



ITEC 6/77403
Instructional Design

College of Education, Health, & Human Services

Session	Spring 2011
Credit Hours	3
Instructor	Betzi Bateman, MLIS Doctoral Candidate, Educational Psychology/Instructional Technology
Telephone	216-952-9926 (cell phone - please use for emergencies only)
Email	bbateman@kent.edu (forwarded to betzi.bateman@gmail.com)
Office Hours	Monday: 6:00-7:00 pm Wednesday: 6:00-7:00 pm Office hours will be held in a chat room in Blackboard Vista. A link to this chat room can be found in the "Course Information" folder linked from the course home page.
Textbooks and other course materials	Various readings and materials will be available via KSU's course management system, Blackboard Vista. There is no required textbook for students to purchase.
Course Description	The essence of good instructional technology lies not in the hardware we use to deliver instruction but in the reliable and effective processes and techniques used to analyze, design, develop, evaluate, and implement instruction in a variety of media and technologies. This course provides the basics of a systematic approach to these processes and techniques. Students design and develop an instructional module during the course.
Course Goals	Upon completion of this course, students will be able to: <ul style="list-style-type: none"> ▪ Follow a standard instructional development model to develop a short but meaningful instructional unit. ▪ Perform most major steps in the instructional development model. ▪ Think like an instructional designer when approaching an educational or training problem.

<p>Course Questions</p>	<p>Instructional Design (ID) is, in part, a way for educators to make informed decisions about what and how to teach. In this course, the following questions will be addressed in the context of an ID process:</p> <ul style="list-style-type: none"> ▪ What is (and is not) “Instructional Design”? ▪ How do we know what needs to be learned? ▪ How do we plan for different students and learning contexts? ▪ How can we help ensure that students learn what they should? ▪ How do we know whether students have attained the learning objectives? ▪ Where can we find learning objects and other materials for our courses? ▪ How can we create learning materials for a course and create a complete Instructional Design “package”? ▪ How can we determine whether or not an instructional module is successful? ▪ How do we plan for improvement in our instructional plans?
<p>Course Topics and Learning Objectives</p>	<p>Topic 1: Introduction to Instructional Design Learning objectives: After addressing this topic, the student will be able to:</p> <ul style="list-style-type: none"> ▪ Discuss the benefits of using an ID model to develop instruction ▪ Describe the ADDIE model of instructional design ▪ Explain what all ID models have in common ▪ Describe how theories of learning and teaching affect the ID field <p>Topic 2: Analysis Learning objectives: After addressing this topic, the student will be able to:</p> <ul style="list-style-type: none"> ▪ Identify relevant curriculum standards ▪ Write a needs analysis ▪ Write a learner analysis ▪ Write a context analysis <p>Topic 3: Design, Part 1 - Goals and Objectives Learning objectives: After addressing this topic, the student will be able to:</p> <ul style="list-style-type: none"> ▪ Distinguish between a goal and an objective ▪ Describe how to plan for instruction so that it is enduring and leads to deep understanding ▪ Develop measurable objectives for an instructional module that are in alignment with a broader instructional goal

	<p>Topic 4: Design, Part 2 - Assessment, or “Evidence of learning” Learning objectives: After addressing this topic, the student will be able to:</p> <ul style="list-style-type: none">▪ Describe different types of assessment▪ Select and create assessments that are in alignment with goals and objectives▪ Distinguish between informal and formal assessments▪ Describe the importance of multiple assessments <p>Topic 5: Design, Part 3 - Instructional Strategies Learning objectives: After addressing this topic, the student will be able to:</p> <ul style="list-style-type: none">▪ Describe different types of instructional strategies▪ Provide a rationale for a strategy given a specific learning theory▪ Select instructional strategies that are in alignment with goals, objectives, and assessments <p>Topic 6: Development Learning objectives: After addressing this topic, the student will be able to:</p> <ul style="list-style-type: none">▪ Select learning materials that are in alignment with goals, objectives, assessments, and instructional strategies▪ Select ways to create learning materials appropriate according to analysis and design planning▪ Create and assemble learning materials into a complete ID “package” <p>Topic 7: Implementation and Evaluation Learning objectives: After addressing this topic, the student will be able to:</p> <ul style="list-style-type: none">▪ Describe the formative evaluation process▪ Define summative evaluation▪ Plan for the revision of a module
--	---

Course Requirements	Assignment		Points
	Pre-instruction Activities		15
	Instructional Design Project:		
	Analysis (Plan and Report)		30
	Design (Goals/Objectives, Assessments, Instructional Strategies)		32
	Development (Sequencing/TOC, Instructional Materials)		30
	Implementation & Evaluation (Formative Evaluation Plan, Improvement Plan, Final Assembly of Project Documents)		35
	Small-group Discussions (10 X 6)		60
	Final Exam		30
	Total		232

Grading policies	Point breakdown for letter grades:	
	Grade	Percentage
	A	94-100%
	A-	90-93%
	B+	86-89%
	B	83-85%
	B-	80-82%
	C+	76-79%
	C	73-75%
	C-	70-72%
	D+	66-69%
	D	63-65%
	F	0-62%

According to University grading policy, the letter grade of “A” is reserved for students whose work is significantly above average and represents a level of excellence beyond the norm.

“B” grades are awarded to students who show a good level of performance.

“C” grades and lower denotes fair or average performance.

	<p>As per University policy, incompletes can only be awarded in extreme emergencies (subject to verification), such as death in the immediate family and grave personal illness. All work must be up-to-date at the time the incomplete is requested.</p> <p>All students are responsible for monitoring their own progress in the course and ensuring that all assignments have been completed properly.</p> <p>If an assignment is to be viewed through a web browser, all students are responsible for ensuring that their work is fully functional online. If a project is misnamed, missing, or posted incorrectly, it will not be graded. Please note that this warning is especially applicable at the end of the term when there are fewer opportunities to correct technical problems.</p> <p>No changes in final course grade will be issued after final grades are submitted unless a clerical or procedural error was made by the staff. Therefore, please make sure all assignments are completed and turned in on time.</p>
--	---

Course Schedule		
Week	Module/Activities	Due Dates
January 10 - 16	Module 1: Pre-instruction Activities Pre-instructional activities <ul style="list-style-type: none"> • Pre-course questionnaire • Class Introductions Discussion • Small-group Syllabus and Course Information Review Discussion 	Activities due by Sunday, January 16
January 17 - 23	Module 2: Introduction to Instructional Design Activities: <ul style="list-style-type: none"> • Small-group discussion - Advocating for ID 	Activities due by Sunday, January 23
January 24 - 30	Module 3: Analysis Activities: <ul style="list-style-type: none"> • Small-group discussion - Case Study • ID Project - Analysis Plan • ID Project - Analysis Report 	Small-group discussion and Analysis Plan due by Sunday, January 30
January 31 - February 6		Analysis Report due by Sunday, February 6

February 7 - 13	Module 4: Design - Goals & Objectives	Small-group discussion due by Sunday, February 13
February 14 - 20	Activities: <ul style="list-style-type: none"> • Small-group discussion - Case Study • ID Project - Goals & Objectives 	Goals & Objectives due by Sunday, February 20
February 21 - 27	Module 5: Design - Assessment	Small-group discussion due by Sunday, February 27
February 28 - March 6	Activities: <ul style="list-style-type: none"> • Small-group discussion - Case Study • ID Project - Assessment Plan 	Assessment Plan due by Sunday, March 6
March 7 - 13	Module 6: Design - Instructional Strategies	Small-group discussion due by Sunday, March 13
March 14 - 20	Activities: <ul style="list-style-type: none"> • Small-group discussion - Case Study • ID Project - Instructional Strategies 	Instructional Strategies due by Sunday, March 20
March 21 - 27	SPRING RECESS	
March 28 - April 3	Module 7: Development	Sequencing and TOC due by Sunday, April 3
April 4 - 10	Activities: <ul style="list-style-type: none"> • ID Project: Sequencing & Table(s) of Contents • ID Project: Instructional Materials 	Instructional Materials placed on Google Site (or other wiki or website) by Sunday, April 17
April 11 - 17		
April 18 - 24	Module 8: Implementation and Evaluation	Small-group discussion and Formative Evaluation plan due by Sunday, April 24
April 25 - May 1	Activities: <ul style="list-style-type: none"> • Small-group discussion - Case Study • ID Project: Formative Evaluation Plan • ID Project: Improvement Plan 	Improvement Plan due by Sunday, May 1
May 2 - 8	No Modules (Finals Week)	Final Exam and Final ID Project assembly due Sunday, May 8
	Activities: <ul style="list-style-type: none"> • Final Exam • Final ID Project Assembly 	

Regarding Students with Disabilities	(Revised 6/01/07) University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or
---	--

	visit www.registrars.kent.edu/disability for more information on registration procedures).
Electronic communication policy for students	<p>Purpose Kent State University is committed to using the most advanced technology available to communicate with students and recognizes an expanding reliance on electronic communication among students, faculty, staff, and the administration due to the convenience, speed, cost-effectiveness, and environmental advantages of using electronic communication. Therefore, the Electronic Communications Student Policy will provide procedures and regulations to govern the use of electronic communications between the University and the students. Electronic communications may include, but are not limited to, electronic mail, electronic bulletin boards, and information portals. Please refer to the Kent State University Responsible Use of Information Technology Policy for additional information and guidelines regarding electronic communication.</p> <p>Policy A University-assigned student email account shall be an official University means of communication with all students at Kent State University. Students are responsible for all information sent to them via their University assigned email account. If a student chooses to forward their University email account, he or she is responsible for all information, including attachments, sent to any other email account.</p>
Plagiarism	<p>Under all circumstances you are bound by the Kent State University policies on academic dishonesty and cheating. Any materials you have used or adapted must be fully credited and the original author or location fully cited. Any verified act of plagiarism, no matter how seemingly small or inconsequential, will result in an F in the course and sanctions by the university.</p> <p>Kent State University's administrative policy regarding student cheating and plagiarism can be found at:</p> <p>http://www.kent.edu/policyreg/policydetails.cfm?customel_d atapageid_1976529=2037779</p>
Syllabus Changes	We may discover that we want to spend more time on certain topics and less time on others. I will consider changing the schedule if such a change would benefit most students' learning in this course.

Note: This course syllabus was adapted from one shared by Dr. Albert Ingram, Kent State University.