Learning Design and Technology 650: eLearning Design and Development
Campus Section - Spring 2015
Schedule Number 27403

Dr. Bernie Dodge, bdodge@mail.sdsu.edu
Class Days: Mondays
Class Times: 1600 - 1840
Class Location: Online
Office Hours: Weds 1400 – 1530 (and by appointment)
Office Location: PSFA 311

Course Overview

Catalog Description: Theories and models of online learning at home, work, school and university. Analysis, design, and development of elearning courses and systems. Future societal and economic impacts of learning at a distance.

A Longer Description: While some in our field make a living creating materials for face to face, stand-up instruction, most are deeply involved in designing digital learning experiences that are distributed far and wide. How can we maximize the benefits of elearning and take advantage of its unique affordances? In this course you will learn to design a complete online course and develop asynchronous and synchronous modules as part of that course. You will also become familiar with current tools and platforms for elearning and extrapolate current trends to anticipate the future of online education.

Student Learning Outcomes

At the end of this course, you’ll be able to:

1. Explain the characteristics, benefits and tradeoffs among teaching modalities like flipped classrooms, blended synchronous delivery and MOOCs in terms of personalization, transactional distance, and motivational requirements.
2. Use action mapping to analyze a performance gap and identify opportunities to deploy elearning.
3. Apply learning analytics tools to identify behaviors that lead to student success;
4. Describe future trends in elearning technologies, platforms and policies;
5. Create opportunities for learner engagement with carefully designed interactivity;
6. Design and develop a complete elearning module using a variety of technologies.

Enrollment Information

Course Prerequisites: LDT 544, 561.

Adding/Dropping Procedures are the same as for any other course. Use the SDSU Web Portal. The Spring 2016 deadline to add or drop is February 2.

Course Materials

Required Materials
These books are available at Amazon using the links below:


Optional Materials

Some lectures will be based on material from the following book, which you probably already have from taking LDT 544. If you don’t have it, you may wish to add it to your professional library.


Interacting with Me

I will respond within 24 hours to emails sent me from within Blackboard. For well-written questions with knowable answers, the turnaround time may be much shorter. If Blackboard is not working or for non-course-related communications, write to me directly at bdodge@mail.sdsu.edu. I do have a campus phone number (619.594.7401) but I don’t always check my messages. Email is much preferred. If you’d rather talk than write, drop me a note and we can set up a meeting time in my office (PSFA-311) or chat via Zoom.

Course Assessment and Grading

Your performance in LDT 650 will be assessed through a combination of projects and quizzes.

1. **Personal eLearning Plunge** (10%). Sample free (or inexpensive) online courses on a topic that interests you from at least two different platforms (Udemy, Courseera, edX, etc.) Post a description of their similarities and differences along with your personal impressions of their effectiveness and enjoyability. (500 word forum posting)

2. **Action Map**. (5%) Analyze a specific situation, separate actions from information needs, and identify performance objectives suitable for elearning. 1000 word paper.

3. **Learning Analytics** (5%). Examine a database of learner behaviors pulled from an LMS and identify patterns that predict student success. (500 word paper)

4. **Online Course Design** (30%) For a specific body of content, context and learner group, design a complete e-learning course that would take approximately 10 hours for a learner to complete.

5. **Online Module Development** (20%) Develop two modules, one asynchronous, the other live-online within the overall course you design.

6. **eLearning 2021**. (10%) Using current trends in technology and demographics, predict what elearning will look like in 5 years for a setting of your choice. (1000 word paper)

7. **Question Authoring**. (10%) Submit objectively-scorable questions based on course reading assignments to a collaboratively authored document.

8. **Quizzes on Readings** (10%) Short quizzes will be given three times during the semester. Questions will include those created by you and your peers.

Course Schedule (Subject to change… see Blackboard for latest)

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<tr>
<th>Week #</th>
<th>Date</th>
<th>Activity</th>
<th>Assignment</th>
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| 1      | Jan 25 | Course overview and self-introductions | • Buy the textbooks  
• Read *The Machine Stops* by E. M. Forster  
• Read Elkins & Pinder Chapter 1 |
<p>| 2      | Feb 1  | The e-Learning Landscape | • Read Elkins &amp; Pinder Chapter 2 &amp; 3 |</p>
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<tr>
<th>Week #</th>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>3</td>
<td>Feb 8</td>
<td>Analysis for e-Learning Social Presence</td>
<td>• Read Kim, 2011</td>
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<tr>
<td></td>
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<td></td>
<td>• Project 1: Personal e-Learning Plunge</td>
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<td>• Read Be an e-Learning Action Hero</td>
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<td>4</td>
<td>Feb 15</td>
<td>E-Learning Design Project Selection</td>
<td>• Read Elkins &amp; Pinder Chapter 4 &amp; 5</td>
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<tr>
<td>5</td>
<td>Feb 22</td>
<td>Research on e-Learning</td>
<td>• Read Elkins &amp; Pinder Chapter 6 &amp; 7</td>
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<td>6</td>
<td>Feb 29</td>
<td>Group meetings with Instructor</td>
<td>• Due Feb 29: Analysis Section</td>
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<td>7</td>
<td>Mar 7</td>
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<tr>
<td>8</td>
<td>Mar 14</td>
<td>Measuring Learning Engagement Planning with Compendium</td>
<td>• Due Project 3: Learning Analytics</td>
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<td>9</td>
<td>Mar 21</td>
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|       |            | Spring Break • March 27 to April 2            |                                                                                      |
| 10    | Apr 4      | Storyboarding and prototyping elearning       | • Due Project 4: Course Design Document                                             |
| 11    | Apr 11     | LMS, SCORM, LTI, XAPI, etc.                   |                                                                                      |
| 12    | Apr 18     |                                               | • Due Project 5: Module Development                                                |
| 13    | Apr 25     | Group meetings with Instructor                |                                                                                      |
| 14    | May 2      |                                               | • Project 6: E-Learning 2016                                                        |
| 15    | May 9      | Project Showcase                              | • DUE: All assignments in final form                                                |

**Technologies Used in the Course**

**Zoom**
To attend live sessions in the course, you’ll be using Zoom. Zoom replaces the Adobe Connect, Google Hangouts and Collaborate software that you experienced in previous semesters in LDT. One of Zoom’s many virtues is that the video quality is much higher than the other platforms. It will allow us to see each other with greater fidelity than before and thus make the experience a little bit more like being face to face. To attend a session, go to [https://zoom.us/j/172930603](https://zoom.us/j/172930603). The first time you go there you will be prompted to download the Zoom client (available for Mac OS X, Windows, iOS and Android). After that, it’s just one click away. *When you attend class, please wear a headset, fire up your webcam, and situate yourself in a place with good connectivity and low background noise.* Starbucks, the campus library, or your baby’s nursery are not good locations for this.

**Socrative**
During our class sessions each week there will be short quizzes on the readings and polls to check for understanding. The platform we’ll be using for that is Socrative. You can respond to the quizzes online via your laptop or using one of their apps for iOS or Android. Set up a student account for yourself before our first class meeting.

**CompendiumLD**
CompendiumLD is free software developed by the British Open University. It enables planning of learning activities in a highly visual way. We will use this tool to design synchronous and asynchronous modules for your course.

**Module Authoring**
The focus of this course is more on design than development. We will not be spending any time on the nuts and bolts of Storyline 2, Captivate, Camtasia, etc. If you already know and have access to that software, you’ll be able to incorporate them
into your module development. If not, you can use a combination of video and presentation tools and Screencasting software to develop what you need. We’ll point you towards some useful free tools.

**Students with Disabilities**

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

**Academic Honesty**

The University adheres to a strict policy regarding cheating and plagiarism. These activities will not be tolerated in this class. Become familiar with the policy (http://www.sa.sdsu.edu/srr/conduct1.html). Any cheating or plagiarism will result in failing this class and a disciplinary review by Student Affairs.

Examples of Plagiarism include but are not limited to:

- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
- Copying and pasting work from an online or offline source directly and calling it your own
- Using information you find from an online or offline source without giving the author credit
- Replacing words or phrases from another source and inserting your own words or phrases
- Submitting a piece of work you did for one class to another class

If you have questions on what is plagiarism, please consult the policy (http://www.sa.sdsu.edu/srr/conduct1.html) and this helpful guide from the Library: (http://infodome.sdsu.edu/infolit/exploratorium/Standard_5/plagiarism.pdf)

**Turnitin**

By taking this course you are acknowledging that all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. You may submit your papers in such a way that no identifying information about you is included. Another option is that you may request, in writing, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.