

Department of Instructional Technologies

Helping people in education, business, and communities learn

ITEC 865.01 E-learning Development (3 units)

Spring 2006

Monday – 19:00-21:45, Burk Hall 219/170

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Course URL: <http://ilearn.sfsu.edu>

I. Course Description

From the course catalog:

“Discussions on how new media and technologies affect teaching and learning processes. Critical examination of the social and educational consequences of new media and technologies: the consideration of identity, community and democracy.”

In practice:

This course focuses on the application of learning theory and distance education design principles to the domain of e-learning, especially for the online, self-paced, independent learner contexts which many instructional designers encounter. While there is certainly a place for reading and discussion in the course, a significant portion of student effort will be directed toward the creation and testing of a complete e-learning module for a given instructional context.

Prerequisite:

ITEC 800 and 801 must be completed before enrolling in ITEC 865. *Suggested* prerequisites include ITEC 860, ITEC 745, and ITEC 830. Permission to enroll in this course may be requested from the instructor if a student is able to demonstrate knowledge of ITEC 800 and ITEC 801 content through parallel coursework or life experience. Students will work in multidisciplinary production teams, so broad familiarity with instructional material production software and processes is useful, as is special skill sin one or more areas: project management, graphic design, multimedia development (i.e., Flash), technical writing and editing, video development, etc.

Introduction to E-learning Development:

This course introduces the learner to the instructional design and development processes commonly applied in the production of e-learning for education, businesses, and community settings. We will review the fundamental instructional concepts supporting various e-learning strategies, tactics, and media, and apply these concepts through a major design and development

project. During this course we will concentrate our development efforts on creating simulation, game-based, or goal-based-scenario driven e-learning modules.

There are two major elements in this seminar:

1. An introduction to the field of e-learning through exploration of methods, applications, and current business models. We will discuss the instructional design considerations, technical implementation requirements, and implications for learning (and teaching) for a range of e-learning approaches. Your learning of this content will be assessed primarily through several short papers and hands-on activities assigned throughout the semester.
2. Development of a comprehensive e-learning instructional module. You will work with a team of peers to plan, design and develop an original e-learning module. Your team will choose an e-learning topic, carry out front-end analysis, design and develop instructional activities, and conduct formative evaluation.

Readings assigned for each week will provide the foundation for our discussion and some class activities. Readings from the text(s) encompass the majority of these assignments. Supplemental readings will provide alternative and complementary views on e-learning. Additional topics may be added based on student interest.

II. Accommodation Statement

If you are a student with a disability requiring special accommodation in this course, you must be registered with the Office of Disabled Student Services (DSS). Your counselor will give you a letter that you must deliver to the instructor in person, at which time an appointment will be arranged to discuss appropriate accommodation. This must be accomplished during the first three weeks of class.

III. Learning Goals

1. Demonstrate a sound understanding of learning theory and instructional design practice by creating an original e-learning module in a team context.
2. Analyze an instructional context and determine an effective mix of e-learning strategies and tactics.
3. Create and carry out a plan for implementing an e-learning module in a specific technical setting.
4. Using current technology and software tools, develop a one-hour e-learning module.
5. Conduct formative evaluation of an e-learning module.

IV. Readings

Required Texts:

Designing World-Class E-Learning (2002) by Roger C. Schank; published by McGraw-Hill. ISBN/ISSN: 0-07-137772-7

e-Learning and the Science of Instruction (2003) by Ruth C. Clark and Richard E. Mayer; published by Pfeiffer. ISBN/ISSN: 0-7879-6051-9

These texts will be used as the primary print resources for our learning about e-learning. Please purchase your own copy of these texts during the first week. All should be readily available at the SFSU and online bookstores. We will read most of the material in the texts during the first two-thirds of the course. During your project work (primarily during the second half of the course), you will refer back to the texts for reference and further learning support, especially the Clark and Meyer text.

Optional Text:

The ASTD E-Learning Handbook (2002) by Allison Rossett (ed.); published by McGraw-Hill. ISBN: 0-07-138796-X

Additional Readings:

Each week I will provide access to other important readings. Hopefully, these will all be available electronically so you may print your own copy, if you wish. Readings for each week will be announced during the previous week's class and/or online at the course website (<http://ilearn.sfsu.edu>).

If you find interesting, relevant readings on your own in trade journals, magazines, newsletters, etc., please bring them to class to share or post them to the course website.

V. Course Requirements and Grading

Basic Course Requirements:

Class Participation (10%)

This is a seminar course, implying active engagement in discussions and other class activities. Participation includes completing pre-class readings, online exercises, and joining in class discussions – both in class and online.

Reflection Posts (10%)

Weekly you will post your thoughts about the class and the e-learning field in an ongoing discussion thread – similar to a “blog”. These posts are intended to help you consider questions important to you, and capture your thoughts at selected instances in time. Posts will be viewable by others, though there is no requirement for others to read your posts or vice versa. You will receive full credit for this assignment if you contribute a meaningful post once a week for 14 weeks of the semester. Specific instructions available in class the first week.

Written Assignments (40%)

Four short writing assignments are due during the course of the semester. We will utilize the course website to post, update, and comment upon these short papers. These papers are individual assignments.

Paper 1. E-learning Critique - This 2-4 page paper will be assigned and completed by week 6. You will critique a simulation, game-based, or goal-based-scenario e-learning module and prepare a short written evaluation to turn in. This assignment *may be completed with one other*

student. You will also present a brief (10 minute) summary of your experience to the class. More details will be provided in class at the appropriate time.

Paper 2 – E-learning Interactive Activity Design - This paper is a 3-5 page description of a unique interactive activity designed for e-learning learners; due week 9. *As a team*, you should choose and research a topic of your choice and prepare a description of what you would have learners do and explain why, using relevant learning and instructional theory. Include references to theoretical support as appropriate. More details will be provided in class at the appropriate time.

Paper 3. White paper on a current E-learning topic – This *individual* paper is a 3-5 page report on any current, relevant topic in the field of e-learning; due week 11. You should choose and research a unique topic of your choice and prepare a summary/position paper describing the topic and its importance and/or relevance to you and the field of e-learning. Possible topics include: interactivity, emerging standards, reusable learning objects, etc. More details will be provided in class at the appropriate time.

Paper 4. Annotated Glossary/Bibliography – This *individual* paper has two major components: a five term glossary and a 10 item bibliography and is due week 14. For the glossary component: Choose any five terms used in e-learning, and create a short glossary entry for each. The entry should include the term, a definition (and description) of how it is used in e-learning, and a link to a web-based or print resource that either describes this in more detail or provides an example of the term in practice. For the bibliography component: List any 10 resources you have found to support your design and development efforts. In your list, include a short description of the resource (what is it, what is it for) and your evaluation of its usefulness. Why was it valuable to you? For each resource, give its full reference so that someone else can find it if they want to. This assignment will also contribute to a perpetual resource we are creating for the ITEC community at large. More details will be provided in class at the appropriate time.

E-learning Development Project (40%)

You will complete a comprehensive e-learning development project during the course. This project **will be completed in teams** of 3-4 and will require you to apply the principles of effective instructional design to create the design plan and develop the instructional content for an original e-learning module. This semester, we will concentrate our development efforts on creating simulation, game-based, or goal-based-scenario driven e-learning modules. At the final class meeting, your team will present your e-learning module during a 30 minute presentation to your peers and invited others. Specific design report and instructional module details will be provided in class at the appropriate time.

Late Assignments

In order to receive full credit for an assignment, **it must be turned in at the requested time**. Partial credit for late assignments may be given, at the discretion of the instructor. *Late assignments will receive a minimum 10% grade reduction, and will not be accepted after one week has passed since the original due date.*

Grading:

A- to A	90-100 %
B- to B+	80-89 %
C to C+	75-79 %
No Credit	below 75%

Incomplete:

If you do not complete the course requirements by the end of the semester, you may receive a grade of "I" (Incomplete) with prior arrangement with the instructor. 75% of all course assignments must be successfully completed prior to the end of the semester in order to qualify for consideration of an Incomplete. All Incomplete grades will have a pre-arranged deadline for completion, usually no longer than the end of the following university term (spring, summer or fall).

Changes to the Syllabus:

This syllabus is subject to change throughout the semester due to emergent student needs, important new learning opportunities, or other unforeseen situations. In the event a change must be made, the instructor will notify the students as soon as practically possible, and provide an updated syllabus on the course website.

VI. Other Student Resources

Associated Students Inc., Cesar Chavez Student Center M-103, (415) 338-1230 ext. 4. (phone), (415) 338-0522 (fax), <http://www.asisfsu.org>.
Chasiti Effort, College of Education Representative.

Cahill Learning Resource and Media Lab, Burk Hall 319, (415) 338-3423,
<http://clrml.sfsu.edu>. Chasiti Effort, Graduate Student Assistant.

VII. Course Calendar (tentative)

#	Date	Topics	Readings and Assignments
1	Jan 30	Course Introduction What is E-learning?	Assignment Due: Reflection
2	Feb 6	Learning by Doing Project Definition	Text: Schank - Ch 1-3 Assignment Due: Reflection
3	Feb 13	Interactivity by Design Types of E-learning	Text: Clark&Mayer - Ch 1-2 Additional Readings: TBD Assignment Due: Reflection
4	Feb 20	Instructional Design Principles for E-Learning	Text: Schank – Ch 4-7 Additional Readings: TBD Assignment Due: Reflection
5	Feb 27	Media Design Interface Design	Text: Clark&Mayer - Ch 3-6 Additional Readings: TBD Assignment Due: Reflection, Team progress report (in class)
6	Mar 6	e-Learning in Action (sampling e-learning)	Text: Schank - Ch 8-12 Additional Readings: TBD Assignment Due: Reflection, E-learning Critique
7	Mar 13	Detailed Design Plans Content Design Interaction Design	Text: Clark&Mayer - Ch 7-9 Additional Readings: TBD Assignment Due: Reflection
8	Mar 20	Assessing e-Learning and Measuring Learning	Text: Schank - Ch 13-15 Additional Readings: TBD Assignment Due: Reflection, Team Progress Report (in class)
9	Mar 27	Developing Content Writing for Online Editorial Process	Text: Clark&Mayer 10-12 Additional Readings: TBD Assignment Due: Interactivity Paper , Reflection
	Apr 3	Spring Break	<i>No class meeting.</i>
	Apr 10	American Education Research Association Annual meeting (in S.F.)	<i>No class meeting. Project design and development continues.</i>

#	Date	Topics	Readings and Assignments
10	Apr 17	User-centered Design	Text: Clark&Mayer 13-14 Additional Readings: TBD Assignment Due: Reflection, Team Progress Report (in class)
11	Apr 24	Project Development	Readings: None Assignment Due: White Paper , Reflection
12	May 1	Formative Evaluation - Alpha Testing	Additional Readings: TBD Assignment Due: Reflection
13	May 8	Project Development	Readings: None Assignment Due: Reflection
14	May 15	Formative Evaluation - Beta Testing	Readings: None Assignment Due: Bibliography/Glossary , Reflection
15	May 22	Final Presentations	Assignment Due: Final Design Papers, E-learning Module

VIII. Additional Resources

A. Plagiarism and other topics

Help with understanding what is and what isn't acceptable use!

<http://education.indiana.edu/~frick/plagiarism/>

Office of Instructional Consulting at Indiana University: An archive of "brownbag" talks on topics important to instructional design and distance education.

<http://www.indiana.edu/~icy/ebrownbag/>

B. APA Style for Citations and References

A few helpful sites:

Purdue University Online Writing Lab (start here):

http://owl.english.purdue.edu/handouts/research/r_apa.html#Handling%20Quotes%20In%20Your%20Text

APA Electronic References:

<http://www.apastyle.org/elecref.html>

Help is here - from your local SFSU CET!

<http://cet.sfsu.edu/etl/content/citations/>