MAKING A SPACE A PLACE

Creating a Community and not just a place for storage
MIGRATION PROCESS

• Types of courses migrated
• Course designs currently
• Ideas going forward
• Migration timeframe
Online Learning

Lonely

Difficult

Technology

Boring

Not engaging
HOW DO WE PREVENT THIS?
<SPACE>  ->  <PLACE>
Engage through design: a learning place

Engage through professional training

Engage by creating a professional place
Types of Government; The Articles of Confederation

The Articles of Confederation: Our First National Government

Following the American Revolution, the thirteen former British colonies organized themselves into a confederation. A bill of rights was passed by the Articles of Confederation. The Articles established a unicameral legislature, which means a legislative body with one house or chamber.

Under the Articles of Confederation, Congress had a number of powers, but these were limited by the states. The states were non-sovereign and lacked true independence. The weakness of the Articles became apparent. While it is true that the Articles Congress had a lot of power, they were simply unable to carry out many of these powers. Also, they could not regulate trade or enforce any of their laws or statutes. It took many of the states to pass a law for its enforcement, as there are no independent courts and all decisions are dependent on the states.

The Articles of Confederation limited the power of the national government, but those states that had no power. It is clear that the Articles Congress had some powers, but these were limited by the states. The Articles of Confederation were not a complete success because they did not establish a strong central government that could effectively control the nation. The Articles of Confederation were a step in the right direction, but they were not enough to create a strong central government. The Articles of Confederation were replaced by the United States Constitution, which established a strong central government that could effectively control the nation.
ENGAGE THROUGH DESIGN: SUB-ACCOUNT CSS AND JAVASCRIPT

Logo, Branding, Institutional Theme

Best Practices, Readability, “Trickle down” behaviors and design

Course-specific themes, look/feel

Account-Level: Institutional Styling (Logo, Wrapper, etc.)

Sub-Account: Generic CSS (through Global CSS and Javascript)

Course: Course-specific CSS kicks in through Global Javascript
Scarcity, Choices and Consequences

Principle of Scarcity

Have you ever made a wish list containing all of your wants? Such a list for most of us would be nearly endless! If we tried to acquire all those things, we would encounter limited resources (money). This brings us to the economic principle of scarcity. Individuals, businesses, and governments all have to make financial choices, because they have limited resources (money, materials, or technical availability) and essentially unlimited wants. Scarcity simply means that a resource is available in a limited quantity. We cannot buy everything we want because we would run out of money. Because of scarcity, we must make choices that involve consequences and opportunity costs.

Our lives are a sum total of the choices we have made.

Dr. Wayne Dyer

Choices and Consequences

Each day we make many choices. Choices involve needs, wants, and opportunity costs. Some of our choices become routines and can be considered habits, such as getting out of bed at a certain time, drinking our morning coffee or hot chocolate, or taking time to read the newspaper. Other choices may be more complex, thus requiring consideration and a carefully thought-out plan, such as buying a car, leasing an apartment, or becoming engaged to be married.

Regardless of whether choices are large or small, they carry consequences. Even choosing not to make a decision carries consequences. Our inaction might give others more power over us, because someone else may be required or allowed to make the choice for us. The focus of this course is financial planning, and the goal is to assist the students in choosing what to buy, what to pay, and what manner in which we will pay.
Scarcity, Choices and Consequences

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Citizenship and Equal Justice

Anyone born in the United States may claim American citizenship. In this context, "United States" means more than just the fifty states. It also includes American territory (e.g., Puerto Rico or Guam), American embassies anywhere in the world, and American military installations wherever they may be. If a French woman were to give birth to a child while visiting or living in the United States, it would be legal to claim citizenship for that child.

![Image of people in a classroom](image-url)

Figure 6.2. People who choose to live in this country may go through the process of becoming a citizen. Those people are attending a naturalization class as part of the process.

Citizenship may also be acquired historically, there has been much debate over immigrants who wish to live here, even if they do not wish to be a citizen. Immigration laws have changed frequently. At times, it was easy to move to the United States, while at other times, the law provided more roadblocks. At various times, laws such as the Chinese Exclusion Act were passed to restrict immigrants from specific areas of the world. Quota systems have also been used. Quotas would be based on the number of immigrants from a given country already living here. Therefore, since there have been so many immigrants from western Europe, those nations would have higher quotas.

One of the advantages of American citizenship comes from the Fifth and Fourteenth Amendments, which make it clear that all persons are entitled to the "equal protection of the laws." Citizens may not be denied their fundamental rights because of their race, sex, or religion. A state may not discriminate against residents of other states. Missouri cannot deny freedom of speech, for example, to someone who lives in Illinois. This may sound like a "given," but at one time, states did engage in discriminatory actions against residents of other states.

Some level of discrimination is appropriate and acceptable. Providing separate locker rooms for men and women is, by definition, discriminatory. But no court would rule that a school is not acceptable for the discrimination, and it is not directed at an individual, then it will be allowed. There is no exception except to have separate...
COURSE-SPECIFIC CSS (THROUGH SUB-ACCOUNT JAVASCRIPT)

AMERICAN GOVERNMENT ONE HALF UNIT

Citizenship and Equal Justice

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Citizenship may also be acquired. Historically, there has been much debate over immigrants who wish to live here, even if they do not wish to be a citizen. Immigration laws have changed frequently. At times, it was easy to move to the United States, while at other times, the law provided more roadblocks. At various times, laws such as the Chinese Exclusion Act were passed to restrict immigrants from specific areas of the world. Quota systems have also been used. Quotas would be based on the number of immigrants from a given country already living here. Therefore, since there have been so many immigrants from western Europe, those nations would have higher quotas.

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Course-Specific CSS (Through Sub-Account Javascript)

American Government

One Half Unit

A0322 - T10 - S

Citizenship and Equal Justice

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COURSE-SPECIFIC CSS (THROUGH SUB-ACCOUNT JAVASCRIPT)

Business Math: no CSS

However, if John completed the 55 hours of work over a two-week period and neither of those weeks contained more than 40 hours, then the 55 hours would be multiplied by the regular rate, since John would not have worked over 40 hours in any one week.

Using a calculator with memory functions will make your computations easier. To review how to best utilize the memory functions, follow the guidelines below.

USING A MEMORY FUNCTION CALCULATOR

The memory functions of a calculator allow you to store numbers for later use so that you do not have to re-key the numbers into the calculator.

Example 1 on page 94 of your textbook provides an example of how to use a memory function calculator. Note that in STEP 1, the hourly rate ($8.20) is multiplied by the regular hours worked (40). Because you want the result that is displayed on the calculator ($328.00) to be stored for later use when it is added to the overtime pay, press the M+ key. An "M" appears in the display to show that an amount is stored in memory.

Remember that if you press the "M" key again, the amount that was displayed will be added to the amount already entered into the memory function.

To display the amount that has been added in memory, press the M* or MR button (or equivalent) to recall the number(s) added.

To clear the last number you entered, press the CE (or, if you do not have one, press the C) button only once. To clear all the numbers except the memory, press the C button.

To clear the memory, press the MC or C or CR button until the "M" disappears on the display.

Complete the Concept Check and check your answers at the end of Chapter 1 on page 108 of your textbook. Complete Section 1-2 Practice on page 95, and check your odd-numbered answers with the Selected Answers on page 804 of the textbook. The even-numbered answers appear in the Appendix.
COURSE-SPECIFIC CSS (THROUGH SUB-ACCOUNT JAVASCRIPT)

With course-specific CSS

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Complete the Concept Check and check your answers at the end of Chapter 1.
• Engage through design: a learning place

Engage through professional training

Engage by creating a professional place
TEACHING WITH TECHNOLOGY

• Self-paced course to train instructors on how to use Canvas
• Designed to Mizzou K-12 Online instructors
• Content updated to add new tips and tricks of new Canvas features
Welcome to the Canvas Instructor training course, Teaching with Technology. This course is designed to help familiarize you with Canvas, our learning management system. We will go over the tools that you will use in your Scheduled courses. This self-paced course includes videos to review how to use the tools.

Click on “Modules” located on the Course Navigation Menu on the left to access the list of learning modules in the course. You can also begin by clicking on the first image link below. The following is an explanation of the links:

1. To begin this training course, click on the [Mizzou K-12 Online Instructor Handbook (Scheduled Courses)] image to review the Instructor Handbook.

2. Click on the [Course Resources] image to review brief information regarding the course migration to Canvas and where you can find a link to the Canvas Guides online documentation which you will use frequently throughout this training.

3. Click on the [Lesson 1 - Introduction to Canvas Training Course] image below to begin the lessons on how to use Canvas.
ENGAGE THROUGH INSTRUCTOR TRAINING

• Prerequisite for new instructors to Canvas
• Instructors will have the role of student with assignments to complete
• Tailored to the type of courses they will be teaching, i.e., flex or scheduled
• Collaboration with other new instructors
• Future resource hub
SPEEDGRADER

• Grading in one spot
• Audio or text comments
• Annotate using Crocodoc in Speedgrader
• Select multiple students from context menu within Speedgrader
QUESTIONS OR COMMENTS?

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