LDT 330 - Design of Digital Learning
Term 2023, Session A
Class #33502 and 33503
1/9/23 - 2/28/23

COURSE INFORMATION

Instructor Information
Lead Instructor: Steve Salik, Ph.D.
ASU Email: shsalik@asu.edu
Slack: @shogun
Office Hours: By appointment via Zoom

Catalog Description
Focuses on the design, development and implementation of digital learning objects that can be used in hybrid, blended and online learning environments in a variety of academic or organizational contexts.

Detailed Description
This course will focus on the best practices for identifying an instructional need, training problem or performance gap, and then designing, developing and deploying a digital learning solution to remediate that problem. Students will select an instructional design challenge from one of three case studies, conduct an analysis, develop learning goals and instructional objectives, select instructional strategies, construct a digital learning object and the materials necessary to support it, and create a learning assessment. The course will frame the design and development of digital learning within the context of a rapid development framework, a design perspective which is increasingly being used across academic and organization contexts.

Prerequisites
LDT 301, LDT 320

Course Format
This class will be conducted as an online learning course, including but not limited to online discussions, quizzes/study questions, and written and applied projects. For an accelerated 7.5-week session, a student should be prepared to spend approximately 15-18 hours a week on coursework for a 3-credit class.

Course Texts, Materials, and Resources
Required Course Text

Piskurich, G. M. (2015). *Rapid instructional design : Learning id fast and right*. ProQuest Ebook Central

The Required Course Text is available through the ASU LIbrary's Digital Collection and can be accessed using the link embedded below; links will also be provided in the course materials in Canvas.

https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/detail.action?docID=1895845

If you'd prefer a hardcopy of the book, you can purchase it from the ASU Bookstore or another retailer of your choosing. To locate textbooks for Mary Lou Fulton Teachers College online programs, search by the 5-digit class number or "browse" for your course under the ASU Online campus.

Required Course Readings
Links for key readings and articles will be provided in each unit of the course. Links will be located on the Readings Tab, at the top of the Overview and Learning Materials page in each unit of the course.

Supplemental Course Text
Clark, Ruth C., and Richard E. Mayer. *E-Learning and the Science of Instruction : Proven Guidelines for Consumers and Designers of Multimedia Learning*, John Wiley & Sons, Incorporated, 2016. *ProQuest Ebook Central*.

The Supplemental Course Text is available through the ASU LIbrary's Digital Collection and can be accessed using the link embedded below; links will also be provided in the course materials in Canvas.

https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/detail.action?docID=4418752

Required Materials and Resources
This course will use a variety of software and resources to achieve the goals of the course. Information about each resource and instructions for its use will be provided in Canvas, at the appropriate point in the course.

Provided Materials and Resources
All ASU students have free access to this web resource, including the ASU Learning Management System.
- For help accessing the online course materials, including logging on, submitting work, troubleshooting, etc., please refer to My ASU Service Center or the Help link located within the Learning Management System.
- To monitor the status of campus networks and services, please visit the ASU System Health portal.
- My Apps provides free software tools, including free virus scan software, online applications, and information about discounted software for purchase.

Recommended Materials and Resources
The instructor may recommend or provide additional materials and resources in Canvas during the course based on student needs.

Technology Guidelines
- A computer that uses either the macOS or Windows 10 is required to complete this course. In most cases, Macs that are no more than five years old, and Windows machines that are no more than three years old are suitable.

- Your computer must have a current operating system that is still being supported by Apple or Microsoft.
- The course **CANNOT** be completed using a tablet such as a Samsung Galaxy or an Apple iPads.
- Chromebooks **are not** suitable for this course. Chromebooks feature significant limitations due to their operating system, and software for use during the course can generally not be installed on them.
- Students are **STRONGLY DISCOURAGED** from attempting to complete the course using an employer's computer. Employers install a variety of security barriers and other limitations on their machines and in the past, students have been unable to install the software or plugins necessary to complete assignments. Several students have also reported the loss of all of their course work because their employer reimaged the machine, updated the operating system, or took some type of security action.

Student Learning Outcomes
Upon completion of this course, students will be able to:
1. Describe the Instructional Design Process.
2. Describe the learning technologies and delivery modalities that are commonly used for developing and delivering digital learning.
3. Describe the advantages and disadvantages of synchronous and asynchronous digital learning.
4. Conduct a needs analysis and identify an instructional problem based on that analysis.
5. Develop well-written instructional objectives.
6. Identify instructional strategies and learning activities.
7. Develop a Detailed Design Document to guide the design and development of an instructional module.
8. Develop a digital learning module that includes supporting materials and an assessment activity.
9. Conduct a formative evaluation of the learning module you developed and report the findings of your evaluation.

Course Assignments
A brief description of the course assignments is listed below. Specific details for each assignment can be located in the online course materials.

Assignment & Description	Course Outcomes	Points
Discussions (7) *Each module features a Canvas or Flipgrid discussion focused on the topic of that Module. For each discussion, a scenario will be presented, and the analysis of that scenario, and proposed solutions will be the basis for the discussion.*	1,2,3,4,5,6,7,8,9,10,11,12,13,14	**140**
Entry-level Knowledge Assessment	1,2,3,4,5,6,7,8,9,10,11,12,13,14	**35**

The Entry-level Knowledge Assessment is used to gather information about where students reside geographically, what times they're available to meet via Zoom, and information about their exposure and experience to software, tools and technologies commonly used in instructional design. The information allows instructors to provide targeted and timely outreach to individual students, and to incorporate JIT material relevant to the software, tools and technologies presented in each Module.		
Needs Analysis A Needs Analysis will be conducted based on one of three scenarios in Module 1, and its findings will be reported using the provided template.	4,5,6,7	**150**
Detailed Design Document A written detailed Design Document will be created to guide the development of a learning module. It will serve as a blueprint for the development of the module and include the learning goals of the module, instructional objectives, a description of the audience, instructional strategies, the content elements to be used, and assessment strategies instruments.	6,7,8,9,10,11,12,13	**200**
Learning Module Using the Detailed Design Document as a guide, a Digital Learning Module will be constructed using Articulate Rise 360. The module must include clearly stated learning goals and instructional objectives, and feature both internal and external components. A combination of text, multiple multimedia objects, student activities, knowledge checks, an end-of-course assessment and a module evaluation must be included.	4, 5, 6, 7, 8, 9, 10, 11	**225**
Supporting Materials Downloadable documents in PDF format that are designed to support the content in their digital learning module will be created. An instructor or facilitator's guide (2-3 pp), a learner's guide (2-3 pp), and a job-aid or other procedural or reference document for learners (1-2 pp) will be required.	4, 5, 6, 7, 8, 9, 10, 11	**150**
Module Evaluation Google Forms will be used to develop an evaluation instrument based on Level 1 of Kirkpatick's Four-Levels of Evaluation Model. The instrument will be integrated into their learning module	12, 13, 14	**100**
TOTAL		**1000**

Please Note: The major assignments for this course will be automatically routed through Turnitin, a web-based plagiarism detection service. This service generates an originality report

that identifies all material in the student paper that appears to be derived from other sources, including both sources that are properly acknowledged and cited and any that are not. The report will be reviewed before your assignment is graded.

Tentative Course Schedule
Please refer to the separate course schedule.
STUDENT SUCCESS

To be a successful student in an online course, you must:

- Check the course daily for announcements and messages;
- Communicate regularly with your instructor and peers;
- Create a personalized study and/or assignment schedule, allowing for adequate time to complete coursework;
- Complete assignments by the due dates specified; and
- Keep copies and backups of all work in process and work submitted.

The instructor or co-instructors in the course reserve the authority to require you to use supplementary services at ASU at no additional cost to maximize your chances of success in this course. See the University Academic Success Programs for more information.

Resources and Accessibility
The Resources page on the course site contains information on how to access various support options for online students, including writing guides, contacting the writing center, career mentoring, etc. The Accessibility page shares details about accessibility features, the importance of equal technology opportunities, and accessibility statements for tools used in the course.

GRADING PROCEDURES

Grading Scale

Letter Grade	Points
A	930 - 1000
B	830 - 929
C	730 - 829
D	630 - 729
E	Failed, did not participate
EU	Failed, did not complete

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments along with written feedback will be available within 5 days of the assignment due

date.

There are no plus/minus grades in this course.

Communicating with your Assigned Instructor
To maintain small communities of learners, by the end of the first day of class, you may be assigned to a group of 20-30 students. Each group will be assigned to the lead instructor or a co-instructor. Your assigned instructor will be your main point of contact for the course. They will grade your work, provide feedback on your assignments, and respond to any questions you have about the course or content.

All questions should be addressed to your assigned instructor, and if necessary, your inquiries will be redirected to the lead instructor. To receive the fastest response, please contact your assigned instructor via Slack, or by using the Inbox tool in Canvas. Your assigned instructor will inform you of his or her schedule for checking emails, but most instructors check email at least once during a 24-hour period. If you would like to talk by phone, please provide a phone number in your request for a meeting. If you have not received a response within 24 hours, please follow up with your assigned instructor to ensure that your initial message has been received.

Attendance and Participation
To be successful in this course it is critical that students log on to the course a minimum of 2-3 times a week to meet multiple assignment due dates and allocate the amount of time necessary to complete the required work in each Module. If you need to plan professional or personal travel during the course, please ensure you have continuous access to a reliable Internet connection. Online learning offers flexibility, however, the accelerated nature of the course requires students to fully engage and participate during each class offering.

Each Module's materials are made available to students at least one week ahead of the actual Module start date, thereby allowing students to work actively on the current Module and also preview the upcoming Module and work ahead if interested. In addition, the course schedule provides a list of Module readings so that you can read ahead to prepare for upcoming assignments and activities. For courses that require student-student interaction (e.g., online discussions or peer review), a student may lose points for those activities if unable to respond to peers as specified in the assignment requirements.

Please note, a grade of EN (Failed, Never participated) will be assigned to students who remained enrolled but never participated in an academically-related activity for the duration of the course.

Course Expectations
Course expectations reflect those of university coursework. Students are expected to participate in all class activities to demonstrate fulfillment of the course objectives, as well as produce high-quality written products. You will be expected to utilize the course readings in a manner that allows you to gain fluency with the material and to contribute to a scholarly conversation on the designated topics.

This course upholds the expectation that all submitted contributions will be of professional quality. Unless specifically stated, all assignments should conform to the APA Style, including the use of a 12-point font, in-text citations, and a reference list. Please visit the [Purdue Online Writing Lab (OWL)](#) for APA Style information.

All graded work will in part be evaluated based on proper English conventions, spelling, grammar, organization, and comprehensiveness. Students who have difficulty in the area of writing will be referred to the ASU Writing Center in an effort to help students to strengthen this essential professional skill.

Late and Missing Assignments
All assignments are due no later than 11:59 PM MST (Phoenix Time) on the date specified on the Course Schedule. Assignments that are not submitted on time will incur a penalty of 10% off the earned grade for each day they're late. Assignments submitted more than three days late will not be accepted, and will be assigned a grade of 0.

In cases where known situations will create problems with meeting the deadline, students are encouraged to work ahead. All course material and assignments are open and available throughout the semester so working ahead is allowed and encouraged. However, grading will not occur until after the posted deadline.

If there are last-minute, extenuating circumstances that impede a student from meeting a deadline, students are encouraged to advocate for an extended deadline. If this should occur, you should contact your instructor to request an extended deadline. Note that documentation of the situation will be required.

Group work and discussion boards are more difficult to negotiate leniency for deadlines. In this case students should let their instructor and groupmates know they cannot participate well ahead of time, when possible, so their assigned parts can be re-delegated.

Collaborative Work
The student must independently complete all assignments, tests, activities, etc., unless specifically stated otherwise. In situations where collaboration is part of the assignment, the expectations will be clearly stated in the assignment overview. In all collaborative efforts, you must work only within your assigned group, and you must include the names of all individuals who worked on the submitted assignment. These two minimum requirements for collaborative assignments must be met or the work will not be accepted.

PROGRAM AND COURSE POLICIES

Email
ASU email is an official means of communication among students, faculty, and staff. All instructor correspondence will be sent to your ASU email account. Students are expected to read and act upon email in a timely fashion, within 24 hours where possible. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. Should you choose to set up email forwarding to a personal or other email account, any links to course materials must be accessed through your official ASU email account to ensure authorization. You can confirm your ASU email and forwarding address by going to My ASU, clicking on the Profile tab, and selecting ASU Email Forwarding.

Drop and Add Dates/Withdrawals
This course follows a compressed schedule and may be part of a sequenced program,

therefore, there is a limited timeline to drop or add the course. Please refer to the [ASU Academic Calendar](#) for relevant deadlines, and consult with your academic advisor (refer to [MLFTC Undergraduate Student Services](#) or [MLFTC Graduate Student Services](#)) on how to proceed. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and [Grade of Incomplete](#).

Grade Appeals

The official ASU grade record resides in My ASU, not on the course site. At the culmination of each course, you should verify your current student record and final course grades through My ASU. If you see a discrepancy between the grade posted on the course site and in My ASU, please notify your instructor immediately so that the discrepancy can be addressed in your official record.

The professional responsibility for assigning grades is vested in the instructor of the course and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the [Grade Appeal Policy and Process](#).

Copyright Notice

Copyright law may protect some course materials available through the Learning Management System. This material is only for the use of students enrolled in the specific course(s) and must be used in accordance with the Moduleed States Copyright Act, Title 17 of the U.S. Code. Protected materials on the course site may not be retained on the student's computer or other electronic storage device for longer than the duration of the specific class for which they are assigned, nor further disseminated by the student to any other persons. Furthermore, a student must refrain from uploading to any course site, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless first complying with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Course/Instructor Evaluation

Course/instructor evaluations are conducted online during the 14 days prior to the last official day of classes each session. Watch for an email to your official ASU email address, with "ASU Course/Instructor Evaluation" in the subject heading. Please be certain to complete the evaluation for your assigned instructor/co-instructor.

Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is important and appreciated. The evaluations are used to:

- help faculty improve their instruction;
- help administrators evaluate instructional quality;
- ensure high standards of teaching; and
- ultimately improve instruction and student learning over time.

Responses to the course/instructor evaluation are anonymous and will not be returned to your instructor until after grades have been submitted.

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be used in accordance with the United States Copyright Act, Title 17 of the U.S. Code. Protected materials on the course site may not be retained on the student's computer or other electronic storage device for longer than the duration of the specific class for which they are assigned, nor further disseminated by the student to any other persons. Furthermore, a student must refrain from uploading to any course site, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless first complying with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

UNIVERSITY/MARY LOU FULTON TEACHERS COLLEGE POLICIES

Student Conduct

Student Online Conduct and Professional Behavior
Appropriate online behavior, also known as netiquette, is defined by the instructor and includes all electronic communication in the course. Inappropriate contributions may be deleted by the instructor and, if relevant, no credit given. The instructor reserves the right to determine whether a post or other entry is unsuitable.

It is expected that students exhibit professional behavior in all settings, including clinical placements and working with other students in the online classroom. If at any time a student's behavior does not meet the standards delineated in the class syllabus, Mary Lou Fulton Satisfactory Academic Progress and Professional Conduct Policy, or university policies, the instructor may refer the student for academic probation or to the ASU Dean of Students.

Handling Disruptive, Threatening, or Violent Individuals
Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. For further information, please visit ASU's policy on Handling Disruptive, Threatening, or Violent Individuals.

Self-Plagiarism
Self-plagiarism is defined as the reuse of one's identical or nearly identical section or subsection of work without prior permission granted by the course professor of record and any coauthor with whom a prior work may have been written, and without explicit acknowledgement (e.g., a citation of the original work). Self-plagiarism is strictly prohibited and will be treated as a violation of the university's Student Academic Integrity Policy. Please see the Academic Integrity/Plagiarism section for more information.

Academic Integrity/Plagiarism
Students are expected to act with honesty and adhere to the university's [Student Academic Integrity Policy](). Failure to do so may result in sanctions, such as grade penalties, suspension, or expulsion from the university. Violations of academic integrity include, but are not limited to, such actions as cheating; plagiarizing; fabricating or falsifying information; or assisting with such activities.

Harassment
ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students.

If you feel that another student is harassing you based on any of the factors above, contact the Office of Student Rights and Responsibilities:

- Online Students: Student Services Building, Room 263, 480-965-6547;
- Downtown Phoenix: Post Office, Room 243, 602-496-0670;
- Polytechnic: Administration Building, Room 102, 480-727-5269;
- Tempe: Student Services Building, Room 263, 480-965-6547;
- West: University Center Building, Room 301, 602-543-8152.

If you feel that an ASU employee is harassing you based on any of the factors above, contact the Office of Equity and Inclusion at 480-965-5057.

For further information, please visit ASU's policy on [Prohibition Against Discrimination, Harassment, and Retaliation]().

Title IX
Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at [Sexual Violence Awareness, Prevention and Response]().

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. [ASU Counseling Services]() is available if you wish to discuss any concerns confidentially and privately. ASU online students may access [360 Life Services]().

Electronic Communication
Acceptable use of university computers, Internet, and electronic communications can be found in the [Student Code of Conduct]() and in the university's [Computer, Internet, and Electronic Communications Information Management Policy]().

Accommodations

Disability Accommodations for Students
Mary Lou Fulton Teachers College is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the [Student Accessibility and Inclusive Learning Services (SAILS)](#). Mary Lou Fulton Teachers College encourages admitted students with disabilities or disabling health conditions who believe that they may need an accommodation to register with SAILS prior to enrolling in the program. That way, all reasonable accommodations can be in place at the beginning of the program. Students who are registered with SAILS will be key participants in establishing reasonable and appropriate accommodations with course instructors.

Religious Accommodations for Students
Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time. For further information, please visit ASU's policy on [Accommodation for Religious Practices](#).

Military Personnel Statement
A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes, depending on the timing of the activation. For further information, please visit ASU's policy on [Military Activation of Students](#).

Missed Classes Due to University-Sanctioned Activities
Students who participate in university-sanctioned activities that require coursework or due dates to be missed should be given alternative due dates considerate of their time away. Instructors should attempt to provide opportunities for alternative due dates, either before or after the absence from class participation, in accordance with any academic unit or college requirements which may apply. Absence from class participation due to university-sanctioned activities does not relieve students from responsibility for any part of the coursework required during the period of the absence. The student should inform the class instructor early in the session of any required absences and make arrangements for alternative due dates within a reasonable time. Additionally, the specific activity program coordinator should, as early as possible, provide the college-designated individual with the schedule of any student who may be absent from class participation because of a university-sanctioned activity. For further information, please visit ASU's policy on [Missed Classes Due to University-Sanctioned Activities](#).

UNIVERSITY SERVICES

Tutoring
[Tutoring](#) is available on all ASU campuses and online for a variety of courses in small groups on a walk-in/drop-in basis. Appointments are only necessary for mentoring and writing.

Writing Center
The [Writing Center](#), located on all ASU campuses and online, offers free tutoring for all enrolled students. Appointments are also available. All writers, including undergraduate and graduate students, can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas;
- organize and structure a paper;
- integrate and cite sources; and
- write, revise, edit, and proofread.

Student Purchases
Discounted pricing for students purchasing select technology items may be available through the ASU Bookstore or online. Visit the ASU Bookstore, and select Store News & Offers.

Hardware and Software Support
ASU Technology Studio provides support to students on all four campuses for hardware, software, operating systems, security, networking, etc.

360 Life Services
Access a suite of free services, including counseling, clinical care, personal care, and legal and financial assistance via ASU's 360 Life Services.

This syllabus is subject to change at the discretion of the instructor and/or college. Every effort will be made to avoid changes to the syllabus or course schedule, but the possibility exists that unforeseen events will make modifications necessary. If so, changes will be communicated via ASU email and/or the course site.

Continued enrollment in this course assumes that you have read and understand the information outlined in the syllabus.