SYLLABUS: CI486A Instructional Development Studio I

DISCLAIMER

This syllabus may be subjected to change without prior notice. The latest changes will be announced in class and the most current version posted on and distributed via the class website.

TIME/VENUE:

Monday 4.00pm - 6.25 pm / WHAM 210A.

INSTRUCTOR:

Dr. C. Sebastian Loh (csloh@siu.edu)

OFFICE HOUR:

- Mon, Tue 10.00 am - 4.00 pm,
- Wed 10.00am - 12.00 noon.
- Other meeting will be by appointment only.

CO-INSTRUCTOR:

- Dr. JaeHwan Byun (jh1016@gmail.com)

DESCRIPTION:

The “Learning Studio” environment provides students with the opportunity to learn and use authoring systems, languages, and product development tools to design, develop and produce online resources for learning and instruction. Participants will showcase learning artifacts created using a variety of commercial productivity tools and creativity suites.

Note: This course can be taken up to a maximum of 6 hours, over two different semesters.

PRE-REQUISITE: Consent of Instructor.

OBJECTIVE:

In this class, you will contract with your instructor to learn e-Learning Authoring Tools for instructional design and development. The current chosen software tool (available for both Mac and PC) for this class are:

1. Adobe Captivate 8
2. Adobe Photoshop CC
3. Adobe Audition CC, or Audacity (free).
You should get Adobe version 7 or 8 for 'currency' and compatibility with HTML 5 (Note: Latest version of Adobe Captivate is version 8). Academic pricing for students at ~$9.99/mth for Adobe CC (include Photoshop CC and Audition CC).

Students will:

- Contract to learn the instructional development tools using a self-pace learning approach
- Record, select, and edit video/audio footages as primary resources for an e-Learning artifact
- Negotiate an e-Learning project with a mock-client (the instructor or external clients)
- Explain and justify the design of the artifact based on the First Principles of Instructions
- Design and develop interactive e-learning artifact for self-pace learning or simulation (based on appropriate learning theories)
- Outline a storyboard to depict the flow of learning in the proposed artifact
- Develop an assessment component for self-evaluation after using the artifact

The main purpose of an Instructional Development Studio course is for the student to demonstrate their abilities to create a particular instructional/learning/training resource through the use of appropriate 'development tool.' In some cases, students are free to select the tools, but in some other cases, the tool is chosen for the students. As in this case, the tool is selected for you because we would like for you to learn to use the 'industry standard.'

Ideally, you should already have some Web development skills (like Dreamweaver and Firework, or Photoshop) before attempting e-Learning development.

Some of these skills will be covered in CI486A (Instructional Development Studio I), and in CI498N (Workshop in Educational Technology: Web Design and Visual Literacy). Should you lack any other basic development skills, you will need to learn that on the side in addition to the contract for this class. (Recommendation: Lynda.com is a good resource.)

**TEXTBOOKS:**

All texts are available as Kindle e-books also. Workbook for Adobe Captivate required:

- You can also order directly from IconLogic with this coupon code: mulgen2021140. (It may have expired.)

You should aim towards completing the workbook by mid-Semester in order to start on your own project in the second half of the semester.

**SUPPORTING MATERIALS:**
The Supporting Materials below will help you understand how instructional designer 'develop' software resources (for CI486A and B).

- First Principle of Instruction by M. David Merrill (Amazon Link) [ISBN-10: 0470900407]

**HARDWARE:**

Resources on the Internet may be needed from time to time. You are encouraged to bring your laptop for this class.

Should you be thinking about getting a new laptop, DO NOT choose one that has integrated graphic chip. These type of laptops will likely NOT be sufficient for multimedia development courses.

- You will certainly need a GOOD laptop for the class projects. (See advice for getting a laptop further down.)
- You will also need a camera for video capturing (with sound) and a microphone for voice input.
- Optional: Some may find a graphical tablet (e.g., Wacom) for pen-based input to be useful also.

**TOPICS:**

The following are the tentative schedule for the course:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>ACTIVITIES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 18</td>
<td>Introduction &amp; Syllabus</td>
<td>REQUIRED</td>
</tr>
<tr>
<td>Aug 25</td>
<td>Audacity Primer / CL: Audacity</td>
<td>REQUIRED</td>
</tr>
<tr>
<td>Sep 1</td>
<td>Labor Day / CL: Audacity</td>
<td>Holiday</td>
</tr>
<tr>
<td>Sep 8</td>
<td>Photoshop Primer / CL: Photoshop</td>
<td>REQUIRED</td>
</tr>
<tr>
<td>Sep 15</td>
<td>Photoshop Primer / CL: Photoshop</td>
<td></td>
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<tr>
<td>Sep 22</td>
<td>Multimedia Project Due</td>
<td>REQUIRED</td>
</tr>
<tr>
<td>Sep 29</td>
<td>e-Learning Example / CL: Captivate</td>
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<tr>
<td>Oct 6</td>
<td>e-Learning Example / CL: Captivate</td>
<td>REQUIRED</td>
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<tr>
<td>Oct 13</td>
<td>Fall Break / CL: Captivate</td>
<td>Holiday</td>
</tr>
<tr>
<td>Oct 20</td>
<td>CL: Captivate</td>
<td></td>
</tr>
<tr>
<td>Oct 27</td>
<td>CL: Captivate / Project Development</td>
<td>REQUIRED</td>
</tr>
<tr>
<td>Nov 3</td>
<td>CL: Captivate / Project Development</td>
<td></td>
</tr>
<tr>
<td>Nov 10</td>
<td>Veterans Day / Project Development</td>
<td>Holiday</td>
</tr>
<tr>
<td>Nov 17</td>
<td>Mock Showcase</td>
<td>REQUIRED</td>
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<tr>
<td>Nov 24</td>
<td>Consultation &amp; Improvement on project</td>
<td></td>
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<tr>
<td>Dec 1</td>
<td>Final Showcase</td>
<td>REQUIRED</td>
</tr>
</tbody>
</table>
READINGS/ASSIGNMENTS:

If you are going to be successful in this course, you must plan wisely and distribute your learning in order to complete the workbook by mid-Semester. All you need to know about Captivate (basic skills) is covered in the workbook. Once you have (more or less) completed the workbook, you will be able to begin working on your project. If you finish your workbook ahead of time, you will then be able to begin your project early and have more weeks devoted to it.

SELF-GUIDED LEARNING:

This is the modus operandi for this course, meaning you must take ownership for your own learning. You should set aside a fix amount of time for self-guided learning and project development (at least 3 hours/week). You are to assume responsibility to find out how things work, including seeking out online resources such as developers’ forums to find out how to solve certain development issues. Your classmates are your resources. Your instructor will provide you with design consultation and not technical support.

This course is adapted from the famous “Design Studio” approach (from University of Georgia) where students will have the opportunity to design, evaluate, critique and defend their learning development practices based on the core elements of instructional design in a community of practice. Constructive criticisms within the community are given with the sole purpose of helping the community to become better designers and critical thinkers.

PROJECTS:

Points for grading are distributed as follows:

<table>
<thead>
<tr>
<th>Project</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multimedia Project 1</td>
<td>30%</td>
</tr>
<tr>
<td>Deskcrits</td>
<td>10%</td>
</tr>
<tr>
<td>Mock Showcase</td>
<td>10%</td>
</tr>
<tr>
<td>Final Showcase</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project</td>
<td>30%</td>
</tr>
<tr>
<td>Appropriate selection and use of media</td>
<td>10%</td>
</tr>
</tbody>
</table>

EVALUATION & GRADING

EVALUATION:

If applicable, reading assignments must be completed before the deadline before class. The advance reading and completion of out-of-class assignments may be counted towards classroom participation. The purpose of these assignments is primarily for practice and feedback. Written assignments are to be completed individually. All assignments for the week should be completed prior to the class meet.

All written assignment (including reflective blogs and proposals) should be substantive and reflect higher-order thinking on the part of the student. Research paper (if applicable) should also
be of publishable quality. Please use APA 6th edition guideline when writing. Please use a spell check to ensure you writing is free of grammatical/typographical errors. Late work submission will not be granted full credit and is subjected to one grade penalty.

Grades on these assignments are final and there will be no resubmission (or redo). Requests for a grade of INCOMPLETE will be accepted only in the event of significant obstacles to course completion, e.g. serious mental illness, death in the family, etc.

Grades for the projects are awarded based on the cohesiveness, completion, look-and-feel, and how closely they aligned with your proposal. Ask yourself, “Will your client be satisfied to see what you have produced?”

PLAGIARISM POLICY:

Written assignments may be submitted to TurnItIn to check against plagiarism. You should familiarize yourself with the University's policy on plagiarism.

ATTENDANCE & PARTICIPATION:

Attendance is expected whenever class meets. Since we will not be meeting every week during self-pace learning and project development, it is very important that you come to class to “check off” when we do plan to meet.

Please note that being present for all class meetings do not automatically get you an "A" in the class. Attendance is not class participation.

As a graduate class, the discussion will be conducted in a seminar format (where applicable). The instructor will act as facilitator of discussion on prior assigned reading and working materials. Students will need to spend adequate time in the learning materials in order to participate effectively in the weekly discussion.

For various reasons, we have a "no outsider" policy for the class, which include all persons who are not enrolled as students in the course (this include children and spouse).

If you are absent for more than 4 class meetings, you can be dropped from the class roll by the instructor, or received a "WU/WF" in class. No "INC" will be allowed in this class unless it is due to severe medical/mental reasons certified by a (medical/psychiatric) professional.

A Mock Showcase will typically be held two weeks prior to the Final Showcase where your project may be publicly appraised. The Final Showcase is typically held before the last week of class where your project will be shown to the publics.

Because it is not possible to "repeat" a public Showcase, missing any of the Showcases WILL SEVERELY affect your grade.

PROFESSIONALISM:
Since most LSDT graduates are expected to find jobs in the business and training industry, my promise to you as instructor is to prepare you to be a professional. You are expected to conduct yourself in a professional manner at all times, which include how you speak and write, how you conduct yourself, how you treat your fellow students and instructor, and how you handle conflicts and constructive criticisms.

FINALS: Mock Showcase: Nov 17, 2014; Final Showcase: Dec 1, 2014.

THE "EFFORT" ARGUMENT:

The amount of time you spend on your project cannot be meaningfully used as a criteria for grading. As we are preparing you to be a professional Learning Design and Technologist in the business and training industry, much of the grades in this class is based on my professional assessment of your ability to "do a job professionally."

Please be forewarn that this is not one of the "easy A" courses.

Students who are not enrolled in the LSDT program need to be keenly aware of the grading policy of the course. You may receive an "A" (exceptional), a "B" (good), or a "C" (below expectation) grade based on the quality of your submitted work. For some, this could adversely affect your cumulative GPA. (See Graduate School Grading Guideline below.)

Students who are enrolled in the LSDT program need to be comfortable that the constructive criticisms given in this program and recognize them as part of our efforts to prepare you for the professional world of Learning Design and Learning Technology.

GRADUATE SCHOOL GRADING SYSTEM:

As recommended by Graduate School, "B" is awarded for GOOD project, and "A" is reserved for projects that are "over and above expectation." "C" is reserved for projects that are below production quality with severe mistakes/errors. Grades given at the end of a Graduate Level Course are FINAL and may not be changed by additional work or by submitting additional materials.

According to the Graduate School guideline (p.19-20), grades are assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent. 4 grade points.</td>
<td>(Exceed expectation)</td>
</tr>
<tr>
<td>B</td>
<td>Good. 3 grade points.</td>
<td>(Meet expectation)</td>
</tr>
<tr>
<td>C</td>
<td>Conditional, not fully satisfactory. 2 grade points.</td>
<td>(Not fully meet expectation)</td>
</tr>
<tr>
<td>D</td>
<td>Poor, not satisfactory. 1 grade point.</td>
<td>(Do not meet expectation)</td>
</tr>
<tr>
<td>F</td>
<td>Failure. 0 grade points.</td>
<td>(Fail)</td>
</tr>
</tbody>
</table>

UNOFFICIAL GUIDE TO BUYING A COMPUTER/LAPTOP
This section is not an official statement from SIUC.

Students should understand that the game industry is mostly console-based. Editable or modifiable games are almost entirely PC-based. There are very few Mac games that are suitable for research.

Students are encouraged to bring their own laptop to class. If you are using Mac, you should know about the availability of Bootcamp to dual-boot into the PC world – you may want to stay with Windows 7 for the moment. A software alternative is to use WINE to play PC-games as is in Mac OS without the need to dual boot.

A high-end computer is always preferable for LSDT students due to the high amount of multimedia we come into contact with in our courses. Having said the above, the ability to work with both PC and Mac is actually an advantage as the instructional design market is dominated by Mac-friendly software. One approach is to get a MacBook Pro and put Bootcamp and Windows on a separate partition so you get the “best of both worlds.”

If you are in the market looking for a new laptop, DO NOT choose one that use integrated graphic chip. Mac Air may not satisfy your need as a learning designer. These types of laptop may be cheaper but will most likely NOT be adequate for multimedia development. You have been warned!

Points of Consideration: For instructional designers and technologists, it is almost a requirement that we know both platforms. (If you are looking for corporate job, that is.)

Students of LSDT who are planning to work from home most of the time should consider getting a very good PC desktop. Since some classes such as CI486A requires you to manipulate multimedia (video, audio, Flash) files, a slow computer can be very frustrating when you are pushing against a deadline.

If you have the financial means, consider getting a MacBook Pro (and not Apple Air), then plan on putting Windows 7 on a separate partition using Bootcamp.

Advantage: In that way you will get the best of both world: PC and Mac.

Disadvantage: Remember that Mac software will not work on PC, and vice versa, so you may ended up needing two copies of the same software to benefit from a dual platform. You should probably stay away from Windows 8 for the time for compatibility sake with older software.

IMPORTANT INFORMATION

IMPORTANT INFORMATION FOR COEHS STUDENTS:

Student of the College of Education & Human Services are required to read and know this SIUC Teacher Education Model.
EMERGENCY PROCEDURES

It is important that you know how to respond and react in case of an Emergency. Southern Illinois University Carbondale is committed to provide a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) Program.

Emergency response information is available on posters in buildings on campus, available on BERT's website at http://www.bert.siu.edu, Department of Safety's website
Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The **Building Emergency Response Team (BERT)** will provide assistance to your instructor in evacuating the building or sheltering within the facility.