concepts discussed in the modules. Please note that the Comprehensive Assessment for the course will be visible but unavailable in the course until you have accessed and reviewed all the related course content. You must receive a percentage of 100% on the Comprehensive Assessment for successful completion of this course.

Course Outline

Module 1

There has been a lot of talk lately about online learning, but the one thing that is consistent is that there are a lot of questions and not as many answers. This short course will help you to understand the basics about what you need to know to set up an online classroom for a successful experience for you and your students.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Incorporate the 10 online teaching best practices into a plan for designing a digital classroom.
- Develop a plan for how you will create a cohesive classroom community in your digital classroom.
- Evaluate whether or not your digital classroom will require a learner management system, and develop a plan for implementing use of it if needed.
- Create a schedule for your digital classroom that includes instruction for large group, small group, one on one, and virtual office hours.
- Develop assessments for content to be covered in the digital classroom.

Topics Discussed

Topics to be discussed in this module include:

- Digital classroom best practices
- Your student population
- Learner management systems
- Daily schedules
- Online assessments
- Assessment tools
- Designing instruction for all students

Technology Requirements

Please review the [System Requirements for Moodle](#).

Compliance With the Americans With Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act, participants who have any condition, either permanent or temporary, that might affect their ability to complete this course are encouraged to reach out to support@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Plagiarism and cheating of any kind will not be tolerated.

Plagiarism: "To steal and pass off (the ideas or words of another) as one's own without crediting the source; presenting as new and original an idea or product derived from an existing source"

(*Webster's New Collegiate Dictionary*, 1973, p. 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.

Cheating: Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.

References

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The Glossary of Education Reform. (2014, May 15). *Learning objectives definition*.

Goodwin, B., & Miller, K. (2012, September). Research says good feedback is targeted, specific, timely. *Educational Leadership*, 70(1), 82–83.

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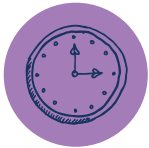
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Student achievement is at the core of everything we do.

Since 1988, Advancement Courses has been a **leader in professional development**, providing expertly-crafted, classroom-applicable courses to thousands of teachers across the country.

Our extensive online curriculum includes **over 280 graduate-level, self-paced courses in 20 different subject areas** covering both foundational topics and emerging trends in K-12 education.

Get help with...
Online Instruction
Social & Emotional Learning
Diversity, Equity, & Inclusion
Special Needs & ESL/ELL
District/School Improvement Plans
Core & Specialized Content Areas
STEM & Technology
Teacher Training & Retention



Train your staff in as little as eight hours or delve deeper into complex topics in our longer courses.



Get PD tailored to your school's unique needs with our **customizable content and flexible solutions**.



Replace in-person PD days with **100% online, self-paced training** teachers can complete virtually.



Increase buy-in and morale by providing teacher choice while maintaining school/district oversight and strategic alignment.



Offer **higher education rigor and quality** designed to give your teachers **targeted, relevant training** they can apply immediately.

