

Final Reflection

EDLD 5318

by

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## **INTRODUCTION**

The course that I have designed is an online course for AP Calculus. The course focuses on the concept of a limit. The limit concept is the basis of everything in the Calculus course from the concept of a derivative (slope) to the concept of an integral (area).

### **Instructional Design Theories**

The following instructional design theories lend themselves to development of online learning. First is the Situated Cognition Theory. Second is the Sociocultural Learning Theory. Third is the ADDIE Model. Fourth is Merrill's Principles of Instruction. Fifth is the Individualized Instruction Theory. Sixth is Bloom's Taxonomy of Learning Objectives. Finally, seventh is the SAM Model. Of these seven, the one that I chose was the Situated Cognition Theory.

### **UbD Plan Implementation**

The UbD plan was implemented using the three (3) stages of backward design. The results that I wanted the students to produce were decided on. What I wanted them to know? How I wanted them to present it? What I am looking for? These questions were essential to Stage 1 of the design. In Stage 2, the questions of "What I am looking for?" and "How I wanted them to present it?" were explicitly defined. In the final stage, I spent most of my time determining the learning experiences and how I would instruct the students. This stage, to me, was the determining factor to designing my online course.

## **Importance of Online Learning**

Online learning can benefit students greatly. Especially those students needing more support for the knowledge they may not already have. In my district, social promoting has overrun the idea of keeping a student back when the content has not been learned. The online environment can bridge the gap that is created when you socially promote. Also, in the age of the pandemic, online learning has taken precedence. Students are in need of a robust online system that would have the ability to go back and offer the option to spiral or scaffold instruction. Online learning is one way to accomplish that.

## **Enduring Understanding**

The biggest understanding that I can take and apply to my teaching is the planning necessary to get the course to be successful. The planning that was necessary for the course was extensive. Even with all of the planning, there were still areas that I forgot or did not plan for with the initial plan. Of course, with revisions, the course can be improved with the development of the areas that were not thought of. That being said, there is no way that I can get away from planning. The planning that needs to be done is a must to be extensive. In other words, I must plan with purpose with determining every outcome that I need or want to see.