DESIGN STUDIO ELEARNING DEVELOPMENT	**LDES 7202: eLearning Development Spring 2025**
	Instructor: Dr. Laura March (lm1563@georgetown.edu)
	Spring 2025: Thursdays 4:00-6:30pm, Car Barn 315
	Office Hours: By appointment
	Georgetown University: Learning, Design & Technology

Note: This syllabus may be updated as needs arise.

Course Description

This course provides hands-on experience in designing, developing, implementing, and evaluating online courses. We will cover topics including curriculum/technology alignment, learning management systems, multimedia integration, online learning requirements, and instructional design theories for virtual environments. By the end of this course, you will have developed an eLearning experience that includes a syllabus, rubric, and embedded multimedia.

Course Goals

Students who successfully complete this course will be able to:
- align needs, goals, online curricula choices, instructional materials, and assessments;
- explain and evaluate learning design choices using research and best practices;
- design and produce digital content, including video, audio, graphic, and interactive media; and
- revise or fully develop an eLearning experience (including a syllabus, rubrics, course site module, and integrated multimedia).

Required Course Materials

Books
All linked texts are **free** for students via GU Library, although there may be more recent editions available elsewhere.
- *Design for How People Learn* by Julie Dirksen
- *Designing Interfaces* by Jenifer Tidwell
- *Don't Make Me Think* by Steve Krug
- *Designing with Progressive Enhancement* by Todd Parker et al. (Optional)

- Additional chapters, articles, how-to guides as needed

Technology
- [GU Laptop Requirements](#)
- Webcam/microphone (most smartphone cameras/headphones work!)
- Free/Freemium Accounts: [LinkedIn Learning](#), [Canva for Education](#), [Descript](#), [Figma](#), [Rise](#) (30 days), [Storyline](#) (30 days), [H5P](#) (30 days)

Course Structure & Assessment

Course Flow & Submission Policy

Unless otherwise identified on the course schedule in Canvas, original assignments are due **Tuesdays at 11:59am ET** through their designated discussion boards (along with responses to forum prompts) to facilitate social learning. Peer Critiques are due **Wednesdays at 11:59am ET**. Please retain a personal copy of all assignments submitted, both for your own personal portfolio and your peace of mind until the course is complete and you've received your final grade.

Assignment	Module Due	Points
Forums: Peer Critiques	Mods 1-9	18
1. Course Proposal	1	5
2. Audio Podcast/Interview	2	5
3. Curriculum Design Document	3	5
4. Course Banner	4	5
5. Introductory Video	5	10
6. Storyboard: Interactive Element	6	5
7. Assessment Directions & Rubric	7	5
8. Course Syllabus	8	5
9. Interactive Learning Element	9	10
10. Finalized Course Module(s)	10	10
11. Evaluation (QM Review)	11	5
12. Portfolio Sample/Presentation	12	7
Final: Debrief Memo	Final	5

Extra Credit

Learning designers help and support one another. To reward your support, bonus points for supporting your fellow classmates will be awarded (one per instance, up to 5 total). These points will be collected through the **Help & Support forum**.

- Please use this to **ask and answer questions** and note when **someone has gone above and beyond** to assist you and your work related to this class.
- Besides answering questions via the forum, you can also use it to earn bonus points for **supporting your classmates *outside* of school**. Did you attend someone in this class's dance recital, poetry reading, or something similarly non-school oriented? Take a selfie (or screenshots of you if the event is remote) and post it to the same board for credit.

Late Work & Resubmission Policy

Our class decided on the following Late Work and Resubmission policy.

No Late Work, 2 Project Grades Dropped & Revise/Resubmit Allowed
- No late work will be accepted (unless there's a major issue)
- I will drop the **2 lowest project grades for Modules 1-9 automatically**.
- Resubmissions are allowed, but must be resubmitted **within one week** of the original due date.

To be eligible for resubmission, students must meet the following criteria:
- **Demonstrate good faith effort**: Submit a draft of the project by the initial deadline, even if incomplete. This draft should be sufficient to earn at least 1/5 of the total points.
- **Revise and resubmit**: If desired, submit **one** revised and improved version of the project within one week of the original due date. Please **notify me** when your updated work is ready for review, and I will try to regrade within the next 5 business days.

Please note that this opportunity is contingent upon a genuine effort to complete the initial project and does not guarantee a full recovery of lost points.

Peer Critiques are unable to be accepted nor graded after their due dates as this class depends upon you providing timely feedback for your classmates. Similarly, **Modules 10, 11, 12 and the Final** are required and cannot be dropped.

Please note*: You can miss a full 5-point assignment and make it up just by supporting your classmates!

Visit GU Registrar's [Withdrawal Deadlines & Refund Schedules page](#) for policy and instructions on the withdrawal process.

Instructor Feedback/Turnaround

If you have a concern and send me an email message, you can expect a response to your email within 2 business days. Please allow one week for assessment submission and resubmission feedback.

Grading

A: 93% to 100+%
A-:   90% to 92%
B+:   87% to 89%
B: 83% to 86%
B-:   80% to 82%
C: 70% to 79%
F: 69% and below

Time Commitment

For a 15-week, 3-credit course, you should allocate 6-10 hours per week.

Units & Course Schedule

Each unit will last between 1-5 weeks during a 15 week course.

Unit 1: Analyze
Topics:
- Brief history of distance education (correspondence, radio, film, TV)
- Overview of design models and their significance in eLearning development
- Task analysis to identify learners' requirements and intervention goals
- Setting intentions (Goals, objectives, outcomes, essential questions, etc.)
- Designing clear and measurable learning intentions (Bloom's Taxonomy)

Deliverables:
- Course Proposal
  - Task analysis, outline of topic, initial ideas, overarching course goals, learner characteristics, identified learner gaps
- Podcast: Interview with a learning/media designer

Unit 2: Design
Topics:
- Learning Management Systems and HTML/CSS backend

- Alignment and selection of appropriate instructional strategies and content organization based on learner needs.
- Active and authentic learning: Moving beyond papers, quizzes, and bad forums
- Visuals: Elements and principles of design, postmodern principles

Deliverables:
- Curriculum design document
  - Specific and measurable intentions (objectives) aligned with assessments
- Course Banner

Unit 3: Develop
Topics:
- Audio/video best practices: Scripting, length, style, editing
- Multimedia tool time: Panopto, VoiceThread, Canva
- Backwards design & rapid prototyping: Storyboards, layouts (Figma/paper) to visualize the course structure and flow
  - Style guides (both visual and textual)
- Interactive eLearning software (H5P, Articulate, Rise, Storyline)
- Begin building out course site in LMS
- Evaluating learner performance (formative/summative, learning analytics) and instructional performance (mid-semester feedback, course evaluations) – Qualtrics
- Assessments in the time of ChatGPT: Authentic assignments, rubrics, alternatives
- Universal Design for Learning, Progressive Enhancement, and Accessibility
  - ADA/Section 508, WCAG, WAVE/WebAIM

Deliverables:
- Video (Introduction to this course/About the instructor)
- Storyboard/plan for interactive component
- Course syllabus with all assessment directions and rubrics
- Build interactive component(s) in H5P, Articulate 360, Rise, Storeline, etc.

Unit 4: Implement
Topics:
- Integrating content, activities, and assessments

Deliverables:
- Finalized module content in LMS

Unit 5: Evaluate

Topics:
- Accreditation requirements for online learning: SARA, Middle States
- Quality Assurance: The QA process, Quality Matters Review, other holistic options
- Project debriefing and having challenging conversations (with SMEs, colleagues)

Deliverables:
- Peer evaluation of course site using Quality Matters Rubric
- Portfolio description(s) of work, including screenshots and/or screencasts of work
- Debrief memo: Reflection on what was learned, created, next steps (academic and beyond)

Course Policies

Attendance

Your presence in class is incredibly valuable. However, I understand that life happens. If you are ill, quarantining, or dealing with an emergency that prevents you from participating in class, let me know as soon as possible. Please work with your classmates to make up missed work or information **via our class support board**.

Please ***do not*** come to class sick – your illness could irreparably harm others.

Accommodations

Any student eligible for and needing academic adjustments or accommodations because of a disability should notify the [Academic Resource Center](#) and me during the first two weeks of class. I am more than happy to make every reasonable and appropriate effort to meet your learning needs!

Academic Integrity & Honor System

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty, including plagiarism, in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the [Georgetown University Honor System](#). Please use the most recent [APA style](#) for any references or citations.

> **Class AI Policy:** Just like using uncredited ideas and work created by people, using uncredited AI-generated content is plagiarism. The work you

create in this class is meant to be portfolio-worthy; why would an organization hire you if ChatGPT could do your work for free? If you decide to use AI for content, include your prompt(s) and use [APA reference style](#).

Detailed Schedule

Unless otherwise identified, projects will be due via discussion boards on **Tuesdays at 11:59am** ET and peer critiques will be due on **Wednesdays at 11:59am** ET.

Dates	Module & Topic	Readings & Resources	Assignments Due
1: 1/9-1/15	**Analyze: Context** Intro to course, History of eLearning, Credit Hours, Personal Context	**Pre-Course Readings (Optional)** • [Nyíri](#) (1997) • [Reiser](#) (2001) • March et al (2022): [Becoming an Instructional Designer](#)	• Course Proposal • 2 Peer Critiques
2: 1/16-1/22	**Analyze: Goals** Task Analysis Goals, Objectives, Outcomes	**Assigned Readings** • [Dirksen](#): Chapters 1, 3, 5 • [Task Analysis](#) • [Shifting to Learning Outcomes](#) **Interview Resources** • HBR: [How to Get the Most Out of an Informational Interview](#) • Boogaard: [7 Questions You Can't Leave an Informational Interview Without Asking](#) **Examples** • Example: [PODNetwork #27](#) • Example: [The eLearning Coach](#) **Audio Recording Resources** • Zoom: [Enabling and starting local recordings](#) • [How to Record Calls on Your Phone](#) **Audio Editing Resources** • [Descript](#) ([Free up to one hour](#)) • [iMovie](#) • [CapCut](#) (Free for 7 days, [$10 for one month of pro](#)) • [Audacity](#)	• Audio Podcast Interview • 2 Peer Critiques
3: 1/23-1/29	**Design:** Alignment Active & Authentic Learning Backwards Design Instructional Strategies	**Assigned Readings** • [Dirksen](#): Choose 1 Chapter (6-9) • [Newman et al](#) (1995) • [Reynolds & Kearns](#) (2017) • [Martin et al](#) (2019) **Resources** • [Curriculum Design Document Template](#) • [Bloom's Taxonomy of Measurable Verbs](#) • [Bloom's Taxonomy Learning Activities and Assessments](#) • [Defining Education 4.0: A Taxonomy for the Future of Learning](#)	• Curriculum Design Document • 2 Peer Critiques
4: 1/30-2/5	**Design:** Visuals Elements & Principles of Design	**Assigned Readings** • [Beginning Graphic Design Tutorial](#) • [Gustlin & Gustlin](#) (2020) • 99Designs Logo Guides: [Ellis](#) & [Gesh](#)	• Course Banner • 2 Peer Critiques

Dates	Module & Topic	Readings & Resources	Assignments Due
		Banner Resources ● [Walkthrough: How to Create a Banner Image for Canvas in Canva](#) (YouTube) ● [Create a banner in Canvas using PowerPoint](#) (YouTube) ● *Advanced*: [CSS Text Over Image](#)	
<mark>5: 2/6-2/19 (No class on 2/13: Virtual check ins)</mark>	Develop: Multimedia A/V Best Practices	**Assigned Readings** ● [Hansch et al.](#) (2015) ● [Pitt: Creating Introduction Videos](#) ● [Kent State: How to Create Course Introduction Videos](#) ● Optional: [Garcia & Yousef](#) (2023) **Video Editing Resources** ● [Canva Video Editing](#) ([Animation, too](#)) ● [Adobe Express Video Editing](#) ([Animation](#)) ● Stock Images & Video: [Pexels](#), [Unsplash](#) **Examples** ● [OSU: Creating a Course Introduction Video](#) ● [Course Trailer: Supply & Demand](#) ● [Course Trailer: Quantum Mechanics for Everyone](#) ● [Course Trailer: The Human Condition](#) ● [Course Introduction: Color Theory](#)	● Introductory Video <mark>(2/18)</mark> ● 2 Peer Critiques <mark>(2/19)</mark>
6: 2/20-2/26	Develop: Interactions eLearning software	**Assigned Readings** ● [Krug](#): Chapters 1-3, 5-7 ● [Clark & Mayer](#) (2016). Ch. 2, Skim Ch. 4-10 ● [Principles of Multimedia Learning](#) ● [Tidwell](#): Chapter 2 **Storyboard Resources** ● [How to Write Your First eLearning Storyboard Slides](#) ● [Storyboards for eLearning](#) (.Doc [Template](#)) ● [Shift Infographic](#) ● [Instructional Design Storyboard Templates](#) (View Tabs) **Examples of Storyboards** ● [Communication Storyboard](#) ● [Pineapple Storyboard](#) (Template, too) **Examples of Final Interactive Elements** ● [Slides: Dragon Quest](#) ([Google Slides How-To](#)) ● [H5P: Course Presentation](#) ([H5P Tutorial](#), [Set up H5P for WordPress](#)) ● [Rise: MD/IDD](#) ([Getting Started](#)) – **Note**: Don't sign up for Rise yet – free trial is only 30 days *Optional: Wireframing* ● [Malamed](#) (2022) Resources ● [Rimmer](#) (2018) ● [Tate](#) (2018) ● [Miro: What is a Wireframe?](#) ● [Figma: Create a basic wireframe and prototype](#) ● [E-learning Website Design in Figma](#) (YouTube) ● [Figma: Create a basic wireframe and prototype](#)	● Storyboard: Interactive Element ● 2 Peer Critiques

Dates	Module & Topic	Readings & Resources	Assignments Due
		• How to Build A Website Wireframe Using Google Docs **Wireframe Examples** • LDES 7202 • JustInMind eLearning Prototype • Ankit Potdar: eLearning Canvas Redesign	
7: 2/27-3/12 Spring Break!	Develop: Assessments Formative/Summative	**Assigned Readings** • Designing effective eLearning assessments Part 1: Assess for success • IP Toolkit > Assessment • Teaching with AI > Designing Assignments • Huang (2023) • boyd (2023) **Optional** • McMurtrie & Supiano (2023) • Baron (2023) **Resources** • Communicating Assignment Instructions • AAC&U Rubrics • Rubistar • Transparent Assignment Template	• Assessment Directions & Rubric (3/11) • 2 Peer Critiques (3/12)
8: 3/13-3/19	Develop: UDL & Accessibility	**Accessibility Readings** • Koch (2021): Progressive Enhancement Reading List • The UDL Guidelines • March & Gibson (2022) Inclusion on the Internet • Optional: Parker et al. Introduction - Ch. 3 **Optional Readings (Syllabi)** • Richmond et al. (2019) • Sharoff (2019) **Resources** • Georgetown Syllabus Information • Template • Course Workload Estimator	• Course Syllabus • 2 Peer Critiques
9: 3/20-4/2 (No class on 3/27: Virtual check ins)	Develop: Evaluation	**Assigned Readings** • Chávez & Mitchell (2020) • Student Course Evaluations Get An 'F' • Mid-semester Formative Feedback • Fong et al. (2016) • Giving Constructive Feedback **Resources** • Examples of Custom Questions for Course Evaluations	• Interactive Learning Element (4/1) • 2 Peer Critiques (4/2)
10: 4/3-4/9	Implement: Build Out	**Readings** • Designing Your Course in Canvas (Georgetown) • Creating and Arranging Course Content (Georgetown) • Spruce Up Your Course With HTML In Canvas **Resources** • GU Canvas Course Template • Coding in Canvas (YouTube Livestream) • Canvas HTML Editor Allowlist	• Course Module(s)

Dates	Module & Topic	Readings & Resources	Assignments Due
		• [Bootstrap grid in Canvas](#) (and other [HowToCanvas](#) posts) **Examples** • [Missouri Online Templates](#) • [Carmen (Canvas) Course Templates](#)	
11: 4/10-4/16 **(Easter Break 4/17-4/22)**	Evaluate: Review Accreditation, QM, QA	**Assigned Readings** • [Jung](#) (2022) • [How Has Online Learning Affected College Accreditation?](#) • Skim [QM Website](#) and [OLC Website](#) • [How to Have Difficult Conversations When You Don't Like Conflict](#) **Resources** • [Middle States Standards](#) (esp. Standards 3 and 5) • [SARA Policy Manual: Appendix B](#) (esp. 4, 5, 6 & 9) **Evaluation Checklists** • [QM Rubric, 7th Edition](#) • [OLC Course Scorecard 4.0](#)	• Evaluation (QM Review) **(4/15)** • **Work on Sample Presentation (due before class 4/24)**
12: 4/24-4/29 & 5/2	Evaluate: Debrief Challenging Convos	**Assigned Readings** • [Reflection, Debrief, and Feedback](#) • [Deason et al.](#) (2013) **Portfolio Examples** • [Raul's 1:1 Feedback Simulation](#) • [Laz's Active Learning Sprint](#) • [Tracy's 3D Velociraptor](#) • [Tom's Certification Training](#) **Resources** • [eLearning Debriefing](#) • [Project Debrief Template](#)	• Portfolio Sample Presentation **due before class on 4/24** • Debrief Reflection Memo **due 5/2 at noon**