Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

This course focuses on finding and using the most engaging technologies that support and enhance learning. Students will learn how to use and incorporate tools and applications into instruction and design to enhance the learning and feedback experience. Recommended Prior Course: Pre or co-requisite OTL532K, if enrolled in K-12 Ed Tech & Instructional Design Specialization.

Course Overview:

In OTL534, students build their knowledge, skills, and experiences around educational applications and K-12 instructional design (ID) philosophies. The foundational ID philosophy of this course is centered in Design Thinking, and the Design Thinking guidebook serves as the primary text for the course (While a required reading in the course, it is not a formal textbook and is open source. Links to the reading are provided in their assigned weeks.). Students will be challenged to think about design from the end-user's perspective. They will explore topics around content creation and curation, digital badges, gamification, HTML5, and digital learning objects. The ultimate goal of this course is to provide students with a platform to experiment with these design principles and practices in order to create a visible learning object and individual learning artifacts that are is easily shared and that showcase their knowledge and skills around instructional design.

Course Learning Outcomes:
1. Design a course using professional authoring tools.
2. Compile engaging technology authoring tools and apps and evaluate their effectiveness in a K-12 online environment.
3. Identify and integrate effective authoring tools and apps geared toward educators and students.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

There is no required textbook for this course. However, there are weekly required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

· Siang, R. D. T. (2017). 5 stages in the design thinking process. Retrieved from https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process

Discussion (25 points)

Critical Thinking: The Fundamental Tenets of Instructional Design / Design Thinking (50 points)

Based on what you've learned so far, how do you think Design Thinking could be applied to your current professional practice? Consider the following in your response:

- What about the design process you selected makes it a good fit?
- What are the challenges you might face in your current position?
- How will you overcome those challenges?
- What successes do you anticipate with this design process?

If you want to get some perspectives from educators currently employing the techniques of Design Thinking, consider watching some of the videos on the Design Thinking for Educators website.

Organize your ideas into a table or some kind of graphical representation with clear headings that will make this information easy to review in the future and share with others as you begin implementing this (or another) design process in your school.

Your total assignment should be 1-2 pages long, be well organized, and adhere to the CSU-Global Guide to Writing and APA Requirements.

Module 2

Readings

- Read Section 8, pages 114 – 118, Berking, P. & Gallagher, S. (2016). Choosing a learning management system. Advanced Distributed Learning (ADL) Co-Laboratories. Retrieved from https://www.adlnet.gov/public/uploads/ChoosingAnLMS.docx
- Lai, A. & Savage, P. (2013). Learning management systems and principles of good teaching: Instructor and student perspectives. *Canadian Journal of Learning and Technology, 39*(3).
- U.S. Office of Personnel Management. (n.d.). Resources for procuring the "right" learning management system [PDF file]. Retrieved from https://www.opm.gov/policy-data-oversight/training-and-development/reference-materials/procuring_lms.pdf

Discussion (25 points)

Critical Thinking: Selecting an LMS (or Not) (50 points)

Your school (or district) has requested that you lead a project to find and recommend an LMS (or, conversely, find and recommend a platform or development approach that does *not* feature a school-wide LMS).

Create a graphic organizer demonstrating how you will arrive at the best solution for your organization.

Create a five-minute presentation detailing your arguments for why this is the best solution. Your presentation may *not* be a PowertPoint. Instead, employ another web-based presentation tool. You can use your favorite, but if you need ideas, check out the Creative Blog for 10 free presentation tools and other presentation ideas.

Copy the URL to your presentation and paste it into a Word document for submission to the Week 2 Assignments page. Ensure your presentation is well organized, engaging for your target audience, and conveys your ideas clearly and compellingly. Cite sources as appropriate and adhere to the CSU-Global Guide to Writing and APA Requirements.

Portfolio Milestone: Setting up Your Online Learning Environment (20 points)

Depending on your response for your Week 2 Critical Thinking assignment (and depending on your access to already-established LMS course shells or online learning environments you have already built for previous courses in this MSTL specialization), you will set up a course shell or other online learning environment that you can work in for the remainder of this course. You have several options for this:

- Use a course shell already in existence that you have access to and to which you can grant access to your OTL534K course instructor.
- Use a course shell from your district's current LMS platform or that you work in for your current job (ensure your OTL534K course instructor can gain access to this course; will likely require "guest access" for your OTL534K instructor – speak with your district's technology coordinator about this).
- Set up a new course shell in an LMS platform of your choosing. Ensure access for your OTL534K course instructor.
- Develop a digital space outside of an LMS where you can develop your various digital learning objects and activities (the CT assignments and Portfolio Project for this course). Ensure access for your OTL534K course instructor. This could be a webpage, blog, wiki, or some other digital space of your choosing.

Copy the link to your online learning environment (can be basic – need not be developed yet) into a Word document and add any applicable login information for your instructor. Submit that Word document to the Week 2 Assignments page for this Portfolio Project milestone. This is a required component of the final project and will be worth 20 points of your final Portfolio Project score. It is important to get this space established early in the course so you can troubleshoot any issues right away.

Module 3

Readings

·   Frost, A. (2016). Tagging tips: How to organize files and other information with tags. Retrieved from https://zapier.com/blog/how-to-use-tags-and-labels/
·   California State University Northridge (n.d.). What are learning objects? Retrieved from https://library.csun.edu/docs/ScholarWorks/LearningObjectsClarification.pdf
·   Creative Commons (n.d.). Creative commons platforms. Retrieved from https://creativecommons.org/about/platform/
·   Liu, C., Tao, S., Chen, W., Chen, S. Y., & Liu, B. (2013). The effects of a creative commons approach on collaborative learning. Behaviour & Information Technology, 32(1), 37-51.

Discussion (25 points)

Critical Thinking: Tagging Content (75 points)

On Page 3 of this module you'll notice that the tags used while designing this learning experience were illustrated. Please take a moment to review that information:

csug - This is the tag that is used for all resources that this designer may use when developing any course for CSU Global.

otl534 - Everything for this course is available under this single tag.

otl534m3 - These are the resources that may be used in the final version of Module 3 for the OTL534 course.

tools - This is the tag used when a resource is identified which is an online or software product which learners may use in their design work.

A simple matrix for this course, up to Module 3, could look something like this:

csug				
	otl534			
		otl534m1	olt534m2	otl534m3
		instructional design	lms	copyright
		ubd		curation
		udl		tools

Matrices are usually created before curating content. This is very useful if you are tagging with a team of people and need common nomenclature. You may also find it helpful in keeping yourself organized as you find content that you may want to use later.

Another way to organize your tags is through a tag cloud:

721_phd based blended blended_learning brain charter csug curation design design_thought disability education educational front future gamification googleaccessibility html5 internet learning learning_edse learning_flipped net_neutrality of online otl534 otl534m1 otl534m3 otl534m4 otl534m5 otl534m6 otl534m7 otl534m8 page phd phd_special politics provoking reddit_liked reddit_saved reddit: reform reform_educational school schools social special technology technology_school TED_TALKS the thought

This tag cloud is one that is automatically generated by Pinboard. You'll notice that these tags are listed in alphabetical order but some of them are larger than others. This means that these are the most used tags of the most used tags. Services like Delicious will do something similar for you as well. Unlike a tag matrix, which you should make ahead of time, or at the very least as you curate content, a tag cloud is generated after the fact.

For this assignment you will need to create either a tag matrix or use a service to help you create a tag could. At a minimum you should identify 10 tags that you'll be using. For each tag you create provide a brief explanation the purpose of each tag. To complete this assignment you may create a text document which includes your matrix or cloud as an image along with explanations of each tag, or you may create a short video (approximately 5 minutes) demonstrating your tagging process and explaining your matrix / cloud. If you create a video, copy the link to your video and paste it into a Word document. Submit that document for this assignment (you will not be able to upload your link directly).

Ensure your explanations are clear and well written or well-articulated. Consult the CSU-Global Guide to Writing and APA Requirements with assistance in writing or idea organization.

Module 4

Readings

- https://docs.google.com/file/d/0B4qpVJl0EWGaMmlmQ3Z5VmhqRHM/edit
- Carver, L. & Todd, C. (2013). Student perception of content master and engagement in using an e-authoring tool. *Higher Learning Research Communications, 3*(3), 64 – 73.
- Reese, A. A. (2016). Best practices in digital object development for education: Promoting excellence and innovation in instructional quality and assessment. *Journal of Leaning Design, 9*(1), 80- 86.

Discussion (25 points)

Critical Thinking: The Object and the Process (100 points)

Part 1:

Construct two digital learning objects using one industry-standard tool (Articulate or Captivate, if you are able to access these tools through a free trial or some other already-established access; you do *not* have to buy the software) and one free tool of your choosing. Embed these learning objects in your sample course shell. (If you cannot utilize Articulate or Captivate, develop two DLOs from an open resource.)

Part 2:

Then, using the two digital learning objects that you developed for this assignment, detail step-by-step the instructional design process you used.

You may complete this part of assignment as a screencast, by taking screen shots and writing explanatory text, or through a method of your choosing. It is critical that you walk your instructor through your design process and explain how it led to your final product.

To submit:

You need to submit just one file for this assignment. As such, the following submission ideas are recommended:

- Copy the links to your two learning objects and to your screencast (or otherwise web-based design process flow) and paste them into a Word document. Upload that Word document to the Week 4 Assignments page.
- If you completed Part 2 in a Word document, simply paste the link to your learning objects somewhere in that document and upload to the Week 4 Assignments page.

If you completed Part 2 in another format and are unsure how to submit it, contact your instructor right away. At present, the assignment upload sections will only receive Word documents, PDFs, Excel sheets, or PowerPoint presentations. Links to online resources will need to be submitted via Word document. Audio and video files should be hosted online and those links uploaded to the assignment section via a Word document.

Portfolio Reminder

As part of your final Portfolio Project, you will be providing digital learning objects (DLO). As you build DLOs this week, set them aside or begin adding them to the online learning environment you set up in Module 2. Also consider adding additional engaging technology authoring tools and apps to your online learning environment, including an evaluation of their effectiveness in a K-12 online environment.

Module 5

Readings

· https://docs.google.com/file/d/0B4qpVJl0EWGaMmlmQ3Z5VmhqRHM/edit
· Raymond, E. S. (2013, September 25). The hacker attitude. Retrieved from
  http://www.catb.org/esr/faqs/hacker-howto.html#attitude (Hacker Attitude section only)

Discussion (25 points)

Critical Thinking: Earning and Displaying Badges (75 points)

Before you can build a badge, you must know what it is like to earn a badge. So, for your Critical
Thinking Assignment, find *and earn* a badge in an area of your choosing/interest. Add this new badge to
your other two badges you earned during your module lecture experience, and display these badges in
your online learning environment. Once you have your badges added to your environment, evaluate
your experience by answering the following questions (you can answer these questions within your
online learning environment or in the Word document you will submit for this assignment):

- Outline your process for finding and earning your badge.
- What challenges/successes did you encounter?
- How did you display your badge in your online learning environment (may have required
  some HTML5 manipulation)?
- How might you encourage other educators to use badges with K-12 students?
- Do you know enough about badges and HTML5 to build your own badges or badging
  exercises? If not, what further information do you need?

When you have your badges displayed and your evaluation written, copy the link to your online learning
environment and paste it into a Word document for submission to the Week 5 Assignments page.
Ensure your instructor has proper login credentials to view your course and page displaying your work
for this week's assignment. While you do not need to cite sources, ensure your written elements are
well composed and adhere to the CSU-Global Guide to Writing and APA Requirements.

Module 6

Readings

· Arnold, B. J. (2014). Gamification in education. ASBBS Annual Conference: Las Vegas. Retrieved from
  https://pdfs.semanticscholar.org/25c2/d35b5adf5cb0894114bb79cc0d8ec83e22f8.pdf
· Law, P. (2015). Recognising informal elearning with digital badging: Evidence for a sustainable
  business model. *Open Praxix, 7*(4), 299-310.
· Learning Theories (2016). Gamification in education. Retrieved from https://www.learning-
  theories.com/gamification-in-education.html
· Vander Ark, T. (2014, February 19). Eight principles of productive gamification. EdWeek. Retrieved
  from
  http://blogs.edweek.org/edweek/on_innovation/2014/02/8_principles_of_productive_gamification
  .html

Discussion (25 points)

Critical Thinking: Gamification (100 points)

Select at least one lesson or learning unit from a course that you are developing (or could develop) and design elements of gamification for that lesson or unit. As an *option* (not required), you could also create a badge that could be issued to learners who have successfully completed your gamified lesson or unit.

Do this within your online learning environment. Note that you do not need to produce a full-fledged HMTL5 game. What pieces you can actually develop, feel free to do so. Experiment. *Play*. What pieces you cannot develop, design them out conceptually and research ways you can make those designs a reality. Perhaps rather than developing a game, you will utilize existing games to design effective learning experiences.

Then, evaluate your experience by answering the following questions (you can answer these questions within your online learning environment or in the Word document you will submit for this assignment):

- Outline your process for designing the gamified elements.
- What challenges/successes did you encounter?
- How do you think students would respond to your game?
- How might gaming impact your future design ideas?
- Do you know enough about gamification to build your own gamified elements in the future? If not, what further information do you need?

To submit your assignment, copy the link to the relevant page(s) in your online learning environment and paste it into a Word document. Include any relevant notes of explanation or direction for your instructor in that Word document. While you do not need to cite sources, ensure your written elements are well composed and adhere to the CSU-Global Guide to Writing and APA Requirements. Upload the document to the Week 6 Assignments page.

NOTE: If you decide to try create a badge for your course see Page 2 of this module for resources and review the resources section at the end of Module 5. Ensure your badge is displayed within your online learning resource as well.

Module 7

Readings

- National Center on Universal Design for Learning. (2014, September 18). The three principles of UDL. Retrieved from http://www.udlcenter.org/aboutudl/whatisudl/3principles
- Interaction Design Foundation (2017). Design iteration brings powerful results. So, do it again designer! Retrieved from https://www.interaction-design.org/literature/article/design-iteration-brings-powerful-results-so-do-it-again-designer

Discussion (25 points)

Module 8

Readings

- Makuch, E. (2014, March 19). "We truly believe virtual reality will change the world," Oculus Rift devs say. GameSpot. Retrieved from http://www.gamespot.com/articles/we-truly-believe-virtual-reality-will-change-the-world-oculus-rift-devs-say/1100-6418402/

- Wohlsen, M. (2014, January 14). The next big thing you missed: Email's about to die, argues Facebook co-founder. *Wired*. Retrieved from http://www.wired.com/business/2014/01/next-big-thing-missed-facebook-co-founder-says-email/

Discussion (25 points)

Portfolio Project: Online Learning Environment and Digital Artifacts (330 points)

Through this course you have created or curated the following artifacts:

1. A tag matrix or tag cloud (Module 3)
2. Digital learning objects using both professional (if possible) and open source authoring tools (Module 4)
3. Earned badge (Module 5)
4. A gamified lesson or unit (Module 6)
5. A user feedback form (Module 7)

Include each of these in your online learning environment as part of your Portfolio Project submission. Ensure they are polished and represent best practices in each of these areas based on what you have learned in this course. Utilize any instructor feedback you received on these components to make improvements before you submit your final version of them in your Portfolio Project.

Also include the following elements in your project (as part of your online learning environment):

1. The badges you earned as you progressed through the Module 5 and Module 6 lecture content:
    1. Badges 101
    2. Basic HTML Badge
    3. Navigator Badge
2. A visible object of your learning that you can share with potential employers. This should include a short narrative of your design process and philosophy. You may construct this within your online learning environment, or you could construct a document or other shareable resource that contains a link to your online learning environment so you can showcase the artifacts you created in this course. It may also contain links to other resources you have built and developed in your professional career. The goal of this visible object is to highlight not only your design process and philosophy but also your design abilities. Ensure it is well organized, targeted around specific skills and projects, and easily interpreted by a general audience who may not have a strong background in design. Remember to keep your end user in mind. What is the best way to highlight your knowledge and skills to an employer?

You must submit everything together in a single file submission. If you plan to display everything in an online format, please copy the links to each component part and paste them into a Word document that you can upload to the Week 8 Assignments page. Include specific login information, descriptive notes or explanations about each project part, or whatever you feel will best help your instructor navigate and understand your course and final project.

If you developed your visible object of learning in a Word document, you can include any relevant links to online resources that you have developed somewhere within that document. If you have any questions, reach out to your instructor!

Ensure your final submission is well organized, well written, and in conformity with the CSU-Global Guide to Writing and APA Requirements.

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our **In-Classroom Student Policies and Guidelines** or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity
Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style
All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the "APA Guide & Resources" link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement
CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette
Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.