

Meridian Learning Solutions, LLC

Online Course Design and Development I Seven Week Course

Course Price: \$525.00

Course Description:

Module 1: The Learner

This module provides information on the following topics: Learner Characteristics; Cognitive Styles; Learning Styles; and Multiple Intelligences. The learner will apply the concepts in this module by choosing teaching and learning strategies to accommodate various cognitive styles, stages of learning, learning styles, and intelligences for one module of instruction for an online course in his/her content area.

Module 2: Domains of Learning

This module also provides information on the following topics: Background Information; The Cognitive Domain; The Affective Domain; and The Psychomotor Domain. The learner will apply the concepts in this module by creating a list of learning and teaching activities for each level of the Cognitive Domain for one module of instruction for an online course in his/her content area.

Module 3: Learning Outcomes and Instructional Objectives

This module also includes information on the following topics: Background Information and Writing Instructional Objectives. Writing Instructional Objectives includes information on Audience; Behavior (Verbs for the Cognitive Domain, Verbs for the Affective Domain; and Verbs for the Psychomotor Domain); Condition; and Degree. The learner will be apply the concepts in this module by creating a minimum of four instructional objectives derived from one learning outcome in his/her content area addressing at least four levels of the Cognitive Process Dimension (using ABCD format). The instructional objectives will be for one module of instruction of an online course.

Module 4: Interaction

This module includes information on the following topics: Background Information; Text-based Documents; Power Point® and Power Point® Add Ins/Plug Ins; Graphics, Images, and Photos; Audio, Video; Screen Capture and Screen Recording; Podcasting; Case-based Instruction; Animation; Simulation and Virtual Reality; Games; Learning Objects and Online Lessons; Web Quests; Papers and Projects; Portfolios; Journals; Online Resources; Online Resources by Discipline; and Additional Instructional

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Resources. The learner will apply the concepts in this module by selecting methods of content delivery, learning strategies, and teaching strategies to facilitate student-content interaction for one module of instruction of an online course in his/her content area. This module includes information on the following topics: Online Discussion; Group Learning; Peer Teaching; Role Play; Blogs; Wikis; and Chats. The learner will also apply the concepts in this module by selecting methods of student-student interaction for one module of instruction of an online course in his/her content area. This module also includes information on the following topics: Instructor Interaction Before Instruction; Instructor Interaction During Instruction; and Instructor Interaction After Instruction. Instructor Interaction After Instruction will also address the topics of Best Practices for Providing Feedback and Characteristics of Effective Feedback. The learner will also apply the concepts in this module by identifying effective feedback that could be used to: address the positive aspects of a student's work, address the areas that need improvement in a student's work, and motivate a student.

Module 5: Online Assessment and Grading Rubrics

This module includes information on Grading Rubrics including: Advantages to Students, Advantages to Educators, Design Strategies for Course Implementation, Steps for Creating and Implementing a Rubric, and Online Resources for Rubrics. This module also includes information on Online Assessment including Best Practices for Creating Online Tests/Exams. The learner will apply the concepts in this module by creating a grading rubric.

Contact Hours/CEUs:

65 contact hours/ 6.5 CEUs

Prerequisites:

Students enrolling in this course should have an interest in teaching online. Participants enrolling in the course should have basic knowledge of using the Internet, using e-mail, and creating word processing documents. Successful completion of Getting Started in Online Education is also required prior to enrolling in this course.

Time Commitment:

Participants can expect to spend 9-10 hours per week on course work.

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Learning Outcomes:

1. Identify the learner characteristics that should be considered in online course development, design, and implementation.
2. Differentiate between the various cognitive styles.
3. Choose teaching and learning strategies to accommodate the various cognitive styles.
4. Differentiate between the various learning styles.
5. Choose teaching and learning strategies to accommodate the various stages of learning.
6. Choose teaching and learning strategies to accommodate the various learning styles.
7. Differentiate between the various multiple intelligences.
8. Identify the uses of Bloom's Taxonomy.
9. Identify behaviors as belonging to the Cognitive, Affective, or Psychomotor Domain.
10. Differentiate between the Dimensions and Categories of the Cognitive Domain
11. Differentiate between the levels of the Affective Domain
12. Differentiate between the levels of the Psychomotor Domain
13. Create a list of activities addressing each level of the cognitive domain.
14. Distinguish between learning outcomes and instructional objectives.
15. Write instructional objectives.
16. Identify the factors that should be considered when delivering course content and choosing learning and teaching strategies for the online course.
17. Identify methods of student-content interaction and the resources to incorporate student-content interaction into the online course.
18. Identify the uses, advantages, and disadvantages for specific student-content methods/strategies.
19. Select methods of content delivery, learning strategies, and teaching strategies to facilitate student-content interaction for one module of instruction.
20. Identify methods of student-student interaction and the resources to incorporate student-student interaction into the online course.
21. Identify the advantages, disadvantages, and strategies for incorporating specific student-student methods/strategies in an online course.
22. Select methods of student-student interaction for one module of instruction of an online course in content area.
23. Identify methods of student-instructor interaction that should be incorporated into the online course.
24. Identify examples of effective feedback.

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25. Identify important factors in regards to online assessment.
26. Identify the purposes, uses and advantages of using grading rubrics as determined by a score of 100% on the corresponding assignments and assessments.
27. Identify important factors in regards to creating and implementing grading rubrics as determined by a score of 100% on the corresponding assignments and assessments.
28. Design a grading rubric.

Instructor Information:

Name: Lisa Harrell PT, MAED, DPT

Education:

Bachelor of Science in Physical Therapy- ECU 1991

Doctor of Physical Therapy- ASHS 2005

Masters Degree in Adult Education- ECU 2006

Biography:

This instructor designs, develops, and teaches online courses at both the undergraduate and doctoral level, serving as an adjunct online instructor, course designer, and course developer over the past several years. This instructor founded Meridian Learning Solutions, LLC in 2008 and is the author of this course. Her content areas are allied health, physical therapy, and online education.

Teaching Awards:

Outstanding Online Instructor of the Year-2006

Online Faculty of the Year-2007