



DOANE UNIVERSITY

Course Syllabus

Course Information

IDT 625
The Science of eLearning
(January 14, 2019- March 10, 2019)
3 Credit Hours

Instructor Information

Dr. Mary Ball
Doane University

Contact Information

Office: virtual- Appointments available upon request
Email Address: ball.mary@doane.edu
Phone: 402-889-3948
Fax: n/a

Communicating With the Instructor

This course uses a “three before me” policy in regards to student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:

1. Course syllabus
2. Announcements in Blackboard
3. The “Question Center” discussion board

This policy will help you in potentially identifying answers before I can get back to you and it also helps your instructor from answering similar questions or concerns multiple times.

If you cannot find an answer to your question, please first post your question to the “Question Center” discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or the instructor. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email or phone. My preference is that you will try to email me first. Please allow 24 hours for me to respond to emails Monday-Friday and 48 hours on the weekend.

If you have a question about the technology being used in the course, please contact the Doane University Help Desk for assistance (contact information is listed below).

Course Catalog Description

This course is an introduction to the principles of cognitive psychology and its position in education. Cognitive and science research offer a useful foundation for how students learn, connect the research to practical implications for teaching, and debunk common misconceptions about how the brain functions and people learn. By the end of the course, students will distinguish the cognitive processes, defend the importance of beliefs and motivations in the process of cognition, and, finally, construct the ways cognitive psychology informs teaching and learning in specific content areas.

Course Prerequisites

None

Course Textbook and Materials

Required

Taylor, K. & Marienau, C. (2016). *Facilitating learning with the adult brain in mind: A conceptual and practical guide*. San Francisco, CA: John Wiley & Sons. ISBN-13: 978-1118711453
ISBN-10: 1118711459

Learning Objectives

Course Objectives

At the completion of this course students will be able to:

1. Identify cognitive processes and dynamics that affect learning.
2. Identify the physiological occurrences when students learn.
3. Appraise the role of cognitive psychology in education.
4. Examine internal and external influences on individual and group learning.
5. Analyze theory and principles of cognitive psychology and its implications for learners in teaching and learning.
6. Evaluate multifaceted approaches based upon cognitive psychology for eLearning.
7. Analyze assessment and feedback based upon cognitive psychology for eLearning.
8. Apply multifaceted approaches and assessment based upon principles and theories of cognitive psychology for eLearning.

Module Objectives

Unit I: Brain Basics

- 1.1 Explain the process of learning
- 1.2 Examine dynamics that affect learning

Unit II: Research Related to How Students Learn

- 2.1 Review peer reviewed articles related to how students learn and construct an analysis of peer reviewed articles.
- 2.2 Explore how analogies and metaphors influence learning experiences.

Unit III: Role of Cognitive Psychology in Education

- 3.1 Identify the role of cognitive psychology in education
- 3.2 Evaluate the impact of cognitive psychology in education

Unit IV: Factors which Influence Learning

- 4.1 Explore factors that influence learning
- 4.2 Analyze the effects of beliefs and motivators on learning

Unit V: Theories focused on cognitive psychology

- 5.1 Identify cognitive psychology theory
- 5.2 Examine principles derived from cognitive psychology theory
- 5.3 Evaluate the implication of cognitive theory on teaching and learning

Unit VI: Multifaceted Approaches for Teaching and eLearning

- 6.1 Identify different multifaceted approaches for eLearning
- 6.2 Compare multifaceted approaches for eLearning
- 6.3 Appraise multifaceted approaches for designing eLearning

Unit VII: Assessment and Feedback Focused on Cognitive Psychology

- 7.1 Identify assessment and feedback based upon cognitive psychology
- 7.2 Compare and contrast assessment and feedback tools for eLearning

Unit VIII: Apply Cognitive Psychology into Practice

- 8.1 Analyze approaches and assessment based upon cognitive theory related to eLearning
- 8.2 Integrate approaches and assessment based upon cognitive theory related to eLearning

Course Requirements

Attendance Policy

You should plan to work on this course everyday. This means that you absolutely must have a reliable and consistent internet connection throughout the duration of the course. This also strongly suggests that you should not plan to take any vacations during this course. This is a condensed, fast-pace, course and it would be extremely difficult to catch up after a prolonged absence.

Online Course

This is an online course and therefore there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies.

Computer Requirements

Minimum computer requirements for the successful use of Blackboard:

http://www.doane.edu/about-doane/offices/its/help-and-support#min_requirements

Minimum computer requirements for success in this course:

- Reliable computer and internet connection
- A web browser (Chrome or Mozilla Firefox)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Word processing software—Microsoft Word or Google Docs
- Webcam and mic

You are responsible for having a reliable computer and internet connection throughout the course.

Email and Internet

You must have an active Doane University e-mail account and access to the Internet. *All instructor correspondence will be sent to your Doane University e-mail account.* Please plan on checking your Doane Gmail account regularly for course related messages.

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The Blackboard Course Site can be accessed at <http://bb2.doane.edu>

Campus Network or Blackboard Outage

When access to Blackboard is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by midnight).

Attendance/Participation

Preparation for class means reading the assigned readings & reviewing all information required for that week. *Attendance* in an online course means logging into the Blackboard and on a regular basis and *participating* in the all of activities that are posted in the course.

Studying and Preparation Time

The course requires you to spend time preparing and completing assignments. A three-credit course requires 144 hours of student work. Therefore expect to spend approximately 18 hours a week preparing for and actively participating in this 8-week course.

Late or Missed Assignments

ALL assignments must be finished and turned in to complete the course. Unless the instructor is notified BEFORE the assignment is due, it is automatically docked 10% each day it is late.

Federal requirements state that students must complete 75% of the course work to be eligible to receive an incomplete for the course. If students fall more than two weeks behind, they cannot meet this requirement.

Submitting Assignments

All assignments, unless otherwise announced by the instructor, MUST be submitted via Blackboard. Each assignment will have a designated place to submit the assignment.

Drop and Add dates

If you feel it is necessary to withdraw from the course, please contact your advisor for full details on the types of withdrawals that are available and their procedures.

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Academic Integrity

Doane University expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain academic success by dishonest means, is defined in four categories:

- a. Cheating - "Intentionally using or attempting to use unauthorized information or study aids in an academic exercise."

- b. Fabrication - "Intentional and unauthorized falsification of invention or any information or citation in an academic exercise."
- c. Facilitating Academic Dishonesty - "Intentionally or knowingly helping or attempting to help another to commit an act of dishonesty," and/or coercing others to do the same.
- d. Plagiarism - "Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise," in both oral and written projects.

Gehring, D., Nuss, E.M., & Pavela, G. (1986). Issues and perspectives on academic integrity. Columbus, OH: National Association of Student Personnel Administrators

For more information on the sanctions for academic dishonesty, please visit the website:

<https://catalog.doane.edu/content.php?catoid=16&navoid=1333>

Course Grading

Grades, Grading Scale, Feedback

Assignment of letter grades is based on a percentage of points earned. The letter grade will correspond with the following percentages achieved. All course requirements must be completed before a grade is assigned.

A	100 – 90
B	89 – 80
C	79 – 70
D	69 – 60
F	59 and below

Grading Scheme:

Self-introduction Discussion= 5 points
 Discussions - 10 x 15 points = 150 points
 Module 1 Reading Guide- 15 points
 Brain Infographic- 50 points
 APA Scavenger Hunt- 20 points
 How Students Learn Annotated Bibliography- 100 points
 Adult Learner Interview- 50 points
 Cognitive Theory Research Paper- 100 points
 Universal Design for Learning - 20 points
 Cognitive Theory Research Paper- 100 points
 Multifaceted Approaches Presentation- 100 points
 Assessment and Feedback Activity- 20 points
 eLearning Flyer- 100 points
 Reflection Paper- 20 points
 Case Study Final Project- 150 points

Total of 1000 points

Feedback

Please allow 3-5 days for feedback on assignments. This timeframe is dependent upon the level of detail that I provide and the number of students in the course. I expect you to read my feedback and make changes if needed. If you do not know how to look at feedback using the My Grades tool in Blackboard, please notify me immediately.

How to Succeed in this Course

- Check your Doane email regularly
- Log in to the course web site daily
- Communicate with your instructor
- Create a study schedule so that you don't fall behind on assignments

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at Doane University facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Doane University staff coordinate student transitions from high schools and community colleges, conduct in-service training for faculty and staff, enable the resolution of accessibility issues, conduct community outreach, and facilitate collaboration among Doane University staff on disability policies, procedures, and accommodations.

Accessibility Services

Doane University Access/Services for Students with Disabilities

<http://www.doane.edu/disability-services>

Contact Person: Chris Brady Phone: 402.467.9031 Email: chris.brady@doane.edu

Self-Identification Form: <https://www.doane.edu/student-disability-identification-form>

Academic Support

Contact Person: Tere Francis Phone: 402.466.4774 Email: terese.francis@doane.edu

<https://www.doane.edu/graduate-and-adult/academic-support>

Student Services

<http://www.doane.edu/gps/student-services>

Student Conduct Statement

Students are required to adhere to the behavior standards listed in **Doane University Policy Manual**

Appropriate classroom behavior is defined by the instructor. This includes the number and length of individual messages online. Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in

expressing differences of opinion. Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate.

Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

Technical Support Contact Information

For technical assistance 24 hours a day, 7 days a week, please contact the Doane University Technology Office Help Desk:

Phone: 402-826-8411

Email: helpdesk@doane.edu

Web: <http://www.doane.edu>

Instructional Technology Accessibility and Privacy Policies

<http://www.doane.edu/instructional-design-services/policies>

Syllabus Disclaimer

The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes face-to-face, via email or in the course site Announcements. Please remember to check your Doane University email and the course site Announcements often.