Instructional Design
HRD 6010

CRN 10878

Winter Semester 2018

Tuesdays

6:30 to 9:50 p.m.

204 Pawley Hall

This course provides students with introductory graduate level competence in applying systematic instructional design principles and theories to the development of an instructional project. Students will investigate the philosophy and practices underlying the design and development of effective instruction, critically examine components of an instructional design model, and apply its principles to the production of instruction.

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Office Hours: 4:30-5:45 p.m. Tuesdays

Please request an appointment via email. Appointments are generally 15-20 minutes.

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Syllabus

Class Policies

1. The instructor facilitates using discussions, activities, problem solving exercises, small and large group question and answer sessions, peer review activities to support the development of each student's instructional design project and instructor coaching. Instructional Design strategies and techniques can only be mastered when you participate in the application and discussion opportunities that are provided in this class. As a result, consistent attendance and weekly participation is a requirement for this class. Attendance will be taken each week. Any absence in excess of one class will result in a deduction of 5 points per missed class.

2. If a class is missed on an assignment due date, the assignment will still be due at the time noted in the syllabus. No exceptions!

3. Each student is responsible for obtaining the notes and handouts for the missed class. The instructor will not keep them. Please make arrangements with a class colleague who you may contact about a missed class.

4. Slides and presentation reference materials will be made available via Moodle immediately after the class in which they are presented. It is the student's responsibility to obtain these materials.

5. The instructor will send course correspondence to students' Oakland University e-mail accounts. It is the student's responsibility to check their Oakland e-mail daily for communications from the instructor.

6. It is the student's responsibility to contact the Instructor should the University be closed due to inclement weather for instructions on assignments and course work.

7. An attendance sheet will be available at the beginning of each class. It is the student's responsibility to sign in.

8. All course assignments must be computer generated and submitted in hard copy *(unless otherwise specified on the syllabus as submission via Moodle or instructor email address).*

9. You must have access to a computer and be able to check your Oakland email account daily for correspondence from the instructor.

10. There are 6 assignments, substantive weekly readings, written responses to readings, and peer review exercises. This is a very demanding schedule and it is crucial that you stay current. Late submissions for assignments, other than written responses to weekly readings, will be penalized according to the following schedule:
    a) *Assignments submitted 1 minute after the due date/time up to 24 hours after the due date/time will lose 25% of allocated points.*
    b) *Assignments submitted between 24 hours and up to 48 hours after the due date/time will lose 50% of allocated points.*
    c) *Assignments submitted 48.01+ hours after the due date/time will receive a grade of zero.*
    d) *Written responses to weekly class readings that are submitted late will NOT be reviewed and will receive a grade of zero.*

11. This class requires **weekly preparation**. Students will be responsible for reading assigned chapters and additional resources assigned to establish a foundational awareness of concepts in preparation for each class. Students will also be responsible for preparing insightful and analytical written responses to questions posted on Moodle in preparation for each class discussion. Student responses to questions must be submitted on the class date in which the concepts will be discussed. A general guideline for reading each week's assigned chapter and additional readings and preparing your written responses is 3-4 hours. This time is, of course, in addition to the time required to complete course assignments. Additional guidelines for the preparation of written responses to weekly readings is provided on page 10 of this syllabus.

12. Voicemails, e-mails and text messages may be returned during break. All phones must be placed on silent/vibrate mode and be removed from desks during class. If you have an emergency and receive a call, please leave the class quietly and take the call away from the classroom.

Class Policies (cont.)

13. 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 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 on *Academic Conduct of Graduate Students* available in the Oakland University Graduate Catalog available on the Oakland University website.

14. 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 learners for whom I have received special documentation from the university are eligible for special arrangements.

15. 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 including:

    a) *Complete course assignments with enthusiasm and without complaint.*
    b) *Recognize that learning can only happen when we take an active role.*
    c) *Coming to each class completely prepared*
    d) *Engage fully in all course activities*
    e) *Ask questions. Respond to the questions of others.*
    f) *Contribute your observations, insights, and opinions.*
    g) *Respect the observations, insights, and opinions of others.*
    h) *Submission of quality work for all assignments*
    i) *Treat information shared in class with respect, sensitivity, and confidentiality.*
    j) *Strive to excel.*

16. 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 the instructor.

17. It is strongly recommended that students utilize a PC for preparing the project in this course as the instructor will demonstrate formatting requirements using a PC. Whether you choose to use a PC or a Mac, once you have started the project, you should commit to completing the project using this same equipment.

18. Recording of class in any medium is expressly prohibited unless authorized for students with disabilities as documented by the university.

19. Multiple examples will be made available to students on Moodle for reference to aid in the completion of each assignment. Due to the size of the files, it will be the student's responsibility to print some of the materials and examples posted to Moodle and bring a copy to class for reference during discussion and activities. Students will be provided access to these files one week prior to their review in class. While it is strongly recommended that all files provided on Moodle be printed by the student for reference during class, files that must be printed for class will be notated on Moodle.

Syllabus (cont.)

Course Catalog Description

Provides students with introductory graduate level competence in applying systematic instructional design principles and theories to the development of an instructional project. Students will investigate the philosophy and practices underlying the design and development of effective instruction, critically examine components of an instructional design model, and apply its principles to the production of instruction.

Text Materials

Morrison, G.R., Ross, S.M., Kalman, H.K., & Kemp, J.E. (2011) **(6th ed.)** Designing Effective Instruction. Wiley.

Course Prerequisite

☐ Admission to the Master of Training and Development program

Course Outcomes

The general goal of this course is to introduce you to best practices of instructional design. Upon completion of this course, students will be able to:

1. Describe characteristics of intended learners *(Learner Analysis)*
2. Describe the setting in which instruction will be delivered *(Teaching Setting)*
3. Describe the setting in which learners will apply what they have learned *(Application Setting)*
4. Analyze the task(s) to be learned by the learners *(Task Analysis)*
5. Write appropriate performance objectives *(Performance Objectives)*
6. Develop a level 1 design document based on steps 2-5 above *(Design Document)*
7. Develop a prototype for a portion of instruction: *(Prototype of Instruction)*
   A. Instructor Guide
   B. Participant Guide
   C. Guidelines for Instructor
8. Explain three types of evaluation *(formative, summative, confirmative)*
9. Explain each step in the process of designing instruction

Syllabus (cont.)

Assignments

This class requires the completion of the following assignments to evaluate student acquisition of course concepts:

- Initial Description of Proposed ID Project & Completed Minimum Criteria for ID Project Template
- Learner and Contextual Analysis
- Task Analysis
- Performance Objectives
- Level 1 Design Document
- Prototype of Instructional Reference Materials
- Responses to Weekly Text Readings in Preparation for Class Discussion

Evaluation

Assignment sheets are provided to aid in the completion of work. In addition to the criteria presented on the assignment sheets, the following general criteria will be used for grading.

- Each student will complete an instructional design project incorporating components explained in class. Presentation quality is extremely important in instructional design. In addition, a high quality of writing is fundamental to success in instructional design. All written material must be typed and prepared in a professional style without grammatical, spelling, or typographical errors.
- All assignments must be computer generated using a clear, dark cartridge or laser printer.
- Students are expected to attend each session and sign-in on the attendance roster circulated at the beginning of class and after the break.
- Assignments are due on the dates assigned. No exceptions! The instructor will not accept assignments submitted via email. All assignments must be submitted hard copy *(unless specified otherwise in the syllabus).*
- This class focuses on active adult learning. As such, active participation from *__all students__* is expected. Activities and discussions are utilized to provide you with the opportunity to ask questions relevant to your individual project and receive customized feedback.
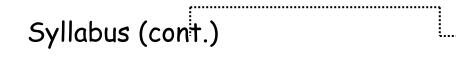
Evaluation (Cont.)

- **The instructor does not 'pre-grade'. Please do not email me requesting review of any assignment prior to the due date. Please feel free to email me to request assistance. That's what I'm here for, but please ensure that your email includes <u>specific questions</u>, and NOT generalized feedback such as *'can you tell me if this is right?' or 'can you tell me what needs to be fixed?'***
- **Please feel free to contact the instructor with questions regarding assignments; however, these requests/questions should be submitted no later than 24 hours before the due date to ensure a response from the instructor.**
- **The instructor does not offer extra credit opportunities, so please follow assignment guidelines provided, process the instructor's feedback, ask questions and use peer reviews to obtain feedback. Please be sure to submit your best work for every assignment.**
- The instructor is happy to meet with students who schedule appointments during office hours to review assignment progress and answer questions. Students are encouraged to prepare draft copies of assignments and meet with the instructor to ask questions and receive individualized feedback.
- Requirement worksheets will be provided for assignments in advance of the due date on Moodle to aid students in the completion of work. While there will be several in-class opportunities for peer review of significant assignments, students are *__strongly encouraged__* to peer review every assignment using the worksheets provided to receive feedback and identify necessary revisions prior to submitting the assignment to the instructor for grading.
- Final grades will be based on work submitted by **April 10, 2018.**

Grading

Initial Description & ID Project Template	5 points
Learner/Contextual Analysis	15 points
Task Analysis	20 points
Performance Objectives	10 points
Level 1 Design Document	10 points
Prototype of Instructional Materials	30 points
Responses to Weekly Readings	10 points
TOTAL	100 points

Syllabus (cont.)

Week	Date	Topic	Assignment Due	Reading
1	01/09	Course Overview	N/A	Ch. 1 *(Recommended)*
2	01/16	Instructional Design Process Overview **Be prepared to verbally present your project idea(s) in class for feedback and suggestions from the instructor**	1. **Written Response to Weekly Reading via Moodle Chat Forum**	Ch. 1
3	01/23	Learner and Contextual Analysis	1. **Written Response to Weekly Reading via Moodle Chat Forum** 2. **Initial Description of Proposed ID Project/ Completed Minimum Criteria for ID Project Template to Moodle by 6:30 p.m.**	Ch. 3
4	01/30	Task Analysis: Part I	1. **Written Response to Weekly Reading via Moodle Chat Forum** 2. **Submit Learner and Contextual Analysis to Moodle by 6:30 p.m.**	Ch. 4
5	02/06	Task Analysis: Part II	1. **Written Response to Weekly Reading via Moodle Chat Forum**	
6	02/13	Task Analysis: Part III **Peer Review of Task Analysis & Instructor Assistance – *bring 5 copies***	1. **Written Response to Weekly Moodle Chat Forum** 2. **5 Draft Copies of Task Analysis for Peer Review** 3. **Final Task Analysis must be submitted via Moodle no later than 6:00 a.m. 02/16/18**	
7	**02/20**	***************************Winter Break – Enjoy!!****************************		
8	02/27	Performance Objectives	1. **Written Response to Weekly Reading via Moodle Chat Forum**	Ch. 5
9	03/06	Instructional Reference Materials Part 1: Level 1 Design Document	2. **Written Response to Weekly Reading via Moodle Chat Forum** 3. **Performance Objectives to Moodle by 6:30 p.m.**	Ch. 9
10	03/13	Instructional Reference Materials Part II: Instructor Guides	1. **Written Response to Weekly Reading via Moodle Chat Forum** 2. **Level 1 Design Document to Moodle by 6:30 p.m.**	Ch. 8
11	03/20	Instructional Reference Materials Part III: Participant Guides	1. **Written Response to Weekly Moodle Chat Forum**	
12	03/27	Learner Assessment **Peer Review of IG & PG – *Bring 5 copies***	1. **Written Response to Weekly Reading via Moodle Chat Forum** 2. **5 Draft Copies of IG & PG for Peer Review**	Ch. 12

Syllabus (cont.)

Week	Date	Topic	Assignment Due	Reading
13	**04/03**	*****************************NO CLASS - Work Night on Final IG & PG*****************************		
14	04/10	Evaluating Programs	1. **Instructor Guide** *(hard copy)* 2. **Participant Guide** *(hard copy)* 3. **Guidelines for Instructor** *(hard copy)*	Ch. 11

Syllabus (cont.)

Project Information

Project Length	During the course, you will be required to choose a task or set of tasks for which you will complete all phases of the design of instruction, including a prototype of the finished instruction. For your project to have sufficient complexity to fulfill the requirements of this course, you should select a topic or task that will require approximately 3.0-3.5 hours of instructional time to deliver to an audience of learners.
Project Design	Please keep in mind that in this course you will work on preparing instruction that **an instructor WHO IS NOT YOU will teach.** One implication of this is that all the assignments you work on are intended for **OTHERS** (i.e. other instructional designers on a team of instructional designers working on a project and the instructor(s) who will deliver the lesson). This means that your materials must contain **ALL** of 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.
Project Topic	In addition to satisfying the length requirement, your project topic must meet specific criteria (specified in requirements worksheet below) and be approved by the instructor prior to development. Examples of past topics that satisfied the requirements of HRD 503 will be provided to students to help in brainstorming an appropriate topic for the individual project. In addition, examples of inappropriate topics that do not satisfy the requirements of HRD 503 will also be provided to aid students in identifying an appropriate individual project topic.
Requirements Worksheet	To aid you in determining the appropriateness of your topic to satisfy the requirements of this course, a list of minimum criteria for your project will be provided. It will be your responsibility to assess your selected topic against the criteria, complete the worksheet and submit it to the instructor for final approval.
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.
Writing Quality	The instructor will provide substantive feedback on students' writing. If your writing is considered by the instructor to be below the expected ability of an OU graduate student, a recommendation will be made for you to arrange for assistance with writing through the OU Writing Center: https://www.oakland.edu/ouwc. Individual assistance with writing is available by appointment or on a walk-in basis.

Syllabus (cont.)

Project Information (Cont.)

Grading	The instructional design project is divided into seven assignments. Because every assignment builds on the next, the instructor provides extremely detailed feedback on every assignment to ensure that your final project/prototype is comprehensive and reflects the feedback provided by the instructor. Please be sure to process EVERY piece of feedback received on EVERY assignment as the instructor will be specifically looking for this on the final project. Any student who fails to process the feedback should not expect a successful result on the final project/prototype.
Use of Video/ Sound Files/ Screenshots/ Forms	If your project involves movement/motion, you are required to create video to show this movement/motion with video clips. When a project involves sound, it is necessary to create appropriate sound files. Screenshots are needed to illustrate technology-related projects. All media elements (video, still images, sound, screenshots) need to be created by you. It is not acceptable to use any media elements downloaded from the Internet. Up to 80% of the points assigned to the task analysis assignment will be deducted for failure to use adequate video and/or sound. The task analysis, instructor guide and participant guide WILL require still images to visually support critical steps in your task analysis. These still images may be captured from your video file.

Syllabus (cont.)

Responses to Weekly Readings

Class discussion is a vital part of this course. Weekly written responses to readings provide you with an opportunity to prepare for in-class discussion by: (1) establishing an awareness of the concepts that will be presented in class; (2) assessing your preexisting knowledge and experience with the concepts and; (3) reflect on your opinions and perspectives relevant to the concepts. The following guidelines have been provided to help you in preparing your responses to readings:

- Questions for class will be posted to a Moodle Chat Forum by the Wednesday morning PRIOR to the class and will be available for you to post your responses until 6:30 p.m. on the class date in which they will be discussed.

- Read through the readings completely first. Then, reread and study as needed to prepare your responses to the questions provided.

- I am focused on quality responses, not quantity of words used in a response. Your responses should be well-reasoned based on careful study and reflection of the week's readings. Feel free to use your own examples, perspectives and experiences if they are related to the topic or the question to support your reasoning. I am NOT looking for regurgitation of the textbook author's opinions. Since every student has experienced training in some capacity, I am looking at your ability to connect the text to your own experiences and perspectives.

- Given that your responses will form the basis for many of our class discussions, there wil be no opportunity for late submissions to Moodle. The chat forum link will close at 6:30 p.m. on the class in which the questions will be discussed.

- Absence from class does not remove the requirement to submit your responses. Since the chat forum link will be available to you for 6 days, please feel free to submit your responses at any point during that time to ensure that you do not lose points.