

Cover Sheet: Request 11140

EME 4XXX Instructional Development for Teaching and Learning

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Ritzhaupt,Albert D aritzhaupt@coe.ufl.edu
Created	9/22/2016 11:33:02 PM
Updated	12/8/2016 12:28:16 PM
Description of request	A course focused on the design and development of instructional materials using emerging technologies. Topics include programming, authoring packages, design principles, and development procedures. Development will include web-based and mobile-based authoring and programming activities.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Teaching and Learning 011805000	De Jong, Ester Johanna		9/25/2016
No document changes					
College	Approved	COE - College of Education	Waldron, Nancy L	New course to be offered as part of proposed BA in Education Sciences.	10/28/2016
No document changes					
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Case, Brandon	Added to the December agenda.	11/21/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/21/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

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Submitter: Ritzhaupt,Albert D aritzhaupt@coe.ufl.edu

Created: 12/8/2016 12:56:12 PM

Form version: 8

Responses

Recommended PrefixEME

Course Level 4

Number XXX

Category of Instruction Advanced

Lab Code None

Course TitleInstructional Development for Teaching and Learning

Transcript TitleInstruct Developmt

Degree TypeBaccalaureate

Delivery Method(s)On-Campus

Online

UF Online - Please attach a letter of support from the Director of the UF Online program

Co-ListingNo

Effective Term Earliest Available

Effective YearEarliest Available

Rotating Topic?No

Repeatable Credit?No

Amount of Credit3

S/U Only?No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description The design and development of instructional materials using emerging technologies. Topics include programming, authoring packages, design principles, and development procedures. Development will include web-based and mobile-based authoring and programming activities.

Prerequisites EME 3XXX: Introduction to Instructional Design

Co-requisites None

Rationale and Placement in Curriculum This course will be offered as part of the proposed BA in Education Sciences. It is one of 5 required courses included in the Educational Technology specialization. Students taking this course already have basic development and multimedia production skills. This course will harness that baseline for developing robust web and mobile learning resources.

A review of relevant courses across campus shows that College of Journalism offers several online courses for their online Masters cohort students that focus on WordPress installation and customization and web design. College of Engineering offers programming courses. The proposed EME 4XXX course is different from any other software/web development courses on campus because it focuses on instructional

development. Every student is required to use instructional design theories and models as the basis for their design. This includes psychological and pedagogical theories and frameworks in addition to process models of software development.

Course Objectives At the completion of the course student will:

1. Define the protocols and systems used on the Web.
2. Explain the functions of clients and servers on the Web.
3. Connect to a webserver to upload files.
4. Use flowcharts to illustrate problem-solving logic.
5. Implement static websites using HTML, HTML 5, and CSS.
6. Implement interactive websites using client-side scripts (JavaScript).
7. Design and implement an interactive instructional web site with regard to issues of usability and accessibility using client-side.
8. Demonstrate the ability to author an instructional module using a contemporary authoring package.

Course Textbook(s) and/or Other Assigned Reading Woods, D. M. (2012). HTML5 and CSS: Introductory. Cengage Learning.

Weekly Schedule of Topics The course is organized into 8 modules for a traditional 16-week semester. This allocates two weeks per module in the course. Each module, students are expected to read and complete the quiz and initial discussion thread post by the end of the first week of the module. The ensuing discussion and assignment submissions are due by the end of the second week of the module.

Module 1 (2 weeks)

Read: Chapter 1. Introduction to HTML
and Chapter 2. Creating and Editing a Web Page Using Inline Style Sheets

Course Objectives [1, 2, and 3]

Quiz 1

Discussion 1

Project 1

Module 2 (2 weeks)

Read: Chapter 3. Creating Web Pages with Links, Images, and Embedded Style Sheets and Chapter 4. Creating Tables in a Web Site Using an External Style Sheet

Course Objective [1, 2, 3, and 5]

Quiz 2

Discussion 2

Project 2

Module 3 (2 weeks)

Read: Chapter 5. Creating an Image Map Quiz 3
Discussion 3
Project 3
[Course Objective 1 - 5]

Module 4 (2 weeks)

Read: Chapter 6. Creating a Form on a Web page and Chapter 7. Using Advanced Cascading Style Sheets
Course Objective [1, 2, 3, 4, 5, and 6]
Quiz 4
Discussion 4
Project 4

Module 5
(2 weeks) Read: Chapter 8. Multimedia
Watch: Lynda.com on Captivate 9.0
[Course Objective 1 - 7]
Quiz 5
Discussion 5
Project 5
Final Project Proposal

Module 6
(2 weeks) Read: Chapter Integrating JavaScript and (X)HTML and Creating Pop-up Windows, Adding Scrolling Messages, and Validating Forms
Course Objectives [1 - 7]
Quiz 6
Discussion 6
Project 6

Module 7
(2 weeks) Read: Chapter Using the Document Object Model (DOM) to Enhance Web Pages and Chapter 12. Creating and Using XML Documents
Course Objectives [1 - 7]
Quiz 7
Discussion 7
Project 7

Module 8
(2 weeks) Work on Final Project
Final Project
[Course Objective 1 - 8]

Links and Policies9. Course and University Policies

9a. Attendance, Make-Up Assignments

Students must log in to the class in the Learning Management System (LMS) during the first two days of the term in order to fulfill the attendance policy of attending the first class meeting. Students not logging in to the course during that period may be dropped from the class in order to permit access to those on the waiting list. This course will use LMS as a means of communication. All questions related to the course material should be submitted to the instructor using the LMS messaging service. Emails will also be accepted for personal matters. When emailing the instructor, you must include your full name, the course you are enrolled in, and a clear description of the matter.

Requirements for class attendance and make-up quizzes, assignments, and other work in this course is consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. In order to receive full credit for work, students must turn in required deliverables on the specified due date. No late work will be accepted in this course unless there are documented extenuating circumstances.

9b. Accommodations for Students with Disabilities

Students requesting accommodation for disabilities must first register with the Disability Resource Center - www.dso.ufl.edu/drc/. The DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodations. Students should contact the DRC and complete this process as early as possible in the term for which they are seeking accommodations.

9c. UF Student Honor Code

UF students are bound by the Honor Pledge which states, "We, the members of the UF

community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at UF, the following pledge is either required or implied, "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

9d. Online Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

9e. Student Assistance and Emergencies

University support services are available to students who are experiencing significant distress and/or personal emergencies. As appropriate please contact:

UF Counseling & Wellness Center: www.counseling.ufl.edu or 352-392-1575

University Police Department: 352-392-1111 or 9-1-1 for emergencies

Grading Scheme Instructional Development Project (30% of the final grade)

The instructional design project is the largest and most important set of activities within the course. This is a real-world instructional design project broken into several parts to make the learning experience more manageable over the duration of the semester. You will have to conduct a needs assessment, write performance objectives, develop instrumentation, create a technology-enhanced solution, and formatively evaluate the solution. Details about each of these deliverables is available within Canvas.

Software Projects (30% of the final grade)

There will be several software projects that you are to complete during the semester. The software projects are designed to provide you an opportunity to apply the skills and concepts you have learned. The projects should be completed individually. You are welcome to share ideas, help each other debug source code, and compare results. However, the submissions should be your own work.

Online Quizzes (20% of the final grade)

The online quizzes are designed to make sure you are reading and mastering the textbook materials. While the instructional design project demonstrates your ability to do the work, the quizzes demonstrate your understanding and mastery of the content. Each quiz has 25 questions and is timed for 30 minutes. You will not be allowed to take the quizzes multiple times, so be sure to study before starting. The quizzes are due by the end of the first week of each course module.

Discussions (20% of the final grade)

The discussions are designed to connect the content, instructional design, to the world in which we live in. The discussions will allow you to discuss the relationship of instructional design to other areas. Each discussion will be evaluated on you collecting sources, grammar, posting one original thread with about 300+ words, and posting two meaningful responses to your peers' posts. Discussions are a student-to-student interactions. You must post your initial thread by the end of the first week.

Final Grading Scale

93% - 100% A

90% - 92% A-

87% - 89% B+

83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
60% - 62%	D-
0% - 59%	

E

Instructor(s) Name: Albert Ritzhaupt, Ph.D.