



**Instructor:** Katarina Pantic

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**Phone:** n/a

**Office Hours:** ITLS 201

May – Monday 12-1pm; June 02-22 – **TBD**; June 22+ - Monday 12-1pm

In person available in May, June and August (by appointment)

**Class Time & Location:** Online (Asynchronous) w/ a few Synchronous sessions and a possibility

## COURSE OVERVIEW

Designing and developing materials for communication, instruction, and training are major responsibilities for professionals involved in Instructional Technology, Learning Sciences, and other related education and human services fields. This course is an introduction to some widely-used applications for media authoring, editing, and delivery and how they can be used to support communication, instruction and training. During this course, we'll examine technology within the following categories: surveys (e.g., Qualtrics), Learning Management (e.g., Canvas, etc.), and Media Production (e.g., digital images, videos, screencasting, photo editing, podcasting etc.).

## COURSE OBJECTIVES

- Demonstrate a degree of technical familiarity with various industry standard software applications (or readily available alternatives) that assist in the production and distribution of instructional content.  
Note: I said “familiarity”, not “expertise”.
- Develop skill to use these tools appropriately and effectively (using best practices) in an instructional context, in ways that advance instructional objectives and improve learner experience.
- Learn-how-to-learn. Software packages come and go at a rapid rate, and learning how to learn new software as its comes on the market is a key design skill.

\* Objectives are aligned with the [USU IDEA Objectives](#) (used for course evaluations):

## COURSE MATERIALS

There is no textbook required for this class. **Assigned materials and readings** will be provided through the Canvas class site. Access to and use of certain **software** tools will be helpful in the completion of course requirements. All required software is available in the Instructional Technology and Learning Sciences Department computer lab (EDUC 280)(email me if you need password) as well as at regional campuses. If you do not have access to the lab or wish to work on the assignments at home or outside of lab hours, I suggest using trial versions or exploring Student discounts.

### Wordpress or Canvas Content/Learning Management System

You must select and learn one content management system for designing your final project:

- 1) Wordpress: <https://wordpress.com/com-vs-org/>
- 2) Canvas. <https://www.canvaslms.com/try-canvas>

Both tools are **free**.

### Adobe Creative Suite/ Cloud

Access to Adobe Creative Suite is recommended to complete this course. While there are other applications that you may use instead of the Adobe Creative Suite (such as Gimp instead of Photoshop), if you do not use the Adobe products I discuss in this course, you will be responsible for ensuring that you are able to complete the assignments with the required level of professionalism.

*\*If you are a student in ITLS, I strongly encourage you to engage with Adobe products, as they are some of the most important tools required by employers. Developing familiarity with them will prove to be beneficial for you.*

Adobe Creative Suite allows for a **30-day free trial**:

<https://www.adobe.com/creativecloud/catalog/desktop.html>

If you go down this route, I suggest not downloading them all at once so they do not expire all at once. Use app by app instead. Also, plan your final project ahead of time, so you have access to the right software ahead of time.

If you have a **usu.edu e-mail address**, you can order full Creative Cloud through USU Software Licensing at [https://usu.service-](https://usu.service-now.com/usu/catalog_individual.do?sysparm_catalog=cd1eca50e971c200e3b160ec34320c0e)

[now.com/usu/catalog\\_individual.do?sysparm\\_catalog=cd1eca50e971c200e3b160ec34320c0e](https://usu.service-now.com/usu/catalog_individual.do?sysparm_catalog=cd1eca50e971c200e3b160ec34320c0e)

*\* Read instructions for the installation carefully – the installation through university credentials is finicky (I learned that from my own experience).*

### TechSmith Camtasia

TechSmith Camtasia includes a 30-day trial, which could last until you have finished your course project, and you will not need to pay for the product.

Camtasia: <http://discover.techsmith.com/camtasia-brand-desktop/>

### Online Tutorial Videos

Many of the tutorials we use in this course will be on YouTube or similar sites. I will provide resources to get you started, but to complete some of the assignments you will have to search for additional resources on your own. This is the learn-how-to-learn part ☺

One good go-to place (apart from Youtube) is Lynda.com. Lynda.com currently has a 30-day free trial. Monthly membership is \$25 a month. I believe you can start and disconnect it at any time. Though one normally needs to pay for Lynda.com, one-month membership is possible and you should also check with your library in case they provide free access. I know this is one of the perks of being a member of North Logan City Library.

*\*Work with trial versions will leave a watermark on your final product, which is fine for the purposes of this course. If you wish to use your final product in your ePortfolio, your future employers may find this to be unprofessional.*

## COURSE GRADES

Your grade will be based on the university grading scale:

A	100-93%	A-	92-90%	B+	89-87%	B	86-83%,
B-	82-80%	C+	79-77%	C	76-73%	C-	72-70%
D	69-60%	F	59-0%				

## COURSE ASSIGNMENTS

Assignments	Percentage
<p><b>Discussion forums (4pt each)</b>  <i>*two lowest scores in your discussions will be dropped at the end of the semester.</i></p> <p>Goal:            Discussion posts are designed with Vygotsky's Zone of Proximal Development in mind. They are meant to help you expand on your own understanding through peer support.</p> <p>Length requirement:            A minimum of 300 (for 5205 students) or 400 words (for 6205).</p>	30%
<p><b>Learning activities</b></p> <p>Includes:</p> <ul style="list-style-type: none"> <li>- Quiz on the syllabus (required for everyone)</li> <li>- A conference meeting (required)</li> <li>- Create your own CMS (required for everyone)</li> <li>- Weekly exercises with various tools (e.g. critique, creation, revision)</li> </ul> <p><i>*Since these are connected to a variety of software, you will have an option NOT to do one of the learning activities (quiz, conferencing and CMS do not qualify), or just drop your lowest score.</i></p>	30%
<p><b>Final project</b></p> <p>Includes:</p> <ul style="list-style-type: none"> <li>- Initial plan of the final project (5pt)</li> <li>- Final plan of the final project (5pt)</li> <li>- A user-centered design study (UCD) and revise project (10pt)</li> <li>- Final project (20pt)</li> </ul>	40%

## WEEKLY DISCUSSION (30%)

For weekly discussions, students will need to make an original posting in response to the questions posted in the discussion by 11:59 pm on Monday of that week, and respond to two classmates' postings by 11:59 pm on Wednesday of that week.

The following table describes the rating scale:

Component	2	1	0
Original postings	The posting needs to meet all the following criteria: 1. It is in response to the questions. 2. It displays students' understanding of this week's reading. 3. It shows students' thinking or ideas. 4. It meets the minimum of 300 (for 5205) or 400 words (6205).	The posting needs to meet 1-2 of the following criteria: 1. It is in response to the questions. 2. It displays students' understanding of this week's reading. 3. It shows students' thinking or ideas.	The posting does not meet any of the following criteria: 1. It is in response to the questions. 2. It displays students' understanding of this week's reading. 3. It shows students' thinking or ideas.
Response to other students	The response needs to meet all the following criteria: 1. It is in response to other student's original posting. 2. It displays students' understanding of this week's reading. 3. It shows students' thinking or ideas.	The posting needs to meet 1-2 of the following criteria: 1. It is in response to other student's original posting. 2. It displays students' understanding of this week's reading. 3. It shows students' thinking or ideas.	The posting does not meet any of the following criteria: 1. It is in response to other student's original posting. 2. It displays students' understanding of this week's reading. 3. It shows students' thinking or ideas.

## LEARNING ACTIVITIES (30%)

During the course of the semester, you will learn about **10+ computer applications for instruction and training**. Some of them we will learn through critique and revision assignments, others through less complex assignments (e.g. weekly discussion in the form of a podcast etc.). For each assignment, I will provide you with a separate rubric, similar to the one listed above.

A **Critique and Revision** assignments will have the following **3 components**:

1. You will provide a critique of the instructional unit that we created using the tools you are learning.
2. You will explain how we could improve upon our product.
3. You will create your own, improved version of our product using the tool you are learning. Your "revision" of our product should be higher in quality and professionalism, and should represent your best work. You will include with each revision a reflection on what you changed and why, what you have learned about best practices as a result, and a description of how you might use the tool we discuss that week in creating your own instruction now or in the future

*\*we=all ITLS instructors engaged in the design of this course*

## FINAL PROJECT (40%)

You will create your own instructional or training unit / module as your course project, centering on a subject related to your field, profession, or passion. It should be something that you would envision creating or using during your future endeavors. Assignments related to the final project will be due throughout the semester.

1. *Initial plan for course project (5%)*. Submit and receive feedback from your instructor and classmates.
2. *Final course project proposal (5%)*. Revise and resubmit.
3. *A user-centered design study (UCD) and revise project (10%)*. Conduct and submit UCD report with two of your classmates/friends.
4. *Course Final Project (20%)*. Submit the final version of your course project, revised based on results of what you learned in the critiques and the UCD. Week 13.

Two weeks are designed to give you time to work on your final projects.

## ASSIGNMENT SUBMISSIONS

Assignment submissions will be made online through the class discussions and are due on the date posted on Canvas.

## LATE SUBMISSIONS

Late submissions will not receive a grade higher than 80%. Late submissions after **1 week** will not be accepted.

## EXTRA CREDIT

Extra credit may be available if an occasion arises. This is not guaranteed, so I strongly advise you not to miss assignments.

## GRADE DISPUTES

If you have a question about a grade on a given assignment, you must bring it up within 7 days of receiving the grade. After that time, the grade will be considered final. It is advisable to submit your grievance in a polite written form directly to the instructor at [katarina.pantic@usu.edu](mailto:katarina.pantic@usu.edu). Be clear and precise.

## TIPS FOR SUCCESS

- Read the syllabus – this is the contract between me and you; but more than that, it helps you plan your work ahead of time. I suggest you read the syllabus and plan your semester during Week 1.
- This is a graduate level course. You are expected to work 10 hours a week on it (on average!). Though that may sound like much, if you invest your time to familiarize yourself with the tools, you will:
  - Be able to add those tools to your resume
  - Leave the course with an actual product that you can share with your future employers and include in your ePortfolio
- Give your best at all times – losing a point today may not seem like much, but if it happens on regular basis, it can jeopardize your grade in this (or any other) class.
- Monitor your grade and feedback on Canvas – I usually grade assignments the same week, unless I otherwise announce. Let me know if I give you more points than you deserve! Mistakes happen!
- I grade by the rubric. If you do the work and follow the rubric, there is little chance that you will not get an A. If you ignore the rubric and choose not to do the work, A is simply not an option.
  - Also, read instructions please. They are available for a reason.

- Some people are happy with a lower grade, as they have different priorities in life and I respect that. For that reason, I do not tend to be concerned about your grades. That said, if you feel like you are putting in the work and you are not getting the grade you strive for, ask for help. I am always willing to help or advise.
- This is an asynchronous class and online, but that does not mean it has to be asocial. Come see me in my office, meet me online, reach out to your classmates online or go have lunch with them. Discussing projects with other people provides us with different perspectives and helps us improve.
- Don't stress! This is supposed to be a fun class. Just do your best!

## TIPS ON LIFE

- Respect your peers – people you meet in class will be your professional network one day. Do your best to provide them with meaningful feedback, include them in class discussion and follow-up on questions.
- Keep your communication professional at all times.
- Be humble about your own mistakes and be patient with those of others. Remember that we are all learning.
- If you find a solution to your project problem, share the solution. This class is an open forum, and your discovery gives you an opportunity to

## COURSE POLICIES

### University Policies and Procedures

See: [http://www.usu.edu/provost/faculty/teaching/doc/Syllabus\\_resources\\_USU\\_policies.pdf](http://www.usu.edu/provost/faculty/teaching/doc/Syllabus_resources_USU_policies.pdf)

### Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

### Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

**Student Services:** <http://www.usu.edu/studentervices/> (Links to an external site.)Links to an external site., 435.797.1712, [studentservices@usu.edu](mailto:studentservices@usu.edu), TSC 220

**Access and Diversity:** <http://www.usu.edu/accesscenter/> (Links to an external site.)Links to an external site., 435.797.1728, <mailto:access@usu.edu>; TSC 315

**Multicultural Programs:** <http://www.usu.edu/accesscenter/multiculture/> (Links to an external site.)Links to an external site., 435-797-1728, TSC 315

**LGBTQA Programs:** <http://www.usu.edu/accesscenter/lgbtqa/> (Links to an external site.)Links to an external site., 435-797-GAYS, TSC 314

**Provost's Office Diversity Resources:** <http://www.usu.edu/provost/faculty/diversity/> (Links to an external site.)Links to an external site., (435) 797-8176

### You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State

University: <http://www.usu.edu/studentervices/studentcode/> (Links to an external site.)Links to an external

[site.](#)

Full details for USU Academic Policies and Procedures can be found at:

[Student Conduct \(Links to an external site.\)Links to an external site.](#)

[Student Code \(Links to an external site.\)Links to an external site.](#)

[Academic Integrity](#)

[USU Selected Academic Policies and Procedures \(Links to an external site.\)Links to an external site.](#)

[USU Academic Policies and Procedures \(Links to an external site.\)Links to an external site.](#)

[Academic Freedom and Professional Responsibility Policy \(Links to an external site.\)Links to an external site.](#)

## COURSE SCHEDULE

Ways to reach me	Week	Topics	Readings	<b>Assignments Due</b> <i>* all discussion posts are due on Mon at 11:59pm; All responses to the discussion posts are due Wed at 11:59pm; everything else is due Thurs at 11:59pm</i>
Online office hours: Monday 12-1pm (via Adobe Connect) In person: by appointment (10am-6pm)	Week 1 (5/7-11)	Module 01: Introduction	Syllabus Defining computer applications; Final Project	<b>Quiz on the syllabus</b> <b>Class introduction (discussion post)</b> <b>Check settings on your Canvas</b>
	Week 2 (5/14-18)	Module 02: Wikis and Blogs	Best practices and usage of blogs and wikis	<b>Discussion post (original post done in a wiki; replies done in a discussion)</b>
	<b>Note: I am traveling for a conference during Week 2 and will have limited access to Internet. Best time to see me is Monday (f2f or online).</b>			
	Week 3 (5/21-25)	Module 03: Conferencing tools	Developing practice with and knowledge about conferencing tools. Zoom. Adobe Connect. See some examples of final projects.	<b>Discussion post;</b> <b>Learning activity (Conference meeting w/ classmates to discuss final project)</b> Time: Wednesday 7pm – 8pm <b>Initial project description</b>
	Week 4 (5/28– 6/1)	Module 04: Podcasts	Podcasting platforms and sound editors; Educational Implications;	<b>Discussion post (as a podcast);</b>

Online office hours: TBD (via Adobe Connect) In person: by appointment (before 9am or after 5)	Week 5 (6/4-8)	Module 05: Project Management	Exploring different project management systems.	<b>Final project description (due Monday);</b> <b>Discussion post (Choose one PM, organize your final project and other summer activities and share a snapchat with class)</b>
	Week 6 (6/11 – 15)	Module 06: Learning/Con tent Management Systems (LMS/CMS)	Learn how to use an LMS/CMS (e.g. Canvas, Wordpress)	<b>Attend a webinar on Canvas (guest speaker Erin Anderson from CIDI)</b> <b>WED 12-1pm</b> <b>Create your own CMS/LMS, share it with our class and provide feedback to others</b>
	Week 7 (6/18-22)	Module 07: Surveys	How to design a good survey; How to use surveys; Qualtrics	<b>Discussion post</b> <b>Learning activity (Qualtrics)</b>
Online office hours: Monday 12-1pm (via Adobe Connect) In person: n/a	Week 8 (6/25-29)	Module 08: Screencast	Screencasting: Best practices. Camtasia.	<b>Discussion post;</b> <b>Learning activity (Camtasia)</b>
	Week 9 (7/2 – 6)	Module 09: Digital Image Editing	Copyright; Image Editing;	<b>Discussion post;</b> <b>Learning activity (Photoshop revision);</b>
	Week 10 (7/9-13)	Module 10: Handout/ flyer creation	Desktop Publishing; InDesign; Design Principles;	<b>Discussion post;</b> <b>Learning activity (InDesign)</b>
	Week 11 (7/16-20)	Independent work week. Work on your final project. <b>Traveling 7/18 – 25 with limited access to Internet.</b>		
	Week 12 (7/23-28)	Module 12: Video Production	Videos in the classroom: best practices. iMovie or Adobe Premiere Pro;	<b>Discussion post;</b> <b>Learning activity (choose iMovie or Adobe Premiere Pro)</b>
	Week 13 (7/30-8/3)	No new content this week. Work on your final project.		<b>A user-centered design study (UCD) and revise project</b>
Schedule in person appointment with me (final project)	Week 14 (8/6 - 10)	Module 14: Presentation tools	Presentation tools.  Prezi	<b>Discussion post (includes a Prezi presentation on your final project)</b> <b>Final Project</b>

**Note.** The course schedule as well as the weekly readings are subject to change.