CI 560 Learning & Content Management Systems for e-Learning

DISCLAIMER

This syllabus is subjected to change from time to time without prior notice. Substantive 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 210.

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

OFFICE HOUR:

- Mon 2.00 pm to 4.00 pm
- Wed 10.00 am to 4.00 pm
- Tue, Thu 9.30 am to 12.00 pm
- Other meetings - by appointment only.

DESCRIPTION:

This course provides students with a survey of trends and developments and laboratory instruction in the use of Learning & Content Management Systems for Internet delivery of learning materials in the higher education, business and e-Learning settings. Emphasis is placed in learning the process for developing, managing and delivering content and resources to facilitate online learning processes.

PRE-REQUISITE:

Consent of instructor. This Capstone course is best taken towards the end of the Master of LSD&T degree to showcase your work or create an e-portfolio for job hunting.

OBJECTIVES:

At the end of the course, LSD&T students would have exposure to:

- The differences between Learning and Content Management Systems, as well as plain old web pages
- How contents and resources are created, stored, and managed in the Internet
- The Open Source world of Internet and database servers
- Writing simple web programming languages such as HTML, CSS, PHP
- An introduction to Content/Learning Management Systems (C/LMS) for the building of learning and training e-portfolio
- The creation of an e-portfolio web site for personal showcase and job application, OR
- The creation of an e-learning web site for
Guiding Questions for this course

This course was originally created to give graduate students of LSD&T some exposure to the technological world. Even though it has not been offered for a number of years due to various reasons, the situation really has not change much. Most of our students are consumer of technologies, in that, they seldom explore technologies that are not already accepted by the mainstream.

Some of the questions that you may want to start thinking about are: What are the technologies involved in offering virtual training and e-learning? How different are the two? Must e-learning be offered only by a university or a college or a corporation? In other word, can you pull off an ‘e-learning’ out of your basement, so to speak? Hopefully, this course will lead you down that rabbit hole…

Technology

Resources on the Internet may be needed (by the instructor, or the students) from time to time. A laptop is necessary for some of the in-class activities and course assignments. Depending on your need, half of the course will involve exploring new CMS and LMS technologies, while the second half will involve developing an e-learning course or e-portfolio for a final Capstone artifact.

TEXTBOOKS

There really is no ‘book’ written for this course. The following is a yet to be published book on my horizon. It may work, it may not; only time will tell.

(Purchase the Book)

REFERENCES

The references listed below are just that, references. Depending on your needs and inclination, some of them will give you additional information, on virtual training, online learning, facilitating classes. They will contain good information to guide you along your journey of learning more about e-learning world, but not really necessary for this course. In fact, any e-learning or virtual training book will do.

Hardware:

- A very good laptop for the class projects -- see my advice for what to look for when getting a new laptop (further down).
- A camera for capturing video (with sound) -- a good smartphone (>8MP) works fine. The smartphone can also be used for capturing quick sound bytes in an outdoor environment.
- A USB-based microphone for capturing voice input for voiceover – although various options are available, Blue’s Snowball (Amazon Link) is one of the best options.
- Optional: A graphical tablet (e.g., Wacom) for pen-based drawing/input – see iPad Pro.

Points of Consideration:

- If you are a PC user, you should upgrade to Windows 10, as it has received very good review.
- If you are an Apple fan and have the financial means to get a MacBook Pro, you should take full advantage of the included BOOTCAMP to dual-boot your Mac as a Windows-based PC. You may use Virtual Machine to create a Windows environment within your Apple OS without rebooting, but the speed usually suffers.

For instructional designers and technologists, it is almost a requirement that we know both Mac & PC platforms. (If you are looking for corporate job, that is.) Getting a MacBook Pro and putting BOOTCAMP on a separate partition gives you the “best of both worlds.” However, Mac software will not work on PC and vice versa; so you may end up needing two copies of the same software to benefit from having the dual platforms.

Topics: The following are the tentative schedule for the course:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>ACTIVITIES</th>
<th>REQUIRED</th>
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<tbody>
<tr>
<td>Jan 25</td>
<td>Introduction &amp; Syllabus</td>
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<tr>
<td>Feb 1</td>
<td>What is the Internet? What’s behind the Web pages? Dot Com</td>
<td>REQUIRED</td>
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<tr>
<td>Feb 8</td>
<td>Web page making: Tagging HTML/CSS [Dreamweaver/FTP]</td>
<td>REQUIRED</td>
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<td>Feb 15</td>
<td>The New Contents: Client/Server, Go-Betweeners [Wordpress]</td>
<td>REQUIRED</td>
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<td>Feb 22</td>
<td>Web programming: PHP, Wiki, Doku</td>
<td>REQUIRED</td>
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<td>Feb 29</td>
<td>Content Conversion (from print to Web)</td>
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<td>Mar 7</td>
<td>Learning vs Content Management / Test</td>
<td>REQUIRED</td>
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<td>Mar 14</td>
<td>Spring break (Mar 12-20)</td>
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<td>Mar 21</td>
<td>Learning vs Content Management</td>
<td>REQUIRED</td>
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<td>Mar 28</td>
<td>e-Porfolio / e-Learning (Development)</td>
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<tr>
<td>Mar 30</td>
<td>e-Porfolio / e-Learning (Development)</td>
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<td>Apr 4</td>
<td>e-Porfolio / e-Learning (Development)</td>
<td>Check-In</td>
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<td>Apr 11</td>
<td>e-Porfolio / e-Learning (Development)</td>
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<td>Apr 18</td>
<td>e-Porfolio / e-Learning (Presentation/Critique)</td>
<td>REQUIRED</td>
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<td>Apr 25</td>
<td>Improvement on Project</td>
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<td>May 2</td>
<td>e-Porfolio / e-Learning (Deadline)</td>
<td>REQUIRED</td>
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<td>May 9</td>
<td>Finals</td>
<td>REQUIRED</td>
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Self-Guided Learning: This is the modus operandi for many of the instructional development courses (e.g., CI486A/B) in the LSD&T concentration -- 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, maybe as much as 6 hours per week as the project progresses towards completion). 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. Share resources among yourself (the class). Your instructor will provide you with design consultation and not technical support.

This developmental course (particularly the second half) give you the opportunity to design, develop, and critique each other’s development artifact based on the core elements of instructional design within 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. Student who are enrolled in the LSD&T concentration should learn to be comfortable with the constructive criticisms given throughout the course and recognize them as part of the instructor’s responsibility and efforts in preparing you for the professional world of Learning Design and Learning Technology. Such criticisms are given only with the intent to improve your project.

GRADES:

A total of 100 (up to 110%) points maybe earned for the course. Points are distributed as follows:

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<tbody>
<tr>
<td>Quizzes</td>
<td>20%</td>
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<tr>
<td>Tests</td>
<td>40%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Final Project</td>
<td>30%</td>
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<tr>
<td>Special Project (TBD)</td>
<td>10%</td>
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Evaluation: 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.

If applicable, reading assignments must be completed before the deadline and before class begins. The advance reading and completion of out-of-class assignments may be counted towards classroom participation. Some assignments are assigned for practice and feedback, and may not carry any grade points.

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. All assignments are to be completed individually, unless specified otherwise (as in group assignments). Assignments for a
particular week is due at the beginning of the class. Grades on these assignments are final and there will be no resubmission (or redo). Requests for INCOMPLETE grade will be accepted only in the event of significant obstacles to course completion -- e.g. death in the family, serious (mental) illness certified by a medical/psychiatric professional.

**Note:** Grades for the projects are awarded based on the cohesiveness, completion, look-and-feel (i.e. production quality), 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.

There is a “no outsider” policy for the class: this include all persons who are not enrolled as students in the course -- e.g., children and spouse.

If you are absent for more than THREE (3) 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 such cases.

**Note:** Evidence of being present for all class meetings do not automatically get you an "A" grade. Attendance is not class participation.

**Finals:** There is no final examination for this course due to the highly intense workloads.

**The "Effort" Argument:** The amount of time you spend on your project cannot be meaningfully used as a criterion 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."

**Professionalism:** Since most LSD&T graduate are expected to find jobs in the business and training industry, you are expected to conduct yourself in a professional manner at all times. Professionalism includes 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.

**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:
**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 http://www.dps.siu.edu (disaster drop down) and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

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.