Instructional Design

https://bb9.tamucc.edu
This is an online class. A variety of asynchronous technologies will be used to teach this class.

IDET — 5304       Fall 2017       3 Credits

Instructor      Email      Office Hours: FC #249
David R. Squires, Ph.D. david.squires@tamucc.edu Monday – Friday

I. Course Description
Provides an introduction to instructional design theory, principles, and techniques and related learning theories. Considers various instructional design models including the Instructional Systems Development Model. Includes development of a final instructional design project.

II. Conceptual Framework
The course follows a Constructionist framework. That is, the course is organized to allow students a greater range of autonomy to become more independent, with the instructor serving as a consultant, rather than sole arbiter of knowledge, to help guide students allowing them to become more active and independent. Constructionism shares constructivism's connotation of learning as building knowledge structures, yet it further states that learning occurs irrespective of the circumstances of the learning. Adding the idea that learning happens especially felicitously in a context where the student is consciously engaged. The presumption is that effective learning focuses on authentic real-world tasks, and applying implementation strategies early in the course to help students follow through on their personal goal commitments. Students are encouraged to pursue their own interests and apply those interests in their final instructional systems project.
III. Required Textbook


Recommended Textbooks


IV. Academic Honesty

1. Texas A&M University-Corpus Christi students are expected to conduct themselves in accordance with the highest standards of academic honesty.
2. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism.
3. Students are responsible for adhering to Texas A&M University-Corpus Christi’s culture of academic honesty. Therefore, all individual submissions must be created independently and any plagiarism or cheating will result in a failing grade.
4. More detailed information about academic honesty is located in the student catalogue: *Academic Integrity*. 
V. Goals and Objectives

During the course, each student will be expected to:

1. **Identify** the essential components of guided learning.
   a) Deconstruct the complexity of intentional learning
   b) Define instruction as both teaching and learning
   c) Define the role of teacher as facilitator
   d) Summarize the primary attributes of instructional design

2. **Interpret** instructional design as an application of the systems concept
   a) Consider the student as a partner in the instructional design process
   b) Describe a scenario where a system is an appropriate response
   c) Define design as an arrangement of external events

3. **Apply** an interactive planning process to the design of learning resources.
   a) Generate performance statements
   b) Inventory learning tasks
   c) Estimate development costs
   d) Solicit stakeholder input

4. **Analyze** the instructional context
   a) Describe diversity as an asset
   b) Explain the attributes of common learning styles
   c) Compare the effectiveness of different instructional strategies
   d) Organize formative evaluation data into meaningful information

5. **Synthesize** a proposal to develop instruction.
   a) Construct an instructional design model
   b) Develop supporting media
   c) Incorporate outside realities into the classroom
   d) Compose an implementation plan

6. **Evaluate** learning resources and development processes.
   a) Determine quality assurance criteria
   b) Select or develop evaluation tools
   c) Conduct evaluations
   d) Recommend performance improvement strategies
VI. Course Requirements

The course requirements provide opportunities for students to explore the concepts, theories, and practices related to the systematic design of instruction. This course adopts a cooperative online workshop approach. Therefore, it is essential to participate in each module, and contribute data, information and knowledge in a timely way. Grades are awarded based on points earned for course work. The due dates for assignments are indicated in the course calendar. Assignments may be submitted prior to the due date. Assignments submitted late will be penalized 20% for each day late. Only assignments completed on time may be resubmitted for an improved grade up to one week after the original due date (this is in line with Mastery learning goals). Assignments submitted on time may be resubmitted twice (Excluding your final project, unless submitted one week early). Additional information for each assignment is located at the course site under modules 1-7.

VII. Online Access

All assignments and graded course content are posted in the Blackboard Learn course site. Rubrics for each assignment and participation requirements are found in Blackboard modules 1-7. You will need a computer capable of accessing the internet for this course. While you will primarily meet asynchronously for this course, unless otherwise announced, you are expected to collaborate with your peers and schedule independent meeting times for peer feedback and your final group project. If you cannot attend an announced synchronous meeting via WebEx Training, when and if one is scheduled, the session will be recorded for you to review at a later date.

VIII. Online Participation [Group & Individual Assignments]

While this is a performance-based course, there is a participation grade for active participation: Including completing course modules, posting feedback, adding to discussions in the discussions boards, and actively forming and contributing with your peer assessment groups. Furthermore, students are expected to provide timely group feedback and plan several weeks in advance the structure and outline of their group's final project proposal and Instructional Design model of choice. While some components of your group project will be completed concurrently, with your other course objectives, you will be evaluated by

August 28th, 2017
David R. Squires, Ph.D.
Instructional Design & Educational Technology, Texas A&M University-Corpus Christi
your group members based on your level of participation, feedback and active contributions leading up to your final project submission. You will also find that by completing certain modules in Blackboard you will further add to your participation grade, since there are bonus participation points spread out in the course modules. Rubrics and the assignment criterions for what is expected each week can be found in the course site under modules 1-7.

**IX. Baseline Activity** [Individual Assignment]

The purpose of the *Baseline Activity* is to test your ability to accurately abstract, organize and present **essential** information from a noted author's perspective. The goal is to confirm a common knowledge base for this course. The Baseline Activity is an individual asynchronous exercise that will require you to read and synthesize several foundational Instructional Design scholarly articles. Your responses are expected to be concise and precise. Exceeding limits may result in a lower evaluation of your work. There are four parts to the Baseline Activity, which are explained and posted on the course site within Module 1.

**X. Practice Activities** [Individual Assignment]

There are five *Practice Activities*. The purpose of each Practice Activity is to provide an opportunity to practice instructional design tasks and apply aspects of instructional design in preparation for the team project. The goal is to apply instructional design principles to situations of intentional learning. The Practice Activities are authentic tasks that complement several topics and prepare individuals for teamwork on the final project proposal. The tasks completed during the Practice Activities are also intended to serve as prerequisite knowledge and skills for future design and development activities.
XI. Final Project Proposal [Team Project]

The purpose of constructing a learning Proposal is to simulate authentic instructional design. The goal is to plan an intervention for a performance discrepancy due to a lack of knowledge and skills. The Proposal is a detailed document about the way a systematic development process was used to design episodes of intentional learning. The Proposal is both descriptive and prescriptive. There are two phases to developing the proposal. The first phase results in the team selecting an Instructional Design model of their choice. The second phase results in the Complete Proposal. The proposal is a team project constructed and based on a systematic process. Preparing a proposal simulates the roles and responsibilities of an instructional designer. Students are expected to meet as a design team outside of class via the WebEx collaboration tool, or their selected web conferencing technology of choice (variety of alternative options are found in the Extras tab within the course site). Each student is required to work within a design team by the fourth week of the course, or they will be automatically assigned into a group (and risk losing 3 participation points). Further if students do not form groups with the tools provided within the course, they will be tasked with attending scheduled group meetings via WebEx Training with their automatically assigned group members and the instructor. Each team will submit a recorded overview level presentation pitch of their project proposal. Therefore, it is expected that students plan ahead and form into groups early, or risk losing participation points.

XII. Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>100-90</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>89-80</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>79-70</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>69-60</td>
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<tr>
<td>F</td>
<td>Failure; work not passed</td>
<td>Below 60</td>
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August 28th, 2017
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Instructional Design & Educational Technology, Texas A&M University-Corpus Christi
XIII. Additional Resources

Technology
This course is offered completely online asynchronously and the use of Blackboard Learn is required. As such, the majority of the featured course module content may require Adobe Flash Player. To make sure your computer is Blackboard Learn ready, or if you have technical issues go to https://iol.tamucc.edu and contact the Help Desk (361) 825-2692.

Statement of Academic Continuity
In the event of a campus evacuation due to inclement weather this course will still be available online. If you have access to the Internet, you will be able to continue your coursework, check your grades, interact with your classmates and post assignments online.

Grade Accommodations
For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs: http://advising.tamucc.edu/grade_appeals.html.

Disability Services
This course follows the regulations outlined in the Americans with Disabilities Act. Further, all Sharable Content Object Reference Model (SCORM) enabled course modules 1-7 contained in this course have closed captioning and audio enabled compliant integrations to meet Federal 508 Compliance standards. The course site is also compatible with screen reading devices. Students requiring additional accommodations due to a disability should talk to their instructor as soon as possible and call Disability Services at (361) 825-5816 Monday - Friday or visit CCH 116 to schedule an appointment. See website http://disabilityservices.tamucc.edu/ for more information.

Scholarly Citations
## XIV. Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 3</td>
<td>History of Instructional Design</td>
<td>Download/view pdf articles 2 required readings and 1 of your choice</td>
<td>Baseline Activity</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>and Technology</td>
<td>If password protected: EDIT5304</td>
<td>First discussion post/Introduction due</td>
<td></td>
</tr>
<tr>
<td>Sep 10</td>
<td>Analyze</td>
<td><strong>Instructional Design:</strong> <em>The ADDIE Approach</em> Prologue &amp; Chapter 1 Optional Readings Posted in Module 2</td>
<td>Practice Activity: Analysis Summary</td>
<td>2</td>
</tr>
<tr>
<td>Sep 17</td>
<td>Design</td>
<td><strong>Instructional Design:</strong> <em>The ADDIE Approach</em> Chapter 2 Optional Readings Posted in Module 3</td>
<td>Practice Activity: Design Brief</td>
<td>3</td>
</tr>
<tr>
<td>Sep 24</td>
<td>Develop</td>
<td><strong>Instructional Design:</strong> <em>The ADDIE Approach</em> Chapter 3 Optional Readings Posted in Module 4</td>
<td>Practice Activity: Development Overview</td>
<td>4</td>
</tr>
<tr>
<td>Oct 1</td>
<td>Implement</td>
<td><strong>Instructional Design:</strong> <em>The ADDIE Approach</em> Chapter 4 Optional Readings Posted in Module 5</td>
<td>Practice Activity: Implementation Strategy</td>
<td>5</td>
</tr>
<tr>
<td>Oct 8</td>
<td>Evaluate</td>
<td><strong>Instructional Design:</strong> <em>The ADDIE Approach</em> Chapter 5 Optional Readings Posted in Module 6</td>
<td>Practice Activity: Evaluation Plan</td>
<td>6</td>
</tr>
<tr>
<td>Oct 15</td>
<td>Final Project</td>
<td><strong>Team Complete Proposal</strong></td>
<td></td>
<td>7</td>
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XV. Assignments Summary

All assignments are due by 11:59pm on the designated due date

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<thead>
<tr>
<th></th>
<th>Due</th>
<th>Points</th>
<th>Earned</th>
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</thead>
<tbody>
<tr>
<td><strong>Baseline Activity</strong></td>
<td>September 3</td>
<td>15 points</td>
<td>______</td>
</tr>
<tr>
<td>Module 1 – Baseline Activity</td>
<td>September 3</td>
<td>15 points</td>
<td>______</td>
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<table>
<thead>
<tr>
<th><strong>Practice Activities</strong></th>
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<tbody>
<tr>
<td>Module 2 – Analysis Summary</td>
<td>September 10</td>
<td>10 points</td>
<td>______</td>
</tr>
<tr>
<td>Module 3 – Design Brief</td>
<td>September 17</td>
<td>10 points</td>
<td>______</td>
</tr>
<tr>
<td>Module 4 – Development Overview</td>
<td>September 24</td>
<td>10 points</td>
<td>______</td>
</tr>
<tr>
<td>Module 5 – Implementation Strategy</td>
<td>October 1</td>
<td>10 points</td>
<td>______</td>
</tr>
<tr>
<td>Module 6 – Evaluation Plan</td>
<td>October 8</td>
<td>10 points</td>
<td>______</td>
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<tr>
<th><strong>Final Project</strong></th>
<th>Team Project</th>
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<tbody>
<tr>
<td>Module 7 – Complete Proposal</td>
<td>October 15</td>
<td>25 points</td>
<td>______</td>
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<thead>
<tr>
<th><strong>Individual Contribution Form</strong></th>
<th>Individual Requirement</th>
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<tbody>
<tr>
<td>No points are allocated for completing this form. However, no form = no participation grade.</td>
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<table>
<thead>
<tr>
<th><strong>Online Participation</strong></th>
<th>Individual Assignment</th>
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<tbody>
<tr>
<td>Active Participation</td>
<td>Every Week</td>
<td>10 points</td>
<td>______</td>
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**Total = 100 points ________**
This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

XVI. Module Readings & Posted Articles

Full pdf articles listed below are available for student’s individual use in the Blackboard 5304 course site and may be opened with the password: IDET5304


**XVII. Bibliography**


XVIII. *Required Course Policies

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 a failing grade.

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. (September 25th, 2017) is the last day to drop a class with an automatic grade of “W” this term.

Classroom/professional behavior

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals*

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

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 Corpus Christi Hall 116.

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.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane 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.

*Required by SACS or HB2504