

Instructional Design Process I

Instructor

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ITLS 6520
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3 credits

Virtual Office Hours: by appointment

Course Description

Instructional Design Process I is a required course for all ITLS Master's degree students and an elective course for other interested graduate students. The course content addresses fundamental instructional design processes, practices, and knowledge that are common in professional instructional design communities. This includes the ADDIE process (Analysis, Design, Development, Implementation, & Evaluation), specification of learning objectives, and some varieties of learning solutions. In addition, this course will provide an introduction to various instructional design models that have been established previously or are recently emerging (e.g., Backwards Design, Successive Approximation Model).

Students in this course primarily are associated with K-16 instructional design settings or with instructional design in other professional settings (e.g., corporate, government, libraries, museums, non-profits). Practices and approaches associated with both K-16 and professional settings will be covered in this course. Even though some students may expect to pursue more knowledge and experience in one setting, the expectation is that everyone will become knowledgeable in both.

This course includes a number of readings and students are expected to keep up with all the reading material and actively participate in the course activities, whether they are discussions, student presentations, or assigned activities. The culmination of the course will be a small group instructional design project that is to be executed over multiple weeks and involves the actual constraints and demands involved in real-world instructional design.

It is assumed (but not explicitly required) that students in this course have already taken other foundational courses in the ITLS department such as ITLS 6535: Design Thinking and ITLS 6540: Learning Theory. It is to the benefit of the student to have prior experience and competence with media creation tools in order to produce prototype design solutions.

Delivery of this course is online, through the Canvas LMS. Each week. The course begins on Tuesday of each week. Most assignments will be due each Monday by 11:59 pm, although some assignments will have deadlines on Saturday (those assignments usually involve leaving feedback on others' work- peer review, discussions, and commenting on others' posts).

Because this course is online, you will need to be self-motivated and an independent learner. You can expect quick responses (within 48 hours) to requests to meet with the instructor by phone, in person, or in a virtual conference room.

Course Objectives

- Defining and recognizing fundamental instructional design terminology, such as ADDIE, learning objectives, needs analysis, and various instructional design models

- Appreciating the importance of understanding the needs of learners, articulating learning performances, and iteration in instructional design
- Connecting core aspects of instructional design to various learning models, such as where needs analysis and evaluation fit into ADDIE, Backwards Design, and SAM
- Identify learner or organizational needs and implement strategies for solving instructional design problems
- Producing evidence of learning as needed for stakeholders
- Recognize the importance of thinking about needs and objectives in instructional design work, consider and reconcile competing demands placed on instructional designers and be able to state the value added of thoughtful instructional design to a team that seeks to improve knowledge or performance of other people.
- Focus on big ideas and enduring understandings when organizing content and conceptualizing learning activities

Required Textbooks and Materials

Leaving Addie for SAM by Michael W. Allen (2012)

ISBN-10: 1562867113

Understanding By Design 2nd Edition by Grant Wiggins & Jay McTighe (2005)

ISBN-10: 1416600353

Foundations of Learning and Instructional Design Technology by Richard E. West (2018)

Open source textbook available at <https://edtechbooks.org/lidtfoundations>

Other assigned readings will be provided as .pdf files through Canvas.

Recommended (but not required) textbook

The Systematic Design of Instruction 8th Edition by Walter Dick, Lou Carey, and James O. Carey (2014)

ISBN-10: 013282485X

Online Course Fee: \$15 per credit course fee is applied to all online courses to sustain current digital technologies and support services required for engaging and effective online learning.

Course Requirements

Brief descriptions are provided below. Detailed assignment descriptions and due dates will be provided in Canvas.

1) Reading Quizzes

Every week there will be a reading quiz. These quizzes are required but will not be graded. Failure to complete reading quizzes with your best effort each week will result in the loss of points in your class participation grade.

2) Discussion Posts

Each week you will be required to participate in a small or whole group discussion about the content for the week. Please be sure to have your initial posts done by Saturday so that there is time for others to respond to your comments.

3) Instructional Design Model Presentation

As part of a small group, you will create a 10-minute (max) presentation on an instructional design model. The presentation must include the components of the model, if/how it relates to ADDIE, and a walkthrough of what the model would look like in action.

4) Interview with a Professional

Identify someone working in the field of instructional technology/instructional design (LinkedIn is great for this). Develop a set of questions for a 30-minute interview with this person to help you learn more about their profession. You will need to audio or video record the interview (please ask the person for permission first) and upload the file to the discussion page in Canvas. You will then watch two classmates' interviews. Next, you will write a 2-3 page paper reflecting on what you learned about how instructional design is used in the field and the various career options that are available to you. This assignment can be done at any point in the semester.

5) Learning Objectives

You will select an industry or education job and write learning objectives for that position. The assignment must include a description of the job, summary of what knowledge is needed, your articulation of the learning objectives, and the connect of the objective with Bloom's Taxonomy, Depth of Knowledge, Facets of Understanding, or Learning Progressions (may also be a combination of a few). You will also conduct a peer review for others in the course.

6) Design Solution

This assignment may be completed alone, with a partner, or trio. You will take a topic that you have already learned in graduate school and design new instruction around that topic. The design solution must include the learning objectives, delivery format, the actual instruction (lesson plans, quizzes, videos, infographics, etc). Lastly, you write a commentary document about what you made and justifying the reasons why.

7) Evaluation Plan

You will select one of your learning objectives from the learning objectives assignment for this evaluation plan. You will create a high quality and reasonably implemented test or performance task to assess the learning objective. Be sure to include the assessment instrument or protocol to be used, a way to describe and characterize the performance, and a procedure for how the instrument or protocol would be implemented for evaluation purposes.

8) Final Project

Using what you have learned in the course, you will select an instructional design model (ADDIE, Backwards Design, etc) to follow and complete an real-world instructional design project. The final project will have three components: 1) 15-20 minute presentation 2) 8-10 page single-spaced report and 3) reflection.

Late submissions

You may submit assignments up to 1 week late with a 50% penalty on your total possible grade. For example, for an assignment worth 10 points, 5 points will be subtracted off of your total grade if it is submitted within 1 week after the deadline. You may not submit any assignment more than 1 week late. Late midterm or final papers/projects will not be accepted. Late presentations are not allowed.

Grading

Your final grade will be computed based on the following percentages. There is no curve for the class. Grades will be assigned based on the scale below, with your final grade rounded to the nearest tenth of a percentage point.

Grade Weightings

Required Assignments	40%
Final Project	40%
Class Participation	20%

Grading scale	
A	93 – 100%
A-	90 – 92.9%
B+	87 – 89.9%
B	83 – 86.9%
B-	80 – 82.9%
C+	77 – 79.9%
C	73 – 76.9%
C-	70 – 72.9%
D+	67 – 69.9%
D	63 – 66.9%
D-	60 – 62.9%

Incompletes

In accordance with University policy, incompletes are not to be given for poor performance. There will be no incompletes given except for conditions beyond the student's control, including:

- Incapacitating illnesses that prevent a student from attending classes for a period of at least two weeks
- A death in the immediate family
- Financial responsibilities requiring a student to alter course schedule to secure employment
- Change in work schedule as required by an employer

Other, unexpected emergencies may be considered on a case-by-case basis. Regardless of the cause for the incomplete, appropriate documentation of the circumstances is required for an extension to be considered.

Academic Integrity & Plagiarism

To enhance the learning environment at USU and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the USU community
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution
- Is a welcomed and valued member of Utah State University

As stated in the USU Student Code, plagiarism is "the act of representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials." Plagiarism is harmful both for the author of the original

work and for the plagiarizer. Any individuals involved in plagiarizing work will receive an automatic fail for the assignment or project and will be immediately reported to the University administration.

Persons with Disabilities

Students with documented disabilities who are in need of academic accommodations should immediately notify the instructor and/or contact the Disability Resource Center at (435) 797-2444 and fill out an application for services. Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.

Course Evaluation

At the end of the course, you will be asked to complete an IDEA evaluation and report on how you think the class met the learning objectives. Below are the essential and important objectives for this course from the USU course evaluation system.

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning fundamental principles, generalizations, or theories
- Learning to apply course material (to improve thinking, problem-solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Course Calendar

The course calendar is subject to change. Any changes to the course calendar will be communicated via Canvas in a timely manner.

Each week of the course is considered as officially **starting** on Tuesday of the week listed in the syllabus. The new week begins Tuesday at 12:00 am and ends at 11:59 PM on Monday of the following week. That means if the syllabus said that Week 2 starts on January 14th (12:00 AM), then Week 2 ENDS on January 20th at 11:59 PM.

Week	Dates	Topic & Readings	Assignments Due
1	January 7th	Welcome & Introductions	Discussion Post
2	January 14th	ADDIE, ID Models, & Backwards Design Gusatfson & Branch (2002) Dousay (2018) Understanding by Design Intro & Chapter 1	Quiz Discussion Post
3	January 21st	Needs Analysis Sleezer et al. (2011) The Systematic Design of Instruction Chapter 5 Understanding by Design Chapter 2 & Chapter 3	Quiz Discussion Post ID Model Presentation
4	January 28th	Learning Objectives Krathwohl (2002) Hess et al. (2009)	Quiz Discussion Post
5	February 4th	Learning Objectives Scwheingruber et al. (2007)	Quiz Discussion Post

		Understanding by Design Chapter 4 & Chapter 6	
6	February 11th	Design Solutions Kimmons (2018) Savery (2018) Understanding by Design Chapter 9 & Chapter 10	Quiz Discussion Post Learning Objectives
7	February 18th	Design Solutions Martin & Oyarzun (2018) Clark & Lyons (2010) Hirsch-Pasek, et al. (2015)	Quiz Discussion Post
8	February 25th	Development No readings this week.	
9	March 3rd	Spring Break	
10	March 10th	Evaluation Understanding by Design Chapter 7 & Chapter 8 The Systematic Design of Instruction Chapter 12	Quiz Discussion Post Design Solution
11	March 17th	Design Thinking Svihla (2018) Leaving ADDIE for SAM Chapter 1- Chapter 6	Quiz Discussion Post Evaluation Plan Final Project Commitment
12	March 24th	Prototypes Leaving ADDIE for SAM Chapter 7- Chapter 9	Quiz Discussion Post Final Project Timeline
13	March 31st	Execution Leaving ADDIE for SAM Chapter 10- Chapter 13	Quiz Discussion Post Project Update #1
14	April 7th	Final Products Leaving ADDIE for SAM Chapter 14 & Chapter 15	Quiz Discussion Post Interview with a Professional- video upload
15	April 14th	Workshop	Project Update #2 Interview with a Professional- reflection
16	April 21st	Final Presentations	Final Project Presentation
17	April 28th	Finals Week	Final Project Report & Reflection is due April 28th

Note: This course was designed and developed by Dr. Victor R. Lee, associate professor, Stanford University