

## OTL530 – Models of E-Learning and Instructional Design

**Credit Hours:** 3

**Contact Hours:** This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

### Faculty Information



Faculty contact information and office hours can be found on the faculty profile page.

### Course Description and Outcomes



#### Course Description:

This course introduces students to a variety of online educational learning methods and instructional models. In conjunction with the models, students will learn about the methodology of K-12 e-learning and how to construct the total educational package, from objective to outcome, resulting in the design of a research-based instructional model.

#### Course Overview:

OTL530 introduces students to blended and online instructional models. This course will provide you with an overview of e-learning. You will learn about different design models as well as blended and fully online e-learning approaches. You will begin to explore different tools for delivering instruction and assessments and will gain an understanding of how everything comes together in a learning management system.

Throughout the course you will be encouraged to think about the educational system you work for and how e-learning can be used to support your learners. For your Portfolio Project, you will develop a plan for putting together an e-learning course that can be used as a guide for developing e-learning courses for your school system in the future.

#### Course Learning Outcomes:

1. Compile a variety of instructional design models and select the most fitting one to use when designing a particular course.
2. Integrate effective methods of K-12 e-learning and separate those methods and pedagogies from other areas of instruction design (i.e., design for corporate settings or for adult-learners).

3. Develop a research-based instructional model that will be appropriate to implement in a K-12 educational environment.

### **iNACOL Standards Covered in this Course**

#### ***Section A***

1. 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.
2. The course content and assignments are aligned with the state's content standards, common core curriculum, or other accepted content standards for Advanced Placement, technology, computer science, or other courses whose content is not included in the state standards.
6. A clear, complete course overview and syllabus are included in the course.
7. Course requirements are consistent with course goals, are representative of the scope of the course and are clearly stated.
8. Information is provided to students, parents and mentors on how to communicate with the online instructor and course provider.
13. Assessment and assignment answers and explanations are included.

#### ***Section B***

1. Course design reflects a clear understanding of all students' needs and incorporates varied ways to learn and master the curriculum.
2. 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.
3. The course instruction includes activities that engage students in active learning.
4. The course and course instructor provide students with multiple learning paths, based on student needs that engage students in a variety of ways.
5. The course provides opportunities for students to engage in higher-order thinking, critical reasoning activities and thinking in increasingly complex ways.
6. The course provides options for the instructor to adapt learning activities to accommodate students' needs.
8. The course design provides opportunities for appropriate instructor-student interaction, including opportunities for timely and frequent feedback about student progress.
9. The course design includes explicit communication/activities (both before and during the first week of the course) that confirms whether students are engaged and are progressing through the course. The instructor will follow program guidelines to address non-responsive students.
10. The course provides opportunities for appropriate instructor-student and student-student interaction to foster mastery and application of the material.
11. Students have access to resources that enrich the course content.

#### ***Section C***

1. Student evaluation strategies are consistent with course goals and objectives, are representative of the scope of the course and are clearly stated.
2. The course structure includes adequate and appropriate methods and procedures to assess students' mastery of content.
3. Ongoing, varied, and frequent assessments are conducted throughout the course to inform instruction.
4. Assessment strategies and tools make the student continuously aware of his/her progress in class and mastery of the content.
5. Assessment materials provide the instructor with the flexibility to assess students in a variety of ways.
6. Grading rubrics are provided to the instructor and may be shared with students.
7. The grading policy and practices are easy to understand.

### **Section D**

1. The course architecture permits the online instructor to add content, activities and assessments to extend learning opportunities.
2. The course accommodates multiple school calendars; e.g., block, 4X4 and traditional schedules.
4. Rich media are provided in multiple formats for ease of use and access in order to address diverse student needs.
5. All technology requirements (including hardware, browser, software, etc...) are specified.
6. Prerequisite skills in the use of technology are identified.
7. The course uses content-specific tools and software appropriately.
10. Course materials and activities are designed to provide appropriate access to all students. The course, developed with universal design principles in mind, conforms to the U.S. Section 504 and Section 508 provisions for electronic and information technology as well as the W3C's Web Content Accessibility Guidelines (WCAG 2.0).

### **Section E**

5. Professional development about the online course delivery system is offered by the provider to assure effective use of the courseware and various instructional media available.
6. The course provider offers technical support and course management assistance to students, the course instructor, and the school coordinator.
7. Course instructors, whether face-to-face or virtual, have been provided professional development in the behavioral, social, and when necessary, emotional, aspects of the learning environment.
9. The provider assures that course instructors, whether face-to-face or virtual, are provided support, as needed, to ensure their effectiveness and success in meeting the needs of online students.

## **Participation & Attendance**



Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

## **Course Materials**



### **Required:**

There is no required textbook for this course. Ensure you read each required reading and module lecture carefully. Additionally, each module contains valuable links and resources embedded in the module content. Explore each link and bookmark them for your future use!

***NOTE: All required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.***

## Course Schedule



### Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Critical Thinking: Assignments are due Sunday at 11:59 p.m. MT.

Week #	Readings	Assignments
1	<ul style="list-style-type: none"> <li>• Hanford, E., &amp; Smith, S. (2013, August). <i>One child at a time: Custom learning in the digital age</i>.</li> <li>• iNACOL. (2011, October). <i>National standards for quality online courses</i>.</li> <li>• Nagel, D. (2011, July 21). K-12 to see double-digit growth in e-learning through 2015. <i>The Journal</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (25 points)</li> <li>• Critical Thinking (75 points)</li> </ul>
2	<ul style="list-style-type: none"> <li>• Cord Online for Teachers. (n.d.). Key Differences Between Online and Face-to-Face Teaching.</li> <li>• Learning Theories. (2015). Learning-theories.com: e-learning theory (Mayer, Sweller, Moreno).</li> <li>• United Nations Educational, Scientific and Cultural Organization. (n.d.). Most influential theories in learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (25 points)</li> <li>• Critical Thinking (75 points)</li> </ul>
3	<ul style="list-style-type: none"> <li>• iNACOL. (2013, October). Inacol's new learning models vision.</li> <li>• Instructional Design Central (n.d.). InstructionalDesignCentral.com: Instructional design models.</li> <li>• Wiggins, G., &amp; McTighe, J. (2013, February). Backward design: Why "backward" is best.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (25 points)</li> <li>• Critical Thinking (75 points)</li> </ul>
4	<ul style="list-style-type: none"> <li>• iNACOL. (2016). What is blended learning?</li> <li>• Itmazi, J. A. (n.d.). eLearning. Pappas, C. (2015). Synchronous vs. asynchronous learning: can you tell the difference?</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (25 points)</li> <li>• Critical Thinking (75 points)</li> </ul>
5	<ul style="list-style-type: none"> <li>• Dubowy, M. (2013). LMS vs LCMS vs CMS...Changing one letter makes a big difference.</li> <li>• Illinois Online Network. (n.d.) Instructional strategies for online courses.</li> <li>• Mindflash. (2013). What is an LMS?</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (25 points)</li> <li>• Critical Thinking (75 points)</li> </ul>
6	<ul style="list-style-type: none"> <li>• Rochester Institute of Technology. (n.d.). Assessing student learning outcomes in an online environment.</li> <li>• VCU Center for Teaching Excellence. (n.d.). Online assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (25 points)</li> <li>• Critical Thinking (75 points)</li> </ul>
7	<ul style="list-style-type: none"> <li>• Martin, L. (2013, May 21). How online education can help special needs children [Web log comment].</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (25 points)</li> </ul>

	<ul style="list-style-type: none"> <li>Patrick, S., Kennedy, K., &amp; Powell, A. (October). Mean what you say: Defining and integrating personalized, blended and competency education.</li> </ul>	
8	<ul style="list-style-type: none"> <li>Baily, J., Ellis, S., Schneider, C., &amp; Vander Ark, T. (2013). Blended learning implementation guide.</li> <li>iNACOL. (n.d.). Planning and designing for K-12 next generation learning.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion (25 points)</li> <li>Portfolio (350 points)</li> </ul>

## Assignment Details



This course includes the following assignments/projects:

### Module 1

#### CRITICAL THINKING ASSIGNMENT (75 points)

##### Evaluating Standards for Online Courses

Module 1 provides an overview of K-12 online education and explores the crucial principles of effective online instruction.

For your first assignment conduct a Google search of your state's online learning standards by using the following key words: your state's name + online learning standards. For example, if you live in Colorado, your Google search key words will consist of *Colorado online learning standards*. Also, these can be found at your state's Department of Education Web site.

Review your state's online learning standards. If your state does not have a set of standards, choose from the set of standards below:

1. International Society for Technology in Education (ISTE): [www.iste.org](http://www.iste.org)
2. United States Distance Learning Association (USDLA): [www.usdla.org](http://www.usdla.org)

Now reflect on how those standards compare with the iNACOL standards. Create a table or graphic organizer that compares and contrasts your state online learning standards and the iNACOL standards (try to focus more on course standards than teaching standards). You can create a table, Venn diagram or another type of graphic organizer to organize your observations.

After you have organized your observations graphically, identify what you feel are the five standards you will need to learn more about before you will be able to integrate them into your own online courses. Are there standards you are less familiar with or maybe even uncomfortable with? What do you need to learn or research in order to implement those standards successfully?

Your assignment must include both the graphic organizer and your reflection. Ensure it is well written, organized and that any sources cited adhere to the [CSU-Global Guide to Writing & APA](#).

### Module 2

#### CRITICAL THINKING ASSIGNMENT (75 points)

##### Instructional Strategies & E-Learning Compatibility

Identify five instructional strategies that you currently use or have seen used in the face-to-face teaching environment. Explain how you could, or *couldn't*, utilize these strategies in the e-learning environment. (Feel free to narrow your ideas for strategy incorporation to the content-area you think could be one of the first courses you design.) In what ways would they look different? How would they be the same? Organize your ideas in a graphical

format so you can access this information “at-a-glance” in the future. Consider organizing your ideas as outlined in the table below:

Instructional Strategy	What type of learning theory is associated with this instructional strategy?	Ways this strategy IS compatible with online learning	Ways this strategy is NOT compatible with online learning	Describe how you would incorporate this instructional strategy into an e-learning classroom.

Submit your table or graphic organizer to the Week 2 Assignments page. Ensure the information is well written, logical and properly cites any cited materials using the [CSU-Global Guide to Writing & APA](#).

### Module 3

#### **CRITICAL THINKING ASSIGNMENT (75 points)**

##### **First Steps: Initial E-Course Planning Guide**

Identify the instructional design model you think you might want to use when scoping out your e-learning course (or the model that you think will best fit your district, students, and types of courses you want to put online). The model you select can be one discussed in this module or one you may already be familiar with.

For this assignment, create a flow chart or planning guide that will help you scope out the instructional design process for the particular design model you selected. Organize the steps in the design model you selected at a very high level (leaving each step open for change and added detail later). Explain what you will complete during each stage of the process, and identify which stakeholders in your school district would be responsible for different parts of the instructional design process. If appropriate, you may also want to scope out a timeline so you can begin thinking about the planning process from the perspective of what is realistic for your particular school or district.

The goal of this planning guide is to help you begin scoping out the steps you will need to go through and the people you will need to involve before you actually plan an e-learning course. It could also serve as a high-level visual representation of the development process (from conception to implementation and beyond) that you could share with possible stakeholders when you begin explaining the process of planning and developing an e-learning course.

Submit your flow chart or planning guide to the Week 3 Assignments page. Ensure it is organized, well written, and adheres to the [CSU-Global Guide to Writing & APA](#).

### Module 4

#### **CRITICAL THINKING ASSIGNMENT (75 points)**

### Approaches to E-Learning: 100% versus Blended

There are many ways to create an e-learning course. You may want to develop a 100% online course or a blended course of some kind. What you decide to do is largely dependent on the needs of your district, students, and other education community stakeholders. Still, you should be informed of the varying degrees of online learning, both 100% online or blended.

For this assignment, research both blended and 100% online approaches to e-learning environments by locating at least 3 current studies or articles about each learning environment. Current studies or articles should be less than 3 years old. Synthesize the articles or studies by discussing at least 3 challenges and 3 best practices associated with implementing each approach. Additionally, explain how you could overcome the challenges faced with using these approaches in the specific educational settings in which you work and plan to implement e-learning environments.

Your assignment should be 3-4 pages long, cite at least three credible and current sources, be well written, and be organized by e-learning approach. Additionally, include a “big picture” graphical representation of the results of your research so you can present your findings around both learning environments to school stakeholders. Your research will help you and others determine the best e-learning approach for your district. Your paper should follow the *CSU-Global Guide to Writing & APA*.

## Module 5

### CRITICAL THINKING ASSIGNMENT (75 points)

#### LMS Evaluation

In order to develop an e-learning class, you need to have access to a Learning Management System (LMS). Investigate whether or not your school district currently has access to an LMS.

If your school district has access to an LMS, become familiar with the LMS and explore the different types of instructional activities the LMS allows you to create.

If your school district does not have access to an LMS, research a variety of LMS platforms and select one that will be a good fit for your school.

Complete the following table on the LMS you investigated (either the one your school uses or the one you would like to use).

LMS Selection & Specifications	
Name of the LMS	
Cost of the LMS (open source? commercial?)	
3 advantages to the LMS	1.
	2.
	3.
3 disadvantages to the LMS	1.
	2.
	3.
Identify 3 Instructional Strategies this LMS offers that you feel would be	1.
	2.

beneficial in a class you would develop	3.
<p><b>In the space below, explain why you feel this LMS is the best option for your school. If you simply reviewed the LMS your school currently uses and you do <i>not</i> feel it is the best option, explain why and what you might suggest as a better alternative. Your explanation should be 200-300 words.</b></p> <p>Cite at least two sources to support your rationale and explanations. Adhere to the <a href="#">CSU-Global Guide to Writing &amp; APA</a>.</p>	

## Module 6

### CRITICAL THINKING ASSIGNMENT (75 points)

#### Assessments in Online Learning Environments

Assessments are a huge part of academia. We assess students constantly – at the local, state, and now national level with the implementation of the Common Core State Standards. E-learning environments are no different. Students must be assessed. However, those assessments may look quite different from traditional classroom assessments.

For this assignment, compare and contrast assessment methods and tools used in a traditional classroom environment with the assessment methods and tools that could be used in an online classroom environment. What can teachers in traditional environments do that teachers in an online or blended environment cannot do? Conversely, what unique opportunities for assessment might an e-learning environment provide that a traditional learning environment would not? Finally, address critics of e-learning environments that state it is impossible to truly assess student learning because of the ease of cheating and plagiarism. How can you promote academic honesty when assessing students in an online learning environment?

This is a multi-layered assignment, so be sure your paper encompasses all of these questions (at a minimum). Your paper should be 3-4 pages long, cite at least 3 credible and current sources, and be well written and well organized. The CSU-Global Library is a good place to find these sources. If you think it would be helpful to incorporate a graphical element of your findings (for the purpose of sharing with others), please include it. This is no doubt an area that will be of primary concern for the stakeholders with which you will be working. Consider approaching the topic from their point of view when organizing your ideas. Ensure your paper adheres to the [CSU-Global Guide to Writing & APA](#).

### PORTFOLIO PROJECT REMINDER (0 points)

When designing an e-learning course it is important to understand the needs of your school and school district – this is the aim, then, of your final Portfolio Project. As you have read in the project description, you need to answer a series of questions about the needs of your school and district. As part of that assessment, you should plan to talk to key stakeholders during Week 7. Therefore, you may want to consider taking time this week to set up your conversation appointments (if you have not already done so), so you can enter Week 7 prepared for your discussions.

## Module 8

### PORTFOLIO PROJECT (350 Points)

#### E-Learning Needs Assessment and Proposal

Though we often think of the instructional design process as only the designing and building of courses, there are actually a number of preliminary assessment and communication steps that must take place before anything is designed and developed in an LMS. Before developing an online course you must begin by identifying the needs of your school district regarding e-learning. As part of this process, you must also secure the buy-in of your administrators and other school stakeholders (board members, teachers, students, etc.). It is likely that these

stakeholders will be unfamiliar with e-learning and you must educate them and bring them on board before you do any actual course developing. This requires that you collect information and data about what your school needs and wants regarding e-learning and how you might go about implementing e-learning courses in your school and district.

For your Portfolio Project, then, conduct a needs assessment regarding e-learning in your school and use that data to create a *proposal* that could be used to explain to stakeholders the e-learning courses you would like to implement in your school system.

Below are a set of questions you must address in your proposal. To answer these questions you need to collect information and ideas from other school stakeholders. It is suggested that you do this information gathering during Week 7 in order to have plenty of time to analyze the data and responses for your final project in Week 8. To collect ideas and information from stakeholders, you may want to create a survey to give to others at your school, or you may want to plan a meeting with administrators within your school district and/or talk with colleagues concerning these questions. The input of stakeholders plays a large role in the design process. Come to these meetings armed with information regarding e-learning and your initial ideas so you are able to *inform* your stakeholders while gathering their input.

Additionally, as you answer the following questions, remember the work you have done throughout the course in your Critical Thinking Assignments. You have already researched and collected information about some of these concepts. Other concepts will require new research. Remember your stakeholders and reach out to those (like technology coordinators) who can help you locate new and necessary information (like district technology policies, etc.) that you'll need in order to successfully answer each question.

#### **Questions to Address in Your Needs Assessment and Proposal:**

1. Which instructional design model will you be using and who will be responsible for completing the different steps of the model?
2. Will the courses be written to use a blended learning approach or will they be fully online courses?
3. Will you have synchronous activities, asynchronous activities or both?
4. Will students be enrolled with a set start and end date or will you use rolling enrollment?
5. Will assignments have a set due date or will students work at their own pace to move through the course?
6. How might you encourage academic honesty, reduce plagiarism, and authentically assess students in the e-learning environment?
7. Will your course address personalized learning, competency-based learning or UDL?
8. Does your school district have access to a learning management system? If yes, which LMS will you be using? If not, then what steps do you need to take to gain access to an LMS?
9. What are your school district's policies on online learning? Do you need to address any of these before you begin designing courses for your school district?
10. Are there any permissions or funding issues that you need to address before you can successfully implement online courses at your school district?
11. How will you address the training needs of your teachers?

When you have answers to each of the above questions, organize them into a proposal for developing e-learning courses at your school (either 100 percent online or in a blended format). Your proposal can be a written paper or a presentation, such as a Google Presentation, Prezi, Voicethread or another presentation tool of your choice. Your proposal needs to address each of the 11 questions above, cite the data you collected and cite at least 4 credible current resources. Current research studies are studies less than 3 years old.

You should also organize some of your information graphically as well as include screen shots from the LMS (either the one that you know you will use or the one that you propose to use) so the final proposal could be used as part of a wider stakeholder presentation. Ensure your proposal is well written, organized and adheres to the [CSU-Global Guide to Writing & APA](#).

## **Course Grading**



20% Discussion Participation  
45% Critical Thinking Assignments  
35% Portfolio Project

### Grading Scale and Policies

A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

### In-Classroom Policies

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

### Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing & APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

### Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing & APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

### Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.