

# HRE 472 – Learning Technologies

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## Course Description

This course aims to develop learners' skills in identifying, selecting, justifying the implementation of learning technologies in the overall learning environment design process. The course requires learners to align learning theories, instructional system design models, existing learning technologies, and the learning environment design blueprint together thus to solve organizational problems (e.g., lagging performance). The technical requirement for this course is minimal (i.e., basic Microsoft Office applications).

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## Course Objectives

After completing the course, the learner will be able to:

- Design learning technology solutions based on proven learning theories (i.e., Cognitive Load Theory) and instructional system design model (i.e., 4C/ID-model)
- Identify suitable learning technologies for problem-solving tasks
- Design blended learning environments with applications of existing learning technologies
- Justify the selection of learning technologies according to sound theoretical frameworks and practical applications in solving organizational problems.

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## Course Content

1. What is design? What is technology?
2. History of Instructional Technology
3. Learning Theories and Instructional System Design Models
  - a. Cognitive Load Theory
  - b. 4C/ID-model for designing complex learning environment
4. Existing Learning Technologies
  - a. Purposes of learning technologies
  - b. Learning Technologies and Learning Environments
5. Case Studies
6. Development of presentable/fundable deliverables (e.g., conference proposals and grant proposals)

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## Grading Criteria

All interim and final deliverables have due dates. Failure to meet deadlines results in a reduction on the assignment points.

Assignments	Frequency (# of submission/module)	Points/submission
Weekly Online Discussion	8	5
Case Study Analysis	5	12
Final Deliverable (Paper)	1	50
Final Deliverable (Presentation)	1	20
<b>Total Points</b>	-	<b>170</b>

### Weekly Online Discussion

Students are required to work in groups of (four or five) assigned by the instructor, to participate in weekly online discussions by responding to instructor's questions. Each group should designate a "discussion facilitator" every week to manage the group's weekly posting. The discussion responses will be posted as groups, not individuals. Individuals, however, are welcome to address other groups' responses via constructive feedback. Each group will receive one grade upon the completion of weekly discussion assignment.

### Case Study

Students are required to submit a full analysis report for each assigned case. The purpose of this assignment is to help students integrate the readings into authentic problem-solving situations..

### Final Moodle Design Document

The final deliverable of this course is a *Moodle Design Document*. The design document should include all identified design stages listed in the Milestones. Students will demonstrate their knowledge on learning theories and incorporate it into practical instructional design tasks for developing learning environments enhanced by effective learning technologies.

### Final Moodle Module

Final Moodle module is the embodiment of the Moodle Design Document. Students are required to develop an online Moodle instructional module based on the design document by incorporating available learning technologies in the Moodle environment.

### **Grading Scale**

A = 90% or higher of total points

B = 80% - 89% of total points

C = 70% - 79% of total points

F = 69.99% and below

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## **Attendance and Participation**

This is a graduate level course so students are expected to participate fully in all class activities.

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## **Other Notes**

All students, but especially those in education, should aspire to high standards of academic honesty. Students are expected to do original work, to do their own work except for group projects, and to properly reference sources when using information from others. Any single instance of academic dishonesty will result in failure of the course.

Assignments should be submitted only via **Moodle** for grading. Always keep a backup of your work on another disk so that you can work on another assignment while one is being graded and to have as a backup in the event of the loss or failure. Don't get stuck losing your assignment because you failed to keep a backup!

This class is accessible to all qualified UIUC students who wish to take it and who meet pre-requisites. If you require special accommodations for participation in the course, please consult with the course instructor as soon as possible.

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