

Oakland University

Course Syllabus

HRD 4700: E-learning in Organizations

Winter 2018

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Date/Time: 165 Pawley Hall, Tuesdays 6:30PM-9:50PM & On-line (See Course Schedule)

Office Hours: By Appointment

Course Description / Approach

This course examines concepts, strategies, and applications of computer-based instruction for learning. Students explore the design and development of e-learning, popular authoring tools, roles of instructors and learners, and characteristics of effective instructional materials. Instructional concepts and methodologies presented in this course will provide the familiarity and confidence needed for the effective application of e-learning solutions in strategic and tactical roles in human resource development. Further, students will develop practical instructional development skills by creating their own e-learning module.

Prerequisites

HRD 310 and HRD 423. Student must meet prerequisites or have permission of instructor.

Required Text

Horton, W. K. (2011). *E-learning by Design* (2nd Edition). San Francisco, CA: Pfeiffer.

Course Objectives

Upon successful completion of this course, students will:

- Relate the strengths and challenges of e-learning
- Determine if e-learning is the appropriate method for an organization
- Compare leading professional e-learning authoring tools
- Explore design principles that uniquely apply to e-learning
- Effectively select and apply appropriate instructional strategies and models to e-learning design and development
- Work as an instructional designer and multimedia developer
- Demonstrate proficiency in authoring using state-of-the-art authoring software

Class Guidelines / Policies

- Approximately 50% of the course is on-line. The on-line dates will be clearly outlined in the syllabus and on Moodle. During on-line sessions, the session duration will be from Mondays – Sundays. Attendance will be determined by on-line quizzes and Discussion Forum submissions, the 2nd of which must be completed by midnight on the Sunday of the week of the on-line session.
- Readings are necessary for the discussion each week, and therefore must be completed *prior* to coming to class or participating in on-line discussion forums. Class discussions will not duplicate the readings, but will compliment the text. The course quizzes will be based on the required readings.
- Students will use Moodle throughout the course and it will be the primary tool used to organize and disseminate course materials and communications.
- Attendance is required. You may miss one class (either In-Class or On-Line) without penalty, however, each additional missed class will result in 40 points being deducted from the grade. If a class is missed on an assignment due date, the assignment is still due. For any missed session, the student is responsible for the content covered in that class. If OU should be closed due to inclement weather, it is the student's responsibility to check for instructions on assignments and course work.
- Oakland University does not tolerate academic dishonesty in the form of plagiarism or cheating. Students will be held accountable for any form of academic misconduct under the terms found within the Oakland University Student Handbook found at <http://www2.oakland.edu/deanofstudents/handbook/code.cfm>.

Course Schedule

Meeting Date	Topics	Readings Due	Assignments Due
<u>Session #1</u> January 9 IN-CLASS	<ul style="list-style-type: none"> Course Overview Introductions 		<ul style="list-style-type: none"> Introduction Presentation
<u>Session #2</u> January 9-14 ON-LINE	<ul style="list-style-type: none"> Strategic Decisions for Planning E-Learning 	Chapter 13 (pdf on Moodle) pp. 1-37	<ul style="list-style-type: none"> Quiz Discussion Forum
<u>Session #3</u> January 15-21 ON-LINE	<ul style="list-style-type: none"> Designing E-Learning 	Chapter 1	<ul style="list-style-type: none"> Quiz Discussion Forum
<u>Session #4</u> January 22-28 ON-LINE	<ul style="list-style-type: none"> Tests 	Chapter 5	<ul style="list-style-type: none"> Quiz Discussion Forum
<u>Session #5</u> January 29-Feb. 4 ON-LINE	<ul style="list-style-type: none"> Lessons 	Chapter 12 (pdf on Moodle)	<ul style="list-style-type: none"> Quiz Discussion Forum
<u>Session #6</u> February 5-11 ON-LINE	<ul style="list-style-type: none"> Instructor-led E-Learning 	Chapter 10	<ul style="list-style-type: none"> Quiz Discussion Forum
<u>Session #7</u> Feb. 12-16 - Short! ON-LINE	<ul style="list-style-type: none"> Activities to Inform (Absorb) 	Chapter 2	<ul style="list-style-type: none"> Mid-Course Evaluation Quiz Discussion Forum
WINTER BREAK	FEBRUARY 17-25		
<u>Session #8</u> Feb. 25-March 4 ON-LINE	<ul style="list-style-type: none"> Activities to Involve (Do) Activities to Link Learning to Work (Connect) 	Chapters 3,4	<ul style="list-style-type: none"> Quiz Discussion Forum
<u>Session #9</u> March 6 IN-CLASS	<ul style="list-style-type: none"> Navigation E-learning Authoring Tools Captivate Training VO Scripts 	Chapter 15	<ul style="list-style-type: none"> Quiz E-learning Authoring Tools Presentation Team Evaluations
<u>Session #10</u> March 13 IN-CLASS	<ul style="list-style-type: none"> Module Development 		<ul style="list-style-type: none"> Voice-over Script Module development
<u>Session #11</u> March 20 IN-CLASS	<ul style="list-style-type: none"> Module Development 		<ul style="list-style-type: none"> Module development
<u>Session #12</u> March 27 IN-CLASS	<ul style="list-style-type: none"> Module Development 		<ul style="list-style-type: none"> Module development
<u>Session #13</u> April 3 IN-CLASS	<ul style="list-style-type: none"> Module Development 		<ul style="list-style-type: none"> Module development
NO CLASS: APRIL 10			
<u>Session #14</u> April 17 IN-CLASS	<ul style="list-style-type: none"> FINAL: Module Presentations 		<ul style="list-style-type: none"> Final Course Evaluations Module presentation

Evaluation

This course is designed to allow students with various abilities and experience to excel in multiple parts of the class:

- 1) **Quizzes:** There are 8 short Chapter quizzes (12.5 pts./ea.), each consisting of multiple-choice questions.
- 2) **Authoring Tools Presentation:** This two-person project is designed to have students learn and demonstrate detailed knowledge of a specific authoring tool.
- 3) **E-learning Module Development:** This individual project is designed to give students "hands-on" experience with class concepts, knowledge of design documentation, experience in e-learning development – including voiceover narration, and an e-learning module that can be included in a professional portfolio. There is a final product due (an e-learning module) as well as a final presentation of the module to the class.
- 4) **Attendance** is a significant component of each student's grade (missing class will result in points being deducted from the participation component of student's grade). For an on-line session, attendance is awarded by BOTH completing the Quiz AND submitting to the Discussion Forum.
- 5) **Discussion Forum** postings on Moodle must be done during the session for which the topics are covered. Not submitting to the Discussion Forum will result in 20 points being deducted for that session.

The class is based on 500 points. Following is the grade point distribution in this class and the due dates for each assignment:

Points	Grade		Points	Grade	Assignment	Points	Due Date
495-500	4.0				Quizzes	100	Weekly
490-494	3.9		390-399	2.9	Discussion Forum	100	Weekly
480-489	3.8		380-389	2.8	Authoring Tools Presentation	75	3/6/2017
470-479	3.7		370-379	2.7	Voiceover Script	50	3/13/2017
460-469	3.6		360-369	2.6	E-Learning Module Presentation	25	4/17/2017
450-459	3.5		350-359	2.5	E-Learning Module	<u>150</u>	4/17/2017
440-459	3.4		340-349	2.4	Total	500	
430-439	3.3		330-339	2.3			
420-429	3.2		320-329	2.2			
410-419	3.1		310-319	2.1			
400-409	3.0		300-309	2.0			

Definition of grades

The following definitions will be used to determine what constitutes a given grade:

- A**=demonstrates superior understanding of course material and execution of assignments are performed with superb quality.
- B**=demonstrates above average understanding of course material and execution of assignments are performed with above average quality.
- C**=demonstrates adequate understanding of course material and execution of assignments are performed with average or reasonable quality.
- D**=demonstrates inadequate understanding of course material and execution of assignments are performed with below average quality.

Additional Guidelines:

- Strive for accuracy, clarity, and professionalism in all verbal and written communications.
- Papers and projects will be evaluated on composition as well as content. Assignment scores may be reduced by as much as 30% for violation of composition standards, including fragmentary sentences, comma use, sentence structure, appropriate word choice and spelling.
- Late assignments will not be accepted unless the student has discussed the situation with the instructor *prior* to the due date and an extension is granted. Extensions will be limited to extenuating circumstances and late submissions may be subject to a penalty of 10% for each day an assignment is late.
- No points will be awarded for assignments submitted after the course end date.

On-Line Discussion Forums

Postings on Moodle are mandatory for on-line sessions to reflect a thoughtful application of the course material for that session. Discussion Forums are meant to provide an opportunity for students to apply learned material in a deep and meaningful way in an asynchronous e-learning environment. Discussion Forums will be actively managed by the instructor, and disrespectful communications will not be tolerated.

TIMING: You must make your first contribution before Wednesday at midnight of the week of the online class session. Your second (and more) can be after that, but by Sunday night, and in response to a conversation that is on-going in the forums. Contributions to the Forums must be done during the session for which the topics are covered. Not submitting to the Discussion Forum will result in 0 Discussion Forum points (out of 10) being earned for that session, as well as an absence. Lastly, realize that the later you post the more difficult posting will become, as most others will have likely said something similar to what you were going to say (see weak post example below).

Strong post example:

The relationship between inform activities and perform activities are that you need the information prior to performing the activity required. For instance, the internship that I am currently wrapping up I was required to attend Orientation which covered safety, quality and basic HR paperwork. The first day was just good ol' information overload. It consisted of six combined hours watching videos on safety, physical demonstration of what the company manufactures and how. On day two, I was required watch a follow up DVD which after each slide I was required to answer a multiple choice test. I was able to maneuver through the DVD if I needed to return to a previous page or skip ahead. I was also given links to their internal library if I needed to look up a term that is used in this particular industry to help in answering the questions correctly. In summary, a trainee needs the information upfront to assist them with correctly performing the task that is given to them.

Weak post example:

Good answers! I really need to chime into these sooner, so I don't give a redundant answer... but yes, in a situation where the cost of failure is high, the best activities would be games and simulations.

Points:

Forum Post Quality	Time	Points
Thoughtful, unique, meaningful, germane comments	First post by Wednesday at midnight, 2 nd no later than Sunday night	9-10
Mostly thoughtful, unique, meaningful, germane comments	First post by Wednesday at midnight, 2 nd no later than Sunday night	7-8
Somewhat thoughtful, unique, meaningful, germane comments	One post late	5-6
Somewhat thoughtful, unique, meaningful, germane comments	One post missing	3-4
Weak post	One post missing	1-2
Inapplicable / No comments	No comments until after session is over	0

Authoring Tool Presentation (75 Points)

Teams will be assigned and an Authoring Tool will be assigned to each team. The team is responsible for researching the Authoring Tool. On the date the Authoring Tools Presentations occur (see *Course Schedule* table above), the student(s) will provide the following:

A 10-minute in-class presentation with 5-7 PowerPoint® slides (or similar, such as Prezi). Use the contents below as the guide for what to include in the presentation.

- A cover slide that includes the following information:
 - Assignment Title
 - Student Names
 - Course Code and Course Name
 - Instructor Name
 - Date Submitted
- An Overview of the authoring tool (25 pts): E.g., high level description, company history, different components of product, etc
- A Detailed Review and Explanation of at least three key capabilities, designer or learner benefits, or differentiators of the authoring tool (25 pts)
- Real-world specific examples of how the Authoring Tool can be used to develop e-learning in the workplace (15 pts)
- References, at least two, in correct APA 6th format (10 pts)

Points will be awarded based on the extent to which the student(s) meets each of these requirements in their presentation. Individual student scores may vary based on individual contribution.

E-learning Module Development Assignment

<u>Deliverable</u>	<u>Date Due</u>	<u>Points</u>
Voiceover Script	March 13	50
Completed Module	April 17	150
Final Presentation	April 17	25

The purpose of this assignment is to 1) give you hands-on experience developing an e-learning module, 2) give you familiarity with e-learning storyboards, and 3) create a module of suitable quality to add to your professional portfolio. The course should be one module in length (not multiple modules) and approximately 15 “pages” or screens. There should be practice as appropriate (e.g. 2-4 instances of practice / quizzes / interactions as instructionally appropriate, with feedback).

Your tasks are as follows:

1. Use your Instructor Guide/Participant Guide from HRD 423 to create your module.

2. Create a Voice-over Narration script for your module (this will be covered in class on 3/8/2018 and is due 3/15/2018. We will schedule recording sessions in November).
3. Utilize Adobe Captivate to develop your module, which will be 15+/- screens/pages long.
4. Use sound e-learning principles throughout the design and development process.
5. Present your final module to the class and discuss your strategies and tactics in your design and development process.
6. Submit your final module to the instructor (instructions will follow on how to do that).