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General Module 1 Discussion



Moderators: Pam Winton and Chih-Ing Lim

Share your planning and teaching ideas, challenges and successes.

Add Comment

EEX 3450

I am embedding this module into EEX 3450, Young Children with Special Needs, which is a course in our Early Childhood Education program. My section is completely online so I am interested in how others will be using it online.

Reply

EEX 3450

Junie,

We'll be interested to see how faculty use the module as part of an online course as well. We hope that this faculty lounge will serve as a place for you to share and exchange ideas about teaching and learning using the module.

Chih Ing

Reply

EEX 3450

Hi Juli, I too am teaching a course in EC SPED and am struggling with my text, and want to supplement with Connect module to add to students' understanding of young children with special needs. Please share your text and if you are satisfied with it.

Many thanks, Carol

Reply

EEX 3450

We are using Adapting Early Childhood Curricula for Children with Special Needs, Cook, Klein, Tessier

Reply

Using the Connect Module

Hi everyone,

My name is Pam Thompson Arbogast and I am a part-time instructor at Rogue Community College in Garnts Pass, Oregon. (My full time job is supervising an EI/ECSE program here). I plan to implement the module in my spring term ECEE 248 class Children with Disabilities and Their Families. It's an on-line class that I will be teaching for the second time. In the current course design I have a week on history and disability awareness, another week on inclusion, a week on adapting environments and one on adapting activities. I'm thinking the materials will fit best in there, but honestly, I was hoping today would help me figure that out :-)

Reply

Using the Connect Module

That sounds like a good content fit. Another consideration or perhaps challenge might be covering the 5-step learning cycle in the clock hours available for teaching and learning in one week of the semester. We are so interested in the multiple ways you all are thinking about using the resources and seeing what unfolds. THANKS

Reply

Using the Connect Module

We expect students to spend 7-8 hours/week in course reading, discussion and activities, but as I explored the materials a little more after the webinar I'm thinking I'll be dividing it up over several weeks, continuing to use some of what I've already developed and supplementing with Connect videos and activities. I haven't had time yet to fully explore, but I really like what I see so far and it looks like material will flow easily into my existing syllabus and sequence of the course.

Reply

Using the Connect Module

Great to hear! Thanks for continued exploration and sharing back with us.

Reply

CONNECT Pilot Study

Hi

My name is Bina Patel and I teach at Northampton Community College in PA. I am planning to use the CONNECT module with my Internship Course during Spring 2010.

Bina Patel

Reply

CONNECT Pilot Study

Welcome Bina...and thank you for your question during the webinar today. Will be interested in how the module materials worked in an internship course.

[Reply](#)

CONNECT Pilot Study

Hi Pam

Thank for your reply. I will have a very small group of Interns this semester, but they are all very passionate about the field of ECE, which will help in their participation. Another exciting point about attaching the CONNECT module to this course is that I will have a Parent Partner team-teaching with me (this is a parent who has own child with a special need and is trained to work with college instructors to bring own perspective on inclusion to the class discussion). She has worked with me for the past 2 years and will be an exciting addition to this project with CONNECT. I will integrate the CONNECT module with the Internship Seminar and keep track of how each idea works - for my benefit and yours!

Cheers,

Bina Patel

[Reply](#)

CONNECT Pilot Study

Bina, This is very exciting. One of our target audiences for the modules are family members who serve as faculty. It will be great to hear how your partner team uses the modules in the seminar.

I wonder if other faculty will be partnering with families in their courses and strategies they are using to do that. (On a related note, we are in the midst of developing a module on family-professional partnership under the leadership of Dr. Ann Turnbull)

[Reply](#)

CONNECT Pilot Study

Hi Pam:

Suzanne Mulhern, my parent partner, is team teaching with me. She is at NCC through the BICC project (Building Inclusive Child Care) funded by a grant. She is the parent who shares her experiences with my students by team teaching with me. Her role is to bring "What happens if..." into our discussion so that students are constantly thinking about making the environment and interactions responsive to ALL children.

It would be fabulous to be a part of the family module that you are talking about. That sounds similar to what we are trying to do.

At NCC, we have 2-3 such partnerships going on each year. I have had the same parent partner working with me for one particular course in fall and for another one in spring, so all students are eventually exposed to Suzanne's insight from own experiences as the mother of a child with a disability. She has ECE background as well, which helps make the connections even stronger.

I will review the module with her and we will work on integrating the content together.

Bina

[Reply](#)

CONNECT Pilot Study

Hi Bina,

If your parent partner would like to have her own login id and password to access the module, please let us know. We can certainly make that happen. It may make reviewing the site easier for both of you. You could ask her to email us at connect@unc.edu.

Thanks,
chih ing

Reply

CONNECT Pilot Study

Thanks Chih-Ing. I have passed on your email to my parent partner and she will contact you via the email address that you sent. This will make it much easier for both of us to work on the modules.

Bina

Reply

Course and question

HI. I am hoping to implement Module 1 into ECE 260 The Exceptional Child, which is an online class. One question I have- is there a timeline for this module? Is this to be implemented over weeks? A flow chart would be helpful here. Thanks! -Melissa

Reply

Course and question

Hi Melissa

We are glad you found your way here. There is no timeline for the module, except that for the pilot study, we hope you will complete the implementation by the end of the Spring semester (mid May?).

Reply

Course and question

Maybe to clarify my question a little more. When we use it in our classes, should I expect this to be used over a two, three or four week period? Maybe I should ask what other instructors are planning to do? I am trying to figure out how to best implement this module. Thank you!

Reply

Course and question

Hello Melissa,

Excellent question..and your strategy of learning how others plan to use the materials is just what we are hoping will happen in the faculty lounge. We will learn so much through your questions, plans and reactions to materials!! Thank you.

To address your question...We have designed the module materials so that they can be used flexibly over a few weeks or over the entire semester. From our usability testing we know that it takes an individual self-paced learner 5 hours to read, hear and view all of the content and

respond to all of the individual-focused activities (if that is helpful to know). We believe that faculty play a critical role in mediating the learning opportunities made available by the modules. We are so interested in your ideas and plans. Please share..and thank you so much for your enthusiasm.

pam

Reply

Course and question

Hi Melissa,

I just finished fleshing everything out for the courses I am embedding the modules in (an Intro to ECE and Exceptional Child course) and have elected to embed the modules across the course based on where module materials were naturally occurring within the course. One thing that worked out well was the the content in the modules followed the content in both books I used in terms of presentation--they don't, however, follow in consecutive weeks (for example, in my intro class I am planning on using Module 2 one week, then a two-week gap before presenting Module 3). I am experimenting with different ways to foster continuity. It seemed if I did them consecutively, at least for the classes I am using the Modules for, it would be too disjointed in terms of then returning to other concepts later on.

Have you percolated more on what you will be doing? The Exceptional Child class I am doing mine within in online as well...

Reply

Course and question

Thanks for the information Johanna. Right now I have the Modules to be completed during the last three weeks of the class as part of a capstone project. Not sure how this will work, but I am going to give it a try.

Reply

Course and question

Hi Johnna, thanks for sharing your ideas on how you might embed the module into your course. Melissa, hope your plan will work out well. We are all looking forward to learning and working with all of you.

By the way, I think you mean Steps 1, 2, 3 and not Modules 1, 2 and 3? :)

All the best for the semester. Remember we are here to support you as best as we can.

chih ing

Reply

Course and question

Hello, This is Carol and I've been reading these posts and am so grateful for the questions and ideas. It seems that many of us are having similar thoughts, issues and I am loving how we are solving them. I'm considering spreading the module throughout my course, and then into other courses as well. This course is the intro., breadth of EC SPED course. I am wondering if anyone has a terrific text for a breadth course, and one that can coincide well with the Connect modules.

Thanks, Carol

Reply

Course and question

Hi Carol

We are glad to hear that you are benefiting from this online exchange of ideas. We hope that discussions such as these will continue to be the 'go to' spot for faculty planning a course or looking for ideas during and after the pilot. We at CONNECT are also benefiting from this exchange and sharing of ideas as it helps us learn how and where to make improvements, or how the module is being used. So, thanks everyone.

Chih Ing

Reply

Question: Looking for good textbook that aligns with CONNECT modules?

Carol...Excellent question. I hope we will get some suggestions?
Let us know how the learners are reacting to the modules..and any recommendations or ideas for how to use them in various courses. Thanks
pam

Reply

Question: Looking for good textbook that aligns with CONNECT modules?

Hi and thank you both for your response. I am reviewing in more depth the extent of the module and am overwhelmed, pleasantly so, as to the amount of information, research articles, and probing the students can do. I am considering the possibility of using the module in a more than one course, perhaps in the breadth course on a more informational level, but then in other courses at a more in depth, research bound level. I am taken with the article on Early Childhood Inclusion and would like to use that more in a curriculum class, I think, still working on it. However, the handouts and activities seem very manageable. I really like the PICO, though I'm not quite sure about the rephrasing of the dilemma. I am encouraging my students, who are mostly early childhood educators, to think broadly about classroom accommodations (they create an accommodation list) and like the intervention approaches question. The replacement question of Will embedded interventions be effective...seems more a T/F type than a "create interventions" probe. Really like the phrase of "embedded interventions", however.

Many thanks for all of your assistance and rapid responses. Hope I do get some text feedback.

Cheers, Carol

Reply

CONNECT plans

Hi,

I am planning on embedding Module 1 into 2 courses this Spring. This first is a "ground" Intro to ECE course, in which I plan on embedding the module across the course. The second is an online course, the Exceptional Child, in which I plan on embedding Module 1 as a capstone. I am very excited to jump in, and am looking forward to having the opportunity to embed the module in both the ground and online course concurrently. Am very glad to have to chance to share ideas and learn from what other people are doing.

Johnna Darragh
Heartland Community College

Reply

CONNECT plans

Hi Johnna,

Looking forward to how the idea of the "capstone activity" works out. That sounds like a great idea.

Thanks

Reply

CONNECT plans

How do you plan to implement the capstone activity? Will it be a one week assignment? Will you have the students log into the site and work through it individually?

I'm very interested in using it as a module (one week assignment) near the end of the semester in my Young Children with Special Needs online course. I'm just not sure how the students will do going through it independently.

Reply

CONNECT plans

Hi,

Once I sat down and worked it through, I abandoned the capstone and am having them go through each step separately (online Exceptional Child class). They just finished Step One--filling out the PDF file and a week's discussion question on it--very rich discussion regarding the dilemma. With the intro course (200 level), I thought it might work better to go through it in guided pieces with discussion as opposed to all at once so I could check processing a bit more along the way...I had similar concerns ultimately in terms of independence with the capstone, but am also thinking that I can ask them at the end of the pilot how they feel a capstone might work...

Reply

CONNECT teaching process

Johnna, It is so interesting to hear about how you are using the module and the guidance you are providing along the way to learners. THANK YOU. Were there some particularly effective questions that you used to spark the dilemma discussion, or did discussion spring out of the video without much prompting? We are so curious about how this is working and appreciate hearing from you (and others) about each step.
THANK YOU.

Reply

CONNECT teaching process

Hi,

In terms of discussion questions, for both the online and the ground courses I asked the students to comment on the perspective of both the family and the teacher and discuss how they could potentially serve as resources to one another. This worked well in terms of having students see the incredible value of partnership.

One thing that was interesting to me was how important the separate discussion was in the online course--had I just had them fill out the dilemma, I might have missed some biases and misconceptions students held. Many had strong concerns, for example, about having the child in an inclusive environment, thinking a segregated classroom, as many were used to in their communities, would be more beneficial. Had that opportunity for discussion not been there, we would have missed a loop to interact, again, about what high quality inclusion might look like. Part of these biases came from, it seemed, past experiences with practices that were referred to as inclusion, but did not include appropriate access, participation, or supports. In the ground class, there is more time it seems to connect with what students are thinking and processing in real time, so I appreciate the opportunity that the discussion provided to further explore how they were interacting with the material.

Reply

CONNECT teaching process

Hi Johnna,

Thanks for sharing your ideas and insight. Could you share with us how you facilitated the discussion with your learners in the online course? I can see how much more difficult it may be to draw out learners' beliefs and biases in an online context especially if discussions are asynchronous. Thanks!!

Reply

CONNECT teaching process -biases and beliefs about inclusion

Johnna, This is very interesting on many levels. I'm wondering how we might build in more opportunities to explore the biases that you mention. Are there activities that might be included with the Foundation video (at the beginning of the module) that would elicit this kind of discussion about biases and beliefs? Please share any ideas you have with us.

Thanks

Reply

CONNECT teaching process -biases and beliefs about inclusion

My apologies for the delay in response—spring break means I can actually pause and think a bit. In terms of where an activity linked to the opening video might be located, it seems that something added tied to the Research Synthesis Points, specifically addressing biases and beliefs as well as key knowledge, might be

beneficial. I selected the Research Synthesis Points as these are central to understanding what inclusion is and how it represents a distinct practice from what many students may be most familiar with.

- Research Synthesis Point: Universal access to inclusive programs for children with disabilities is far from reality.

What is your understanding of placing children within the least restrictive environment? How does this differ from using inclusion as a placement model? (placement model might not be the best term; idea that students might need to make some kind of distinction)

- Research Synthesis Point: Inclusion can benefit all children.

Identify the research-based benefits of inclusion for children with and without disabilities. What do you see as potential strengths and challenges of inclusion?

- Research Synthesis Point: Specialized instruction is an important component of inclusion and a factor that affects child outcomes.

Inclusion is far more than providing children access to early childhood environments. How does specialized instruction ensure that high-quality inclusion is practiced? What are potential barriers to ensuring specialized instruction is in place? (this question is a stretch in terms of bias and beliefs, but it seemed important to have all four points in there)

- Inclusion takes many different forms.

In the video it is stated that inclusion takes many different forms, “which may be a barrier to ensuring that the rights of each and every child are being fully realized.” How does high-quality inclusion differ from placing children within least restrictive environments or segregated environments? (this question is designed to get at the distinction, again)

Formatting a bit off with copy and paste--hope your snow has melted!

Reply

CONNECT teaching process -biases and beliefs about inclusion

Johnna, So glad you enjoyed the break. Having time to think is sometimes a luxury.

Thank you so much for sharing the discussion questions you are using in conjunction with the Research Synthesis Points. This provides us with good information for creating an activity. Perhaps we can take the next stab at doing that and share our efforts with you for your feedback. THANK YOU.

Reply

Plans to use the module

I am teaching EDU 230 Young Children with Special Needs in a AAS EC program at Pennsylvania College of Technology in Williamsport, PA. It is a face-to-face class, but they had release time to explore and respond to sections of the module. Today's class is meeting in a computer lab to gather student's feedback about the module use.

Nancy Grausam

Reply

Plans to use the module

Hi Nancy

That sounds wonderful. We hope you'll be able to share with us your students' feedback about the module.

Reply

Plans to use the module

Hi Nancy,

Eager to hear what your students had to say about their exploration of the module. We could really learn from their perspectives.

Thanks

Pam

Reply

Using the Module

I have spent the last few days reviewing the material in this module. I am amazed at the wealth of material available. I will be using the introduction video today and then start with the first step. I am not ready to put this online as a stand-alone but taking my class to the computer lab to work together. My initial thought was to use only one class and now I realize I can use the material for several classes. I am teaching an interlocation to Special Ed. class and embedding the information. I am impressed at the progressing of the dolmen and the amount of information that is covered in the different steps. Will keep you posted. It is challenging to use a new course delivery format.

Lisa Stein

Reply

Using the Module

Lisa, We are excited to hear your reactions and eager to hear how the introductory video is received.

Thanks

Reply

Using the Module

HELP!!!!!! Has anyone had problem with the videos buffering. I could not use them due to the time it took to buffer. Any suggestions? Are these videos available on disc?

Lisa

Reply

Using the Module

Hi Lisa,

We are so sorry to hear that you had problems with streaming the videos. :(While the videos are not available on a disc, you may download them onto your thumbdrive or laptop:
[http://community.fpg.unc.edu/\[...\]/module-1-videos](http://community.fpg.unc.edu/[...]/module-1-videos)

If you need more help on downloading videos or other resources, you may refer to the tutorial on downloading resources:
[http://community.fpg.unc.edu/\[...\]/CONNECT-Tutorial-Download.pdf](http://community.fpg.unc.edu/[...]/CONNECT-Tutorial-Download.pdf)

Hope this helps.

chih ing

Reply

Module 1: Question regarding PICO

My students have started completing the module. I showed them the introduction during first week of class, we completed Step 1 and 2 in class together and students are now completing Step 3-5. To do this, I've scheduled a session in the computer lab and we will use class time for discussion following their work in small groups or individually. One initial area of difficulty for my students was with the PICO model. They were able to follow the template to "Turn the dilemma into an answerable question", but it was difficult for them to do without my support. I'm wondering if you have any "handouts" on the PICO model or whether a video might even be used to introduce how teachers might use this model for framing an educational "research question" such as the one posed in the module. My students, all undergrads (Early Childhood or Special Ed majors), struggle to see how that step-by-step process is really used in "real life" teaching.

That said, they appreciate the handouts, video clips and overall format for presenting the issues confronted by Luke, his parents, his teacher, etc. upon his entry into a community childcare setting.

Terri

Reply

Module 1: Question regarding PICO

Hi Terri, Thank you for sharing how you are using the module and your students' reactions to the PICO. We are doing some tweaking to how we introduce the PICO in the module. We realize that we need to do a better job of helping learners understand that the 5-step process is a way of thinking about solving daily challenges. It helps them move from the dilemma (STEP 1) to a practice focus (STEP 2) then to a definition and examples of the practice followed by a search for general evidence (research, policies) (STEP 3) that they integrate with the unique characteristics of family, child, program and community (STEP 4). Does this make sense? Please give us any advice or help on this. We are learning so much from you and others who are using the module this spring. THANK YOU.

Reply

Module 1: Question regarding PICO

Pam,

I had to contextualize the PICO component a bit-- I gave some history of "Evidence Based Practice"-- its place in medicine (w/ examples, which students REALLY understood well), its shift into education after 2001 NCLB, and its popularity within a number of fields (eg. SLP, OT, etc.).

We read some brief documents about EBP as well. Then we discussed possible "dilemmas" with hypothetical kids and used the PICO format to frame research questions and thought about how we would engage in the 5 step process for each "case". This seemed to help them understand that component of the module better.

Reply

Module 1: Question regarding PICO

Terri, Excellent strategy. Is this preliminary information and the activity you designed with hypothetical children something you would be willing to share? With your permission we might be able to add this to our instructor's guide as an alternative activity for others to try in their courses. THANKS

Reply

Rubrics for module assignments

I am curious if anyone developed rubrics to go with the module assignments and if you could share?

Reply

Rubrics for module assignments

excellent question Melissa...we are eager to hear from others about that. Anyone developed additional rubrics to assignments?

Reply