

ETEC 570 – **Fall 2021**

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Office Hours; Tuesdays at 7:00 PM through Zoom or by appointment through email: Zoom link: <https://csulb.zoom.us/j/89561826521>

Required Textbooks:

1. [E-Learning by Design](#) (2012, 2nd edition) By William Horton ISBN =978-0-470-90002-4
2. [Disruptive Classroom Technologies](#) (2017) By SonnyMagana ISBN =978-1506359090

Complementary Textbooks

1. [Michael Allen's Guide to e-Learning](#) (2016, 2nd edition) by Michael Allen. ISBN: 978-1119046325
2. [Blogs, Wikis, Podcasts](#) (2010) by Will Richardson
3. Leaving ADDIE for SAM (2016). By [Michael Allen](#) ISBN:9781562867119



Grading Criteria

Assignment	Points	Percent
Flipped Activities (8X15)	120	25
Online activities: Games and robots	120	25
e-learning Project	100	21
Final exam OR bi-weekly Quizzes	120	25
Active Participation	20	4
Total	480	100

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Flipped Activities

There are two types of flipped activities: group activities and individual activities. The group activities are done synchronously during class time in breakout rooms. The individual activities should be done in 48 hours after each synchronous meeting. During each synchronous meeting we'll cover one chapter of Horton's book.

1. For the group activities, first, start recording your meeting and create a shared document before you start your group discussion. Then type the names all students in your group and answer the group questions for each chapter. Only the group leader will send the answers and the recorded video to the Drobbox. After you submit your answers you will join the main room to

share your answers with the whole group. You'll have only 45 minutes for this part; therefore, it is important to read the book before the meeting.

2. For the individual questions, create a separate document, type your name and your individual answers for each chapter, and submit the document to BeachBoard/DropBox within 48 hours after the meeting.

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Online activities: Games and Robots

The goal of this assignment is to learn about new or future technologies, the technologies that are currently used or those that will be used in the future of education. You have two options for this assignment. For option one, you create a video, and for the second option you write a research paper.

Option 1: Choose one of the following topics to do research (online exploration and investigation) and create a 10-minute video in which you show the results of your finding. Your video could be like a lecture video or you may mix and edit some other video clips and add your own narration.

- Topic A (Artificial Intelligence) - Using Artificial Intelligence/ Expert Systems / Robots / Robotics /VR /Augmented Reality in education. Research first, and then show, explain, and evaluate how these technologies are used or might be used in the future of education. You can use futurists' opinions about this topic.
- Topic B (Games and Simulations) - Using games and simulations in education. Research first, and then show, explain, and evaluate how games/simulations are used or could be used in education. Focus on the most recent news and avoid old news.

Option 2: Research on robots/robotics /VR /Augmented VR and/or games/simulations. What does research say about the effectiveness of these technologies in education? Try to find quantitative and preferably experimental research studies.

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eLearning Project

For your e-learning project, you should choose a regular k-12 or a university course that is currently offered, and convert it to an online/hybrid course. You are required to create content for at least 8 weeks (or 8 chapters or 8 modules) of instruction. If you choose a hybrid course, you should include at least 5 weeks of online activities.

1. Choose a platform for your project, and create a website for the course.
2. On the home page, type the name of the course and grade level and the official course description. List your Course Level Objectives (CLOs) objectives OR list the standard learning outcomes of the course. Type the name of the textbook or the list of readings or series of online instructional materials for your course. Include your course syllabus with a timetable and instructions for your students on how to communicate with you and how to do group activities, and include the address for online meetings.
3. Organize your content on a weekly based format in a manner that it is quite observable and noticeable and easy to navigate.
4. Include a recorded video course tour for students to introduce yourself and help students on how to navigate and proceed during the course.
5. Create either a virtual classroom or a tech-rich hybrid course. Focus on e-learning principles learned in this course and ETEC 551. Include a variety of Absorb, Do, and Connect activities for each chapter (week). You should also have a variety of assessment techniques for each of your course topics.

6. Optional. Write a brief report and submit along with this project in which you explain how to access the course, the justification of your instructional design. This would help me to have a fairer evaluation of your course.
7. Publish your website and share the link in the attached form. Make sure your course is publicly accessible. In case you don't want to share the ID and Password for students to access your course, you can send them to me privately through BeachBoard/DropBox.

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Class Schedule

This is a flipped online course. We meet online on the following dates from 9:00 AM to noon through Zoom at <https://csulb.zoom.us/j/89561826521>

Dates	Presentations	Flipped activities in Zoom	Hands-on Activities - All activities due by 11:59 PM on given dates
August 23			Student Preferences (Due; 8/23)
August 28 Zoom Meeting	Bloom's Taxonomy Video Editing		Introductions and project ideas (During class) Learning Objectives (During class) (Points= 5)
Sep 4 Zoom Meeting	Chapter 1- Designing E- Learning	Flipped Activity 1	
			Periodic Table (Due; 9/10)(Points= 10)
Sep 11 Zoom Meeting	Chapter 2- Absorb-Type Activities	Flipped Activity2	
			Creating Study Guide Video (Due; 9/23) (Points= 20)
Sep 25 Zoom Meeting	Chapter 3- Do- Type Activities introduction to coding	Flipped Activity 3	
			Disruptive technologies in real life (Due; 10/8)(Points= 5) Games and Robots (Due: 10/8) (Points= 15)

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Oct 9 Zoom Meeting	Chapter 4- Connect-Type Activities	Flipped Activity 4	
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			Phase 1 E-learning project (Due: 10/22) (Points= 15)
Oct 23 Zoom Meeting	Chapter 5- Tests video Interactivity (Allen's book)	Flipped Activity 5	
			Coding Tools (Due: 11/5) (Points= 15)
Nov 6 Zoom Meeting	Chapter 6- Topics	Flipped Activity 6	
			Phase 2 E-learning project (Due: 11/19) (Points= 20)
Nov 20 Zoom Meeting	Chapter 7 – Games and Simulations	Flipped Activity 7	
	Fall Break		
			Phase 3 E-Learning project (Due: 12/3) (Points= 15)
Dec 4 Zoom Meeting	Chapter 8- Social Learning	Flipped Activity 8	
			E-Learning-Project (Due; 12/15) (Points= 100)
Dec 18			Final exam (Points= 85)

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Grading Scale

Grade	Percent
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Course Description

Introduction to e-learning design and development, including project management, instructional analyses and strategies, software selection, and evaluation. Interactive multimedia development applications, processes, and principles. Design and production of technology-enhanced instruction. This course introduces the authoring tools and techniques used to develop interactive technology-based teaching and learning programs. It provides information and hands-on experience related to the use of modern techniques for developing technology-based learning. The course provides discussion, collaboration, demonstration, and hands-on experience in the computer lab toward the development of technology-based interactive learning programs. Students will complete a series of hands-on instructional design assignments using state-of-the-art technology-based tools for the delivery of learning programs. Students will learn to design, develop, package, and distribute it through CD ROM, Intranet, and the Internet.

Goals

1. Learn how modern technology-based teaching and learning programs are designed.
2. Develop skills related to the instructional design potential of specific technology-based tools.
3. Develop an understanding of modern technology-based learning tools including computers, multimedia technologies, and communications technologies, and how they can be used to enhance learning.
4. Learn how different technology-based instructional designs can enhance specific modes of learning.
5. Learn how the potential for interactive technology-based learning modes requires responsive changes in the design of learning programs.

Student Learning Outcomes

Upon successful completion of this course, students will be able to

- A. Develop a plan for the design and development of an e-learning module.
1. Identify the characteristics of e-learning design and use a design model.
 2. Conduct instructional analysis and use the results of the analysis to inform the design.

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3. Integrate learning and instructional strategies in the planning for the design and development.
- B. Manage an e-learning design and development project.
- C. Select effective software programs for project development.
- D. Create interactive multimedia applications that incorporate text, graphics, sound, and digital movies.
- E. Create interactive materials for instructional and evaluation purposes.
 1. Create interactions in response to users' input.
 2. Create a navigational infrastructure that allows users to choose their paths of navigation.
 3. Create a tutorial that keeps records of users' interactions with the computer.
 4. Use script languages to enhance interactivity.
 5. Create a deliverable on a CD-ROM, an Intranet, or the Internet.
- F. Develop and implement an evaluation plan for the improvement of materials for e-learning.

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Required Materials

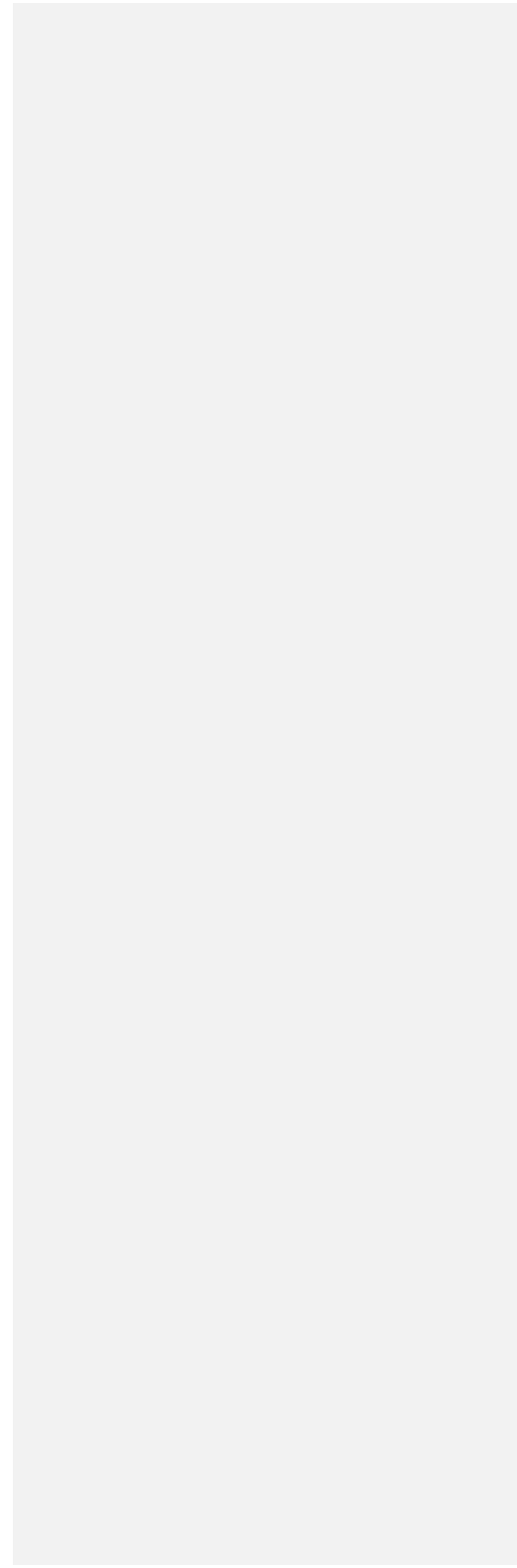
1. A CSULB email account, which is available free to registered students.
 2. Get an FTP account on CSULB website (call 562-985-4959)
 3. 3- A screen capturing tool such as Camtasia or Jing
 4. An audio-video editing tool such as iMovie, Windows Movie Maker, and Audacity
- You may use Internet Explorer to send your files to your CSULB web account by going to
<ftp://your csulb username@ftp.csulb.edu>,
 Input your user ID and password then and then copy and paste all your files into **htdocs** folder.
 To Visit (see, try, test) your
 WebpageGo to the
 following address
<http://www.csulb.edu/~Your user name/Folder Name/File Name>

Writing: College-level writing is expected. The grades for some assignments will be based, in part, on writing.

Late assignments: College-level writing is expected. The grades for some assignments will be based, in part, on writing. Assignments no more than one week late will be subject to a 10% penalty. Assignments no more than two or three weeks late are subject to a 20% penalty. Assignments beyond three weeks late may only be accepted by special arrangements with the instructor. Assignments are not accepted after the last week of instruction.

Students with disabilities: Students with disabilities who need reasonable

modifications, special assistance, or accommodations in this course should direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, he/she should see the assistance of the Director of Disabled Student Services on Campus.



Cheating and plagiarism: Depending on the circumstances, penalties may include a zero score on the involved assignment/exam, an "F" for the course, and/or referral to the Office of Judicial Affairs. In some cases, the Office of Judicial Affairs may impose possible probation, suspension, and/or expulsion.

