

4t Nox Business Education Series
Personal Finance Curriculum – Life Finances

METHODS OF IMPLEMENTATION

As a highly-versatile, blended curriculum Life Finances can be implemented in a number of ways. Which method you decide to use will most likely be predicated on your technology infrastructure and choice of delivery. Understanding the options will give you insight into how best to implement the program in your classroom.

1) Student-led, 100% online.

This method allows students to go through the curriculum at their own pace. They usually have access to a computer and broadband connection and can either log on in class, at home, or a combination of both. Some teachers use a modified version of this method by setting milestones for students every couple of weeks; e.g., complete the first two modules at the end of the fourth week. The teacher will monitor progress to make sure students are pacing themselves according to the stated deadline.

Usually, when implementing this method, teachers allow students substantially more independent time and engage in fewer classroom activities and group activities.

2) In-class, student-led, mostly online.

This method requires that students have access to an individual computer each day in class. Students usually have substantial autonomy, but teachers do set more frequent (and thus shorter) milestones, daily or weekly, and they do monitor student progress during class. Teachers will take some class periods each week to emphasize certain topics, provide additional instruction, or interject complementary individual/group lessons. Also, some teachers just like taking a more active role on topics of particular interest to them or on topics they feel need additional attention.

3) In-class, teacher-led, projected.

This method is used most often when students do not have access to computers on an individual basis, but the teacher does have a computer, projector, and internet access daily. The teacher will start and stop at the

same spot for the entire class, and all students will go at the same pace. However, when using this method teachers, if possible, will have students go through individual modules either at home, at the computer lab, or when a mobile lab is available. Some teachers give students extra credit for going through the courseware independently.

4) In-class, teacher-led, manual.

This method is used when teachers or substitutes do not have access to a computer, projector or the internet. Teachers will make copies of lessons from the workbook and proceed on a traditional off-line path.

MODES OF OPERATION

To allow for such flexibility Life Finances has three different modes of operation from a teacher's standpoint: Full Course, Test-only, Video-only.

Full Course: All students will have an individual log in and they will access every scene and video, AND they will have individual access to all module quizzes at the end of every module.

Test-only: This option only allows students to take quizzes online; it does not provide the courseware on an individual basis. Teachers use this option when they are projecting the course during class and students do not have daily individual access to computers. However, when it comes time to take the assessments, students can log on individually (computer lab / mobile lab) and take the quizzes. After each quiz, the software will save the results and go straight to the next module quiz when students log back on using their individual accounts. (Teachers will have a separate log in for each class period so that start/stop points are particular to that one class - many times 1st period has more interruptions than 2nd period and will not pace exactly as 3rd or 4th periods either.)

This mode allows teachers to project the courseware in class, and then take advantage of the online assessments, grading, averaging, and reporting by assigning each student the test-only option.

Video-only: Optional, if teachers would rather give manual exams or just use the courseware as a complement to their existing curriculum. Students would be able to go through the videos via their individual accounts, but at the end of each module they would not be presented with a quiz. Instead they would be directed to the beginning of the next module.



Teachers choose which mode of operation they would like to use at the beginning of each semester. It is highly recommended that teachers use the option they choose initially throughout the semester. As a practical matter, changing in midstream becomes cumbersome.

Example: Going from video-only to test-only would require students to go back through all previous tests and would not provide an accurate report via the embedded standards-based reporting database functionality.

VIDEO ACCESSIBILITY

As a reminder, once students finish a module, all of those videos will be available for review in the video gallery. However, students are not allowed to fast forward scenes introduced for the first time, nor are they allowed to choose to view scenes in future modules before actually getting to those modules.

If you ever have any questions, please feel free to contact us at anytime. We try to respond to every inquiry within 24 hours of receipt.

Educational Support

Thank you for using the 4t Nox Personal Finance curriculum, Life Finances, created by Thespis Media. And thank you for allowing us to serve your needs.

