



ED 500

Distance Learning: From Construction to Instruction

Course Format: Online

Grade Type: Pass/Fail (Grade B equivalent, $\geq 80\%$ mandatory for Pass)

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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:

The goal of this course is to provide participants with a framework of the skills, strategies, and tools necessary for designing, building, and facilitating a fully online or blended learning experience for students of all levels, identities, backgrounds and beliefs. The course begins with a focus on the shifting mindset, qualities, and skills required of teachers transitioning from a traditional classroom to an online or blended classroom, as well as an exploration of the Digital Divide and its implications and impact on students in this new learning environment. Participants will take this foundation through the remainder of the course as they examine strategies and tools for designing the structure, content, assessment strategy, and interactions that make up an effective online or blended classroom. Throughout the course, participants will also be asked to reflect on their prior experience and apply the concepts and skills they learn to improve and adapt current practices for the online and blended learning environments.

Participants will build out critical components of what will become their online or blended classroom, justifying the tools and strategies they choose to employ. These tasks will demonstrate the participant's knowledge of the various strategies and resources explored throughout the course and leave them well on their way to the creation of an effective online or blended environment.

Required Text(s) and Other Materials: None.

Course Objectives:

- Define the roles of the teacher in creating and facilitating an online or blended classroom environment.
- Explore the impact of the Digital Divide on student learning and classroom instruction.
- Employ effective design models, concepts, strategies, and tools in the creation of an online/blended learning classroom.
- Outline a plan for the creation and facilitation of an engaging online/blended learning community.

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 teaching.	2
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
Week 1: Preparing to Teaching Online	Mindsets and Qualities of Effective Online Teachers Necessary Technology Skills Understanding the Digital Divide (4 hours)	Shifting Roles (3 hours)	Challenges and Opportunities (4 hours)	11

Week 2: Course Design	Instructional Design Models Evaluating Technology Tools Course Design and Layout (4 hours)	Transitioning Environments (3 hours)	Build Your Course, Part 1 (4 hours)	11
Week 3: Course Content	Assessment Strategies for Online/Blended Learning Providing Effective Feedback Online Evaluating Learning Materials and Activities (4 hours)	Learning Object Evaluation (3 hours)	Build Your Course, Part 2 (4 hours)	11
Week 4: Facilitation and Interaction	Setting Expectations Building Community Creating Engagement (4 hours)	Building an Engaging Learning Community (3 hours)	Course Plan Reflection (5 hours)	12
Total				45

Attendance/Participation:

In order to be in attendance during the week, you must post at least one message to the weekly thread on the discussion board by Thursday night of each week. Messages such as “I agree” or “Good job” do not qualify as substantive. I am looking for messages which further develop the content of discussion.

Grading:

Grading Breakdown:

Discussion (4 @ 10 pts/each)	40 points
Challenges and Opportunities	20 points
Build Your Course, Part 1	20 points
Build Your Course, Part 2	20 points
Course Plan	20 points

Reflection	20 points
Total	140 points

Grading Scale:

112-140 pts	Satisfactory
<112 pts	Unsatisfactory

Rubrics:

Discussions (10 points/each):

Criteria	Emerging	Competent	Proficient
Initial Post (5 pts)	Initial post fails to address all of the required prompts. 0-2 points	Initial post addresses all of the required prompts. Application of course content is sufficient. 3-4 points	Initial post clearly and fully addresses all of the required prompts. Demonstrates thoughtful application of course content. 5 points
Responses (5 pts)	Responses to classmates are missing or insufficient. 0-2 points	Responses to classmates are sufficient. 3-4 point	Responses to classmates seek to further the discussion in meaningful ways. 5 points

Challenges and Opportunities (20 points):

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations
Challenges (10 pts)	Clearly identifies two ways that online/blended learning might worsen the effects of the Digital Divide	Identifies two ways that online/blended learning might worsen the effects of the Digital Divide 6-8 points	Identifies one way that online/blended learning might worsen the effects of the Digital Divide	Fails to clearly identify any potential effects of the Digital Divide. 0-2 points

	Demonstrates thoughtful consideration and application of course content 9-10 points		3-5 points	
Opportunities (10 pts)	Clearly identifies two ways that online/blended learning might lessen the effects of the Digital Divide Demonstrates thoughtful consideration and application of course content 9-10 points	Identifies two ways that online/blended learning might lessen the effects of the Digital Divide 6-8 points	Identifies one way that online/blended learning might lessen the effects of the Digital Divide 3-5 points	Fails to clearly identify any potential effects of the Digital Divide. 0-2 points

Build Your Course, Part 1 (20 points):

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations
Required Components	Includes at least three distinct classroom “spaces” and a clear and engaging structure that is easy to navigate and understand 4 points	Includes three classroom “spaces” and a usable structure. 3 points	Includes 1-2 classroom “spaces” AND/OR Course structure is often confusing or inefficient 2 points	No clear classroom spaces and/or structure 0-1 points
Course Access and Design (Step 1)	Clear directions are provided for accessing the course	Clear directions are provided for accessing the course	Course access directions were unclear or incomplete	Course access directions were missing Fails to address the

	<p>Thoughtfully evaluates the chosen learning management system and course design based on the provided criteria</p> <p>Demonstrates a clear understanding of key concepts and ideas</p> <p>7-8 points</p>	<p>Fully addresses the prompts about chosen learning management system and course design</p> <p>5-6 points</p>	<p>Generally addresses the prompts about chosen learning management system and course design</p> <p>3-4 points</p>	<p>prompts about chosen learning management system and course design</p> <p>0-2 points</p>
Reflection (Step 2)	<p>Thoughtfully evaluates the mindsets, qualities, and skills employed to design and build the classroom</p> <p>Clearly addresses both benefits, drawbacks, and impact of culture on course design</p> <p>Demonstrates a clear understanding of key concepts and ideas</p> <p>7-8 points</p>	<p>Identifies the mindsets, qualities, and skills employed to design and build the classroom</p> <p>Fully addresses both benefits, drawbacks, and impact of culture on course design</p> <p>5-6 points</p>	<p>Mindsets, qualities, and skills employed to design and build the classroom are identified, but lack specificity</p> <p>Generally addresses both benefits, drawbacks, and impact of culture on course design</p> <p>3-4 points</p>	<p>Fails to identify the mindsets, qualities, and skills employed to design and build the classroom</p> <p>AND/OR</p> <p>Fails to address the benefits, drawbacks, and/or impact of culture on course design</p> <p>0-2 points</p>

Build Your Course, Part 2 (20 points)

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations
Course Access (Part 1)	Clear, simple directions are provided for accessing the course 4 points	Directions are provided for accessing the course 3 points	Course access directions were unclear or incomplete 2 points	Course access directions were missing 0-1 points
Assessment and Feedback (Part 2)	Includes at least one formative and one summative assessment that each clearly align to the stated objectives Outlines a thoughtful and effective feedback plan Thoughtfully evaluates assessment strategy and feedback plan based on the provided criteria 7-8 points	Includes at least one formative and one summative assessment Outlines a feedback plan Fully addresses the prompts about assessment strategy and feedback plan 5-6 points	Includes one formative OR one summative assessment Feedback plan is unclear or incomplete Generally addresses the prompts about assessment strategy and feedback plan 3-4 points	Assessments are missing or incomplete; AND/OR Feedback plan is missing, AND/OR Fails to address the prompts about assessment strategy and feedback plan 0-2 points
Learning Materials and Activities (Part 3)	Clearly outlines the process used to design, locate, and/or evaluate chosen materials and activities - specifically addressing issues	Clearly outlines the process used to design, locate, and/or evaluate chosen materials and activities	No clear process seems to have been used to design, locate, and/or evaluate chosen materials and activities	Fails to outline the process used to design, locate, and/or evaluate chosen materials and activities; AND/OR

	<p>surrounding copyright, accessibility, and equity.</p> <p>Thoughtfully evaluates the selection of learning materials and activities based on the provided criteria</p> <p>7-8 points</p>	<p>Fully addresses the prompts about the selection of learning materials and activities</p> <p>5-6 points</p>	<p>Generally addresses the prompts about the selection of learning materials and activities</p> <p>3-4 points</p>	<p>Fails to address the prompts about the selection of learning materials and activities</p> <p>0-2 points</p>
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Course Plan (20 points):

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations
Part 1: Design	<p>Clearly addresses the required prompt.</p> <p>Demonstrates thoughtful consideration of the audience and course content</p> <p>5 points</p>	<p>Generally addresses the required prompt</p> <p>4 points</p>	<p>Addresses required prompt, but lacks detail or focus</p> <p>2-3 points</p>	<p>Fails to address the required prompt</p> <p>0-1 points</p>
Part 2: Technology	<p>Clearly addresses all required prompts.</p> <p>Demonstrates thoughtful consideration of the audience and course content</p>	<p>Generally addresses all required prompts</p> <p>4 points</p>	<p>Addresses required prompts, but lacks detail or focus</p> <p>2-3 point</p>	<p>Fails to address all required prompts</p> <p>0-1 points</p>

	5 points			
Part 3: Facilitation	Clearly addresses all required prompts. Demonstrates thoughtful consideration of the audience and course content 5 points	Generally addresses all required prompts 4 points	Addresses required prompts, but lacks detail or focus 2-3 point	Fails to address all required prompts 0-1 points
Part 4: General Reflection	Clearly addresses the required prompt. Demonstrates thoughtful consideration of the audience and course content 5 points	Generally addresses the required prompt 4 points	Addresses required prompt, but lacks detail or focus 2-3 point	Fails to address the required prompt 0-1 points

Reflection (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

Late Work:

An assignment is late if it is not turned in at the place, date, and time established by the professor. All assignments turned in late will result in a reduction of 20% of possible points for each day late. The professor understands that at times there are extraordinary circumstances that occur and should be taken into consideration. These circumstances must be shared with the professor before the due date (and not the night before) in order for any extension to be given.

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).