Internet Resources in Education and Training

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

<table>
<thead>
<tr>
<th>IDET — 5310</th>
<th>Summer II, 2019</th>
<th>3 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Email</td>
<td>Office Hours: FC #249</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

Surveys uses of Internet resources for instruction. Considers design standards and software tools for web development. Considers instructional strategies involving use of Internet resources to support learning.

II. Conceptual Framework

This course will help you to identify and design an online instructional artifact for education or training. The goal is to eventually integrate and implement that artifact as part of your showcased online portfolio of instructional products during your graduate studies. An additional goal this semester is to build your identity as an instructional designer and to promote design thinking. Related to this is also the goal to become comfortable writing about design standards, and specifically about the instructional strategies of your online artifact. The artifact developed is expected to be appropriately matched with the technical abilities of the individual. This means that we expect students to vary in their technical ability and expertise. Some will likely embrace full-fledged authoring tools, whereas others will likely be more comfortable and able with less sophisticated development skills. Regardless, all students who take this course should be prepared to engage in both technical and conceptual skill development. This course is not a good match for students who are averse to developing technical skills.
III. Required Readings

★ All required readings, PDFs, URLs, resources & articles are located in the Blackboard Learn 5310 course site.

Recommended Texts

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 any plagiarism or cheating will result in a failing grade.
4. More detailed information about academic honesty is located in the student catalogue: Academic Integrity

V. Goals and Objectives

During the course, each participant will be expected to:

Demonstrate knowledge of the field.

- a) Apply and document skills and knowledge as educational technologists in order to solve appropriate real world instructional problems.
- b) Develop an original plan and instructional materials for integrating educational technologies in an overall instructional strategy.

By the end of the course, each participant will be able to:

1. Design and build a prototype of an instructional artifact relevant to education or training;
2. Reflect and write about the design of your instructional artifact;

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Instructional Design & Educational Technology, Texas A&M University-Corpus Christi
3. Write design documents that \textit{explain} and provide a rationale for your instructional artifact;

4. Build a public Website to support and explain your instructional artifact \& \textit{integrate} the design documents and other resources into your Website; and

5. \textit{Develop} skill and confidence in presenting your ideas and discussing course topics.

\textbf{The Association for Talent Development (ATD) Standards Based Alignments:}

\textbf{Learning Technologies}

a) Apply a variety of learning technologies to address specific learning needs.
b) Use technology effectively across the different areas of expertise.
c) Identify when and how to use technology as a training and development solution.

\textbf{Technology Literacy}

a) Demonstrate awareness of technologies.
b) Use technology effectively.

\textbf{The Association for Educational Communications \& Technology (AECT) Standards Based Alignments:}

\textbf{Designing}

a) Create a plan for a topic of a content area to demonstrate application of the principles of macro-level design.
b) Create instructional plans (micro-level design) that address the needs of all learners, including appropriate accommodations for learners with special needs.

\textbf{Developing}

a) Produce instructional materials which require the use of multiple media (e.g., computers, video, projection).
b) Demonstrate personal skill development with at least one: computer authoring application, video tool, or electronic communication application.
Implementing

a) Use instructional plans and materials which have been produced in contextualized instructional settings (e.g., practical, field experiences, training) that address the needs of all learners, including appropriate accommodations for learners with special needs.

Message Design

a) Apply principles of educational psychology, communications theory, and visual literacy to the development of instructional messages specific to the learning task.
b) Understand, recognize and apply basic principles of message design in the development of a variety of communications with their learners.

Indicative Performances

a) Select appropriate media to produce effective learning environments using technology resources.
b) Use appropriate analog and digital productivity tools to develop instructional and professional products.
c) Apply instructional design principles to select appropriate technological tools for the development of instructional and professional products.

Computer-Based Technologies

a) Use authoring tools to create effective hypermedia/multimedia instructional materials or products.
b) Combine electronic and non-electronic media to produce instructional materials, presentations, and products.
c) Use telecommunications tools such as electronic mail and browsing tools for the World Wide Web to develop instructional and professional products.
d) Develop effective Web pages with appropriate links using various technological tools (e.g., print technologies, imaging technologies, and video).
e) Use appropriate software for capturing Web pages, audio wave files, and video files for developing offline presentations.

Information Management

a) Apply information management techniques.
VI. Course Requirements

This course is experience and Mastery Learning Goal focused (Dweck & Leggett, 1988). You are expected to gain technical skills during the class. In addition, you are expected to direct your own learning and challenge yourself to apply technology to your own learning, as well as the learning of others. Points are not deducted for inaccuracy and error – rather, you 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 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 (excluding your final course project, unless submitted one week early). Additional information for each assignment is located within the Blackboard Learn 5310 course site under the modules section(s) & respective assignment materials folder(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 located in the 5310 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. Students are encouraged to register and obtain a www.Lynda.com account. You are expected to login into Blackboard at least once a day, Monday through Friday.

VIII. Online Participation

→ You are expected to participate in all class activities and discussions. You will have unstructured time to work on your assignments, but this also means you must be prepared by reading the
articles assigned for that week. Beyond all that, you are expected to actively engage in the course topics with your fellow classmate and by taking advantage of the help seeking opportunities provided. There will be many resources to assist you with your work, but you will need to put in considerable time on your own in order to meet the course goals and objectives. Rubrics and the assignment criterion for what is expected each week can be found in the 5310 course site under the respective course modules.

**IX. Design Journal**

→ You are encouraged to keep and maintain a design journal as you complete your course project. You should think of your design journal as a public document (like a blog), but it’s fine if you restrict access just to members of this course. One of the course objectives is for you to develop skill and confidence in presenting your ideas and discussing course topics.

**X. Desk Crits**

As participants begin to design their instructional artifact, it is essential to both give and get feedback. The design process generally consists of the following four stages:

1. Brainstorming of possible project topics;
2. The development of project "thumbnails" (preliminary project ideas presented as sketches, storyboards, or crude prototypes);
3. Development of project "roughs" (rough drafts of the project as it is being developed, or preliminary prototypes); and
4. Development of the final project (the word prototype is still appropriate here).

All four stages are open to critical review and evaluation. Time will be set aside for special critiques of the project roughs. We will refer to these as “desk crits” (short for desktop critiques) to get across the idea of a couple of people giving a critique at someone's laptop. If you want feedback, then you should be
willing to give feedback. And, the best feedback usually comes from just holding a conversation with the
designer and asking simple, probing questions. Do not equate feedback with giving encouragement. We
all need to learn how to give and take constructive feedback. No one benefits if honest feedback is held
back. So, don’t get mad when someone says your design is confusing, or your design is not appropriate
for your audience, or your color scheme needs to be redone, etc. Learn to revere those people who dare to
give you honest feedback.

XI. Class Presentations

Everyone will present to the class two times. The first presentation is expected to be only 5 minutes (max)
in length and will just be of your initial ideas where you will likely only show your project thumbnails
(e.g. sketches, storyboards, or a crude prototype). The second presentation comes at the end of the course
and will be 10 minutes (max) in length and demonstrates the final prototype of your artifact. (Note: The
“final prototype” is still a prototype and simply refers to the state of the prototype when this course ends.
Software design does not lend itself well to a 5-week course, so you will almost certainly need to continue
working on the prototype after the course ends. That said, your goal should be to have a version of the
prototype that can be shared with others by the end of the course. Given the time available to us, we will
use the strategy where everyone records their presentations and makes it available online. You can use
whatever tool you like such as QuickTime, Camtasia, Jing, Screencast-O-Matic, or one of many other
similar screencasting tools. Then, upload it to a video server (such as YouTube, or Vimeo) and give
everyone the URL. We will subsequently use a system where everyone signs up to watch and give
feedback to just a subset of the presentations.

XII. Course Project

The instructional artifact is a technical deliverable that supports your interests in some way in the field of
instructional design and educational technology.
The artifact can be designed for your own content domain and interests. For example, it can be the content or focus of an intervention to support learning or it can be a tool to facilitate content, training, or it can be a tool for the collection & analysis of research data (e.g. classroom observation tool). I recommend you consider the artifact you design and submit to be a "prototype”. It will likely change, evolve, and improve as you use it. You are also encouraged to use the artifact you design in this course, or from IDET 5303 - Instructional Hypermedia, as the starting point for other design work in subsequent courses and also pilot projects. The goal is for you to build a working prototype that can be used and implemented, however it is also acceptable to only build a design mock-up of your instructional artifact using tools such as PowerPoint or Word.

The Internet based resources you choose to learn will be specific to your instructional artifact, so the majority of your software tool learning will utilize the Web resources of Lynda.com. However, it is really up to you as to what Internet based resources you choose to utilize for your artifact project. This is a very personal decision. A person starting the course with no software skills will certainly make choices that are different from someone who comes with skills. You are not expected to master all of the Internet tools we cover this semester, but rather to eventually find and use the tools that are most appropriate for your instructional artifact. However, we do expect everyone to learn some new software skills during this course.

Two categories of tools in particular will be encouraged: Authoring and Image Creation/Editing. Attention will also be given to Web development and content hosting. The authoring tools we will be encouraging people to consider are Adobe Captivate 2019, or Articulate Storyline 3. Our program offers special course authoring tool discounts for all IDET students. There are lots of image editing choices, including professional software such as Photoshop, and free software, such as Gimp. There are also many online editing tools available, though these typically have limited capabilities. The point to be made here is that one typically needs a way to create resources (e.g. images, videos) and then a way to assemble them to create a learning experience.

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David R. Squires, Ph.D.
Instructional Design & Educational Technology, Texas A&M University-Corpus Christi
XIII. Supporting Website for Your Course Project

→ Create a supporting Website for your instructional artifact using any web authoring tool or platform you wish (New Google Sites, Wordpress, Wix, Squarespace, HTML, Dreamweaver, etc.) that promotes, explains, and perhaps even distributes your instructional artifact. The Website you build needs to appropriately integrate the artifact design documents described below.

XIV. Artifact Design Documents

During the semester you will construct drafts of a series of design documents that will explain and justify your instructional artifact. This collection of design documents needs to act as a coherent whole. At the end of the course, your task is then to revise these design documents, then integrate them coherently and effectively as part of your artifact’s supporting Website. The following is a tentative list of the design documents that will need to be written or produced:

1. Artifact Title and Mission Statement
2. Short abstract suitable for explaining your idea quickly and succinctly to a person who stumbles across your Website
3. Video Demonstration of your Artifact or Idea (can adapt & upload class presentation video)
4. Extended Explanation (about 800 words) including:
   a) Problem or opportunity the artifact addresses
   b) Audience served by the artifact
   c) How the artifact addresses the problem or opportunity
5. At Least One Design Story (as explained by Parrish, 2006) (200-400 words)
6. High-Level Design Conjectures (Sandoval, 2013)
XV. Grading Scale

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<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>100-90</td>
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<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>
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XVI. Additional Resources

Adobe Captivate 2019

Articulate Storyline 3
If you do not already have Articulate Storyline 3 trial software installed, you can download it here: https://www.articulate.com/downloads/storyline-3/ Learn more about Storyline 3 & join the E-Learning Heroes community: https://community.articulate.com/hubs/storyline

Scholarly Citations

Summer II, 2019
David R. Squires, Ph.D.
Instructional Design & Educational Technology, Texas A&M University-Corpus Christi
XVII. Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic / Assignment</th>
<th>Reading &amp; Materials</th>
<th>Resources</th>
<th>Module</th>
</tr>
</thead>
</table>
| July 13 | ❑ Artifact Title And Mission Statement  
          ❑ Creating A Website / Blog / Portfolio          | Creative Confidence: Designing Interactions | Module 1 Assignment Materials Folder          | 1      |
| July 20 | ❑ Class Presentation #1  
          ❑ Video Demonstration Of Artifact Or Idea  
          ❑ Desk Crit #1                                  | Design As Storytelling Role-Based Design    | Module 2 Assignment Materials Folder          | 2      |
| July 27 | ❑ Extended Explanation; &  
          ❑ At Least One Design Story                       | What And How Do Designers Design?           | Module 3 Assignment Materials Folder          | 3      |
| Aug 3   | ❑ Class Presentation #2  
          ❑ Desk Crit #2  
          ❑ High-Level Design Conjectures                   | Broadening Our Foundation for Instructional Design | Module 4 Assignment Materials Folder          | 4      |
| Aug 12  | ★ Final Course Project: Instructional Artifact  
          ★ Integrate Artifact Design Documents W/ Supporting Website |                                             | Module 5 Assignment Materials Folder          | 5      |

*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.

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Schedule Office Hours Online:  
https://www.davidsquires.info/officehours  
Office Hour Meetings Are Available In Person F.C. #249  
Online Via WebEx, Google Hangouts, Skype, Join.Me, Zoom  
Over the Telephone: 1-361-825-2453

Download the IDET 5310 Mobile app for iOS and Android  
Access your course content and set reminders for due dates anytime, anywhere

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XVIII. Assignments Summary

All weekly assignments are due on Saturdays before 11:59 pm on the designated due date. Your Final Project is due on a Monday at 8:30 am to give you the weekend to finalize the completed project.

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Due</th>
<th>Points</th>
<th>Earned</th>
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<tbody>
<tr>
<td><strong>Supporting Website</strong></td>
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<tr>
<td><strong>Class Presentation &amp; Desk Crit #1</strong></td>
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<td>July 20th</td>
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<tr>
<td><strong>Class Presentation &amp; Desk Crit #2</strong></td>
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<td></td>
<td>August 3rd</td>
<td>10</td>
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<tr>
<td><strong>Artifact Design Documents</strong></td>
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<tr>
<td>Artifact Title / Mission Statement / Short Abstract</td>
<td>July 13th</td>
<td></td>
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<tr>
<td>Video Demonstration Of Artifact</td>
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<tr>
<td>Extended Explanation &amp; Design Story</td>
<td>July 27rd</td>
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<td>______</td>
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<tr>
<td>High-Level Design Conjectures</td>
<td>August 3rd</td>
<td>30</td>
<td>______</td>
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<tr>
<td>Integrate &amp; Compile with Supporting Website</td>
<td>August 10th</td>
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<td>______</td>
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<tr>
<td><strong>Final Course Project: Instructional Artifact</strong></td>
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<tr>
<td>Complete Project</td>
<td>August 12th @8:30am</td>
<td>30</td>
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**Total** = 100 points

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*Summer II, 2019*

*David R. Squires, Ph.D.*

*Instructional Design & Educational Technology, Texas A&M University-Corpus Christi*
XIX. Bibliography


Psychological Review, 95(2), 256-273.


New York: Addison-Wesley.


*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 29, 2019) 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*