



Colorado State University
GLOBAL CAMPUS

OTL532: PRINCIPLES OF 21ST CENTURY LEARNING AND 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:

In this course, students will investigate the learning styles and expectations of today's K-12 students and learn how to construct online learning opportunities for K-12 students using effective design principles. Students will finish this course with a firm understanding of what effective e-learning looks like in various K-12 online environments, and how to design a course around it.

Course Overview:

The K-12 Instructional Design and Education Technology (K-12 ID & Ed Tech) specialization is ideal for educators or instructional designers who want to expand their expertise in the design and development of K-12 online educational environments. Instructional designers, K-12 educators, K-12 technology specialists, K-12 curriculum developers, and K-12 library and media specialists will benefit from the principles of solid online course development and design in a variety of K-12 online educational environments. Unlike other programs that are geared toward corporate instructional design principles and adult-learners, the coursework in this specialization focuses on the K-12 online learning environments, but also leads others in designing and expanding their school's K-12 online offerings. CSU-Global does not provide educator licensing or endorsement.

Course Learning Outcomes:

1. Design online learning environments that integrate e-learning principles that incorporate varied ways to learn and master the curriculum.
2. Design online opportunities for students to engage in higher-order thinking and authentic critical reasoning activities.
3. Design online learning environments that provide students with multiple learning paths that engage students in a variety of ways.
4. Design a course using globalization, interactivity, multimedia, or social networking.

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* courses, technology, computer science, or other courses whose content is not included in the state standards
3. The course content and assignments are of sufficient rigor, depth and breadth to teach the standards being addressed.
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.
9. 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.
12. Online instructor resources and notes 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.
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 confirm 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:

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.
3. Clear and consistent navigation is present throughout the course.
9. Copyright and licensing status, including permission to share where applicable, is clearly stated and easily found.
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).

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!

Suggested:

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.
- **Opening Exercises:** Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- McCallum, D. (2014). 6 important components of a successful online learning environment.
- GW University Teaching and Learning Center. (n.d.). The parts of a course.
- Watson, Murin, Vashaw, Gemin & Rapp (2013). Keeping pace with K-12 online and blended learning: An annual review of policy and practices. Evergreen Education Group.

Discussion (25 points)

Critical Thinking: Choosing an LMS (50 points)

By the end of this course, you will have completed the basic framework of an e-learning course through its first lessons or learning unit. Throughout this course, you will complete sections of the Course Design Document that you will begin in the Module 2 Critical Thinking Assignment, and then you will build those component parts out in an actual e-learning classroom environment beginning in Module 5. Your e-learning course will be designed around the iNACOL Course Standards (which you will go over more in Module 2).

For your e-learning course you, you have the following options:

- Create an online course that is delivered 100% online.

- Create an online course that supplements a packaged online curriculum that you were provided by your district.
- Create an online course that supplements a face-to-face course, providing students with blended or flipped online resources.

After determining the type of course you want to develop, investigate the different Learning Management Systems you have access to in your school district (or if you have no access to an LMS, research an open source LMS you can use for free for this course), and select *one* that you will use to build your e-learning course. This article provides a list of selected LMS for comparison to assist with your selection.

Select *one* LMS that you will use to build your e-learning course. Set up an account and secure a blank course shell that you can work in throughout the next eight weeks (this may involve working with your district technology coordinator or LMS administrator). Take time to explore the LMS and identify how the LMS addresses each of the seven parts of an e-learning course.

Then, provide the following in a Word document:

- Link to your online course
- Login information for the instructor of this course, with "instructor" rights (the same as you have in the course).
- A brief rationale for your choice of LMS, which may be presented as a bulleted list, in a table with features you need, aligned with features of the LMS, etc. In other words, present it in a usable format rather than paragraph style. Be sure to fully support your decision/rationale with APA formatted, scholarly sources.

Your completed assignment should be one or two pages in length. Ensure your work is well-written, well-organized and adheres to the CSU-Global Guide to Writing and APA Style. You are not required to cite sources for this assignment, but if you do, ensure they are in proper APA format. Reach out to your OTL532 course instructor with any questions or, if you have LMS-specific questions that you think your peers in this course can answer (or would benefit from knowing the answers), feel free to post them in the **LMS Ideas and Questions** discussion board. You are encouraged to post questions about your LMS or the course development process in this forum throughout this course if you feel your fellow students would benefit from dialoguing about your particular question or idea.

Reference

Fenton, W. (2017, March 28). The best LMS (Learning Management Systems) of 2017. Retrieved from <http://www.pcmag.com/article2/0,2817,2488347,00.asp>.

Module 2

Readings

- Please read through the linked resources and view the embedded videos within Module 2 as your required reading for the week.

Discussion (25 points)

Critical Thinking: Course Design Document: Part 1 – Outlining a Course (50 points)

During this class you will be practicing creating part of an online course that could be used in your K12 school district (or a K12 district of your choosing if not currently working in a school). Before you develop, however, you must design. In this module, you will begin developing your *Course Design Document* (CDD), and we will explore the features of the Learning Management System (LMS) you selected in Module 1.

Remember, for this course you have the following options:

- Create an online course that is delivered 100% online.
- Create an online course that supplements a packaged online curriculum that you were provided by your district.
- Create an online course that supplements a face-to-face course, providing students with blended or flipped online resources.

In this module, you are responsible for reviewing this lesson/module design document guide. You can use any format of CDD that works for you or that is required by your district if all items within each of the three stages in this sample design document is evident. **This needs to function as (or as the model for) your CDD.**

In this module, you need to:

- Determine which standards will be the target of your course and unpack the standard, if needed.
- Identify the understandings and essential questions around big ideas.
- Identify the student objectives or outcomes for the course
- Use the examples and help resources for the LMS you chose and explore ways to organize and manage content (e.g., use of folders, pages).
 - Provide a summary of how you will manage and organize content in the LMS (i.e., bulleted list, phrases, links to support material or videos, etc.)
- Identify the tools available in the LMS that you can use for each of the three areas:
 - Synchronous and asynchronous communication (e.g., email, discussion, announcement, live classroom, calendar, etc.)
 - Instruction (e.g., pages to create content, wiki projects, collaboration, resource sharing, etc.)
 - Assessment (e.g., tests, surveys, polls, feedback, grade book, analytics, reports, etc.)

Combine your course design document and LMS review into one document to submit to your instructor. Your total assignment should be one to three pages in length, well-written, and in conformity with the CSU-Global Guide to Writing and APA. Include a cover page.

Module 3

Readings

- Sections “The Promise of New Technologies” and “Realizing the Promise of New Technology for Student-Centered Learning” (pp. 14-21) in Rose, D. H., & Gravel, J.W. (2012). *Curricular opportunities in the digital age: The student at the center series*.
- Patrick, S., Kennedy, K., & Powell, A. (2013, October). Mean what you say: Defining and integrating personalized, blended and competency education. *iNACOL*.
- Shubilla, L., & Sturgis, C. (2012). *The learning edge: Supporting student success in a competency-based learning environment*.
- Sturgis, C., & Patrick, S. (2010). *When success is the only option: Designing competency-based pathways for next generation learning*.

Discussion (25 points)

Critical Thinking: Course Design Document: Part 2 - Designing an Online Module (75 points)

This week you are going to complete your course design document through your first learning unit.

- You have the option to create your own; use one your state, district, or school uses; or modify the NCVPS Module Pre-Planning Document.

Your online module must include:

- Module title
- Introduction
- Policies and guidelines for students and teachers
- Objectives aligned to standards
- Pre-Assessment to personalize learning
- Teacher Resources
- **At a minimum – ONE lesson** that includes the UDL principles of multiple means of representation, multiple means of action and expression, AND multiple means of engagement AND the following:
 - **Lesson Content:**
 - Introduction
 - Overview and standards
 - Key terms
 - Direct instruction
 - Supporting instruction
 - Formative assessment
 - **Lesson Practice:**
 - Interactive Practice
 - LMS higher order thinking quiz
 - **Lesson Assignments:**
 - Discussion forums, blogs, or wikis
 - LMS quiz

- Relevant assignment to authentic audience
- **Remediation:**
 - Write a paragraph rationale explaining how and why it meets UDL standards.

For this assignment, complete the module through “teacher resources”. This is the beginning framework of your first online learning unit (or module).

Your design document length may vary depending on your formatting but it should be, well-written, and in conformity with the CSU-Global Guide to Writing and APA, including a cover page.

Module 4

Readings

- Dagget, W. D., (2014). Rigor/relevance framework. A guide to focusing resources to increase student performance.
- Murray, C. (2013, May 5). 5 must-have elements for every online class.
- Freeman, J. (n.d.). Using discussions in online courses: The importance of interactivity. UT TeleCampus.
- Learning-styles-online.com (n.d.). Overview of learning styles.

Discussion (25 points)

Critical Thinking: Course Design Document: Part 3 - Designing an Online Module (75 points)

This week you are going to complete your course design document through your first learning unit.

- You have the option to create your own; use one your state, district, or school uses; or modify the NCVPS Module Pre-Planning Document

Your online module must include:

- Module title
- Introduction
- Policies and guidelines for students and teachers
- Objectives aligned to standards
- Pre-Assessment to personalize learning
- Teacher Resources
 - **At a minimum – ONE lesson** that includes the UDL principles of multiple means of representation, multiple means of action and expression, AND multiple means of engagement AND the following:
 - **Lesson Content:**
 - Introduction
 - Overview and standards
 - Key terms
 - Direct instruction
 - Supporting instruction
 - Formative assessment
 - **Lesson Practice:**

- Interactive Practice
- LMS higher order thinking quiz
- **Lesson Assignments:**
 - Discussion forums, blogs, or wikis
 - LMS quiz
 - Relevant assignment
 - Associated rubric(s)
- **Remediation:**
 - Remediation assignment

For this assignment, complete the module through “Remediation”. Revise the earlier parts of your module based on instructor feedback and fill out the remainder of the CDD through this first learning unit (or module).

Your design document length may vary depending on your formatting but it should be, well-written, and in conformity with the CSU-Global Guide to Writing and APA, including a cover page.

Module 5

Readings

- Hill, C., Kelly, R., Osika, E. R., Shank, P., & Vrendenburg-Rudy, D. (n.d.). *Assessing online learning: Strategies, challenges and opportunities*.
- Oklahoma State University. (n.d.) *Assessing learning in online courses*. Retrieved from http://itle.okstate.edu/fd/online_teaching/assessment.html
- Read pages 91-116 on Online Assessment in the following:
- Watwood, B., Nugent, J., & Deihl, W. (2009, October). *Online teaching and learning resource guide*.

Discussion (25 points)

Critical Thinking: Build the Course Structure and Module 1 Content Based on CDD (100 points)

This week you will begin building your course structure and the first module’s content in your LMS course shell. Use your CDD to guide your development. Everything outlined on your CDD thus far should be evident in your course shell. Keep in mind that you will be adding to and adapting your content in future modules (so make sure you are able to expand upon what you are creating now).

To submit your assignment, copy the URL to your shell (and any required login information) into a Word document and upload it to the Week 5 Assignments page.

In that same Word document, address the following reflection questions:

1. What challenges are you having with the LMS?
2. What areas have been the easiest to develop?
3. What areas have been the most challenging to develop?

All writing and any citations should adhere to the CSU-Global Guide to Writing and APA Style.

Module 6

Readings

- Penn State University Libraries (n.d.). Evaluating information.
- Wilson, K. (1997). Multicultural education.

Discussion (25 points)

Critical Thinking: Accessibility & Student Supports: Enhancing the Content (100 points)

In your LMS course shell, add evidence of accessibility, multi-culturalism, and student communication/collaboration to the lesson developed in Module 5. If applicable, consider implementing an element of social media if you haven't already.

After adding these elements, explain the design strategies and additions you incorporated regarding accessibility, multi-culturalism, and student communication in a Word document. Also include the link to your updated course shell in this Word document.

All writing and any citations should adhere to the CSU-Global Guide to Writing and APA Style.

Module 7

Readings

- W3C. (n.d.) Accessibility. Henry, S. L., & McGee, L. (Eds.).
- WebAIM. (n.d.). Principles of accessible design.
- WebAIM. (n.d.). United States law: Overview of Rehabilitation Act of 1973 (Sections 504 and 508).
- W3C. (2012). Web content accessibility guidelines (WCAG) overview.
- WebAIM. (n.d.) WebAIM Section 508 checklist.
- US Department of Health and Human Services. (2015, August 19). What is section 504 and how does it relate to section 508?
- SHIFT eLearning. (2013, Mar. 15). 30 bite-sized writing tips for better eLearning content.

Discussion (25 points)

Module 8

Readings

- Creating an effective only syllabus. In Teaching online: A practical guide (4th Ed.).
- Chen, M. (2013, Nov. 12). This is how I design my online course syllabus: Dr. Manfen Chen.

Discussion (25 points)

Portfolio Project: Final Course Design Document and Module 1 Development (350 points)

For your final Portfolio Project you will submit the framework for an e-learning course through a completed Course Design Document (through your first module or learning unit) and a completed

Module 1 or learning unit in an LMS platform of your choosing. You will use the Course Design Document you completed during this class as a guide for your design.

For your course you have the following options:

- Create an online course that is delivered 100% online.
- Create an online course that supplements a packaged online curriculum that you were provided by your district.
- Create an online course that supplements a face-to-face course, providing students with blended or flipped online resources.

You will not be developing your entire online course here in OTL532. This is merely a platform in which to begin practicing your design and development skills. You will develop this sample course through Module (learning unit) #1. Your first learning unit must include the following sections and content:

- Module title
- Introduction
- Policies and guidelines for students and teachers
- Objectives aligned to standards
- Pre-Assessment to personalize learning
- Teacher Resources
 - **At a minimum – ONE lesson** that includes the UDL principles of multiple means of representation, multiple means of action and expression, AND multiple means of engagement AND the following:
 - **Lesson Content:**
 - Introduction
 - Overview and standards
 - Key terms
 - Direct instruction
 - Supporting instruction
 - Formative assessment
 - **Lesson Practice:**
 - Interactive Practice
 - LMS higher order thinking quiz
 - **Lesson Assignments:**
 - Discussion forums, blogs, or wikis
 - LMS quiz
 - Relevant assignment
 - Associated rubric(s)
 - **Remediation:**
 - Remediation assignment

Additionally, ensure your course has evidence of accessibility (including and 504 and 508 Compliance), student support, multi-culturalism, and student communication/collaboration. The visual layout of your module should adhere to the W3C's Web Content Accessibility Guidelines.

Your course structure and Module 1 must also meet the iNACOL Course Standards. Review them at the iNACOL website and in Module 1.

Ensure your first module is completely developed in your e-learning course based on the standards above. Your Course Design Document should also reflect what you have developed in the course. You may want to have a student in the content area and grade level that you could see this course serving review your course and first module. Let the student provide feedback on how well your course meets the standards above.

Submit your completed Course Design Document – revised based on instructor and, if applicable, student feedback – to the Week 8 Assignments page. Ensure a link to your e-learning course is included in the design document. Your instructor will access your course through that link.

Additionally, proofread your site for spelling, grammatical, citation or functional errors (meaning, make sure all links work and content is available). All writing and any citations should adhere to the CSU-Global Guide to Writing and APA.

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.