

EDLD 5318 Assignment 1

Name (Last, First): Stills, Terrance

Link to your LMS: <https://canvas.instructure.com/courses/3157980>

Link to your ePortfolio: terrancestills.weebly.com/lamaruniversity5315

Enter your Introduction, Learning Goals, Desired Results, Audience, and Outline for your online course using your previously developed UbD plan or 3 column table for your learning environment below using the space you need:

EDLD 5318 Assignment 1

Introduction: Limits are the building blocks for Calculus. Just about everything that is done in Calculus can be done with a limit. It is imperative that you understand Limits and how to solve them in a variety of methods.

Learning Goals:

1. The learners will estimate limits of functions.
2. The learners will interpret limits expressed in analytic notation.
3. The learners will express limits analytically using correct notation.
4. The learners will interpret the rate of change at an instant in terms of average rates of change over intervals containing that instant.
5. The learners will determine the limits of functions using limit theorems
6. The learners will determine the limits of functions using equivalent expressions for the function or the squeeze theorem.
7. The learners will justify conclusions about continuity at a point using the definition of continuity.
8. The learners will determine intervals over which a function is continuous.
9. The learners will determine the values of x or solve for parameters that make discontinuous functions continuous, if possible.
10. The learners will interpret the behavior of functions using limits involving infinity.
11. The learners will explain the behavior of a function on an interval using the Intermediate Value Theorem.

Desired Results:

Students will be able to:

- Find limits graphically and numerically.

- Algebraically determine limits of functions.
- Analyze functions for intervals of continuity or points of discontinuity.

Audience:

12th grade students at Thurgood Marshall High School. The students are primarily 1:1 with laptops given to them by the school/district or using their own device. Internet access will be provided by the district through devices attached to the laptops for students without internet access.

Outline:

| Learning Goals | Learning Activities | Assessment Activities |
|---|---|---|
| Foundational Learners will estimate limits of functions. | Desmos – Intro to Limits Activity Discussion | A written reflection on how to estimate the limits of functions. Summary of Learning |
| Application Learners will evaluate limits of functions graphically and numerically. | Group of Three Activity Group Discussion Summary of Learning | Finding Limits Graphically and Numerically Summary of Learning |
| Integration Learners will evaluate limits of functions using Algebraic techniques. | What’s the Next Step Activity? Video Assessment Question Creation | Evaluating Limits Algebraically Summary of Learning |
| Human Dimension/Caring Learners will determine which method to use when solving limits. | Limits of Functions Algebraically Activity Summary of Learning | Summary of Learning Video Quiz |
| Learning How-to-Learn Learners will use the problems created to discuss them and their | Summary of Learning | Summary of Learning Video Quiz |

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| solutions with the class and in groups. | | |
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List and briefly describe in your assignment document the materials you will enter into your chosen LMS below using the space you need:

Week 1

- Discussion Post
- Summary of Learning

Week 2

- Video Quiz
- Discussion Post
- Summary of Learning

Week 3

- Discussion Post
- Summary of Learning

Week 4

- Video Quiz
- Discussion Post
- Summary of Learning

Week 5

- Exam
- Discussion Post
- Summary of Learning

| | |
|--|---|
| 1. Who are the learners who will be in your course? | The learners will be 12 th Grade Students. |
| 2. What is your teaching style? | Generally, I would say that I am a Demonstrator. If necessary, I can be an authority but I don't like when that occurs. I have been attempting to migrate to a Facilitator. |
| 3. Have you taught in an online or blended environment? | I have taught in a blended/online environment. |
| 4. What is your level of experience with the content and with technology? | I would rate my experience as competent/advanced. |
| 5. What learning or pedagogical theories support online or blended learning? | Constructivism, social constructivism and problem-based support online or blended learning. |

Assignment Value: 50 points

Instructions

From the assigned readings, the weekly discussions, and from your supporting research you will create separate but related resources as listed below:

- Create an account in Schoology or other Learning Management System with access for professor and Instructional Associate. **Make sure your name is displayed in the name of your course (Last name, first initial, course name).**
- Submit your Introduction, Learning Goals, Desired Results, Audience, and Outline for your online course using your previously developed UbD plan or 3 column table for your learning environment.
- List and briefly describe in your assignment document the materials you will enter into your chosen LMS.
- Submit document with links to LMS and ePortfolio into Blackboard.
- Download Planning Questions document and answer questions 1-5.

Submission Details:

This assignment is unique to you, your circumstances, and your organization so you need to determine who your audience is, why and how they will use this information, and what impact you are looking to make. Since you own this assignment, and more importantly the ideas within the assignment, you need to choose how you will format and present this information. Refer to [*Who Owns the Eportfolio*](http://www.harapnuik.org/?page_id=6050) - http://www.harapnuik.org/?page_id=6050 for a more detailed explanation of idea ownership.

Even though your evidence of learning for this assignment may take the form of a Google document, video, presentation, blog post or other digital format you will be required to use the provided this document template to submit the assignment URL.

- Paste the correct and accessible URL into the space at the top of the document template,
- Add your name to the document,
- Rename the file with your name and assignment identifier,
- And upload the file to Blackboard by or before the deadline.

If your evidence of learning does take the form of a Word document then you can simply paste the content into the document template and complete the assignment submission as outlined above.

The School of Education is using this submission process in its online courses for two reasons:

1. We wish to provide you an offline copy of the assignment instructions that you can refer to.
2. We want to ensure there is a consistent and permanent record of assignment submissions that can efficiently be converted to hard copy.

Formats:

- Use the APA format to cite your sources.
- Use the assignment name, your last name and first initial (assignment name + last name + first initial) to label your assignment submission.

Add to eportfolio:

Since this assignment is part of the course outcome of developing an online course, you will also need to add this to your eportfolio. In the final module you will be required to consolidate all the course assignments into a cohesive section on your eportfolio, so we recommend that you add this to your eportfolio as you go along rather than wait until the end.