



**Course Name:** Instructional Technology III

**Course Number:** AHE 524

**Credits:** 1 Credit

For more information, contact: COLLEGE OF EDUCATION, FURMAN 301, 541-737-4661;  
askcoed@oregonstate.edu

**Course Catalog Description:** AHE 524. INSTRUCTIONAL TECHNOLOGY III (1).

Students will gather content information, manage materials, and build a rapid online-learning training solution using PowerPoint. PREREQS: (AHE 522 [D-] and AHE 523 [D-] )

#### **Course Description**

Students will develop the knowledge and skills needed to design and create complete online trainings/courses within a learning management system. **Prerequisites:** AHE 522 and 523

This course is part of the 4-term Instructional Technology series: AHE 522, AHE 523, AHE 524, and AHE 525.

#### **Instructional Technology Focus**

Course Design and Development in a Learning Management System (LMS).

#### **Measurable Student Learning Outcomes**

After successful completion of this course, you will be able to:

- Apply adult learning theory to the evaluation, selection, and implementation of appropriate learning solutions within an LMS to specific training needs
- Apply instructional design principles to the creation of an online learning course
- Create sophisticated training materials for an online learning course

#### **Communication**

Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

#### **Course Credits**

This course combines approximately 30 hours of instruction, online activities, and assignments for 1 credit.

#### **Technical Assistance**

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email [osuhelpdesk@oregonstate.edu](mailto:osuhelpdesk@oregonstate.edu) or visit the [OSU Computer Helpdesk](#) online.

- [GETTING STARTED](#)

#### **Learning Resources**

All learning resources will be provided in the course site in Canvas.

**NOTE: For textbook accuracy, please always check the textbook list at the [OSU Bookstore website](#). Sample syllabi may not have the most up-to-date information.**

## **Canvas**

This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#).

## **COURSE SITE LOGIN INFORMATION**

Information on how to login to your course site can be found [HERE](#).

## **Evaluation of Student Performance**

- Weekly Assignments: 60 points x 9 – 540 points
- Online Discussion Participation: 30 points x 9 – 270 points
- Final Project & Presentation – 190 points
- **Total – 1000 points**

## **Grading Scale**

An A in this course is earned if a student earns 930-1000 points; 900-929 A-; 880-899 B+; 830-879 B; 800-829 B-; 780-799 C+; 730-779 C; 700-729 C-; 600-699 D; and 0-599 F.

## **Weekly Assignments**

This course is grounded in constructivist and constructionist learning theory. The weekly assignments are aligned to the weekly learning objectives and course learning outcomes. Through your work on these assignments you will construct your own understanding and skills through construction of digital artifacts, the construction of which both mirrors and facilitates construction of mental schemas. Each weekly assignment also includes development of metacognitive practices through reflection and self-assessment aspects. The work you produce in these assignments will be shared with the entire class.

## **Online Discussion Participation**

Weekly online discussions are central learning activities in this course. Although there will be some weeks in which the format will focus on “discussion”, in most weeks the discussions will focus on providing in-depth constructive feedback to peers regarding their weekly assignments. This is crucial to the learning process in this course because it provides multiple weekly opportunities to carefully analyze work done by peers, thereby enabling deeper understanding and critical evaluation of your own work.

## **Final Project & Presentation**

Throughout the term you will be collecting the work you did in the weekly assignments in digital portfolios. Near the end of the term your final project will be to take the constructive feedback you received from classmates and your instructor to improve the artifacts of which the portfolio is comprised. You will also edit the navigation, functioning, and appearance of your portfolio. Finally, you will present your finalized portfolio to your classmates.

## Course Content

| Week           | Topic   | Learning Activities  | Due Dates   |
|----------------|---|--|---|
| 1              | Learning Management Systems                   | Create a presentation providing an overview of the features/functions needed in an LMS for your particular training/course. Provide in-depth feedback to peers.  | Week 1 Fri. 11:59pm<br>Week 1 Sun. 11:59pm                        |
| 2              | Creating a Course/Training Site in an LMS     | Create a course/training site within a free LMS platform. Set up the appropriate number of modules for your course/training. Create a narrated screencast overviewing your site. Provide in-depth feedback to peers.                                       | Week 2 Fri. 11:59pm<br>Week 2 Sun. 11:59pm                        |
| 3              | Creating Course/Training Structures in an LMS | Create template placeholders for all pages, assessments, assignments, content, and overviews for all modules in your course/training site. Create guest logins for your peers. Provide in-depth feedback to peers.   | Week 3 Fri. 11:59pm<br>Week 3 Sun. 11:59pm                        |
| 4              | Creating Summative Assessments in an LMS      | Create at least two summative assessments in two different modules in your course/training site. Provide in-depth feedback to peers.   | Week 4 Fri. 11:59pm<br>Week 4 Sun. 11:59pm                        |
| 5              | Creating Assignments in an LMS                | Create at least two assignments in at least two different modules in your course/training site. Include rubrics. Provide in-depth feedback to peers.   | Week 5 Fri. 11:59pm<br>Week 5 Sun. 11:59pm                        |
| 6              | Creating Content in an LMS Part 1             | Create a content presentation piece (lecture, etc). Provide in-depth feedback to peers.  | Week 6 Fri. 11:59pm<br>Week 6 Sun. 11:59pm                        |
| 7              | Creating Content in an LMS Part 2             | Create an interactive content presentation piece (must require at least 5 user interactions). Provide in-depth feedback to peers.  | Week 7 Fri. 11:59pm<br>Week 7 Sun. 11:59pm                        |
| 8              | Creating Module Overviews in an LMS           | Create overview pages for all your modules, including a "hook", topic overview, learning objectives, and task list. Provide in-depth feedback to peers.  | Week 8 Fri. 11:59pm<br>Week 8 Sun. 11:59pm                        |
| 9              | Peer and Instructor Feedback in an LMS        | Log into peers' course/training sites and complete at least two assignments/assessments. "Grade" and/or give feedback to at least three peers' submissions. Check the feedback you received. Write-up: Summarize and reflect on your experience this week. | Week 9 Wed. 11:59pm<br>Week 9 Fri. 11:59pm<br>Week 9 Sun. 11:59pm |
| 10 +<br>Finals | Final Project, Presentations                  | Edit course/training site (Final Project) to implement feedback received this term. Create a screencast presentation overview of your final project work. Provide in-depth feedback to peers.  | Week 10 Sun. 11:59pm<br>Week 11 Wed. 11:59pm                      |

## **Course Policies**

### **Discussion Participation**

Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our discussions on at least two different days each week, with your first post due no later than Wednesday evening, and your second and third posts due by the end of each week.

### **Incompletes**

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

### **Guidelines for a Productive and Effective Online Classroom**

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

### **Statement Regarding Students with Disabilities**

Accommodations are collaborative efforts between students, faculty, and [Disability Access Services \(DAS\)](#). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

### **Accessibility of Course Materials**

All materials used in this course are accessible. If you require accommodations please contact [Disability Access Services \(DAS\)](#).

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

### **Expectations for Student Conduct**

Student conduct is governed by the university's policies, as explained in the [Student Conduct Code](#).

### **Academic Integrity**

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Student Conduct and Community Standards](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

### **Conduct in this Online Classroom**

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [university's regulations regarding civility](#).

### **Tutoring**

[NetTutor](#) is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

### **OSU Student Evaluation of Teaching**

Course evaluation results are extremely important and are used to help me improve this course and the

This course is offered through Oregon State University Ecampus. For more information visit: [ecampus.oregonstate.edu](http://ecampus.oregonstate.edu).

learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to "Student Online Services" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

### **REFUND POLICY INFORMATION**

Please see the [Ecampus website](#) for policy information on refunds and late fees.