Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should <u>not</u> be used to purchase course materials.

COURSE SYLLABUS

EDUC 633
PRINCIPLES OF DESIGN AND MANAGEMENT IN EDUCATIONAL TECHNOLOGY AND ONLINE LEARNINIG

COURSE DESCRIPTION

This course is designed to assist the education professional in developing a solid foundation in instructional design and current research. The student will develop the skills and knowledge to advance their instructional effectiveness in varied settings through application of technology theory and practice.

RATIONALE

This course exists to give the student the skills needed to design and manage instructional projects in the growing and changing distance education environment. The student will learn about the importance of integrating the principles of instructional design into the development of training, support, and all facets of instructional technology management for various environments.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING

A.   Computer with basic audio/video output equipment

B.   Internet access (broadband recommended)

C.   Blackboard recommended browsers

D.   Microsoft Office

IV. MEASURABLE LEARNING OBJECTIVES

Course Relevancy Objective: To promote a conceptual and practical understanding of instructional design and management as applicable in the fields in distance education and educational technology, in support of the larger goal of developing of scholarly leaders who will become active in these two exponentially expanding fields.

A.   Gain familiarity with instructor and classmates to build a sense of teacher and social presence within the online environment.

B.   Understand the theories and current research in instructional design for distance education and curriculum planning with technology integration (ISTE Standards: TF-1-A.2; TF-II-F. 1).

C.   Research and analyze current best practices for the design, the development, the implementation, and the evaluation of training faculty and administration for technology integration and its usage on the campus and classroom level (ISTE Standards: TF-1-A.1; TF-1-A.2; TL-II-C.2; TF-II-F. 1).

D.   Develop skills and knowledge-base of educational technologies and analyze the appropriate use of educational technology in distance education and curriculum development to advance instructional effectiveness (ISTE Standards: TF-II-C.1; TL-II-C.1).

E.   Create a distance education learning module or course using a systematic design process to assist teachers and administrators in the developing knowledge, skills, and understanding of technology for educational use (ISTE Standards: TF-1-A.1; TF-1-A.2; TF-II-C.2; TF-III-A. 1; TF-III-A. 2; TF-III-A. 3; TF-III-A. 4; TF-III-A. 5; TF-III-A. 7; TF-III-C.1; TF-III-D.1; TL-II-C.2)

F.   Evaluate media, web-based modules, and courses using theories and current research in instructional design, distance education, professional development, and standards (ISTE Standards: TF-III-A. 7).

V.   COURSE REQUIREMENTS AND ASSIGNMENTS

A.   Readings and Instructor Material (all modules)

You will complete assigned and self- directed readings and view corresponding instructor material. Please note that this is a self-directed reading and research course, so students will be primarily responsible for choosing readings that correspond with their research interests. (MLO: C)

B.   Video Blog Posts (Modules 1, 2, 4, 5, 8)

You will be given blog topics to provide the opportunity to reflect upon, process, and extend the reading and class content. You will complete 5 video blog activities. Each blog activity will be completed in two parts: (a) an initial video blog entry to a personal blog and (b) two comments to peers' initial blog entries. You are expected to respond to comments posted on personal blogs. Additionally, you are expected to provide APA formatted references that support your initial posts and responses to peers for each video blog. Students who fail to moderate their blogs so that peers can view responses of other peers will result in a deduction of points. (MLO: A, B, C)

C.   Professional Affiliation Membership (Module 1)

You are expected to present evidence of active student membership in ISTE, AACE, AECT or an approved equivalent.

D.   Web-based module presentation (Module 6)

In collaboration with you ISD team, you will choose a web-based resource that provides the housing of your ISD project. Your team will conduct a 15 - 20 pre-recorded, interactive, multimedia presentation (e.g. Video, polling, screencast, etc.) that demonstrates how the technology is used to house the lessons within

your ISD. Please review the features and general usage, identify the strengths and weaknesses, and discusses usability and sustainability. (MLO: A, C, E)

E.   Web-Based Module Presentation Discussion Board (Module 6)

A member of the ISD team will embed the Web-Based Module Presentation video in the discussion board forum area. The student will then watch the videos of all of the other groups and reply to each video with 1) at least 1 good quality of the video and 2) 1 constructive criticism. Each reply must be at least 100 words.

F.   Instructional Design (ISD) Peer Assessment (Module 7)

Using a provided rubric, you will assess one of your peers' ISD projects. (MLO: A, D, F)

G.   Instructional Design (ISD) Project (Module 8; various modules)

In collaboration with 3-6 peers, you will develop an online or mobile module or workshop based on best practices for distance education design and learning as outlined by based on a design used by Mager (1997), Morrison, Ross, and Kemp (2004), etc. The final project is worth 300 points and will be comprised of three items: (a) an instructional design report, (b) 2 recorded synchronous planning sessions, and (c) an online or mobile lesson, module, or workshop. During specified modules, four progress updates/rough drafts of assignment will be submitted to demonstrate progression with the assignment. These will account for 160 points of the project. (MLO: A, C, E)

H.   ISD Project Peer Feedback (Module 4)

A member of the ISD group will submit the ISD project up to the Analysis stage of the project to the discussion board forum area. The student will read the synopses of each of the other groups and reply to each with 1) at least 1 good quality of the synopsis and 2) 1 constructive criticism. Replies must be at least 100 words.

I.   ePortfolio CheckPoint (Module 8)

You will create your professional ePortfolio as the culminating project for the program and as a way to demonstrate the knowledge and skills gained throughout the program. The portfolio must me web or mobile based. In this course, you will add the Instruction Design Project. You will provide a link to your ePortfolio to your instructor demonstrating this addition.

** Please see the Assignment Appendix for Assignment Due Dates, Descriptions, Submission Criteria, and Grading Criteria. This information may be found in Blackboard on the Assignment page.

VI. **EVALUATION AND GRADING**

    A.   Points

Course Requirements Checklist (CRC)	10
Video Blog Posts (5)	230
Professional Affiliation Membership	20
Live Session Participation (2)	100
Web-based Module Presentation	100
Instructional Design drafts (4)	160
Instructional Design (ISD) Peer Assessment	50
Instructional Design (ISD) Final Project	300
ePortfolio CheckPoint	40
Total	1010

    B.   Scale
A = 940–1010   A- = 920–939   B+ = 900–919   B = 860–899   B- = 840–859
C+ = 820–839   C = 780–819   C- = 760–779   D+ = 740–759   D = 700–739
D- = 680–699   F = 0–679

    C.   LiveText Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

    D.   Participation

Your attendance and participation in each live class session is required and is vital for your learning. You are expected to arrive on time, attend the entire class meetings, and actively participate. Lack of attendance, frequent tardiness, and lack of verbal participation in class will result in a reduction of points and can negative affect your final grade. Furthermore, you are expected to check Blackboard at least twice a week and actively participate and complete all assignments. Lack of activity in Blackboard or failure to participate in required blog assignments and group activities can negative affect your final grade. Finally, Liberty University gives each student an email address Many students use other email addresses as their preferred address; however, students need to understand that University faculty and staff, when sending personal information or general information, will only utilize a student's Regent address. Therefore, you are also expected to check your Liberty e-mail at least twice a week. You are responsible for all e-mail sent by your instructor to your Liberty account. students sending e-mail to the instructor should label it in the following manner: Course, last name, first name (i.e. EDUC639_Doe_John).

It is understood that life presents true emergencies and justifiable reasons for missing deadlines. However, as much as possible, the goal is to replicate the expectations of the real world within the context of this class. In the world of work, managed care companies require timely submissions of treatment plans to receive payment for services, school districts require timely proposals of district guidance plans to meet school board budget presentations, and grant administrators require timely submissions in order to meet consideration deadlines. The instructors acknowledge that some emergency circumstances may interfere with meeting deadlines; however, the expectation is to regularly meet the deadlines listed in the syllabus as adult learners and responsible professionals. You are to notify the instructor, **in advance** if possible, **by email** for delays in work or inability to participate. See late assignment policy above.

E. Plagiarism

According to the plagiarism policy on academic integrity, plagiarism may result in failing the course with an FD (Failed Dishonesty. Plagiarism on any project will automatically result in a zero. Please see the APA manual for information about plagiarism and how it is defined. Additionally, academic misconduct includes not only plagiarism, but academic dishonesty falsification. See *The Liberty Way* for specific definitions, penalties, and processes of reporting.

F. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's Discrimination, Harassment, and Sexual Misconduct Policy or the Student Disability Grievance Policy and Procedures.

COURSE SCHEDULE

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Textbooks: Clark & Mayer, *E-learning and the Science of Instruction* (2016).
Horton, *E-Learning by Design* (2011).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Syllabus Course Schedule Assignment Appendix Instructional Unit	Course Requirements Checklist Advising Guide Acknowledgement Introductory Blog Professional Affiliation Membership	10 0 46 20
2	Clark & Mayer: Ch. 1 & 2 Horton: Ch. 1 & 8 Instructional Unit	Theory Video Blog ISD Team and Collaborative /Technology Identification	46 40
3	Horton: Ch. 8 Instructional Units (Parts 1-3)	ISD Progress Update: Analysis	40
4	Horton: Review Ch. 1 &8; Read Ch. 6 ,7,& 9; Refer to Ch. 2,3,4,5 Instructional Units (Parts 1-3)	Assessment Video Blog ISD Project Peer Feedback ISD Progress Update: Design	46 50 40
5	Horton: Review Ch. 9; Read Ch. 10,11; Refer to Ch. 2,3,4,5 Clark & Mayer: Review Chapter 3-15 Instructional Units (Parts 1-3)	Annotated Bibliography Blog ISD Update Media Selection	46 40
6	Clark & Mayer: Review Chapter 3-15 Horton: Review Chapter 9	Web-Based Module Presentation Discussion Board Web-Based Module Rough Draft Presentation	50 100
7	*	ISD Project (draft to Peer Group) ISD Peer Assessment	50
8	Best Practice: What's your big takeaway from this course?	Best Practice (big takeaway) Video Blog ISD Project Final Submission e-portfolio CheckPoint	46 300 40
		TOTAL	1010

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.