



## **EDTECH 512: Online Course Design**

**Semester:** Spring 2012, January 17-May 6

**Credits:** 3 Credit Online Course

**Instructor:** Young Baek

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### **Course Meeting Times**

Lectures: 16 Weeks / 3 hours per week

### **Course Description:**

This course is ideal for beginners with little or no prior experience teaching online. In this course, students create online course materials that contain sounds, graphics, animations, test items and interactive components using LectureMaker. More focus will be placed on editing existing materials for a target online course than new content creation. Students will create test items for an online multimedia course. Students will learn to manage online courses and students using an online learning system. They play role as online student, as course creator, course manager and system administrator of a learning management system.

### **Course Objectives:**

In this course, students will:

- Create/edit online course materials;
- Create/manage an online tests and items;
- Manage online courses, classes and students;
- Gain familiarity with an online learning system;

### **Textbooks/Software for this course**

EDTECH 512 Online Course Design

Required Textbook

Davidson-Shivers, G. & Rasmussen, K. (2006). Web-based learning: Design, implementation and evaluation. Pearson Education. ISBN: 0-13-081425-3

[http://www.amazon.com/Web-Based-Learning-Design-Implementation-](http://www.amazon.com/Web-Based-Learning-Design-Implementation-Evaluation/dp/0130814253/ref=sr_1_1?s=books&ie=UTF8&qid=1325024112&sr=1-1)

[Evaluation/dp/0130814253/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1325024112&sr=1-1](http://www.amazon.com/Web-Based-Learning-Design-Implementation-Evaluation/dp/0130814253/ref=sr_1_1?s=books&ie=UTF8&qid=1325024112&sr=1-1)

Secondary Textbook

Smith, R.M. (2008). Conquering the content: A step-by-step guide to online course design. Jossey-Bass.

ISBN: 978-0787994426

E-book from BSU library: [http://boisestate.worldcat.org/title/conquering-the-content-a-step-by-step-guide-to-online-course-design/oclc/251873814&referer=brief\\_results](http://boisestate.worldcat.org/title/conquering-the-content-a-step-by-step-guide-to-online-course-design/oclc/251873814&referer=brief_results)

### **Course Schedule**

The syllabus and schedule may be adapted depending on the needs of the class.

◆ Week 01

Topic: Introduction & Overview

1. Introduction to the course
2. Develop a vision of quality online courses



◆Week 02

Topic: Concept and Overview of online course

1. Understand online course and courseware
2. Make a Tentative Project Plan

◆Week 03

Topic: Create Online Course Content with Text and Images

1. Analyze demonstration LectureMaker content to identify key skills
2. Practice your LectureMaker skills by creating the sample courseware
3. Design and develop your own online course content

◆Week 04

Topic: Synchronization of existing video/audio clips and PPTs.

1. Synchronize video/audio clips and PPTs in LectureMaker
2. Apply LectureMaker skills to create demonstration LectureMaker course content
3. Create your online course content

◆Week 05

Topic: Using editors and recording with electronic pen function.

1. Familiarize yourself with the LectureMaker electronic pen function.
2. Apply LectureMaker skills to create demonstration LectureMaker course content
3. Create your online course

◆Week 06

Topic: Develop the Quiz Content

1. Create an online quiz using LectureMaker
2. Apply LectureMaker skills to create demonstration LectureMaker course content

◆Week 07

Topic: Creating screens using screen control

1. Create courseware using screen control
2. Apply LectureMaker skills to create demonstration LectureMaker course content
3. Create your online course

◆Week 08

Topic: Complete your online course

1. Review and complete your online course.



2. Upload your completed online course to Moodle

**◆Week 09**

Topic: Creating test items & Group Activity

1. Using TestMaker to create test items for your course
2. Peer review a group member's online course : group activity

**◆Week 10**

Topic: Creating questions and set properties & Finalizing your online course

1. Create a test for your course
2. Complete your online course

**◆Week 11**

Spring Break

**◆Week 12**

Topic: Analyze an online learning system: from a student perspective

1. Learn using online courses from a student perspective
2. Familiarize yourself with an online learning system from a student perspective
3. Analyze an online learning systems: from a student perspective

**◆Week 13**

Topic: Analyze into online learning systems: from an administrator perspective

1. Manage online courses and classes using online learning systems: the administrator perspective
2. Familiarize yourself with an online learning system from an administrator perspective
3. Analyze online systems: from an administrator perspective

**◆Week 14**

Topic: Create and manage an online class using an online learning system

1. Create your own online class in an online learning system
2. Upload your online course content to the online learning system
3. Manage your online class in the online learning system from a teacher perspective

**◆Week 15**

Topic: Role playing among learner groups

1. Role play as student and teacher in peer's online classes Peer review one online classes from your course mates
2. Continue to manage your online class using the learning management system

**◆Week 16**

Topic: Restructure your own class and Discussion

1. Using Moodle, share and discuss your final projects with your peers.
2. Post your peer review on the classes you visited in Week 15



3. Write a management report to evaluate an online learning system

**Major Assignments:**

- Design an online course design
- An online course development
- A Final online course
- A management report of an online learning system

**Grading Policy and Grading Scale:**

- Reading and Discussion of Online course design – 100 points
- An online course design – 50 points
- An online course development – 100 points.
- A Final online course –50 points
- management and report of an online learning system– 100 points

<b>Total: 400 points</b>	
A <sup>+</sup>	97% ~ 100% (388 ~ 400)
A	93% ~ 96% (372 ~ 387)
A <sup>-</sup>	90% ~ 92% (360 ~ 371)
B <sup>+</sup>	87% ~ 89% (348 ~ 359)
B	83% ~ 86% (332 ~ 347)
B <sup>-</sup>	80% ~ 82% (320 ~ 331)
C <sup>+</sup>	77% ~ 79% (308 ~ 319)
C	73% ~ 76% (292 ~ 307)
C <sup>-</sup>	70% ~ 72% (280 ~ 291)
D <sup>+</sup>	67% ~ 69% (268 ~ 279)
D	63% ~ 66% (252 ~ 267)
D <sup>-</sup>	60% ~ 62% (240 ~ 251)
F	239 and below

**Standards Addressed in Course**

**AECT Standards**

AECT Standards-Standards listed with assessments tied to standards. Students who successfully complete EDTECH 512 will have met selected standards written by the Association for Educational Communications and Technology (AECT), [www.aect.org](http://www.aect.org). The AECT standards are recognized by the National Council for Accreditation of Teacher Education (NCATE), which is the body that accredits Boise State University’s College of Education. The standards addressed in this course are found on a separate document that students will download and include as part of their final project for the course. A list of all AECT standards can be found at: <http://www.aect.org/affiliates/national/Standards.pdf>

Standard	Assignment
<b>Standard 1: DESIGN</b>	
1.1 Instructional Systems Design (ISD) <i>"Instructional Systems Design (ISD) is an organized procedure that includes the steps of analyzing, designing, developing, implementing, and evaluating instruction"</i>	Week 2 Online Course Design Plan
<b>Standard 2: DEVELOPMENT</b>	
2.1 Print Technologies <i>"Print technologies are ways to produce or deliver materials, such as books and static visual materials, primarily through mechanical or photographic printing processes"</i>	Week 3 Content Design and Development
2.2 Audiovisual Technologies <i>"Audiovisual technologies are ways to produce or deliver materials by using mechanical devices or electronic machines to present auditory and visual messages"</i>	Week 4 Content Design and Development
2.3 Computer-Based Technologies <i>"Computer-based technologies are ways to produce or deliver materials using microprocessor-based resources"</i>	Week 5 Content Design and Development
2.4 Integrated Technologies <i>"Integrated technologies are ways to produce and deliver materials which encompass several forms of media under the control of a computer"</i>	Week 6 Content Design and Development Week 7 Content Design and Development Week 8 Complete your online course Week 10 Create Test Week 16 Final Project
<b>Standard 4: MANAGEMENT</b>	
4. Management <i>"Management involves controlling Instructional Technology through planning, organizing, coordinating, and supervising"</i>	Week 12 & Week 13 Explore and Familiar with Management system
4.1 Project Management <i>"Project management involves planning, monitoring, and controlling instructional design and development projects"</i>	Week 14 Create and Upload online course to E-Class
4.2 Resource Management <i>"Resource management involves planning, monitoring, and controlling resource support systems and services"</i>	Week 15 Manage online class
4.3 Delivery System Management <i>"Delivery system management involves planning, monitoring"</i>	Week 16 Final Project Week 16 Management Report

<p><i>and controlling 'the method by which distribution of instructional materials is organized' . . . [It is] a combination of medium and method of usage that is employed to present instructional information to a learner”</i></p>	
<p>Standard 5: EVALUATION</p>	
<p>5.3 Formative and Summative Evaluation  <i>“Formative evaluation involves gathering information on adequacy and using this information as a basis for further development. Summative evaluation involves gathering information on adequacy and using this information to make decisions about utilization”</i></p>	<p>Week 9 Peer review of content            Week 16 Peer review of final project</p>

## Course Policies

**Communication** - I will respond to emails and/or phone calls usually within 24 hours on weekdays, but this may be longer on a weekend or with advance notice to students.

**Posting of Assignments**- Major assignments will be posted at least one week in advance of the assignment due date.

**Assignment Submissions** - Details about assignments will be posted to Moodle in the lesson plan, which will be available for download the week before. Information about projects, submission guidelines and rubrics will be updated throughout the course, and in response to feedback. Assignments will normally be due for submission on Saturday night at midnight.

**Feedback/grades**- Students must be informed of their progress toward the final course grade at regular intervals. Assignments will be reviewed and evaluated by the instructor within one week after the posted assignment due date.

**Late assignments**- All assignments should be submitted at the designated time, unless pre-arranged with the instructor. The instructor is not responsible for any text or software that is not obtained in enough time to complete the assignments.

**Technical Difficulties**- on occasion, you may experience problems with accessing Moodle or class materials located within Moodle, with your Internet service, and/or other computer related problems. Do make the instructor aware if a technical problem prevents you from completing coursework.

BroncoMail - <http://helpdesk.boisestate.edu/email/broncomail/>

Moodle Assistance - <http://edtech.mrooms.org>

**Academic Honesty** -All students are required to abide by Boise State University's Student Code of Conduct on academic dishonesty. Assignments completed must be your original work and cannot be used in other courses in the EdTech program.

**Reasonable Accommodations** - Any student who feels s/he may need accommodations based on the impact of a disability should contact the instructor privately to discuss specific needs. It is advisable to contact the Disability Resource Center at 208-426-1583 located in the Administration Building, room 114 to meet with a specialist and coordinate reasonable accommodations for any documented disability.

Boise State's FERPA policy - The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records.



<http://registrar.boisestate.edu/catalogs/ugrdcurrent/frontpages/chapter2/confidentiality.shtml>

## **Conceptual Framework**

### **College of Education - The Professional Educator**

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

### **Department of Educational Technology Mission**

The Department of Educational Technology supports the study and practice of facilitating and improving learning of a diverse population by creating, using, managing, and evaluating appropriate technological processes and resources. Believing technology is a tool that enhances and expands the educational environment, we promote the use of current and emergent technologies for teaching and learning in a dynamic global society. Educational technologists are leaders and innovators, serving in institutions of higher education, public or private school settings, federal, state, or local educational agencies, and educational organizations in the private sector.