Design Strategies for Online Instruction and Learning Management Systems

Course Site: 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>IDET — 5360</th>
<th>Summer I, 2019</th>
<th>3 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Email</td>
<td>Office Hours</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

This course is designed to provide educators with an overview of the instructional and programmatic factors that should be considered when designing, developing, and delivering an online course. Incorporates research-based knowledge consistent with International Association for K-12 Online Learning (iNACOL) and Texas Virtual School Network (TxVSN) standards. This course considers the specific needs of online students as well as the pedagogical and technical skills necessary to succeed when teaching online. Aspects of course website usability and accessibility are also addressed.

II. Conceptual Framework

The primary purpose of this course is to assist students in developing skills and knowledge in online learning environments. This course introduces ideas, concepts and strategies for computers and other technologies to enhance and support learning and performance in a variety of contexts. The focus of the course is on models for integration, but specific applications and how they can be used to support learning will be explored thoroughly. Some emphasis is placed on the use of technology in K12 schools, but the concepts and principles readily apply to most learning and training contexts. This course is designed to meet the Texas Virtual School Network (TxVSN) professional development standards related to the development of online instruction (https://www.txvsn.org/).
III. Required Materials

- All required course materials are located within the IDET 5360 Blackboard Learn course site.

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

V. Goals & Objectives

- **Explore** a variety of learning technologies, including emerging technology, and reflect on various technology applications, functionality, and affordances.
- **Integrate** software and educational technologies within an online learning environment.
- **Apply** instructional design models, data analysis techniques, and strategies in an online setting.
- **Articulate** learning experiences using current and appropriate technology assessments.

---

**TxVSN Instructional Standards**

1. **Create** learning experiences to enable student success.

a) Know and understand the current best practices and strategies for online teaching and learning and their implementation in online education.

b) Know and understand the role of online learning in preparing students for the global community they live in, both now and in the future.

c) Know and understand the instructional delivery continuum (e.g., fully online to blended to face-to-face).

d) Know and understand the need for continuing to update academic knowledge, pedagogy, and skills.

e) Know and understand the subject area and age group they are teaching.

---

*Summer 1, 2019*

*David R. Squires, Ph.D.*

*Instructional Design & Educational Technology, Texas A&M University-Corpus Christi*
2. **Design** and incorporate strategies to encourage active learning, interaction, participation and collaboration in an online environment.

   a) Know and understand the use of an array of grade-appropriate online tools for communication, productivity, collaboration, analysis, presentation, research, and content delivery.

   b) Know and understand the use of emerging technologies in a variety of mediums for teaching and learning, based on student needs.

   c) Know and understand the importance of interaction in an online course and the role of varied communication tools in supporting interaction.

   d) Know and understand basic troubleshooting skills and the responsibility to address basic technical issues online students may have.

   e) Know and understand the need to continuously update their knowledge and skills for using the evolving technology tools that support online learning.

3. **Plan Online**, design, and incorporation of strategies to encourage active learning, application, interaction, participation, and collaboration in the online environment

   a) Know and understand the techniques and applications of online instructional strategies, based on current research and practice.

   b) Know and understand the process for facilitating, monitoring, and establishing expectations for appropriate interaction among students.

   c) Know and understand the techniques for developing a community among the participants.

   d) Know and understand the process for facilitating and monitoring online instruction groups that are goal-oriented, focused, project-based, and inquiry-oriented to promote learning through group interaction.

   e) Know and understand techniques to adjust communications to diverse perspectives.

   f) Know and understand differentiated instruction based on students’ learning styles.

   g) Know and understand techniques to create an environment that will engage, welcome, and reach each individual learner.

   h) Know and understand the participation in an online course from a student-centered approach.

   i) Know and understand the need to establish and maintain ongoing and frequent teacher-student interaction, student-student interaction, teacher-parent interaction, and teacher-mentor interaction.
4. Be Cognizant of the diversity of student academic needs and incorporate accommodations into an online environment.

   a) Know and understand legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act, and Section 508 or other similar guidelines/requirements for accessibility.
   b) Know and understand that students have varied talents and skills and make appropriate accommodations designed to include all students.
   c) Know and understand appropriate tools and technologies to make accommodations to meet student needs.
   d) Know and understand how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.
   e) Know and understand options to expand student thinking, address styles of learning, and provide avenues for enrichment or intervention.
   f) Know and understand the process for connecting with local support personnel to verify student’s IEP requirements or 504 accommodations needed for student success.
   g) Know and understand the diversity of student learning needs, languages, and backgrounds.

5. Interact in a professional, effective manner with colleagues, parents, and other members of the community to support student success.

   a) Know and understand the need for professional activity and collaboration beyond school (e.g., professional learning communities) to update academic skills and knowledge and collaborate with other educators.
   b) Know and understand the need to coordinate learning experiences with other adults involved in providing support to the student (e.g., parents, local school contacts, mentors) to support student learning.

6. Arrange media and content to help transfer knowledge most effectively in the online environment.

   a) Know and understand critical digital literacies and 21st century skills.
   b) Know and understand appropriate use of technologies to enhance learning.
VI. Course Requirements

This course is experience and Mastery Learning Goal focused (Dweck & Leggett, 1988). Students complete a variety of tasks to gain experience and move through different mastery 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 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 5360 course site under the modules section(s).

VII. Online Access

Asynchronous Course Tracking: This is an online asynchronous course, therefore please be cognizant that all user activity on the course site is administratively logged by Blackboard. What does this mean? The content you engage with, when you log in, and for how long you are logged into the course site, (to name a few), is collected and individually tracked per user by the learning management system. 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 assignment materials folder under each weekly module section. You will need a computer, or mobile device, capable of accessing the internet for this course. While you will primarily meet online asynchronously, you are expected to collaborate with your peers and schedule independent meeting times for peer feedback. You are expected to login into the Blackboard Learn course site daily.

VIII. Online Participation

Not accessing the 5360 course site within four, or more, days in a row will result in an automatic notification from the Blackboard Performance Dashboard and generate a course analytics report that may
negatively impact your participation grade. You are expected to access the Blackboard Learn course site on a regular basis and participate by posting peer feedback, commenting, asking questions, and engaging fully in multiple online discussion forums. Many educators and learning experts contend that our current system of education does not encourage, teach, or in some cases even tolerate questions (Berger, 2016). This is not the case in this course: Inquiry is strongly recommended, if not required, and engaging with your course 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 with your instructor and course colleagues. You can earn up to 10 points towards your final grade for active online participation in this course.

IX. Level I Tasks [Individual Assignment]

Goal: The purpose of this level is to begin developing your understanding of the topics related to this course. We’ve affectionately named this level ‘Newbie’ because you are, in fact, developing a baseline understanding of the topics that a ‘novice’ needs to acquire.

X. Level II Tasks [Individual Assignment]

Goal: The purpose of this level is to explore how you can use technology for learning. You will begin to refine your initial knowledge of the topic areas, focusing on exploring technologies associated with your topics of interest.

XI. Level III Tasks [Individual Assignment]

Goal: The purpose of this level is to describe and demonstrate how technology can be used to improve how others learn. You will begin to refine your expertise by selecting a topic area and demonstrating the theoretical potential and application of a particular technology to the learning of others.

XII. Level IV Tasks [Individual / Group Assignment]

Goal: The purpose of this level is to apply your newly acquired knowledge and skills with technology in an applied setting. You will demonstrate your expertise by designing, developing, and testing a technology integrated learning activity within a Learning Management System (LMS).
XIII. 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>

XIV. Additional Technology & eLearning Resources

Course Authoring Tools:

Adobe Captivate 2019
The recommended (not required) course authoring tools are Captivate 2019 or Articulate Storyline 3. eLearning Development Features - Record your webcam and computer screen or bring in YouTube videos, add questions and interactive elements and publish to HTML5; Mobile App Development - PowerPoint to mLearning; Responsive Design - Automatically author fully responsive eLearning content that works across all devices and browsers; Immersive Learning & Virtual Reality - Deliver immersive learning experiences in VR that allow learners to navigate near real-life situations in a risk-free environment.

Adobe eLearning Community: [https://elearning.adobe.com/](https://elearning.adobe.com/)

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/](https://www.articulate.com/downloads/storyline-3/)
Learn more about Storyline 3 & join the E-Learning Heroes community: [https://community.articulate.com/hubs/storyline](https://community.articulate.com/hubs/storyline)

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 8</td>
<td>Participation: Online Class Discussion</td>
<td>Located in Module 1 Assignment Materials Folder</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Introductions &amp; Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 15</td>
<td><strong>Level I</strong> Read and Reflect</td>
<td>Located in Module 2 Assignment Materials Folder</td>
<td>2</td>
</tr>
<tr>
<td>June 22</td>
<td><strong>Level II</strong> Explore and Critique</td>
<td>Located in Module 3 Assignment Materials Folder</td>
<td>3</td>
</tr>
<tr>
<td>June 29</td>
<td><strong>Level III</strong> Demo Tool OR Literature Summary</td>
<td>Located in Module 4 Assignment Materials Folder</td>
<td>4</td>
</tr>
<tr>
<td>July 6</td>
<td><strong>Level IV</strong> Technology Integration Project (TIP)</td>
<td>Located in Module 5 Assignment Materials Folder</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Final Project</td>
<td></td>
<td></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 F.C. #249
Online Via WebEx, Google Hangouts, Skype, Join.Me, Zoom
Over the Telephone: 1-361-825-2453

---

Download the **IDET 5360 Mobile app** for iOS and Android
Access your course content and set reminders for due dates anytime, anywhere

---

*Summer 1, 2019*

David R. Squires, Ph.D.

Instructional Design & Educational Technology, Texas A&M University-Corpus Christi
**XVI. Assignments Summary**

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Points</th>
<th>Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online Participation</strong> [Individual Assignment]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active Participation</td>
<td>Every Week</td>
<td>10</td>
<td>______</td>
</tr>
<tr>
<td><strong>Level I Task</strong> [Individual Assignment]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read and Reflect</td>
<td>June 15</td>
<td>15</td>
<td>______</td>
</tr>
<tr>
<td><strong>Level II Task</strong> [Individual Assignment]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explore and Critique</td>
<td>June 22</td>
<td>20</td>
<td>______</td>
</tr>
<tr>
<td><strong>Level III Task</strong> [Individual Assignment]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demo Technology OR Literature Summary</td>
<td>June 29</td>
<td>25</td>
<td>______</td>
</tr>
<tr>
<td><strong>Level IV</strong> [Individual Assignment]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Integration Project</td>
<td>July 6</td>
<td>30</td>
<td>______</td>
</tr>
</tbody>
</table>

Total = 100 points ______
XVII. Bibliography

Adobe Captivate (2019 release). Retrieved from

Assistive Technology Can Benefit All Students. (2017, June 8). Retrieved from
https://www.edutopia.org/blog/assistive-technology-can-benefit-all-students-jenny-grabiec

New York, NY: Bloomsbury Publishing USA.


https://www.youtube.com/watch?v=jY8afG0vlsU

Digital Badges and Learning Analytics Provide Differentiated Assessment Opportunities. (n.d.).
Retrieved from
https://er.educause.edu/articles/2017/2/digital-badges-and-learning-analytics-provide-differentiat
ed-assessment-opportunities

study guides attention during restudy. *Instructional Science,* 43(1), 59-71.

*Psychological Review,* 95(2), 256-273.
Engagement Management System for K-12 Educators. (n.d.). Retrieved from 
https://www.classcraft.com/

management systems demystified. ATD Press. https://www.td.org/books/the-lms-guidebook

Gee, J. P. (2013). Good video games and good learning: Collected essays on video games, learning, and 
literacy.

Professional Publishing.

search for evidence-based practice. Educational Research Review, 9, 47-64.

Learning Analytics: Analyze Your Lesson To Discover More About Your Students. (2018, February 

Montalto-Rook, M., Asino, T. I., & Thanomsing, C. (2010). Instructional design theories on mLearning: 
Developing a framework. In M. Simonson (Ed.), Proceedings of the Annual Conference of the 
Association for Educational Communications and Technology. Design and Development 
Division (pp. 195-198), Anaheim, CA.


Industry. Retrieved from 
http://www.papert.org/articles/SituatingConstructionism.html


https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity?language=en


http://www.udlcenter.org/implementation/examples

https://community.articulate.com/articles/what-is-e-learning-508-compliance
*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. (June 21, 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