



SYLLABUS

# ADVANCEMENT COURSES™

A Wiley Brand

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**Equity in the Digital Classroom**

15 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.



# Equity in the Digital Classroom

## Course Description

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Online learning presents many challenges, not the least of which is providing an equitable experience for all learners. Some student populations are more at risk of falling behind than others, and teachers are often at a loss for how to keep these students engaged and on track in a digital space.

In this course, you'll take a deep dive into the "digital divide" that can develop when education moves online. Not every student experiences online learning in the same way or with the same supports in place, so we'll examine the challenges for different student populations, including low-income and homeless students, struggling learners, English language learners, and students who experience mental health challenges such as depression, anxiety, or ADHD. Most importantly, you'll learn how to address these issues of inequity, including targeted strategies to help you bridge the digital divide and create an even playing field for all students.

By the end of this course, you'll have a roadmap for how to avoid the pitfalls of online learning and plan an equitable learning experience for all your students.

## Connections to Practice

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This course provides the following classroom connections:

- Define the "digital divide" that occurs in online learning.
- Discover which students are most at-risk of falling behind in the digital learning platform.
- Examine best practices in teaching ALL students in this format.
- Determine what will work within your own classroom.

## Course Outcomes

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In this course, participants will:

- Examine equity in online learning and the "digital divide" that occurs between individual students among groups of students.
- Determine who is most at-risk among your population of students to fall behind in learning that is done online.
- Evaluate best practices to avoid inequity in online learning.
- Implement skills and strategies to facilitate highly engaging online learning to bridge the digital divide.

## Charlotte Danielson Framework for Teaching Alignment

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### Domain 3: Instruction

3c Engaging Students in Learning

3e Demonstrating Flexibility and Responsiveness

## Domain 4: Professional Responsibilities

4a Reflecting on Teaching

4d Participating in the Professional Community

4e Growing and Developing Professionally

## Course Engagement and Resources

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The activities and engagement options for the course have been designed to align with guidelines and considerations of Universal Design for Learning. This course aims to:

- Provide the learner with multiple means of representation.
- Provide the learner with multiple means of action and expression.
- Provide the learner with multiple means of engagement.

Your course facilitator will be available to you to answer questions and provide written feedback on your final project. Additionally, within the Moodle LMS, you will have access to a collection of community resources through which you will be able to further explore course concepts through collaboration with facilitators and peers.

## Materials

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- Online reading, viewing, and listening resources will be provided in each module.

## Method of Evaluating Student's Performance

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Assignment Category	Total Point Value	Percentage of total possible points
Participation <i>Assignment: Self-reflection and goal setting, concept practice questions, and discussion forums</i>	5 points	30%
Final Project	10 points	70%

\*Please note that you must receive a percentage of 80% or higher for successful completion of this course. Completion of all activities is required to receive credit.

## Assessments

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### Self-Reflection and Goal Setting

This course will include a self-reflection and goal setting assignment in the first module, in which each learner will articulate what he or she hopes to learn and achieve by taking the course. Learners will be guided to reflect briefly upon their intentions for the course and to set one to two specific (SMART) goals for their learning.

### Concept Practice

These automatically scored questions will appear in each module and will cover concepts discussed in the module. Immediate feedback will be provided for each question.

### Discussions

Discussions will appear in each module and include questions about concepts that appear in the module.

Learners will be expected to post one original response to the prompt and respond to two peers.

Discussions will be evaluated on a pass–fail basis, per the following guidelines for completion:

- Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.
- Participant provides an adequate level of detail in entries.
- Examples are satisfactorily helpful and informative and foster discussions or demonstrate substantial reflection.
- Participant’s responses are clear and well written and employ proper APA citation.

### Final Project

The final project for each course will appear in the final module and include a prompt that aligns with each category (including the “evaluate” and “create” categories) of Bloom’s taxonomy, building on the concepts from each module.

Final projects will be designed for the learner to create an implementation plan that demonstrates application and understanding of concepts and skills learned through each module of the course.

The final project will be evaluated using the following rubric:

Focus Areas	Does Not Meet Expectations (1 point)	Partially Meets Expectations (3 points)	Meets Expectations (4 points)	Exceeds Expectations (5 points)
<b>Knowledge of Course Content</b>	<p>Project relates incomplete or incorrect information about course concepts.</p> <p>The learner provides an unclear reflection upon how he or she will evaluate personal progress toward established course goals.</p>	<p>Project relates superficial information about course concepts.</p> <p>The learner provides a superficial reflection upon how he or she will evaluate personal progress toward established course goals.</p>	<p>Project relates clear information about course concepts.</p> <p>The learner provides a satisfactory reflection upon how he or she will evaluate personal progress toward established course goals.</p>	<p>Project relates detailed and thorough information about course concepts.</p> <p>The learner provides a detailed reflection upon how he or she will evaluate personal progress toward established course goals.</p>
<b>Alignment of Student Outcomes</b>	Project's alignment to course learning outcomes is unclear or absent.	Project aligns with 1–2 course learning outcomes.	Project aligns with 2–3 course learning outcomes.	Project aligns with 3–5 course learning outcomes.

## Course Outline

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### Module 1

This lesson will examine detailed information about equity in online learning and the “digital divide” that can develop when education is being delivered through online learning. The course will look at emerging trends and issues in sustaining equity in online learning. Not every student experiences online learning in the same way or with the same supports in place. We will examine those differences. Several subgroups will be studied, including students who are identified as low-income, homeless, struggling learners, English learners, or those who experience mental health challenges such as depression, anxiety, or ADHD.

Additionally, the lesson will examine the differences in the delivery of the lesson and how that makes a significant impact on learning. One such issue is the amount of time that a student is expected to be online and the parameters that are put on the expectation of interacting with the teacher and/or peers versus not having that interaction. The learner will specifically dissect the difference between the delivery of the lesson in real time (synchronous) versus done by delivering a video or some other technology resource not in real time (asynchronous).

### ***Learning Outcomes***

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

- Evaluate the role of equity in online learning.

- Examine research that identifies who is most at-risk of struggling in the online learning environment and why.
- Assess lesson delivery models for online learning and how they impact learning.

### ***Agenda***

Review the reading, viewing, and listening resources provided in Module 1, and complete the:

- **Self-Reflection and Goal Setting Activity:** in this discussion forum, you will articulate what you hope to learn/achieve because of the course. Please reflect briefly upon their intentions for the course and to set 1-2 specific (SMART) goals for your learning.
- **Introductory Forum:** in this discussion forum, you will have an opportunity to introduce yourself and meet other learners in the course.
- **Module 1 Content Lesson:** The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.
- **Module 1 Discussion Forum:** in this discussion forum, you will provide an original response to a question posed about topics in the Module 1 Content Lesson and respond to the original postings of your peers.

## **Module 2**

This lesson will be centered on ways to address the inequity that occurs in online learning. Teachers will gain ideas and strategies that will help them to bridge the digital divide. As this format of teaching becomes more prevalent, teachers are discovering ways to even the playing field for all students. This lesson will provide a road map to avoid the pitfalls of online learning. The learner will examine proactive measures to be used during the development of the lesson plan and in the implementation of the online lesson.

### ***Learning Outcomes***

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

- Implement strategies for preparing for equitable teaching.
- Evaluate best practices to avoid inequity in online learning.
- Examine strategies to facilitate highly engaging online learning to bridge the digital divide.

### ***Agenda***

Review the reading, viewing, and listening resources provided in Module 2, and complete the:

- **Module 2 Content Lesson:** The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.
- **Module 2 Discussion Forum:** in this discussion forum, you will provide an original response to a question posed about topics in the Module 2 Content Lesson and respond to the original postings of your peers.

- **Final Project:** The final project in this course serves to help you evaluate course concepts and discuss their relationship to your professional goals and the outcomes for the course. To complete this project, you will be asked to reflect upon how you have planned for and executed the application of course concepts and strategies in your professional environment so far.
- **Course Evaluation Survey**

## Technology Requirements

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

## Netiquette Policy

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Anyone enrolled in online courses has the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in the course that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the course.

To maintain a positive, professional, and supportive online environment for this class, learners should adhere to the following standard guidelines. Everyone is expected to:

- Show respect for the facilitator and for other learners in the class, including use of polite, professional tone, respecting and valuing the privacy of other learners, and expressing differences of opinion in a polite and rational way.
- Maintain an environment of constructive criticism when commenting on the work of other learners by offering feedback that is supportive and helpful in nature.
- Contribute relevant topics and ideas when involved in group discussions or other collaborative activities.
- Use appropriate grammar and structure in online communication and refrain from use of all capital letters, as this equates to and can be interpreted as shouting in the online environment.

## Compliance With the Americans With Disabilities Act

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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](mailto:support@advancementcourses.com) at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

## Academic Integrity

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

*Plagiarize*: “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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Bergin, E. (2020, May 16). *The problems with online learning*. Redbrick.

Darling-Aduana, J. Heinrich, C. J., & Good, A. (July 11, 2019). *Online learning and implications for inequality in the classroom*. Scholars Strategy Network.

Morton, N. (2020, April 12). Should schools teach anyone who can get online - or no one at all? *The Hechinger Report*.

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Stannard, R. (2020, April 10). *Teaching online: Advanced ideas* [Video]. YouTube. (20:12)

SUNY Online Teaching. (2017, April 10). *10 myths about teaching online* [Video]. YouTube. (8:30)

UMass Boston. (2016, August 18). *Synchronous & asynchronous learning in an online course* [Video]. YouTube. (6:43)

# 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.

