

# Instructional Design for Online Educators™

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## Overview

This document contains information specific to the course. For general information on PLS Classes including our academic integrity policy and more, please visit this URL: [PLSClasses.com/our-courses/syllabi](https://PLSClasses.com/our-courses/syllabi).

## Course Description

Instructional Design for Online Educators™ Online focuses on the principles and best practices of successful online course design. Participants practice specific instructional design skills with multiple learning tools. Through class activities, collaboration with colleagues, and dedicated coaching from the course instructor, participants will develop an online unit and prepare to develop an online course.

## Course Materials

For on-site and remote learning courses, each participant will receive a folder of materials along with access to digital materials. Upon registration, participants may choose to receive a printed participant manual in addition to the digital version.

Participants will receive access to digital materials prior to the first day of class. For remote learning classes, printed materials will be sent to the participant's provided address. For on-site classes, printed materials will be distributed on the first day of class.

Online class materials will be accessible through the learning management system (LMS).

## Course Outcomes

Upon completion of this class, the learner will be able to:

1. Compile the standards that will be addressed in the online course and unit being created.
2. Compare various instructional design models, including ADDIE and Backwards Design.
3. Organize content on the macro and micro levels by outlining and chunking course content into units.

4. Compose specific, measurable goals/objectives/outcomes for one unit.
5. Align content in the unit being created to all appropriate standards.
6. Review available open-source content resources.
7. Choose appropriate online tools and content resources for his/her online unit.
8. Develop purposeful, authentic, non-Google-able assessment(s) for one unit.
9. Construct grading rubrics for summative assessment(s).
10. Clearly define student expectations regarding participation and online activity.
11. Organize the online course with clear learning path(s) and a consistent structure/style.
12. Create a unit for his/her online course.

## Course Topical Outline

	List of Concepts
<b>Organizing Content</b>	Backward design basics, national/state standards review and alignment, course goal/outcome development, content choices and chunking, unit objectives
<b>Selecting Content and Assessments</b>	Curate open source content; review online tools for collaboration, presentation, and assessment. Assessment fundamentals of alignment, authenticity, choice, and scoring tools/rubrics
<b>Relationship between Course Design and Instruction</b>	Plan instruction, curate multiple paths through content, tool selection
<b>Building the Course</b>	Online course structure and organization, student expectations and syllabus, course building, and content layout

## Course Portfolio Assessments

### Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Participants will complete a course project designed to strengthen professional practice and extend knowledge related to the specific content of the course. This project is divided into multiple grade activities to be completed throughout the term.

Additional learning activities include whole-group and small-group discussions and assessments for a total of 132 points.

Assessment Title	Pts.	Correlations to Course Outcomes
Introductions and Control	5	
Analyzing Instructional Design Models	5	2
Terminology Trials	5	1, 4
Defining and Chunking Your Course	5	3
Choose Your Unit	5	1, 4, 5
Online Tool Wiki	5	6, 7
Assessment Ideas	5	8
Measuring the Immeasurable?	5	8
2- 4 Unit Assessment	5	8, 9
Gain Attention: Engaging Opening	5	7
Assessment Review	5	6, 7, 11
Designing Lessons	5	2
Comparing Online Course Formats	5	11
Student Expectations	5	10

Syllabus	10	10
Unit Plan	20	12
Course Project	32	2
Total	132	

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