



# Want More Happy Hours?



**Consistency** **Increases**  
**productivity**  
**Flexibility** **Saves**  
**time** **Uniformity**

**Focus**

# THE UNIVERSITY OF TAMPA – EDUCATIONAL TECHNOLOGY



# THE UNIVERSITY OF TAMPA – EDUCATIONAL TECHNOLOGY





...and tasks as a  
way for the father  
to **focus** on the  
test his new play  
...of ...  
... ..





# The Course Menu

Course Overview

Announcements

Course Content

Calendar


Get Help



## Course Overview

Start Here


**Meet Your Instructor**



**This section is required.** Use this section to tell students about yourself. Including a recent photo is highly recommended.

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**Navigating the Course**



**This section is required.** Use this area to provide explicit instructions on how the Blackboard site is structured so students can easily navigate.

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**Syllabus**

**This section is required.** Please add your syllabus here. A pdf file is recommended, as students' word processors vary but virtually all computers today come with Adobe Reader pre-installed. Within the syllabus, provide an easy to follow table with dates and corresponding activities and assignments. Also include objectives, policies, and evaluation methods. Investing time creating an easy to follow roadmap at the beginning of a course will reduce the number of routine questions that you must answer and will reduce your students' anxiety. To learn more about writing an effective hybrid syllabus refer to the Faculty Resources section of this course or [click here](#).

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**COURSE OVERVIEW**

**This section is required.** In a hybrid course it's essential to provide a **Course Overview** containing a Course Description, Course Objectives, and Course Outcomes. This helps prepare students for what lies ahead. Some prompts are provided in each section but you should write what makes sense for your course.

**Course Description**  
This course focuses on ...

**Course Goals**


1. To provide ...
2. To examine ...
3. To analyze ...

**Course Objectives**

1. Identify and describe ...
2. Compare and contrast ...
3. Analyze ...
4. Select appropriate ...

**Course Outcomes**  
Students will be able to complete the following:

1. Effectively articulate both verbally and in writing ...
2. Correctly identify the strengths and weakness of ...
3. Utilizing information provided by current and past research, students will be able to ...
4. Given a variety of scenarios, students will be able to ...

This document 

provides more details on writing quality course goals and objectives.

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**Netiquette**

**This section is required.**

Netiquette is a set of rules for behaving properly online. In cyberspace it is sometimes easy to forget that we are interacting with other real people. Communicating properly online includes, but is not limited to, the following rules:

- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting), as this can cause hurt feelings and decrease the chances of obtaining different points of view.
- Be sensitive to the fact that online participants represent a wide variety of different political and religious beliefs as well as cultural and linguistic backgrounds. Disagreeing is fine and even encouraged, but remember that college dictates rational discourse (using evidence and logic in your responses rather than personal attacks).
- Use good taste when composing your responses. Swearing and profanity should be avoided. Also, consider that slang can be misunderstood or misinterpreted.
- DON'T USE ALL CAPITAL LETTERS (some capitalized words are fine for emphasis), as this is considered "shouting." It can also be stressful on the reader's eyes.
- If you use an acronym, spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use proper spelling, grammar, and punctuation.

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**Textbook and Technology Requirements**

**This section is required.** In addition to your syllabus, you can present introductory information in additional ways:

**Textbook Information**  
You can search for textbook information. If the text is found, the information can be added for you automatically. This 2-minute [video](#) demonstrates the process of searching and automatically added textbook information.

**Required Technology**  
This section is required to be completed by the student before the start of the course. This section lists the required technology for a computer with internet access.

## Inside the Course Content

### Course Content ▾

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾



#### Week 1 - May 22 and 24

This week you'll learn about tools for creating interactive media, locating and using e-learning assets, and open educational resources (OER). You'll learn to use *Articulate Replay* to make screen recordings.



#### Week 2 - May 31 and June 2

Please note that because of the Memorial Day holiday, we will meet f2f on Wednesday and virtually on Friday.

This week, you'll learn how to create e-Learning modules with *Articulate Storyline 3* (the current version in Articulate 360).



#### Week 3 - June 5 and 7

This week, you'll use the familiar *PowerPoint* interface to and create an interactive e-Learning module with an embedded quiz using *Articulate Presenter 360* and *Quizmaker 360*.



#### Week 4 - June 12 and 14

This week you'll learn how to edit audio files using *Audacity* and *Garage Band*.



#### Week 5 - June 19 and 21

This week, you'll be taking a deeper dive into *Articulate Storyline 360*.



#### Week 6 - June 26 and 28

This week there will be an e-learning competition and potluck with invited judges. Students will compete for prizes and recognition on the CTL website!



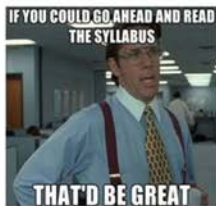


## Inside the Weekly folder

### Week 1 Learning Activities

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

#### BEFORE coming to class



In preparation for today's class, read the [syllabus](#)

in its entirety. Make sure you understand what's required to succeed in the course, including the time commitment and policies. After reading the syllabus, if you have any questions, write them down and bring them to class. By the end of the first f2f class, all expectations for the entire course should be clear. It's your responsibility to keep asking questions until everything is crystal clear in your mind. Although the work load is considerable in a condensed course, understanding all expectations from the start helps to lessen anxiety.

#### First day of class



We won't really have a quiz on the first day of class but we will cover a great deal during these first 4+ hours of class. If you're envisioning coming in, listening to me cover the syllabus, and leaving, you'll be seriously disappointed. We will utilize the [full class period, every week](#) to cover new material. It's the only way we can cover an entire semester's worth of work in only 6 weeks.

The good news is the software we'll be utilizing each class period is fun to learn and the hours will fly by. In addition, you'll be learning to use the software that instructional designers utilize in companies and schools all over the world, which means learning to use these tools effectively will significantly increase your marketability.

I encourage you to bring food and drinks to class. You'll need it to stay focused and energized. Just be considerate and don't bring messy, noisy, or smelly food. Please only bring drinks with with screwed on caps or lids.

#### Universal Design



Universal design (UD) is a concept that should be clearly understood and practiced by all instructional designers (IDs). Simply put UD refers to "the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design."—*Center for Universal Design, North Carolina State University, Ron Mace*

When creating instructional materials, IDs should always include elements that make the materials accessible. This includes, but is not limited to, closed captioning for videos, descriptions for images, and accessible hyperlinks. Creating accessible instructional materials are not only best practice, it's also the law. "The ADA and its predecessor, Section 504 of the Rehabilitation Act, along with a number of other earlier federal laws and regulations, lay the legal groundwork for architectural and design accessibility requirements. The requirements are now captured in the [2010 Standards for Accessible Design](#) issued by the U.S. Department of Justice, and complemented by the work of the [U.S. Access Board](#)"



# Ask for Feedback





**Now you can have...  
More Happy Hours!!**



# Questions

