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Lessons in Online Learning

“We need technology in every classroom and in every student and teacher’s hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world.” – [David Warlick](#)

When I stand at the front of my classroom at The College of Western Idaho, I am struck by the picture of a modern classroom. While the classroom is fundamentally a teacher with his/her students, now my students have computers at their desks, mobile devices such as smart phones and tablet PCs or iPads. When instructing on-campus, I frequently lecture with interactive presentations as projected on a large overhead screen. In the online course that I facilitate, my student’s motivations for online learning include the flexibility of schedule outside traditional classroom or business hours and ease of access to courses. Technology use is, and will continue to be, commonplace among modern students as the demands of the new digital working world rely upon the efficient use and integration of computers and mobile devices. The potential for increased student access to post-secondary educational opportunities is an essential consideration for our students. With skillful integration, technology can increase access to quality education and training, motivate, and engage students while supporting their learning goals. For these reasons, I chose to continue my education in the Department of Educational Technology at Boise State University. In conjunction with the culminating activities for the completion of Master of Educational Technology (M. E. T.), this rationale paper demonstrates my competency when integrating technology in the online learning environment as outline by the Association of Educational Communications and Technology (AECT) Standards for advanced programs in Educational or Instructional Technology.

STANDARD 1: DESIGN

Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics.

1.1 Instructional Systems Design

Instructional Systems Design (ISD) is an organized procedure that includes the steps of analyzing, designing, developing, implementing, and evaluating instruction.

This artifact is an instructional design plan for a [self-directed course on technology training for incoming online students at The College of Western Idaho](#). This plan was created over a three month period for EdTech 503: Instructional Design. Included within this plan are an initial analysis report, task analysis plan, suggested learning materials, assessment plans, and formative evaluation results.

Students that enroll in online courses at the College of Western Idaho (CWI) are typically students that have recently graduated from high school or non-traditional adult learners. Many of these students have had limited experience with online courses, and have never used the CWI Blackboard® Learning Management System (LMS). Therefore, an introductory course in the online login and course procedures would assist students in their transition into an online learning environment. The overall instructional strategy of this course was designed using principles of instructional design that utilize analysis, design, development, interpretation, and evaluation (ADDIE model) (Smith & Regan, 2004), task analysis, principles of learning as referenced to Bloom's Taxonomy (Smith & Regan, 2004), and Attention,

Relevance, Competency, and Satisfaction (ARCS). The knowledge gained from this proposed course is supplantive and didactic as the declarative knowledge and information gained from completing the lesson is meant to inform the student on procedure. This artifact demonstrates competency in instructional systems design as outlined in the AECT standard 1.1 Instructional System Design.

1.2 Message Design

Message design involves planning for the manipulation of the physical form of the message.

The artifact, [Cell Biology Unit Plan of Instruction](#), demonstrates the planning and design of graphics created for a lesson on basic cell biology. Created for EdTech 506: Graphic Design for Learning, this artifact highlights the progressive development of graphic design skills during this course.

This artifact details the development of eight original graphic representations of varying aspects of cell biology that were designed to instruct students in the basic principles of cell taxonomy and the cell cycle. Each image was created to demonstrate to the principles of C.A.R.P. or Contrast, Alignment, Repetition, and Proximity as outlined by Lohr (2008) and Smith and Regan (2004). In addition, multiple principles of graphic design for learning, including space, depth, organization, shape, integration, typography, and color were applied to the images in sequential order. This artifact demonstrates competency in designing graphic messages as outlined in the AECT standard 1.2 Message Design.

1.3 Instructional Strategies

Instructional strategies are specifications for selecting and sequencing events and activities within a lesson.

The following artifacts, [Jigsaw Activity: How is DNA Regulated in the Cell](#), and the [WebQuest Activity: Fermentation-Beneficial Bacteria and Fungi in Food](#), require students to access sequencing activities within a lesson. These lessons were created as a part of an EdTech 502: Internet for Educators and demonstrate the culmination of a semester's worth of learning and application in the use of HTML and CSS style sheet coding.

Using the Jigsaw and WebQuest methodology, these artifacts demonstrate the principles of the use of instructional strategies because students are required to access sequencing activities in order to complete the lessons. Within each lesson, students are able to direct their progress through the lesson by navigating through information that has been divided among learning objectives. These objectives are outlined in the learner self-assessments and are designed to direct the activity progression through each respective lesson. These artifacts demonstrate competency in selecting and sequencing events in learning as outlined in the AECT standard 1.3 Instructional Strategies.

1.4 Learner Characteristics

Learner characteristics are those facets of the learner's experiential background that impact the effectiveness of a learning process.

This artifact, [The Mobile Learning Environment: Synthesis Paper](#), is an examination of mobile learning processes and the influence of learner characteristics on the mobile learning environment. As a part of the final project for EdTech 504: Instructional Design Theory, this paper examines aspects of the mobile learning environment and how learners engaged in mobile learning contextualize the acquisition and application of new knowledge.

In this artifact, the concepts of mobile learning and behavioral learning theory are examined with specific consideration to the advent of mobile learning processes. A survey of current research and methods utilized in mobile learning technologies is examined in the context of increased adoption of mobile learning technology in education. Through smart devices and mobile connectivity, scheduling or geography constraints are limited by the delivery of the material to the audience. Mobile technology users (or learners) can distribute content to the audience over the internet or any web enabled device. Interaction among mobile learners can be achieved by allowing for an exchange between the instructor and students across time and geographic location (Palloff & Pratt, 2001). This artifact demonstrates competency in assessing learner characteristics that impact the learning process outlined in the AECT standard 1.4 Learner Characteristics.

STANDARD 2: DEVELOPMENT

Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies.

2.1 Print Technologies

Print technologies are ways to produce or deliver materials, such as books and static visual materials, primarily through mechanical or photographic printing processes.

The following artifacts, [Phases of the Cell Cycle](#) and [Chromosome Duplication](#), were created as a part of a lesson on basic cell biology for EdTech 506: Graphic Design for Learning. These artifact images were created as a reference tool to be used in laboratory exercises in mitosis and meiosis.

Artifact 1: [Phases of the Cell Cycle](#): Using the principle of DNA replication for cell reproduction as

illustrated in the previous image, the overall process of cell reproduction is demonstrated in this graphic representation. Using repetition (Lohr, 2008) and proximity (Lohr, 2008) to enhance understanding and retention, images of the cell phases in graphic and photo form are paired along with a description of the images.

Artifact 2: [Chromosome Duplication](#): Using typography and color, the mechanism of cell reproduction is illustrated at its most basic level. Chromosomes are colored in similar shades of pink to illustrate their similarity, yet as different colors this emphasizes their difference. Utilizing the principles of contrast and alignment in graphic design (Smith & Regan, 2004), the concepts of chromosomal replication are emphasized in printable reference tools.

Both of these artifacts summarize a complex and often difficult concept for many beginning biology students. I have been able to incorporate these printed learning tools into my course lab curriculum to help students gain both a broad understanding of the overall concept of cell division, as well as the defining characteristics of each phase in the cell cycle. Because of my experience creating these images, I have also been able to create new worksheets and laboratory experimental result templates for students in my course. These artifacts demonstrate competency in the creation of printable, visual materials outlined in the AECT standard 2.1 Print Technologies.

2.2 Audiovisual Technologies

Audiovisual technologies are ways to produce or deliver materials by using mechanical devices or electronic machines to present auditory and visual messages.

Artifact 1: [Informational Literacy: Digital Images](#) is a digital recording of a synchronous lesson on the

use of Creative Commons Images. The lesson was delivered using Adobe® Connect with synchronous audio/visual participation of two instructors and six participants. Multiple instructional strategies were implemented during the delivery of this lesson, including the use of whiteboard, web quest, and audio/visual interactions.

The synchronous lesson provided in this artifact demonstrates the use of Adobe® Connect in both the production and delivery of a learning lesson. This lesson was completed as a group project with one other student, and uses multiple instructional tools to engage students via both auditory and visual means. The primary method of communication in this lesson is through the use of voice communication through speakers and/or headsets. Additional instructional tools used in the lesson to present auditory and visual prompts include: shared whiteboard, file sharing, and text chat.

Artifact 2: [“The Happy Horticulturist” Podcast](#) is an introductory lesson in the use and construction of raised bed gardening. Using audio recording software, Audacity®, I recorded and edited a short lesson in beginning gardening methods for inexperienced gardeners.

With the incorporation of music to mark the introduction, transitions, and closing of this podcast, I gained new experience in the recording and editing of a complex audio recording. I am already planning to incorporate the use of podcasts as a lecture and laboratory/recitation tool in my online biology course. These artifacts demonstrate competency in the use and application of both audio and visual technologies as outlined in the AECT standard 2.2 Audiovisual Technologies.

2.3 Computer-Based Technologies

Computer-based technologies are ways to produce or deliver materials using microprocessor-based

resources.

Artifact 1: [Biomes of the World: Virtual Field Trip](#)

In this artifact, multiple computer-based technologies were used to deliver a self-paced lesson on the various biomes found around the world. Technologies used to create this lesson include Creative Commons images, HTML and CSS coding, and Google Earth™.

In this lesson, students access sequencing activities within a broad lesson on Ecology and Biomes found around the world. Images of locations around the world that exhibited defined characteristics of Biomes are used to illustrate ecological characteristics. Additionally, an embedded and interactive Google Maps™ of the example biome locations is used to further emphasize the variety of environments found around the world.

Artifact 2: [Welcome to EverNote® Tutorial](#)

This artifact demonstrates the use of audio/video recording technology to introduce listeners to the uses and benefits of the software, EverNote®.

This lesson on the use and application of the software program EverNote® was recorded using multiple computer-based technologies. Both the narrative and screen images of EverNote® were recorded and edited using the voice recording and video production software, Camtasia Studio®. In this recording, I provide information on the use of the file sharing platform, EverNote®, as well as some suggested applications and use. Online instruction and learning requires easy information sharing, in the form of lecture presentations, worksheets, and other instruction supplementals. EverNote® is one tool that can provide both instructors and students with easy file sharing in cases where either the LMS has limited

file sharing ability or in the case of LMS outages. These artifacts demonstrate competency in all objectives outlined in the AECT standard 2.3 Computer-Based Technologies.

2.4 Integrated Technologies

Integrated technologies are ways to produce and deliver materials which encompass several forms of media under the control of a computer.

Artifact 1: [Concepts of Biology-Project Plan](#) is a detailed outline and plan for a five module course in cell biology that encompasses the use of images, digital lectures, animations, and worksheets.

This online course encompasses learning materials that are fully web-based, including performance assessments to measure achievement of objectives. Appropriate typography is used for headings and body text and the overall course site incorporates design principles of contrast, alignment, repetition, proximity, figure/ground, and hierarchy.

Artifact 2: [Cell Biology-Unit of Instruction](#) is an instructional design plan for post-secondary lesson in cell reproduction that demonstrates the use of images that I created to illustrate the stages of the cell cycle.

The overall structure of the online lessons outlined in this unit of instruction demonstrate the applied principles of message design; principles of C.A.R.P. (Lohr, 2008) or contrast, alignment, repetition, and proximity in an image combine to influence the perception of digital messages. Alternative emphasis was applied to shift perceptions of images of the cell cycle and chromosome duplication by applying different methods of image selection, color emphasis, typography, organization, shape, and symmetry. The media used within this lesson include images, text, presentations.

Artifact 3: [Water and the Molecules of Life](#) is a multimedia presentation for a laboratory exercise. This artifact integrates the use of images within a slide presentation, embedded video tutorials, and an embedded summative self-assessment using Google Forms™.

This outline is the application of the knowledge gained from AECT standard 2 in an online laboratory course at the College of Western Idaho. This presentation utilizes embedded media, such a video and online summative assessment, in the instruction of basic chemistry principles. These artifacts demonstrate competency in all objectives outlined in the AECT standard 2.4 Integrated Technologies.

STANDARD 3: UTILIZATION

Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making.

3.1 Media Utilization

Media utilization is the systematic use of resources for learning.

Artifact 1: [Personal Learning Network](#): This artifact is an image collage in a Venn diagram design that illustrates the personal application of media resources in my own, personal learning network.

Artifact 2: [Managing Online Reputation](#): This informational presentation that demonstrates suggestions for the management of personal content for users of online social networking platforms.

These artifacts illustrate the application of knowledge in the use of social media utilization in the construction of a personal learning network. By engaging in online networking and information sharing via multiple social networking platforms, media is leveraged to systematically convey information across networked platforms. Content such as research publications, conferences, online learning opportunities such as Webinars or MOOCs, are readily shared among personal and professional connections. These artifacts demonstrate competency in media utilization as outlined in the AECT standard 3.1 Media Utilization.

3.2 Diffusion of Innovations

Diffusion of innovations is the process of communicating through planned strategies for the purpose of gaining adoption.

[Pinterest Content Curation: Evolution and Natural Selection](#), is a collection of links to information about Natural Selection and Evolution. This project was created for EdTech 543: Social Networking, but is used in the biology course that I teach as an example of a project on Evolution that could be created to demonstrate knowledge and be used by peers as a learning tool.

This artifact illustrates the use of the content curation platform, Pinterest, as a way to communicate knowledge about the topic of Natural Selection and Evolution. In the criteria for an individual project that I assign to the students in my online biology course, I require that they incorporate specific vocabulary words and definitions into their final projects. This pin board found in Pinterest is a sample project that I created to show students how they could create a project using Pinterest. The Natural Selection/Evolution Pin Board provides links to real-world examples that illustrate the principles of Natural Selection and Evolution that can be used as a learning tool for other students. This artifact

demonstrates competency in the use of innovations for the purpose of adoption as outlined in the AECT standard 3.2 Diffusion of Innovations.

3.3 Implementation and Institutionalization

Implementation is using instructional materials or strategies in real (not simulated) settings.

Institutionalization is the continuing, routine use of the instructional innovation in the structure and culture of an organization.

Artifact 1: [Healthy Living MOOC](#), was created as a group project for EdTech 543: Social Networking as a final project demonstrating the incorporation and application of the principles for Massive Open Online Course (MOOC).

In principle, MOOCs are used to leverage online learning on a large scale. This website was created for participants ranging in age from middle school to adult. Contained within this course are a series of sequential modules that require specific goal achievement and social networking participation. To demonstrate achievement or mastery of concepts, I created a series of digital badges and online discussion rubric used to assess participation by users. By implementing instruction on healthy living principles based in scientific research, MOOC participants use various sources of media, such as My Fitness Pal and Google Plus™, to create a healthy living plan. This plan takes shape as participants interact with other users to create specific, measureable, attainable, realistic, and timely (S.M.A.R.T.) goals for personal health advancement.

Artifact 2: **Informational Literacy: Digital Images** is a synchronous lesson on the use of Creative Commons Images. The lesson was delivered using Adobe® Connect with synchronous audio/visual

participation using both audio/visual interactions.

Each semester, I provide the student's in my online Biology class the opportunity to create an individual project on a biology topic of their choice. In this project, I do require that they present required vocabulary words accompanied by a visual representation of the topic. As I have seen over time, many students were unaware that the use of images from the internet required citation of the source and, in some cases, can be prohibited by copyright laws. This synchronous lesson is meant to instruct students on the proper way to find images free for use in these projects. These artifacts demonstrate the implementation of instructional strategies to modify cultural behaviors as outlined in the AECT standard 3.3 Implementation and Institutionalization.

3.4 Policies and Regulations

Policies and regulations are the rules and actions of society (or its surrogates) that affect the diffusion and use of Instructional Technology.

Artifact 1: [Copyright Scavenger Hunt](#) and Artifact 2: [Online Course Netiquette](#) were created as learning tools and resources for students in my online biology course to teach the concepts of copyright and polite online communication.

Artifact 3: [Creating a Social Media Policy for Higher Education \(543: Social Networking\)](#) is a SlideShare® presentation that outlines suggestions in the process of the development of a college-wide social media policy for The College of Western Idaho.

As a part of the curriculum for my online biology course, I require students to find and post to a

discussion board topics related to advances in biology. These “Biology in the News” discussions require students to reference resources online and share with peers in their class a summary of research findings. The copyright scavenger hunt was created to help instruct students on the proper way to reference and cite sources of information for these discussions. Artifact 2, Online Course Netiquette, is a webpage that I reference each semester in my course syllabus as I set guidelines for online and course communication. These artifacts demonstrate competency in all objectives outlined in the AECT standard 3.4 Policies and Regulations.

STANDARD 4: MANAGEMENT

Candidates demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles of project, resource, delivery system, and information management.

4.1 Project Management

Project management involves planning, monitoring, and controlling instructional design and development projects.

[Concepts of Biology-Implementation Plan](#) outlines the instructional design and corresponding learning materials for a five-module short course on cellular biology.

The artifacts provided in the Implementation Plan outline specific items, including human resources and course design and development projects that would need to be allocated in the implementation of a course in biology. These items include mentor and support personnel, technical support, and preparation tasks. Along with the itemized plan of implementation needs, items within the project

implementation plan have been assessed for time allocation and requirements for student access, such as equipment. My experience as an online instructor in my position at The College of Western Idaho has been only as an instructor, and not an administrator. To be honest, I have never given much consideration to the amount of planning, monitoring, and coordination of staff and resources that are required to assist in the development and deployment of new and existing courses. This exercise opened my eyes to the details that administrators in my department and college must manage when supervising instruction. As I am preparing to propose new online courses for development in my department, this knowledge has prepared me for navigating the resource and planning needs of course development. This artifact demonstrates my knowledge in project implementation as outlined the AECT standard 4.1 Project Management.

4.2 Resource Management

Resource management involves planning, monitoring, and controlling resource support systems and services.

This presentation, [Technology Use Plan](#), outlines the development of information technology resources and support systems to implement technology use at The College of Western Idaho. As I have come to understand working as an instructor in a community college, the successful implementation of courses requires thoughtful management of not only the instruction, but the resources necessary for a proper functioning institution. In this proposal for the development of a Technology Use Plan for The College of Western Idaho, I propose the formation of a planning team of critical stakeholders. The involvement of stakeholders from various departments within the institution is critical for successful adoption of a plan. Without a consensus, the plan would be meaningless. In this case, resources from across campus, from instructors, support staff, and Information Technology Services would be involved in the planning of

resource allocation to meet the technology needs of students. This is important as the overall strategic plan for the college is to increase student enrollment from across the state and region by offering online courses at The College of Western Idaho. This artifact demonstrates my understanding of the planning, monitoring, and coordination of resource management as outlined in the AECT standard 4.2 Resource Management.

4.3 Delivery System Management

Delivery system management involves planning, monitoring and controlling 'the method by which distribution of instructional materials is organized' . . . [It is] a combination of medium and method of usage that is employed to present instructional information to a learner.

[Concepts of Biology-Project Plan](#) outlines the detailed method of development of instructional design methods and materials for an online course.

In this project plan, I have outlined the methods for online course delivery in an introductory online biology course. Within this plan, the methods of instruction material distribution using embedded resource links from Box.com are outlined. In addition to lecture materials and worksheets, assessments created within the Blackboard® Learning Management System (LMS) are outlined. This artifact demonstrates competency in all objectives outlined in the AECT standard 4.3 Delivery System Management.

4.4 Information Management

Information management involves planning, monitoring, and controlling the storage, transfer, or processing of information in order to provide resources for learning.

In the following artifact, [Cell Biology Unit of Instruction](#), details plans for the design and implementation of an online lesson in cell biology are outlined. For the successful use of this plan, all of the content for the module lessons were created, stored in my hard-drive, and then transferred to the website that I created for this lesson. Additionally, the course website template was downloaded and design modifications were made using Adobe® Dreamweaver. In this artifact, as well as many other projects during my time in the EdTech program, required a thoughtful management of online files for the proper transfer of information for online lesson deployment. Because creating this course website, along with the creation and transfer of all related files and content, required the planning, monitoring, storage, and transfer of digital files, this artifact demonstrates competency in all objectives outlined in the AECT standard 4.4 Information Management.

STANDARD 5: EVALUATION

Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.

5.1 Problem Analysis

Problem analysis involves determining the nature and parameters of the problem by using information-gathering and decision-making strategies.

This [Communication Plan](#) as created for EdTech 523: Advanced Online Teaching Methods was created to guide the facilitation and assessment of communications among students within an online course.

A common challenge in the online learning environment is the issue of student engagement. In this communication plan, strategies for facilitating online course communication within discussion boards are addressed. In this plan, I discuss the common pitfalls in online communication that can occur when discussion boards fail to meet the objectives for a course. A detailed analysis of discussion board facilitation protocols provide alternative strategies for online instructors using course discussion boards for community building or learning opportunities. This artifact demonstrates my competency in the analyzing limitations to student engagement and the proposal of modifying strategies as outlined in the AECT standard 5.1 Problem Analysis.

5.2 Criterion-Referenced Measurement

Criterion-referenced measurement involves techniques for determining learner mastery of pre-specified content.

Artifact 1: [Webquest rubric](#) was created to measure learner competency following a self-guided lesson in the basics of fermentation. Artifact 2: [Healthy Living Digital Badges](#) were created to award as benchmark goals are completed in the creation of a healthy living plan.

These artifacts demonstrate the use of pre-determined criteria to measure student outcomes. In the Webquest rubric, a table is used to outline potential student outcomes as measured by meeting lesson objectives. In the case of the MOOC digital badges, images were created to represent the theme of each objective. Badges can be awarded to participants upon their successful completion of outlined course tasks. These artifacts demonstrate competency in all objectives outlined in the AECT standard 5.2

Criterion-Referenced Measurement

5.3 Formative and Summative Evaluation

Formative evaluation involves gathering information on adequacy and using this information as a basis for further development. Summative evaluation involves gathering information on adequacy and using this information to make decisions about utilization.

The [Concepts of Biology-Evaluation Plan](#) details the formative and summative assessments that would be given at the end of a five-module short course in cell biology.

For each weekly module, both formative assessments and a final project summative assessment were provided. The process for developing, not only this course, but the assessments for this course was my first experience with web-based instructional design (WBID)(Davidson-Shivers & Rasmussen, 2006). I know that in the beginning, when creating a new course, I would get overwhelmed by the content for the course. By imploring the strategies used in WBID and focusing on student outcomes, I approach the development of new courses from “the back to the front”. Starting with what I want the students to learn, then creating both the formative and summative assessments, and then focusing on the content delivery and concurrent design principles. This artifact demonstrates competency in the creation of formative and summative assessments as outlined in the AECT standard 5.3 Formative and Summative Evaluation.

5.4 Long-Range Planning

Long-range planning that focuses on the organization as a whole is strategic planning. Long-range is usually defined as a future period of about three to five years or longer. During strategic planning, managers are trying to decide in the present what must be done to ensure organizational success in the future.

The [Online Instructor Course Evaluation Proposal](#) outlines the strategic planning and potential development of targeted, short-course training opportunities for online instructors at The College of Western Idaho.

Online instructors at The College of Western Idaho are required to complete an Online Instructor Training course before becoming certified to teach online. In this training course, a variety of topics are addressed including online learning theory and instructional design methods. Because the experience level of new online instructors can vary in terms of experience using Web 2.0 tools, instructional theory, and online learning pedagogy, some faculty have expressed desire for advanced learning in specific areas of interest. As a complement to current training for online instructors, the potential interest in short, targeted training modules were examined. In this proposal, a method for evaluating current faculty interest in short, training This artifact demonstrates competency in evaluation and long-term planning outlined in the AECT standard 5.4 Long-Range Planning.

Conclusion

When I began my coursework in Educational Technology at Boise State University, I was also beginning a new career in online teaching at the College of Western Idaho. I have been fortunate that as each course was completed, I was able to immediately apply new educational strategies based in demonstrated learning theory and research with practical Web 2.0 tools. My experience in creating the artifacts referenced in this rationale directly impacted my own teaching in both principle and practice. It is because of my knowledge of instructional design, learning theory, online pedagogy, and graphic design principles that I have been able to advance my use of technology integration in strategic and directed methods when I design and facilitate online courses. I am gratified each semester to receive feedback on

my course methodology and design that demonstrates student satisfaction and desire to continue in online learning.

My time in this program has increased my knowledge, skill, competency, and confidence in technology integration and online learning. Having the unique perspective as both an EdTech student and online instructor has shaped how I design my own online courses. I understand the unique challenges of online learners; striving to balance the demands of life, work, and school. As a result of my experience in the Educational Technology program at Boise State University, I now understand the fundamentals of online course development and the integration of balanced application of behavioral, cognitive and student-centered learning theory.

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