



The University of Georgia

College of Education
Department of Instructional Technology

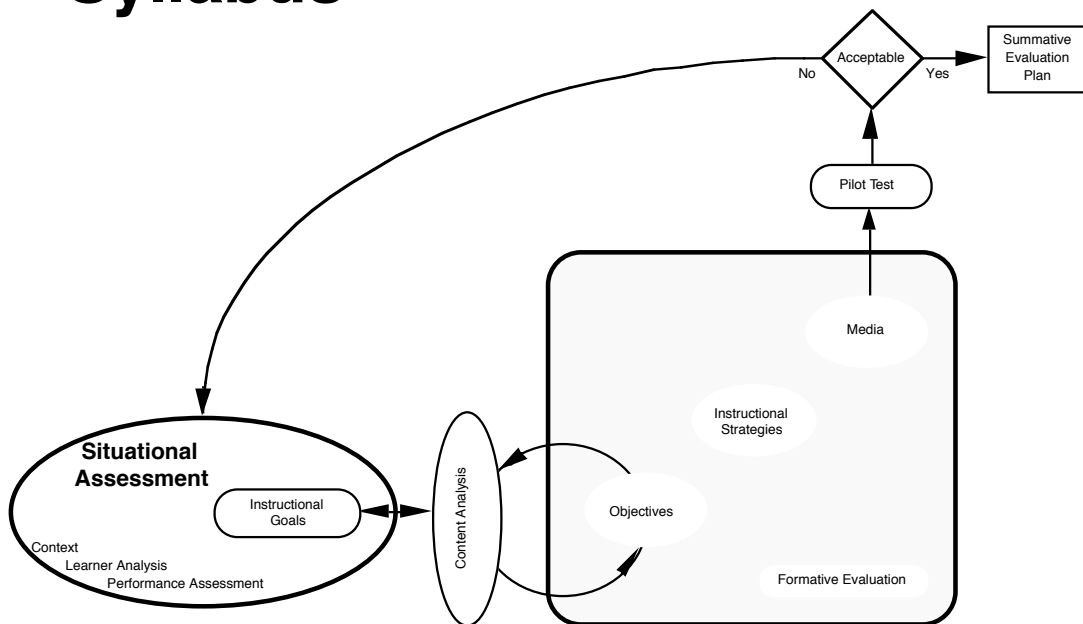
Instructional Development

<http://webct.uga.edu>

EDIT 4180/6180
Tuesday 5:00 – 7:45 pm

Spring 2005
3 Credits

Syllabus



Facilitator Dr. Rob Branch rbranch@coe.uga.edu
Office: 604D Aderhold Tel. (706) 542-3810
Office Hours: 10 – Noon daily; and by appointment.

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

Course Text Gustafson, K. L., & Branch, R. (2002). *Survey of instructional development models*, 4th ed. Syracuse University: ERIC Clearinghouse on Information and Technology (IR - 114). **[Required]**

Course Schedule

	Topic	Due	Supplemental Information
Jan 11	Course Introduction		Branch (1999)
	Survey of ID Models		Gustafson and Branch (2002)
	Descriptive & Prescriptive Aspects		
Jan 18	Team Consultation	No Class Meeting	
Jan 25	Managing Client Expectations		
Feb 1	Concept, Theory, and Operation	Analysis Summary	
Feb 8	Client Consultation	No Class Meeting	
Feb 15	Instructional Development Artifacts	Design Brief	
Feb 24	Independent Consultation	No Class Meeting	
Mar 1	Instructional Design Competencies		Richey, Fields and Foxon (2001)
Mar 8	Pilot Testing	Artifact	Howe and Pearlstein (1995) White and Branch (2001)
Mar 15	Spring Break	No Class Meeting	
Mar 22	Trends and Issues	Development Document	Gordon and Zemke (2000) Zemke and Rossett (2002)
Mar 31	Poster Presentation	Poster	Thursday, 5-6:30pm
Apr 5	[Topic Determined by Students]	Implementation Strategy	
Apr 12	Team Consultation	No Class Meeting	
Apr 19	Development Team Reports	Evaluation Plan	
Apr 26	Course Summary & Assessment		

Course Description

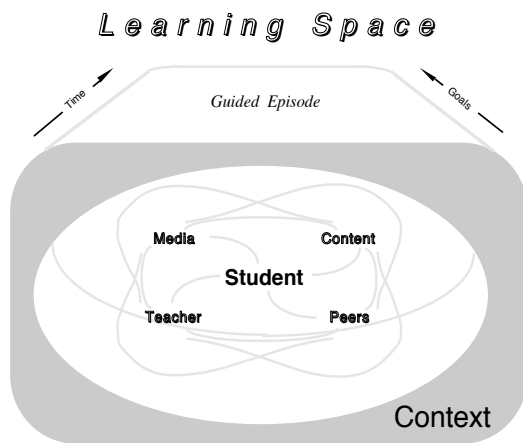


Figure 1

This course provides an opportunity to develop student-centered (Figure 1) materials for a specific context based on a systematic design philosophy.

Course participants are expected to engage a client external to the College of Education in the development of a complete micro level instructional product or a module of a larger macro level instructional product. Course participants are expected to transform the conceptual process of instructional systems design: "ADDIE," into an operational model appropriate for the client's context.

Purpose The purpose of this course is to provide opportunities to construct, critique, and reflect on procedures and artifacts that facilitate the instructional development process.

Instructional Goals During this course, each student will be expected to:

- 1. Critique an Instructional Development Model**
 - a. Survey a variety of instructional development models.
 - b. Identify descriptive aspects of instructional development models.
 - c. Identify prescriptive aspects of instructional development models.
 - d. Deconstruct an instructional development model based on its conceptual, theoretical, and operational orientations.
- 2. Develop Episodes of Guided Learning**
 - a. Compose an Analysis Summary.
 - b. Construct a Design Brief.
 - c. Generate appropriate Learning Materials.
 - d. Prepare an Implementation Strategy.
 - e. Create an Evaluation Plan.
- 3. Construct an Instructional Development Artifact**
 - a. Identify artifacts that support instructional development.
 - b. Facilitate the instructional development process.
 - c. Create an instructional development tool.

Course Requirements

This course adopts a professional seminar approach. Each participant is expected to attend all scheduled meetings. The participants should be prepared to discuss topical issues and contribute data, information and knowledge in a timely way. During this course, students have the opportunity to design, evaluate, critique and defend instructional development theory and practice. The Course Schedule proposes an orderly and logical sequence of development; however, the schedule will be adjusted by consensus, if required. Grades are awarded based on points earned for the following required course work: (1) a *Critique of an Instructional Development Model*, (2) an *Instructional Product*, and (3) an *Instructional Development Artifact*.

Requirement #1: Critique of an Instructional Development Model (20% of course grade)

The purpose of the *Critique* is to test your ability to accurately abstract, organize and present **essential** information from the author's perspective. The goal is to present a review of a published instructional development model.

The *Critique of an Instructional Development Model* is an open book, asynchronous exercise; however, you are expected to work independently. You are encouraged to consult any source, including the author. Your critique must be reviewed by a minimum of two peers prior to submitting to the instructor for a grade. The result of this exercise is a poster presentation in a simulated concurrent session of a professional scholarly conference.

Requirement #2: Instructional Product (60% of course grade) [Team Project]

The purpose of generating an *instructional product* is to simulate authentic instructional development. The goal is to develop a new episode or sequence of episodes of guided learning.

A detailed record of how a systematic development process was used to design the episode(s) of guided learning should accompany the *instructional product*. The record of the instructional development process should be descriptive and prescriptive. The instructional product is a **team project** constructed through small-group activities; and is based on instructional systems design. Each student is required to work within a design team. Time for design team meetings are provided during class, however, students are also expected to meet as a design team outside of class. The schedule is arranged to accommodate design team meetings outside of class.

Requirement #3: Instructional Development Artifact (20% of course grade)

The purpose of constructing an *Instructional Development Artifact* is to practice enhancing the instructional development process. The goal is to create a tool that facilitates the generation of new episodes of guided learning.

The *Artifact* is an actual item that promotes the systematic development process in a tangible way, and becomes a component in the process to develop episodes of guided learning. Time for generating the instructional development artifact is incorporated into class meeting time; however, students are also expected to work on the artifacts outside of class. The schedule is arranged to accommodate work on artifacts outside of class.

Supplemental Information

- Branch, R. (1999). Instructional design: A conceptual parallel processor for navigating learning space. In J. van den Akker, R. Branch, K. L. Gustafson, N. Nieveen, & T. Plomp (Eds.), *Design approaches and tools in education and training*. Dordrecht, The Netherlands: Kluwer Academic Publishers.
- Gustafson, K. L., & Branch, R. (2002). *Survey of instructional development models, 4th ed.* Syracuse, New York: ERIC Clearinghouse on Information and Technology, Syracuse University. (IR - 114) [**Course Text**].
- Gordan, J., & Zemke, R. (2000). The attack on ISD. *Training*.
- Howe, R. J., & Pearlstein, G. (1995). Shortcuts for pilot testing instructional materials. *Performance and Instruction, 34*(2), 34-37.
- Richey, R. C., Fields, D. C., & Foxon, M. (2001). *Instructional design competencies: The standards 3rd ed.* Syracuse, New York: ERIC Clearinghouse on Information and Technology, Syracuse University. (IR - 111)
- White, B. S., & Branch, R. (2001). Systematic pilot testing as a step in the instructional design process of corporate training and development. *Performance Improvement Quarterly, 14*(3), 75-94.
- Zemke, R., & Rossett, A. (2002). A hard look at ISD. *Training*,

Supplemental Information are books, book chapters and articles that supplement the information presented during class. Required Readings are available from the Office of Information Technology, except the Course Text. Job aids, handouts, and additional information are located at the course Web site.

Course Work Record Name _____

Due Date	Available Points	Points Earned
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1. Instructional Development Model Critique (20 points)

Poster Presentation Mar 31 20 _____

2. Instructional Product [Team] (60 points)

Analysis Summary Feb 1 15 _____

Design Brief Feb 15 10 _____

Development Document Mar 22 20 _____

Implementation Strategy Apr 5 10 _____

Evaluation Plan Apr 19 5 _____

3. Instructional Development Artifact (20 points)

Artifact Delivered Mar 8 20 _____

Total = 100 _____

Grade _____

Grading Scale

0 - 60 = **F**

61 - 70 = **D**

71 - 80 = **C**

81 - 90 = **B**

91 - 100 = **A**