

# INST 6350: Instructional Design Process

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Semester: Fall 2007

Time: Aug 27, 2007 – Dec 7, 2007

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**Office hours: 4:00pm – 5:00pm, Mon-Thu**

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## Course Overview:

Welcome to INST 6350, Instructional Design Process. This course is designed to provide a building block for Master's of Education students in the Dept. of Instructional Technology, to grow as competent instructional designers applying the principles of instructional systems design. The course will introduce students to the process of instructional systems design (ISD) often represented as Analysis, Design, Development, Implementation, and Evaluation (ADDIE).

The instructional strategy is "learning by doing." Students will learn ISD skills by actually developing instructional materials. In general, reading is foundational for any type of learning. In this class, active reading is encouraged. Rather than simply trying to understand, students are encouraged to apply their readings to developing materials with effectiveness and efficiency. The topics of weekly readings are arranged to fit into the stages of ISD.

The instructor and teaching assistant will act as guides to arrange reading materials, provide advice if necessary, and monitor individual progress. The course web site is established on Blackboard – <http://bb.usu.edu>. To get into the course web site, enter your A-number as a username and enter your password and then choose "INST 6350: Instructional Design Process." As the course is delivered at a distance, the class will be communicated mainly via on-line. **Students are required to visit the class web site as frequently as possible – desirably once or twice a day. Your emails will be answered within 48 hours except for weekends and holidays.** When you use the contact hours above, you may be able to get an immediate response. **Also, student collaboration is strongly recommended:** typically, the Discussion Board has been used as a student forum to share information. Every week, required readings and optional quizzes are assigned; Please be well-aware of the due dates.

## Course Objectives:

Instructional objectives, stated as expected performances at the end of the course, are:

- Identify the overall procedures of the ISD process.
- Describe in detail the rationale for and major activities in each stage of the ISD process.
- Conduct a front-end analysis that covers learner analysis, content analysis, and context analysis.
- Design an instructional plan describing learning objectives, instructional sequences and strategies, and assessment items matching with the objectives.
- Develop a self-instructional module along with a learner guide.
- Conduct formative evaluations of the module with potential learners.
- Write a report from the evaluation and the revision plan based on findings from the evaluation.

## Posting Questions:

To post any course-related questions, please use the Discussion Board (DB), so that everybody in the class can share the Q&A. Also, it is recommended that students post their assignments on the DB to get feedback/suggestions from their classmates prior to submission. This way the DB can serve as a platform to

build a learning community. To communicate with the instructor about your personal matters, please use the mail system *within* Blackboard.

## Assignments:

All assignments in this course are centered around creating a one hour long print-based self-instructional material. Students will follow an instructional development process that will result in the production of instructional materials and several other supporting documents. The task of creating a full instructional material will enable students to go through the entire instructional systems design process and gain an understanding of how the process applies to a real project.

Your instructional materials must teach an *intellectual skill* in a subject area of your interest. Your reading on Week 2 will help you understand what intellectual skills are. The materials to be developed must be self-instructional, which means that your target learners will learn the topic only with your material by themselves without an instructor. Topics related to your work are very welcome. If you cannot find an intellectual skill at your work, you may find a partner from our class to work with. For example, suppose you're a physical ed teacher at a middle school; you may have a hard time finding an intellectual skill to teach. You may want to work in a team of two (NOT more than two) to develop your project

It is up to you to do your project individually or in a pair. However, pair work is strongly recommended because you can have meaningful learning experiences through collaboration and also reduce your workloads. If you work in a pair, two will produce one instructional material. Assignments below are aligned with the phases of the development; examples for each assignment, from former students, are posted on the course Blackboard.

### 1) Proposed Topic Description

Describe the content area you intend to work on for the instructional development project and the target learners of the material. **Learning outcomes should be limited to an intellectual skill.** This paper consists of no more than 1 double-spaced page. The assignment makes up 5% of your grade.

### 2) Analysis Report

Understanding your problems as accurately as possible is a fundamental step for any instructional opportunity across the board. Thus, the Analysis Report is assigned as a critical deliverable of your project. This report will identify instructional goals, content analysis, learner descriptions, and performance contexts where the knowledge and skills to be acquired from your material will be used. The report consists of no more than 10 typewritten double-spaced pages including diagrams, tables, and figures. The analysis report makes up 20% of your grade. More detailed information is provided under Assignments on Blackboard.

### 3) Design Report

The Design Report specifies how your instruction will be organized and focused toward the instructional goals. This report will be a detailed blueprint of your instructional materials. Write instructional objectives, assessment items matched with the objectives, instructional sequences, instructional strategies and activities including practice and feedback. If you complete this report, you may have the 80% of your draft instructional materials done. Completing the draft might involve simply working on formats and illustrations. However, make sure that the design report does not include the draft. This report makes up 25% of your grade. More detailed information is provided under Assignments on Blackboard.

### 4) Formative Evaluation

Develop the initial version of your instructional materials (i.e. draft materials). Following that, it is critical to conduct formative evaluations. Have one-on-one trial sessions with real learners (try-out learners) to find strengths/weaknesses in your material. Work with *at least 8 learners individually*. The report includes your draft material and descriptions of the try-out learners, the procedures, the *debriefing*, the analysis, and the results of the evaluation. Following those, describe in detail **what revisions should be made to improve your material**. This report makes up 25% of your grade. More detailed information is provided under Assignments on Blackboard.

### 5) Instructional Material and Learner Guide

After revision based on your formative evaluation, submit the final version of your material with learner guide (about a double-spaced page) outlining the content, target learners, requirements, prerequisite skills, and

any other information that your learners need to know before starting your material. This assignment makes up 20% of your grade.

6) Worksheets

On Week 7, you will have two worksheets to be filled out. Each will make up 5% of your grade (a total of 10% for the two).

7) Quizzes

For extra credit, you may take an optional quiz on Blackboard. A total of 10 quizzes on your readings of the week will be available. Read the assigned chapters carefully. Each quiz makes up 1 point; you get a maximum of 10-point extra credit if you ace them. Each quiz with 3 to 6 items should take no more than 10 mins if you have completed the weekly reading and be available only on the week. No penalty will be given to give-it-a-try.

The required format for all assignments is MS Word (.doc) or OpenOffice (.odt). Assignments should be turned in **by 5:00pm each due date** if not specified differently in the schedule. Late submission gets the penalty of 5 points taken off out of 100, per day of delay. As we all understand, working with technology entails unexpected problems very frequently. So make sure to **be prepared in advance**.

**Grading:**

		Percentage
Deliverables	Topic Description	5%
	Analysis Report	15%
	Design Report	25%
	Formative evaluation	25%
	Instructional Material	20%
Worksheets		10%
Quizzes		$\alpha$ (10%)
<b>Total</b>		<b>100%+ <math>\alpha</math></b>

The grading scale is as follows:

A	93 - 100	C+	77 - 79
A-	90 - 92	C	73 - 76
B+	87 - 89	C-	70 - 72
B	83 - 86	D	60 - 69
B-	80 - 82	F	0 - 59

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [http://studentlife.tsc.usu.edu/stuserv/pdf/student\\_code.pdf](http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf) (Article VII. Grievances, pages 25-30).

Students are expected to maintain "The Honor System" required by USU: <http://www.usu.edu/aia/ACADEMIC/syllabusres.cfm#honor>

## Textbooks:

Dick, W., Carey, L., & Carey, J. O. (2004). *The systematic design of instruction* (6th ed.). New York: Longman.

Mager, R. F. (3<sup>rd</sup> ed.). (1997). *Preparing instructional objectives: A critical tool in the development of effective instruction*. Center for Effective Performance. You can purchase this book via [cepworldwide.com](http://cepworldwide.com).

## Additional Readings:

Gagne, R. M., Briggs, L. J., & Wager, W. W. (1992). *Principles of instructional design*. New York: Harcourt Brace Jovanovich College Publishers.

Gronlund, N. E. (8<sup>th</sup> ed.) (2006). *Assessment of student achievement*. Boston: Allyn and Bacon.

Larson, B. E. & Keiper, T. A. (2007). *Instructional strategies for middle and high school*. New York: Routledge Taylor & Francis Group.

Smith, P. L., & Ragan, T. J. (1999). *Instructional Design*. Danvers, MA: John Wiley & Sons, Inc.

## Course Evaluation:

Course evaluation will be available from Monday, November 26, 2008 through Friday, December 7, 2008, when you will see an icon on the course main page.

## Class Schedules:

Date	Topics	Homework Due	Reading Assignments
<b>Week 1</b> Aug 27- Aug 31	<ul style="list-style-type: none"><li>Intro to instructional design</li></ul>		<ul style="list-style-type: none"><li>Dick &amp; Carey (2005), Ch 1 – An electronic copy posted on Blackboard</li></ul>
<b>Week 2</b> Sep 3 - 7	<ul style="list-style-type: none"><li>Learning outcomes</li></ul>	<ul style="list-style-type: none"><li><b>Quiz 1</b></li><li><b>Topic description (by 5pm, Fri, Sep 7)</b></li></ul>	<ul style="list-style-type: none"><li>Gagne et al. (1992) Ch. 3, 4, &amp; 5 – Posted on Blackboard</li></ul>
<b>Week 3</b> Sep 10 -14	<ul style="list-style-type: none"><li>Conducting Front-End analysis</li></ul>	<b>Quiz 2</b>	<ul style="list-style-type: none"><li>Dick &amp; Carey (2005), Ch 2 – Posted on Blackboard</li></ul>
<b>Week 4</b> Sep 17 - 21	<ul style="list-style-type: none"><li>Conducting a goal analysis</li><li>Subordinate skills and entry behaviors</li></ul>	<b>Quiz 3 &amp; 4</b>	<ul style="list-style-type: none"><li>Dick &amp; Carey (2005), Ch 3 &amp; 4</li></ul>
<b>Week 5</b> Sep 24 - 28	<ul style="list-style-type: none"><li>Analyzing learners and contexts</li></ul>	<ul style="list-style-type: none"><li><b>Quiz 5</b></li><li><b>Analysis Report (by 5pm, Fri, Sep 28)</b></li></ul>	<ul style="list-style-type: none"><li>Dick &amp; Carey (2005), Ch 5</li></ul>
<b>Week 6</b> Oct 1 - 5	<ul style="list-style-type: none"><li>Performance Objectives I</li></ul>	<ul style="list-style-type: none"><li><b>Quiz 6</b></li><li><b>Two worksheets (by 5pm, Sat, Oct 6)</b></li></ul>	<ul style="list-style-type: none"><li>Mager (1997)</li></ul>
<b>Week 7</b> Oct 8 - 12	<ul style="list-style-type: none"><li>Performance Objectives II</li></ul>	<b>Quiz 7</b>	<ul style="list-style-type: none"><li>Dick &amp; Carey (2005), Ch 6</li></ul>

<b>Week 8</b> Oct 15 - 19	<ul style="list-style-type: none"> <li>▪ Developing assessments I</li> </ul>	<b>Quiz 8</b>	<ul style="list-style-type: none"> <li>▪ Dick &amp; Carey (2005), Ch 7</li> </ul>
	<i>The Instructor will be out of town for a conference and may not be available for questions.</i>		
<b>Week 9</b> Oct 22 - 26	<ul style="list-style-type: none"> <li>▪ Developing assessments II</li> </ul>	<b>Quiz 9</b>	<ul style="list-style-type: none"> <li>▪ Gronlund (2006), Ch 2 &amp; 9 – Posted on Blackboard</li> </ul>
<b>Week 10</b> Oct 29 – Nov 2	<ul style="list-style-type: none"> <li>▪ Developing instructional Strategies</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Design Report (by 5pm, Thu, Nov 1)</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Dick &amp; Carey (2005), Ch 8</li> </ul>
<b>Week 11</b> Nov 5 - 9	<ul style="list-style-type: none"> <li>▪ Developing instructional materials</li> </ul>	<b>Quiz 10</b>	<ul style="list-style-type: none"> <li>▪ Dick &amp; Carey (2005), Ch 9</li> <li>▪ Larson, B. E. &amp; Keiper, T. A. (2007) – Posted on Blackboard</li> </ul>
<b>Week 12</b> Nov 12 – 16	<ul style="list-style-type: none"> <li>▪ Formative evaluations</li> </ul>		<ul style="list-style-type: none"> <li>▪ Dick &amp; Carey (2005), Ch 10</li> </ul>
<b>Week 13</b> Nov 19 - 23	<ul style="list-style-type: none"> <li>▪ Revising Instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Formative Evaluation by 5pm, Wed, Nov 21</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Dick &amp; Carey (2005), Ch 11</li> </ul>
<b>Week 14</b> Nov 26 – Nov 30	<ul style="list-style-type: none"> <li>▪ Summative evaluations</li> </ul>		<ul style="list-style-type: none"> <li>▪ Dick &amp; Carey (2005), Ch 12</li> </ul>
<b>Week 15</b> Dec 3 - 7		<ul style="list-style-type: none"> <li>▪ <b>Instructional Materials (by 5pm, Fri, Dec 7)</b></li> </ul>	