Texas A & M University-Corpus Christi  
College of Education  
Instructional Design & Educational Technology Program

syllabus  
IDET 5305: Instructional Design Applications: Online  
Summer II—2014: 7/9—8/26/14

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I. Description: Specification of research-based instructional strategies for various categories of learning outcomes. Applied use of educational technologies to design and develop instructional materials which are consistent with research findings in the field.

Overview: In this course, you will develop instruction on an instructor approved topic which fits within your L.I.C. team project. The instructional materials you develop will comprise both your instructional design (ID) and your L.I.C. project. They are the same! Separate and numerous, related planning documents entailed in doing instructional design are required for this course—not for L.I.C. However, much of the work done for this class should be useful and can serve as input to your L.I.C. project.

The instructor recommends that you develop print- or technology-based, individualized instruction. Development of online instruction is also acceptable. You may also develop instructor-led (or whole class) instruction. All project topics are subject to
approval by the instructor. For the most part, we will apply established instructional design procedures as specified in the course text.

Although this is an online course, the instructor may hold occasional face-to-face class meetings if sufficient need and interest exists. Check Course Announcements and your University email regularly. You can and should forward your University e-mail anywhere you like.

Course participants should kindly maintain communication with the instructor via e-mail or by cell phone texting or calls. In addition, all course participants are asked to establish a Skype account and have access to an Internet-ready computer equipped with a webcam, microphone, and speakers. You can use headphones with built in microphone in lieu of separate microphone and speakers. We will also use the video conferencing software, WebEX.

II. Rationale: This course—which has no prerequisites—extends coverage of instructional design concepts and procedures addressed in IDET 5304, Instructional Design. It is intended to enable participants to apply research findings in a systematic instructional design process, with emphasis on applied learning theories, practical instructional strategies, and appropriate use of educational technologies, including print materials, to deliver relevant instruction.

III. State Adopted Proficiencies for Teachers covered in the course:

1) Learner-Centered Knowledge: the teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students;
2) Learner-Centered Instruction: the teacher identifies needs; plans, implements and assesses instruction using technology and other resources.

IV. Student Learning Outcomes:

Students in the IDET graduate program will:

- apply and document skills and knowledge as educational technologists in order to solve appropriate real world instructional problems; (IDET 5397 is linked to this student learning outcome.)
- develop an original plan and instructional materials for integrating educational technologies in an overall instructional strategy; (IDET 5320 is linked to this student learning outcome.)
- demonstrate knowledge of the field; (IDET 5300, IDET 5303, IDET 5304, and IDET 5397 are primarily linked to this student learning outcome.)

V. TExES Competencies

This course does not formally address ExCET/TExES Competencies

VI. Course Objectives and Outcomes

1) apply selected components and related procedures of the Dick, Carey, and Carey instructional design model;

2) describe the implications of information-processing theory for the design of instruction;

3) describe the causes of human performance problems;

4) develop a basic plan for managing an instructional design and development project;

5) classify learning outcomes by type as per given categories;

6) conduct goal and instructional analyses and develop related
documents;

7) conduct a subject-matter, task, or combined approach analysis;

8) apply research findings in specifying instructional strategies for various categories of learning outcomes;

9) explain the concept of “conditions for performance;”

10) develop instructional materials based upon a complete instructional strategy as per the course text;

11) develop a criterion-referenced test for specified learning objectives;

12) describe and apply motivational appropriate for a given target audience; design strategies as

13) conduct a one-to-one formative evaluation of draft instructional materials.

14) choose to continue to apply learned instructional design procedures to the greatest extent possible in your future work.

VII. Course Topics:

Major topics to be considered include the following:

- causes of poor performance
- human performance technology
- information processing theory
- project management
- Johari window
- categories of learning outcomes
- goal analysis
- subordinate skill analysis
- learning hierarchies and instructional curriculum maps
- task analysis
- subject-matter analysis
- entry behaviors and characteristics
VIII. Instructional Methods and Activities
Methods and activities for instruction include:

- reading of the course text
- instructor presentations, readings, and activities in BlackBoard
- assignments in BlackBoard
- on-line group work and discussion
- peer collaboration, review, and online discussion

IX. Evaluation & Grading
You can earn up to 1460 points in the class. Grades will be assigned based upon the number of points you earn, as follows:

1. 350 points total: completion of seven miscellaneous assignments: you will complete a number of assignments and exercises over the course of the semester; please see Course Content in Blackboard for details; 50 points per assignment;

2. 200 points for being an active contributor in the course Discussion Form; the four assigned discussion posts are worth 50 points each;

3. 910 points: course ID project: students will apply the Dick, Carey, and Carey instructional design model and develop an instructional design project, to include the following components:

   - Assignment 1 (50 points included 350 total above)
   - instructor-approved problem statement (50 points included 350 total above)
   - information processing exercise (50 points included 350 total above)
• project management plan (50 points included 350 total above)
• learning outcomes classification exercise (50 points included 350 total above)
• instructional goal and objectives: 100
• goal analysis part I (50 points included 350 total above)
• goal analysis part II: 100
• instructional analysis (entry skills and subordinate skills analysis): 120
• subject-matter or task analysis (as reflected in final instructional product)
• instructional strategy: 120
• criterion-referenced test on targetted objectives: 100
• motivational design strategy (50 points included 350 total above)
• formative evaluation report: 120
• final, revised instructional materials (250 pts.)

Project components will be individually graded and should be developed in a manner that is consistent with the content in the course text and other provided information. Work may be redone until we are mutually satisfied with the quality and grade.

You will be assigned your grade as follows:

A: 1,314 or more points  
B: 1,167 – 1,313 points  
C: 1,020 – 1,166 points  
D: 873 – 1,019 points  
F: 872 points or less

X. Course Schedule

NOTE: All assignments include embedded instruction in how to carry out the assignment in BlackBoard. Please see Course Content in the course menu in Blackboard for all scheduled assignments and activities.

The course is organized in seven sessions as follows:

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<thead>
<tr>
<th>Session #</th>
<th>Start</th>
<th>End</th>
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<tbody>
<tr>
<td>1</td>
<td>7/9</td>
<td>7/15</td>
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<td>2</td>
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<td>4</td>
<td>7/30</td>
<td>8/5</td>
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Course Requirements

Following are other expectations and requirements for participants in the courses:

1. Complete on-line activities, discussions, and consultations.
2. Be responsible for all information provided via Bb9.
3. Complete all assigned readings and assignments.
4. Submit assignments in MS Word, as appropriate.
5. Complete all materials and assignments by the due dates.

XII. COURSE POLICIES

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website http://judicialaffairs.tamucc.edu/.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just
stopping attendance and participation **WILL NOT** automatically result in your being dropped from the class. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

**Preferred methods of scholarly citations**
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

**Classroom/professional behavior**
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Grade Appeals**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of
days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://advising.tamu.edu/grade_appeals.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. See website http://disabilityservices.tamu.edu/.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816

* Required by SACS


Bibliography


