Colorado State University GLOBAL CAMPUS

OTL562: ASSESSMENT, DIFFERENTIATION, 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:

Students in this course study a variety of assessment tools and pedagogies of assessment, including formative and summative assessments, and how you conduct these kinds of assessments in the online classroom. Students investigate ways to personalize their lessons and instruction by learning how to differentiate among a diverse student population based on an analysis of student assessment data and in collaboration with appropriate school staff.

Course Overview:

You will investigate ways to personalize your lessons and delivery by learning how to differentiate among a very diverse student population and using the LMS to make differentiation easy and personal. You will also study a variety of assessment tools and pedagogies of assessment, including formative and summative assessments, and how you conduct these kinds of assessments in the online classroom.

Course Learning Outcomes:

1. Integrate methods of differentiation and personalization in the online classroom.
2. Create engaging assessments that accurately reflect student learning.
3. Use data to analyze student learning and monitor progress.
4. Apply research-based instruction practices to create multiple paths to address diverse student learning styles and abilities in online learning environments.

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 m**onitor 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

• 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 s**ubject-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:

None

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

· Lawerence, J., & Zollinger, S.W. (2015). Assessment matters: Enriching design education through online peer critique. *The Journal of Effective Teaching*, *15*(2), 78-86. Retrieved from http://files.eric.ed.gov/fulltext/EJ1077248.pdf
· Sayre, J. (2014, January 8). Building a successful in-district online program. *Edutopia.* Retrieved from https://www.edutopia.org/blog/building-in-district-online-program-jennifer-sayre
· Sayre, J. (2015, January 15). It's time to start an online program. *Edutopia.* Retrieved from https://www.edutopia.org/blog/time-to-start-online-program-jennifer-sayre
· Watson, J., Pape, L., Murin, A., Gemin, B., & Vashaw, L. (2014). Keeping pace with K-12 online and blended learning: An annual review of policy and practices*. Evergreen Education Group*. Retrieved from http://files.eric.ed.gov/fulltext/ED558147.pdf
  o Please read pp. 1-9 (and skim the rest of the document). Bookmark this document for additional readings later in the course.

Discussion (25 points)

Critical Thinking: Title (50 points)
Building an Online Learning Center: LMS Selection

During this class, you will be practicing creating or modifying online differentiated learning and assessment tasks for students. In this module, you will need to select the online Learning Management System (LMS). For this course you have the following options:

- Create an online learning center site that is delivered 100% online.
- Create an online learning center site that supplements a packaged online curriculum that you were provided by your district.
- Modify an online learning center site that enhances a packaged online curriculum that you were provided by your district.
- Create an online learning site that supplements your face-to-face instruction providing students with blended or flipped online resources.

Free LMS options that you may want to consider if your district does not already have an LMS. **NOTE:** This list is not exhaustive; feel free to consider others.

- Moodle: https://moodle.org/
- Haiku Learning - http://www.haikulearning.com/
- Edmodo - https://www.edmodo.com/

You will be creating or modifying an online learning center site throughout this course. You will need to identify your target student population for use during this course.

Differentiation Ideas:

- *Pre-service teacher:* If you are not currently teaching, here are some alternatives to pursue in order to complete each CT assignment and the final project: Volunteer in a local school and collaborate with a partner teacher on a lesson that either you or your partner teacher could deliver in Week 7; implement this lesson during instruction in an alternative setting (e.g., internship, tutoring, Sunday school class, own children, neighbors, after school programs, etc.). Try to make this a *networking* opportunity for future employment possibilities!

If needed, create a course in the selected LMS. **NOTE:** you will need to assist the instructor of this course in also gaining "instructor" rights in your online course in order to support your learning. If you are using your school's LMS, you will need to gain permission and work with the LMS System Administrator on getting the instructor of this course these privileges.

For this assignment you will provide the following in a word document:

- link to your online course; and
- 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 include 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. Your total assignment should be 1-2 pages in length, well written, and conform to *CSU-Global Guide to Writing and APA*, including a cover page. Include at least two scholarly references. The CSU-Global Library is a good place to find these references.

Portfolio Milestone (00 points)

In this course, you will build an online learning center through which you will present a lesson plan.

- In Module 1, you select the LMS or online learning environment in which you would like to build your lesson.
- In Module 2, you begin the design document.
- In Modules 3-6, you build components of the lesson or module in your online learning center.
- By Week 7, you should be ready to deliver your online lesson.

For further details regarding the final Portfolio Project, please refer to the module 8 folder to preview your Portfolio Project assignment. Also, review the final Portfolio Project grading rubric, which can be accessed in the module 8 folder as well.

Module 2

Readings

- Dell, C. A., Dell, T. F., & Blackwell, T. L. (2015, July). Applying universal design for learning in online courses: Pedagogical and practical considerations. *The Journal of Educators Online-JEO*, *13*(2), 166-192. Retrieved from https://doaj.org/article/3af02f4e52994c1d81b7ca52bcbc2e26
- McCarthy, J. (2014, June 10). Students matter: 3 steps to effective differentiated instruction. Retrieved from https://www.edutopia.org/blog/3-steps-effective-differentiated-instruction-john-mccarthy
- National Center on Universal Design for Learning. (2014). What is universal design for learning? Retrieved from http://www.udlcenter.org/aboutudl/whatisudl
- UWF. (2016). Assessment of student learning—Introduction to Bloom's taxonomy. Retrieved from http://uwf.edu/offices/cutla/services-for/assessment/blooms-taxonomy-introduction/

Discussion (25 points)

Critical Thinking: Title (50 points)

Building an Online Learning Center: Design Document

During this class, you will be practicing creating or modifying online differentiated learning and assessment tasks for students. In this module, you will begin developing your online design document and exploring features of the Learning Management System (LMS) identified in module 1. Remember, for this course you have the following options:

- Create an online learning center site that is delivered 100% online.
- Create an online learning center site that supplements a packaged online curriculum that you were provided by your district.
- Modify an online learning center site that enhances a packaged online curriculum that you were provided by your district.
- Create an online learning site that supplements your face-to-face instruction, 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 that works for you or that is required by your district as long as all items within each of the three stages is evident. This needs to function as your lesson or module design document.

As you plan, *remember* that you will be providing students with access to this online learning activity in Module 7 of the course.

In this module you need to:

- Determine which standards will be the target of your online learning center and unpack the standard, if needed.
- Identify the understandings and essential questions around big ideas.
- Identify the student objectives or outcomes for the site.
- 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 for the LMS you chose for each of the three areas:
  - 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 conform to *CSU-Global Guide to Writing and APA*, including a cover page. Include at least two scholarly references. The CSU-Global Library is a good place to find these references.

Module 3

Readings

- McGilvery, C. (2013). Communication technologies: Promoting active online learners. *Education World*. Retrieved from http://www.educationworld.com/a_tech/active-online-learning-communication-tools.shtml
- Myers, J. (2015, April 20). Using your LMS to support differentiated instruction. Retrieved from https://www.gaggle.net/speaks/using-your-lms-to-support-differentiated-instruction/
- Watson, J., Pape, L., Murin, A., Gemin, B., & Vashaw, L. (2014). Keeping pace with K-12 online and blended learning: An annual review of policy and practices. *Evergreen Education Group*. Retrieved from http://files.eric.ed.gov/fulltext/ED558147.pdf
  - Read pp. 70-71
- WebAim. (2017). Introduction to web accessibility. Retrieved from http://webaim.org/intro/

Discussion (25 points)

Critical Thinking: Title (100 points)

Ensuring Accessibility to Content
During this class you will be practicing creating or modifying online differentiated learning and assessment tasks for students. In this module, you will begin developing your online design document and exploring features of the Learning Management System (LMS) identified in Module 1.

For this course you have the following options:

- Create an online learning center site that is delivered 100% online.

- Create an online learning center site that supplements a packaged online curriculum that you were provided by your district.
- Modify an online learning center site that enhances a packaged online curriculum that was provided by your district.
- Create an online learning site that supplements your face-to-face instruction, providing students with blended or flipped online resources.

In this module you are responsible for:

- Developing a graphic or table, based on the constraints of your chosen LMS, for how you will organize and manage content to ensure accessibility by all students. This graphic needs to include:
  o organization, management, and navigation of content;
  o LMS tools that will be used in the course; and
  o accessibility features that will be included.
- List of collaboration ideas for working with colleagues, parents, and counselors in ensuring student success.

As you plan, *remember* that you will be providing students with access to this online learning activity in Module 7 of the course.

Combine your LMS graphic and your collaboration ideas into one document to submit to your instructor. Your total assignment should be one to three pages in length, well written, and conform to *CSU-Global Guide to Writing and APA*, including a cover page. Include at least two scholarly references. The CSU-Global Library is a good place to find these references.

Module 4

Readings

·   Office of Educational Technology. (2016). National education technology plan. Retrieved from https://tech.ed.gov/netp/

·   Students at the Center Hub. (n.d.). Student-centered assessment guide: Self-assessment. Retrieved from https://studentsatthecenterhub.org/resource/student-centered-assessment-guide-self-assessment/

Discussion (25 points)

Critical Thinking: Title (100 points)

Building Assessments Directly Aligned to Content Standards

As you plan your assessment, *remember* that you will be providing students with access to this online learning activity in Module 7 of the course.

In this module, you are responsible for using the lesson/module design document guide that you started in Module 2. In this module, you are going to add to that lesson/module design document and begin building your online learning center.

Add the following to the lesson/module design document that you began in Module 2:

Determine how you will measure student learning around the learning objectives and outcomes that were identified in Module 2.

1. Identify the product or tangible evidence of student understanding (e.g., authentic performance-based task, essay, constructed response, selected response, etc.) in your online learning center.
2. Identify a way for students to self-assess (e.g., formal or informal, individual or group, etc.) in your online learning center.
3. Describe the plan for differentiating at least one assessment approach for students with different levels of expectations and/or individualized learning needs.

Begin building your online learning center using the LMS reviews that you conducted in Modules 1-3 (e.g., navigation, management, organization, tools, etc.). **NOTE:** Refer to the Course Syllabus and the iNACOL standards to ensure that you meet the quality online teaching standards in your online learning center.

Add the following to the online learning center this week:

- Determine organization and navigation, including how to get started in the online center learning.
- In the learning center first page, explicitly list the standard, objective, and/or outcomes for the leaning.
- Determine where in your learning center organization the understandings and essential questions around the big ideas being taught should be added and add them.
- Determine how you will measure student learning around the learning objectives and outcomes that were identified in Module 2.
  o Design the product or tangible evidence of student understanding (e.g., authentic performance-based task, essay, constructed response, selected response, etc.) in your online learning center.
  o Design a way for students to self-assess (e.g., formal or informal, individual or group, etc.) in your online learning center.
  o Differentiate at least one assessment approaches for students with different levels of expectations and/or individualized learning needs.

Submit your course design document to your instructor. Your total assignment should be one to five pages, including both Module 2 and Module 4 content, in length.

The instructor will link to your online learning center using the login information that you provided to him or her in Module 1. If there are any changes, please let the instructor know.

The Lesson or Design Document Planning Guide and the content on the online learning center need to be well written, and conform to *CSU-Global Guide to Writing and APA*, including a cover page. Include at least two scholarly references. The CSU-Global Library is a good place to find these references.

Module 5

Readings

· Daggett, W. R., & Gendron, S. A. (2015, June). Rigorous learning: Bridging students from our classrooms to successful lives. Retrieved from

http://www.leadered.com/pdf/2015MSC_BridgingStudentsFromOurClassroomstoSuccessfulLives.pdf

· Pappas, C. (2015, July 6). Differentiated instruction in eLearning: What eLearning professionals should know. Retrieved from https://elearningindustry.com/differentiated-instruction-in-elearning-what-elearning-professionals-should-know

· University of Virginia. (2016). What is differentiated instruction? Retrieved from http://differentiationcentral.com/what-is-differentiated-instruction/

Discussion (25 points)

Critical Thinking: Title (100 points)

Learning Plan

As you plan the learning that will take place, *remember* that you will be providing students with access to this online learning center in Module 7 of the course.

In this module, you are responsible for using the lesson/module design document guide that you started in Module 2. You are going to add to that lesson/module design document and begin building your online learning center.

Add the following to the lesson/module design document that you began in Module 2:

Determine how you will measure student learning around the learning objectives and outcomes that were identified in Module 2 and the assessments from Module 4.

- Identify learning activities that differentiate ways to convey ideas and help students assimilate new learning.
- Identify learning activities that use a variety of methods and tools to reach and engage students.
- Integrate a plan for using subject-specific and developmentally appropriate software, tools, and resources.
- Identify learning activities that address learning styles and needs for accommodations, and that create multiple paths to address diverse learning styles and abilities.
- Plan for assignments and/or projects that are aligned with students' different visual, auditory, and hands-on ways of learning.
- Intentionally integrate rigor, relevance, and relationships in your planning.

Begin building your online learning center activities using the LMS reviews that you conducted in Modules 1-3 (e.g., navigation, management, organization, tools, etc.) and the organization, navigation, outcomes, and assessments that you added in Module 4. Begin adding the following to the online learning center this week. **NOTE:** Refer to the Course Syllabus and the iNACOL standards to ensure that you meet the quality online teaching standards in your online learning center.

The number of learning activities needed to cover the following may vary based on your content area and age group.

- Design learning activities that differentiate ways to convey ideas and help students assimilate new learning.
- Design learning using a variety of methods and tools to reach and engage students.

- Integrate subject-specific and developmentally appropriate software, tools, and resources.
- Design learning activities that address learning styles and needs for accommodations, and that create multiple paths to address diverse learning styles and abilities.
- Create assignments and/or projects that are aligned with students' different visual, auditory, and hands-on ways of learning.
- Design learning that is intentional about using Rigor and Relevance.

Submit your course design document to your instructor. Your total assignment should be one to eight pages, including Module 2, Module 4, and Module 5 content, in length.

The instructor will link to your online learning center using the login information that you provided in Module 1.

The Lesson or Design Document Planning Guide and the content on the online learning center need to be well written, and conform to *CSU-Global Guide to Writing and APA*, including a cover page. Include at least two scholarly references. The CSU-Global Library is a good place to find these references.

Module 6

Readings

- Krasnoff, B. (2016, March). Culturally responsive teaching. *Region X Equity Assistance Center at Education Northwest*. Retrieved from http://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching.pdf
- Lin, W., & Yang, S. (2015). Effects of online culturally responsive pedagogy: Collaborative learning between college tutors and indigenous high school students. *Journal of Research in Education Sciences, 60*(4), 223-253. DOI 10.6209/JORIES.2015.60(4).08

Discussion (25 points)

Critical Thinking: Title (50 points)

Online Learning Center Enhancements

In this module you will use instructor feedback from Modules 1-6 to add to, and refine, your online learning center, ensuring that it is also culturally responsive. As you enhance your site, *remember* that you will be providing students with access to this online learning center next week, Module 7, of the course.

In this module, you are responsible for using the lesson/module design document guide that you started in Module 2. In this module, you are going to add to that lesson/module design document and begin building your online learning center.

Add the following to the lesson/module design document that you began in Module 2:

Determine how you will measure student learning regarding the learning objectives and outcomes that were identified in Module 2, assessments from Module 4, and learning plan from Module 5.

- Identify feedback strategies for your learning activities, discussion, announcements, assessments, etc.

Begin building your online learning center activities using the LMS reviews that you conducted in modules 1-3 (e.g., navigation, management, organization, tools, etc.) and the organization, navigation, outcomes, and assessments that you added in module 4 and learning activities that were added in module 5. Begin adding the following to the online learning center this week. **NOTE:** Refer to the Course Syllabus and the iNACOL standards to ensure that you meet the quality online teaching standards in your online learning center.

The number of learning activities needed to cover the following may vary based on your content area and age group.

- Ensure that your learning activities and assessments are culturally responsive.
- Use instructor feedback from Modules 1-5 and add to or tweak your online learning center.

Submit your course design document to your instructor. Your total assignment should be one to nine pages, including Module 2, Module 4, Module 5, and Module 6 content, in length.

The instructor will link to your online learning center using the login information that you provided to them in Module 1.

The Lesson or Design Document Planning Guide and the content on the online learning center need to be well written, and conform to *CSU-Global Guide to Writing and APA*, including a cover page. Include at least two scholarly references. The CSU-Global Library is a good place to find these references.

Module 7

Readings

· IES. (2009, September). Using student achievement data to support instructional decision making. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf
  o Read pp. 10-26. Browse the remainder of the document for areas of interest or deeper exploration.
· Knutson, J. (2016, August 23). 6 tech tools that boost teacher-parent communication. Retrieved from https://www.commonsense.org/education/blog/6-tech-tools-that-boost-teacher-parent-communication

Discussion (25 points)

Critical Thinking: N/A

No Critical Thinking Assignment for Module 7

Instead **you will be providing students with access to the online learning center this week.**

In Module 8, you will be required to **gather student perception data** concerning your e-learning design, content, and instruction. You may want to **look ahead at the module 8 content** because you will need to gather their input in either Modules 7 or 8, so that you can use it in your Portfolio Project.

The Portfolio Project will include a self-reflection for continuous improvement:

You will be required to describe what went well in the implementation of your online learning center. What changes would you make to improve and based on what evidence, around each of the four stages? What were the student perceptions of your e-learning design, content, and instruction (provide an analysis of their feedback data here in table or graph form)? What are the next steps for you in becoming better at differentiating your e-learning instructional approaches for *all* learners in your classes? You will need to use research to support your choices and ideas.

Your Portfolio Project will be due in full in Module 8. Please review the Portfolio Project Description, which is accessible from Module 8, and the Portfolio Project Rubric, which can be accessed from Module 8 folder as well.

Module 8

Readings

- Advocates for Children of New York. (2012, June). Essential voices: Including student and parent input in teacher evaluation. Retrieved from http://www.advocatesforchildren.org/sites/default/files/library/essential_voices_june2012.pdf?pt=1
  - Read pages 2-8 and review Appendices A and B.
- Trinidad Garza Early College High School. (2016, June 4). Student surveys: Using student voice to improve teaching and learning. Retrieved from https://www.edutopia.org/practice/student-surveys-using-student-voice-improve-teaching-and-learning

Discussion (25 points)

Portfolio Project (350 points)

Throughout this course, your Critical Thinking and Discussion Board assignments ask you to design/redesign certain elements of an online learning center site based on your design document. The culmination of these experiences will serve as the basis for your analysis and discussion in this final Portfolio Project.

Your online learning center must include the following:

1. An explicit and easy-to-navigate organizational system, including how to get started in the online center learning.
2. In the learning center first page, an explicit list of the standard, objective, and/or outcomes for the learning.
3. An explicit description of the understandings and essential questions around the big ideas being taught.
4. Product or tangible evidence of student understanding (e.g., authentic performance-based task, essay, constructed response, selected response, etc.) in your online learning center.
5. Student self-assessment (e.g., formal or informal, individual or group, etc.) in your online learning center.
6. Differentiation of at least one assessment that accommodates for students with different levels of expectations and/or individualized learning needs.
7. Learning activities that differentiate ways to convey ideas and help students assimilate new learning.
8. A variety of methods and tools to reach and engage students.

9. Integrated subject-specific and developmentally appropriate software, tools, and resources.
10. Learning activities that address learning styles and needs for accommodations, and that create multiple paths to address diverse learning styles and abilities.
11. Assignments and/or projects that are aligned with students' different visual, auditory, and hands-on ways of learning.
12. Learning that is intentional about using rigor and relevance.
13. Learning activities and assessments that are culturally responsive.
14. Timely and growth-oriented feedback provided to students (added in modules 7 and/or 8).

Additionally, this portfolio project must include a self-reflection for continuous improvement added to your Lesson/Module Design Document Guide. This reflection must include:

- Explain what went well in the implementation of your online learning center.
- What changes would you make to improve and based on what evidence, around each of the four stages?
- What were the student perceptions of your e-learning design, content, and instruction (provide an analysis of their feedback data here in table or graph form)?
- What are the next steps for you in becoming better at differentiating your e-learning instructional approaches for *all* learners in your classes?
- Use research to support your choices and ideas.

Submit your final Lesson Module Course Design Document Guide to your instructor.
The instructor will link to your online learning center using the login information that you provided to him or her in Module 1.

The Lesson or Design Document Guide and the content in the online learning center must be well written, and conform to *CSU-Global Guide to Writing and APA*, including a cover page for the design document guide. A minimum of six sources must be cited and integrated to support your thinking and ideas. The CSU-Global Library is a good place to find sources.

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

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

Course Grading

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.