Form 3: Course Revision Thoughts

Complete the following form and upload to the Dropbox. Use this form if you are revising an existing course.

Description: What is this course about? Where/how will it be taught?

I currently teach Math 7 in a traditional environment. The main goals for Math 7 are working with integers, rational numbers, proportional reasoning, some pre-algebra concepts and geometry applications. I am working on moving vocabulary building, lesson review, and warm-up activities to an online environment. This course will be blended between the traditional classroom environment and an online component.

Learners: Who are the learners? What do you know about them that might make a difference in what you design? (Think about age, prior knowledge, familiarity with technology)

My group of students are low skill level seventh graders. The motivation exists in the majority of the class, but skills test at least two years deficient according to Measures of Academics Progress (MAPs) testing. Students are tech savvy as they have been involved in our one-to-one initiative prior to this year. All students have been instructed last year on iPad use.

Things that are working well in my course. This can be related to what or how you I am teach, how students respond, or about the technology. What do you like about teaching this course?

Motivation is high. Most students want to do well and take up opportunities to fix misunderstandings in their learnings according to formative assessments. Many students seek additional support during their resource period. Collaborative learning strategies are used extensively and student focus and discussion is of high value.

Things that I'd like to change about my course. Again, what drags you down? It could be technology, disinterested students, lack of discussion, etc.

I would like to ensure that all students are engaged at the level they need. I would like to use the online environment to foster differentiated activities.

The most frustrating or irritating aspect of my course as I am currently teaching it is:

Never having enough time. Students meet for 45 minutes daily and every other day is a block of 90 minutes. We seem to be just keeping up with the pacing of a non-block schedule. As stated previously, the class has tested significantly lower than their peers

Form adapted from Smith, R. M. *Conquering the Content.* San Francisco: Jossey-Bass, 2008.

and 20% of the class is learning disabled. Even with a low group there are still extremes in their levels. Being able to accommodate all is a challenge.

The most time consuming aspect of my course as I am currently teaching it is:

Many components are time consuming. I think largely it is the teacher prep work and reflection that eat up the most time. We have a new textbook that aligns with our standards. Reviewing the resources and pulling together coherent lessons that are meaningful for all requires a lot of reflection. This reflection is a timely process.

Right now for students, reviewing pre-requisite skills almost seems like a lesson in itself. I am looking for a way to better review and practice those skills.