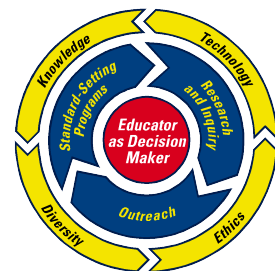


The University of Akron
College of Education
[EFL]
[5400:420/520] [Postsecondary Instructional Technologies] [3]



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I. COURSE DESCRIPTION

Experiences in using, developing, and evaluating instructional technologies and media used for technical instruction

II. RATIONALE

The use of technology, and more specifically, computers, has become a major interest in education and training in both traditional schools and industrial training programs. Today, educators and trainers are expected to make appropriate use of these resources in many different ways including direct interactive instruction, hybrid instruction, on-line instruction, virtual instruction and the creation of effective learning materials. Users also need to be able to evaluate, as well as make use of, hardware and appropriate software applications.

III. REQUIRED/OPTIONAL TEXTS

American Psychological Association, (2001). APA: Publication manual (5th ed.). Washington, DC: American Psychological Association. (optional)

Wang, H. & Gearheart, D.L. (2006) *Designing and Developing Web-Based Instruction*. Columbus, OH: Pearson. (required) Website that accompanies this text is at: <http://www.prenhall.com/wang>

IV. COURSE GOALS/OBJECTIVES

Overall, by the end of this course learners will demonstrate the ability to apply knowledge of sound instructional design in the development of a self-paced learning module that includes multi-media instruction.

Objectives	UA Conceptual Framework Proficiencies	Standards*	Assignments/Assessments
Identify copyright laws and regulations that pertain to the use of technology.	K1,T1,2	B;I	Homework, weekly discussions, project
Describe issues related to computer ethics and equity.	E1,T1,2	B;I	Homework, weekly discussions, project
Describe research related to the use of technology for training.	T1, T2	B;I	Homework, weekly discussions, project
Demonstrate proficiency in operating computer equipment.	T1, T2	B;I	Homework, weekly discussions, project
Access the Internet for specified information	T1, T2	B;I	Homework, weekly discussions, project
Develop instructional materials using selected application and utility programs (word processing, PowerPoint, etc.).	T1, T2	B;I	Homework, weekly discussions, project
Import visuals from a variety of sources/media.	T1, T2	B;I	Homework, weekly discussions, project
Evaluate instructional software and internet sites.	T1, T2	B;I	Homework, weekly discussions, project
Demonstrate competence in locating instructional materials that match specific subjects.	K1, T1, T2	B;I	Homework, weekly discussions, project
Preparing an interactive lesson using technology as an instructional tool that includes appropriate	T1, T2	B;I	Homework, weekly discussions, project

evaluation instruments to assess student learning.			
Prepare/present a multimedia presentation that includes text, graphics, and sound.	T1, T2	B;I	Homework, weekly discussions, project
Exhibit high self-esteem through positive communication.	E1	B;I	Homework, weekly discussions, project
Accept responsibility for learning process.	E1	B : I	Homework, weekly discussions, project
Exhibit professional work ethics, integrity, and honesty in all communication modes.	E1,3	B;I	Homework, weekly discussions, project
Internalize appreciation for cultural diversity.	D1,2	B;I	Homework, weekly discussions, project
Utilize common terminology associated with the workplace.	K1,4	B;I	Homework, weekly discussions, project
Model lifelong-learning through application and adaptation to new knowledge.	K1,4	B;I	Homework, weekly discussions, project
Utilize prior knowledge and coursework knowledge to draw logical conclusions.	K1,4	B;I	Homework, weekly discussions, project
Cooperate with others and support colleagues.	K1,2	B;I	Homework, weekly discussions, project
Be aware of resources associated with educational and	K1,2;D1	B;I	Homework, weekly discussions, project

training systems.			
Allocate materials and facility resources.	K1,2;T1	B;I	Homework, weekly discussions, project
Acquire, evaluate, and synthesize necessary information.	K1,2;T1,2	B;I	Homework, weekly discussions, project
Select and troubleshoot technology in educational and training sessions.	T1,2	B;I	Homework, weekly discussions, project
Teach and train others.	K1,4	B;I	Homework, weekly discussions, project
Serve adult learners.	K1,2	B;I	Homework, weekly discussions, project
Exercise leadership.	K1,2	B;I	Homework, weekly discussions, project
Apply systems theory to teaching and training.	K1,2	B;I	Homework, weekly discussions, project
Utilize formative and summative evaluation.	K1,2	B;I	Homework, weekly discussions, project
Think creatively, make decisions, and solve problems independently	K1,2	B;I	Homework, weekly discussions, project

* Standards- Skill standards for professional-technical college instructors and customized trainers.

V. COURSE OUTLINE

Dates	Topics	Activities
8/25/08 - 9/8/08	Module 1: Introduction	Read Chapter 1: Introduction
9/8/08 - 9/15/08	Module 2: Use of Web Resources	Read Chapter 10: Use of Web Resources
9/15/08 - 9/22/08	Module 3: Foundations	Read Chapter 2: Instructional Design for Web-Based Instruction
9/22/08 - 9/29/08	Module 4: Copyright and Intellectual Design	Read Chapter 8: Copyright and Intellectual Property
9/29/08 - 10/6/08	Module 5: Assessment	Read Chapter 3: Assessment in Web-Based Instruction
10/6/08 - 10/13/08	Module 6 Learner Interaction	Read Chapter 4: Interacting with learners
10/13/08 - 10/20/08	Module 7: Interactive Content	Read Chapter 5: Making Content Interactive

10/20/08 - 10/27/08	Module 8: Hypermedia	Read Chapter 6: Instructional Hypermedia Design
10/27/08 - 11/3/08	Module 9: Multimedia and Web-based Design	Read Chapter 7: Multimedia for Web-Based Instruction
11/3/08 - 11/10/08	Module 10: Course Management Systems	Read Chapter 9: Course Management Systems

VI. INSTRUCTIONAL STRATEGIES/ACTIVITIES/TECHNOLOGY

All students (undergraduate)

General

You are expected to have read assigned readings, to complete and turn in assignments on their due dates, and to participate in all on-line activities and discussions. You are expected to ask questions of the instructor for points of clarification and assistance, as well as your peers. If you have any questions post them on the discussion board for your peers and/or the instructor to answer. The instructor is here to help you, but as yet, is not a mind reader. If a problem related to the course occurs for a number of students, the issue will be brought to the class as a whole for a viable solution. If an emergency or job related situation causes you to be late with an assignment, please inform the instructor as soon as you are able. Up to 45 points will be awarded for class participation, attitude, and professionalism.

Specific

Beyond the above-mentioned broad procedural requirements, students will be expected to accomplish these specific activities. Graduate students are expected to produce graduate level work on all assignments and in class discussion.

1. Completion of **chapter homework's** 10 @ 10 points each = 100 points.
 - a. All homework reflects application of new knowledge from each chapter.
 - b. Students will be expected to complete weekly homework that demonstrates understanding of concepts and ideas. Each homework assignment is worth 10 points. See homework scoring guide at the end of this syllabus.
2. **Weekly reports** on progress of final project 5pts/module = 50 points.
3. Completion of **Final Project** =200 points.
 - a. See attached rubric for evaluation of final project. There will be course content provided weekly to help with the development of your final project.
 - b. Prepare a learning task in your field of teaching and write a rubric of assessment criteria to assess the accomplishment of the learning objectives. This rubric should be a criterion-referenced rubric. Student can choose from the following in creating their self-paced learning materials: Web Quest, use of narrated PowerPoint, Word Documents, etc.
 - c. Create a self-paced multi-media learning module that includes the following:
 - i. Self-paced learning module for on-line learning, a Web Quest or a self-paced word document with web-links, visuals, and narration.

- ii. Overview of Learning Module
 - iii. Content Outline
 - iv. Before you get started
 - v. Learning Objective
 - vi. Key Concepts & Terms
 - vii. Learning Activities
 - i. Must include a task aide
 - ii. Must include interactive multimedia presentation; video, photo, sound, voice.
 - iii. Must include web links
 - viii. Learning assessment
 - i. Must include a quiz and an outcome rubric
 - ix. References.
 - x. Software can include: Word, PowerPoint,
4. Weekly **on-line discussion** participation.
 5. Weekly **module evaluation** feedback

Graduate Students

Graduate students are expected to add to weekly discussion board postings by identifying at least one additional resource which focuses on the topic of the module. The graduate student is expected to: (1) cite the reference using appropriate APA format; (2) provide a brief overview of the content of the resource; and (3) explain why they chose that particular reference and how it aligns with the current module topic.

VII. EVALUATION/STUDENT ASSESSMENT

Evaluation/Student Assessment

Requirments/Expectations	Point Values
Project	200
By Module, Project Reports	50
Module Homework	100
Total Possible Points	350
Graduate Students	
Graduate Requirements	100

Letter Grade	Percentage
A	100-93%
A-	92-90%
B+	89-86%
B	85-83%
B-	82-80%
C+	79-76%
C	75-73%
C-	72-70%
D+	69-66%
D	65-63%
D-	62-60%
F	Below 60%

<i>Discussion Board Weekly Participation Rubric</i>			
3 points	2 points	1 point	0 points
<ul style="list-style-type: none"> Participant made at least two postings on the discussion board for the module of the week; one posting of which was a response to that of a classmate. Participant's comments are responsive to the discussion threads posted by the instructor or designated discussion leader. Participant made substantive comments or questions that significantly enhance the discussion and serves to help move the conversation forward. These include follow-up questions, 	<ul style="list-style-type: none"> Participant made at least two postings, but none were in response to that of a classmate. Participant is responsive to the greater part of the discussion threads posted by the instructor or designated discussion leader. Participant made comments or asked questions that contributed to the discussion and helped move the conversation forward. These included at least a few examples of follow-up questions, examples, or new perspectives. Participant's comments provided evidence that the 	<ul style="list-style-type: none"> Participant made at least one posting of substantive nature. Participant was responsive to at least one discussion thread posted by the instructor or designated discussion leader. Participant's comments provided evidence that the participant had read at least a few of classmates' postings or had read, viewed, or completed one of the relevant assignments. Participant's postings were constructive, and differences of opinion were expressed in a respectful manner. 	<ul style="list-style-type: none"> Participant did not make at least one posting of substantive nature. Participant was not responsive to at least one discussion thread posted by the instructor or designated discussion leader. Participant's comments provided no evidence that the participant had read at least a few of classmates' postings or had read, viewed, or completed one of the relevant assignments. Participant's postings were not constructive, and differences of opinion were expressed in a respectful manner.

<p>examples, and new perspectives.</p> <ul style="list-style-type: none"> Participant's comments provided evidence that the participant had read a substantial number of classmates' postings. Participant referred to or showed evidence of having read, viewed, or completed the relevant assignments. Participant's postings are constructive, and differences of opinion are expressed in a respectful manner. Submits completed weekly module evaluations. 	<p>participant had read at least a few classmates postings.</p> <ul style="list-style-type: none"> Participant showed some evidence of having read, viewed, or completed the relevant assignments. Participant's postings were constructive, and differences of opinion were expressed in a respectful manner. Weekly module evaluations are not complete or late. 	<ul style="list-style-type: none"> Incomplete or missing weekly module evaluations. 	<ul style="list-style-type: none"> There was no participation on the discussion board during the time indicated for discussion for that unit. No weekly module evaluation.
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Adapted from: Ko, S. & Rossen, S. (2005) *Teaching Online: A Practical Guide*. 2nd Edition. Boston, MA: Houghton Mifflin Co. pp. 130-131

Homework Scoring Guide: Performance Assessment Task

Standard: Utilizing the scoring guide below read required readings and answer questions posed. This assignment is worth a total of 10 points. (0=missing or incorrect, 1=Minimal level of knowledge, with missing information; 2=Correct knowledge)

Criteria	Values		
Fully answered each question/problem posed.	0	1	2
Correctly answers each question.	0	1	2
Cites readings and sources appropriately.	0	1	2
College level grammar, spelling etc.	0	1	2
Projects a high level of professionalism and preparation; (0=none; 2=Exceptional)	0	1	2
Typed	0	-1	-2
TOTAL POSSIBLE POINTS=10			
Overall Rating			

VIII. CONCEPTUAL FRAMEWORK PROFICIENCIES

The University of Akron, College of Education has identified **Educator as Decision Maker** as the theme of our conceptual framework, which has been developed around the core components of professional practice and scholarship identified in the mission statement of the college: **Knowledge, Technology, Diversity, and Ethics**. The theme and components provide direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. It is our goal to provide opportunities to candidates to develop a solid foundation in the identified proficiencies for each of the core components through well-planned coursework. This foundation then transfers into knowledge-based decision making as it applies to **Standards Setting Programs, Research and Inquiry, and Outreach**. Descriptions of the proficiencies are provided at <http://www.uakron.edu/colleges/educ/COE/cf-proficiencies.php>

As you progress through your program, you will find the **conceptual framework** aligned with course objectives. You will also find the **conceptual framework** theme and core components reflected throughout the College of Education. This reflects our commitment to these central tenets and our vision that all of our graduates will be effective **decision makers** throughout their professional careers.

IX. STUDENT ETHICS AND OTHER POLICY INFORMATION

For further information about The University of Akron's policies regarding student ethics and conduct, please consult the following sources:

<http://www.uakron.edu/gradsch/docs/Gradbulletin.pdf>, then select "General Information" (academic honesty); or <http://www.uakron.edu/studentlife/sja/codecon.php> (Student Code of Conduct). Any student who feels she/he may need an accommodation based on the impact of a disability please consult <http://www.uakron.edu/access> and the Office of Accessibility at (330) 972-7928.

The University of Akron considers academic integrity as essential part of each student's personal and intellectual growth. Instances of academic dishonesty are addressed consistently. All members of the community contribute actively to building a strong reputation of academic excellence and integrity at The University of Akron. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials.
- Unauthorized copying of an assignment in computer programming, or the unauthorized examination or view of the computer, specifically during examinations.
- Possession and/or unauthorized use of tests, notes, books, calculators or formulas stored in calculators not authorized by the instructor during an examination.
- Providing and/or receiving information from another student other than the instructor, by any verbal or written means.
- Observing or assisting another student's work, when not part of a group activity.

- Violation of the procedures prescribed by the professor to protect the integrity of the examination.
- Cooperation with a person involved in academic misconduct.

[Plagiarism and Academic Integrity](#). The following University of Akron, University Libraries website is an excellent source to help you, the student, understand plagiarism and how to avoid it. It is also an excellent resource for you as a future trainer, instructor or instructional designer. A student who has been accused of academic dishonesty will be asked to meet with the course instructor. The matter can be resolved informally at the College level and/or an academic sanction can be imposed. If the student opposes the decision, he/she may appeal to the College Dean. If the matter is referred to the Office of Student Conduct, an informal meeting will occur and, if substantial evidence exists, the office has the authority to take formal action against the student including, but not limited to, suspension or dismissal from the University. A more detailed discussion of these procedures can be found in the Student Code of Conduct.

ADA Statement

Any student who has a disability that substantially limits learning in a higher education setting may contact the [Office of Accessibility](#) (formerly known as Services for Students with Disabilities) for information regarding their eligibility for reasonable accommodations. The office telephone number is (330) 972-7928 (Voice) or (330) 972-5764 (TDD).

Adding Courses–Registration

A student must register for a course before the end of the fifth day of a fall or spring term or the second day of a summer session. Additions to the student's official schedule may be made after that date, but before the 15th calendar day, only with the permission of the student's adviser, instructor, and dean or dean's designate. Students who have not registered and paid by this deadline may not attend classes to receive credit for the course. This deadline applies to all regular 15-week courses offered in the fall and spring semesters as well as to regular courses in Summer I and II. For all other courses, such as those in intersessions or those, which have flexibly scheduled, courses must be added, with appropriate permission, by the date when 20% of the course has been completed. Questions regarding your registration can be addressed by the [Office of the Registrar](#), 330-972-5400.

Diversity

Together, we maintain an intellectual culture that is accessible, disciplined, free, safe, and committed to excellence. By our behavior with one another we endorse a cultural of diversity, celebrating the uniqueness of the individual and developing our understanding and tolerance of differences in gender, ethnicity, age, spiritual belief, sexual orientation, and physical and mental potential. We take responsibilities for sustaining a caring culture, nurturing growth and fulfillment in one another and in the larger communities of which we are a part. We insist on a culture of civility, united in our rejections of violence, coercion, deceit, or terrorism. We work to increase collaboration, cooperation, and consensus within rational dialogue characterized by mutual respect and consideration. This is a responsible culture. We expect each member of our community to carry out responsibly his or her duties for preserving the integrity, quality, and decency of our environment and our discourse. In order to accomplish the above-mentioned expectations and responsibilities, everyone must engage in certain specific behaviors. Inside the classroom, the students are expected to respect the sanctity of the teaching/learning process by expressing respect for the faculty member as the organizer and guide through this learning experience, as well as for fellow students. Disruptive, disrespectful, discriminatory, harassing, violent and/or threatening behavior is explicitly prohibited. Students are expected to be responsible for their own learning and, in return, can expect responsible teaching from the faculty member.

Incompletes (Undergraduate Students)

Incompletes indicate that the student has done passing work but that some part of the work is, for good and acceptable reason, not complete at the end of the term. Failure to make up the omitted work satisfactorily by the end of the following term, not including summer sessions, converts the "I" to an "F." When the work is satisfactorily completed within the allotted time the "I" is converted to whatever grade the student has earned.

In-Progresses (Graduate Students)

In-progresses indicate that the student has not completed the scheduled course work during the term because the nature of the course does not permit completion within a single term, such as work toward a thesis.

University Closing Policy

The president, or designee, upon the recommendation of the Director of Public Safety and Chief of Police, will determine when conditions--such as severe weather or a state of emergency--necessitate closing the entire University or canceling classes at the main campus and/or Wayne College in Orrville. The Director of Public Safety and Chief of Police will promptly notify other designated University officials and members of the Department of University Communications, who will contact area media. University colleges/departments are encouraged to establish a method for communicating the closing decisions to department personnel. Closing information will be announced as early and as simply as possible to avoid confusion. Cancellation of classes and closure announcements will be made as early as possible in the day and will clearly state the affected campus(es). Call 972-SNOW or 972-6238 (TDD/Voice) for updated information. To be added to a list serves of when the University is closed goes to the following webpage. <http://www.healthandsafety.uakron.edu/Status-Listserv.htm> Also, new this year, students have the opportunity to sign up for Z-Alert text messaging. In the event of an emergency, or closings a text message will be sent to the mobile number AND/OR email address provided. To sign up for this free service, go to the Zipline entry page and follow the instructions under the heading, "UA Z-Alert."

For information concerning cancellation of campus based classes and web-based courses (those closing and cancellations that only affect your particular scheduled class), see course policies.

Withdrawal Policy

A student may withdraw from a course without an advisor's or course instructor's signature through the 15th day of a semester or comparable dates during summer sessions, intersession, etc. After the 15th day of a semester, and up to the midpoint of a semester, a student may withdraw from a course with the signature of the student's adviser. After the midpoint of a semester, a student may have the signature of both the course instructor and the adviser. Such authorization must be dated and processed through the office of the Registrar no later than the last day of the 12th week of classes or comparable dates during summer session, intersession, etc. An approved withdrawal after the 15th day of the term will be indicated on the University official academic record by a "WD." A student who leaves a course without going through the withdrawal procedure will be given an "F" in the course. Questions regarding your registration can be addressed by the Office of the Registrar, 330-972-5400,

<http://www.uakron.edu/registrar/>. Drop/add forms are located at the following website <http://www.uakron.edu/registrar/Forms.php>

Course Policies

Responsible Attendance and Absences

As an adult learner you most likely have multiple roles and commitments to juggle. In addition to being a student, you may be an employee, a parent, a community leader, or a caregiver to a family member. If you are a full-time student, you are working to learn a wide variety of new skills and to meet the expectations for multiple courses. As your teacher, I too have many responsibilities and multiple roles. Therefore, we need to work together to accomplish the intended learning outcomes for this course.

Responsible attendance means that you will plan your schedule and manage your time so that you can complete your assignments and assessments on or before the date they are due. For my part, I have provided a syllabus with a schedule due dates for assignments and assessments. I will work to keep the course on the published schedule. If I make adjustments in the schedule, I will provide written a notice explaining the change.

ALL course sessions are mandatory whether they are face-to-face or virtual class sessions.

ALL session absences must be approved prior to the class session.

If you miss a class session unexpectedly:

- You are responsible for identifying what you have missed and for obtaining handouts or other learning materials that were distributed during your absence.
- If the learning plan indicates that you missed interactive, in-class, or group learning activities, discuss alternative learning activities with me. (I prefer that you propose an alternative.)
- Contact me in person, via email, or via voicemail message explaining how you intend to make up missed work.
- In order to receive full credit for work missed during your absence, you must complete it within one week of the due date. Any work not made-up within one week will be considered late and deducted by 50%.

If you know you will miss a class session:

- Plan ahead to submit assignments or complete assessments that will be due during your absence prior to your absence. (Refer to the syllabus schedule.)
- Notify me in person, via email, or via voicemail message prior to your absence, explaining how you intend to make up missed work.

Class Cancellations

Check the entry page of Springboard for any notices concerning class (campus-based or web-based) that has been made by your instructor. Students will also be e-mailed via Springboard and/or UA email.

Course Concerns

If you have any concerns, whatsoever, about any of the assignments or your performance, please contact me. Do not wait until the assignment is due or the performance cannot be rectified.

Deadlines

It is your responsibility to meet all of the deadlines for every class session, assignments, and assignment task. Assignments will be given deadlines--unless prior arrangements have been made, ANY assignments not turned in on the designated due dates and times will be considered late and deducted by 50%.

Duplicates

All assignments will be the students' own work and need not be submitted in duplicate unless indicated by your instructor. However, it is strongly suggested that the student retain all graded materials as a copy in case it is needed.

Ethics

Students are expected to display ethical behavior at all times. Cheating, plagiarism, etc., will not be tolerated. The consequences of dishonest behavior will be commensurate with the

activity to include, but not be limited to, an 'F' for the class, dialogue with administrators, and dismissal from the college.

Grades

Student grades will be submitted to the appropriate department at the end of the semester (due dates for grades are determined by The University of Akron). Students can obtain their final grades from The University of Akron's Home Page via Zipline.

Incompletes (Undergraduate Students)

Incompletes are given only under extenuating circumstances and must have the instructor's approval prior to the last class session. DO NOT wait until it is too late to remedy this situation--check University Policies for definition of Incompletes. Incomplete grades automatically turn into "F's" if the student does not complete their work by the agreed date with the instructor. All incomplete work must be completed by the middle of the next semester, excluding summers. Instructors are not required to give incompletes.

Professionalism

All assignments must be submitted in a professional manner (typed, neat, organized, headings, sub-headings as appropriate, etc.). Each assignment will have an evaluation checklist (scoring guide) that will be returned with the product/assignment.

Respect

Class participants will undoubtedly express different opinions on subjects discussed during the course of the semester. Different opinions and professional critiques of ideas are welcomed in class and should be discussed to gain further knowledge of the varied schematics individuals use to pattern and understand environmental factors.

How to Get The Most From This Learning Experience

1. Take charge of your own learning. Raise questions, probe, explore, and go after what you need.
2. Be open. Use your imagination, consider new possibilities, and create something new for yourself.
3. Give as well as receive. Give liberally to co-learners and be prepared to receive a great deal from them.
4. Have fun. Plan to thoroughly enjoy this opportunity to learn and to grow in your professional competence and satisfaction.

Self-paced Learning Multi-media Module Project

Prepare a learning module in your field of teaching and write a rubric of assessment and criteria to assess the accomplishment of the learning objectives. This rubric should be a criterion-referenced rubric. You will also need to develop a quiz for student feedback on understanding of terms and concepts. Student can choose from the following in creating their self-paced learning materials: Web Quest, use of narrated PowerPoint, Word Documents, etc.

Module Reports: Each learning module in the course will ask you to submit a beginning part of the final project in order for the instructor to provide you with on-going feedback and for you to have an opportunity for immediate application of learnings.

Module One: Submit topic for your self-paced learning module and why you selected this for this project. Include your initial thinking of what this might look like and why. Link your discussion back to what you have learned to date in the course.

Module Two: Describe the web resources you have located and why you might or might not use some of the resources you have located. Link this discussion back to what you have learned in the course to date.

Module Three: Draft your overall design for the project including your learning outcomes, content outline and concepts/terms; and link this back to what you have learned to date in the course.

Module Four: What materials will you need to seek copyright permission and why? What materials do you think you will be using that you will not need to get copyright permission to use and why?

Module Five: What are your learning outcomes for your module? What are your assessments? How do your assessments measure your learning outcomes?

Module Six: Describe the learning context for your learning module. Who do you anticipate your learners will be for this learning model and how have you accommodated for this group in your design of materials, instructional resources, and overall design based on what you have learned to-date.

Module Seven: How will learners interact with the content of the modules? With other learners? With the module learning facilitator or instructor?

Module Eight and Nine: What multi-media will you use and why? What learning styles will be addressed? How do you know learners with disabilities will be able to benefit from your learning module? How could this be easily overcome? What modifications if any would need to be made?

Module 10: First draft of final project due

Summary of Major Steps

1. Identify the main target group or type of learner to be taught (must be an adult learner).
2. Define the strategic aims in using technology
3. Chose the appropriate mode of teaching: Technology-enhanced classroom teaching; desk-top learning (home, office; library or lab); mixed-mode, fully distance learning (Note: all must include multi-media)
4. Choice of the main media and technologies that will best serve the teaching and learning requirements of the learning module.
5. Method of working: Long Range; collegial materials development; project management; etc

Self-Paced Multi-Media Learning Module Format

- Cover Page (Entry for Learning Module)
 - Name
 - Topic/Subject
 - Date
 - Learning Context: Explain the basis for your self-paced learning module project, your learning context. Describe your intended learner, real or imagined. How did you design your module to meet these learners needs. Address how the module does or does not meet a diverse adult learners needs.
- Overview of Learning Module

- Attention grabber. How can you gain learners' attention? How can you establish the relevance of your material and pique their curiosity?
- Content Outline
- Before you get started
 - Recall prior learning. How can you convey the relevance of your material? How can you link your instructional material to learners' prior experiences or knowledge?
- Learning Objective(s)
 - Upfront, tell your learners what the objective is, what is it they are to learn. Establish expectancy. What are the outcomes for this module? What is the context for which this module might be used? Stand alone, within a course?
- Key Concepts & Terms
- Learning Activities
 - Present the Content
 - How can you accommodate the different learning styles? How can you engage different presentation methods? (Video, Graphic, Audio)
 - Practice and Feedback
 - How can you engage learners? How can learners demonstrate what they know? How can you provide helpful, constructive feedback on learner activities?
 - Must include a task aide
 - Must include interactive multimedia presentation; video, photo, sound, voice.
 - Must include web links
 - There must be a feedback loop included on all learning activities
- Learning assessment
 - Assess performance: How can you assess whether learners are ready to proceed?
 - What kinds of formative and summative assessment will you employ?
 - Must include a quiz and an outcome rubric
- Summary

- Enhance retention and transfer: How can you review, summarize, and connect your instructional materials to learners' life experience and prior knowledge?
- References.
 - Software can include: Word, PowerPoint, Captivate, Director, Dreamweaver, Flash, etc.

Critique/rationale write-up for your project (aka the "paper").

Rationale, critique and explanation of the design of your self-paced multi-media learning module. You need to explain why you chose your topic, how it fits into the context of the learning environment for which it was designed, who your learners are and how the design meets the learner's needs, etc. Students are expected to describe why they designed their self-paced learning module as they did and how their module meets best practice guidelines learned in class. Course readings are to be cited to support these statements.

Questions that need to be considered in the project and addressed in the paper that accompanies the project.

Learning Context

1. Describe the learning environment where this learning module might be used (or if an actual project, where it will be used) and in what format (web-based, web-enhanced, CD with paper support, etc.).
2. Describe the need for the learning module
3. Describe who the intended audience is for the module
4. Define the overall goal(s) for the learning module.
5. What are the likely demographics of the learners you will be teaching? How appropriate is the technology for these learners? Why?
6. If the learners are to be taught at least partly off-site or part time, to which technologies are they likely to have convenient and regular access at home, work or local library?
7. What level of computer skills will the learner need to have or expected to have to complete this learning module?
8. Does the use of the technology for the learning module justify the cost for the learner? Why or why not?
9. What prior approaches to learning are the learners likely to bring to this learning module? How suitable are such prior approaches to learning likely to be to the way one needs to teach using the module within a course? How could the technology be used to cater to learner differences in learning?

Learner Access

1. What is the organizations policy on learner access?
2. What resources are available for learner access?

Learning Activities

1. Review existing curricular and instructional materials available to teach knowledge, skills or attitudes selected.
2. Select and develop materials
3. Obtain copyright permission as needed and required
4. Explain how you selected learning materials
5. Explain why you developed the materials you did develop.
6. Critique the materials you did select as to how they meet or don't meet what you have learned about quality multi-media learning materials.
7. What kind of activities by the learner would most facilitate learning of this subject?
8. What media or technology would best facilitate this interaction?
9. How can technology enable scarce teaching resources to be best used? And be best supported by less scarce resources, with respect to increasing the amount and quality of learner interaction?

Selection of Media and Technology

1. What media must be included to ensure that the learning goals and objectives are reached?
2. How much will it cost to develop materials in this medium or technology (including the time of the teachers)?
3. How frequently will this learning module be used (is it worth the investment of resources)?
4. What is the cost to deliver this module by using a particular technology (including time of the professor or contracted) while maintaining a high quality of interaction?
5. What is the preferred approach to teaching in terms of your views about the nature of knowledge, teaching, and learning?
6. What are the presentational requirements for this module? Which media or technology will best facilitate these presentational requirements?
7. What skills need to be developed during this module? Which media or technologies will best facilitate the development of these skills?
8. What media or technologies will best assess these skills?
9. What can you do easily yourself with a particular technology, and what help will you need?
10. Is the technical help I need already available or likely to be provided by existing resources in the organization?

11. Where in the organization can you as the instructor and your learners go for support of your chosen technology?

Technology Use

1. How intuitively easy to use is the technology by both learners and instructors?
2. How reliable is the technology?
3. How easy is it to maintain and upgrade the technology?
4. Are the materials, technology from a stable, reliable company?
5. Does the organization where you will implement this learning module have adequate technical and professional support, both in terms of technology and with respect to the design of materials?

Materials Assessment

1. Do materials provide and explanation/presentation of instructional content?
2. Are there appropriate opportunities for practice
3. Do your materials follow the following guidelines:
 - a. Effective Writing
 - i. Phrasing and terminology are simplified
 - ii. Materials are concise
 - iii. Materials use active, not passive, voice
 - b. Readability
 - i. Text is formatted with ragged right margin
 - ii. Appropriate line-length (5.5 inches) and font size (11-13) are used
 - iii. Use of varying fonts is minimized
 - c. Graphics
 - i. Graphics are placed close to text that describes them
 - ii. Graphics are consistently laid out
 - iii. Graphics are used to explain visual conventions
 - d. Information organization
 - i. Overviews of requisitions are included
 - ii. Tables or lists are used for clarification

- iii. Information is chunked into meaningful groups (5-9 items)
- e. Learning Theory
 - i. Materials contain an introduction that provides background
 - ii. Materials presents topics that create a basis for understanding and procedures to enable performance
 - iii. Material allows learners to practice and perform required procedures
- f. Visual Literacy
- g. Describes how the learning module meets good visual literacy principals.

Resources and References

1. Include all copyrighted materials used and indicate where appropriate where copyright permission has been obtained if needed.
2. List all materials and supplies needed to complete the module.

Learner/learner and learner/instructor and learner/content interrelation

1. How does the module address learning styles?
2. Describe how the learners will interact with the instructor and/or other learners and interact with the learning materials.
3. Describe how the learning module addresses learning styles

Learning Assessments

1. Create assessment rubric for learning outcome(s)
2. Create feedback quiz on terms and concepts.
3. Create any other appropriate assessments for the module that provide feedback to the learner on their progress for achieving learning outcomes for the module.

Overall Design of the Module

1. What are the intended learning outcomes for this course? How will they be measured or assessed?
2. How much time will learners need to complete this module?
3. What software, hardware and tools do I, the instructor have access and availability to?
4. What tools, platforms, or software will best facilitate the production of this course? What do I need to know and learn about these tools, platforms or software?
5. What role will video or audio play in this module? How will video or audio best be distributed to students?
6. How have I addressed any copyright issues?

7. What are the most appropriate activities for learners? How do these relate to the designed learning outcomes and the assessment of learners?
8. How will learners be assessed? Do the tests, assignments, and the overall student assessment measure the extent to which the stated learning outcomes for the module are achieved?

Systems Approach to Designing Self-Paced Learning Modules -- the basis of this course. (Addresses what topics will be covered, how to approach creation and implementation of a self-paced learning module.)

Steps 1–3: What Do You Want Learners to Learn?

Step 1: Specifying the Module Learning Goals

- Select the subject matter for the module.
- Translate the content into learning objectives.
- Select the activities and experiences students need to achieve the objectives.
- Prepare learning for all learning domains: cognitive, affective, or motor.
- List what learners should know when they successfully complete the module.
- Sequence the learning goals by cognitive or intellectual levels, if appropriate.
- Determine the time needed for each learning segment.

Step 2: Designing Valid Assessment Procedures

- Design self-assessment tools so that learners can determine their own level of mastery.
- Use a variety of assessment techniques: tests, quizzes, observation forms, oral questions, peer testing, demonstrations, small group presentations, product analyses, summaries, review questions, integrating questions.
- Match each assessment procedure to the same cognitive level of the learning objective that it is intended to measure.
- Test at the cognitive level you teach.
- Explain your grading criteria for the assessment, as appropriate.

Step 3: Providing Feedback for Those Who Need to Know

- After activities and exercises, let learners know how they did as soon as possible.
- Use nongraded self-tests whenever possible to give students immediate feedback.
- Use peer teaching, review, and critiquing for feedback.
- Develop your own system to critique your course: Provide formative feedback while the course is in progress and summary feedback when the course is completed.

- Tell learners what skills are needed to solve a particular problem or perform a particular assignment successfully.
- Discuss problem-solving techniques for assignments and new activities.

Activities

Steps 4–6: How will technology help achieve the learning outcomes you desire?

Step 4: Selecting Appropriate Teaching Strategies

- Review all appropriate instructional strategies.
- Base chosen strategies on learning objectives and appropriate cognitive and intellectual levels.
- Where possible, link all learning objectives to prior learning and experiences.
- Construct handouts and brief lecture material to help learners contextualize readings and activities. Use checklists where possible.
- Maximize learner involvement through collaborative as well as individual activities.
- Develop questions in advance and match them to the cognitive level of learning objectives for which they are intended to provide practice.
- Ask learners to develop questions for discussion.
- When you use small group projects, consider peer-review criteria for each learner's contribution to the group in addition to a group grade alone.
- Change your teaching strategies from lesson to lesson to keep learners interested in the interactions.

Step 5: Constructing and/or Selecting Learner Involvement Activities

- Create or select exercises and activities that enable the learner's practice for specific learning performance objectives.
- Guide practice for each new skill through exercises, personal comments, and peer reviewing.
- Respect the diversity of talents and learning styles of the learners.
- Stress cooperation, mutual respect, and mutual support.
- When you use a small group activity, explain why it is used, why it is important, how to work in small groups, and the variety of roles that learners play in the group.

Step 6: Selecting the Appropriate Media for the Learning Activity

- Select the learning objectives and the teaching/learning strategies for your activity.
- Determine the sequence of activities or experiences you wish your learners to have or prepare your materials so that learners can choose their own sequence.

- Review the available media to match your teaching strategy and the desired activities.
- Identify the media attributes needed by the instructional objectives or learning activities.
- Identify the learner characteristics that suggest or preclude certain media.
- Identify characteristics of the learning environment that suggest or preclude certain media.
- Select appropriate media for presenting lessons and lectures and for students to participate in the learning activity or experience.
- To determine what technologies might work for your class, decide what kinds of interaction and activity you have in mind for the class to achieve your learning objectives. The following questions should be considered:
 - Is synchronous interaction between instructor and learner required to achieve the task?
 - Is asynchronous interaction between instructor and learner required to achieve the task?
 - Does the instructor need to observe the learner performing an action?
 - Is the course based primarily on print-based materials?
 - Does the material change frequently?
 - Is special equipment or material required to teach the task?
 - Can the task be learned in a way other than direct performance of it?
 - Do learners need extensive interaction with one another?
 - Do learners need to collaborate with one another to produce something to perform the task?

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