Boise State University
Instructional & Performance Technology (IPT) Department
IPT525 – E-Learning Principles and Practices (3 credits)

This is a synopsis of the course syllabus intended to provide an overview of the course. Please note that details of the course may change from semester to semester and that the syllabus used during a given semester takes precedence over this summary.

General Course Description

Students will learn foundational principles for implementing e-learning solutions. Students will evaluate e-learning demo programs and study the use of reusable learning objects, sharable content objects, metadata, and e-learning standards in the current e-learning practice. Students will develop sample multimedia learning objects and implement them on a learning management system.

The goal of this course is to help you improve your understanding of e-learning as one of effective performance improvement (PI) interventions and to help you become a more competent HPT practitioner who can 'talk the talk' when it comes to e-learning.

This course is a required course for the Workplace E-Learning and Performance Support (WELPS) certificate program and an elective course for the Master's degree in Instructional and Performance Technology program. PREREQ: IPT536 or PERM/INST.

Required Reading & Materials

1. Selected Articles - Additional articles will be used in class. The articles are available from the BSU online library or from public websites, and they will be posted in the course DB for your convenience.
2. Software - PowerPoint, Windows Media Encoder (free download), Camtasia Studio (the latest version)

Course Goals

By successfully completing the course, you will be able to:
1. define e-learning
2. distinguish PI situations where an appropriate intervention is to provide instruction vs. information
3. analyze the types of instructional architecture
4. define learning object (LO), reusable information object, and reusable learning object (RLO)
5. describe CFP3 model
6. analyze situations in which classroom learning activities can be converted to e-learning activities in a cost-effective way
7. explain how different types of knowledge can be learned via e-learning (declarative, procedural, and situational)
8. develop LOs with PowerPoint or Windows Media Encoder
9. explain Cisco's RLO strategy with RIO/RLO components
10. recognize RIOs and RLOs in e-learning products
11. describe the purpose of using e-learning standards (AICC, SCORM)
12. explain ADL's "-ilities"
13. describe the SCORM content hierarchy using various curricular taxonomy models
14. describe the SCORM content model (assets, SCOs, & content organization)
15. analyze asset-level and SCO-level components in e-learning products
16. describe the purpose of using XML in e-learning products
17. recognize the content structure described in an imsmanifest.xml file
18. recognize 9 categories of meta-data elements based on the LOM Information Model
19. analyze functions of learning management systems (LMSs)
20. recognize SCORM data model elements tracked by LMSs
21. develop sharable content objects (SCOs) with Camtasia
22. implement SCOs on an LMS
23. describe Section 508 for Web-based intranet and internet information and applications
24. operate assistive tools to make web information accessible to people with disabilities

Course Assignments

Learning Contract & Assignments (Individual Assignment)

For this course, you will be able to choose the degree of your learning: you will submit a learning contract, indicating the 'range' of grades that you set as your goal: 1. [A+ or A], 2. [A- or B+], or 3. [B or B-]. And depending on your learning contract, you will engage in different levels of course requirements and complete a different number of small projects. You will be provided with a few project topics (e.g., an overview of RLO-based e-learning, a review of SCORM-conformant content/LMS, and development of a SCO), and you will select the one(s) based on your interests and needs. If necessary, you may change your learning contract during the course. Then, depending on the quality of your work, the actual grade will be assigned at the end of the course. If the quality of your work is poor, you may earn a grade in the range lower than the one that you signed up for.

Class Participation (Individual Assignment)

Regular weekly attendance and active participation in the online discussion is required.

Time Required

A general rule of thumb is that you should expect to invest approximately 45 hours per credit during a semester. IPT525 is a 3-credit course taught during a 10 week semester. This means that you should expect to invest approximately 135 hours (45 x 3) on this course. This translates to approximately 13.5 hours per week (135 ÷ 10 weeks). Remember that this is an approximation. You might spend more or less time on the course depending on your relevant work experience and your familiarity with the content.

Expected Technical Skills

This course does not teach you how to use your computer. You are expected to possess basic to intermediate levels of technical skills in order to follow technical directions for using e-learning software. Also, a lot of e-learning software programs used in the e-learning industry are PC-based. Therefore, in order to run PC-based software and demo programs in this class, you should be equipped with a PC with Windows, or if you have a Mac, you should install a PC emulator on your Mac.