

Course Syllabus

ITLS 5205/6205: Computer Applications for Instruction and Training

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Office: EDUC 225

Office Hours: as requested, either in person or via Adobe Connect

Course Location: online via Canvas

Workshop: (optional) Thursdays, 4:30 - 7:00 pm, EDUC 280

Description

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 the development of such materials. During this course, we'll examine technology within the following categories: Assessment (e.g., Qualtrics, Google Forms, SurveyMonkey, etc.), Content Management (e.g., Canvas, Moodle, Wordpress, etc.), and Media Production (e.g., Photoshop, InDesign, Audacity, iMovie/Moviemaker, etc.).

Course Objectives

1. Students will demonstrate a degree of technical proficiency in various industry standard software applications (or readily available alternatives) that assist in the production and distribution of instructional content.
2. Students will be able to use these tools appropriately and effectively (using best practices) in an instructional context, in ways that advance instructional objectives and improve learner experience.

Course Materials

There is no textbook required for this class. Assigned materials and readings will be provided through the Canvas class site. First, we want to be up front about the software and the tutorials we are using in this course. 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) 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, we have structured the course so as to make this as inexpensive as possible.

Adobe Creative Suite

You will probably need access to Adobe Creative Suite (or, at least, Photoshop and InDesign) 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 we discuss in this course, you will be responsible for ensuring that you are able to complete the assignments with the required level of professionalism. Adobe Creative Suite allows for a 30 day trial. You will not need to use Adobe Create Suite until **October 21**. If you start a free 30-day trial on October 21, you will need to pay for only 1 month subscription in order to complete your final project.

Adobe Captivate or Camtasia

Adobe Captivate (or its alternative, Camtasia) is not included in the Creative Suite and, thus, requires a separate subscription. Captivate includes a 30-day trial (as does Camtasia). You will not need to use Captivate until **November 11**. If you sign up for a free 30-day trial on November 11, the free trial *should* last until you have finished your final project, and you will not need to pay for the product. We do not recommend that you start the trial until then, so that you do not find yourself in a position where you need to buy the product or subscription in order to finish your final project.

Lynda.com

Many of the tutorials we use in this course will be on Lynda.com. You will likely not need to use these tutorials until **October 21**. If you wait until then to subscribe to Lynda.com, you will likely only need a 1 month subscription (unless you wish to continue referring to these tutorials while creating your final product, in which case a 2-month subscription may be necessary). While it may certainly be possible to complete the assignments in this course without subscribing to Lynda.com, you will be responsible for finding your own tutorial resources if you do not.

Course Structure

This course is intended to help you learn to use software tools to create *effective* instructional and training materials. With that in mind, this course is structured around an instructional unit that we have designed to be similar to the ones you will create in your final project. To help you familiarize yourselves with the tools, we will give you a component we created for our unit for you to critique and improve. Critiques are due on Tuesdays. Your improved products are due on Fridays.

After you are familiar with the tools, you will create your own instructional unit as your final project. Because good instruction requires planning, you will submit and update plans for your instructional unit throughout the course. The first draft of your plan will be due the first week of class, with updates due about every 4 weeks.

Grade Components

Assignments in this course consist of three categories: *weekly assignments*, *final project*, and *final exam*.

Weekly Assignments (40%)

Critiques (10%) Each week (weeks 2-11), we will provide a component of our instructional unit that was created using the tools we are discussing that week. You will need to explain how we could improve upon our product. There will be 9 of these critiques.

Revisions (20%) Each week (weeks 2-11), you will create your own, improved version of our product using the tools we are discussing that week. Your "revision" of our product should be substantially higher in quality and professionalism, and should represent your best work.

Reflections (10%) You should 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.

Final Project (50%)

Plan, Draft, and Peer Review (20%) You will be asked to submit an initial proposal for your final project, two drafts of your instruction plan, a draft of your instructional unit, and peer reviews of the instructional plans and drafts of the projects of other students throughout the semester.

Final Project (30%) Your final project will be an instructional or training unit or module, centering on a subject related to your field or profession, and should be something that you would envision creating or using during your future professional endeavors.

Final Exam (10%)

For the final exam, you will go through three of your classmates' final project modules. You will submit a reflection on what you learned from each of those projects relating to the content of the module and instructional design and what you learned about instruction and teaching while designing your own project.

Assignment Submissions

Assignment submissions will be made online through links on the class website and are due on the date posted on Canvas. We highly recommend that you do not wait until the last minute to turn in assignments, as Internet connections can be unreliable. If you plan on being in an area without reliable Internet, you absolutely must make arrangements to turn in assignments ahead of time. **It is important to always check Canvas; the course schedule is incorporated into the Modules List where you can find links to our weekly start page and assignment due dates.**

Late Submissions

Late submissions will not be accepted except under extenuating circumstances or as pre-approved by the instructors. If you feel that your circumstances will make it impossible to turn in an assignment on time, please contact us and discuss with us first. We are not unreasonable, but we also have high expectations of our students.

University Policies and Procedures

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403 \(Links to an external site.\)](#) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State

University students.

[The Honor Pledge \(Links to an external site.\)](#): To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: *"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."*

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

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.

Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC). Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content are available with advanced notice. Contacting the Disability Resource Center (DRC):

- On Campus: Room 101 of the University Inn
- Phone: 435-797-2444
- Website: <http://www.usu.edu/drc/> (Links to an external site.)

Disability related resources for current students:

- [DRC Student Handbook](#) (Links to an external site.)
- [Deaf and Hard of Hearing Student Handbook](#) (Links to an external site.)
- [Disability Related Scholarships](#) (Links to an external site.)
- [Campus Resources](#) (Links to an external site.)
- [Documentation Guidelines](#) (Links to an external site.)
- [Online Resources for Students with Disabilities](#) (Links to an external site.)

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/student-services/> (Links to an external site.), 435.797.1712, studentservices@usu.edu, TSC 220
- Student Advocates: <http://www.usu.edu/ususa/legal/> (Links to an external site.), 435.797.2912, TSC 340,
- Access and Diversity: <http://www.usu.edu/accesscenter/> (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.), 435-797-1728, TSC 315
- LGBTQA Programs: <http://www.usu.edu/accesscenter/lgbtqa/> (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.), (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/student-services/student-code/> (Links to an external site.)

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII. Grievances \(Links to an external site.\)](#).

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

- [Student Conduct \(Links to an external site.\)](#)
- [Student Code \(Links to an external site.\)](#)
- [Academic Integrity](#)
- [USU Selected Academic Policies and Procedures \(Links to an external site.\)](#)
- [USU Academic Policies and Procedures \(Links to an external site.\)](#)
- [Academic Freedom and Professional Responsibility Policy \(Links to an external site.\)](#)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

Date	Details
Fri Sep 4, 2015	Sign up for Canvas due by 11:59pm
	Unit Proposals due by 11:59pm
	Complete Survey due by 11:59pm
	Introduce yourselves due by 11:59pm
Tue Sep 8, 2015	Assessment Critique due by 11:59pm
Fri Sep 11, 2015	Assessment Revision due by 11:59pm
Tue Sep 15, 2015	Canvas Critique due by 11:59pm
	LMS Best Practices due by 11:59pm
Fri Sep 18, 2015	Canvas Revision due by 11:59pm
Tue Sep 22, 2015	Wordpress Critique due by 11:59pm
Fri Sep 25, 2015	Wordpress Revision due by 11:59pm
Fri Oct 2, 2015	[Extra Credit] Mid-Semester Survey due by 11:59pm
	Draft Project Plan due by 11:59pm
	Draft Project Plan Peer Review due by 11:59pm
Thu Oct 8, 2015	Feedback Assignment due by 11:59pm
	Install and Learn Audacity due by 11:59pm
Fri Oct 9, 2015	Critique an Audio File due by 11:59pm
Thu Oct 15, 2015	Improve an Audio File due by 11:59pm
Fri Oct 23, 2015	Critique a Video File due by 11:59pm
Tue Oct 27, 2015	Document Critique due by 11:59pm
Wed Oct 28, 2015	Learn iMovie/MovieMaker due by 11:59pm

Date	Details
Thu Oct 29, 2015	Improve a Video File due by 11:59pm
Fri Oct 30, 2015	Critique a Handout due by 11:59pm
Wed Nov 4, 2015	Learn Photoshop due by 11:59pm
Thu Nov 5, 2015	Edit Images in Photoshop for a Handout due by 11:59pm
Wed Nov 11, 2015	Learn InDesign due by 11:59pm
Thu Nov 19, 2015	Revise a Handout in InDesign due by 11:59pm
Fri Nov 20, 2015	Final Project Plan due by 11:59pm
Tue Dec 8, 2015	Draft Final Project due by 11:59pm Draft Project Peer Review due by 11:59pm
Sat Dec 12, 2015	Final Project due by 11:59pm Presentation Critique Presentation Revision Screencast Critique Screencast Revision