


COURSE SYLLABUS
HRD 3300 (CRN 10832) - Instructional Design

Oakland University, Winter 2018
Department of Organizational Leadership
Thursdays, 1:00pm - 4:20pm
Room 314 Pawley Hall



- Instructor:** Joyce Katona
Cell phone number: (248) 894-3787
OU e-mail: jkatona@oakland.edu
- Office Hours:** By appointment only
- 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) Determine relevant characteristics of the learners for which instruction is planned.
 - 2) Analyze the setting in which instruction will be delivered.
 - 3) Analyze the setting in which what is learned will be applied.
 - 4) Analyze the task(s) to be performed by learners at the end of instruction.
 - 5) Write appropriate performance objectives.
 - 6) Develop an assessment of learners' performance after instruction has been completed.
 - 7) Explain each step in the process of designing instruction.
- Follow-up Course:** For HRD majors (required), and for Wellness, Health Promotion and Injury Prevention students, and 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:
- 8) Use instructional strategies appropriate for the learner, task, and 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.
- Required Text:** Morrison, G. R., Ross, S.M., Kalman, H., Kemp, J.E. (2007/2010) (6th Ed. or 7th Ed.) Designing Effective Instruction.

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.

Class 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
Analysis of Learner Characteristics.....	10 points
Analysis of Instructional Delivery Setting.....	8 points
Analysis of Learning Application Setting.....	8 points
Analysis of Task to be Performed by Learners	24 points
Development of Performance Objectives.....	10 points
Development of Learner Assessment.....	8 points
<u>ID Project Total</u>	<u>72 points</u>

Four Quizzes **8 points**

Note: Quizzes will be given on a random basis during the course (during the first five minutes of the class or the first five minutes after the break). **There will be no opportunity to make up quizzes.**

Midterm Exam..... **10 points**

Final Exam **10 points**

Total..... **100 points**

Project Length: You need to plan for approximately three hours of instructional time (excluding time for testing.) You will be required to choose a task or set of tasks for which you will produce a complete set of training materials in HRD 4300.

Project Designed For Another Instructor to Teach: Please keep in mind that in this course you will work on preparing training 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/or the instructor(s) 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 70% 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: Analysis of Task to be Performed by Learners**

The points received for the above assignment will be the average of the points received on the first and second attempts. A second attempt at this assignment must be submitted no later than the next class after the instructor has returned the first attempt. 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. You may, however, email me 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 appointment or on a walk-in basis.

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 and final assignments*) no later than 1:00pm on the day of class to avoid a late submission penalty.

All course assignments except the Task Analysis assignment need to be submitted via **Moodle Internal Email**. The Task Analysis assignment needs to be submitted to the instructor at jkatona@oakland.edu.

Important: Assignments sent to the incorrect email address will not be reviewed until they are resent to the correct email address. If resending to the correct email address results in a late submission, a late penalty will be assessed according to the guidelines presented later in this syllabus.

I strongly recommend that you email a copy of each assignment to yourself as well as to me. If you receive it, it's likely that I have also received it.

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. **NOTE: If instructor suspects a student has plagiarized, the Office of the Dean of Students (ODS) will be contacted. The instructor WILL NOT contact the student to discuss the matter – it will be handled by the ODS. If ODS finds the student has committed plagiarism, the student will receive a zero (0) for the class.**

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).

**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 those 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 jkatona@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 missed class.

Late Assignment Policy:	<p>There are eight assignments, four to five quizzes, and two exams in this course. This is an 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:</p> <p>Assignments submitted between 1 minute and 24 hours after the due date/time will lose 25% of allocated points; Assignments submitted between 24 hours, 1 minute and 48 hours after the due date/time will lose 50% of allocated points; Assignments submitted 48 hours after the due date/time will receive a grade of zero.</p>
Designated Filenames:	<p>All assignments need to be submitted with the filename indicated in Moodle for each assignment. Failure to use the designated filename will result in a one point deduction from the number of points awarded for the assignment.</p>
Students with Disabilities:	<p>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.</p> <p>Recording of class in any medium is prohibited unless authorized by the university for students with disabilities.</p>
Policy on Electronic Equipment:	<p>All cell phones & similar electronic equipment must be switched off or placed on silent/vibrate mode and be removed from desks during class. <u>If you have an emergency and you receive a call, just leave the class quietly and take the call away from the classroom. You are allowed to use laptops/tablets, etc. in class to access Moodle, follow the class presentations, take notes, etc.</u></p>
Approach to Course:	<p>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.</p> <p>A professional approach means:</p> <ul style="list-style-type: none"> • Accepting <u>without complaint</u> 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 <p>Any lack of professionalism on the part of any course participant negatively impacts the effectiveness and positive atmosphere of the entire group.</p>

<u>DATE</u>	<u>TOPICS AND ASSIGNMENTS</u>	<u>READINGS</u>
01/04	Course overview	None
01/11	Overview of the Instructional Design Process Be prepared to present your project idea(s) in class for feedback and suggestions from instructor	Ch. 1
01/18	Identifying the Need for Instruction Due: Initial Description of Proposed ID Project Due: Completed <i>Minimum Criteria for ID Project</i> Template Email both assignments to instructor as two separate MS Word attachments via Moodle email no later than Wednesday, 01/17/2017 at 8:00 a.m. Late penalties will apply.	Ch. 2
01/25	Analysis of Learner Characteristics	Chapter 3 (entire chapter)
02/01	Analysis of Instructional Delivery Setting	Chapter 3 (entire chapter)
02/08	Analysis of Learner Application Setting Due: Analysis of Learner Characteristics	Chapter 3 (entire chapter)
02/15	Task Analysis - 1 Due: Analysis of Instructional Delivery Setting	Chapter 4 [From Procedural Analysis to End of Chapter]
02/22	NO CLASS – WINTER BREAK	
03/01	Task Analysis – 2 <u>Peer Review: Bring 5 print copies to class</u> Due: Analysis of Application Setting	Chapter 4 [From Beginning to Procedural Analysis.]
03/08	Student Questions on Task Analysis Assignment Midterm Exam: 1.5 hours	Ch. 1– 4 & class presentations
03/15	Develop Performance Objectives -1 Due: Task Analysis to jkatona@oakland.edu	Chapter 5
03/22	Develop Performance Objectives – 2 <u>Peer Review: Bring five print copies to class</u> Introduction to Evaluation	Chapter 11
03/29	Develop Learner Assessment Due: Performance Objectives Due: Resubmission of Task Analysis to jkatona@oakland.edu	Chapter 12
04/05	Evaluating the Quality of Instruction Due: Learner Assessment: Wednesday, 4/04 by 8:00am	Chapter 13
04/12	Learning and Instructional Theory; Roles in ID	Chapters 14 &16
04/19	Final Exam: Noon – 3:00 p.m. in regular classroom	Comprehensive: All Chapters and Class Presentations