Syllabus

IDET 5300: Instructional Design & Educational Technology Foundations

on-line

June 1—July 3, 2020

Instructor: Susan Elwood, Ed.D.
Office hours: WebEX, via 24 hour notice email
e-mail: susan.elwood@tamucc.edu
phone: 825-2407 (office)
IT Help Desk: (361) 825-2692

I. Catalog Description: Conceptual foundations of the field of Educational Technology. Considers historical factors that contributed to the development of the field. Considers underlying systems concepts. Introduces major publications and professional organizations in the field.

II. Rationale: This three-hour, on-line graduate course introduces the professional field of educational technology from a scholarly yet practical perspective. It is intended to lay a conceptual foundation upon which you can build a new career or get better at an existing one in teaching or training. The instructor will employ a variety of on-line instructional methods. You are expected to participate in discussions as per the on-line Discussion Forum. You will also work in dyads and teams to research, develop, and document presentations using Web 2.0 appropriate tools.

Insofar as the course is brief and “content intensive,” you are urged to keep
current with assigned readings and assignments. You are further urged to seek assistance from the instructor if you experience any problems with course assignments, interactions with other students, or with discussions.

III. Course Standards

*Association for Educational Communications and Technology (AECT) Standards*

1.1.c Identify learning theories from which each model is derived and the consequent implications.
1.1.1.b Analyze instructional tasks, content, and context.
1.1.3.a Produce instructional materials which require the use of multiple media (e.g., computers, video, projection).
1.1.3.b Demonstrate personal skill development with at least one: computer authoring application, video tool, or electronic communication application.
1.1.5.a Utilize a variety of assessment measures to determine the adequacy of learning and instruction.
1.1.5.c Demonstrate congruency among goals/objectives, instructional activities, and assessment measures.
1.3.a Select instructional strategies appropriate for a variety of learner characteristics and learning situations.
2.4.4 Use telecommunications tools such as electronic mail and browsing tools for the World Wide Web to develop instructional and professional products.
3.4.2 Identify and apply policies which incorporate professional ethics within practice.

*Association for Talent Development (ATD) Competencies*

Learner Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:

1a- Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
1b- Pursue professional interests by creating and actively participating in
local and global learning networks. 1c- Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

*International Society for Technology in Teacher Education (ISTE)*

**Standards**

**Coaches: Visionary Leadership**

Technology coaches inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the instructional environment.

- Contribute to the development, communication and implementation of a shared vision for the comprehensive use of technology to support a digital age education for all students.
- Contribute to the planning, development, communication, implementation and evaluation of technology-infused strategic plans at the district and school levels.
- Advocate for policies, procedures, programs and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines.
- Implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms.

**Educators:**

**Learner**

Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:

1a- Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness. 1b- Pursue professional interests by creating and actively participating in local and global learning networks. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

**IV. Student-Learning Outcomes**
Students in this 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: Not applicable to this course.

VI. Course Goals and Objectives: Upon completing the course, you should be able to do the following:

1) compare and contrast various definitions of the field of educational technology;

2) describe major historical events that helped to shape the field;

3) describe and apply the practical applications of behaviorist, cognitivist, and constructivist learning theories for the design of instruction;

4) identify major publications and professional organizations in the field;

5) summarize results of research conducted on selected aspects of the field;

6) describe the characteristics of the instructional design process;

7) describe selected instructional design models;

8) describe various trends, issues, and directions in instructional design and technology (IDT);
9) choose to pursue additional studies in instructional design and educational technology.

VII. Topics

- Instructional Design and Educational Technology
- History of the Field
- Theories and Models of Learning and Instruction
- Evaluating and Managing Instructional Programs and Projects
- Performance Improvement
- Trends and Issues in Various Settings
- Global Trends and Issues in IDT
- Succeeding at IDT Positions
- Current Issues and New Directions in IDT
- Team Work
- Professional Associations

VIII. Instructional Methods and Activities

Methods, activities, and guidance will include an array of online learning activities and instruction including readings from the course text and Internet, electronic slide presentations, dyad and jigsaw team exercises leading to web conference presentations, and prompted discussion forum posts. Many of these activities depend upon your readings.

IX. Evaluation and Grading: Please see note below regarding the policy on work that is submitted late. Your grade for the course will be determined as follows:

- Fourteen discussion forum posts @ 30 pts each
- References assignment @ 30 pts
- Two jigsaw assignments @ 60 pts each
- Two pair and share assignment leads @ 50 pts. each
- Introductory IDET ePorfolio, including “Personal goals, trends, issues, key resources” from course sections

**TOTAL 1,000 pts.**
900 or more points is an A grade;
800-899 points is a B grade;
700-799 points is a C grade;
600-699 points is a D grade;
599 points or less is an F grade.

NOTE: Any and all assignments, discussion posts, or other assigned work must be completed by the date which it is assigned according to the course schedule. If you submit late work, the instructor will deduct 20% from your earned grade. If you have medical issues or a major personal crisis, contact your instructor immediately to discuss the situation and submit all relevant, original documentation, such as a doctor’s note for the affected date and times. Anyone with a legitimate reason for submitting work late may be excused from grade penalties at the instructor’s discretion.

The weekly schedule starts on the next page.

X. Weekly Schedule

Week 1: Sections: Defining the Field | Getting and IDT Position
   Class Roster participation
   6/1-Discussion 1: name & define the field (ch1: combine application 1.1, 1.2)
   6/2-Discussion 2: history of ID (application question ch2.1 or 2.2)
   6/3-Discussion 3: characteristics of foundational ID models (ch3.1 or ch3.2)
   6/4-Work day: prepare for WebEX Jigsaw I and II; work on portfolio; work ahead

Week 2: Sections: Theories and Models | Current Issues
   6/8-Discussion 4: psychological foundations of ID (ch6)
   6/9-Discussion 4: constructivism in a historical context (ch7)
   6/10-Discussion 5: the learning sciences (ch8)
   6/11-Discussion 6: motivation, volition, and performance (ch9)
   6/12-WebEX Jigsaw1: Current Issues in IDT (chs 36-39)
   6/13-References: Have 1/2 (4/9) of your references added to the class current references.

Week 3: Sections: Evaluating and Managing | Trends & Issues
6/15-Discussion 7: Evaluation in ID: comparing models (ch10)
6/16-Discussion 8: intro to ROI (ch11)
6/17-Discussion 9: intro to learning analytics (ch12)
6/18-Discussion 10: onsite and virtual project management (ch13)
6/19-WebEX Jigsaw3: IDT in Various Settings (chs 17-23)

Week 4: Sections: Performance Improvement | Global Trends
   6/22-Discussion 11: Development and Evolution of Human Performance (ch14)
   6/23-Discussion 12: Performance Support (ch15)
   6/24-Discussion 13: Informal Learning (ch16)
   6/25-Discussion 14: Pair and Share 1: (chs 29, 30, 31; submit link to recording)
   6/26-WebEX Jigsaw3: Getting an ID position and succeeding (chs 24-26)

Week 5: (Note: 2019 course will see changes that lighten this work load and allow more
time for work on the final portfolio, as per 2018 students’ feedback)
6/29-Pair and Share 2: E-Learning/ID& Social Media/ID (chs 27, 28)
6/29- Pair and Share 3: Social Interdependence Theory & Authentic Tasks in
Contemporary Learning Environments (chs 32, 35)
6/30-Pair and Share 4: Games and Learning / PBL Essentials (chs33,34)
7/3-References Assignment: Have all (4/4) of your references added to the class
current references, following directions at the top of the doc.
7/3-Introductory IDET ePortfolio: see course content.

Attendance policy: You are expected to actively participate in online discussions, dyads,
and jigsaw teamwork and web conference presentations. You are also expected to
complete assignments on time as directed in BlackBoard Course Content. Contact the
instructor in advance if you anticipate any related problems. Please see the Evaluation
section of this syllabus for more information on grading and the penalty for submitting
work more than one day late.

XI. Required textbook

Reiser, R.A. & Dempsey, J.V. (2017). Trends and issues in instructional design and
technology. (4th. ed.). Pearson: Boston, MA.
XII. Course Policies and Resources

**Attendance Policy** Attendance is crucial to your success in this program and your development as a professional. Attendance is expected. Due to the nature of this course, DAILY participation is critical. Contact your instructor as necessary in this regard.

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:

Forward your Islander email to your favored email, if you don’t check it regularly.

- Record course deadlines from the course schedule to your personal calendars. Use reminders as necessary.
- Block out time daily for the course. Remember that you will be needing to budget a minimum of 10-12 hours per week for this course with daily submission requirements.
- Respect and be sensitive toward other classmates by choosing your words carefully.
- Don’t get behind. If you get behind in a hybrid course, it is very difficult to get back on track. As well, the learning community is greatly enhanced by everyone being timely with their submissions.
- Keep up with assignments and grades. Grades will be available in Blackboard. Keep up with assignments by printing the course schedule and being accountable for it.
- You are expected to demonstrate maturity and self-direction and to manage your own affairs.
- Instructor response time: All email, voicemail, or texts to the instructor will be answered promptly and within 48 hours at the very latest.

**Late Work:**

If you submit any assignment including online course work late, you are subject to a 20% reduction of your grade for the late work.
Academic Integrity and Working with Other Students

Please know and adhere to copyright laws. The work you submit must be your own. It must also be work completed specifically for this course. 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. 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:

Call (361) 825-2692; URL: http://iol.tamucc.edu URL: Island Online Student Resources Webpage: https://iol.tamucc.edu/student_resources.html

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.

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.

**Dropping the Course:** Even if you never attend or start then stop attending—it is your responsibility to formally drop the course through the University Registrar’s Office. You will not be automatically dropped if you “fail to appear.” If you have concerns about completing the course and are considering dropping or withdrawing, contact your instructor first.

**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 Southern Association of Colleges and Schools (SACS)*

The Texas A & M University – Corpus Christi’s College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.

XIII. Bibliography


instructional design dilemmas to develop a Video Enhanced Rubric with modeling examples to support mental model development of complex skills: The Viewbrics-project use case [Editorial]. Https://link.springer.com/journal/11423.


