



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. This guide is designed to provide a framework you can use to:

- Introduce students to Edgenuity
- Communicate policies and classroom routines
- Teach strategies to become an effective online learner

INTRODUCE STUDENTS



GETTING STUDENT BUY-IN

It is important that students understand the advantages of digital learning and that Edgenuity does not replace the relationship or key role of their teacher.

Activity: Begin class with a discussion, allowing students to ask questions or express concerns. Also, make sure you share the benefits with students. Some statements to start the conversation could include:

- Edgenuity is a resource for learning, just as textbooks, calculators, websites, etc.
- Edgenuity doesn't replace the teacher. Students will continue to be supported by the teacher who will answer questions, work one-on-one, and in small groups.
- Edgenuity allows students to work at their own pace, pausing and reviewing when something is confusing and accelerating through content more quickly when it is easily mastered.
- Edgenuity provides real-time data for students and teachers. This allows both to monitor progress quickly and easily, and take actions needed to ensure success.



SETTING STUDENTS UP FOR SUCCESS

A great way for students to start strong and lay a sound foundation for success is by being well prepared and knowing how to use Edgenuity on day one.

Activity: Have students watch the Student Orientation and Course Map videos. You can view it whole-group if you have a projector and speakers, or students can watch it from within Edgenuity individually.

Modeling: Follow up the orientation video with demonstrating how to log in and navigate the student experience. Some topics to exhibit could include:

- How to navigate to assigned content and launch learning activities
- How to utilize built-in support tools, such as vocabulary, audio transcripts, etc.
- How to access recent scores and generate reports
- Provide direction for note-taking and other teacher-required content tasks



CLASSROOM POLICIES AND ROUTINES

Academic Integrity

It is imperative to establish and implement an academic integrity policy for online learning in a blended classroom.

Activity:

1. Ask students to write a definition of “academic integrity” on a notecard or piece of paper.
2. Then, have students pair up to share and discuss their definitions.
3. Next, ask the pairs to create one classroom definition to present to the rest of class.
4. Have the class vote on the definition everyone will use and follow while in your class.

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

- Academic integrity means always doing your own work and never passing someone else’s work off as your own. Discuss what is and is not plagiarism, and explain the need to cite sources.
- Academic integrity means not cheating or helping others cheat. For example, by looking up and/or posting answers to assessments, or copying questions or sharing them with other students who haven’t taken the assessment yet.

Task: Hand out your academic integrity policy or student honor code. Review the rules and consequences for violating them with the group. Have students read through the entire document and sign to verify they understand and agree to the terms.

Expectations

Successful blended learning classrooms establish and communicate clear expectations for how students work, when students work, and how much students work.

Activity:

1. Post and/or provide classroom and work expectations.
2. Go over each with students and explain the purpose and benefits.
3. Ask students to write down an expectation that will be the easiest for them to follow, and one they think will be the most challenging.
4. Debrief with the class by calling out various expectations and having students stand if they listed the expectation as easy. Tell them to look around the room, and if they have the same expectation listed as a concern, take note of their peers who can mentor and guide them to success in this area.

Classroom Routines

Organization and structure are at the heart of effective blended learning classrooms. Classroom routines and procedures provide guidance and support for students.

Activity: “Practice like you play!”

Introduce students to daily routines by taking them through the procedures, such as beginning of class tasks, and modeling proper process and behavior. Set up a practice session to have students walk through steps without the pressure of perfect execution. It is very likely students will need to practice more than once before they are ready for “game time”.



EFFECTIVE ONLINE LEARNERS

Goal-setting and Monitoring Progress

The first step in meeting goals is setting them! With teacher guidance, students can set their own goals and learn how and when to monitor them.

Activity:

1. With students, discuss the importance of goal setting and provide examples of the types and minimum levels you expect. For example, a sample goal might be earning a minimum of 70% on all learning activities. However, students might choose to challenge themselves and set their goal at 80%.
2. Pass out the Edgenuity student goal sheet or a separate goal sheet you use to track progress.
3. Have students fill out the top portion of the sheet to identify and record their goals.
4. Remind students of the ways they can monitor their own progress from within the LMS.

Agents of Learning

Student accountability at its highest level transforms students into intrinsically motivated learners who embrace ownership of their engagement, progress, and achievement.

Activity:

1. Have students form small groups of 3 to 4.
2. Share the following bulleted list of success strategies that help students become agents of their own learning in the blended learning classroom.
 - Manage Edgenuity work time in and out of class
 - Utilize built-in support tools and approved offline resources
 - Employ success strategies, such as notetaking
 - Collaborate with peers and mentor others
 - Know when to ask for help from the teacher
3. Ask students to discuss the following questions for each statement:
 - Why is this strategy important?
 - How will it help me be successful in my blended learning classroom?
4. Lastly, bring the group back together and spend a few minutes letting them share their responses.

Spiraling support: Each week, focus on one of these key success strategies by reviewing the topics and asking for students to share how they have used it to yield positive results. Assist students to partner with a peer mentor for support.

Extension: For the future, consider inviting students to share their own strategies they have used successfully and present them to the class.