Boise State University Educational Technology

EDTECH 503: Instructional Design
Fall 2018 Graduate Course

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Overview

The overall goal for the course is for each student to consider and use the systematic process of instructional design to create an instructional product. To achieve this goal, students will engage in activities that promote reflective practice, apply instructional design models in realistic contexts, and employ a number of communications technologies.

Objectives

Following the course, students will be able to:

- Discuss the historical development of the practice of instructional design with regard to factors that led to its development and the rationale for its use.

- Describe at least two reasons why instructional design models are useful.

- Identify at least six instructional design models and classify them according to their use.

- Compare and contrast the major elements of three theories of learning as they relate to instructional design.

- Define the word "systematic" as it relates to instructional design.

- Relate the design of instruction to the term "educational (or "instructional") technology."

- Describe the major components of the instructional design process and the functions of models in the design process.

- Provide a succinct summary of various learning contexts (declarative knowledge, conceptual, declarative, principle, problem-solving, cognitive, attitudinal, and psychomotor).

- Build an instructional design product that integrates major aspects of the systematic process and make it available on the web.

  - Describe the rationale for and processes associated with needs, learner, context, goal, and task analyses
    o Create and conduct various aspects of a front-end analysis
    o Identify methods and materials for communicating subject matter that are contextually relevant
  - Describe the rationale for and processes associated with creating design documents (objectives, motivation, etc.)
    o Construct clear instructional goals and objectives
    o Develop a motivational design for a specific instructional task
    o Develop assessments that accurately measure performance objectives
  - Select and implement instructional strategies for selected learning tasks
    o Select appropriate media tools that support instructional design decisions
  - Describe the rationale and processes associated with the formative evaluation of instructional products
    o Carry out at least one type of formative evaluation
    o Create a plan for the remaining types of formative evaluation

- Identify and use technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

- Apply state and national content standards to the development of instructional products.

- Use various technological tools for instructional and professional communication.

Additionally, the course is guided by another set of well-known "Instructional Design" standards developed by the Association for Educational Communications and Technology (AECT). These standards and course assignment can be seen at: http://goo.gl/vgLwr6

Requirements

- A personal, Internet-connected computer to which you have *regular* access.

- Access to desktop productivity software.

- Accounts on Google Drive and VoiceThread.

- A microphone and a webcam to create presentations in VoiceThread and chat via voice and/or video via the computer.

- Materials downloaded from the course learning management system.

Required textbook: Larson, M.B., & Lockee, B. B. (2014). *Streamlined ID: A practical guide to instructional design*. New York, NY: Routledge. 978-0415505185. You can access this text electronically at if you are interested:
https://libproxy.boisestate.edu/login?url=https://www.taylorfrancis.com/books/9781136311468

General outline and course format

- Assignments and activities will be posted on Monday of each week. Completed assignments will be due on Sunday at midnight of that week. Initial responses to the webquests or discussion questions should be posted by Thursday of each week and follow-up responses by Sunday of each week.

- Active participation is a must. You don't need to respond to every comment, but you should participate in each of the assigned weekly discussions. Try to synthesize the collected wisdom from the class in a way that makes sense to you. Contribute those ideas and the rest of us will add our thoughts.

- Take time to think reflectively and critically about the readings and discussions. You all have a lot of experience as learners and teachers that you can use to help you make sense of the ideas and techniques in this class. So, take time to go beyond just reading the text. Explore, discover, and look for connections that are important to you.

- Finally, writing facilitates the reflective thinking process. One of the advantages of this course is that we will be able to "see" our thought processes. The online discussion won't be as spontaneous as a live, in-class discussion, but it will more than make up for that with its thoughtfulness. When any of us writes so others can understand, it requires us to think and explain in a logical manner. This is a helpful tool that enables us to make the connections among ideas.

Assignments

♦ *ID job description (5%)*

For this activity, students will be looking at job descriptions found in various fields, and then synthesizing their own job description for an instructional designer position. The task is to look over at least three different instructional design job postings. Then, you will synthesize and create a fictitious position based on the elements of the job that are commonly found, aspects you particularly like, etc. Finally, you will write a reflection that compares the work of teachers and instructional designers.

♦ *ID Webquest Presentations: (10% each * 4 = 40%)*

There will be four instructional design webquest presentations. You will investigate a topic (ADDIE, Analysis of the content (flow diagram)/Bloom's taxonomy, Pedagogical approach/Scaffolding strategy, and ARCS table) and present the information in any way you choose (e.g., video, VoiceThread, written, etc.). The topics have been chosen to help you gain knowledge that will be helpful in completing your ID project. To present the information you will take the role of an instructional designer (i.e., role play). To complete the task, you will need to research the topic using the resources provided, make a presentation to your classmates, and then discuss each other's presentations in a discussion forum.

- Students will post their presentation by Thursday in the discussion forum;

- After viewing at least two of your peer's presentations you will post two at least additional times by Sunday. Your follow-up posts should include questions and comments on peers' presentations in Moodle. You should ask questions, offer suggestions, or comment in some way regarding two of your peers' presentations in a manner that goes beyond simple agreement or disagreement and encouragement (e.g., "I agree", "good job").

♦ **ID Case Discussion (10%)**
There will be an ID Case discussion. Several ID cases will be provided and you will pick one for analysis. You will participate in the discussion by posting your initial analysis by Thursday and responding to three peers by Friday. The purpose of this discussion is to have you apply what you have learned about instructional design in analyzing the case, and help you see some real-world problems instructional designers face.

♦ **ID Project Peer Feedback (2.5% each * 2 = 5%)**
You will use a provided peer feedback form to review two peers' ID Reports #1 (2.5%) and ID Reports #2 (2.5%). Your valuable comments will help your peers improve their projects.

♦ **ID project (40%)**
Students will develop an instructional design project that is divided into three different parts. Please review the ID Project Guide for more details.

- The first report includes the topic and the analysis section and should be submitted by 10/7 (10%).
- The second report includes the updated report one and the planning section. It should be submitted by 11/4 (10%).
- The complete project including analysis, planning, and evaluation should be submitted by 12/7 (20%).

- ***Extra Credit***

Students wishing to earn extra credit can make a one-minute video that presents the highlights from their ID project. Extra credit is due by **Friday, December 7th.**

Tentative Schedule

Date	Assignments
Week 1: August 20-26	**Module 1: Introducing Yourself & Instructional Design** • Course introductions (due 8/26) • Read syllabus and send an email to me telling me you have read the syllabus • Read the ID Project Overview and its documents. You will be working on this project throughout the semester.
Week 2: August 27-September 2	• ID job description (due 9/2) • ID Project Discussion-Topic (due 9/2) (not a graded discussion) • Read Larson and Lockee's chapters and webquest resources to prepare webquest presentations

Week 3: September 3-9	**Module 2: The "Big" Picture**
	• Webquest #1: ADDIE
	   o Presentation post due 9/6
	   o Follow-up posts due 9/9
	• Read Larson and Lockee's chapters 1, 2, and 3
	• Start working on the first part of your ID Project

Week 4: September 10-16	• ID Project Discussion-Needs Assessment (due 9/16) (not a graded discussion) • Read Larson and Lockee's chapters 4 and 5 • Keep working on the first part of your ID Project

Week 5: September 17-23	**Module 3: Context & Content Analysis**
	• Webquest #2: Analysis of the content (flow diagram)/Bloom's taxonomy
	   o Presentation post due 9/20
	   o Follow-up posts due 9/23
	• Read Larson and Lockee's chapters 4 and 5
	• Keep working on the first part of your ID Project

Week 6: September 24-30	• ID Project Report #1 due for peer feedback (due 9/30)

Week 7: October 1-7	• Provide feedback to two peers' ID Project Report #1 (due 10/7) • Read Larson and Lockee's chapters and course resources to prepare webquest presentations
Week 8: October 8-14	**Module 4: Identifying Outcomes, Assessing Learning, & Selecting Strategies** • Revised ID Project Report #1 (due 10/14) • Read Larson and Lockee's chapters 6, 7, and 8

Week 9: October 15-21	• Webquest #3: Pedagogical approach/Scaffolding strategy
	   o Presentation post due 10/18
	   o Follow-up posts due 10/21
	• Keep working on your ID Project
	• Read Larson and Lockee's chapters 6, 7, and 8

Week 10: October 22-28	**Module 5: Selecting Technology, Designing, & Implementing Instruction**
	• Webquest #4: ARCS table
	   o Presentation post due 10/25
	   o Follow-up posts due 10/28
	• Read Larson and Lockee's chapters 9, 10, and 11
	• Keep working on your ID Project (Prepare Report #2)

Week 11: October 29-November 4	• ID Project Report #2 for peer feedback (due 11/4)
Week 12: November 5-11	• Provide feedback to two peers' ID Project Report #2 (due 11/11)

Week 13: November 12-18	• Participate in the ID Case Discussion
	   o Initial post due 11/15
	   o Follow-up posts due 11/18
	• Revised ID Project Report #2 (due 11/18)
	• Final ID Project preparation

Week 14: November 19-25	**Thanksgiving break**
Week 15-16: November 26-December 6	**Module 6: Putting It All Together** • Submit your final ID project due December 6

Final Grades

Students do not receive a letter grade until the end of the course, after all points have been weighted and calculated.

A+	A	A-	B+	B	B-	C+	C	C-	D	F
99-100%	94-98%	90-93%	89-88%	84-87%	80-83%	78-79%	74-77%	70-73%	65-69%	<65%

Please note that a grade of A represents work that consistently EXCEEDS expectations. Students who submit work that only meets expectations can expect a "B" for the course. Please note that getting a grade of "C" (2.0) or lower, can lead to a student being placed on academic probation at Boise State University by the Graduate College.

Policies and Procedures

Late work policy: All work must be submitted by the date/time it is due if a student wishes to receive full credit. Any work submitted past the due date, even if done according to standards, will receive 80% credit. Work will not be accepted two days after the due date. Excuses are not automatically approved – the student is obligated to email the instructor and explain what has happened (privacy will be respected, and personal details need not be divulged). Late work is ONLY excused for the conditions listed below (but only ONE time in a semester): a medical emergency (personal or very close family); a natural accident (fire, flood, or otherwise) prevents a student from uploading work; an event of extreme consequence to personal or professional life which has deleterious consequences on psyche, time, etc. Any other excuses, like last minute changes to plans, vacations, minor illness, outside activities, poor time management, etc. are not valid excuses. **No late submission of the Final Project will be accepted.**

Grading Cycle: All work will be graded within 5 to 7 days after submission due dates. Grades will become available in the Moodle gradebook (i.e., "Grades" under the left Settings tab of the course website) and will reflect a running total grade throughout the semester. Feedback will be provided for each project and assignment either in the discussion board or as comments to graded assignments in the gradebook.

Incompletes: Follow Boise State policy: http://registrar.boisestate.edu/grades/

Netiquette[1]: Please use the following netiquette guidelines when interacting with your classmates:

• Do not dominate any discussion. Give other students the opportunity to join in the discussion.

• Do not use offensive language. Present ideas appropriately.

• Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.

• Popular emoticons can be helpful to convey your tone but do not overdo or overuse them.

• Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.

• Never make fun of someone's ability to read or write.

• Share tips with other students.

• Keep an "open mind" and be willing to express even your minority opinion. Minority opinions have to be respected.

- Think and edit before you push the "Send" button.

- Do not hesitate to ask for feedback.

- Using humor is acceptable, but be careful that it is not misinterpreted. For example, are you being humorous or sarcastic?

[1] Netiquette principles are taken from Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). Netiquette: Make it part of your syllabus. *Journal of Online Learning and Teaching, 6*(1), 264-267.

Time Management: Be aware that the university "recommends that you plan on 3-4 hours of course work per credit per week for Distance Ed classes." This means approximately 9 to 12 hours per week for a regular semester. In a summer session, this means that a student can expect to spend an average of 18 hours per week, per course. Please refer to the following to evaluate your readiness for online learning: http://www.boisestate.edu/distance/students/distancefit.shtml. For those taking two graduate classes (6 credit hours), this equates to a halftime job in addition to your other responsibilities and obligations.

Communication: I will respond to emails in a timely manner – usually within 24 hours (weekdays, but may be longer on a weekend). If you do not receive a timely response within this time frame, please contact me again to make sure that I received your email. If I initiate an email to you, I will use your Boise State email address, so be sure to check that account often.

Course Access: Students are expected to log in to view the course website at least three times a week and more often depending on the nature of the task(s) due.

Posting of Assignments: Links to descriptions, rubrics, and templates (if applicable) of major assignments will be posted by the professor at least one week in advance of the due date.

Assignment Submissions: All assignments must be submitted on the date due by 11:55PM (Mountain Standard Time). Due dates and assignment requirements will be clearly outlined on the course site. Completed assignments take a variety of forms, so please read the expectations carefully. Please remember to always save a copy of your assignment to some place outside your computer's hard drive. A good practice is to copy yourself on the email with the attached document you send to the instructor.

Reasonable Accommodations: If you have any condition, such as a physical or learning disability, which will make it difficult for you to carry out the work as I have outlined it or which will require academic accommodations, please notify me in the first two weeks of the course. To request academic accommodations for a disability, contact the Office of Disability Services at the University. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition will be regarded as confidential.

Technical Difficulties: On occasion, you may experience problems with accessing the course website, with your Internet service, and/or other computer related problems. Do make the instructor aware if a technical problem prevents you from completing coursework. BSU Help Desk: http://helpdesk.boisestate.edu/

Copyright: During this course, students are prohibited from copying, distributing, forwarding via email or other media and selling notes to any person or commercial firm without the specific and written permission of the professor teaching this course. Students may not use any course material (syllabus included) for any purpose without specific and written consent.

Academic Honesty: All students are required to abide by Boise State University's Student Code of Conduct. Please refer to the following link: http://osrr.boisestate.edu/scpcodeofconduct/

Assignments completed must be your original work, and you CANNOT copy others' work under any circumstance. In some cases, I will make available examples of prior student work to allow you view what others have done, but the content is not available to be copied. All quotations, paraphrased ideas, and ideas created by others – if used in a document – MUST be properly cited using the guidelines established by the American Psychological Association (APA) 6th Edition: http://www.apastyle.org/

Ethical Expectations: As a graduate student and professional, you will be held to the highest standard of ethical conduct. The Educational Technology program, the College of Education, and Boise State University expects its students to represent themselves and their work in an honest and forthright manner. Cheating, plagiarism, falsification, or communication that is denigrating to peers and/or faculty will not be tolerated. Such behaviors will be brought to the attention of department administration. In all cases, students will have fair and unbiased opportunities to defend him/herself. Violations of conduct or ethics can result in removal from the program. Students who are unsure what actions might constitute a violation of ethics should consult the course instructor and/or other departmental faculty. http://osrr.boisestate.edu/scp-codeofconduct

Resolving Problems & Raising Concerns: If there is a particular issue that arises between students, or between the student and professor, the student is kindly requested to first try to sort out the issue with the other person involved directly – without involving third parties. If two students are having problems that cannot be amicably resolved, then one of them should contact me and describe the problem, what has been done to solve it, etc. If a student has a concern about the course material or with me personally, s/he should first try to contact me and address the issue(s). If these cannot be resolved to the student's satisfaction, the next step would be to contact the department chairperson or associate chairperson. If the student still feels as though his or her concern has not been adequately addressed, other communication mechanisms are available through the Dean's Office.

Department of Educational Technology Conceptual Framework

The Department of Educational Technology supports the study and practice of facilitating and improving learning of a diverse population by creating, using, and managing appropriate technological processes and resources. Believing technology is a tool that enhances and expands the educational environment, we promote the use of current and emergent technologies for teaching and learning in a dynamic global society. Educational technologists are leaders and innovators, serving in institutions of higher education, public or private school settings, federal, state or local educational agencies, community organizations, and the private sector. http://edtech.boisestate.edu/

College of Education Mission Statement

The mission of the College of Education at Boise State University is to prepare professionals using models that incorporate integrated teaching and learning practices to ensure high levels of knowledge and skill, commitment to democratic values, and the ability to work with a diverse population. As part of the only metropolitan institution in Idaho, the College of Education provides a collegial environment that supports a wide range of research and scholarly activity intended to advance knowledge and translate knowledge into improved practice at the local, national, and international levels. The College promotes

the healthy development of society through outreach, partnership, and technical assistance activities that focus on organizational renewal. It advances personal excellence and respect for individuals https://education.boisestate.edu/teachered/conceptual-framework/

Instructor and Student Expectations

The following course contract is based on an article by Deborah A. Byrnes in the November 2001 issue of The Teaching Professor (Byrnes, 2001). This contract lays the framework for our course.

Students in the course have a right to expect:

- complete contact information for the professor

- a complete syllabus with clearly stated assignments, due dates, course objectives, and a fair grading policy

- a course that begins and ends within the time allotted for the semester

- opportunities to discuss the course, and related topics, with the professor outside of class

- the return of papers/assignments in a timely manner

- re-evaluation of any work that a student thinks may have been graded unfairly

- assistance in locating supporting materials to complete papers/assignments

The instructor has the right to expect that students will:

- prepare for each instructional module by reading all required assignments

- understand online learning moves quickly and requires self-discipline
- actively participate in the discussion online (when required) for the same amount of time each week that he/she would normally spend in the classroom for a 3-hour course

- spend an adequate amount of time preparing for the course; it is estimated for a graduate course such as this that prep time will be three times the amount of time as in-class time

- actively participate in online discussions (when required), serving as both student and teacher

- ask for clarification or assistance when needed

- share any concerns regarding the course in a timely manner

- turn in assignments on time

- inform the professor about any extenuating circumstances affecting course participation

- observe codes of academic honesty in the completion of all course work

Byrnes, D. A. (2001). Course contract encourages student responsibility and civility. *The Teaching Professor,15*(9). Madison, WI: Magna Publications.

**Syllabus and course adapted from a design by Dr. Jesús H. Trespalacios