Alleviating the need to come on campus even for one course can be a major requirement at a public middle school or high school. Many credential students are also working professionals and commute from outside of San Francisco. Credential candidates also fulfill a student teaching requirement. It entails 18 units each semester, typically resulting in five courses.

The single-subject teaching credential program is a very intense and demanding program. It is recognized and acted upon by the adults in the classroom and in the school, ultimately impacting how and what adolescents learn (and want to learn).

Redesign Rationale

The single-subject teaching credential program is a very intense and demanding program. It entails 18 units each semester, typically resulting in five on-campus courses. Credential candidates also fulfill a student teaching requirement at a public middle school or high school. Many credential students are also working professionals and commute from outside of San Francisco. Alleviating the need to come on campus even for one course can be a major benefit. The decision was made to explore the possibility of offering this course online to make the semester far more manageable.

To make the credential program more accessible, attractive, and convenient

Benefits of Redesign

A fully online course provides easier access and more opportunities for candidates to complete the program and earn their teaching credential. Modeling effective technology-integrated pedagogic strategies will inform and improve the candidates own teaching practices.

This project can serve as a model for other credential program faculty redesigning their current courses. The course redesign supports College and Department recruitment efforts. Data from preliminary evaluations suggest that there is a high demand among credential candidates for more online courses.

Lastly, this on-line course in adolescent development can serve students of any CSU campus, private college, or institution authorized by the California Commission on Teaching Credentialing, who offer the single subject credential program.

Preventing future teachers to serve adolescent students

Course Description

This course examines the biological, psychological, cognitive, social and moral development of adolescents and what teachers and schools can do to support healthy development and academic progress of adolescents. The central focus is on who our adolescent students are and how that knowledge is recognized and acted upon by the adults in the classroom and in the school, ultimately impacting how and what adolescents learn (and want to learn).

“...I think there’s no question that the reality of candidates’ lives means that even one online course can make the semester far more manageable.”

- SED800 Candidate

Project Plan

Project Team
Dr. Natalio Avani, Professor
Kenji Ikemoto, Instructional Designer

Advisory Team
Dr. Maggie Beers, Director of Academic Technology
Dr. Brian Beatty, AVP of Academic Affairs Operations

Collaboration between the faculty member and the instructional designer was weekly over a several month period. Each session was bi-weekly, and ended with a clear division of labor. The project provides additional project management and project schedule support.

A target date of August 5 was set for project completion with more frequent and intense work sessions during the summer, specifically during July. Ongoing collaboration sessions between the faculty member and the instructional designer are taking place bi-weekly during the implementation in Fall 2015.

A collaborative team and effective project management

Using multiple strategies and tools for content, engagement and assessment

Evaluation Methods

The redesign includes a pre- and post-semester student survey that will measure students’ attitudes towards online courses in the credential program.

A mid- and end-of-semester student evaluation will gather feedback on course design, content, and instructor effectiveness.

Multiple student surveys and evaluations to measure success and gather feedback

Initial Results

Dr. Avani is immensely impressed with the start-up of the course and how positive things are moving after only four weeks into the course/semester. Candidate engagement and participation has been beyond what was expected or anticipated.

An on-line culture of respect and caring is clearly visible. What was believed to be topics of extreme privacy and perhaps lack of sharing has become just the opposite. Candidates feel safe and are posting incredible reflections and personal stories.

Their first set of graded assignments have been submitted and returned. Candidates have already expressed their satisfaction with their grades the Professor’s written comments.

Positive reactions are exceeding expectations