

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

Difficult
technology

Boring

Not engaging

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HOW DO WE PREVENT
THIS?

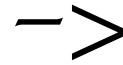
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Engage
through
design: a
learning place

Engage
through
professional
training

Engage by
creating a
professional
place

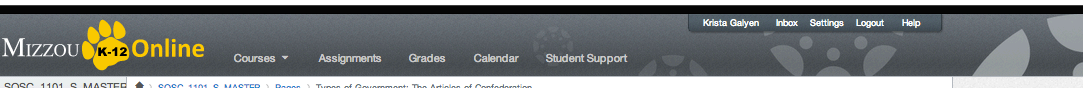
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ENGAGE THROUGH DESIGN: SUB-ACCOUNT CSS AND JAVASCRIPT



SOSC_1101_S_MASTER Flexible Master Course

View All Pages

Types of Government; The Articles of Confederation

Types of Government

The general types of government have already been mentioned, but remember that there are differences within each type. In a monarchy, central authority rests with one individual. The same is true for a monarchy. In each of these, an individual is in charge and government may also be democratic. Great Britain has a monarchy, but the monarch does not rule. The people elect members of Parliament, to pass laws and operate the government. Such nations are said to have limited, or constitutional, monarchies.

In an oligarchy, power is held by a small group. It is possible that such a group could be elected, but generally an oligarchy is not elected for making governmental decisions.

A democracy is a system of government in which the people rule. In a pure democracy, all citizens would be able to participate in government. In a representative democracy, only a few citizens are chosen to represent the people. In a republic, all citizens may participate in government through the election process in which representatives are chosen to perform other governmental functions.

You will read about the characteristics of a democracy. The people of the United States believe in individual liberty, majority rule, and political parties. Without these a democracy will not endure. The essential elements for a democracy include citizen participation, majority rule, and a social consensus. The last element, a social consensus, is very important. As citizens of the United States, we must agree on exactly what they mean, or who the elected office holders should be, or the extent of the powers of these elements are important for our society to function.

The Articles of Confederation: Our First National Government

Following the American Revolution, the thirteen former British colonies organized themselves into a confederation. A national government, called the Articles of Confederation. The Articles established a unicameral legislature, which means a legislative body with only one chamber.

Under the Articles of Confederation, Congress had a number of powers, but these were limited by the states. This was a weakness of the Articles. The national government, in reality, had very little power.

The weaknesses of the Articles soon became apparent. While it is true that the Articles Congress had a list of powers they were simply unable to carry out many of their powers. Also, they could not regulate trade or enforce any of their laws. It took nine of thirteen states to pass a law (remember, there was no enforcement power) and all thirteen states to

Mizzou K-12 Online

American Government, One Half Unit (SOSC_1101_S_MASTER) Flexible Master Course

View All Pages

AMERICAN GOVERNMENT ONE HALF UNIT

Published Edit

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.



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.

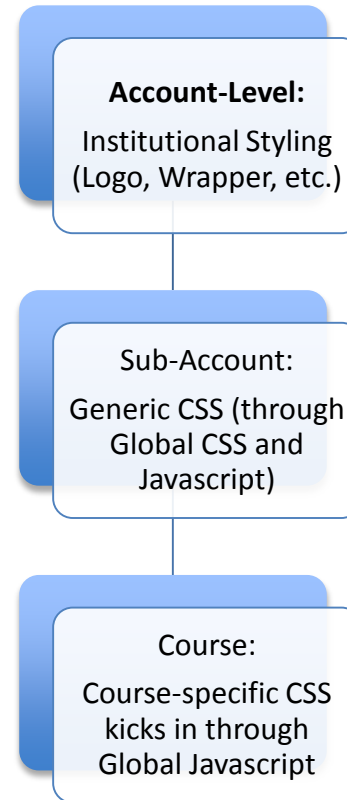
One of the advantages of American citizenship comes from the Fifth and Fourteenth Amendments, which make it clear that all persons are entitled to the "equal protection of the laws." Citizens may not be denied their fundamental rights because of their race, sex, or religion. A state may not discriminate 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.

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



NO STYLING

The screenshot shows a Moodle course page. At the top, the user 'Krista Gayen' is logged in, with links for 'Inbox', 'Settings', 'Logout', and 'Help'. The course name is 'BCS_2402_S_MASTER' with a subtitle 'Flexible Master Course'. The breadcrumb trail is 'Home > BCS_2402_S_MASTER > Pages > Scarcity, Choices and Consequences'. A left sidebar contains a navigation menu with 'Pages' selected. The main content area has a 'View All Pages' button and 'Published', 'Edit', and 'Settings' buttons. The page title is 'Scarcity, Choices and Consequences'. The first section is 'Principle of Scarcity', followed by a paragraph explaining scarcity. The second section is 'Choices and Consequences', followed by two paragraphs explaining the concept.

BCS_2402_S_MASTER
Flexible Master Course

Home > BCS_2402_S_MASTER > Pages > Scarcity, Choices and Consequences

View All Pages

Published Edit Settings

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

GENERIC CSS (SUB-ACCOUNT)

The screenshot shows a web interface for a Mizzou K-12 Online course. At the top, the navigation bar includes the user's name 'Krista Galyen' and links for 'Inbox', 'Settings', 'Logout', and 'Help'. The course title 'Personal Finance One Half Unit' is displayed, along with a breadcrumb trail: 'Personal Finance One Half Unit > Pages > Scarcity, Choices and Consequences'. A 'View All Pages' button is visible. The main content area features the title 'Scarcity, Choices and Consequences' and a section titled 'Principle of Scarcity' with a paragraph of text. Below this is another section titled 'Choices and Consequences' with a paragraph of text. A quote box on the right contains a quote by Dr. Wayne Dyer: 'Our lives are a sum total of the choices we have made.'

Krista Galyen Inbox Settings Logout Help

MIZZOU  **K-12 Online**

Courses ▾ Assignments Grades Calendar Student Support

Personal Finance One Half Unit
(BCS_2402_S_MASTER)
Flexible Master Course

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Scarcity, Choices and Consequences

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NO STYLING

Krista Galyen Inbox Settings Logout Help

Mizzou  Online

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SOSC_1101_S_MASTER  SOSC_1101_S_MASTER > Pages > Citizenship and Equal Justice

Flexible Master Course

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Figure 6.2. People who choose to live in this country may go

through the process of becoming a citizen. These 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 against this. If there is a compelling reason for the discrimination, and it is not directed at an individual, then it will be allowed. There is no compelling reason to have separate

COURSE-SPECIFIC CSS (THROUGH SUB-ACCOUNT JAVASCRIPT)

The screenshot shows a web interface for a Mizzou K-12 Online course. The top navigation bar includes the Mizzou K-12 Online logo, user name 'Krista Galyen', and links for 'Inbox', 'Settings', 'Logout', and 'Help'. Below this is a secondary navigation bar with 'Courses', 'Assignments', 'Grades', 'Calendar', and 'Student Support'. The course title 'AMERICAN GOVERNMENT ONE HALF UNIT' is prominently displayed in a blue header, along with 'Published', 'Edit', and settings icons. A left sidebar menu lists various course components like Home, Syllabus, Modules, Grades, Helpful Resources, Quizzes, Assignments, People, Discussions, Announcements, Files, Conferences, Pages (highlighted), Collaborations, Outcomes, and Settings. The main content area features the title 'Citizenship and Equal Justice' and two paragraphs of text. The first paragraph discusses citizenship for those born in the US. The second paragraph discusses acquired citizenship and historical immigration laws. A photograph of a classroom is included, with a caption explaining it shows a naturalization class. A third paragraph discusses the Fifth and Fourteenth Amendments.

American Government, One Half Unit (OSOC_1101_S_MASTER) Flexible Master Course

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AMERICAN GOVERNMENT ONE HALF UNIT

Published Edit

Citizenship and Equal Justice

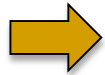
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COURSE-SPECIFIC CSS (THROUGH SUB-ACCOUNT JAVASCRIPT)



Mizzou K-12 Online Krista Galyen Inbox Settings Logout Help

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American Government, One Half Unit (SOSC.1101.S.MASTER) Flexible Master Course

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AMERICAN GOVERNMENT ONE HALF UNIT

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Home Syllabus Modules Grades Helpful Resources Quizzes Assignments People Discussions Announcements Files Conferences Pages Collaborations Outcomes Settings

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

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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)

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With course-specific
CSS



CALCULATOR CORNER

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Complete the Concept Check and check your answers at the end of Chapter 1

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- Engage through design: a learning place

Engage through professional training

Engage by creating a professional place

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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

TEACHING WITH TECHNOLOGY

Instructor training for Canvas

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.



[Mizzou K-12 Online Instructor Handbook \(Scheduled Courses\)](#)



[Course Resources](#)



[Lesson 1
Introduction to Canvas
Training Course](#)



[Lesson 2
Navigating Through Your
Course](#)



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?



Lisa Bax, MS

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