

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:

Students in this course will learn how to effectively train other educators to teach courses that are already designed and design their own courses in order to improve student engagement and effectively assess student learning.

Course Overview:

In this course, we will cover a range of topics related to adult learning theory, change management, design principles, and professional networking. By the end of this course, you will have developed engaging training materials for a targeted technology integration initiative, or for an educational technology change that positively impacts student achievement and engagement. Your goal is to be able to use the training materials with other adult learners in actual training situations and develop the skills necessary to train other trainers.

Course Learning Outcomes:

1. Create training for educators on how to foster relationships and community in online educational learning environments.
2. Create training for educators on how to judge current technology for their effectiveness in delivering and assessing K-12 online content and learning.
3. Create training for educators on how to identify and integrate effective technology devices to better disseminate content, improve student engagement, improve learner outcomes, and streamline assessment and feedback.

iNACOL

This course aligns with the following iNACOL National Standards for Online Teaching:

BIG IDEAS INACOL: ACCESSIBILITY

- Standard F: The online teacher is able to **monitor student progress and apply activities** and tools that are **relevant to the needs of all students**, including those with learning or physical disabilities, in collaboration with appropriate staff or resources.
- Standard F: The online teacher is able to **apply adaptive and assistive technologies** in the online classroom where appropriate in the instruction to meet student needs.
- Standard F: The online teacher is able to demonstrate awareness of **different learning preferences, diversity, and universal design principles**.

BIG IDEAS INACOL: USE STUDENT DATA TO INFORM ONLINE INSTRUCTION

- Standard I: The online teacher is able to **track student** enrollments, communication logs, attendance records, etc.
- Standard I: The online teacher is able to **use student data to plan instruction**.
- Standard D: The online teacher is able to **use student data to inform instruction**, guide and monitor students' management of their time, monitor learner progress with available tools, and develop an intervention plan for unsuccessful learners.
- Standard I: The online teacher is able to **customize instruction, based on assessment data**, in order to personalize the learning experience per student needs and performance.
- Standard J: The online teacher is able to provide **ongoing communication** with parents or guardians concerning student learning.

BIG IDEAS INACOL: RESPONDING TO ONLINE LEARNERS' DIVERSE BACKGROUNDS

- Standard C: The online teacher is able to **respond appropriately to the diverse backgrounds** and learning needs of the students.
- Standard F: The online teacher is able to **identify students who are struggling with various learning obstacles**, such as ELL or literacy issues, and apply appropriate strategies to support student thinking, address styles of learning, and provide avenues for enrichment or intervention when needed.
- Standard H: The online teacher is able to **create or add summative assessments** that assess student learning progress and utilize student feedback to improve the online learning experience.
- Standard I: The online teacher is able to empower **students to independently define short- and long-term learning goals and monitor their personal progress**.

BIG IDEAS INACOL: IMPLEMENTING DIFFERENTIATED STRATEGIES ONLINE

- Standard C: The online teacher is able to use **differentiated strategies in conveying ideas and information**, and is able to assist students in assimilating information to gain understanding and knowledge.
- Standard D: The online teacher is able to use a **variety of methods and tools to reach and engage students** who are struggling.
- Standard B: The online teacher is able to effectively use and incorporate subject-specific and **developmentally appropriate technologies, tools, and resources**.
- Standard D: The online teacher is able to **orient students to teacher's instructional methods and goals and invite students to provide feedback on their perceptions** of how they are learning in a course.
- Standard F: The online teacher is able to address learning styles, needs for accommodations, and **create multiple paths to address diverse learning styles and abilities**.
- Standard F: The online teacher is able to use appropriate tools and technologies to **make accommodations** to meet student needs.
- Standard F: The online teacher is able to **communicate with the appropriate school staff** regarding specific accommodations, modifications, or needs as listed in a student's IEP or 504 accommodations, and work in collaboration with others to address student needs.

- Standard I: The online teacher is able to address levels of ability through a **variety of alternative interventions**.
- Standard K: The online teacher is able to use and incorporate **subject-specific and developmentally appropriate software** in an online learning module.
- Standard K: The online teacher is able to create assignments, projects, and assessments that are **aligned with students' different visual, auditory, and hands-on ways of learning**.

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, module lecture, and linked module resource.

***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

- McKnight, K., O'Malley, K., Ruzic, R., Horsley, M. K., Franey, J. J., & Bassett, K. (2016). Teaching in a digital age: How educators use technology to improve student learning. *Journal of Research on Technology in Education*, 48(3), 194-211.
- Justus, M. (2017). The role of pedagogical beliefs in emerging technology integration: An exploratory case study of faculty perspectives. *The Qualitative Report*, 22(2), 499-527.

Discussion (25 points)

Critical Thinking: Making Meaning (75 points)

One of the themes for this course is “making meaning” as a driver for adult learning. In the first video presented in this module, Guy Kawasaki mentions that making meaning is the best way to help manifest and implement your ideas. Making meaning, according to Kawasaki, involves three drivers:

1. Increase the quality of life.
2. Right a wrong.
3. Prevent the end of something good.

For this Critical Thinking Assignment, identify a technology integration initiative or educational technology change that impacts student achievement and engagement and on which you will be instructing or mentoring other teachers.

This initiative or change should be the basis for future assignments and for your Portfolio Project. Consider reading all assignments and project descriptions before making your final initiative or change selection. Some possible initiative ideas are presented in the Portfolio Project description.

Next, apply one of the three drivers that Kawasaki highlighted to how you will present this change or integration idea for the first time. The goal for your presentation is to help make meaning for these teachers and secure buy-in around the ideas you are presenting. If none of these drivers assist you in *helping others* make meaning, then apply another driver.

What to Submit:

Complete the following based on the instructions above:

- Select your technology integration initiative or educational technology change that impacts student achievement and engagement.
- Outline your presentation strategy.
- Create any necessary presentation materials. Ensure your presentation uses one of the suggested drivers (or another one of your choosing) to make meaning. Keep your presentation brief.
- Describe how you envision the overall experience could go. What barriers might you encounter? (You don't have to think about how you might overcome them at this point. We will address this in a future module.)

You may create your presentation materials using MS Word or some other web-based tool. Bear in mind, however, that you must submit a single file to the Week 1 Assignments page. Therefore, if you choose to create a PowerPoint presentation, for example, either incorporate all assignment pieces into that presentation; or, to keep the presentation ready for future use, create just the presentation piece in something like Google Presentations or Prezi. You can then copy the link to your presentation and paste it into an MS Word document, where you will construct the other pieces of the assignment (the outline and description/barriers prediction; i.e., things you wouldn't necessarily want in your presentation should you use it in the future).

Your paper should be 2-3 pages in length and conform to CSU-Global Guide to Writing and APA. Include at least two scholarly references in addition to required readings. The CSU-Global Library is a good place to find these references. Although not required, you may want to consider citing sources in your presentation, as it is wise to support your ideas with research and other evidence.

Module 2

Readings

- Caster, I. (2013, April 7). 5 strategies for managing change in schools. *Teach Thought*. Retrieved from <http://www.teachthought.com/teaching/5-strategies-for-managing-change-in-schools/>
- Google Apps for Education Change Management Guide [Public]. (n.d.). Retrieved from https://docs.google.com/a/csuglobal.edu/document/d/1NrIRPHNOfk5aYyUcj5u_x0f4NiXEEt3iSGItF4SEvq0/edit
- Hoşgörür, V. (2016). Views of primary school administrators on change in schools and change management practices. *Educational Sciences: Theory & Practice*, 16(6), 2029-2055. doi:10.12738/estp.2016.6.0099

Discussion (25 points)

Critical Thinking: Managing Change (75 points)

Using 5-10 images that you either created yourself or found on the internet, construct a change management cycle you could use to represent the technology integration initiative or educational technology change at your school or district that you identified in the Module 1 assignment. Use the images to illustrate each step of the cycle. Based on this illustration, then, propose how you will help to manage change and instruct others in the change process. Keep your target audience in mind! You can create your change management cycle in MS Word, or you can get creative and display your cycle as a web-based infographic. For ideas on how to create an engaging infographic, check out these free infographic-creating tools: Creative Bloq: 8 Free Tools for Creating Infographics.

Your paper should be 2-3 pages in length and conform to CSU-Global Guide to Writing and APA. Include at least two scholarly references in addition to required readings. The CSU-Global Library is a good place to find these references. In addition to your change management cycle graphic, explain how you could use it to help instruct others in the change process.

Module 3

Readings

- Andragogy (Malcolm Knowles). (n.d.). *Instructional Design.org*. Retrieved from <http://www.instructionaldesign.org/theories/andragogy.html>
- Hagen, M., & Park, S. (2016). We knew it all along! Using cognitive science to explain how andragogy works. *European Journal of Training & Development*, 40(3), 171-190.
- Pappas, C. (2013). 8 important characteristics of adult learners. *eLearning Industry*. Retrieved from <https://elearningindustry.com/8-important-characteristics-of-adult-learners>

Discussion (25 points)

Critical Thinking: Pedagogy versus Andragogy (75 points)

You are likely used to instructing children or adolescents. As you have learned in this module, however, those students learn differently than do adults. This will require a shift in both presentation style and approach to instruction and content. How will you make this shift?

Demonstrate your approach to teaching adults by creating a short, 5-to-10-minute video highlighting three to five strategies you plan to use when working with adult learners. Your target audience for this video is other adult trainers who may help you with future training initiatives. Your goal is to demonstrate the difference between teaching K-12 students and K-12 teachers in a way that is tangible and applicable to future training situations. You may use the topic you selected in Module 1 (and built upon in Module 2) to provide context for this video, but the primary goal is to create a short presentation around specific andragogy strategies in general (by incorporating specific and relevant examples).

You can use any video creation software or open source tool you prefer. It should be hosted online, however, and not be a video file (as you will not be able to upload that to the assignment section). For video creating ideas, check out Richard Byrne's technology blog called, Free Technology for Teachers: Excellent Tools for Creating Videos Without Installing Software. You can also record a video and host it on Teacher Tube or YouTube for the purpose of assignment submission. You may also elect to create a screencast video, depending on the concept you are presenting.

Copy the URL to your video and paste it into an MS Word document. Provide a brief outline of your video presentation explaining your concept and why you presented it as you did. Your outline and explanation should be 1-2 pages in length and conform to CSU-Global Guide to Writing and APA. Include at least two scholarly references in addition to required readings. The CSU-Global Library is a good place to find these references.

Module 4

Readings

- McTighe, J., & Wiggins, G. (n.d.). Understanding by design framework. *ASCD*. Retrieved from http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf
- Smith, F. (2012). Analyzing a college course that adheres to the Universal Design for Learning (UDL) framework. *Journal of the Scholarship of Teaching and Learning*, 12(3), 31-61.

Discussion (25 points)

Critical Thinking: Training through UDL and UbD (75 points)

As a learner, think of a time when you were frustrated by bad design. You may pull your example from the real world or from formal learning experiences. Also, feel free to examine instructional design as well as physical design (buildings or roads, for example.) Give at least two visual examples of frustrating design and describe how UbD and UDL could have made the experience better for you. Explain how you might use your experience as an opportunity to demonstrate to other trainers the importance of sound design, especially when creating lessons for adult learners. As with the Module 3 Critical Thinking Assignment, the context for this assignment may be around the change or technology-based initiative that you have identified, but it may also be more generally related to the concept of using UDL and UbD design principles overall.

Your total assignment should be 2-3 pages in length, submitted as a single file, and conform to CSU-Global Guide to Writing and APA. Include at least two scholarly references in addition to required readings. The CSU-Global Library is a good place to find these references.

Module 5

Readings

- Dunlap, J. C. (2014). Down-and-dirty guidelines for effective discussions in online courses. Retrieved from https://www.researchgate.net/publication/252139619_Down-and-dirty_Guidelines_for_Effective_Discussions_in_Online_Courses
- Joo, Y. J., Joung, S., & Kim, E. K. (2013). Structural relationships among E-learners' sense of presence, usage, flow, satisfaction, and persistence. *Educational Technology & Society, 16*(2), 310-324.

Discussion (25 points)

Critical Thinking: Using Protocols (75 points)

For this Critical Thinking Assignment, select a protocol (or create one of your own) and adapt it for a face-to-face, online, or blended learning session for adult learners that you could or *will* actually facilitate around the change or technology integration initiative you identified in Module 1. Include the following components in this assignment:

1. Protocol title.
2. Purpose of protocol.
3. Specific details, including any necessary materials or activity requirements (e.g., meeting room with x-number of chairs, whiteboard for presentation, or online discussion board).
4. Protocol steps.
5. Desired outcome of protocol activity.
6. Challenges you foresee in implementing the protocol (e.g., with your own facilitation skills and comfort level, or the target audience with whom you might use the protocol). How might you overcome these challenges and mitigate implementation hurdles?

This lesson should target a specific aspect of your change or initiative (and not the big picture, as you presented in Module 1). Keep it short and focused.

Your paper should be 2-3 pages in length and conform to CSU-Global Guide to Writing and APA. Include at least two scholarly references in addition to required readings. The CSU-Global Library is a good place

to find these references. Ensure that your ideas are well-organized and in a format that is easy to use and share with others.

Module 6

Readings

- Easton, L. B. (2016). Strategic accountability is key to making PLCs effective. *Phi Delta Kappan*, 98(4), 43-48.
- Provinci, C. (n.d.). Best practices for professional learning communities. *Education World*. Retrieved from http://www.educationworld.com/a_admin/best-practices-for-professional-learning-communities.shtml
- Staff. (2017). How to use social media as teacher PD. *We are Teachers*. Retrieved from <http://www.weareteachers.com/blogs/post/2013/07/29/online-professional-development-a-guide-to-social-media-for-educators>

Discussion (25 points)

Critical Thinking: Creating an Online PLC (75 points)

Part of training teachers how to integrate technology and get comfortable with the idea of creating meaningful online learning experiences for students is supporting those teachers as they dive into such integration and creation processes. Even after you have spent time training other teachers, the work is really just beginning. This is where an active and effective PLC can help.

Create a proposal selecting an online tool to facilitate an online or blended PLC that you could use to provide extended support to teachers around the initiative or change you have selected for previous Critical Thinking Assignments and your Portfolio Project. Identify three to five PLC outcomes; explain why this tool has been selected; and demonstrate how a facilitator could use this tool to meet PLC outcomes, and help learners create meaning and put learned skills into practice. Cite specific examples of how others have used online learning communities like the one you are proposing. Your goal is to build buy-in among potential users of this type of PLC.

Your proposal should target a specific audience (i.e., your school's administration or teacher group), be 1-2 pages in length and conform to CSU-Global Guide to Writing and APA. Include at least two scholarly references in addition to required readings. The CSU-Global Library is a good place to find these references.

Module 7

Readings

- Duggan, T. (n.d.). What is the train the trainer model? *Work*. Retrieved from <http://work.chron.com/train-trainer-model-5463.html>
- Weobong, D. (2016, March). Exploring the "train-the-trainer model." The what, why and hows. *eLeap Software*. Retrieved from <https://www.eleapsoftware.com/exploring-the-train-the-trainer-model-the-what-why-and-hows/>

Discussion (25 points)

Module 8

Readings

- Mills Teacher Scholars RSS2. (2014, March 14). Making meaning around how meaning is made. *Mills Teach Scholars*. Retrieved from <http://millsscholars.org/making-meaning-around-how-meaning-is-made-teacher-scholar-leaders-network-develops-skills-to-support-adult-learning/>
- Seif, E. (n.d.). Make meaning and purpose key elements of teaching and learning. *ASCD Edge*. Retrieved from http://edge.ascd.org/_Make-Meaning-and-Purpose-Key-Elements-of-Teaching-and-Learning/blog/6518582/127586.html

Discussion (25 points)

Portfolio Project: Training Guide for Adult Learners (350 points)

For your final Portfolio Project, you will create a training guide and learning experience that targets a specific training you could (or will) conduct in your school or organization, around a technology integration initiative or educational technology change that impacts student achievement and engagement. (Some examples include: teaching an online course; establishing a one-to-one or bring-your-own-device initiative; training teachers to conduct blended or flipped courses; or training teachers to use whiteboards in the classroom). The goal is that you develop a product that you can actually use when training your colleagues in the technology-related change or integration. Your training guide and learning experience must also encompass the key components presented throughout this course.

Each module contained a component of this project. See the breakdown below. Review instructor feedback on each of these components before constructing your final training guide for submission in Week 8:

1. Making Meaning for a Target Audience (Module 1)
 - a. Highlight the training topic (EdTech change or initiative) you have selected; it should be repeated for context throughout the training guide.
 - b. Identify a target audience.
 - c. Discuss ways to make meaning for adult learners both in general and around the selected training topic.
2. Change Management (Module 2)
 - a. Outline the purpose and importance of change management.
 - b. Display a graphic within your training guide that demonstrates how you will help manage the change initiative for which you are developing training. Keep the target audience in mind.
3. Adult Learning Theory (Module 3)
 - a. Use the video you created in Module 3; or, if you prefer to create a new video, you may do so. Remember it should reflect 3-5 strategies that are effective for teaching adult learners.
 - b. Think of this video not as a lesson regarding the change or initiative you identified in Module 1, but rather as a “how to” guide for facilitating learning for adult learners. The foundation for the video may be your identified topic, but the content of the video

should be about how to address and teach adults. For this video, your target audience will be other adult trainers.

4. Usability and Accessibility (Module 4)
 - a. Include explanations and examples of UbD and UDL design principles.
 - b. Incorporate some visual examples of good design versus bad design.
 - c. Discuss the impact of good design versus bad design.
 - d. Explain how you will use your experience as an opportunity to demonstrate to other trainers the importance of sound design, especially when designing lessons for adult learners.

5. Protocols (Module 5)
 - a. Provide an explanation of what protocols are and how they are used.
 - b. Provide an example of a protocol and how it could be used to facilitate learning around the selected training topic.

6. PLCs (Module 6)
 - a. Create a proposal selecting an online tool to facilitate an online or blended PLC that you could use to provide extended support to teachers around the training topic.
 - b. Explain why this tool has been selected and how a facilitator could use this tool to help learners create meaning and put learned skills into practice. Cite specific examples of how others have used online learning communities like the one you are proposing. Your goal is to build buy-in among potential users of this type of PLC.

7. Sample Training Lesson (Modules 7 and 8)
 - a. Write a short lesson for a specific component or outcome related to your selected training topic. (This could include a lesson on how to use the PLC to network with others around the training topic.) Consider your target audience identified in Module 1 and all of the strategies you have learned about teaching adults.
 - b. Your lesson should be specific and brief; plan for a 10-to-15-minute presentation.
 - c. Create a lesson outline and any materials necessary for the lesson delivery and implementation. This can be done using a Microsoft Office product (e.g., MS Word or MS PowerPoint) or a digital tool of your choosing. Anything hosted online must be submitted as a link pasted into an MS Word document.

Organize your entire training package either in an online setting (e.g., a Google site, a blog, or a wiki) or as a training manual (with live links to any online content you want to share). Make the format usable for *you* and consider what will be most helpful in an actual training situation. You may also want to consider using a format that is easily shared with others (such as, Google docs or Google presentations) and managed for future use.

You are expected to use your Critical Thinking Assignments as the components of this final project, but **revise** them based on the project description and the feedback you receive from your instructor. It is unacceptable to submit your Critical Thinking Assignments without change and out of context, in light of this larger training experience that you are creating for your final project. Make appropriate and necessary changes, and create context and connections between each part in order to create a culminating training guide and learning experience.

Submit your final training guide and learning experience as a single file to the Week 8 Assignments page. If every part of your project is hosted online, submit the link to your project by pasting it into an MS Word document and write a short description about where your project is and how your instructor should access it. Submit that Word document (with link and description) to the Week 8 Assignments page. Ensure any writing and cited sources conform to 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.