Sul Ross State University
ED 6377 INSTRUCTIONAL DESIGN
Spring 2022
2nd 8 Week Rotation, (3/14/22-5/4/22)

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Office Hours: Virtual Office using Microsoft TEAMS
Tue 9-11, 1-5 PM CST
Thurs. 12-5 pm CST & by appointment 432-837-8013

Course Description:
(3-0) This course will have students develop an insight into the theories and process that guide effective instructional design. The historical context of instructional design will be reviewed where students follow the historical development of digital citizenship. This course will have students collaboratively examine the systems-approach to instructional design and they will collaboratively explore various methods of evaluating instructional design models. Students in this course will also examine instructional design careers, employment opportunities and leadership prospects.

Class will address the following Student Learning Outcomes (SLOs):
This course is designed as an introduction to the field of instructional design and technology.
By the end of the course, students will be able to:

- Define key terms and concepts of the field of instructional design and technology
- Understand and demonstrate processes of designing and evaluating instructional design
- Demonstration and application of learning theory to the design process
- Understand the applications of the field ID in all settings (educational and industry)
- Know the past and future trends of the field including research design and methodology
- Understand the networking, competencies and expectations for IDT professionals

The ISTE Standards are a framework for innovation in education. These standards help educators and education leaders worldwide prepare learners to thrive in work and life. ([www.iste.org/standards](http://www.iste.org/standards))

**ISTE Standards for Educators**

1. Learner: 1a, 1b, 1c
2. Leader: 2a, 2b, 2c
3. Citizen: 3a, 3b, 3c,
4. Collaborator: 4a, 4b, 4c, 4d
5. Designer: 5a, 5b, 5c
6. Facilitator: 6b, 6c, 6d
7. Analyst: 7a, 7b, 7c

**ISTE Standards for Coaches**

1. Change Agent: 1b, 1d, 1e
2. Connected Learner: 2c
3. Collaborator: 3b, 3c,
4. Learning Designer: 4a, 4b, 4c, 4d
5. Professional Learning Facilitator: 5a, 5b, 5c
6. Data-Driven Decision-Maker: 6a, 6b, 6c
7. Digital Citizen Advocate: 7a, 7b, 7c, 7d

**ISTE Standards for Educational Leaders**

1. Equity and Citizenship Advocate: 1a, 1b, 1c, 1d
2. Empowering Leader: 3a, 3b, 3c, 3d
3. Systems Designer:
5. Connected Learner: 5a, 5b, 5c, 5d

ISTE Standards for Administrators
1. Visionary Leadership: 1a, 1b
2. Digital Age Learning Culture: 2d,
3. Excellence in Professional Practice: 3a, 3b, 3c, 3d
4. Digital Citizenship: 5a, 5b, 5c, 5d

**Required Textbook:** None—provided by instructor ([Open Resources Standards Rubric](#))

**Required Readings:** Provided in Blackboard Course (see reference page)

**Requirements:**
Students will:
- Fully participate and collaborate in online discussions, assignments, and activities
- Utilize Blackboard on the SRSU website to fulfill course requirements
- Create blog posts to publish and share within Blackboard discussions and on social media sites such as LinkedIn, Facebook, or Twitter.
- Utilize Voicethread and media links to participate in oral discussions
- Practice professional conduct and ethics and respectful learning exchanges
- Preserve confidentiality of information shared regarding student, family, or school district experiences
- Turn in assignments on or before the due day or be subject to a 5% reduction in grade for each day assignment is late

**Course Requirements:**
- Attendance
  - Students should refer to the Online Absence Policy posted in Blackboard under the tab Course Information regarding participation in an online course.
- Daily Readings
  - We will be covering an enormous amount of information in a **VERY** short amount of time because this is a 40-day accelerated course. A large part of the **graduate student** responsibility in this course will be to devote time to the course information. Please note which and what information will be covered and read ahead to keep up with the rigorous pace of the course.
- Discussion Board Postings and Peer Reviews: Modules will include discussion board opportunities centered on research-based approaches to understand foundational concepts, principles, and best practices related to instructional design. Often participants will be asked to create a blog post reflection and share a 400 word blog post reflection following APA guidelines and embedded resources. Discussion Forums are opportunities to extend thinking and share perspectives. A typical discussion forum or blog post should be between 400-500
words. Your task is not to “recall” information read in the text; rather, you will be applying what you read and responding to a teaching scenario. A portion of your credit will be credited for your post and another portion will be for responding to one of your classmates. Read a minimum of 1-classmate post in a response that is at least 250 words. In writing your response, strive to have a conversation, a beneficial exchange between professional colleagues. Ask questions, offer suggestions, make comments, give your opinions, and generally react to what your classmates have written. You will not be credit for simply agreeing with someone or telling them how much you like what they wrote. Look critically for the opportunity to share your own knowledge and fill in misunderstandings. In addition, extra credit will be awarded if the blog post is also shared on social media using the hashtag #SRSULearns as a public post.

Assignment Schedule and Grading Policy:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Number</th>
<th>Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 0</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Introductory Discussion</td>
<td>1</td>
<td>25</td>
<td>25</td>
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<tr>
<td>Active Course Participation</td>
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<td>25</td>
<td>25</td>
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<tr>
<td>VoiceThread Oral Discussion</td>
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<td>50</td>
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<tr>
<td>Academic Honesty Assignment</td>
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<tr>
<td>Syllabus Quiz</td>
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<td>25</td>
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<tr>
<td><strong>Week 1-8</strong></td>
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<tr>
<td>Weekly Discussion Forums (Blog Publication of 400 words or more and 250 word or more Peer Review)</td>
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<td>50</td>
<td>400</td>
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<tr>
<td>Weekly Oral Discussion</td>
<td>8</td>
<td>50</td>
<td>400</td>
</tr>
<tr>
<td>Instructional Design Project Prep</td>
<td>3</td>
<td>100</td>
<td>300</td>
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<tr>
<td>Final Instructional Design Application Project</td>
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<td>450</td>
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<tr>
<td>Philosophy of Instructional Design</td>
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**Total=2000**

A=1800-2000
B=1600-1799
C=1400-1599
D=1200-1399
< 1200=F

Course Schedule

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<tr>
<th>WEEK</th>
<th>ASSIGNED WORK</th>
<th>OPEN DATE</th>
<th>CLOSE DATE</th>
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</thead>
<tbody>
<tr>
<td>Week 0</td>
<td>Course Information &amp; Week 0 Activities</td>
<td>3/14/22</td>
<td>3/21/22</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Dates</td>
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<tr>
<td>1</td>
<td>Instructional Design History and Introduction <em>(Oral Discussion on Second date)</em></td>
<td>3/14/22 - 3/20/22</td>
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<tr>
<td>2</td>
<td>Instructional Analysis <em>(Oral Discussion on Second date)</em></td>
<td>3/14/22 - 3/27/22</td>
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<td>3</td>
<td>Project Prep #1</td>
<td>3/14/22 - 3/28/22</td>
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<td>3</td>
<td>Instructional Design Models <em>(Oral Discussion on Second date)</em></td>
<td>3/28/22 - 4/3/22</td>
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<td>4</td>
<td>E-Learning &amp; Media Production in Instructional Design <em>(Oral Discussion on Second date)</em></td>
<td>3/28/22 - 4/10/22</td>
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<td>5</td>
<td>Project Prep #2</td>
<td>4/10/22 - 4/24/22</td>
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<td>5</td>
<td>Evaluating Instructional Design <em>(Oral Discussion on Second date)</em></td>
<td>4/17/22 - 4/24/22</td>
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<td>6</td>
<td>Best Instructional Design LMS Practices <em>(Oral Discussion on Second date)</em></td>
<td>4/10/22 - 4/24/22</td>
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<tr>
<td>6</td>
<td>Project Prep #3</td>
<td>4/10/22 - 4/24/22</td>
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<td>7</td>
<td>Design, Development, and Accessibility <em>(Oral Discussion on Second date)</em></td>
<td>4/24/22 - 4/29/22</td>
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<td>8</td>
<td>Instructional Design Careers <em>(Oral Discussion on Second date)</em></td>
<td>4/27/22 - 5/1/22</td>
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<tr>
<td>Capstone Artifact</td>
<td>Final Instructional Design Project Presentation &amp; Philosophy</td>
<td>5/1/22 - 5/4/22</td>
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**SRSU Distance Education Statement.** Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students’ identities and to protect students’ information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

**Technical Support**
The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience. You can reach the support desk:
- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage
Remote Learning Guidelines: Please refer and follow Distance Learning/TEAMS Guidelines provided in the blackboard course as a participation requirement in this class.

SRSU Library Services.
The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library’s website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srslibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass. Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, https://library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Americans with Disabilities Act: Americans with Disabilities Act: SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student’s responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU’s Accessibility Services Coordinator at 432-837-8203 (please leave a message and we’ll get back to you as soon as we can during working hours), or email mschwartz@sulross.edu Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris’s office is at 2623 Garner Field Road, Uvalde, TX 78801.

ACADEMIC INTEGRITY: Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else’s work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or
resource material used. This includes, but in not limited to: lesson plans found on the internet, lessons provided by classroom teachers, materials located in any form of publication (books, magazines, internet sites, etc.), book reviews, and coursework completed by previous students. Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

It is your responsibility to read and understand the university’s policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams. In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.


Chen, L.-L. (January 01, 2015). Pedagogically Effective Online Instructional Design Model. EdMedia: World Conference on Educational Media and Technology in Montreal, Quebec, Canada


