



# 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, 5:00 PM - 7:45 PM

**Fall 2006**

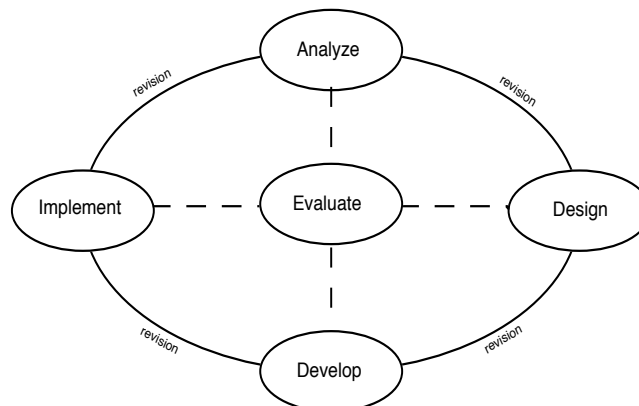
3 Credits

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**Office Hours**  
Available online, by phone, and by appointment

Assisted by Michael Barbour [mkb@uga.edu](mailto:mkb@uga.edu)

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



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

## Conceptual Framework

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 intentional 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. This course is about a systematic approach to designing, developing and evaluating instruction as one way to facilitate the complexity of intentional learning.

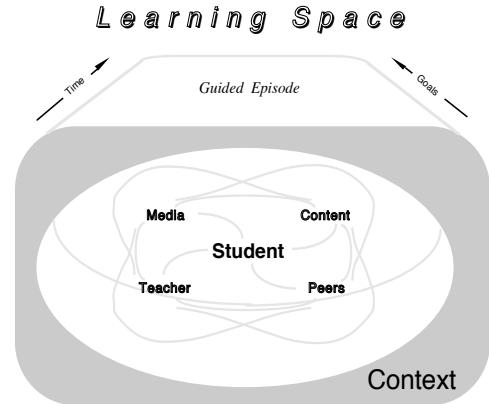


Figure 1

## Course Readings

- Ertmer, P. A., & Quinn, J. (2007). *The ID casebook: Case studies in instructional design*, 3rd ed. Upper Saddle River, NJ: Prentice Hall. **[Recommended]**
- Gagné, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). *Principles of instructional design*, 5<sup>th</sup> ed. United States: Thomson Wadsworth. **[Required]**
- Gustafson, K. L., & Branch, R. (2007). What is instructional design? In R. A. Reiser & J. V. Dempsey (Eds.), *Trends and issues in instructional design and technology* (2<sup>nd</sup> ed.) (pp. 16-25). Upper Saddle River, New Jersey: Merrill-Prentice Hall. **[Required]**
- Gustafson, K. L., & Branch, R. (2002). *Survey of instructional development models*, 4<sup>th</sup> ed. Association for Educational Communications and Technology. <https://www.aect.org/Intranet/Publications/index.asp> **[Recommended]**
- Dick, W., Carey, L., & Carey, L. (2005). *The systematic design of instruction*, 6<sup>th</sup> ed. New York: HarperCollins Publishers. **[Recommended]**
- Smith, P., & Ragan, T. (1999). *Instructional design*, 2<sup>nd</sup> ed. New York: John Wiley and Sons, Incorporated. **[Recommended]**

## Course Policy

1. All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work.
2. More detailed information about academic honesty is located at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>
3. This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

## Goals

During the course, each student will be expected to:

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

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## Requirements

The course requirements provide opportunities for students to explore the concepts, theories and practice related to the systematic design of instruction. 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. The due dates for assignments are indicated on the course calendar. Assignments may be submitted prior to the due date. Assignments submitted late will be penalized 20% for each day late. Assignments completed on time may be resubmitted for an improved grade **up to two weeks** after the original due date. All assignments may be resubmitted twice.

### **Readiness Activity** [Individual Assignment]

The purpose of the *Readiness Activity* is to survey your preparedness for actively participating in this course. The *Readiness Activity* is an information-seeking exercise that requires students to find course-specific information that is located at the course web site or accessible from the course web site.

### **Baseline Activity** [Individual Assignment]

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. There are four parts to the Baseline Activity.

*(EDIT 4170 students are only required to complete Part Three and Part Four.)*

### **Practice Activities** [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 proposal. Practice activities provide an opportunity to apply procedures commonly used in instructional design. The tasks completed during the practice activities are also intended to serve as prerequisite knowledge and skills for future design and development activities.

### **Proposal** [Team Assignment] (*EDIT 6170 Students Only*)

The purpose of constructing a learning *Proposal* is to simulate authentic instructional design. The goal is to plan an intervention for a performance discrepancy due 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 based on a systematic process. Preparing a proposal simulates the roles and responsibilities of an instructional designer. Each student is required to work within a design team (*EDIT 4170 students are required to join a team and expected to attend all team meetings*). 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.

## **ID Case Video Production** [Individual Assignment with the aid of the team]

*(EDIT 4170 Students Only)*

The purpose of the ID Case Video Production is to test your ability to visually represent an instructional design situation or a problem from a case. Your task is to produce a case video based on the story of the case chosen by your team. The ID Case Video Production is a transformation of an authentic instructional design situation, presented in the second edition of *The ID CaseBook* (2003) written by Ertmer and Quinn, to a video.

*(Remember, you are still required to join a design team and you are expected to attend all team meetings.)*

## **Final Examination** [Individual Assignment]

The purpose of the *Final Examination* is to test your knowledge about the fundamental principles of instructional 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, student-centered paradigms, and common design procedures. The *Final Examination* items are derived from the course content, required readings, class discussions and supplemental information.

### **Grading Scale**

A = 98-100  
A- = 96-97  
B+ = 93-95  
B = 90-92  
B- = 86-89  
C+ = 83-85  
C = 80-82  
C- = 76-79  
D+ = 73-75  
D = 70-72  
D- = 66-69  
F = 0-65

Final scores are **NOT**  
rounded to the nearest  
whole number.

## Schedule

	Mode <sup>1</sup>		Topic	Due
1.		Aug 22	<b>Foundation</b> Course Introduction A Guided Learning Paradigm	Readiness Activity
2.		Aug 29	Principles of Instructional Design The Systems Concept A Partnering Process	
3.		Sep 5	<b>Analyze</b> ADDIE: An Overview Assess Performance	
4.		Sep 12	Determine Instructional Goals Analyze Learners Audit Available Resources	Baseline Activity
5.		Sep 19	<b>Design</b> Conduct a Task Inventory Compose Performance Objectives Generate Testing Strategies	Practice Activity #1
6.		Sep 26	<b>Develop</b> Generate Instructional Strategies Select or Develop Media	
7.	Online	Oct 3	Develop Guides for the Student Develop Guides for the Teacher Conduct Formative Revisions	Practice Activity #2
8.	Online	Oct 10	<b>Implement</b> Prepare Teacher Prepare Student	Practice Activity #3
9.		Oct 17	<b>Evaluate</b> Evaluation	Practice Activity #4
10.	No Meeting	Oct 24	<i>Team Consultation</i>	
11.		Oct 31	Team Presentations of Analysis Summary	Written Analysis
12.		Nov 7	Design Team Presentations: <i>Session A</i>	
13.		Nov 14	Design Team Presentations: <i>Session B</i>	
14.	Online	Nov 21	<i>(Topic Determined by Students)</i>	Complete Proposal
15.		Nov 28	Course Summary, and Assessment	<i>[ID Case Video – 4170]</i>
	Online	Dec 5	Final Examination	

<sup>1</sup> All meetings are face-to-face in Athens, unless otherwise indicated.

## Point Allocations for Assignments

	Due	Points	Earned
<b>Readiness Activity</b> [Individual Assignment]	August 22	5	_____
<b>Baseline Activity</b> [Individual Assignment] [Only Parts 3 & 4 are Required for EDIT 4170 students]	September 12	20	_____
<b>Practice Activities</b> [Individual Assignment]			
Practice Activity #1: <i>Analysis Summary</i>	September 19	10	_____
Practice Activity #2: <i>Design Brief</i>	October 3	10	_____
Practice Activity #3: <i>Development Overview</i>	October 10	10	_____
Practice Activity #4: <i>Implementation Strategy</i>	October 17	10	_____
<b>Proposal</b> [Team Assignment]			
			[EDIT 4170 Students - ID Case Video (25 Points)]
Analysis Summary	October 31	10	_____
Complete Proposal	November 21	15	_____
<b>Final Examination</b> [Individual Assignment]	December 5	10	_____
	<b>Total =</b>	_____	_____
		100	

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