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# INSTRUCTIONS

*This is the Design Document which will be used throughout the Instructional Design and Technology Micromasters® Program*

An Instructional Design Document allows you to catalogue learning design architectural elements. The Instructional Design document is a guidebook for key individuals, such as stakeholders, subject matter experts, and peers who may be collaborating on your learning experience. By capturing these elements, you can provide key individuals with a snapshot or vision of the finished learning product. Knowledge of this information keeps all stakeholders heading toward the same goal. This documentation is also important when reviewing when a course should be retired (sunsetted), discontinued, or even resurrected.

You will begin using this document in 100x by creating your ePortfolio and checking off the elements you are creating. In 200x, you will begin to focus on your intent and rationale of your micro course and modules along with the objectives and assessments that you will use for your modules in 400x.  In 300x, you will add media elements to support the material you created in 200x. In 400x, you will bring all of these elements together for your final micro modules.

## HOW THIS DESIGN DOCUMENT WORKS

The Instructional Design and Technology Micromasters® are interconnected and build toward a final project in LDT400x, in which you will build and deliver a 20-minute course.
Instructional Technology & Design course sequence:
LDT100x: Learning Theories
LDT200x: Instructional Design Models
LDT300x: Digital Media, New Tools and Technology
LDT400x: Instructional Design Course Evaluation and Capstone

A design document will be used in 100x, 200x, 300x, and 400x.

Contents

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# LDT100x INPUTS

*\*\* Please note instructions for all assignments on the source site. Reach out to the instructional team with any questions.*

In 100x, you will complete an ePortfolio. Please note the expectations in the course site to understand the sites available to use to create the ePortfolio as well as the expectations of the assignment.

To get started, add your link to your ePortfolio.

## ePortfolio Link

> ℹ️ Please provide a link to your completed ePortfolio.

Link: https://www.cosmicxp.com/100x-projects

Within your ePortfolio, you will have the following elements.

- ✓ Welcome Page: https://www.cosmicxp.com/
- ✓ About Me Page: https://www.cosmicxp.com/about
- ✓ Comparing Learning Theories Table: https://www.cosmicxp.com/comparison-of-learning-theories
- ✓ Personal Learning Experiences (elementary, high school or college, professional career): https://www.cosmicxp.com/ldt-100x
- ✓ Behaviorism Overview: https://www.cosmicxp.com/behaviorism
- ✓ Constructivism Overview: https://www.cosmicxp.com/constructivism
- ✓ Cognitivism: https://www.cosmicxp.com/cognitivism
- ✓ Andragogy: https://www.cosmicxp.com/andragogy
- ✓ Authentic Assessment: https://www.cosmicxp.com/authentic-assessment
- ✓ MicroLearning Project: https://www.cosmicxp.com/microlearning

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# LDT200x INPUTS

*\*\* Please note* instructions *for all assignments on the source site. Reach out to the instructional team with any questions.*

| Document Author | Carrie Slayton |
|---|---|
| Course Name | *Emotional Intelligence: Self-Regulation* |

## ePortfolio Link

> ℹ️ Please provide a link to your completed ePortfolio.

Link: https://www.cosmicxp.com/ltd-200x

## Executive Summary

(Complete this step last after you have filled in all other areas)

> ℹ️ In 200-400 words, provide a summary of the course that you are building. Make sure you are clear with the components you are building as well as future recommendations, considerations, or conclusions, if necessary.
> Click here for more information on Executive Summaries.
> **Remember** – Complete this step last!

The landscape of emotions in our current social and work environments have become a hot zone for easily triggered emotional responses and combative positioning over world health and politics.  The psychological safety we may have once shared in most workplaces and social media platforms has eroded with the social climate.

Emotional Intelligence (EI) describes the ability to identify, use, understand, and manage emotions in positive and constructive ways.  It's about recognizing personal emotional states and the emotional states of others—it's also about recognizing the information that these emotional states provide.

This online course series has been designed to take Adult Learners back to the basics. In this course, you will learn to identify personal triggers and successfully regulate emotional states. Learn about the role the Vagus Nerve plays in helping with self-regulation and practices that will strengthen vagal tone. Learn about other science-based practices that enhance self-regulation.

Finally, you will develop a personal and customized Action Plan for yourself to implement once the coursework is complete.

Over time, and with continued practice as prescribed in your Action Plan, you will easily be able to enhance personal self-regulation to help maintain self-control in any emotionally triggering situation.

## Type of Course

> *What type of course is this? Examples include:*
> - Step-by-step process
> - Informational
> - How-to
> - Onboarding or introductory
>
> Think about the intent of course. What are you intending to do or what type of content do you intend to deliver?

This is an introductory, informational, online course designed to teach you about self-regulation in three weeks of learning and one week of Action Planning. You will learn how to recognize emotional signals from within your body, and the difference between emotions (physiological experience) and feelings (mental and emotional experiences). You will learn breathing techniques, and vagal toning exercises. You will be introduced to science-based practices for the body that help to enhance your self-regulation.

You will want to take this course in a comfortable and private setting. Some of the exercises are personal, in nature. Some of the exercises contain relaxation techniques you will want to practice uninterrupted.

## Target Audience & Learner Profile

> Who is the audience is for this course? As you think about and research the instructional problem, you also need to conduct a learner analysis or a narrative description of the learners who will be taking the course.
> - Are they first-year university students?
> - High school seniors?
> - 6th grade math students?
> - Incoming employees to a corporate setting?
>
> Think about "who" will take your course and why they will take it or benefit from it. This is also known as the "learner profile." Describe the demographics, background or prior knowledge, skills, and dispositions that you anticipate learners may have when they begin the course.

This course has been designed for Adult Learners seeking personal growth and development.

**Learner Profile:** The Learners who are interested in taking this course will be adults of any age, who have some basic computer skills and access to the internet, many of whom are employed and looking to greatly enhance their interpersonal skills and advance their careers.

**Target Audience:**
- Adults who work in a diverse workforce and want to vastly improve their communication skills.
- Adults who want others to listen without getting upset.
- Adults who have read that emotional intelligence and empathy are among the most coveted interpersonal skills in positions of leadership and want to improve their chances of getting promoted.
- Adults who want to gain more self-awareness around their own emotional responses to improve their social interactions.
- Adults who place a priority on self-development and will schedule time to practice evidence-based techniques.
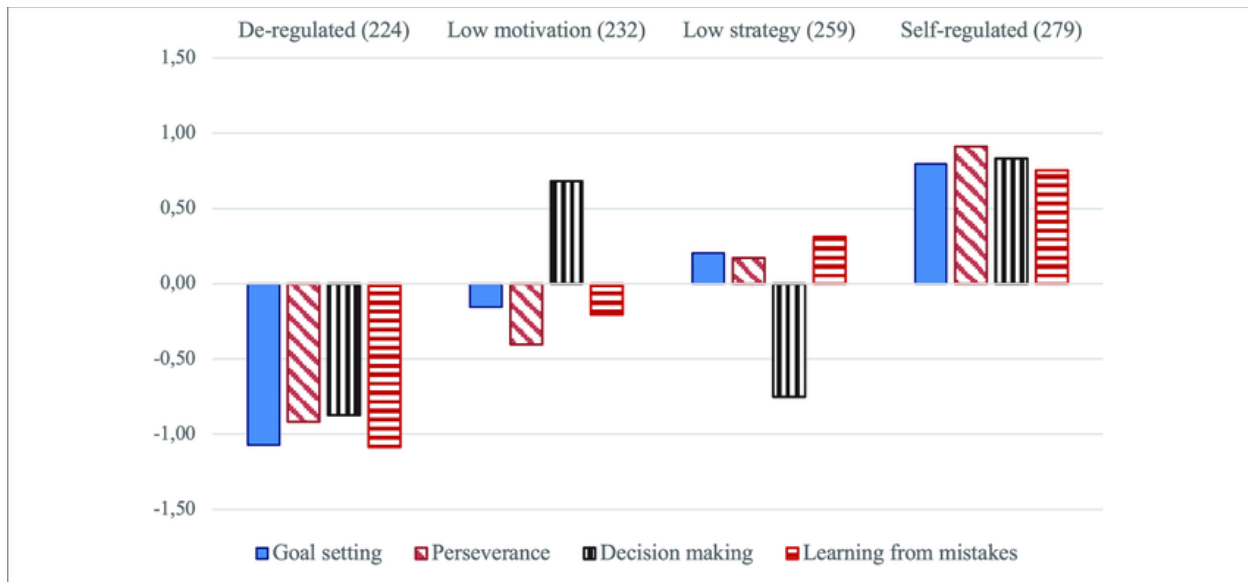
# Learning Gap

> **i** What is the learning need, market opportunity or course rationale you are addressing with this course? Describe the need or rationale for your instruction—why you think the online learning experience is necessary. Essentially, the need for the online learning experience is what problem or instructional gap your learning experience will solve. Think about your stakeholders (decision-makers and users) and how their needs will impact what you are building.

It all has to do with how people process information that comes in from their senses. If they are unsuccessfully processing information, then people who struggle with self-regulation will have trouble figuring out what will help them remain calm when they become upset. They may have a hard time being flexible when things change and might react with frustrated outbursts.

A research has shown (see chart below) that adults who lack effective self-regulation skills experience issues with their ability to set goals, sound decision-making capabilities, perseverance in the face of difficulties, the ability to self-reflect and learn from mistakes. An adult with poor self-regulation skills may also lack self-confidence, self-esteem, and have trouble handling stress and frustration. Often, this is expressed as anger or anxiety, and to the detriment of their relationships. They usually blame others for how they've made them feel.

This is a societal failure to educate adults on the empowering nature of self-regulation.

Self-Regulation Profiles in Table 6 of the study shows final cluster centers for self-regulation dimensions, based on four-group cluster membership: a de-regulated cluster, scoring low on all partition variables; a self-regulated cluster, scoring high on all self-regulation dimensions; a low motivation cluster, characterized by subpar motivation (goal setting, learning from mistakes) and low perseverance; and a low strategy cluster, characterized by average motivation (goal setting, learning from mistakes) and medium perseverance, but low decision making (Valenzuela, et al., 2020).

**Reference:**
Valenzuela, R., Codina, N., Castillo, I. & Pestana, J. (2020). Young University Students' Academic Self-Regulation Profiles and Their Associated Procrastination: Autonomous Functioning Requires Self-Regulated Operations. *Frontiers in Psychology. 11.* 354. 10.3389/fpsyg.2020.00354. Retrieved on December 19, 2022, from: https://www.researchgate.net/publication/339899953_Young_University_Students%27_Academic_Self-Regulation_Profiles_and_Their_Associated_Procrastination_Autonomous_Functioning_Requires_Self-Regulated_Operations#pf11

# Terminal Learning Objective

> ℹ️ The **Terminal Objective** is the umbrella objective for the whole course

By the end of this course, you will be able to describe and demonstrate practices for regulating your emotional states via an action plan.

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# Course Learning Objectives

ℹ️ The **Course Learning Objectives** break the Terminal Objective down to manageable parts.
What do you want your learners to be able to do by the end of your course? Refer to the Learning Outcomes section in LDT200x, Week 2.

Objectives should be measurable. The objectives need to be able to quantify what the learner is doing.

Consult Bloom's Taxonomy at for measurable verbs.
- Writing Measurable Learning Objectives
  https://eclearn.emmanuel.edu/courses/1285497/pages/how-to-write-measurable-learning-objectives/
- Bloom's Taxonomy
  https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy
- Guidelines for Writing Learning Objectives
  https://canvas.instructure.com/courses/803402/pages/guidelines-for-writing-effective-learning-objectives%C2%A0
- Writing Goals and Objectives
  https://www.niu.edu/citl/resources/guides/instructional-guide/writing-goals-and-objectives.shtml

*Remember, this will be a 20-minute course. Keep your scope narrow*

**At the completion of this course, you will be able to:**
1. Define Self-Regulation and describe its usefulness.
2. Describe the difference between the sympathetic and parasympathetic nervous systems and their response characteristics.
3. Perform a body scan and describe your findings.
4. Describe the difference between emotions, feelings, and moods.
5. Tune into your emotions and describe their impact on yourself and others.
6. List two (or more) vagal toning exercises and summarize their importance.
7. List two (or more) science-based strategies for self-regulation and describe each practice.
8. Develop an action plan for self-regulation self-mastery and your reasons for prescribing each action.

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# Instructional Strategies

> **ℹ** To achieve each learning outcome listed above, what learning activities or tasks will the participant need to complete?

**Activities / Tasks (by week)**

## Early Access

1. Prerequisites: Read and accept Cosmic XP Privacy Policy and Terms & Conditions
2. Learner Orientation Video
3. Course Syllabus and Schedule
4. Meet the Course Designer and Instructor

## Week 1

1. Welcome Message and Course Introduction.
2. What is Self-regulation? lesson
3. Introduction to the Vagus Nerve lesson: Parasympathetic vs. Sympathetic response systems. what is it? What information is in the response?
   - Week 1 Summary
   - Week 1 Introduce Yourself Discussion Board Assignment: Answer Q's in 200-400 words
   - Week 1 Activity: Learn to perform a body scan. Learn what your baseline (parasympathetic) feels like.
   - Week 1 Discussion Board: Answer prompts – reflect on body scan experience.
   - Week 1 Knowledge Check
   - Week 1 Key Concepts Assessment: (Kirkpatrick level 2 assessment) 15 questions
   - Week 1 Coaching Call: Participation is optional

## Week 2

1. Emotions, Feelings, and Moods: What is the difference between emotions, feelings, and moods?
2. Improve Your Emotional Literacy for Better Communication: Personal exercises, no submission required.
3. Needs Threat Assessment and Triggers: What are your emotional triggers (sympathetic response)? Learn what your emotions feel like without attaching a mental narrative to it. Practice neutrality. Use body scan technique to locate where uncomfortable emotions go in the body.
   - Week 2 Summary
   - Week 2 Assignment: "Tuning Into Your Emotions" worksheet submission
   - Week 2 Discussion Board: Making connections between assignment 1 and low emotional intelligence examples.
   - Triggers Self-Reflection Activity: journal prompts

- Week 2 Scenario: Simulation exercise – how will you respond? Understand areas for development in the action plan.
- Week 2 Coaching Call: Participation is optional

## Week 3

1. Vagal Toning Exercises: Introduction to vagus nerve techniques to strengthen vagal tone: diaphragmatic breathing, humming, gargling, washing face with cold water, balancing gut biome, meditation.  Learn why they work.
2. Other science-based strategies: Introduction to other science-based emotional regulation strategies: reappraisal, self-soothing, attentional control. Learn why they work and techniques for practice. Learn breathing techniques
   - Week 3 Summary
   - Knowledge Check
   - Develop Your Action Plan: see rubric for detail
   - OPTIONAL Week 3 Discussion Board: Share thoughts or action plan draft with peers
   - Week 3 Coaching Call: Participation is optional

## Week 4

Bibliography pages

- Final Submission (summative assessment): Submit an Action Plan; see rubric for detail – Learner demonstrates knowledge acquired throughout the course and uses it to create an organized schedule of behaviors for personal change.
- Complete Learner Reaction Survey and Claim Course Certificate prompt

# Assessment Strategies

> ℹ️ How will you measure whether a learner achieves the learning outcome? Consider the assessments you will use to quantify mastery and measure performance for each Learning Objective and the associated activity.

1. Learners will complete a Week 1 Knowledge Check – Sorting Activity and a Week 1 Assessment: Key Concepts with a score of 85% or better. Meets the following Learning Objectives:
   a. Define Self-Regulation and its usefulness
   b. Describe the difference between the sympathetic and parasympathetic nervous systems and their response characteristics.

2. Learners will complete a Week 1 Discussion Board Assignment with grading rubric. Meets the following Learning Objective:
   a. Perform a body scan and describe your findings.

3. Learners will complete a Week 2 Emotions Assignment with grading rubric and a Week 2 Discussion Board Assignment with grading rubric. Meets the following Learning Objectives:
    a. Describe the difference between emotions, feelings, and moods.
    b. Tune into your emotions and describe their impact on yourself and others.

4. Learners will complete the Vagal Toning video exercises and the Science-Based Strategies as a personal practice and to research practices for the development of their Action plan. There is (no required assessment this week; however, an OPTIONAL Week 3 Discussion Board assignment has been added for Learners who wish to engage peer feedback. Meets the following Learning Objectives:
    a. List two (or more) vagal toning exercises and summarize their importance.
    b. List two (or more) science-based strategies for self-regulation and describe each practice.

5. Learners will complete a Final Action Plan to demonstrate their understanding of all of the Learning Objectives, and how they intend to apply them in a prescribed format. (Authentic Assessment). A passing grade for this assignment is 85%.
    a. Meets all Learning Objectives and Terminal Objective.

# Content Sources

**How to develop and practice self-regulation**
Source: https://www.verywellmind.com/how-you-can-practice-self-regulation-4163536
Describes what self-regulation is and what good practice looks like.

**The Vagus Nerve: Your secret weapon in fighting stress**
Source: https://www.allied-services.org/news/2020/june/the-vagus-nerve-your-secret-weapon-in-fighting-s/
Describes breathing techniques and briefly describes vagal toning techniques.

**Rewire your brain with these vagus nerve exercises**
Source: https://telespine.com/rewire-your-brain-with-these-vagus-nerve-exercises/
Compares the parasympathetic and sympathetic nervous system responses and describes breathing exercises.

**The roll of the vagus nerve in stress management and wellbeing**
Source: https://apanetwork.com/wisdom-for-life-and-business-in-changing-times/2020/the-role-of-the-vagus-nerve-in-stress-management-and-wellbeing
By the Aethetics Practitioners Advisory Network – this article has a lot of good background information on the vagus nerve and why certain exercises work.

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# Course Sequencing (Outline)

> ℹ️ Course sequencing often follows the Learning Objectives and should be a logical and orderly succession. Chunking may be used to separate chunks or sections of content together. How many chunks of content are there? Does the content need to be taken in a particular order or can the participants jump around?

**Important Note: The microlesson capstone project changed the original design of this IDD. Originally, the microlesson was to be a 20-minute class, consisting of four 5-minute lessons. In November 2022, the final project rubric required a 2-3 week course. Subsequently the Course Sequencing Design changed from Lessons to Weeks (instead of Modules) to denote progression through the material. Rise 360, the authoring tool, assigns a lesson number to each section, even if it is introductory or non-lesson information, i.e., the syllabus section.**

Learners should take the course in the sequential order of lessons. Learner will not be able to look ahead to Weeks 2 and 3 until they complete and pass Week 1 Assessment: Key Concepts, because the quiz requires a passing grade of 85% or higher.

**Course Opens before Week 1 starts**

| | |
|---|---|
| Required: | Accept Cosmic XP Privacy Policy and Terms & Conditions |
| Video: | Learner Orientation Video |
| Lesson 1: | Course Syllabus and Schedule |
| Lesson 2: | Meet the Course Designer and Instructor |
| Lesson 3: | Welcome Message and Course Introduction |

**Week 1**

| | |
|---|---|
| Lesson 4: | Introduce Yourself Discussion Board Assignment |
| Lesson 5: | What is Self-Regulation? |
| Lesson 6: | Introduction to the Vagus Nerve |
| Lesson 7: | Week 1 Summary and Knowledge Check |
| Quiz: | Week 1 Assessment: Key Concepts |
| Lesson 8: | Week 1 Activity: Perform A Body Scan |
| Lesson 9: | Week 1 Discussion Board Assignment |
| Lesson 10: | Week 1 Zoom Coaching Call |

**Week 2**

| | |
|---|---|
| Lesson 11: | Emotions, Feelings, and Moods |
| Lesson 12: | Improve Your Emotional Literacy for Better Communication |
| Lesson 13: | Needs Threat Assessment and Triggers |
| Lesson 14: | Week 2 Scenario Simulations and Summary |
| Lesson 15: | Week 2 Emotions Assignment |
| Lesson 16: | Week 2 Discussion Board Assignment |
| Lesson 17: | Week 2 Zoom Coaching Call |

**Week 3**

Lesson 18:    Vagal Toning Exercises
Leeson 19:    Other Science-Based Strategies
Lesson 20:    Week 3 Summary and Knowledge Check
Lesson 21:    Develop Your Action Plan
Lesson 22:    OPTIONAL Week 3 Discussion Board
Lesson 23:    Week 3 Zoom Coaching Call

**Week 4**

Lesson 24:    Week 1 Bibliography
Lesson 25:    Week 2 Bibliography
Lesson 26:    Week 3 Bibliography
Lesson 27:    Submit Your Action Plan
Lesson 28:    Complete the Learner Reaction Survey and Claim Course Certificate

# Learning Model

> ℹ️   State and explain the project model you are using to create this lesson. Examples include ADDIE, Dick & Carey, Understanding by Design, and Rapid/Agile eLearning Design.

This course will be designed using the eLearning eXperience Design (EXD) model, which is similar to User eXperience (UX) design, which is the process design teams use to create products that provide meaningful and relevant experiences to users. The EXD model is an agile, iterative process that engages in six design phases (Caballero, 2021):

1. Empathize [with the Learners' learning gap]
2. Define [learning objectives, ideation, and definition]
3. Select [the course resource mix]
4. Create [content curation and development of digital content]
5. Launch [communication and promotional strategy for the course]
6. Measure [and monitor outcomes of the online learning experience]

The iterative process of the EXD model differs from other cyclic processes in that it doesn't have to return to the initial phase (Empathize). All iterations can start on any phase as needed, depending on the analysis of outcomes in the Measure phase. Keeping the iteration cycle open, dynamic, and responsive to newly emergent and relevant information ensures versioning histories are available for comparison analysis, while maintaining updated content material for the Learner.  This is in alignment with continuous process improvement principles that are quickly becoming the most effective way to create user experiences in today's digital economy.

**Reference**

Caballero, A. (2021, May 12). *EXD model: An instructional design model for elearning*. eLearning Industry. Retrieved December 16, 2022, from https://elearningindustry.com/exd-model-instructional-design-for-elearning

# Learning Theory

> ℹ️ What learning theory or theories are you using to create your lessons? Explain your choice and rationale for this theory or theories. Examples include Behaviorism, Constructivism, Cognitivism, Connectivism, Andragogy, etc. Remember, use the ePortfolio you created in LDT100x to respond to this section.

Learning theory is meant to explain and understand how people learn. The primary educational learning theories we studied in 100X that are present in my course design are behaviorism, cognitivism, and social constructivism. I would argue that in the current online learning environment, that a hybrid of all of the above learning theories are required for learner engagement.

## Behaviorism

My course design is influenced by behaviorism theory, which is the crux of this course curriculum; helping people modify their emotional intelligence behaviors for more productive outcomes. However, more specifically, my course design contains one assessment, which is intended to help learners briefly memorize the content before they put that information into their final Action Plan assignment. The assessment quiz, specifically, measures the learner's correct/incorrect responses to the first week's content, and requires the learner pass with a score of 85% before accessing the rest of the course material.

## Cognitivism

Cognitivism suggests that the mind and how it processes the learning material. Let's see how Gagne's nine events of instruction are addressed in my course design (Picciano, 2016):

1. **Gain attention:** My course has various forms of media included throughout.
2. **Describe the goal:** My course has one or more Learning Objectives at the beginning of each learning lesson (does not include welcome message, syllabus, etc. which are all set as "lessons" in Rise 360)
3. **Stimulate prior knowledge:** My course has one assignment and one discussion board assignment, and several journaling activities that ask them to reflect on prior experiences and personal knowledge.
4. **Present the material to be learned:** My course uses Rise 360 to present all of the readings, videos, activities, audio files throughout the lessons.

5. **Provide guidance for learning:** My course contains 2 presentation videos; one describes the purpose of a scenario simulation and how to complete the activity, the other delivers a course overview.
6. **Elicit performance:** My course has assignments and discussion boards, and other activity-based learning, like the Perform a Body Scan video.
7. **Provide feedback:** My course has 3 virtual coaching calls (1 per week) in a Zoom environment for live learner feedback, as well as learner feedback on the discussion board assignments.
8. **Assess performance:** My course uses the assessment quiz, knowledge checks,  and essay-type responses in the Emotions assignment and discussion board assignments.
9. **Enhance retention and transfer:** My course offers 3 virtual coaching calls (1 per week) in a Zoom environment for additional learner guidance.

## Social Constructivism

Social constructionism suggests that learners construct new knowledge via the consumption of content and then by discussing their perspective of the material with other learners, thereby creating a newly "constructed" version of the material. Vygotsky found that learning is problem-solving and that the social construction of solutions to problems is the basis of the learning process (Picciano, 2016).

John Dewey saw learning as a series of practical social experiences in which learners learn by doing, collaborating, and reflecting with others (Picciano, 2016). The use of reflective practice the learner is a factor for interactive discussions.

My course design is also influence by Social Constructivism, as there are many personal reflection activities throughout this course and discussion board assignments, prompting learners to share their reflections.

## Connectivism

Siemens (2004) suggests that learning "is focused on connecting specialized information sets, and the connections that enable us to learn more and are more important than our current state of knowing."  There is some influence of connectivism in my course design, as there are a lot of links to external sources, including videos, peer-reviewed published papers, articles, and blogs. The reason for this is that I wanted the learner to know that there are a lot of resources out there to continue building their Action Plan practices with.

## Authentic Assessment

According to Grant Wiggins (1998), an assignment is authentic if it:
- is realistic.
- requires judgment and innovation.
- asks the student to "do" the subject.
- replicates or simulates the contexts in which adults are "tested" in the workplace or in civic or personal life.
- assesses the student's ability to efficiently and effectively use a repertoire of knowledge and skills to negotiate a complex task.

- allows appropriate opportunities to rehearse, practice, consult resources, and get feedback on and refine performances and products.

This Final Action Plan assignment is based on the theory of authentic assessment. The Action Plan asks the Learner to put all of the course objectives together in a single document that can serve as a tool to facilitate post-class-completion continual learning. It is immediately applicable to them once completed. It is custom-created by the Learner to meet their needs and overcome their particular limitations, as they will be citing resources to help them meet their goals, as stated in the Action Plan. The Action Plan will contain language and learning from the content and the Action Plan requires the Learner to create a Monitoring and Evaluation process to keep them invested in their plan.

Whether the Learner chooses to follow their Action Plan or not is a personal choice. However, they will be able to modify their behavioral habits if they stick to the schedule as outlined in their Action Plan.

## References

Picciano, A. G. (2016, November 30). Theories and frameworks for online education: Seeking an integrated model. *Online Learning.* Retrieved December 16, 2022, from https://eric.ed.gov/?id=EJ1154117

Siemens, G. (2004). *Connectivism: A learning theory for the digital age.* Retrieved on December 16, 2022, from: http://www.elearnspace.org/Articles/connectivism.htm

Wiggins, Grant. (1998). Ensuring authentic performance. Chapter 2 in *Educative Assessment: Designing Assessments to Inform and Improve Student Performance*. San Francisco: Jossey-Bass, pp. 21 – 42.

# Course Standards

> ℹ️ Simply stated, course standards are stated goals or criteria which a student must abide by. They are often found in the syllabus to let the students know what is expected of them. Some course standards are late policy, technology policy, assignment policies, etc. To see how a syllabus is created, consider these resources:
>
> - Cult of Pedagogy: Course Syllabus How To
>   *https://www.cultofpedagogy.com/course-syllabus-how-to/*
> - Faculty Focus: Effective Syllabus
>   *https://www.facultyfocus.com/articles/online-education/online-course-design-and-preparation/ideas-for-creating-an-effective-syllabus-for-online-learning/*

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## PREREQUISITE COURSE KNOWLEDGE

There are no knowledge prerequisites to this introductory course. Participation is structured in a 3-week format to facilitate retention of learned material; however, some of the exercises in this course are achieved through self-mastery, which is solely based on your personal commitment to your practice and your Personal Action Plan.

**Technical Skill Requirements**
- You will need a computer, tablet, or smartphone to interact in and complete this course.
- To successfully complete this course, you should be able to use a personal computer or mobile device with access to the internet.
- Familiarity with an online learning environment is helpful for learner navigation between assignments, discussion boards, and assessments. You will be introduced to a video, which will orient you to the online learning environment in the next lesson.
- To successfully complete this course, you should be able to write and type answers into a discussion board forum for review by other learners in your learning group, including the ability to read others' work and respond.
- To successfully complete this course, you should be able to download/upload assignment templates, write or type answers into the assignment template, and upload the document for instructor review.
- This course contains optional Zoom Coaching Calls. To participate fully in these calls, you should have a webcam. If you have not participated in a Zoom call before, there is a video tutorial link in each Zoom Call lesson.

## GRADING AND COURSE COMPLETION REQUIREMENTS

This course requires the submission of Discussion Board assignments, worksheet assignments and a Final Action Plan assignment. The Week 1 Assessment requires that you pass with a score of 85% before you are able to unlock the rest of the course. You may retake the Week 1 Assessment as many times as you need to until you achieve a score of 85% or higher.

**To receive a certificate of completion:**
1. You must complete all of the lessons, knowledge checks, assessments, assignments, and discussion boards in this course.
2. You should have participated in at least two discussion board postings.
3. You should have turned in one assignment.
4. Your final Action Plan assignment must be uploaded to the assignment area for review by the instructor and must receive a passing grade of 85%.
5. You must complete the Learner Reaction Survey and submit your responses.
6. Once the instructor has reviewed your Action Plan assignment, you will receive an email with feedback regarding your submission, a final grade, and a downloadable copy of your certificate.

**Scoring:**
- Week 1 Introduce Yourself Discussion Board = 50 points

- Week 1 Assessment: Key Concepts = 15 points
- Week 1 Discussion Board = 50 points
- Week 2 Discussion Board = 50 points
  - o **DB Rubric**
- Week 2 Assignment = 100 points
  - o **Assignment Rubric**
- Final Action Plan = 350 points
  - o **Final Action Plan Rubric**
- Full Completion of Course Content (all lessons reviewed) = 35 points
- Total Possible Score = 650 points
- Passing Score (85%) = 553 points

## LATE SUBMISSIONS

Late assignment submissions will prevent you from experiencing an engaging learning experience with your peers. Sharing learning is what makes it "sticky," which means you'll experience enhanced retention of the material by sharing what you've learned and reading what others have shared.

Late assignment submissions will result in the delay of your coaching feedback and receipt of your certificate.

## DISCUSSION BOARD PARTICIPATION

Active participation in the discussion board forums is required in order to successfully complete this course.  You will achieve higher levels of learning and topical mastery by engaging with your fellow learners in the discussion forum. This is based on a **constructivist approach to learning**, which proposes that all learners construct meaning through active engagement with their world.

All discussion board posts should be written in your own words. If you include a quote or reference, when possible, also provide an **APA citation** (book, video, URL, magazine, etc.).

Assume the best intentions of your classmates.  Use evidence instead of personal attacks when you respond to a post with which you disagree.

All discussion posts should demonstrate respect for differing beliefs, cultures, race, gender preferences, etc. Disrespectful posts or bullying comments will not be tolerated in this course and would be antithetical to the topic of study.

> **IMPORTANT**
> - ***Using the phrase "no disrespect intended" or "respectfully" is not a legitimate substitute for respectful submissions.***

- *Use evidence instead of personal attacks when you respond to a discussion board post with which you disagree.*
- *Learners who disregard this requirement will be unenrolled from the course.*

Please contact your course instructor about specific concerns.


## ACADEMIC INTEGRITY

Discussion board posts, and Action Plan assignments should be written in your own words. If you include a quote or copy a reference from another source, please provide a citation with a link to the URL where you found the source material.

It is always important to cite the work of others instead of claiming it as our own. If you need help with citations, you can use this free citation generator: **Citation Machine**. You may also use the citations use in this course's bibliography sections.


## OTHER INFORMATION

As a Learner in this course, we want to ensure your best possible experience. Should you require clarification on anything you read in this course, please visit the "Help with this Course" Discussion Board, and post your question. This board is visible to all learners.

Certificates will be awarded after you have completed the course, submitted your Action Plan, and completed the Learner Reaction Survey by the scheduled due date.

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# LDT300x INPUTS

*\*\* Please note instructions for all assignments on the* source *site. Reach out to the instructional team with any questions.*

## ePortfolio Link

> **i** Please provide a link to your completed ePortfolio.

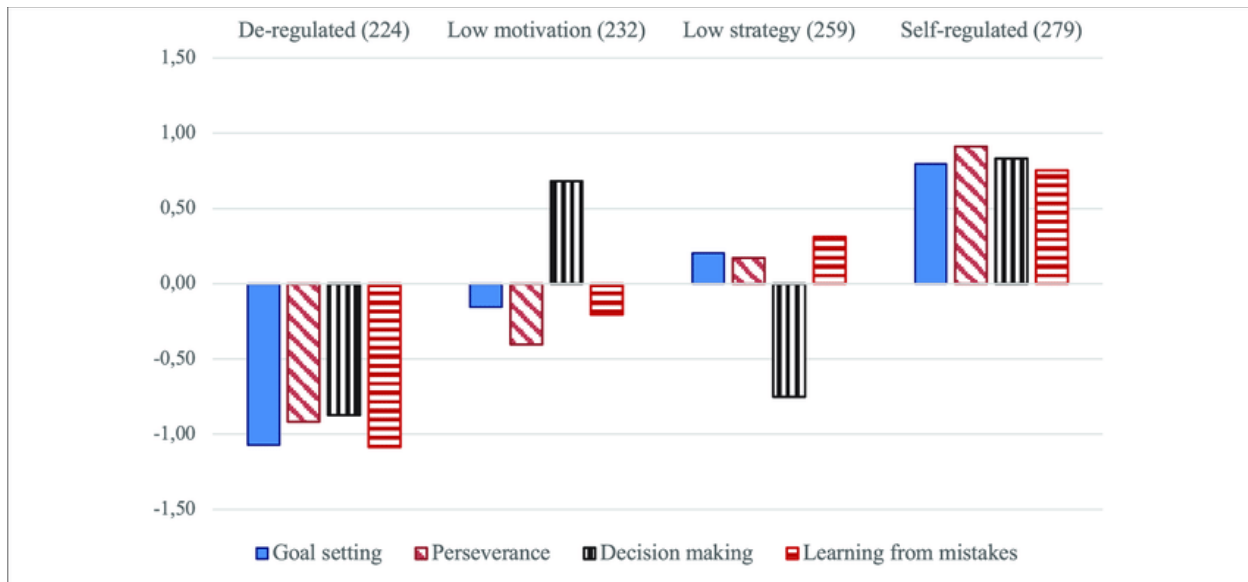Link: https://www.cosmicxp.com/ltd-300x

## Learning Gap

> **i** Statement of the learning gap (instructional need) that your content will help overcome. You can have one identified learning gap (instructional need) that covers all digital media you edit or create, or you can identify different learning gaps / instructional needs that change with each digital media you edit or create.
>
> Make sure to review the learning gap you stated in 200x. Revise that learning gap as needed and post below.

It all has to do with how people process information that comes in from their senses. If they are unsuccessfully processing information, then people who struggle with self-regulation will have trouble figuring out what will help them remain calm when they become upset. They may have a hard time being flexible when things change and might react with frustrated outbursts.

Recent research has shown (see chart below) that adults who lack effective self-regulation skills experience interference with their ability to set goals, sound decision-making capabilities, perseverance in the face of difficulties, the ability to self-reflect and learn from mistakes. An adult with poor self-regulation skills may also lack self-confidence, self-esteem, and have trouble handling stress and frustration. Often, this is expressed as anger or anxiety, and to the detriment of their relationships. They usually blame others for how they've made them feel.

This is a societal failure to educate adults on the empowering nature of self-regulation.

Self-Regulation Profiles in Table 6 of the study shows final cluster centers for self-regulation dimensions, based on four-group cluster membership: a de-regulated cluster, scoring low on all partition variables; a self-regulated cluster, scoring high on all self-regulation dimensions; a low motivation cluster, characterized by subpar motivation (goal setting, learning from mistakes) and low perseverance; and a low strategy cluster, characterized by average motivation (goal setting, learning from mistakes) and medium perseverance, but low decision making (Valenzuela, et al., 2020).

**Reference:**

Valenzuela, R., Codina, N., Castillo, I. & Pestana, J. (2020). Young University Students' Academic Self-Regulation Profiles and Their Associated Procrastination: Autonomous Functioning Requires Self-Regulated Operations. *Frontiers in Psychology. 11.* 354. 10.3389/fpsyg.2020.00354. Retrieved on December 19, 2022, from: https://www.researchgate.net/publication/339899953_Young_University_Students%27_Academic_Self-Regulation_Profiles_and_Their_Associated_Procrastination_Autonomous_Functioning_Requires_Self-Regulated_Operations#pf11

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# Instructional Strategy

> ℹ️ Description of an instructional strategy on how the content can be infused into a learning experience.

The instructional design strategy in this 4-week course incorporates interactive elements and exercises, videos, audio-driven, self-reflection moments for personal journaling, and simulation exercises to facilitate self-paced and results-oriented learning.

This course will be the second course in a series of courses about each of the five elements of Emotional Intelligence (EI). Each course will be designed as a stand-alone course. There are no prerequisites for any of the proposed courses in the series: Emotional Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills.

This 5-course series is an instructional overview that most adults can use to polish their EI skills for general everyday use.

**Learning Delivery Method:** Online, scheduled learning in 3-weeks, with an extra week for course content review and time to construct a Final Action Plan.
**Collaborative:** No
**Constructivist:** Yes – via discussion board
**Target Audience:** Adult Learners with some experience using computers and some familiarity with online learning environments, who wish to learn more about or polish their Self-Regulation skills.

**Evaluation of Learning:** Learner to create a learning intention at the beginning of the course via the first Discussion Board assignment, personal evaluation through self-reflection activities and assignment, reinforcement through scenario simulation, constructivist approaches using Discussion Board assignments, connectivism approaches using social resources, and setting a goal orientation with a Final Action Plan.

Additional modules may be added, depending on demand, for each of the subcomponents in Bar-On's EQi theory. Adults interested in taking a deeper dive into advanced learning of EI can register for this course to explore Bar-On's 15 subscales of Emotional Intelligence, with a pretest element, which is the addition of the EQi 2.0 self-report instrument.

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# Digital Content Development

> ℹ️ The following is the minimum requirement for digital content. You may use the items created in this course. The weeks as listed in parenthesis.
>
> - Digital document (ebook, flyer, infographic, interactive text, pdf). (Week 2 or 3)
> - Original digital video (2-4 minutes in length) published online with closed captioning (non-auto generated). (Week 4)
> - Screencast or mash-up or other Creative Commons licensed work you edited/enhanced to create original work. (Week 5)
> - Enhanced Digital Images (at least 2 images) that you have created or edited in some manner. Identify how you've enhanced the images. (Week 3)
> - Interactive (adaptive type) module. (Week 7)

**Week 2 link to digital document:**
*How to Perform a Body Scan (handout)*
https://www.cosmicxp.com/_files/ugd/c0c479_51ba4e9e52c24cee8db236874af56500.pdf

**Week 3 link to digital images brochure:**
*I Have Never Felt So Calm (brochure)*
https://www.cosmicxp.com/_files/ugd/c0c479_ca439d822e8d4662a1d05a57a3a04307.pdf
Week 3 link to summary: https://www.cosmicxp.com/ltd-300x (select Week 3 on menu)

**Week 4 link to digital video:**
*Body Scan Meditation Teaser Video*
https://youtu.be/ek93B5FVDSA
*Body Scan Meditation Script*
https://www.cosmicxp.com/_files/ugd/c0c479_51ba4e9e52c24cee8db236874af56500.pdf
Week 4 link to summary: https://www.cosmicxp.com/ltd-300x (select Week 4 on menu)

**Week 5 link to animation video:**
*Your Nervous System: Parasympathetic vs. Sympathetic Responses*
https://www.youtube.com/watch?v=X4v5fkZNw10
Week 5 link to summary: https://www.cosmicxp.com/ltd-300x (select Week 5 on menu)

**Week 6 link to audio:**
*Reflection Activity with Prompts*
https://static.wixstatic.com/mp3/c0c479_6f5ca7cf0ec141eaaf0741e7127ae43b.mp3
Week 6 link to summary: https://www.cosmicxp.com/ltd-300x (select Week 6 on menu)

**Week 7 link to interactive module:**
*Emotional Intelligence: Self-Regulation (300X assignment)*
https://rise.articulate.com/share/Ct_qOdKSP23RuH2EqceLilEet-0-THyQ
Week 7 link to summary: https://www.cosmicxp.com/ltd-300x (select Week 7 on menu)


# OERs, Creative Commons, Checklist

> ℹ️
> - Identify at least two Open Educational Resources to support content development.
> - Label your media with a Creative Commons license (student choice on the level of rights to allow),
> - Apply your updated Digital Media Checklist created in week 1 to each of your digital media, provide the overview of findings and describe in a short statement or rationale why each digital media artifact will support content development or your lesson.

**Blank OER checklist (revised version 4.0) document:** https://c0c47909-c489-4302-a523-35dc15af331b.usrfiles.com/ugd/c0c479_9d495595b42e4f93ab8ffb808174f030.pdf

**Digital Document OER Checklists**
1. *How to Perform a Body Scan (handout) checklist:*
   https://www.cosmicxp.com/_files/ugd/c0c479_8d571e8769034fea90c819e749dc3e52.pdf

2. *I Have Never Felt So Calm (brochure) checklist:*
   https://www.cosmicxp.com/_files/ugd/c0c479_32856c9198d24126b9d5878d468b80c4.pdf

3. *Body Scan Meditation Teaser Video checklist:*
   https://www.cosmicxp.com/_files/ugd/c0c479_aa37630a7c914ef582846a4c2d7b7056.pdf

4. *Your Nervous System: Parasympathetic vs. Sympathetic Responses checklist:*
   https://www.cosmicxp.com/_files/ugd/c0c479_8dc0d777bf6f4f65a62ae40be1fa95ad.pdf

5. *Reflection Activity with Prompts checklist:*
   https://www.cosmicxp.com/_files/ugd/c0c479_2a6a1936975f48a482b3b5c6171740b0.pdf

6. *Emotional Intelligence: Self-Regulation (300X assignment) checklist:*
   https://www.cosmicxp.com/_files/ugd/c0c479_73a1bd4087e04f7695e8ce987b51464a.pdf

**Other Content OER Checklists**
1. EQ vs. IQ. https://www.oercommons.org/authoring/48380-eq-vs-iq/view

a. OER Checklist:
https://www.cosmicxp.com/_files/ugd/c0c479_23d6f2e1c8ae4d4080736bea1d246092.pdf

2. Psychology Course. Parts of the Nervous System:
https://www.oercommons.org/courseware/lesson/15306/overview

   a. OER Checklist:
   https://www.cosmicxp.com/_files/ugd/c0c479_5c530fe616114bd4b70c03718f2e03c7.pdf

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# LDT400x INPUTS

*\*\* Please note instructions for all assignments on the source site. Reach out to the instructional team with any questions.*

## ePortfolio Link

> ℹ️  Please provide a link to your completed ePortfolio.

Link to 400X page: https://www.cosmicxp.com/ltd-400x
Link to entire portfolio site: https://www.cosmicxp.com/

**Extras**

**Kirkpatrick Level 1 survey link (week 2):** https://forms.office.com/g/27NiddZ632

QR code



**Kirkpatrick Level 2 assessment (week 3):**
I created the assessment using Articulate Rise360. The assessment is embedded in the Rise360 content. I have provided instructions for quick navigation to the assessment.

The quiz can be taken on a mobile device using the following QR code.

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# Identify Main Issue

<table>
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<td>

- A short essay or prospectus where you identify and clearly explain the main issue or problem under critical consideration and how your module overcomes the issue or problem
- Discussion of how learning theories influenced your design and discussion of why you are using that approach

**revisit work from 100x and 200x
</td>
</tr>
</table>

**The main issue and how the course I have designed intends to address it**
The landscape of emotions in our current social and work environments have become a hot zone for easily triggered emotional responses and combative positioning over world health and politics. The psychological safety we may have once shared in most workplaces and social media platforms has eroded with the social climate.

Emotional Intelligence (EI) describes the ability to identify, use, understand, and manage emotions in positive and constructive ways. It's about recognizing personal emotional states and the emotional states of others—it's also about recognizing the information that these emotional states provide.

This online course series has been designed to take Adult Learners back to the basics. In this course, you will learn to identify personal triggers and successfully regulate emotional states. Learn about the role the Vagus Nerve plays in helping with self-regulation and practices that will strengthen vagal tone. Learn about other science-based practices that enhance self-regulation. Finally, you will develop a personal and customized Action Plan for yourself to implement once the coursework is complete.

Over time, and with continued practice as prescribed in you Action Plan, you will easily be able to enhance personal self-regulation to help maintain self-control in any emotionally triggering situation.

**How the learning theories influenced my course design**
Learning theory is meant to explain and understand how people learn. The primary educational learning theories we studied in 100X are behaviorism, cognitivism, social constructivism, and connectivism. I would argue that in the current online learning environment, that a hybrid of all of the above learning theories are required for online learner engagement.

**Behaviorism**
My course design is influenced by behaviorism theory, which is the crux of this course curriculum; helping people modify their emotional intelligence behaviors for more productive outcomes. However, more specifically, my course design contains one assessment, which is

intended to help learners briefly memorize the content before they put that information into their final Action Plan assignment. The assessment quiz, specifically, measures the learner's correct/incorrect responses to the first week's content, and requires the learner pass with a score of 85% before accessing the rest of the course material.

## Cognitivism

Cognitivism focuses on the mind and how it processes the learning material. Let's see how Gagne's nine events of instruction are addressed in my course design (Picciano, 2016):

10. **Gain attention:** My course has various forms of media included throughout.
11. **Describe the goal:** My course has one or more Learning Objectives at the beginning of each learning lesson (does not include welcome message, syllabus, etc. which are all set as "lessons" in Rise 360)
12. **Stimulate prior knowledge:** My course has one assignment and one discussion board assignment, and several journaling activities that ask them to reflect on prior experiences and personal knowledge.
13. **Present the material to be learned:** My course uses Rise 360 to present all of the readings, videos, activities, audio files throughout the lessons.
14. **Provide guidance for learning:** My course contains 2 presentation videos; one describes the purpose of a scenario simulation and how to complete the activity, the other delivers a course overview.
15. **Elicit performance:** My course has assignments and discussion boards, and other activity-based learning, like the Perform a Body Scan video.
16. **Provide feedback:** My course has 3 virtual coaching calls (1 per week) in a Zoom environment for live learner feedback, as well as learner feedback on the discussion board assignments.
17. **Assess performance:** My course uses the assessment quiz, knowledge checks, and essay-type responses in the Emotions assignment and discussion board assignments.
18. **Enhance retention and transfer:** My course offers 3 virtual coaching calls (1 per week) in a Zoom environment for additional learner guidance.

## Social Constructivism

Social constructionism suggests that learners construct new knowledge via the consumption of content and then by discussing their perspective of the material with other learners, thereby creating a newly "constructed" version of the material. Vygotsky found that learning is problem-solving and that the social construction of solutions to problems is the basis of the learning process (Picciano, 2016).

John Dewey saw learning as a series of practical social experiences in which learners learn by doing, collaborating, and reflecting with others (Picciano, 2016). The use of reflective practice the learner is a factor for interactive discussions.

My course design is also influence by Social Constructivism, as there are many personal reflection activities throughout this course and discussion board assignments, prompting learners to share their reflections.

## Connectivism

Siemens (2004) suggests that learning "is focused on connecting specialized information sets, and the connections that enable us to learn more and are more important than our current state of knowing." There is some influence of connectivism in my course design, as there are a lot of links to external sources, including videos, peer-reviewed published papers, articles, and blogs. The reason for this is that I wanted the learner to know that there are a lot of resources out there to continue building their Action Plan practices with.

## Authentic Assessment

According to Grant Wiggins (1998), an assignment is authentic if it:
- is realistic.
- requires judgment and innovation.
- asks the student to "do" the subject.
- replicates or simulates the contexts in which adults are "tested" in the workplace or in civic or personal life.
- assesses the student's ability to efficiently and effectively use a repertoire of knowledge and skills to negotiate a complex task.
- allows appropriate opportunities to rehearse, practice, consult resources, and get feedback on and refine performances and products.

This Final Action Plan assignment is based on the theory of authentic assessment. The Action Plan asks the Learner to put all of the course objectives together in a single document that can serve as a tool to facilitate post-class-completion continual learning. It is immediately applicable to them once completed. It is custom-created by the Learner to meet their needs and overcome their particular limitations, as they will be citing resources to help them meet their goals, as stated in the Action Plan. The Action Plan will contain language and learning from the content and the Action Plan requires the Learner to create a Monitoring and Evaluation process to keep them invested in their plan.

Whether the Learner chooses to follow their Action Plan or not is a personal choice. However, they will be able to modify their behavioral habits if they stick to the schedule as outlined in their Action Plan.

## References

Picciano, A. G. (2016, November 30). Theories and frameworks for online education: Seeking an integrated model. *Online Learning.* Retrieved December 16, 2022, from https://eric.ed.gov/?id=EJ1154117

Siemens, G. (2004). *Connectivism: A learning theory for the digital age.* Retrieved on December 16, 2022, from: http://www.elearnspace.org/Articles/connectivism.htm

Wiggins, Grant. (1998). Ensuring authentic performance. Chapter 2 in *Educative Assessment: Designing Assessments to Inform and Improve Student Performance*. San Francisco: Jossey-Bass, pp. 21 – 42.

# Syllabus

> ℹ️
> - Course title & description of outcomes
> - Course objectives
> - Schedule (due dates) and description of all assignments, activities, discussions, and final project (summative assessment)
> - PDF version available on your course site
>
> **revisit work from 200x

**Course title: Emotional Intelligence:** Self-Regulation (Capstone Project)

**Course Overview**
This is an introductory, informational course designed to teach you about self-regulation. You will learn how to recognize emotional signals from within your body the difference between emotions (physiological experience) and feelings (mental and emotional experiences). You will learn breathing techniques and vagal toning exercises. You will be introduced to science-based practices for the body that help to enhance your self-regulation.

This online course will help Adult Learners learn and practice self-regulation techniques for better intra- and interpersonal experiences, both in their personal and work lives.

By the end of this course, you will be able to recognize emotional stimuli as merely information about environmental stimuli and which actions to take for successful self-regulation. However, it should be noted that self-regulation is a skill that builds mastery with practice over time, so it is recommended that you practice the techniques you will learn in this course daily.

**Terminal Learning Objective**
By the end of this course, you will be able to describe and demonstrate practices for regulating your emotional states via an action plan.

**Enabling Objectives**
**After completing the lessons in this course, learners will be able to:**
1. Define Self-Regulation and describe its usefulness.
2. Describe the difference between the sympathetic and parasympathetic nervous systems and their response characteristics.
3. Perform a body scan and describe your findings.
4. Describe the difference between emotions, feelings, and moods.
5. Tune into your emotions and describe their impact on yourself and others.
6. List two (or more) vagal toning exercises and summarize their importance.
7. List two (or more) science-based strategies for self-regulation and describe each practice.

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8. Develop an action plan for self-regulation self-mastery and your reasons for prescribing each action.

**Course Syllabus link (pdf):** https://cosmicxp.talentlms.com/file/downloadfile/id:1352

**Course Schedule and due dates (pdf):**
https://cosmicxp.talentlms.com/file/downloadfile/id:1348

**Course Activities and Objectives Alignment Matrix (pdf):**
https://cosmicxp.talentlms.com/file/downloadfile/id:1347

*All above documents are in the LMS course room and the Rise 360 course content.*

**Description of all Assignments, Activities, Discussions, and Final Project (summative assessment):**

**Learning Materials:** Readable content, knowledge checks, videos, personal reflection exercises, quiz, scenarios, external resources.

**Activities / Tasks (by week)**
*Important Note: The microlesson capstone project changed the original design of this IDD. Originally, the microlesson was to be a 20-minute class, consisting of four 5-minute lessons. In November 2022, the final project rubric required a 2-3 week course. Subsequently the Course Sequencing Design changed from Lessons to Weeks (instead of Modules) to denote progression through the material. Rise 360, the authoring tool, assigns a lesson number to each section, even if it is introductory or non-lesson information, i.e., the syllabus section.*

Learners should take the course in the sequential order of lessons. Learner will not be able to look ahead to Weeks 2 and 3 until they complete and pass Week 1 Assessment: Key Concepts, because the quiz requires a passing grade of 85% or higher.

**Schedule of Topics**

**Before You Get Started – Learner Orientation**

| | |
|---|---|
| Accept: | Cosmic XP Privacy Policy and Terms & Conditions (must be read and accepted to unlock course content) |
| Video: | Learner Orientation Video |
| Lesson 1: | Course Syllabus and Schedule |
| Lesson 2: | Meet the Course Designer and Instructor |
| Lesson 3: | Welcome Message and Course Introduction |

**Week 1**

| | |
|---|---|
| Lesson 4: | Introduce Yourself Discussion Board Assignment |
| Lesson 5: | What is Self-Regulation? |

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Lesson 6:     Introduction to the Vagus Nerve
Lesson 7:     Week 1 Summary and Knowledge Check
Quiz:          Week 1 Assessment: Key Concepts
Lesson 8:     Week 1 Activity: Perform A Body Scan
Lesson 9:     Week 1 Discussion Board Assignment
Lesson 10:   Week 1 Zoom Coaching Call (attendance not required)

**Week 2**

Lesson 11:   Emotions, Feelings, and Moods
Lesson 12:   Improve Your Emotional Literacy for Better Communication
Lesson 13:   Needs Threat Assessment and Triggers
Lesson 14:   Week 2 Scenario Simulations and Summary
Lesson 15:   Week 2 Emotions Assignment
Lesson 16:   Week 2 Discussion Board Assignment
Lesson 17:   Week 2 Zoom Coaching Call (attendance not required)

**Week 3**

Lesson 18:   Vagal Toning Exercises
Leeson 19:   Other Science-Based Strategies
Lesson 20:   Week 3 Summary and Knowledge Check
Lesson 21:   Develop Your Action Plan
Lesson 22:   OPTIONAL Week 3 Discussion Board
Lesson 23:   Week 3 Zoom Coaching Call (attendance not required)

**Week 4**

Lesson 24:   Week 1 Bibliography
Lesson 25:   Week 2 Bibliography
Lesson 26:   Week 3 Bibliography
Lesson 27:   Submit Your Action Plan
Lesson 28:   Complete the Learner Reaction Survey and Claim Course Certificate

# Published Lesson

| i | Provide URL to the published lesson on the platform of your choice. |
|---|---|

**TalentLMS Link to Course:** https://cosmicxp.talentlms.com

**Login name 1 (user has completed the course):** edXuser
**Password 1:** edXuser400X
**Login name 2 (new user has not started the course):** edXuser-2
**Password 2:** edXuser2.400X

# Objectives

> - Minimum of one measurable terminal objective
> - Minimum of two enabling objectives per terminal objective
> - Each terminal objective must be measured using a performance-based assessment
>
> **revisit work from 200x

**Learning Outcomes / Objectives**
This is an introductory, informational course designed to teach you about self-regulation. You will learn how to recognize emotional signals from within your body the difference between emotions (physiological experience) and feelings (mental and emotional experiences). You will learn breathing techniques and vagal toning exercises. You will be introduced to science-based practices for the body that help to enhance your self-regulation.

This online course will help Adult Learners learn and practice self-regulation techniques for better intra- and interpersonal experiences, both in their personal and work lives.

By the end of this course, you will be able to recognize emotional stimuli as merely information about environmental stimuli and which actions to take for successful self-regulation. However, it should be noted that self-regulation is a skill that builds mastery with practice over time, so it is recommended that you practice the techniques you will learn in this course daily.

**Terminal Learning Objective**
By the end of this course, you will be able to describe and demonstrate practices for regulating your emotional states via an action plan.

**Enabling Objectives**
**After completing the lessons in this course, learners will be able to:**
1. Define Self-Regulation and describe its usefulness.
2. Describe the difference between the sympathetic and parasympathetic nervous systems and their response characteristics.
3. Perform a body scan and describe your findings.
4. Describe the difference between emotions, feelings, and moods.
5. Tune into your emotions and describe their impact on yourself and others.
6. List two (or more) vagal toning exercises and summarize their importance.
7. List two (or more) science-based strategies for self-regulation and describe each practice.
8. Develop an action plan for self-regulation self-mastery and your reasons for prescribing each action.

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# Assessments

| | |
|---|---|
| **i** | - Minimum of two formative assessments<br>- Minimum of one summative assessment<br>- Scoring rubric to evaluate summative assessment<br><br>**revisit work from 100 and 200x |

**Self-Regulation Course Week 1 Assessment**
I created the assessment using Articulate Rise360. The assessment is embedded in the Rise360 content. I have provided instructions for quick navigation to the assessment.

The quiz can be taken on a mobile device using the following QR code.



**Instructions for quickly navigating to the assessment:**
1. Visit the link provided below and enter the password exactly as shown: **edX400X**
2. Click "Start Course"
3. Use the navigation menu on the left to scroll down to **Week 1 Assessment: Key Concepts** and click the module in the navigation pane.
   a. For mobile devices, look for the hamburger menu (3 lines icon) near the top left of the screen just above my photo. Click it to open the navigation pane and follow the rest of the instructions.
4. The Week 1 Assessment window will open to the instruction page.
5. Click "Start Quiz"

**Link to the assessment:**
https://rise.articulate.com/share/sEbgJxSEbXhjiOM5UpAgaIu6hoz8Ad1x

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# Engagement

> ℹ️
> - At least one element of social constructivist and/or active engagement each week
> - Example discussion question, project posted to course with follow up comment & feedback
>
> **revisit work from 100x

**Help with this Course Discussion Board**
Use this space to post any questions you may have about this course or any assignments. If you need to contact the instructor, email carrie.slayton@accgov.com.

**Introduce Yourself Discussion Board**
Welcome to this course! I hope you are excited to be here. You will be interacting in discussion board messaging throughout this course, so I encourage you to get to know your fellow learners before you jump right into the content. Sharing perspectives with your fellow learners is a valuable way to create meaningful and impactful learning experiences.

Tell us a little about yourself and answer the following questions in 200-400 words:

1. What is your motivation for taking this course?
2. What do you hope to gain by the end of this course?
3. On a scale of 1-10 (1 = the worst ever; 10 = no improvement needed), how would you rate your current self-regulation skills and provide a clear explanation as to why you chose that rating.
4. Using the same scale in question 3, what rating would you like to achieve by the end of this class and provide a clear explanation as to why you chose that rating.

Respond to at least 2 other learners by the end of Week 1.

**Week 1 Discussion Board Assignment**
After you complete the Perform A Body Scan activity and complete the reflection questions, share your insights with the group. Answer the following questions:

1. What did you learn from engaging in the activity itself?
2. What did you learn about yourself during the activity?
3. What specifically did you notice about being calm?
4. In what way did this inform you about your parasympathetic baseline?
5. What else would you like to share about this activity?

Once you submit your answers to the discussion board, respond to 2 other learners in the group. Compare your experience to theirs and share your thoughts about self-regulation so far.

**Week 2 Discussion Board Assignment**
After completing and uploading the Week 1 Assignment, answer the following questions in this discussion board. Your entire post should be between 200-300 words.

1. After completing the "Tuning Into Your Emotions" worksheet, what connections were you able to make about you and your emotions and the impact your emotional state has on others?
2. What lesson is to be learned by making this connection?
3. This assignment followed the Examples of Low Emotional Intelligence are All Around Us activity. In way do you think your emotional impact on others related to the examples, if any, in that activity?

Once you submit your answers to the discussion board, respond to 2 other learners in the group. Compare your experience to theirs and share your thoughts about self-regulation so far.

**Week 3 OPTIONAL Discussion Board**
Feel free to share with your insights, thoughts, challenges, or questions with your fellow learners. You may wish to share your Action plan with others to get their feedback before submitting it for grading.

# Audio Visual

> ℹ️
> - Minimum 3 images
> - Minimum 1 video
> - Minimum 1 screencast or narrated presentation
>
> **revisit work from 300x

All links below link to each individual media created in 300X. All media below has been incorporated into the Rise360 course.

**300X Week 2 link to digital document:**
*How to Perform a Body Scan (handout)*
https://www.cosmicxp.com/_files/ugd/c0c479_51ba4e9e52c24cee8db236874af56500.pdf

**300X Week 3 link to digital images brochure (contains 3 optimized images in the document):**
*I Have Never Felt So Calm (brochure*
https://www.cosmicxp.com/_files/ugd/c0c479_ca439d822e8d4662a1d05a57a3a04307.pdf
Week 3 link to summary: https://www.cosmicxp.com/ltd-300x (select Week 3 on menu)

**300X Week 4 link to digital video:**
*Body Scan Meditation Video (Full)*
https://youtu.be/1kTsJTBvV7Y
*Body Scan Meditation Script*
https://www.cosmicxp.com/_files/ugd/c0c479_51ba4e9e52c24cee8db236874af56500.pdf

**300X Week 5 link to animation video:**
*Your Nervous System: Parasympathetic vs. Sympathetic Responses*
https://www.youtube.com/watch?v=X4v5fkZNw10

**300X Week 6 link to audio:**
*Reflection Activity with Audio Prompts*
https://static.wixstatic.com/mp3/c0c479_6f5ca7cf0ec141eaaf0741e7127ae43b.mp3

**400X Week 6 link to screencast:**
*How to Complete the Week 2 Scenario Simulations Walk-Thru*
https://youtu.be/W7IHsrikpZc

**400X Week 7 link to presentation:**
*My Course Concepts and Design Presentation*
https://youtu.be/yO56v-A8Gh8

**400X link to LMS Learner Orientation screencast:**
*Emotional Intelligence: Self-Regulation Learner Orientation Video*
https://youtu.be/OQBj1eMtbfk

**400X Week 8 link to presentation:**
*Instructional Design Document 400X Review*
*https://youtu.be/Z3vz92fhY08*


# Compliance

| | |
|---|---|
| **i** | • Copyright, fair use, and Creative Commons used appropriately<br>• Use APA for all citations and attributions for Creative Commons items<br>• ADA compliance, including but not limited to image alternative tags and closed captioning for all videos on course<br><br>**revisit work from 300x |


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Copyrights and Creative Commons properly identified on each piece of created media. OER checklists for each media listed below.

**Digital Document OER Checklists (from 300X)**

1. *How to Perform a Body Scan (handout) checklist:*
   https://www.cosmicxp.com/_files/ugd/c0c479_8d571e8769034fea90c819e749dc3e52.pdf

2. *I Have Never Felt So Calm (brochure) checklist:*
   https://www.cosmicxp.com/_files/ugd/c0c479_32856c9198d24126b9d5878d468b80c4.pdf

3. *Body Scan Meditation Teaser Video checklist:*
   https://www.cosmicxp.com/_files/ugd/c0c479_aa37630a7c914ef582846a4c2d7b7056.pdf

4. *Your Nervous System: Parasympathetic vs. Sympathetic Responses checklist:*
   https://www.cosmicxp.com/_files/ugd/c0c479_8dc0d777bf6f4f65a62ae40be1fa95ad.pdf

5. *Reflection Activity with Prompts checklist:*
   https://www.cosmicxp.com/_files/ugd/c0c479_2a6a1936975f48a482b3b5c6171740b0.pdf

6. *Emotional Intelligence: Self-Regulation (300X assignment) checklist:*
   https://www.cosmicxp.com/_files/ugd/c0c479_73a1bd4087e04f7695e8ce987b51464a.pdf

**Other Content OER Checklists**

1. EQ vs. IQ: https://www.oercommons.org/authoring/48380-eq-vs-iq/view
   a. OER Checklist:
      https://www.cosmicxp.com/_files/ugd/c0c479_23d6f2e1c8ae4d4080736bea1d246092.pdf

2. Psychology Course - Parts of the Nervous System:
   https://www.oercommons.org/courseware/lesson/15306/overview
   a. OER Checklist:
      https://www.cosmicxp.com/_files/ugd/c0c479_5c530fe616114bd4b70c03718f2e03c7.pdf

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# Quality Assurance

> ℹ️
> - Professional look and style (theme), with correct and consistent spelling and grammar
> - Self-assessment of your MicroLesson

Used Rise 360 as the authoring tool, taking advantage of their large image content library, which is free for commercial use to subscribers. I selected pictures that had the look and feel that either matched the color tones or the topic tones. All Rise 360 images are professional and load easily in their native environment. I chose one of Rise's new themes for a polished look and feel.

I used QuickRubric to develop my rubrics and uploaded them into the Rise content as an iframe. Because this is a free version, it does not match the theme colors and it looks very busy with all the extra content. If I convert these into a paid subscription, I will modify the look and feel to feel less busy and more professional.

There are several self-reflection activities with accompanied audio files. There is no attachment for a script because the script is included just above or beneath the content copy.

**Self-Assessment of the MicroLesson**
Used the OSCQR Course Design Review OSCQR 3.1 Scorecard
Link: https://84be14fd-c9fd-4967-b42f-49a71b764c66.filesusr.com/ugd/c0c479_0d366072ed9d498e9e0e8b61f98a735f.pdf

This assessment helped me close gaps in my content and provided me with excellent guidance for online course quality assurance. It also helped me tweak the content just a bit to meet all of the elements.

I used the OSCQR Course Design Review 3.1 scorecard to assess my course's content. I was pleasantly surprised to find that I met most of the criteria on the first run through. I found that in my course overview I did NOT indicate that the course was an online course which would have resulted in a "minor revision," which I chose to immediately correct. I thought it was strange because if the learner is already in the course room, they already know it's an online course. But it was an easy fix.

Everything else was "sufficiently present" to the best of my understanding. The only thing I did wonder about is the Emotional Body Map image. My concern is that it could be construed as non-ADA compliant. So I reviewed the content to ensure that course content was not dependent on that, and here is what I wrote in the Scorecard Notes:

> "There is one image that uses color to convey meaning - in the lesson entitled "Needs Threat Assessment and Triggers". It is called the Emotional Body Map. However, the lesson content does not hinge on the meaning of this image, rather, the image supports the course material's suggestion that identifying emotions in the body is possible if we

pay attention to our physiological sensations. The Emotional Body Map is included to demonstrate that peer-reviewed science has validated this assertion. The source is cited and can be found in the Week 2 Bibliography lesson."

I think this speaks to the rubrics we've been given in this last course being so very detailed and specific. I followed them to the letter and as I conducted the assessment, I found that the learning activities in this course are in alignment with how a course should be built so that it meets online course assessment and industry standards.