Week One Assignment 1 Research & Planning

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What is a Learning Object?

A learning object is a component used in the presentation of computer and online based educational materials. This object oriented model, which is typical within computer science, values the use of components called objects that can be used again within multiple online educational settings and environments (Wiley, 2002).

The primary idea behind a learning object is that it is a relatively small valuable educational component that can be used by an instructional designer in a variety of similar but often completely distinct scenarios and contexts. The component would typically be delivered within an online environment and can be utilized by multiple users at the same time (Wiley, 2002). This is different from traditional physical educational materials such as an overhead presentation or educational film presented via DVD or video. These materials will exist at one place and at one time for a limited audience. The Learning Technology Standards Committee (LOM, 2000) gives the following examples of Learning Objects: "multimedia content, instructional content, learning objectives, instructional software and software tools, and persons, organizations, or events referenced during technology supported learning."

Although there will obviously be a significant amount of variety when it comes to the structure of a learning object, they should all have some of the same core components. Marisa Keramida (2015) identifies the following as core components of a well-designed learning object:

Title – This should be used to grab the attention of the learner and invoke an enthusiasm.

Learning Objective to be Covered – this is crucial since it is vital that a student understand what the focus of the learning object will be, especially in relation to how it applies to the rest of the course.

Overview of eLearning activities – this will provide the learners with a synopsis of precisely what material will be covered in the learning object, as well as giving examples and presenting theory.

eLearning Content – this portion will compose the actual content the learner will need to master to complete the learning object.

Meta Data - This portion has little to do with the learner and more to do with the organizational needs to the designer. It will enable the designer to easily identify the type of learning object it is and retrieve it for future use.

Needs Analysis Summary

In the current version of the Blackboard training program, participants are presented with a variety of learning materials relating to the navigation and management of an online course. The training program presents a variety of learning objects broken up according certain areas of focus from preparing an online course prior to student participation, engaging and communicating with students, and finally assessing student performance.

Upon completion of the Blackboard training, faculty members are expected to be able to teach a full online course and make use of all core features within the course with little to no external assistance. It is expected that faculty will be able to recall the knowledge gained from their training, as well as having continuous access to the online training in cases where a refresher is necessary. Faculty should be able to ensure that their course grade center is set up properly and that their existing points match the course outline. If there are discrepancies, they should have enough functional understanding to resolve the issue themselves or be able to adequately describe what the problem is to online faculty support.

When determining areas where faculty may need additional assistance, Faculty Concierge will generally review survey results as well as analyzing the data from all incoming requests for assistance. It was determined that one of the larger areas of concern was the use of the Blackboard Grade Center. Faculty listed the Grade Center as an area they would like additional training in and it was determined that a significant number of incoming communications centered on difficulties using these tools.

Target Audience

The target audience for this four week course and learning object are new incoming faculty that intend on teaching online courses at National University using the Blackboard learning management system (LMS). There will be no distinction between adjuncts, fulltime faculty, course lead faculty, or department heads. All online faculty members will have advanced university degrees, with most of them having a PhD. All faculty members are currently required to take a Blackboard Faculty Foundations course that goes over all of the procedural and technical elements present in the Blackboard LMS. This training course will be a newly developed overhaul of the aforementioned training program.

Objective Analysis Summary

Performance Objectives

- The faculty training participant, when presented with a simulated grade center/Discussion Board error (add specifics), will be able to identify an appropriate resolution for the error, with 100% accuracy.

- The faculty training participant, when presented with a grade center/course outline point discrepancy in a simulated course, will be able to identify where the inconsistencies exist and update the appropriate grade center columns, with 100% accuracy.
- The faculty training participant, when provided with a simulated online course, will be able to demonstrate the ability to manipulate grade center columns, with 100% accuracy.

Lesson Objectives – These objectives enable the designer to put emphasis on the activities within the lesson that lead to completing the terminal objectives (Lee, 2004).

- When given access to a simulated online course, the faculty member will correctly identify and resolve any discussion board grading errors.
- When given access to a simulated online course, the faculty member will ensure that the grade center point values match the course outline.
- When given access to a simulated online course, the faculty member will be able to manipulate grade center columns within Column Organization.

Terminal Objectives – these are the objectives that the participant is expected to be capable of demonstrating once the training has concluded and they return to the workplace (Lee, 2004).

- When you are granted access to your active online course, you will be fully capable of correctly identifying and resolving any errors that occur while grading student submissions.
- When you are granted access to an active online course, you will be able to ensure that the grade center point values match your active online course outline
- When you are given access to an active online course, the you will be able to manipulate the grade center columns

References

Lee, W. W., & Owens, D. L. (2004). *Multimedia-based instructional design: computer-based*

training, web-based training, distance broadcast training, performance-based solutions.

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LOM. (2000). LOM working draft v4.1 [online]. Available:

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Wiley, D. A. (2002). *The instructional use of learning objects*(Vol. 1). Bloomington, IN: Agency

for instructional technology.

Comment Summary

Page 1
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Page 2
    2. comma

Page 3
    3. "to" missing

Page 4
    4. analyze