

Sequencing Rationale



The Online Teaching unit can be categorized as a learning-related sequence of familiarity. Pre-service teachers are currently prepared for securing teaching positions in the traditional, brick-and-mortar setting. This unit builds on the foundation of what traditional pre-service teachers already learn regarding classroom management, content organization, and face-to-face delivery so they are prepared to instruct just as effectively in the online setting.

The first subunit entitled, “Creating Environment” contains information beginning teachers need to know regarding basic navigation of any online learning environment. Students will study the instructional delivery continuum: face-to-face → blended → online. They will be introduced to the flexibility of online course design and learn skills for developing an online classroom presence. Elements of online professionalism will be explored in this first subunit, but expected teacher conduct will be specifically addressed in subunits two and five.

“Building Relationships” serves as the title of the second subunit. A relationship-building skill set is perhaps the most important skill set prospective online teachers can develop. An online student’s rate of success is much stronger if the teacher-student (or teacher-family) professional relationship is strong. During this subunit, students will discuss how the conventional strategies for building relationships are challenged in the online setting. Students will critique written and phone communications in terms of

professionalism and practice composing responses to student and parent questions and concerns.

The third unit, “Organizing Content” will focus on comparing and contrasting the construction of customary course content with online course content. During this unit, students will experiment with multiple online instructional tools and observe their effectiveness with K-12 students. They will also gain experience in evaluating the alignment of existing content, manipulating commercial content to meet student needs, anticipating possible barriers to learning, and thinking about the creation of resources to troubleshoot or completely avoid those barriers.

Individualizing instruction is an expectation of online learning environments. Many times, K-12 students are attracted to online course opportunities because content can be tailored to fit their learning needs, both academically and with regards to accessibility. The “Individualizing Instruction” subunit will prepare prospective teachers with skills necessary to manage student data in sophisticated data management systems utilized by online schools. They will also learn to interpret the data collection meaningfully so differentiated learning paths can be created.

The fifth subunit, “Exhibiting Professionalism”, will reinforce the professional behaviors expected of online teachers. Constant professional growth is expected of teachers employed in this environment. Students’ abilities to apply professional development and collaborate online with peers will be evaluated throughout the unit. Activities during this subunit will include a self-evaluation of technical skills and repeated opportunities to demonstrate problem-solving and inventive thinking.