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:
Examination and analysis of historical and contemporary models for delivery of instruction. Focus on applications of instructional methods in Pre-K-12 environments and nontraditional settings.

Course Overview:
The Models of Instructional Delivery course introduces ways to develop and deliver engaging curricula for online learning. In this course, you will explore the similarities and differences among learning management systems (LMS), you will learn and experiment with an LMS, and you will be introduced to a wide variety of tools and strategies that can be used to create engaging, effective and high quality online learning experiences for your learners.

Course Learning Outcomes:
1. Describe the philosophical framework for viewing educational aims and objectives.
2. Discuss the historical and contemporary instructional models in education.
3. Explain the models of instruction for distance and distributed learning.
4. Evaluate assumptions about and philosophy of education.

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:
This course does not require a textbook.

NOTE: All non-textbook 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.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings
- Dwyer, B. M. (2002). Training strategies for the twenty-first century: Using recent research on learning to enhance training. *Innovations in Education & Teaching International, 39*(4), 265-270. doi:10.1080/13558000210161115
- Cheng, G., & Chau, J. (2016). Exploring the relationships between learning styles, online participation, learning achievement and course satisfaction: An empirical study of a blended learning course*. British Journal of Educational Technology, 47*(2), 257-278. doi:10.1111/bjet.12243
- Hofmann, J. (2015). Virtually there: Virtual classrooms, blended learning, microlearning. Retrieved from http://www.elearninglearning.com/virtual-classroom/?open-article-id=4033123&article-title=virtually-there--virtual-classrooms--blended-learning--microlearning-&blog-domain=insynctraining.com&blog-title=insync-training
- Pappas, C. (2015). 6 tips to design interactive virtual classroom training. *eLearnring Industry*. Retrieved from https://elearningindustry.com/6-tips-design-interactive-virtual-classroom-training

Discussion (25 points)

Portfolio Milestone (25 points)
For this week there is no critical thinking assignment due; instead, you will determine the topic you want to build your project around; remember that it should be something you can teach in the seventh week of this course. Also, you will identify your target population and type of e-learning environment needed.

In this module you will begin by identifying a virtual module that you will then teach a lesson from during Week 7 of this course. Your brief (one- to two-page) proposal should include descriptions of:
- The module and content you plan to teach
- Your target population
- Type of e-learning environment

Your total proposal should be one to two pages in length, well-written, and in conformity with the CSU-Global Guide to Writing and APA. Remember to add a CSU-Global formatted title page and APA formatted Reference page (if sources are cited) to all of your assignments.

Module 2

Readings
·   See Module 2 for an explanation of what to read in preparation for this week's assignments and learning objectives. All required readings and materials are presented in the module.

Discussion (25 points)

Critical Thinking: LMS Choice and Technology Selection (90 points)
Complete the assignment provided. Review the rubric to confirm that you are meeting the assignment requirements.

LMS Choice and Technology Selection
In this assignment you will select the online Learning Management System (LMS) or Virtual Training Platform that you will use to build your online module, as well as any additional technology requirements that will be needed to implement the lesson you plan to teach in Week 7.

For the Portfolio Project in this course, you have the following options:
   •   Create an online module that is delivered 100% online.
   •   Modify an online module that supplements a packaged online curriculum or virtual training that you were provided by a business or organization.
   •   Create an online learning site that supplements face-to-face instruction, providing learners with blended or flipped online resources.

For this assignment, provide the following in a document:
   •   Identify the type of e-learning environment that you are creating, based on your options above.
   •   Describe your learner profile (i.e., characteristics, needs, and interests of the learners you will be designing your project to serve).
   •   Hyperlink to your online course or site.
   •   Login information for the instructor of this course, with "instructor" rights (the same as you have in the course), so that he or she can provide you with personalized support to ensure competency.
   •   A brief rationale for your choice of LMS or Virtual Training Platform. The rationale may be presented as a bulleted list or in a table. You can also use the Checklist 3-2 Criteria Grid to Help Select a Virtual Training Platform provided on page 59 of The Virtual Training Guide.
   •   Support your choices with research, citing at least two to three credible sources.

Your total assignment should be one to two pages in length, well-written, and in conformity with the CSU-Global Guide to Writing and APA. Remember to add a CSU-Global formatted title page and APA formatted Reference page (if sources are cited) to all of your Critical Thinking assignments.

Module 3

Readings
·   *Creating a learning community* [Lynda.com video file]. Retrieved from https://www.lynda.com/Educational-Technology-tutorials/Creating-learning-community/380260/432576-4.html (You can access this video from the Lynda.com link in the Module 3 folder)
·   Forest, E. (2016). Backward Design and backward course design. Retrieved from http://educationaltechnology.net/backward-design-understanding-by-design/
·   Laskaris, J. (2015, November 25). 6 Benefits of informal learning. Retrieved from https://www.talentlms.com/blog/6-benefits-of-informal-learning/

- Rickenbach, R. (2016). Do you know the difference between training and facilitation? *Associate for Talent Development*. Retrieved from https://www.td.org/Publications/Blogs/L-and-D-Blog/2016/07/Do-You-Know-the-Difference-Between-Training-and-Facilitation
- *Teaching techniques: Writing effective learning objectives* [Lynda.com video file]. Retrieved from https://www.lynda.com/Higher-Education-tutorials/Write-Effective-Learning-Objectives/441605-2.html?srchtrk=index%3a6%0alinktypeid%3a2%0aq%3alearning+objectives%0apage%3a1%0as%3arelevance%0asa%3atrue%0aproducttypeid%3a2. (You can access this video from the Lynda.com link in the Module 3 folder)

Discussion (25 points)

Critical Thinking: Design Document (90 points)
Complete the assignment provided. Review the rubric to confirm that you are meeting the assignment requirements.

Design Document
This week you will develop and complete your module design document around your chosen online learning environment.

You may choose to create your own document from scratch, adapt one provided by a business or organization, or one you find through your own search.

At a minimum, your Design Document must include:
- Module Titles
- Module Topics
- Measurable Learning Objectives for each Module
- Activities or Learning Methods
- Materials
- Assessments and Plans for Grading and Feedback.

This assignment is your plan or outline for an entire module in a course or virtual training program. In the remaining assignments you will actually build and implement at a minimum – ONE Lesson that may be a portion of your entire module outlined in your Design Document (see the CT Assignments in Modules 4-6 or the Portfolio Project description for more information about the components required for the lesson). Be sure to identify a population of sample learners that will be able to participate in your lesson. Contact your instructor with any concerns about finding learners to participate.

Module 4

Readings
- Obizoba, C. (2016). Effective facilitation methods for online teaching. *International Journal of Higher Education Management, 2*(2).
- Online teaching activity index. (2015). Illinois online network. Retrieved from http://www.ion.uillinois.edu/resources/otai/index.asp

Discussion (25 points)

Critical Thinking: Module Development & Preparation of Facilitators/Instructors (90 points)
Complete the assignment provided. Review the rubric to confirm that you are meeting the assignment requirements.

This week you will begin development of your chosen online learning environment. Remember that your site must include the following components that you identified in your Design Document in Module 2:
- Module Title

- Module Topic
- Module Objectives
- Activity Methods
- Materials
- **At a minimum – ONE lesson** that includes the following:
  - **Lesson Content**:
    - Introduction
    - Overview and standards
    - Key terms
    - Direct instruction
    - Supporting instruction
    - Formative assessment
  - **Lesson Practice:**
    - Interactive Practice
    - LMS or Virtual Training Platform higher order thinking quiz
  - **Lesson Assignments:**
    - Discussion forums, blogs, or wikis
    - Quiz
    - Assignment relevant to authentic audience.

In addition, you will also need to outline the competencies needed for facilitators/instructors of your module, as well as some basic preparation steps for facilitators/instructors. For added information, including rubrics to assess facilitators, see the Recommended Readings for this module.

For this week's assignment you need to provide your instructor with a brief update on:

1. What was added to the online module this week
2. Question, support, or resource needs
3. Research support of your choices (i.e., How do your choices reflect the research on learning rates, learning styles, and brain-based learning? How are they aligned with facilitated learning, informal learning, and learning communities?)
4. Outline of facilitator competencies and basic preparation steps for facilitators

Your update should be one to three pages in length, well-written, and in conformity with the CSU-Global Guide to Writing and APA, including a cover page and separate Reference page citing two to three credible sources (cover and reference page NOT included in 1one- to three-page length).

Your instructor will also access your online module and provide you with feedback on the actual development of the site. Be sure that you have granted appropriate access to your instructor and provided login credentials.

Module 5

Readings
- ISTE standards for students. (2017). Retrieved from http://www.iste.org/standards/standards/for-students
- Kauffman, H. (2015). A review of predictive factors of student success in and satisfaction with online learning. *Research in Learning Technology, 23*. Retrieved from https://journal.alt.ac.uk/index.php/rlt/article/view/1648/pdf_13
- McKinney, A. P. (2014). Impact of student goal orientation and self-regulation on learning outcomes. *Journal of Organizational Psychology, 14*(2), 66-77.

Discussion (25 points)

Critical Thinking: Module Development & Preparation of Learners (90 points)
Complete the assignment provided. Review the rubric to confirm that you are meeting the assignment requirements.

Module Development & Preparation of Learners
This assignment asks you to continue development of your chosen online learning environment. Remember that your site must include the following components that you identified in your Design Document in Module 2:

- Module Title
- Module Topic
- Module Objectives
- Activity Methods
- Materials
- **At a minimum – ONE lesson** that includes the following:
  - **Lesson Content**:
    - Introduction
    - Overview and standards
    - Key terms
    - Direct instruction
    - Supporting instruction
    - Formative assessment
  - **Lesson Practice:**
    - Interactive Practice
    - LMS or Virtual Training Platform higher order thinking quiz
  - **Lesson Assignments:**
    - Discussion forums, blogs, or wikis
    - Quiz
    - Relevant assignment to authentic audience.

In addition, you will need to outline a plan for preparing your learners for success and supporting your learners throughout the duration of the learning. For more ideas, refer to Suggested Readings and the content presented in this module.
For this week's assignment you need to provide your instructor with a brief update on:

1. What was added to the online module this week
2. Question, support, or resource needs
3. Research support of your choices (i.e., How do your choices reflect the research on learning rates, learning styles, and brain-based learning? How are they aligned with facilitated learning, informal learning, and learning communities?)
4. Outline a plan to prepare and support learners for success in online learning environment

Your update should be one to three pages in length, well-written, and in conformity with the CSU-Global Guide to Writing and APA, including a cover page and separate Reference page citing two to three credible sources (cover and reference page NOT included in one- to three-page length).

Your instructor will also access your online module and provide you with feedback on the actual development of the site. Be sure that you have granted appropriate access to your instructor and provided login credentials.

Readings

· Borup, J., West, R., Thomas, R., & Graham, C. (2014). Examining the impact of video feedback on instructor social presence in blended courses. *The International Review of Research in Open and Distributed Learning, 15*(3). doi:http://dx.doi.org/10.19173/irrodl.v15i3.1821. Retrieved from http://www.irrodl.org/index.php/irrodl/article/view/1821/2909.

· Debuse, J. C., & Lawley, M. (2016). Benefits and drawbacks of computer-based assessment and feedback systems: Student and educator perspectives. *British Journal of Educational Technology, 47*(2), 294-301.

· Higher Education; Reports Outline Higher Education Findings from J. McCarthy and Colleagues (Enhancing feedback in higher education: Students' attitudes towards online and in-class formative assessment feedback models). (2017, July 19). *Education Business Weekly,* p. 116.

· 26 teacher tools to create online assessments. (2017). Retrieved from http://www.teachthought.com/pedagogy/assessment/26-teacher-tools-to-create-online-assessments/

Discussion (25 points)

Critical Thinking: Module Development & Effective Feedback (90 points)
Complete the assignment provided. Review the rubric to confirm that you are meeting the assignment requirements.

Module Development & Effective Feedback
This assignment asks you to continue development of your chosen online learning environment. Remember that your site must include the following components that you identified in your Design Document in Module 2:

- Module Title
- Module Topic
- Module Objectives
- Activity Methods
- Materials
- **At a minimum – ONE lesson** that includes the following:
    - **Lesson Content**:
        - Introduction
        - Overview and standards
        - Key terms
        - Direct instruction
        - Supporting instruction
        - Formative assessment
    - **Lesson Practice:**
        - Interactive Practice
        - LMS or Virtual Training Platform higher order thinking quiz
    - **Lesson Assignments:**
        - Discussion forums, blogs, or wikis
        - Quiz
        - Relevant assignment to authentic audience

In addition, you will also need to outline a plan for providing timely and meaningful feedback to your students. For more ideas, refer to content presented in this module and the embedded resources.

For this week's assignment you need to provide your instructor with a brief update on:

1. What was added to the online module this week
2. Question, support, or resource needs
3. Research support of your choices (i.e., How do your choices reflect the research on learning rates, learning styles, and brain-based learning? How are they aligned with facilitated learning, informal learning, and learning communities?)
4. Outline a plan to for providing timely and meaningful feedback to students

Your update should be one to three pages in length, well-written, and in conformity with the CSU-Global Guide to Writing and APA, including a cover page and separate Reference page citing two to three credible sources (cover and reference page NOT included in one- to three-page length).

Your instructor will also access your online module and provide you with feedback on the actual development of the site. Be sure that you have granted appropriate access to your instructor and provided login credentials.

Module 7

Readings
· Dickson, C. (2016). Considerations for introducing asynchronous discussion to enhance postgraduate online learner engagement. *Nursing Education Perspectives, 37*(6), 349-351.
· Salter, & Conneely. (2015). Structured and unstructured discussion forums as tools for student engagement. *Computers in Human Behavior, 46*, 18-25.
· Slinger-Friedman, Vanessa, & Patterson, Lynn M. (2016). Using online journals and in-class note cards for reflective and responsive teaching and learning. *College Teaching, 64*(1), 38-39.

Discussion (25 points)

Portfolio Project Milestone (Required action but no deliverable) (0 points)
Lesson Delivery
This week you are responsible for providing students with access to your online learning environment and implementing the lesson that you have prepared.

> Note: If you are a pre-service teacher or are not responsible for training individuals in your workplace, and an assignment asks you to create and deliver a lesson or some kind of deliverable, do your best to follow the assignment instructions by delivering the lesson and/or other deliverable to one or two other students or individuals you know who are age/role appropriate for the lesson/deliverable. You could do this through a school volunteer effort, community education course, religious education class, etc. If you are in the education or training fields, or plan to enter them, you should be networking with area districts, education cooperatives, or other organizations to gain real and applicable experience for this and other courses in your MSTL program.

Make sure to collect data on the implementation. In your Portfolio Project you will be required to reflect on what worked well, what you would do differently, and what else you need to consider to ensure effective instructional delivery.

Note that while there is no deliverable for this week and you will not receive points specifically for this part of the Portfolio Project, it is critical that you implement the lesson you've been preparing at some point during Week 7 in order to complete the Portfolio Project successfully, due at the end of Week 8. If you have a conflict or concern, please reach out to your instructor right away!

Readings
· Download a copy of the OSCQR rubric here: https://docs.google.com/spreadsheets/d/11gZstRZ-uyg9PE8R-FbRwlCIMd7sym0rKYVtPj6crmw/edit#gid=1921399422
Read the sections and begin to evaluate your virtual training platform. This rubric can also inform factors to consider when choosing technology for instructional delivery.
· Lindsay, J. (2016). Online collaboration: How to start. *Educational Leadership,74*(4), 37-41.
· Resta, P., & Laferrière, T. (2015). Digital equity and intercultural education. *Education and Information Technologies, 20*(4), 743-756.

Discussion (25 points)

Portfolio Project (325 points)
Review the Portfolio Project grading rubric to understand how you'll be graded on your project.

Online Learning Module Self-Assessment and Professional Plan
This final assignment represents the culmination of your design and facilitation project within your chosen online learning environment. Your site must include the following components that you identified in your Design Document in Module 2:
- Module Title
- Module Topic
- Module Objectives
- Activity Methods
- Materials
- **At a minimum – ONE lesson** that includes the following:
  - **Lesson Content**:
    - Introduction
    - Overview and standards
    - Key terms
    - Direct instruction
    - Supporting instruction
    - Formative assessment
  - **Lesson Practice:**
    - Interactive Practice
    - LMS or Virtual Training Platform higher order thinking quiz
  - **Lesson Assignments:**
    - Discussion forums, blogs, or wikis
    - Quiz
    - Relevant assignment to authentic audience.

In addition to your completed module, you will reflect on the design and facilitation experience. Include the components below:
1. Use the OSCQR standards to self-assess your online learning module and reflect on your instructional delivery (what worked well, what would you do differently, and what else do you need to consider to ensure effective instructional delivery?). Summarize the results in table or graph form as well as providing a written reflection.
2. A summary of the successes and challenges faced by both you and your students in the online learning module. When possible, support your answers with data.
3. Ways that you solved or could solve the challenges faced by both you and your students. When appropriate, support with research.

4. Your plan for continued improvement of your e-learning module, including ideas for your own continued professional learning, supported with research.

Your update should be three to five pages in length, well-written, and in conformity with the CSU-Global Guide to Writing and APA, including a cover page and separate Reference page citing five to six credible sources (cover and reference page NOT included in three-to five-page length).

Your instructor will also access your online module and provide you with feedback on the actual development of the site. Be sure that you have granted appropriate access to your instructor and provided login credentials.

COURSE POLICIES

Grading Scale	
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

Course Grading

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

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 and 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 and 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.

Disability Services Statement
CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

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.