INTE 5660 Self-Paced E-Learning Modules

Course Description

Self-paced tutorials and modules are a common form for e-learning, especially in corporate and adult learning settings. These packaged resources are tremendously useful because they can be conveniently accessed at point of need (anytime/anywhere), and when delivered via an LMS (Learning Management System), they provide useful data to the hosting organization (e.g., a company’s compliance department can document that all employees have completed a course required by law, managers can track their employees’ progress on individual learning plans).

In this course, you will use a variety of authoring tools and resources to design and create a self-paced e-learning module, applying graphic, web-design, and instructional principles from designers such as Marty Tessmer, Will Horton, and Ruth Colvin Clark.

Instructors

Ken Thomas
kenneth.thomas@ucdenver.edu

Scott Switzer
sswitzer@uccs.edu

Course Materials

Textbook

Writing Online Training Tutorials: A User-Friendly Guide for Designers and Trainers by Martin Tessmer ($31.49 print on Amazon or $5.00 eBook)

Software

We will use Dreamweaver and Adobe Captivate during the first 9 weeks of this course (specifically Dreamweaver will be used during weeks 2-5 and Captivate will be used during weeks 6-8). You will then use the tool of your choice to complete the final project during weeks 9-15 (whether that be Dreamweaver, Captivate, or another tool you have access to like Articulate, Wix, or even Google Sites). Therefore, if you are not 100% sure which tool you will use on your final project by the start of this course (which should be the majority of those taking this course), it is recommended to wait to purchase Dreamweaver and/or Captivate until week 8 of this course.*

You will be in a better position to choose the tool to use on your final project after you have experience using Dreamweaver and Captivate.

The course is setup so that you can download a 30-day trial version of Dreamweaver to complete the assignments during weeks 2-5 and a 30-day trial version of Captivate to complete the assignments during weeks 6-8. However, you will have to purchase
Dreamweaver or Captivate if you chose to use one of these tools for your final project (during weeks 9-15 of this course).** Contact the instructor immediately if you have any questions about purchasing software for this course.***

*It is your responsibility to decide when and what software to purchase. If you fall behind in this course you might find that 30-day trial versions of Dreamweaver and Captivate will not be adequate. Further, you need to provide enough time to purchase / download or purchase / ship any software you need for this course. Problems accessing software is not a legitimate excuse to turn-in work late.

**This course was specifically designed to give students’ choice in the authoring tool they use for their final project. It is highly recommended that you don’t make your decision prematurely or simply based on price. Students are often surprised by which tool they prefer and we will discuss the benefits of one tool over another during this course.

***You may not use a traditional learning management system (LMS) like Moodle, eCollege, or Blackboard for your final project. However, any self-paced e-Learning you create (e.g., with Dreamweaver or Captivate) can be integrated into any traditional LMS.

Dreamweaver

Currently, Dreamweaver is part of the Creative Cloud Suite - you are welcome to use an earlier version of Dreamweaver if you wish (just let me know what version you'll be using).

Note: If you wish to use a different HTML/CSS editor, please let me know what the tool is and provide a brief summary of why you'd like to use it (e.g., “I already have this,” “this is what my workplace uses”).

Captivate 7

If you wish to use a previous version of Captivate, please let me know what version you'll plan to use -- some versions are not "backward compatible," meaning that opening a file in a later version may make it impossible to re-edit that file in the earlier version it was created in.

Course Workload

This is a 3-credit graduate course. You should expect to spend on average 9-12 hours each week on this course. However, this course focuses on learning HTML / CSS / Dreamweaver / Captivate and culminates with creating a self-paced e-Learning “course”. Learning how to use these tools takes time—especially if you are new to these concepts and applications—and the time it takes to become proficient in these skills varies per person. Therefore, there might be some weeks that you find yourself spending more than 12 hours on the course (and more time than your peers). Therefore, it is highly recommended to start on each week’s assignments early in each given week to allow time to troubleshoot and address any unforeseen issues (especially early on in the course). You should also plan to spread out the time spent on this course over at minimum 2-3 days each week.

Tentative Course Schedule

Aug. 19-25 | Module 1: Course Introduction

Readings:

- Tessmer Ch. 1 (pp. 4-7) - What is an online Tutorial?
- Context matters: A description and typology of the online learning landscape

Assignments:

- Bio (due 8/25)
• Set up Ouray Account (due 8/25)

Aug. 26-Sept 1 | Module 2: Introduction to HTML & CSS

Readings:

• Instructional Design
• What everybody ought to know about instructional design
• Rapid Instructional Design

Assignments:

• 1st Website (due 9/1)
• Reflection survey 1 (due 9/1)

Sept. 2-8 | Module 3: Introduction to Dreamweaver

Readings:

• Tessmer Ch. 2 (pp. 8-31) Screen Composition
• Horton Ch. 14 Visual Display

Assignments:

• Discussion 1 (due 9/8)

Sept. 9-15 | Module 4: Dreamweaver and CSS

Readings:

• Beginning Instructional Authoring: Why C.R.A.P. Is Exactly What's Needed (Part 1)
• Beginning Instructional Authoring: Why C.R.A.P. Is Exactly What's Needed (Part 2)
• Improving the Design of PowerPoint Presentations

Assignments:

• 2nd Website (due 9/16)
• Reflection survey 2 (due 9/15)

Sept. 16-22 | Module 5: Dreamweaver and Templates

Readings:

• Tessmer Ch. 3 (pp. 32-61) Writing Style
• Beginning Instructional Authoring: Readability Statistics Help You Sound Human
• Six Alternatives to Bullet Lists
Assignments:

- 3rd Website (due 9/22)

Sept. 23-29 | Module 6: Introduction to Adobe Captivate

Readings:

- Tessmer Ch. 4 (pp. 62-91) Interactions
- Interaction Equivalency in Self-Paced Online Learning Environments: An Exploration of Learner Preferences
- Skim - Horton Ch. - Absorb-Type Activities — Presentations, Demonstrations, Stories, and Field Trips (in Doc Sharing)
- Skim - Horton Ch. 3 – Do-Type Activities — Practice, Discover, and Playing Games (in Doc Sharing)

Assignments:

- Discussion 2 (due 9/29)

Sept. 30- Oct. 6 | Module 7: More about Adobe Captivate

Readings:

- Tessmer Ch. 7 (pp. 123-134) Multimedia
- Clark & Mayer - Ch. 3 Applying the Multimedia Principle (in Doc Sharing)
- Clark & Mayer - Ch. 4. Applying the Contiguity Principle (in Doc Sharing)

Assignments:

- Reflection survey 3 (due 10/6)

Oct. 7-13 | Module 8: Captivate Project

Readings:

- Tessmer Ch. 5 (pp. 92-111) Tests
- The Roles and Design of Tests in Online Instruction
- Writing Multiple-Choice Questions for Higherlevel Thinking

Assignments:

- Captivate project (due 10/13)

Oct. 14-20 | Module 9: Final Project Proposal

Readings:

- Skim Authoring Tools Review (in Doc Sharing)
Assignments:

- Final project proposal (due 10/20)
- Discussion 3

Oct. 21-27 | Module 10: Final Project Development

Readings:

- No weekly readings

Assignments:

- Reflection survey 4 (due 10/27)

Oct. 28 - Nov. 3 | Module 11: Final Project Development

Readings:

- No weekly readings

Assignments:

- No weekly assignments

Nov. 4-10 | Module 12: Final Project Development

Readings:

- Tessmer Ch. 6 (pp. 112-122) Surveys --Discussion 4 (due 11/10)

Assignments:

- No weekly assignments

Nov. 11-17 | Module 13: Formative Evaluation

Readings:
• Tessmer “Central Questions and Issues in Formative Evaluation” (in Doc Sharing)
• Tessmer “Planning The Evaluation” (in Doc Sharing)

Assignments:

• Final project formative evaluation (due 11/17)
• Reflection survey 5 (due 11/17)

Nov. 18-24 | Module 14: Peer Review
Readings:

• No weekly readings

Assignments:

• Peer Review (due 11/25)

Nov. 25 – Dec. 1 | Fall Break
Readings:

• No weekly readings

Assignments:

• No weekly assignments

Dec. 2-8 | Module 15: Show and Tell
Readings:

• No weekly readings

Assignments:

• Discussion 5 (due 12/5)
• Final EdWeb (due 12/8)

Discussions

Unlike some online courses that are discussion heavy, this is not a discussion heavy course. There are five required (i.e., graded discussions). There will be a few optional discussions as well but these are not graded. At this time there will not be any
synchronous meetings. However, I will meet with students as needed (asynchronously or synchronously) to troubleshoot any technical issues that arise.

Due Dates

Unless otherwise posted, all assignments are due the Monday after each given week at midnight (MDT). Required discussions are treated just like other assignments—they must be completed during the week in which they are assigned.

Late Work

Turning in assignments late is highly discouraged. This course will cover a great deal of content and falling behind will make it difficult to be successful in this course. Assignments turned in late will be penalized 10% for each week (i.e., 7 days) it is late. There is no penalty for turning in an assignment 1-6 days late (except for the peer review activity). The late penalty can be waived at the discretion of the instructor (e.g., when proof of illness or medical condition is provided); however, it is very rare that the instructor will waive a late penalty more than once in a semester. Further, turning in work late places your work at the bottom of the grading/feedback queue; in other words, turning work in late means you get grades and feedback slower. Finally, keep in mind that if you regularly turn work in late, you will most likely not get an "A" in this course.

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Academic Honesty

The following is from the University Policies: "Students are expected to know, understand and comply with the ethical standards of the university. In addition, students have an obligation to inform the appropriate official of any acts of academic dishonesty by other students of the university. Academic dishonesty is defined as a student's use of unauthorized assistance with intent to deceive an instructor or other such person who may be assigned to evaluate the student's work in meeting course and degree requirements."

Examples of academic dishonesty include, but are not limited to the following: plagiarism, cheating, fabrication and falsification, multiple submissions without faculty approval, misuse of academic materials, and complicity in academic dishonesty.

Accommodations
The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS) (177 Arts Building, 303-556-3450, TTY 303-556-4766, FAX 303-556-2074). They will discuss with you the type of accommodations you need and then write a letter describing those requests. We will be happy to provide approved accommodations, once you provide us with a copy of DRS's letter.

Academic Freedom

Academic freedom and diverse viewpoints are highly valued at the University of Colorado Denver. The Laws of the Board of Regents of the University of Colorado specify that:

(1) "The University of Colorado was created and is maintained to afford men and women a liberal education in the several branches of literature, arts, sciences, and the professions. These aims can be achieved only in that atmosphere of free inquiry and discussion, which has become a tradition of universities and is called academic freedom. . . . Within the bounds of this definition, academic freedom requires that members of the faculty must have complete freedom to study, to learn, to do research, and to communicate the results of these pursuits to others. The students likewise must have freedom of study and discussion. The fullest exposure to conflicting opinions is the best insurance against error. . . . All members of the academic community have a responsibility to protect the university as a forum for the free expression of ideas."

[Laws of the Regents 5.D.]

(2) "By enrolling as a student in the university, a person shall assume obligations of performance and behavior established by the university relevant to its lawful missions, processes, and functions. As members of the academic community, students have responsibility, equivalent to that of the faculty, for study, learning, academic integrity, and protecting the university as a forum for the free expression of ideas."

[Laws of the Regents 7.B.]

(3) "All students shall have the same fundamental rights to equal respect, due process, and judgment of them based solely on factors demonstrably related to performance and expectations as students. All students share equally the obligations to perform their duties and exercise judgments of others in accordance with the basic standards of fairness, equity, and inquiry that should always guide education."

[Laws of the Regents 10.]