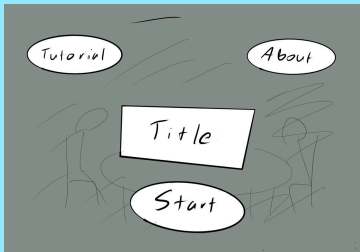
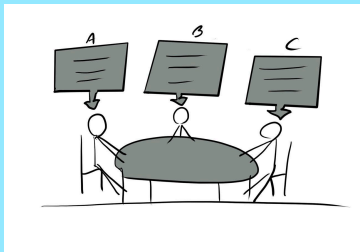
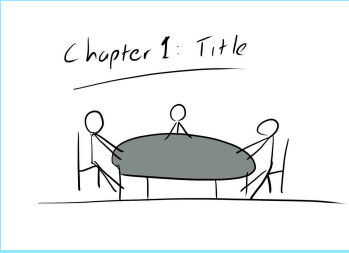




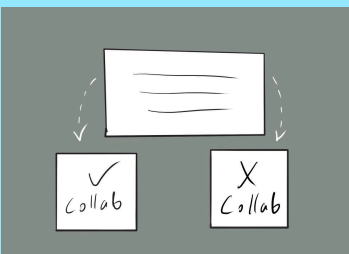



Course Title	Breakout! Online Collaboration in Adult Ed
Authoring Tool	Articulate Storyline
Number of Modules	5
Audio	Environmental sounds Some lessons are narrated
Image Style	Vector art / hand drawn
Note	Images require alternative descriptions or text for compatibility with assistive devices.

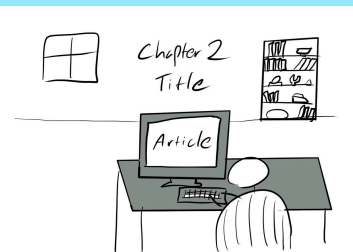
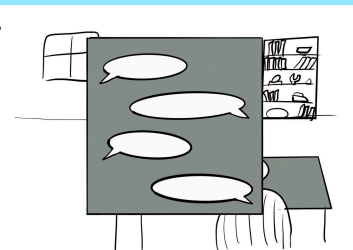
Module 1 Objective 1: Define collaboration Objective 2: Identify when collaborative learning is appropriate				
Page #	Page Title	On-Screen Text	Graphic/Audio asset(s)	Component Type / Developer Instructions
1	Home Page	[Title] Breakout! Online Collaboration in Adult Ed <ul style="list-style-type: none"> • [Button] Click to Start • [Button] About • [Button] Tutorial 	 <p>Blurred faculty lounge</p>	Title page with 3 buttons
2	Persona Selection	Who do you relate to the most? Choose your persona: A. Mike: Science and Math teacher B. Jan: French and ESL teacher C. Alisha: ELA and Social Sciences teacher	 <p>Faculty lounge with three teachers</p>	Hover states trigger descriptions for each One persona should be selected.

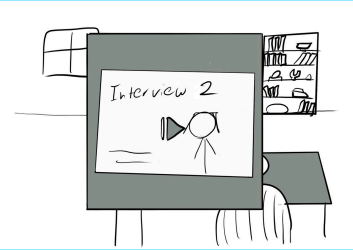
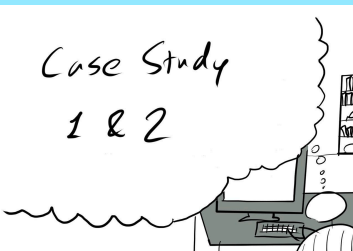
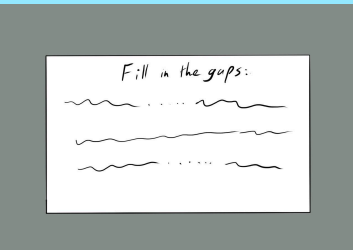

			Audio: murmuring, laughter, watercooler, etc.	
3	Ch1 Title	Chapter 1: Defining collaboration (and more)	 <p>Chapter 1: Title</p>	Chapter title fades in and out
4	Conversation 1	<p>Join the conversation with a couple of your colleagues.</p> <p>A: So I heard you're teaching online this session. How's it going?</p> <p>B: It's okay, but it drives me crazy; Only three of them have their cameras on. I feel like I'm talking to a brick wall!</p> <p>C: I know, and it's hard to know if they're really paying attention or doing anything at all. Some of my students never turn their cameras on.</p> <p>A: Even when they're working together?</p> <p>B: They don't really talk to each other... I ... I haven't put them in breakout rooms yet. How about you? Do you both use breakout rooms?</p> <p>C: I do, but I find it really hard to control.</p> <p>A: Yeah I do, but when I learned about collaboration and community, it was really game changing in my classes.</p> <p>A: Oh really? I would love to know more about that.</p> <p>C: Yeah, me too!</p> <p>A: I have a link to a video that I can send you; it talks about what collaboration is and when to use it.</p>	 <p>Audio: murmuring</p>	Conversation revealed in speech bubbles.

5	Home Office Email 1	Later in your home office. You've got an email!	 <p>Computer on a desk with the teacher's back facing us.</p> <p>We see hints at the kind of lifestyle this person has.</p>	Email icon blinking on computer screen.
6	Email	<p><i>Hey B,</i></p> <p><i>Here's that link to the video on collaboration I was talking about. Hope it helps you out with your online class!</i></p> <p>Best, A</p>		Content of email is shown on a layer that pops up over the screen when the computer is clicked on.
7	Interview 1	<p>[Text embedded in the video] Dr Shaw</p> <p>[The questions that are asked]</p>		Clicking on the link in the email will open a video interview with Dr. Shaw
8	Activity 1	<p>Which ones would be good for pair or group collaboration? Drag and drop according to "good for collaboration" or "not good for collaboration"</p> <ol style="list-style-type: none"> One for Math / Science One for Languages One for ELA or Contemporary World 		Items are dragged and dropped into one of the categories.

9	Reward 1	<p>You deserve a little treat for your initiative! Choose your reward:</p> <ol style="list-style-type: none"> A plant for your desk A scented candle A new mug 		<p>Selecting an item will add it to the desk.</p>
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Module 2
Objective 3: Identify benefits of building community



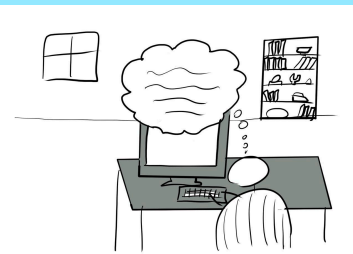
1	Ch2 Title	Chapter 2: Identifying benefits of building community		<p>Chapter title fades in and out</p>
2	Home Office Chat	<p><i>[Chat messages]</i></p> <ol style="list-style-type: none"> <i>Did you like the link I sent you?</i> <i>Yes, but I'm still not sure how it will benefit my students.</i> <i>I came across this today, and it reminded me about our conversation. Let me know what you think!</i> <i>Sure! Thanks!</i> 		<p>Text notification appears on the computer screen and chat messages are revealed one by one on a layer that pops up.</p>

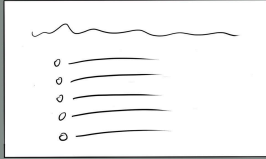

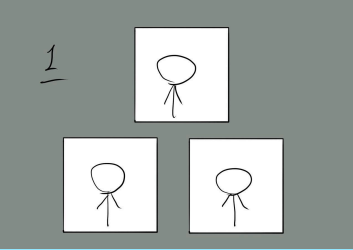
3	Interview 2	<p>[Title] Interaction and the COI</p> <p>[Text embedded in the video] Alicia Cundell</p> <p>[The questions that are asked]</p>		Clicking on the link from the chat will open a video interview with Alicia Cundell.
4	Reflection 1	<ul style="list-style-type: none"> • Case study 1: students were able to apply the foundational knowledge to a real world context (benefit to performance). • Case study 2: students made connections and felt a sense of community (benefit on a social / emotional level) 		The character remembers two scenarios (shown in a thought bubble) based on the things revealed in the interview.
5	Activity 2	<p>Fill in the missing words...</p> <p><i>Making sure that your learners will have opportunities to engage with one another in a variety of ways is the most important step you can take to creating social presence in your course.</i></p>		Fill in the gaps activity
6	Reward 2	<p>1. Nice one! You've been learning a lot about community in online courses. You deserve another reward for your dedication and commitment to improving your online teaching! Choose:</p> <ol style="list-style-type: none"> A new mug A plant for your desk A scented candle 		Selecting an item will add it on the table


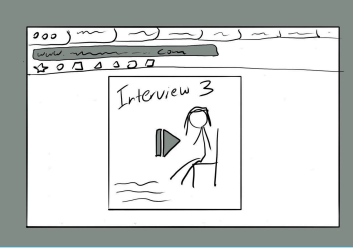
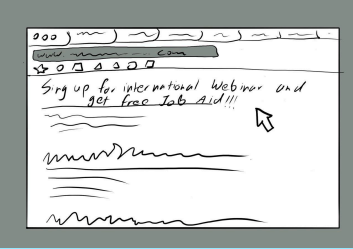

Module 3

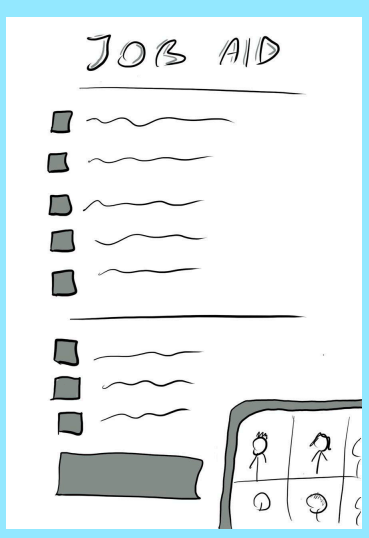


Objective 4: Identify common challenges when using breakout rooms



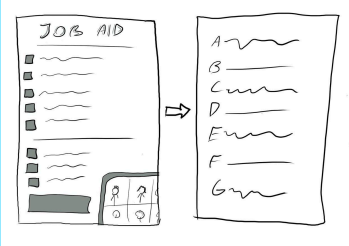
Objective 5: Explain how strategies increase the effectiveness of breakout room sessions

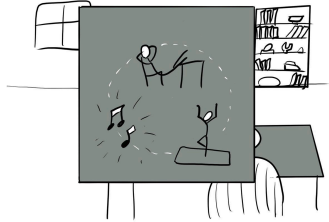
1	Ch3 Title	Chapter 3: Identifying and solving breakout room challenges		Chapter title fades in and out
2	Home Office Class	Bye! Goodbye!		We see an online class ending. Speech bubbles with 'bye' appears and leaves the screen.
3	Reflection 2	<ul style="list-style-type: none"> • <i>Hmm. what went well... the students seemed excited and engaged in that breakout room discussion...and all of them had their cameras on...</i> • <i>What didn't go so well... One group was not doing much when I dropped in...there were no cameras on and no one was saying anything...</i> • <i>"How can I increase engagement and make these breakout sessions more effective? I sure hope the next class is more interactive."</i> 		The teacher reflects on their use of breakout rooms from their session in a thought bubble

4	Challenges	<p>Common challenges when using breakout rooms</p> <ol style="list-style-type: none"> Lurking Dominant behavior Lack of serious attitude / off-task behavior Distraction Insufficient student knowledge - too novice to complete without support Lack of tech skills 		Challenges are listed one by one (and narrated).
5	Breakout Rooms + Activity	<p>You are running three breakout rooms. Click on each room to join and see what they are up to!</p> <p>[Question that follow each video]</p> <ol style="list-style-type: none"> Which common challenges were shown in this breakout room? 	 	<p>Video 1: Role play with 3 or 4 real people</p> <p>Lurking</p> <p>Lack of tech skills</p> <p>Video 2:</p> <p>Dominant behavior</p> <p>Lack of serious attitude / off-task behavior</p> <p>Video 3:</p> <p>Distraction</p> <p>Insufficient student knowledge - too novice to complete without support</p> <p>A multiple choice question is shown when video completes.</p> <p>Need to create a total of 9 videos (3 for each persona) of about 30 seconds each</p>

6	Google Search	Wow. Those breakout rooms were draining. I wonder what could be done about them.		Video interview with Dr. Julie Corrigan is shown after google link is clicked.
7	Interview 3 + Activity	<p>[Title] Strategies for common challenges</p> <p>[Text embedded in the video] Julie Corrigan</p> <p>[The questions that are asked]</p>		Video interview with Dr. Julie Corrigan with embedded questions
8	Job Aid Ad	<i>Sign up for a webinar and receive a free job aid guaranteed to improve the effectiveness of your breakout rooms sessions!</i>		You click on another link that is advertising a job aid and a webinar about effective facilitation of breakout rooms.
9	Job Aid Activity	<p>What strategy could be used to address the issue of:</p> <ul style="list-style-type: none"> ● Lurking ● Dominant behavior ● Lack of serious attitude / off-task behavior ● Distraction ● Insufficient student knowledge - too novice to complete without support ● Lack of tech skills 		<p>6 Branching scenario of breakout room issues and the way to resolve them.</p> <p>Each choice gives feedback on possible outcomes.</p> <p>A link to a downloadable pdf of a job aid is shown.</p>

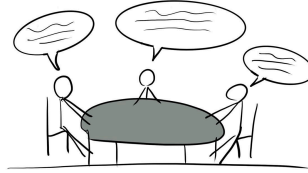
				
10	Reward 3	<p>1. You are really getting to the bottom of this! Take a break. How would you like to relax?</p> <ol style="list-style-type: none"> Put your feet up Do yoga Listen to music 		The character is shown doing that activity after it has been chosen.
Module 4 Objective 6: Apply practical tips to increase the effectiveness of breakout sessions				
1	Ch4 Title	Chapter 4: Practical Tips		Chapter title fades in and out.

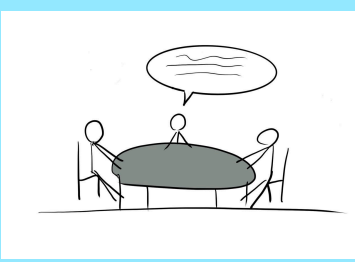
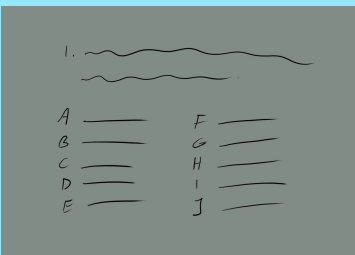
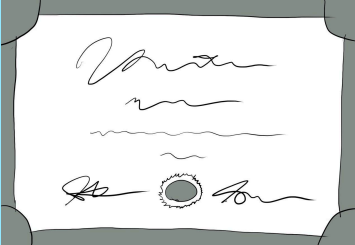
2	Email 2	<p>[You receive an email]: We hope you are enjoying your job aid. Here's the link for the webinar on "Effective Facilitation of Breakout Rooms"</p>		<p>Notification for email</p> <p>Content of email is shown on a layer that is shown over the screen when the computer is clicked on</p>
3	Webinar	<p>Welcome to the annual international webinar on Online Teaching where you learn tips to apply before, during and after the design of breakout sessions.</p> <p>[Tips]</p>		<p>Tips are revealed and narrated one by one.</p>
4	Activity 4	<p>You look at your lesson schedule for the week ahead. What tips can you plug in to enhance the lesson?</p>		<p>Sorting activity</p>

5	Reward 4	Hot damn! You are feeling pumped about trying out these practical tips and seeing how it impacts student engagement. Time to unplug!		The character is shown doing that activity after it has been chosen.
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Module 5
Objective 7: Identify evaluation criteria for successful breakout sessions.
Objective 8: Evaluate the design of lessons that use breakout sessions.

1	Ch5 Title	Chapter 5: Evaluating		Chapter title fades in and out Environmental sounds
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2	Conversation 2	<p>Join the conversation with your colleagues:</p> <p>A: You know, I really got into the nuts and bolts of effective collaboration and breakout rooms after what you shared with me, B: Oh, yeah? Been finding it useful? A: Absolutely. There's a whole strategy behind making these sessions work better for engagement and learning. C: Sounds like something we could use. A: Definitely. And, I've learned a bit about evaluating our use of breakout rooms too. I think I can help us all improve our lessons. B: That'd be great. I'm curious to see what you've learned. C: Me too. It's awesome you took the initiative to dig a bit deeper on this. A: Happy to share.</p>		Conversation revealed in speech bubbles. Environmental sounds
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3	Talk	[Evaluation criteria and how to evaluate]		Our characters' talk is revealed in speech bubbles.
4	Activity 5	Look at the following scenarios from your colleagues' classes. identify which criteria were met or not met in each scenario.		Several scenarios describing different outcomes of breakout sessions are shown.
5	Reward 5	You have successfully completed the course.		The learner enters their name and is shown a certificate with their name on it.