



The University of Georgia

College of Education
Department of Educational Psychology and Instructional Technology

Instructional Design

<https://webct.uga.edu>

EDIT 4170 & EDIT 6170

Tuesday, 4:40 PM - 7:40 PM

Fall 2005

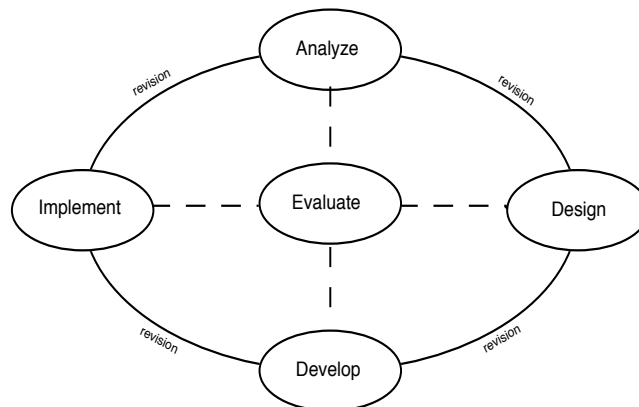
3 Credits

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Office Hours
Monday – Thursday, 9-11am; and by appointment.

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Students requiring special consideration because of some disability are encouraged to contact me at their earliest convenience.



Course Texts (1) Gagné, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). *Principles of instructional design*, 5th ed. United States: Thomson Wadsworth. [**Required**]

(2) Gustafson, K. L., & Branch, R. (2002). *Survey of instructional development models*, 4th ed. Association for Educational Communications and Technology.
<https://www.aect.org/Intranet/Publications/index.asp> [**Required**]

(3) Dick, W., Carey, L., & Carey, L. (2001). *The systematic design of instruction*, 5th ed. New York: HarperCollins Publishers. [**Recommended**]

(4) Smith, P., & Ragan, T. (1999). *Instructional design*, 2nd ed. New York: John Wiley and Sons, Incorporated. [**Recommended**]

Schedule

		Topic	Episode	Due	Reference
Phase 1 <i>Individual</i>	Aug 23	Prologue	Course Introduction A Guided Learning Paradigm		
	Aug 30	Foundation	The Systems Concept A Partnering Process		Branch (in press)
	Sep 6	ADDIE	Principles of Instructional Design ADDIE: An Overview	Baseline Activity	Gagné, Wager, Golas and Keller (2005)
Phase 2 <i>Individual</i>	Sep 13	Analysis	Assess Performance Determine Instructional Goals Analyze Learners Audit Available Resources		
	Sep 20	Design	Conduct a Task Inventory Compose Performance Objectives Generate Testing Strategies	Practice Activity #1	
	Sep 27	Development	Generate Instructional Strategies Select or Develop Media Develop Guides for the Student Develop Guides for the Teacher Conduct Formative Revisions Conduct a Pilot Test	Practice Activity #2	
	Oct 4	Implementation	Prepare Teacher Prepare Student	Practice Activity #3	
	Oct 11	Evaluation	Determine Evaluation Criteria Select Evaluation Tools Conduct Evaluations	Practice Activity #4	
Phase 3 <i>Team</i>	Oct 18	<i>Team Consultation</i>		Practice Activity #5 <i>No Class Meeting</i>	
	Oct 25	Team Presentations of Analysis Summary		Written Analysis	
	Nov 1	Alternative ISD Paradigms			Gustafson and Branch (2002)
	Nov 8	Design Team Presentations: Session A		Live Proposal	
	Nov 15	Design Team Presentations: Session B		[ID Model Critique – 4170]	
	Nov 22	<i>[Topic Determined by Students]</i>		Written Proposal	
	Nov 29	Course Summary, Assessment and Epilogue		Final Examination	

Course Description

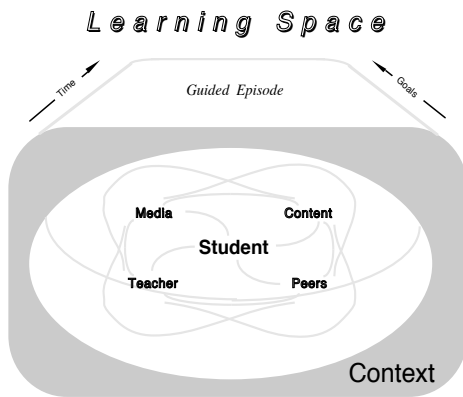


Figure 1

The concept of instructional planning that is promoted in this course moves away from designs that encumber didactic, limiting, passive, singular modes of teaching, and instead, move toward designs which facilitate active, multi-functional, inspirational, situated approaches to learning. The presumption is that intentional learning involves multiple, concurrent interactions among people, places and things, situated within a context, for a period of time (Figure 1), and thus, complex. A systematic approach to designing, developing and evaluating instruction is one way of facilitating the complexity of intentional learning.

Purpose The purpose of this course is to provide opportunities for applying a systematic approach to designing episodes of intentional learning.

Goals Each student will be expected to:

1. **Identify** the essential components of guided learning.
 - a. Construct an image of student-centered learning.
 - b. Define the role of teacher as facilitator.
 - c. Define the role of student as a partner in the intentional learning process
 - d. Deconstruct the complexity of intentional learning.
2. **Interpret** instructional design as an application of the systems concept.
 - e. Summarize the primary attributes of instructional systems design.
 - f. Describe a scenario where a system is an appropriate response.
 - g. Define instruction as an arrangement of external events.
3. **Apply** an interactive planning process to the design of learning resources.
 - h. Generate performance statements.
 - i. Inventory learning tasks.
 - j. Estimate development costs.
 - k. Solicit stakeholder input.
4. **Analyze** learning.
 - l. Describe diversity as an asset.
 - m. Explain the attributes of various learning styles.
 - n. Compare the effectiveness of different instructional strategies.
 - o. Organize formative evaluation data into meaningful information.
5. **Synthesize** a proposal to develop instruction.
 - p. Develop supporting media.
 - q. Incorporate performance reality into the learning context.
 - r. Compose an implementation plan.
 - s. Construct an instructional design model.
6. **Evaluate** learning resources and development processes.
 - t. Determine quality assurance criteria.
 - u. Select or develop evaluation tools.
 - v. Conduct evaluations.
 - w. Recommend performance improvement strategies.

Course Requirements Overview

This course adopts a cooperative workshop approach. Therefore, it is essential to participate in each meeting, and contribute data, information and knowledge in a timely way. Grades are awarded based on points earned for course work. Assignments submitted late will be penalized 20% for each day late. Assignments completed on time may be re-submitted **up to two weeks** after the original due date for an improved grade. All assignments may be *re-submitted indefinitely* contingent upon originally having been submitted on time, and within two weeks of each submission thereafter. An overview for each of the course requirements is presented here in this syllabus. Specific tasks for each course requirement are located at the course web site. Students are encouraged to submit assignments prior to the due date in order to receive feedback from the course instructor(s). Students are also encouraged to consult with the course instructor(s) as often as desired.

Requirement #1: Baseline Activity (20% of course grade)

This is an Individual Assignment

[Part A and Part B are Optional for EDIT 4170. Part C is required for EDIT 4170 Students]

The purpose of the *Baseline Activity* is to test your ability to accurately abstract, organize and present **essential** information from a noted author's perspective. The goal is to confirm a common knowledge base for this course.

The *Baseline Activity* is an open book, asynchronous exercise. You may consult any resource, except other students in this class. Your responses are expected to be concise and precise. Exceeding limits may result in a lower evaluation of your work.

Requirement #2: Practice Activities (40% of course grade)

This is an Individual Assignment

The purpose of each *Practice Activity* is to provide an opportunity to apply aspects of instructional design in advance of the team project. The goal is to apply instructional design principles to situations of intentional learning.

The *practice activities* are authentic tasks that complement several learning episodes and prepare individuals for teamwork on the learning proposal. Practice activities provide an opportunity to apply procedures commonly associated with instructional design. The tasks completed during the practice activities are also intended to serve as prerequisite knowledge and skills for future episodes.

Requirement #3: Proposal (25% of course grade)**This is a Team Assignment**

The purpose of constructing a learning *Proposal* is to simulate authentic instructional design. The goal is to compile guidelines needed to resolve a performance discrepancy that is attributable to a lack of knowledge and skills.

The *Proposal* is a detailed record of how a systematic development process was used to design episodes of intentional learning. The Proposal is descriptive and prescriptive. The proposal is a team project constructed through small-group activities; and is based on an instructional systems design process. Preparing a proposal typifies the main roles of a Learning Designer. Each student is required to work within a design team (EDIT 4170 students are required to attend team meetings, but only as observers). Time for design team meetings is set aside during class, however, students are also expected to meet as a design team outside of class. The course schedule has been arranged to accommodate design team meetings outside of class. Previous proposals will be made available during the term.

[EDIT 4170 Students complete an ID Model Critique instead of a proposal (25%)]

The purpose of the *ID Model Critique* is to familiarize you with a select number of models used to develop intentional learning activities. The goal is to interpret a published model of instructional development.

The *ID Model Critique* is an analysis of a specific model based on the Gustafson and Branch (2002) taxonomy. A chosen model is contrasted with the ADDIE paradigm, and scholarly conclusions and opinions are presented.

Requirement #4: Final Examination (15% of course grade)**This is an Individual Assignment**

The purpose of the *Final Examination* is to test your knowledge about the fundamental principles of instructional systems design. The goal is to demonstrate knowledge about instructional design: theory and practice.

The *Final Examination* provides an opportunity for a student to demonstrate his or her understanding about fundamental instructional systems, learner-centered paradigms, and common design procedures. The *Final Examination* items are derived from the learning episodes and the Required Readings.

Point Allocations for Course Requirements

	Due	Points	Earned
1. Baseline Activity (20 points) [Individual Assignment] [Only Part B and C are Required for EDIT 4170 students]	September 6	20	_____
2. Practice Activities (40 points) [Individual Assignment]			
Practice Activity #1: <i>Analysis Summary</i>	September 20	10	_____
Practice Activity #2: <i>Design Brief</i>	September 27	10	_____
Practice Activity #3: <i>Development Overview</i>	October 4	10	_____
Practice Activity #4: <i>Implementation Strategy</i>	October 11	5	_____
Practice Activity #5: <i>Evaluation Plan</i>	October 18	5	_____
3. Proposal (25 points) [Team Assignment] [EDIT 4170 Students - an ID Model Critique (25 Points)]			
Written Analysis Summary	October 25	5	_____
Live Presentation of Learning Proposal	November 8	10	_____
Written Report of Learning Proposal	November 22	10	_____
4. Final Examination (15 points) [Individual Assignment]	November 29	15	_____
	Total =	_____	_____
		100	
		Grade	_____

Grading Scale

96 - 100 = A	86 - 90 = B+	71 - 75 = C+	56 - 60 = D+
91 - 95 = A-	81 - 85 = B	66 - 70 = C	51 - 55 = D
	76 - 80 = B-	61 - 65 = C-	46 - 50 = D-
			0 - 45 = F