Defining our Direction

- **First-Year Seminar Course**
  - All of us have experienced this type of course in our educational journey
  - Each of us offered unique backgrounds & insights
  - Develop an online version

- **Collaboration**
  - Wiki
  - Wimba Classroom
Why Backwards Design?

- University Success courses have established benchmarks they want students to reach
- What should students understand, know, and be able to do?
  - Students to have a successful transition from high school to college
  - Students to remain in school
**Stage One: Identify Desired Results**

<table>
<thead>
<tr>
<th>Students will understand:</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a lot to learn in order to make a successful transition to college life</td>
<td>Why take this course?</td>
</tr>
<tr>
<td>Mastering the technology and skills in this course will have benefits in many other college courses</td>
<td>Why is the course offered online?</td>
</tr>
<tr>
<td>What Blackboard is and how to locate it on the university website</td>
<td>How does one successfully navigate the Blackboard site?</td>
</tr>
<tr>
<td>Many of the online tools used in this course will be utilized in other university courses across all majors</td>
<td>Which aspects of an online environment will enhance the students’ academic success?</td>
</tr>
<tr>
<td>Students will know: • factual information about the university campus • vocabulary terms related to Blackboard and the Wimba classroom • key facets of the Blackboard learning environment</td>
<td>Students will be able to: • access Blackboard and Wimba from their own PC • successfully navigate Blackboard in order to use the digital drop box, online discussion, and Wimba</td>
</tr>
</tbody>
</table>
Stage Two:
Evidence & Assessment

- **Performance tasks**
  - Posts a personal profile in Blackboard and also is able to leave a message for the instructor in the drop box

- **Other Evidence**
  - Capable of navigating the Blackboard environment

- **Formative Assessment**
  - The instructor will need to gauge the pace of the instruction on how well students are keeping up with the technology

- **Summative Assessment**
  - Because this is a lesson plan for the first day of a semester-long class it is too early to propose a summative assessment
Stage Three: Learning Plan & Instruction

- **Learning Activities**
  - Introductory PowerPoint presentation
  - Opportunity to logon to Blackboard in the computer lab
  - Introduce students to each other in a face-to-face setting
  - Orient students to the Blackboard menu and the features of the Wimba Classroom
Benefits

- **University**
  - Introduces students to the technologies they will be using during their time at the university

- **Student**
  - Builds confidence among students in using the tools
  - Caters to:
    - Traditional
    - Non-Traditional
    - International
Questions?