MODEL TEACHING®
Education for Better Educators

Online Learning:
Introductions in Online Lesson Design & Delivery

COURSE SYLLABUS

MODEL TEACHING

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1 Semester Credit
Course Credit Provided Through Our Partner UMass Global

Course Offered in Partnership With UMass Global

UNIVERSITY PARTNER	CREDITS	REGIONAL ACCREDITATIONS	COURSE NUMBER
University of Massachusetts Global A nonprofit affiliate	1 Graduate Level Semester Credit	WASC SENIOR COLLEGE AND UNIVERSITY COMMISSION (WSCUC)	EDRU 9062

Clear, Template-Based Course Format.

We know teachers are busy. That's why we make our course format as straightforward as possible.

- **Template-based assignments with no long essays** – we want you to focus on the learning content seamlessly and hassle-free. You'll get high-quality learning without wasting time on long, open-ended essays.
- **No busy work** – our template prompts are designed to give you an easy way to showcase your learning so you can focus more on the content and come away with a plan of action.
- **Streamlined & standardized course format** – from video lessons to built-in live chat with our instructors; once you complete one course with us, you will know exactly what's expected for the rest of your courses.

Fast & Convenient. Start Immediately & Work At Your Own Pace.

On a tight timeline? We can help! With ultra-fast credit/transcript processing and rolling credit processing, you can make your salary advancement deadline.

- **Pick your courses & get started** – start immediately or wait to begin in the semester of your choice.
- **Ultra-fast credit & transcript processing** – get your transcripts fast. We will help you meet your salary advancement deadline.
- **1 full year of course access** – you will have a full year to choose and work on your courses. Our course bundles allow you to control when you begin your learning and in which semester.
- **100% online** – with our video-based lessons and content, you will not have to wait for textbooks or specific start times. You can begin your learning as soon as you register!

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COURSE TITLE:

ONLINE LEARNING: INTRODUCTIONS IN ONLINE LESSON DESIGN AND DELIVERY

Credit/ Hours: 1 Graduate-Level Semester Credit

Credit- hour equivalency. This course is a 1-credit hour course that consists of 15 hours of in-seat time. Model Teaching courses can be completed at your own pace, and your transcript will reflect the semester in which your credits are processed. Courses include reading content, watching content videos, reviewing resources, and participating in activities throughout the course. See the Course Outline later in this syllabus for a detailed look at the course structure and components.

Each Model Teaching-partnered University is regionally accredited and offers continuing education courses to educators. These courses are post-baccalaureate credit courses that are designed primarily for professional development, salary advancement, and license renewal purposes. All credit- granting online university partnered courses taken through Model Teaching will include access to graduate- level semester credits with an official transcript and letter grade.

COURSE DESCRIPTION

This introductory-level course is an essential start for any teacher wishing to transition some or all of their lesson instruction into an online format. In this course you will learn what effective online learning looks like at any grade level and how to plan online lessons while ensuring security, a sense of community, effective communication, and equity for all students. You will review the types of content delivery platforms and tools and choose the right online platform(s) for your individual online classroom needs. At the end of the course you will build a week-long online learning lesson plan, ready for immediate use in their classroom. You will apply these ideas to an implementation process through an action plan design, resource development and analysis of research to view applicability in the classroom. A final implementation plan will allow you to showcase how you plan to specifically implement course ideas into a current or future classroom.

COURSE OBJECTIVES

Participants will be able to:

i. Define what effective online learning looks like at any grade level

ii. Plan effective online lessons while ensuring online safety, a sense of community, and equity for all students

iii. Identify the types of content delivery platforms and tools sufficient for your content area and grade level, and choose the right online platforms for your students

iv. Design an action plan for a future classroom

v. Design a supporting resource that helps the online learning lesson and then plan for implementation of the resource alongside the action plan

vi. Analyze research that supports the use of digital and online instruction, and examine how the research impacts the classroom

COURSE OUTLINE

Section 1 Instructional Content

Lesson Delivery: What is Online Learning? Completion of the content video, readings, and resources review.
Discussion Board Reflection: Identify the current resource you have available and anticipate challenges in fulling moving to an online environment.

Section 2 Instructional Content

Lesson Delivery: Communication & Community. Completion of the content video, readings, and resources review.
Discussion Board Reflection: Develop a community building plan for your online students.

Section 3 Instructional Content

Lesson Delivery: The Logistics of Online Learning. Completion of the content video, readings, and resources review.
Quiz: Questions to check for understanding of the section content. Quizzes are automatically scored and provide detailed feedback on answer choice rationale.
Discussion Board Reflection: Design your cooperative learning strategy and independent work strategy and define your assessment plan.

Section 4 Instructional Content

Lesson Delivery: Content Delivery Methods. Completion of the content video, readings, and resources review.
Discussion Board Reflection: Select the learning platform and online resources for the planned online lessons.

Putting it All Together

Action Plan: Completion and submission of an online learning unit plan template. An action plan template and a sample will be provided to you to assist you in completing this module.

Applying What You Have Learned

Further Reading, Videos, and Resources: Review additional resources, tools, and suggested reading that focuses on online learning or online resources, tools, and platforms discussed in this course.

Resource Design: Creation of a specific resource that is related a component of the planned lesson involving online instruction. After your action plan design, you will analyze the required components for implementation success and select areas for resource development critical for consistent implementation. After analysis of suggested resources and articles referencing components of your action plan, design and upload a resource specific to support your success in implementation. A resource design planning template will be provided to guide in rigorous and applicable final resources. Instructor feedback provided. You will upload a self- created resource specific to support ideas for implementation of course concepts. A resource design planning template will be provided to guide you in the resource design process.

Research Connections Reflection: Reading and analysis of peer- reviewed research, cited academic books, or cited educational articles aligned to course concepts. An analysis template will be provided to assist you in guiding your thinking and analysis and can be used as an outline for your submitted response.

Implementation Tasks: Review a recap of the course content and takeaways from the course, then plan for what implementation of course concepts in the classroom might look like. You can choose to implement your ideas, request a colleague to analyze your ideas, or self- reflect on your ideas for implementation.

Implementation Project Plan: Compile all content ideas from the course and plan a series of action steps to describe implementation. A Final Implementation Planning Template will be provided to help you plan the critical components to consider for implementation, and to aid you in your final response which will also include a reflection and summary of the ideas in the course.

MODEL TEACHING RESOURCES INCLUDED IN THIS COURSE

These resources, tools, & templates are designed to help you utilize and implement the course concepts in your classroom.

- ✓ Online Teaching & Learning Self Reflection with Sample
- ✓ Online Course Pacing Guide-By Subject with Sample
- ✓ Online Course Pacing Guide-By Schedule with Sample
- ✓ Student Participation Reflection with Sample
- ✓ Course Outline for Parents with Sample
- ✓ Weekly Parent Communication Template with Sample
- ✓ Online Learning Safety Plan with Sample
- ✓ Online Community Building Strategy Plan with Sample
- ✓ Synchronous vs. Asynchronous Online Teaching
- ✓ Logistics Plan for Online Learning with Sample
- ✓ Online Learning Lesson Plan Template with Sample
- ✓ Online Learning Unit Plan Template with Sample
- ✓ Effectiveness Rubric
- ✓ Implementation Observation Checklist with Sample
- ✓ Online Resources
- ✓ Resource Design Template
- ✓ Article Analysis Template
- ✓ Classroom Implementation Plan

REQUIRED EXTERNAL RESOURCES

N/A. All articles, resources, and instructional content are provided within the course modules.

CREDIT HOUR CALCULATIONS

	Estimated Contact Time/ Seat Time (hrs)
Instructional Content (Course lessons, quiz, discussion)	9
Action Plan Project & Feedback	2
Resource Design & Feedback	1
Research Connections Writing & Feedback	1
Final Implementation Project Plan & Feedback	2
Total Hours:	15

GRADING

Grading Breakdown for this Course:

Module	Points
Quizzes (10 points each)	10
Discussion Board Reflections (10 points each)	40
Action Plan	100
Resource Design	50
Research Connections	50
Final Implementation Project Plan	100
Total	350

This course provides a letter grade using a ten-percentage point grading scale. A grade of A= 90%-100% You must earn 315 points or higher in this course to receive an A. A grade of B= 80%- 89%. You must earn 280 points to 314 points in this course to receive a B. A grade of B or higher is required for credit. A grade of unsatisfactory is any score below 80% or 280 points and does not provide credit. Grading rubrics can be downloaded in the introduction module of each course within your course dashboard or at the link here: https://www.modelteaching.com/rubrics

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COURSE SUBMISSIONS

All submissions must be performed within the Model Teaching course platform. If you need assistance in submitting assignments, please contact us.

TECHNOLOGY REQUIREMENTS

Courses are held 100% online. You should have access to a compatible web browser (such as Google Chrome, Microsoft Edge, Apple Safari, and/or Mozilla Firefox) and a word processing tool or reader (such as Microsoft Word and/or Google Docs). While our course platform does support mobile devices, for the best user experience, we recommend using a desktop or laptop computer to complete courses. You can review our technology requirements along with other frequently asked questions at our FAQ page here: https://www.modelteaching.com/faq

TECHNICAL QUESTIONS

If you need personal assistance or have technical questions, you can contact us by accessing the support feature built into our course platform, chat with us online, email us at courses@modelteaching.com, or chat with us.

COMPLIANCE WITH THE AMERICAN DISABILITIES ACT

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, any participant that has a permanent or temporary condition that might affect their ability to complete the course should contact us at courses@modelteaching.com upon enrollment. We will make reasonable accommodations or modifications to the course.

ACADEMIC INTEGRITY

Participants are responsible for fully interacting with the course content, modules, resources, readings, and assignments. All responses, projects, and other assignments are the sole responsibility of the course participant, and plagiarism or cheating are not tolerated. Submissions should be your own work and design, and all submissions and assignments should be completed independently. Any outside sources should be properly cited. If you have questions about what constitutes plagiarism or cheating, you should contact us at courses@modelteaching.com.

Why Model Teaching?

Courses Focused on Relevant Teaching Content That You Can Actually Use

We focus our professional development courses on what's important to you: relevant content focused on specific teaching strategies & evidence-based instructional best practices. Earn pre-approved PD hours and regionally-accredited academic credit through our university partner UMass Global.

Clear, Straight-Forward Lessons Designed by Experienced Educators

Our courses provide high-quality content in a format that makes it easy for developing teachers to learn new skills and methods for use in their own classroom. Our courses are designed to provide effective professional development for busy teachers in a format that makes learning easy.

Comprehensive, Ready-To-Use Resources, Tools, & Templates Provided With Every Course

Each course comes with a variety of resources, tools, graphic organizers, activities, student lesson content, and lesson templates you can use to immediately implement your new training in your own classroom. If not teaching, simply save your resources for future use.

Immediately Implement What You Have Learned

For teachers who are currently teaching, we provide step-by-step support and real-world examples that you can use immediately in your classroom or school, along with implementation resources. Not teaching? No problem! You do not have to be currently teaching to take our courses.

What are Model Teaching Courses Used For?

- ☑ Salary Advancement
- ☑ Teaching License Renewal
- ☑ Instructional Improvement
- ☑ Great for Current Teachers & Teachers Not Currently Teaching

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EDUCATION
FOR BETTER EDUCATORS

THIS TRAINING COURSE WAS INCREDIBLE. MY LEADERSHIP TEAM LEARNED SO MUCH ABOUT THEMSELVES AND WHAT WE NEED TO DO ON OUR CAMPUS. I WANT MY ENTIRE STAFF TO HEAR THIS MESSAGE!
-PRINCIPAL

I AM FINDING ALL YOUR COURSES USEFUL, BUT THIS ONE IS CLEARLY MY FAVORITE SO FAR, MOSTLY FOR THE WAY I WAS ABLE TO PUT SO MANY OF MY OWN IDEAS INTO THE LESSON WHILE STILL FEELING I HAD ACCOMPLISHED ALL THAT WAS REQUIRED. WELL DONE!
-ELEMENTARY TEACHER

WHAT YOU PRESENTED IN [THIS COURSE] IS NOW PART OF MY GOALS AND ACTION PLANS FOR THE SCHOOL YEAR. I'M SO EXCITED TO PUT THESE TO USE!
-ELA TEACHER

WITH SUCH A BUSY SCHEDULE, IT'S HARD TO IMPLEMENT NEW STRATEGIES AND TECHNIQUES BUT THIS COURSE MADE IT SO EASY! THE COURSE GAVE ME GREAT IDEAS ON HOW TO USE COLLABORATIVE LEARNING GROUPS WITH MY STUDENTS AND THE RESOURCES AND PLANNING DOCUMENTS MADE IT EFFORTLESS TO GET STARTED!
-SCIENCE TEACHER

FOR A FULL LIST OF CURRENT REVIEWS, PLEASE VISIT:
www.modelteaching.com/latest-course-reviews

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