

EDTC 3320

Syllabus

*Instructional Design for the Corporate Trainer*

**INSTRUCTOR NAME** DR. JANET MARTINEZ

**TERM:** FALL 2016

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**MEETING TIMES AND LOCATION:** ONLINE

**OFFICE LOCATION:** MAIN 1.501

**OFFICE HOURS:** M-T 9:00AM-11:00AM AND W 10:00AM-11:00AM

\*Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, connect session, or a meeting.

***Response Time:***

Generally, I will respond to emails within **24 hours** of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support.

I will update the online grades each time a grading session has been complete—typically **2-5** days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

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**Textbook and/or Resource Material**

**Required Text:**

**Title:** *The Essentials of Instructional Design: Connecting Fundamental Principles with Process & Practice*

**Edition:** 2nd Edition

**Authors:** Abbie Brown & Timothy D. Green

**Year:** 2010

**ISBN-10:** 0-13-508422-9

You may purchase the textbook directly from the web or through the UTRGV Bookstore. The textbook is designed to offer people a better understanding of the field of instructional design and technology. Please be sure you purchase the correct edition of the book.

## Course Description and Prerequisites

### Course Description

This train-the-trainer course introduces the learner to the principles of instructional design (ID). In this course, students will explore the complexities of designing instruction in the context of corporate training environments. Students will learn classic ID theory and models and apply these theories in a real-world context through a major design project. Lec. 3, Cr. 3.

### Overview

Welcome to *EDTC 3320: Instructional Design for the Corporate Trainer*. This course will introduce you to the ADDIE instructional design process which involves the analysis, design, development, implementation, and evaluation of instruction. The ADDIE instructional design module, when implemented correctly, results in the development of instructional/training materials designed to address the specific goals and objectives of a pre-identified instructional problem or performance gap. Special emphasis will be on the development of computer/web-based instructional/training materials for corporate settings.

### Learning Objectives/Outcomes for the Course

#### Course Objectives

After completing this course, students will be able to:

1. Demonstrate an understanding of the ADDIE instructional design process.
2. Explain how learning theories impact instructional design.
3. Identify an instructional problem/opportunity within a work/learning environment.
4. Design a plan to respond to the instructional problem/opportunity.
5. Develop a training solution to target the instructional problem/opportunity.
6. Implement the training solution.
7. Evaluate the training solution using formative evaluation strategies.

8. Revise training materials based on formative evaluation.

### Alignment of Course Objectives to National and State Standards

#### NCATE/CAEP Accreditation

The College of Education and P-16 Integration has earned the prestigious national accreditation through the [National Council for Accreditation of Teacher Education \(NCATE\)](#). This national accreditation is in addition to the regional accreditation earned by the University through the [Southern Association of Colleges and Schools – SACS](#). Earning this accreditation requires a rigorous process that improves a Colleges’ assessment and programs. To read more about NCATE, please visit the official [NCATE](#) website.

On October 22, 2015, the boards of the Teacher Education Accreditation Council (TEAC) and the National Council for Accreditation of Teacher Education (NCATE) met in Washington, DC, and voted unanimously to consolidate educator accreditation under a new agency, the [Council for the Accreditation of Educator Preparation \(CAEP\)](#).

### Course Technology

#### Computer Requirements

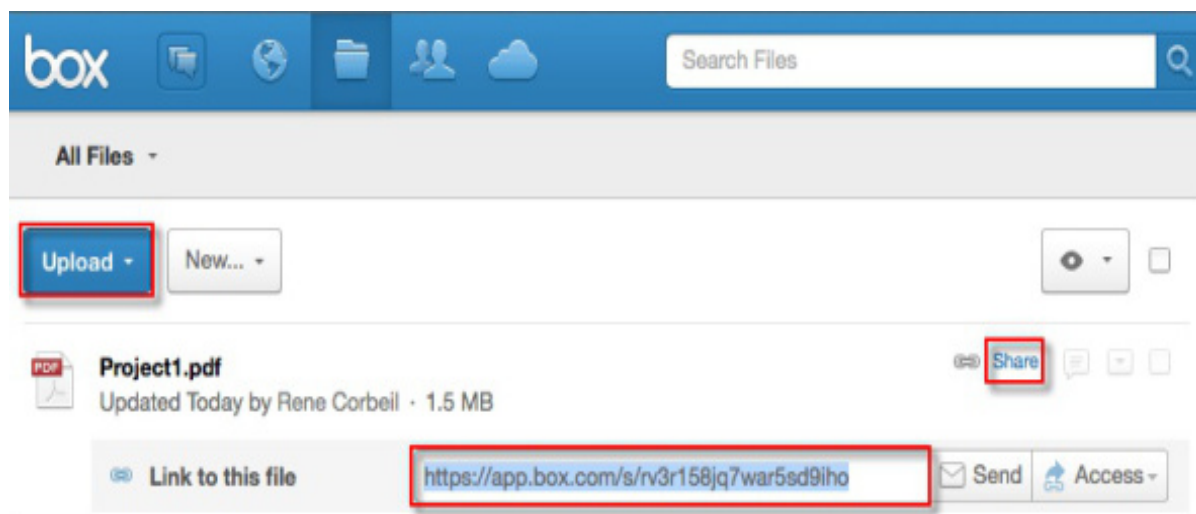
In order to successfully complete this course you MUST have access to a computer with Internet access and an e-mail account. You should expect to spend several hours a week accessing course material, completing assignments by email, and participating in Internet-based activities. You will need access to some basic drawing and web design software, to create diagrams and web pages.

## Cloud-Based Storage Account

In this course you will also be developing a variety of Web-based instructional materials. In order to share these products with your classmates and instructor, they must be saved in an appropriate Web-based format (such as HTML, PDF, MP3, WMV, etc.) and uploaded to a cloud-based storage service. Examples of free cloud-based storage include [Box](#), [Google Docs](#), or [PBWorks](#), or, you may use a [WordPress](#) blog for posting your content online.

If you do not have a cloud storage service already, try Box. Sign up for a free account at: <https://www.box.com/personal>. Please be sure to select a free PERSONAL account.

The screen shot below shows how to obtain the web address (URL/link) for the files you upload in Box.



## Email Account

**VERY IMPORTANT:** All course communications will be sent to your UTRGV email. If you are using a personal email account (ex.: Gmail, AOL, Yahoo, etc.), you will miss important information that is send out for the course each week. It is very important that you use and read your UTRGV email at least 1 time per day.

Please click [here](#) to read the UTRGV Account Access Frequently Asked Questions to learn how to set up and/or access your UTRGV email and other accounts.

### Computer Hardware

To participate in this online course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to [Supported Browsers, Plugins & Operating Systems for Blackboard Learn](#) from Blackboards resource page.

### Technical Knowledge Requirements

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

### System Requirements/Software

- Mozilla's [Firefox](#) (latest version; Macintosh or Windows)
- Google [Chrome](#) (latest version; Macintosh or Windows)
- Adobe's [Flash Player & Reader](#) plug-in (latest version).
- Apple's [QuickTime](#) plug-in (latest version). A free download is available at
- Virus protection UTRGV Software link
- Microsoft Office UTRGV Software link

List other tools, resources, and materials needed by the student for success in the course.

### Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Visit the Blackboard [Student Help Site](#)
- Submit a [Blackboard](#) Help Ticket
- Help Contact Information ( UTRGV's Blackboard Support):

<p><b>Brownsville Campus</b>          Location: Rusteberg Hall Room 108          Phone: 956-882-6697 or 956-882-6792  <b>Monday – Thursday 7:30AM – 7:00PM</b>  <b>Friday: 7:30 AM – 6:00PM</b></p>	<p><b>Edinburg Campus</b>          Location: Education Building Room 2.202          Phone: 956-665-5327  <b>Monday – Thursday 7:30AM – 7:00PM</b>  <b>Friday: 7:30 AM – 6:00PM</b></p>
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## Major Requirements, Demonstration of Mastery and Evaluation Assignments and Assessments

### Assignment Descriptions

**CLASS PARTICIPATION/DISCUSSION QUESTIONS (DQs).** (15%) Class participation is very important in an online course. After reading the assigned texts, you will answer and submit your viewpoint to issue questions posted on the Discussion Board. The questions are intended to get you to synthesize, evaluate, and extend your knowledge and understanding of the materials you have read. Class Participation counts for account for 15% of your overall grade.

**IMPORTANT:** To receive full credit for class participation you must: (1) respond to the DQ question each week with a well-thought-out and fully developed post (40 points), and (2) write a well-thought-out and fully developed comment on at least 3 of your classmate's responses (60 points). Your response to the weekly question, as well as your response to at least 3 classmates must be made within the week of the DQ. Responses to the question or classmates posted after the week of the DQ has ended will not earn participation points. The quality and dynamics of our discussions will depend entirely upon your participation.

**PROJECTS.** Students will complete four team projects which will demonstrate their understanding of the instructions design process as it pertains to the development of instructional/training materials in a corporate setting. Please refer to the Projects page for Additional information.

- **Project 1: ADDIE Model Presentation.** (15%) Work with your team to prepare a 10-15-slide PowerPoint® presentation describing the ADDIE instructional design process. Do an Internet search to locate at least three electronic sources on the ADDIE process. Illustrate your presentation as appropriate (see evaluation rubric). Include your list of references on the final

page.

- **Project 2: Learning Theories Presentation.** (15%) Work with your team to prepare a 10-15-slide PowerPoint presentation describing how two selected learning theories impact an adult education/training program. Use at least three references including, but not limited to, the text book, journal articles, and electronic sources (see evaluation rubric). Include the following in your PowerPoint® presentation: (1) description of the selected learning theorists (one cognitive and one behavioral); (2) description of the selected learning theories (one cognitive and one behavioral); (3) analysis of how the selected learning theories impact teaching/training; (4) evaluation of the applicability of each theory for the selected adult education environment; and (5) a list of references in APA format.
- **Project 3: Instructional Design Plan.** (25%) In Projects 3 and 4; with you team, you are going to engage in the development of a training manual for a complex procedure, process, or software application. You will begin by developing a blueprint using a highly detailed and specific process often referred to as Instructional Systems Design (ISD). This process, when carefully implemented, produces an effective training solution. The final product for Project 3 is an Instructional Design Plan that serves as your blueprint for the training manual you will develop in Project 4.
- **Project 4: Training Manual.** (30%) Based on the Instructional Design Plan you created in Project 3, your team will develop a short training manual that teaches individuals how to perform a specific process or procedure. Your training manual should have an introduction, step-by-step instructions accompanied by pictures and/or screenshots of the major steps, a summary, and a final assessment. The assessment may be a written exam to test learner's understanding of the training materials or a project rubric that assesses how well they were able to carry out your instructions. Your final product will be a 6-12 page training manual. You will submit your final draft in PDF (or HTML) format.

## COURSE ORGANIZATION & ONLINE TOOLS

### Course Structure:

This course will be delivered entirely online through the course management system Blackboard Learn. You will use your UTRGV account to login to the course from the [My UTRGV](#) site and under applications click on Blackboard Learn.

### Learning Modules/Units/Weeks/Chapters

The course is organized into weeks of instruction, as outlined in the Course Schedule and Due Dates below. Each week is listed by its main topic and contains required readings, videos, mini lectures, discussion forum projects, and collaborative assignments that you complete working in teams.

**Note:** Most materials used in conjunction with the course are subject to copyright protection.

### Discussion Forums

You will find the following discussion forums in the course Blackboard site:

- To receive full credit for class participation in the class discussion forum you must: (1) respond to the DQ question each week with a well-thought-out and fully developed post (40 points), and (2) write a well-thought-out and fully developed comment on at least 3 of your classmate's responses (60 points). Your response to the weekly question, as well as your response to at least 3 classmates must be made within the week of the DQ. Responses to the question or classmates posted after the week of the DQ has ended will not earn participation points. The quality and dynamics of our discussions will depend entirely upon your participation.
- The Team Collaboration forums are exclusively to collaborate with your teams in the projects assigned.

My role in discussion forums is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions.

## GRADING POLICIES



Evaluation

All projects will be graded on their originality, complexity, and practicality for instructional/training purposes. Active class, team collaboration, and online participation will be taken into account as a necessary aspect of the course. All assignments are due on, or prior to, the stated date. Projects submitted after the due date will be provided feedback but not graded and revised projects will not be regraded. All assignments are expected to be professionally presented, in APA format where appropriate, with no mechanical or spelling errors. Grades for the semester will be derived as follows:

<b>Projects:</b>	Project 1: ADDIE Model Presentation	15%
	Project 2: Learning Theories Presentation	15%
	Project 3: Instructional Design Plan	25%
	Project 4: Training Manual	30%
<b>Class Participation:</b>	Responses to the Discussion Questions (DQs)	15%
	Participation in the class discussions	

Alphanumeric Grading System

- A = 4 grade points
- B = 3 grade points
- C = 2 grade points
- D = 1 grade point
- F = 0 grade points

## Grade Point Average (GPA) Calculation

Grade points are computed by multiplying the points for each grade by the number of credit hours; for example, 4 (A) x 3 (hours) = 12 grade points. A student's grade point average (GPA) is determined by dividing the total number of grade points earned by the number of semester hours for which a grade is received.

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## UTRGV University Policies

### ***UTRGV Policy Statements***

*The UTRGV disability accommodation, mandatory course evaluation statement and sexual harassment statement are required on all syllabi.* Additional policy statements are optional, such as those covering attendance, academic integrity, and course drop policies.

**STUDENTS WITH DISABILITIES:** *Required on all syllabi.* Do not modify.

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

**Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at [accessibility@utrgv.edu](mailto:accessibility@utrgv.edu).

**Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at [accessibility@utrgv.edu](mailto:accessibility@utrgv.edu).

**MANDATORY COURSE EVALUATION PERIOD:** *Required on all syllabi.* Do not modify.

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account ([My UTRGV Link](#)); you will be contacted through email with further instructions. Online evaluations will be available **Nov. 18 – Dec. 9, 2016**. Students who complete their evaluations will have priority access to their grades.

**ATTENDANCE:** Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy.

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of

religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY: Recommended on all syllabi.

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE: *Required on all syllabi. Do not modify.*

In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [UTRGV Equity Link](#), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS: Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy.

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

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## Course Policies

### Participation

**Late Projects.** All projects are due by midnight of the due date as posted in the Course Schedule in Blackboard. No late work will be accepted. Students' requests for a grade revision on a project; in case they believe there was an irregularity in grading, will be considered up to 3 days after the graded rubric is returned. Please make plans to submit projects early to avoid last minute technical problems.

The only allowed circumstances for late submissions or make up of any project or discussions are:

- In the event that the area in which a student resides experiences an extended power outage due to a natural disaster (hurricane, flood, storm, etc.)
- A student is on active military duty and cannot complete coursework
- A student had a verifiable medical or other personal emergency (medical documentation will be required)

**Discussion Forum Participation.** The weekly discussion blog closes the last day of each week. Please participate in a timely manner to ensure learning and the earning of the maximum number of participation points per week. Please carefully review the Class Participation-Discussion Board/Blog guidelines in the Syllabus above and visit the course Calendar on Blackboard for due dates.

**Makeup and Extra Credit Work.** There is no makeup work or extra credit in this course. Enough points are built into the weekly class participation and projects, so even if a challenge presents itself one week, you can still earn enough points to successfully complete the course. Please participate actively in the Discussion Board/Blog each week, submit projects in a timely manner, email drafts to the instructor for feedback at least 3 working days before the due date, and stay in close communication with the instructor.

**Uploading Projects to Blackboard for Grading.** All projects must be uploaded to Blackboard for grading. Projects and/or Discussion Board/Blog postings submitted by email will not be graded.

**Contacting Instructor Before Making Important Decisions.** Please contact the instructor before making important decisions, such as dropping the course.

**Changes to the Syllabus and the Course.** The instructor reserves the right to make changes to the Syllabus and the course as deemed necessary. Any and all changes will be posted on the Blackboard Announcements page of the course and students will also be notified by email.

Online courses require your active participation. Here are some tips for success:

- In discussion forums, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.
- Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the announcements. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.
- Be aware of and keep up with the Course Schedule in the Syllabus.
- Participate in team activities to the best of your ability. How well your team does—and how well you do—depends on all the team members working cooperatively.

### Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

### Complete Assignments

All assignments for this course will be submitted electronically through Blackboard unless otherwise instructed. Assignments and discussions must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

### Naming and Submitting Documents (optional, specific to your course needs)

Before you submit a document, name your file according to the format below. Avoid special characters and spaces in file names. Use a single underline \_ to separate words.

<i>The name of your...</i>	<i>...should follow the format:</i>	<i>Example:</i>
Essay	LastNameFirstInitial Essay.doc	SmithJ_Essay.doc

### Communication Skills

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

### Netiquette

Netiquette describes the code of conduct for an online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to others. The netiquette described here is amended to ensure your success in this course.

- When you are typing or submitting a response, do not use all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.
- Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when chatting online, try to avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.
- Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.
- Avoid disruptive behaviors online such as:
  - Arrogant, entitled, rude or disrespectful email or messages to professor or other students.
  - Arguing grades or “grade grubbing” for extra points after the professor requests the student to stop.
  - Inciting other students to argue with the professor over grades or other assessment related expectations.

### Time Commitment

Online courses are typically just as time intensive, and may be more rigorous than traditional courses. Many students claim that online courses require more time and commitment. As you

begin this course, you would be wise to schedule 8 or more hours per week for studying materials and completing assignments.

Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

Calendar of Activities

*Tentative Course Topics, Calendar of Activities, Assignments, Test Dates*

WEEK	TOPICS	ACTIVITIES
<p><b>Day 1</b>            August 29, 2016</p>	<p>Course Orientation</p>	<ul style="list-style-type: none"> <li>• Important: Please make sure you have access to your UTRGV email. All course emails go by default to your UTRGV email. Please click <a href="#">here</a> for account access frequently asked questions.</li> <li>• Review the Syllabus, Course Schedule, Projects, and other course materials</li> <li>• Purchase your textbook</li> </ul>
<p><b>Week 1</b>            August 29            to            September 4</p>	<p>Course Introduction</p>	<ul style="list-style-type: none"> <li>• Complete the <a href="#">Plagiarism Tutorial</a>. Please email your post-test results to instructor. If you are taking more than one TECT or EDTC course, you only need to take the test once, but please submit the results to all of your instructors by email. <b>Due on or before September 4, 2016.</b></li> <li>• Introduce yourself in the</li> </ul>



		<p>Discussion Forum (Introductions)</p> <ul style="list-style-type: none"> <li>• Begin Project 1</li> </ul>
<p><b>Week 2</b>          September 5 - 11</p> <p><b>Labor Day Holiday</b>          Monday, Sept. 5</p>	<p>The Discipline of          Instructional Design</p>	<ul style="list-style-type: none"> <li>• Read Chapter 1: The Discipline of Instructional Design</li> <li>• Post your response to the question for Chapter 1 on the Discussion Forum</li> <li>• Continue working on Project 1</li> </ul>
<p><b>Week 3</b>          September 12 - 18</p>	<p>Understanding How People          Think and Learn</p>	<ul style="list-style-type: none"> <li>• Read Chapter 2: Understanding How People Think and Learn</li> <li>• Post your response to the question for Chapter 2 on the Discussion Forum</li> <li>• Continue working on Project 1.</li> </ul>
<p><b>Week 4</b>          September 19 - 25</p>	<p>Needs Analysis</p>	<ul style="list-style-type: none"> <li>• Read Chapter 3: Needs Analysis</li> <li>• Post your response to the question for Chapter 3 on the Discussion Forum</li> <li>• Submit Project 1. <b>Due on or</b></li> </ul>

		<b>before Sept. 25, 2016</b>
<b>Week 5</b> September 26 to October 2	Task Analysis	<ul style="list-style-type: none"> <li>• Read Chapter 4: Task Analysis</li> <li>• Post your response to the question for Chapter 4 on the Discussion Forum</li> <li>• Begin Project 2: Learning Theories Presentation</li> </ul>
<b>Week 6</b> October 3 - 9	Analyzing Learners	<ul style="list-style-type: none"> <li>• Read Chapter 5: Analyzing Learners</li> <li>• Post your response to the question for Chapter 5 on the class Discussion Forum</li> <li>• Continue working on Project 2</li> </ul>
<b>Week 7</b> October 10 - 16	Instructional Goals and Objectives	<ul style="list-style-type: none"> <li>• Read Chapter 6: Instructional Goals and Objectives</li> <li>• Post your response to the question for Chapter 6 on the Discussion Forum</li> <li>• Continue working on Project 2</li> </ul>

<p><b>Week 8</b>          October 17 - 23</p>	<p>Organizing Instruction</p>	<ul style="list-style-type: none"> <li>• Read Chapter 7: Organizing Instruction</li> <li>• Post your response to the question for Chapter 7 on the Discussion Forum</li> <li>• Submit Project 2. <b>Due on or before Oct. 23 2016.</b></li> </ul>
<p><b>Week 9</b>          October 24 -30</p>	<p>Learning Environments and Producing Instructional Activities</p>	<ul style="list-style-type: none"> <li>• Read Chapter 8: Learning Environments and Producing Instructional Activities</li> <li>• Post your response to the question for Chapter 8 on the Discussion Forum</li> <li>• Begin Project 3: Instructional Design Plan</li> </ul>
<p><b>Week 10</b>          October 31 -November 6</p>	<p>Evaluating Learner Achievement</p>	<ul style="list-style-type: none"> <li>• Read Chapter 9: Evaluating Learner Achievement</li> <li>• Post your response to the question for Chapter 9 on the Discussion Forum</li> <li>• Continue working on Project 3</li> </ul>

<p><b>Week 11</b> November 7 - 13</p>	<p>Determining the Success of the Instructional Design Product and Process</p>	<ul style="list-style-type: none"> <li>• Read Chapter 10: Determining the Success of the Instructional Design Product and Process Instructional Activities</li> <li>• Post your response to the question for Chapter 10 on the Discussion Forum</li> <li>• Submit Project 3. <b>Due on or before Nov. 13, 2016.</b></li> </ul>
<p><b>Week 12</b> November 14 - 20</p>	<p>Instructional Media Production Management</p>	<ul style="list-style-type: none"> <li>• Read Chapter 11: Instructional Media Production Management</li> <li>• Post your response to the question for Chapter 11 on the Discussion Forum</li> <li>• Begin Project 4: Training Manual</li> </ul>
<p><b>Week 13</b> November 21 - 27</p> <p><b>Thanksgiving Holiday:</b> November 24-25</p>	<p>Visual Design for Instructional Media</p>	<ul style="list-style-type: none"> <li>• Read Chapter 12: Visual Design for Instructional Media</li> <li>• Post your response to the question for Chapter 12 on the Discussion Forum</li> <li>• Continue working on Project 4:</li> </ul>

		Training Manual
<p><b>Week 14</b>            November 28            to            December 4</p>	<p>Corporate Training and the Use of Instructional Design Processes            Getting the Most out of Mobile Learning: 3 Tips</p>	<ul style="list-style-type: none"> <li>Read this week's articles (to access this articles, please click on the article titles below):                  <a href="#">Corporate Training and the Use of Instructional Design Processes</a>    <a href="#">Getting the Most out of Mobile Learning: 3 Tips</a> </li> <li>Post your response to the Discussion Forum question for Article: Corporate Training and the Use of Instructional Design Processes on the Discussion Forum</li> <li>Submit Project 4. <b>Due on or before December 4, 2016.</b></li> </ul>
<p><b>Week 15</b>            December 5-7</p> <p><b>Last Day of Class</b>            Wednesday, Dec. 7,            2016</p>	<p>Last Week of Class</p> <p>Course Evaluations</p>	<ul style="list-style-type: none"> <li>Complete course evaluations</li> </ul> <p><b>Please Note:</b> All coursework must be submitted before the last day of class. No coursework will be accepted after the final class day (Wednesday, December 7, 2016).</p>