

**EDTECH 503 Instructional Design
Spring 2016, Section 4203**

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Required Textbooks:

Streamlined ID: A Practical Guide to Instructional Design (2014). By M. B. Larson and B. B. Locke.

The ID CaseBook: Case Studies in Instructional Design (4th Ed. 2014). By P. A. Ertmer, J. A. Quinn, and K. D. Glazewski

Course Overview

The overall goal for the course is for each student to consider and use the systematic process of instructional design to create an instructional product. To achieve this goal, students will engage in activities that promote reflective practice, apply instructional design models in realistic contexts, and employ a number of communications technologies.

Course Goals and Objectives

Following the course, students will be able to:

- Discuss the historical development of the practice of instructional design with regard to factors that led to its development and the rationale for its use.
- Describe at least two reasons why instructional design models are useful.
- Identify at least six instructional design models and classify them according to their use.
- Compare and contrast the major elements of three theories of learning as they relate to instructional design.
- Define the word “systematic” as it relates to instructional design.
- Relate the design of instruction to the term “educational (or “instructional”) technology”.
- Describe the major components of the instructional design process and the functions of models in the design process.
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- Build an instructional design product that integrates major aspects of the systematic process and make it available on the web.
 - Describe the rationale for and processes associated with needs, learner, context, goal, and task analyses
 - Create and conduct various aspects of a front-end analysis

- Identify methods and materials for communicating subject matter that are contextually relevant
- Describe the rationale for and processes associated with creating design documents (objectives, motivation, etc.)
 - Construct clear instructional goals and objectives
 - Develop a motivational design for a specific instructional task
 - Develop assessments that accurately measure performance objectives
- Select and implement instructional strategies for selected learning tasks
 - Select appropriate media tools that support instructional design decisions
- Describe the rationale and processes associated with the formative evaluation of instructional products
 - Carry out at least one type of formative evaluation
 - Create a plan for the remaining types of formative evaluation
- Identify and use technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- Apply state and national content standards to the development of instructional products.
- Use various technological tools for instructional and professional communication.

Additionally, the course is guided by another set of well-known “Instructional Design” standards developed by the Association for Educational Communications and Technology (AECT). These standards can be seen at: [http://c.ymcdn.com/sites/aect.site-ym.com/resource/resmgr/AECT Documents/AECT Standards adopted7_16_2.pdf](http://c.ymcdn.com/sites/aect.site-ym.com/resource/resmgr/AECT_Documents/AECT_Standards_adopted7_16_2.pdf)

Requirements

- A personal, internet-connected computer to which you have regular access
- Access to desktop productivity software
- Accounts on Google Drive
- Materials downloaded from the course learning management system.

General outline and course format

- Discussion questions, assignments, and activities will be posted by Monday of each week. Participations on discussions and assignments will be due Sunday midnight of that week. Thus, you will have Mondays to read the next week’s assignments and reflect on its contents. Initial responses to the discussion questions should be posted by Thursday of each week and follow-up responses by Sunday of each week.
- Active participation is a must. In other words, you don’t need to respond to every comment, but you should participate in each of the assigned weekly discussions. Try to synthesize the collected wisdom from the class in a way that makes sense to you. Contribute those ideas and the rest of us will add our thoughts.
- Take time to think reflectively and critically about the readings and discussions. You all have a lot of experience as learners and teachers that you can use to help you make

sense of the ideas and techniques in this class. So, take time to go beyond just reading the text. Explore, discover, and look for connections that are important to you.

- Finally, writing facilitates the reflective thinking process. One of the advantages of this course is that we will be able to “see” our thought processes. The online discussion won’t be as spontaneous as a “live,” in-class discussion, but it will more than make up for that with its thoughtfulness. When any of us write so others can understand, it requires us to think and explain in a logical manner. This is a helpful tool that enables us to make the connections among ideas.

Assignments

ID job description (5%)

For this activity, students will be looking at job descriptions found in various fields, and then synthesizing your own job description for an instructional designer position. The task is to look over at least three different instructional design job postings. Then, you will synthesize and create a fictitious position based on the elements of the job that are commonly found, aspects you particularly like, etc. Finally, students will write a reflection that compares the work of teachers and instructional designers.

Leading discussion: (15%)

Groups of students will lead a discussion in Moodle (See schedule). The group will be in charge of (1) submitting 4 questions related to the assigned chapters; (2) creating a presentation with comments explaining the main ideas of the reading; and (3) leading the discussion replying on classmates’ initial answers. The leading group should submit the questions and the presentation the Wednesday prior to the discussion week to the instructor and make the necessary changes based on instructor’s feedback by Sunday.

Discussions (8% each)

There will be five discussions, but students will only be graded on four of them (Lead group members are not required to answer their own questions) Students will post their initial answers by Thursday. By Friday, facilitators will post questions/comments to your initial answers. And by Sunday, students will post follow-up answers based on the questions/comments made by the leading group member(s) and/or other classmates. If students have not received any comments to their initial answers, students must comment on another student’s response debating/arguing initial posting or defending a point of view.

Final project (48%)

Students will develop an instructional design project that is divided into three different parts:

- First part should be submitted on March 8th describing the main elements of your instructional design discussed in chapters 1 through 5 (12%).
- Second part, that includes the analysis and the planning sections, should be presented using PowerPoint or Google Slides. Students need to prepare a presentation to promote the planning section of their ID projects. Students will post their presentations,

classmates will post comments and questions, and students will post comments responding to classmates' comments/questions (15%).

- Finally, the complete project that includes analysis, planning, evaluation, and a reflective paper should be submitted by April 29 (21%). Please review the ID project outline for more details.

Tentative Schedule

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| Jan 11-17 | Course introduction, syllabus, textbooks, and biography |
| Jan 18-24 | Topic 1: ID Job description (due Jan 26) |
| Jan 25-31 | Reading week / Presentation preparation |
| Feb 1-7 | Topic 2 (Discussion #1): Chapter 1 & Brown & Green's chapter 1; ID Project Description (due February 9) |
| Feb 8-14 | Topic 3 (Discussion #2): Chapters 2-3 & Case studies: 07, 14 and 28. |
| Feb 15-21 | Topic 4 (Discussion #3): Chapters 4-5 & Case studies: 02, 10 and 21. |
| Feb 22-Mar 6 | First report preparation (due March 8) |
| March 7-13 | Feedback week / Provide feedback to one classmate's project (due March 8) |
| March 14-20 | Topic 6 (Discussion #4): Chapters 6-7-8 & Case studies: 06, 08 and 23. |
| March 21-27 | SPRING BREAK- No Classes |
| Mar 28-Apr 3 | Topic 7 (Discussion #5): Chapters 9-10-11 & Case Studies: 01, 09 and 20. |
| Apr 4-10 | Presentation Preparation |
| Apr 11-17 | Topic 8: Individual ID project presentation (group feedback) |
| Apr 18-29 | Topic 9: Final Project submission (due April 29) |

Final Grades

Students do not receive a letter grade until the end of the course, after all points have been weighted and calculated.

A+ 99-100%
A 93-98%
A- 90-92%

- B+ 88-89%
- B 84-87%
- B- 80-83%
- C+ 78-79%
- C 74-77%
- C- 70-73%
- D 65-69%
- F <65%

Please note that a grade of A represents work that consistently EXCEEDS expectations. Students who submit work that only meets expectations can expect a “B” for the course. Please note that getting a grade of “C” (2.0) or lower, can lead to a student being placed on academic probation at Boise State University by the Graduate College.

Policies and Procedures

Late work policy: All work must be submitted by the date/time it is due if a student wishes to receive full credit. Any work submitted past the due date, even if done according to standards, will receive 80% credit. Work will not be accepted two days after the due date. Excuses are not automatically approved – the student is obligated to email the instructor and explain what has happened (privacy will be respected, and personal details need not be divulged). Late work is ONLY excused for the conditions listed below (but only ONE time in a semester): A medical emergency (personal or very close family); a natural accident (fire, flood, or otherwise) prevents a student from uploading work; an event of extreme consequence to personal or professional life which has deleterious consequences on psyche, time, etc. Any other excuses, like last minute changes to plans, vacations, minor illness, outside activities, poor time management, etc. are not valid excuses.

Time Management: Be aware that the university “recommends that you plan on 3-4 hours of course work per credit per week for Distance Ed classes.” This means approximately 9 to 12 hours per week for a regular semester. In a summer session, this means that a student can expect to spend an average of 18 hours per week, per course. Please refer to the following to evaluate your readiness for online learning:

<http://www.boisestate.edu/distance/students/distancefit.shtml>. For those taking two graduate classes (6 credit hours), this equates to a halftime job in addition to your other responsibilities and obligations.

Communication: I will respond to emails in a timely manner – usually within 24 hours (weekdays, but may be longer on a weekend). If you do not receive a timely response within this time frame, please contact me again to make sure that I received your email. If I initiate an email to you, I will use your Boise State email address, so be sure to check that account often.

Posting of Assignments: Links to descriptions, rubrics, and templates (if applicable) of major assignments will be posted by the professor at least one week in advance of the due date.

Assignment Submissions: All assignments must be submitted on the date due by 11:55PM (Mountain Standard Time). Due dates and assignment requirements will be clearly outlined on the course site. Completed assignments take a variety of forms, so please read the expectations carefully. Please remember to always save a copy of your assignment to some place outside your computer's hard drive. A good practice is to copy yourself on the email with the attached document you send to the instructor.

Reasonable Accommodations – Students with disabilities needing accommodations to fully participate in this class should contact the Disability Resource Center (DRC). All accommodations must be approved through the DRC prior to being implemented. To learn more about the accommodation process, visit the DRC's website at <http://drc.boisestate.edu/new-drc-students/>.

The Disability Resource Center is located on the first floor of the Lincoln Parking Garage, on the corner of Lincoln Ave. and University Dr. at Boise State University. They are available Monday through Friday 8:00 a.m. to 5:00 p.m. Mountain Time.

Phone: 208.426.1583

Email: drcinfo@boisestate.edu

Website: <http://drc.boisestate.edu/>

Technical Difficulties: On occasion, you may experience problems with accessing the course website, with your Internet service, and/or other computer related problems. Do make the instructor aware if a technical problem prevents you from completing coursework. BSU Help Desk: <http://helpdesk.boisestate.edu/>

Copyright: During this course students are prohibited from copying, distributing, forwarding via email or otherwise and selling notes to any person or commercial firm without the specific and written permission of the professor teaching this course. Students may not use any course material (syllabus included) for any purpose without specific and written consent.

Academic Honesty: All students are required to abide by Boise State University's Student Code of Conduct. Please refer to the following link: <http://osrr.boisestate.edu/scpcodeofconduct/>

Assignments completed must be your original work, and you CAN NOT copy others' work under any circumstance. In some cases, I will make available examples of prior student work to allow you view what others have done, but the content is not available to be copied. All quotations, paraphrased ideas, and ideas created by others – if used in a document – MUST be properly cited using the guidelines established by the American Psychological Association (APA) 6th Edition: <http://www.apastyle.org/>

Ethical Expectations: As a graduate student and professional, you will be held to the highest standard of ethical conduct. The Educational Technology program, the College of Education,

and Boise State University expects its students to represent themselves and their work in an honest and forthright manner. Cheating, plagiarism, falsification, or communication that is denigrating to peers and/or faculty will not be tolerated. Such behaviors will be brought to the attention of department administration. In all cases, students will have fair and unbiased opportunities to defend him/herself. Violations of conduct or ethics can result in removal from the program. Students who are unsure what actions might constitute a violation of ethics should consult the course instructor and/or other departmental faculty. <http://osrr.boisestate.edu/scp-codeofconduct/>

Resolving Problems & Raising Concerns: If there is a particular issue that arises between students, or between the student and professor, the student is kindly requested to first try to sort out the issue with the other person involved directly – without involving third parties. If two students are having problems that cannot be amicably resolved, then one of them should contact me and describe the problem, what has been done to solve it, etc. If a student has a concern about the course material or with me personally, s/he should first try to contact me and address the issue(s). If these cannot be resolved to the student's satisfaction, the next step would be to contact the department chairperson or associate chairperson. If the student still feels as though his or her concern has not been adequately addressed, other communication mechanisms are available through the Dean's Office.

Department of Educational Technology Conceptual Framework

The Department of Educational Technology supports the study and practice of facilitating and improving learning of a diverse population by creating, using, and managing appropriate technological processes and resources. Believing technology is a tool that enhances and expands the educational environment, we promote the use of current and emergent technologies for teaching and learning in a dynamic global society. Educational technologists are leaders and innovators, serving in institutions of higher education, public or private school settings, federal, state or local educational agencies, community organizations, and the private sector. <http://edtech.boisestate.edu/web/edtech.htm>

College of Education Mission Statement

The mission of the College of Education at Boise State University is to prepare professionals using models that incorporate integrated teaching and learning practices to ensure high levels of knowledge and skill, commitment to democratic values, and the ability to work with a diverse population. As part of the only metropolitan institution in Idaho, the College of Education provides a collegial environment that supports a wide range of research and scholarly activity intended to advance knowledge and translate knowledge into improved practice at the local, national, and international levels. The College promotes the healthy development of society through outreach, partnership, and technical assistance activities that focus on organizational renewal. It advances personal excellence and respect for individuals <http://education.boisestate.edu/teachered/framework.htm>

Instructor and Student Expectations

The following course contract is based on an article by Deborah A. Byrnes in the November 2001 issue of *The Teaching Professor* (Byrnes, 2001). This contract lays the framework for our course.

Students in the course have a right to expect:

1. complete contact information for the professor
2. a complete syllabus with clearly stated assignments, due dates, course objectives, and a fair grading policy
3. a course that begins and ends within the time allotted for the semester
4. opportunities to discuss the course, and related topics, with the professor outside of class
5. the opportunity to have drafts of papers/assignments reviewed by the professor if
6. submitted well in advance of the due date
7. the return of papers/assignments in a timely manner (provided they were turned in on time)
8. re-evaluation of any work that a student thinks may have been graded unfairly
assistance in locating supporting materials to complete papers/assignments

The instructor has the right to expect that students will:

1. prepare for each instructional module by reading all required assignments
2. understand online learning moves quickly and requires self-discipline
3. students will actively participate in the discussion online (when required) for the same amount of time each week that he/she would normally spend in the classroom for a 3-hour course spend an adequate amount of time preparing for the course; it is estimated for a graduate course such as this that prep time will be three times the amount of time as in-class time
4. actively participate in online discussions (when required), serving as both student and teacher
5. ask for clarification or assistance when needed
6. share any concerns regarding the course in a timely manner
7. turn in assignments on time
8. inform the professor about any extenuating circumstances affecting course participation
9. observe codes of academic honesty in the completion of all course work

Byrnes, D. A. (2001). Course contract encourages student responsibility and civility. *The Teaching Professor*, 15(9). Madison, WI: Magna Publications.

I trust that this will be a challenging and rewarding learning experience for all of us. I am looking forward to working with you.

Dr. McGrath