# Instructional Materials Development for Learning Management Systems

Course Site: [https://bb9.tamucc.edu](https://bb9.tamucc.edu)
This is an online course. A variety of asynchronous technologies will be used to teach this course.

<table>
<thead>
<tr>
<th>DET — 5365</th>
<th>Summer II, 2018</th>
<th>3 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructor</strong></td>
<td><strong>Email</strong></td>
<td><strong>Office Hours</strong></td>
</tr>
<tr>
<td>David R. Squires, Ph.D.</td>
<td><a href="mailto:david.squires@tamucc.edu">david.squires@tamucc.edu</a></td>
<td>Monday – Friday</td>
</tr>
</tbody>
</table>

## I. Course Description

A course addressing research and best practices related to the development of instructional activities and materials for online instruction within a learning management system environment. Incorporates research-based knowledge consistent with International Association for K-12 Online Learning (iNACOL) and Texas Virtual School Network (TxVSN) standards. Consistent with those standards, researches sound instructional strategies for promoting student success. Covers legal, ethical, and safe behavior related to technology use. Considers research on the development and delivery of assessments and assignments that meet standards-based learning goals. Reviews research on assessment and measurement of learning and use of data from assessment and other sources to formatively modify content.

## II. Conceptual Framework

IDET 5365 is about how to build and teach online classes & experiences to optimize learning. It introduces and discusses fundamental concepts and practices related to online teaching and learning (OTL), explores issues and types of OTL, and culminates with a hands-on/minds-on experience of designing an online learning "course" for your individual goals and context. Emphasis will be placed on evaluating Learning Management Systems (LMS) and implementing your course content within one of three types of LMS products. Successful completion of this course and IDET 5360 fulfills the TxSVN professional development requirements for delivering online instruction.
III. Required Textbooks


Recommended Textbooks


  


IV. Academic Honesty

1. Texas A&M University-Corpus Christi students are expected to conduct themselves in accordance with the highest standards of academic honesty.

2. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism.

3. Students are responsible for adhering to Texas A&M University-Corpus Christi’s culture of academic honesty. Therefore, all individual submissions must be created independently and plagiarism or cheating will result in a failing grade.

4. More detailed information about academic honesty is located in the student catalogue:
   
   [Academic Integrity](#)

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V. Standards Based TxVSN Instructional Objectives
During the course, each student will be expected to:

1. *Promote* student success through clear expectations, prompt responses, and regular feedback.

   a) Know and understand techniques to maintain strong and regular communication with students, using a variety of tools.
   
   b) Know and understand techniques for using appropriate communications in support of student engagement through prompt and regular feedback, and setting and communicating high expectations.
   
   c) Know and understand the need to create and explain objectives, concepts, and learning outcomes in a clearly written, concise format and to explain the course organization to students.
   
   d) Know and understand the need to define the terms of class interaction for both teacher and students.
   
   e) Know and understand the need to define the assessment criteria for the course.
   
   f) Know and understand the need to provide clear expectations for teacher response time to student queries.
   
   g) Know and understand the need to establish criteria for appropriate online behavior for both teacher and students.
   
   h) Know and understand the need for timely, constructive, personalized feedback to students about assignments and questions.
   
   i) Know and understand a variety of methods and tools to reach and engage students who are struggling.
   
   j) Know and understand the process for aligning teacher and student expectations for the course, in general.

2. *Model*, guide, and encourages legal, ethical, and safe behavior related to technology use.

   a) Know and understand the responsibilities of digital citizenship and techniques to facilitate student investigations of the legal and ethical issues related to technology and society.
   
   b) Know and understand how the use of technology may lead to instances of academic dishonesty.
   
   c) Know and understand resources and techniques for implementing Acceptable Use Policies.

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3. **Demonstrate**
competencies in creating and implementing assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures

4. **Develop** and deliver assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of the learning goals.

5. **Modify** content to guide student learning.

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d) Know and understand techniques for recognizing and addressing the inappropriate use of electronically accessed data or information.

e) Know and understand privacy standards about other students and their posting and performance that are outlined in FERPA or other similar guidelines.

a) Know and understand adequate and appropriate assessment instruments to measure online learning that reflect sufficient content validity (i.e., that adequately cover the content they are designed to measure), reliability, and consistency over time.

b) Know and understand the implementation of online assessment measures and materials in ways that ensure instrument validity and reliability.

c) Know and understand multiple strategies for ensuring the security of online student assessments, academic integrity, and assessment data.

a) Know and understand the reach of authentic assessments (i.e., the opportunity to demonstrate understanding of acquired knowledge and skills, as opposed to testing isolated skills or retained facts) are part of the evaluation process.

b) Know and understand the process of continuous evaluation of students to include formative and summative assessments and student feedback, including polls and surveys that reflect student learning progress throughout the course.

c) Know and understand the relationships between the assignments, assessments, and standards-based learning goals.

a) Know and understand techniques to plan individualized instruction incorporating student data.

b) Know and understand how data is used to modify the content, instruction, and assessment to meet student needs.

c) Know and understand how instruction is based on assessment data.

d) Know and understand the importance of self-reflection or assessment of teaching effectiveness.
e) Know and understand varied assessment strategies that address levels of ability through a variety of alternative interventions.

f) Know and understand the use of effective learning strategies data for an individual student to formulate detail-specific changes in future instruction, based on assessment results and research study (data-driven and research-based).

g) Know and understand the process for maintaining records of relevant communications.

h) Know and understand effective time management strategies.

i) Know and understand online course management tasks.

j) Know and understand ways for teacher and students to assess student readiness for course content and method of delivery.

k) Know and understand that student success (e.g., grade, level of participation, mastery of content, completion percentage) is an important measure of teaching and course success.

l) Know and understand the importance of student self-assessment.

m) Know and understand the role of student empowerment in online learning.

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**Goals**

- Become more knowledgeable about the theories and processes of online teaching and learning (OTL), as well as how to **design**, **manage**, and **facilitate** learning within an OTL environment.
- **Explore** how to design and do OTL in a variety of contexts to meet multiple purposes.

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**VI. Course Requirements**

This course is experience and **Mastery Learning Goal** focused. Students complete a variety of tasks to gain experience and move through different levels of expertise. Students are expected to gain technical skills during the class. In addition, students are expected to direct their own learning and challenge themselves to apply technology to their own learning, as well as the learning of others. Points are not deducted for inaccuracy and error – rather, students are expected to work collaboratively with the instructor and peers to master specific skills and meet specific goals. The due dates for assignments are indicated in the course calendar. Assignments may be submitted prior to the due date. Assignments

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submitted late will be penalized 20% for each day late. Only assignments completed on time may be resubmitted for an improved grade up to one week after the original due date (this is in line with Mastery Learning Goals). Assignments submitted on time may be resubmitted twice (excluding your final project, unless submitted one week early). Additional information for each assignment is located within the Blackboard Learn 5365 course site under the modules section(s).

**VII. Online Access**

A variety of asynchronous technologies (not in real time) will be used to teach this class. All assignments and graded course content are posted on the Blackboard Learn course site. Rubrics for each assignment and participation requirements are found in the respective Blackboard modules section. You will need a computer capable of accessing the internet for this course. While we will primarily meet asynchronously for this course, unless otherwise announced, you are expected to collaborate with your peers and schedule independent meeting times for peer feedback and provide timely feedback within your working groups. You are expected to login into Blackboard at least once a day Monday through Friday and engage with your course content.

**VIII. Online Participation** [Individual & Group Assignment]

You are expected to access the Blackboard Learn course site on a regular basis and participate by posting working group feedback, commenting, asking questions, and engaging fully in the online discussion forum. Many educators and learning experts contend that our current system of education does not encourage, teach, or in some cases even tolerate questions: This is not the case in this course. Inquiry is strongly recommended, if not required, and engaging with your working group colleagues is an important skill for you to cultivate. Furthermore, to perform well in this course, you must plan on taking advantage of the help seeking opportunities provided by engaging in the feedback/inquiry process.

You can earn up to 10 points towards your final grade for active online participation in this course.

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IX. Working Group Assignments [Group Assignment]

To facilitate discussion and collaboration, you will also be part of a smaller Working Group within the class consisting of 4-5 members who share some common interests and/or working contexts. Each week, you will reflect together on some aspect of the week's topic through asynchronous discussion on the Discussion Board. As part of our work together in this class, we will be experimenting with different formats for encouraging interactivity in these asynchronous discussions, and you can earn up to 10 points (based on quality and depth of discussion) for each of these 3 reflective discussions. You can earn up to 30 points total related to each of these Working Group interactions and for giving useful, detailed feedback to other members of your group on aspects of their OTL Projects (see the weekly instructions for details of each Working Group assignment within Blackboard).

X. The OTL Instructional Design Project [Individual Assignment]

Throughout the course, we will be engaged in an online teaching & learning instructional design individual project: The design and partial development of an e-learning "course" (using the term very loosely) for your individually chosen learners and context. You will identify and describe an instructional need for a specific group of learners in a specific context you are actually working in now (or, if necessary, that you plan to work in), and then you will design the "course" and fully develop one sample module to meet that need. This will be the main deliverable of this course, and will ideally be something you can, and will, actually use in your work. You will create parts of this design throughout the course, receiving feedback from your instructor and your peers as you go, and then compile the whole thing at the end for your final project. On all the components of the Design Project put together, you can earn up to 60 points. More about this later, but just to get you thinking, this e-learning "course" could be a regular online, blended or flipped course, it could be a training program for a business or an industry client, or it could be something intended for self-paced, self-directed learning on a website or even a mobile platform. It could be intended for K12 students, post-secondary students, business or military trainees, a different specialized domain (e.g. healthcare), or the public in general.
XI. Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>100-90</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>89-80</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>79-70</td>
</tr>
<tr>
<td>D</td>
<td>Work Not Passed</td>
<td>69-60</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

XII. Additional Resources

**Qualtrics Data Collection Research & Experience Software**
Qualtrics is a recommended data collection survey tool to conduct online or in person data collection. Qualtrics enables users to generate surveys and polls and get feedback using a variety of distribution means. Results can be viewed as reports and can be downloaded. Qualtrics allows you to share surveys and results with your colleagues using the collaboration feature. Please be aware that Qualtrics should primarily be used for University purposes and according to University policies. Access Qualtrics for free with your TAMU-CC account: https://tamucc.co1.qualtrics.com

**Qualtrics Training Resources**
- Downloadable Qualtrics eBooks - These free eBooks can be downloaded to your computer or device for later reference: https://goo.gl/NDuZ1S

**Scholarly Citations**
# XIII. Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 7</td>
<td>Course Resources, Participation, &amp; OTL Learning Management System Evaluation Weekly Instructions for Working Group Assignments</td>
<td>Located in Module 1 Assignment Materials Folder</td>
<td>1</td>
</tr>
<tr>
<td>July 14</td>
<td>Learner Characteristics and Diversity; Skills &amp; Needs Analysis</td>
<td>Description of Intended Instructional Design Project</td>
<td>2</td>
</tr>
<tr>
<td>Aug 3</td>
<td>The OTL Instructional Design Project</td>
<td>Located in Module 5 Assignment Materials Folder</td>
<td>5</td>
</tr>
</tbody>
</table>

*This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

**Carefully review the course schedule tab in Blackboard Learn for a detailed schedule of the course and assignment due dates.

*** Download and carefully scrutinize the assignment rubrics in the Blackboard Learn course site.

Schedule Office Hours Online:
https://www.davidsquires.info/officehours

Office Hour Meetings Are Available In Person Faculty Center Room #249
Online Via WebEx, Google Hangouts, Skype, Join.Me, Zoom
Or, Over the Telephone: 1-361-825-2453

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XIV. Assignments Summary

All weekly assignments are due on Saturdays before 11:59 pm on the designated due date.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
<th>Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online Participation</strong></td>
<td></td>
<td></td>
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<tr>
<td>Active Participation</td>
<td>Every Week</td>
<td>10</td>
<td>______</td>
</tr>
<tr>
<td><strong>Working Group Assignment #1</strong></td>
<td>July 14</td>
<td>10</td>
<td>______</td>
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<tr>
<td>Discussion Forum Post</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Project Description</strong></td>
<td>July 14</td>
<td>10</td>
<td>______</td>
</tr>
<tr>
<td>Learner Characteristics and Diversity; Skills &amp; Needs Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Working Group Assignment #2</strong></td>
<td>July 21</td>
<td>10</td>
<td>______</td>
</tr>
<tr>
<td>Discussion Forum Post</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Design Document: Part 1</strong></td>
<td>July 21</td>
<td>10</td>
<td>______</td>
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<tr>
<td>Formats and Purposes of e-Learning</td>
<td></td>
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<tr>
<td><strong>Working Group Assignment #3</strong></td>
<td>July 28</td>
<td>10</td>
<td>______</td>
</tr>
<tr>
<td>Discussion Forum Post</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Design Document: Part 2</strong></td>
<td>July 28</td>
<td>10</td>
<td>______</td>
</tr>
<tr>
<td>Assessment for e-Learning &amp; Materials Development</td>
<td></td>
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<td></td>
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<tr>
<td><strong>The OTL Instructional Design Project</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Final Project</td>
<td>August 3</td>
<td>30</td>
<td>______</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100</td>
<td>______</td>
</tr>
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</table>

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XV. Bibliography


*Required Course Policies*

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a failing grade.

_Dropping a Class_

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. (July 23, 2018) is the last day to drop a class with an automatic grade of “W” this term.

_Classroom/professional behavior_

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from
repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals***

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**Disabilities Accommodations***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation
requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

*Required by SACS or HB2504