EDTC 6358
Syllabus
*Theory and Practice of E-Learning*

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**OFFICE LOCATION: MAIN 1.306**
**OFFICE HOURS: _M-T 10:00AM-12:00PM AND W-F BY APPOINTMENT**

*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.

## Textbook and/or Resource Material

## Required Text

Please ensure that you have the correct edition by the 2nd week of classes.

**Title:** *E-Learning by Design (2nd Edition)*

- **Authors:** William Horton
  **Year:** 2012
  **Print:** ISBN-10: 0470900024ISBN-13: 9780470900024

## Course Description and Prerequisites

### Course Description

This is the capstone course for the e-Learning Graduate Certificate Program. Students are expected to apply previously learned skills and knowledge to plan and manage an e-learning project in a real-life context. Prerequisite: Must be within 6 hours of completion of program. Approval of Program Coordinator. Lec 3, Cr 3.

This course is delivered 100% online. All interactions will be facilitated through a mix of synchronous and asynchronous communication methods, including class discussion forums, blogs, wikis, live chat, email, and web conferencing.

Our virtual meetings will be facilitated through Bb Collaborate and the dates and times will be scheduled as needed in the course announcements. Although these meetings are optional, and will be archived for later viewing, I encourage you to participate.

## Learning Objectives/Outcomes for the Course

### Course Objectives

Upon completion of this course the learner will be able to:

- Create an e-learning environment that facilitates intended learning by applying design thinking and rational decision making.
- Use sound e-learning design strategies and tactics to enhance learner performance.
- Evaluate the quality of the e-learning product and its process through selected e-learning design principles.
- Manage an e-learning design project to meet the needs and expectations of stakeholders by maximizing constraints.
- Engage in ethical conduct by functioning as an e-learning professional.

- Demonstrate technology leadership in a given context by planning and executing a e-learning solution.
- Reflect on e-learning design experiences on a regular basis for professional growth.

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).

Educational Technology Standards Addressed

The standards addressed in this course were developed by the Association for Educational Communications and Technology (AECT) in 2012 to define the field of educational technology and to specify the knowledge base for the field.

**AECT Standard 1 – Content Knowledge:** Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.

- **1.1 Creating.** Candidates demonstrate the ability to create instructional materials and learning environments using a variety of systems approaches.

- **1.2 Using.** Candidates demonstrate the ability to select and use technological resources and processes to support student learning and to enhance their pedagogy.
- **1.3 Assessing/Evaluating.** Candidates demonstrate the ability to assess and evaluate the effective integration of appropriate technologies and instructional materials.
- **1.4 Managing.** Candidates demonstrate the ability to effectively manage people, processes, physical infrastructures, and financial resources to achieve predetermined goals.
- **1.5 Ethics.** Candidates demonstrate the contemporary professional ethics of the field as defined and developed by the Association for Educational Communications and Technology.

**AECT Standard 2 – Content Pedagogy:** Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.

- **2.1 Creating.** Candidates apply content pedagogy to create appropriate applications of processes and technologies to improve learning and performance outcomes.
- **2.2 Using.** Candidates implement appropriate educational technologies and processes based on appropriate content pedagogy.
- **2.3 Assessing/Evaluating.** Candidates demonstrate an inquiry process that assesses the adequacy of learning and evaluates the instruction and implementation of educational technologies and processes grounded in reflective practice.
- **2.4 Managing.** Candidates manage appropriate technological processes and resources to provide supportive learning communities, create flexible and diverse learning environments, and develop and demonstrate appropriate content pedagogy.
- **2.5 Ethics.** Candidates design and select media, technology, and processes that emphasize the diversity of our society as a multicultural community.

**AECT Standard 3 – Learning Environments:** Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.

- **3.1 Creating.** Candidates create instructional design products based on learning principles and research-based best practices.

- **3.2 Using.** Candidates make professionally sound decisions in selecting appropriate processes and resources to provide optimal conditions for learning based on principles, theories, and effective practices.

- **3.3 Assessing/Evaluating.** Candidates use multiple assessment strategies to collect data for informing decisions to improve instructional practice, learner outcomes, and the learning environment.

- **3.4 Managing.** Candidates establish mechanisms for maintaining the technology infrastructure to improve learning and performance.

- **3.5 Ethics.** Candidates foster a learning environment in which ethics guide practice that promotes health, safety, best practice and respect for copyright, Fair Use, and appropriate open access to resources.

**AECT Standard 4 – Professional Knowledge and Skills:** Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.

- 4.2 Leadership. Candidates lead their peers in designing and implementing technology-supported learning.

- 4.3 Reflection on Practice. Candidates analyze and interpret data and artifacts and reflect on the effectiveness of the design, development and implementation of technology-supported instruction and learning to enhance their professional growth.

- 4.4 Assessing/Evaluating. Candidates design and implement assessment and evaluation plans that align with learning goals and instructional activities.

- 4.5 Ethics. Candidates demonstrate ethical behavior within the applicable cultural context during all aspects of their work and with respect for the diversity of learners in each setting.

**AECT Standard 5 – Research:** Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.

- **5.3 Assessing/Evaluating.** Candidates apply formal inquiry strategies in assessing and evaluating processes and resources for learning and performance.
- **5.4 Ethics.** Candidates conduct research and practice using accepted professional and institutional guidelines and procedures. Candidates demonstrate foundational knowledge of the contribution of research to the past and current theory of educational communications and technology.

Course Technology

In order to successfully complete this course, you MUST have access to a computer with Internet access and an email account. In this course you will also be developing a variety of Web-based instructional materials. The following digital tools will be used throughout the course.

- **Cloud-Based Storage Account.** In order to share your digital 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, PBWorks, or WordPress.

- **Screen Capture Software.** In this course, you will develop a 5 minute, narrated, step-by-step tutorial on content knowledge that your coworkers could learn through a more comprehensive computer/web-based training. Although there are many products available for recording and/or capturing your step-by-step instructions, we recommend that you choose from one of the following: Camtasia, Wink, or Captivate.

- **Web Authoring/Hosting Platform.** In this course, you will develop a Web-Based Training Module on the content knowledge of your choice. You may use any web authoring/hosting platform of your choice (ex.: SoftChalk Cloud, Weebly, WordPress, Google Sites, etc.) to create your web page.

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.
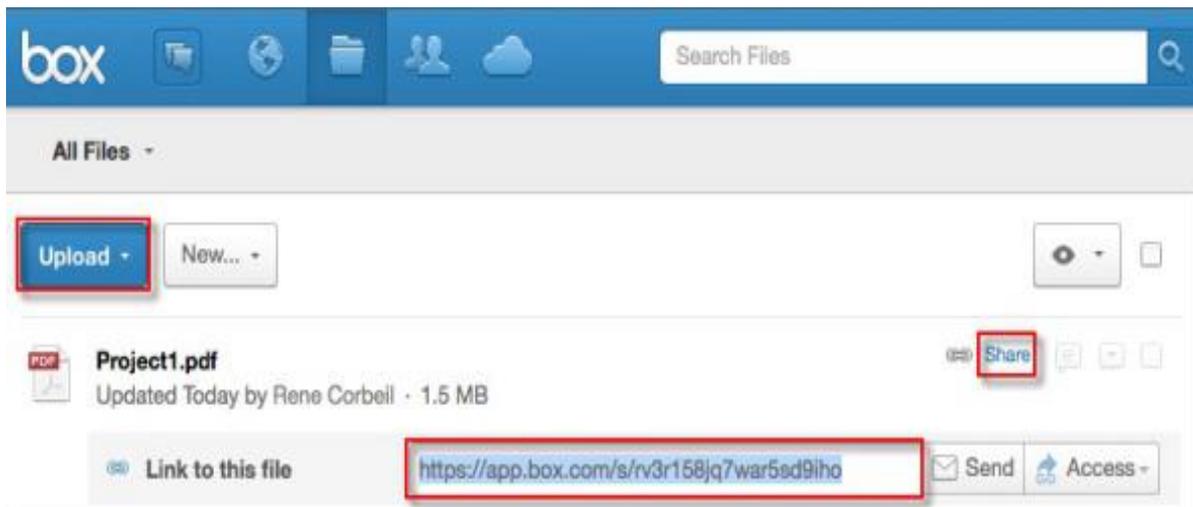
Email Account

**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

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):

| **Brownsville Campus** | **Edinburg Campus** |
|---|---|
| Location: Rusteberg Hall Room 108<br>Phone: 956-882-6697 or 956-882-6792<br>Monday – Thursday 7:30AM – 7:00PM<br>Friday: 7:30 AM – 6:00PM | Location: Education Building Room 2.202<br>Phone: 956-665-5327<br>Monday – Thursday 7:30AM – 7:00PM<br>Friday: 7:30 AM – 6:00PM |

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Major Requirements, Demonstration of Mastery and Evaluation

Assignments and Assessments

**I. Discussion Questions (DQs)/Quizzes/Class Participation.** After reading the assigned texts, you will alternate between completing a content mastery quiz or you will submit your viewpoint to an issue question pertaining to the text through the class Discussion Forum. Some weeks you will be required to complete the quiz for a grade and some weeks you will be provided a discussion topic. You will also have optional activities for additional self-assessment. Each assessment description will indicate which assessments are required and graded and which ones are only optional and only for self-assessment.

The discussion questions are intended to get you to synthesize, evaluate, and extend your knowledge and understanding of the materials you have read. Class participation is very important in an online course. You will be expected to participate weekly by contributing a minimum of three (3) messages to the discussion board regarding the DQs beginning no later than Wednesday. To receive full credit for class participation you must also participate in Ed Tech Discussion Blog. While the discussions in the class discussion forum are specific to the topics addressed in this course, the topics addressed in the Ed Tech Blog are pertinent to the field of Educational Technology in general.

The online class discussions will be graded for:
1. Frequency- number and regularity of your discussion comments, and
2. Quality- content of your contributions

- Frequency- number and regularity of your contributions. Students are expected to log into the course and post (respond) in the threaded discussion topics on a minimum of three separate days per week, beginning no later than Wednesday.
- Quality- content of your contribution. Examples of quality posts include:
  - o Providing additional information to the discussion;
  - o Elaborating on previous comments from others;
  - o Presenting explanations of concepts or methods to help fellow students,
  - o Presenting reasons for or against a topic in a persuasive fashion,
  - o Sharing your own personal experience that relate to the topic, and
  - o Providing a URL and explanation for an area you researched on the Internet.

| Quality Measurement |
| --- |
| High |
| Your contributions to each topic indicate your mastery of the materials assigned. Your responses might integrate multiple views and/or show value as a seed for reflection for other participants' responses to the thread. You provide evidence that you are reading the assigned materials and other student postings and are responding accordingly, bringing out interesting interpretations. You know the facts and are able to analyze them and handle conceptual ideas. |
| Medium |
| Your responses build on the ideas of another participant (or more) and dig deeper into assignment questions or issues. When you make intelligent posts during the week, including some good critique of the course material, then you have demonstrated you have an understanding of the material, are reading posts of your colleagues, and are contributing to the class. Your posts demonstrate confidence with the materials, but may be just a bit off target in one area or another. |
| Low |
| You have meaningful interaction with other participants' postings. Posts that state I agree or I disagree include an explanation of what is disagreed or agreed upon and why, or introduce an argument that adds to the discussion. However, you may have rambling, lengthy posts that show no sign of having been re-read and refined before posting, and your writing suffers lack of clarity and comprehension. |
| Unsatisfactory |
| You will receive little credit in the week's discussion by just showing up and making trivial comments, without adding any new thought to the |

discussion. At the low end of the spectrum, no participation gets a "0". If you are not in the discussion, you do not earn any points.

Percent of overall grade: 15%

- Participation in Class Discussions and Quizzes – 10%
- Participation in the Ed Tech Blog Discussions – 5%

**II. Design Project.** The culminating product for this course will be the development of an e-learning course or training module on an instructional topic for a specific target audience in a real-world setting. The product will consist of 4 parts: (1) a needs assessment, (2) a blueprint, (3) user interface design, and (4) implementation and delivery of an e-learning solution. Before you begin the blueprinting your course, it must be reviewed by a field supervisor and approved by the instructor. Percent of overall grade: 85%

- Part 1: Assess Needs – 20%
- Part 2: Design Blueprint – 20%
- Part 3: Develop User Interface – 20%
- Part 4: Implement E-Learning Solution – 25%

**IMPORTANT:** Is it not ethical to submit the same product to multiple courses. To reuse or recycle one's own work and represent it as new work is considered self-plagiarism and must be avoided. It is the same as claiming to have performed new work that was not done. While it may be acceptable to begin a project in one course, and continue its development across multiple courses, you will need to demonstrate significant differences between the products you submit for each class. Before continuing the development of an existing product, it is important that you notify your instructor(s) of your intent and negotiate an appropriate outcome based on each course's project descriptions and deliverables. Be sure to maintain documentation of conversations with your instructor(s) and add an annotation in your Artifact Report(s) to explain the work and how the projects are intended to build upon one another.

## 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 Modules of instruction, as outlined in the Course Schedule. 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

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 Schedule on Blackboard for due dates.

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 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. It is strongly recommended for you to submit your projects prior to the due date so that instructor feedback can be provided. You may then make the necessary revisions and resubmit by or before the due date. 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:

| Projects: | Project 1: Assess Needs | 20% |
| | Project 2: Design Blueprint | 20% |
| | Project 3: Develop Interface | 20% |
| | Project 4: Implement E-Learning Solution | 25% |
| Class Participation: | Participation in Class Discussions | 10% |
| | Participation in the current technology Discussions | 5% |

Evaluation Weights and Summary

Students will be provided with a final letter grade based on above criteria. The instructor reserves the right to penalize any additional facets of unprofessional and irresponsible work dispositions or conduct, if the need arises. Partial evaluations will be made with numbers (exams, tests, papers, presentations and so on).  Letter grades of through (course final grade) will be awarded based on the UTRGV Grading System Policies and Procedures. A student's performance in academic work is expressed by the following grades.

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:
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.
**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.

MANDATORY COURSE EVALUATION PERIOD:
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. Students who complete their evaluations will have priority access to their grades.

SCHOLASTIC INTEGRITY:
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:
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:
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.

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 posted.  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 Schedule 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.

| The name of your… | …should follow the format: | Example: |
|---|---|---|
| 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 |
|------|--------|-----------|
| **Module 1 – Course Orientation and Introduction** | | |
| Day 1 **January 16, 2018** | First Class Day | • **Important:** Please make sure you have access to your UTRGV email. All course emails go by default to your UTRGV email. Please click here for account access frequently asked questions.<br>• Purchase your textbook.<br>• Review Syllabus, Course Schedule, and other course materials.<br>• Introduce yourself in the class Discussion Forum. |
| Week 1 **January 16-January 21** | Course Orientation | • Complete Module 1 Quiz (required)<br>• Participate in this week's Ed Tech Blog Discussion.<br>• Complete the Plagiarism Tutorial. **Due: January 21, 2018** |
| **Module 2 – Needs Assessment** | | |
| Week 2 **January 22-28** | Chapter 1: Designing E-Learning | • Read Chapter 1: Designing E-Learning<br>• Post your response to the DQ for Chapter 1 on the class Discussion Forum.(required)<br>• Begin Part 1 of the Project – Needs Assessment.<br>• Begin E-Learning Project. Identify a field supervisor and email instructor your proposed E-Learning topic idea. **Due: January 28, 2018** |

| Week 3 **January 29-February 4** | Chapter 2: Absorb-Type Activities | <ul><li>Read Chapter 2: Absorb-Type Activities</li><li>Post your response to the DQ for Chapter 2 on the class Discussion Forum. (optional)</li><li>Participate in this week's Ed Tech Blog Discussion.</li><li>Continue working on Part 1 of the E-Learning Project- Needs Assessment.</li></ul> |
| --- | --- | --- |
| Week 4 **February 5-11** | Chapter 3: Do-Type Activities | <ul><li>Read Chapter 3: Do-Type Activities</li><li>Post your response to the DQ for Chapter 3 on the class Discussion Forum. (optional)</li><li>Complete Quiz on Ch 1-3 (required)</li><li>Submit E-Learning Project Part 1: Assess Needs for E-Learning Project **Due: February 11, 2018.**</li></ul> |

## Module 3 – Design Blueprint

| Week 5 **February 12-18** | Chapter 4: Connect-Type Activities | <ul><li>Read Chapter 4: Connect-Type Activities</li><li>Post your response to the DQ for Chapter 4 on the class Discussion Forum. (optional)</li><li>Participate in this week's Ed Tech Blog Discussion.</li><li>Begin Part 2 of the Project: Design Blueprint</li></ul> |
| --- | --- | --- |
| Week 6 **February 19-25** | Chapter 5: Tests | <ul><li>Read Chapter 5: Tests.</li><li>Post your response to the DQ for Chapter 5 on the class Discussion Forum. (required)</li><li>Continue to work on Part 2 of the Project: Design Blueprint</li></ul> |
| Week 7 **February 26-March 4** | Chapter 6: Topics | <ul><li>Read Chapter 6: Topics.</li><li>Post your response to the DQ for Chapter 6 on the class Discussion Forum. (optional)</li><li>Complete Quiz on Ch 4-6 (required)</li><li>Submit E-Learning Project Part 2: Design Blueprint. **Due: March 4, 2018**</li></ul> |

## Module 4 – Develop User Interface

| | | |
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| Week 8 **March 5-11** | Chapter 7: Games and Simulations | • Read Chapter 7: Games and Simulations.<br>• Post your response to the DQ for Chapter 7 on the class Discussion Forum.(required)<br>• Begin Part 3 of the Project: Develop User Interface |
| Week 9 **March 19-25** | Chapter 8: Social Learning | • Read Chapter 8: Social Learning.<br>• Post your response to the DQ for Chapter 8 on the class Discussion Forum.(required)<br>• Continue to work on Part 3 of the Project: Develop User Interface |
| Week 10 **March 26-April 1** | Chapter 9: Mobile Learning | • Read Chapter 9: Mobile Learning.<br>• Post your response to the DQ for Chapter 9 on the class Discussion Forum. (optional)<br>• Participate in this week's Ed Tech Blog Discussion.<br>• Continue to work on Part 3 of the Project: Develop User Interface |
| Week 11 **April 2-8** | Chapter 10: Design for the Virtual Classroom | • Read Chapter 10: Design for the Virtual Classroom.<br>• Post your response to the DQ for Chapter 10 on the class Discussion Forum. (optional)<br>• Complete Quiz on Ch 7-10 (required)<br>• Submit Part 3 of the Project: User Interface **Due: April 8, 2018** |

## Module 5 – Implement E-Learning Solution

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| Week 12 **April 9-15** | Chapter 11: Conclusion | • Read Chapter 11: Conclusion<br>• Complete Quiz on Ch 11 (required) by Sunday of Week 12.<br>• Post your response to the DQ for Chapter 11 on the class Discussion Forum.(optional) |

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| | | • Begin Part 4 of the Project: Implement E-Learning Solution |
| Week 13 **April 16-22** | Implementation of E-Learning Solution | • Participate in this week's Ed Tech Blog Discussion.<br>• Continue working on Part 4 of the Project: Implement E-Learning Solution |
| Week 14 **April 23-29** | Implementation of E-Learning Solution | • Submit Part 4 of the Project: Implement E-Learning Solution **Due: April 29, 2018** |
| **Module 6 – Multimedia Creation** | | |
| Week 15 **April 30-May 2** | Reflections | • Post your response to the DQ for Reflections on the class Discussion Forum. (required)<br>• Participate in this week's Ed Tech Blog Discussion.<br>• Submit Course Evaluation. |
| Last Class Day **May 2, 2018** | Submit Course Evaluations | Note: No coursework will be accepted after the final class day. All graded assignments must be submitted no later than May 2, 2018. |