Course 3: Developing and Implementing E-Learning

E-Learning Instructional Design and Development Certificate Program

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Overview:
Developing and Implementing E-Learning is the third course in this Professional and Continuing Education (PACE) program to help you become certified in teaching and training with E-Learning. The goal is to help you develop a course/program/unit that can be immediately implemented and delivers. It will focus on developing knowledge and skills to be successful at developing and managing E-Learning projects and training programs, and will also discuss the pedagogical and legal concerns in delivery of quality E-Learning. In addition, focus will be creating an E-Learning course/program/unit that demonstrated appropriate use of technological tools.

Course Website:
The course is delivered online via Canvas, your online learning community, where you will interact with your classmates and instructor. Within the course Canvas site, you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; participate in online activities and display your projects. A computer with and Internet connection and ability to watch videos and listen to voice threads is required.

Required Textbook:
http://www.amazon.com/gp/product/1492920878

https://www.amazon.com/dp/1138780162

Recommended Textbook:

Objectives:

Program Objectives:

• Build relevant, pedagogically sound educational materials and programs for the Internet using the latest developments in online educational theories and technology.
• Integrate a variety of multimedia technology tools to develop engaging, effective E-Learning.
• Apply the components of effective E-Learning instructional design, development, implementation, and evaluation to creating projects and programs that meet your immediate classroom or business needs and goals.
• Advances the delivery of educational content and improvements in the meeting learning outcomes for students and business training needs.
• Track, measure, and evaluate the effectiveness of E-Learning training on your personal and business goals.

Course Learning Objectives:

• Identify effective methods to engage online learners.
• Set up and manage meaningful online-learning activities (such as discussion boards, asynchronous learning sessions, collaborative activates, voice threads, Google Doc, videos etc.)
• Evaluate Learning and Content Management Systems.
• Choose the most effective and cost-efficient course delivery formats for your needs.
• Relate copyright and fair use laws, intellectual property, web accessibility issues. And open educational resources to your E-Learning course/program/unit.
• Create a storyboard or a prototype for your E-Learning course/program/unit.
• Develop project management skills, such as planning and managing the design schedule and budget of a project or program.

Course Format:

Online Course:
There will be no required face to face meeting time. All instruction and course materials will be offered either through the course Canvas site or through online links. Every week you will have a set of specific readings, videos, to watch, websites to visit, online activities, discussions, and/or assignments to complete. You can work on these on your own schedule within the framework of deadlines outlined below and it the course schedule.

Online courses can be difficult for success, in an online course you are largely responsible for your learning. You have to put forth good effort to be fully involved in the course activities to get the most benefit from them. You need to be self-advocate and ask lots of questions. All your material needed learning materials have been carefully selected and are available on the course website and through your textbook readings. It is up to you to go through and watch,
use, and review all of it. You will need dedication and discipline to stay on top of the course activities and deadlines. You have to schedule and manage your time well.

You Will Also Need:
- Access to the Internet, both for the course website and other materials.
- A reliable email address that you check daily for announcements and other important information regarding the course. A Gmail account is recommended to help with access to Google Drive documents. [http://accounts.google.com/Signup](http://accounts.google.com/Signup)
- Know how to manage documents, files, folders, downloads, installations of software, etc.
- Skills with word processing, PowerPoint, and drawing programs. Microsoft word and PowerPoint are most commonly used.

I want you to enjoy and be successful in this course! So, any problems or concerns can be directed to me at my email or post questions on the Canvas discussion board question forms I have set up. If you are having trouble using Canvas you can access the college Canvas or Tech helpdesk.

**Contacting the Instructor**
Please feel free to email me (Cindy Etherton, the instructor) any time. I will check my email every day, even the weekends, and will try to respond the same day. Delays would be no more than 24 hours, unless advance notice is given or an emergency had arisen. There is also a question forum on the course website that your peers can view and may be able to answer questions more quickly. ethertoc@oregonstate.edu

**Course Schedule:**
**Modules:**
This course will consist of six one-week modules. Each week should consist of between 3 to 6 hours of work (this may be adjusted based on the students’ needs in the course).

- Module 1: Determine Element, Content, Learning and Objectives
- Module 2: Determine Instructional Methods and Resources
- Module 3: Address Legal and Accessibility Concerns and Open Sources
- Module 4: Select Appropriate Learning Management Systems (LMS)
- Module 5: Storyboard and Prototype
- Module 6: Project Management

Each module begins on a Monday and ends on a Sunday, and includes the following: A presentation by the instructor. A set of readings to learn about the research and theory associated with the concepts. An activity that helps you put the theory into practice and assesses your learning. Peer discussion forums that let participants share prior experiences around the central concept for the module, share connections participants made with the readings, and share feedback about the module activity. Each module ends with a reflection on
what you learned. When all elements of a module are completed the student is passed for that module. When all six modules are passed, the course is passed and completed.

**Grading:**
This course is graded pass/no pass. Each learning activity has expectations described and a point value assigned. If all elements are completed as described then all the points are awarded. If the learning activity is late or missing elements then points will be deducted. Assignments may be returned for completion if missing substantial elements. If you earn 75% of the possible points then you will pass the course.

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Description</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Discussions</td>
<td>5 discussion boards</td>
<td>25 Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 points each (3 points for initial post and 2 points for constructive, helpful response to peers)</td>
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<tr>
<td>Collaborative Project</td>
<td>Completed on time. All elements present, explanations, revisions and self-reflection completed.</td>
<td>15</td>
</tr>
<tr>
<td>Assignments</td>
<td>4 Assignments. Submitted on time, all elements presented, revisions, and self-reflection completed.</td>
<td>40 Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 points each</td>
</tr>
<tr>
<td>Final Project</td>
<td>Submitted on time, all elements presented, revisions, and self-reflection completed.</td>
<td>20</td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td>100</td>
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**Policies and Procedures:**
Expectations for Student Conduct: Student conduct is governed by the university’s policies, as explained in the [Office of Student Conduct: information and regulations](#).

**Academic Integrity:** Students are expected to comply with all regulations pertaining to academic honesty, defined as: An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. For further information, visit [Avoiding Academic Dishonesty](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

**Students with Disabilities:** Accommodations are collaborative efforts between students, faculty and Disability and Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for
accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098. If you need accommodations because of a disability or if you have emergency medical information to share with me, please inform me immediately. Please send an email to me at: ethertoc@oregonstate.edu

Conduct in this online classroom: In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by Oregon Administrative Rule 576-015-0015 (1) and (2) and is subject to sanction under university policies, OSU Office of Student Conduct.

Discussion Boards: This is how we get to “talk about” or discuss and evaluate topics and activities related to the instruction and further develop our understanding. It is important you actively participate. You need to post – give an initial response to a question on time, then read your peers postings and reply.

Discussion boards begin on the first Monday of a module and run through the first Sunday. Your initial posting is due by Thursdays 11:59 PST of the first week of the cycle, responses to at least two of your peers are due by Sunday, 11:59 PST. A well-developed post is one that completely responds to the topic and answers the questions in a thoughtful way. It includes and applies the course content-key terms, theories, etc., provides examples, and supports the position with scientific or citation (what was said, for example in your book or in a video or online reading that you give credit to) evidence. Think through and read aloud your comments before you post them.

Begin by “creating a thread.” For title, use your last name and a title of your choice. Then you may either type directly into the message box, or type your response in a word doc first, then copy and paste.

Your responses to your colleagues should be thoughtful and show serious reflection on what they posted. Ask clarifying questions, if appropriate, or help expand on what they began. You must respond with more than just “I agree” or “good idea” or “excellent point.” Although these kind remarks are always appreciated, it does not create a good exchange of ideas. Consider responding to those that have received none or few, as well as getting involved in more active discussions. Assume the best of others in the class and expect the best from them. Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.

Observation of "Netiquette": All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here are a couple of references that discuss writing online: http://goto.intwg.com/ netiquette: http://www.albion.com/netiquette/corerules.html.
The discussion board is your space to interact with your colleagues, it is expected that each student will participate in a mature and respectful fashion. Appropriate and considerate responses to your peers are required. You may disagree with ideas, but do not make personal attacks. You may not insult, get personal, and be rude or offensive. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments at all. Failure to adhere to these norms will result in your post or response being immediately pulled from the discussion board, a zero score, and repeated offenses could result in dismissal from the class.

This syllabus is subject to change prior to the course start date.