

YoungJin Park - Developer's Notebook

Michigan State University

DN#1

- **What proof is there for the effectiveness of online learning?**

Although US Department of Education found that there have not been many empirical studies about the effectiveness of online learning, their 2009 meta-analysis found that online learning had a slight advantage over face-to-face learning. The report acknowledged that there were many complex variables involved and that “that online and face-to-face conditions generally differed on multiple dimensions”. ([Means et al.](#), p. xiv) It was also interesting to see that blended learning seems to have an advantage over face-to-face and purely online instruction. I think this approach has always worked best for me - this way I have time to meet with my instructors and classmates in person, but can also have time to look for information my own way or collaborate on a project online.

- **What questions remain for you about online learning and teaching?**

One thing I would like to know more about in online learning and teaching for my topic is how to assess how students are doing as they study. Sometimes in my Masters degree courses, there are times when I'm not sure if I'm looking at topics in a way that helps me learn. Face-to-face classes are sometimes really helpful for getting the emotional reactions of classmates and instructors to questions I have about a topic or problem. But online learning is very self-directed and sometimes it can be difficult to reach out and ask questions. I would like to develop an online learning experience that helps students connect emotionally to my subject so we have greater contact and more opportunity for formative assessment.

- **What initial thoughts do you have about the standards for online learning and teaching based on your review of the rubrics?**

I am not a K12 instructor but I think developing an online course on yoga would be beneficial for young peoples' health and wellbeing. I will do my best to keep the standards in mind, particularly those that relate to Assessment (“Greater amount of digital, real-time data and feedback allow for individualized instruction”) and Instructional Support Models (“Greater amount of digital, real-time data and feedback allow for individualized instruction).

		LEVEL OF BLENDED LEARNING				
		Less Online Instruction	More Online Instruction	Mostly Online Instruction		
Characteristics Driving the Changing Roles of Educators	Characteristics of Instructional Models	INSTRUCTIONAL MATERIAL LEVEL	Learning Object	Unit/Lesson	Single Course	Entire Curriculum
		INSTRUCTIONAL RESOURCES	Course minimally uses digital content, resources, and tools to supplement instruction	Digital content, resources, and tools expand and enhance the curriculum and content	Use of digital resources and tools are integral to content, curriculum and instruction	
		ASSESSMENT	Whole-class assessments, used primarily in the classroom, during the school day as the primary means of feedback	A combination of traditional and online assessments are used inside and outside the classroom	Greater amount of digital, real-time data and feedback allow for individualized instruction	
		COMMUNICATION (Student / Teacher & Student / Student)	Occurs primarily synchronously and in the physical classroom	Is a mixture of synchronous & asynchronous and may be in the physical classroom or online	Occurs primarily asynchronously and online or from a distance	
	Student-Centered Instruction	ATTENDANCE REQUIREMENTS	Students are required to attend a physical classroom 5 days a week	Students attend a physical classroom less than 5 days a week and work online at other times	Students have flexible physical classroom and/or location attendance requirements.	
		STUDENT LEARNER'S ROLE	Student is primarily the recipient of teacher provided instruction. Teacher sets day-to-day pace.		Student takes active role in learning with reliance on digital content, resources and tools. Student has more control of own pace.	
		INDIVIDUALIZATION OF INSTRUCTION	All students expected to complete same instructional pathway	Students engage with digital content to customize their instructional pathway	Students engage with digital content and have multiple pathways that are competency-based and not tied to a fixed school calendar.	
	School Considerations	INSTRUCTIONAL SUPPORT MODELS	"Direct student learning" through traditional teacher roles and staffing models	"Facilitate student learning" through a team approach with a significant reliance on technology-based tools and content	"Coordinate student learning" through the expanded use of technology-based tools and content, as well as the effective use of outside experts and/or community resources	
		INSTRUCTION SCHEDULE AND LOCATION	Fixed daily schedule, instruction primarily in physical classroom	Mixed schedule of online and physical instruction	Highly flexible schedule, with instruction is possible 24x7. Learning centers support instruction.	
		ACCESS TO ACADEMIC STUDENT SUPPORT	Support is school-based, and provided primarily by the teacher during the class period.	Support structures (e.g. online tutoring, home mentors, and technical support services) in place 24x7, in addition to teacher support.		
		TECHNOLOGICAL INFRASTRUCTURE	School or classroom based with students using shared classroom computer resources. Access to infrastructure ends with class period.	Available across school campus with students checking out computers from a lab or bringing their own. Access to infrastructure is during school hours.	Available on and off campus with students using their own device. Access to infrastructure is 24x7.	

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Here are my initial thoughts about what my course would be like...

- Grade Level:**
 According to the iNACOL standards, I would want to my students to be old enough to self-direct their learning online - and at least old enough to practice hatha yoga safely.
- Subject:**
 Hatha Yoga
- Particular Curricular Unit you are thinking of developing:**
 A beginners unit in basic poses and breathing techniques
- What do you want your course to look like?**
 I want my unit to be structured around the philosophy of hatha yoga - what it means as a physical, mental, and spiritual way of life. I want to have my students explore the spiritual philosophy of yoga from writings by classic hatha yoga masters to get a sense of the history and purpose of yoga. I also want to provide my students with online videos of yoga practices, exercises, and activities that they can practice and perform at home.
- What are your ideas/thoughts/dreams for class interaction for both teacher and students?**
 I would like to use some kind of online streaming video so that the students and the teacher could

discuss and practice their yoga techniques together. I would also like to start a wiki or collaborative class blog where we could share yoga-related articles on health and wellbeing.

- **How do you think you will assess students?**

I want to use an iPad app called [Coach's Eye](#) for assessment. Students would send me short (5-10 min) videos of their performance of the techniques and poses for each unit. Coaches Eye would then let me look at their performances and give audio and visual feedback directly to them in a very personalized way.

- **What are some of the social, ethical, legal, and human issues surrounding the participation in your online course?**

Since video assessments will be part of my course, there may be some people who are concerned with privacy. I will work hard to make sure my students' privacy is protected. There may also be some health concerns but I would make sure students know before they take the class that they will need to be careful as they do the exercises and activities.

DN#2

My task for this phase of the course was to review CMS options and decide on one for my course. I knew from the start I didn't want to use a large, integrated CMS like CourseSites, based on my experience with Angel. I know there's a lot of functionality that comes from using one of these systems but I feel most of that is geared towards large scale organizations (something I am not currently with). The other thing I wanted was to try and build a learning environment from the ground up and I didn't think I would get that experience with some of the "ready-made" options like CourseSites or Haiku.

YoungJin Park

HOME



Find the right online platform

This is only a test to see how I like using Weebly to design a website for my new online Yoga class.

Pictures + Text = A more complete educational experience



This what a screen shot of Weebly looks like when I insert it into a paragraph.



That left me looking at developing my own website. I thought about Google Sites because I have experience building a site on that platform from some of my other MAET courses. But I wasn't happy with the limited options for design and layout so I decided to look at Weebly and WordPress. Weebly is very user friendly, and the drop and drag visual editor makes building a website really intuitive. However, I was still reluctant to adopt a theme from Weebly, if only because I've seen so many of the same looking sites during my courses. I was afraid of developing a site that might look too similar to other educational sites and I wanted to see if I could develop a site that was more unique.

When I looked at WordPress, I felt there were a lot more themes to choose from. WordPress has a very active user and support community, and there are sites for just about every subject and use case imaginable. Looking at my options I decided to go for WordPress - but I wanted to go further. I wanted to start a web presence that I would keep beyond this course. I decided to spring for a WordPress.org site so I could have my own domain name and really personalize my site - not just for the course I was building but for other projects I might do in the future (personally or professionally).

- **Are you surprised by the results of your comparison? Why or why not?**

I was a little surprised at the growing level of sophistication of platforms that allow users to create their own web presence. Developers are obviously looking not only at how people use websites but how they want to build them and what functionality they want to have. Many of the platforms have similar features and affordances - it seems to come down to what each person who does the designing feels is "right" for them.

- **Which CMS are you going to use for this course? Why?**

I will use WordPress to develop my online course for Yoga instruction for the reasons above. My website is www.youngjin-park.com.



- **Why is this CMS a good match for your course and curriculum?**

Since I'm not currently affiliated with a large school or organization, I don't need a lot of the course management features in some of the larger platforms. I plan to include a lot of images and video so I felt WordPress was the best choice for the design plans and organizational features I wanted.

- **What additional tools/functionality, if any, might you need beyond the features available in the CMS you have chosen?**

Since WordPress doesn't come standard with community functions like Forums, I have installed a plugin called Commons-in-a-Box. This plugin should allow me to offer features like Invitations, Rosters, Forums, and document/media folders. This is the first time I've had to design a website using features like these, so I'm looking forward to seeing what I can do and how the functionality supports learning and communication in an online community.

- **What support will you need to be successful in this endeavor?**

I think I may need to learn more about the communication features of Commons-in-a-Box. I would like to be able to host a number of Forums and Help threads so that participants and site visitors can get answers to questions quickly. I also want to support more instructors than just myself - that way, participants in the course can have feedback and advice on a more regular basis, and on different topics and from different perspectives. To me, creating a successful yoga and fitness community means having ready access to information from the instructors themselves, not just static information. I also would like to know more about using social media to give the web site a wider audience.

DN3#

This is my third developer notebook entry and I'm finding that actually putting content and lesson items within a web-based environment is an unfolding kind of experience. I know there are certain things that I want to include in my lessons to make for a coherent unit. I can even put these ideas and items down on paper like I did for my first DN entry. But to actually get them up on the website and have them flow like a learning experience should flow, that has been a different matter all together.

- **Learning goals for module/unit:** For my module (Lesson 1) I would like my students to understand the elements of four basic yoga concepts - Breathing, Preparatory Movement, Basic Movement, and Yoga Poses. The idea is to give students a base or foundational routine from which other, more complicated yoga routines can be developed and into which more challenging poses can be incorporated.

- **Learning outcomes for unit:** Students completing Lesson 1 should be able to demonstrate proper techniques relating to the four concepts listed above. I think it would also be interesting to have students submit oral reports along with their performance videos (see my plans for student assessment below). This would be a way for them to verbalize their learning outcomes in ways that help them connect the physical activities to the more theory-based ways of explaining the importance of the techniques. So I would want some demonstration of cognitive understanding to be an outcome of the lesson, as well as physical mastery.
- **Potential methods of assessment:** The lessons I would like to create are self-paced in nature. However, using the app Coaches' Eye will allow students to send their videos to myself (and eventually other potential instructors) to make sure that all elements of the lesson have been mastered. Again, I would like to explore the idea of having students include oral reports of the importance of certain techniques, so that student get the chance to communicate their learning in multiple modes of expression and understanding.



- **Course Communication Policy:** Membership in the courses is open to tuition-paying students. The privacy of assessments can be safeguarded through the Coaches' Eye application, which allows for secure transmission of communication. The Forums and Groups will be self-monitored but complaints and concerns can be directed to the website administrator (me at first) and groups administrators (when the site has a large enough community of practitioners and students).

We would also like to read your thoughts on the following two prompts:

- Reflect on your response to the lab scenarios. Based on your review of at least one colleague's responses in the discussion forum, would you do anything differently than you initially thought?

What aspects of your own communication style will you need to be extra aware of in order to establish good communications for your online class? (e.g., I'm tone deaf...or I'm too quick to reply sometimes...or I know that I sometimes try to solve problems myself without including all stakeholders...or...or...or...)

I realized after reading some of my classmates' responses, particularly those from Leslie Lieman, that I need to work on my tone. Comparing what I wrote to how Leslie responded (particularly in Case 1), I think I was very abrupt and quick to rely more on the rules and less on the concerns of the parent. Leslie's response felt like a calm and professional response (I felt like the parent was trying to start an argument and I responded defensively) and I would like to try to develop that tone in my own writing.

- Based on our readings and discussions of pedagogies that have received some empirical support, what philosophical, theoretical and/or practical ideas are you drawing from to shape your online teaching decisions?

Of the recent readings, I was drawn to the ideas and concepts discussed in the Murphy, Rodriguez-Manzanares & Barbour article. This article discussed the ways learning and instruction can take place in synchronous and asynchronous online environments. It also discussed the strengths and weaknesses that come with each approach - attention to the types of affordances each approach offers is important. For instance, I wasn't aware that asynchronous approaches generally produce more positive results (achievement and attitude outcomes) when compared to synchronous methods, but that asynchronous methods suffer from lower retention rates. My online course is built around a self-directed style, where students learn different aspects of yoga practice and philosophy on their own terms and at their own pace. I have tried to include asynchronous Forums for discussion on my course website; reading the Murphy, Rodriguez-Manzanares & Barbour article has made me think about ways to include synchronous elements as well. I will have students send me their videos for review and assessment; maybe there is a way I could use something like Skype or Elluminate Live (mentioned in the article) for synchronous online meetings. It sounds more complicated than I thought my course would be but it might be worth it if it helps retain students in pursuing their studies...

DN#4 - Notes and Responses

1. Responses:

What went into your choices as you focused on certain aspects of your course?

I wanted to focus on building more clarity and focus for each of my lessons. Sean noted that the scope of the unit was too broad and covered or assumed too much knowledge so I tried to think about each step of the traditional yoga warm-up process as I know it. I then tried to think about ways to describe that process

using both text and images. This was more difficult than I expected, because I'm used to instructors' speaking and explaining directions directly to myself and the class. I'm trying to have my website be like that experience, but with images and text students can go back to for reference.

Do you have any concerns about the structure or content of your rubric?

Looking at my rubric right now, I'm happy with the way it is taking shape. I would like to add more language and descriptors to indicate what each of the levels of expertise mean in terms of practice and accomplishment.

How will your assessment of your students be a tool to grow your students' learning?

I wanted my rubric to be structured around stages of expertise. I wanted to be able to link any assessment to a kind of title or level of accomplishment - sort of like a badge or a belt in martial arts that people can reference and gauge where they might be in relation to other yoga practitioners. Having a sense of the different skills and competencies that each level represents will help students gauge their progress while internalizing the areas they need to work on to progress to the next level. The levels will also be a convenient way to think and discuss the feedback I plan to provide students in Coach's Eye.

How will students be involved in the assessment and evaluation process?

I have included an open-ended question in the L1 Rubric, asking students to reflect on any changes in focus and energy they experience while they practice breathing. I would like to develop more open-ended questions that get students to think more reflectively about their relationship to the exercises and poses so that they can become better evaluators of their (and others) progress.

In what ways will your standards be communicated to the students?

I would like to develop fuller explanations of the different levels described in my L1 Rubric. Right now I have brief descriptions for Novice, Advanced Novice, Acolyte, Instructor, and Master. I think it would be helpful to communicate fuller explanations of those levels to students on a separate page that they can reference when they receive feedback and assessments.

2. Areas for My Own Assessment

I feel I need to work on the following areas from the iNACOL standards I selected:

The online teacher knows and understands the use of an array of grade-appropriate online tools for communication, productivity, collaboration, analysis, presentation, research, and content delivery.

(Standard B.1)

I would really like to improve my knowledge and skills to integrate the collaborative tools and functions of online communication, presentation, and synthesis. I feel some of the online tools I have right now (Groups, Forum sections, etc) are not as seamlessly integrated as they could be. For example, I ask myself, "How could using the Forum section help promote more feedback and communication among students about different aspects of the Lessons?"

The online teacher knows and understands the need to create and explain objectives, concepts, and learning outcomes in a clearly written, concise format and to explain the course organization to students. (Standard D.3)

This standard will be tough for me. Yoga is a very physical activity that is often better modeled for students than verbally explained. I know I sometimes assume that students will just pick up what I'm thinking in terms of activities and poses - I need to make sure that the steps necessary to achieve the lesson objectives are all included. I also want to make sure that concepts flow coherently from lesson to lesson so that students build towards a complete picture of how each activity is part of a larger whole.

The online teacher knows and understands the participation in an online course from a student-centered approach. (Standard C.8)

I want to make sure that my online yoga lessons are as close to the feeling of working with an instructor in an online class as possible. Right now, I am also a student in both yoga and in online courses so I want to be able to take those experiences and apply them to how I develop as an online instructor.

Readings:

Daum, D. N., & Buschner, C. (2012). The status of high school online physical education in the united states. *Journal of Teaching in Physical Education*, 31(1), 86-100. Retrieved from

<http://ezproxy.msu.edu/login?url=http://search.proquest.com/docview/1037889914?accountid=12598>

The authors looked at a number of initiatives by districts around the nation to give an overview of online education efforts in the area of K12 physical education. Online physical education (OLPE) courses had been piloted and implemented in 22 states at the time of the study. The instructors in charge of such courses report that the effectiveness of such programs differs from district to district, and from activity to activity. They also report on the rise of hybrid programs, which combined face-to-face and online instructional activities in either alternating or simultaneous formats. The authors, quoting Watson (Watson, 2008, p.3), believe these hybrid models of OLPE are "likely to emerge as the predominant model of the future – and become far more common than either [face to face or online] alone" (p.97).




Ransdell, L. B., Rice, K., Snelson, C., & DeCola, J. (2008). Online health-related fitness courses: A wolf in sheep's clothing or a solution to some common problems? *Journal of Physical Education, Recreation & Dance (JOPERD)*, 79(1), 45-52. Retrieved from <http://ezproxy.msu.edu/login?url=http://search.proquest.com/docview/61971888?accountid=12598>

This article discusses if it is possible or desirable to deliver health-related fitness courses in an online format. The authors reviewed literature from the past several decades and note that there are some concerns about conducting HRF courses online, namely the loss of face-to-face time with experienced instructors and the need for special equipment (computers, Internet connectivity, etc.). However, they note that if courses and activities are “administered correctly, they can address [national] standards.” (p. 47). One recommendation they make is the use of computerized assessment aids like pedometers to measure and send in information on their progress to remote instructors.

DN #5 - On Universal Designs for Learning

From the [National Center on Universal Design for Learning](#):

Universal Design for Learning

<p>Recognition Networks The "what" of learning</p>  <p>How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.</p> <div style="background-color: #f0e6f0; padding: 10px;"><p><input checked="" type="checkbox"/> Present information and content in different ways</p><p>More ways to provide Multiple Means of Representation</p></div>	<p>Strategic Networks The "how" of learning</p>  <p>Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.</p> <div style="background-color: #e0f0ff; padding: 10px;"><p><input checked="" type="checkbox"/> Differentiate the ways that students can express what they know</p><p>More ways to provide Multiple Means of Action and Expression</p></div>	<p>Affective Networks The "why" of learning</p>  <p>How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.</p> <div style="background-color: #e0f0e0; padding: 10px;"><p><input checked="" type="checkbox"/> Stimulate interest and motivation for learning</p><p>More ways to provide Multiple Means of Engagement</p></div>
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I've really tried to make sure my learning site has more background content, ideas for discussion, visual supports, and features for interactive discussions, as well as individual and group participation. But in UDL terms, I believe the online yoga learning experience on my site lacks consistent support for the three kinds of networks (see above). The first version of my website only presented the different poses I was trying to teach without giving any background on the purpose and goals for each lesson. I think an online yoga resource is still a great idea but to continue developing the site, I will be making the following changes and additions:

First, I think my site needs more **Multiple Means of Representation** at key points around the site and in the learning experience. I currently have pictures of me modeling the key stages of the poses but I feel in some ways that more could be added to make the lessons more interactive. If I had more time, I think I might try to add brief video demonstrations of the various poses that could be hosted on [VoiceThread](#). That way students could see me model the poses and comment - we could even have students who feel confident enough model the lessons for other students and provide their own commentary on how they practice the poses themselves.

One thing I've noticed when I practice yoga at a studio is how the instructors speak to the group when we are practicing. I think I could improve the overall learning experience of my website if I provided short audio podcasts (5-10 minutes long) that could accompany the lessons as students try them for the first time (or the times after). Hearing a voice of encouragement and experience would provide **Multiple Means of Engagement** - the students could read the background and instructions on the different poses, look at the images modeling the different poses, then turn on the audio podcast for encouragement. I would like to add these in addition to videos because I believe sometimes students would benefit from concentrating on their own bodies while hearing a soothing voice of encouragement and support.

One thing I was able to implement in terms of **Multiple Means of Action and Expression** is the Groups section. Having this feature would encourage students to join groups that express an interest in certain topics and activities. My strategy would be to encourage Groups on the site to create Forum topics that stimulate students to act and express themselves beyond the activities and lessons. For example, they could organize photography contests that highlight their poses in various locations (practicing yoga outdoors in natural settings is very popular - perhaps students could submit their own photos of places where they have practiced and share these with others in the class).



Groups Directory [Create a Group](#)

[Search](#)

[All Groups 1](#) [My Groups 1](#)

Display mode: [List](#)

Order By: [Last Active](#)

Viewing group 1 to 1 (of 1 groups)



Yoga Health

active 1 month, 1 week ago

Yoga Health is for those members who want to explore the diet, nutrition and exercise of a healthy yoga lifestyle.

[All Email \(change\)](#)

Public Group / 1 member

Viewing group 1 to 1 (of 1 groups)

Yoga is as much a philosophy of life as it is a means of physical exercise and mental discipline. I intend for student to use the Forum feature on my site to create different learning groups and even communities of practice. This could give them different ways of communicating to one another about yoga and health topics that might not be directly presented in the official site curriculum but are directly or indirectly related to topics of health, fitness and well-being.