PLS CLASSES

Instructional Design for Online Educators™ Online

Course Description

Instructional Design for Online Educators™ Online focuses on the principles and best practices of successful online course design. Participants practice specific instructional design skills with multiple learning tools. Through class activities, collaboration with colleagues, and dedicated coaching from the course instructor, participants will develop an online unit and prepare to develop an online course.

Course Outcomes

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

1. Compile the standards that will be addressed in the online course and unit being created.
2. Compare various instructional design models, including ADDIE and Backwards Design.
3. Organize content on the macro and micro levels by outlining and chunking course content into units.
4. Compose specific, measurable goals/objectives/outcomes for one unit.
5. Align content in the unit being created to all appropriate standards.
6. Review available open-source content resources.
7. Choose appropriate online tools and content resources for his/her online unit.
8. Develop purposeful, authentic, non-Google-able assessment(s) for one unit.
9. Construct grading rubrics for summative assessment(s).
10. Clearly define student expectations regarding participation and online activity.
11. Organize the online course with clear learning path(s) and a consistent structure/style.
12. Create a unit for his/her online course.

PLS 3rd Learning®

Required Text

No required text.

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

Topical Outline	List of Concepts
Organizing Content	Backward design basics, national/state standards review and alignment, course goal/outcome development, content choices and chunking, unit objectives
Selecting Content and Assessments	Curate open source content; review online tools for collaboration, presentation, and assessment. Assessment fundamentals of alignment, authenticity, choice, and scoring tools/rubrics
Relationship between Course Design and Instruction	Plan instruction, curate multiple paths through content, tool selection
Building the Course	Online course structure and organization, student expectations and syllabus, course building, and content layout

Course Assessments and Links to Institutional Outcomes and Course Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Participants will complete a course project designed to strengthen professional practice and extend knowledge related to the specific content of the course. This project is divided into multiple grade activities to be completed throughout the term. Additional learning activities include whole-group and small-group discussions and assessments for a total of 132 points.

Assessment Title	Points	Correlations With Course Outcomes
1-1: Introductions and Control	5	
1-2: Analyzing Instructional Design Models	5	2
1-3: Terminology Trials	5	1, 4
1-4: Defining and Chunking Your Course	5	3
1-5: Choose Your Unit	5	1, 4, 5
2-1: Online Tool Wiki	5	6, 7
2-2: Assessment Ideas	5	8
2-3: Measuring the Immeasurable?	5	8
2-4: Unit Assessment	5	8, 9
3-1: Gain Attention: Engaging Opening	5	7
3-2: Assessment Review	5	6, 7, 11
3-3: Designing Lessons	5	2
4-1: Comparing Online Course Formats	5	11
4-2: Student Expectations	5	10
4-3: Syllabus	10	10
4-4: Unit Plan	20	12
Course Project:	32	2
Total	**132**	

Instructional Methodology

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional design skill and pedagogical knowledge base of practicing educators. Strategies include presentation of new content through online readings, audio, and video; 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/or work situation.

Grading Scale

The course facilitator will post the grading scale.

PLS 3rd Learning's Academic Integrity Policy

PLS 3rd Learning 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 3rd Learning instructors. The following are considered to be serious violations:

- Plagiarism: the use of another's ideas, data, or words without proper acknowledgement.
- 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 or suspected violation will be investigated and pursued according to specific college/university procedures.

Identity Authentication

The college/university, PLS 3rd Learning, and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the student's computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.
2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS 3rd Learning

Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by PLS 3rd Learning, and reporting breaches of the security policy to the IT Helpdesk.

Course Outcome Correlations With iNACOL's National Standards for Quality Online Courses (C) and iNACOL's National Standards for Quality Online Teaching (T)

	Module Title	iNACOL National Standards for Quality Online Courses (C) and Teaching (T)
1	Organizing Content	The goals and objectives clearly state what the participants will know or be able to do at the end of the course. The goals and objectives are measurable in multiple ways. (C A1)
		The course content and assignments are aligned with the state's content standards, common core curriculum, or other accepted content standards set for Advanced Placement® courses, technology, computer science, or other courses whose content is not included in the state standards. (C A2)
		The course is organized by units and lessons that fall into a logical sequence. Each unit and lesson includes an overview describing objectives, activities, assignments, assessments, and resources to provide multiple learning opportunities for students to master the content. (C B2)

2	Selecting Content and Assessments	Course design reflects a clear understanding of all students' needs and incorporates varied ways to learn and master the curriculum. (C B1)
		The course instruction includes activities that engage students in active learning. (C B3)
		The course and course instructor provide students with multiple learning paths, based on student needs that engage students in a variety of ways. (C B4)
		Students have access to resources that enrich the course content. (C B11)
		Student evaluation strategies are consistent with course goals and objectives, are representative of the scope of the course and are clearly stated. (C C1)
		The course structure includes adequate and appropriate methods to assess students' mastery of content. (C C2)
		Ongoing, varied, and frequent assessments are conducted throughout the course to inform instruction. (C C3)
		Assessment strategies and tools make the student continuously aware of his/her progress in class and mastery of the content. (C C4)
		Assessment materials provide the instructor with the flexibility to assess students in a variety of ways. (C C5)
		Grading rubrics are provided to the instructor and may be shared with students. (C C6)
		Assessment and assignment answers and explanations are included. (C A13)
		The course uses content-specific tools and software appropriately. (C D7)
3	Relationship Between Course Design and Instruction	The course content and assignments are of sufficient rigor, depth and breadth to teach the standards being addressed. (C A3)
		The course provides options for the instructor to adapt learning activities to accommodate students' needs. (C B6)
		The course provides opportunities for appropriate instructor-student and student-student interaction to foster mastery and application of the material. (C B10)
4	Building the Course	Course design reflects a clear understanding of all students' needs and incorporates varied ways to learn and master the curriculum. (C B1)
		The course is organized by units and lessons that fall into a logical sequence. Each unit and lesson includes an overview describing objectives, activities, assignments, assessments, and resources to provide multiple learning opportunities for students to master the content. (C B2)

The course architecture permits the online instructor to add content, activities and assessments to extend learning opportunities. (C D1)

Clear and consistent navigation is present throughout the course. (C D3)

A clear, complete course overview and syllabus are included in the course. (C A6)

Course requirements are consistent with course goals, are representative of the scope of the course and are clearly stated. (C A7)

Readability levels, written language assignments and mathematical requirements are appropriate for the course content and grade-level expectations. (C B7)

The grading policy and practices are easy to understand. (C C7)

The online teacher is able to arrange media and content to help transfer knowledge most effectively in the online environment. (T K9)

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