I. **Course Description**

Explores theoretical, conceptual, technological and historical foundations of instructional design and educational technology. Examines the historical development of using technology for educational purposes. Includes intensive examination and application of contemporary learning theories and instructional design principles and processes related to use of technology in instructional environments.

II. **Rationale**

This course is designed to enable participants to acquire and apply knowledge of various learning theories and instructional design models and processes which underlie the work of practicing instructional designers and technologists.

III. **Adopted Proficiencies**

The following International Society for Technology in Education (ISTE) Standards for Teachers are addressed in this course:

Teachers design and develop digital age learning experiences and assessments; design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards:

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity;

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress;
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources;

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching.

Students participating in this cognate will demonstrate ISTE proficiencies through:

1. Describing major historical factors which have influenced and shaped the field;

2. Planning a needs assessment and related data collection instruments;

3. Developing instructional strategies incorporating appropriate instructional events for given learning outcomes consistent with a selected learning theory-orientation;

4. Describing the major phases of the Instructional Systems Development Model, the processes subsumed in each phase, and interactions among them;

5. Generating a rationale for designing instruction systematically;

6. Classifying given performances according to categories of human capability as per selected learning classification taxonomies;

7. Developing instruments and procedures for conducting formative and summative evaluations of instruction;

8. Designing and developing instruction in a manner consistent with research-based instructional design principles and procedures

IV. Student Learning Outcomes

Students in this cognate will:

1. Demonstrate a command of the field of instructional design and educational technology;
2. Demonstrate the ability to conduct original research;
3. Demonstrate a command of the field of curriculum and instruction.

V. Course Objectives/Learning Outcomes

This course is designed so that the student will be able to:
1. Describe major historical factors which have influenced and shaped the field;
2. Plan a needs assessment based upon an accepted model; develop and administer data collection instruments; analyze findings and report them in writing;
3. Generate a personally meaningful model of human information processing;
4. Develop clear and useful instructional objectives;
5. Conduct an instructional analysis of a given learning goal to identify essential and supportive prerequisite skills;
6. Develop instructional strategies based upon instructional design theory and research for given learning outcomes;
7. Describe and apply the underlying tenets of behavioral, cognitivist, and constructivist learning theories;
8. Describe the major phases of the Instructional Systems Development Model;
9. Compare and contrast the attributes of selected instructional design models and describe the relative advantages and drawbacks of each;
10. Generate a rationale for designing instruction systematically;
11. Classify given performances according to categories within accepted learning taxonomies;
12. Classify instances of procedural vs. declarative knowledge;
13. Describe formative and summative evaluation and explain how they differ;
14. Develop or adopt instruments for conducting a formative evaluation;
15. Conduct and report on a formative evaluation of prototype instructional materials developed by applying appropriate instructional design and theory;
16. Revise prototype instructional materials based upon data collected via the formative evaluation.

VI. Course Topics

1. historical factors which influenced the field
2. instructional design models including the Instructional Systems Development Model
3. needs assessment
4. models of human information processing
5. instructional objectives
6. instructional analysis, learning hierarchies, instructional curriculum maps, and essential and supportive prerequisite skills
7. instructional strategies
8. behavioral, cognitivist, and constructivist learning theories
9. benefits of applying systematic instructional design processes and models
10. categories of learning outcomes and learning taxonomies
11. procedural vs. declarative knowledge
12. formative and summative evaluations and related methods

VII. Instructional Methods and Activities

Methods and activities utilized within this course will include:

Online learning activities to include written exercises; analysis of video-based cases; reading of scholarly works and research with follow-up discussion or writing of formal papers; use of online and computer-based tools Web 2.0 tools, and other Internet resources to generate planning documents and instructional materials.

VIII. Evaluation and Grade Assignment and Overview of Course Requirements

Students may earn up to 1,300 points in this course, as follows:

1. Technology-based presentation on history of the field (50 pts.)
2. Instructional design model comparison assignment with rationale for designing instruction systematically (100 pts.)
3. Needs assessment plan, instruments, and report (150 pts.)
4. Paper summarizing behavioral, cognitivist, and constructivist learning theories (100 pts.)
5. Human information processing assignment (50 pts.)
6. Completed instructional analysis (100 pts.)
7. Completed instructional strategy (200 pts.) to include:
   a. Description of learner characteristics
   b. Learning goal and instructional objectives, classified by domain
   c. Description of the instructional strategy to be utilized
   d. Test items
8. Completed formative evaluation report including description of procedures, instruments, and summary of empirical findings (200 pts.)
9. Compiled and revised instructional materials (300 pts.)
10. Self-reflection on what was learned in the course with constructively-critical evaluative comments regarding the class (50 pts.)

Additional guidance and grading rubrics or criteria will be provided for all assignments.

1170 points or more will be a grade of A
1039-1169, grade of B
908-1038, grade of C
777-907, grade of D
776 points or less will be a grade of F
Please contact your instructor if you have difficulties completing course requirements.

**IX. Course Schedule**

**NOTE:** All assignments requiring use of the BlackBoard 9.1 learning management system will include embedded instruction in how to carry out the assignment. Please see Activities in the course menu in Blackboard for all scheduled assignments and activities.

The course is organized in fourteen week-long sessions. The dates for each session are provided in Balckboard in the Activities section. Topics and related assignments due at the end of each session are as follows:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Assignments due by session</th>
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</thead>
<tbody>
<tr>
<td>1. <strong>history of the field</strong></td>
<td>1. Paper describing history of the field consistent with provided readings and formatting and content requirements;  \</td>
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<tr>
<td></td>
<td>2. problem statement for final instructional design project;  \</td>
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<td></td>
<td>3. readings as assigned.</td>
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<tr>
<td>2. <strong>needs assessment</strong></td>
<td>1. Written needs assessment plan with survey items as related to final instructional design project;  \</td>
</tr>
<tr>
<td></td>
<td>2. readings as assigned.</td>
</tr>
<tr>
<td>3. <strong>instructional design models</strong> to include Instructional Systems Development Model and others; rationale for designing instruction systematically</td>
<td>1. Draft of paper providing a rationale for designing instruction systematically and comparing and contrasting considered models consistent with provided readings and formatting and content requirements.</td>
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<tr>
<td>4. <strong>instructional design models</strong> (continued) and their theoretical bases**</td>
<td>1. Revised paper providing a rationale for designing instruction systematically and comparing and contrasting considered models consistent with provided readings and formatting and content requirements; paper also to include a unique model synthesized from</td>
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| **5** | **behavioral, cognitivist, and constructivist learning theories** | 1. Paper explaining application of selected learning theories to instructional design project;  
2. readings as assigned;  
3. related discussion forum post. |
| **6** | **human information processing model; cognitive strategies** | 1. Completed exercise on a model of human information processing;  
2. Readings as assigned;  
3. discussion forum post on implications of the model for instructional design;  
4. developed chart showing different types of cognitive strategies with original examples of each and related commentary. |
| **7** | **categories of human capabilities (learning outcomes); procedural and declarative knowledge** | 1. Readings as assigned;  
2. classification exercises on classes of learning outcomes and on procedural vs. declarative knowledge;  
3. written specification of the nature of outcomes to be addressed in the final course project with preliminary discussion of the related instructional strategy to be employed. |
| **8** | **subordinate and super-ordinate skills; learning hierarchies; instructional analysis and instructional curriculum maps** | 1. Readings as assigned;  
2. completed instructional analysis using an appropriate method for the learning outcomes at hand. |
| **9** | **purpose and components of an instructional strategy** | 1. Readings as assigned;  
2. paper describing the appropriate instructional strategy to be employed for the final course project; |
<table>
<thead>
<tr>
<th>No.</th>
<th>Activity Description</th>
<th>Details</th>
</tr>
</thead>
</table>
| 10  | test item development | 1. Readings as assigned;  
2. Test items for the final continue developing final course project. |
| 11  | formative and summative evaluations | 1. Readings as assigned;  
2. Paper comparing and contrasting the purposes and techniques associated with formative and summative evaluations;  
3. Discussion forum post on purposes of formative evaluation;  
4. Complete draft of final course project. |
| 12  | conduct formative evaluation as instructed | 1. Complete formative evaluation of your final project with assigned peer. |
| 13  | revise draft of final project | 1. Formative evaluation report;  
2. Revised final project. |
| 14  | project sharing and commentary; course closure | 1. Self-reflection on the instructional design process and course;  
2. Review other students’ projects and post related comments in the discussion forum. |

**X. Textbook(s)**


XI. Course Guidelines and Policies

Online Course Guidelines

Please demonstrate respect and responsibility as a part of this learning community. You are expected to exhibit an attitude of respect and responsibility as follows:

- Post assignments on time.
- Work to get to know other classmates.
- Reach out through email Blackboard Messages, Discussions, and the use of Google Hangouts to support each other. If you have good suggestions or resource ideas, please share them with the instructor and peers.
- Respect and be sensitive toward other classmates by choosing your words carefully.
- Add your opinions to participate in the discussions.
- Check the assignments every week.
- Don't get behind. If you get behind in an online course, it is usually harder to get back on track than in a traditional course.
- Keep up with assignments and grades. Grades will be available in Blackboard: check them regularly to make sure you are current with assignments.
- You are expected to demonstrate maturity and self-direction and to manage your own affairs.
- Do not plagiarize another person’s material. Instances of plagiarism are a serious matter: they will be handled in accordance with Texas A&M University-Corpus Christi General Academic Policies and Regulations as listed in the current catalog.
- Instructor response time: All email, voicemail, or texts to the instructor will be answered promptly and within 24 hours at the latest.
- **Student login expectations**: Login to the course often – once every three days at a minimum. It is also recommended that you monitor email daily.
- **Meetings with the instructor** – Schedule an online video or face-to-face conference by emailing, texting, or calling the instructor.

Time Requirements:

Regular 3-credit graduate courses require approximately 3 hours of class time per week plus 9 hours of study time. Therefore, expect to spend a minimum of 12 hours each week for 15 weeks on this class. Depending upon how quickly you gain understanding of the content, you may have to spend even more time than 12 hours some weeks.

Late Work:

Assignments are due on the dates indicated in the syllabus and schedule. Due dates are particularly important when someone else is relying on your contributions. Late work will be penalized according to the following schedule:
<table>
<thead>
<tr>
<th>Days Late</th>
<th>Deduction</th>
</tr>
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<tbody>
<tr>
<td>1-4</td>
<td>25%</td>
</tr>
<tr>
<td>5 or more</td>
<td>50%</td>
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</tbody>
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Grades of "INCOMPLETE" will be given only for certifiable medical reasons or in other extraordinary circumstances. A request for a grade of incomplete must be made in advance of the end of the term and must be in writing. Contact the instructor before submitting a request. You must provide appropriate documentation with your request. Consistent with established University policy, incomplete coursework must be completed prior to the end of the next regular academic term. Otherwise, the grade will revert to the earned grade, which may be an “F” depending upon how much work was originally completed.

**Academic Integrity with Course Products and Evaluations:**

Please know and respect copyright laws. The work you submit must be your own. It must also be work completed specifically for this course. Work completed for previous or concurrent course credit cannot be used for assignments for this course. If you wish to continue a theme or content area used in another course, inform the instructor. Any intended projects relating to other courses should be approved at the start by all instructors and should reflect unique elements and sufficient development effort for all courses involved.

Any problems in working with other students should be brought to the attention of the instructor immediately so that solutions may be enacted to ensure that all members benefit from the course experience.

**Help with Blackboard, Technical Issues, and Learning Online:**

URL: http://iol.tamucc.edu
URL: Island Online Student Resources Webpage: https://iol.tamucc.edu/student_resources.html
“Help” At the bottom of the course menu on the left-hand column of the course interface.
Phone: Help Desk (361) 825-2692

If you are having difficulties accessing course materials from your home computer, first let your instructor know, then contact the IOL Helpdesk at (361)825-2692 or submit a request via email to iol.support@tamucc.edu.

**Technology Requirements**

To prepare your computer for using Blackboard 9.1, go to https://iol.tamucc.edu/student_resources.html and locate “Steps to Prepare Your Computer for Blackboard” at the top of the left-hand column.
To view .pdf files you will need the Adobe Reader. Download it at: http://get.adobe.com/reader/.

To view flash (.flv) files from sites such as You Tube, download the Flash player at http://get.adobe.com/flashplayer/.

**Library resources** (including print, electronic, and human) can be accessed through the Mary and Jeff Bell Library website that supports electronic searches of articles, books, journals, course reserves, and databases. It includes information such as Ask a Librarian, research tools, remote access information and tutorials, information about plagiarism and copyright, and interlibrary loan (http://rattler.tamucc.edu/distlearn/). The library is a member of TexShare which provides you with a card that allows you to checkout materials from libraries across Texas. Librarians’ contact information is also on the website and you are encouraged to contact librarians for assistance.

**In the event of a campus evacuation**, the instructor will make every effort to continue the course. If you have access to the Internet, you will be able to continue your coursework by posting assignments and interacting online. You will also be able see your grades on assignments, quizzes, and tests using the **My Grades** tool.

**Other 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 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://advising.tamucc.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.tamucc.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*

XII. Bibliography


