

Blended Learning Design Document

Course Description:	<ul style="list-style-type: none"> • GED 2014 Bootcamp: Getting acquainted with the new test and its implications for GED classrooms. • Instructor: Amy Girardi • Spring 2013
Intended Audience/Learner Profile:	<p>Pearson's acquisition of the GED test has caused tremendous trepidation among the ABE community nation-wide. Many program administrators have expressed serious concern over the nature of the redesign of the 2014 test, its cost, and the for-profit nature of the testing service itself. Many state ABE directors are investigating alternatives to this new test, fearing that it could strain the existing ABE infrastructure well past capacity, and negatively impact vulnerable student populations.</p> <p>The Texas Education Agency has decided for the time being to use this new test, and is proactively preparing its administrators and instructors for its use. The following course is designed to address specific concerns about the test format, teacher preparation, and program implications.</p> <p>Students in this class will be from federally funded ABE programs in Texas who teach to the current GED test. Instructors are mandated by their program administrators to enroll in professional development activities that orient and prepare them for the significant revisions to the new test, and training in this area will ensure that all Texas ABE providers are proficient in the technological and pedagogical changes resulting from Pearson's product. Instructors on average have over 5 years experience teaching ABE/GED, and are employed full time.</p>
Course Goal(s):	<p>ABE/GED instructors will become oriented to the new GED test and its implications on classroom structure.</p> <p>Using the Texas College and Career Readiness Standards and applying Webb's Depth of Knowledge framework, instructors will develop a plan to assist students' preparation for the high school equivalency exam and transition to postsecondary education or the workplace.</p>
Learning/Performance Objectives:	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Understand the new technological requirements and increased digital literacy components of the new test. • Apply the Texas College and Career Readiness Standards to their test preparation instruction. • Identify and employ Webb's Depth of Knowledge model to their instruction. • Develop a plan to integrate new resources and competencies for the new GED test into their classrooms.
Learning Outcomes/Deliverables:	<ul style="list-style-type: none"> • Students will work collaboratively in teams to present findings on the correlation between the Common Core State Standards and the Texas College and Career Readiness Standards. • Students will create GED program plans that outline specific strategies to address the new test.
Instructional Delivery Profile:	<p>This course will consist of 5 instructional modules and one final convening for project presentations. The course total will span 8 weeks. There will be three separate face-to-face meetings for orientation and presentations, with the bulk of remaining instruction taking place asynchronously online using Moodle. Students will be expected to complete all assignments on time, participate in discussion forums and wikis, and work collaboratively in teams for one presentation project.</p>

Module/Lesson Content Outline:

Module Topic	Goals and Objectives	Introductory Exercise	Instructional Strategies and Activities	Delivery Method and Media	Resources and Materials	Discussion and Collaboration Strategies	Assessments	Closing Activities
<p>Module 1:</p> <p>Getting Started: Introduction to the new GED test and the blended classroom format.</p> <p>(one week)</p>	<p>The goal(s) of this module are: Orient students to the new GED test and the blended classroom format.</p> <p>Objectives: Upon completion, students should be able to:</p> <ol style="list-style-type: none"> 1. Identify key areas of difference between the current and new GED tests 2. Identify personal goals for the course and assignments. 	<p>Introduce module topic and scope of work: Lecture overview of test</p> <p>Students will present a 4 slide power point that outlines:</p> <ol style="list-style-type: none"> 1. Past experience teaching the GED 2. Individual goals for the class and specific questions and concerns about the new test. 	<p>Students will complete the following assignments:</p> <p>F2F: Students will meet and present "Past experience and future goals" power points. Course instructor will provide an overview of course expectations and present first resources.</p> <p>Online: Students will post two responses to fellow students' presentations on Moodle discussion forum.</p>	<p>Students will use the following tools:</p> <p>Microsoft Power Point</p> <p>Moodle</p>	<p>Students will access the following resources and materials (readings, websites, studies, etc.)</p> <p>http://www.gedtestingservice.com/uploads/files/8696ab2276b3cfe871a43f59f1ebe568.pdf GED 2014 Pearson Memo</p> <p>http://www.proliteracy.org/Downloads/ProLiteracy_guide-2014-quick-guide-2.pdf ProLiteracy GED 2014 "At a Glance"</p>	<p>Students will engage in discussion or collaboration by: (forums, CoPs, in class presentations, etc.)</p> <p>Moodle forum</p> <p>In-class presentations</p>	<p>Student assessment activities: (rubric and evaluation criteria for activities)</p> <p>Presentation rubric</p>	<p>Feedback strategies and "next step" options</p> <p>Reflection Journal: <i>What are your impressions of the new test so far?</i></p>
<p>Module 2:</p> <p>Common Core and TX College and Career Readiness: Standards in GED</p> <p>(two weeks)</p>	<p>Module goal(s): Orient students to the CCSS and the TX CCRS and how they influence GED 2014</p> <p>Objectives: 1. Identify CCRS content standards and performance indicators 2. Identify connections between CCRS and CCSS 3. Understand the impact on the TX GED classroom.</p>	<p>Introduction to content standards overview (lecture delivered via recorded WebEx presentation)</p>	<p>Online:</p> <p>Students will review the resources (CCSS, TX CCRS, TEA gap analysis documents) and create a group presentation on the findings. Answer: <i>What are the similarities and differences between CCRS and CCSS? How could these influence your GED instruction?</i></p>	<p>Online:</p> <p>Power Point presentation, delivered via WebEx</p> <p>Moodle</p> <p>Google Drive space for collaboration on findings project.</p>	<p>Common Core Standards: http://www.corestandards.org/the-standards</p> <p>Texas College and Career Readiness Standards: www.thecb.state.tx.us/collereadiness/crs.pdf</p> <p>TEA gap analysis CCCS and CCRS: http://www.tea.state.tx.us/index2.aspx?id=8019</p>	<p>Collaborative project</p> <p>Moodle forum</p> <p><i>How do standards influence your instruction? Do you think TX CCRS are a good fit for GED 2014?</i></p>	<p>Presentation rubric</p>	<p>Reflection Journal:</p> <p>Did this exercise help you to understand the standards better?</p>

<p>Module 3:</p> <p>Digital Literacy and GED 2014</p> <p>(one week)</p>	<p>Module goal(s): Prepare instructors for the increased technology and digital literacy components of GED 2014</p> <p>Objectives: 1. Identify key digital literacy requirements 2. Develop strategies to incorporate tech and digital literacy in the classroom in a lesson plan template.</p>	<p>Introduction to technology and digital literacy requirements: (lecture, delivered via recorded WebEx presentation)</p>	<p>Online:</p> <p>Students will review the resources and develop a technology infusion plan that addresses the digital literacy component of GED 2014.</p> <p>F2F:</p> <p>Students will meet in class to present their digital literacy plans, including one complete lesson plan.</p>	<p>Online:</p> <p>Moodle</p> <p>F2F:</p> <p>Power Point</p>	<p>Assessment Guide http://www.gedtestingservice.com/educators/assessment-guide-for-educators</p> <p>Getting ready LINC http://lincs.ed.gov/lincs/discussions/assessment/12ged_transcript</p>	<p>Moodle forums</p> <p>Question:</p> <p><i>How digitally literate are your students? What barriers exist (if any) in your program for cultivating digital competencies?</i></p>	<p>Lesson plan template rubric</p>	<p>Reflection Journal:</p> <p><i>Did this exercise help you to see any options from your fellow students? What strategies did you learn?</i></p>
<p>Module 4:</p> <p>GED 2014: Tests, Content Sections and Item Types.</p> <p>(two weeks)</p>	<p>Module goal(s): Orient instructors to the content sections and question formats in GED 2014.</p> <p>Objectives: 1. Identify item question types and test format 2. Identify content updates for 2014</p>	<p>Overview of content sections and item types lecture (delivered via recorded WebEx presentation_</p>	<p>Online:</p> <p>Students will review resources and write a summary report on the updates. Students will upload their reports to the class wiki space.</p>	<p>Online:</p> <p>Moodle</p> <p>Class Wiki</p>	<p>Assessment Guide http://www.gedtestingservice.com/educators/assessment-guide-for-educators</p> <p>Getting ready http://lincs.ed.gov/lincs/discussions/assessment/12ged_transcript</p>	<p>Moodle forum</p> <p><i>How are the content areas delivered in GED 2014? What are the pedagogical implications of the reasoning strands?</i></p>	<p>Summary rubric.</p>	<p>Reflection Journal:</p> <p><i>What did you learn about the content areas and reasoning strands in this module?</i></p>
<p>Module 5:</p> <p>Webb's Depth of Knowledge Model</p> <p>(one week)</p>	<p>Module goal(s) Explain Webb's Depth of Knowledge model and how it frames the GED 2014.</p> <p>Objectives: 1. Understand Webb's DOK model. 2. Identify the correlation between DOK and Bloom's Taxonomy.</p>	<p>Overview of DOK model lecture (delivered via recorded WebEx presentation)</p>	<p>Online:</p> <p>Students will review resources on Moodle and write a summary report of the differences and similarities.</p>	<p>Online:</p> <p>Moodle</p> <p>Class Wiki</p>	<p>Pearson: DOK overview http://www.gedtestingservice.com/uploads/files/3e44f347ea35284e96f1e06a95e7e402.pdf</p> <p>Central Carolina RESA (Regional Education Services Alliance) DOK vs Bloom http://www.ccrea.net/wp-content/uploads/2012/06/dok_blooms_comparison.pdf</p>	<p>Students will review one summary from their classmates and provide feedback on the class wiki site.</p>	<p>Summary rubric.</p>	<p>Reflection Journal:</p> <p><i>What did you learn this week that surprised you? Do you think Webb's DOK model is a good framework for GED 2014? Explain.</i></p>

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Final Presentations:

Students will convene in class one final time to present their full program implementation plan for GED 2014. Plans will include strategies to incorporate the TX CCRS, digital literacy exercises, and Webb’s Depth of Knowledge model.

Module One

Module Two

Activity	Face-to-Face	Online	Tool	Activity	Face-to-Face	Online	Tool
Lecture	X			Lecture		X	WebEx Moodle
Video				Video			
Wiki Assignment				Wiki Assignment			
Group Project				Group Project		X	Google docs Webex
WebQuest				WebQuest			
Problem-Based Learning Activity				Problem-Based Learning Activity			
Blog Post (journal)		X	Moodle	Blog Post (journal)		X	Moodle
Reading		X	Web links	Reading		X	Web links
Podcast/Audio				Podcast/Audio			
Concept Map				Concept Map			
Quiz				Quiz			
Paper/Writing Assignment				Paper/Writing Assignment			
Other: Presentation	X		Power Point	Other:			

Module Three**Module Four**

Activity	Face-to-Face	Online	Tool	Activity	Face-to-Face	Online	Tool
Lecture		X	WebEx and Moodle	Lecture		X	
Video				Video			
Wiki Assignment				Wiki Assignment		X	Wikispace
Group Project				Group Project			
WebQuest				WebQuest			
Problem-Based Learning Activity				Problem-Based Learning Activity			
Blog Post (journal)		X	Moodle	Blog Post (journal)		X	Moodle
Reading		X	Web links Moodle	Reading		X	Web Links Moodle
Podcast/Audio				Podcast/Audio			
Concept Map				Concept Map			
Quiz				Quiz			
Paper/Writing Assignment				Paper/Writing Assignment		X	Wiki
Other: Student Presentation	X		Power Point	Other: (please specify)			

Module 5

Activity	Face-to-Face	Online	Tool
Lecture		X	WebEx Moodle
Video			
Wiki Assignment		X	Wikispace
Group Project			
WebQuest			
Problem-Based Learning Activity			
Blog Post (journal)		X	Moodle
Reading		X	Web Links Moodle
Podcast/Audio			
Concept Map			
Quiz			
Paper/Writing Assignment		X	Wiki
Other: (please specify)			