Course Description
OPWL 525 is a 3-credit course that covers concepts, tools, techniques, and applications of e-learning and how they influence the student and the learning process. In particular, the course includes the best ways to develop interactive e-learning solutions and the types of performance problems that are particularly well suited for e-learning solutions. The course will also include topics such as project management, storyboarding and prototyping, and developing assessments for the e-learning environment.

Course Format
OPWL 525 is learner-centered and that requires highly active student participation. Instruction will consist of assigned readings, video lectures, and online discussion, student-generated information, hands-on activities, and a final project.

Required Course Materials

Software: Access to Articulate Storyline 2 or Adobe Captivate 9
1. Other Reading Materials – Each week a list of articles will be posted in addition to the required textbook. The articles are available through the BSU library or from public websites, and the article or a URL will be posted in the course for your convenience.
2. Prototyping Software – Axure RP7 will be used in this class to create prototypes as part of the development process. Utilize the link listed below to request a free license from Axure; the request takes 24 to 72 hours to be processed by Axure so making the request prior to the beginning of the class is advised: http://www.axure.com/edu
3. Authoring Software – You are to create multiple e-learning products in this course. To create these projects, you must have access to a licensed copy of Articulate
4. Storyline or Adobe Captivate. Each vendor provides a free trial version to help you decide which tool to purchase. Other e-learning authoring tools may be used; however, you must have instructor approval in writing before using them.
5. Computer & Hardware – The class activities require you to use a desktop or laptop computer to access and participate in the course and for developing e-learning instruction. In addition you’ll need a microphone or headset (for audio recording), and a speaker or headphones.
6. Productivity Software – Tools for word processing, creating presentations, or developing spreadsheets is also required for completing various assignments for this class (i.e., Microsoft Office, Open Office, Google Docs).
Course Goals
1. Identify the foundational theories and principles for designing e-learning solutions
2. Evaluate e-learning examples and recognize the characteristics of effective e-learning
3. Design and develop an e-learning solution for performance improvement in the workplace
4. Implement scenario-based interactions and assessment techniques in an e-learning solution

Course Objectives
By successfully completing the course, you will be able to:
1. Identify basic principles and practices devised from a variety of learning theories
2. Define e-learning
3. Identify situations where e-learning is an appropriate intervention
4. Analyze the benefits and challenges of e-learning
5. Define a reusable learning object (RLO)
6. Explain Cisco's RLO strategy
7. Recognize the content hierarchy of various e-learning demo programs
8. Define the components of a learning objective
9. Design advanced e-learning interactions
10. Describe scenario-based e-learning and assessment techniques
11. Describe the purpose of using e-learning standards (AICC, SCORM, Tin Can, xAPI)
12. Analyze a performance problem using the HPT Model
13. Describe various instructional design development models
14. Implement assistive tools to make web information accessible to people with disabilities
15. Describe the purpose of using storyboards and prototypes for developing e-learning solution

Prior E-Learning Competency
This class provides instruction in many aspects of e-learning, not just the ability to use software. Therefore, there is no option to test out of this class by showing competence in one or more of the e-learning software applications being used for instruction and learning. Students who enter this class with prior application competencies will be able to expand their knowledge and skills of the applications.

Performance Evaluation Criteria
This course will consist of a series of ten “sprints.” Each sprint will last one week and feature readings, discussion participation, skill-based training, instructor demonstrations, and ongoing development of your Scenario Based e-learning Project. When combined, all activities in the course add up to 1000 points. Below is the point distribution for the course:

NOTE: The point total for the class is subject to change based on extra activities or modifications to the curriculum for the course depending on the needs of the class. Any announcements will be made through Blackboard.

Skill-builder Exercises (8) 200
Content Creation Exercises (5) 100
Detailed Design Document 100
Storyboard 100
Discussion Participation 200
Scenario-based e-learning Project 300
Total: 1000
Assignment Details

**Skill-builder Exercises**

The course includes eight hands-on, skill-based training exercises that are worth 25 points each. The skills learned in these exercises will go on to be applied in the scenario-based e-learning project and will reflect concepts and principles discussed throughout the course. The skill-based training exercises feature a set of guided instructions and cover the basic use of e-learning authoring software such as Articulate Storyline or Adobe Captivate.

**Content Creation Exercises**

The course includes five hands-on, content creation exercises; each exercise is worth 20 points. When building scenario-based e-learning applications, you may be required to create digital assets like audio, video, or screencasts that will become part of your application. These guided exercises will focus on creating several different types of multimedia content with tools and resources, most of which are readily available. These exercises will be applied to create content objects that will be incorporated into your scenario-based e-learning project.

**Detailed Design Document**

The Detailed Design Document (DDD) is a set of instructional design specifications for your e-learning project. The DDD consists of a description of the instructional problem, background, description of why your e-learning program is the appropriate solution to the instructional problem, a needs analysis, and descriptions of the target audience and intended instructional setting. You will also include two to four instructional objectives and a sample test item for each, a description of instructional strategies, a brief content outline, a storyboard, and a functional prototype of the e-learning project.

**Storyboard and Prototype**

For this deliverable, you will create a storyboard of your scenario-based e-learning project by selecting a format from the course readings or you can design your own. You will also create a prototype that includes functional navigation and content placeholders using Axure RP7. The prototype should be complete enough to provide a client with a sense of look, feel and function.

**Scenario-Based E-Learning Project**

Students will develop an advanced interactive e-learning lesson designed to solve a performance problem of their choice in an organization in an appropriate and innovative way. Students can select the workplace application that is most relevant to his or her interests/professional needs. The focus should be on designing e-learning instruction using appropriate Instructional Design principles and industry guidelines discussed in this class. Prior to beginning their project, the student must have the topic approved by the instructor.

Points for your project will be assigned based on the overall quality:

A. Excellent (270-300 pts) – It is ready to be presented as is or after only a couple of minor edits.
B. Good draft (230-260 pts) – It can/should be presented after making a few minor and a couple of major edits.
C. Improvement needed (170-220 pts) – Major editing is needed before it can be presented.
D. Unsatisfactory (110-160 pts) – A lot of parts must be rewritten/reproduced.
E. Not acceptable (0-100 pts) – No submission or almost all parts must be rewritten/reproduced.
Weekly Class Discussions

All students are required to assume ownership of their own learning. Therefore, students are expected to proactively coordinate his or her learning needs with the instructor. Normal cues such as body language and face-to-face communication are minimal in the online environment and have to be supplemented using other means such as regular discussion board activities. Research shows that high levels of participation will individual students succeed and are crucial to the overall quality of the course.

In sum, your interactive, weekly participation is essential for everyone in the class. Regular and interactive participation in weekly class discussions is important to your performance in this class. Specific weekly requirements will be posted in the weekly folders with associated due dates. For tracking your participation record, you will earn 0 - 20 points each week depending on your participation level. Understanding and application of the content and processes presented in the course readings and discussions are critical to your success in the class. Because it is important for us to cover topics quickly and allow you adequate hands-on time to complete the weekly activities, it is expected that you complete ALL course readings and participation assignments for this class.

General Requirements:

Quality: You are expected to post meaningful messages that contribute to sharing and creating knowledge. Avoid writing simple comments such as 'you made a good point' or 'I agree with you' without detailed explanation. Elaborate upon classmates' comments to bring the discussion to a higher level (e.g., why you think differently, or which article supports your argument). Always complete the reading assignments before you engage in discussions. Conduct additional research on your own and bring 'new knowledge' to the table. Remember to justify your assertions by providing reference or links.

Quantity: A week for this class is 7 days starting on Monday and ending on Sunday at midnight (MST). Usually several discussion questions or activities will be posted. Students are required to post your mid-week response(s) by Wednesday and participate in discussions at least two times (two different days) during the week. Four to six messages posted a week are expected.

Discussion Rubric:
The following table outlines the 3 criteria that I will be looking at in our Weekly Discussion Activities – Critical Thinking, Interaction, and Contributions. The maximum number of points for each discussion assignment is 10 points. The 3 criteria on the rubric are averaged together to assign a weekly participation grade. Grades are in the Grade Center area of Blackboard. If I notice you veering off track, I will provide some written comments as well. You will notice that the online discussion is worth 20% of your grade, which is an indication of the high value placed on these discussions.

Grading Scale
Your final letter grade will be determined based on the total points that you earned divided by the total points available for the semester. (The point total is subject to change at the instructor’s discretion).
A+ : 970.00 -1000.00  A : 940.00 – 960.99  A- : 900.00 – 930.99
B+ : 870.00 – 890.99  B : 840.00 – 860.99  B- : 800.00 – 830.99
C+ : 770.00 – 790.99  C : 740.00 – 760.99  C- : 700.00 – 730.99
D+ : 670.00 – 690.99  D : 640.00 – 660.99  D- : 600.00 – 630.99
F : 590.9 or lower