

COURSE SYLLABUS
ITEC 5760 – Instructional Design Applications
Spring Semester 2013



Instructor:

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Office Hours:

By appointment

Prerequisites:

Completion of ITEC 5160 and/or ITEC 5560.

Course Description:

Students will engage in the application of instructional design in a real-world setting. Students will be given a client whom they will work with to analyze, develop, implement, and evaluate instructional materials. Students will work in groups to complete instructional tasks that require classroom and field experiences. Credit awarded: 3 semester hours

Required Texts:

Lee, W. W., & Owens, D. L. (2004). *Multimedia-based instructional design* (2nd Ed.). San Francisco, CA: Pfeiffer.

Horine, G. M. (2012). *Project management: Absolute beginners guide* (3rd ed.). Indianapolis, IN: Que.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Recommended Texts:

This is a list of additional books with helpful information for the instructional designer. If you are interested in this field, these are good choices for a professional library.

Smith, P. L., & Ragan, T. J. (2005). *Instructional Design* (3rd Ed.). Hoboken, NJ: Wiley.

Dick, W., Carey, L., & Carey, J. (2005). *The Systematic Design of Instruction* (6th ed.). New York: Allyn and Bacon.

Morrison, G., Ross, S., & Kemp, J. (2004). *Designing Effective Instruction* (4th ed.). Hoboken, NJ: Wiley.

Course Orientation:

This course generally follows the outline of the Horine and Lee and Owens textbooks. The calendar reflects activities and tentative due dates. Instructional design projects are completed in teams. The tasks that we have this semester will only be possible through structured group work. Your success is dependent on your ability to parse tasks, create mini deadlines, and synthesize seemingly disparate information into collective documentation to inform stakeholders, obtain feedback, and further design processes. This is an online, graduate-level course and the community that comes from working together is just as important as the content. I expect you to attend and participate actively in class as well as in any additional meetings.

During this course you will work directly with a client on their instructional needs. Although they have general projects identified, you will need to analyze their needs. Lee and Owens state that analysis, design and development, and evaluation phases should each account for 1/3 of your time. I have deviated a bit from this model—focusing more on design and development than they recommend. The first third of this course focuses on analysis. You should have completed ITEC 5160 which focused extensively on the analysis phase. Those who have completed ITEC 5560 have focused on design and development. During this course, there is more overlap associated with development and evaluation. However, you will complete each phase of instructional design process during this course.

Course Shell

This course meets online (through eCollege) and presentation mirrors those used in many of our other courses. This shell is a great way to communicate with each other during the week and to post write-ups that have been assigned. I will also use this shell to post announcements, answer questions, and compose and respond to email messages.

When a message is sent, follow these guidelines:

- Use the email system provided within the web site and make sure your email address is up-to-date (you can change it in with the "my profile" link in your eCollege home page).
- Include a signature line at the end of the message with your complete name and working phone number.

Please recognize that this course is not my only responsibility. I am not available 7 days a week, 24 hours a day. *I will check this course throughout the week but will not check it or my email on Saturday and Sunday.* If you write a message during those days, do not expect a reply until Monday.

The **Course Home** includes the syllabus, the course calendar, and a threaded discussion area for course questions and answers (Q&A), group project assignments, and client contact information.

Other course tools are linked to the tabs across the top of the page. I will use the **Gradebook** to provide feedback regarding course participation and assignments. Check this tab periodically to stay on top of your grade (and to ensure that I don't make errors). If there is an asterisk in the

grade column, it means I haven't graded that item yet. In **Email** you can send a message to one person, groups, or the entire class. I've established some **Live** chat rooms but normally there are no scheduled chats with this course. Should a chat be necessary it will be announced in advance and use the main chat area. This chat is public and recorded. This means you can read the logs after the chat to review something that was discussed. The small group chat rooms are intended for student use and labeled as to whether they are private or public (public being logged and private not logged). Select the one you want and schedule small group or one-on-one chats among yourselves as needed. The Live chat area also includes ClassLive. This is a chat that includes a white board among other things. **Doc sharing** is where you and I can upload documents to share with the class. You can make them private (instructor only) or public (entire class). This is a good place to share documents between group members so that everyone has access to needed resources. **Dropbox** is where you will submit assignments as groups. Only one member of your group needs to submit assignments. The **Webliography** is place to collect worthwhile or relevant websites. If you find websites that are interesting to you, please share them with the class in the Webliography.

Course Goals:

During this course, students are expected to analyze the systematic design and development of learning systems and to apply the process in solving instructional problems. At the completion of the course you should be able to:

1. Describe various roles and responsibilities of project managers and design team members
2. Work with a client to design, develop, implement, and evaluate instructional materials
3. Develop action timelines and manage production schedules associated with design elements
4. Manage project scope and expectations by obtaining written verification of stakeholder buy-in
5. Create design specification document to guide project development
6. Modify instructional materials based on feedback from user-design

Instructional Procedures:

This course has been designed for 15 weeks and is event oriented.

When submitting work, save your file with a label that contains your group name and assignment details (e.g., "visual literacy project proposal"). We should be able to work through all aspects of the course using eCollege and email; however, synchronous, live sessions may be scheduled to facilitate communication. You can also notify me by phone message.

Course Requirements:

Regular interaction is required in this course. This includes active participation in the study, discussion, critique, practice, and evaluation of course activities. Students are expected to:

- Check the web site at the beginning of each week for announcements, readings, and assignments.
- Read and complete all assignments.
- Post individual communication in an iterative and timely manner.

- Read, research, and react to other postings (primarily in threaded discussions) throughout the week.

Specific course requirements that receive instructor assessment are as follows:

Participation:

Participation is worth 20% of your final grade. It will be graded at the end of each week. There are 15 weeks in the course so participation in discussions is worth about 2 points per week. Participation is defined as written interaction appearing on the web site as each student reacts to peer questions and comments. It is also defined as consistent communication with your client and team about project milestones. **This is a subjective assessment and is pass/fail.** My standard for a satisfactory is evidence of consistent engagement that is indicative of reflection and study, challenging to our thinking, and supportive to learning by other students. Don't post spurious comments just to have a posting. Engagement requires a commitment that conveys evidence of research, reflection, and understanding. I expect you to appear in the weekly threaded discussions in a substantive, consistent manner. Additionally, you may individually see participation points and other assignment grades reduced if team members provide consistent feedback about your lack of group participation or inability to meet agreed upon deadlines.

Assignments:

In addition to course participation, you will be graded on the completion of 6 assignments. Descriptions for each assignment are located in the assignment section of the course shell. It is your responsibility to familiarize yourself with these assignments well in advance of their due dates (indicated on the course calendar in eCollege).

Grading:

Assignment	Points
Participation	30
Ning Introduction	5
Front end analysis	20
Documented Support	20
Project Proposal	25
Product Evaluation Report	20
Final Product	30

Total: 150

There are 1500 points possible in this class. Submission of a final product is required in order to pass this course. However, exercises total 60% of the course grade, participation 20%, and the final product 20%.

- A: 90% and above
- B: 80% to 89.9%
- C: 70% to 79.9%
- D: 60% to 69.9%
- F: below 60%

Attendance/Late Work:

Assignment due dates are posted in the course calendar. I'm happy to provide opportunities to make up work if you've been in touch with me and alerted me to problems. However, make-up work is not normally awarded full credit. If you anticipate a legitimate absence or encounter an unavoidable situation, contact your instructor **before** the assignment is due to discuss alternative arrangements. The final decision will be up to your instructor.

Academic Honesty:

As with all university courses, any written work a student submits is expected to be the student's work done originally for this course and for this semester. Be careful about sharing your work with other students. Any work "borrowed" from other sources and represented as the student's own or recycled from previous semesters will result in a failing course grade. Any student who knowingly assists another in committing an act of academic dishonesty will receive a failing grade in the course. Refer to the [University Student Code of Conduct](#) for additional information.

The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated (University of Wyoming, 2008, p. 3). Students should report suspected violations of standards of academic honesty to the instructor, department head, or dean.

Disability Statement:

“The University of Wyoming is an affirmative action/equal opportunity employer and institution and does not discriminate on the basis of...individual handicap” (UW General Bulletin, 2008, p. 3). If you have a physical, learning, or psychological disability and require accommodations, please let your instructor know as soon as possible. You must register with, and provide documentation of your disability to University Disability Support Services (UDSS) at 307-766-6189 or TTY: 766-3073, in SEO room 330 Knight Hall.

The instructor may make changes to the syllabus and course schedule as the course proceeds. These changes will be announced in class.