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

COURSE SYLLABUS SPRING 2012

COURSE NUMBER: ITED 520.01W
COURSE TITLE: INSTRUCTIONAL DESIGN AND DEVELOPMENT
SEMESTER CREDIT HOURS: 3
INSTRUCTOR: Bosede Aworuwa, Ph.D.
OFFICE: Room 330A
PHONE: 903-223-3166
E-MAIL: bosede.aworuwa@tamut.edu
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 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

- Reiser, R.A., & Dempsey, J.V. (2007). *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

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 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. Discuss the different roles involved in an instructional design project management.

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.

COURSE SCHEDULE

Modules	Topic	Readings	Deliverables
Mar 21-27 Module 1	Instructional design Instructional theory Learning theory Instructional design process	Morrison, Ross, Kalman & Kemp Chps. 1,14	Discussion in class wiki **Project Proposal Mar.26**
Mar. 28-Apr. 3 Module 2	Needs assessment Learner and context analysis Design document example	Morrison, Ross, Kalman & Kemp Chps. 2,3, Appendices A &B	Discussion Collaborative Activities in class wiki **Project 1 Apr.2**
Apr. 4-10 Module 3	Task Analysis Instructional goals and objectives	Morrison, Ross, Kalman & Kemp Chps. 4, 5	Collaborative activities in class wiki **Project 2 Apr.9**
Apr. 11-17 Module 4	Sequencing instruction Instructional strategies	Morrison, Ross, Kalman & Kemp Chps. 6,7	Collaborative activities in class wiki **Project 3 Apr. 16**
Apr. 18-24 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 4 Apr. 23**
Apr. 25-May1 Module 6	Evaluation & evaluation instruments Conducting formative & summative evaluation	Morrison, Ross, Kalman & Kemp Chps. 11,12,13	Collaborative activities in class wiki **Project 5 Apr. 30**
May 2-8 Module 7	Planning for instructional implementation Instructional design project management	Morrison, Ross, Kalman & Kemp Chps. 15,16	Collaborative activities in class wiki **Project Report May 9**
May 10	**Project Activity**	**Project Activity**	**Project Presentation**

MEANS OF EVALUATION

Criteria for evaluation of learning consist of graded discussion activities, collaborative assignments, projects, and presentation as described below:

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 - Learner and Contextual

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 – Task Analysis and Instructional Objectives

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. **(150 points)**

Project 3: Design and Development II – Instructional Strategy

In this project, learners will select and match instructional methods (strategies) to the content and objectives identified in Project 2. They will construct a strategy matrix for this purpose and indicating the timeline for achieving each instructional objective. **(90 points)**

Project 4: Design and Development III – Instructional Unit and Materials

Learners will design and develop an instructional unit for the target audience to achieve mastery of instructional objectives defined in Project 2. They will also develop instructional materials to support the delivery of the instructional unit. **(100 points)**

Project 5: Design and Development IV - Evaluation

In this project, learners will develop a plan for formative and summative evaluation of the instructional unit and products developed. (70 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)**

COURSE EVALUATION

Activities		**Points**	**Grading Scale**
Project 1	Problem Definition and Analysis	150	A = 90-100%
Project 2	Task Analysis & Instructional Objectives	150	B = 80-89%
Project 3	Instructional Strategy	90	C = 70-79%
Project 4	Instructional Unit and Materials	100	D = 60-69%
Project 5	Evaluation	70	F = 59% and below
Final Project	Project Report – Design Document	50	
Class Participation	Collaborative Activities	75	
	Total	685	

INSTRUCTIONAL DELIVERY STRATEGIES

- All course activities and interaction will be online in Blackboard 9.1. Course content is organized into seven modules, one for each week of the compressed semester and can be accessed through the **Learning Modules** link. Each module folder contains: 1) specific instruction on activities to be completed, as well as 2) supporting resources for that module. Learners are encouraged to read the through instruction first before attempting to complete the activities.
- 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 found in the **Learning Modules.** Project

instructions, grading rubrics and support materials can be accessed from the **Learning Modules** link.

- 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.
- Class discussion forum can be accessed through the **Discussion** link. An **FAQ** forum will also be available for students to ask for help from classmates and course instructor on course activities.
- The instructor will maintain online hours the same time as physical office hours. Students can login to chat with the instructor on course-related issues during office/online hours. Students can also contact the instructor through the telephone at 903-223-3166.
- **Chat** rooms will be available to students to communicate among themselves. Please note that all communication in the chat rooms is recorded. The **Message** tool will be used for communicating with individual and groups. This message will go to the students' ACE e-mail address (John.Smith@ace.tamut.edu). Students can also use the Message tool to send messages to the instructor.
- The **Announcement** link will be used frequently to update class on "breaking news" regarding course activities.
- Assignments will be submitted and returned through the **Assignment** Drop box. Students can monitor their own progress in **My Grade** link.

STUDENT RESPONSIBILITIES

Students are expected to:

1. **Read all class materials and pay particular attention to instructions** before contacting instructor for clarification
2. Use Blackboard for all class communications and course activities
3. Login to the course sites at least once a day to check for course updates and announcements.
4. Actively participate in all course activities
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 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.

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 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.

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.

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)
  - 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 (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 or Firefox.
- **Applications Software**: MS Office 2007 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. ***Microsoft works documents are not compatible with Microsoft Word and will not open in MS Word. So do not submit assignments completed in Microsoft Works***.
- **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://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.

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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.

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

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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).