

# PSYCHOLOGY 5480: E-LEARNING PRACTICUM

## WESTERN MICHIGAN UNIVERSITY COURSE SYLLABUS FALL 2008

### COURSE INFORMATION

<b>Meeting Time:</b>	Tuesdays 6:00pm – 9:00pm	<b>Location:</b>	Wood Hall Room 2722
<b>Instructor:</b>	Eric J. Fox, Ph.D.	<b>Office Hours:</b>	Mondays, 1:00pm – 3:00pm Tuesdays, 12:00pm – 1:00pm or by appointment
Email:	eric.fox@wmich.edu		
Phone:	(269) 387-4479		
Office:	Wood Hall Room 3522		

### COURSE OVERVIEW

The purpose of this course is to teach individuals how to construct and evaluate computer-based instructional materials. Students will learn a systematic approach to the analysis, design, development, implementation, and evaluation of instruction that is based on reliable and goal-oriented processes. The advantages and challenges of technology-based training will be outlined, and strategies for maximizing the benefits will be emphasized. Students will create and evaluate computer-based instructional materials as part of the course. The course is appropriate for those interested in developing training materials in business and industry, the public sector, and/or educational organizations.

Early in the semester, the class will consist mostly of lecture and practice activities to prepare you for the development of an e-learning program. Later in the semester, class meetings will consist of each student reporting on their progress the past week, presenting any products created during the past week, describing what he or she will do in the coming week, and discussing any problems or issues related to the project.

### TEXT & MATERIALS

**Required** textbook:

- Clark, R. C., & Mayer, R. E. (2008). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning (2<sup>nd</sup> ed.)*. San Francisco: Pfeiffer. [ISBN: 978-0-7879-8683-4]. \$48.40 on Amazon

**Recommended** textbooks (some of the content of these books will be summarized in lecture, but you are encouraged to purchase the books to gain a better understanding of the material):

- Bozarth, J. (2008). *Better than bullet points: Creating engaging e-learning with PowerPoint*. San Francisco: Pfeiffer. [ISBN: 978-0-7879-9245-3]. \$39.50 on Amazon
- Mager, R. F. (1997). *Making instruction work: A step-by-step guide to designing and developing instruction that works (2<sup>nd</sup> ed.)*. Atlanta: CEP Press. [ISBN: 1-879618-02-8]. \$24.95 on Amazon
- Morrison, G. R., Ross, S. M., & Kemp, J. E. (2006). *Designing effective instruction (5<sup>th</sup> ed.)*. Hoboken, NJ: Jossey-Bass. [ISBN: 978-0-470-07426-8]. \$80.36 on Amazon

## WEBSITE

A course website will be maintained using WMU's Blackboard Learning System. The website will contain all course materials (PowerPoint slides, handouts, etc.) and a gradebook. All assignments will be submitted and returned via the website, as well.

You can access all of your Blackboard course websites from **GoWMU** (<http://gowmu.wmich.edu>). Click on the "e-learning" link from the row of icons near the top right of the screen. If you need help accessing or using the course website, try the following resources:

- E-Learning Support Website: <http://www.wmich.edu/vista/students>
- Office of Information Technology (OIT) Help Desk Phone Number: 269-387-HELP
- Office of Information Technology (OIT) Help Desk Phone Email Address: [helpdesk@wmich.edu](mailto:helpdesk@wmich.edu)

## GRADE

Your course grade will be determined by the instructional program you develop, three program reports, five reading quizzes, and class participation. Point totals for each of these assignments are summarized below.

Assignment	Points	% of total
Attendance and Participation	15	5%
Reading Quizzes (5 @ 10 pts each)	50	17%
Program Overview	10	3%
Program Design Specifications	25	8%
Program Development Report	50	17%
Instructional Program	150	50%
<b>TOTAL</b>	<b>300</b>	<b>100%</b>

Letter grades will be assigned according to the following criteria:

<b>A</b>	270 – 300 points
<b>BA</b>	255 – 269 points
<b>B</b>	240 – 254 points
<b>CB</b>	225 – 239 points
<b>C</b>	210 – 224 points
<b>DC</b>	195 – 209 points
<b>D</b>	180 – 194 points
<b>E</b>	< 180 points

In keeping with the University's policy on the grade of Incomplete, I will **NOT** give a grade of Incomplete (I) as a substitute for a failing grade. Incompletes are only given when a student who is passing the class (with a grade of C or better) has to miss the remainder of the semester due to an unavoidable circumstance (e.g., a serious illness). Contact the instructor as soon as possible if you believe you need (and are eligible) to take an Incomplete for the course.

## ATTENDANCE

Since class only meets once per week, you are expected to attend and participate in every class. Participation means being prepared to present, discuss, and provide updates on your project and providing feedback to other students on their projects during class. Participation also means bringing drafts of reports and other materials when they are due (see Course Calendar below). By attending and participating in every class, you will earn the full 15 points possible for attendance and participation. If you miss or do not participate in a class, you will lose those 15 points. An additional 15 points will be deducted from your course total for every additional class you miss, as well. For example, if you miss two classes, you will lose the 15 attendance and participations points and you will have an additional 15 points deducted from your grade for a total point loss of 30.

## ACADEMIC DISHONESTY

You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate and Graduate Catalogs that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. [The policies can be found at <http://catalog.wmich.edu> under Academic Policies, Student Rights and Responsibilities.]

If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. **Any student found to be responsible for the act of academic dishonesty will be given a failing grade in the course and may be suspended or expelled from the university.**

## RELIGIOUS OBSERVANCES POLICY

The University is a diverse, multicultural enterprise and, as a community, we jointly embrace both individual responsibility and dignified respect for our differences. It is our general policy to permit students to fulfill obligations set aside by their faith. It is our intent that students who must be absent from scheduled classes to fulfill religious obligations or observe practices associated with their faith not be disadvantaged. However, it is your responsibility to make arrangements with the instructor in advance.

If you anticipate an absence due to a religious obligation, you must notify the instructor in writing at least one week in advance. If your absence falls on a lecture day, you will be able to download the lecture notes from the course website and you can contact the instructor to learn of announcements that may have been made in class. If your absence falls on a day on which an exam or quiz is given, you may schedule a time with the instructor to take the exam **early** (before your anticipated absence).

## AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) requires that all qualified persons have equal opportunity and access to education regardless of the presence of any disabling conditions. Access to education means providing students with the tools needed to be successful in higher education, including physical accommodations in classroom and lab space, course substitutions and/or waivers, modifications of classroom presentations, and modifications in testing and course requirements. If you have some specific learning disability, hearing impairment, visual impairment, seizure disorder, motor impairment, psychological disorder(s), and/or any other disabilities, you should register with the Disabled Student Services on campus, get a note from them outlining any special attention you may need, and bring that to me as soon as possible. I will make every effort to provide any accommodations necessary.

## COURSE CALENDAR

The class will meet every Monday from 6:00pm to 9:00pm as outlined below. Reading assignments indicate the readings that should be completed *before* that class date. Both the schedule and reading list are subject to change at the instructor's discretion.

Date	Topic(s)	Reading Assignment
Sept. 2	Course overview	
Sept. 9	<b>ADDIE: Analysis</b> Needs Assessment Performance Analysis Learner Analysis Contextual Analysis Goal Analysis  <b>Reading Quiz #1</b>	<ul style="list-style-type: none"> <li>• Chapter 1 – E-Learning: Promise and Pitfalls</li> <li>• Chapter 2 – How Do People Learn from e-Courses?</li> </ul>
Sept. 16	<b>ADDIE: Analysis</b> Job and Task Analysis Instructional Objectives Prerequisites  <b>Program Overview Due</b> <b>Reading Quiz #2</b>	<ul style="list-style-type: none"> <li>• Chapter on Course Objectives by Mager (available on course website)</li> </ul>
Sept. 23	<b>ADDIE: Design</b> Content Analysis Instructional Sequencing Instructional Strategies Assessment Instruments  <b>Reading Quiz #3</b>	<ul style="list-style-type: none"> <li>• Chapter 10 – Leveraging Examples in e-Learning</li> <li>• Chapter 11 – Does Practice Make Perfect?</li> </ul>
Sept. 30	<b>ADDIE: Development</b> The Multimedia Principle The Contiguity Principle The Modality Principle The Redundancy Principle  <b>Draft of Instructional Objectives due</b> <b>Reading Quiz #4</b>	<ul style="list-style-type: none"> <li>• Chapter 3 – Applying the Multimedia Principle</li> <li>• Chapter 4 – Applying the Contiguity Principle</li> <li>• Chapter 5 – Applying the Modality Principle</li> <li>• Chapter 6 – Applying the Redundancy Principle</li> </ul>
Oct. 7	<b>ADDIE: Development</b> The Coherence Principle The Personalization Principle The Segmenting & Pretraining Principles Navigation Guidelines  <b>Reading Quiz #5</b>	<ul style="list-style-type: none"> <li>• Chapter 7 –Applying the Coherence Principle</li> <li>• Chapter 8 – Applying the Personalization Principle</li> <li>• Chapter 9 – Applying the Segmenting and Pretraining Principles</li> <li>• Chapter 13 – Who's in Control? Guidelines for e-Learning Navigation</li> </ul>
Oct. 14	<b>ADDIE: Implementation &amp; Evaluation</b> Formative Evaluation Summative Evaluation Tryout Procedures  <b>Draft of Program Design Specs Due</b>	
Oct. 21	<b>Workshop/Consulting Session</b> Bring copy of materials under development	

	<b>Program Design Specs Due</b>	
Oct. 28	<b>Workshop/Consulting Session</b> Bring copy of materials under development	
Nov. 4	<b>Workshop/Consulting Session</b> Bring copy of materials under development	
Nov. 11	<b>Workshop/Consulting Session</b> Bring copy of materials under development	
Nov. 18	<b>Workshop/Consulting Session</b> Bring copy of materials under development	
Nov. 25	<b>International Doc Fox Appreciation Day</b> <b>No Class!</b>	
Dec. 2	<b>Workshop/Consulting Session</b> Bring copy of materials under development  <b>Draft of Program Development Report due</b>	
Dec. 9 7:15pm- 9:15pm	<b>Instructional Program due</b> <b>Program Development Report due</b>  Final Exam Day	