



**ED 500**

**Designing an Online Classroom**

**Course Format:** Online

**Grade Type:** Pass/Fail ( Grade B equivalent, ≥80% mandatory for Pass)

**Instructor Name & Contact Information:** David Beyers | [david@gfspd.com](mailto:david@gfspd.com) | (989) 350-3040

**Catalog Description:** Graduate topics in education. Each has a subtitle; no subtitle may be repeated for credit. Counts for M.Ed. credit with approval of Program Director.

**Additional Course Description:**

This workshop is designed to give participants an opportunity to learn how to effectively develop and instruct a virtual classroom by making use of free resources available on the Internet. Participants will develop curriculum, acquire resources for uploading, review best-practice design models, and produce an e-course that will be readily available for implementation.

**Required Text(s) and Other Materials:** None.

**Course Objectives:**

- Explore a variety of learning management systems (LMS).
- Determine the LMS that fulfills the needs of your desired ecourse.
- Incorporate multiple best-practice design models into lessons for your ecourse.
- Develop curriculum along with resources that will be incorporated into your ecourse.
- Evaluate current web resources including OER, WAVE, and copyright compliance material.

**STUDENT LEARNING OUTCOMES (SLOs):**

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in	2

teaching.	
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

### Course Requirements:

Topic	Learning Activities (Read & Watch)	Discussion (Post & Reply)	Assignment(s) (Research & Apply)	Hours
Topic 1: Getting Started	LMS Exploration (Edmodo, Moodle, Weebly, Google, etc.)  (4 hours)	LMS Compare and Contrast  (3 hours)	Course Set-up  (4 hours)	11
Topic 2: Design Models	Design Model Exploration (ADDIE, Gagne, ARCS)  (3 hours)	Design Model Analysis  (3 hours)	Lesson Conversion (in LMS)  (4 hours)	10
Topic 3: Objectives and Assessments	Review of Common Core and other standards.  Aligning to Bloom's Taxonomy  (3 hours)	Lesson Plan Idea: Peer Review  (3 hours)	Lesson Assessments (in LMS)  (4 hours)	10
Topic 4: Learning Objects	Finding resources  Copyright concerns  Open Education Resources (OER)  Accessibility  (3 hours)	Resource Review  (3 hours)	Learning Activities (in LMS)  Reflection Paper  (8 hours)	14

<b>Total</b>	45
--------------	----

**Grading:**

Grading Breakdown:

Discussion (4 @ 5pts/each)	<b>20 points</b>
Course Set-up	<b>25 points</b>
Lesson Conversion	<b>20 points</b>
Lesson Assessments	<b>20 points</b>
Learning Activities	<b>15 points</b>
Reflection Paper	<b>20 points</b>
Total	<b>120 points</b>

Grading Scale:

96-120 pts	Satisfactory
<96 pts	Unsatisfactory

**Rubrics:**

Discussions (5 points):

<b>Criteria</b>	<b>Emerging</b>	<b>Competent</b>	<b>Proficient</b>
Initial Post (3 pts)	Initial post fails to address all of the required prompts.  0-1 point	Initial post addresses all of the required prompts.  Application of course content is sufficient.  2 points	Initial post clearly and fully addresses all of the required prompts.  Demonstrates thoughtful application of course content.  3 points
Responses (2 pts)	Responses to classmates are missing or insufficient.  0 points	Responses to classmates are sufficient.  1 point	Responses to classmates seek to further the discussion in meaningful ways.  2 points

Course Set-up (25 points):

<b>Criteria</b>	<b>Emerging</b>	<b>Competent</b>	<b>Proficient</b>
LMS Selection (5 pts)	Not done  0 points	Participant chose one of the approved LMS.  3 points	Participant chose one of the approved LMS and provided a rationale for his or her choice.  5 points
Course Creation (10 pts)	Failed to create, name, describe, or otherwise outline a course in the LMS.  0-5 points	Course contains a name and brief description, but structure and purpose may be unclear.  6-8 points	Course name is clearly indicated and an effective course description is provided.  The general purpose and structure of the course is clear.  9-10 points
Instructor Access (5 pts)	No access was given to the instructor of this course.  0 points		Student access has been provided to the instructor of this course.  5 points
General Access (5 pts)	Link/login information was incorrect or missing.  0 points		Course link and all pertinent login/signup information is provided for other students to enroll.  5 points

Lesson Conversion (20 pts):

<b>Criteria</b>	<b>Emerging</b>	<b>Competent</b>	<b>Proficient</b>
Design Model Selection (5 pts)	Not done  0 points	Participant chose one of the identified design models.  3 points	Participant chose one of the identified design models and provided a rationale for his or her choice.  5 points

Lesson Plan (5 pts)	Does not include all necessary components, and/or  Does not include all stages of the chosen design model.  0-2 points	Lesson contains all necessary components.  Stages of the chosen design model are generally evident, but not clearly labeled.  3-4 points	Lesson contains all necessary components (objectives, materials, activities, assessments).  Each stage of the chosen design model is identified and clearly labeled.  5 points
Reflection (5 pts)	Fails to identify potential benefits and difficulties associated with the redesigned lesson.  0-2 points	Generally addressed potential benefits and difficulties associated with the redesigned lesson.  3-4 points	Clearly identifies potential benefits and difficulties associated with the redesigned lesson.  5 points
Inclusion in LMS (5 pts)	No link is included, or link does not point to future “home” of the lesson in the LMS.  0-2 points	Includes a link to where the lesson will appear in the chosen LMS, but lesson structure is not evident.  3-4 points	Includes a link to where the lesson will appear in the chosen LMS.  Lesson components and/or outline is provided in the LMS.  5 points

Lesson Assessments (20 points):

<b>Criteria</b>	<b>Emerging</b>	<b>Competent</b>	<b>Proficient</b>
Lesson Objectives (5 pts)	General objectives might be identified, but the source(s) of those objectives may not be evident.  0-2 points	1-2 Common Core or other applicable standards are clearly identified in the lesson introduction (within the LMS).  3-4 points	A minimum of three Common Core or other applicable standards are clearly identified in the lesson introduction (within the LMS).  5 points
Assessments (5 pts)	Lesson assessments are missing, incomplete, or not aligned to objectives.  0-2 points	Lesson assessments are available in the LMS but may not be clearly aligned to learning objectives.  3-4 points	Lesson assessments are available in the LMS and clearly aligned to learning objectives.  5 points

Justification (10 pts)	Missing, or fails to adequately address assessment strategy.	Outlines how the assessments were designed/chosen to meet the specific lesson objectives.	Clearly outlines how the assessments were designed/chosen to meet the specific lesson objectives.
	0-2 points	3-4 points	Addresses the role of assessment within the chosen design model.  5 points

Learning Activities (15 points):

Criteria	Emerging	Competent	Proficient
Learning Activities (5 pts)	Necessary learning activities and resources are missing or incomplete.  0-2 points	All necessary learning activities and resources are available within the LMS.  3-4 points	All necessary learning activities and resources are available within the LMS, clearly labeled, and easy to navigate to.  5 points
Accessibility and Copyright (10 pts)	Fails to adequately meet accessibility guidelines and copyright obligations.  0-5 points	With minor exceptions, all learning activities meet accessibility guidelines and copyright obligations.  6-8 points	All learning activities meet accessibility guidelines and copyright obligations.  9-10 points

Reflection Paper (20 points):

Criteria	Emerging	Competent	Proficient
Organization & Formatting (10 pts)	Questions are just randomly placed with no logical order.  3 or more errors in formatting  0-5 points	Reflection is smooth and placed in order.  1-2 errors  6-8 points	Logical progression of the theme throughout delivering a seamless response to all criteria.  No errors  9-10 points
Question Responses (10 pts)	Minimal response to question criteria.  0-5 points	Criteria covered.  6-8 points	Descriptive detail justifying the response to all questions.  9-10 points

**Incomplete Grades:**

**Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.**

**Student Conduct:** Students are required to follow the policies set within the Student Code of Conduct at CSU-Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

**Accommodations:**

Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

**Academic Dishonesty:**

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student Services and Enrollment Management who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student Services and Enrollment Management's decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

**Mandatory Reporting:**

Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website ([www.csupueblo.edu/institutional-equity](http://www.csupueblo.edu/institutional-equity)).