

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

COURSE SYLLABUS SPRING 2012

COURSE NUMBER: ITED 501.01W
COURSE TITLE: INSTRUCTIONAL TECHNOLOGY FOUNDATIONS
SEMESTER CREDIT HOURS: 3
INSTRUCTOR: Bosede Aworuwa, Ph.D.
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OFFICE HOURS: M-R: 10-12, 1-3:30
ONLINE HOURS: Instructor will also be available for consultation online during the office hours.

COURSE DESCRIPTION

This course introduces the field of Instructional Technology (IT). It addresses the fundamentals of Instructional Technology, including the history of the field, instructional systems development (ISD) models, learning theories, instructional design theories, performance technology, trends and issues, and career opportunities.

PREREQUISITES

There are no prerequisites for this course.

REQUIRED TEXTBOOK

Reiser, R.A., & Dempsey, J.V. (2012). *Trends and issues in instructional design and technology (the cEd.)*. Upper Saddle River, NJ: Merrill Prentice Hall.

Some sources where textbook can be purchased or rented.

Texas A&M University-Texarkana Bookstore

<http://www.bkstr.com/CategoryDisplay/10001-9604-159904-1?demoKey=d>

E-Campus

<http://www.ecampus.com/trends-issues-instructional-design/bk/9780132563581>

Read this document online:

Welliver, P. (Ed.) (2001). *A Code of Professional Ethics: A guide to professional conduct in the field of Educational Communications and Technology*, Association for Educational Communication and Technology <http://www.aect.org/Intranet/Publications/ethics/ethics03.html>

SUPPLEMENTAL READINGS

- ✓ Driscoll, M.P. (2005). *Psychology of Learning for Instruction* (3rd Ed.). Boston, MA: Allyn & Bacon
- ✓ *Instructional Technology: The Definition and Domains of the Field* (Seels & Richey, 1994)
- ✓ *The Knowledge Base of Instructional Technology: A Critical Examination* (Richey, Caffarella, Ely, Molenda, Seels, & Simonson, 1993)
- ✓ *Thornburg, D. (2002). The new basics: Education and the future of work in the telematic age.* Alexandria, VA: Association for Supervision and Curriculum Development

STANDARDS

Association for Educational Communication and Technology (AECT/NCATE) Standards

STUDENT LEARNING OUTCOMES

At the end of the course, learners will be able to:

1. Describe the evolution of instructional technology from historical perspective.
2. Compare and contrast Instructional Technology definitions, concepts, and models.
3. Explain instructional design models, and the interaction of learning styles, instructional goals, instructional styles and strategies.
4. Distinguish between learning theories and instructional theories.
5. Explain the characteristics and use of learning theories such as behaviorism, cognitivism, and constructivism.
6. Identify and discuss trends, issues and ethics in the fields of IDT
7. Identify key organizations, journals, people, and career options in the IDT fields.

Assessment of these learning outcomes will be through written assignments, graded discussion board activities, a major group project, and oral presentation as described under evaluation plan below.

Additional Competencies:

As a foundation course, this course is also intended to help learners polish their written communication skills as well as equip them for professional writing. At the end of the course learners are also expected to be able to use APA formatting and citation styles very effectively in written assignments.

COURSE OUTLINE

	Topics	Resources	Deliverables
<u>Jan 18-24</u> _Module 1	I. Understanding APA Styles II. Introduction - Overview of the field - Characteristics of Instructional design models - A History of Instructional Design & Technology	Reiser & Dempsey Chapters 1,2,3	Wiki Activity – Personal Introduction due 1/20 Discussion board activity due 1/22
<u>Jan 25-31</u> Module 2	III. Theories and Models of Learning & Instruction - Psychological foundations of Instructional Design - Constructivism in Practical and Historical Context - The Learning Sciences: Where they came from & what it means for Instructional Designer - Designing for Problem Solving - Instructional Theory & Technology for a Post-Industrial World - Motivation, Volition, & Performance	Reiser & Dempsey Chapters 4,5,6,7,8,9 Introduction to final project	Assignment 1: APA Formatting and Citation due 1/25 Discussion board activity due 1/29
<u>Feb 1-7</u> Module 3	IV. Evaluating and Managing Instructional Programs and Projects - Evaluation in Instructional Design: A Comparison of Evaluation Models - Managing On-Site and Virtual Design Teams - Managing Scarce Resources in Training Organizations V. Performance Improvement - The Development and Evolution of Human Performance Improvement - Performance Support - Knowledge Management and Learning: Perfect Together - Informal Learning	Reiser & Dempsey Chapters 10,11,12,13 Reiser & Dempsey Chapters 14,15,16,17	Project Activity - E-Book outline and chapter descriptions posted on group wiki due 2/2 Discussion board activity due 5/5
<u>Feb 8-14</u> Module 4	VI. Trends & Issues in Various Settings - Instructional Design in Business & Industry - Instructional Design Opportunities in Military Education and Training Environments - Performance, Instruction, and Technology in Health Care Education - IDT in P-12 - What do Instructional Designers Do in Higher Education? VII. Global Trends & Issues in IDT	Reiser & Dempsey Chapters 18,19,20,21,22 Reiser &	Project Activity - E-Book chapters with more contents posted on group wiki due 5/9 Discussion board activity due 2/12

	- Developing Learning to Meet Complex Challenges for an Undivided World - IDT in Asia - IDT in Europe	Dempsey Chapters 23,24,25	
<u>Feb 15-21</u> Module 5	VIII. Careers in Instructional Design and Technology - Getting an instructional design position - Getting a Job in Business and Industry - Professional Organizations and Publications in Instructional Design and Technology IX. New Directions in Instructional Design & Technology - E-Learning and Instructional Design - Reusability and Reusable Design - Web 2.0 and Social Networking - Using Rich Media Wisely - Games and Learning - Designing in Virtual Worlds	Reiser & Dempsey Chapters 26,27,28 Reiser & Dempsey Chapters 29,30,31,32,33, 34	Submit draft of e-book for peer-review on class wiki due 2/20 Discussion board activity 2/19
<u>Feb 22-28</u> Module 6	X. Current Issues in Instructional Design and Technology - Professional Ethics: Rules Applied to Practice - Diversity and Accessibility - The Changing Nature of Design - Debate: The Benefits of Different Levels of Instructional Guidance	Reiser & Dempsey Chapters 35,36,37,38	Assignment 2: Professional Development Plan submission due 2/23 Project Activity: Additional content to E-Book posted on group wiki due 2/27 Discussion board activity due 2/26
<u>Feb 29-Mar 6</u> Module 7	Project Activity		Project Activity: Formatting and Editing E-Book and Project Report Submission due 3/5 Course Reflection Paper due 3/6

MEANS OF EVALUATION

Criteria for evaluation of learning consist of assignments, projects, research, and presentation as described below:

Assignment 1: Formatting Documents, Writing Citations and References in APA Style

Learner will edit and format documents in APA style. They will demonstrate correct citation of sources using a variety of APA citation formats. They will also correctly write APA references format for different resources, such as journals, book, and web resources.

Assignment 2: Creating a Professional Development Plan

Using information from the textbook and other sources, the learner will identify one or two career options in Instructional Design and Technology and create a personal professional development plan aimed at achieving success in the selected careers.

Group Project: E-Book Development

As a group activity, the learner will complete the design of a multimedia e-book in Instructional Design and Technology for an audience of educators in selected work settings such as K-12, College and University, and business, industry, health, and the military.

Research

Groups will earn points for the quality and quantity of additional research conducted to supplement textbook information in the development of their e-book project.

Discussion Activities

Students will earn participation and facilitation credits (up to 100 points) by contributing to discussion of questions based on course readings. Students would also extract relevant content for their group's e-book project as well as important terms defined for their book's glossary of terms.

Reflecting on Learning

Students would write a short reflection paper (2-3 pages) on their learning in the course. They will also provide feedback on course delivery and management to instructor for future improvement of the course.

COURSE EVALUATION

Activities	Points	Grading Scale
Assignment 1: APA style	25	A= 90-100%
Assignment 2: Professional Development Plan	60	B= 80-89%
Group Project	175	C= 70-79%
Research (for project)	25	D= 60-69%
		F= 59% & below
Discussion activities	120	
Reflections Paper	20	
Total	425	

INSTRUCTIONAL DELIVERY

- All course activities and interactions will be online. The main delivery and management platform for this course is Blackboard Learn 9.1. **Discussion Forum** and **Wiki** tools are used extensively for class interactions and students' collaborative projects.
- All class communications will be through Blackboard **Message** tool. Instructor will also be available by telephone. The instructor will be available for online consultation during office hours listed above. Instructor will also respond to e-mail requests for consultation at other times during the week. Instructor may also answer e-mails over the weekend, at her discretion. Student can also use the FAQ forum in Blackboard to ask and receive feedback from peers and the instructor on course issues.
- Assignments will be submitted and returned through the **Assignment Drop Box** in Blackboard. Students can monitor their own progress in **My Grade** section.
- Project presentation will be live in Saba Centra (VoIP) platform.

COURSE STRUCTURE – NAVIGATING COURSE SITE

To help you navigate the course successfully, following is the structure of the course:

- **Learning Modules:** Course content is organized into 7 modules covering each of the seven weeks of the truncated semester. The modules are located in the **Learning Module** link at the course site homepage in Blackboard (left screen). Each module folder contains: 1) an

introduction to the module topic, 2) instruction on activities to be completed, and 3) supporting resources. Learners are encouraged to read the instruction first, and review accompanying resources before attempting to complete the module activities.

- **Group Discussion** is accessible through the link with the same name. Each discussion topic is set up as a forum bearing the name of the module, such as **Module 3 Discussion Forum**. Click the forum name to access it. Once in the forum, **Create a Thread** to post your own initial contribution to the discussion forum. Once other students have posted their initial contributions, click on the thread to which you want to respond; and click **Reply** to post a response to the thread. The success of the group discussion depends on your active and timely postings. Post your initial contribution before the due date.
- **Assignment Submission** link is available through the learning module in which an assignment submission is required. Access each module through **Learning Modules** link. Each assignment contains: a) instruction or description of the assignment, b) checklist or rubric for grading the assignment, and c) a sample of completed assignments. Please note that the samples are just examples, and it does not imply that your work should look exactly like the samples. Your work should be original and reflect your professional style.

COURSE REQUIREMENTS

Students are expected to meet all requirements as listed below:

1. **Read all class materials and pay particular attention to instructions** before contacting instructor for clarification
2. Use Blackboard and class wiki for all class communications and course activities
3. Login to the course sites at least once a day to check for course updates and messages
Announcement Tool will be used frequently to update class on “breaking news” regarding course activities
4. Actively participate in all course activities. **Post initial contribution to a class discussion forum well ahead of due date to allow your classmates time to read your work and earn participation points.**
5. 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.
6. Observe netiquette while online. This includes:
 - 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. encouraging one another
7. Observe professional ethics by:
 - a. presenting works that are of professional;
 - 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 at 903-223-3062.

UNIVERSITY DROP POLICY

To drop this course after the 12th class day, a student must complete the *Drop/Withdrawal Request Form*, located on the University website (<http://tamut.edu/Registrar/droppingwithdrawing-from-classes.html>) or obtained in the Registrar's Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an "approval" to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member.

The form must be submitted to the Registrar's office for processing in person, email (Registrar@tamut.edu), mail (P. O. Box 5518, Texarkana, TX 75505) or fax (903-223-3140). Drop/withdraw forms missing any of the required information will not be accepted by the Registrar's Office for processing. It is the student's responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

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.

LIBRARY/MEDIA RESOURCES ASSESSMENT

No special resources are required for this course. Students are dispersed in different geographical locations making providing common resources for them impracticable. As online learners, students are able to afford the resources needed for the course.

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
- The class also has a FAQ page in Blackboard containing questions and answers unique to the course posted by class members.

TECHNICAL 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)
 - 512 megabytes (MB) random access memory (RAM)
 - 60 GB or greater hard drive
 - Operating Systems: Windows 98/NT/2000/ME/XP or OS 9.1 to OS X; G3, G4, or higher.
- **A headset with Microphone**
- **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, discussion board, and live interaction in **Centra**. Choose reliable Internet Service Provider, especially those that provide technical support.
- **Internet browser and email software:** Internet Explorer 7 +; Mozilla Firefox 3+ (preferred browser), Safari 2.0+, Chrome Java: Version 6 Update 11 or later. 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 or Firefox. Pop-up Blockers (All pop-up blockers installed on your computer must be set to allow pop-ups from Blackboard 8)
- Java Runtime Environment - You must have the Java Runtime Environment installed. This is a free plug-in for your browser that can be obtained by going to <http://www.java.com>
- **Applications Software:** MS Office 2010/2007/2003 professional edition. Please do not use OpenOffice since it has compatibility issue with MS Office. Unless you know how to convert your OpenOffice document to MS Office, refrain from using it to submit assignments for grading. Also avoid using MS Works for submitted works as it too has compatibility problems with MS Word.
- **Adobe Acrobat Reader:** This software is 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://www.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

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