Instructional Design Applications

Spring 2020 (1/21/-3/17)
Course Site: https://bb9.tamucc.edu
This online course uses synchronous and asynchronous tools.

I. Course 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.

II. Rationale

Overview: In this course, you will develop instruction on an instructor approved topic. The instructor recommends that you develop technology-based, individualized instruction. You may also develop instructor-led (or whole class) instruction. All project topics are subject to approval by the instructor. For the most part, we will apply established instructional design procedures as specified in the course text.

Check Course Announcements and your University email regularly. You can and should forward your University e-mail anywhere you like.

Course participants should kindly maintain communication with the instructor via e-mail. In addition, all course participants are asked to establish a Google (Gmail) 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. We will occasionally use the video conferencing software, WebEx, which we can so use for one-to-one conferencing.

III. Required 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. Course Standards

The Association of Talent Development (ATD) Standards include:

Training and Delivery: Deliver informal and formal learning solutions in a manner that is both engaging and effective:

- Manage the learning environment.
- Prepare for training delivery.
- Convey objectives
- Align learning solutions with course objectives and learner needs.
- Establish credibility as an instructor.
- Create a positive learning climate.
- Deliver various learning methodologies.
- Facilitate learning.
- Encourage participation and build learner motivation.
- Deliver constructive feedback.
- Ensure learning outcomes.
- Evaluate solutions.
Change Management: Apply a systematic process to shift individuals, teams, and organizations from current state to desired state.

- Establish sponsorship and ownership for change.
- Build involvement.
- Create a contract for change.
- Conduct diagnostic assessments.
- Provide feedback.
- Facilitate strategic planning for change.
- Support the change intervention.
- Encourage integration of change into organizational culture.
- Manage consequences.
- Evaluation change results.

The AECT Standards include:

**Instructional Systems Design:**

1.1.a: Utilize and implement design principles which specify optimal conditions for learning.
1.1.b: Identify a variety of instructional systems design models and apply at least one model.
1.1.c: Identify learning theories from which each model is derived and the consequent implications.

**Learner Characteristics:**

1.4.a: Identify a broad range of observed and hypothetical learner characteristics for their particular area(s) of preparation.
1.4.b: Describe and/or document specific learner characteristics which influence the selection of instructional strategies.
1.4.c: Describe and/or document specific learner characteristics which influence the implementation of instructional strategies.

**Development:**

2.0.3: Apply instructional design principles to select appropriate technological tools for the development of instructional and professional products.
2.0.5: Apply appropriate evaluation strategies and techniques for assessing effectiveness of instructional and professional products.
2.0.6: Use the results of evaluation methods and techniques to revise and update instructional and professional products.

**Audiovisual Technologies:**

2.2.1: Apply principles of visual and media literacy for the development and production of instructional and professional materials and products. Create a plan for a topic of a content area (ie: thematic unit, text chapter, interdisciplinary unit) to demonstrate application of the principles
of macro-level design.
2.2.2: Apply development techniques such as storyboarding and/or scriptwriting to plan for the development of audio/video technologies.
2.2.4: Use a variety of projection devices with appropriate technology tools to facilitate presentation and instruction.

**Computer-Based Technologies:**

2.3.1: Design and produce audio/video instructional materials which use computer-based technologies.
2.3.2: Design, produce, and use digital information with computer-based technologies.
2.4.3: Use imaging devices (digital cameras, video cameras, scanners) to produce computer-based instruction.

**Integrated Technologies:**

2.4.4: Use telecommunications tools such as electronic mail and browsing tools for the World Wide Web to develop instructional and professional products.
2.4.7: Use appropriate software for capturing Web pages, audio wave files, and video files for developing offline presentations.

**Management:**

4.0.1: Demonstrate leadership attributes with individuals and groups (e.g., interpersonal skills, group dynamics, team building)
4.1.1: Apply project management techniques in various learning and training contexts
4.2.1: Apply resource management techniques in various learning and training contexts.
4.3.1: Apply delivery systems management techniques in various learning and training contexts.
4.4.1: Apply information management techniques in various learning and training contexts.

**Evaluation:**

5.1.1: Problem Analysis: Identify and apply problem analysis skills in appropriate media and educational technology (MET) contexts (e.g., conduct needs assessments, identify and define problems, identify constraints, identify resources, define learner characteristics, define goals and objectives in instructional systems design, media development and utilization, program management.
5.2.1: Criterion-Referenced Measurement: Develop and apply criterion-referenced measures in a variety of MET contexts.
5.3.1: Formative and Summative Assessment: Develop and apply formative and summative evaluation strategies in a variety of MET contexts.

The ISTE Standards include:


C- Professional Development and Program Evaluation
Technology coaches conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practice and student learning.

a. Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning.
b. Design, develop and implement technology-rich professional learning programs that model principles of adult learning and promote digital age best practices in teaching, learning and assessment.
c. Evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.

C- Content Knowledge and Professional Growth
Technology coaches demonstrate professional knowledge, skills and dispositions in content, pedagogical and technological areas as well as adult learning and leadership and are continuously deepening their knowledge and expertise.

a. Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management and adult learning to improve professional practice.

E- Facilitator
Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students. Educators:

a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

VI. Goals and Objectives

The student will be expected to achieve major milestones in the course, including instructional design, program management, development, and evaluation in how to:

1) prepare effective informal and formal training and learning solutions, including problem analysis, criterion-referenced measurement, and formative/ summative assessments (professional development and program evaluation)

2) design a systematic process for change management and instructional systems design

3) describe and document learner characteristics that impact the selection and implementation of instructional strategies

4) apply instructional design principles and appropriate evaluation strategies to assess
effectiveness and use results to update instructional and professional products

5) create a plan for a topic of a content area to demonstrate application of the principles of macro-level design, including audio-visual, computer-based, and integrated technologies

6) demonstrate leadership attributes with individuals and groups by applying project, resource, delivery systems, and information management techniques in various learning and training contexts

VII. Course Topics

Major topics to be considered include the following:
- Causes of poor performance
- Information processing theory
- Current instructional design models
- Categories of learning outcomes
- Goal clarification and analysis
- Subordinate skill analysis (learning hierarchies and instructional curriculum maps)
- Entry behaviors
- Performance objectives
- Conditions for performance
- Instructional strategies for various learning outcomes
- Motivational design
- Formative evaluation
- Instructional materials development and revisions

VIII. Instructional Methods and Activities

Methods and activities for instruction include:
- reading of the course text
- a variety activities, assignments, and discussion forums in BlackBoard
- on-line group work and discussion
- independent course journaling
- synchronous and asynchronous attendance in web conferences

IX. Evaluation & Grading

Grades will be assigned based upon the number of points you earn, as follows:
100 points for progressive final project-related assignments as follows:

- Blended Learning Activity (15 pts)
- Problem Analysis, Informal/Formal Learning Solution (15 pts)
- Change Management & Instructional Systems Design (15 pts)
- Learner Characteristics & impact upon Strategies Selection (15 pts)
- Implementation of Evaluation Strategies & Data-Drive Revisions (15 pts)
- Final Project Completion (25 points)

All assignments 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 for resubmission with the final project submission, if changes are outlined in a separate document for grading efficiency.

You will be assigned your grade as follows:

- A: 90-100
- B: 80-89 points
- C: 70-79 points
- D: 60-69 points
- F: 50-59 points or less

X. Course calendar:

NOTE: See Modules in BlackBoard for complete descriptions of all course assignments and activities.

Session Dates & Submission Deadlines

See the University academic calendar. This course officially ends on Tuesday, March 17th; all final project work is due 11:59 pm.

There are seven sessions or in this course. Each Session start is on Tuesdays and ends the following Monday at midnight. See the course schedule.

All assignments are specified in the Modules section of this course in Blackboard.

LATE WORK POLICY: Please keep current with all assignments. If work for any Module is submitted more than 48 hours late, the instructor reserves the right to deduct 20% from your otherwise earned grade. Please contact the instructor if you have difficulties getting work done on time.

If you are ill or experiencing an emergency, contact your instructor. No penalty IF you have a verifiable, documented reason for submitting your work late. Reasons such as "I had to go to a wedding" or "I'm taking a full load and I work," for example, are NOT acceptable reasons for
submitting work late. Please contact your instructor to discuss your situation if problems arise BEFORE or immediately as the problem arises.

**Course Calendar:** Work is due by 11:59 pm the end of each session:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/21-1/27</td>
<td>Instructional Design (ID) Models and Theories</td>
<td>Course Learning Environment Activities; Service Project Client Introductions</td>
<td>1</td>
</tr>
<tr>
<td>1/28-2/3</td>
<td>Systems Approach, Goals and Learning Outcomes</td>
<td>Blended Learning Activity</td>
<td>2</td>
</tr>
<tr>
<td>2/4-2/10</td>
<td>Project Management</td>
<td>Problem Analysis, Informal/ Formal Learning Solution</td>
<td>3</td>
</tr>
<tr>
<td>2/11-2/17</td>
<td>Skills Analysis, Conditions of Performance,</td>
<td>Change Management &amp; Instruction Systems Design</td>
<td>4</td>
</tr>
<tr>
<td>2/18-2/24</td>
<td>Learner Characteristics, Instructional Strategies; ARCs Model</td>
<td>Learner Characteristics &amp; Impact upon Strategies Selection</td>
<td>5</td>
</tr>
<tr>
<td>2/25-3/2</td>
<td>Assessment Items</td>
<td>Implementation of Evaluation Strategies &amp; Data-Driven Revisions</td>
<td>6</td>
</tr>
<tr>
<td>3/3-3/9</td>
<td>Final Project</td>
<td>Final Project Pilot Implementation and Client Feedback</td>
<td>7</td>
</tr>
<tr>
<td>3/10-3/17</td>
<td>Final Project</td>
<td>Revision Work, Client Feedback; Completed Final Project</td>
<td></td>
</tr>
</tbody>
</table>

Note: Work for Session 7 will be accepted until 11:59 pm. Please set a regular work schedule and keep up with the assignments. You should have a minimum of 12-15 hours per week set aside for this course; upwards to 20 hours per week.

The best strategy for you is to set aside quality study and work time each week, so you can keep up. Please contact the instructor if you have questions or require any assistance at all.

**Required Texts:**


ISBN-10: 1138012939

**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 Discussions and email, 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:**

Completing this course on schedule will exert real demands on your time. Please plan accordingly and manage your time well.

**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.

**Note:** Due to the brevity of this course and as an incentive to encourage you to keep up, the instructor may deduct 20% of the points you earn for any given assignment that you submit more than 48 hours after the due date and time. Thus, if work for any session is submitted after 11:59 PM on Sunday of that session, you may lose 20%.

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/.

**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 to 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 Website at [http://advising.tamucc.edu/grade_appeals.html](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/](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

**Required Course Text:**


**XII. Bibliography**


Merrill.

