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CONNECT Modules: Module Usage - Share your examples, ideas and questions



Moderators: Pam Winton and Chih-Ing Lim

We have extracted 2 examples of how faculty have used the CONNECT Module 1 from a prior discussion.

To participate in the current discussion, you may:

- 1) Respond to others' comments by using the "Reply" button
- 2) Share your own examples, ideas, and questions by using the "Add Comment" button.

Add Comment

How I have been using Module 1 Materials

My name is Bonnie Noonan and I am teaching a hybrid course, ECED 220, Inclusion in Early Childhood Programs, at the College of Western Idaho in Boise. I have a small group of mature, experienced teachers and family home providers in the class whom I know very well. I used the Inclusion video in our first face to face meeting in January and selected one or two of your suggested questions to discuss. It went well. The students had already done some reading about the history of inclusion and IDEA and ADA. I found the layers of documents, links and alternatives in the Module a little hard to navigate so I decided to pick and choose. I created a folder, Including Luke, on our Blackboard site and within it had an activity for each video and the audio that were specifically about Luke. I linked to YouTube. We had already covered intervention in natural environments in talking about infants and toddlers so embedded intervention was not new to them. We also covered IFSPs and IEPs so I gave them Luke's IEP right off the bat. The activities included viewing The Teacher's Perspective and answering questions about her concerns, doing something similar with the Family's Perspective, creating a tool for documenting Luke's communication based on the Luke at Lunch video, two activities comparing Luke's short term objectives in Communication and Peer Interaction and developing other, hypothetical, opportunities to embed intervention to meet objectives. I got a lot of my ideas for the worksheets or questions from the module. I tried to utilize our text in each activity where possible. I didn't feel the PICO exercise met my course goals or the student's needs. I am

having the students visit an inclusive preschool classroom and will collect information and make observations based on the activity in the Module and what they have learned about embedded intervention. They are also going to examine assistive technology devices at a local resource room and find another that might work for Luke. The Luke videos and the activity ideas have been a rich resource and very supportive of the course goals. I appreciate having access to them and the ability to use them in a way that worked for my linear brain.

Reply

How I have been using Module 1 Materials

Hi Bonnie,

I enjoyed reading about the adaptations you made, and would love to head about how the assistive technology activity goes--that sounds very interesting. I was intrigued about your comment regarding PICO--in the Intro to ECE (blended) course I teach, the PICO activity was great for my students, and really helped them formulate good, researchable questions. In my 200 level exceptional child course that I am using the Module in, where my students have far more experience, the PICO activity really helped them refine their processes, but did not seem as critical in terms of a foundational activity. This process of reading how others are using the material is really helping me formulate how I will use it differently in terms of discussion questions and activities for different courses in the future...

Thanks for sharing!

Reply

How I used the module-ECE 261 The Exceptional Child Lab Techniques

I required my students to complete the Connect module during the course of their 90 clock hours of practicum experience in an inclusive classroom. My apprehension of using the module in a course of this nature was that, as the faculty member, I do not have frequent contact with the students. Rather it is their mentor teachers who are readily available to the students. However, that essentially ended up being the reason why I did choose to use the module along with this practicum experience. The module essentially served as a narrated support of best practice while the students were having their hands-on experience in the classroom. ECE 261 does have a pre-requisite of ECE 260 The Exceptional Child; however, we know that students struggle with apply theory to practice. The module supported that for the students during their practicum. The students completed the module, all activities, and included their printed work in their practicum portfolios upon completion of the semester. During the semester, I readily checked in with students via email and phone and during classroom visits, asked for feedback on how the module was going, answered any questions, etc... but essentially the students were able to competently navigate the module and complete the work. I will post a second comment listing feedback from students, what worked, and what I would like to do differently.

Thank you for the opportunity to pilot this!

Reply

Student & Faculty Feedback - ECE 261 The Exceptional Child Lab Techniques

Student comments included:

The module is easy to follow.

The glossary was helpful.

The videos were choppy but had good information in them.

I am going to use some of the forms with my families.

This process helps me break down all of the important pieces of supporting a child and his family.

Doing the module reinforced a lot of what I learned in my class but needed to use in my practicum.

Faculty insight:

In the future, I would like to have the students complete the module before beginning their placement in the inclusive classroom. Then, once in the classroom, they could select a child to be the focal point of the process (module steps) - kind of like a unique child case study as it pertains to embedded interventions. Not sure it will work; have to give it more thought.

I saw evidence of students' critical thinking in the activities that I did not always see in their reflective journals (a requirement of their practicum portfolio).

Reply

Student & Faculty Feedback - ECE 261 The Exceptional Child Lab Techniques

Michelle, Thank you so much for sharing your and your students' perspectives. I believe you are the first faculty to share an example of independent use of the module by students. We have wondered how this would work, and these comments make us think it can be done. Very helpful. Good to hear that you saw evidence of critical thinking in their activities. Do you have any particular examples of student responses to activities that exemplify that (that you might share?)...we are thinking that exemplary examples might be helpful in designing additional rubrics for assignments. THANK YOU for helping us develop and refine this module.

Pam

Reply

Student & Faculty Feedback - ECE 261 The Exceptional Child Lab Techniques

It was a bit of a risk to require the module with a practicum class, but, as I stated, it ended up supporting and reinforcing their learning experiences during their practicum experience. Now, I was not able to monitor their progress along the way (like listening to their thinking and thought-processes), as I may have in a lecture class and using the module together. As for specific examples, I have graded all portfolios and returned them to students. However, I do have a few left that students will pick up on campus. I will retrieve those on Monday and post some specific examples.

Reply

dissertation

The good thing about your information is that it is explicit enough for students to grasp. Thanks for your efforts in spreading academic knowledge.

Reply