

Oakland University

Course Syllabus

HRD 6070: Instructional Design Theory to Practice

Winter 2018

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Date/Time: 320 Pawley Hall Thursdays 6:30PM-9:50PM, & On-line

Office Hours: By appointment

Course Description / Approach

This course introduces students to current and historical theories that impact the field of training and development including systems, communications, adult learning, education, and instructional theories. Students will apply these theories to practical applications in the field.

Prerequisites

HRD 503: Instructional Design.

Required Text

Clark, R. C. (2008). *Building Expertise: Cognitive Models for Training and Performance Improvement* (3rd Edition). San Francisco, CA: Pfeiffer.

NOTE: Additional reading materials will be supplied throughout the course.

Course Objectives

Upon successful completion of this course, students will:

- Align germane aspects of learning theory, systems theory, and communication theory to instructional design.
- Describe the components, principles, history, and application of foundational theories to instructional design.
- Select appropriate theoretical frameworks to specific instructional settings.
- Discuss the relevance of specific theories to the real-world application of instructional design.

Class Guidelines / Policies

- Approximately 2/3 of the course is on-line. The on-line dates will be clearly outlined in the syllabus and on Moodle. During on-line sessions, the session duration will be from Fridays – Thursdays. On-line attendance will be determined by being virtually present at on-line Guided Discussions.
- Completion and reflection of the readings is necessary for the discussions each week, and therefore must be completed *prior* to coming to class, or participating in on-line Guided Discussions.
- Students will use Moodle throughout the course and it will be the primary tool used to organize and disseminate course materials and communications.
- Attendance is required. You may miss one class (either In-Class or On-Line) without penalty, however, each additional missed class will result in 10 points being deducted from the student's final grade (out of 100 total possible points). If a class is missed on an assignment due date, the assignment is still due. For any missed session, the student is responsible for the content covered in that class. For an In-Class session, if OU should be closed due to inclement weather, it is the student's responsibility to check for instructions on assignments and course work.
- Oakland University does not tolerate academic dishonesty in the form of plagiarism or cheating. Students will be held accountable for any form of academic misconduct under the terms found within the Oakland University Student Handbook found at <http://www2.oakland.edu/deanofstudents/handbook/code.cfm>.

Course Schedule

Meeting Date	Topics	Readings Due	Assignments Due
<u>Session #1</u> January 4 IN-CLASS	<ul style="list-style-type: none"> Course Overview Introductions Theory in ISD 	None	
<u>Session #2</u> January 11 ON-LINE	<ul style="list-style-type: none"> Expertise in a Global Economy Four Ingredients of Instruction 	Chapters 1-3	<ul style="list-style-type: none"> Live Guided Discussion: 1/11, Topical Review: (Due: 1/9, 6:30PM)
<u>Session #3</u> January 18 ON-LINE	<ul style="list-style-type: none"> Instructional Design Theory 	Reigeluth, Carr-Chellman (2006)	<ul style="list-style-type: none"> Topical Review: (Due: 1/16, 6:30PM)
<u>Session #4</u> January 25 IN-CLASS	<ul style="list-style-type: none"> The Psychology of Building Expertise How Memory Works 	Chapters 4-5	<ul style="list-style-type: none"> Live Guided Discussion: 1/25 Topical Review: (Due 1/23, 6:30PM)
<u>Session #5</u> Feb. 1 ON-LINE	<ul style="list-style-type: none"> Managing Cognitive Load in Instruction Managing Attention 	Chapters 6-7	<ul style="list-style-type: none"> Live Guided Discussion: 2/1, Topical Review: (Due 1/30, 6:30PM)
<u>Session #6</u> Feb. 8 ON-LINE	<ul style="list-style-type: none"> Theory to Practice: Multi-Media Theory in Medical Education 	Merrienboer, 2010; Meyer, 2010	<ul style="list-style-type: none"> Live Guided Discussion: 2/8, Topical Review: (Due 2/6, 6:30PM)
<u>Session #7</u> Feb. 15 IN-CLASS	<ul style="list-style-type: none"> Leveraging Prior Knowledge Helping Learners Build Mental Models: Implicit Methods 	Chapters 8-9	<ul style="list-style-type: none"> Topical Review: (Due 2/13, 6:30PM)
Feb. 17-25	WINTER BREAK!!		
<u>Session #8</u> March 1 ON-LINE	<ul style="list-style-type: none"> Research Paper 	None	<ul style="list-style-type: none"> Research Paper Due March 1, 11:55PM
<u>Session #9</u> March 8 ON-LINE	<ul style="list-style-type: none"> Helping Learners Build Mental Models: Explicit Methods Learning vs. Performance: The Psychology of Transfer 	Chapters 10-11	<ul style="list-style-type: none"> Live Guided Discussion: 3/8, Topical Review: (Due 3/6, 6:30PM)
<u>Session #10</u> March 15 ON-LINE	<ul style="list-style-type: none"> Teaching for Transfer Problem-Centered Instruction 	Chapters 12-13	<ul style="list-style-type: none"> Live Guided Discussion: 3/15, Topical Review: (Due 3/13, 6:30PM)
<u>Session #11</u> March 22 IN-CLASS	<ul style="list-style-type: none"> Metacognition, Self-regulation, Adaptive Expertise, Motivation and Expertise 	Chapters 14-15	<ul style="list-style-type: none"> Topical Review: (Due 3/20, 6:30PM)
<u>Session #12</u> March 29 ON-LINE	<ul style="list-style-type: none"> Motivating Your Learners Practical Applications in Building Expertise 	Chapters 16-17; Keller (1987)	<ul style="list-style-type: none"> Live Guided Discussion: 3/29, Topical Review: (Due 3/26, 6:30PM)
<u>Session #13</u> April 5 ON-LINE	<ul style="list-style-type: none"> Communication Theories, Visual Literacy, Message Design 	Seels (1994); others	<ul style="list-style-type: none"> Live Guided Discussion: 4/5, Topical Review: (Due 4/3, 6:30PM)
<u>Session #14</u> April 12 IN-CLASS	<ul style="list-style-type: none"> Systems Theory in Instructional Design 	Swanson (1999); Richey (1986)	<ul style="list-style-type: none"> Theory to Practice Paper (Due 4/12 6:30PM) Topical Review: (Due 4/10, 6:30PM)

Evaluation

This course is designed to allow students with various abilities and experience to excel in multiple parts of the class:

- 1) **Topical Review Paper:** Each student will be responsible for authoring two Topical Review Papers in the semester. The Topical Review will consist of two parts: 1) a brief 750-1500-word summary of the reading material for a specific class session, and 2) a brief 500-word personal reflection on those readings, or aspects of them, as they relate to the student's personal experiences. For example, if the readings covered motivation theory, a student could relate a failed training program that did not take into consideration learner motivation. Alternatively, a student could reflect on the relative strengths or weaknesses of a theory or design. These Topical Reviews will be the basis for the Discussion Forums or Guided Discussions for the weekly sessions.
- 2) **On-Line Guided Discussions:** A core component of this course is the dialog between students and the instructor regarding the topics covered. This interaction plays a significant role in the learning process. **Guided Discussions** are synchronous learning events facilitated by the instructor in a live virtual setting. These events will occur **during the scheduled class time**, as noted in the syllabus and Moodle. Detailed technical information regarding Guided Discussions will be supplied by the instructor. Guided Discussions will be at least initially based on student Topical Review Papers.
- 3) **Research Paper:** This individual paper is designed to give students an opportunity to research one theory, case study, or related topic in greater depth. APA 6th format is required (see <http://owl.english.purdue.edu/owl/resource/560/01/> for a great resource on writing APA.)
- 4) **Theory to Practice Paper:** This individual paper is designed to give students an opportunity to align a theoretical framework and instructional design model to a case study scenario. APA 6th format is required.
- 5) **Attendance** is a significant component of each student's grade (missing more than one class will result in 10 points being deducted from the student's grade).

The class is based on 100 points. Following is the grade point distribution in this class and the due dates for each assignment:

Points	Grade	Points	Grade	Assignment	Points	Due Date
99-100	4.0			Topical Review Papers	20	Weekly
98	3.9	78-79	2.9	In-Class Participation / Guided Discussion	30	Weekly
96-97	3.8	76-77	2.8	Research Paper	25	3/1/16
94-95	3.7	74-75	2.7	Theory to Practice Paper	<u>25</u>	4/12/16
92-93	3.6	72-73	2.6	Total	100	
90-91	3.5	70-71	2.5			
88-89	3.4	68-69	2.4			
86-87	3.3	66-67	2.3			
84-85	3.2	64-65	2.2			
82-83	3.1	62-63	2.1			
80-81	3.0	60-61	2.0			

Definition of grades

The following definitions will be used to determine what constitutes a given grade:

- A**=demonstrates superior understanding of course material and execution of assignments are performed with superb quality.
- B**=demonstrates above average understanding of course material and execution of assignments are performed with above average quality.
- C**=demonstrates adequate understanding of course material and execution of assignments are performed with average or reasonable quality.
- D**=demonstrates inadequate understanding of course material and execution of assignments are performed with below average quality.

Additional Guidelines:

- Strive for accuracy, clarity, and professionalism in all verbal and written communications.
- Papers and projects will be evaluated on composition as well as content. Assignment scores may be reduced by as much as 30% for violation of composition standards, including fragmentary sentences, comma use, sentence structure, appropriate word choice and spelling.
- Late assignments will not be accepted unless the student has discussed the situation with the instructor *prior* to the due date and an extension is granted. Extensions will be limited to extenuating circumstances and late submissions may be subject to a penalty of 10% for each day an assignment is late.
- No points will be awarded for assignments submitted after the course end date.

Assignment Details

Topical Review Paper (20 pts.)

At the beginning of the term students will select a session from the course schedule that they wish to cover in more detail. Once assigned, the student is responsible for:

- 1) A 750-1500 word summary of the reading material for a specific class session, and
- 2) A brief 500-word personal reflection on those readings, or aspects of them, as they relate to the student's personal experiences. For example, if the readings covered motivation theory, a student could relate a failed training program that did not take into consideration learner motivation. These Topical Reviews will be the basis for the Guided Discussions or Discussion Forums for the weekly sessions.

Live Guided Discussions and In-Class Participation (30 pts.)

Contributions to the class discussion, both virtual and in-class, are a vital part of an advanced-level graduate course. Guided Discussions will occur **during assigned class times and commence at the beginning of class**. Guided Discussions are virtual meetings where the instructor will facilitate discussions on the topics.

For both live Guided Discussions and In-class sessions each student's contributions will be graded on a 0-4 scale for the quality of the contribution for each session:

- 4** =demonstrates superior understanding of course material and integration of concepts to other student's communications is performed with superb quality.
- 3** =demonstrates above average understanding of course material and integration of concepts to other student's communications is performed with average quality.
- 2** =demonstrates adequate understanding of course material and integration of concepts to other student's communications is performed with reasonable quality.
- 1** =demonstrates inadequate understanding of course material and integration of concepts to other student's communications is performed with below average quality.
- 0** =no contribution made

At the end of the semester, the final scores for all Guided Discussion/In-class contributions will be recalculated to a 30-point index for final grading purposes. Your top 10 (out of 12) Guided Discussion points will be used to calculate your final points (up to 30 total.)

Strong contribution example (4 out of 4):

The relationship between inform activities and perform activities are that you need the information prior to performing the activity required. For instance,

the internship that I am currently wrapping up I was required to attend Orientation which covered safety, quality and basic HR paperwork. The first day was just good ol' information overload. It consisted of six combined hours watching videos on safety, physical demonstration of what the company manufactures and how. On day two, I was required watch a follow up DVD which after each slide I was required to answer a multiple choice test. I was able to maneuver through the DVD if I needed to return to a previous page or skip ahead. I was also given links to their internal library if I needed to look up a term that is used in this particular industry to help in answering the questions correctly. In summary, a trainee needs the information upfront to assist them with correctly performing the task that is given to them.

Weak contribution example (0-1 out of 4):

Good answers! I really need to chime in sooner, so I don't give a redundant answer... but yes, in a situation where the cost of failure is high, the best activities would be games and simulations.

Research Paper (25 Points)

For the Research Paper assignment, student(s) should at least provide the following:

- A cover page that includes the following information (5 pts.):
 - Assignment Title
 - Student Name
 - Course Code and Course Name
 - Instructor Name
 - Date Submitted
- 6-8 pages of APA 6th formatted content that aligns to course topic(s) (15 pts.)
- APA 6th reference page with at least 5 academic references (no Wikipedia, etc.) (5 pts.)

Points will be awarded based on the extent to which the student(s) meet the above criteria and demonstrate a thorough understanding of the research topic.

Theory to Practice Paper (25 Points)

The purpose of this assignment is to give students an opportunity to align a theoretical framework and instructional design model to a case study scenario. Students will be provided with a case study (an instructional problem) by the instructor.

Your tasks are as follows:

1. Fully understand the case study scenario
2. Select a theoretical framework you can draw from as a foundation for your work

3. Select an instructional design model to use to design the instruction (additional articles will be supplied by the instructor as needed)
4. Complete an instructional analysis of 1) desired outcomes/learning objectives, 2) the learner, 3) the learning context/environment, and 4) the content
5. Author a paper that presents your work as outlined below

For the Theory to Practice Paper, student(s) should at least provide the following:

- A cover page that includes the following information (5 pts.):
 - Assignment Title
 - Student Name
 - Course Code and Course Name
 - Instructor Name
 - Date Submitted
- 6-12 pages of APA 6th formatted content that is organized as follows (15 pts.):
 - Summary of the scenario (< 300 words)
 - Instructional Theory – description of applicable theory we covered in class and justification as to why you chose it
 - Instructional Design Model – description of applicable instructional design model (can be either one we covered or another) and justification as to why you chose it
 - Instructional analysis: 1) desired outcomes/learning objectives, 2) the learner, 3) the learning context/environment, and 4) the content
- APA 6th reference page with at least 5 academic references (no Wikipedia, etc.) (5 pts.)

Points will be awarded based on the extent to which the student(s) meet the above criteria and demonstrate a thorough understanding of the material.