

Professional Development for the *NOW* Generation

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## **Abstract**

Learning is a lifelong, continual process. The increasing capabilities of technology have changed how and when learning can happen (Yumurtaci, 2017). With the immense volume of information available on the Internet, adult learners are increasingly taking advantage of informal learning opportunities, but these can prove to be shallow, and one-sided. Both the professional world and higher education entities have struggled to identify and implement instructional design standards and processes to meet new demands for short segment, high quality, flexible, and nimble learning opportunities that are rigorous and relevant within constantly changing cultural, contextual, and technological environments (Friedman, 2016; Siemens, 2005). This is especially true for smaller, faith-based institutions (Prescott, 2010). There is a need for a re-envisioning of instructional design to support the ability to rapidly develop online professional learning opportunities; especially from a faith-based perspective with firm grounding in biblical truth.

This paper proposes an instructional design model for building professional development courses on a biblical foundation. Systems theory is used as a framework to understand the key elements needed for continual professional learning. What members of a profession know, do, and create form the subgroups from which learning outcomes can be derived. Understanding by Design (Wiggins and McTighe, 2008) is the curriculum development framework used. Approaches Jesus demonstrated in the Sermon on the Mount, specifically the thoughtful, practical, and relational aspects modeled, provide the NOW framework for connecting design stages, biblical truth factors, and learning outcomes.

## Professional Development for the *NOW* Generation

The explosion of technology has allowed access to immense volumes of information from anywhere by anyone. Individuals can be both consumers of and contributors to knowledge. This phenomena has tended to create a “now” generation that expects information to be available, current, and relevant to both critical needs and personal interests today.

The ease of access has created both opportunities and disruptions and traditional learning mechanisms are losing ground to the more rapid delivery of short, focused—often informal—training and education opportunities. For centuries, the access to knowledge and the learning process relied largely on print technologies, the use of which gave time for conscious thought and reflection (Bull, et al, 2008). The *now* generation, with its plethora of technologies, focuses on information widely distributed and malleable (Bull, et al, 2008). The content created and shared by this demographic can exist as a one-sided, single person’s point of view. Decades ago, Scribner and Cole, (1973) warned of the dangers embedded within more informal mechanisms of learning, holding that in order to generalize information into a universal principle, multiple perspectives are needed. In learning environments where informal learning occurs, every effort should be made to avoid a shallow, one-sided experience and to connect learning to a meaningful whole that has value (Bull, et al, 2008).

A similar problem exists with on-the-run, feel good, Christianity. Through hundreds of research studies, the Barna Group has conducted over one million interviews with young adults covering cultural issues as related to faith and modern day challenges. According to this group, the overabundance of information, conflicting worldviews, and the plethora of alternative points of view work to create a complex culture, and many express, that today’s form of shallow Christianity is not sufficient to address this complexity (Barna Group, 2013).

Today’s adult and professional learners are short on time, energy, and money. Too often, forced to choose between professional development and academic degrees, they struggle to remain both

current and forward thinking in their careers while investing in their futures. They often juggle family, work, church, and community responsibilities. With both time constraints and financial limitations, they may feel ill equipped to commit to a master's degree program and often find online professional development, with its shallow price point in both time and dollars, to be a more attractive option. However, the professional development in which they participate may not connect to a meaningful whole, either in academic currency or knowledge-base. Though perhaps relevant for a perceived learning need, the available, flexible learning options this audience seeks may not always be rigorous and of high quality.

While there has been an increase in well-developed online learning resources in recent years, both the professional world and higher education entities have struggled to identify and implement instructional design standards and processes to meet the new demands for high quality, flexible, and nimble learning opportunities that are rigorous and relevant within constantly changing cultural, contextual, and technological environments (Friedman, 2016; Siemens, 2005). This is especially true for smaller, faith-based institutions (Prescott, 2010). There is a need for a re-envisioning of instructional design to support the ability to rapidly develop online professional learning opportunities; especially from a biblical, faith-based perspective with firm grounding in biblical truth. The fast-paced world that we live in, coupled with the myriad of choices that learners have to seek both professional development and graduate degrees from inexpensive online options, means that innovations must be conceptualized, developed, and delivered to meet current needs and demands (Siemens, 2005).

One of the issues facing higher education is the gap that ensues between the conceptualization of a degree program and the delivery for the *now* generation. System processes can mean that a great deal of time passes between the recognition of a need and the delivery of the course or program that can meet that need for working adults. With the exponential pace of knowledge growth, this time lag leaves higher education a nearly impotent element in addressing the *now* needs of adult learners

already working in a profession. Siemens (2005) pointed out that the time lag from “idea to implementation is improved in a systems view of learning” but that leadership is essential (¶ 31).

Learning solutions are needed where rapid, iterative, and incremental development is expected and flexible entry points are the norm. Some higher education institutions have begun to dabble in this type of development, but existing programs that use a more nimble, modular oriented approach to adult learning are not doing so from a biblical point of view. These challenges, at least in part, can be answered by implementing stackable modular professional development, built on a biblical foundation. The innovation is designed to allow higher education institutions to provide a flexible, rapid response to the needs of today’s learner, placing a large amount of control in the hands of the consumer. This is accomplished by allowing many different access points and levels of involvement based on interest, time commitment requirements, and immediate professional application.

Learners can take advantage of individual professional development modules, dedicating as much or as little time as they choose or can commit to at a given point in time. They can select discrete learning modules to address *now* needs in the work environments and stack completed modules toward full academic credit courses. Due to the format of information flow within this innovation, learners can interact with small portions or larger increments of learning. Further, courses can be stacked for certifications. Certificates can be combined, or stacked, to eventually lead to a complete master’s degree, allowing learners to make the most of their time by selecting the pacing and elements suitable for their current situation. Bite-sized modules, through whole-thought, interconnecting concepts, each built on a biblical foundation provide a new currency of professional development and degree completion. Due to this system’s pay-per-module design, both professional development and academic degrees become accessible to a wider consumer base. The learner no longer needs to choose between academic credit and immediately useable professional development due to limited resources—this system provides both simultaneously.

The proposed innovation is rooted in the concept of systems theory, but from a biblical perspective. The course design is based on Wiggins and McTighe's (2008) Understanding by Design (UbD) framework. The biblical foundation proposed is based on approaches Jesus demonstrated in the Sermon on the Mount, specifically the thoughtful, practical, and relational aspects modeled. Each professional development module will be created with the understanding that *now* may be all that we have to share the gospel of Jesus Christ. Many faith-based institutions have embedded within their mission statements the philosophy of service and evangelism. Merging the concept of flexible professional development modules based on a biblical foundation with the ability to stack toward certificates or an entire degree allows biblical truth to be evidenced within discrete units and across entire programs, with the hope of inspiring learners to take the Kingdom of Heaven to a desperate world *now*. This paper focuses on the preplanning phase of course development.

### **Definition of Terms**

For the purpose of this paper, a number of key terms are defined.

*Appreciate* means to recognize the full worth or value of something and to understand fully.

*Assessment* is used to measure learner achievement at a certain point in time, is usually given frequently to determine what additional or modified instruction is needed (Bernhardt, 2013).

*Attributes* represent qualities or characteristics that someone or something possesses.

*Badges* are a new form of professional development and academic currency that represent evidence of completing micro units of learning. These can be stacked for micro-credentials or—potentially—academic credit.

*Big idea* is used to represent the core concepts around which experts organize knowledge (McTighe, 2015).

*Competencies* are the knowledge, skills, and attributes used in the environments in which we live, and learn, and work.

*Essential questions* stimulate a learner's understanding of a concept or topic and help establish why the learning is important (Wiggins and Wilbur, 2015).

*Learning activities* are intended to stretch and strengthen a learner's understanding of the course material, and generally include methods other than reading the textbook or listening to a lecture (Merlin, 2016).

*Learning evidences* are ways that learners demonstrate their learning and can be such things as tests, quizzes, papers, exercises, projects, discussions, or reflections.

*Learning goals* help to define the big idea of a course of study. They can be value laden, holistic in nature, and represent the change that a course of study will help to facilitate.

*Learning objectives* are the measurable action steps designed to build knowledge, skills, and understandings.

*Learning outcomes* represent what learners are expected to learn by the end of a course of study and are formally assessed on (Proitz, 2010).

*Modules* are distinct but interrelated units used to present course materials in a linear, logical, sequential order, guiding learners through content and assessments. An entire program of study may be built by packaging individual modules together. A module can contain one or more lessons.

*Principles* represent moral rules or beliefs that helps learners distinguish between right and wrong and that influence actions.

*Skill set* is used to refer to the quality and range of executable tasks embedded within procedural learning.

*Standards* are concise, written descriptions of what learners are expected to know and be able to do as part of a course of study.

*Transfer* is possible when learners fully understand and can utilize this understanding to solve problems in new situations.

*Understanding* is evident when learners think deeply and act flexibly to use what they know (Wiggins and McTighe, 2005).

### **Definition of a Profession**

A member of a profession uses a set of physical and intellectual skills to meet a need and solve problems in their field. The Bible speaks of physicians (Gen. 5:2), teachers (1 Chronicles 25:8), and doctors of law (Luke 5:17). In 1915, Flexner (reprinted 2001), identified seven characteristics of professional practice as: 1) intellectual operations, 2) individual responsibility, 3) scientific knowledge base, 4) practical and definite end, 5) communicable technique, 6) self-organization, and 7) increasingly altruistic motivation. Finn (1953) identified six criteria needed to define a profession: 1) an intellectual technique, 2) the application of that technique, 3) a period of long training, 4) an association of members, 5) a set of enforced standards and ethics, and 6) an ever increasing collection of research that builds on theory. Greenwood (1957) defined members of a profession as: 1) using well thought-out theory, 2) establishing a high level of authority within a field, 3) being endorsed and accepted by the community, 4) functioning with a set of ethical codes, and 5) possessing a specific culture.

Wiggins and McTighe (2008) pointed out that professionals (1) act on the most current knowledge that defines their field; (2) are client centered and adapt to meet the needs of the individuals whom they serve; (3) are results-oriented; and (4) uphold the standards of the profession in their own practice and through peer review. Effective professionals must have a solid working knowledge of their field yet, with society changing rapidly, the need for on-demand learning is increasing. Gonzalez (2004) talked about the length of time from learning something until that knowledge was out-of-date as the “half-life of knowledge” and, according to Siemens (2005, ¶ 2) the “life of knowledge” is now measured in months. Siemens also pointed out that we are increasingly moving from “know-how and know-what” learning environments to “know-where” learning spaces. These recent realities work to confirm the need for rapid, iterative, and incrementally developmental learning solutions for working professionals.

In order to design appropriate solutions, the next section discusses systems theory as the theoretical framework from which to more closely examine professional learning.

### **Systems Theory as the Theoretical Framework**

Systems theory has taken shape over time through the work of thinkers such as Bertalanffy (1951), Boulding (1956), and Banathy (1968). Bertalanffy (1951) recognized that, across a broad range of scientific disciplines, individual parts can be studied within the paradigm of wholeness. Looking for and understanding how the parts of a system work together, recognizing the relationships that exist, and harnessing these for maximum efficiency is systems thinking (Capra, 1996). Systems are composed of interrelated and interactive elements with specific and purposeful connections (Banathy, 1997; Bertalanffy, 1968). Systems have a purpose and a process for carrying out that purpose. Systems theory identifies the parts that interact to allow the system to function (Bopry, 1998). These interactions are often far too complex to understand as a whole; therefore, it is necessary to simplify and categorize parts into subgroups of functionality. Subgroup is the definitive term for parts that function most closely together. Each subgroup is essential to the purpose and processes of the system, yet none functions in isolation from the others. Subgroups hold direct relationships with other subgroups whereby interactions are supported. The term element is used to identify the essential units within a subgroup. Elements have attributes that distinguish them from other elements. An element implies a variable factor that is essential to a system's purposes or processes. Systems theory focuses on the relationships and interactions between key elements within these subgroups that, in turn, allow for examination of the whole. The elements within systems are goal oriented, are directed by feedback, maintain a certain level of predictability, and adapt to changes in the system's environment (Banathy, 1968, 1997; Bertalanffy, 1951, 1968; Bopry, 1998; Checkland, 1981). Each element affects the entire system and one or more other elements (Bertalanffy, 1951). A change in only one of the elements will produce change in the others (Bertalanffy, 1968; Boulding, 1956). A conceptual model of a system is illustrated in Figure 1.

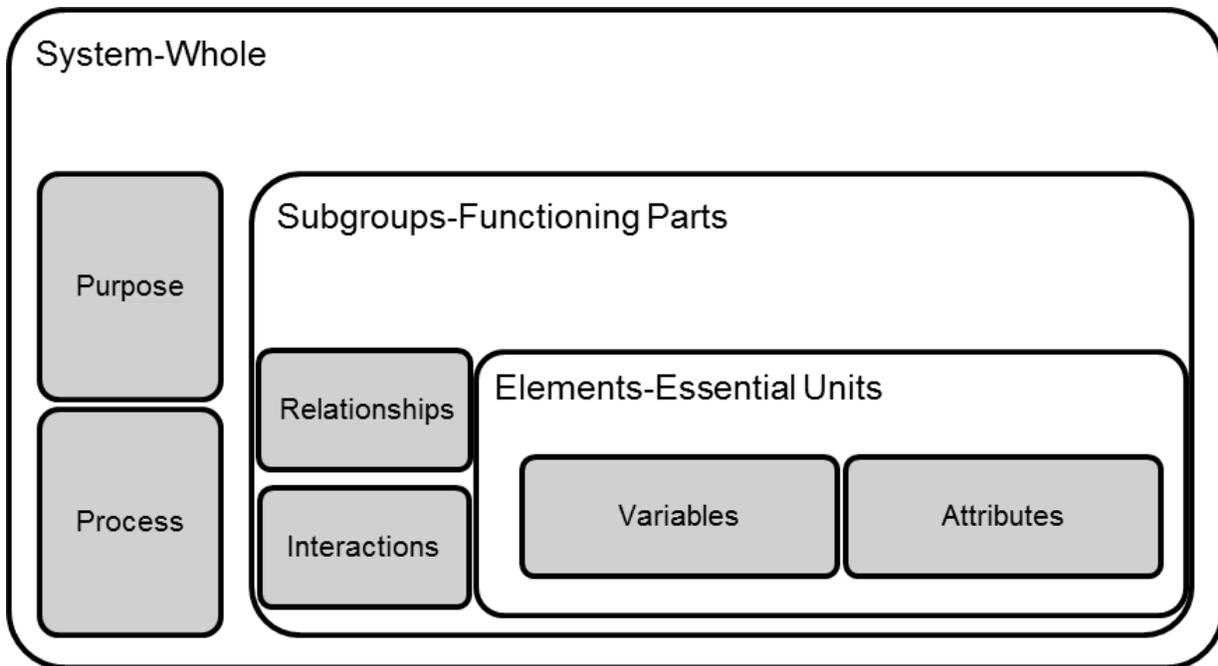


Figure 1. Systems theory model.

Bertalanffy (1968) identified environment, boundaries, input, output, feedback, and control as elements common to all systems. Boulding (1956) wrote that the process of converting input to output requires an additional element, which he termed throughput. Most any type of organization can be viewed in light of systems theory as having interconnected parts that must function together to turn inputs into appropriate outputs. By examining elements within a systems view, one can better understand how elements function together to achieve the system's purpose.

Conceptual models encourage a deeper understanding of connections within context (Tolman, 1948). For this paper, a conceptual model was created to demonstrate the perceived relationships and interactions between scholarship, design, and action, or the subgroups of what professionals in a field (a) know, (b) create, and (c) do (see Figure 2).



Figure 2. Continual Professional Learning as a System.

Scholarship both reflects and is driven by the research in a field. Research is motivated by past research and current interests and ideas, and must be grounded and guided by theory (Duffy & Jonassen, 1992). What is understood from past research reveals the foundational underpinnings—the why—of a field. Research both deepens the theory base and creates new knowledge through idea generation and innovation (Roblyer & Doering, 2013). Together, these aspects help scholars determine what is of most worth, merit, or importance, thus establishing the values in a field.

Action both reflects and is driven by the professional standards in a field (Januszewski & Molenda, 2008). Professional standards include what is understood to be essential functions and best practices. These establish what works—the how. Essential functions and best practices also work to reveal the professional ethics—rules of conduct—in a field. Problems are catalysts for creating solutions (Caple, 1985). Problem solving helps professionals identify where potential exists to improve practice. What is designed or created acts to bridge or connect scholarship and action. Those who create components to solve problems may start by asking questions: What is already understood? What will work to solve the problem? Current and prior research, along with documented experience, helps reveal answers. Seeking these answers acts to evaluate the current understandings, as well as determine the issues and risks involved as solutions to problems are sought. Systems thinking allows professional groups and organizations to identify elements and their interconnected functions in order to locate and treat the true causes of problems rather than merely their indicators (Januszewski & Molenda, 2008).

Examining the theory base and reflecting on documented experience are two important steps that inform designing solutions. Selecting theories involves identifying risks and issues associated with problems and determining whether these are of a local nature or whether they may also affect a broader group outside of the local setting (Caple, 1985). As such, solution designers identify those who will most likely benefit; thus, the setting is an important factor. Part of the creation process includes identifying possible obstacles in order to address or remove barriers.

Consideration of available or needed tools and processes and how these will be accessed and used in given settings is a necessary part of removing obstacles (Januszewski & Molenda, 2008). Needed skill sets are also identified, and consideration is given to how skills will be developed for both practitioners and recipients. Generated solutions to problems may include materials, methods or approaches, improved conditions and environments, strategies, multimedia components, or processes. A design solution is tested to determine what does work, and continual evaluation aids in refining to better ensure that it works reliably in the future.

Documenting and sharing the best of what is known from experience works to improve practice and identify best practices (Januszewski & Molenda, 2008). Those things that have been tried in the past, that are known to work in achieving results, become standards. Identifying measures of quality, marks of authority, and established principles acts as a continual process of strengthening or, as Bunker (1998) termed it, knowledge “thickening.” Reflecting on past experience, applying what is learned to identify best practice, and the extension of both thinking and theory as a result of research are marks of a profession (Finn, 1953).

Subgroup (a) is what members of a profession know and involves psychological variables such as work environment, relationships, support, cognition, and attitudes. This subgroup is knowledge oriented and focuses on study, research, theories, values, methods, beliefs, and ideas. Subgroup (b) is what members of a profession create to solve problems or improve performance. In order to remove or mitigate obstacles and barriers, creation involves examining environmental or situational variables and the associated risks, problems, or issues. After risk identification, creation moves to designing solutions. Both problems and the solutions that have proved successful or unsuccessful in the past are identified through documented experience, which also drives scholarship. Part of the design process involves identifying and removing barriers or obstacles.

Subgroup (c) is what members do and involves understanding physical and behavioral variables.

Professionals are called on to identify and execute processes and to select and apply appropriate tools and methods that support their field, all while evaluating both reliability and effectiveness. Selecting and using the most suitable tools to meet needs requires that professionals develop the necessary skill sets and that they are guided by the essential functions of both professional standards and professional ethics. Documented experience serves as a navigational instrument (Holsti, 1969). Practitioners are driven by purpose and guided by professional ethics. Documented experience serves as a reflective and evaluative tool for defining and refining professional standards, essential functions, and best practices.

System processes take place in an environment, and boundaries are evident (Laszlo & Krippner, 1998). When examining continual professional learning and higher education as systems, areas where teaching and learning occur, or are needed, constitute the environment (see Appendix A). A boundary distinguishes the system from the surrounding environment or other entities within the system. Boundaries provide limits that work both to define and to maintain the integrity of the system (Cadle, 1985). Identifying the setting where system processes occur helps to identify the boundaries of the system. For this paper, the boundaries are seen as being established through the study of and understanding of biblical truth.

Systems can be either open or closed. An open system and its environment are highly interrelated (Bertalanffy, 1968). As a system, a professional field is considered open and its boundaries permeable. Boundaries work to maintain the integrity of the system, yet they are flexible enough to allow for permeability. An input is energy or matter that enters through the boundaries. A set of actions that fulfill the purpose of the system is throughput, or process (Boulding, 1956). Throughputs convert inputs into outputs. An output is energy or matter that exits through the boundaries, as in the product or service that results from a social system's process or processes. Received and collected data, used to evaluate and monitor the system, are feedback. The changes or corrections made in the system based on these collected data, or feedback, act as a control.

The knowledge, information, and data on which actions are based are considered the inputs for a professional field (Januszewski & Molenda, 2008). The environment and its conditions are also inputs. Outputs are products or processes that result from system processes. These can be resources, documents, services, outcomes, products, methods of instruction, other processes, or ideas that evolve through the designing of solutions to problems. The professional standards, essential functions, and best practices of a field come from outputs that have proved effective. Additionally, Januszewski and Molenda (2008) identified the application of intellectual processes as output. For this paper, output was identified as the creation of professional development modules for adult learners.

If knowledge is essential to input and application is essential to output, then a bridge (or the throughput) is needed between these two elements. For this paper, the bridge between study and ethical practice is viewed as the process of creating solutions. Creating can be viewed as the bridge between input (study) and output (practice, of which using and managing are a part). Creating is the throughput needed to convert inputs to outputs. Using and managing rely on the creation of technological processes and resources (Januszewski & Molenda, 2008).

Januszewski and Molenda (2008) identified process as happening between input and output and pointed out that processes may result in products or additional processes; thus, process can be seen as the throughput between input and output. The term process, then, may refer to both an output (product) and a throughput (process). Inputs and the way they are processed determine efficiency, whereas outputs determine effectiveness (Januszewski & Molenda, 2008). Identifying the risks involved in removing obstacles is an important part of problem solving (Sternberg, 1996). Decision making, planning, creating, and navigating the digital landscape are all examples of throughput. Januszewski and Molenda (2008) warned that identifying inputs, throughputs, and outputs is “thorny” at best.

Problem solving is central to the creation process (Jonassen, 2004). Documented experience reveals processes that convert inputs to outputs as well as any potential associated obstacles. Received

input data indicate whether obstacles exist or not. Obstacles result from the current conditions in a system. Obstacles limit the efficiency or effectiveness of both resources and processes.

In addressing obstacles, one may ask why the obstacles exist in the first place, in addition to other questions: What is understood? What works to remove existing obstacles? (Jonassen, 2004). Reflecting on documented experience allows members of an organization to see what works, whether solutions are reliable, and whether designed solutions work every time. Further, documented experience can be used to identify the necessary conditions for both reliability and effectiveness. Once the problem has been viewed in light of prior experience, methods are developed, and the tools and procedures used to act on methods are selected. Developing a skill set needed to apply solutions to problems may, in itself, be part of the process.

Received and collected data, used to evaluate and monitor the system, are feedback (Banathy, 1968). A continual process of evaluation allows organizations to seek opportunities to make corrections and improve efficiency and effectiveness. Popper and Lipshitz (2000) held that the stream of information and data that organizations gather and integrate allows the entire system itself to actually learn and improve practice. Both scholarship and action are guided by feedback. Documented experience guides future creation by identifying what has worked in the past and how it will work reliably in the future. Identifying risks, problems, and issues; designing solutions; and removing obstacles can all act as forms of feedback and provide evidence on which to base decisions and determine future actions.

Defining and refining actions based on feedback helps to determine best practice; thus, corrective actions, based on collected data, are a form of control (Banathy, 1968). What is seen as having worth or merit—as being important—becomes values. Values for professionals generally include the importance of learning, particularly lifelong learning, along with equity both in learning opportunities and access to learning resources (Januszewski & Molenda, 2008). Professional ethics are

the rules of conduct to which practitioners hold themselves accountable and become a normative control of both behaviors and beliefs. Control in a profession can be achieved through identification of a code of ethics (Januszewski & Molenda, 2008). Scholarship and design are driven by what is valued, by a belief system, and by what is identified as having worth, merit, or importance.

Laszlo and Krippner (1998) noted that, unless purposely maintained, systems tend to dissipate energy. Boundaries can work to maintain energy. For this paper, to appreciate means to recognize the full worth or value of something and to understand fully. Both the recognition of worth and value and the understanding comes from being firmly grounded in biblical truth. “My son, if you receive my words and treasure up my commandments with you, making your ear attentive to wisdom and inclining your heart to understanding; yes, if you call out for insight and raise your voice for understanding, if you seek it like silver and search for it as for hidden treasures, then you will understand the fear of the LORD and find the knowledge of God. For the LORD gives wisdom; from his mouth come knowledge and understanding;” (Proverbs 2:1-6<sup>1</sup>).

### **Learning Theories**

An intellectual technique is a way of doing things that will produce results based on a theory or on practical experience from observing what works. Gagne (1970) explained five types of learning outcomes that each requiring a different approach to instruction—verbal information, intellectual skills, psychomotor skills, attitudes and cognitive strategies. Gagne and Briggs (1974) later defined nine instructional events 1) gain attention, 2) inform the learner of the objective, 3) recall previous learning, 4) present new material, 5) provide guidance, 6) encourage performance, 7) provide feedback, 8) assess performance, and 9) encourage transfer and retention. Gagne’s work helped to pave the way for further developments in instructional theory and technique.

A theory guiding current educational practice is constructivism, an approach to learning and

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<sup>1</sup> This verse, and all subsequent ones cited here, are taken from the English Standard Version.

instruction based largely on the work of Vygotsky (1978). Foundational to this theory, instructors do not simply pass on factual information but learners actually construct knowledge by connecting new learning with existing schemas. Learning occurs as students actively build rather than just assimilate knowledge (Santhiveeran, 2005). Bennett and Lockyer (2004) explain constructivism as developing an understanding of recent research literature, forming connections with relevant, real world experiences, and designing practical assignments. Experience itself is an educator, but, a caution here; Von Glasersfeld's radical constructivism proposes that knowledge is constructed as observers make viable interpretations of experience (Hardy and Taylor, 1997). As biblically grounded educators, we must guard against subjective empiricism, and firmly ground instruction within biblical truth.

Research by Webb, Jones, Baker and Schaik (2004) has shown that learning is more effectual if learners are actively engaged, and not just inert listeners. Allen (2005) views the goal of instruction as encouraging learner self-reliance. "If information is to be used effectively it must be translated into the learner's way of attempting to solve a problem by engaging the learner in interesting and culturally meaningful collaborative problem-solving" (p. 249). The theory of learner self-reliance is an outcropping of work done by Knowles (1975).

Constructivism, self-reliance, active learning and experiential learning guide the intellectual technique of the modern day instructor. In the field of education, a commonly understood term for an intellectual technique is a *strategy*. The use of collaborative learning, authentic tasks, reflection, dialogue, and formation of learning communities are effective learning strategies for the *now* generation (Allen, 2005).

The engagement of young people with media has reached unprecedented levels and continues to show exponential growth (McWilliam and Dawson, 2008). Weiss (2007) states that "Despite the wide accessibility of Internet-enabled devices and the Web, educators have not generally altered classroom practice to accommodate the devices or integrated Internet-based activities into their teaching" (p. 79).

New instructional technologies, such as classroom response systems, e-portfolios, geotagging, handheld and mobile computing, lecture capture, social computing, and video conferencing, mean that instructors are bombarded with media choices. Beck and Ferdig (2008) revealed that “the changing roles of the instructor have required a change in pedagogies” (p. 5). Guidance and support is needed as instructors attempt to sort out the what and the how of new media opportunities and the techniques needed in the modern digital classroom.

Within digital learning environments, some can make the assumption that simply providing new delivery mechanisms, and providing access to new technologies will create excellent learning environments. Weisenberg and Stacey (2005) point out, that it is the “instructional strategy, not the technology, which determines the quality of the learning” (p. 387). Clark (1983) was one of the first to illicit caution, lest educators put too much faith in the technology itself, when he referred to media as “mere vehicles that deliver instruction” (p. 445). A decade later Kozma (1994) challenged Clark’s ideas and sought instead to discover how media could be used to influence positive student outcomes. Saury (2001) observed that technology is altering, not just our expectations, but the very way teaching is done, and states that instructors “are increasingly aware that technology is a powerful agent of change with which we must grapple directly or founder” (p. 22). Bates (AJDE, 2007) described the “steep learning curve” required when instructors begin using new forms of technology (p. 106). Weiss (2007) stated that “adequate pedagogical models for teaching with digital technologies have not been developed or disseminated and therefore educators simply do not know how to use the new tools effectively” (p. 77). As new tech savvy learners continue to come on the scene they will demand excellent learning opportunities that are readily available. More research is needed that builds on the foundations of learning theory but from a biblical foundation, while still addressing the needs of the digital age learner.

### **Leadership**

Rapid change requires strong leadership (Bass, 2008). Albright and Nworie (2008) share the

importance of strong instructional technology leadership whose functions include; strategic leadership and direction for all campus academic technology applications, initiative, and support services. These authors identify ITDE leadership as being responsible for; 1) the theory and practice of instructional technology and distance education, 2) instructional design, 3) advancement in teaching methods, 4) improvements in instruction and assessment, and 5) professional development of teaching faculty. Professionals assemble on a regular basis to share ideas, evaluate advances in theory, and discuss best practices in their fields. Almost every discipline or area of specialty has established a set of curricular standards and professional codes intended to encourage a high level of practice. Ethical standards are an important aspect of professional associations.

Many universities and community colleges have undertaken the task of developing online courses and entire programs. A decade of research defines effective online instructional methods, but there is disparity between what is known and what is actually practiced (Stewart, Hong, and Strudler, 2004). During a live e-learning forum conducted by the Chronicle of Higher Education (n.d.) Zemesky expressed that “there is no container for knowledge anymore. It is like a nuclear explosion in which energy constantly radiates outward in all directions, and...it will change how you manage teaching, research, libraries, and access to information in general” (p. 5). Instructors need to be equipped with the learning theories and teaching strategies best suited to the online explosion. Carl Wieman (2006) states “We are now at a watershed in higher education. We are faced with the need for great change, and we have the yet unrealized opportunities for achieving great change” (p. 4). Lokken (2008) expressed that the university online department “has become a significant change-agent, promoting increased faculty training and professional development, a rethinking of how we teach, and a catalyst for integrating technology into instruction” (p. 8).

Lyons (2004) expressed that it is “possible to create an exciting, interactive, learning experience that is rewarding for both the instructor and the students” and that “for both the students and the

instructor, online instruction offers many advantages over a traditional class” (pg. 448). Lyons further shares one of the advantages of online learning as being flexible—students can work any time from practically anywhere.

### **Instructional Design for Understanding**

McTighe, Emberger, and Carber (2008) assert that the development and deepening of understanding is the goal of all educational endeavors. A learner must understand to be able to transfer learning to new situations (McTighe, 2008). Understanding is critical before a learner is able to transfer learning to new situations—to create solutions to problems. Understanding is demonstrated through a learner’s ability to “explain, interpret, apply, shift perspective, empathize, and self-assess” (McTighe, 2015). Wiggins and McTighe (2004) have identified an instructional design model called Understanding by Design (UbD). According to this model, instructional design involves three stages of preparation: 1) Identifying the desired results; 2) determining acceptable evidence; and 3) planning the learning experiences.

In Stage 1, designers determine the 'big idea' of the course by examining theories, principles, standards, and core concepts. These 'big ideas' form the basis for the key understandings that should endure long after learners have taken the course. Essential questions are formed from the key understandings. These help to unpack content and encourage learners to think deeply and make connections. They also promote the transfer of knowledge to new situations. The essential questions help learners maintain focus on what is most important—the big ideas—the learning goals. What should endure long after the learner has taken this course? What will the learner care about that he/she didn't before? What is important for learners to know and be able to do? What is worth being familiar with? What will the result, or outcome, of the course be? What will the learner know and be able to do at the end of the course? With the new understandings gained in the course, what solutions might the learner create to solve problems; thus demonstrating transfer? Answers to these questions help to set

priorities, establish learning goals and learning outcomes, and avoid a ‘textbook covering’ approach.

In Stage 2, designers determine the evidence that will illustrate that learners understand and are able to transfer these key understandings. As the instructor, how will you know that learners understand? What evidence will demonstrate this understanding? In Stage 2, designers carefully plan assessments that match the learning goals identified in Stage 1 planning. Assessment is crafted to allow learners to demonstrate their ability to “explain, interpret, apply, shift perspective, empathize, and self-assess” (McTighe, 2015).

Stage 3 involves the more specific learning objectives and lesson planning. The entire process is called backwards because, rather than start with a textbook that covers specific content and objectives in a linear fashion, UbD starts by looking at what is most important. From a Christian point of view, these enduring understandings come from biblical principles. Though UbD follows three progressive steps, this backward design process is also iterative in nature and has been shown to be effective for small units of instruction, such as would be needed for modules that lend themselves to stackable badges, as well as full programs that involve multi-year planning (Di Masi and Milani, 2016).

Wiggins & McTighe (2008) held that “We must challenge the common practice of teaching knowledge and skill for acquisition first and then teaching for meaning and transfer later. Rather, we must recognize that the purposeful and effective use of content is the ever-present goal, and we must design all instruction with that goal in mind” (p. 41).

### **Instructional Design on a Biblical Foundation**

When a learner builds upon a biblical system of beliefs (worldview) the outcome will result in more meaning, a sense of fulfillment and ultimately more purpose in life. Our most important goal as educators is to help learners live a life like Christ, of Christ, and for Christ in every way, so they may be restored to the image of God their Creator and help others on their path to restoration through a relationship with Jesus Christ. "In the highest sense the work of education and the work of redemption

are one, for in education, as in redemption, 'no one can lay a foundation other than that which is laid, which is Jesus Christ' (1 Cor 3:11) (White, 1903). The goal of learning is to understand our Creator, His plan for our lives, and to implement that plan in our lives. Recognizing and accepting guiding biblical principles are the very essence of true education. "With God are wisdom and might; he has counsel and understanding." (Job 12:13). "For the LORD gives wisdom; from his mouth come knowledge and understanding;" (Prov 2:6). Thus, it is from a knowledge of God that all true learning and real development find their source. Curriculum, then, must be Christ-centered and focus on His everlasting principles. With that in mind, the foundation of every course is scripture, which directs our life in the world; and the cornerstone of each course is the author and finisher of our faith, Jesus Christ. A secular curriculum, or world-oriented frame of reference, typically focuses on academic disciplines, life needs, or preparation to enter the marketplace to earn as many dollars as is possible. By contrast a biblical worldview answers these questions: Why am I here? What is my purpose in life? Where am I going? Who can I help along the way? What does the Lord require of me? How can I spread the Gospel of Jesus Christ? To these questions, the Bible answers us: "He has told you, O man, what is good; and what does the LORD require of you but to do justice, and to love kindness, and to walk humbly with your God?" (Micah 6:8).

With a biblical worldview as the foundation of our curriculum, we are dedicated to developing learners who not only are academically prepared to impact their world but who also are personally and spiritually prepared. Every course should be viewed as an opportunity to invite learners to a deeper knowledge of God our creator. "My son, if you receive my words and treasure up my commandments with you, making your ear attentive to wisdom and inclining your heart to understanding; yes, if you call out for insight and raise your voice for understanding, if you seek it like silver and search for it as for hidden treasures, then you will understand the fear of the LORD and find the knowledge of God. For the LORD gives wisdom; from his mouth come knowledge and understanding;" (Proverbs 2:1-6).

The Sermon on the Mount—found in Matthew 5, 6, and 7—is the longest single example of the methods of teaching that Jesus employed. He provided practical examples of behavior and made clear that His teachings could exist in more than the world of ideas. He provided a template for action and emphasized the applications of love and truth, resulting in the building of relationships.

Through His instructional style and His words, He made clear that he desires a thought process that questions, looks deeper, and asks “What does this really mean?” and “Why is this important?” Each person is described as blessed, valuable, and participatory. The teaching method and philosophy found in the Sermon on the Mount lends itself well to curriculum development for adult learners.

A number of overarching principles were observed in the Sermon on the Mount.

These include:

- a. that each individual is endowed with value, (5:1-12)
- b. that each person has a purpose, (5:13-16)
- c. that purpose is found in service, and (5:40-48)
- d. that service results in relationship and community building. (7:1-12)

It is with this mindset of service, relationship restoration, and community building that professional development courses or modules can be designed with each topic built on Biblical principles and Christ’s model of servant leadership. Learners are asked to look deeper into the meaning and implications of God’s truth, examine their own purpose as related to God’s truth, anchor their purpose in service, and foster restoration through relationship and community building. “And when Jesus finished these sayings, the crowds were astonished at his teaching, for he was teaching them as one who had authority, and not as their scribes” (Matthew 7:28-29).

*NOW* is an acronym, developed to reflect both the order of presentation and the urgency of a technological generation which needs more immediate access to knowledge than ever before.

Nourish: How can I nourish my current understanding of this topic with biblical truth?

This is Christ’s model of thoughtful contemplation of truth.

Optimize: How can I optimize knowledge and practice in my given field with biblical principles?

This is Christ's model of practical application of truth.

Welcome: How is God calling me to welcome others into a deeper understanding of His truth?

This is Christ's model of relational invitation to truth.

Nourish represents the thoughtful contemplation of truth where learners seek to understand the principles upon which the rules or information is based. Nourish emphasizes a deeper acquisition of and understanding of truth. Optimize represents the practical application of truth where learners are called to take action and utilize knowledge, God-given skills sets, and resources for service. "But be doers of the word, and not hearers only, deceiving yourselves. For if anyone is a hearer of the word and not a doer, he is like a man who looks intently at his natural face in a mirror. For he looks at himself and goes away and at once forgets what he was like. But the one who looks into the perfect law, the law of liberty, and perseveres, being no hearer who forgets but a doer who acts, he will be blessed in his doing." (James 1:22-25). Welcome represents a relational invitation to truth and encourages learners to seek paths of restoration through relationship building. Welcome is revealed through the great commission to spread Christ's teachings to all the nations of the world. "And he said to them, 'Go into all the world and proclaim the gospel to the whole creation.'" (Mark 16:15).

By using the principles found in the Sermon on the Mount, academic and professional development courses and instructors can guide learners to not only think deeply and carefully but also focus their understanding of the subjects on service-oriented applications. As curriculum is planned and designed, instructors utilizing the *NOW* approach will ask three questions (see Table 1):

Table 1

*NOW Frame*

	Nourish: How can I nourish my current understanding of this topic with biblical truth? This is Christ’s model of thoughtful contemplation of truth.	Know Purpose
Appreciate	Optimize: How can I optimize knowledge and practice in my given field with biblical principles? This is Christ’s model of practical application of truth.	Do Process
	Welcome: How is God calling me to welcome others into a deeper understanding of His truth? This is Christ’s model of relational invitation to truth.	Create Product

Appreciate means to recognize the full worth or value of something and to understand fully. Both the recognition of worth and value and the understanding comes from being firmly grounded in biblical truth. This firm foundation is essential to all aspects of planning for instruction as well as to the actual process of both teaching and learning. As Figure 2 (p. 11) demonstrated, the Know subgroup addresses purpose, the Do subgroup addresses process, and the Create subgroup addresses product. Comparing the NOW frame with these elements of continual professional learning as a system one can see that nourishment is necessary for understanding purpose. The practical application of truth, optimizing, takes on deeper meaning—or some might say real meaning—when grounded in biblical truth. Purpose is defined and process is enhanced when viewed in light of the biblical foundation. The relational invitation to truth, welcoming others into God’s truth, becomes a result of understanding purpose, and implementing process. By partnering with the Holy Spirits, we are instruments that carry solutions to the brokenness of a fallen world. God’s people “have been given a work of the most solemn import—the proclamation of the first, second, and third angels’ messages. There is no other work of so great importance. They are to allow nothing else to absorb their attention” (White, 1902, p. 138).

The three NOW questions also serve as a guide in the design stages. Nourish informs Stage 1 of the design process as instructors determine the big ideas from a biblical foundation—the *what* of a course—the *know* of the course. Optimize informs stage 2 of the design process as instructors determine the evidence that will illustrate that learners understand—the *how* of the course—the *do* of the course. Welcome informs Stage 3 of the design process as instructors create the learning plan and design the learning experiences to will help learners recognize truth, understand the implications of truth, act on truth, reflect on the big ideas, and welcome others into an acceptance and understanding of truth—a relationship with Jesus Christ.

Table 2

*Design Stages as Related to Truth Factors and Outcomes*

Design Stage	Truth Factor	Outcome
Stage 1-Establish the big ideas from a biblical foundation. What should endure?	Nourish: How can I select and design the content to encourage the learner to nourish their current understanding of this topic with biblical truth? This is Christ’s model of thoughtful contemplation of truth.	Know
Stage 2-Determine the evidence that will illustrate that learners understand and are able to transfer the key understandings.	Optimize: How can I select and design assessment to encourage the learner to optimize knowledge and practice in their given field with biblical principles? This is Christ’s model of practical application of truth.	Do
Stage 3-Create the learning plan.	Welcome: How can I design the learning experiences to encourage the learners to explore and determine how God is calling them to welcome others into a deeper understanding of His truth? This is Christ’s model of relational invitation to truth.	Create

As discussed earlier in the paper, Wiggins and McTighe (2008) shared four characteristics of a profession. In Table (3) these are matched to the learning evidences of Know, Create, and Do.

Table 3

*Characteristics and Evidences*

Four Characteristics of Professionals	Learning Evidences
<p style="text-align: center;">Act on the most current knowledge                      Are client centered and adapt to needs of those they serve                      Are results oriented                      Uphold standards in their own practice and through peer review</p>	<p style="text-align: center;">Know and Do                      Create                      Create                      Appreciate</p>

In conclusion, the instructional design of course work for Christian young people and adult learners is both an amazing opportunity and a critical obligation. White confirmed this great responsibility by saying “that the fear of the Lord is the beginning of wisdom, we are to labor earnestly, ever praying that the saving grace of God will instruct us at every step. We must ever seek to ascertain the will of the Lord, and to walk in harmony with it. Let us follow on to know the Lord, whom to know aright is life eternal” (White, 1981, p. 184).

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Appendix A

Phase 1: NOW Course Planning Guide

## PHASE 1: NOW L1(Basic) and L2 (CEU) Course Planning Guide

To review the Course Creation Process At-a-Glance, click [here](#)

### Step 1: Initial Discussion

<b>Client:</b> <div style="background-color: #ffffcc; height: 20px; border: 1px solid black;"></div>	<b>Date of Initial discussion:</b> <div style="background-color: #ffffcc; height: 20px; border: 1px solid black;"></div>	
<b>Identify the Audience:</b> <div style="background-color: #ffffcc; height: 20px; border: 1px solid black;"></div>		
<b>Purpose of the Course:</b> <div style="background-color: #ffffcc; height: 20px; border: 1px solid black;"></div>		
<p>In considering the purpose of the course, decide whether it will be offered as information for a broad audience with no credit, or as professional development for CEU credit, or as modules/badges that can be used for all or part of academic credit through a university. A level 2 course for 1 CEU unit could be organized into 10 lessons that take approximately one hour each to complete. It may be helpful to consider the table below:</p>		
<b>Number of Hours Required &amp; Number of Credits Earned</b>		
Level 1 Course Basic Informational Knowledge (no credit)	Level 2 Course Professional Development Target Audience (CEU credit)	Level 3 Course Academic Credit
1 module/lesson of 1 clock hour ( <i>ch</i> )	10 clock hours = 1 CEU	
2-5 modules/lessons of 1 <i>ch</i> each	20 clock hours = 2 CEUs	
5 or more modules/lessons 1 <i>ch</i> each	30 clock hours = 3 CEUs	30 <i>ch</i> (3 CEUs) = 1 semester credit
<b>Level of the Course: Level 1 (Basic), Level 2 (CEU)</b> <div style="background-color: #ffffcc; height: 20px; border: 1px solid black;"></div>		

## PHASE 1: NOW L1(Basic) and L2 (CEU) Course Planning Guide

### Course Description:

Take a few minutes to jot down some ideas to help you write the description for the L1 or L2 course you are planning. You will refine these ideas as you move through the planning process. Highlight the keywords that represent the [big ideas](#), [concepts](#), [principles](#), [skillsets](#), and [understandings](#) that will result from the learning experiences.

### Funding/budget and other constraints in creating this L1 or L2 course:

### Compensation Agreement for Content Expert/Author (CE):

### Course build considerations:

### Where will the course be hosted?

- Southern's PD Storefront
- eClass
- Adventist Learning Community
- Other

## PHASE 1: NOW L1(Basic) and L2 (CEU) Course Planning Guide

Will learners be charged to take the finished course? If so, what is the price point?

\$ \_\_\_\_\_

**SIGN OFF #1** Includes all of the above considerations:

**Content Expert/Author (CE)**

Name and Date

**SOC Director**

Name and Date

**SOC Productions Lab Director**

Name and Date

*After the initial discussion and sign off, proceed to Step 2. This form is provided as a thinking and planning tool for content authors. All final content will be submitted to the Online Campus staff on the [NOW Course Home Page Template](#) and the [NOW Content Creation Template](#).*

## PHASE 1: NOW L1(Basic) and L2 (CEU) Course Planning Guide

### Step 2: Think Like a Practitioner (The What)

#### From Novice to Expert

For each section below, consider your professional audience and their presumed current level of knowledge, skill, or understanding as compared to an expert.

What does a \_\_\_\_\_ need to know?

What does a \_\_\_\_\_ need to be able to do?

What does an expert in this field understand that a less experienced practitioner does not?

From the list of understandings you generated above, determine the most important understandings.

What might an expert in this field care about (or view as important) that a less experienced practitioner may not?

## PHASE 1: NOW L1(Basic) and L2 (CEU) Course Planning Guide

In Step 2 you considered what practitioners (your audience) should know, understand and be able to do. You also considered what experts are more likely to care about (or appreciate) than those who have less experience. What will learners learn to appreciate as a result of the learning experiences, and how will this appreciation lead learners to care about others and about what is important? The elements learners will create should draw from both sides (know and do) and result in tools, resources, or processes that will be used to make a difference in the lives of others (appreciate).

Identify what learners will know, create, do, and appreciate as a result of the learning experiences in the course. From the learning experiences in this course, learners will:

Know	Create	Do
<p>What facts and concepts should learners know and be able to recall?</p> <div style="border: 1px solid black; background-color: #e0f0e0; padding: 5px; min-height: 80px;"> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> </div>	<p>What will learners be able to transfer to new situations? What problems exist that need solving?</p> <div style="border: 1px solid black; background-color: #e0f0e0; padding: 5px; min-height: 80px;"> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> </div>	<p>What discrete skills and processes should learners be able to use?</p> <div style="border: 1px solid black; background-color: #e0f0e0; padding: 5px; min-height: 80px;"> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> </div>
<p><b>Appreciate</b></p> <p>What are the long-term goals? What are the important questions that learners will continue to ask? What are the big ideas that learners will continue thinking about and care about as a result of this course? As a result of the learning experiences in this course learners should be able to say, "I care about...and will..."</p> <div style="border: 1px solid black; background-color: #e0f0e0; padding: 5px; min-height: 80px;"> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> </div>		
<p>The documentation of your thinking and planning above forms the foundation for the learning experiences and assessments you will design later.</p>		

## PHASE 1: NOW L1(Basic) and L2 (CEU) Course Planning Guide

### Step 3: Establish Foundations (The Why)

Christ-centered curriculum must focus on principles that are everlasting. With that in mind, the foundation of every course is scripture, and the biblical truths that direct our lives in the world. The cornerstone of each course is the author and finisher of our faith, Jesus Christ. A secular curriculum, or world-oriented frame of reference, typically focuses life needs or maximizing earning potentials. By contrast a biblical worldview answers these questions: Why am I here? What is my purpose in life? Where am I going? Who am I called to help along the way? What does the Lord require of me? How can I spread the Gospel of Jesus Christ? Micah 6:8 - He hath shewed thee, O man, what is good; and what doth the LORD require of thee, but to do justly, and to love mercy, and to walk humbly with thy God?

**What are two or three guiding biblical principles that are foundational to the course and its purpose?** Links to the Bible, the Seventh-day Adventist Fundamental Beliefs, and the writings of Ellen White are provided below:

#### [Biblical Foundations](#)

#### [Foundation in Seventh-day Adventist Fundamental Beliefs](#)

#### [Foundation in Ellen White's Writings](#)

#### [Journey to Excellence](#)

## PHASE 1: NOW L1(Basic) and L2 (CEU) Course Planning Guide

### Institutional Mission, Vision, Goals, and Core Values

Locate and list anything from the [institutional mission](#), [vision](#), [goals](#), and [values](#) that you would like to incorporate into your course. You will keep these in mind as you formulate [essential questions](#), [learning goals](#), [learning objectives](#), [learning activities](#), and [learning outcomes](#) later on.

[Southern Adventist University](#)

1. 2.	Mission	1. 2.	Vision
1. 2.	Goals	1. 2.	Core Values

### Program [Standards](#)

Is the course you are planning part of a larger program? If so, consider the program standards. Is there a set of identified content-related standards or professional standards that you will use in this course? The standards that will be addressed in this course are:

- 1.
- 2.
- 3.

*(add more numbers as needed)*

Add link to the standards here:

### Program [Competencies](#)

Competencies are the knowledge, skills, and [attributes](#) used in the environments in which we live, and learn, and work. Is there a set of identified program or professional competencies that you will use in this course? The competencies that will be addressed in this course are:

- 1.
- 2.
- 3.

*(add more numbers as needed)*

Add link to the competencies here:

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### Learning Goals

Learning goals describe the big idea for your course from a biblical foundation. The big idea is value laden, holistic in nature, and describes the change that this course will help to facilitate. Decide on one or more goal, tied to Create and/or Appreciate from **Step 3**. Learning goals are not necessarily measurable.

1.

2.

*(add more numbers as needed)*

### Develop a Course Metaphor

Determine the guiding metaphor for the course. As you write your course, constantly seek to link the big ideas (learning goals) of the course back to the metaphor. In Phase 3, as you plan the learning activities for the course, you will encourage learners to discover and discuss these linkages. The metaphor will also guide the visual identity (images you choose) for your course. (Example: Creation week--the elements of which, form sub metaphors across the weeks/modules)

### Learning Outcomes (LO)

Based on the learning goals, learning outcomes describe the changes you expect will take place as a result of learners completing this course. How will the learners be different? How will you know? Learning outcomes are not always measurable.

1.

2.

*(add more numbers as needed)*

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### Learning Objectives (Obj)

Learning objectives describe how you are going to accomplish the learning outcomes. In other words, how you are going to get there.? Objectives *should* be measurable. Include at least one learning objective for each learning outcome (though there may be several).

LO1-Objectives

- 1.
- 2.
- 3.

LO2-Objectives

- 1.
- 2.
- 3.

*(add more numbers as needed)*

### Write Your Course Description

Use the work you have done in **step 2** and **step 3** above to write the description of your course. You may still choose to refine the description as you continue the writing and development of your course.

### Develop a shared Lexicon

Consider defining/clarifying any vocabulary terms that are specific to this course. These might include terms with multiple or contextual meanings.

### Identify Course Conventions

Once you have done the pre-planning for the course and have identified a metaphor, you will work with the SOC personnel to identify the visual identity of the course (design, layout, conventions). (Example: Colors--blue, green, white; Feel--fresh, simple yet beautiful and a touch of fun and a hint of the unexpected)

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**SIGN OFF #2** Includes all of the above considerations:

**Content Expert/Author (CE)**

Name and Date

**SOC Director**

Name and Date

**SOC Productions Lab Director**

Name and Date

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### Step 4: Plan

After sign off #2, you are ready to begin fleshing out the content of your course. A level 1 or 2 course should have these basic elements:

**Course Elements:** At a minimum, this level 1 or 2 course should contain the following:

- An Intro page with [instructor introduction and course introduction videos](#)
- 5 videos in all ([script provided](#))
- 4-6 lesson pages
- Content chunked in short manageable segments
- Images to accompany each lesson
- Links to supplemental resources
- Several printable handouts
- [Self-guided assessments with feedback for each of the lessons](#)
- Simple interactives as part of the assessments
- Discussion forums
- A course wrap-up
- A final 25 point quiz that is scorable
- Pathway for learners to submit evidence(s) of practice

You are now ready to create an outline of your course. Here is one way this could be done: [sample](#).

Module/Lesson Title	Essential Question(s)	Content
Lesson 1 Title		
Lesson 2 Title		
Lesson 3 Title		
Lesson 4 Title		
Lesson 5 Title		

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Lesson 6 Title		
Lesson 7 Title		

Once you have the basic outline for your course, you are ready to move on to Phase 2.

- Phase 2--How will the learning goals, learning outcomes, and objectives be assessed?
- Phase 3--Flesh out the content of your course (lessons, assessments, graphics, quizzes, etc.) on the [NOW Content Creation document](#).
- Phase 3--Indicate what information should appear on the homepage of your course by completing the [NOW Course Home Page document](#).