Sul Ross State University
Department of Education

Instructor	Paula Wallace	Phone	575-706-5000
Office	Virtual	E-mail	pwallace@sulross.edu ***(Best method of contact)***
Office Hours	Virtual (can be by appointment)	Virtual Office Hours	As needed via Blackboard Collaborate Thursdays 7:00-8:00pm (MST)

ED 6377 -INSTRUCTIONAL DESIGN
SUMMER I (6/1/2023-7/7/2023)

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.

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)

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
3. Empowering Leader: 3a, 3b, 3c, 3d
4. 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
5. 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:
- Participate and collaborate in online discussions, assignments, and activities
- Utilize Blackboard on the SRSU website to fulfill course requirements
- Utilize Voicethread 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 **<u>VERY</u>** short amount of time because this is 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.

Grading Policy:

Assignments	Number	Points	Total
Week 0			
Written Introductory Discussion	1	25	25
Contact Information	1	25	25
VoiceThread Oral Discussion	1	50	50
Academic Honesty Assignment	1	25	25
Syllabus Quiz	1	25	25
Week 1-8			0
Weekly Discussion Forums (Blogs)	8	50	400
Weekly Oral Discussion	8	50	400
Final Project Prep	3	100	300
Final instructional Design Project	1	450	450
Philosophy of Instructional Design	1	300	300

Total=2000

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

Course Schedule

WEEK	ASSIGNED WORK	OPEN DATE	CLOSE DATE
Week 0	Course Information & Week 0 Activities		
Week 1	History of Instructional Design (Oral Discussion on Second date)		
Week 2	Instructional Design Introduction (Oral Discussion on Second date)		
	Project Prep #1		
Week 3	Instructional Analysis (Oral Discussion on Second date)		
Week 4	Instructional Design Models (Oral Discussion on Second date)		
	Project Prep #2		
Week 5	E-Learning & Media Production in Instructional Design (Oral Discussion on Second date)		
Week 6	Evaluating Instructional Design Models (Oral Discussion on Second date)		
	Project Prep #3		
Week 7	Instructional Design Research (Oral Discussion on Second date)		

Week 8	Instructional Design Careers(Oral Discussion on Second date)			
Capstone Artifact	Final Instructional Design Project & Philosophy			

**All assignments are due on the scheduled date no later than 11:59 pm CST.**

Grading: All assignments are due on the date posted. Late work WILL NOT be accepted! The only exception to this is medical emergencies (doctor excuse required) or family death (your name must be listed in the obituary).

Educator Standards Addressed in for Instructional Design-:

Educational Technology Standard

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

Attendance Policy: Students are expected to attend all scheduled on- campus classes. Prompt arrival for class is expected. Students in web-enhanced or web classes are expected to log in several times each week to the Blackboard course site on the Internet site. The instructor will monitor the Blackboard log-ins for attendance points. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. SRSU Class Attendance policy states "The instructors may, at their discretion, drop a student from a course when the student has a total of nine absences." SRSU policy states "An absence is defined as non-attendance in fifty minutes of class; for example, non-attendance in a one and one-half hour class will constitute one and one-half absences and non-attendance in a three hour class will constitute three absences." Therefore, non-attendance for Weekend Format classes calculates to: Saturday (7 hrs of class time) = 8.4 absences and Sunday (4 hrs of class time) = 4.8 absences. Make up work is at the discretion of the instructor as it relates to "explained or excused" absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes, to be punctual, and to complete all assignments on time.

ADA Accommodations:
Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact:

Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112.

The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas   Telephone: 432-837-8691. E-mail: mschwartze@sulross.edu .

Tobacco Policy: Tobacco is not permitted on the Sul Ross campus.

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused. Examples of academic dishonesty include but are not limited to:

Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

Distance Education Students:
Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as 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. *[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]* 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.

This course syllabus is intended to be a guide and may be amended at any time.

Referenced Readings

Bhattacharya, P., (2017). ADDIE Vs. Backward Design: Which One, When, And Why? Retrieved April 20, 2019 from https://elearningindustry.com/addie-vs-backward-design

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

Cheng, Y.-C., & Yeh, H.-T. (July 01, 2009). From concepts of motivation to its application in instructional design: Reconsidering motivation from an instructional design perspective. *British Journal of Educational Technology, 40,* 4, 597-605.

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Johar, H., (2016). 5 Key Skills You Need For Your First Instructional Design Project. Retrieved April 24, 2019 from https://elearningindustry.com/5-key-skills-need-first-instructional-design-project

Reiser, R. (2001). A History of Instructional Design and Technology: Part I: A History of Instructional Media. *Educational Technology Research and Development, 49*(1), 53-64. Retrieved from www.jstor.org/stable/30220299

Reiser, R.A. (2001). A History of Instructional Design and Technology: Part II: A History of Instructional Design. *Educational Technology Research and Development, 49*(2), 57-67. Retrieved December 7, 2019 from https://www.learntechlib.org/p/92930/.

Reiser, R. A., & In Dempsey, J. V. (2012). *Trends and issues in instructional design and technology*. New York: Pearson Education

Smith, P. & Ragan, T. (1999). Instructional design. New York, NY: Wiley

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Alexandria, VA : Association for Supervision and Curriculum Development

Williams, D. D., South, J. B., Yanchar, S. C., Wilson, B. G., & Allen, S. (2011). How Do designers evaluate? A qualitative study of evaluation in practice. *Educational Technology Research and Development, 59*, 885-907.