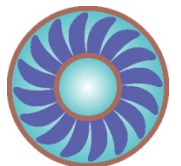




# EFFECTIVE UNIT DESIGN WITH BLACKBOARD LMS: IDEAL-NM

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# Statement of Purpose

- ✓ During this 45 min. training participants will:
  - Review effective unit designs: “The Art and Science of Teaching” Robert Marzano (Ch. 10)
  - Develop an understanding of how Bb can be used to provide supplemental activities in developing effective units.
  - Apply knowledge and new skills in immediate “hands on” activities within the Bb learning environment.

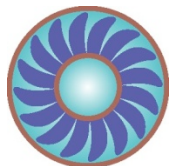




## GETTING STARTED -

**“LEARNING IS A SOCIAL ACTIVITY THAT  
IS ENHANCED BY SHARED INQUIRY.”**

**-LAMBERT et. al**



# Materials Management

- ✓ As this workshop is highly interactive, you will be asked to participate in all activities as directed.
- ✓ In your manual, you will see that you have room to write and record answers. Please make this manual your own.



# Materials Management

- ✓ Each person needs:
  - One : Effective Unit Design training manual.
  - Access to the Internet: Bb LMS



# Our Norms for Learning

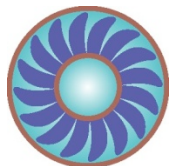
1. We will start and end on time.
  2. We will invite and welcome the contribution and communication of every member and respectfully listen to each other, along with questioning and encouraging clarification.
  3. We will be open to new ideas and will take a professional approach to confidentiality.
  4. We will take care of our personal needs.
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# DESIGNING COHESIVE UNITS

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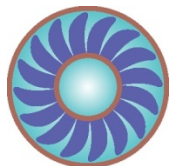




## Classify academic tasks into 4 broad categories:

- incremental
- practice
- restructuring
- enrichment

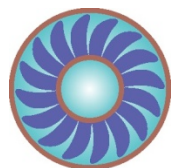
-Bennet & Desforges





**TASK DESIGN HAS AN EFFECT ON STUDENT ACHIEVEMENT AND COMPLEX, WELL-DESIGNED TASKS FACILITATE DEEPER LEVELS OF LEARNING AND HIGHER ENGAGEMENT.**

**-Blumenfeld & Meece**



# Action Step 1

- ✓ Identify the focus of a Unit of Instruction
  - Three basic areas of focus for a unit include:
    - Knowledge,
    - Issues, and
    - Student exploration



# A Focus on Knowledge

Teachers will communicate the learning goals to the students, track progress, and celebrate success.

*-All activities should support the learning content identified in the goals.*



# A Focus on Issues

Teachers will present a hypothesis-generating question at the beginning of the unit targeting issues or values leading into an “organizer” for everything that occurs in the unit.

*-The hypothesis-generating question will be identified as the centerpiece of instruction.*





# A Focus on Student Exploration

Teachers will provide opportunities for students to identify and explore their own essential questions in prompting further learning experiences.

*-Teachers might present students with questions such as, “In relation to the content we have studied, is there any hypothesis you want to test?”*



## Action Step 2

- ✓ Identify and plan the lesson segments
  - Research shows that effective lesson structure is highly organized. The three basic elements for flexible lesson designs include:
    - Lesson segments are a part of every lesson,
    - Lesson segments should focus on content, and
    - Lesson segments must address actions that must be taken on the spot.



## Action Step 2

- ✓ Behaviors that are typically part of every lesson include:
  - Rules and Procedures,
  - Communicate Learning Goals,
  - Tracking student progress on learning goals, and
  - Celebrating success on learning goals.



## Action Step 3

- ✓ Plan for content-specific lesson segments: Teachers should determine:
  - If students will be presented with ***critical-input*** experiences,
  - If students will be presented with an activity that helps them practice or ***deepen their knowledge***, and
  - If students will be presented with a ***hypothesis-generation and testing task*** or asked to work on such a task that was started previously.



# Critical-Input Experiences

- ✓ Allows students the opportunity to interact with new knowledge using a variety of mediums:
  - Lecture
  - Materials that are read
  - Physical demonstrations
  - Video/dvd
  - Field trips



# Critical-Input Experiences

- ✓ The teachers role in this stage:
  - Preview information with students,
  - Facilitate student processing of information,
  - Ask questions and encourage elaboration of content, and
  - Engage them in activities that require them to summarize, re-present content, and reflect on their learning.



# Critical-Input Experiences

- ✓ Teachers should ask themselves:
  - Am I sensitive to the needs to use a variety of mediums,
  - Am I supplementing the experience by using anecdotes or narratives for students' information gathering,
  - Am I using techniques that ensures students are processing new information? What is my role in doing this, and
  - How will grouping be used in these activities?



# Deepening Student Understanding

- ✓ Teachers should ask themselves:
  - How much time will be spent in classroom activities or homework?
  - Declarative knowledge requires students to classify, create metaphors, create analogies, and analyze errors. This requires teacher input with modeling and monitoring and should not be expected to be completed as homework.



# Deepening Student Understanding

- ✓ To identify if the segment is effective, teacher should ask:
  - What practice activities will I use, and what is my role,
  - Am I using a variety of practice activities,
  - What knowledge/deepened understanding activities will I use,
  - Am I using a variety of knowledge/deepened understanding activities,
  - What will the role of homework be in these activities, and
  - How will grouping be used in these activities?



# Hypothesis-Generation/Testing Tasks

- ✓ Teachers must identify how much time will be allotted to complete these tasks:
  - Library research
  - Internet research
  - Getting feedback from instructor
  - Generating rough drafts



# Hypothesis-Generation/Testing Tasks

- ✓ The teacher's role is to act as a RESOURCE:
  - Provide support,
  - Guide students, and
  - Ask questions in relation to the hypothesis-generation –testing task lesson segment.



# Hypothesis-Generation/Testing Tasks

- ✓ Teachers should ask themselves:
  - What will I do to facilitate the hypothesis-generation-testing task that has been assigned,
  - What is my role during this activity,
  - What is the role of homework during the activity, and
  - How will grouping be used?



## Action Step 4

- ✓ Plan for “actions” that must be taken on the spot:
  - Lesson segments can involve activities and behaviors that can be required at any point during a lesson.



# Action Step 4

- ✓ Teachers should ask these questions in relation to actions and behaviors on the spot of the lesson segments:

What will I do:

- to engage students,
- To recognize and acknowledge adherence or lack of adherence to rules and procedures, and
- To establish and maintain effective relationships, and
- To communicate high expectations.





# BLACKBOARD LMS ACTIVITY

## FYI/QUESTIONS:

\*All NM educators have Bb LMS TOOLS FOR FREE!

References: Manzano, R. (2007) *The Art and Science of Teaching*, pp. 174-190. Alexandria, Va.

