



**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.

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## **COURSE DESCRIPTION AND OUTCOMES**

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### **Course Description:**

Introduction to instructional system design theories and models used in multiple distance learning settings. Analyze, design and implement learning experiences for different work settings. Students who take OTL540 will not be able to apply this credit towards any program requiring OTL540K. Recommended Prior Course: None

### **Course Overview:**

This course is designed to help you directly apply the instructional design theories you are learning to online environments. You will practice analyzing, designing, and implementing learning experiences for different work training settings. The ADDIE model will be employed as part of the Portfolio Project as you create an online learning environment.

### **Course Learning Outcomes:**

1. Integrate adult learning theories within the instructional design process.
2. Select and apply appropriate instructional design principles in a given context.
3. Synthesize instructional design principles to analyze and redesign instruction to align with business needs and drivers.
4. Evaluate learning units using established theories of learning and memory.
5. Design learning strategies which integrate key characteristics of learning-motivation, goals, culture, and learner experience.

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## **PARTICIPATION & ATTENDANCE**

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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.

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## COURSE MATERIALS

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### Required:

There is no required textbook for this course.

**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.

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## COURSE SCHEDULE

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### 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.

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## WEEKLY READING AND ASSIGNMENT DETAILS

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### Module 1

#### Readings

- Ashbaugh, M. L. (2013). Expert instructional designer voices: Leadership competencies critical to global practice and quality online learning designs. *Quarterly Review of Distance Education*, 14(2), 97-118.
- Berrett, D. (2016). Instructional design. *The Chronicle of Higher Education*.
- Instructionaldesign.org. (n.d.). Retrieved from <http://instructionaldesign.org/>
- Instructional Design Central (IDC). (2017). Instructional design history. Retrieved from <https://www.instructionaldesigncentral.com/instructional-design-history>
- National Highway Institute. (n.d.). *Principles of adult learning and instructional systems design*. Retrieved from <https://www.nhi.fhwa.dot.gov/downloads/freebies/172/PR%20Pre-course%20Reading%20Assignment.pdf>

#### Discussion (25 points)

#### Critical Thinking: Instructional Design in Support of Adult Learning (75 points)

The Critical Thinking assignments in this course will build upon each other to help you complete the final Portfolio Project.

Consider a work application for your portfolio in this class. Keep in mind that you will be developing/designing/re-designing instruction specific to your work. In a well-constructed, scholarly

essay of 3-4 pages, discuss the advantages and disadvantages of using a formal Instructional Design (ID) model to plan training from the following perspectives related specifically to your work:

- Business/organization
- Instructional designer
- Instructional delivery (platform or trainer delivering the instruction online)
- Learner

Please ensure that your work is well written, supported by 2-3 scholarly sources, and in conformity with the CSU-Global Guide to Writing and APA. The CSU-Global Library is a good place to find these sources.

## Module 2

### Readings

- Hess, A. K. N., & Greer, K. (2016). Designing for engagement: Using the ADDIE model to integrate high-impact practices into an online information literacy course. *Communications in Information Literacy*, 10(2), 264-282.
- Legault, N. (n.d.). How to do an e-learning audience analysis. *E-Learning Heroes*. Retrieved from <https://community.articulate.com/articles/how-to-do-an-e-learning-audience-analysis>
- Online Learning Consortium (OLC). (2017). Introducing the OLC Quality Scorecard Suite. Retrieved from <https://onlinelearningconsortium.org/consult/olc-quality-scorecard-suite/>
- Treser, M. (2015). Getting to know ADDIE: Part 1-Analysis. *eLearning Industry*. Retrieved from <https://elearningindustry.com/getting-know-addie-analysis>

### Discussion (25 points)

#### Critical Thinking: Analyzing a Professional Organization (75 points)

Please answer the following questions in a 2-3 page paper. Length, however, is not as important as content. Be sure to answer all of the questions, provide illustrations or examples where appropriate, and support your points with evidence.

1. Analyze your professional organization's context.
  - Who are the stakeholders?
  - What are typical timelines for developing courses or trainings?
  - What are the available resources?
  - What are the delivery mandates?
2. Analyze your professional organization's audience—learner characteristics?
3. Analyze your professional organization's typical subject matter.
4. Analyze your professional organization's delivery methods.
  - Blended or online? Explain your choice.
  - Organization's learning management system (or one that you will use for the purposes of this course. If you are selecting an LMS, consider a free or 30-day trial option of one of the platforms presented in this module).

Please ensure that your work is well written, supported by 2-3 scholarly sources, and in conformity with the CSU-Global Guide to Writing and APA. The CSU-Global Library is a good place to find these sources.

## Module 3

### Readings

- Carnegie Mellon University. (n.d.). Design & teach a course: Articulate your learning objectives. Retrieved from <http://www.cmu.edu/teaching/design/teach/design/learningobjectives.html>
- Online Learning Consortium (OLC). (2017). OLC OSCQR Course Design Review Scorecard. Retrieved from <https://onlinelearningconsortium.org/consult/oscqr-course-design-review/>
- Pickett, A. (2015). The open SUNY course quality review (OSCQR) process and rubric. *Open SUNY*. Retrieved from [http://olc.onlinelearningconsortium.org/effective\\_practices/open-suny-cote-quality-review-oscqr-process-and-rubric](http://olc.onlinelearningconsortium.org/effective_practices/open-suny-cote-quality-review-oscqr-process-and-rubric)
- Putman, S. (2014). Prototyping an e-learning interface. *T & D*, 68(5), 26-29.
- Treser, M. (2015). Getting to know ADDIE: Part 2-Design. *eLearning Industry*. Retrieved from <https://elearningindustry.com/getting-to-know-addie-design>
- Yang, S. (2016). Conceptualizing effective feedback practice through an online community of inquiry. *Computers & Education*, 94, 162.
- Video: Lynda.com. (2016, March 17). Teaching techniques: Writing effective learning objectives [Video file]. Retrieved from <https://www.lynda.com/Higher-Education-tutorials/Write-Effective-Learning-Objectives/441605-2.html>

### Discussion (25 points)

#### Critical Thinking: ADDIE Design Phase (75 points)

During this module, you will use the results of your organizational analysis completed in Module 2 to begin designing online training to address the needs identified. This may be 100% online training or a blend of seated and online components.

Use the provided eLearning Training Design Template to organize your work. Also, request a self-assessment rubric from Open SUNY so that you can assess the quality of your development as you develop. The link to request a self-assessment OSCQR rubric can be found here:

<https://docs.google.com/forms/d/e/1FAIpQLSci3UvEXMkjQ8HJm6bsQtawNWdsT7L4mcWuD91oqgXjm6mjkA/viewform?fbzx=-2668176116194034267>

You will utilize this rubric to self-assess as you develop in this course.

Please ensure that your work is well written and in conformity with the CSU-Global Guide to Writing and APA.

## Module 4

### Readings

- Colorado State University-Global Campus. (2014). *CSU-Global copyright and TEACH act policy*. Greenwood Village, CO: Author.
- Lenert, K. A., & Janes, D. P. (2017). The incorporation of quality attributes into online course design in higher education. *Journal of Distance Education* (Online), 32(1), 1-14.
- PR Newswire (2016, December 07). Online learning consortium unveils expanded quality scorecard suite for benchmarking online and blended learning programs. Retrieved from <https://csuglobal.idm.oclc.org/login?url=https://search-proquest-com.csuglobal.idm.oclc.org/docview/1846292324?accountid=38569>

### **Discussion (25 points)**

#### **Critical Thinking: Developing Content (75 points)**

Use the Training Design Template that you completed in Module 3, your instructor's feedback, and the self-assessment rubric from OSCQR to begin building your online training site within your chosen learning management system. Although the development begins this week, it will be continued in Module 5. You should continually utilize the self-assessment rubric from Open SUNY to self-assess as you develop. You can request a self-assessment version of the rubric from:

<https://docs.google.com/forms/d/e/1FAIpQLSci3UvEXMkjQ8HJm6bsQtawNWdsT7L4mcWuD91oqgXjm6mjKA/viewform?fbzx=-2668176116194034267>

The development in the online site must include:

1. Course Goals
2. Course Learning Modules (at least one module)
3. Module Learning Objectives
4. Module Title
5. Learning Resources
6. Learning Activities (minimum of three)
7. Discussion Question(s)
8. Self-Assessment Opportunities for Checking Understanding

To submit this assignment, you will build out your online site and will submit the following information:

1. A document with a short self-assessment based on the OSCQR rubric on your development status (1-2 paragraphs). Include any action plan items or ideas to continue to improve the site. Also include in this document, a link to the online training site.
2. Login information for the instructor to be able to access the site as a co-instructor (for grading and support purposes).

Please ensure that your work is well written and in conformity with the CSU-Global Guide to Writing and APA.

## **Module 5**

### **Readings**

- Blundell, G. E. (2015). *A disruption of online learning course design: Comparing self-reported levels of faculty satisfaction with online courses created applying the 2011-2013 edition of the quality matters™ rubric standards to those online courses created without* (Order No. 3710086). Available from ProQuest Dissertations & Theses Global. (1700193233).
- Freeman, L. A. (2015). Instructor time requirements to develop and teach online courses. *Online Journal of Distance Learning Administration*, 18(1).
- Quality Matters. (n.d.). QM rubrics and standards. Retrieved from <https://www.qualitymatters.org/qa-resources/rubric-standards>

### **Discussion (25 points)**

### **Critical Thinking: Implementing Content (75 points)**

Continue the development of your online site as begun in Module 4. Be sure to incorporate feedback and recommendations from your instructor and the self-assessment from the OSCQR self-assessment rubric. Use the four steps below to guide your work.

- **Step 1:** Review your online development work so far using the OSCQR rubric and update your eLearning Training Design Template, if needed.
- **Step 2:** Based on your self-assessment using OSCQR Rubric, continue your development work.
  1. Course Goals
  2. Course Learning Modules (at least one module)
  3. Module Learning Objectives
  4. Module Title
  5. Learning Resources
  6. Learning Activities (minimum of three)
  7. Discussion Question(s)
  8. Self-Assessment Opportunities for Checking Understanding

You will submit the following to the instructor:

- **Step 3:** Design a 1-2 page plan for what will be included and how you will:
  1. Roll out program communications to stakeholders
  2. Create on-the-job aids for instructors of the course
  3. Prepare coaches and mentors
- **Step 4:** As the final component of this week's assignment, provide your instructor with a BRIEF (1 paragraph) update of what was added to the online training site this week and the changes made based on the OSCQR self-assessment rubric.

Please ensure that your work is well written, supported by 2-3 scholarly sources, and in conformity with the CSU-Global Guide to Writing and APA. The CSU-Global Library is a good place to find these sources.

## **Module 6**

### **Readings**

- Crisp, G., Guàrdia, L., & Hillier, M. (2016). Using e-assessment to enhance student learning and evidence learning outcomes. *International Journal of Educational Technology in Higher Education*, 13, 1-3. doi:<http://dx.doi.org.csuglobal.idm.oclc.org/10.1186/s41239-016-0020-3>
- Hamann, K., Pollock, P. H., Smith, G. E., & Wilson, B. M. (2016). Online teaching and assessment. *PS, Political Science & Politics*, 49(1), 107-110. doi:<http://dx.doi.org.csuglobal.idm.oclc.org/10.1017/S104909651500133X>

### **Discussion (25 points)**

### **Critical Thinking: Evaluating eLearning (75 points)**

For this assignment, you will enroll at least one student in your online training site. Have the student beta test the site and provide you with feedback through an online survey that you will design using the OSCQR Rubric. Use the three steps below to guide your work:

- **Step 1:** Create an online survey to obtain feedback about the site from your student using a tool of your choice (e.g., Google forms, SurveyMonkey, LMS survey tool, etc.) based on the OSCQR Rubric. NOTE: You will create the survey questions around the OSCQR elements that are appropriate for your content.
- **Step 2:** Enroll at least one student in your online training site. Have the student beta test the site and provide you with feedback using the online survey that you created. The student should be an authentic audience member (e.g., a colleague in your course, a colleague in your career field, a colleague in your organization, relative/friend/or colleague interested in your topic, etc.).
- **Step 3:** You will submit the following to the instructor:
  1. Link to the online survey or directions for where to locate it in your online training site.
  2. Analysis of the feedback regarding the OSCQR rubric (1-2 paragraphs).
  3. Include a plan of action for how you will use the evaluation feedback to modify your online site based on the information you have gained from this activity and the OSCQR rubric (1-2 paragraphs).

Please ensure that your work is well written, supported by 2-3 scholarly sources, and in conformity with the CSU-Global Guide to Writing and APA. The CSU-Global Library is a good place to find these sources.

## **Module 7**

### **Readings**

- Online Learning Consortium (OLC). (2017). Introducing the OLC Quality Scorecard Suite. Retrieved from <https://onlinelearningconsortium.org/consult/olc-quality-scorecard-suite/>
- Use the OSCQR rubric and continue to do a self-assessment of your online training site.
- Yocum, K. A. (2015). *Design creativity: Using agile principles in instructional design for online learning* (Order No. 3733823). Available from ProQuest Dissertations & Theses Global. (1731940748).

### **Discussion (25 points)**

## **Module 8**

### **Readings**

- Online Learning Consortium (OLC). (2017). OLC OSCQR Course Design Review Scorecard. Retrieved from <https://onlinelearningconsortium.org/consult/oscqr-course-design-review/>

### **Discussion (25 points)**

### **Portfolio Project (350 points)**

The final Portfolio Project represents a compilation of your work from Modules 1-7, updated through the integration of feedback and recommendations from your instructor and your authentic audience as well as application of new learning from the course modules.

You must include the following in your final submission:

- Rationale for employing a formal instructional design (ID) model, considered from various stakeholder perspectives **(completed in Module 1)**.
- Organizational analysis and needs assessment **(completed in Module 2)**.
- Completed Training Design Template **(completed in Module 3, updated thereafter)**.
- This design will change based on feedback from authentic audience and instructor.
- Online training site including course goals, learning module(s), learning objectives, title, learning resources, learning activities (3), discussion question(s), self-assessment opportunities, and graded assignments **(completed during Modules 4-7)**.
- You will provide your instructor with access to your online site for grading and support purposes.
- Online survey, results, and analysis of results from beta tester enrolled in your online site for feedback purposes **(completed in Module 6)**.
- A final OSCQR self-assessment completed rubric with notes in the Action Plan section.
- Plans for revision and improvement based on your survey results and instructor feedback **(completed in Module 6)**.

To complete your Portfolio Project, add a professional reflection from the perspective of an instructional designer **(complete during Module 8)**:

Reflect on your learning throughout this course as you implemented the ADDIE phases of the instructional design process in the development of your online training site. Describe the advantages of using an instructional design system for creating training or instruction. Describe how your perspective has or has not changed from Module 1. Include in this reflection a discussion of best practices on measuring the effectiveness of the training through learners' reaction, learning results, behavior in the workplace, business results, and return-on-investment for the organization.

This reflection needs to be well constructed, 3-5 pages in length, and supported by 3-4 scholarly sources in conformity with the CSU-Global Guide to Writing and APA. The CSU-Global Library is a good place to find these sources.



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## COURSE POLICIES

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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

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## IN-CLASSROOM POLICIES

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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](mailto: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.