LTEC 5510 Technology-Based Learning Environments

Course Information:
- LTEC 5510: Technology Based Learning Environments (3 credit hours)
- Technology Design Course Capstone
- There will be no face-to-face campus meetings for this course. Communications will consist primarily of online synchronous meetings scheduled at specific times/dates with student input.

Course Instructor
Dr. Regina Kaplan-Rakowski is Lecturer of Learning Technologies and the Director of the Master of Science Program at the University of North Texas. Dr. Kaplan-Rakowski’s research investigates immersive learning environments (virtual reality, augmented reality, virtual worlds), computer-assisted language learning, mobile learning, 3D visualizations of learning content, multimedia learning, emerging technologies, and second language acquisition.

Communication
Email: Regina.KaplanRakowski@unt.edu
Office Location: Discovery Park, G159

Course Pre-requisites, Co-requisites, and/or Other Restrictions
This course is the instructional design capstone and should be completed in the session prior to or concurrently with LTEC 5580.

Materials – Text, Readings, and Supplemental Readings
Your main readings will be posted in Canvas. As such, there is no required book.

Optional Text:
*Rapid Instructional Design: Learning ID Fast and Right* by George M. Piskurich. ISBN-10: 0787980730
Course Description
Focuses on the process of design, implementation and evaluation of the content and context of teaching and learning in technology-based learning environments. Covers an array of technology-based learning environments that may include web-based learning management systems, 3D immersive environments and others.

Course Purpose
The intent of this course is to provide both an overview of instructional design process(es) and to give individual students the opportunity to practice the application of one or models of instructional design to develop online instruction. Throughout the master’s program, you have learned to construct multimedia, design, and instruction, and learned how to assess learning and how learning occurs. In this course, you will put all of these elements together to create a set of instruction that provides 45 contact hours. This could mean a 16-week course for a professor, a 6-week unit intended for a K-12 classroom, or a week-long (40-45 hours) corporate training session. Your instruction set will be presented in a learning management system, in this case Moodle, which we will provide and will be fully online.

You are permitted to use activities and materials you created in past courses to build out your instruction. However, unlike in most previous courses, you will also have to provide short justifications in your design document to explain why you made the decisions that you did. These decisions will reflect those best practices you learned in past courses to demonstrate that you understand what you have learned and that you can synthesize your learning into effective instructional materials and directions for students.

Upon completion of this course, you will be able to show to prospective employers and clients the depth of your expertise and ability to synthesize technology skills and instructional methods into a coherent design.

It is important to note that the use of technology tools in your designed course or training is to support the instructional goals and should not be the main focus of the course.

Format
This course will be offered 100% online in a 16-week format using Canvas accessed using standard web browsers. Each week will be scheduled with a beginning and ending date, with multiple activities assigned ad due within each week. All students will participate, collaborate and progress together within scheduled week.

- In order for students to show their knowledge of the technology skills required and the design of instruction, which are goals of the course, they will use what they have learned in previous courses and use the instructor as a resource to answer questions and provide feedback.
- In order for student to learn the instructional design content, the learners will be asked to solve an ill-structured instructional design problem, taken from social constructivist, problem-based learning theory. This will be posed by the instructor and will challenge
students to leverage the technology skills they learned by direct instruction in previous courses. Students will show their independent ability to develop instruction for a client that is produced in a learning management system.

- Problems emerge from instructional design projects for particular, real-world clients within the university as well as outside it.
- Additional activities and readings related to the instructional design projects/problems will be sought by students as part of their responsibility for designing and developing instruction.
- Students will also locate learning resources to supplement in-class learning experiences as needed in response to their instructional design project. The instructor can be a resource for this, but students should be the first means of access.

**Learning Expectations**

Learners must be prepared to:

- Conduct instructional analysis, design, development, implementation, and evaluation of instructional designs and understand multiple models that exist for the process of designing instruction using advanced industry-standard digital tools.
- Be able to work independently on course objectives, given the format for interaction with faculty and students will be somewhat non-traditional.
- Participate in all synchronous or asynchronous class activities.
- Verify appropriate hardware and software as described in course description.
- Contact the instructor within 24 hours if any problems develop with regard to accessing the course.
- Comply with appropriate electronic etiquette and abbreviations.
- Acquire all necessary software and resources.
- Complete all course requirements by posted deadlines.
- Access all necessary online resources to complete course-related activities.
- Provide constructive feedback in a timely manner to peers.

**Goals and Objectives**

At the end of this course students will be able to successfully:

G.1. Produce a professional technology-based instructional development that can be included in their final program portfolio

O.1.1. Students will design a technology-intensive instructional design for a course last 40-45 hours.

O.1.2. Students will integrate their instructional design materials into their portfolio selection, explaining what choices they made and why.

O.1.3. Students will provide linkages to their course for outside review by peers, instructor, program faculty, and prospective employers.
G.2 Critique fellow students’ materials
   O.2.1. Students will use provided forms to critique fellow members’ work.
   O.2.2. Students will share the constructive criticism with other class members.
   O.2.3. Students will work to implement their final project in a learning management system for evaluation by client, instructor, and peers.

G.3. Determine and employ technology specification to evaluate projects for design, content delivery, purpose, and audience
   O.3.1. Decide which software tool would best accomplish the client’s goals
   O.3.2. Establishes a clear plan for design
   O.3.3. Content delivery method that is chosen will be best method for client and students will be able to explain why

G.4. Seek and respond to input from colleagues and other professionals in evaluating a multimedia product
   O.4.1. Maintains communication with client and instructor while working on project.
   O.4.2. Students will ask questions of one another and made edits to their work based on feedback

G.5. Design and implement procedures to track trends, set timelines, and review/evaluate work progress for continual improvement in process and product
   O.5.1. Students will show their knowledge of the design process through clearly developed design documents that can be used to develop
   O.5.2. Students will establish realistic timelines that meet the requirements of their client and the course

G.6. Create technology specifications for tasks and evaluation rubrics to evaluate problem-solving processes
   O.6.1. Students will establish the particular technologies that learners using their instructional designs will interact with for learning.
   O.6.2 Students will produce evaluation rubrics for instructors to evaluate learner problem solutions.
   O.6.3 Students will produce evaluation rubrics for peers to evaluate other learners’ problem solutions.
   O.6.4 Students will produce evaluation rubrics for learners to evaluate their own problem solutions.

G.7. Use content selection and presentation for the defined audience and communication purpose
   O.7.1. Students will identify appropriate content and information that conforms to the needs of the audience they are designing their instruction to support.
   O.7.2. Students will identify appropriate means of presenting information (e.g. analog media, digital technology) that conforms to the needs of the audience they are designing their instruction to support.
O.7.3. Students will identify appropriate means of communicating information (level of language, discourse, activities) that conforms to the needs of the audience they are designing their instruction to support.

G.8. Complete tasks using technological collaboration such as sharing information through online communications
O.8.1. Students will be required to participate in discussions via online discussion boards every other week.
O.8.2. Students will be able to attend group meetings via online chat or instant messaging sessions in order to complete group assignments as needed.

G.9. Have engaged in metacognitive reflection regarding their individual and group learning processes O.9.1. Students complete a weekly blog reflection regarding a particular topic about their individual learning processes.
O.9.2. Students complete a weekly blog reflection regarding a particular topic about their group learning processes.
O.9.3. Students complete a weekly blog reflection regarding a particular topic about their individual and group learning processes with respect to how the course is constructed to support
O.9.3.1. problem-solving,
O.9.3.2. instructional design and development,
O.9.3.3. self-regulated learning skills
O.9.3.4. constative communicative actions like argumentation, development of grounded truth claims
O.9.3.5. normative communicative actions such as rule development, social negotiation of norms, consequences for failure to adhere to norms, etc.
O.9.3.6. dramaturgical communicative actions

G.10. Understand processes for developing rules and norms within the larger class group and smaller project groups
O.10.1. Class norm establishment processes
O.10.2. Small group norm establishment processes

G.11. Develop processes solving problems including learning basic self-regulated learning skills or using those they already have including:
O.11.1. Transforming
O.11.2. Goal setting
O.11.3. Planning
O.11.4. Information seeking
O.11.5. Keeping records
O.11.6. Environmental structuring
O.11.7. Memorization strategies (i.e. rehearsing)
O.11.8. Goal-based interpersonal communication (individual)
O.11.9. Goal-based interpersonal communication (group)

G.12. Learners will be familiar with instructional design models and strategies
O.12.1. Learners will review models learned in past courses
O.12.2. Learners will review new strategies and models
O.12.3. Learners will review past and existing designs to examine models, processes, and strategies

G.13. Learners will be familiar with and have basic skills at using current instructional design software (i.e. Adobe CS products, Moodle, iMovie, Final Cut, etc.)

**ASSESSMENT/GRADING**
Grades will be determined as follows:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Assignments</th>
<th>Details</th>
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<tbody>
<tr>
<td>70</td>
<td>Course Development</td>
<td>Design Document (15%)</td>
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<td>Job Aid (10%)</td>
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<td></td>
<td></td>
<td>Developed Instruction (40%)</td>
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<td>Reflection (5%)</td>
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<td>10</td>
<td>Peer-Feedback</td>
<td>Design Document (3%)</td>
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<td></td>
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<td>Moodle (5%)</td>
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<td></td>
<td></td>
<td>Job Aid (2%)</td>
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<tr>
<td>10</td>
<td>Presentation</td>
<td>Design Document (3%)</td>
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<tr>
<td></td>
<td></td>
<td>Moodle 1 (2%)</td>
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<td></td>
<td></td>
<td>Moodle 2 (5%)</td>
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<tr>
<td>5</td>
<td>Blogs</td>
<td>Seven (7) course blogs</td>
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<tr>
<td>5</td>
<td>Participation and Professionalism</td>
<td>Self-Evaluation (2%)</td>
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<tr>
<td></td>
<td></td>
<td>Peer-Evaluation (3%)</td>
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</tbody>
</table>

Total = 100%

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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TECHNICAL REQUIREMENTS

- Hardware and software necessary to use Canvas: http://www.unt.edu/helpdesk/
- Browser and plug in requirements: https://community.canvaslms.com/docs/DOC-10721
- Computer and Internet Literacy: http://clt.odu.edu/os/index.php?src=pe_comp_lit
- Headset/Microphone (if required for synchronous chats)
- Microsoft Office compatible software including word processing and presentation applications Discount student software available: https://untsystem.onthehub.com/WebStore/ProductsByMajorVersionList.aspx?cmi_cs=
  1&cmi_mnuMain=31c804d4-3fe3-e211-9d05-f04da23e67f4
- Java running on your local machine so that you can access: Windows Media player or QuickTime with the .wmv format plug-in

ACCESS/NAVIGATION/RESOURCES

Access and Log in Information
This course was developed and is facilitated utilizing the University of North Texas’ Learning Management System, Blackboard Learn. To get started with the course, please go to: https://unt.instructure.com.

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: http://ams.unt.edu.

Student Resources
As a student, you will have access to:
- Student Orientation via Blackboard Learn. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
- Canvas Community help and Guides https://community.canvaslms.com/community/answersguides

Being a Successful Online Student
- What Makes a Successful Online Student?: http://www.ion.uillinois.edu/resources/tutorials/pedagogy/StudentProfile.asp
- Self-Evaluation for Potential Online Students: http://www.ion.uillinois.edu/resources/tutorials/pedagogy/selfEval.asp

EagleConnect
Your access point for business and academic services at UNT occurs at http://www.my.unt.edu.
All official communication from the university will be delivered to your EagleConnect account. Your EagleConnect email address will be firstlast@my.unt.edu. For more information, please
visit the website that explains EagleConnect and how to forward your e-mail:  
http://it.unt.edu/eagleconnect

Student Support
The University of North Texas provides student technical support in the use of Blackboard Learn and supported resources. Regular hours are maintained to provide support to students. Please refer to the website for updated hours.
The student help desk may be reached at:
Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130
Online: http://www.unt.edu/helpdesk/

UNT is committed to providing a reliable online course system to all users. Students should immediately report any problems to the instructor and also contact the UNT Student Help Desk. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Additional Resources
- UNT Portal: http://my.unt.edu
- UNT Library Information: http://www.library.unt.edu/
- UNT Computing and Information Technology Center: https://it.unt.edu/
- Computer Labs: General access computer lab information (including locations and hours of operation) can be located at: http://www.gacl.unt.edu/

COURSE COMMUNICATIONS
Students should contact the instructor via email as the telephone messages are only checked a couple of times a week. The instructor will respond to student emails within three working days (72 hours). Working days do not include weekends or holidays. In most cases, response time is much faster than the stated 72-hour timeframe. Students are also encouraged to develop communication networks with other class members via electronic communication vehicles such as Learn email, Forums, and/or other chat tools.

Students should consider the communication parameters with regard to assignment due dates. Please be aware that the instructor will not be able to respond to last-minute emails asking for assignment clarification. You should be aware that there are always unforeseen problems with your Internet provider, software, or hardware, so do not wait until the last minute to work on assignments for this course.
Resources regarding netiquette:

- [http://www.ic.sunysb.edu/Class/che326ff/discussion_board/etiquette.pdf](http://www.ic.sunysb.edu/Class/che326ff/discussion_board/etiquette.pdf)
- [http://online.uwc.edu/academics/how-online-education-works/online-etiquette](http://online.uwc.edu/academics/how-online-education-works/online-etiquette)

**Late Work Information**

All course-related assignments are expected to be submitted on time. Any assignments not turned in by the stated deadline may be assigned a grade of zero unless the student has made prior arrangements with the instructor. If there are any questions concerning a late policy, please contact your instructor.

**Incomplete Grade Information**

The department complies with university policy regarding the assignment of an Incomplete Grade in any course. Please see [http://registrar.unt.edu/grades/incompletes](http://registrar.unt.edu/grades/incompletes) for information. Per UNT policy, a grade of Incomplete can only be awarded to a student who is 1) passing the course at the time of the request and 2) has a justifiable and documented reason, beyond the control of the student, for not completing the course work on schedule. Notification and submission of documentation must be provided to the instructor at the time of the emergency.

**Turnitin Notice**

Students may be required to submit written assignments for this class to Turnitin, a web-based plagiarism detection service. If your instructor requires you to use this service, please remove your title page and other personal information prior to submitting your assignment to Turnitin.

**COURSE EVALUATION**

Students will be asked to complete the SPOT evaluation found at [https://my.unt.edu](https://my.unt.edu) at the end of the semester.

**SCHOLARLY EXPECTATIONS**

**Student Conduct and Academic Integrity**

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level. You are encouraged to become familiar with the university's Student Standards of Academic Integrity policy: [http://policy.unt.edu/sites/default/files/06.003_AcademicIntegrity_2009_0.pdf](http://policy.unt.edu/sites/default/files/06.003_AcademicIntegrity_2009_0.pdf)

Of particular interest are the following terms:
• **Cheating** – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.

• **Plagiarism** – the deliberate adoption or reproduction of ideas, words, or statements of another person as one’s own without acknowledgement.

• **Fabrication** – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

• **Facilitating academic dishonesty** – intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

**Copyright Notice**

Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located at: [https://copyright.unt.edu/](https://copyright.unt.edu/)

**UNT POLICIES**

**Student Conduct and Discipline**

You are encouraged to become familiar with the University Student Code of Conduct maintained by the Dean of Students in the Office of Student Affairs: [https://deanofstudents.unt.edu/conduct](https://deanofstudents.unt.edu/conduct).

**ADA Policy**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at [http://www.unt.edu/oda](http://www.unt.edu/oda). You may also contact them by phone at 940-565-4323.
Add/Drop Policy
The department adheres to the add/drop schedule established and published by the UNT Office of the Registrar. See the registration calendar for information (http://registrar.unt.edu/registration/registration-guides-by-semester).

Important Notice for F-1 Students taking Distance Education Courses:

Federal Regulation
To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at http://www.ecfr.gov.

The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f) (6) (i) (G)” and can be found buried within this document: http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT

The paragraph reads:
(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance
To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:
(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.
Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.