TEXAS A&M UNIVERSITY-TEXARKANA
COLLEGE OF ARTS & SCIENCES AND EDUCATION

ITED 520.01W: Instructional Design and Development

COURSE SYLLABUS Spring 2011

CREDITS: 3 Semester Credit Hours
INSTRUCTOR: Dr. Bosede Aworuwa
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OFFICE HOURS: M,W,R 1:00 – 4:00 pm
ONLINE HOURS: M,W,R 5-6pm;

Class meetings in Saba Centra:

First class meeting is Jan. 18, 2011 5:30-7:00pm. All class members are encouraged to 'attend.' E-mail message will be sent to enrolled class members prior to the first day of class using the university student e-mail (e.g., george.smith@ace.tamut.edu)

COURSE DESCRIPTION

This course provide students with experiences necessary to develop the knowledge, skills, and attitudes required for designing effective instruction that meets the needs of the information age. Students will explore the instructional systems development (ISD) process, from analysis through evaluation, and engage in authentic instructional design activities.

PREREQUISITES

Instructor's permission

REQUIRED TEXTBOOKS

Morrison, G. R., Kemp, J. E., & Ross, S. M. (2011). *Designing effective instruction* (6th Ed.). Hoboken, NJ: John Wiley & Sons.

SUPPLEMENTAL READINGS

- Morrison, G. R., Kemp, J. E., & Ross, S. M. (2007). *Designing effective instruction* (5th Ed.). Hoboken, NJ: John Wiley & Sons.

- Reiser, R.A., & Dempsey, J.V. (2006). *Trends and issues in instructional design and technology (2nd Ed.)*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Driscoll, M.P. (2005). *Psychology of Learning for Instruction* (3rd Ed.). Boston, MA: Allyn & Bacon
- Selected articles

STUDENT LEARNING OUTCOMES

At the end of this course, learners will:

1. Demonstrate a working knowledge of instructional systems development (ISD) process and instructional design models through class discussion and collaborative activities.
2. Create a design document for a training program in a selected work setting. The design document must show evidence of student's ability to:
    a. Analyze learner characteristics and learning environments
    b. Identify appropriate learning goals for the training program
    c. Conduct task analysis of content needed to meet learning goals
    d. Specify appropriate objectives for identified learning tasks
    e. Select appropriate strategies for facilitating the achievement of learning objectives
    f. Design and develop supporting materials for learning
    g. Design and develop appropriate assessment and assessment instruments
    h. Design a formative evaluation plan
3. Demonstrate ability to use basic computer-based technologies effectively to facilitate instructional design process.
4. Demonstrate ability to work with a team in an instructional design project
5. Identify the role of project management in an instructional design project

STANDARDS

The course objectives are derived from national and state standards as shown below:

- *AECT Standard 1: Design* - Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics.

- *AECT Standard 2: Development* - Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies.

- *AECT Standard 5*: *Evaluation* – Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.

- *MTT Standard I:* The Master Technology Teacher effectively models and applies classroom teaching methodology and curriculum models that promote active student learning through the integration of technology and addresses the varied learning needs of all students.

- *MTT Standard IV:* The Master Technology Teacher serves as a resource regarding the integration of assistive technologies and accessible design concepts to meet the needs of all students.

SCHEDULE

Modules	Topic	Readings	Deliverables
Module 1	Instructional design Instructional theory Learning theory Instructional design process	Morrison, Ross, Kalman & Kemp Chps. 1,14	Discussion in class wiki
Module 2	Needs assessment Learner and context analysis Design document example	Morrison, Ross, Kalman & Kemp Chps. 2,3, Appendices A &B	Discussion and collaborative activities in class wiki Project 1
Module 3	Task Analysis Instructional goals and objectives	Morrison, Ross, Kalman & Kemp Chps. 4, 5	Collaborative activities in class wiki
Module 4	Sequencing instruction Instructional strategies	Morrison, Ross, Kalman & Kemp Chps. 6,7	Collaborative activities in class wiki Project 2
Module 5	Designing instructional message Developing instructional materials Design considerations for technology-based instruction	Morrison, Ross, Kalman & Kemp Chps. 8,9,10	Collaborative activities in class wiki Project 3
Module 6	Evaluation & evaluation instruments Conducting formative & summative evaluation	Morrison, Ross, Kalman & Kemp Chps. 11,12,13	Collaborative activities in class wiki Project 4
Module 7	Planning for instructional implementation Instructional design project management	Morrison, Ross, Kalman & Kemp Chps. 15,16	Collaborative activities in class wiki Project 5
			Project Report

ACTIVITIES, ASSIGNMENTS & PROJECTS

The overarching organizing framework for this course is project-based learning. Students learn the course content through project activities. Students are exposed to the steps in an instructional design process by completing instructional design activities. The major steps in instructional design – Analysis, Design, Development, (Implementation), and Evaluation, are broken into five projects. Learners will explore, collect, analyze, and synthesize information from a variety of sources, including assigned readings and the literature, to complete each project. At the end of Project 5, learners will extract information from all five projects to complete a final project report called design document.

Project 1: Analysis

This project enables learners to develop knowledge of and skill in applying the first steps in the instructional design process. Learners will select an instructional problem, define the problem, and conduct a goal analysis (or a needs assessment), conduct learner analysis and contextual analysis **(150 points)**

Project 2 - Design and Development I:

This project helps learners to develop understanding of task analysis or topic analysis, and content sequencing. Learners will conduct a task or topic analysis of the appropriate content needed to meet the instructional goals identified in project 1. Students will generate appropriate instructional objectives from the task/topic analysis and select and match instructional methods (strategies) to the content and objectives **(150 points)**

Project 3 – Design and Development II:

In this project, learners will design and develop an instructional unit for the target audience to achieve mastery of the instructional objectives. **(100 points)**

Project 4 – Design and Development III:

Learners will develop instructional materials to support the delivery of the instructional unit **(100 points)**

Project 5 – Design and Development IV:

In this project, learners will design and develop an evaluation plan for formative and summative evaluation of the instructional products developed in earlier projects. **(100 points)**

Project Report- Design Document:

This involves students extracting information from projects 1-5 to complete a report of the project activities. The major part of this report is a design document that outlines important instructional design decisions made and the rationale for making those decisions **(50 points)**

Discussion and Collaborative Activities

Class participation and group activities will be assessed through instructor and peer evaluation formats **(75 points)**

INSTRUCTIONAL DELIVERY STRATEGIES

This course is a web course, which means all course activities will be completed online. All course materials and instructions will be placed in Blackboard Course Management System. Collaborative activities/assignments will be completed in the Class Wiki site. Projects will be submitted and returned through Blackboard Drop box. Students can monitor their own progress in My Grade tool. Class interactions will be mostly through the Class Wiki. The wiki site is a more flexible environment for students' collaborative projects. A final online meeting will be conducted in Saba Centra, a VoIP platform, for students' presentation of their projects.

All class communications will be through Blackboard E-mail. Student e-mail system (ACE e-mail) will also be used as an alternative when needed. An FAQ forum will be set up in Blackboard where students can ask course-related questions. Either the instructor or students can answer their peer's questions. Learners should check the FAQ forum first before sending an e-mail to the instructor regarding a concern or question. Instructor will also be available by telephone.

The instructor will maintain online hours at different times during the week. Students can login to chat with the instructor on course-related issues in the either Blackboard or wiki site. A final presentation of project report will be made on the last day of class online.

COURSE STRUCTURE

Course content is organized into six modules, one for each week of the compressed semester. The modules can be found in the Learning Modules, which are also linked to the course site homepage in Blackboard.

Each module folder contains: 1) specific instruction on activities to be completed, 2) the location of activities, and 3) supporting resources for that module. Learners are encouraged to read the through instruction first before attempting to complete the activities.

Students are responsible for completing individual activities such as reading and research. The collaborative activities are to be completed in the class wiki, and will be graded. It is important for such activities to be completed in timely manner to give class members time to respond to postings when required. Learners' participation in collaborative activities will be rated by team members and the instructor

A major part of the course activities is the five projects. These can be completed and submitted as individual or team activities. Draft of works can be completed in the class wiki. Final draft will be submitted in the Assignment Submission link at the course site in Blackboard.

Project instructions can be accessed from the Learning Module section with a link to the Project folder on the course site homepage. Each project folder contains: a) instruction or description of the project, b) checklist or rubric for grading the assignment, and c) an example of a completed project.

COURSE EVALUATION

Assignment		Points
Project 1	Problem definition, needs assessment, learner analysis, and context analysis	150
Project 2	Design Document Part 1	150
Project 3	Design Document Part 2	100
Project 4	Design Document Part 3	100
Project 5	Design Document Part 4	100
Final Project	Project Report	50
Class Participation	Collaborative Activities	75
	Total	725

GRADING SCALE

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

APA STYLE RESOURCES

- American Psychological Association (APA) formatting and Style Guide developed by Purdue University's Online Writing Lab: http://owl.english.purdue.edu/owl/resource/560/01/
- APA Style: http://www.apastyle.org/

STUDENT RESPONSIBILITIES

Students are expected to:

1. Login to the course sites at least once a day to check for course updates and messages
2. Actively participate in all course activities
3. **Read all class materials and pay particular attention to instructions** before contacting instructor for clarification.
4. Use Blackboard e-mail and class wiki for **all** class communications and course activities. Only use instructor's regular e-mail in emergencies, such as, Blackboard or wiki is not working. Instructor will login **once a day** to check class communications. Observe 24-hour time lapse before sending a reminder e-mail on previous requests.
5. Use the FAQ page in class wiki to post questions and answers for which class members may benefit. Use it to post questions on which you need help from other class members and/or the instructor.
6. Turn in assignments on or before the due date. Late submission will result in reduced points of 15% each day. Assignments more than one week overdue will not receive any grade
7. Observe netiquette while online. This include:
    a. respecting others' point of view;
    b. refraining from the use of abusive language or yelling at others (writing in all caps);
    c. refraining from **sending multiple e-mails to instructor** and others on the same issue;
    d. respecting other's time by posting works that requires participation in timely manner;
    e. providing appropriate and supportive feedback when required; and
    f. Supporting one another
8. Observe professional ethics by:
    a. presenting works that are of professional standards;
    b. avoiding intellectual fraud; and
    c. seeking help with class activities in courteous and appropriate manner.

ACADEMIC INTEGRITY

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog. The student is responsible for reading and understanding the A&M-Texarkana Policy on Academic Integrity.

DISABILITY ACCOMMODATIONS

Students with disabilities may request reasonable accommodations through the A&M Texarkana Disability Services Office by contacting Mr. Carl Greig, Aikin room 223 or by calling 903-223-3062.

STUDENT E-MAIL ACCOUNT

Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each

individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

STUDENT TECHNICAL ASSISTANCE

- Solutions to common problems and FAQ's for your web-enhanced and online courses are found at this link: http://www.tamut.edu/webcourses/index.php?pageid=37
- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: http://www.tamut.edu/webcourses/gethelp2.php
- Blackboard Helpdesk contacts:

  Office hours are: Monday - Friday, 8:00a to 5:00p
  Kevin Williams (main contact) 903-223-1356 kevin.williams@tamut.edu
  Frank Miller (alternate) 903-223-3156 frank.miller@tamut.edu
  Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu

SYSTEM REQUIREMENTS

- Hardware - Both Macintosh and Windows systems are acceptable. Students do not need to purchase a new system to work on this course. However, the hardware minimum requirement includes:
  - Pentium (2 GHz or greater)
  - 256 megabytes (MB) random access memory (RAM)
  - 20 GB or greater hard drive
  - Operating Systems: Windows 98/NT/2000/ME/XP or OS 9.1 to OS X; G3, G4, or higher.

- Internet access: A DSL or Cable connection is preferable to a dial-up connection, where possible. Dial-up connection has less bandwidth and class materials may download slowly or not at all. High speed DSL or cable provides adequate connection for other class events such as chat and discussion board. Choose reliable Internet Service Provider, especially those that provide technical support.

- Internet browser and email software: Internet Explorer (version 6.0 or greater) or Netscape (version 7.0 or greater). You may also download Firefox as alternative or additional browser. Sometimes some Internet tasks are easier to perform with Firefox than with Internet Explorer. Both browsers can run on your computer without any difficulty. Browsers that are part of the MSN and AOL software include proprietary modifications that may not work correctly with other resources. You may continue to use AOL or MSN as your Internet service provider, but once connected to the Internet; you should minimize the AOL or MSN window and launch Internet Explorer, Netscape, or Firefox.

- Applications Software: Access to MS Office 2007 professional edition.

- Adobe Acrobat Reader: Available for download at http://www.adobe.com, this free program (Adobe Reader 8) allows you to view and print many forms and some full-text documents from online library databases.

- Plug-ins: You may also download players or plug-ins such as Adobe Flash Player 9.0 (available at http://www.adobe.com) and allows you to view any content delivered in Flash, Windows MediaPlayer (download latest version at http://ww.microsoft.com/windows/windowsmedia/download); Apple Quicktime (http://www.apple.com/quicktime); RealPlayer (http://www.real.com) allow you to play multimedia content online.

- Virus Protection: Viruses can be transmitted to computers as email attachments. Once a virus is resident on a computer, it can hinder performance, crash the computer, or damage files and hard drives—permanently. To protect your system, you should purchase up-to-date antivirus software and regularly check your computers for viruses. Try to keep your antivirus software current by regularly downloading updates from the software company's Web site.

REFERENCES

Dick, W., Carey, L., & Carey, J.O. (2005). *The systematic design of instruction* (6th ed.). New York: Allyn and Bacon.

Ertmer, P., & Quinn, J. (2003). *The ID case book: Case studies in instructional design* (2nd ed.). Upper Saddle River, NJ: Pearson Education.

Foshay, W.R., Silber, K.H. & Stelnicki, M.B. (2003). *Writing training materials that work*. San Francisco, CA: J. Wiley & Sons.

Gentry, C.G. (1994). *Introduction to instructional development process and technique*. Belmont, CA: Wadsworth.

Mager, R. F. (1997). *Preparing instructional objectives*. (3rd Ed). Atlanta, GA: The Center for Effective Performance.

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Tripp, S.S., & Bichelmeyer, B.A. (1990). Rapid prototyping: An alternative instructional design strategy. *Educational Technology Research and Development, 38*(1), 31-44.

Reigeluth, C.M. (1999). *Instructional-design theories and models: A new paradigm of instructional theory* (Vol. II). Mahwah, NJ: Lawrence Erlbaum Associates.

Reigeluth, C.M., & Carr-Chellman, A.A. (in press). *Instructional-design theory, Vol. III: Building a Common Knowledge Base.* New York: Routledge (Erlbaum Associates).