Instructional Materials Development for 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 — 5365</th>
<th>Summer II, 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

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 (TvVSN) 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

The primary purpose of this course is to assist students in developing skills and knowledge with Learning Management Systems (LMS). This course introduces ideas, concepts, and strategies for online Learning Management System implementation and additional instructional administrative technologies to enhance and support student success and performance in a variety of online learning contexts: Including K-12, higher education, business, and industry-specific learning domains. Some emphasis will be placed on
developing content with open source Learning Management Systems that will remain accessible to students after the course ends. We will continuously evaluate LMS features and add-ons during the semester by developing a functional online course site, then delivering developed course content within your selected LMS of choice. In IDET 5365 we will also highlight how to record and monitor learning analytics, adaptive learning techniques, and best practices: including how to adjust course content based on student assessments, summative and formative evaluations, quality feedback, and user time on task data collected by your administered LMS course site of choice. Successful completion of IDET 5365 and IDET 5360 fulfills the TxSVN professional development requirements for delivering online instruction.

III. Course Materials

★ All required course materials are located within the IDET 5365 Blackboard Learn 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 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** LMS platforms within a variety of contexts to meet multiple purposes.
- **Design** course materials, assessments, and learner engagement activities within an LMS.
- **Manage** tracking, assessments, and user analytics to create adaptive course modifications.
- **Facilitate** 21st century learning that meets 508 compliance and universal design requirements.

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TxEVN Instructional Standards

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.

   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.

   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 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.

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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.

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 5365 course site under the modules section(s).

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VII. Online Access

A variety of synchronous (in real time) and 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 assignment materials folder under each weekly module section. You will need a computer 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 5365 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. You will also be expected to access your course colleagues chosen learning management system (LMS) and participate as a student evaluator. 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 one Learning Management System (LMS) of your choice. We will start by developing and integrating teaching and learning content you’ve developed from IDET 5360 into the LMS of your choice. We will explore three categories of LMS and LMS-add-on tools in particular within this course: K-12, Higher-Education, and Business/Industry.

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X. Level II Tasks [Individual Assignment]

Goal: The purpose of this level is to explore how you can use a Learning Management System for your own learning. You will begin to refine your initial knowledge, focusing on exploring, evaluating, and categorizing LMS features associated with your personal interests.

XI. Level III Tasks [Individual / Colleague Participation Assignment]

Goal: The purpose of this level is to describe and demonstrate how LMS technology can be used to improve how others learn. You will begin to refine your expertise by developing instructional activities, create detailed user assessments, collect LMS data tracking and analytic user outputs from course colleagues, and create assignments that meet standards-based instructional objectives.

XII. Level IV Tasks [Individual / Colleague Participation Assignment]

Goal: The purpose of this level is to apply your newly acquired knowledge and skills with Learning Management Systems in an online teaching and learning (OTL) environment. You will demonstrate your LMS expertise by designing, and developing, a fully online course module. The design and development of the e-learning module is for your individually chosen learners and context. You will open and distribute your course site (or send email invitations) to your instructor and course colleagues. As a group we will enroll and navigate through your course site, documenting functionality, accessibility, and course coherence from a user perspective within the Learning Management System you have chosen to house your developed online course content.

XIII. Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score</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 & Resources

**Blackboard Course Sites:**  [https://coursesites.com/](https://coursesites.com/)
Blackboard Learn's digital learning environment with a powerful experience – for free. CourseSites is a shared environment which is used by hundreds of thousands of users all over the world. SCORM compatible and an excellent free LMS to test Captivate 2019 and Storyline 3 development eLearning for your users.

**Canvas by Instructure:**  [https://www.canvaslms.com/](https://www.canvaslms.com/)
Canvas is the learning platform that makes teaching and learning easier. The Canvas platform includes products that improve and streamline learning management, assessment, analytics, registration, video learning, and professional development (the free version does not offer SCORM or xAPI module publishing/ tracking).

**Google Classroom:**  [https://classroom.google.com/](https://classroom.google.com/)
Google Classroom is a free web service developed by Google for schools that aim to simplify creating, distributing and grading assignments in a paperless way. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students.

**Course Site Add-On Tools**
[https://nearpod.com/](https://nearpod.com/) — Nearpod is an interactive classroom tool for teachers to engage students with interactive lessons.
[https://kahoot.com/](https://kahoot.com/) — Kahoot! is a game-based learning platform, used as educational technology in schools and other educational institutions. Its learning games, "Kahoots", are multiple-choice quizzes that allow user generation and can be accessed via a web browser, phone, or the app itself.
[https://piazza.com/](https://piazza.com/) — Piazza is a free online gathering place where students can ask, answer, and explore 24/7, under the guidance of their instructors.

**Scholarly Citations**
# XV. Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 13</td>
<td>Online Class Discussions. Introductions &amp; Resources: Choosing an LMS. Legal, ethical, and safe behavior related to online teaching &amp; learning. Models for assessment, data tracking, and evaluation.</td>
<td>The LMS Guidebook: Learning Management Systems Demystified</td>
<td>1</td>
</tr>
<tr>
<td>July 27</td>
<td><strong>Level II</strong> Demonstrations, Critiques, and Student Success. Engaging Learners by Revolutionizing User Experience.</td>
<td>How to Implement An Engaging LMS.</td>
<td>3</td>
</tr>
<tr>
<td>Aug 3</td>
<td><strong>Level III</strong> Assignments, Tracking, LMS Data Analytics &amp; Formative Modifications</td>
<td>Located in the Assignment Materials Folder</td>
<td>4</td>
</tr>
<tr>
<td>Aug 10</td>
<td><strong>Level IV</strong> Online Teaching and Learning (OTL) Final Project</td>
<td>Located in the 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.

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**Schedule Office Hours Online:**

[https://www.davidsquires.info/officehours](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

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Download the IDET 5365 Mobile app for iOS and Android
Access your course content and set reminders for due dates anytime, anywhere

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XVI. Assignments Summary

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

<table>
<thead>
<tr>
<th>Assignment Type</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>Learning Management Systems</td>
<td>July 20</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>Demonstration and Critique</td>
<td>July 27</td>
<td>20</td>
<td>______</td>
</tr>
<tr>
<td><strong>Level III Task</strong> [Individual / Colleague Participation Assignment]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments/Tracking/Data Analytics/Formative Modifications</td>
<td>August 3</td>
<td>25</td>
<td>______</td>
</tr>
<tr>
<td><strong>Level IV</strong> [Individual / Colleague Participation Assignment]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online Teaching and Learning (OTL) Final Project</td>
<td>August 10</td>
<td>30</td>
<td>______</td>
</tr>
</tbody>
</table>

Total = 100 points

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XVII. Bibliography

New York, NY: Bloomsbury Publishing USA.


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


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The New World Kirkpatrick Model. (n.d.). Retrieved from

https://www.kirkpatrickpartners.com/Our-Philosophy/The-New-World-Kirkpatrick-Model


SHAREKnowledge. (2019). *What Everybody Ought to Know about Choosing an LMS.*

*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. 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