Designing your teaching & learning episode

The teaching and learning episode

What is the purpose of the episode?

What is the intellectual or conceptual focus of the episode for students?

What types of 'exchanges' should students be involved in?

What concepts do you want students to engage with?

What types of information do you want them to share or contribute?

What learning outcomes does the episode assess?

How will you cover the set curriculum?

What connections students should be making between the curriculum materials?

What major topics, sections, or materials should be covered?

What skills should students learn?

How can students demonstrate their learning?

How will you assess students' work?

The tool or service

Why have you chosen to use this tool or service? That is, does it support your purpose?

Are you using the service appropriately – for what it is designed for (for example, wikis for collaboration, blogs for critique and reflection)?

How will your use of the tool or service support curriculum or learning objectives?

Can students choose their own tool or service, or will you choose it for them?

If students are allowed to choose their own tool or service, then what are the baseline requirements for functionality and security?

How will you add or invite students to use the tool or service?

Students

What will students be doing with the social media you have chosen?

How will students identify themselves? First names only?

What sort of administrative access will students have to the service?

How frequently should students contribute?

How will you assess individual or group contributions?

How will you deal with any poor behaviour in the use of the service?

What do you need to teach students about privacy, copyright, security?

What if a student doesn't have access at home? Will you expect them to access the service at school or via a public library?

Should students' work be public, private, or somewhere in between (for example, public, but not searchable by search engines)?

Will students need technical assistance with using the service and can you provide this if necessary?

You

Do you have enough time and energy to manage this project?

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Do you have an appropriate skill level to manage the project?

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What will be the level of your involvement?

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How will you communicate your expectations?

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What level of scaffolding do you need to provide?

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How will you evaluate the effectiveness of using the service in class?

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