Last Updated: September 23, 2025

# IT743XI Tool Learning Management & Content Authoring
# (3 credits) Fall 2025



**Instructor**: Kris Watterson, MS-IDT - kwatters@emporia.edu

**Office:** Remote

**Office Hours:** Schedule appointments through bookings: Book time with Kris Watterson. Other times available as needed, but will need to be scheduled through email.

**Important Note:** This fall class runs from 8/18 to 12/5 over 15 weeks. On average, you will have more workload per week than in a regular 15-week class due to the development aspect as you are learning software and applying instructional design practices. Please be prepared for the workload and manage your time well. Do not hesitate to communicate with me as needed.

**Technical Support:** For items supported by the university, please use the following contact information: ESU HelpDesk: 620-341-5555 or 877-341-5555 or Email: helpdesk@emporia.edu. Please contact me (kwatters@emporia.edu) with any other problems.

**Disclaimer:** This syllabus is subject to change in part at the discretion of the instructor in accordance with the policies and guidelines set by Emporia State University.

**Course Overview**

3 Credit Hours: The primary focus of the class is the application of instructional design principles to the development of eLearning modules using a variety of development tools. This course provides an overview of using development tools, including Articulate Storyline and Rise, Vyond, and Canvas. Upon successful completion of the course, students will demonstrate skills which will assist them in becoming professional educators who are critical thinkers, creative planners, and effective practitioners. Students will develop portfolio videos for each project and

host them on their own website. This portfolio can be a key component of their resume presentation and pursuing instructional design jobs in the future.

**MS in Instructional Design and Technology Program Learning Objectives**

1. Select and use technological resources and processes to support student learning, and assess and evaluate the effective integration of appropriate technologies and instructional materials.
2. Demonstrate knowledge of computer usage for problem solving, data collection, information management, communications, presentations, and decision--making utilizing multimedia, hypermedia and telecommunications.
3. Implement appropriate educational technologies and processes based on appropriate content pedagogy to improve learning and performance outcomes, and demonstrate an inquiry process that assesses the adequacy of learning and evaluates the instruction and implementation of educational technologies and processes grounded in reflective practice.
4. Design and select media, technology, and processes that emphasize the diversity of our society as a multicultural community.
5. Design and develop instructional materials and learning environments that integrate computing and technology using a variety of systems approaches, and use multiple assessment strategies to collect data for informing decisions to improve the learning environment.
6. Foster a learning community that empowers learners with diverse backgrounds, characteristics, and abilities and that uses a variety of student grouping strategies to facilitate collaborative learning.
7. Demonstrate ethical behaviors in practice using accepted professional and institutional guidelines and procedures during their work and in consideration of the diversity of learners.
8. Design and implement technology-supported learning, assessment and evaluation plans that align with learning goals and instructional activities based on systematic analysis and reflections.
9. Possess functional knowledge of currently accepted principles of design and implementation as they relate to trends or careers in the field of instructional design and technology.
10. Apply current instructional principles, research findings, and appropriate assessment practices to the integration of computers and related technologies for improving learning and performance.
11. Demonstrate functional knowledge of theories and practices on multimedia, hypermedia, distance education and online learning to support instruction.

**Course Outcomes**

This course provides an overview of using eLearning development tools, including Articulate Rise and Storyline, Vyond, and Canvas. The course will utilize these specific development tools, introductory instructional design theory, introductory multimedia theory, adult learning best practices, and discuss section 508 and accessibility compliance. The course will utilize free trials of the software for developing the eLearning modules. The student will need to use something like Zoom or Snagit to record screen captures of their work in order to create portfolio videos.

Last Updated: September 23, 2025

Students may use a video editing software of their choice to accomplish these portfolio videos. Upon successful completion of the course, students will demonstrate skills, which will assist them in becoming professional educators who are critical thinkers, creative planners, and effective practitioners.

*By the end of this course, you will have a portfolio website demonstrating eLearning development skills using Articulate Rise & Storyline, Canvas, and Vyond.*

**By the end of the course, students will be able to:**
- Insert graphics, audio, and video in eLearning authoring applications
- Insert graphics, audio, and video in a web page
- Demonstrate knowledge of instructional design
- Discuss introductory themes related to Multimedia Theory, ADDIE model, 508 Compliance / Accessibility Standards, Adult Learning Theory
- Use design documents including needs analysis and storyboards to plan eLearning
- Discuss typical eLearning development processes
- Use basic functions of varied eLearning authoring applications

**Required Text**

In this course, all text, videos, and resources are included within the modules for you. I do have some book *recommendations* (below). These are not required but are great books for instructional designers and eLearning developers!

**Recommended Texts:**

- Greene, R. (2020). *Instructional story design: Develop stories that train*. ATD Press.
- Torrance, M. (2019). *Agile for instructional designers*. American Society for Training & Development.
- Horton, W. K. (2012). *E-learning by design*. Pfeiffer.
- Slade, T. (2020). *The elearning designer's handbook: A practical guide to the elearning development process for new eLearning designers*. Tim Slade.

**Recommended Software**

- It is recommended that you use Wix to create your web site to showcase the work you created for this class. It is possible to use other software to create your webpages, preferably a site that you keep updating throughout your graduate program and will be ready as your resume/portfolio.
- Adobe Photoshop and Illustrator are recommended for editing images and creating graphics. Other software can be used if you prefer.
- Adobe Auditions is recommended to edit sound. Some students use Audacity for this work. This is also a good sound editor, and it is free online.
- Adobe Premiere Pro, TechSmith's Camtasia, or Apple's iMovie are the most popular video editing applications, in order of preference, you will likely use one of these to create your portfolio videos for this class.
- Snagit, Zoom, or the screen capture features within Premiere Pro or Camtasia. You will need a tool to capture your screen to record walkthroughs of your elearning modules.
- VMware Fusion – if you are on a Mac, you will need this software in order to run Windows on a "virtual desktop" within your Mac. This allows you to download and install Articulate Storyline

which is a Windows-only app. If you're on a Windows device, you can run it normally.
- Development Software – We will use free trials of Articulate Rise and Storyline, Vyond, and Canvas within this class. Each corresponding module will contain instructions and expectations on how to use the software. Please don't start your free trial until told to do so. This course is timed according to the free trial lengths – you will need to get 2 free trials of Articulate (one for Rise and one for Storyline) so I have some options for email addresses to accomplish this. *Storyline does allow you to open existing documents under a new trial registration, so you won't lose your work on that one, but Vyond is only a 2 week trial, and you cannot edit your work after that expires. So, with Vyond, you'd have to start your work over within your new trial period if you needed more than one trial.*

**Course Calendar at a Glance**

This is an outline of the course topics and assignments. Please refer to Canvas for all course materials, instructions and expectations for the activities, and start dates and assignment due dates. It is strongly recommended to take initiatives and manage your work in advance, instead of waiting for the last minute—especially since this is a development-heavy class. You never know what you need to figure out until you're stuck! Get started early to give yourself plenty of time to troubleshoot, research, and find solutions. Reach out to your classmates and ask questions—maybe someone has already solved it and can assist! I am also a resource—please reach out with questions or schedule some time and we can share screens and troubleshoot.

| Module | Topic | Begin–End Dates | Assignments | Points |
|---|---|---|---|---|
| Module 1 (1 week) | Introduction | 8/18/25 – 8/24/25 | W1 Discussion (10) | 10 |
| Module 2 (1 week) | eLearning Development | 8/25/25 – 8/31/25 | W2 Discussion (10) <br> W2 Assignment – website URL (10) | 20 |
| Module 3 (4 weeks) | Canvas | 9/1/25 – 9/28/25 | W3 Discussion (10) <br> W3 Asgn – Needs Analysis (20) <br> W4/5 Discussion (10) <br> W6 Asgn – Portfolio Video (30) <br> W6 Discussion Peer Review (20) | 90 |
| Module 4 (2 weeks) | Rise | 9/29/25 – 10/12/25 | W7 Discussion (10) <br> W7 Asgn – Design Doc (20) <br> W8 Discussion Peer Review (20) <br> W8 Asgn – Link to Review360 (20) <br> W8 Asgn – Portfolio Video (30) | 100 |
| Module 5 (2 weeks) | Vyond | 10/13/25 – 10/26/25 | W9 Discussion (10) <br> W9 Asgn – Storyboard (20) <br> W10 Discussion Peer Review (20) <br> W10 Asgn – Portfolio Video (30) | 80 |
| Module 6 (4 weeks) | Articulate Storyline | 10/27/25 – 11/23/25 | W11 Discussion (10) <br> W11 Asgn – Design Doc (20) | 110 |

Last Updated: September 23, 2025

| | | | | |
|---|---|---|---|---|
| | | | W12/13 Discussion (10)<br>W14 Asgn – Link to Review360 (20)<br>W14 Asgn – Portfolio Video (30)<br>W14 Discussion Peer Review(20) | |
| Module 7 (1 week) | Final Portfolio | 12/1/25 – 12/5/25 | W15 Asgn – Link Finished Portfolio Website (30)<br>W15 Asgn – Portfolio Walkthrough Video (50)<br>W15 Discussion Peer Review (20) | 100 |
| **Total** | | | | **510** |

## Assignment Organization

In the table above, and in Canvas, assignments are numbered by the week they are due within the course, prefixed with a W (W stands for Week).

## Module Development Expectations and AI use

For each eLearning module you develop, you are expected to use your instructional design knowledge to curate content. While this course focuses on developing eLearning, you still need to have content on which to frame your module. Your content should be real and accurate (not made up or lorem ipsum placeholder text.) I recommend something you're interested in and know something about so it's easy to pull from your existing knowledge. I don't expect you to do a lot of research to pull content forward because I want you spending time actually building your module. Pick a topic you're comfortable with, perhaps something you have already researched and have some content on hand. Feel free to use AI to help you brainstorm and generate some ideas – **Don't simply copy the AI content** – use your brain. AI can help you pull some ideas together quickly but use your brain to make sure the content is accurate and correct. Typically, in the field, an eLearning developer or instructional designer works with a subject matter expert (SME) who provides the content. The developer/designer would then organize the content and develop the delivery. For this course, to focus more on development, do what you can to quickly curate and find existing content you can use in your modules. If you choose to use AI, be sure you **clearly cite** (APA format) how you used it and ensure that you are not simply copy/pasting the content over. You can use it to help you come up with ideas, but I don't want reliance on AI to supersede your own voice in the course or in your portfolio. The goal is to create portfolio-level work that represents you as a developer to showcases your skills and your professional voice in the field.

**I expect you (and your AI use) to be ethical and grounded in integrity.** Therefore, do not use AI to generate your discussion posts or responses. I'm only supporting the use of AI to help you quickly generate topical content, and ideas, but I want your module development to be your own work, your own voice.

**With the exeption of the Canvas module, each module you develop should be 5-10 minutes**

**of seat time for the learner**. No more than 10 minutes. (this means the learner can get through your whole module in less than 10 minutes). Typical eLearning modules average 15 minutes or less (my personal standard is 20 minutes is the absolute max and I try to stay in the 10-15 minute range). When you get into the field, your institution or employer may have standards of seat time. For this class, keep your module in the 5-10 minute range. (Less than 5 minutes becomes microlearning and that's a different topic).

**How to Succeed in Discussions**
To earn full points, make sure your first post shows real thought and connects to what we're learning (not just a quick response). Then, reply to at least two classmates with comments that go beyond "I agree"—add examples, ask questions, or offer another perspective. Post early in the week so others have time to engage with you and keep your tone respectful and professional.

**Grading**

The grade you earn for this course depends on the total number of points you earn throughout the semester. Get your work in on time. Late work is not accepted. However, extensions may be given if asked in advance.

**Grading Scale**

The final grade will be based on the following percentage scale.

| Percentage | Letter Grade |
|---|---|
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 83-86 | B |
| 80-82 | B- |
| 77-79 | C+ |
| 70-76 | C |
| 60-69 | D |
| 59 and below | F |

**Recommended Resource on APA:**

Purdue Online Writing Lab-APA Style

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

It would be good to begin working with APA style now when writing up manuscripts and citing references, so you will be prepared to use it on your final Master's Degree Project. More resources will be posted in Canvas on a module dedicated to APA style. You are also encouraged to work with a librarian from ESU or with your instructor.

Introduction to APA Academic Writer (directly from the American Psychological Association; one of the best resources we have for utilizing APA citation style effectively and managing APA references)

## Participation

The success of this class depends upon the participation of each student in the class. Each student is expected to complete and share each project assignment, as well as to critique and make suggestions for improving the work of others. For each module, every student will discuss problems and successes with design and development. Participation will count towards the Discussion Board grade.

## Discussions

For this course to be effective, everyone must be prepared to discuss the prompts assigned. Class discussions (online) will extend the ideas gained through your reading to applications in practice. This means that you must have read the assigned materials and reflected on the meaning within the content. Each student is responsible for providing at least two keywords or reflective items for discussions. Accordingly, students are expected to be proactive and interactive with their peers throughout the class session, including online discussions.

Participation/Discussion not only includes answering questions posted by your instructor but also includes responding and interacting with fellow students. Students are expected to participate in accordance with the rubric below. This same rubric is included in the Canvas system. Reading the Discussions is important. The individual responses are directed to other students' projects or comments based on any of the prompts that have been posted.

Both reading and commenting are equally important. A response to another student such as "*I liked your comment*" is **not** considered constructive nor a quality posting. Analysis and critique is the goal. (Please avoid pejorative language, focusing instead on constructive criticism that helps other students). The professor can view when individual students read comments and responded to comments in the Discussions. Also, the professor can view any discussions in the Groups function on Canvas. Discussions are much more informal than your assignments, but professionalism is encouraged. Your postings will not be graded for spelling, grammar, or APA Style; however, if you refer to a source you should provide the reference in APA style. The postings in the Discussions will be read by the professor and scored as per the rubric. A single response to the stated topic is basic (up to 5 pts). Multiple responses to other students' comments and ideas are expected. This scoring is highly *subjective* and relates directly to the *quality* of responses and somewhat to quantity of responses (minimum of two required). If no appropriate comments are made in a Required Discussion thread, no points will be awarded.

I will read all discussions. However, I will not respond to every discussion post. I tend to *lift up* key ideas and concepts, to comment on them in order to add to the *teaching and learning* in the course, and/or to *ask questions* to encourage critical thinking. Often, if the student responses cover what I want taught and learned, then I may not respond to a posting at all.

Last Updated: September 23, 2025

Unless otherwise specified by the instructor, click the title of the instructor's initial thread in order to participate in the discussion. Click **Reply** to the prompt and respond as appropriate. **Do not create a new thread** unless requested to do so.

### Late Assignments

All incoming email and work are dated by Canvas. However, you can adjust your time frame accordingly. Canvas accommodates time zone changes depending upon your location. You may send/post/comment any time prior to the due date and time. The deadline for assignments and postings is typically 11:59PM CST of the assigned deadline day. You should not wait until the last minute to submit your work due to potential technical problems. Give yourself plenty of time before the deadline. Also, this does not provide ample time for other students to respond to your Discussion posts. Please be on time.

It is your responsibility to participate in class and turn in assignments on time. In the case of an absence of any kind, excused or not, you need to turn in your work through Canvas. Only in a case of an emergency will late work be accepted. Documentation will be required in these cases. The student MUST consult the instructor and arrange to make up the work.

### Course Incompletes

If a student takes an Incomplete (I) in the course, the student's grade will be reduced by one grade level when the work is completed during the next semester. For example, an A grade will be reduced to a B grade. Incomplete work that is not finished by the end of the next semester automatically turns to an F (per the Registrar's Office). According to ESU policy, Incompletes can be authorized only in the direst of circumstances. Written documentation is required to form an agreement between the student and the instructor.

### Additional Comments

Technology failure, loss of work due to lack of saving, application failure, Internet outages, Internet provider problems, school network issues and outages, tournaments, holidays, camps, vacations, personal issues, and personal problems are **not** acceptable reasons for not completing assignments as an individual or working in groups.

There are only two exceptions to this statement.

[1] There is a problem with Emporia State University's delivery system, technology and/or servers. This rarely happens.

[2] You have a major unforeseen event in your life. Please contact the instructor.

Normally, a 3- credit hour course consists of 9 hours of work per week.

### Email

Students are required to use the Emporia State University Email system, but Canvas facilitates

adding additional Email accounts. There is an ESU dedicated Gmail server for student email. You can store files on your Google Drive account (30GB provided) or create a Dropbox account. Using these cloud resources facilitates the transfer of messages and course files.

## Instructor's Role

The instructor acts as the facilitator of the course. It is **not** an independent study or correspondence course where you are pretty much left on your own. Feedback: As stated previously, your instructor will read the Discussion posts. Selected comments will be made.

You may email me with concerns at any time. Usually, I look at my email at least once per day, except on the weekends and holidays (Saturday and Sunday). However, if I am traveling or at a conference, I may be unable to look at email each day, but I will communicate to the class in advance of such events. My email address is kwatters@emporia.edu. Please email me with specific questions, and do not rely on the Canvas comment section within each assignment solely. Please note that, messaging within Canvas will end up with our emails, but the comment under each assignment will probably get lost. Direct email is best.

In the subject area of your emails to me, always indicate IT743 as the first part of the subject. I receive numerous emails. By putting IT743 first in the subject line, your emails will receive prompt attention. So, your subject line might look like the following: IT743Assignment #1

If you are having problems on the course, put IT743 HELP in the subject line. I scan my incoming emails and look for these messages first when I check my email. So, if you need help, your subject line might look like the following: IT743 HELP

## Canvas Announcements

Generally, for very important information, I will post an Announcement on Canvas and send an Email. For Canvas Announcements, you may have to check daily or click on the tab for the week's announcements in order to view them.

Any daily announcement will show up on your course login page in the center of the page under the course number and title. Also, announcements tend to show up immediately upon entering your Canvas course.

## Student Academic Dishonesty Policy

Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The department chair should be advised of any action taken by the faculty regarding academic dishonesty. The faculty may consent to refer the case to other academic personnel for further action.

ESU may impose penalties for academic dishonesty up to and including expulsion. The student

has the right to appeal the charge of academic dishonesty in accordance with the university's Academic Appeals policy and procedure as set forth in section 9A-04 of the Faculty Handbook. It is important for students to practice different processes to demonstrate the acquisition of knowledge and skills necessary to succeed in the field of library and information science and/or instructional design and technology. The completion of different types of assignments, projects, and activities within different classes is essential to learning these processes. Therefore, work completed for a different class is not acceptable toward fulfillment of this class's requirements. (Refer to: Academic Affairs Academic Dishonesty Policy.)

**Drop/Add & Withdrawal**

Students who wish to change courses or withdraw should be aware of the appropriate dates. This information and much, much more can be found on ESU's syllabus attachment and schedule - http://www.emporia.edu/regist/enroll/syll.html

**Student Accommodations Statement**

Student Accessibility and Support Services (SASS) at Emporia State University (ESU) ensures that students with disabilities have full and equal access to the programs and services of ESU without discrimination. Any student who feels they may need academic accommodations or access to accommodations based on the impact of a documented disability should contact and register with SASS during the first week of class or as soon as possible after the diagnosis of a disability. SASS is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with SASS must obtain a new accommodation memo each semester. The SASS office is located in William Allen White Library, 2nd Floor (Office 209K) or phone 620-341-6637/Email SASS@emporia.edu. The SASS office website URL is http://www.emporia.edu/sass.

**ESU Land Acknowledgement Statement**

Emporia State University acknowledges that our campus resides on the homelands of several tribal nations, including the Kaw, Osage, Wyandotte, Pawnee, and Wichita peoples, among others. This statement serves as an educational opportunity for ESU and an invitation for community restorative action. If you are interested in supporting Indigenous sovereignty or if you have information about Emporia's ongoing Indigenous history, please contact the ESU Office of Diversity, Equity, and Inclusion.

**Title IX Statement**

The University regards inappropriate behavior, unfair treatment, or harassment of any individual to be inconsistent with its goals of providing an atmosphere in which students, faculty, staff, and administrators may safely learn, work, and live. All ESU staff and faculty, including myself, are responsible employees who are required by university policy to report incidents of discrimination or harassment that fall under Title IX, including sexual violence, sexual harassment, domestic violence, and stalking, to our Title IX Coordinator. You may also report discrimination and harassment that you experience or witness to report@emporia.edu or emporia.edu/titleix. If a report is made, you decide the extent to which you participate.

Last Updated: September 23, 2025

**ESU Library Reference Sources**

The Emporia State University Library serves both on-campus and off-campus students. It has several support staff whose primary mission is support of distance students. It is open many hours, including Sundays, and the hours are listed on the webpage. As with most organizations, it prefers that you to first contact their generic help desk at 877.613.7323. The reference desk e-mail address is libref01@emporia.edu. Check the library's webpage at http://library.emporia.edu/ The library has extensive access to online journals and other materials. Note that many of their resources require a 'subscription,' (payment) and these 'genuine' resources are NOT available on any traditional websites. Your tuition dollars helps pay for these services, you are encouraged to use them! The specific page for distance students is http://www.emporia.edu/libsv/disted/disted.htm