

Designing Computer-Based Training (CBT)

UNIVERSITY OF WISCONSIN - STOUT



Course Syllabus

Instructors

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Description

Just-in-time, scenario-based modular development; user interface design; visual design; usability testing; and execution of common instructional strategies employed in self-paced products. Research, trends and standards in computer-based training; development of reusable learning objects using multimedia software.

Required Textbook

You will use chapters from the *Instructional Strategies* course textbook:
Horton, William. (2011). *E-Learning by Design* (2nd ed.). Pfeiffer. ISBN: 978-0470900024

Additional recommended web-based articles will be available via the course modules.

Software

The different software tools will be explored together as a class about half-way through the course. We will research options and discuss various software pros and cons. Also, a free web-based tool is used for practice in the beginning modules, and some participants continue to use it for their final project.

No specific software is mandated for your final project. After you research various tools, you will select your tool of choice and get hands-on experience at that time. Most tools offer a free 30 day trial period. Do not download any software yet, because that will prevent you from using it during the last four weeks of the course if the 30-day free trial has expired.

University Email

Checking your university email daily is recommended.

Mobile Phone Access to Your Email

You may configure your mobile device to receive your university email automatically. Directions are provided at <https://kb.uwstout.edu/page.php?id=56145>.

Click on the appropriate link for directions that match your device.

If you need assistance, please call 715-232-5000.

Learning Outcomes

Upon completion of the course, students will be able to:

1. Apply the systematic process of instructional design to develop a SCORM compliant reusable learning object.
2. Compare and contrast varying instructional strategies for CBT and select the appropriate strategy for the learning requirements.
3. Apply principles of interface design and usability testing to CBT design.
4. Summarize advantages and disadvantages of designing instruction for reusability.
5. Apply the components and instructional theories of well-designed CBT when creating self-paced learning products.
6. Articulate factors involved with designing, developing, and implementing assessments in CBT.
7. Organize and sequence content for tutorials by flowcharting a branching scenario for remediation.
8. Analyze how to repurpose content for different audiences, contexts, and delivery media.

Each participant will determine the type of CBT project most useful, such as a new employee orientation, a job aid, a new K-12 or college unit, or a component of a compliance training course.

Instructor-Student Communication

The primary methods for communicating with students will be via...

- **Course News**
Updates, instructions, advice and tips will be posted in the Course News. Remember to check it each time you login to your course. Please log in at least four times a week.
- **Discussion**
Check the discussion board posts and responses regularly and remember that your level of discussion board participation and your discussion summary will be factored into your grade.
- **Your UW-Stout Email account**
Check the university email at least every other day. Daily is better. No course communication will be sent to your home/work personal email accounts.
- **Conference call**
Periodic live, synchronous sessions. Your instructor will announce them during class.

As we complete each activity, you are encouraged to share your discoveries and successes with other participants and collaborate during team problem solving. Participants may share drafts of works-in-progress for peer feedback and discuss ideas and suggestions before submitting the final project.

Each participant brings unique needs and resources to the group. Our sharing will provide a broader base of experience as we discover the solutions to each other's design needs and challenges.

Since our diverse groups are usually in many different time zones feel free to use the following aids to determine what time it is in your classmates' countries and/or cities. This will help when setting up real-time chats with your learning partner during collaborative projects.

[The World Clock - Time Zones](#)

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Course Discussion Board

Several of the course activities will occur in the discussion board, so it is important that you check it regularly. You will also submit selected assignments to the discussion board.

Perhaps its most vital use, however, is the exchange of ideas that can occur among class participants. You will be able to communicate with everyone in the class through your postings to the discussion board. Communicate with each other frequently and freely.

Please take a moment to read the [Student Expectations and Responsibilities](#) as well as the [Discussion Board Etiquette](#) page. The discussion rubric is linked below under the "Rubrics" heading.

Citations

No more than 10% of a discussion posting or paper may be directly quoted.

How to document direct quotations in a discussion posting or papers: [Purdue Online](#)

[Writing Lab \(OWL\)](#)

See: "short quotations" and "long quotations" and "summary or paraphrase."

Self-Reflection

You will engage in self-reflection activities throughout this course. Some examples of self-reflection activities include a survey at the end of module 1, classroom discussions, and a reflection for your portfolio project (see the portfolio [self-reflection rubric](#)).

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Evaluation

Your grade will be based on:

Introduction = 1%
Survey = P/F
2 Mastery Exercises (RLOs) = 1%
2 Discussions = 8%
6 Critical thinking activities = 65%
Usability test partner feedback = P/F
ePortfolio assignment = 25%

Grading Scale

A = 94-100 %
A- = 91-93
B+ = 88-90
B = 84-87
B- = 81-83
C+ = 78-80
C = 74-77

Work below 74% is unacceptable at the graduate-level and will result in a grade of F.

Each course is the prerequisite for the next course. Successful completion with a GPA of 3.0 or higher in each course within the certificate sequence is required for registration in the next class.

<http://www.uwstout.edu/soe/profdev/instructionaldesigncert.cfm#curriculum>

Rubrics

Your CBT project will be evaluated on your demonstration of standards listed on the [rubric](#). The final project will also include a reflection component which has its own [rubric](#).

Evaluation of your discussion board participation is cumulative and subjective based on notes that the instructor records each week. Please visit the [discussion rubric](#).

Reflections will be evaluated for clarity and your understanding of the course readings and activities. Any time that you want to ask about your progress, send a message directly to your instructor.

Late Policy

This is a graduate-level class, and it is expected that all students will submit work on time. Prompt submission of assignments for assessment allows the instructor to provide guidance and timely feedback. Due dates for each module are published on the course calendar at the start of the class. Work turned in by midnight on the due date will be considered on time and will receive full credit.

Any work submitted after the due date will lose one level on the rubric. In other words, work which would have been Proficient will be graded as Basic. Work more than seven days late will not be accepted.

However, it is understood that emergencies do arise and the late policy can be waived at the instructor's discretion in case of an emergency. Emergencies are defined as anything which is serious and unexpected. Emergencies cannot be written on the calendar in advance. Examples of emergencies are heart attacks, car accidents, serious health crises of the student or in the student's immediate family. Examples of non-emergencies are family weddings, vacations, or any other event which can be planned around.

Excused Makeup Work - If a late submission has been requested and approved in advance of the due date, there will be no deduction of points from the assignment grade. Send an email to the instructor requesting an extension and to discuss an alternate due date.

Incomplete Policy

Assignment of an Incomplete "I" grade requires a written agreement between the instructor and student specifying the time and manner in which the student will complete the course requirements

Incompletes should be requested or granted for extenuating circumstances that are:

- Beyond the student's control and/or
- Could not have been anticipated early enough in the semester to warrant a withdrawal

Incompletes will not be granted for:

- Personal convenience
- Student attended only a few or no class sessions
- Student is busy with requirements for other courses or work
- Student believes they can get a better grade with additional time

Please see the University policy at [University Grading System and Incomplete Grade Policy](#)

What are the minimum technology requirements?

Complete the system checkup on this website, <https://uwstout.courses.wisconsin.edu/> by clicking on the link that says: **Check**

your system.

Review the list of compatible/recommended browsers and software programs for Learn@UW-Stout at the [Online Help Desk](#).

If you have any questions about these preferences, please call one of the numbers listed below and indicate that you are a UW-Stout student needing help with Learn@UW-Stout. Help is available seven days a week.

- 1-888-435-7589 select option 3
- **or**
- 1-608-264-4357 select option 3

Take a few minutes to review the [Frequently Asked Questions](#) (FAQs).

Additional Important Notes on Technology:

- Please be advised that since this course has a greater focus upon Web content development technologies than do previous courses within this program, having access to a well-functioning, reasonably up-to-date computer with a reliable, high-speed Internet connection will help you to be more successful.
- While this course emphasizes instructional design principles over specific tool use, your final project will involve designing and developing a unit of computer-based training content utilizing a software authoring tool. Although suggestions and recommendations will be offered, it will be your choice as to which tool to use. However, please do not worry about that choice now as you will have ample time to evaluate and select the software.
- Please note that it will NOT be necessary to purchase the software authoring tool provided that you WAIT until the indicated time (half-way thru the course) to download a trial version. Then you will have sufficient time to develop your project within your chosen tool's free, 30-day evaluation period.
- Also, please be advised that the majority of software tools which you will be evaluating and/or using for your final course project are Windows-based. While a few will run natively on MAC OSX, Mac users will be somewhat limited unless they have software to run Windows in emulation (*for example, Parallels Desktop for Mac or VMware Fusion for Mac*).
- It is generally recommended to have more than one Web browser (e.g. Internet Explorer, Google Chrome, or Mozilla Firefox, or Safari) installed on your computer, even if you usually use only one. This can be advantageous not only for accessing your course when browser-specific problems arise, but also for testing the online content which you author for your assignments.

Academic Honesty and Misconduct

Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions. The disciplinary procedures can be found on the [Student Academic Misconduct/Academic Discipline Procedure](#) website.

Student Services

Accessibility

UW-Stout strives for an inclusive learning environment. If you anticipate or experience any barriers related to the format or requirements of this course please contact the instructor to discuss ways to ensure full access.

If you determine that additional disability-related accommodations are necessary please contact the Disability Services office for assistance 715-232-2995 or contact the staff via email at [Disability Services](#).

Library Services

You may need to access UW - Stout's Library Services and can do this at <http://www.uwstout.edu/lib/> In addition to traditional and online services, the library maintains many helpful videos on searching and use of the tools for research.

Problems with Email

Technology Help Desk

For any problems with a username or password and logging in to Access Stout to view tuition billing or final grades please submit a Help Desk Ticket at <https://helpdesk.uwstout.edu/helpdesk/selfserv/selfserv.aspx>

~ OR ~

Call 715-232-5000. Hours for the Help Desk:
<https://kb.uwstout.edu/page.php?id=46447>

eTextbook Technical Support

- Available 8 AM- 4:30 PM CST Monday-Friday
- Phone: (715) 232-5474
- Email: etexthelp@uwstout.edu

Learn@UW-Stout (D2L)

If you have any questions about the learning management system, please call one of the numbers listed below and indicate that you are a UW-Stout student needing help with Learn@UW-Stout. Help is available seven days a week.

- 1-888-435-7589 select option 3
- or
- 1-608-264-4357 select option 3

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