



**Professional Online Educator:  
Instructional Design for Online Learning Environments  
12 weeks**

**Course Description**

This course provides an examination of how instructional design principles and tools facilitate the transfer of knowledge in an online environment. In this course, emphasis is placed on evaluating models, methodologies, learning styles, learning communities, and diversity in student learning.

**Course Prerequisites**

No prerequisites for this course are required.

**System Requirements**

- Computer with word processing software
- Internet access connection
- Online video viewing capabilities/Adobe flash player
- Software capable of reading PDF files

Operating Systems	Browsers
Windows XP	Firefox, Chrome
Windows 7 and 8	IE9, IE10, Firefox, Chrome
Windows Vista	IE9, IE10, Firefox, Chrome
Mac OSX	Safari, Firefox, Chrome
iOS devices (tablets and phones)	Safari
Android devices (tablets and phones)	Chrome

NOTE: Additional software will be used, but will either be free and open-source or trial versions, and will be based on the individual needs of each teacher's Web site development and deployment needs. The instructor will work closely with each teacher to assist in determining the appropriate software.

**Text Books/Supplemental Reading**

Critical reading of assigned articles and text is embedded throughout the course.

## **Global Goals of the Course**

Upon completion of the course, the learner will be able to:

1. Analyze the issues inherent to quality online instructional design
2. Compare instructional design for teacher-centered learning and student-centered learning
3. Assess student learning styles and technology skills to develop a plan for online learning
4. Appraise instructional design methodologies to engage online learners
5. Integrate digital tools and skills into instructional design
6. Examine how students and teachers use the Internet for online instruction

## **Instructional Objectives**

The learner will deepen existing knowledge of content and apply professional expertise to the skills and strategies contained in this course by meeting the following instructional objectives:

Lesson 1: Quality Online Instructional Design

- 1.1 Define key instructional design terms
- 1.2 Demonstrate a basic understanding of instructional design methodology and its various models
- 1.3 Compare traditional and online design models

Lesson 2: Online Learning Technologies

- 2.1 Categorize the types of educational technology used in online learning
- 2.2 Demonstrate the use of learning management tools to integrate instructional design models

Lesson 3: Teacher-Centered Learning Versus Student-Centered Learning

- 3.1 Analyze the characteristics of teacher-centered learning activities, student-centered learning activities, and student-directed learning activities

Lesson 4: Design Strategies for Learning Activities and Accessibility

- 4.1 Examine technology models that integrate learning activities
- 4.2 Define a technology model for integrating learning activities
- 4.3 Produce design strategies for learner accessibility

Lesson 5: Understanding Students' Learning Styles and Skill Levels

- 5.1 Identify learning styles of the student population
- 5.2 Prepare a method to assess students' existing technological skill levels

Lesson 6: Educational Technology and Instructional Design

- 6.1 Select educational technologies as they apply to instructional design for online learners
- 6.2 Design a plan to integrate students' learning styles and skill levels with technology in the instructional design

Lesson 7: Design Methodologies for Online Learning

- 7.1 Generate instructional design for collaborative learning
- 7.2 Evaluate how to reconceive traditional methods of instruction for the online learning environment

Lesson 8: Activities, Communities, and Competencies

- 8.1 Design hands-on activities that support the integration of skills
- 8.2 Devise a plan to build online learning communities
- 8.3 Prepare ways to incorporate competency-based learning in the instructional design
- 8.4 Develop an assessment strategy

Lesson 9: Utilizing Digital Thinking in Instructional Design

- 9.1 Identify types of research activities that use digital tools and skills
- 9.2 Incorporate synchronous tools and asynchronous tools into instructional design

Lesson 10: Importance of Digital Tools and Skills

- 10.1 Relate how to use digital tools and skills in critical thinking and problem-solving tasks
- 10.2 Model the ways students can use digital tools and skills to become independent learners
- 10.3 Construct instructional design techniques to accommodate learner accessibility

Lesson 11: Learning and Collaborating Online

- 11.1 Explore the Internet as a valuable collaborative tool inside and outside the online classroom
- 11.2 Analyze ways students can use the Internet to learn online

Lesson 12: Maximizing the Potential of the Internet in Instructional Design

- 12.1 Identify how to incorporate use of the Internet in instructional design
- 12.2 Demonstrate how teachers use the Internet for professional development as instructional designers

### **Teaching Methodology and Delivery Model**

Teaching methodologies used in this course are specifically designed to maximize learning in a graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

1. Online methodologies include instructor/expert presentations, directed skill practice, assignment and quiz completion, as well as the synthesis of new knowledge and skills in designing educational applications.
2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback.
3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
4. Course content, activities, and assignments are organized into Lessons/Milestones that participants complete during the 12-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching situation.

## Topics Agenda

### *Milestone One: Quality Online Instructional Design*

This milestone focuses on instructional design methodology, traditional versus online design models, and educational learning theories. After completion of this milestone, participants will be able to analyze the issues inherent to quality online instructional design.

### *Milestone Two: Online Learning Technologies*

This milestone focuses on educational technology used in online learning and integrating instructional design models. After completion of this milestone, participants will be able to analyze the issues inherent to quality online instructional design.

### *Milestone Three: Teacher-Centered Learning Versus Student-Centered Learning*

This milestone focuses on student-centered learning and open-ended learning environments. After completion of this milestone, participants will be able to compare instructional design for teacher-centered learning versus student-centered learning.

### *Milestone Four: Design Strategies for Learning Activities and Accessibility*

This milestone focuses on collaborative learning and instructional strategies. After completion of this milestone, participants will be able to compare instructional design for teacher-centered learning versus student-centered learning.

### *Milestone Five: Understanding Students' Learning Styles and Skill Levels*

This milestone focuses on students' learning styles and instructional design techniques. After completion of this milestone, participants will be able to assess student learning styles and technology skills to develop a plan for online learning.

### *Milestone Six: Educational Technology and Instructional Design*

This milestone focuses on integrating technology into instructional design. After completion of this milestone, participants will be able to assess student learning styles and technology skills to develop a plan for online learning.

### *Milestone Seven: Design Methodologies for Online Learning*

This milestone focuses on rethinking traditional teaching methods and collaborative learning. After completion of this milestone, participants will be able to appraise instructional design methodologies to engage online learners.

### *Milestone Eight: Activities, Communities, and Competencies*

This milestone focuses on online learning activities, designing activities to integrate skills, and developing an effective assessment strategy. After completion of this milestone, participants will be able to appraise instructional design methodologies to engage online learners.

*Milestone Nine: Utilizing Digital Thinking in Instructional Design*

This milestone focuses on resources for research activities and asynchronous and synchronous communication. After completion of this milestone, participants will be able to integrate digital tools and skills into instructional design.

*Milestone Ten: Importance of Digital Tools and Skills*

This milestone focuses on usage of digital tools and accommodating learner accessibility. After completion of this milestone, participants will be able to integrate digital tools and skills into instructional design.

*Milestone Eleven: Learning and Collaborating Online*

This milestone focuses on exploring the Internet and Internet as a tool in online learning. After completion of this milestone, participants will be able to examine how students and teachers use the Internet for online education.

*Milestone Twelve: Maximizing the Potential of the Internet in Instructional Design*

This milestone focuses on Internet and instructional design and professional development opportunities. After completion of this milestone, participants will be able to examine how students and teachers use the Internet for online education.

### Assessments and Grading

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge linked to the instructional objectives of this course. Assessment of the projects should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work. Assessments are due and will be submitted to the instructor within the 12 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

Graded Assessment Types	Weights (%)
Writing Assignments	80%
Quizzes	20%
Total:	100%

Copies of performance assessment rubrics are included in the course. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

**Distinguished:** The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements*; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort.

The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

**Proficient:** The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

**Basic:** This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

**Unsatisfactory:** The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

### **Academic Honesty and Integrity**

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

### **Americans with Disabilities Act Compliance**

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the Director of Academic Affairs prior to the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

### **Attendance**

Participants will have 12 weeks from the time of their first date of login to complete the course. They will need to contact The Connecting Link at (888) 550-5465 should they not be able to complete the online class in the time given.

### **Late Work and Make-Up Policy**

Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

### **University Compliance**

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.

### **Compliance with National Standards**

#### **Alignment to the Danielson Framework for Effective Teaching**

The *Danielson Framework for Effective Teaching* is designed to provide educators with a structure for analyzing and assessing teacher practice and in constructing techniques to strengthen that practice.

#### **Compliance with International Society for Technology in Education (ISTE) Standards for Teachers**

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.

#### **Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards for Teachers**

InTASC is guided by the basic premise that an effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to ensure that all students learn and perform at high levels.