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

_syllabus_
IDET 5305: Advanced Instructional Design: Online
Spring 2014: March 19—May 6

Instructor: Stephen Rodriguez, Ph.D.
office: FC 231
office hours: to be determined; call cell for an in-person appointment or to schedule a Skype session
phones: (361) 825-6033 (office); 980-7000 (cell)
fax: 825-6076
e-mail: stephen.rodriguez@tamucc.edu
Skype identity: estebanphd

web resources: http://interconnect.tamucc.edu

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 a self-selected, instructor approved topic. The instruction you develop and numerous, related planning documents, will comprise your instructional design (ID) project. The instructor recommends that you develop print-based, individualized instruction—or, computer-based individualized instruction—if it fits. However, you may also develop instructor-led (or whole class) instruction upon 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. 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. Thank you.

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 the 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 design strategies as appropriate for a given target audience;

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
- performance objectives
- test development
- conditions for performance
- instructional strategies for various learning outcomes
- motivational design
- formative evaluation
- revising instructional materials

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

Students can earn up to 1000 points in the class. Grades will be assigned based upon the number of points earned, as follows:

1. 200 points total: completion of six assignments: students will complete a number of assignments and exercises over the course of the semester; please see calendar section of this document for details; 34 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; an open discussion and question course blog is also available at http://xcgbthuiop.blogspot.com

3. 600 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:

• instructor-approved problem statement (10 points)
• project management plan (40 points)
• instructional goal and objectives (as embedded in final product)
• goal analysis (50 pts.)
• instructional analysis (entry skills and subordinate skills analysis) (80 pts.)
• subject-matter or task analysis (as reflected in final instructional product)
• description of instructional strategy (90 pts.)
• criterion-referenced test on targetted objectives (80 pts.)
• motivational design strategy (50 pts.)
• draft instructional materials (see below)
• final, revised instructional materials (200 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 the instructor and course participant are mutually satisfied with the quality and grade.
Students will be assigned grades as follows:

A: 900 or more points  
B: 800 - 899 points  
C: 700 - 799 points  
D: 600 - 699 points  
F: 599 points or less

X. Course Schedule

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

**The course is organized in seven sessions as follows:**

<table>
<thead>
<tr>
<th>Session #</th>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3/19</td>
<td>3/26</td>
</tr>
<tr>
<td>2</td>
<td>3/27</td>
<td>4/2</td>
</tr>
<tr>
<td>3</td>
<td>4/3</td>
<td>4/9</td>
</tr>
<tr>
<td>4</td>
<td>4/10</td>
<td>4/16</td>
</tr>
<tr>
<td>5</td>
<td>4/17</td>
<td>4/23</td>
</tr>
<tr>
<td>6</td>
<td>4/24</td>
<td>4/30</td>
</tr>
<tr>
<td>7</td>
<td>5/1</td>
<td>5/7</td>
</tr>
</tbody>
</table>

Course Requirements

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

1. Participate in and 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 examination 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.

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. July 27, 2012 is the last day to drop a class with an automatic grade of "W" this term. August 7 is the last day to withdraw from the University.

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://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf.

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 Rule 13.02.99.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://www.tamu.edu/provost/university_rules/index.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 Driftwood 101.

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 The Southern Association of Colleges and Schools


Bibliography


