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Learning Design and Technology  
381 College of Education  
Detroit, MI 48202  
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Skype marijafranetovic  
Office hours: Available by appointment. Please email to set up a time.

Location: Online http://blackboard.wayne.edu  
Days: Modules run Monday to Sunday

Course Description

In this class, you will learn to create instructionally sound web based learning using development tools.

Objectives

By the end of this course, you should be able to:

- Evaluate e-learning products
- Apply research-based guidelines to the design of e-learning
- Discuss e-learning trends, issues and strategies
- Design storyboards and prototypes to document and communicate with a client or subject matter expert
- Design attractive, effective e-learning
- Design and create effective e-learning interactions
- Demonstrate proficiency in authoring using Captivate or Storyline products and other tools
- Work effectively within teams on e-learning projects

This class includes presentations, readings and participation in discussions and class activities. I expect full participation for all of our discussion and class activities. These low-stakes activities allow you to try out ideas without the risk of earning a low grade. You know that learning requires activity on the part of the learner, interacting with the content and with other learners and the instructor. The discussions and activities offer the opportunity to develop new knowledge and skills along with your group and the whole class.

Required Texts:

Depending on the authoring tools you use, you might need one or more other resource(s).

**Assignments**

Assignments require that your work be submitted electronically through the Blackboard course site. Acceptable file formats are MS-Word (.doc or .docx), Open Office, pdf, or HTML. Documents submitted in other formats will be returned ungraded.

You will also upload files to the IT server using sFTP. We will learn to do that in class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tr>
<td>Participation:</td>
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<tr>
<td>- #1-5 Discussions &amp; Introduction (10%)</td>
<td>20%</td>
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<tr>
<td>- #6-10 Discussions &amp; Peer/Instructor Review Discussions (10%)</td>
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<tr>
<td>Quizzes (4 Quizzes at 2.5 pts each)</td>
<td>10%</td>
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<tr>
<td>Review and compare e-learning courses</td>
<td>10%</td>
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<tr>
<td>Design doc and Project plan</td>
<td>5%</td>
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<tr>
<td>Storyboard Assignment</td>
<td>10%</td>
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<td>Exam</td>
<td>15%</td>
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<tr>
<td>eLearning Project and Presentation</td>
<td>25%</td>
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<tr>
<td>Reflection Paper</td>
<td>5%</td>
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<tr>
<td>Total</td>
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**Participation - 20%:**

**Introduction Post in the Discussion Board**

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 an avatar of you. If the photo includes other people, either crop the photo to get it to show just you or point out who you are. This picture should be in jpg or png format. You may need to resize it so it fits the BlackBoard page.
- A paragraph or two, describing your background and interests (include undergraduate major, job if available, interest in this field, experience with eLearning tools such as Captivate, Storyline, Camtasia, etc., and what online courses you have previously taken in the degree program.) Please make sure spelling and grammar are correct.
- Working links to 3 useful sites for elearning – 1 elearning blog, 1 site with favorite elearning components, and 1 elearning site that you visit frequently or think that you might visit frequently from now on. Include, why are these sites useful.

**Discussion Board Directions:**

There will approximately be 2 questions per week. The deadline for your initial responses is
Thursday end of day. Comment on your classmates' posts and respond to comments and questions made by your instructor. Provide enough time for discussion with your replies. Participate in the Discussion Board at least 3 days from the beginning of the Module on Monday until the end of the Module on Sunday.

**Assignment: Review and Compare E-Learning courses - 10%**

The purpose of this assignment is for you to develop some familiarity with the approaches various schools or companies take to developing e-learning. We will look at instructional web sites from a variety of companies or organizations.

To complete this assignment, search the web for instructional sites. Use any of the standard search tools. You may also go to web sites of companies that create or sell learning, or use university classes that you might find.

Write a short paper (~1000 words), using APA Style, that describes three sites you visited and what you found. Consider these points:

- What were the different approaches you found?
- What did you like, and why?

For one of the courses, answer these questions:

- How easy to use is the e-learning product, for the intended audience?
- How instructionally sound is it? How is it using or not using the elearning principles we are learning about? What would you do to improve it?
- What kinds of interactions are used? How effective are they?
- What were the best and worst things you saw?

Your paper must include:

- URLs (links) for the sites you visited. Use APA Style 6th Ed. for references and citations, including those for websites
- Screenshots of pages from the course to show the interface, interactions, and style. Provide documentation for the claims you’re making.
- Your personal reactions to the sites you visited.

Once the papers are submitted, I will return them to you with my electronic markups.

**Design doc and Project plan – 5%**

Decide on the nature and content of your project. Develop a brief design document describing your target audience, topics & learning objectives, and instructional strategies and tools.

Create a project plan for getting the work done. Your plan should define the scope of the project, tasks, completion dates, and dependencies (which tasks have to be completed before others can start). You will be completing a peer review for 2 of your classmates and a review with me, so that will need to be included in your plan as well as when you’ll be making the recommended modifications.
Storyboard Assignment – 10%

Assignment goal: Design and develop the Storyboard for your Final Project elearning module using PowerPoint or other storyboarding tools.

You may sketch images or include screenshots. (If you have the actual eLearning software, you may also use screenshots/prototype artifacts, however, if you do not have Captivate or another authoring tool at this time; please wait for the last month of the course when we download the free version of Captivate.)

The project storyboard should include:

- At least 3-5 different storyboard layouts:
  - Introduction screen
  - Content presentation screens
  - 2 or more interaction and feedback screens
  - Help, additional resources and/or summary screens

- Each Storyboard page should include:
  - Title and # of screen
  - Objectives
  - Screen text and graphics (and links if used)
  - Audio script
  - Interactions, navigation
  - Space for storyboard reviewer comments

We will share and provide feedback to your storyboards on the class discussion.

e-learning Project – 25%

Your final project is an e-learning module. You will plan, design, develop and try out a 15-minute e-learning module.

It is to be completed using Captivate and/or other tools as needed, and loaded to the itlab2 server. (We will be downloading the free version of Captivate the last month of the course and mostly focusing on the development aspect of the project.)

Process
1. Design and develop the module. Finalize storyboards and prototypes to communicate decisions.
2. As your project develops, upload completed work – the prototype, and then later – the completed project to our server. Document your progress toward completing the project weekly.
3. You must prototype and try out your interface and instructional strategies. Select a couple of typical pages, fully develop them, and pilot them out with users (This may be done with your peer reviewers). Document your observations and findings and revise your design as needed.
4. Complete development.
5. Turn in the project by the final week of class.

6. Create a presentation of your project to your colleagues in class. The final presentation is expected to be prepared and rehearsed, as you might do for a professional conference. You will record (archive) a presentation using Collaborate, Jing, or the tool of your choice.

**Final Deliverables:**

- Design document
- Project plan
- Storyboard and/or Prototypes
- Final web module
- Final presentation

**Reflection Paper – 5%**

The purpose of the reflection paper is to give you the opportunity to think back over the course and see how (or whether) it has changed your view of instructional technology and, especially, web based learning. There will be some prompting questions for this paper relating to the course such as the ones below in addition to questions about the readings and your experience with the activities and assignments.

- 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 the stated Bulletin policies of Wayne State University apply to this class.

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 her as soon as possible after class. It is your responsibility to make up any missed work.

It is assumed that students will take on the roles of active independent learners.

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 or your own work, even with citation, is plagiarism and is not acceptable.

I will post announcements on the Blackboard site weekly and I will email them to the class. Students are responsible for checking the Blackboard announcements and 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.

Any student who needs accommodation because of a disability should speak with the instructor or contact Educational Accessibility Services, Undergraduate Library, 313 577 1851

Grades

A note on grades: In graduate school, B is the lowest passing grade. If your work on an assignment meets all requirements, and no more, then you have earned the minimum passing grade of B, or 85-90.99%. To the extent that you exceed requirements, your grade can be higher than B. A grade of A demonstrates superior work, substantially surpassing requirements.

Grades

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<th>Grade</th>
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<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
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Course Prerequisites

- IT 6110 Design Thinking
- Proficiency in Windows 7/8 or Mac OS-X environment
- Proficiency searching and evaluating Internet resources

Approximate Class Schedule

The Clark & Mayer (C&M) readings are necessary for the discussion each week. It is best to complete the assigned readings early in the unit so you can discuss the content. The discussion will not duplicate the readings, but it is expected that you have read them.

*The Instructor reserves the right to make changes to the syllabus.*

<table>
<thead>
<tr>
<th>Module</th>
<th>Each Module lasts 7 days.</th>
<th>Readings &amp; Topics</th>
<th>Assignments are due at the end of each Module (end of day Sundays)</th>
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<tbody>
<tr>
<td>Module 0</td>
<td>Week of 8/28-9/3</td>
<td>Review Syllabus</td>
<td>Introduction Discussion</td>
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<tr>
<td>Module 1</td>
<td>Week of 9/4-9/10</td>
<td>C&amp;M 1 Intro to elearning</td>
<td>Discussion 1</td>
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<td>ID Models and Module Instructional Events in eLearning</td>
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<thead>
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<th>Each Module lasts 7 days.</th>
<th>Readings &amp; Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Module 2</td>
<td>Week of 9/11-9/17</td>
<td>C&amp;M 2 How Do People Learn from eCourses? Online Learner Analysis Generational Considerations</td>
<td>Discussion 2</td>
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<tr>
<td>Module 3</td>
<td>Week of 9/18 – 9/24</td>
<td>C&amp;M 3 Evidence-Based Practice, 18 Applying the Guidelines Online Task Analysis and Objectives</td>
<td>Discussion 3 Quiz 1 (Ch1-3) Paper outline and references due (not graded)</td>
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<tr>
<td>Module 5</td>
<td>Week of 10/2-10/8</td>
<td>C&amp;M 6 Modality Principle and 7 Redundancy Principle, 8 Coherence Principle Best Practices in Designing eLearning</td>
<td>Discussion 5 Quiz 2 (Ch4-6)</td>
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<td>Module 6</td>
<td>Week of 10/9-10/15</td>
<td>C&amp;M 9 Personalization, 10 Segmenting &amp; Pretraining eLearning Assessment Design Doc draft due (not graded) Discussion 6</td>
<td>Design Doc draft due (not graded) Discussion 6</td>
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<td>Module 7</td>
<td>Week of 10/16-10/22</td>
<td>C&amp;M 11 Engagement</td>
<td>Discussion 7 Milestone 1: Design Doc and Project Plan due</td>
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<td>Module 8</td>
<td>Week of 10/23-10/29</td>
<td>C&amp;M 12 Using Examples, 13 Practice Online Policies and Copyright</td>
<td>Discussion 8 Quiz 3 (Ch7-11)</td>
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<td>Module 9</td>
<td>Week of 10/30-11/5</td>
<td>C&amp;M 14 Virtual Collaboration, 15 Learner Control &amp; Navigation Virtual Sessions and Online Delivery</td>
<td>Discussion 9 Milestone 2: Storyboard Assignment due</td>
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<td>Module 10</td>
<td>Week of 11/6-11/12</td>
<td>C&amp;M 16 Thinking Skills, 17 Simulations and Games</td>
<td>Discussion 10 Quiz 4 (Ch12-17)</td>
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<td>Module</td>
<td>Each Module lasts 7 days.</td>
<td>Readings &amp; Topics</td>
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<td>Module 11</td>
<td>Week of 11/13-11/19</td>
<td>Review</td>
<td>Exam</td>
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<tr>
<td>Module 12</td>
<td>Week of 11/20-11/26</td>
<td>Thanksgiving Break, Lab Week #1</td>
<td>Download Free Month version of Captivate</td>
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<tr>
<td>Module 13</td>
<td>Week of 11/27-12/3</td>
<td>Lab Week #2</td>
<td>Milestone 3: Reviews</td>
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<td>Module 13</td>
<td>Peer Review Discussion</td>
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<tr>
<td>Module 14</td>
<td>Week of 12/4-12/10</td>
<td>Lab Week #3</td>
<td>Milestone 3 continued: Reviews</td>
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<tr>
<td>Module 14</td>
<td>I am available to meet with individuals this week</td>
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<tr>
<td>Module 15</td>
<td>Week of 12/11-12/14</td>
<td>Lab Week #4 and Project Presentations</td>
<td>Final Project &amp; Presentations due</td>
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<tr>
<td>Module 15</td>
<td>Final Project and Presentation Discussion</td>
<td>Reflection paper due</td>
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