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EDU649 SIGNATURE PROJECT: DEVELOPING AND HOSTING AN ONLINE LESSON

INTRODUCTION:

Throughout this class you have been developing a 5-10 hour lesson for a targeted group of learners. You have also prepared a website to host your lesson. In this assignment, you will finalize your lesson and website. You will also develop a reflection paper on your rationale for the lesson and your experiences in developing it. Your online lesson will demonstrate polished learning goal(s) and objectives. It will also provide well-resourced activities and assignments that your learners will complete to acquire the skills and knowledge outlined in your learning objectives. Your lesson will use instructional strategies that are informed by learning theory to support the learning preferences and needs of your learners.

Everything necessary to teach the lesson by another instructor will be present on your website. It will be an entire online lesson with no need for additional support from the lesson author (*you*).

YOUR ONLINE LESSON:

In this assignment, your online lesson will represent a robust, project-based online lesson for a specified target audience that you have researched. Your lesson will involve at least 5-10 hours of instructional activities, including an Internet research activity and a group project. It will incorporate at least three different instructional strategies as informed by learning theory. At the end of your lesson, your learners will complete a project, presentation or product. Learning products might include a video, a presentation to an audience, an exhibition, a website, an invention, or other robust learning product.

To support you in developing your lesson, review learning strategies and/or principles grounded in Cognitive, Constructivist, or Collaborative learning theories. Here are some resources that may be useful, in addition there are many additional resources to be found on the Web and in the University Library:

- Learning-Theories.com
- [Instructional Design: Learning Theories](#)
- [Berkeley Graduate Division: Learning Theory and Research](#)



In your lesson, include the following;

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- Learning goal and objectives to support a 2-module 5-10 hour lesson. The learning goal should set the vision for the assignment. As such, there should not be mention of activities conducted during the learning process, whereas the learning objectives describe the focused skills and knowledge acquired through completion of each learning activity. The learning objectives should include Audience, Behavior (or product), Criteria, and Degree that will determine if your learners have mastered the skills and knowledge identified. For more information on learning goals and objectives visit the following links:

- (n.a., 2013) [Instructional Objectives ABCDs](#) (YouTube, 2:07 min). Retrieved from:



<https://www.youtube.com/watch?v=6b9ahqnC8Xc>

- Stempien, J. & Bair, A. (2009). Introduction to Developing Student Learning Goals Retrieved from:



Introduction to Developing Student Learning Goals

Jen Stempien and Andrea Bair
Department of Geology and the Science Education Initiative
University of Colorado at Boulder
More materials on the web at <http://www.colorado.edu/sei>

http://www.colorado.edu/sei/documents/Learning_Goals-Geology.pdf

- Research Activity Sheet: You will develop a structured research activity and create an *Internet Research Activity Sheet* to help your learners explore the lesson topic and completely or partially meet one or more of your learning objectives. The *Research Activity Sheet* should contain guiding questions along with recommended links that learners will use to explore topics as they work on their final project.

- Click to access a [Sample Research Activity Worksheet](#)

- Digital Tool: In your lesson, learners will use at least one digital tool to complete an activity (examples of digital tools include [Prezi](#), [Google Drive](#), [WikiSpaces](#), [Wiggio](#), [Voki](#), etc.).



- Three Different Instructional Learning Strategies: Employ at least three instructional learning strategies in your lesson. These will be informed by learning theory (examples of instructional strategies include group

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collaboration, problem based learning, Socratic dialog, peer review, etc.).
NOTE: In your reflection paper you will justify how the learning theory informs your teaching strategies, and how your teaching strategies support your learners and the subject matter.

Here are some links that may be useful when developing strategies to help teach your lesson:

- [Learning-Theories.com](#)
 - [Instructional Design: Learning Theories](#)
 - [Berkeley Graduate Division: Learning Theory and Research](#)
 - [Problem Based Learning \(Constructivist\)](#)
 - [Anchored Instruction \(Cognitivist\)](#)
 - [ARCS Motivational Model \(Cognitivist\)](#)
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- **Lesson Final Project:** Your learners will complete a final project, presentation or product that you will use to assess achievement of the learning objectives identified in your lesson. The final project should involve a robust activity that results in a creative and engaging product or presentation. Options include an interactive game or presentation, video, performance, invention, experiment, etc.

ASSESSMENTS AND GRADING RUBRICS

You also will develop grading assessments that tie to the learning objectives, including two rubrics used by the instructor to score achievement. The first rubric will be used when scoring your learners' final projects. The rubric criteria need to map closely to the learning objectives identified in your lesson and as demonstrated in the final project.

A second rubric will assess groupwork. Groupwork criteria should include contribution to the team, timeliness, and other group tasks relevant to their group activity.

The assessment rubrics should include at least three (3) levels of criteria and three (3) performance levels relevant to the activity. Here is a rubric template that you might wish to use as you get started with your own rubrics:

	Performance Level Unsatisfactory - 0-60%	Performance Level Satisfactory - 60-85%	Performance Level Exemplary 85-100%
Criteria 1	Describe criteria for this performance level.	Describe criteria for this performance level.	Describe criteria for this performance level.

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Criteria 2	Describe criteria for this performance level.	Describe criteria for this performance level.	Describe criteria for this performance level.
Criteria 2	Describe criteria for this performance level.	Describe criteria for this performance level.	Describe criteria for this performance level.

FINAL PROJECT COMPONENTS

There are two components to your final project 1) a robust web site or learning management system (LMS) housing your entire lesson, and 2) a paper, presentation or video describing your lesson and reflecting on the process of lesson and website development.

LESSON WEBSITE

To support your learners in their lesson activities, you will develop a website to house your lesson. The website should have everything necessary to teach your lesson by another instructor.

Your website should include;

- an introduction/overview of the lesson,
- a brief description of your learners (don't go into too much detail here, remember this is a public space)
- a well-formed goal and learning objectives including, audience, behavior, condition, and degree.
- at least two learning modules that provide a chronological sequence of tasks and learning activities, resources, and guidance that your learners will follow to completion of the lesson including;
 - a research activity
 - a groupwork activity
 - a final project, product or presentation
- use of at least 3 different instructional strategies (e.g. Socratic dialog, paired activity, groupwork, concept mapping, peer review, problem based activity, exploration, etc.)
- two rubrics – one to assess the final product or project and one to assess the collaborative aspects of the groupwork project.

Additional requirements that you will be responsible for on the website include;

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- engaging layout and graphics
- at least one embedded video
- a multimedia presentation or interactivity

FINAL REFLECTION

Develop a reflection of your lesson and the thought process involved in designing and developing the lesson and the website. Your reflection should include:

- A detailed description of your learners including learning environment, age, grade or training level. Include your research on this population that describes gaps in skills and knowledge or other relevant information that influences your lesson design decisions;
- Theories and instructional strategies that support your decisions for learning activities and assignments;
- A rationale for how you sequenced the assignments and instructional methods to support the learning process,
- How your rubrics and other assessments align to the learning objectives and tasks,
- Your experience in developing the website such as experiences in selecting and using the technology, graphics, and content. Include a description of why your site provides an engaging and appealing experience for your learners.
- Finally consider the delivery of this lesson by you or another instructor. What are potential challenges in teaching this lesson? What are the problem areas where students might be confused or get stuck? How might instructors support students through these challenges?
- Briefly reflect on your skills as an educator and lesson designer using the tools and strategies you learned in this class.

Reflection Format

Your reflection should include APA formatted citations and references. If you write a paper, it must be in APA format.

You may choose one of the following formats for your Final Reflection. Be sure to include the URL to your lesson!

- 5-8 page APA formatted paper, not including a cover page and references (include the URL to your lesson),
- 10-15 slide presentation with notes (include the URL to your lesson),

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- approximately a 5-10 minute screen capture walkthrough and reflection of your online lesson (also submit a 1 page paper with your name, title of your lesson, and a URL to your screen capture),
 - NOTE: The screen capture may be in two or three parts to accommodate the 5 minute limit to many screen capture tools.