Division: Administrative and Organizational Studies
Program Area: Instructional Technology
Course #: IT 7310
Course Title: Learning Management Systems
Section #: 200
Term/Year: Fall, 2015
Course Location and time: Online. New content will be posted on Mondays. First post will be Sept. 14.
Instructor: Timothy Spannaus
Office Address: 381 Education
Office Hours 1:00 – 4:30 Mondays and Wednesdays. Please email or call me for an appointment
Office Phone #: 313 577 1741 Cell phone 248 346 2529
e-mail: tspanuaus@wayne.edu (best way to contact me)
Website: http://www.tspannaus.com
Skype: tspanuaus Google+: tspanuaus

Course Description:
Prerequisite: IT 7140 or IT 7220, admission to Graduate Certificate in University Teaching, or consent of instructor.
Design and implementation of systems to support e-learning and traditional delivery. Implementation of courses in a generic LMS; interface of course materials to standards-based management systems, reusable learning objects, standards, and collaborative learning.

Course Outcomes:
You will learn to

• Set up a course in Blackboard, including content, assessments, and a grade book
- Evaluate the requirements for a learning management system
- Compare features of off-the-shelf learning/course management systems
- Participate in collaborative reviewing, writing and editing, using Wiki and other collaborative tools
- Set up a course in Moodle, using the unique features of that environment.

**Required Text(s):**

Cole, J. (2008). *Using Moodle: Teaching with the popular open source course management system.* (2nd Ed.) Sebastopol, CA: O’Reilly Community Press. This text is available electronically from the WSU library. See the Books content section in Blackboard.

The David Wiley text is available for free on the web. The link is on Bb.

**Additional References:**

See Blackboard for additional readings.

**Course Assignments:**

Most assignments require that your work be submitted electronically. In most cases, that means submitting it through a BlackBoard or Moodle assignment. You will also create assignments in web-based tools, such as Blackboard, Moodle, or Wiki. Assignments are due by midnight of the date indicated.

The course begins using Blackboard and continues with Moodle so you experience both platforms. The change to Moodle will be announced well in advance.

<table>
<thead>
<tr>
<th>Task</th>
<th>Weight</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a blog in Blackboard</td>
<td>4%</td>
<td>Sep. 21</td>
</tr>
<tr>
<td>Blackboard course</td>
<td>20%</td>
<td>Oct 12</td>
</tr>
<tr>
<td>Paper: Features of one LMS</td>
<td>20%</td>
<td>Oct. 26</td>
</tr>
<tr>
<td>Moodle course</td>
<td>20%</td>
<td>Nov. 9</td>
</tr>
<tr>
<td>Advanced Features in Moodle</td>
<td>14%</td>
<td>Nov. 23</td>
</tr>
<tr>
<td>Collaborative writing log &amp; contributions</td>
<td>9%</td>
<td>Dec. 14</td>
</tr>
<tr>
<td>Symposium participation</td>
<td>4%</td>
<td>Dec. 7-14</td>
</tr>
<tr>
<td>Reflection paper</td>
<td>4%</td>
<td>Dec. 14</td>
</tr>
<tr>
<td>Unit Discussion</td>
<td>5%</td>
<td>Selected units (will not be</td>
</tr>
</tbody>
</table>
Create a Personal Blog Post in Blackboard

Create a Blog post in Blackboard.

The post will help your classmates and me know who is in the class and know what your interests and objectives are.

Your post must include at least these elements:

- A picture or avatar of you.
- A brief paragraph telling why you are taking this class
- A paragraph or two, describing your background and interests.
- Links to sites you find useful.

The post must be grammatically correct and have no spelling errors. Links must work.

LMS features

There are a large number of course or learning management systems on the market, including large players like BlackBoard, SumTotal,, DigitalChalk, and Sharepoint, as well as many products from smaller companies and the free, open source Moodle. Use the web to identify an LMS or CMS and write a short paper (3—5 pages) describing its features and suitability for use in your environment.

- Identify the requirements for an LMS in your work setting.
- Include the name of the system and the name of the company that markets it
- Determine what version of SCORM or Experience API it complies with, if any.
- Include screens in your paper demonstrating what the LMS looks like from the point of view of the author, administrator and student, if possible.
- Include your judgment of the suitability of the product for your environment, considering features, cost, platform and support requirements.

Your paper should include

- Citations for the sites you visited. Use APA Style 6th Ed. for citations.
- Illustrations, graphics or sample pages from the system to show the interface, features and style

Create a Course in BlackBoard

Use your IT 7310 Blackboard sandbox to create a course. Your course should reflect good design.

Your course should include the following:

- Course content (2 items). You must upload a document directly to a content page and another document using the Content Collection.
- External link. Include at least at least two valid links to web sites that relate to your course.
• Assessment. At least five good test questions, including multiple choice and fill in the blank. Deploy the test.

Register other students to your course and have them try it out, including taking the quiz. Obtain feedback from them so you can improve your course before the due date.

**Create a Course in Moodle**

Use the Moodle management system to create a course. Your course should reflect good design. The course must include

• Course content (2 items), a document (file) and a page constructed using the Moodle editor
• Quiz, with at least three questions of different types.
• Wiki
• Assignment (any type)

Register other students to your course and have them try it out, posting to the wiki and discussing your course design. Obtain feedback from them so you can improve your course before the due date.

**Advanced Features**

Create an activity in your Moodle course using a lesson, exercise, SCORM package, glossary, or workshop. All of these are described in the *Using Moodle* book and in many online resources. Choose one of these activities and develop it in your course. It must be related to your course content and add to what you have developed in the course itself for the previous assignment.

**Collaborative Writing and Editing**

Using the Wiki specified in class, collaborate in developing a site about collaborative learning. Specifics of this assignment will be contained in a separate handout.

**Weekly Discussion**

Most units include discussion to be carried out in Blackboard, Moodle or another platform. If there is an assignment due there may not be a discussion. These discussions are a critical aspect of learning and as a consequence, some discussions will be graded. I will not announce in advance which units are graded.

Good discussion posts

• Are frequent
• Contribute to the discussion by raising new points of view, questions, or evidence
• Are polite and considerate of other participants
• Are supported by evidence, not just personal opinion

**Final Symposium**

Prior to the symposium, I will distribute a list of discussion questions. In the last unit of class, we
will discuss these questions and others that you find interesting.

**Reflection Paper**

In this 1-2 page paper, think back over your expectations, learning, projects and discussion in this course. Discuss the following:

- What was the most important thing you learned in the course? Why?
- What requirement of the course stretched your capabilities?
- What was not worth the time, given your job or career aspirations?

**Class Policies**

- All policies stated in the *Graduate Bulletin* of Wayne State University will be adhered to.
- I will communicate with you using your WSU email account.
- If you must miss a class due to illness or demands of family or employment, please contact the instructor in advance if possible. If because of the nature of the emergency you cannot contact the instructor in advance, please contact him as soon as possible after class. It is your responsibility to make up any missed work.
- It is assumed that a graduate student will take on the roles of active independent learner and scholar.
- Papers must be turned in electronically, on time, free of spelling and grammatical errors. Late assignments cannot receive a grade higher than 90%.
- Papers must be the student’s own work. References to others’ work require citations in APA Style, 6th Ed. Copying of other work, even with citation, is plagiarism and is not acceptable.
- I will post notices on the Blackboard or Moodle site, use broadcast messaging, or I will email them to the class. Students are responsible for checking the Blackboard announcements and WSU email regularly.
- I will not give a grade of I (Incomplete) unless you and I have agreed that your grade will be I. Incomplete means you can finish the class work without any further instruction. If you have simply not finished all of the work, your grade will include missing assignments, scored as 0 points. Grades of Incomplete become F if work is not completed within one year.
- At published times we may meet synchronously through one or another synchronous tool. Please familiarize yourself with the tool in advance of our first live meeting. If you are unable to attend those sessions, you may view the recorded session later.

**Grades**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
</tr>
<tr>
<td>93-94.99</td>
<td>A-</td>
</tr>
<tr>
<td>91-92.99</td>
<td>B+</td>
</tr>
<tr>
<td>85-90.99</td>
<td>B</td>
</tr>
<tr>
<td>82-84.99</td>
<td>B-</td>
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</tbody>
</table>
Plagiarism:

Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

Class Schedule:

<table>
<thead>
<tr>
<th>Unit/Week beginning</th>
<th>Readings</th>
<th>Class topics</th>
<th>Notes</th>
</tr>
</thead>
</table>
|                     | C = Cole (e-collection)  
W = David Wiley text (online) | Introduction to CMS and LMS  
History  
Blackboard overview | Assignments are shown by the week they are due. See exact dates on pages 2-3. |
| 1/Sept. 14          |          |              |       |
| 2/Sept. 21          | Bb on-line documentation | Bb course documents, internal & external links, assessments, gradebook | Blog post due |
| 3/Sept. 28          |          | Blackboard assignments, content collection  
Customizing Bb. |       |
| 4/Sept Oct 5        | C Ch. 1 & 2 | Intro to Moodle |       |
| 5/Oct 12            | ERIC article “Participant Interaction Models and Roles.”  
ERIC Digest “Competencies for On-Line Teachers”  
DelaTeja & Spannaus chapter | The roles of students and instructors  
Moodle instructor  
Unit 4Demo Bb courses | Blackboard course due |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Assignment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/Oct. 19</td>
<td>C Ch 3 &amp; 5</td>
<td>Adding content to Moodle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using forums, chats, dialogues</td>
</tr>
<tr>
<td>7/Oct. 26</td>
<td>C Ch. 6, 11</td>
<td>Quizzes, workshops, assignments</td>
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<td></td>
<td></td>
<td>Paper discussion</td>
</tr>
<tr>
<td>8/Nov 2</td>
<td>W 1.1 &amp; 1.2</td>
<td>RLO Introduction</td>
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<tr>
<td></td>
<td>Spannaus &amp; Caudill, Ch. 1</td>
<td>RLO Strategy</td>
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<td></td>
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<td>AICC &amp; SCORM standards</td>
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<td></td>
<td></td>
<td>Experience (Tin Can) API</td>
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<td></td>
<td></td>
<td>The Design Process for RLOs</td>
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<td>9/Nov 9</td>
<td>Polsani Smith</td>
<td>Creating RLO’s</td>
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<td>Moodle course due</td>
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<tr>
<td>10/Nov. 16</td>
<td>Spannaus &amp; Caudill, Ch. 2</td>
<td>IMS Manifest</td>
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<td>Uploading to Moodle</td>
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<td></td>
<td></td>
<td>Testing</td>
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<tr>
<td>11/Nov. 23</td>
<td>TBD</td>
<td>SCORM wrapper for Flash &amp; Dreamweaver</td>
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<tr>
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<td>Moodle SCORM course</td>
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<tr>
<td>12/Nov. 30</td>
<td>Ullman Tharp</td>
<td>Wiki in Moodle</td>
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<td></td>
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<td>Wikis and Blogs</td>
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<td>13/Dec. 7</td>
<td>W 4.1</td>
<td>Implementation of RLO</td>
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<tr>
<td></td>
<td>Spannaus &amp; Caudill, Ch. 3</td>
<td>Student records and confidentiality</td>
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<tr>
<td></td>
<td>C Ch. 13</td>
<td></td>
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<tr>
<td>15/Dec. 14</td>
<td></td>
<td>Symposium</td>
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<tr>
<td></td>
<td></td>
<td>Reflection paper due; Wiki activity log due</td>
</tr>
</tbody>
</table>

**Withdrawal Policy**

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

- Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

**Attention Students with Disabilities:**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**Religious Observance Policy:**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.