

OAKLAND UNIVERSITY
HRD 3300 - INSTRUCTIONAL DESIGN
Human Resource Development
WINTER 2018

Monday's, 6:30pm – 9:50pm
MUC 129

OURSE SYLLABUS

- Instructor:** Eric Nalian.
Special Lecturer
Enalian@oakland.edu (Preferred initial contact method to make appointment)
- Office Hours:** By appointment only. Appointments are for 30 minutes.
Please see me in class or email me at Enalian@oakland.edu to make an appointment
- Performance Objectives:** The general goal of this course is to introduce you to the principles of instructional design. In particular, this course will focus primarily on the *analysis* and *assessment* steps in the instructional design process. Specifically, by the end of the course, you will be able to:
- 1) Describe characteristics of intended learners [Description of Learners]
 - 2) Describe the setting in which instruction will take place [Description of Teaching Setting]
 - 3) Describe the setting in which learners will apply what they have learned [Description of Application Setting]
 - 4) Analyze the task(s) to be learned by the learners [Task Analysis]
 - 5) Write appropriate performance objectives [Performance Objectives]
 - 6) Develop assessment of learners' performance after instruction has been completed. [Learner Assessment]
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- 7) Explain each step in the process of designing instruction
- HRD 423: Instructional Methods** For HRD majors and for students pursuing a minor in Training and Development, this course is a prerequisite to *HRD 4300: Instructional Methods* in which you will complete the remaining steps in the instructional design process, using the project developed in this course.
- 8) Use appropriate instructional strategies appropriate for the learners, the task, and the context.
 - 9) Develop a complete design document based on steps 2 – 7 above
 - 10) Develop a complete set of instructional materials – instructor guide and participant guide - for the instruction designed in step 8.
- Students are *strongly encouraged* to take HRD 4300 during one of the next two terms in which it is offered following HRD 3300.**
- Required Text:** Morrison, G. R., Ross, S.M., Kemp, J.E. (6th Ed.) Designing Effective Instruction.

COURSE SYLLABUS (cont.)

Teaching Methods: Classes will consist of instructor presentations, problem solving exercises, small and large group question and answer sessions, and peer review activities to support the development of each student’s instructional design project.

Requirements: Instructional Design Project
Each student will complete an instructional design project incorporating components explained in class. All written material must be typed and prepared in a professional style without grammatical, spelling, or typographical errors. (72 points)

INSTRUCTIONAL DESIGN PROJECT COMPONENTS

Initial Description of Proposed ID Project.....	2 points
Completed Minimum Criteria for ID Project Template.....	2 points
Description of Learners	10 points
Description of Teaching Setting.	8 points
Description of Application Setting	8 points
Task Analysis	24 points
Performance Objectives.....	10 points
Learner Assessment.....	8 points
<u>ID Project Total</u>	<u>72 points</u>

Four (out of five) Quizzes 8 points
Note: Quizzes will be given on a random basis during the course and will be delivered through Moodle.

Midterm Exam..... 10 points
Final Exam..... 10 points

Total..... 100 points

COURSE SYLLABUS (cont.)

<u>DATE</u>	<u>TOPICS AND ASSIGNMENTS</u>	<u>READINGS</u>
01/08	Course overview	None
01/22	Overview of the Instructional Design Process Be prepared to present your project idea(s) in class for feedback and suggestions from instructor	Ch. 1
01/29	Identifying the Need for Instruction Due: Initial Description of Proposed ID Project Due: Completed <i>Minimum Criteria for ID Project Template</i> Submit both assignments to instructor as two separate MS Word attachments via Moodle by Saturday, 02/03/2018 no later than 8:00am. Late penalties will apply.	Ch. 2
02/05	Analysis of Learner Characteristics	Chapter 3 (all of chapter)
02/12	Analysis of Instructional Delivery Setting	Chapter 3 (all of chapter)
02/26	Analysis of Learner Application Setting Due: Analysis of Learner Characteristics	Chapter 3 (all of chapter)
03/05	Task Analysis - 1 Due: Analysis of Instructional Delivery Setting	Chapter 4 [From Procedural Analysis to End of Chapter]
03/12	Task Analysis – 2 Peer Review: Bring 5 print copies to class Due: Analysis of Application Setting	Chapter 4 [From Beginning to Procedural Analysis.]
03/19	Student Questions on Task Analysis Assignment Midterm Exam: 1.5 hours (Due 03/23)	Chps. 1 – 4 & Class Presentations
03/26	Develop Performance Objectives -1 Due: Task Analysis to <u>enalian@oakland.edu</u>	Chapter 5
04/02	Develop Performance Objectives – 2 Peer Review: Bring 5 print copies to class Introduction to Evaluation	Chapter 10 th (5 th)/Chapter 11(6 th)
04/09	Develop Learner Assessment Due: Performance Objectives Due: Resubmission of Task Analysis to <u>enalian@oakland.edu</u>	Chapter 11 (5 th)/Chapter 12 (6 th)
04/16	Evaluating the Quality of Instruction Due: Learner Assessment	Chapter 12 (5 th)/Chapter 13 (6 th)
04/23	Final Exam (Due 04/27)	Comprehensive: All Chapters

COURSE SYLLABUS (cont.)

- Project Length:** During the course, you will be required to choose a task or set of tasks for which you will produce a complete set of training materials after completion of both HRD 3300 and HRD 4300. You need to plan for approximately 3 hours of instructional time (excluding time for testing).
- Project Designed For Another Instructor to Teach:** Please keep in mind that in this course you will work on preparing instruction that **another instructor** (not you) will teach. One implication of this is that all the assignments you work on are intended for **others** (e.g., another instructional designer on a team of instructional designers working on a project and the instructor who will deliver the lesson). This means that your materials must contain the necessary detail for others to be able to make use of them. The **need for detail is crucial** in instructional design and this will become more apparent as we go through the course.
- Use of Video/Sound Files:** If your project involves movement/motion, you are required to create video to illustrate this movement/motion. It is not acceptable to use still images.
When a project involves sound, it is necessary to create appropriate sound files.
Up to 90% of the points assigned to the task analysis assignment will be deducted for failure to use appropriate and adequate video and/or sound
- Grading:** The instructional design project is divided into eight assignments. **The following assignment may be submitted twice: Task Analysis**

The points received for the **Task Analysis** assignment will be the average of the points received on the first and second attempts. A second attempt must be submitted no later than the next class after the instructor has returned the first attempt (see course timeline, page 3/8). The remaining assignments may only be submitted once for grading.

Please do not email me requesting review of any assignment prior to the due date.

It is acceptable to email with **specific questions** about your assignment no later than 24 hours before due date. Please see page 6 for detailed instructions regarding email requests for assistance.

- Presentation Quality:** Presentation quality (spelling, grammar, quality of graphics, etc.) is extremely important in instructional design. The number of points awarded to any assignment will be substantially reduced for poor presentation quality.
- Quality of Writing:** The instructor will provide substantive feedback on students' writing. If your writing is considered by the instructor to be below the expected ability of OU undergraduate students at this level, a recommendation will be made for you to arrange for assistance with writing through the OU Writing Center located in Kresge Library
<https://www.oakland.edu/ouwc> Individual assistance with writing is available by appt.

COURSE SYLLABUS (cont.)

Submitting Assignments: All HRD 3300 course assignments need to be submitted online. They will be reviewed by the instructor online and returned to the student online. All assignments need to be submitted (except first two assignments*) no later than 11:59PM the SUNDAY before class to avoid a late submission penalty.

[* See course timeline (page 3/8) for due date/time for first two assignments.]

Important: Assignments submitted through email will not be reviewed until they are resubmitted through Moodle. If resubmitting through Moodle results in a late submission, a late penalty will be assessed according to the guidelines presented later in this syllabus.

Using Moodle: “Technical difficulties” with Moodle are not acceptable reasons for non-submission or late submission of assignments unless Oakland University has announced that there are problems with Moodle. Neither are “technical difficulties” related to your technology setup (e.g. internet connection down/not working, lost work, system crashed, etc.).

Recommendation: Plan ahead so that submission of your assignments is not delayed by any difficulties you may experience with Moodle.

Download Course Materials: Course materials will be posted on the Moodle course web site. Students are expected to bring print copies of materials to class for use in individual and group class activities. I will not bring print copies of materials posted on Moodle to class.

Academic Conduct Policy All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one’s work honestly. Misrepresentation (including plagiarism) is cheating since it means students are claiming credit for ideas or work not actually theirs and thereby seeking a grade that is not actually earned. Students are advised to read the entire Oakland University Academic Policy which can be found in the current Undergraduate Catalog.

Project Needs to be Original: No part of the project in this course can have been submitted for credit for another course. (See Policy on *Academic Conduct of Undergraduate Students* above.) In addition, no element of the ID process (analysis, design, delivery) should have been completed on the project content in any other environment (e.g. work environment).

COURSE SYLLABUS (cont.)

Instructor Assistance In Class: There will be opportunities in each class for you to ask questions and receive guidance on your instructional design project. I encourage you to ask questions in class so that everyone will have the benefit of hearing your questions and my responses (and those of your peers).

Asking your questions during class has at least two advantages:

- 1) It is efficient. You will not need to meet with me outside of class time or ask for assistance using email.
- 2) It allows others – including several who are likely to have the same or similar questions – to hear your question, provide their assistance, and hear my responses to your questions.

Of course, as indicated earlier in the syllabus, you also have opportunities to make an appointment to talk with me in person or on the phone during my office hours.

Instructor Assistance by E-mail: If you request assistance by email, you need to follow the guidelines below. Using email as a means of communication for course help can be effective – but it needs a significant amount of work on the part of the student (and the instructor) to achieve this effectiveness. Email requires you to think through the problem as you explain to me what you've done and why you need help. Hence the following guidelines:

- 1) Email requests for assistance should be sent only to enalian@oakland.edu **NOT** to my Moodle email.
- 2) In your email, explain what the problem is, what solutions you have tried, and what it is that you don't understand. If you haven't tried to solve your problem, or can't explain to me how you have tried to solve the problem, do not send me an email requesting assistance.
- 3) Don't send me an email asking to re-explain some topic that was explained in class. ["Could you please explain again what you explained in class about..."] Such explanations are best handled in class or in office hours.
- 4) Don't send me an email requesting me to "look over my assignment and see if there are any problems." i.e. do not seek an additional review of your assignment prior to submission.
- 5) Don't send me an email requesting to know what you have missed or will miss due to being absent from class.**
- 6) Given the volume of emails to which I need to respond in addition to my other responsibilities, it may be 24 - 36 hours before you receive a response.

** It is vital that early in the semester you make arrangements with a class colleague who you can contact about a class that you miss.

COURSE SYLLABUS (cont.)

- Late Assignment Policy:** There are 8 assignments, 5 quizzes, and 2 exams in this course. This is a very aggressive schedule and it is crucial that you stay current with course assignments and course readings. Late submissions will be penalized according to the following schedule:
- Assignments submitted between 1 minute and 24 hours after the due date/time will lose 25% of earned points;
Assignments submitted between 24 hours, 1 minute and 48 hours after the due date/time will lose 50% of earned points;
Assignments submitted 48 hours after the due date/time will receive a grade of zero.
- Email Security:** Oakland University email policy requires that all your email communication with me must be either through Moodle or your OU email.
- Peer Review Participation:** It is vital that everyone completes the required participation for the two in-class peer reviews (Task Analysis on 3/12 and Performance Objectives on 4/2). Failure to come to class prepared for either of these peer reviews will result in a 6 point (25%) reduction in points received in initial task analysis submission and a 2 point (25%) reduction in the points received in the performance objectives assignment.
- Designated Filenames** All assignments need to be submitted with the filename assigned by me. A list of these filenames have been uploaded to Moodle. **Failure to use the designated filename will result in a 1 point deduction from the number of points awarded for the assignment.**
- Prohibition On Use of Technology** All phone use is completely prohibited throughout this course. Phones must be placed on silent/vibrate and removed from desks for the duration of each class. If you have an emergency and you receive a call, just leave the class quietly and take the call away from the classroom. No laptops or tablets are permitted during class, except when they are needed to demonstrate student work. Such exceptions will be announced ahead of time by instructor.
- Students with Disabilities:** Anyone who has a disability that may require some modification of seating, testing, or other class requirements should see me after the first class session so that reasonable accommodations may be made. Only those students for which I have received official documentation from the university are eligible for special arrangements.
- Recording of class in any medium is prohibited unless authorized in writing by the university for students with disabilities and permission granted by the instructor.**
- Name/Gender/Identification:** If you do not identify with the name that is listed with the registrar's office, please let me know so that I can appropriately amend my records. In addition, if you prefer to go by a different pronoun, please let me know.

COURSE SYLLABUS (cont.)

Approach to Course: To ensure maximum learning and an enjoyable experience for all, it is expected that all course participants approach the course in a mature, motivated, and professional manner.

A professional approach means:

- Accepting without complaint the amount and quality of work expected in this course.
- Coming to each class completely prepared
- Participating actively in class activities
- Submitting quality work in all assignments.

Any lack of professionalism on the part of any course participant negatively impacts the effectiveness and positive atmosphere of the entire group.

Finally, I'm glad that you're along to share this educational experience. It is my intention to remain as informal as possible, while upholding the principles of good education. If each of us does the work assigned, this course should be interesting as well as educational.