

SYLLABUS

Instructional Design
EDTECH 503-4172
Summer 2010

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Please note that the course syllabus is subject to change. Any change(s) will be clearly communicated to students.

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Office Hours: *No formal summer hours / please email to set an appointment for a call or visit.*

Course Description

Focuses on systematic design of instruction and alternative models. Project required.

3 credit hours. No pre-requisites. From BSU Course Catalog 2009-10:

<http://registrar.boisestate.edu/catalogs/gr2009-2010/coe/educational-technology.pdf>

Plan of Study Impact

EDTECH 503 is a required course for the Educational Technology master's degree programs.

Students typically take this course within the first two semesters of their master's program. One of the major assignments for the class is the series of instructional design projects. It is an important early piece of work that will be presented in the student's final electronic portfolio.

Course Text & Materials

Smith, P. L. & Ragan, T. J. (2004). *Instructional design* (3rd Ed.). Danvers, MA: John Wiley & Sons.

- An internet-connected computer to which you have regular access
- Access to multi-media streaming
- Software that allows for chat via voice and/or video via the computer
- Access to desktop productivity software
- Materials downloaded from the course learning management system

Professional Standards Addressed

Students who successfully complete EDTECH 503 will have met selected standards written by the Association for Educational Communications and Technology (AECT), www.aect.org. The AECT standards are recognized by the National Council for Accreditation of Teacher Education (NCATE), which is the body that accredits Boise State University's College of Education. The standards addressed in this course are found on a separate document that students will download and include as part of their final project for the course. A list of all AECT standards can be found at: <http://bit.ly/SLnRK>

Additionally, the course is guided by another set of well-known "Instructional Design" standards developed by the International Board of Standards for Training, Performance and Instruction (IBSTPI). These standards can be seen at: http://www.ibstpi.org/Competencies/instruct_design_competencies.htm

Course Goals and Objectives

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, emphasize realistic contexts, and employ a number of communications technologies. Following the course, students will be able to:

1. 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
2. Describe at least two reasons why instructional design models are useful
3. Identify at least six instructional design models and classify them according to their use
4. Compare and contrast the major elements of three theories of learning as they relate to instructional design
5. Define "instructional design."
6. Define the word "systematic" as it relates to instructional design
7. Define "learning" and synthesize its definition with the practice of instructional design
8. Relate the design of instruction to the term "educational (or "instructional") technology"
9. Describe the major components of the instructional design process and the functions of models in the design process
10. Provide a succinct summary of various learning contexts (declarative knowledge, conceptual, declarative, principle, problem-solving, cognitive, attitudinal, and psychomotor)
11. Build an instructional design product that integrates major aspects of the systematic process and make it available on the web.
 - a. Describe the rationale for and processes associated with needs, learner, context, goal, and task analyses
 - i. Create and conduct various aspects of a front-end analysis

- ii. Identify methods and materials for communicating subject matter that are contextually relevant
 - b. Describe the rationale for and processes associated with creating design documents (objectives, motivation, etc.)
 - i. Construct clear instructional goals and objectives
 - ii. Develop a motivational design for a specific instructional task
 - iii. Develop assessments that accurately measure performance objectives
 - c. Select and implement instructional strategies for selected learning tasks
 - i. Select appropriate media tools that support instructional design decisions
 - d. Describe the rationale and processes associated with the formative evaluation of instructional products
 - i. Carry out at least one type of formative evaluation
 - ii. Create a plan for remaining types of formative evaluation
- 12. 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
- 13. Meet selected professional standards developed by the Association for Educational Communications and Technology
- 14. Use various technological tools for instructional and professional communication

Course Assignments & Due Dates

Please see the course website for a listing of assignment and due dates. Be sure to read the late work policy below. The calendar is subject to change, but if any changes are made, students will be notified well in advance of a particular due date.

Grades & Grading

CATEGORY	% of Final Grade (Weight)
Instructional Design Projects	50%
Discussion Board Posts & Replies	25%
Other Assignments/Tasks	25%

SUBCATEGORY	% of Category Weight
ID Project #1	25%
ID Project #2	75%
Discussion Forum Leadership	30%
Discussion Forum Participation	70%

1. All other assignments have equal weight within that category.
2. "Discussion Forum Leadership" tasks will be outlined on a document available within the course site.

Feedback/grades

Your assignments will be reviewed and evaluated by the instructor within one week after the assignment due date (in most cases). Depending upon the assignment, you will receive a rubric with comments or receive points earned for assignment completion. If you do not have an assigned grade after a week from submission, please contact the instructor. Grades entered into the course website are always available to view, though these will not account for final category weighting.

Final Grade

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

A+	99-100 %	C+	78-79.9 %
A	93-98.9 %	C	74-77.9 %
A-	90-92.9 %	C-	70-73.9 %
B+	88-89.9 %	D	65-69.9 %
B	84-87.9 %	F	< 65 %
B-	80-83.9 %		

Please note that a grade of A- to A+ (generically, an "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

1. All work must be submitted by the date/time it is due if a student wishes to be eligible to receive full credit.
2. Late work is **ONLY** excused for the conditions listed below. Excuses **are not** automatically approved. The student is obligated to contact the instructor and explain what is happening (privacy will be respected, and personal details need not be divulged).
 - An unpredictable personal or family medical emergency or an extreme event to personal or professional life which has deleterious consequences on psyche, time, etc.
 - An unpredictable “Act of God” (i.e., fire, flood, or otherwise) prevents a student from uploading work.

Any other excuses, like last minute changes to plans, vacations, minor illness, outside activities, poor time management, etc. are **not** valid excuses.

Please note: Students must complete all assignments even if work is going to be submitted past the due date. However, even if done according to standards, an unexcused late assignment will only receive 50% credit (at most). This allows a student to at least get some points in place of a 0. *Students who submit work late will receive feedback at the leisure of the instructor, which may or may not be within the one week window allotted for work submitted by the due date.*

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. 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 half-time job in addition to your other responsibilities and obligations. In a summer session, this means that a student can expect to spend an average of 18 hours per week, per course.

Communication: I will respond to emails and/or phone calls 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 on at least a weekly basis, and more often depending on the nature of the task(s) due. During the summer, the expectation is that students will be logging in at least twice per week.

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 midnight Mountain Standard Time (MST). 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 otherwise 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://www.boisestate.edu/osrr/scp/student_code.html. 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://www.boisestate.edu/osrr/scp/student_code.html

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.

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
- students will 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.

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/web/edtech.htm>

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 <http://education.boisestate.edu/teachered/framework.htm>