



Course Syllabus

Section 1: General Course Information

Course Title: EDF 6284 Instructional Design

Course Reference Number (CRN):

Semester and Year:

College and Department: College of Education, Educational Technology

Course Prerequisite(s): None.

Course Credit Hours: 3

Meeting Times/Locations: Online/Virtual

Instructor:

Contact Information:

Section 2: Course Expectations

Course Description:

Hands-on experience with several systematic designs of instructional courseware. Topics include instructional strategies, comparison and implementation of instructed designs, and a simulated design environment.

Scope & Sequence:

To enhance the learning experience, we will be using a modified 'progressive inquiry method. Our adopted model is designed to facilitate engagement in an in-depth process of inquiry to develop a working knowledge that is essential for productive participation in knowledge building. The model has been validated through testing and development in several schools, other educational institutions, and some workplaces. The following is a visual that describes the original concept of Progressive Inquiry:



Course Objectives and Student Learning Outcomes:

Upon completion of this course, students should be able to:

- Determine the role of an instructional designer in the workplace and in K-12, if applicable (AECT Standard 4);
- Assess and evaluate various instructional design models for their applicability in various instructional work environments (AECT Standards 1, 2 and 4);
- Identify design models and their applicability in diverse instructional settings (AECT Standard 2 and 3);
- Evaluate different instructional design requirements among face-to-face (F2F), hybrid, and eLearning environments (AECT Standard 5);
- Identify web-based resources that assist in the development of instructional courseware (AECT Standards 1, 2, and 4);
- Discuss the role of learning theory in designing instruction (AECT Standard 5);
- Understand the importance /ramifications that motivation plays in successful learning (AECT Standard 4);
- Evaluate/assess the role of technology/media in the learning environment (AECT Standard 3);
- Discuss change theory and its applicability in instruction (AECT Standard 5);
- Assess and evaluate various instructional delivery methods and how they affect instructional design (AECT Standard 5); and,
- Demonstrate the use of a design model in the design of a unit of instruction (AECT Standards 2 and 3).

Required Materials:

- Access to an Internet-enabled computer with at least 8 GB of RAM, 500 GB of storage space, speakers, webcam, microphone, the latest version of a PC or MAC operating system, and an updated web browser.
- Students may be required to download trial or free versions of applications to complete assignments in this course. In some cases, students *may* be required to spend no more than \$25.00 on software to complete assignments for this course.
- Other learning materials will be provided in the Canvas course site.

Suggested Materials:

The following are offered as supplemental references to further your learning:

- Gagnè, R. (1985). *The conditions of learning and the theory of instruction*, (4th ed.), New York: Holt, Rinehart, and Winston.
- Keller, J. M., & Suzuki, K. (1988). Use of the ARCS motivation model in courseware design. In D. H. Jonassen (ED.) *Instructional designs for microcomputer courseware*. Hillsdale, NJ: Lawrence Erlbaum.
- Merrill, M. D. (1983). Component Display Theory. In C. M. Reigeluth (ed), *Instructional design theories and models: An overview of their current states*. Hillsdale, NJ: Lawrence Erlbaum.
- Reigeluth, C. M. and Stein, F. S. (1983). The Elaboration Theory of Instruction. In C. M. Reigeluth (ed), *Instructional design theories and models: An overview of their current states*. Hillsdale, NJ: Lawrence Erlbaum.
- Reiser, R. A. & Dempsey, J. V. (2007). *Trends and issues in instructional design* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

- van Merriënboer, J. J. G. (1997). *Training complex cognitive Skills: A four-component instructional design model for technical training*. Englewood Cliffs, New Jersey: Educational Technology Publications.

Expectations

The course emphasizes exploratory, experiential, and reflective learning and thus you are expected to be guiding your own learning. It is expected that students will spend at least 9 hours per week on their studies and completing the assignments. Students are also expected to demonstrate collaborative and respectful scholarly participation with peers and among professional learning networks. (AECT Standard 4-Collaborative Practice; 4-Ethics)

Communications: Open and frank communications are encouraged. Feel free to contact the professor via e-mail, phone, or in person if you have any questions or problems concerning this course. All communication will be answered within 48 hours. Typically, you will receive a response to your communication within 24 hours. This type of communication will be essential to our collaboration in making this a successful learning experience for all.

Section 3: Learning Tasks, Course Evaluations, and Course Policies

Course Evaluation:

In addition to the evaluation of the described learning tasks, completing and submitting course work according to the due dates, ethical use of technologies for learning and instruction (AECT Standard 3-Ethics), and being collaborative and respectful to peers and instructors are all parts of professionalism. The assessment of student's performance in professionalism is at the Professor's discretion.

Course Schedule:

Please see the Canvas course site. *This schedule is subject to change at the discretion of the Professor.*

Grading Scale:

Students earning below an 80 in the course will need to re-take the course. Please refer to the university and College of Education graduate handbook for more information. There will be no plus or minus grades awarded in this course.

A	B	C	D	F
100-90	80-89	70-79	60-69	0-59

** Federal Financial Aid requirements stipulate FGCU must be able to demonstrate that each student receiving financial aid is eligible to receive aid. Therefore, beginning in the fall of 2015 you are required to confirm your attendance through a participatory activity for this course by the end of the first week of classes. Failure to do so will result in a delay in the disbursement of financial aid.*

Assignments:

Lesson Cycle	Inquiry/Question	Lesson/Readings	Assignments/Activities
Cycle 1	What is the Instructional Design (ID) 'Domain'?	• Course Introduction & Administration • Definitions & Theories, etc.	Due: • Adobe Connect Meeting • Course Introduction

		The Role of an Instructional Designer	• ISD vs ID, Learning Theories, etc. (Drop Box) (AECT 2.5) • "Open" Reflection on ID/ISD
Cycle 2	• Instructional Design versus Curriculum Design • Does ISD/ID Belong in K-12?	• Curriculum Theory • Differences Between K-12 and Business & Industry (Martin-Clemente)	Due: • Peer Review of Previous Wk's Reflections (6) • Reflection: Curriculum Design (Drop Box) (AECT 2.3) • Reflection: Martin-Clemente Article (Drop Box)
Cycle 3	What about eLearning: How Do Instr. 'Modalities' (Virtual vs f2f vs Hybrid) Differentiate Instructional Design? (AECT 1.3)	Readings & Links: Introduction to eLearning	Due: • Peer Review of Previous Wk's Reflections (4) • Reflection: eLearning (Drop Box) (AECT 5.3)
Cycle 4	What Role Do Learning Theories Play?	Learning Theory & Instructional Design	Due: • Peer Review of Previous Wk's Reflections (6) • Reflection: Assess Three Learning Theories (Drop Box) (AECT 5.1)
Cycle 5	• What Role Does Motivation Play? • What about Self Determination Theory? • How Do You Assess/Evaluate the Value of Video Games?	• Motivation and Learning • How to Motivate via Gameplay	Due: • Peer Review of Previous Wk's Reflections (6) (AECT 4.3) • Adobe Connect Mtg: • 1st Deliverable - Final Project: Proposal (Drop Box) • Reflection: Motivation and Learning (DropBox) • Analysis/Review: Educational Game Using RETAIN Model (Drop Box) • Mid-Term Check-up

Cycle 6	What Role Does Technology/Media Play?	- Media's Effect on Learning (McLuhan) (AECT 5.2) - Readings on Nathan Shedroff	Due: - Reflection: Media's effect on Learning (Drop Box) (AECT 4.3) - Reflection: Nathan Shedroff (Drop Box) - Clarke - Kozma 'Great Debate' (Drop Box)
Cycle 7	- What about Visual Design? - Which Design Model Should I Follow (if any)?	- Intro to Instructional Message Design - Instructional Design Models	Due: - Peer Review Previous Wk's Reflections (6) (AECT 4.4) - Self-Check-up: Visual Design/Instr. design Models (AECT 3.6)
Cycle 8	Does learning always require instruction, if so what kind?	- Instructional Delivery Considerations 'Instructional' Design or 'Learning' Design or just 'Design'?	Due: 2nd Deliverable - Final Project: PowerPoint (Drop Box) (AECT 5.3) - Adobe Connect Mtg - Final Proj. Presentations 3rd Deliverable - Final Project: Submission (Drop Box) (AECT 2.1 and 3.1) - Final Reflections (Drop Box) 4th Deliverable Final Project: Upload .ppt file to LiveText

Section 4: College of Education and University Policies

College of Education Vision Statement:

"Learners and leaders of today and tomorrow"

We envision our graduates, and those they influence, as the learners and leaders of today and tomorrow. As learners, our graduates will continue to grow and develop into leaders within their fields. As leaders, they will build upon the diverse backgrounds and perspectives they encounter to ensure that all individuals are able to construct the understandings necessary to become successful.

4.1 College of Education LiveText Syllabus Statement

The College of Education has adopted the use of LiveText software to assist in the assessment of student performance and program quality. As a degree-seeking student or as a student admitted to a state-approved program, you are responsible for purchasing a membership to LiveText during your first course in the College of Education. If you do not have a membership in LiveText, you will need to purchase it immediately from www.livetext.com. This is a one-time only purchase, and your LiveText account is available to you for five years. Students enrolled in this class will be required to

submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will be assessed in LiveText to help monitor your demonstration of the program standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed to complete your program. Your documented success on these tasks can also contribute to a portfolio that showcases your learning for current and future employers.

4.2 University Policies and Resources

Academic Behavior Standards and Academic Dishonesty

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the Student Code of Conduct and Policies and procedures sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/judicialaffairs/new.html> or http://studentservices.fgcu.edu/judicialaffairs/files/Code_of_Conduct_book_08-09.pdf

Disability Accommodations Services

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please see me or contact the Office of Adaptive Services. The Office of Adaptive Services is located in the Wellness Building. The phone number is 239-590-7956 or Video Phone (VP) 239-243-9453. In addition to classroom and campus accommodations, individuals with disabilities are encouraged to create their personal emergency evacuation plan and FGCU is committed to providing information on emergency notification procedures. You can find information on the emergency exits and Areas of Rescue Assistance for each building, as well as other emergency preparedness materials on the Environmental Health and Safety and University Police Department websites. If you will need assistance in the event of an emergency due to a disability, please contact Adaptive Services for available services and information.

Student Observance of Religious Holidays

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

Academic Integrity

All assignments, projects, and examinations are to be completed solely by the student. Inclusion of facts, ideas, quotes, or other materials from outside sources must be cited and referenced in all work. Evidence of cheating and plagiarism are cause for disciplinary action by the university. According to the university, plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test; copying tests, assignments, reports, or term papers; representing the work of another person as one's own; collaborating without authority with

another student during an examination or in preparing academic work, or otherwise practicing academic dishonesty by the student. Inclusion of facts, ideas, quotes, or other materials from outside sources must be cited and referenced in all work.

Turnitin.com

Students who take this class must be prepared to submit electronic copies of some or all assignments to Turnitin.com for the detection of plagiarism. The University expects that all students will be evaluated and grades on their own work. If you use language, data or ideas from other sources, published or unpublished, you must take care to acknowledge and properly cite those sources. Failure to do so constitutes plagiarism. Papers that are submitted to Turnitin.com become part of the Turnitin.com student paper database solely for the purpose of detecting plagiarism. If you choose to request that your paper(s) not become part of the Turnitin.com student papers database this must be communicated to your professor in writing at the beginning of the course.

Distance-Learning

Information on distance learning courses is available online at <http://itech.fgcu.edu/distance/>

Canvas Learning Management System

FGCU's learning management system is called Canvas. It is available at <http://canvas.fgcu.edu/>. There are links on the home page to tutorials and resources on how to use Canvas.

Last Day to Withdraw Without Academic Penalty

Please refer to the Academic Calendar at <http://www.fgcu.edu/Registrar/academiccalendar.asp>.

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Note:

If this is your last semester in your program, please visit the following link for program completion or graduation details.

<https://fgcu.instructure.com/courses/225660>

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