

Course Syllabus

INLS490-303

Learning Design Digital Media, New Tools & Technology

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Professor Information

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General Information

Learning Design: Digital Media, New Tools, and Technology is a 3-credit hour course offered by the School of Information and Library Science. The course explores the latest trends and technologies in instructional design, providing learners with hands-on experience using various digital media tools and emerging technologies to create engaging learning experiences. By the end of the course, learners will have a strong foundation in instructional design principles and practical experience using digital media tools, making it an ideal course for those interested in pursuing careers in education, training, or instructional design.

The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

(source: http://faccoun.unc.edu/files/2011/03/Res-2012-11OnSyllabusGuidelines_v4FinalAsApproved.pdf)

Course Description

The course Learning Design: Digital Media, New Tools, and Technology is an advanced-level course that focuses on the intersection of technology and instructional design. It is designed to provide you with the skills and knowledge necessary to design and develop effective online learning experiences that incorporate digital media and new tools.

Throughout the course, you will explore topics such as multimedia learning, instructional design principles, and emerging technologies for learning. They will learn how to use various digital tools and software programs to create engaging and interactive instructional materials, such as videos, podcasts, and interactive modules.

In addition, you will also learn how to collaborate with subject matter experts (SMEs) and stakeholders to design and evaluate effective learning experiences and programs. The course emphasizes the importance of user-centered design and accessibility in the development of online learning materials.

By the end of the course, you will have developed a deep understanding of instructional design principles and emerging technologies for learning, as well as the skills and tools necessary to design and develop effective online learning experiences.

Course Learning Objectives

- ✓ Understand the principles of instructional design and how to apply them to create effective and engaging learning experiences using digital media tools and emerging technologies.
- ✓ Develop proficiency in using various digital media tools and resources to design and implement learning materials that incorporate multimedia elements such as videos, graphics, and interactive simulations.
- ✓ Develop critical thinking and problem-solving skills through the completion of projects that require the application of instructional design principles and the use of digital media tools and technologies.

Course Materials

Required Materials

There are no books required to purchase for this course. Links to all required readings will be posted on Sakai for each weekly assignment. In order to keep this course relevant and timely, any additional articles, news reports, videos, etc. that are published during the time this course runs will be sent as an email to you and posted in “announcements.”

Recommended/Optional Materials [e-books available from UNC Library]

- Horton, W. (2011). E-learning by design. John Wiley & Sons.
- Allen, I. E. (2016). Guide to e-Learning. Routledge.
- Mayer, R. E. (2009). Multimedia learning (2nd ed.). Cambridge University Press.

Grading and Assessment

- ✓ Assignments – 65%
- ✓ Discussions– 35%

Academic Integrity

Chapel Hill has had a student-administered honor system and judicial system for over 100 years. Because academic honesty and the development and nurturing of trust and trustworthiness are important to all of us as individuals and are encouraged and promoted by the honor system, this is a most significant University tradition. More information is available at studentconduct.unc.edu/honor-system. The UNC Honor Code is in effect for all work in this course.

Plagiarism

[Plagiarism](#) is a serious violation of the Honor Code. To become more familiar with the issues surrounding plagiarism, and how to best avoid this academic issue, view this brief [Plagiarism Tutorial](#) created by the librarians of UNC-Chapel Hill, Duke University, NC State University, and NC Central University. If you have any questions about what constitutes plagiarism or how to properly cite a source, please contact your instructor.

Assessment || Due dates || Points

Details	Due Date	Points
Module 1: Introduce Yourself		20
Module 1: Skills needed for instructional designer		50
Module 1: Instructional Design Model Wiki		100
Module 2: Compare and contrast two instructional design models		50
Module 2: Practice Learning Objective Writing		100
Module 3: Brainstorm Project Ideas		30
Module 3: Write your project proposal		200
Module 4: eLearning Review		100
Module 4: Create your storyboard		100
Module 5: Accessibility Reflections		200
Module 5: Build your storyboard		50

Grading Scale

Exemplary		Good		Acceptable		Unacceptable	
A	95%-100%	B+	87%-89%	C+	77%-79%	D	65%-69%
A-	90%-94%	B	84%-86%	C	74%-76%	F	Under 65%
		B-	80%-83%	C-	70%-73%		

Definitions are from: <http://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/>

Due Date Policy

Work is due **on date assigned by 11:59 pm** Eastern Daylight Time (EDT) or Eastern Standard Time (EST).

Submitting assignments on time is crucial for two reasons. Firstly, it reflects the reality of meeting deadlines in a professional setting. Secondly, it ensures equity among all students, as granting extensions to some and not others is not fair. However, unforeseen circumstances can arise. In case you cannot meet the assignment deadline, kindly inform me beforehand with a valid reason. In such cases, we can negotiate a new deadline. Otherwise, late submissions will incur a penalty of 10% per day.

Communication Guidelines for Course Participants

Communication with instructors

The primary mode of communication with me will be through email (reema@unc.edu), which I check frequently throughout the day. You should expect a reply in less than 24 hours. If for any reason I will be away from email for more than 24 hours, I will let you know in advance. Email messages can be sent to me via the course website or directly using your preferred email client.

Communication with your classmates

In addition to classroom discussion, there is a “Ask a question” forum section. Please use this section for any topics that do not directly relate to the content of the course but relate to your course experience. You can also contact each other via email using either the message feature of Sakai or your preferred email client. Please use common email etiquette norms when corresponding with each other.

Course participation

It is very important that you take charge of your own learning and participate actively in the course activities.

Forum Posts

In terms of tone and style for forum posts, please use the following rule of thumb “what and how would I have said this if I were in a small seminar class face-to-face with this group of people”. Keep your forum posts compact and to the point (these are not mini essays). The goal is to actively exchange ideas, so following up and responding to your classmates is much more

important than perfect grammar or style. Complete sentences and overall, academically-appropriate tone are expected. Also, if you are referencing a source make the reference explicit (e.g., provide a link in your post). A formal citation that adheres to a citation style is not necessary, but sources of information should be clearly identified.

Dates	Module/Topic	Absorb/Learning Content	Graded Assessments
Aug 21 – Sep 10	Introduction to Instructional Design	Review: Lecture Presentation Read: The assigned readings Watch: The assigned videos	Discussion Topic Module 1: Introduce Yourself Discussion Topic Module 1: Skills needed for instructional design. Discussion Topic Module 1: Instructional Design Model Wiki
Sep 11 – Sep 30	Developing Instructional Blueprint	Review: Lecture Presentation Read: The assigned readings Watch: The assigned videos	Assignment Module 2 : Compare and contrast two instructional design models Assignment Module 2: Practice Learning Objective Writing
Oct 1 – Oct 21	Working with SME and Managing ID projects	Review: Lecture Presentation Read: The assigned readings Watch: The assigned videos	Discussion Topic Module 3: Brainstorm Project Ideas Assignment Module 3 : Write your project proposal
Oct 22 – Nov 11	Developing eLearning content	Review: Lecture Presentation Read: The assigned readings Watch: The assigned videos	Discussion Topic Module 4: eLearning Review Assignment Module 4 : Create your storyboard
Nov 12 – Dec 10	Assessment, Evaluation and Accessibility	Review: Lecture Presentation Read: The assigned readings Watch: The assigned videos	Discussion Topic Module 5: Accessibility Reflections Assignment Module 5 : Build your storyboard

APPENDIX TO THE SYLLABUS

Technological Requirements

- **Equipment:** Students will be asked to furnish their own laptop or desktop computer with a microphone and/or camera to be used for accessing the Sakai system and coursework. These laptops must be able to run a modern Internet browser (e.g. Chrome, Firefox) and already have Microsoft Office loaded.
- **Sakai Course Access:** Participants will use their AU account to log in at: <https://sakai.unc.edu/welcome/>.
- **Sakai Support:** Students should immediately report any problems to their course instructor and also contact the Sakai Support Center
 - A Person at the [ITS Service Desk](#) (available 24/7)
 - Chat online with an analyst
 - Open an online [help request](#)
 - Call 919-962-HELP
 - Talk in person through [Walk-in Support](#)

IT Acceptable Use Policy

By enrolling as a student in this course, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. You may be asked to participate in online discussions or other online activities that may include personal information about you or other students in the course. The rights and protection of other participants are protected under the UNC-Chapel Hill Information Technology Acceptable Use Policy, which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property.

Consult the University website "Safe Computing at UNC" for information about the data security policies, updates, and tips on keeping your identity, information, and devices safe.

Data Security and Privacy

[University and LMS Privacy Policies](#)

Sakai's Discussion Forum, Assignments, Gradebook, and Tests & Quizzes tools are designed to share FERPA-protected information privately between instructors and individual students.

Accessibility Resources and Services

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including academic adjustments, resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations for students are determined through Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. Please refer to the [ARS Website](#) for contact information or email ars@unc.edu.

Counseling and Psychological Services!

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The Heels Care Network website (<https://care.unc.edu>) is a place to access the many mental resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. (*source: Student Safety and Wellness Proposal for EPC, Sep 2018; updated March 2022*)

Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the [Equal Opportunity and Compliance Office](#), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

Diversity Statement

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve, I appreciate suggestions.

Learning Center

The UNC Learning Center is a great resource both for students who are struggling in their courses and for those who want to be proactive and develop sound study practices to prevent falling behind. They offer individual consultations, peer tutoring, academic coaching, test prep programming, study skills workshops, and peer study groups. If you think you might benefit from their services, please visit them in SASB North or visit their website to set up an appointment: <http://learningcenter.unc.edu>. (source: syllabus from section of ECON 486 offered in 2015)

Writing Center

The Writing Center is located in the Student and Academic Services Building and offers personalized writing consultations as well as a variety of other resources. This could be a wonderful resource to help with your writing assignments in this course (and any assignments in your other courses). You do not need a complete draft of your assignment to visit; they can help you at any stage! You can chat with someone in the writing center or set up an appointment on their website: <http://writingcenter.unc.edu>. (source: syllabus from section of ECON 486 offered in 2015)