

Preliminary E-Learning Design & Development Project Proposal

Part 1: Overall Project Scope

1. **Title:** Career Connect 1 (Seattle Public Schools) eLearning Module
2. **What is the scope of the project (lesson, module, course, program)?** I will turn one unit in my Career Connect class into an eLearning module using our district's existing Schoology learning management system. This will be the first of six modules that will eventually make up the entirety of the course so that there is a hybrid eLearning option for students to get credit for this and the Career Connect 2 course.
3. **What will you design, which part(s) do you intend to develop?** The module I will develop seems to be the most adaptable from my existing course content. This way I can use it as a model/example to get permission to take a semester away from teaching responsibilities to build these eLearning courses out for all teachers in the district who teach this course. In this unit/module, I will cover the 21st century skills essential to success in any workplace. Students will take a pre-test to determine their existing knowledge and practical application of 7 different skills. If they score high enough on the pre-test for a specific skill, then they will be able to skip that part of the module and only focus on the skills they still need to work on for mastery level (standards-based and rubric given to explain this). Students will watch video instruction, read excerpts and scenarios, view infographics, take brief quizzes, walk through a scenario interactively that uses the personalization principle, avatar with voice, and then be given a scenario where they have to use the skill to address a common workplace situation. Once students get through each skill, they will take a post-test to measure their growth.

Part 2: Background

1. **Problem Statement/Identified Performance Gap:** Students need eLearning options to complete Career and Technical Education coursework. The argument in the past has been that eLearning is not appropriate for CTE courses because they require hands-on learning opportunities to mimic the workplace context that the skills/trade will be used in. However, there is an urgent need to at least provide a hybrid option where students can do much of the coursework via eLearning and then spend maybe one day out of the week in person putting their practical knowledge and understanding into practice. In Seattle Public Schools, specifically on the South End, we receive many immigrant and refugee students with various levels of English-language learning all throughout the year, making it challenging for them to complete my courses with

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measurable college and career readiness, either because they came in to the school so late or their English language level makes it challenging to learn these critical concepts outside of their home language. We also have students who need this course to complete a graduation pathway but do not have time in their schedule as they are catching up with required core courses (due to pauses in learning or different learning requirements in their previous institutions). Finally, because so many of my students have family and work expectations, it is sometimes challenging for them to be in class all the time, and they often miss entire units of learning. I want to be able to employ eLearning options, that are easily translatable into a student's home language, to support each of these types of learners gaining the full benefit of my courses.

2. **Project Objectives (strategic/organizational):** For this particular module - employers frequently speak of skills gaps in 7 specific soft/21st century skills among new employees: communication planning, problem solving, creativity, conflict resolution, leadership, adaptability, and initiative. This unit, which can easily be translated into any language, helps students master those skills in a learning environment that removes barriers. This method also helps those students apply skills in virtual working environments that will benefit them long-term since remote/hybrid work options are becoming more commonplace. The overall goal for this unit: (a) master all seven 21st century skills to analyze, plan, and respond to complex scenarios that they will likely face in the workplace; (b) demonstrate the ability to choose and justify which skills are most useful in accomplishing specific tasks or challenges (c) reflect on how these skills apply to future academic, workplace, and real life contexts based on their own personal career/vocational goals.
3. **Target Audience:** Multilingual learners needing a context to take the course primarily in their home language; students with frequent absences due to work and family obligations and/or those who are credit deficient and are unable to fit this course into their schedule but need it to complete a CTE pathway to graduate.
4. **Learning Objectives (participant):**

By the end of this unit, students will be able to:

A. Communication Planning

- **Define** communication planning and describe its role in effective information exchange.
- **Identify** audience, purpose, message, and medium when preparing communication.
- **Apply** communication planning strategies to craft a clear, targeted message in a given scenario.
- **Evaluate** the effectiveness of communication plans and suggest improvements.

B. Problem Solving

- **Explain** the steps of a structured problem-solving process.
- **Analyze** real-world scenarios to determine root causes of a problem.
- **Generate and compare** possible solutions using evidence and reasoning.

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- **Implement** a solution strategy within a scenario-based assessment.

C. Creativity

- **Define** creativity and differentiate between divergent and convergent thinking.
- **Use** brainstorming and ideation techniques to generate multiple innovative ideas.
- **Apply** creative approaches to propose unique solutions within scenario tasks.
- **Justify** creative choices and explain their value in solving complex challenges.

D. Conflict Resolution

- **Explain** common sources of conflict and the principles of healthy resolution.
- **Demonstrate** the use of active listening, empathy, and negotiation techniques.
- **Select and apply** appropriate conflict-resolution strategies within scenario-based team interactions.
- **Evaluate** outcomes of conflict-resolution approaches for fairness and effectiveness.

E. Leadership

- **Define** leadership and distinguish between leadership styles.
- **Identify** behaviors and skills that contribute to effective leadership.
- **Practice** leadership strategies (delegation, motivation, decision-making) in simulated team tasks.
- **Reflect on** their leadership choices and assess their impact on group outcomes.

F. Adaptability

- **Define** adaptability and its importance in dynamic work and learning environments.
- **Demonstrate** flexibility when presented with new information, setbacks, or unexpected changes.
- **Modify** approaches in a scenario-based task in response to shifting conditions.
- **Explain** how adaptability supports personal and professional success.

G. Initiative

- **Explain** the concept of initiative and its role in self-directed learning and work.
- **Identify** opportunities to take proactive action without external prompting.
- **Demonstrate** initiative by independently planning steps and seeking needed resources.
- **Evaluate** the effectiveness of their actions and identify ways to further strengthen initiative.

5. **Outcomes Assessment** (measurement of strategic and learning objectives): Pre-test, knowledge check quizzes, discussion board responses to reading, video/written replies to specific scenarios, mini-projects/activities that put skill to test, post-test

Part 3: Design Approach

How will the course or program be structured?

1. **Format:** Schoology learning management system eLearning module that is already part of the Seattle Public Schools collection of software (similar to Canvas)
2. **Explanation of Format Choice:** Since students already use the Schoology learning management system in many of their classes to gain access to slide decks and other lesson reviews, obtain assignment guidelines, download make-up work, complete assignment submissions, and participate in discussion boards, they are already quite familiar with the form, function, and many of the learning tools embedded.
3. **Flow/Sequence of Lesson/Module/Course/Program:**
 - a. Link to a pre-test via Microsoft Forms (where students are able to get direct feedback from me and recommendations.
 - b. Then, each of the 7 21st century skills will have their own folder (accordion style) under the link. Students will access the folders of the 21st Century Skills they did not already prove mastery in on the pre-test
 - i. Each folder will include small 10-20 chunked instruction that includes: videos, infographics, readings with audio transcription, discussion boards, knowledge check quizzes, scenarios where they have to provide video submission or brief writing of how they would use the skill to address the scenario, then a mini-project embedded in real-world application where they have to demonstrate mastery of that skill. They should not move on to the next folder until they have finished all elements and gotten feedback from me regarding their mini-project. Once they have the go-ahead, then they can move on. Otherwise, I might provide them with some alternative videos, readings, and scenarios to reteach the skill.
 - c. After they get through each folder that the pretest results requires, they take a post-test to demonstrate their growth.
4. **Technologies/Approaches:** video recordings of direct instruction with visual aid, readings, discussion boards, quizzes, scenarios, mini-projects submitted for feedback.
5. **Acquisition of Learner Needs/Interest Information:** Pre-test will determine which of the skills they need deeper learning in; quiz results will check their understanding; my reply to discussion boards (and peer responses) will give them additional context and explanation (or things to consider); and my feedback from each mini-project/activity will validate their mastery of the skill. Post-test will confirm retention.

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6. **Team:** Students will be responsible for self-paced work. Instructor is responsible for reviewing submissions and providing feedback. One day per week will be expected to meet with instructor for check-in and discussion of performance thus far.

Part 4: Context for Implementation

1. **Context (where, when, how):** Once the module is complete, it will be offered to students currently taking my class in person to test out how well it works as entirely eLearning implemented. Then, I will use this completed module as example of how an entire course could look and seek approval to continue building out the course. Once that is approved and completed, students will be able to take the course in a hybrid format: 80% of the learning on their own time and 20% from scheduled in-person meetings that fit their personal/school schedule.
2. **Approval/Organizational Buy-In:** Approval has already been given to use this certificate program to develop one of six modules/units needed to complete the course. I will need to demonstrate course efficacy and standards alignment from a test group of students and then make adjustments before pitching it as an entire course with the successful module as example of 1/6th of the course. Then, I would need a semester sabbatical from teaching to fully develop this and Career Connect 2 coursework, which would then be offered to Career Connect teachers across the district.
3. **Time/Budget Constraints:** For this module, I am using my own personal time (which I am also getting clock hours for that will increase my salary). I plan to have it completed by the end of the summer to be preliminary approved by the district CTE director. I will then get students in my Fall 2026 Career Connect 1 class to test it out. I will spend PD/extra time adapting it before presenting Spring 2027, asking for Fall 2027 to take time from teaching to develop so that it can be tested Spring 2028 for full roll out Fall 2028 as an eLearning hybrid course offered throughout the district high schools.
4. **Resources Needed/Available:** Already have Schoology. Will need to be able to make videos. Will use Microsoft Forms for testing features and then CoPilot AI to assist with developing scenarios.
5. **Relevant Organizational Considerations:** The eLearning must ultimately meet all of the course's benchmarks and standards with the in-person portion providing the hands-on learning needed for it to qualify as a CTE course.
6. **Technical Support Expectations/Plan:** District IT, existing eLearning PD on Schoology learning management, Technology leader teachers at my school who have extensive Schoology training.