



Web Instructor Certification

Part II: How to Develop Online Course Materials

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(Course will consist of 6 weeks online interactive instruction)

Course Syllabus

Welcome to **Region 4 ESC's "Web Instructor's Training: Part II."** The purpose of this six weeks online course, *How to Develop Online Course Materials*, is to provide online instructors with practical and useful experiences in developing supportive instructional materials for their online curriculum.

Course Description

Increasing online course success will require teachers to learn not only how to teach asynchronously; but, also how to write and develop support content for this unique venue of instruction. This course's modules will deepen one's understanding of the instructional design components making up high-quality web-based lessons. It is **imperative** that online subject-matter is clear, concise, and easy to navigate. **The purpose of this professional development course is to guide participants through a logical progression of the instructional design process and for them to experience the systematic steps in analyzing, designing, developing, implementing and evaluating a web-based lesson or unit.** Online instructors must become fully functional and comfortable within the online interface with which they will be teaching.

Terminal Objectives

At the completion of this course, the participant will be able to:

- **Complete** a basic Needs Assessment (Module One)
 - **Prepare** a Syllabus for an online course (Module Two)
 - **Write** specific Goals, Terminal Objectives, and Performance Objectives for an identified lesson or unit (Module Three)
 - **Develop** an interactive lesson plan designed to promote active learning (Module Three)
 - **Understand** TEACH Act, Copyright and Fair Use Laws as they apply to the online classroom (Module Four)
 - **Construct** a letter asking permission to link or use online material (Module Four)
 - **Design a complete instructional lesson or unit (final course outcome)** (Module Five)
 - **Work** within the Blackboard interface as an instructor (Modules One - Five)
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Learning Activities

Various learning activities will be used to accomplish the course objectives:

- **Readings** and **introducing** materials will establish distance education methods and concepts
 - **Messaging** within the Bb interface and **discussing** within online forums will facilitate community building
 - **Sharing** course materials will encourage participants to review and revise their work
 - **Modeling** best practices will introduce participants to online instructional strategies and techniques
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Evaluation

In order to measure the extent to which participants attain the objectives of this course, the following will be required:

I. Blackboard Assignments

Each participant will be given a Blackboard account within which to work as an instructor. Each will be responsible for developing the following instructional and interactive areas of these accounts:

- **Information Area**
- **Communication Area**
- **Accountability Area**
- **Assessment Area**
- **Content Area**

II. Needs Assessment

Before an online course can be taught and effective lessons designed, the course developer must become knowledgeable of the learner, State instructional standards, missing gaps in the program of study, and the needs of instruction to fill curriculum gaps.

III. Syllabus and Orientation Guide

The syllabus will lead participants through an online course's overview of activities, teacher expectations, and student responsibilities. It should include the following:

- **Welcome message**
- **Course description**
- **Student responsibilities, procedures, and guidelines**
- **Grading procedures**
- **Course calendar**
- **Student support/management information**
- **Course Materials/Hardware/Software requirements**
- **Special considerations**
- **Instructor information**
- **Technology contingency plan**

IV. TEACH Act, Copyright, and Fair Use

When making decisions to use copyright materials, online instructors will need to exercise judgment and a working knowledge of copyright guidelines.

- What is the **purpose** and **character** of use?
- What is the **nature** of the copyrighted work to be used?
- How much or what **proportion** of the copyrighted work will you use?
- What is the **effect** of your use on the market or value of the copyrighted work?

V. Goals and Terminal Objectives

The first step in writing an online lesson is to decide what are the **goals**, terminal **objectives**, and **conditions** necessary to perform the learning tasks. Methods for **evaluation** must also be addressed before the lesson and related activities can be developed.

VII. Interactive Lesson Plan

The Interactive Lesson Plan should include the following:

- **Projected time**
- **Module activity**
- **Type of interaction**
- **Method of delivery**
- **Learning Styles addressed**

VIII. Sample Course Unit/Lesson

Participants are required to develop an original lesson and/or unit. This lesson/unit should be designed to meet **all** interactive standards for active online learning:

- **Terminal and Performance Objectives**
- **Assignments and Activities**
- **Discussion Board Questions**
- **Lecture Notes/Study Guide**
- **Evaluation of Student Performance (Summative)**
- **Evaluation of Unit Effectiveness (Formative)**
- **On-line Resources and Links for Students (Webliography)**
- **Proof of permission to use or link**

IX. Participation and Collaborative Activities

Designed to help participants understand what it **"feels"** like to be a student in the online environment:

- **Participate in discussion board related activities including weekly "Water Cooler" forums**
- **Keep reflective journals**
- **Participate in peer reviews and other collaborative activities**

X. Observation of Online Teaching Techniques

Designed to help instructor new to the online environment understand how to motivate and encourage active learning

- **Reflections from the instructor**
 - **Modeling of effective motivational techniques**
 - **Modeling of the eight levels of interactivity necessary to "generate" learning**
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Method of Evaluation

Each participant will submit all required activities to the course instructor for review. Once submitted, the instructor will return the submission with suggestions for improvement. Credit will be given for completion of the activity once the course participant has revised the activity and posted it to the Discussion Board for selected peer review.

Learners will earn participation credit for reflective journals and discussion board involvement. In order to receive certification, participants must be present and actively engaged during the entire course.

- Credit will be given once the course participant has revised the activity and posted it to the Discussion Board for selected peer review (10 points each). **(Note: Credit for submissions will not be given automatically.)**
 - Participants earn credit for each required reflective journal (10 points each) and required discussion board forums (30 points each: 10 for original posting and 20 for two responses to peer postings). ***Lack of participation may result in not being granted 18 CPE's upon the course's completion.***
 - Participants **are required to post within the general discussion forum (Water Cooler)** a minimum of 3 times a week at 10 points for each posting (original or response) for a total of 150 points.
 - Participants will submit a formal evaluation of a final lesson/unit using the appropriate form. A credit of 10 points will be given.
 - Participants will demonstrate a working knowledge of the Blackboard interface. (10 points for each assignment area will be given.) **A Blackboard account checklist with required areas is located in Module One's Supporting Documents.**
 - **Participants must complete a lesson/unit.** (See course content checklist requirements Module Five.) (50 points)
 - Participants are to submit an End-of-Course Survey (10 points) before a Certificate of Completion and 18 CPE's are issued.
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Attendance

Participants are required to attend the course on a regular basis. Credit (1 point) will be given for each day present. Each participant is expected to participate a minimum of 4 out of 7 days for each module's attendance periods. (An overall total of 30 days will be required.) ***Not attending may result in the participant not being granted 18 CPE's upon the course's completion.*** Instructional modules will begin on Monday. Participants will be notified in advance of any module extensions.

Course Requirements

Pre-requisite

Participants must have successfully completed Web Instructor Certification, Part I

Computer Configuration

Course participants should have access to a computer with the following minimum standards:

- Pentium with Windows 95 or Power Mac with System 8.5
- 56 K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64 MB memory RAM
- Hard drive with 40-50 MB space available
- 15" monitor, 800 X 600, color or 16 bit
- Sound card/speakers
- Keyboard and mouse
- Netscape Communicator 4.61 or Microsoft Internet Explorer 5.0 for PC with plug-ins
- Netscape 4.61 for Mac with plug-ins

Skills Required

Course participants should have a basic knowledge of the following:

- Sending and receiving email/messages
- A working knowledge of the Internet
- Proficiency in word processing
- Basic knowledge in computer operation
- Willingness to produce and share content