ACED 7120

ELECTRONIC COURSEWARE DESIGN AND DEVELOPMENT

3 Semester Hours

* *
* * * *

College of Education
Valdosta State University
Department of Adult and Career Education
Conceptual Framework: Guiding Principles

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Clark, Ruth C. and Mayer, Richard E. (2011). <u>E-Learning and the Science of Instruction.</u> San Francisco, CA, John Wiley & Sons, Inc.

COURSE DESCRIPTION

An overview of emerging technologies used to develop interactive, computer–based training applications for distribution via corporate Intranets, the Internet, and CD–ROM. Emphasis is placed on learning technical skills and design skills while developing a broad understanding of the capabilities and limitations of computer-based training applications in corporate and other adult education settings.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES (CO):

Upon completion of this course, the student will be able to:

CO1.   Define basic terminology associated with multimedia courseware development. (II, III)
CO2.   Demonstrate the use of basic principles of screen design. (I-VI)
CO3.   Demonstrate an understanding of the use of programming or scripting to create interactive courseware applications. (I-VI)
CO4:   Demonstrate skills in creating linear and non-linear hyperdocuments with hyperlinks and hotwords. (I-VI)
CO5:   Demonstrate skills in the use of graphics in multimedia applications. (I, II, VI)
CO6:   Demonstrate skills in the use of text in multimedia applications. (IV, VI)
CO7:   Demonstrate skills in the use of on-screen buttons and other event triggers in multimedia applications. (I, II, VI)

CO8:   Demonstrate skills in the use of video and sound in multimedia applications. (I, II, VI)
CO9:   Demonstrate the procedure for packaging a multimedia application for distribution via the Internet, Corporate Intranet, and CD–ROM. (I, II, VI)
CO10: Provide evidence of his/her knowledge by being conversant about recent article reviews and current events related to the subject. (I-VI)

Upon completion of this course, the student will be able to:

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

1.   Participation in Electronic Discussion Forum Requirement: Students will actively participate in an electronic discussion forum by reviewing comments made by class members and by contributing thoughtful and meaningful information. (CO 1 - CO 10)

2.   Group/Individual Project: Students will perform an individual project or a project as part of a group. (CO 1 - CO 10)

3.   Design Project: Students will design and develop an electronic courseware project that will support and enrich their understanding and application of the course information. (CO 1 - CO 10)

4.   Class Participation: Students will participate in and complete several class activities designed to support and enrich their understanding and application of the course information. (CO 1 - CO 10)

REQUIREMENTS

Assignment   Point Value

Assignment	Point Value
Class Participation	25
Discussion Board	25
Group/Individual Presentation	25
Design Project	200
Total	275

COURSE EVALUATION

Grading Scale
A   =   90-100
B   =   80-89
C   =   70-79
F   =   69 and below

ATTENDANCE POLICY

Attendance at all sessions is mandatory. In the case of unavoidable absences, the instructor should be notified as soon as possible, so that alternate assignments can be

arranged. Prior notice is preferred, when possible. Any student missing in excess of 20% of class time will be subject to withdrawal from the course by the instructor. In the case of an unexcused absence, 20 points will be deducted from the student's final score for each block of time (evening or morning) missed. Since some of this class is conducted on-line, it is expected that students will maintain a reasonable presence on the discussion forum and must respond promptly to the instructors e-mail contacts and telephone contacts, as applicable.

POLICY STATEMENT ON PLAGIARISM AND CHEATING:

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:
    FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.
    SECOND OFFENSE: The student will earn the letter grade "F" for the course.
    THIRD OFFENSE: The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see the VSU Student Handbook.)

Academic Integrity:

From VSU's Academic Integrity Code (the full code is available at http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-policies-and-procedures.php "Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics."

Full information on Academic Honesty at VSU is available at http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-at-vsu.php

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see Turnitin for Students at http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php.

ACCESSIBILITY STATEMENT:

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

From VSU's Access Office http://www.valdosta.edu/student/disability/faculty-and-staff-resources.php):

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (Video Phone) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/student/disability/ or email: access@valdosta.edu.

SOI Syllabus statement:
At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators. Instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the data until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academics/academic-affairs/vp-office/directions-for-accessing-and-completing-sois.php

INSTRUCTOR
Kenny Ott
Department of Adult and Career Education
Office Phone: 229-333-5619
E-mail Address: kott@valdosta.edu
Office hours: Tuesday: 9:00 a.m.—3:00 p.m.
                Thursday: 9:00 a.m.—1:00 p.m.
                Other times by appointment
                Note: Travel responsibilities may interfere with these published hours.