



Course Number and Title: IDT G25 Systematic Design: Interactive e-Learning Objects

Campus Location:

Georgetown, Dover, Stanton, Wilmington

Effective Date:

2021-51

Prerequisite:

IDT G10, IDT G20 or IDT G31

Co-Requisites:

None

Course Credits and Hours:

2.00 credits

2.00 lecture hours/week

0.00 lab hours/week

Course Description:

In this course, participants will analyze instruction, design an e-learning framework, and develop an e-learning object.

Required Text(s):

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:

Microsoft Office 2017 or later (or Office 365)

Key features in Powerpoint are required in this course so Google Presentation can't be a substitute for Powerpoint.

Schedule Type:

Classroom Course

Video Conferencing

Web Conferencing

Hybrid Course

Online Course

Disclaimer:

None

Core Course Performance Objectives (CCPOs):

1. Apply systematic analysis processes to identify instructional gaps and proposed solutions. (CCC 2, 5, 6; PGC 1, 2, 3, 4, 5)
2. Analyze trends and strategies in human to computer/device interactions as applied to online and virtual e-learning. (CCC 1, 2, 5; PGC 1, 2, 4, 6)
3. Develop storyboards for communication, collaboration, and evaluation of an e-learning object. (CCC 1, 2, 5; PGC 1, 2, 3, 4)
4. Develop an effective, student-centered e-learning object. (CCC 1,2; PGC 1,6)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Apply systematic analysis processes to identify instructional gaps and proposed solutions.
 1. Identify characteristics of the performance outcome, the learner, the instruction, and the assessment.
 2. Describe the gap that exists between desired performance outcome and current performance outcome.
 3. Identify strengths and weaknesses of e-learning solutions.
 4. Construct a document describing gap analysis results and how an e-learning object will meet the described need.
2. Analyze trends and strategies in human to computer/device interactions as applied to online and virtual e-learning.
 1. Describe common characteristics of human interactions in current computers/devices.
 2. Describe the role of Open Educational Resources (OER) in learning object development.
 3. Develop a plan for contributing an e-learning object to an OER.
3. Develop storyboards for communication, collaboration, and evaluation of an e-learning object.
 1. Identify characteristics of a storyboard.
 2. Describe how storyboards are used for communication.
 3. Define the human to screen interaction methods.
 4. Explain how the chosen interactive strategies will achieve the identified performance gap.
 5. Develop a storyboard
4. Develop an effective, student-centered e-learning object.
 1. Describe how PowerPoint can be used for e-learning object creation.
 2. Construct a PowerPoint using audio and visual elements that were indicated in the storyboard.

Evaluation Criteria/Policies:

The grade will be determined using the Delaware Tech grading system:

90	-	100	=	A
80	-	89	=	B
70	-	79	=	C
0	-	69	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Final Course Grade:

Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
Discussion and Formative Assessment Activities	5%
Solution Justification document	5%
OER Usage plan	10%
Storyboard document	30%
Powerpoint prototype	50%
TOTAL	100%

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):

1. Develop and apply a dynamic approach to teaching that is grounded in pedagogical principles and an appreciation for the needs of diverse learners.
2. Design and develop learner-centered courses based on sound instructional design principles.
3. Apply learner-centered instructional strategies to enhance student engagement, learning, and success.
4. Design and implement a variety of formative and summative assessments to evaluate learning, communicate feedback, and guide instruction.
5. Leverage appropriate technologies to advance teaching and learning.
6. Engage in continuous development to maximize instructional effectiveness.

Disabilities Support Statement:

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.