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ISLT 9484: Teaching Online Courses

Instructional Strategy or Intervention

Description:
The course I am an instructor for is Middle School Mathematics course for students with Learning and Emotional disabilities. The grade level is 7th grade, and there are five to ten students per class. Most of the students are assessing below grade level, and the expectation is to bring them as close to grade level as possible. Because these students have specific disabilities, accommodations and modifications may be needed. In addition, the student "read then assess" technique will be rather unsuccessful considering the students require more assistance and hands on learning. The main focus for this strategy will be over applying all operations as well as comparing and ordering integers (positive and negative whole numbers).

Strategy # 1:
The first strategy I would like to implement with my students is to have my students obtain background knowledge as well as an understanding of how and why they may need to learn these skills in the future. I believe that building background knowledge and gaining an understanding of why you should learn something is essential to the buy in of actually learning the skill. The more a student has to refer back to, the better opportunity they have to learn. This will allow for greater interactive qualities with their leaning, and will allow the parents and students to feel they are not just learning through the book. I would have the students go through the tutorial on [Math Dork](#) after completing the tutorial they can take the quiz and then play the interactive game about adding and subtracting integers [Football](#).
- Math Dork – Is a tutorial or comic that shows what integers are and how they work. They demonstrate the various operations while also introducing key vocabulary.
- Football – is a game that puts the students in the scenario of a football player. The football player starts at zero and acting as if the football field were a number line, it shows how you have positive and negative gains/losses throughout a game and then gives the numerical example of how that football player moved.

Strategy # 2:
The next idea I would add is to increase collaboration. The major concern addressed in the scenario was that the students and parents felt that they were not having any interaction with anything other than the provided material. By doing this project, the students will interact with each other and allow for learning as a group, and not as their own island. I introduce integers through a comic strip that discusses what a negative and positive number is. It also introduces opposite and absolute value. The comic is called Zoe and Darnell. In addition the students will have watched a second comic on [Math Dork](#). I will next have the students create their own comic strips in groups of 2 or 3. The students will work in groups using [Strip Creator](#) to create a comic strip that helps them understand the rules for working with integers. They can choose just one topic (add/subtract/multiply/divide) or several.
- Strip Creator allows students to create a virtual comic strip by adding comments, backgrounds and objects to the characters to make a quick and easy comic strip. This will allow the students who are creative to work on those skills but those who are not very good at drawing to have success as well. By

being able to actually describe the rules, the students will gain a greater understanding in the hope that they can apply it in the future.

Strategy # 3

The final strategy I would add is to allow for reflection during the lesson. Through the use of reflection and again collaboration, students are able to be assessed in a way other than through the use of a multiple choice assessment. I am able to observe their interaction with their peers through the blog as well as the original post and determine proficiency on their knowledge of the topic. The way in which I would allow for reflection is through a student [blog](). The students will be prompted to make connections to their own life, finding ways that they use integers without realizing it. They will be asked to blog about the actual concept, showing examples of how to solve the four operations. Once the student creates their own blog on the concept of integers, they will have to then collaborate by interacting with their peer's blogs, reviewing each other's and adding comments to at least 2 of their peers.