

## Syllabus

### Course Overview

In this course, you will examine instructional tools and technologies that developers and instructional designers use to create innovative learning experiences. In addition, you will apply the theories and principles of learning to instructional design.

This course includes a course project, where you will use instructional tools and technologies to create an instructional tutorial in a selected authoring system. You will incorporate many of the tools and technologies into this tutorial to showcase your work. You are encouraged to select an authoring system and video production tools and technologies that are utilized by your organization or work environment.

Review the project description and spend some time looking ahead to other units. When working through each assignment, remember that the basic principles of learning and instructional design are more important than the tools you use in the design and delivery of instruction. In this course, our priority is understanding how to effectively use instructional tools and technologies to support and enhance learning.

### Support for Instructional Tools and Technologies

Capella University does not provide tutorials or technical support for third-party instructional tools, technologies, and applications. However, you are encouraged to use, as needed, any online tutorials and technical support resources that are identified in the course. In addition, be sure to complete all of your assignments for this course using an application that will enable you to output your work in file formats that are accessible across platforms (Windows, Macintosh) and browsers (Internet Explorer, Firefox, Safari, Chrome).

If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [Disability Services](#) to request accommodations.

### Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Analyze the characteristics of existing and emerging technologies and their potential use.
- 2 Apply current research and theory to the practice of instructional design.
- 3 Apply instructional design and development process.
- 4 Communicate effectively through instructional design and technology utilizing visual and written formats.
- 5 Apply ethical, legal, and political implications of instructional design.
- 6 Communicate effectively in visual, oral, and written form for the audience.

### Course Prerequisites

*There are no prerequisites for this course.*

## **Syllabus >> Course Materials**

### **Required**

The materials listed below are required to complete the learning activities in this course.

### **Integrated Materials**

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the [Course Materials](#) page on Campus for more information.

Required Presentation Hardware  
Headset with microphone

## Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Armstrong, T. (2009). *Multiple intelligences in the classroom (3rd ed.)*. Alexandria, VA: Association for Supervision & Curriculum Development (ASCD).
- Berger, M., Jucker, A. H., & Locher, M. A. (2016). *Interaction and space in the virtual world of second life*. *Journal of Pragmatics*, 101, 83–100.
- Brady, E. D. (2015). *Writing multiple choice outcome questions to assess knowledge and competence*. *The Journal of Continuing Education in Nursing*, 46(11), 481–483.
- Duan, B., Hosseini, H. M. M., Ling, K. V., & Gay, R. K. L. (2009). *An architecture for online laboratory e-learning system*. In M. Syed (Ed.), *Strategic Applications of Distance Learning Technologies* (pp. 165–179). Hershey, PA: IGI Global.
- Farris, S. (2015). *Think "E" for engagement*. *Journal of Staff Development*, 36(5), 54–58.
- Kingsley, T. L., & Grabner-Hagen, M. M. (2015). *Gamification: Questing to integrate content knowledge, literacy, and 21st-century learning*. *Journal of Adolescent & Adult Literacy*, 59(1), 51–61.
- Lankow, J., Crooks, R., & Ritchie, J. (2012). *Infographics: The power of visual storytelling*. Hoboken, N.J.: John Wiley & Sons, Inc.
- Rushby, N., & Surry, D. (2016). *Wiley handbook of learning technology*. Hoboken, N.J.: John Wiley & Sons, Inc.
- Sakurai, Y., Dohi, S., Tsuruta, S., & Knauf, R. (2009). *Modeling academic education processes by dynamic storyboarding*. *Journal of Educational Technology & Society*, 12(2), 307–333.
- Scoppio, G., & Luyt, I. (2017). *Mind the gap: Enabling online faculty and instructional designers in mapping new models for quality online courses*. *Education and Information Technologies*, 22(3), 725–746.
- Wollowski, M., Neller, T., & Boerkoel, J. (2017). *Artificial intelligence education*. *AI Magazine*, 38(2), 5–6.
- Xu, X., Kauer, S., & Tupy, S. (2016). *Multiple-choice questions: Tips for optimizing assessment in-seat and online*. *Scholarship of Teaching and Learning in Psychology*, 2(2), 147–158.

## External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Burkey, M. L. (2015). *Making educational and scholarly videos with screen capture software*. *Region*, 2(2).
- Kholifah, S. (2016). *The development of learning video media based on swishmax and screencast O-matic software through contextual approach*. *Dinamika Pendidikan*, 11(1), 50–55.
- Lane, C. (n.d.). *Gardner's multiple intelligences*. Retrieved from <http://www.tecweb.org/styles/gardner.html>
- Pick, T. (2017). *The six best screen capture tools*. Retrieved from <https://webbiquity.com/cool-web-tools/the-six-best-screen-capture-tools/>
- U.S. Copyright Office. (2016). *Copyright law of the United States*. Retrieved from <http://copyright.gov/title17/>
- U.S. Department of Education. (n.d.). *Family Educational Rights and Privacy Act (FERPA)* <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). *Summary of the HIPAA privacy rule* <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>
- United States Access Board. (2000). *Section 508 standards for electronic and information technology*. Retrieved from <http://www.access-board.gov/guidelines-and-standards/communications-and-it/about-the-section-508-standards/section-508-standards>

## Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

## External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Adobe Systems Incorporated. (n.d.). *Adobe Presenter*. Retrieved from <http://www.adobe.com/products/presenter.html>
- Apereo Foundation. (n.d.). *Sakai*. Retrieved from <https://sakaiproject.org/>

- Articulate Global, Inc. (n.d.). [Articulate](http://www.articulate.com/). Retrieved from <http://www.articulate.com/>
- ATutor. (n.d.). Retrieved from <http://www.atutor.ca/>
- Canva. (2012). Retrieved from <https://canva.com>
- Chamilo. (n.d.). Retrieved from <https://chamilo.org/>
- Epignosis LLC. (n.d.). [eFront](http://www.efrontlearning.net/). Retrieved from <http://www.efrontlearning.net/>
- Exit Reality. (n.d.). [Twinity – Mirror World](http://www.twinity.com/en/virtual_worlds/mirror-world). Retrieved from [http://www.twinity.com/en/virtual\\_worlds/mirror-world](http://www.twinity.com/en/virtual_worlds/mirror-world)
- Feinberg, J. (2014). [Wordle](http://www.wordle.net/). Retrieved from <http://www.wordle.net/>
- Frentix. (n.d.). [OpenOLAT](http://www.openolat.com/?lang=en). Retrieved from <http://www.openolat.com/?lang=en>
- ILLIAS. (n.d.). Retrieved from [http://www.illias.de/docu/goto\\_docu\\_root\\_1.html](http://www.illias.de/docu/goto_docu_root_1.html)
- iMindMap. (n.d.). Retrieved from <http://imindmap.com/>
- Instructure. (n.d.). [Canvas](https://canvas.instructure.com/login/canvas). Retrieved from <https://canvas.instructure.com/login/canvas>
- InWorldz. (n.d.). Retrieved from <http://inworldz.com/>
- Linden Research, Inc. (n.d.). [Second Life](http://secondlife.com/). Retrieved from <http://secondlife.com/>
- MeisterLabs. (n.d.). [MindMeister](https://www.mindmeister.com/). Retrieved from <https://www.mindmeister.com/>
- Microsoft. (n.d.). Retrieved from <http://www.microsoft.com/en-us/default.aspx>
- Mind Tools Ltd. (n.d.). [Mind maps: A powerful approach to note-taking](https://www.mindtools.com/pages/article/newlSS_01.htm). Retrieved from [https://www.mindtools.com/pages/article/newlSS\\_01.htm](https://www.mindtools.com/pages/article/newlSS_01.htm)
- Moodle. (n.d.). Retrieved from <https://moodle.com/>
- OpenSWAD. (n.d.). Retrieved from <https://openswad.org/en>
- Screencast-O-Matic. (n.d.). Retrieved from <https://screencast-o-matic.com/home>
- SimpleApps (n.d.). [SimpleMind](http://www.simpleapps.eu/simplemind/). Retrieved from <http://www.simpleapps.eu/simplemind/>
- SmartBuilder. (n.d.). Retrieved from <http://www.smartbuilder.com/>
- toketaWare. (n.d.). [iThoughts \(iOS\)](http://toketaWare.com/ithoughts-ios). Retrieved from <http://toketaWare.com/ithoughts-ios>
- Tony Buzan. (n.d.). [Tony Buzan | Inventor of mind mapping](http://www.tonybuzan.com/). Retrieved from <http://www.tonybuzan.com/>
- Totara Learning Solutions. (n.d.). [Totara LMS](https://www.totalms.com/). Retrieved from <https://www.totalms.com/>
- United States Department of Justice, Civil Rights Division. (n.d.). [ADA.gov](http://www.ada.gov/index.html). Retrieved from <http://www.ada.gov/index.html>
- University of Zurich. (n.d.). [OLAT](http://www.olat.org/). Retrieved from <http://www.olat.org/>
- Venngage. (2011). Retrieved from <https://venngage.com>

## Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

### Integrated Materials

#### Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the [Course Materials](#) page on Campus for more information.

#### Optional Presentation Hardware

1. External or built-in webcam

## Projects

### Project >> Instructional Tutorial on Copyright Law

#### Project Overview

For the course project, you will use instructional tools and technologies in a selected authoring system to create an instructional tutorial on copyright law. You are encouraged to select an authoring system and video production tools and technologies that are utilized by your organization or work environment.

This project should showcase your competencies and creativity in instructional design processes utilizing instructional technologies. As you work through each assignment, remember that the basic principles of learning and instructional design are more important than the tools you use in the design and delivery of instruction. Your completed tutorial should present your best and most creative professional work.

The project includes the following components:

- **Transactional Distance:** Using the transactional distance theory, you will write a short treatment paper proposing how you will support instructor presence and provide interaction with peers, content, and the instructor through the following components of your online tutorial: through discussions, assignments, projects, grading, and other instructional design techniques.
- **Storyboarding of Copyright Law Tutorial:** For this assignment, you will use a PowerPoint template to create a storyboard of an instructional tutorial on an aspect of copyright law that has implications for instructional designers, educators, and learners who produce, encounter, or use instructional media and technologies.
- **Creating a Tutorial With an Authoring System:** For this assignment, you will begin creating an instructional tutorial using the SmartBuilder authoring system (or equivalent authoring software). It is important to understand how to create a courseware product using an authoring system—the skills that you will learn are easily translated to other authoring systems. Remember that the focus is not on the use of specific tools and technologies, because they will change frequently. What is important when creating and using instructional technologies are the processes involved in problem-solving and instructional design for sound instructional purposes.
- **Assessment and Learning Checks Design:** For this assignment, you will create assessments using SmartBuilder (or similar software). Your assessment questions will address concepts and ideas related to copyright law content, media, screen design, or other instructional design theories that you consider important.
- **Instructional Tutorial Completion:** In this final assignment for your course project, you will combine all the outputs from your previous assignments into a tutorial on copyright law utilizing an authoring system.

Refer to the full assignment instructions as well as the project requirements below for detailed information about these assignments.

- **Content:** The content must have a logical organizational structure and include the following components in the order listed:
  1. Home Page.
  2. Introduction to the Tutorial.
  3. Copyright Law Content.
  4. Assessments and Learning Checks.
  5. Assessment Summary Sheet.
  6. Reference Page.
- **Visual Requirements:** This project must demonstrate usability and effective screen design (creative use of graphics, symbols, video clips, fonts, and color) in accordance with instructional design processes.
- **Communication:** Communicate effectively through instructional design and technology utilizing visual and written formats. Communicate in a scholarly, professional manner. Communication needs to be clear, organized, concise, and grammatically correct. Eliminate errors as they detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to the current APA style and format.
- **Length:** The final content of this 7–8-minute tutorial is to include pictures, graphics, symbols, a video, etcetera.
- **Accessibility:** Your choice of authoring tool must enable you to output your work in shareable file formats that are accessible across platforms (Windows, Macintosh) and browsers (Internet Explorer, Firefox, Safari, Chrome). You must publish your assignment in a zipped file to the corresponding dropbox in Blackboard. There will be an interactive media element showing you how to do this in units 7 and 9.

**Portfolio Prompt:** Please save this learning activity to your ePortfolio.

## Unit 1 >> Introduction to Instructional Technologies and Tools

### Introduction

In this unit, you will research different authoring systems used in creating learning environments. You will develop an evaluative checklist of features that you prefer, when selecting an authoring tool to build your tutorial. When you have decided which tool you will use, you will spend some time familiarizing yourself with its basic capabilities and limitations. Understanding different authoring systems will be important as you develop instructional materials and environments.

## Learning Activities

### u01s1 - Studies

## Readings

Use the Capella University Library to read the following:

- Rushby, N., & Surry, D. (2016). *Wiley handbook of learning technology*. Hoboken, N.J.: John Wiley & Sons, Inc.
  - Chapter 1, "Mapping the Field and Terminology," pages 1–14.
  - Chapter 2, "How People Learn," pages 15–34.
  - Chapter 3, "What is Technology?" pages 35–57.
  - Chapter 4, "Learning Theory and Technology: A Reciprocal Relationship." pages 58–76.

## Suggested Resources

Throughout this course, you will be using instructional media applications of your choice to design and develop instructional media. You will be given links to websites to explore. At the time this course was designed, registration at these sites was free of charge. Please be aware of the terms of service for each site that you choose to use, their tools or materials in your own work outside of the course requirements. Some sites might charge for the use of materials or might retain copyright on works you have developed.

You are encouraged to visit the following websites and explore the available software tutorials and technical support services:

- [Skillsoft Tutorials](#).
  - Search the website for self-paced tutorials on Microsoft Office and Adobe software products.

### u01s1 - Learning Components

- Identify existing and emerging instructional tools and technologies.
- Assess the potential benefits and constraints of using instructional tools and technologies.
- Identify existing and emerging tools and technologies utilized by instructional designers.
- Compare authoring tool attributes and features.

### u01s2 - Assignment Preparation

For the Comparing Authoring Systems assignment in this unit, you will use mind-mapping software of your choice to create a mind map that provides a visual comparison of two authoring tools. In preparation for this assignment, review the Comparing Authoring Systems assignment description and scoring guide to understand the grading criteria.

Next, select some authoring tools to examine. You may either download the software or research product attributes and features on the company's website. Note that for your course project, you will be using SmartBuilder or another authoring system of your choice to create an instructional tutorial. Any examination of the attributes and features of existing and emerging authoring tools that you do now will help inform your design decisions for the project.

Then, begin thinking about the information and creativity that you will utilize in developing your mind map. Decide which mind-mapping software you will use, and spend some time familiarizing yourself with its basic capabilities and limitations.

## Suggested Websites

The following sites include examples of authoring tools. Please note that there are many other existing and emerging authoring tools that you may choose to examine.

- Articulate Global, Inc. (n.d.). [Articulate](http://www.articulate.com/). Retrieved from <http://www.articulate.com/>
- Adobe Systems Incorporated. (n.d.). [Adobe Presenter](http://www.adobe.com/products/presenter.html). Retrieved from <http://www.adobe.com/products/presenter.html>
- [SmartBuilder](http://www.smartbuilder.com/). (n.d.). Retrieved from <http://www.smartbuilder.com/>

The following sites offer suggested mind-mapping software:

- MeisterLabs. (n.d.). [MindMeister](https://www.mindmeister.com/). Retrieved from <https://www.mindmeister.com/>
- SimpleApps (n.d.). [SimpleMind](http://www.simpleapps.eu/simplemind/). Retrieved from <http://www.simpleapps.eu/simplemind/>
- [iMindMap](http://imindmap.com/). (n.d.). Retrieved from <http://imindmap.com/>
- toketaWare. (n.d.). [iThoughts \(iOS\)](http://toketaware.com/ithoughts-ios). Retrieved from <http://toketaware.com/ithoughts-ios>

The following sites offer various mind-mapping tips and resources that you might want to explore.

- [Microsoft](http://www.microsoft.com/en-us/default.aspx). (n.d.). Retrieved from <http://www.microsoft.com/en-us/default.aspx>
  - Microsoft has a number of resources to assist you with creating mind maps using Visio. Enter "Visio mind map" in the search field on the Microsoft home page.
- Tony Buzan. (n.d.). [Tony Buzan | Inventor of mind mapping](http://www.tonybuzan.com/). Retrieved from <http://www.tonybuzan.com/>
  - This website provides some good tips for creating mind maps.
- Mind Tools Ltd. (n.d.). [Mind maps: A powerful approach to note-taking](https://www.mindtools.com/pages/article/newlSS_01.htm). Retrieved from [https://www.mindtools.com/pages/article/newlSS\\_01.htm](https://www.mindtools.com/pages/article/newlSS_01.htm)
  - This is another good website providing mind-mapping information from Mind Tools.

u01s2 - Learning Components

- Identify existing and emerging instructional tools and technologies.
- Assess the potential benefits and constraints of using instructional tools and technologies.
- Identify existing and emerging tools and technologies utilized by instructional designers.
- Compare authoring tool attributes and features.

### u01a1 - Comparing Authoring Systems

It is important for you, as an instructional design specialist, to stay abreast of the capabilities offered with various authoring tools. In this assignment, you will compare two authoring tools using a checklist. Then, you will pick one of the tools that you decide is more in line with how you would create online learning and explain why that is your choice.

To examine the authoring tools that you have chosen, you may either download the software or research product attributes and features on the company's website.

## Assignment Instructions

Please complete the following for this assignment:

Develop a checklist containing a minimum of 15 features you would look for when selecting an authoring tool. Be sure you include a notes or comment section for each feature. Consider the following elements in your checklist:

- Authoring features.
- Teaching features.
- Student features.
- Assessment and testing features.
- Text.
- Visuals.
- Animation.
- Audio.
- Video.
- Compatibility.
- Support.
- Costs.

Using the checklist, evaluate the feature benefits and characteristics of two authoring tools. Complete a checklist for each authoring tool you evaluate. Use the notes section for additional details that explain your evaluation.

Think like a stakeholder for whom you must provide a convincing justification for your choice of one authoring tool over another.

Conclude the assignment with a 2–3 paragraph executive summary of your evaluation results.

Justify which authoring tool you are choosing to create online learning.

Refer to the Comparing Authoring Systems Scoring Guide for specific grading criteria. Use the scoring guide to assess your work before submitting the assignment. Submit your work as an attachment to the assignment area. Be sure to save and submit your work in a file format that is accessible across platforms (Windows, Macintosh) and browsers (Internet Explorer, Firefox, Safari, Chrome).

[MindMeister](#)

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[SimpleMind](#)

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[Microsoft](#)

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[Mind Maps: A Powerful Approach to Note-Taking](#)

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[Tony Buzan | Inventor of Mind Mapping](#)

## **u01d1 - Instructional Design Skills**

All jobs require a certain set of talents and skills, whether natural or acquired. The instructional design and development process has advanced the expectations and competencies that instructional designers are required to have. Review the readings for this unit and determine the top three essential skills that you have and an instructional designer must have to be successful and stand out. Summarize each skill providing a description and example of use.

## **Response Guidelines**

Respond to at least two peers. Your responses are expected to be substantive in nature and should reference the assigned readings or other professional literature, as applicable, to support your views. Craft your responses in a way that encourages an active, focused, and engaging group discussion.

Course Resources

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Graduate Discussion Participation Scoring Guide

### u01d1 - Learning Components

- Identify existing and emerging instructional tools and technologies.
- Assess the potential benefits and constraints of using instructional tools and technologies.
- Identify existing and emerging tools and technologies utilized by instructional designers.
- Compare authoring tool attributes and features.

## **u01s3 - Your Online ePortfolio**

### **Your Online ePortfolio**

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

### **Using ePortfolio to Prepare for Your Capstone**

Your program may culminate in a capstone course. At that time, you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

### **Using ePortfolio to Build Your Career**

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

## Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus [ePortfolio](#) page.

## Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

## Unit 2 >> Utilizing Instructional Delivery Systems

### Introduction

In this unit, you will research and analyze the following instructional delivery methods: learning management systems, games and simulations, virtual reality, and mobile technology. You will create a PowerPoint presentation on the delivery methods and then provide an analysis of your preferred delivery technology.

### Learning Activities

#### u02s1 - Studies

## Readings

Use the Capella University Library to read the following:

- Rushby, N., & Surry, D. (2016). *Wiley handbook of learning technology*. Hoboken, N.J: John Wiley & Sons, Inc.
  - Chapter 5, "Evolution of Learning Technologies," pages 77–95.
  - Chapter 8, "Learning Technology in Higher Education," pages 131–144.
- Duan, B., Hosseini, H. M. M., Ling, K. V., & Gay, R. K. L. (2009). *An architecture for online laboratory e-learning system*. In M. Syed (Ed.), *Strategic Applications of Distance Learning Technologies* (pp. 165–179). Hershey, PA: IGI Global.

#### u02s1 - Learning Components

- Identify existing and emerging delivery technologies.
- Assess the potential benefits and constraints of using delivery technologies.
- Evaluate the strengths and weaknesses of a selected delivery strategy.
- Explore ethical guidelines and legal requirements concerning intellectual property and copyright.
- Create an effective, professional presentation for a select target audience.

#### u02a1 - Analyzing Instructional Delivery Systems

It is important that you can identify different delivery systems and when they would be appropriate to implement for an instructional design project.

For this assignment, you will create a PowerPoint presentation with a minimum of 15 slides to present a brief overview of delivery systems in general and then a more focused review of the delivery system you would choose for teaching and learning a concept or process.

Your professional PowerPoint presentation needs to communicate your content effectively, utilizing instructional design best practices related to visual and written formats. You need to:

- Develop presentations that effectively engage audiences and communicate clear messages.
- Apply principles of message design to page layout and screen design.
- Create or select visuals that instruct, orient, or motivate.

## Assignment Instructions

You are encouraged to review the list of learning management systems linked in the Resources or explore other delivery systems from your own organization.

At the beginning of your PowerPoint, identify the purpose and best use for the following delivery systems (3–4 slides per resource area):

- Learning management systems.
- Games and simulations.
- Virtual worlds.
- Mobile technology.

Next, explain why you would choose one instructional delivery system for teaching and learning a concept or lesson that matches the needs of your target audience (use your organization or audience of choice). In the remaining slides of your PowerPoint, explore the effectiveness of your chosen delivery system and complete the following:

- Name of the delivery system and the target audience.
- Describe the characteristics of the chosen delivery system for teaching a particular concept or process.
- Analyze why the delivery system is effective for your organization or target audience.
- State why you chose this delivery system for your organization or target audience.
- Explain the advantages and disadvantages of your choice.
- Adhere to ethical guidelines concerning intellectual property and copyright and list your references using APA style.

## Submission Requirements

- **Communication:** You are expected to communicate in a scholarly, professional manner. Communication needs to be clear, organized, concise, and grammatically correct. Eliminate errors that detract from the overall message.
- **APA formatting:** Resources and citations should be formatted according to the current APA style and formatting.
- **Length and format:** Your PowerPoint presentation should be a minimum of 15 slides. Save and upload your PowerPoint presentation as a .ppt or a .pdf.
- **Design:** This assignment must demonstrate usability and effective screen design (use of graphics, fonts, color, etcetera).

Refer to the Analyzing Instructional Delivery Systems Scoring Guide for specific grading criteria. In addition, you are encouraged to use the scoring guide to assess your work before submitting your assignment. When you have completed this assignment, submit your work as an attachment to the assignment area.

Course Resources

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[APA Style and Format](#)

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[ATutor](#)

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[Canvas](#)

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[Chamilo](#)

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[eFront](#)

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[ILIAS](#)

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[Moodle](#)

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[OLAT](#)

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[OpenOLAT](#)

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[Sakai](#)

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[OpenSWAD](#)

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[Totara LMS](#)

## u02d1 - Online Facilitation and Management

Designing effective online courses combines awareness of course design with strategies for supporting learners. Your course design should allow the instructor to teach the class and not manage it. Develop three principles an instructor must possess for quality online teaching. List each principle and provide an example of each expectation. Each example should focus on learner-centric expectations.

## Response Guidelines

Respond to at least two peers and contribute additional insights from your own experience or research. Your responses are expected to be substantive in nature and should reference the assigned readings or other professional literature, as applicable, to support your views. Craft your responses in a way that encourages an active, focused, and engaging group discussion.

Course Resources

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Graduate Discussion Participation Scoring Guide

### u02d1 - Learning Components

- Identify existing and emerging delivery technologies.
- Assess the potential benefits and constraints of using delivery technologies.
- Evaluate the strengths and weaknesses of a selected delivery strategy.
- Explore ethical guidelines and legal requirements concerning intellectual property and copyright.
- Create an effective, professional presentation for a select target audience.

## u02s2 - Assignment Preparation

In this unit, you will create a PowerPoint presentation with a minimum of 15 slides to present a brief overview of delivery systems in general and then a more focused review of the delivery system you would choose for teaching and learning a concept or process.

Take time, in this unit, to conduct research that will allow you to do the following:

- Develop presentations that effectively engage audiences and communicate clear messages.
- Apply principles of message design to page layout and screen design.
- Create or select visuals that instruct, orient, or motivate.

Review the grading criteria for the assignment to ensure you understand all the requirements for success.

### u02s2 - Learning Components

- Identify existing and emerging delivery technologies.
- Assess the potential benefits and constraints of using delivery technologies.
- Evaluate the strengths and weaknesses of a selected delivery strategy.
- Explore ethical guidelines and legal requirements concerning intellectual property and copyright.
- Create an effective, professional presentation for a select target audience.

## Unit 3 >> Storyboarding a Copyright Law Tutorial

### Introduction

In this unit, you will explore the intersection of U.S. copyright law and instructional technologies and consider the implications for instructional designers who use and produce instructions for a learning environment. In addition, you will create a storyboard of a copyright tutorial, using the storyboard template that has been provided in this unit. You will include the main screen, the programmer notes, and the voice-over script.

## Learning Activities

### u03s1 - Studies

## Readings

Use the Capella University Library to read the following:

- Sakurai, Y., Dohi, S., Tsuruta, S., & Knauf, R. (2009). Modeling academic education processes by dynamic storyboarding. *Journal of Educational Technology & Society*, 12(2), 307–333.
- Farris, S. (2015). Think "E" for engagement. *Journal of Staff Development*, 36(5), 54–58.

### u03s1 - Learning Components

- Create an e-learning storyboard for a designated topical area.
- Evaluate advanced levels of instructional design engagement techniques.

### u03a1 - Storyboarding of a Copyright Law Tutorial

This is the first component of your final project. For this assignment, you will use the provided Storyboard Template (linked in the Resources) in PowerPoint to create a 15-slide (minimum) storyboard of an instructional tutorial on copyright law that impacts instructional design. This tutorial will address implications for instructional designers, educators, and learners who encounter different instructional media and technologies.

Your choice of the topic includes:

- ADDIE.
- Dick and Carey.
- Copyright laws for instructional design.
- Game Based Learning (GBL).
- Mobile Learning.

In future units, you will use your completed storyboard to create your instructional tutorial on copyright law. Your final tutorial (due in Unit 10) should be 7–8 minutes, well organized, and instructionally sound.

## Assignment Instructions

Your first step before creating the storyboard is to research copyright law to know which content you wish to include in your tutorial.

- Search the Internet and the Capella University Library for peer-reviewed material on your topic.

Take the opportunity to use the Internet to view storyboard examples. Keep in mind that you will be expected to create your final tutorial using the SmartBuilder authoring system or an equivalent authoring software.

Consider a beginning, middle, and conclusion for your tutorial. For the first two slides, place information about the background of your target audience and the learning environment. Describe the topic you are covering and explain to the audience why it's relevant to them.

Then, using the storyboard PowerPoint template provided in this course, create a storyboard that includes the following:

- **The main screen:** This is where you will include what each screen will contain and how it will look. This includes the combination of text, audio, and graphics for instructional purposes. Also, include the navigational pane or hyperlinks for navigating through each screen.
- **Programmer notes:** This section is very important, as it will provide the programmer with the necessary instructions on how to program each screen to include the transitions, file locations, timing, navigation, and movement to take place.
- **A voice-over section:** In this section, outline what will be spoken by either the narrator or an avatar.

Add still images of your content to your storyboard. The template pages can easily be duplicated by pressing Control+D (to duplicate) or Control+C (to copy) and Control+V (to paste).

## Submission Requirements

- **Communication:** You are expected to communicate in a scholarly, professional manner. Communication needs to be clear, organized, concise, and grammatically correct. Eliminate errors that detract from the overall message.
- **APA formatting:** Ensure that you provide the current APA-formatted citations and references for your content sources at the end of the storyboard.
- **Length and format:** Your PowerPoint presentation should be a minimum of 15 slides. Use the storyboard template provided in the Resources list. Save and upload your PowerPoint presentation as a .ppt or a .pdf.
- **Design:** This assignment must demonstrate usability and effective page layout and screen design.

Refer to the Storyboarding of Copyright Law Tutorial Scoring Guide for specific grading criteria. In addition, you are highly encouraged to use the scoring guide to assess your work before submitting the assignment. When you have completed this assignment, submit your storyboard as an attachment in the assignment area.

Course Resources

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[Copyright Law of the United States](#)

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[Storyboard Template \[PPT\]](#)

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[Topic Exploration Literature Guide: Instructional Design for Online Learning](#)

### u03d1 - Author Tool Selection

As you begin the design and development process of your instructional module, you must decide on the authoring tool you will use to build it. List the tool you will use to develop your module and describe some of the features you will use to create more learner interaction. Include examples that you believe will enhance the learner experience and help them exemplify more engagement in your module.

## Response Guidelines

Respond to at least two peers. Take the role of instructional designer and identify opportunities for improving their choice and use of technologies.

Your responses are expected to be substantive in nature and should reference the assigned readings or other professional literature, as applicable, to support your views. Craft your responses in a way that encourages an active, focused, and engaging group discussion.

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

### u03d1 - Learning Components

- Create an e-learning storyboard for a designated topical area.
- Evaluate advanced levels of instructional design engagement techniques.

### u03s2 - Assignment Preparation

For this assignment in this unit you will use the [Storyboard Template \[PPT\]](#) to create a 15-slide (minimum) PowerPoint storyboard of an instructional tutorial on copyright law that impacts instructional design.

This tutorial will address implications for instructional designers, educators, and learners who encounter different instructional media and technologies.

Your choice of the topic includes:

- ADDIE.
- Dick and Carey.
- Copyright laws for instructional design.
- Game-Based Learning (GBL).

- Mobile Learning.

In future units, you will use your completed storyboard to create your instructional tutorial on copyright law. Your final tutorial (due in Unit 10) should be 7–8 minutes, well organized, and instructionally sound.

Take time, in this unit, to familiarize yourself with the template and all the requirements for the assignment. This is the first component of your final project; take time to read the requirement of the project and ask questions to your instructor.

#### u03s2 - Learning Components

- Create an e-learning storyboard for a designated topical area.
- Evaluate advanced levels of instructional design engagement techniques.

### Unit 4 >> Creating a Tutorial Using an Authoring System

#### Introduction

In this unit, you will examine the process of creating an instructional tutorial using the SmartBuilder authoring system (or a similar authoring system). It is important to understand that the focus is not on the use of specific tools and technologies, as they will change frequently. You are encouraged to utilize an authoring system and video production tools and technologies that you may be familiar with or that are used by your organization. What is important when creating and using instructional technologies are the processes involved in problem-solving and designing for sound instructional purposes.

#### Learning Activities

#### u04s1 - Studies

### Readings

Use the Capella University Library to read the following:

- Scoppio, G., & Luyt, I. (2017). Mind the gap: Enabling online faculty and instructional designers in mapping new models for quality online courses. *Education and Information Technologies*, 22(3), 725–746.
- Armstrong, T. (2009). Multiple intelligences in the classroom (3rd ed.). Alexandria, VA: Association for Supervision & Curriculum Development (ASCD).

Use the Internet to complete the following:

- Lane, C. (n.d.). Gardner's multiple intelligences. Retrieved from <http://www.tecweb.org/styles/gardner.html>

#### u04s1 - Learning Components

- Create an effective, professional presentation on the multiple intelligences.
- Identify key principles, strategies, and tactics for designing, developing, and using instructional technologies.
- Create an effective, professional tutorial for a select target audience.
- Evaluate the design of an instructional tutorial.

#### u04s2 - Project Preparation

This unit's assignment is the next step toward your final project. Use the SmartBuilder authoring system (or equivalent software) to begin creating your Instructional Tutorial on Copyright Law.

Start conducting research in the Capella University Library and preparing for the following assignment requirements:

- **Utilize the storyboard that you previously developed in Unit 3.**
- Create the first steps of your copyright law tutorial.
- Set up the tutorial structure with at least a cover page and reference page. Remember to use the current APA style and formatting to cite all references including photos, illustrations, etcetera. It is acceptable to cite visual material within the picture or photo.
- Request permission for any outside material that will be used in the tutorial.

Review the project description and requirements and let your instructor know if you have any questions about the project.

Course Resources

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[SmartBuilder](http://www.smartbuilder.com/). (n.d.). Retrieved from <http://www.smartbuilder.com/>

u04s2 - Learning Components

- Create an effective, professional presentation on the multiple intelligences.
- Identify key principles, strategies, and tactics for designing, developing, and using instructional technologies.
- Create an effective, professional tutorial for a select target audience.
- Evaluate the design of an instructional tutorial.

#### **u04a1 - Creating a Tutorial With an Authoring System**

This assignment is the next step toward your final project. Use the SmartBuilder authoring system (or equivalent software) to begin creating your Instructional Tutorial on Copyright Law.

For your draft, complete the following:

- **Utilize the storyboard that you previously developed in Unit 3.**
- Create the first steps of your copyright law tutorial.
- Set up the tutorial structure with at least a cover page and reference page. Remember to use the current APA style and formatting to cite all references including photos, illustrations, etcetera. It is acceptable to cite visual material on the picture or photo.
- Request permission for any outside material that will be used in the tutorial.

Let your instructor know if you have questions about the project. If you did not share about your target audience in Unit 2, please do so now. Turn in your first stages of the tutorial in Unit 4 assignment area. You may submit this draft in Word, PowerPoint, SmartBuilder, or another accessible format. This will allow the instructor to see your first steps of the tutorial.

### **Submission Requirements**

Your completed tutorial, due in Unit 10, will be expected to meet the following:

- **Length:** The final content of this tutorial should be a minimum of 15 pages (or 7–8 minutes) that include pictures, graphics, symbols, and video.
- **Visual requirements:** This tutorial must demonstrate usability and effective screen design (use of graphics, symbols, video clips, fonts, and color).
- **Accessibility:** Your choice of authoring tool must enable you to output your work in shareable file formats that are accessible across platforms (Windows, Macintosh) and browsers (Internet Explorer, Firefox, Safari, Chrome). Include adaptations for various learners who may not be able to use a mouse, have visual or hearing limitations, and so on.
- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA formatting:** Resources and citations (for text and visual material) should be formatted according to the current APA style and formatting.

**Note:** Plan to continue working about two hours per unit on this tutorial project from units 4 through 10. Become familiar with the Instructional Tutorial Completion Scoring Guide.

Course Resources

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[SmartBuilder](#)

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[APA Style and Format](#)

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[Topic Exploration Literature Guide: Instructional Design for Online Learning](#)

#### **u04d1 - Instructional Technology Tools**

Learning styles have become more customized based on the subject and deployment options. To leverage the instructional technology to its full learning potential, a designer must allocate the proper tool to a proper scenario. Review the following learning technology tools:

- Screencasting.
- Podcasting.
- Massive Open Online Course (MOOC).

Choose one of the tools and describe a scenario in which the tool would be the most effective choice for learning. Provide examples of use to demonstrate your proficiency of aligning the proper instructional technology to its proper situation.

## Response Guidelines

Read the initial discussion posts of your peers and respond to at least two. Your responses are expected to be substantive in nature and should reference the assigned readings or other professional literature, as applicable, to support your views. Craft your responses in a way that encourages an active, focused, and engaging group discussion.

Course Resources

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Graduate Discussion Participation Scoring Guide

u04d1 - Learning Components

- Create an effective, professional presentation on the multiple intelligences.
- Identify key principles, strategies, and tactics for designing, developing, and using instructional technologies.
- Create an effective, professional tutorial for a select target audience.
- Evaluate the design of an instructional tutorial.

## Unit 5 >> Exploring Virtual Worlds

### Introduction

In this unit, you will explore the use of virtual worlds and environments for learning and instruction. Some of the many online virtual worlds include InWorldz, Twinity – Mirror World, and Second Life. One of the most prominent online virtual worlds is Second Life (SL). In SL, users create animated representations, or avatars, of themselves and interact with one another in a virtual world of their own design. You will be creating an avatar and exploring tools and sites in Second Life (or an equivalent virtual world) for use in your own organization or workplace. You will also practice creating a video presentation with voice-over using recording and editing technology.

### Learning Activities

u05s1 - Studies

## Readings

Use the Capella University Library to read the following:

- Berger, M., Jucker, A. H., & Locher, M. A. (2016). Interaction and space in the virtual world of second life. *Journal of Pragmatics*, 101, 83–100.
- Kingsley, T. L., & Grabner-Hagen, M. M. (2015). Gamification: Questioning to integrate content knowledge, literacy, and 21st-century learning. *Journal of Adolescent & Adult Literacy*, 59(1), 51–61.

## Suggested Resources

You are encouraged to explore the following virtual worlds:

- InWorldz. (n.d.). Retrieved from <http://inworldz.com/>
- Linden Research, Inc. (n.d.). Second Life. Retrieved from <http://secondlife.com/>
- Exit Reality. (n.d.). Twinity – Mirror World. Retrieved from [http://www.twinity.com/en/virtual\\_worlds/mirror-world](http://www.twinity.com/en/virtual_worlds/mirror-world)

u05s1 - Learning Components

- Assess the potential benefits and constraints of using virtual world tools and technologies.
- Evaluate virtual world attributes and features for the delivery of instructional media.

### **u05s2 - Project Preparation**

Your final project assignment is the creation of a tutorial on copyright law. Schedule time to work on this each unit. This is due in Unit 10.

u05s2 - Learning Components

- Assess the potential benefits and constraints of using virtual world tools and technologies.
- Evaluate virtual world attributes and features for the delivery of instructional media.

### **u05d1 - Gamification Principles**

Gamification helps motivate learners because the learning process can turn into a game. Discuss ways an instructional designer can apply gamification concepts to learning to create an effective experience. Use examples to support your instructional strategy.

## **Response Guidelines**

Read the initial discussion posts of your peers and respond to at least two. Also state why and when it would not be appropriate to use gamification as a motivating instructional strategy.

Your responses are expected to be substantive in nature and should reference the assigned readings or other professional literature, as applicable, to support your views. Craft your responses in a way that encourages an active, focused, and engaging group discussion.

Course Resources

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Graduate Discussion Participation Scoring Guide

u05d1 - Learning Components

- Assess the potential benefits and constraints of using delivery technologies.

### **u05d2 - Virtual Reality Learning**

Virtual and augmented reality in educational applications opens a new realm of possibilities for creating engaging learning experiences. Gamification offers a variety of the same design aspects of virtual realities. Compare gamification and virtual realities from one another and determine which one has more potential for long-term sustainability in learning design. Support your reasoning with examples of use.

## **Response Guidelines**

Respond to at least two peers. Analyze the requirements of applying gamification or virtual reality.

Your responses should be substantive in nature and should reference the assigned readings or other professional literature, as applicable, to support your views. Craft your responses in a way that encourages an active, focused, and engaging group discussion.

Course Resources

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Graduate Discussion Participation Scoring Guide

#### u05d2 - Learning Components

- Identify existing and emerging instructional tools and technologies.

### Unit 6 >> Video Production

#### Introduction

In this unit, you will again use Screencast-O-Matic (or a similar program that is available at your workplace) to develop a video. You will use the video recording and editing software to create an instructional tutorial on the Americans with Disabilities Act (ADA) Section 508 that has implications for instructional designers, educators, and learners who encounter, use, or produce instructional media. An understanding of ADA Section 508 and compliance with it is particularly important for instructional designers given the proliferation of digital media and the wealth of resources and information available on the Internet. Media should be accessible to everyone.

#### Learning Activities

##### u06s1 - Studies

### Readings

Use the Internet to complete the following:

- Burkey, M. L. (2015). Making educational and scholarly videos with screen capture software. *Region*, 2(2).
- Pick, T. (2017). The six best screen capture tools. Retrieved from <https://webbiquity.com/cool-web-tools/the-six-best-screen-capture-tools/>
- Kholifah, S. (2016). The development of learning video media based on swishmax and screencast O-matic software through contextual approach. *Dinamika Pendidikan*, 11(1), 50–55.

### Suggested Resources

You are encouraged to use the Internet to become familiar with aspects of the Americans With Disabilities Act (ADA) Section 508 that have implications for instructional designers, educators, and learners who encounter, use, or produce instructional media. The following are suggested resources:

- U.S. General Services Administration (GSA). (n.d.). Learn about Section 508 requirements and responsibilities. Retrieved from <http://www.section508.gov/content/learn>
- United States Access Board. (2000). Section 508 standards for electronic and information technology. Retrieved from <http://www.access-board.gov/guidelines-and-standards/communications-and-it/about-the-section-508-standards/section-508-standards>
- United States Department of Justice, Civil Rights Division. (n.d.). ADA.gov. Retrieved from <http://www.ada.gov/index.html>

#### u06s1 - Learning Components

- Develop visuals that instruct, orient, inform and motivate the target audience.
- Practice creating video tutorial on how to be compliant with ADA 508.
- Explore ethical guidelines and legal requirements concerning intellectual property and copyright.

##### u06s2 - Project Preparation

Continue to create your copyright tutorial project due in Unit 10. Review the requirements and grading criteria in the project description.

#### u06s2 - Learning Components

- Develop visuals that instruct, orient, inform and motivate the target audience.
- Practice creating video tutorial on how to be compliant with ADA 508.
- Explore ethical guidelines and legal requirements concerning intellectual property and copyright.

##### u06a1 - Assisted Learning Video Production

For this assignment, you will develop a 2–3-minute video production using Screencast-O-Matic or a similar program that is available at your workplace. You will use the video recording and editing software to create an instructional tutorial on the Americans with Disabilities Act (ADA) Section 508 that has implications for instructional designers, educators, and learners who encounter, use, or produce instructional media. An understanding of ADA Section 508 and compliance with it is particularly important for instructional designers given the proliferation of digital media and the wealth of resources and information available on the Internet. Media should be accessible to everyone.

## Assignment Instructions

Please complete the following for this assignment:

- Derive the content for your video from your research on ADA Section 508, and include one or two of the many issues associated with using technology for instruction. Choose ADA Section 508 issues that are important to learners, teachers, and other professionals.
- Explore the attributes and capabilities of the Screencast-O-Matic software (or a program used at your workplace).
- Create a storyboard of your video concept, using the storyboard template that is provided in the assignment resources. (You will not submit the storyboard, but using it is considered best practice.)
- Develop a beginning, middle, and end of the video.
- Provide either screen captioning (preferred) or a transcript of the video.
- Create still images of your content, and add them as slides to your tutorial using Screencast-O-Matic video software or a similar program.
- Record a professional voice-over that has good pace, flow, tone, and style and that motivates the audience to follow the content. Use Screencast-O-Matic or a similar program to record the voice-over. You may record yourself or another person presenting the content. For still images or video where a person is not presenting directly to the camera, a voice-over audio track should be used to explain the content.
- Provide APA-formatted citations and references for your content sources at the end of the video.

## Submission Requirements

- **Visual requirements:** The visuals should instruct, orient, inform, and motivate the target audience.
- **Audio requirements:** The voice-over should sound professional; it should have good pace, flow, tone, and style and should motivate the audience to follow the content.
- **Length:** Your video should be 2–3 minutes long. Record and edit your video using Screencast-O-Matic software or a program used at your workplace.
- **Accessibility:** Save and submit your work in a .mp4 format that is accessible across platforms (Windows, Macintosh) and browsers (Internet Explorer, Firefox, Safari, Chrome). Your video should also include either screen captioning or a transcript.
- **APA formatting:** Ensure that you provide APA-formatted citations and references for your content sources at the end of the storyboard.

Refer to the Assisted Learning Video Production Scoring Guide for specific grading criteria. Use the scoring guide to assess your work before submitting the assignment. Submit the video as an attachment to the assignment area.

Course Resources

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[Screencast-O-Matic](#)

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[APA Style and Format](#)

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[Topic Exploration Literature Guide: Instructional Design for Online Learning](#)

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Storyboard Template [PPT]

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[Section 508 Standards for Electronic and Information Technology](#)

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### u06d1 - Screen Capture

Explain the advantages and disadvantages of using a video program like Screencast-O-Matic to create videos for instructional or presentational purposes.

## Response Guidelines

Respond to at least two peers. State improvement opportunities when creating videos; share your experiences using the Screencast-O-Matic (linked in the Resources) advanced features as presented in the tutorials.

Your responses are expected to be substantive in nature and should reference the assigned readings or other professional literature, as applicable, to support your views. Craft your responses in a way that encourages an active, focused, and engaging group discussion.

Course Resources

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Graduate Discussion Participation Scoring Guide

u06d1 - Learning Components

- Identify key principles, strategies, and tactics for designing, developing, and using instructional technologies.

### Unit 7 >> Assessment and Learning Check Questions and Feedback

#### Introduction

As we near the end of the course, it is time to consider the important role of assessment as a component of any instructional application. Assessment questions and learner feedback provide a medium of guiding learning during instruction and assessing learning after instruction. This unit focuses on one of the most essential expectations of an instructional designer—writing effective and measurable assessments. Your assessment questions should reflect information from the main content sources in your tutorial; they should also build on and measure the learning objectives. Each learning objective should have one to two dedicated assessment questions if you want to achieve successful measurability of learner application and knowledge.

#### Learning Activities

u07s1 - Studies

## Readings

Use the Capella University Library to read the following:

- Brady, E. D. (2015). Writing multiple choice outcome questions to assess knowledge and competence. *The Journal of Continuing Education in Nursing, 46*(11), 481–483.
- Xu, X., Kauer, S., & Tupy, S. (2016). Multiple-choice questions: Tips for optimizing assessment in-seat and online. *Scholarship of Teaching and Learning in Psychology, 2*(2), 147–158.

u07s1 - Learning Components

- Create a mix of assessment questions to include true-false, multiple choice, fill-in-the-blank, matching, and drag-and-drop.
- Write effective assessment questions.
- Apply the principles of effective learner feedback.

u07s2 - Project Preparation

Your final project assignment is the creation of a tutorial on copyright law. Schedule time to work on this each unit. This is due in Unit 10.

u07s2 - Learning Components

- Create a mix of assessment questions to include true-false, multiple choice, fill-in-the-blank, matching, and drag-and-drop.
- Write effective assessment questions.
- Apply the principles of effective learner feedback.

## u07a1 - Assessment and Learning Checks Design

For this assignment, you will create assessments using SmartBuilder (or similar software). Your assessment questions should address concepts and ideas related to copyright law content, media, screen design, or other instructional design theories that you consider important.

Please complete the following for this assignment:

- Develop assessments that include examples of all five of these question types: true-false, multiple choice, fill-in-the-blank, matching, and drag-and-drop.
- Create assessment questions with feedback for both correct and incorrect answers.
- Design questions that address concepts and ideas related to copyright law content, instructional media, screen design, or instructional design theories that you consider important.
- Devise a final summary in your assessment instrument that includes the questions answered correctly, the questions completed, and the final percentage score.

Refer to the Assessment and Learning Checks Design Scoring Guide for specific grading criteria. In addition, you are encouraged to use the scoring guide to assess your work before submitting the assignment. Submit the assignment as an attachment to the assignment area. Be sure to save and submit your work in a file format that is accessible across platforms (Windows, Macintosh) and browsers (Internet Explorer, Firefox, Safari, Chrome).

Course Resources

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[SmartBuilder](#)

## u07d1 - Formative and Summative Evaluation

Formative and summative evaluations are used to determine how well the instructional design for a course has contributed to student learning. Instructional designers create the evaluations as they design the course. This should be followed by a summative review to determine the final contribution to learner success. Too often courses are only evaluated at the end of the course. In many cases, that is too late to revise course problems.

Formative and summative information gives quality indicators that help you revise course components. You want to look at student suggestions and reflections about their learning and application of the course content.

See the discussion resources for one example of formative and summative evaluation. Other examples of formative evaluation include:

- Using short unit tests or daily tests during the first two weeks of the course to determine whether learners are learning the material and whether they can apply the content.
- Posting short messages asking students for feedback on readings, assignments, tests, or workload.
  - For example: "I would like to know if you feel the readings for the first week of the course added to your understanding and whether you felt you needed more or fewer readings for the week." Students could respond informally and the instructor or the instructional designer could gather the responses to evaluate them. Based on that, the readings for the remainder of the course might also be adjusted.
- Asking students about the clarity of the instructions.
  - For example: "Did you feel that the instructions for assignment X were clear? If not, what additional information would have helped you complete the assignment?" Based on that, the instructions for other assignments might be adjusted, and the same type of question could be asked after each assignment to see if the revisions were also useful.
- Asking students if they felt the assignment helped them to apply the content.
  - For example: "Did you feel that the assignment helped you to apply the content for this module? If it did, what was most useful? If not, what could have been more useful?"

As you can see, there are many ways to get useful information from learners about a new course that will help you adjust the course as it is being taught. When formative evaluation continues throughout the course, the quality of the course will become higher than that of the original course.

For the summative evaluation, a survey instrument could be used with closed and open-ended questions to gather responses about content, media, assignments, discussion questions, quizzes, tests, and other course components. By the time the summative evaluation is administered, students will be used to evaluating the course components and will give you strong reflective feedback about the course and what they learned.

The next time the course is offered, the same evaluation should be conducted to complete the formative and summative assessment plan. The feedback will usually be lighter with fewer revisions required, but it will enable you to do refined revisions.

## Posting Requirements

For this discussion, suggest how you might conduct a formative and summative evaluation for the copyright tutorial.

## Response Guidelines

No responses are required for this discussion.

Course Resources

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Graduate Discussion Participation Scoring Guide

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Formative and Summative Assessment Plan [DOCX]

u07d1 - Learning Components

- Create a mix of assessment questions to include true-false, multiple choice, fill-in-the-blank, matching, and drag-and-drop.
- Write effective assessment questions.
- Apply the principles of effective learner feedback.

## Unit 8 >> Future of Instructional Technologies for the 21st Century

### Introduction

In this unit, you will use the research in your specialization to analyze the characteristics of future instructional technologies designed for the 21st century. You will then explore the new and emerging technology of informative graphics software with a visual element that will fit into your tutorial.

### Learning Activities

u08s1 - Studies

## Readings

Use the Capella University Library to read the following:

- Rushby, N., & Surry, D. (2016). *Wiley handbook of learning technology*. Hoboken, N.J.: John Wiley & Sons, Inc.
  - Chapter 18, "Equity, Access, and the Digital Divide in Learning Technologies: Historical Antecedents, Current Issues, and Future Trends," pages 327–347.
  - Chapter 19, "University Learning Technology Control and Security: Requires Teamwork to Succeed," pages 348–371.
- Lankow, J., Crooks, R., & Ritchie, J. (2012). *Infographics: The power of visual storytelling*. Hoboken, N.J.: John Wiley & Sons, Inc.
  - Chapter 2, "Infographic Formats: Choosing the Right Vehicle for Your Message," pages 56–87.

u08s1 - Learning Components

- Use media tools to create a visual resource that instructs or orients.
- Utilize existing and emerging tools and technologies.

u08s2 - Project Preparation

Continue to create your copyright tutorial project that is due in Unit 10.

## u08a1 - Rapid Instructional Design Model

The formative milestones you have completed in the finalization of your tutorial resemble the steps of the Rapid Instructional Design model. During the rapid model, the instructional designer assumes distinct roles typically associated with developing a learning module from beginning to end. The goal of the rapid design is to provide an instructional designer with access to critical thinking tools while avoiding some of the challenging steps that are part of more corporate design thinking frameworks.

### Assignment Instructions

For this assignment, develop a blog entry reflecting on the following steps that you followed while developing your tutorial:

- Identifying the target audience.
- Developing a storyboard.
- Building an e-learning module.
- Writing measurable and effective assessments.

Determine whether the rapid design model would be a more succinct process for developing an e-learning tutorial. Your entry should be between 400–500 words.

Course Resources

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[Word Cloud Example \[PDF\]](#)

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[Wordle](#)

## u08d1 - Visual Learning Tools

Instructional designers have more options than ever for creating resources in support of visual learning. For your main post, create a visual asset that you can use in your learning module. Use one of the following options (link in the Resources) to create your visual asset:

- Wordle.
- Canva.
- Venngage.

In the body of your post, discuss the following:

- Why will the learner care about the visual asset you created?
- How will your infographic topic be relevant to your topic?
- How does your visual asset create a learning exposure for your audience?

Examine two of your classmates' resources and comment on how they address the three guiding questions.

### Response Guidelines

Examine the word clouds and research documents of your peers and comment on whether and how you think the word cloud contributed information.

Your responses are expected to be substantive in nature and should reference the assigned readings or other professional literature, as applicable, to support your views. Craft your responses in a way that encourages an active, focused, and engaging group discussion.

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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[Topic Exploration Literature Guide: Instructional Design for Online Learning](#)

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[Venngage](#)

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[Wordle](#)

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[Canva](#)

u08d1 - Learning Components

- Use media tools to create a visual resource that instructs or orients.
- Utilize existing and emerging tools and technologies.

## Unit 9 >> Assessing and Implementing Emerging Technologies

### Introduction

This unit's readings focus on the instructional design principles and methods of evaluating learning experiences. The task of creating a successful and meaningful learning experience is based on a designer's ability to develop properly configured learning objectives and cascading them throughout the course. In this unit, you create the last component for your online tutorial, an executive summary. In addition, you will engage in a peer review of your classmate's course project. You must publish your module and attach it as a zip file or post it to a third-party site for playback. Review the multimedia tips on publishing and posting for additional direction. Consider using information from your executive summary when addressing feedback in the peer review.

In this unit, you will be researching the potential use of existing and emerging technologies for training and education. You will also examine how the foundations of effective technologies are integrated into the different theoretical frameworks and models.

### Learning Activities

u09s1 - Studies

## Readings

Use the Capella University Library to read the following:

- Rushby, N., & Surry, D. (2016). *Wiley handbook of learning technology*. Hoboken, N.J: John Wiley & Sons, Inc.
  - Chapter 13, "Competencies for Designers, Instructors, and Online Learners," pages 221–241.
  - Chapter 20, "The Design of Learning," pages 372–389.

Course Resources

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Rushby, N., & Surry, D. (2016). *Wiley handbook of learning technology*. Hoboken, N.J: John Wiley & Sons, Inc.

u09s1 - Learning Components

- Analyze how existing and emerging tools and technologies are integrated into different theoretical framework
- Research existing and emerging instructional tools and technologies.

u09s2 - Project Preparation

You are encouraged to begin assembling the components for your project on creating an instructional tutorial on copyright law. Remember that you must submit your project in the next unit.

u09s2 - Learning Components

- Analyze how existing and emerging tools and technologies are integrated into different theoretical framework
- Research existing and emerging instructional tools and technologies.

u09a1 - Executive Summary

The final component of your course project will focus on informing your audience about their anticipated learning experience.

## Assignment Instruction

For this assignment, you will develop an executive summary consisting of the following criteria:

- Title.
- Course description (2–3 sentences).
- Target audience.
- Learning objectives.

The information in your executive summary should be based on the perspective of an audience. The goal is to provide a snapshot of information for them to anticipate the learning experience you have developed for them.

Submit a Word document with your executive summary. Be sure you have provided sufficient detail for each of the required areas.

### u09d1 - Peer Review Participation

Peer review is the process by which learners provide one another evaluative and constructive feedback. When implemented effectively, peer review can teach others the valuable skills of evaluation and assessment. These skills, when fostered in the online classroom, can enable instructional designers to improve upon their own work based on the feedback of their peers. For your main post, attach the published output of your work. You may upload it to a third-party site like SCORM Cloud and post a URL for your peers to review it.

Each person must upload the latest draft of their course project to be viewed by others in the peer review. In your post, you can include additional information helpful to your peers in their review of your work.

After you upload your work, you must review two of your classmates' projects and comment accordingly.

## Response Guidelines

Review a minimum of two peers' responses noting strengths of the content, design strategy, and multimedia principles. You are encouraged to pose questions and provide feedback on possible areas of improvement before final submission next unit. You may use the information from your executive summary this unit in replies to your peers.

Course Resources

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Graduate Discussion Participation Scoring Guide

u09d1 - Learning Components

- Analyze how existing and emerging tools and technologies are integrated into different theoretical framework
- Research existing and emerging instructional tools and technologies.

## Unit 10 >> Instructional Technology Applications and Final Reflection

### Introduction

In this unit, you will finalize all aspects of your instructional tutorial created using the SmartBuilder authoring system. When creating and using instructional technologies, the processes involved in problem-solving and instructional design are important and these make technology work for instructional purposes.

### Learning Activities

u10s1 - Studies

## Readings

Use the Capella University Library to read the following:

- Rushby, N., & Surry, D. (2016). *Wiley handbook of learning technology*. Hoboken, N.J: John Wiley & Sons, Inc.
  - Chapter 23, "The Investment in Learning Technologies: Evidencing Value for Money?" pages 436–454.
- Wollowski, M., Neller, T., & Boerkoel, J. (2017). *Artificial intelligence education*. *AI Magazine*, 38(2), 5–6.

### u10s1 - Learning Components

- Combine instructional technologies into a cohesive and functional final product that demonstrates the principles of effective instructional design, usability, use of color, etcetera.
- Create an effective, professional tutorial for a select target audience.
- Identify key principles, strategies, and tactics for designing, developing, and using instructional technologies.
- Use instructional tools and technologies to create visuals that instructs or orients.
- Identify existing and emerging authoring systems and technologies.

### u10a1 - Instructional Tutorial Completion

Finalize the development of your tutorial into a cohesive and unified program with clear, logical links to the instructional technology components. Use SmartBuilder or an authoring tool of your choice, including the previously developed components:

- Content on the chosen topic.
- Assessments or learning checks that contain feedback for both correct answers and remediation for incorrect answers.
- A summary page that outlines the percentage of correct or incorrect answers and the final score.
- A reference page at the end of the entire tutorial. (Ensure that all of your references are properly formatted in accordance with the current APA guidelines.)

Add the following additional components to your tutorial:

- A home page that outlines the navigational structure of the tutorial (from page to page in a navigation pane). An introduction to the content including target audience, purpose, and summary of the learning experience.

Remember that the final content of this tutorial should be 7–8 minutes and demonstrate usability and effective screen design (creative use of graphics, symbols, video clips, fonts, and color) in accordance with instructional design processes.

Review the project requirements and grading criteria to assess your work. When you have completed this assignment, output your work into a shareable file format that is accessible across platforms (Windows, Macintosh) and browsers (Internet Explorer, Firefox, Safari, Chrome). Submit your work as an attachment to the assignment area before the end of the course.

**Portfolio Prompt:** Please save this learning activity to your ePortfolio.

Course Resources

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[SmartBuilder](#)

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[APA Style and Format](#)

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[Topic Exploration Literature Guide: Instructional Design for Online Learning](#)

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[ePortfolio](#)

### u10d1 - Course Reflection

Reflect on using instructional technologies in your environment:

- What were some of the challenges you faced, and how did you solve them?
- How will you implement instructional technologies and tools in your own practice?
- What are some important themes and issues to remember as you utilize and implement instructional technologies?
- If you had the freedom to redesign this course what changes would you make to further enhance learning?

## Response Guidelines

Respond to at least two peers and review their changes to this course to further enhance learning.

Your responses are expected to be substantive in nature and should reference the assigned readings or other professional literature, as applicable, to support your views. Craft your responses in a way that encourages an active, focused, and engaging group discussion.

Course Resources

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### Graduate Discussion Participation Scoring Guide

#### u10d1 - Learning Components

- Combine instructional technologies into a cohesive and functional final product that demonstrates the principles of effective instructional design, usability, use of color, etcetera.
- Create an effective, professional tutorial for a select target audience.
- Identify key principles, strategies, and tactics for designing, developing, and using instructional technologies.
- Use instructional tools and technologies to create visuals that instructs or orients.
- Identify existing and emerging authoring systems and technologies.

#### u10s2 - Assignment Preparation

In this unit, you will complete your copyright law tutorial that you have developed starting with your storyboard in Unit 3 and continue with the content development in Units 4 through 10.

Finalize the development of your tutorial into a cohesive and unified program with clear, logical links to the instructional technology components, using SmartBuilder or an authoring tool of your choice, including the previously developed components. Make sure you read all the comments and feedback from instructor and peers as you prepare your final submission. Be sure to also review the scoring guide to ensure you understand all the grading requirements for the project.

Course Resources

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[SmartBuilder](http://www.smartbuilder.com/). (n.d.). Retrieved from <http://www.smartbuilder.com/>

#### u10s2 - Learning Components

- Combine instructional technologies into a cohesive and functional final product that demonstrates the principles of effective instructional design, usability, use of color, etcetera.
- Create an effective, professional tutorial for a select target audience.
- Identify key principles, strategies, and tactics for designing, developing, and using instructional technologies.
- Use instructional tools and technologies to create visuals that instructs or orients.
- Identify existing and emerging authoring systems and technologies.