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

Instructional Design IDET 5304 introduces participants to the systems approach to instructional design. The major components of this kind of instructional development model will be presented. This course provides introductory information and application of skills and techniques necessary in the analysis, design, development, implementation, and evaluation of instruction (referred to as the ADDIE model). This course will consider these issues at both the curriculum or course level (macro) and lesson (micro) level. These skills are particularly useful for efficient and cost-effective development of solutions to novel instructional problems. The concept of instruction promoted in the course moves away from designs that encumber didactic, limiting, passive, singular modes of teaching and instead, moves toward designs that facilitate active, multi-functional, inspirational, and situated approaches to intentional learning. This course presents a systematic approach to designing, developing, and evaluating instruction as one way to navigate the complexity of situated learning.
III. Required Textbook

★ All required Texts, Readings, PDFs and articles are located within the Blackboard Learn 5304 course site including the course mobile apps for iOS [Link] + Android [Link].

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

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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. Standards Alignments

Academic and Industry Standards Based Alignments for IDET 5304 [Link]

VII. 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% starting the minute after the assignment is late, followed by an additional 20% for each day late until the assignment reaches a total score of zero. Only assignments completed on time may be resubmitted for an improved grade up to three days after the original due date (this is in line with Mastery Learning Goals). Therefore it is crucial to submit assignments on time, or early, to perform well in this course. Furthermore, assignments submitted on time may be resubmitted twice (Excluding your final project, unless submitted one week early). Additional information for each assignment is located within your assignment materials folder within Blackboard.
VIII. Online Access

This course is offered completely online asynchronously and the use of the Blackboard learning management system is required. A variety of asynchronous technologies will be used to teach this class. You will need a computer capable of accessing the internet and downloading software applications for this course. All assignments and graded course content are posted on the Blackboard 5304 course site. Rubrics for each assignment and step-by-step requirements are found within the respective Blackboard modules section. Unless otherwise announced, we will primarily meet asynchronously for this course.

You are expected to collaborate with your peers synchronously and asynchronously to schedule times for prompt peer feedback on your team project. If you haven't already prepared your computer for Blackboard, access Blackboard Technical Requirements and follow the directions. Blackboard has a notification system that sends an alert when certain events happen in your course. You can choose which alerts you want to receive and how you want to receive them. Workshop schedules on how to use Blackboard tools are available at https://iol.tamucc.edu

IX. Online Participation [Group & Individual Assignments]

This is an online asynchronous course, therefore please be cognizant that all user activity on the course site is administratively logged by Blackboard. The content you engage with, when you log in, and for how long you are logged into the course site, (to name a few), is collected and individually tracked per user by the learning management system. Therefore, your participation also includes accessing the course site regularly. While this is a performance-based course, there is a participation grade for active online participation: Including completing course modules, posting feedback, adding to discussions in the discussion boards, and actively forming and contributing with your peer assessment groups. You are expected to complete at least one module per week. Furthermore, you are expected to provide timely group feedback and plan several weeks in advance the structure and outline of your 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 your group members based on your level of participation, feedback and active contributions leading up to your final project submission due at the end of the course.

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IX. Baseline Activity [Individual Assignment]
The purpose of the Baseline Activity is to assess 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 in detail within the course site in 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 [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 Web Conferencing tab within the course site). Each student is required to work within a design team by the second week of the course.
XII. Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<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 - F</td>
<td>Work Not Passed</td>
<td>Below 70</td>
</tr>
</tbody>
</table>

XIII. Additional Course Information

Scholarly Citations APA Style


The Writing Center

The ability to write in an appropriate academic manner is critical to successful graduate study. Students who need editorial assistance are encouraged to make such arrangements. A good place to start is the Center for Academic Student Achievement (CASA) Writing Center: [http://casa.tamucc.edu/tutoring_learning_services/writing_center/](http://casa.tamucc.edu/tutoring_learning_services/writing_center/)

Submitting Assignments

Please save your assignments as Word documents that include your name in the file name. For example, “YourLastname_Baseline.doc”. Completed assignments should be submitted as Word documents. I will then insert comments and feedback electronically and return it to you via Blackboard. Again, please include your name in the file name and please do not submit your work as a PDF. You should see comments inserted throughout your document when it is returned. If you can’t see these comments, please let me know. More details on each assignment are provided in the Blackboard course site. Please download and read these assignment rubric descriptions carefully. **If you prefer to use Google Documents please be sure your document allows comments or it may be returned with a grade of zero.**

How to use the comments and action items in Google Documents [Link]

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## XIV. Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| Aug 31 | History of Instructional Design and Technology  
Survey of instructional Development Models  
Examining Instructional Design Principles  
Trends in Instructional Design | Download/ view pdf articles  
2 required readings and 1 of your choice | Baseline Activity  
First discussion post / Introduction due |
| Sep 7 | Analyze | Assess Performance  
Determine Instructional Goals  
Analyze Learners  
Audit Available Resources | Instructional Design: The ADDIE Approach  
Prologue & Chapter 1  
Optional Readings Posted in Module 2 | Practice Activity: Analysis Summary |
| Sep 14 | Design | Conduct a Task Inventory  
Compose Performance Objectives  
Generate Testing Strategies | Instructional Design: The ADDIE Approach  
Chapter 2  
Optional Readings Posted in Module 3 | Practice Activity: Design Brief |
| Sep 21 | Develop | Generate Instructional Strategies  
Select or Develop Media  
Develop Guides for the Student  
Develop Guides for the Teacher  
Conduct Formative Revisions | Instructional Design: The ADDIE Approach  
Chapter 3  
Optional Readings Posted in Module 4 | Practice Activity: Development Overview |
| Sep 28 | Implement | Prepare Facilitator (Teacher)  
Prepare Learners (Student) | Instructional Design: The ADDIE Approach  
Chapter 4  
Optional Readings Posted in Module 5 | Practice Activity: Implementation Strategy |
| Oct 5 | Evaluate | Determine Evaluation Criteria  
Select Evaluation Tools  
Conduct Evaluations | Instructional Design: The ADDIE Approach  
Chapter 5  
Optional Readings Posted in Module 6 | Practice Activity: Evaluation Plan |
| Oct 12 | Final Project | | Team Complete Proposal & Presentation  
Individual Contribution Forms |

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*This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. **Carefully review the course schedule tab and carefully scrutinize the assignment rubrics in the Blackboard Learn course site.**

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**Schedule Office Hours Online**

https://www.davidsquires.info/officehours

Office Hour Meetings Are Available In Person F.C. #249
Online Via WebEx, Google Hangouts, Skype, Join.Me, Zoom
Over the Telephone: 1-361-825-2453

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**Download the IDET 5304 Mobile app for iOS and Android**

Access your assignments, modules, readings, set reminders for due dates, and contact your instructor within the course app, anytime, anywhere

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# XV. Assignments Summary

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

<table>
<thead>
<tr>
<th><strong>Due</strong></th>
<th><strong>Points</strong></th>
<th><strong>Earned</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline Activity [Individual Assignment]</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 1 – Baseline Activity</td>
<td>August 31</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Practice Activities [Individual Assignment]</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 2 – Analysis Summary</td>
<td>September 7</td>
<td>10 points</td>
</tr>
<tr>
<td>Module 3 – Design Brief</td>
<td>September 14</td>
<td>10 points</td>
</tr>
<tr>
<td>Module 4 – Development Overview</td>
<td>September 21</td>
<td>10 points</td>
</tr>
<tr>
<td>Module 5 – Implementation Strategy</td>
<td>September 28</td>
<td>10 points</td>
</tr>
<tr>
<td>Module 6 – Evaluation Plan</td>
<td>October 5</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Final Project [Team Project]</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 7 – Complete Project &amp; Presentation</td>
<td>October 12</td>
<td>30 points</td>
</tr>
</tbody>
</table>

**Individual Contribution Form [Individual Requirement]**

No points are allocated for completing this form. However, no form = no participation grade.

**Online Participation [Individual Assignment]**

Active Participation Every Week  10 points ________

Total = 100 points ________

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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**


http://www.papert.org/articles/SituatingConstructionism.html


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**XVII. Bibliography**


*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 20, 2019) 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