ITLS 5205/6205: Computer Applications for Instruction and Training

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Office Hours: Tuesday, 9:00am-10:30am, via Big Blue Button, and any other time at request.
Location: Online via Canvas

Course overview and objectives

Notes and details regarding assignments and requirements will be distributed in class and through Canvas. Activities and assignments will be due by the Friday midnight of that week which it is scheduled (note that video editing and InDesign units actually cover 2 weeks of time apiece).

A major responsibility for professionals involved in Instructional Technology, Learning Sciences, and other related education and human services fields is the design and development of materials for communication, instruction, and training. This course is an introduction to some widely used media authoring and editing applications that can support the development of such materials. In short, you will be introduced to several computer applications, with special emphasis on software that can be used for professional instruction and training.

During the course we'll examine technology within the following categories: Social Media Tools (e.g., online conferencing, Blogs, Wikis, Google Apps, Podcasts/Audacity), Digital Media Tools (e.g., MPEG Streamclip, iMovie, Movie Maker, Picasa), Desktop Publishing and Presentation Tools (e.g., InDesign, Prezi, etc.).

Course Goals:
- Explore technology and consider how it can be used in instructional settings.
- Practice and demonstrate competence in basic skills for emerging software and technology tools in professional and informal environments.
- Apply skills to professional training contexts, with emphasis on technology as a curriculum tool, not a topic.

Course Objectives:
- Become productive with different computer environments and applications.
- Learn how to plan, design, and evaluate digital instructional resources.
- Learn how to create, edit, and share videos.
- Learn how to design and publish web pages.
- Learn how to make effective presentations.
- Learn how to create and edit visual graphics.

Course materials

There is no textbook required for this class. Assigned materials and readings will be provided through the Canvas class site (login with your A# and password). The course fees collected in this course are used to pay for software licensing, computer lab equipment, and/or server access. 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 labs as well as at regional campuses.

With the exception of Adobe InDesign, software and other resources used and described within this course are free, meaning you will have access to them without purchasing anything "extra." InDesign is also available as a 30 free trial if you do not want to purchase the software (I highly recommend using the trial). The main technical requirements are a reliable Internet connection, a computer or laptop that is currently running at least Mac OS X or Windows XP, an up-to-date browser (such as Firefox), and Flash player 10 or greater.

A note about purchasing Adobe software:
As a student you are eligible for special student pricing on Adobe products. Adobe has in recent months moved away from a purchase business model and towards a licensing/subscription model. For $20/month, students can have access to the entire Adobe Suite. This is a student/educational license. The USU bookstore may also offer additional Adobe product bundles. Please verify price information ahead as it is subject to change. Also note that to complete the assignments in this course, you should not need to purchase this software. InDesign, I *believe*, is the only exception, but with the free trial available, you should be able to complete the course without purchasing it. I am simply directing you to where you can find it in the most inexpensive way, should you desire or need to purchase it.

Assignments and assessment
The course provides an introduction to several computer applications, with special emphasis on software that can be used for professional instruction and training. The assignments for this course are intended to facilitate learning how to use these technologies and reflect on their role in instruction.

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%					

Important notes about grading and assessment:
- Please note that to earn an A- or A grade, the assignment must go beyond the minimum expected in terms of quality (e.g. insight, creativity, analysis, thoroughness, synthesis).
- Without exception, plagiarized work results in an F.
- Late assignments will not be accepted.
- All assignments need to be submitted by using their specific link in Canvas or they will not be accepted.

- Assignments that clearly do not follow directions are returned without review.
- If you wish to discuss a grade, submit in writing an explanation of your argument and arrange for a private meeting.

Grade components:

Reflection Discussions (**20%**). Each week, you will be expected to contribute to an online discussion. Your initial contribution will be a thoughtful reflection on the tools we learn about. Some weeks you will compare and contrast different tools (like Adobe Connect and Big Blue Button, or Blogger and Wordpress), but every week you will be asked to reflect on how these tools can *you* in your chosen field. Be sure to be thoughtful in your responses because the purpose of this class is to help you see the value of technology for instruction. Details for what should be considered in each reflection assignment can be found on the course Canvas site. Finally, this is not an English class, but good grammar and spelling is expected. Please be sure to proofread your responses before you submit them.

Assignments (**50%**). There will be an assignment for each tool that we discuss (approximately one a week, but a couple will take 2 weeks). You'll be responsible for completing assignments that demonstrate your understanding and application of tool(s) and/or concept(s). Full descriptions of each assignment can be found on the course Canvas site. Please schedule at least 2-3 hours per assignment in your weekly schedule, as many of these tools will be new to you. Most of these assignments will be posted to Canvas for other students to see.

Assignment Discussions (**10%**). Each student will post their assignments to Canvas, and each student will be expected to (substantially) comment on at least two submissions by their classmates, providing both positive and constructive feedback. These comments will not affect their score in any way whatsoever, but I hope to generate further discussion about ways in which these tools can be used in educational contexts.

Final Project (**20%**). The final two weeks of the course will be dedicated to a final project. This project will make full use of *at least* 3 of the tools we learn about in class. It should be something related to your profession (or desired profession), and should represent a way in which you might find these tools useful in what you do. To meet the requirements of the assignment, you must fully utilize at least three of the tools we learned about. The idea is that these tools can be used *together* to produce something of value in your professional pursuits. The purpose of the final project is to demonstrate what you have learned in the course.

Course policies

Our classroom
To make learning worthwhile for you and others in our ITLS5204/6205 learning community it is important that you actively engage with your fellow students, your teacher, and the materials presented both inside and outside of class.

A prerequisite to student learning is a classroom in which students feel comfortable. This comfort has to be achieved at multiple levels: students need to be comfortable with their peers and their professor and the material needs to be presented in a non-intimidating manner with an understanding of the students' existing expertise. Students are welcome to come to me with problems and questions and are always treated with respect. You can reach me through various channels of communication including email and in person. I encourage students to ask questions in class, email, or on Canvas and to take charge of their own learning.

In our classroom we do not harass or discriminate against anyone on the basis of race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, age, veteran status, or marital or parental status; the presence of any sensory, physical or mental disability or handicap; nor for any other reason.

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: 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.

 (See Article VI of the student code (University Regulations Regarding Academic Integrity) - http://www.usu.edu/studentservices/pdf/StudentCode.pdf)

Plagiarism

Plagiarism includes knowingly "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 the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling. (See Article VI of the student code: http://www.usu.edu/studentservices/studentcode/)

Please note that Canvas has a new automated feature to detect plagiarism called [Turnitin](#). Please also note that professors in the Instructional Technology and Learning Sciences Department are required to officially report ANY case of plagiarism, no exceptions.

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 797-1266.

Students with disabilities
The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

Withdrawals and incompletes
USU 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.

Grievance process
Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: http://www.usu.edu/studentservices/pdf/StudentCode.pdf#Article7(Article VII. Grievances, pages 25-30)