EDTECH 503
Instructional Design

Instructor
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Textbook

Overview
During this course, we will review a systematic approach of Instructional Design and apply these concepts to develop an instructional design product. Through readings, class discussions, and other assignments, students will critically reflect on the multiple phases of the process in order to increase their understanding of Instructional Design and gain a broader appreciation of the discipline.

Goal and Objectives
As a community of learners, members of the class will support each other during the different social, cognitive and teaching moments presented during the different collaborative activities planned in the course. After a successful completion of this course, students will be able to identify an instructional design problem, develop a solution, and evaluate the quality of the solution following specific processes:

- Identify the problem, challenge, or opportunity to be addressed, and determine what kind of change the instruction should help to bring about.
- Define the boundaries of the content and/or tasks to be covered, any prerequisites, and the type of learning outcomes to be addressed that will form the basis for the instruction.
- Identify the characteristics of the primary target learners and any secondary learner groups.
- Based on the information from all different analyses, formulate a terminal goal and the
learning outcomes/objectives of an instructional design project.

- Organize the structure and sequence of the different learning experiences to address the instructional design problem identified during the analysis phase.
- Create a prototype of an instruction involving teaching and learning strategies, motivational design, and assessments that accurately measure specific learning outcomes.
- Develop a formative evaluation of the instructional design product and describe the rationale and processes associated with it.
- Following research-based guidelines to solve instructional design problems, students analyze cases studies in instructional design in K-12, postsecondary, and corporate context participating in asynchronous online discussions with classmates.

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](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 interact with classmates/instructor
- Materials downloaded from the Moodle learning management system.

**General outline and course format**

- Discussion questions, assignments, and activities will be posted on Monday of each week. Completed assignments will be due on Sunday at midnight.
- Active participation is a must. As a community of learners, there are several group activities and it is expected that you participate in each of the assigned activities on time. Please, when possible, let the instructor know if you have problems with the due dates.
- It is expected that you spend around 9 hours each week reading materials, reflecting in the materials, interacting with your classmates and/or participating in the different weekly activities.
- 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 concepts in this class. So, take time to go beyond just reading the text. Explore, discover, reflect, and look for connections that are important to you.

**Assignments**

- **Introductory essay: What is Instructional Design? (10%)**

For this activity, students will be looking at different references and write a short essay (no more than 3 pages, APA format) reflecting on the content of the readings. The reflection should be about what is Instructional Design, what an instructional designer does, and establish the differences between an instructional design, teacher/instructor, and educational technologist.

- **Reflections (15% each)**

Using a Google doc shared with the class and the instructor, students will write a total of three reflections. Answering specific questions, students will reflect mainly on the work that has been done during the different parts of the instructional design project.

- **Instructional Design case analysis (10%)**

Following specific strategies, students will analyze a case study in instructional design. Students will identify the facts of the case, relevant information, key players, context, etc. and provide recommendations to address the issues found in the case. Additionally, students will reflect on the case-learning experience.

- **Discussion participation (30%)**

There will be three discussions where students will answer the initial questions by Sunday of the first week and replying to their classmates and participating in other classmates' threads by the end of the second week.

- **Final project (35%)**

Students will develop an instructional design project that is divided into three different parts:

- The first report includes the topic and the analysis section and should be submitted by 02/25 (10%).

- The second report includes the updated report one and the prototype of your instructional solution. It should be submitted by 04/08 (10%).

- The complete project including the updated report #2 and the formative SME evaluation. It should be submitted by 04/27 (15%).
# Tentative Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assignments/Activities</th>
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<tbody>
<tr>
<td>Jan 8 – Jan 14</td>
<td><strong>Module 1:</strong></td>
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<td></td>
<td>• Course introduction, syllabus, textbooks, and biography</td>
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<td>• Ice-breaking VoiceThread activity</td>
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<td>Jan 15 – Jan 21</td>
<td>• Larson &amp; Lockee’s chapter 1</td>
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<td></td>
<td>• Reflection: What is Instructional Design? (due 01/21)</td>
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<tr>
<td>Jan 22 – Feb 4</td>
<td><strong>Module 2</strong></td>
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<td></td>
<td>• <strong>Discussion #1:</strong> Larson &amp; Lockee’s chapters 1-3</td>
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<tr>
<td>Feb 5 – Feb 18</td>
<td>• <strong>Discussion #2:</strong> Larson &amp; Lockee’s chapters 4-6</td>
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<td>Feb 19 – Feb 25</td>
<td>• Report #1 and individual reflection (Due 02/25)</td>
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<tr>
<td>Feb 26 – March 4</td>
<td>• Reading week</td>
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<td>March 5 – March 18</td>
<td><strong>Module 3</strong></td>
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<td></td>
<td>• <strong>Discussion #3:</strong> Larson &amp; Lockee’s chapters 7-9</td>
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<td></td>
<td>• Develop instruction prototype</td>
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<tr>
<td>March 19 – March 25</td>
<td>• Extended case-based analysis (Due 03/25)</td>
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<tr>
<td>March 26 – April 1</td>
<td>• Spring Break (no classes)</td>
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<tr>
<td>April 2 – April 15</td>
<td><strong>Module 4</strong></td>
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<td></td>
<td>• Report #2 and individual reflection (Due 04/08)</td>
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<td>• Peer-feedback (Due 04/15)</td>
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<tr>
<td>April 16 – April 27</td>
<td>• Final report and individual reflection submission (Due</td>
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<td>04/27)</td>
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Final Grades

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

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100%</td>
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<tr>
<td>A</td>
<td>94-99%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>84-87%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>74-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
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<tr>
<td>D</td>
<td>65-69%</td>
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<tr>
<td>F</td>
<td>&lt; 65%</td>
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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.


Netiquette1: 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 such as 😊 or 😐 can be helpful to convey your tone but do not overdo or overuse them.

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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?

**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. For instance, students should log in daily if they belong to the group leading a discussion.

**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 CAN NOT 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 opportunity to have drafts of papers/assignments reviewed by the professor if submitted well in advance of the due date
- the return of papers/assignments in a timely manner (provided they were turned in on time)
- 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