



E-Learning Instructional Design Practicum

EDUC X417.4

2.5 Units

Winter 2014

Class Meeting Information

This practicum meets online

January 27, 2014 – March 23, 2014

Twitter: #ELIDP

Instructor Information

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David Ward was the E-Learning Manager at the American Association of Critical-Care Nurses for over six years. He managed the E-Learning business unit with over a \$5-million budget. David was responsible for the development of asynchronous e-learning courseware and production operations in the delivery of e-learning curricula.

Prior to that, David was the Manager, e-Business Systems, at Ascolta. He developed and produced the Ascolta Virtual Classroom program. He also designed over 100 hours of technical training courseware and implemented a learning management system (LMS) for the e-commerce of the Self-Paced Learning.

Course Description

This capstone course gives students the opportunity to exhibit their knowledge, skills, and creativity related to e-learning instructional design. Students demonstrate their ability to integrate design principles and skills by applying them to a real-world project. Students will be expected to work with a client or explore a case study on an e-learning project that requires assessment, design, development, project management, and evaluation.

Through developing an actual e-learning lesson, the practicum allows students to experience the practical application of the topics they have learned in the prerequisite courses. The instruction focuses the subject matter of each lesson on the requirements, resources, constraints, and issues the student will encounter in the workplace. This will provide a different perspective on each lesson than students get in the respective prerequisite courses.

Prerequisites — Classes or Knowledge Required for this Course

Principles of E-Learning Instructional Design (EDUC X416.18)

Exploring E-Learning Development Tools (EDUC X417)



Designing and Developing Interactive E-Learning Courses (EDUC X417.1)
 Project Management for E-Learning Professionals (EDUC X417.2)
 E-Learning Evaluation and Assessment (EDUC X417.3)
 Proficiency with an e-learning development tool

Course Objectives

At the end of this practicum, students will be able to:

- identify an appropriate modality for the delivery of an online curriculum.
- create the instructional design (ID) documentation for an online course.
- estimate the costs associated with developing and deploying an online curriculum.
- develop an online course applying multimedia.
- plan for facilitation and student interaction in an online course.
- apply best practices for delivering an online course successfully.
- control quality of e-learning courseware.
- deliver an asynchronous or synchronous e-learning course online.
- develop a virtual portfolio or résumé for use with current or potential employers that includes skills obtained during the certificate program

Course Text or Online Resources

Required texts for this practicum are:

- [The Theory and Practice of Online Learning](http://www.aupress.ca/index.php/books/120146), second edition
 Available for free online at www.aupress.ca/index.php/books/120146

Optional Text Resources (which may be assigned by your instructor):

- [Principles of User Interface Design](http://www.bokardo.com/principles-of-user-interface-design)
www.bokardo.com/principles-of-user-interface-design
- [The Mystery of Determining Instructional Design Time](http://www.langevin.com/blog/2011/11/17/the-mystery-of-determining-instructional-design-time)
www.langevin.com/blog/2011/11/17/the-mystery-of-determining-instructional-design-time
- [How Long Does it Take to Create Learning?](http://www.chapmanalliance.com/howlong)
www.chapmanalliance.com/howlong
- [The Right Tool for the Job: Optimize Talent, Topics, Techniques, and Tools](http://www.learningsolutionsmag.com/articles/639/the-right-tool-for-the-job-optimize-talent-topics-techniques-and-tools)
www.learningsolutionsmag.com/articles/639/the-right-tool-for-the-job-optimize-talent-topics-techniques-and-tools

Evaluation and Grading

Evaluation of Student Performance

Lesson 2 Application Assignment (i.e. e-learning modality for term project)	5%
Lesson 4 Application Assignment	10%
Participation in online discussions	15%
Delivery of lesson for term project	15%
Lesson 6 Application Assignment (i.e. ID documentation for term project)	25%
Courseware for term project	30%
	<hr/>
	100%

**Grading Scale**

A	=	90%	–	100%
B	=	80%	–	89%
C	=	70%	–	79%
D	=	60%	–	69%
F	=	0%	–	59%

Code of Conduct

All participants in the course are bound by the University of California Code of Conduct, found at <http://www.ucop.edu/ucophome/coordrev/ucpolicies/aos/uc100.html>.

Netiquette

In an online course, the majority of our communication takes place in the course forums. However, when we have a need for communication that is private, whether personal, interpersonal, or professional, we will use individual email or telephone. Our primary means of communication is written. The written language has many advantages: more opportunity for reasoned thought, more ability to go in-depth, and more time to think through an issue before posting a comment. However, written communication also has certain disadvantages, such a lack of the face-to-face signaling that occurs through body language, intonation, pausing, facial expressions, and gestures. As a result, please be aware of the possibility of miscommunication and compose your comments in a positive, supportive, and constructive manner.

Academic Honesty Policy

The University is an institution of learning, research, and scholarship predicated on the existence of an environment of honesty and integrity. As members of the academic community, faculty, students, and administrative officials share responsibility for maintaining this environment. It is essential that all members of the academic community subscribe to the ideal of academic honesty and integrity and accept individual responsibility for their work. Academic dishonesty is unacceptable and will not be tolerated at the University of California, Irvine. Cheating, forgery, dishonest conduct, plagiarism, and collusion in dishonest activities erode the University's educational, research, and social roles.

If students who knowingly or intentionally conduct or help another student perform dishonest conduct, acts of cheating, or plagiarism will be subject to disciplinary action at the discretion of UC Irvine Extension.

Disability Services

If you need support or assistance because of a disability, you may be eligible for accommodations or services through the Disability Service Center at UC Irvine. Please contact the DSC directly at (949) 824-7494 or TDD (949) 824-6272. You can also visit the DSC's website: <http://www.disability.uci.edu/>. The DSC will work with your instructor to make any necessary accommodations. Please note that it is your responsibility to initiate this process with the DSC.



Course Outline

Lesson 1 – E-learning Modalities

- **Lesson Learning Objectives:**
 - Identify key organizations to learn from/approach/partner with in the field of e-learning instructional design
 - Recall the modalities predominantly used for formal e-learning
 - Evaluate the resources and constraints associated with using each formal e-learning modality
 - Select a modality to use for a given curriculum
- **Assignments Due:**
 - Post self-introduction message to a discussion forum
 - Description of e-learning lesson to be developed for term project
 - Online discussions about e-learning modalities
- **Methods of Instruction:**
 - Recorded presentation with narrated slides
 - Read [The Theory and Practice of Online Learning, Chapter 2](#) (click underlined title to open chapter in browser)
 - Online discussion forum

Lesson 2 – Instructional Design Documentation

- **Lesson Learning Objectives:**
 - Identify the risks of insufficient ID documentation and the rewards of complete ID documentation
 - Determine what information to include in ID documentation
 - Design the instruction for an e-learning lesson
- **Assignments Due:**
 - Identification of e-learning modality to be used for term project
 - Online discussions about e-learning ID
- **Methods of Instruction:**
 - Recorded presentation with narrated slides
 - Read [Principles of User Interface Design](#)
 - Online discussion forum

Lesson 3 – Estimating E-learning Costs

- **Lesson Learning Objectives:**
 - Identify the sources of costs for a given e-learning course
 - Apply a “rule of thumb” regarding estimating e-learning costs
 - Forecast the costs of developing and deploying an e-learning lesson
- **Assignments Due:**
 - First draft of ID documentation for term project
 - Online discussions about e-learning costs



- **Methods of Instruction:**
 - Recorded presentation with narrated slides
 - Read:
 - [The Mystery of Determining Instructional Design Time](#)
 - [How Long Does it Take to Create Learning?](#)
 - Online discussion forum

Lesson 4 – E-learning Development

- **Lesson Learning Objectives:**
 - Identify the content and other development resources required for an e-learning course
 - Plan the development of an e-learning course
 - Select an appropriate tool for developing e-learning courseware
 - Apply a development model in a project
- **Assignments Due:**
 - Estimate of costs for developing and deploying term project
 - Online discussions about e-learning development
- **Methods of Instruction:**
 - Recorded presentation with narrated slides
 - Text document with lesson notes
 - Read:
 - [The Theory and Practice of Online Learning, Chapter 10](#)
 - [The Right Tool for the Job: Optimize Talent, Topics, Techniques, and Tools](#)
 - Online discussion forum

Lesson 5 – Facilitating an E-learning Course

- **Lesson Learning Objectives:**
 - Explain how facilitation differs from one e-learning modality to another
 - Identify methods of engaging learners in a given e-learning modality
 - Interact with learners as a facilitator in an e-learning curriculum
- **Assignments Due:**
 - Preliminary development plan for e-learning project
 - Online discussions about facilitating e-learning
- **Methods of Instruction:**
 - Recorded presentation with narrated slides
 - Read [The Theory and Practice of Online Learning, Chapter 14](#)
 - Online discussion forum

Lesson 6 – Delivering an E-learning Course

- **Lesson Learning Objectives:**
 - Explain the role of learning management services (LMS) in e-learning
 - Design the content delivery architecture for an e-learning course



- Prepare for the constraints the production environment imposes on e-learning content
- Publish or deliver e-learning courseware
- **Assignments Due:**
 - Final ID documentation for term project
 - Online discussions about delivering e-learning
- **Methods of Instruction:**
 - Case Study – Quality Assurance in the Virtual Classroom
 - Recorded presentation with narrated slides
 - Online discussion forum
 - Read [Theory and Practice of Online Learning \(first edition\), Chapter 3](#)

Lesson 7 – Revising E-learning and Quality Assurance (QA)

- **Lesson Learning Objectives:**
 - Validate the ID of an e-learning curriculum
 - Assure the accuracy of e-learning content
 - Control the quality of e-learning functionality
 - Plan revisions for an e-learning curriculum
- **Assignments Due:**
 - Preliminary courseware for term project
 - Online discussions about QA
- **Methods of Instruction:**
 - Recorded presentation with narrated slides
 - Online discussion forum

Lesson 8 – Putting E-learning into Production

- **Lesson Learning Objectives:**
 - Experience e-learning from the learning provider's perspective
 - Develop e-learning skills that can be applied in the workplace
 - Increase confidence with delivering e-learning
- **Assignments Due:**
 - Deliver final course for term project in real-world environment
- **Method of Instruction:** Application