

ICT 415  
Technology Training and Instructional Strategies

**Instructor:** Dr. Kari Benguria  
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**Office hours:** By appointment

### **Course Description**

Using technology in workplace settings requires an understanding of the relevant instructional strategies as well as an understanding of how technology supports learning in a specific IT context. In this course, students will gain a better awareness of what is needed to develop instructional experiences for adult populations. Students will explore how to use specific instructional strategies to learn, assess, and develop content to meet the needs of organizations seeking to train those in the workforce.

### **Student Learning Outcomes**

By the end of this course, students should be able to:

1. Identify effective instructional design strategies that apply to workplace development
2. Understand training needs in various IT environments
3. Evaluate existing technology applications for adult learners
4. Apply appropriate instructional strategies when creating materials for adult populations
5. Design instructional experiences that will lead to learning using various activities and resources

### **Required Materials**

All readings available online or through Canvas.

### **Description of Course Activities and Assignments**

ICT 415 is a multimodal course that requires you to use various computer applications such as those provided free by the university or accessed free online to complete assignments. The instructor will suggest tools to use, and the Media Depot and Presentation U! at the Hub @ WT's (<http://libraries.uky.edu/hub>) are also great resources to use when constructing your assignments. UK's Information Technology Customer Service Center at <http://www.uky.edu/its/> or 859-218-HELP is a great resource as well.

### **Course Assignments**

- 1 introduction video (10 points)
- 1 thumbnail Canvas picture (5 points)
- 10 activity posts (100 points total)
- 3 assessment papers (30-40 points each)
- 1 storyboard (40 points)
- 2 peer reviews (10 points each)
- 1 module prototype and reflection (100 points)
- 1 video presentation (50 points)

### **Summary Description of Course Assignments**

Assignment descriptions are listed below in the Assignment Descriptions section of the syllabus. Please contact the instructor if you are a graduate student for additional work.

## **Course Grading**

Grading scale for undergraduates:

- 90 – 100% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- Below 60% = E

Grading scale for graduate students (no D for Grad Students):

- 90-100% = A
- 80 – 89% = B
- 70 – 79% = C
- Below 70%= E

## **Final Exam Information**

There is no final exam for this course.

## **Mid-term Grade**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

## **Submission of Assignments**

All assignments will be submitted on Canvas in a .doc file, .docx file, video file, or unlisted YouTube link. All assignments must include student's name, instructor, the course, and the date.

When submitting assignments on Canvas, students must follow naming conventions on assignment instructions. Students are responsible for keeping back-up copies of all work since electronic texts can be lost. All assignments must be written in Standard English with correct grammar, spelling, and punctuation. Assignments are to be completed solely by the individual.

## **Attendance Policy**

This course is an asynchronous online course, meaning that students will not be required to attend class or be online at a specific time. Keep in mind there is a strong correlation between course participation and grades, and let me know if there are extenuating circumstances that impact your full participation.

## **Excused Absences**

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

In situations where a student's total EXCUSED absences exceed 1/5 (or 20%) of the class periods scheduled for the semester, students are strongly encouraged to withdraw (take a "W") from the class as per university policy. If a student has excused absences in excess of one-fifth of the class contact hours for

that course, the student shall have the right to receive a 'W', or the Instructor of Record may award an 'I' for the course if the student declines to receive a 'W.'

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

### **Academic Integrity**

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

*Senate Rules 6.3.1* (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and

phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **Accommodations due to disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

### **Non-Discrimination Statement and Title IX Information**

The University of Kentucky faculty are committed to supporting students and upholding the University's non-discrimination policy.

Discrimination is prohibited at UK. If you experience an incident of discrimination we encourage you to report it to Institutional Equity & Equal Opportunity (IEEO) Office, 13 Main Building, (859) 257-8927.

### **Acts of Sex- and Gender-Based Discrimination or Interpersonal Violence**

If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, the Violence Intervention and Prevention (VIP) program (Frazee Hall – Lower Level; <http://www.uky.edu/StudentAffairs/VIPCenter/>), the Counseling Center (106 Frazee Hall, <http://www.uky.edu/StudentAffairs/Counseling/>), and the University Health Services (<http://ukhealthcare.uky.edu/uhs/student-health/>) are confidential resources on campus.

## Course Schedule

Week	Focus	Due Dates and Readings All readings available on Canvas
<b>Week 1</b> Jan 10	Introduction	<ul style="list-style-type: none"> <li>• How adults learn</li> <li>• Overviewing the design process</li> </ul>
<b>Week 2</b> Jan 16	The training process	<ul style="list-style-type: none"> <li>• <b>Video introduction due</b></li> <li>• <b>Canvas picture due</b></li> <li>• TPACK reading</li> <li>• ADDIE model</li> <li>• Backward design</li> </ul>
<b>Week 3</b> Jan 23	Needs assessments:	<ul style="list-style-type: none"> <li>• <b>Application post (AP) #1 due</b></li> <li>• Technology needs assessment process</li> <li>• Types of learning environments for adults</li> </ul>
<b>Week 4</b> Jan 30	Self-directed learning strategies and tools	<ul style="list-style-type: none"> <li>• <b>Needs assessment case study due</b></li> <li>• <b>AP #2 due</b></li> <li>• Andragogy and self-directed learning</li> </ul>
<b>Week 5</b> Feb 6	Collaborative learning strategies and tools	<ul style="list-style-type: none"> <li>• <b>AP #3 due</b></li> <li>• Collaboration tips and tricks</li> </ul>
<b>Week 6</b> Feb 13	Technology frameworks	<ul style="list-style-type: none"> <li>• <b>Gamification assignment due</b></li> <li>• <b>AP #4 due</b></li> <li>• Learning management systems</li> <li>• <a href="#">The Triple E framework</a></li> </ul>
<b>Week 7</b> Feb 20	User interfaces and universal design	<ul style="list-style-type: none"> <li>• <b>AP #5 due</b></li> <li>• The keys to effective GUIs</li> <li>• Global English</li> <li>• UDL learning guidelines</li> </ul>
<b>Week 8</b> Feb 27	Visuals	<ul style="list-style-type: none"> <li>• <b>AP #6 due</b></li> <li>• The keys to effective web design</li> <li>• <a href="#">Overview of website copyright law</a></li> </ul>
<b>Week 9</b> March 6	E-learning ethics	<ul style="list-style-type: none"> <li>• <b>Module analysis due</b></li> <li>• <b>AP #7 due</b></li> <li>• <a href="#">The ethics of big data</a></li> </ul>
<b>Week 10</b> March 13	Spring break	
<b>Week 11</b> March 20	Working with content	<ul style="list-style-type: none"> <li>• <b>AP #8 due</b></li> <li>• <a href="#">The 3 Ps of preparation</a></li> </ul>
<b>Week 12</b> March 27	Evaluation strategies	<ul style="list-style-type: none"> <li>• <b>Design proposal presentation and infographic due</b></li> <li>• <b>AP #9 due</b></li> <li>• The Kirkpatrick Model</li> <li>• Designing effective assessment questions</li> </ul>
<b>Week 13</b> April 3	Storyboards and prototypes	<ul style="list-style-type: none"> <li>• <b>AP #10 due</b></li> <li>• Prototypes in the design process</li> </ul>
<b>Week 14</b> April 10	The future of training	<ul style="list-style-type: none"> <li>• <b>Module storyboard due</b></li> <li>• <b>Peer review 1 due Thursday</b></li> <li>• The internet of things</li> </ul>
<b>Week 15</b> April 17	Peer review/Work week	<ul style="list-style-type: none"> <li>• <b>Peer review 2 due Thursday</b></li> </ul>
<b>Week 16</b> April 24	Final week	<ul style="list-style-type: none"> <li>• <b>Module prototype, self-reflection, and video presentation due April 27</b></li> </ul>

## Assignment Descriptions

### **Introduction video (15 points)**

Create a 1-2 minute video introducing yourself to the class. Tell us your name, major, year at the university, and something unique about yourself (yes, it's one of those prompts). Additionally, tell us how you think you learn best and why as well as what you hope to learn in this class. This will help me tailor my examples and focus on your needs throughout the course.

### **Picture thumbnail on Canvas (5 points)**

Post your picture to Canvas so your classmates will be able to see your picture when you post in discussions.

### **Needs assessment (30 points)**

It is important to understand the training needs of many different types of organizations. Therefore, you will complete a needs assessment from a case study your instructor will provide.

### **Gamification creation and review (50 points)**

You will create a self-directed virtual game as well as a collaborative virtual game using apps on a list provided by your instructor. Then, you will review each game platform's benefits and drawbacks for adult learners.

### **Module analysis (40 points)**

You will examine a current training module and analyze its effectiveness and potential impact on adult learners using what you have learned about instructional strategies, technology tools, and accessibility needs.

### **Design proposal presentation and infographic (50 points)**

You will submit a 2-3 minute video where you discuss your project using an infographic you create that illustrates the training need, population, and broad objective(s) of your course as if you were proposing this online course to investors.

### **Module storyboard (40 points)**

You will submit a storyboard detailing the components of your proposed training module. This storyboard will be peer reviewed and subject to change.

### **Peer review (10 points each)**

You will review two of your classmates' projects along the design process and provide feedback to help them improve their projects.

### **Module prototype and reflection (100 points)**

Using the LMS shell provided by your instructor, you will submit a module prototype designed to train adult learners on the task outlined in your instructional design proposal. You will also submit a document that details your design in a module map and explains why you made the choices you did.

### **Virtual presentation (50 points)**

You will prepare a video presentation as if you were proposing your training module to a professional organization. Your presentation should include a module map, a complete walk-through of your module, and a project delivery timeline. You only need to appear on screen at the beginning and end of the video.

### **Application posts (100 points)**

You will be given a series of minor activities to complete throughout the semester. These may come in the form of discussion posts, short videos, or small projects related to the course material that week. The posts will be due Thursdays at midnight, and you must respond to at least two of your classmates by Sunday at midnight unless otherwise noted.

**Total: 500 points**