Exploring E-Learning Tools
E-Learning Instructional Design and Development Certificate Program

Overview:

Exploring E-Learning Tools is the one of the courses in the PACE program to help you become certified in teaching and training with E-Learning. This course is targeted to provide participants the opportunity to explore various E-Learning tools and does not include in-depth training in any specific tool. Learners will experiment with various freely available web tools, create artifacts with them, and reflect on how they could be used for E-Learning purposes. Learners will be given examples and categories of web tools (like document collaboration and presentation, telepresence, online publishing) and encouraged to explore new and unfamiliar tools. There is no one set required tools that will be used for this course. Examples of the types of tools that might be explored as Google Docs, web publishing, podcasts, screen casting, online presentation, and more. This course covers not only how to use these tools as an instructor, but ways of getting your learners to use them to facilitate their own learning.

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.

Recommended Textbook:

Arshavskiy, Marina. (2013) Instructional Design for ELearning: Essential guide to creating successful eLearning courses. ISBN-10: 1492920878.
http://www.amazon.com/gp/product/1492920878

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.

<u>Course Learning Objectives:</u>
- Explore new types of web tools that can be used for E-Learning.
- Create learning artifacts using web tools and share them with others in the course.
- Reflect on how these web tools could be used for learning.
- Choose appropriate tools to most effectively support instruction and achieve learning outcomes.

Course Format:
<u>Online Course:</u>
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.

<u>You Will Also Need:</u>
- 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
- Know how to manage documents, files, folders, downloads, installations of software, etc.

While not required, a smartphone or tablet can be a very powerful tool for learning, both creating and consuming learning content. If you have one (or if you know your learners have them), try to find ways to use them to encourage learning.

It can be helpful to have a separate "throwaway" account, like a Gmail account, that you can use, since you'll be using and signing up for many different online tools, and having a separate account prevents you from getting all the "welcome" messages, newsletters, and other stuff that often come with the free web tools. You can sign up for a new Gmail account at http://accounts.google.com/Signup

About the Instructor:

My name is Josh Bancroft. I'm a lifelong geek who taught myself to key in computer programs to play games when I was 5 years old, and I have been fascinated by the intersection of learning and technology ever since. I have a Masters degree in Adult Education and Organizational Development from Oregon State University, and in addition to being an instructor for PACE at OSU, I work on software education and community initiatives in the Developer Relations group at Intel.

My learning and teaching philosophy is based on "constructionism"- the idea that we create our own learning by "tinkering", making things (online or physical), then sharing and discussing them with others. Reflection on what you've created and how it impacts your learning, as well as feedback with your peers, is central to think philosophy. There is no wrong war to "tinker"- approach it with a spirit of play. I believe the more you enjoy this tinkering and reflection, the more you will learn in the course.

Contacting the Instructor:
Please feel free to email me (Josh Bancroft, 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. bancrjos@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: Website and Online Publishing.** Creating pages and sites to share your learning artifacts.
- **Module 2: Collaboration and Authoring Tools.** Shared documents, presentations, wikis, and more.
- **Module 3: Image Editing and Creation Tools.** Uploading, editing, and creating images online.
- **Module 4: Podcasts and Audio Tools.** Finding and listening to podcasts, as well as creating your own.
- **Module 5: Videos and Screencasts.** Making, uploading, and sharing videos and screencasts.
- **Module 6: Live Streaming on the Web.** Tools for live, interactive broadcasts on the web.

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.

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.

Course Integrity and Honesty: "Academic honesty is fundamental to the activities and principles of any university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor." Dr. Jane Howland

Students are expected to comply with all regulations pertaining to academic honesty. OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an 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 or research, either through the Student's own efforts or the efforts of another.

b) It includes:
      (i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
      (ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

      (iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to

create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) In cases where academic integrity is suspected to have been violated, the course instructor will meet with the student suspected of the above violations. The instructor will present reason of suspicion of evidence and afford the student the opportunity to respond to this charge. The student will have the chance to explain any underlying reasons for the violation. The instructor has the discretion to decide if they might be able to work with the student to provide accommodations or extensions to avoid future violations. Students who are found to be in violation of this policy will not be allowed to complete or withdraw from their current course, they will not receive a passing grade, and they will not be issued a refund for the course or related program.

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.
Grading: 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. No letter grades are given. If you make an honest effort, and complete the work in the course, you will pass.

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.