

Introducing Students to Edgenuity

We tend to think of our students as digital natives who will embrace any new technology and intuitively know how to use it. While this is often the case, most students do need an orientation to online and blended learning. The guide is designed to provide a framework you can use to:

- introduce your students to Edgenuity,
- communicate routines and classroom policies, and
- teach some strategies for how to be an effective online learner.

Getting Buy-In

It's important that students understand the advantages of a digital curriculum and that they understand that Edgenuity does not replace their relationship with you. Students new to online and blended learning may have concerns about "learning a new way to learn," particularly if they are already successful in a traditional classroom.

Begin your introduction with an open and honest discussion, allowing students to ask questions or express concerns. You may want to include some or all of the following in your discussion with students:

- Edgenuity is a resource for learning, just as textbooks, calculators, web sites, and apps are resources for learning.
- Edgenuity doesn't replace you, the teacher. You are still going to be there to support students, answer questions, work with them one-on-one and in small groups, etc. Be clear about what your role will be, so students know they will not simply be working on their own.
- Most students have sat in a traditional classroom and thought either or both of the following at some time in their lives: (1) "I get it already! Why am I waiting for everyone else?" or (2) "I'm confused, but I don't want to hold up the whole class, so I'm not going to ask my teacher to go over that again." Edgenuity will allow students to work at their own pace, pausing and reviewing when something is confusing and accelerating through lessons more quickly when they understand the content.
- Edgenuity will allow you, the teacher, to see real-time data on what students are doing, how much time they're spending on activities, what they're struggling with, and whether they're falling behind. This is going to allow you to make sure every one of your students gets what he or she needs.


Setting Students up for Success

If you have an interactive whiteboard or a projector and speakers, show the Student Orientation video to your class. (If not, have students watch it from within Edgenuity independently.)

Model how to launch a course, take notes, look up unknown words, and view progress. You may wish to show students the following aspects of Edgenuity:

- How to use the Course Map to preview upcoming content and navigate back to completed content for review.
- Where to access the Course Report (Homepage → *select a course tile* → Course Report) and how to read it

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- How to read the Progress Overview (Homepage → *select a course tile* → Progress Overview icon )
- Where feedback from you will appear (Homepage → *select a course tile* → *an alert at the top of the page*)
- How to use the lesson support pane, which contains the eNotes digital notebook, the glossary, and lesson transcripts

NOTE: Many students have never learned how to take good notes. You may want to provide further instruction on note-taking for some or all of your students.

You may also wish to give students a technology survey to determine whether there are any basic technical skills they may lack. To complete projects in Edgenuity, students may need to know how to use word processing and presentation software such as the Microsoft Office® suite. They will also need to know how to save and upload files, and they may need to know how to transfer files between home and school computers. Students will also need to know how to use email to communicate with you within Edgenuity.

NOTE: If you use a survey, you can also ask about students' interests, concerns, goals, etc. This is a great way to get to know students on an individual level.

Classroom Routines and Policies

Share your routines and policies with students, preferably in writing. (Sample student contracts are posted on the Help Center.) Your routines and policies should include how you plan to handle the following:

Assessments

- Will students be able to use their notes on Quizzes, Tests, and/or Exams?
- Will Teacher Review be enabled? If so, make sure students understand that some assessments will be locked, and they will need to wait for you to review their work and unlock the assessments. You may wish to establish criteria for how you will determine whether to unlock an assessment (e.g., students must have taken notes, must have achieved a certain score on practice activities or assignments).
- Will Save & Exit be enabled? If you have set this up with the “Hide Viewed Questions” option selected (recommended), make sure students understand that after they save and exit, they will not be able to return to any questions they have already seen once they re-open the assessment.
- How many attempts will students have on assessments? What is the passing threshold? If they exhaust their attempts, what must they do in order to earn another attempt (e.g., show you their notes, re-watch instruction, meet with you for tutoring, meet with a peer for tutoring)?
- After some number of attempts, will students simply be awarded a failing grade and move on? (This is called “auto-progression” in Edgenuity’s course settings.)
- Will IP Registry be enabled? If so, explain to students what activities they can do from home, if any, and what activities they must do in school. If students must use only specific computers for assessments, let them know that too.

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Getting Help

- What should students do when they are stuck? Is there a silent signal they can use to tell you they need help (e.g., putting a Dixie cup on their monitor, putting their name on a list, sitting in a different area of the classroom, initiating an in-system chat with you)?
- What is your policy on peer tutoring? Can students ask each other questions during class if you are not immediately available to help them?
- Students can access to their Help Center (Homepage → *dropdown next to their name* → Help Center)
- If your school has purchased a tutoring package from Edgenuity, let students know how to access the Student Support button to work with a virtual tutor.

Completion and Pacing

- What are your expectations about students staying on pace? How far behind can they fall before you will intervene? What will that intervention look like?
- Are there incentives for staying on pace? For example, you might establish benchmarks. Completing 20% of a course by a certain date might earn students a “no uniform required day,” a small trinket, or a comfortable chair or couch to work in for the day. Completing 50% of a course by a certain date might earn students an invitation to a class pizza party. You may wish to engage local businesses who would be willing to donate small tokens or gift certificates.
- Be aware that students taking their first online course are likely to make slower progress at first as they adjust to a new format. At the start of the year, you may wish to give students more time to complete activities. You may even wish to separate the first few lessons into a “mini-course” so students can learn to manage pacing on a smaller scale without feeling like they are falling behind in their course.

Communication

- How do you want students to communicate with you? Will they use Edgenuity in-system email or school email or some other format? Be sure students know how to use whatever system you select.
- Let students know that they should check their Course Map to see whether they have any graded activities with feedback.
- How will you post announcements for students? If you are teaching in a face-to-face classroom setting, you might choose to use Edgenuity’s announcement system, or you might post announcements on a board in the classroom. You might also create a group and email the group with pertinent information.

Academic Integrity

Ask students to write a definition of “academic integrity” on a piece of paper. Then pair students and ask them to share their definitions and come up with a single definition both partners agree on. Invite a few pairs to share their definitions.

If the following elements of academic integrity do not surface in discussion, contribute them to the conversation yourself:

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- Academic integrity means always doing your own work and never passing someone else's work off as your own. Discuss the word *plagiarism* with students, and make sure they understand it. Particularly in this Internet age where copying and pasting is so easy, some students do not understand when it is or is not okay to copy and paste from a web site or how to cite sources appropriately.
- Academic integrity means not cheating during assessments—looking up answers on Google or other web sites, copying questions and sharing them with other students who haven't taken the assessment yet, etc.
- Academic integrity means not helping others cheat or plagiarize. This includes doing classmates' work for them, but it also includes posting answers on the Internet.

Have students sign student contracts or honor codes. Be clear on the consequences for violating the contract or honor code, and establish a zero-tolerance policy. Any policy where the first violation merits a warning or some other minor penalty is not likely to be successful. A student who allows another student to complete his or her coursework, submits written work that he or she did not create, or cheats on an assessment should have to repeat the entire course from the beginning—the consequences should make it clear that you take academic integrity very seriously.

Being an Effective Online Learner

Students in an online or blended learning setting need many of the same competencies they would need in a traditional classroom. However, some of the strategies they use may be different.

The strategies below make ideal mini-lessons for a blended classroom. Introduce a new strategy in a five-minute whole-class opening every day for the first few weeks of school. As time goes on, you may wish to invite students who have come up with their own successful strategies to present them in student-led mini-lessons as well. If you have a projector or interactive whiteboard, you can allow students to present from their Edgenuity accounts.

Managing time

In a traditional classroom, students who show up to class and do their homework are on pace. A teacher may or may not cover all the standards in a course or all the pages in a textbook, but the student is not in control of the pace.

With digital curriculum, learning is generally more self-paced. A student who doesn't log in enough or doesn't focus on work while logged in may not make sufficient progress to stay on track and complete the course. Therefore, time management becomes an essential learning competency.

You may wish to use some or all of the strategies below with students:

- Require students to check their Assignment Calendar daily. At the start of class, have students write down the lessons and/or activities they need to complete that day. At the end of class, let them know that anything they did not complete is homework. Be clear whether students are expected to work over weekends and holidays (and be sure the district calendar is correctly set up to include or exclude these days as desired).
- Make sure students know how to read their Progress Overview and Attendance Log (Homepage → *dropdown next to their name* → Profile → Attendance Report)
- Give specific weekly percent completion deadlines. Midway through the week, check that everyone is on track and recognize students who are on pace or ahead. Encourage students who are not on pace to write down when they will make up the extra coursework.

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- Engage parents and guardians early, before students have had time to fall so far behind that catching up seems daunting. Set up Edgenuity's parent/guardian emails so parents are aware of whether their students are on track. If students start falling behind, change the frequency of the emails to daily. Sign parents up for the Family Portal so they can monitor student activity, and establish shared goals and incentives you and the parent can both reinforce.

Knowing when to get help

Effective learners recognize when they “don't get it” and have multiple avenues to remedy the situation. Encourage students to monitor their own comprehension. When they realize they are confused, they can:

- Reread text or rewind and review video. Sometimes, students just need to read or see/hear something a second time.
- Try rewording a difficult concept in their own words.

If these strategies are ineffective, students should recognize they need more help. Successful students have multiple ways to get help:

- Use a search engine to locate additional instruction or practice online. Khan Academy and YouTube are good sources of additional video instruction; students may simply need something explained a different way. (Be sure to clarify the difference between using online resources to learn a skill or topic and using them to look up answers to specific questions. The former is an example of using resources to get help; the latter violates academic integrity policies.)
- Ask a knowledgeable, trusted peer for help. You may wish to set up study groups in your class, so students can help each other in a more structured way.
- Set up time to meet with a teacher for one-on-one or small-group help. Successful students aren't necessarily the ones who never need the teacher; they're the ones who know when to seek the teacher out.

Knowing your own learning style

Different students learn in different ways, and those students who are aware of how they learn best are generally more successful. For example:

- Some students learn better from taking notes digitally, using the eNotes feature. Other students learn better when they take notes by hand. Encourage students to try both approaches and determine which works better for them.
- Many students don't know how to study for tests in a way that works for them. They may just skim over the video transcripts or read over their notes. Most successful students have one or more active studying strategies that work for them. For example, students might try writing sample quiz questions—the act of doing so forces students to evaluate what is likely to be assessed, which then prepares them for the assessment. Or, students might try concept mapping or organizing lesson information in a concept map or table. Any approach that requires students to interact with the material and transform it into other formats is generally effective. Encourage students to try multiple approaches to find one that fits their learning style.