ITLS 6350 On-Campus: Instructional Design Process I

Semester: Spring 2015 (Jan 7 – Apr 24, 2015)

Classroom: EDUC 282

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Contact hours: Canvas Conference (4pm-5pm, Tuesday), or by Appointment

Course Overview:

Welcome to INST 6350, Instructional Design Process I. The learners in this class are beginning Master's students in the Department of Instructional Technology and Learning Sciences. This course is designed to provide a building block for the students to grow as professional instructional designers who develop instructional materials for clients in private and public organizations. Students will develop their skills by hands-on experience in the principles and processes of instructional systems design (ISD) often represented as Analysis, Design and Development, & Evaluation.

The course will place a strong emphasis on *learning by doing*. This course is different from theory type courses (e.g., Learning theory and Foundations) and requires a higher demand of work creating the actual product. This is not such a course where students simply read and talk. Students will develop design skills by tackling the instructional/curricular design problem of their choice and producing materials. Therefore, students who do not have experience with this type of work may have a steep learning curve because every problem is unique and there is not one right answer that can be given by the instructor.

Weekly topics and readings are scheduled to fit to the overall process of their production projects. As reading is foundational for any type of learning, active reading (i.e., critical reflection and reading to apply) of the weekly materials will be an important key to success in this course. Class sessions typically include discussions, projects, and individualized coaching. The discussions should be related to the weekly readings tied in with the phases of students' projects; then, the students will work on their own projects (e.g., the production of the deliverables) while they consult the instructor as needed. Also, this class is not one you can wait until the last minute to work on; on-time reading and working on deliverables as scheduled is critical to succeed in this course.

Course Objectives

In the area of **Learning Fundamental Principles and Theories:**
- Describe the rationale for each phase of the ISD process and the major activities in the phase.
- Discuss the strengths and weaknesses of the ISD process.

In the areas of **Learning to Apply Course Materials and Developing Specific Skills and Competencies**,

- Conduct instructional analysis that covers learner analysis, content analysis, and context analysis.
- Create a design blueprint describing learning objectives, instructional sequences and strategies, and assessments matching with the objectives.
- Given the design blueprint, develop a self-instructional material.
- Evaluate the material formatively with tryout learners and, if necessary, write a revision plan.
- Given the revision plan, finalize the material along with the learner guide.

In the area of **Acquiring Skills in Working with Others**,
- Communicate effectively to co-produce quality instructional materials.

Textbooks

Dick, W., Carey, L., & Carey, J. O. (2008). *The systematic design of instruction* (7th ed.). New York: Allyn Bacon ISBN-10: 0205585566; ISBN-13: 978-0205585564 -- an older or newer version will work too.

Mager, R. F. (3rd ed.). (1997). Preparing instructional objectives: A critical tool in the development of effective instruction. Center for Effective Performance. ISBN: 1-879-618-03-6 -- you can purchase this text via cepworldwide.com. Also, the text will be a quick reading for Week 5, only taking a couple of hours. I encourage you to share a copy with the classmates.

Gustafson, K. L., & Branch, R. M. (2002). *Survey of instructional development models* (4th ed.). New York: ERIC Clearinghouse on Information & Technology — a pdf file will be provided*.

Additional Readings
-- pdf's will be provided for the required chapters.

- Gagne, R. M., Briggs, L. J., & Wager, W. W. (1992). *Principles of instructional design*. New York: Harcourt Brace Jovanovich College Publishers.
- Gronlund, N. E. (8th ed.) (2006). *Assessment of student achievement*. Boston: Allyn and Bacon.
- Wiggins, G., & McTighe, J. (2005). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development. Two chapters.
- Further readings might be added weekly.

Design Project and Assignments

A professional instructional designer develops materials for clients in private and public organizations. The target learners of the materials are most likely to use the materials as a self-learning tool. The design project is to develop a one-hour-long, self-instructional material. "One-hour-long" will be an approximate time limit for learners to complete the given material. "Self-instructional" means that your learners will self-study the material you develop, without your presence. So your material must be self-contained, including content information, learning activities, practice/feedback, and assessments of learning.

For the design project, you will decide on a subject matter of your own expertise or interest and the target learner group, but the topic must teach an *intellectual skill*. Your reading on Week 2 will help you understand what intellectual skills mean. Topics from your work are very welcome. If you cannot come up with a work related intellectual skill, you may find a partner from the class and work together as a team. For example, suppose you're a tennis instructor in a sports center; you may have a hard time finding an intellectual skill to teach – playing tennis is a motor skill. Further, the profession of instructional design entails working with others most of the time. In this course, therefore, collaboration is strongly encouraged. If at all possible, form two-person teams (one team must not be more than 3 persons) to share different perspectives and reduce workload -- one team will complete one design project. From past experience, students who chose to do the project individually were overloaded and less successful in completing the course.

Also, you will decide on the delivery mode of your material, either print-based or computer-based. If you decided to develop a computer-based material, time spent on programming will not be counted for credit. The print-based material (e.g., pdf format) is recommended if you do not have proficient programming skills. Emphasis in grading will be placed on solid design thinking skills, not elaborate graphics or fancy features

1. Deliverables

Aligned with the stages of your material development, the deliverables below will serve as milestones working towards the final product. In the work place, it is natural to communicate your work in progress to your colleagues and supervisor. Use that tone when you prepare the deliverables. Also, although the course emphasizes producing rather than talking, we value peer feedback and simulate peer-expert reviews as is common in the real world. Students should review others' drafts and provide constructive feedback prior to submission. The deliverables will be graded based on completeness.

Detailed guidelines and examples of each assignment are posted on the course CANVAS. The examples posted are not models; they are from former students, so far from perfect. There is more than one way to structure your project presentation. The examples provide ideas to help you formulate your project. Rather than trying to copy the examples, use them for ideas and create what works best for you and your selected topic.

a) Proposed Topic Description

Describe the learning outcome you intend to address in your material and who are the target learners. *The learning outcome must be an intellectual skill (see week 2 reading).* This paper should be brief; no more than 1 double-spaced page. You will present topics in class and receive feedback from the class.

b) Analysis Report (10 pts)

Understanding your instructional problem as accurately as possible is a fundamental step for any instructional opportunity across the board. Thus, the Analysis Report is expected as a critical deliverable from your project. This report will identify instructional goals, detailed curriculum topics, target learner characteristics, and performance contexts in which the skills to be learned from your material will be used. The report consists of no more than 10 typewritten double-spaced pages including diagrams, tables, and figures. Please bring a hard copy of your report draft, which will be reviewed by peers during the class. The analysis report makes up 10% of the course grade.

c) Design/Development Report (20 pts)

The D/D Report specifies how your instructional material will be organized and focused toward the instructional goals. This report will be a detailed blueprint of your material. Your report should include instructional objectives, assessment items matched with the objectives, instructional sequence, instructional strategies and learning activities including practice and feedback. Upon completing this report, you should have all instructional content completed -- approx. 80-90% of your draft material done. Completing the draft might involve simply working on formats and illustrations. The D/D report does not have to include the material draft. Please bring a hard copy of your draft D/D report, which will be reviewed by peers during the class time. This report makes up 20% of the course grade.

d) Formative Evaluation (20 pts)

Develop the initial version of your instructional material (i.e. the draft material). Again, if you have completed the design report correctly, creating a draft will simply involve formatting and adding illustrations when necessary. Given the draft, it is critical to conduct formative evaluations. Hold at least three **one-on-one** trial sessions with a learner (another learner each time, therefore *three learners independently*) to evaluate the draft. If you ask three learners to try the draft at once, it is not a one-on-one evaluation but a small group evaluation. If you deem other types of formative evaluations (i.e., small group and field testing) more appropriate than one-on-one trials, discuss with the instructor in advance. The Formative Evaluation Report includes your draft and the characteristics of the three learners, the procedures of each of the three evaluation sessions, the *debriefing*, and the analysis of the evaluation results. Most importantly, list your revision plans in detail to improve and finalize the material. Please bring a hard copy of your report draft to receive peer feedback during the class. This report makes up 20% of the course grade.

e) Final Product and Learner Guide (10 pts)

After making revisions, submit the final version of your material with a learner guide (approx. one double-spaced page) briefly outlining the content, the target learners, requirements, prerequisite skills, and any other information that your learners need to know before starting your material. This assignment makes up 10% of the course grade.

f) Expected Workload for Each Deliverable

Topic Description	Analysis	Design & Development	Formative Evaluation	Final Product	Total
Light (5%)	Medium (10%)	Very heavy (50%)	Heavy (25%)	Light (10%)	100%

The required format for all submissions is MS Word (.doc or docx) or pdf. I find that a doc(x) is more convenient to provide feedback and comments, so encourage you to use doc files when possible. The due dates for all deliverables are specified on the schedule. Late submissions will be accepted but will receive a 5-point penalty for each day past the due date. As we all understand, working with computers is not always predictable. Please do not wait until the last minute; be prepared in advance.

2. Final Presentation (10 pts)

Although the students are intermittently requested to present their work-in-progress during the semester, they must make project presentations at the end of the semester. This final presentation is expected to be somewhat formal and reflect upon the overall phases of the project performance and lessons learned from the project. The presentation slides should be posted to the Canvas discussion board prior to the class (Due on Mon, Apr 20). Every individual in the team should participate in the presentation. The class presentation will make up 10% of the course grade.

3. Attendance (30 pts)

Class participation is required and makes up 30% of the final grade. The students are expected to be actively involved in peer review of the deliverables and discussions and share constructive ideas and reflections. When you miss classes, two points will be taken off per absence. Excused absence in advance is acceptable.

Grading:

Assignments and Project		
		Percentage
1. Deliverables	Analysis report	10%
	Design report	20%
	Formative evaluation	20%
	Instructional module	10%
2. Final presentation		10%
3. Class participation		30%
Total		**100%**

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

Class Schedules:

Unit	Date	Topics	Assignments	Weekly Readings (read before class)
Unit 1: Introduction	Week 1 (1/13)	Course orientation		
	Week 2 (1/20)	Learning outcomes	• Topic Description (Bring a hard copy to class)	Gagne et al. (1992), Chapters 3, 4, & 5 – pdf posted

	Week 3 (1/27)	Front-end analysis		Dick & Carey, Ch 2
Unit 2: Analysis	Week 4 (2/3)	Goal analysis/learner and context analysis		Dick & Carey, Ch 3, 4, & 5
	Week 5 (2/10)	Performance objectives	• Analysis Report (Bring drafts to class; submission due Fri, Feb 13)	- Mager's text, read all; - - Dick & Carey, Ch 6
Unit 3: Design & Development	Week 6 (2/17)	*Monday schedules (No class)*		
	Week 7 (2/24)	Developing assessments		- Dick & Carey, Ch 7; - Gronund, Ch 2 & 9 – pdf posted.
	Week 8 (3/3)	Developing instructional strategies; Understanding by design		- Dick & Carey, Ch 8; - Wiggins & McTighe, Chapters 2 & 6.
	Week 9 (3/9-13): Spring Break (No class)			
	Week 10 (3/17)	Developing instructional materials		Dick & Carey, Ch 9
	Week 11 (3/24)	Formative evaluations	• D & D Report (Bring drafts to class; submission due Fri, Mar 27)	Dick & Carey, Ch 10
Unit 4: Formative Evaluation	Week 12 (3/31)	Revising instructional materials		Dick & Carey, Ch 11
	Week 13 (4/7)	Summative evaluation; ID models reviews		- Dick & Carey, Ch 12; - Gustafson & Branch
Unit 5: Models & Debates	Week 14 (4/14)	Debates over ISD	• Formative Evaluation Report (Bring drafts to class; submission due on Fri, Apr 17)	Dick vs. Thiagi vs. Barab
	Week 15 (4/21)	Final class presentation	• Post your slides to Canvas by Mon, Apr 20) • Final Project Submission (Due on Fri, Apr 24)	

Students are expected to maintain "The Honor Code" required by USU:

http://catalog.usu.edu/content.php?catoid=4&navoid=547?