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**Course Link:** https://www.myhaikuclass.com/abucska/math
**Request an Invitation to the Course:** https://www.myhaikuclass.com/do/share/eclass/692877?k=01d8704e8ab0aee97661d344639ba3227f66e494

**Developer's Notebook:** https://docs.google.com/document/d/1qjTFNQFdWhCR9woGmVDG9RFWtjYIoS8w6p8i11s5NTQ/edit

## Course Creation and Design Reflection

When given the task to create an online course for my students, I was overwhelmed. I was not sure if my 2nd grade students could handle navigating an online course to meet my learning objectives. However, going back to what I have learned so far in the MAET program, I knew I needed to figure out the TPACK for the course in order to make it manageable (for both my students and myself). Furthermore, I needed to decide on the technology, pedagogy, and content knowledge that I would cover through my course design.

The first decision that I had to make was how I wanted to use my course and what learning goals I wanted to present to my students. Since I teach every core subject in elementary school, I had many options. After much thought and studying the 2nd grade content standards, I decided on mathematics, more specifically, multiplication. One of the reasons behind my decision was that I knew that the course would be created before May when I begin teaching my students multiplication. This would allow me to implement my course not long after creating it and also provides me time to revise it during the summer based on my students' experiences.

Now that I had decided on the content, I needed to figure out how I would teach it (pedagogy and technology) and equally important, how it could be assessed in a way that would be suitable for my 2nd grade students. Since I will be using this course as a hybrid for my students to complete with me in the school computer lab, I knew that I would be teaching multiplication using concrete materials before we stepped foot into the lab. My students are on computers at least 45 minutes a week and have some experience navigating the web, but I was worried about how to make this course manageable for them. After playing around with different CMS, I decided to use Haiku because it was easy to use and suitable for K-12 students. My biggest piece of advice, especially for elementary students, is to use a lot of screencasts. Jing was extremely useful in this regard! I created screencasts for every link on my course in order to instruct and model for students what to do for each component of my course. This was no easy task, especially with every new brainstorm that I had, I ended up redoing screencasts to reflect the changes in my course. Yet time consuming, these screencasts will be extremely valuable tools for my students as they navigate through the course. The best part is that they can watch and listen to them as many times as needed before completing each task!

Another component that I was very conscious of was keeping my students' attention and motivating them to continue through the course. In order to do this, I included many videos, songs, interactive manipulations, games, and drawing tools to capture their interests. These were great tools to use to help expand their knowledge of multiplication that they gained while completing concrete tasks back in the classroom. I also used bright colors and tried to avoid a

lot of text on each page since many of my students are not advanced readers yet.  To better meet my students' needs, one of my UDL modifications for my course is to include audio for all of the text in each section.  While the screencasts explain what to do throughout the course, a more direct audio link for each section of text would better meet the needs of my students who are not strong readers.  This would also benefit the auditory learners in my class.

One pitfall of my course is that my students do not have their own email addresses and Haiku requires an email address for login.  Therefore, I had to obtain email addresses and permission from parents in order for the students to use the course.  In that regard, Weebly may be a better choice to use as the CMS since anyone with the web address can access the course.  However, this was not a deal breaker because this simultaneously increased parent involvement and made them aware of what their children were doing in mathematics and how they were using technology for educational purposes.  Furthermore, the choice to use Haiku increased my technological skills and challenged me to learn a new CMS to supplement my teaching.  Overall, I would highly recommend using Haiku when creating a course for a K-12 setting!