

EDIT 4170/6170: Introduction to Instructional Design
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Course Description

This course introduces participants to the systems approach to instructional design. The major components of instructional development models will be presented. This course provides introductory information about and application of skills and techniques necessary in the analysis, design, development, implementation, and evaluation of instruction (often referred to as the ADDIE model). The course will consider these issues at both at the curriculum (macro) and lesson (micro) level. These skills are particularly useful for efficient and cost-effective development of effective solutions to novel instructional problems. The emphasis in this course is on the development of materials-centered instruction (as opposed to teacher-mediated), that is, materials and resources that are developed to be the primary means that instruction is delivered. When done appropriately, the result is effective, stand-alone instruction which can be replicated and distributed. The current emphasis on online learning is well suited to this point of view. Course content will be based on a strong foundation of instructional and learning theory. Contrasting views and perspectives of instructional design will be considered, such as those based on very different learning philosophies (such as objectivism and constructivism). The philosophical foundation of this course is not that there is one procedure for design, but rather an approach that works best for a particular context, audience, and content. It should be noted that this course does not teach development techniques for specific media, even though some media development may be required.

This course is cross-listed at the graduate (EDIT 6170) and undergraduate (EDIT 4170) levels and this syllabus is relevant to both. However, there are several additional policies and course procedures relevant only to EDIT 4170; those students need to contact the instructor for this information.

If you have a disability and would like to request accommodations, please contact me.

Required reading

Dick, W., Carey, L., & Carey, J. O. (2001). *The systematic design of instruction* (5th ed.). New York: Longman.

Course objectives

At the end of the course, each participant will be able to:

1. demonstrate an understanding of the instructional development process.
2. generate rationales and critiques for using a systems approach to instructional design.

3. identify and summarize the major elements commonly included in instructional development models.
4. define terms used in the instructional development process.
5. demonstrate, in a team environment, the following competencies in the completion of an instructional development project:
 - a) identify an instructional problem;
 - b) plan and implement an instructional needs assessment;
 - c) analyze learner, task, and situational characteristics;
 - d) specify terminal and enabling learning objectives for courses, units, and lesson;
 - e) prepare macro-instructional designs using instructional curriculum maps;
 - f) prepare micro-instructional designs via the events of instruction;
 - g) select appropriate instructional strategies;
 - h) select appropriate instructional media;
 - i) construct a prototype product;
 - j) prepare appropriate assessment/testing instruments and procedures;
 - k) plan and conduct formative evaluations in one-on-one and small group contexts;
 - l) specify revisions resulting from the formative evaluations.
6. function independently and cooperatively in team development activities.
7. compare and contrast various instructional design perspectives and philosophies.

Course Procedures

Each class is scheduled from 4:40-7:40 pm. We will begin promptly at 4:40 PM, so please log onto the UGA HorizonLive server about 15 minutes prior to this time to ensure you are all ready to go. (We have access to HorizonLive only until 6:45 PM), after which we will either reconvene on WebCT or provide individuals with time to complete class assignments.

Each class will begin with brief class updates and time for questions and answers. The instructor will then make a formal interactive presentation on the topic scheduled for that night. It is very important that all participants come to class having done the reading for that week. The purpose of the presentation is not to "download" the content to you, but rather to explore general themes and difficult concepts. All presentations will be based on the assumption that all participants have read the respective book chapter/s, and any other assigned readings, thoroughly. Presentations will last approximately 1 hour.

The last hour of class will generally be yours to organize and use as you wish. During the first half of the course, this final hour is an excellent time to work on Instructional Design Activities (IDAs), or provide feedback to your "design buddy's" IDA. During the second half of the course, the final hour should be used to work on the team projects. Special time has deliberately been scheduled into the second half of the course exclusively for team work. HorizonLive offers teams the chance to work synchronously with live Internet audio. Similarly, the special groupware tools of WebCT will be available for team use as well.

I recommend you discipline yourself to work at least until 7:40 PM each Wednesday evening, even if the entire class signs off much earlier in the evening.

Course requirements/evaluation

<u>Element</u>	<u>Percent of Final Grade</u>	<u>Due</u>
Class Participation	15%	throughout course
Self-directed media-based learning experience	10%	12-Mar
WWILD Team	10%	12-Mar
Instructional Design Activities (IDAs)	15%	throughout course
Buddy Feedback on Instructional Design Activities (IDAs)	5%	throughout course
Instructional Design Portfolio (team based)	40%	30-Apr
e-Poster Presentation	5%	30-Apr

Grading Scale

A 91-100%

B 81-90%

C 71-80%

D 61-70%

F Below 61%

Attendance/Participation: Everyone is expected to attend each online class and be punctual (I will keep a record of attendance). A variety of in-class activities are planned. Many of these activities are group-based, so come prepared to interact. We will use many different online technologies to accomplish this, including the group discussion tools in WebCT and HorizonLive. In many settings, instructional design is a team effort. This requires an understanding of group dynamics and interpersonal communication. Friction between team members often develops based on incompatibilities between abilities, personalities and personal needs (e.g. need for power, need for affiliation, need for achievement, etc.). Groups and teams should develop a "win-win" mentality (difficult to achieve when attitudes are based on

competition rather than cooperation). My goal is for you to gain a better understanding of these concepts through experience.

EDIT 4170 Attendance Policy: Each unexcused absence will lower your grade by 5%. Each excused absence must be documented by a brief letter describing the situation. All judgments about excused absences will be made at my discretion. (Realize that if you are absent, even for valid reasons, you are still responsible for the material and assignments discussed in each and every class.)

Self-directed media-based learning experience: Despite the fancy name, this is meant as an informal, fun assignment to gain some experience of what it feels like to learn from instructional media without assistance or benefit from a teacher or trainer. Your task is to identify a subject or topic on which you have genuine interest in learning, find and go through instructional materials designed to teach the topic, then write a brief written reflection (about 200 words) about the experience. You are free as well to choose the scope of the learning experience and the type of instructional materials. However, you are encouraged to experience a range of media, such as "self-help" or "how to" books, videos, and the Internet. (The public library is a great place to look for resources.) These reports are due by March 12 and are submitted as part of your class profile. Though not required, you are also invited to give a brief 5 minute oral report about your experience during class.

WWILD Team: All participants are required to join the World Wide Interactive Learning Design (WWILD) Team (<http://it.coe.uga.edu/wwild>), an online resource and learning community sponsored by the IT Department and made available to the public free-of-charge. WWILD Team members look for and review interactive modules (or learning objects) found on the Internet. An interactive module is any self-contained, short, interactive experience that is relevant to school-based learning — they are not lessons, but resources for lessons and learning. Examples include small-scale simulations, games, and even drills. All participants are required to do the following: 1) join the WWILD Team and submit a complete member profile (including a link to a photo); 2) find on the Internet and submit to the WWILD Team database at least 5 interactive modules that are not already part of the WWILD Team database; 3) submit at least 5 reviews of interactive modules in the WWILD Team database. (Note: It is acceptable to review interactive modules that you submit.) (Refer to the WWILD Team web site for more information about the WWILD Team.) Becoming familiar with this resource, and other similar online repositories, should be helpful when you begin work on your lesson designs. It is acceptable to use material you find on the Internet as part of your lessons, assuming of course, that you adhere to all copyright regulations.

Instructional Design Activities: These are designed to enhance, extend, and support course content. These are completed individually and are meant to give you some initial practice in each of the major themes of the course. Feedback will be provided first by Design Buddies (selected no later than the second session of the class), then the instructor. You can revise these based on your buddy's feedback, at which time the instructor will evaluate them. These activities are meant to be "low stress", so if you find yourself sweating over them, you are missing the point! You can even invent data or hypothetical situations, reports, events, etc. because the purpose of each IDA is to give you some quick, initial practice applying the respective design skill. If you

do not complete a specific IDA appropriately, you will have one opportunity to resubmit based on the instructor feedback. However, it is perfectly acceptable to refine any or all of the IDAs to make them part of the team-based Instructional Design Portfolios, though you are under no obligation to do so. Teams are therefore wise to identify their project topic early on in order for team members to use the IDAs as the first step in their projects. Buddy feedback is expected by the end of the evening on the date each IDA is due.

A special IDA online workspace has been created exclusively for this class and can be accessed at your class participant page (the same page at which you can update your class profile). It is important to note that this workspace has absolutely nothing to do with either HorizonLive or WebCT; it has been programmed separately by the instructor. You choose the username and password to access it and therefore these can be entirely different than those used to access HorizonLive or WebCT. When you have finished your first draft of an IDA, email your design buddy so s/he knows it is time to give your feedback. Everyone is expected to review their buddy's IDA and provide feedback by the end of the evening on the date it is due (at least 30 minutes at the end of each class will be reserved for this). At that time, each designer has until Saturday morning, 9 am, to revise their IDAs, if they wish, based on their buddy's feedback. The instructor will then review every IDA (and the respective buddy feedback) and provide feedback before the start of the next class. All IDA work and feedback will be generated, stored, and viewed online. Exemplary IDAs will be shared with the entire class.

Instructional Design Portfolio: You will work in teams of 4-6 to design a course consisting of two or more units. Each team will create various documents that are traditionally found in real-world design reports. Each unit will consist of two or more lessons with at least one unique lesson design by each member on the team. Think of your course as the solution to a clearly defined instructional problem. The purpose of the project is for participants to demonstrate skills in planning and carrying out: a) needs assessments; b) instructional analyses; c) design plans (for courses, units, and lessons); d) media selection analyses; e) instructional development; and f) formative evaluations. Each team must identify and work with a client in order to complete this project (a K-12 teacher or administrator can be a client, even if the person is a team member). Class time will be set aside for teams to present progress reports of their projects to the class. The independent project will be evaluated based on a project report that documents all of the phases carried out in the design of your entire course. The problem and goal that you and your team members choose to work on may be related to the problem/goal defined by an individual member (and partially "solved" in the IDAs) or it may be a new problem/goal defined by the team. Your team will be required to submit 3 brief progress reports online. You and your teammates will need to identify your instructional problem/goal at mid-term (as part of progress report #2). The work for the Instructional Design Portfolio will be completed via e-mail, chat sessions, face-to-face interactions, etc. -- in other words, whatever form(s) of communication work best for you and your team mates. We will make full use of the group discussion tools available with WebCT and HorizonLive.

e-Poster Session: Finally, you will participate in an e-Poster session at the end of the term. The poster session will provide our community with an opportunity to showcase and archive group design projects and to share success stories with each other. Your e-Poster should be created using an appropriate presentation application (e.g., MS PowerPoint, Web page). The e-Poster

should be as self-explanatory as possible so that your main job is to answer questions from those attending the session. The e-Poster presentation format provides a mechanism for in-depth discussion of your project, but this is possible only if the display includes enough information so that others can scan and quickly get a basic idea of what you were doing for your project. Figures and tables should be kept as simple as possible, so that the viewer can readily take away the main message. A brief, large type heading of no more than one or two lines should be provided above each illustration, with more detailed information added in smaller type beneath the illustration (as needed). In addition to the display, you may also consider putting links to artifacts from your project, including images, instructional materials, specific Design Portfolio documents, etc.

Course Schedule

Subject to change throughout the semester - check this web page frequently for updates.

Date	Topic	Reading (complete prior to class)	Assignment (due by start of class)
15-Jan	Course Introduction, demonstration of online technologies		
22-Jan	Course Introduction (con't), overview of online technologies, Introduction to Instructional Design	Syllabus	Design buddy identified (type name into your class profile)
29-Jan	Needs Assessment	Chapters 1-2	
5-Feb	Conducting a goal analysis	Chapter 3	IDA 1, Design teams identified (type all team names, including yours, into your class profile)
12-Feb	Identify subskills, entry knowledge, and skills	Chapter 4	IDA 2 (first draft due Friday following class)
19-Feb	Unit level design; Learner and context analysis	Chapters 4-5	IDA 3 (first draft due Friday following class), Team Progress Report 1
26-Feb	Review unit level design; review learner analysis; Writing objectives	Chapter 6	
5-Mar	Assessments; Developing an instructional Strategy	Chapters 7-8	Team Progress Report 2

12-Mar	Developing instructional materials	Chapter 9	IDA 4, WWILD Team submissions & reviews due, Report due on self-directed media-based learning experience
19-Mar	Spring Break!		
26-Mar	Formative evaluation: analyzing and reporting data	Chapters 10-11	IDA 5
2-Apr	Formative evaluation (con't), revising instruction; Summative evaluation	Chapter 12	Team Progress Report 3
9-Apr	Team meetings		
16-Apr	Alternative approaches to instructional design		
23-Apr	Team meetings Lloyd will be attending the AERA conference in Chicago		
30-Apr	Team e-Poster presentations, course summary		Team Instructional Design Portfolios due May 5 (Monday), 9:00 am.

Closing comments and cautions

This course, due to its strong application orientation, is highly activity-based. In completing the instructional design portfolio, it is important that teams identify their problem area early and pace their work appropriately. The instructional design portfolio consists of many phases which build one upon the other. Teams who wait until late in the course to begin may experience "log jams" and may find it difficult to complete the project with high quality, thus risking a lower

grade and, more importantly, less professional gain. This is particularly true when working with a client. Often, you will have to arrange activities based on schedules and problems other than your own, perhaps waiting several days or weeks for the opportunity to complete some aspect of your project. Often, participants enter a course thinking that they can always take an "incomplete" if they decide they will not complete the course requirements on time. Keep in mind that I follow the university guidelines regarding an incomplete grade which reserve this for unforeseen circumstances or emergencies, not merely a failure to complete the work on time. I am confident that those who heed this warning will be able to complete the course with sufficient time to produce a high quality product while gaining personal and professional satisfaction. Also, as noted in the course description, this course does not teach techniques for developing specific media even though some media development will be required. This apparent contradiction will be resolved by considering the instructional product that each participant produces as a "prototype" of their intended design. For example, even though one might decide that computer-assisted instruction is the ideal instructional medium, a print-based prototype might be developed and evaluated instead.