

**Spring 2019**  
**EDTECH 511**

**INTERACTIVE COURSEWARE DEVELOPMENT** Learn the tools for development of instructional courseware, which is the graphic interface for delivery of online instruction. Development of functional and instructionally effective courseware. PREREQ: EDTECH 502, EDTECH 503, or PERM/INST.

**Instructor Information**

Name: Mary Ann Parlin, Ph.D.

Contact Information: [maryannparlin@boisestate.edu](mailto:maryannparlin@boisestate.edu)

Phone: 435-760-2084 Office Hours: By appt.

Availability: I will respond to emails within 48 hours (business days) but normally much quicker than that.

Website: <http://edtech.boisestate.edu/>

**Course Description**

This course is ideal for beginners with little or no prior instructional software development experience. The platform that we will be using is Author by MuzzyLane Software. The class provides experience developing multimedia materials that contain sound, graphic, and interactive components.

Students will learn how to:

- Gain hands-on experience in using the Author templates through a series of practical skills-building tasks
- Plan and create a meaningful and authentic final project such as:

An informational or instructional tutorial OR A dynamic simulation, OR An engaging multimedia activity

Regardless of whether you're interested in simulated or gaming applications in teaching and learning, or other fields, you will experience many instructional ideas and develop technical skills. This course will expand your thinking about interaction and multimedia projects. This course will be taught entirely online including web-based readings and resources, threaded discussions, and online activities. **EDTECH 511 is structured in such a way to allow graduate students with varied backgrounds and interests to select activities that meet their professional needs. Pick a topic for your project that you are interested in and that will be helpful to you!**

Topics to be covered include:

1. The use of the Author templates
2. The appropriate instructional use of the Author templates
3. The design process in instructional software development
4. The course also covers principles of interface design, assessment as it applies to embedded items, and requires the writing of an instructional design document or work plan. Students finishing this course will have at least one completed project, using several Author templates, for their portfolios demonstrating a strong knowledge of the tool.

### Course Outcomes

Each student will have the opportunity to:

- Create basic Author projects that incorporate interaction, and multimedia elements
- Participate in class discussion and online communication for the purpose of sharing resources, ideas, and drawing conclusions on projects and issues
- Design and develop an interactive instructional unit using Author

### Course Location and Login Information

This is an online course delivered in Moodle (<http://edtech.mrooms.org/>). The Moodle login page explains how to login to Moodle. Contact Moodle Support at [moodlesupport@boisestate.edu](mailto:moodlesupport@boisestate.edu) if you have problems accessing Moodle. If you have forgotten your password, click the link below the login box, "lost password?" and you will be able to reset it.

### Course Materials

The materials you'll need for supplemental instructional purposes will be either created by Dr. Mary Ann Parlin or and made available through the Moodle class, or the links to those resources will be made available to you from open educational resources. MuzzyLane also has an extensive array of tutorials on their products.

You will be given access to the Author platform when the course starts. It is free for your use during this course.

### Internet Connectivity

You need an up-to-date computer with an Internet connection in this course.

### Course Assignments

Detailed information about each assignment is posted in Moodle. Check Moodle and your Boise State email regularly each week; announcements and course updates can be posted at any time.

	Assignments	Points
1.	Final Project Design Document	20%
2.	Final Project Justification	20%
3.	Final Project Unit of Instruction	30%
4.	Assignments	30%

### AECT Standards

Course assignments are aligned to the Association for Educational Communications and Technology ([AECT Standards, 2012 version](#)).

	Standard 1 Content Knowledge	Standard 2 Content Pedagogy	Standard 3 Learning Environments	Standard 4 Professional Knowledge & Skills	Standard 5 Research
Creating	12	12	3	3	3
Using	3		3	3	3
Assessing/ Evaluating	12	12	12	12	
Managing	23		23		3
Ethics					
Diversity of	123	123	123		
Collaborative Practice		123		123	
Leadership					
Reflection on Practice	12	12	12	12	
Theoretical Foundations	123	123	123	123	3
Method	13	13	13	13	

### Grade Scale

Final grades are based on the following scale.

Grade	Percentage Required
A+	99-100
A	91-98
A-	90
B+	87
B	84
B-	80
C+	77
C	74
C-	70
D+	67
D	64
D-	60
F	<60

### Grading Cycle

Students should expect to receive feedback on assignments in a timely manner. Obviously with more elaborate assignments, the timing might be delayed. Generally, the less feedback you get, the better you did on the assignment, but I try to make some constructive notes on everything you turn in. If you ever have questions about how I applied the given rubric, just ask!

Same goes for follow up questions about my feedback. All questions are welcome.

**Late Work Policy:** Given the great need to stay up-to-date on all due dates, late work will be only be accepted at the discretion of the instructor. If you know you are going to be late with an assignment, it is absolutely a requirement that you notify me ahead of time.

Generally, I'm generous as long as the delinquency is not chronic. You will have the opportunity to work ahead when needed. Thus, unacceptable excuses for late work include:  
*I was on vacation that week.*

*I got married / went on my honeymoon.*

*You said to work at your own pace, and my pace is slower than what the due date is.*

### **Technical Difficulties**

On occasion, you may experience problems accessing Moodle or class files located within Moodle, Internet service connection problems, and/or other computer related problems. Make the instructor aware if a technical problem prevents you from completing coursework. If a problem occurs on our end, such as Moodle or EDTECH2 server failure, then an automatic due date extension is granted.

### **Reasonable Accommodations**

Students with disabilities needing accommodations to fully participate in this class should contact the Educational Access Center (EAC). All accommodations must be approved through the EAC prior to being implemented. To learn more about the accommodation process, visit the EAC's website at <https://eac.boisestate.edu/new-eac-students/>.

### **Privacy Information**

EDTECH courses involves online delivery and for some courses public display of assignments on websites or social media spaces. In the online course, your name, email address, and Moodle profile may be visible to others who have logged into Moodle. You are advised to familiarize yourself with privacy settings on Moodle or social media sites associated with the course. Privacy settings can sometimes be adjusted to restrict certain types of information. Please contact your instructor if you have questions or concerns.

### **Academic Honesty**

Students are expected to create original work for each assignment. Students must follow the [Boise State Student Code of Conduct](#) as well as observe [U.S. copyright laws](#) in this course.

In the event of academic dishonesty, a complaint is filed with the Boise State Student Conduct Office with supporting documentation. This complaint remains on file and actions may be taken against the student (e.g., loss or credit, grade reduction, expulsion, etc.).

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling. I will formally report any cases to the University and then work towards resolving them directly with you, as per Boise State University policy. This includes honest mistakes like not knowing you need to quote text taken directly from a source, or leaving off citations.

Note: Instructors may append additional course-specific policies as needed. That is, this syllabus is a living, breathing document and I reserve the right to make necessary changes as required for a successful class.

### Policy for Incompletes

Incompletes are not guaranteed. However, when they are given incompletes adhere to [Boise State University guidelines](#) as follows:

Instructors can enter a grade of I—for incomplete—if both of the following conditions are present:

- Your work has been satisfactory up to the last three weeks of the semester.
- Extenuating circumstances make it impossible for you to complete the course before the end of the semester.

In order to receive an incomplete, you and your instructor must agree to a contract stipulating the work you must do and the time in which it must be completed for you to receive a grade in the class. The terms of this contract are viewable on my.BoiseState under Your Student Center To Do List. The contract time varies as set by the instructor but may not exceed one year. If no grade other than incomplete has been assigned one year after the original incomplete, the grade of F will automatically be assigned. The grade of F may not be changed without approval of the University Appeals Committee. You may not remove the incomplete from your transcript by re-enrolling in the class during another semester. A grade of incomplete is excluded from GPA calculations until you receive a final grade in the course.

### Course Schedule

Please note that students are expected to spend 9-12 hours *each* week on *each* EDTECH course during a regular academic session. The workload is approximately doubled during the compressed summer sessions.

The instructor reserves the right to make changes to the schedule as needed. Assignments are due on Sunday night at midnight unless otherwise indicated.

Week	Start Date	Due Date	Major Assignments and Activities: Check Moodle for Details
1	1/14	1/20	Intro to course, classmates, and syllabus (25)
2	1/21	1/27	The MuzzyLane Author Platform: students explore the platform and go through the tutorials
3	1/28	2/3	<b>Design Document DRAFT 1:</b> <b>NOTE: This Design Document is a work-in-progress over the course! At this point, use the templates to construct your infrastructure and begin to think of a project for the course. The process of designing and producing interactive courseware is iterative; your Design Document will change many times over the course.</b>

Commented [MAP1]: Put in ml address

			<p>Resources: Fill these out. They are not worth any points, points but they will help you with your assignment.</p> <ol style="list-style-type: none"> <li>1. Use the MuzzyLane Author Activity Planning and Development Form Worksheet (Document E)</li> <li>2. Go through the MuzzyLane tutorials</li> </ol> <p>Use this as the structure for what you turn in:  <b>Design Document: Lesson Plan Template, (Document A)</b></p> <p><b>(25)</b></p>
4 & 5	2/4	2/17	<p><b><u>SmartChat Project and Justification</u></b></p> <ol style="list-style-type: none"> <li>1. 1 small SmartChat micro learning project (do not turn in)</li> <li>2. 1 larger SmartChat micro learning instructional segment that is part of your final project</li> </ol> <p><b>(50)</b></p> <p>Use the MuzzyLane Activity Assignment Grading Rubric (Document D) for your assignments</p>
6 & 7	2/18	3/3	<p><b><u>Design Document Draft 2; (50)</u></b></p>
8 & 9	3/4	3/17	<p><b><u>Align Projects and Justification</u></b></p> <ol style="list-style-type: none"> <li>1. 1 small Align micro learning project; do not turn in</li> <li>2. 1 larger Align micro learning instructional segment that is part your final project</li> </ol> <p><b>(50)</b></p>
10	3/18	3/24	<p><b>SPRING BREAK!!!</b></p>
11 & 12	3/25	4/7	<p><b><u>Insights Projects and Justification</u></b></p> <ol style="list-style-type: none"> <li>1. 1 small Insights micro learning project (do not turn in)</li> <li>2. 1 larger Insights micro learning instructional segment that is part of your final project <b>(50)</b></li> </ol>
13 & 14	4/8	4/21	<p>Final Design Document Due</p> <p><b>(100)</b></p>

15 & 16	4/22	5/3	<p>Final Project: Make a complete STUDENT FACING, web-based teaching unit that incorporates your weekly segments. Include links to the MuzzyLane templates and any other materials needed. This product should take learners 20-30 minutes to complete. This is only a guideline; you may create a project that takes more or less time depending on your instructional design needs. Give me a justification if it is more or less than my suggested time amount.</p> <p><b>Use the Final Project Rubric: Unit of Instruction and the Final Project Justification (B and C) for your final projects</b></p> <p><b>Final Project (50) Justification Paper (50)</b></p>
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### Boise State University Academic Calendar

Please refer to the Boise State University Academic Calendar for University dates and deadlines: <http://registrar.boisestate.edu/academic-calendar.shtml>

### Graduate Catalog

Graduate Catalogs for present and prior academic years can be found online at: <http://graduatecatalog.boisestate.edu/>

### 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](#) is a diverse and international network of scholars, professional educators and candidates who:

- Lead research and innovations in online teaching and learning
- Model, promote, manage, and evaluate digital-age work and learning resources in educational environments
- Inspire creativity and expertise in digital media literacies
- Design and develop imaginative learning environments
- Empower learners to be evolving digital citizens who advocate cultural understanding and global responsibility
- Promote and pattern participatory culture, professional practice, and lifelong learning
- Forge connections between research, policy, and practice in educational technology