

# Instructional Design for Online Educators<sup>™</sup> Online

**I**nstructional Design for Online Educators Online demonstrates the process of analyzing learners' needs and developing instruction that answers those needs. This course explores instructional design theories and approaches in the e-learning environment. Participants will understand the basics of instructional design, explore philosophies of e-learning, and receive hands-on experience with online delivery and interaction techniques and tools. They will also design and implement lessons that meet instructional design criteria for effective teaching and quality assessment instruments.

To the right are the key areas of focus for the eight-week online asynchronous course. For more information, refer to the syllabus, which provides a detailed outline of the course material as well as a bibliography of research on which the course is based.

## In this course, participants will

- ▶ Apply the ADDIE model of instructional design.
- ▶ Complete a needs assessment to determine the goals and objectives of an online course.
- ▶ Evaluate and select potential content and resources for inclusion in an online course.
- ▶ Apply instructional design strategies that will support and encourage student learning and participation.
- ▶ Develop a design plan and navigational structure that support an online course with technological considerations and visual design principles.
- ▶ Analyze factors that may affect the implementation and eventual success of an online course.
- ▶ Create assessment tools to evaluate student and instructor performance as well as course content effectiveness.
- ▶ Plan for course improvement based on the evaluation results of students, instructors, and course content.

# Instructional Design for Online Educators™ Online

## Course Description

*Instructional Design for Online Educators* focuses on the development of skills and knowledge related to the design of online instruction. Participants will develop an instructional design plan, beginning with a needs analysis and progressing through the design cycle to create an online course that meets student requirements for successful online learning.

## Course Outcomes

Upon completion of this class, the learner is expected to be able to:

1. Describe the major components of the instructional design process (analysis, design, development, implementation, evaluation).
2. Identify the strengths and weaknesses of various instructional design models.
3. Complete a needs analysis for an online course.
4. Write measurable goals and objectives for an online course.
5. Evaluate and select potential content and resources for inclusion in an online course.
6. Organize content on the macro and micro levels by outlining and chunking course content.
7. Select appropriate instructional strategies to support student learning in an online course.
8. Select appropriate visual design principles to maximize course usability and accessibility.
9. Apply project management skills to online course development.
10. Prepare an online course for implementation within a learning management system.
11. Differentiate between formative and summative evaluations.
12. Select assessment activities to evaluate student performance.
13. Identify criteria with which to evaluate an instructor in an online course.
14. Identify elements of an online course to be evaluated formatively and summatively.

## Required Text

Brown, A., & Green, T. (2006). *The essentials of instructional design: Connecting fundamental principles with process and practice*. Upper Saddle River, NJ: Pearson Education.

Instructors and learners will also use instructor-generated materials, learner-generated materials, and Web-based resources to facilitate learning.

## Topical Outline

## List of Concepts

### Introduction to Instructional Design

Definition of instructional design; history of the field; benefits of instructional design; instructional design models; the role of the instructional designer

<b>ADDIE: Analysis</b>	Definition of and rationale for a needs analysis; analyzing the context and the learners
<b>ADDIE: Design - Course Goals &amp; Objectives</b>	Definition of a task analysis; writing goals and objectives; assessments; alignment check
<b>ADDIE: Design - Course Outline</b>	Outlining the course; chunking information on the micro and macro levels; choosing content; copyright
<b>ADDIE: Design - Activities &amp; Course Tools</b>	Strategies for selecting activities; media options; interactive tools
<b>ADDIE: Development</b>	Visual design principles; accessibility; content layout
<b>ADDIE: Implementation</b>	Project management; learning management systems; field testing; setting up course tools
<b>ADDIE: Evaluation</b>	Formative and summative evaluations; assessing student performance; evaluating the course; evaluating the instructor; final project

### Course Assessments and Links to Course Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Learning activities include large- and small-group discussions and assessments for a total of 686 points.

Modules	Topics of Modules	Points	Correlation With Course Outcomes
Module 1:	Introduction to Instructional Design	79	1, 2
Module 2:	ADDIE: Analysis	69	1, 3
Module 3:	ADDIE: Design – Course Goals & Objectives	103	1, 4, 7, 12
Module 4:	ADDIE: Design – Course Outline	68	1, 5, 6
Module 5:	ADDIE: Design – Activities & Course Tools	46	1, 5, 7
Module 6:	ADDIE: Development	73	1, 8
Module 7:	ADDIE: Implementation	81	1, 9, 10
Module 8:	ADDIE: Evaluation	167	1, 11, 12, 13, 14
<b>Total</b>		<b>686</b>	

Criteria specific to each assessment will be explained in conjunction with the instructional activities.

### Instructional Methodology

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing

educators. Strategies include presentation of new content through online readings, active construction of knowledge through practice and problem solving, collaborative group work, personal reflection, structured small-group or whole-class discussion, analysis of assigned reading, and the application of course content and skills to participant's individual grade level, subject area(s), and classroom.

### **Grading Scale**

The course facilitator will post the grading scale.

### **Performance Learning Systems' Late Policy**

The grade for late work drops 10 percent each day the work is late. The following exceptions apply:

- If a participant is sick/hospitalized or has a death in the family, the timing of makeup work may be arranged with the course facilitator. No points will be deducted if the work is completed according to the agreement.
- If a participant is on vacation/traveling/etc., the participant must contact the course facilitator ahead of time to avoid a penalty. This type of absence may occur only once during a course. All posts should be submitted for the missed module before leaving; replies may be completed according to agreed-upon timing when the participant returns.
- If a participant has difficulty completing everything in a week, an extension can be granted if the participant contacts the facilitator during the week (not at the last minute).

### **Performance Learning Systems' Participant Drop Policy**

- Participants are eligible to receive a refund if they attend class for one week or less. This means participants must withdraw by the end of Module 1 to receive a refund.
- Refunds of the balance of tuition paid will be given, minus the \$50 deposit.

### **Performance Learning Systems' Academic Integrity Policy**

Performance Learning Systems expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code policies of our partner colleges and universities are embraced and enforced by PLS instructors. The following are considered to be serious violations:

- Plagiarism: the use of another's ideas, data, or words without proper acknowledgment.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.
- Collusion: improper collaboration with another in preparing assignments or projects.
- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation(s) or suspected violation(s) will be investigated and pursued according to specific college/university procedures.

## **Course Evaluation**

The evaluation of learner work will be based on the defined criteria for learner assessments. The criteria for learner assessments will be outlined for students prior to instructional activities and engagement with student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; and active participation in online interactions. It is expected that each participant will contribute to the academic quality of the course.

Summative assessment includes the completion of weekly learning activities and assignments for which the participant will need to synthesize class content, apply it to his or her own practice, and complete a plan for implementing the major components of content and skill acquired during the course.

## Course Outcome Correlations With INTASC Standards for Teachers

	Course Outcomes
<b>Standard 1: Subject Matter</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	1, 14
<b>Standard 2: Student Learning</b> The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.	3, 4, 5, 7
<b>Standard 3: Diverse Learners</b> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	3, 4, 5, 7, 8
<b>Standard 4: Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical-thinking, problem-solving, and performance skills.	3, 4, 5, 6, 7, 12
<b>Standard 5: Learning Environment</b> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	2, 3, 6, 7, 8
<b>Standard 6: Communication</b> The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	3, 4, 5, 6, 7, 8, 12
<b>Standard 7: Planning Instruction</b> The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	2, 3, 4, 5, 6, 7, 8, 9, 10, 12
<b>Standard 8: Assessment</b> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	4, 11, 12, 14
<b>Standard 9: Reflection and Professional Development</b> The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	11, 12, 13, 14
<b>Standard 10: Collaboration, Ethics, and Relationships</b> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	3, 13, 14

The Interstate New Teacher Assessment and the Support for Consortium (INTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council's website at <http://www.ccsso.org>.

© Council of Chief State School Officers. (1992) Model standards for beginning teacher licensing, assessment, and development: A resource for state dialogue. Washington, DC: Author. <http://www.ccsso.org/content/pdfs/corestrd.pdf>.

## Course Outcome Correlations With National Board for Professional Teaching (NBPTS) Propositions and Standards

<b>Proposition 1: Teachers are Committed to Students and Their Learning.</b>	<b>Course Outcomes</b>
NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.	1, 2, 3, 4, 5, 7, 8
They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.	3, 4, 5, 7, 8
NBCTs understand how students develop and learn.	3, 4, 5, 7
They respect the cultural and family differences students bring to their classroom.	3, 4, 5, 7, 8
They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.	3, 4, 5, 6, 7, 12
NBCTs are also concerned with the development of character and civic responsibility.	3
<b>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</b>	
NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.	3, 4, 5, 6, 7, 8
They are able to use diverse instructional strategies to teach for understanding.	3, 4, 5, 6, 7, 8
<b>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</b>	
NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.	7, 10, 12
They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.	6, 7, 8, 12
NBCTs know how to assess the progress of individual students as well as the class as a whole.	11, 12, 14
They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.	7, 11, 12, 14
<b>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.</b>	
NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.	1, 2, 3, 4, 5, 6, 7, 12
They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.	11, 12, 13, 14

**Proposition 5: Teachers are Members of Learning Communities.**

NBCTs collaborate with others to improve student learning.	<b>3, 13, 14</b>
They are leaders and actively know how to seek and build partnerships with community groups and businesses.	<b>3, 13, 14</b>
They work with other professionals on instructional policy, curriculum development and staff development.	<b>3, 13, 14</b>
They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.	<b>3, 4, 7, 13, 14</b>
They know how to work collaboratively with parents to engage them productively in the work of the school.	<b>3, 13, 14</b>

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