City School District of

ALBANY ONLINE

How can we bridge the gap between equity as policy and intent to readiness and implementation?

What does transformational change look like?

What are we doing differently?

How is it achieved?

Authorship Placeholder

Table of Contents & Jumplink Placeholder

Defining E-Learning Terms

Across the internet you will find ed tech terms with such great variance and definition overlap that it is difficult to come to a shared understanding of which learning modality is being discussed. For that reason, it is best to define terms used within this guidebook according to our understanding as authors.

Learning Management System (LMS)

Distance Learning

Innovation

E-learning

Remote Learning

Deficit Thinking

Locus of control

Historically underserved populations

Defining E-Learning Terms

Outcome vs Consequence

Remote Learning

Distance Learning

Introduction and Context

Widespread school closures during the COVID 19 pandemic resulted in an immediate, global necessity for remote instruction. In the beginning weeks, online learning platforms, whether through altruism or by marketing design, extended their free trial timeframes and provided free full-featured accounts. During the following school year, however, access to specialized features and long-term trials of online learning platforms ended. As schools returned to partial or full in-person instruction, school districts (and in many cases, individual teachers) purchased tools that would allow students and teachers to stay connected regardless of shifting emergency instruction modes.

Educators sought stabilization in an environment that presented access to an abundance of new tools but that lacked centralizing support structures necessary for coherence and continuity. A plethora of distance learning recommendations had suddenly entered the market where evidence-based K-12 ed tech (educational technology) integration research had largely been overlooked. An industry already squarely planted in an annual multi-billion-dollar range surged.

COVID 19 inarguably catapulted the K-12 world into a state of shifted focus that was tempered by critical localized, immediate, practical needs. Teachers quickly adopted emergency remote learning methods and worked with the tools they had, but they were largely working on ed tech islands. Certainly, it is often easiest to use what we already know, and particularly so when experiencing the on-going high stress levels of a world-wide pandemic.

It is the goal of this training guide to map out the process of influencing what comes next and to offer practical insights into localized applications of research-based e-learning instruction and design.

Historically, instructional design has largely been focused on the business sector while e-learning instructional delivery has been the domain of higher education. History and its contexts are important. While it would be unwise to declare this work entirely inapplicable, the National Science Foundation adage “what works for whom under what contexts” reminds practitioners that few human truths are universal. K-12 internet-based course delivery arose out of an unmet need, both in the past and in recent times. However, public schools do not generally have the luxury of time and dedicated human resource capacity needed to triangulate the business sector’s design principles and higher education’s theoretical frameworks into practical, transformative instructional programming.

Learning Technology Vision

With the accelerated infrastructure expansion caused by COVID 19 and through the support of a **New York State Education Department** Learning Technology Grant, the **City School District of Albany** intends to engage in a Learning Management System (LMS) selection and implementation process that will:

1. document , through publication of an e-learning implementation guidebook, localized efforts to achieve effective and sustainable e-learning programming

2. integrate e-learning course design support with a collaborative professional development approach that positions the equitable access needs of diverse populations at the forefront of professional discourse

3. connect e-learning stakeholders' decision-making processes to evidence-based research

Why E-Learning?

The Association for Talent Development's 2021 *State of the Industry* report indicates that in 2020 67% of industry learning hours were conducted online. Of these, live virtual instructor-led learning accounted for 35% while self-paced learning accounted for 32%. Ninety-eight percent of businesses reportedly use virtual classrooms in some form for employee training. (eLearning Industry, 2022). In terms of 21st century career readiness, navigating online learning platforms with some level of autonomy has become a non-negotiable workforce expectation.

Putting industry numbers aside, educational research over the past 60 years has not shown a significant difference in learner performance or achievement in face-to-face versus online learning (Clark & Mayer, 2011, p.14). As K-12 schools returned to in-person instruction, some teachers continued to use the technology integration tools and methods they adopted earlier; others have returned to more traditional forms of pre-pandemic delivery. Research showing parallel performance and achievement data seemingly supports the need for both modalities, each with its benefits and deficits.

This guidebook is written from the stance that technology is shaping our current and future world, and that, if 21st century education is to remain relevant, effective and efficient e-learning will require a divergent approach. This requisite divergence currently intersects with a notable point of educational and social change that calls for a re-examination of teaching and learning methods.

American computer scientist and futurist, Ray Kurzweil notes that (at the current rate of change) "we won't experience 100 years of progress in the 21st century — it will be more like 20,000 years of progress."

Kurzweil describes technological progress as an accelerated evolutionary process that speeds up exponentially over time. As the pace of the modern technological innovation accelerates, it reshapes our existence across all sectors. No other world population has ever lived through a time of such rapid, rolling, constant technological change. No other world population has experienced the challenges of socio-cultural generation gaps as they exist now. Though technology has significantly impacted multi-generational experience and perspective, these advances have also offer necessary infrastructure that continues to facilitate swift intergenerational knowledge exchange and the collaborative innovations that mitigate disruption.

There has been much conversation around the fact that pandemic related disruptions spotlighted pre-existing inequities. We would be remiss to allow inertia when given the opportunity to direct momentum. Though we may not have the ability to shift a nation with immediacy, we do have the ability to look at our localized state of protraction and to build an e-learning system with intentionality around the needs of our community and its special populations. In so doing, we hope to build an e-learning framework that will be structurally sound in its scalability.


1
Collaborative Learning
2
Higher Engagement
3
Access & Flexibility
4
Workload Efficiencies
5
Increased Productivity
6
Customization Tools
7
Individualized Supports
8
Data & Analytics

All in for Equity!
And this is how we do it.

City School District of ALBANY

In 2019, the City School District of Albany (CSDA) adopted policies around the "All in for Equity" initiative. The CSDA's Equity in Education Policy supports an inclusive equity that addresses "issues related to poverty, privilege, curriculum access, academic programs and behavioral supports" at a systems level. Though today's rising population of "digital natives" has never lived in a world without the internet, hand-held supercomputers, and social media based networking, we cannot equate society's technology infusion with equal access.

For public education, the implications of this "digital divide" are three-fold in regards to:

1) **equal technology access**

2) **fundamental digital literacy instruction**

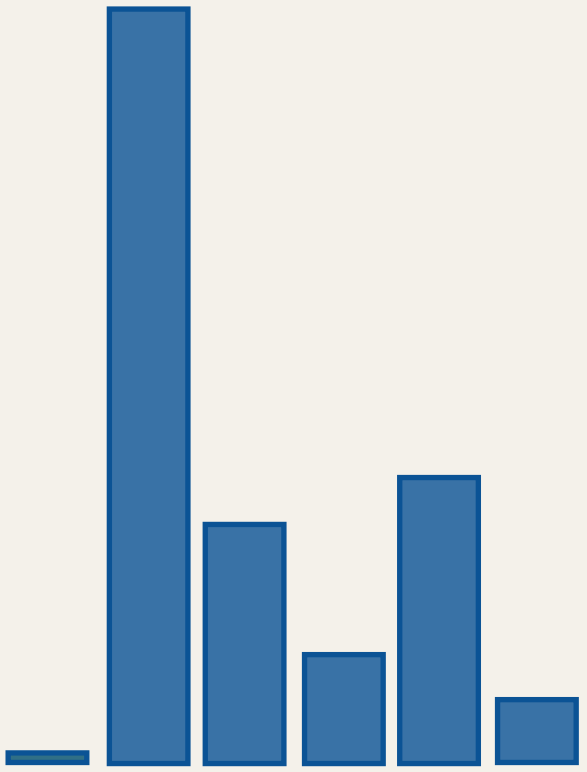
3) **participation in advanced learning experiences that develop essential 21st century soft skills and problem solving ability**

City School District of Albany

TOTAL K-12 PUBLIC SCHOOL STUDENTS	ACCOUNTABILITY STATUS	4-YEAR GRADUATION RATE
8,231	TARGET DISTRICT	82%

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED		HOMELESS	
938	11%	1,269	15%	5,661	66%	249	3%

ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE	23	0%
BLACK OR AFRICAN AMERICAN	3,737	45%
HISPANIC OR LATINO	1,613	20%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	740	9%
WHITE	1,565	19%
MULTIRACIAL	553	7%

Data.NYSED.gov

What Does Equitable Access Mean?

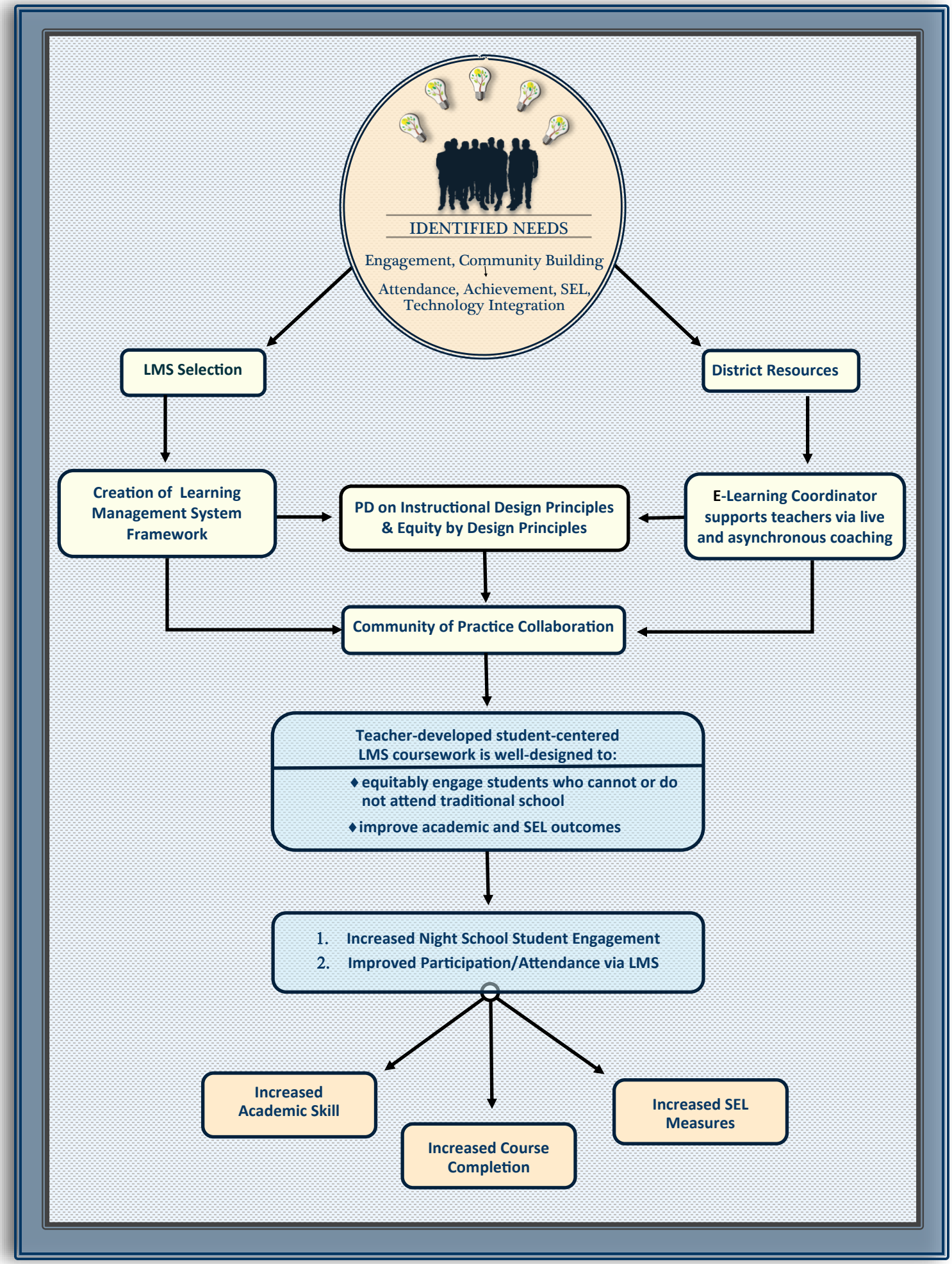
History has great impact on the circumstances of contemporary society. We can no more remove an individual from the context of personal and collective timelines than we can remove a number from its conceptual continuum and expect it to still have meaning. *Equity* is an abstract, historically contested term with a broad set of usages.

Yet, at its core, in both a financial and sociological sense, the term *equity* speaks to assigning value to differences. Equity seeks to recognize potential over time in a shifting world. Differences are accepted as a condition of investment vital to recognizing the highest rate of return. In social-humanistic terms, building equity requires perpetual re-stabilization (in regards to both the individual and the surrounding world) where assets and deficits are defined in relation to one another.

Considered through this lens, the implication for education is that neither proving *access* nor providing *opportunity* is enough. Access and opportunity exist in a reciprocal relationship. On a systemic level this means that while the door to opportunity might be open, barriers to individual access still exist. Conversely, on an individual level, ensuring physical access (ensuring a student "walks through the door" and is "present") does not ensure equal opportunity***. In order to access the promise of educational opportunity, learners must first receive the scaffolds and supports that make content comprehensible in light of their current deficiencies and proficiencies.***

Herein we consider *Equitable Access* in terms of instructional design and delivery to mean that individual performance and achievement evidence whether or not a student has received equitable support in alignment with individual circumstances and needs. This is not to suggest that all students will achieve equally regardless of circumstance.

Rather, working toward equity requires a multi-faceted, person-centered intentionality that works to shift deficits into competencies, potential into actualization, and devalued voices into essential components of participatory community citizenship.


IDENTIFIED NEEDS
Engagement, Community Building
Attendance, Achievement, SEL, Technology Integration
LMS Selection
District Resources
Creation of Learning Management System Framework
PD on Instructional Design Principles & Equity by Design Principles
E-Learning Coordinator supports teachers via live and asynchronous coaching
Community of Practice Collaboration
Teacher-developed student-centered LMS coursework is well-designed to:
♦ equitably engage students who cannot or do not attend traditional school
♦ improve academic and SEL outcomes
1. Increased Night School Student Engagement
2. Improved Participation/Attendance via LMS
Increased Academic Skill
Increased Course Completion
Increased SEL Measures

Needs Assessment

Within any community exists a wide range of understandings and experiences around what equity means, what degree of control we have in pursuit of equity, and how efforts toward building equity can be realized. Though we have generally established that working toward equity is an intentional, person-centered effort to support each learner's needs and value each learner's unique contributions. A significant part of actualizing equity includes engaging in a personal examination and definition of the concept within the contexts of our own communities.

Your organization may have already established definitions and policies around equity initiatives. However, equity is not a conversation that ends.

Equity has many lenses which need to be fine-tuned and refocused as we engage in the work of education. Personal and collective understandings need to be made explicit through an ongoing process of inquiry.

The program development needs analysis process begins with awareness of an area of weakness or potential growth. A target population is identified and common factors are discussed to determine appropriateness for program alignment and to consider factors that may influence learners' success.

1 develop Albany Online as a critical component of 21st century digital literacy skills support

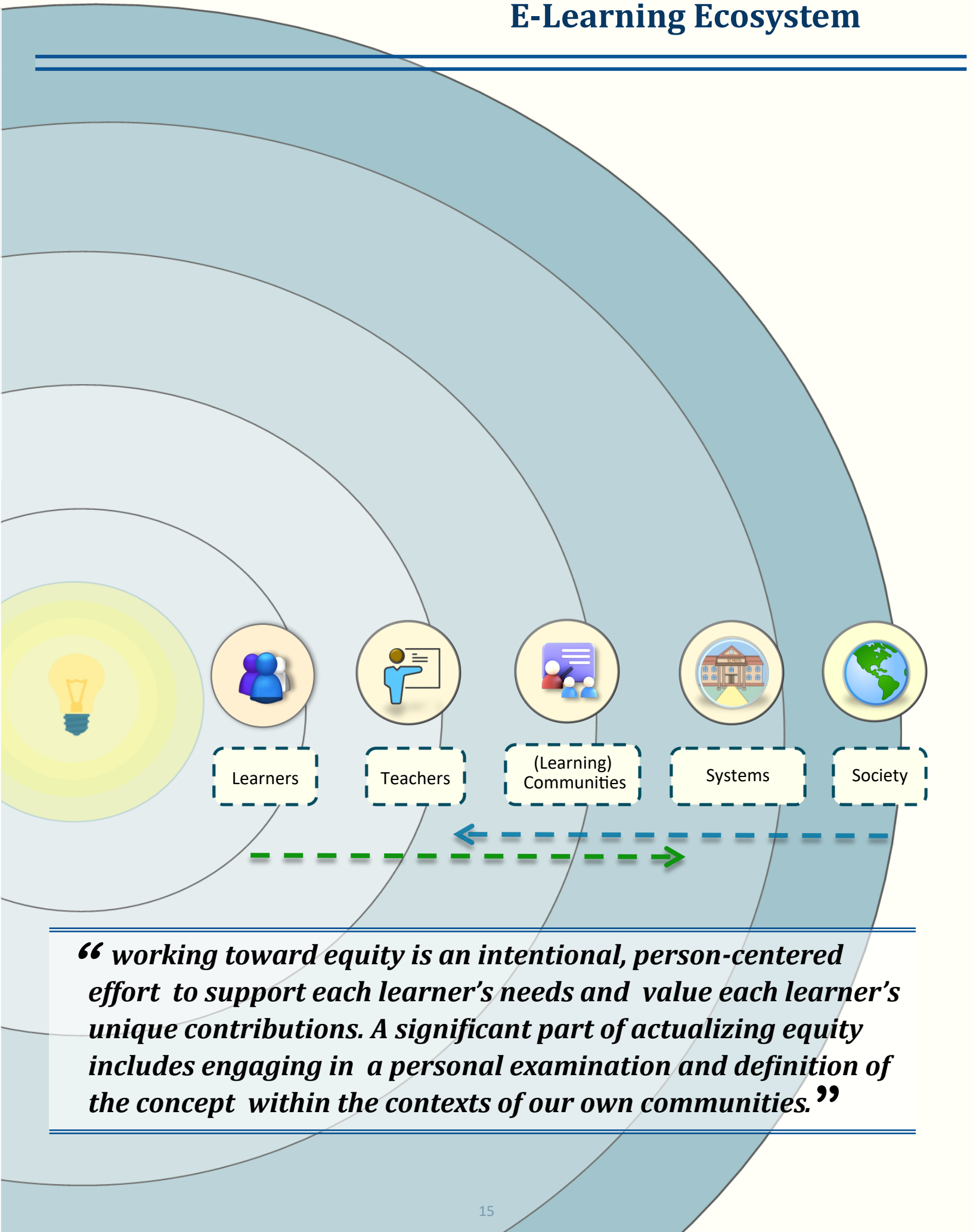
This target population is not the working group's core audience; instead, in an ecosystems view, these learners function as the program's protagonists. meaning that their anticipated actions and reactions are central to all planning and decision-making.. Yet, decisions must also be made in consideration of multi-layered social dynamics that directly and indirectly affect learning.

2 improve academic engagement and social-emotional learning skills for Albany's Night School learners

Each ring of the learning ecosystem is driven by its own motivators and priorities, which creates an interactional ripple effect. The needs of the learner cannot be met without also meeting (to some degree) the disparate needs of the social ecosystem. In this manner, teachers ' program support needs also become central rather than secondary.

3 create a Community of Practice professional learning structure to provide teachers with training and ongoing support for e-leaning implementation and improvement

E-Learning Ecosystem



"working toward equity is an intentional, person-centered effort to support each learner's needs and value each learner's unique contributions. A significant part of actualizing equity includes engaging in a personal examination and definition of the concept within the contexts of our own communities."

Problem Statement

Albany's Night School program was developed to meet the needs of students who cannot or do not attend day school for various reasons. The program continues to show disparities in student attendance, participation, and achievement as compared to day school. The district's most vulnerable students can be difficult to engage and are more likely to demonstrate low achievement and learning gaps, often as a result of the complex interactions of multiple risk factors. Additionally, the Night School program experiences higher rates of staff turn over.

LONG TERM OUTCOMES

Program Impact

* Cohort 1 work group participate in ongoing course improvement and knowledge sharing with new LMS adoptees (10 % HS)
* Equity by design practices become part of Albany Online school culture

Students

* Increase attendance, participation, and progress toward graduation
* Meet or exceed parallel Night School course pass rate
* Course artifacts demonstrate Community of Inquiry practices

MID-TERM ACTIVITIES & OUTPUTS

Teachers

* Develop objectives and LMS frameworks for student-centered learning
* Build out content for first 10 weeks in collaboration with the e-learning co-ordinator

E-Learning Coordinator

* Curates resources in response to participating pilot teachers' needs assessments , including topics central to the work such as Growth Mindset, Equity by Design, Constructivism and the Community of Inquiry approach, Instructional Design
* Facilitates train-the-trainer workgroups and collaborative course building work groups
* Advance equity and engagement practices in PD and support sessions
* Communicates with private school partners

SHORT TERM ACTIVITIES & OUTPUTS

Leadership

* Hire E-Learning Coordinator
* Convene Stakeholders
* Purchase LMS
* LMS configuration
* Recruit teacher participants
* Provide program oversight

E-Learning Coordinator

* Conduct research for LMS selection & program development
* Begin guidebook development
* Begin creating PD framework and resources
* Gather needs/alignment information from stakeholder meetings and program observations
* Manages vendor contacts & attends vendor on-boarding
* Configures LMS & creates on-boarding module

DISTRICT RESOURCES

* NYSED Grant Funding
* District Leadership & Support
* Infrastructure & Chromebooks
* E-Learning Coordinator
* Teaching & Support Staff

EXTERNAL FACTORS

* Socio-economic status
* Cultural & historical factors
* Family & community resources
* Students' lived experiences & resulting behaviors and mindsets

Logic Model Tree

What does transformational change look like?

What are we doing differently?

How is it achieved?

* Students graduate with improved life skills
* Students access increased post-secondary opportunity

* Demonstrate growth in 21st century interpersonal skills through class discussion and project collaboration
* Surveys demonstrate improved measures of autonomy and belonging

* Community of Practice previews course experiences and provides feedback.
* Ongoing Community of Practice implementation debriefs, support check-ins
* Monitor student success and look for personalization opportunities

* Develops student expectations/guidelines with stakeholder input
* Builds special course visual and layout assets by request, provides one-on-one support
* Conducts administrator, parent, student onboarding presentations
* Coordinates logistically with Nigh School administration and staff
* Participates in live and asynchronous course delivery as instructional coach
* Develop, adopt, or modify e-learning course design rubric

TEACHERS

* Teachers participate in LMS on-boarding Community of Practice
* Teachers increase awareness of equitable access barriers & align with project mission
* Teachers contribute to needs assessment and development of equity focused course overviews

ASSUMPTIONS

* Complex challenges faced by at-risk students require a holistic approach focused on building specialized systems support capacities
* Quality instruction , community building, and supportive teacher-student relationships have greater impact than delivery method
* Access to technology includes 21st century skill based learning experiences that are authentic, relevant, and engaging
* Learning is a highly personal process of contextualizing experiences and constructing meaning through interaction and reflection

Forming a Stakeholder Selection Committee

Wide-ranging, inclusive stakeholder participation strengthens advocacy for a range of student and teacher needs. Additionally, stakeholder committee selection can play an import role in program implementation and expansion, shared ownership, and mutual accountability. A stakeholder committee's composition may depend on organizational structure and programmatic objectives. In the case of the CSDA E-Learning Project, key-stakeholders included district-level oversight administration, program –level administration, labor management leadership, teachers representing each core content as well as distance learning/current technology integration efforts, as well as teacher advocates currently serving Special Education, ENL, Night School, and other special populations.

The stakeholder committee's first task included selection of the Learning Management System from the top three platforms (as determined by comparative research focused on ease of use, student engagement features, availability of implementation and expansion support, and compatibility with current systems). During the early project development phase more than 40 platforms were explored. While it was not practical to have the full stakeholder committee involved in broad preliminary platform testing and review given their full-time professional roles, a holistic rubric was created to give stakeholders insight into a wide-range of rating factors for finalist deliberations.

In the case of the CSDA's grant-funded, mid-pandemic LMS selection, scheduling conflicts due to the stakeholder's diverse roles and responsibility, staff attendance/illness, teacher labor contracts/over-time funding, and pre-existing, inflexible project timelines limited the ability of project leaders to set up methodical on-going conversations that might have walked participants through the necessary considerations and long-term vision of the project.

Stakeholder LMS Selection Challenges

Two difficulties in this approach arose:

1) tendencies toward impressionistic influences versus objective informed rubric-based decision making

2) strong Influence of skilled presenters and overall market leader notoriety over pragmatic consideration of program use case

Suggestions for Improved Process

Given these challenges, it is suggested that others wishing to take on an LMS selection and implementation project begin program action-steps minimally 18 months in advance of anticipated pilot dates. Ideally, this would include an on-going period of general early awareness raising, time for point-person platform research and exploration, a second-tier awareness raising coinciding with LMS research and stakeholder selection, and multiple convenings spaced for adequate reflection, individual live exploration or platform trial with or without product vendor support, and group discussion (addressing the two challenges listed above while considering rubric elements) after the completion of aforementioned program demo process with time for presenter call backs built in should the need for clarification arise.

Learner Profile & Community Culture

The Southwest Educational Development Laboratory (SEDL) describes "at-risk" students as students who have an "increased risk of failure in school" due to a range of factors "related to a student's family or personal background" (2003, p. 1). These variables include "single head of household, low socioeconomic status, minority group status, limited English proficiency, low educational attainment of parents, disabilities, psychosocial factors, and gender" (SEDL, 2003, p.1).

Additionally, at-risk learners share certain characteristics (Mayberry, 2003, p. 4-5) including:

1) Sensitivity to failure

2) Feeling intimidated by faculty

3) Lack of familiarity with or access to support systems

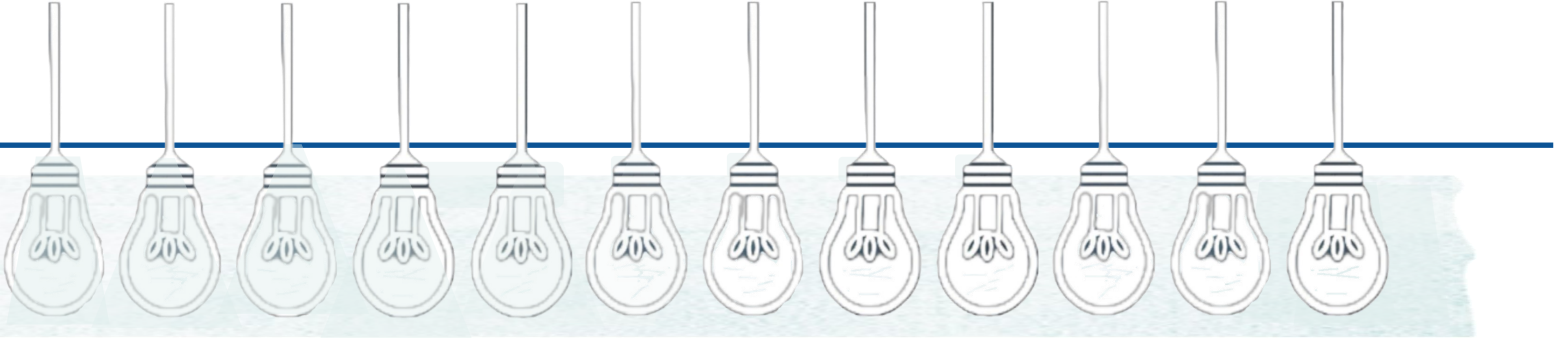
4) Undeveloped work ethic

5) Little exposure to high achieving students

6) Lacking certain aspects of maturity

Unfortunately, research also shows that educational systems are more likely to engage in actions that stem from deficit thinking when they encounter challenges with historically underserved populations. Grounding program development and improvement in research-based findings is essential. However, educators must go further and make conscious, ongoing efforts to mindfully reframe perspective when applying this research to decision-making. The term "at-risk" stems from medical field research where risk is measured at the individual level in response to the outcome under study. That is, contributing ***risk factors*** combined with personal and environmental ***protective factors*** (such as problem-solving ability, confidence, social supports, and income) are used to determine the probability that another individual with shared characteristics would develop problems that impede a healthy and functional transition into independent adulthood. This approach emphasizes an individual's "**risky behaviors**" and resulting consequences rather than ***environmental or situational risks*** that predispose youth to engage in behaviors that lead to negative long term outcomes.

While educational systems need to use this information to identify and better serve "at-risk" students, they have a limited ability to change root-causes.



Consider a recent (2020) study that asked teachers to select a student who had disruptive or negative behaviors in class and identify what they believed to be the root cause of the student's misbehavior.

86% identified a root cause that focused on the student or the family. Responses included lack of structure at home, lack of stability at home, lack of educational skill, attention seeking, learning disability, single parent households, and domestic issues. The remaining 14% cited school-based root causes, including lack of engagement/ boredom, lack of teacher social-emotional training to support student needs, inconsistent teacher expectations, need for academic assistance, and negative experiences and relationships at school.

Indeed, all of these factors can contribute to student misbehavior. The significance lies in the way we frame our perspective around these factors. Deficit thinking can spring from both positive and negative intentions, and it is not dependent upon whether an idea is unfounded or inaccurate. Rather, deficit thinking takes a narrow view of circumstances that places responsibility for shortcomings on the student and their world. A deficit-based focus can consciously and unconsciously affect the way we talk about and think about students. This becomes an additional barrier to positive change.

When an educator or a student does not believe that change is within their locus of control, they are much less invested in shifting their energies into actions that can influence change. This can lead to actions within the school system that reflect bias and perpetuate inequities. When educators places responsibility for shortcomings on the student and their world. This can lead to actions within the school system that reflect bias and perpetuate inequities. When educators take negative actions, fail to take supportive action, or voice frustrations that reflect a belief that vulnerable at-risk student populations are incapable of change within school contexts and that the effects of their environment and lived experiences are too great to justify investment of resources, it signals a need not only for a reflective reframing of the overall learning culture but also for on-going teacher capacity building and support.

Undeniably, there are unique challenges in working with disengaged youth. However, for sustainable transformational change to occur we need to make objective observations about our current program delivery, suspend judgement of students and colleagues, become more aware of influencing factors both within and beyond our control, and design program change around actionable, evidence-based practices.

What is Disruption Innovation?

What does transformational change look like? → **What are we doing differently?** → **How is it achieved?**

E-Learning Opportunity

Creating Conditions for Success

The Design Process

(becoming conscious of user experience)

Learning is a highly individualized process that brings together cognitive, emotional, and environmental factors (Illeris, 2004). There has long been discourse amongst educators about the scope of teachers' influence in facilitating optimal learning given the numerous factors beyond their control, particularly amongst "at-risk" students.

Constructivist learning theory provides a perspective that entertains the separation of personal experience and resulting habits of mind from (i.e. individual constructivism or personal meaning making) from social constructivism (which focuses on the nature of interactions in an intentionally developed learning community). The social constructivist view of learning has been influential in the exploration of important, research-based practices such as scaffolding and explicit instruction (Vgotsky, Bruner).

Before considering the social aspect of learning and the transformative potential of developing a community of inquiry structure (which relies more heavily on instructional delivery), it may be helpful to consider brain science research related to Multimedia Learning Theory. The work of Dr. Richard Mayer (American educational psychologist) sets forth neuroscience based instructional design principles that maximize learning.

Mayer's Principles (2001) stem from the following cognition factors :

- **Dual-Channeling**: "Humans possess separate channels for processing visual and auditory information" (p. 63).
- **Limited Capacity:** Humans process (attend to) a limited amount of information at a time.
- **Active-Processing:** Knowledge is constructed by the individual learner, who must synthesized information into the meaning-making process
- **Cognitive Load**: Minimize materials or details that distract from the essential learning while supporting methods and strategies that help the learner focus, process, and synthesize new information.

1. Coherence
2. Signaling
3. Redundancy
4. Contiguity
5. Segmenting
6. Modality
7. Multimedia
8. Personalization

Coherence Principle

People learn better when lessons are based on clear learning objectives and when all visual, narrative, and sound enhancement are directly related to the information being presented.

This means narrations are concise and well-thought out. Illustrations are selected when they fit the context and serve as a reference for a learning point. Sound enhancements must also serve an instructional purpose related to the content. Extraneous materials divert attention from important material. The working memory begins to organize and integrate the extra materials. This complicates rather than simplifies the learning process.

Signaling Principle

People learn better when cues that highlight the organization of information are added.

Signaling simplifies processing by guiding the learner's attention to key points . The learner is then more focused on making meaningful connections between the highlighted points rather than sorting information and determining level of importance in order to prioritize learning points.

Redundancy Principle

People learn better from graphics and narration than from graphics, narration, and text.

For example, when viewing a narrated video additional on screen captioning is redundant and distracts from visual processing by causing the learner's eyes to switch back and forth between the video and the captioning.. The additional text processing channel is activated and causes the learner to divert processing efforts to comparing printed and spoken narratives.

Contiguity Principle

People learn better when corresponding words and pictures are presented close together rather than spread across the page.

When illustrations and their corresponding words are nearby the learning is more able to hold both in working memory than when words are included further down the page as a reference. The learner can more easily map the connection between the two. Processing focus is disrupted when the learner must visual search the page for defining or clarifying labels or text. The same is true when a learner must flip back and forth between a visual and a text on a slide or linked webpage.

Segmenting Principle

People learn better when complex information is broken into smaller parts that are presented one at a time.

Segmenting allows the learner to process one chunk of information that has been curated by the teacher rather than extending processing to determine how to chunk the information themselves. When a learner expends effort determining where related information in a chunk begins and ends, the learner is not fully focused on connecting new information to their existing knowledge .

A learner may choose to stop when pertinent information has not yet been presented and expend processing energy when key details are missing, or , the learner may continue on too far and begin sorting and processing information that complicates rather than simplifies the connections between strategically segmented pieces.

Segmenting additionally allows the learner to control the pace, spending more or less time on chunks of information based on their individualized needs. This presents the additional benefit of creating space for the learner to develop self-monitoring skills

Modality Principle

People learn more deeply from visuals paired with spoken words than from visuals and printed words.

Printed text requires visual processing . When text and pictures are used together, both are competing for focused attention in the visual channel. When spoken words and pictures are used verbal and visual channels provide complementary information that allows the learner to more fully process information.

Multimedia Principle

People generally learn better from printed words paired with visuals than from words alone.

Both spoken and written narratives benefit from visualizations. Words and images provide different conceptualization of information and help the learner construct clearer understandings. However, it is important to avoid formatting lesson presentation in a way that splits the learner's attention. The words and visual must essentially convey the same information rather than adding different pieces of interrelated information. For this reason, good judgement is needed to determine if the learning context would benefit from the visuals available to the lesson planner or if plain text should be used.

Personalization Principle

People are more engaged in learning when social interaction activities are included and when the instructor displays personable traits that invite the learner to feel connected.

Social interaction through video conferencing, discussion boards, or other means allows learners to actively engage knowledge rather than passively receiving information. Such interactions develop a sense of community and belonging.

Videos of the instructor sharing information and perspectives in a warm, less formal manner lend a more personally inviting feel to the learning experience. Natural body positioning, voice, facial cues, and eye movement humanize the e-learning experience and create a visible presence in the class, particularly during asynchronous learning.

Personal touches reduce feelings of isolation.

Instructional Design vs. Instructional Delivery

How do our design principles translate into specific content areas? Are there unique needs?

Equity by Design & Universal Design for Learning

Theory of Change/ Conceptual Framework/Tenets

Developing a Community of Practice

Community of Inquiry Structure: Educator Roles and Responsibilities

Peer review, course design, rubric development

Professional Development Structure

Implementing Future Improvements

Canvas Course Set Up Technical Tutorial

E-Learning Course Evaluation Resources

Purdue Course Design Evaluation Rubric
https://www.purdue.edu/innovativelearning/developing-courses/course-design/files/Course_Design_Rubric_with_LMS_Content_Recommendations.docx

Quality Course Teaching & Instructional Practice Scorecard
https://onlinelearningconsortium.org/consult/olc-quality-course-teaching-instructional-practice/

Quality Matter K-12 Rubric
https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheK-12RubricFifthEdition.pdf

SUNY Online Course Quality Review Rubric (OSCQR)

https://oscqr.suny.edu/get-oscqr/

Texas Texh Teaching, Learning & Professional Development Center Course Design Rubric

https://www.depts.ttu.edu/elearning/pdf/TLPDC-course-design-rubric.pdf

Western University Centre for Teaching and Learning Rubric for eLearning Tool Evaluation

https://teaching.uwo.ca/pdf/elearning/Rubric-for-eLearning-Tool-Evaluation.pdf