CityUniversity of Seattle | CityU.edu

Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP

EAD 524: Instructional Design Technology

6 Credits
Effective 1/1/2019

FACULTY
Faculty Name:

Contact Information:

Email:

COURSE DESCRIPTION

This course focuses on how learning professionals effectively incorporate technology, enhance the learning process, and improve outcomes for the diverse learning styles and needs of adult learners both in-person and online. This course covers the design, development, and integration of digital media to enhance the learning experience with emphasis placed on how media, emerging and mobile tools, and online applications influence technology-mediated learning environments. Students will learn how technology is transforming adult education by removing traditional barriers to learning in both online and in-person classrooms.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course **Reading List**. The reading list can be found under *Course Information* in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged "Purchase from the Canadian Bookstore." Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

COURSE OUTCOMES

In this course, learners:
- Explore the advent of online education and its implications.
- Evaluate current educational technologies for diversity, engagement, sustainability and to reduce barriers.
- Create a sample course using instructional design technology.

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

Overview of Required Assignments	% of Final Grade
Educational Technology Analysis	15%
Online Education Best Practices Presentation	20%
Captivate Presentation	45%
Formative Assessments	20%
TOTAL	**100%**

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics with more detail as to how this assignment will be graded.

Online Education Best Practices Presentation

Students present research derived from best practices for the online classroom. Students will create a voice-over presentation that demonstrates three (3) best practices in online education or training.

To this end, students will use their voice-over presentation to explain each practice in depth (2-3 minutes) including what it is, how it functions, how it enhances the learning process, and its limitations. For each best practice, student will create three to four (3-4) bullet points on the presentation slide that support the verbal presentation. Students can add graphs, pictures, and relevant media. The voice-over presentation should also include a title slide and a reference slide.

Each practice should have at least one (1) quality source and one (1) academic source. The voice-over presentation must be saved as a video file (movie file) and then uploaded to a university-supported streaming service (YouTube or Kaltura).

Components	% of Grade
Voice Over Presentation	40%
Analysis of Online Best Practices	50%
References and APA	10%
TOTAL	**100%**

Educational Technology Evaluation

Students will analyze a program or organization's use of educational technology. The technological analysis is to have seven sections:

(a) create a brief introduction describing the educational program or organization;
(b) discuss the educational program or organization's current class or training goals;
(c) describe the current technology being used for education or training.
(d) analyze the technology use and discuss how well it is serving the goals of the educational program or organization;
(e) develop recommendations for changes or improvements to improving the current technology use;
(f) outline an implementation plan for the recommended improvements which includes a timeline with deliverables as well as resources needed; and
(g) a conclusion.

The educational technology evaluation is to be 6-8 pages (2100-2800 words), double-spaced, 12 pt. Times New Roman font. APA writing conventions must include a minimum of six (6) quality and/or academic sources.

Components	% of Grade
Analysis of Technology	20%
Writing and Organization	20%
References and APA	10%
Recommendations	20%
Implementation plan	20%
Introduction, Goals, and Description of Current Technology	10%
TOTAL	**100%**

Final Project

Overview:
Students utilize the online course creation tool of your choice to create a short on best practices for online teaching and/or learning. You are welcome to refer to or use parts of your project from Week 5.

This project is divided into five (5) parts:
- Part I: Creating a course overview
- Part II: Organizing course content
- Part III: Utilizing at least 3-course tools
- Part IV: Incorporating visuals and media to enhance learning
- Part V: Finalizing and Publishing course before submission

You will complete specific portions of your project in Modules 6 – 9 and submit your final project in Module 10. Please make sure you adhere to all the required items specified in each part of the project as well as review this assignment's rubric. You will be graded on including all the required components and your creativity.

This is not an overnight assignment! Therefore, please do not wait until the last minute to begin working on this assignment. Again, your presentation needs to be organized; the layout must be easy to navigate and engaging. You will have the opportunity to incorporate additional items into your presentation for bonus points.

To Submit your project, click on the Assignments link on the Course Menu and submit a public link that I can access to your final published project: Final Project Submissions area.

attachment.

Components	% of Grade
Use of course concepts	30%
Resource Analysis and Use	30%
Apply Design Practices (Evaluate)	40%
TOTAL	**100%**

Formative Assessments

Class participation through formative assessments is an integral part of this course. Formative assessments can be journals, papers, activities, quizzes, discussions, wikis, or other activities determined by the course manager and instructor. Each formative assessment includes its own rubric and/or due date as outlined within the activity to balance participation and enhance learning. Whether in class, online, or in a mixed mode setting, students will be graded on their ability to present, explain, or defend alternative viewpoints and the degree to which they have mastered the concepts and principles inherent in the study of leadership. Written work is assessed on relevance to the subject presented, adherence to writing mechanics and organization, and professional presentation.

Components	% of Grade
Use of Course Concepts	100%
TOTAL	**100%**

COURSE POLICIES

Late Assignments

Students are required to submit all assignments by the due dates stated in the course schedule. A late assignment is one that is submitted after the due date or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student needs to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis.

Being busy, pressured with outside work, technical issues, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in

advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5% deduction in grade each day or part of the day that the assignment is late up to a maximum of 25% off. Coursework received after 10 days will not be graded and will receive a zero grade, unless prior arrangements have been made.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

Participation

Participation is determined through your active engagement in classroom activities each week. This can be measured through your discussion board posts or by submitting an assignment when due.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination
City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit https://my.cityu.edu/titleix or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at https://www.cityu.edu/discover-cityu/about-cityu/ under the Policies section or at https://www.cityuniversity.ca/about/ .

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled *Academic Integrity Policy* under *Student Rights & Responsibilities*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the University Catalog in the section titled *Attendance* under *Student Rights & Responsibilities*.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the Disability Support Services page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the Ask a Librarian service, or access library resources and services online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.