TECHNOLOGY MANAGEMENT & LEADERSHIP: COURSE PROPOSAL

DESIGNING AND DEVELOPING AN ONLINE LEARNING ENVIRONMENT

By

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Course Outline Proposal for Academic and Curriculum Committee Approval

1.   Department: Department of Instruction and Leadership

2.   Course Number:  GDIT-723

3.   Course Title: Designing and Developing an Online Learning Environment

4.   Semester Hours/Credits & Schedule Type (Lecture, Seminar, Individual, Practicum, or Lab):  Monday 6:00 - 8:40 p.m. / 3 credits

Lecture/Lab

5.   Course Description:  (catalog copy)

Participants will learn to design and develop an online environment. Basic concepts and structures of effective online instruction will be discussed. A range of available technologies will be presented that effectively promote and support student learning following iNACOL standards.

6.   Prerequisites/Enrollment Limits:

GDIT-703 - Foundations of Instructional Technology

 Limited to 15 students

7.   Target participants: Graduate and Doctorate level students

8.   Needs Assessment/Rationale for the Course:

 To design and develop courses in an online environment following iNACOL standards.

9.   Potential duplication with existing courses:  (Identify courses with which this course might overlap and document communication with appropriate department to verify non-duplication)

 This course potentially overlaps with GDIT-705 - Courseware Design.

10. Course Objectives:  (The objectives are stated in terms of learning outcomes at the conclusion of the course)

After completing this course student will be able to:

* Understand iNACOL Standards (Primarily Standards A and F)
* Engage online learners with the course materials
* Engage technology in an online learning environment
* Apply ADDIE Instructional design model
* Discover Design, Development, Pedagogical and Technological issues of designing an online learning environment
* Identify technical support
* Arrange for needed copyright permissions
* Design courses in compliance with ADA (Americans with Disabilities Act)

11. Subject Matter Content: (Major topics

 The major readings

 Oliver, R. (2001). Developing e-learning environments that support knowledge construction in higher education.In S. Stoney & J. Burn (Eds). *Working for excellence in the e-conomy.* (pp 407-416). Churchlands: Australia, We-B Centre.

 iNACOL’s New Learning Model Vision

 New technologies will be:

* NovoEd (Online learning environment)
* Nearpod (user-friendly tool to implement and assess in the online environment)
* Learning Catalytics (class participation tool that students answer question in synchronous and asynchronous lead by instructors)
* Todaysmeet (Twitter in the classroom environments to share ideas)

12. Illustrative Course Activities:

* Completion of ADA training
* Completion of an online learning environment
* Usability test by classmates

13. Minimal Student Requirements/ Evaluation of Students:

Minimum requirement to pass this course graduate and doctoral students must achieve a minimum 3.00

14. Explain how course meets School of Education credit hour policy.

Duquesne University is following the rules of the Pennsylvania Department of Education.

15. Proposed Text/Selected Bibliography:

Mayer, R. E. (2005). Multimedia learning in e-courses. *The Cambridge handbook of multimedia learning* (589-616). Cambridge, U.K.: Cambridge University Press.

Oliver, R. (2001). Developing e-learning environments that support knowledge construction in higher education.In S. Stoney & J. Burn (Eds). *Working for excellence in the e-conomy.* (pp 407-416). Churchlands: Australia, We-B Centre.

**Themes and Domains of the Leading Teacher Programby Objectives**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Diversity** | **Leadership** | **Technology** | **I. Learning Theorist** | **II. Curriculum****Designer** | **III. School Context** | **IV. Master****Practitioner** | **IV. Instructional Leader** |
| Support for Learners | x  |  | x |  | x |  |  |  |
| Understand iNACOL Standards A & F |  |  |  |  |  | x  |  |  |
| Engage Learners | x  |  |  |  |  |  |  | x  |
| Engage Technology |  | x  | x  |  |  |  |  |  |
| Application of ADDIE model |  | x  |  | x | x  |  |  |  |
| Issues involving design, development and pedagogy |  |  |  |  |  |  | x  |  |

**References**

2010 ADA Standards for Accessible Design. (2010, January 1). *2010 ADA Standards for Accessible Design*. Retrieved July 26, 2014, from <http://www.ada.gov/regs2010/2010ADAStandards/2010ADAstandards.htm>

Mayer, R. E. (2005). Multimedia learning in e-courses. *The Cambridge handbook of multimedia learning* (589-616). Cambridge, U.K.: Cambridge University Press.

Oliver, R. (2001). Developing e-learning environments that support knowledge construction in higher education.In S. Stoney & J. Burn (Eds). *Working for excellence in the e-conomy.* (pp 407-416). Churchlands: Australia, We-B Centre.

Sharp, H., & Rogers, Y. (2007). *Interaction Design: Beyond Human - Computer Interaction*(2nd ed.). Chichester: Wiley.