

School for New Learning/DePaul University
Master of Arts in Educating Adults

Designing Online Learning, GFDIS, EA 547
Summer, 2019

1. Instructor: Susan Neustrom, Ed.D.

SNEUSTRO@depaul.edu 630-408-4038, available by appointment or before or after face to face class.

2. Course Dates: 06/20/2019-08/22/2019; Three on-campus sessions (three hours each) : Thursdays, 06/20; 07/18; 08/15 + directed independent study in-between using D2L. (on-campus sessions, 5:45pm-9:00pm)

3. Course Location: Loop Campus

4. Course Description

This course functions as a Graduate Faculty-Directed Independent Study/GFDIS. (See MAEA Guidebook for general GFDIS details.) It addresses the process of designing effective, learner-centered online offerings such as webinars, workshops, or modules for use in formal education or training settings. Using adult learning principles, best practices, and backward planning, learning outcomes, content, and assessments are developed and delivered in a virtual environment. Formal and informal learning communities are explored using social media for learner engagement and interaction. The instructor incorporates interactive lectures and group discussions. Assessment criteria and rubrics guide feedback for ongoing learning as well as for final evaluation of performance. Students will have an opportunity to design an offering specifically applicable to their needs and interests with regard to helping adults learn.

5. Learning Competencies & Outcomes,

At the end of this GFDIS, student will be able to:

1. Compare and contrast content delivery in a virtual environment and face-to-face.
2. Develop a content map for online course design and development from a learner's perspective.
 - a. Prioritize and chunk content for high and low impact on students to lessen learner anxiety.
 - b. Explain the value of developing a learning guide and the benefit to the learner and the instructor.
3. Plan and write learning outcomes aligned with content to define module development.
4. Use adult learning principles to develop content, activities, and assessments.
 - a. Identify, select and provide rationale for strategies and tools used to deliver online learning in a virtual environment.
 - b. Research and analyse a variety of multimedia tools for online instruction to engage diverse learning styles.

- c.
5. Incorporate social media in online learning for building a learning community.
 6. Reflect on personal experience of learning to provide insight into new skills acquired and challenges conquered.

6. Learning Strategies & Resources

The Graduate-Faculty Directed Independent Study (GFDIS) offers a variety of learning strategies for student engagement and professional development. Methods include:

- Interactive lectures, group discussions, small group work, reflection, learning assessments.

Readings and research.

The following textbook/Readings are required:

Smith, R. M. (2014). *Conquering the content: A blueprint for online course design and development*. San Francisco, CA: Jossey-Bass. ISBN 978-1-118-71708-0.

Vai, M. & Sosulski, K. (2016). *Essentials of online course design: A standards-based guide*. (2nd ed.) New York, N.Y.: Routledge. ISBN 978-1-138-78016-3

Articles (PDF file included in D2L)

Geiman, D. (2011). Developing online training: dispelling the myths. *Corrections Today*, 73 (3), 16-18.

Jain, P., Jain, S., & Jain, S. (2011). Interactions among online learners: A quantitative interdisciplinary study. *Education* 131 (3), 538-544.

Mensch, S. & Carnahan, C. (2014). Free multimedia tools for the online classroom. *Insights into a Changing World Journal*, 2014 (4), 68-72.

Miron, E. & Ravid, G. (2015). Facebook as an academic teaching aid: Case study and recommendations for educators. *Journal of Education and Technology & Society*, 18 (4), 371-384.

Walker, D.S., Lindner, J.R., Murphrey, T.P., & Dooley, K. (2016). Learning management system usage. *Quarterly Review of Distant Education*, 17 (2), 41-50.

Website

www.essentialsofonlinecoursedesign.com

7. Learning Deliverables

The learning deliverables of this GFDIS are designing, developing, and delivering an online educational offering, seven group discussions, and six reflection papers.

Online Educational Offering

Students should select a topic relevant to their interest to design and develop an online educational offering. The offering will be developed throughout the course following an

online development system including a content map, learning guide, prioritizing, chunking, learning objectives, assessments, and activities. In week five, 07/18/19, a video of the course introduction will be presented in class and in week nine, 08/015/19, the course will be shared with peers in class.

Learning Competencies 2, 2a, 3, 4, 4a, 4b, 5.

Group Discussions

Seven online group discussions will be offered in this course. Students are expected to post a one page initial response to the discussion and participate in group discussions responding to a minimum of one classmate's post. Response should be substantial adding value to the discussion by sharing an experience, posing a questions, or providing additional information through scholarly resources. First response due Sunday at 11:59pm and response to peers due Wednesday at 11:59pm.

Learning Competencies 1, 2b, 4a, 4b.

Reflection papers

Six reflection papers will provide students an opportunity to assess learning, identify challenges, and consider how to apply concepts in the workplace. Each reflection paper is one page and should demonstrate a student's personal insight of learning. Students will post the reflection papers in the dropbox at the close of module two, four, six, eight, and ten. Due Sunday at 11:59pm.

Learning competencies 6.

8. Assessment of Student Learning

Student learning will be assessed by active participation throughout the course with interactive lectures and group discussions, adherence to module instructions and assignment guidelines, following due dates for assignment submission, and academic integrity. A rubric for each assignment will be used for students to evaluate their own work.

Late Assignments

The expectation is that students will adhere to the assignment due dates. No late assignments are accepted unless prior arrangements are made and approved by the instructor. Students who, due to emergency, miss a session need to negotiate the absence with the instructor—will be expected to offer a proposal regarding how the work/content of the session will be “made-up.” Any absence of two or more 3-hour sessions, or meeting assignment due dates, will require retaking the course. No late work will be accepted after 08/28/2019.

9. Grading Criteria & Scale

<p>Exceptional (4.0/A)</p> <p><i>reserved for excellent work that meets all deadlines</i></p>	<p>-participation and contribution exceeding course requirements.</p> <p>-For onground class: oral and written contributions drawn from thoughtful analysis of personal experience...AND solid, documented investigation into the literature—inclusive of, and <u>in addition to</u>, assigned readings. Online classes must also have participation, with students posting and being in the course at least 3-4 times weekly.</p> <p>-dynamic listening/speaking; writing with few—if any—errors; exceptional engagement & initiative in contribution to personal and group learning in both on-ground and online classes.</p>
<p>Strong (3.0/B)</p> <p><i>basic proficiency</i></p>	<p>-participation and contribution solidly meeting course requirements.</p> <p>-oral and written contributions drawn from personal experience...AND documented reference to the literature—primarily assigned readings in both on-ground and online classes.</p> <p>-active listening; focused speaking/writing; punctual/involved participation in on-ground classes and punctual/involved participation in online classes.</p>
<p>Satisfactory (2.0/C)</p> <p><i>minimal proficiency</i></p>	<p>-participation and contribution minimally addressing course requirements.</p> <p>-oral and written contributions drawn from personal experience...with little, if any, documented reference to the literature.</p> <p>-basic interpersonal skills; basic speaking/writing; laissez-faire sporadic attendance in both on-ground and online classes.</p> <p>◆NOTE: Grades of C- (or lower) do not qualify for application to graduate study. Further, a <u>cumulative-GPA</u> of 3.0/B is required for eventual degree completion.</p>
<p>Unsatisfactory. (D/F)</p>	<p>-unsatisfactory/insufficient completion of course. (Course must be retaken in order to qualify for degree completion.)</p>

<i>Incomplete (IN)</i>	-“Incompletes” (IN) are rare and are assigned only in cases involving clearly exceptional and unforeseen circumstances as negotiated between the student and the instructor prior to the course’s Final Deadline Date and as recorded within a “ <i>Contract for the Issuance of an Incomplete (IN) Grade</i> ” completed, signed and dated by both the student and instructor. (See Grades under Graduate Student Resources at www.snل.depaul.edu).
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***Course Requirements**

Online discussions	35 (7 @ 5 points)
Reflection papers	25 (5 @ 5 points)
Content Map	10
Video Introduction	10
Course Development / Presentation	20

100 Points

*Fractional points will be rounded to the higher grade.

Coursework will be graded on the following scale:

Final Percentage	Letter grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Grades of C or better are required to complete the course.

10. Course Schedule

Module	Meeting date or online	Major Topic	Course Component/Assignment	Assignment due
One	On Campus 06/20/2019	<i>Introduction to Online Content Development</i>	Read and follow all instructions in Learning Module One Read article: Developing Online Training, Dispelling the Myth Online Ice Breaker	In class activity: Prepare to teach something to the class Discussion of online vs Face-to-face
Two	Online 06/27/2019	<i>Learning Management System</i>	Read and follow all instructions in Learning Module Two	Complete weekly discussion posting and respond to one or more students

			<p>Read Introduction and Lesson One in Conquering the Content</p> <p>Read article: Learning Management Usage</p> <p>Read Chapter one in Essentials of Online Course Design. Review Chapter one in www.essentialsofonlinecoursesdesign.com</p>	Post one page reflection of learning
Three	Online 07/04/2019	<i>Mapping Content</i>	<p>Read and follow instruction for Learning Module Three</p> <p>Read Lesson Two in Conquering the Content</p>	<p>Create a content map for your course</p> <p>Complete weekly discussion posting and respond to one or more students</p>
Four	Online 07/11/2019	<i>Video Course Introduction</i>	<p>Read and follow instructions in Learning Module Four</p> <p>Read Chapter two in Essentials of Online Course Design Review Chapter two in www.essentialsofonlinecoursesdesign.com</p>	<p>Create an outline and script for your introduction to your course</p> <p>Complete weekly discussion posting and respond to one or more students</p> <p>Post one page reflection of learning</p>
Five	On campus 07/18/2019	<i>Blueprint of Learning Guide</i>	<p>Read and follow instructions in Learning Module Five</p> <p>Read Lesson Three in Conquering the Content</p> <p>Read Chapter six in Essentials of Online Course Design</p>	<p>In class activity: Present video of course introduction</p> <p>Develop a learning guide for topics in course</p>

			Review Chapter six in www.essentialsofonlinecoursesdesign.com	Class discussion of Learning Guides
Six	Online 07/25/2019	<i>Engaging the Learner</i> <i>Prioritizing Features of Online Course</i>	Read and follow instructions in Learning Module Six Read Lesson Four in Conquering the Content Read Chapter five in Essentials of Online Course Design Review Chapter five and Appendix A in www.essentialsofonlinecoursesdesign.com . Read article: Interaction among online students	Complete Index of Learning Style Questionnaire Complete weekly discussion posting and respond to one or more students Post one page reflection of learning
Seven	Online 08/01/2019	<i>Chunking Course Content</i>	Read lesson five in Conquering the Content Review Chapter eight, Assessment and Feedback, and chapter nine, Building the Course Foundation: Outcomes, Syllabus, and Course Outline, in www.essentialsofonlinecoursesdesign.com .	Prioritize and chunk content for your course Complete weekly discussion posting and respond to one or more students
Eight	Online 08/08/2019	<i>Learning Communities and Online Tools</i>	Read article: Facebook groups as an Academic Teaching Aid, Free Multimedia Tools for online classroom Read Chapter Seven in Essentials of Online Course Design Review Chapter seven, Resources that Engage in www.essentialsofonlinecoursesdesign.com	Complete weekly discussion posting and respond to one or more students Post one page reflection of learning

Nine	On campus 08/15/2019	<i>Course Delivery</i>	Read Chapter ten in Essentials of Online Course Design Review Chapter ten, Creating the Course Structure: Online Lessons, in www.essentialsofonlinecoursesdesign.com	Present your course in class Peer review of course
Ten	Online 08/22/2019	<i>Course Improvement Techniques</i> <i>Reflection of Learning</i>	Read Lesson six in Conquering the Content	Post one page reflection of your experience designing and developing an online course.

11. Course Policies

Participation

Participation is expected and required at all sessions, both in class and online. Such participation for on-ground classes includes attending class, being prompt, prepared and focused while fully contributing advanced levels of interpersonal/collaborative interaction (listening, rapport, inquiry, insight, respectfulness, etc.). Participation online includes participating in the online discussions at least several times weekly and turning in assignments to the instructor by the due dates.

Students not participating posting to the online course modules for two or more modules—these are time-based and two or more unexcused absences will also result in failure in the course, unless there is appropriate (SNL accepted) documentation, or retaking the course will be required.

Syllabus Changes

Changes to the originally published course syllabus used to select/register for this course will be communicated on D2L news in the first week of the course.

This course includes and adheres to the college and university policies described in the links below:

[Academic Integrity Policy](#) (UGRAD)

[Academic Integrity Policy](#) (GRAD)

[Incomplete Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

[APA citation format](#) (GRAD)

12. Course Resources

[University Center for Writing-based Learning](#)

[SNL Writing Guide](#)

[Dean of Students Office](#)

13. Instructor Brief Bio

Dr. Susan Neustrom is a part time faculty and a past a project advisor for SNL/DePaul University, as well as part time faculty at another university. She holds a Bachelor of Science in Business Management from National Louis University and a Master of Science in Organizational Leadership with a concentration in training and development. Dr. Neustrom received her doctorate in education in Organizational Leadership from Argosy University and has developed several graduate and post graduate online courses. She is a published author of a book, peer-reviewed journal, and several conference proceedings and keynote speaker for academic conferences and professional associations. Presently, she is Director of Foundation for a non-profit organization.