



# The University of Georgia

College of Education  
Department of Educational Psychology and Instructional Technology

## Instructional Development

<http://webct.uga.edu>

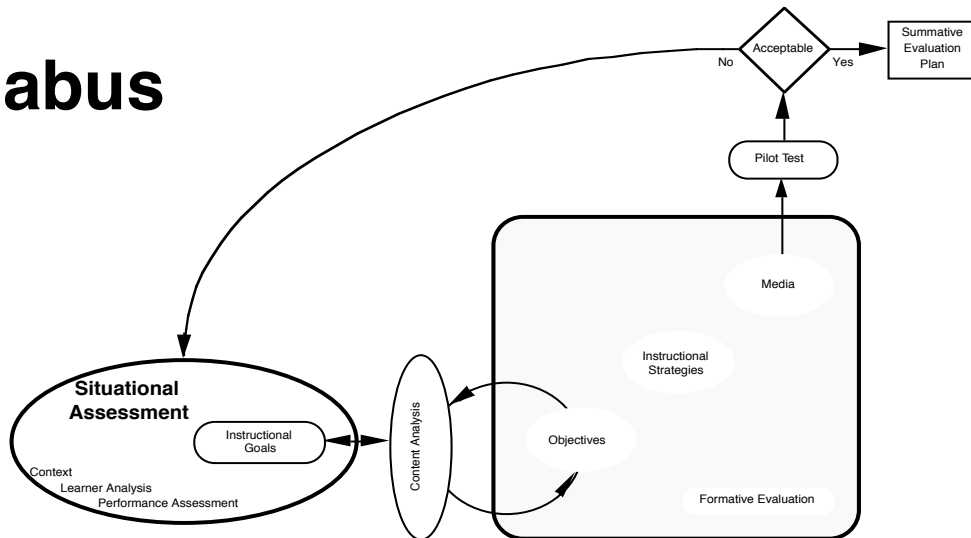
**EDIT 6180**

Monday 4:40 – 7:40 pm

**Spring 2007**

3 Credits

## Syllabus



**Instructor** Dr. Rob Branch [rbranch@uga.edu](mailto:rbranch@uga.edu)  
Office: 604D Aderhold Tel. (706) 542-3810

**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 to construct, critique, and reflect on products related to instructional development.

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

## Goals

During this course, each student will be expected to:

1. **Critique a Taxonomy for Categorizing Instructional Development Models**
  - a. Interpret the characteristics of a selected taxonomy.
  - b. Use a taxonomy to categorize selected instructional development models.
  - c. Compose an opinion essay about the utility of a selected taxonomy.
2. **Review an Instructional Development Model**
  - d. Survey a variety of instructional development models.
  - e. Identify descriptive aspects of instructional development models.
  - f. Identify prescriptive aspects of instructional development models.
  - g. Deconstruct a single instructional development model.
3. **Develop Episodes of Guided Learning**
  - h. Compose an analysis summary.
  - i. Construct a design brief.
  - j. Develop instructional materials.
  - k. Conduct formative evaluations
  - l. Prepare an implementation strategy.

## Course Readings

- Branch, R. (in press). Survey of instructional development (ID) models. *Journal of China Educational Technology*.
- 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 Textbook**].
- Richey, R. C., Fields, D. C., & Foxon, M. (2001). *Instructional design competencies: The standards 3<sup>rd</sup> ed.* Syracuse, New York: ERIC Clearinghouse on Information and Technology, Syracuse University. (IR - 111)

## 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.

## Requirements

This course adopts a professional seminar approach. The course mode is flexible delivery: approximately 1/3 of the class meetings are face-to-face, 1/3 of the class meetings are convened online synchronously, and 1/3 of the class is conducted online asynchronously.

We will use *Horizon Wimba Live Classroom* for our online synchronous meetings. Live Classroom is an online, virtual classroom where we can collaborate with one another via two-way audio. You will need a computer headset with microphone. Cell phone and radio headsets will not work properly. The Live Classroom is accessible through our course WebCT site. Make sure the computer you will use for class is set up properly for this technology prior to our first class meeting. We urge you to log in to WebCT and enter our course at least two days before our first session. Select the Live Classroom icon, then on one of the room names. This will prompt you to start the Setup Wizard. It is important to run the Setup Wizard early, just in case you need to download software updates. These updates can sometimes take up to an hour to load over a dial-up connection. Please contact Student Technology Support at 706-542-3333 or [sts@uga.edu](mailto:sts@uga.edu) if you have any problems working through the Setup Wizard.

Each student is expected to attend all meetings. Students should be prepared to discuss topical issues and contribute data, information and knowledge in a timely way. During this course, students will have the opportunity to design, evaluate, critique and defend instructional development theory and practice. 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.

Grades are awarded based on points earned for the following required course work: (1) *Discussion Posting* (2) a *Review of an Instructional Development Model*, (3) and an *Instructional Product*. The purpose for each requirement is presented below. Details for each course requirement are located at the course WebCT site.

**Requirement #1: Discussion Posting (20%)**

The purpose of the Discussion Posting is to provide an opportunity for you to share your perspectives about selected instructional development topics. The content you post should be based on the course readings and other published sources. The goal is for students to independently learn about fundamental information related to instructional development.

**Requirement #2: Instructional Development Model Review (30%)**

The purpose of the *Review* is to test your ability to abstract, organize and present *essential* information about an instructional development model. The goal is to present a review of a published instructional development model. This is an open book, asynchronous exercise. While this is an individual assignment, you are encouraged to consult any source, including the author of the model you critique.

**Requirement #3: Instructional Product [Team Project] (50%)**

The purpose of developing an *instructional product* is to simulate authentic instructional development. The goal is to develop a course or unit of instruction for a client outside the College of Education. The instructional product is a *team project* developed through small-group activities; and based on the ADDIE paradigm. The schedule is arranged to accommodate development team meetings.

## Course Schedule

|     | Mode <sup>1</sup>     |             | Topic                                 | Due                   |                               |
|-----|-----------------------|-------------|---------------------------------------|-----------------------|-------------------------------|
| 1.  |                       | January 8   | Course Introduction                   |                       |                               |
|     | <i>Holiday</i>        | January 15  | <i>No Meeting</i>                     | Discussion Posting    | Branch (in press)             |
| 2.  |                       | January 22  | Line-of-Sight                         |                       |                               |
| 3.  |                       | January 29  | Managing Client Expectations          | Analysis Summary      |                               |
| 4.  | <i>(Asynchronous)</i> | February 5  | Comparing ID Models                   |                       | Gustafson and Branch (2002)   |
| 5.  | <i>(Asynchronous)</i> | February 12 | Client Consultation                   | Design Brief          |                               |
| 6.  |                       | February 19 | Instructional Design Competencies     |                       | Richey, Fields & Foxon (2001) |
| 7.  | <i>(Asynchronous)</i> | February 26 | Team Development Activity             |                       |                               |
| 8.  | <i>Horizon</i>        | March 5     | Student Presentations                 | ID Model Review       |                               |
|     | <i>Spring Break</i>   | March 12    | <i>No Meeting</i>                     |                       |                               |
| 9.  | <i>Horizon</i>        | March 19    | Student Presentations                 |                       |                               |
| 10. | <i>(Asynchronous)</i> | March 26    | Team Development Activity             |                       |                               |
| 11. | <i>Horizon</i>        | April 2     | <i>[Topic Determined by Students]</i> |                       |                               |
| 12. | <i>(Asynchronous)</i> | April 9     | Team Development Activity             |                       |                               |
| 13. | <i>(Asynchronous)</i> | April 16    | Team Development Activity             |                       |                               |
| 14. |                       | April 23    | Independent Consultation              | Instructional Product |                               |
| 15. |                       | April 30    | Course Summary & Assessment           |                       |                               |

<sup>1</sup> All online synchronous meetings will convene using Horizon Wimba.

## Point Allocations for Assignments

|                                                              | Due            | Points       | Earned |
|--------------------------------------------------------------|----------------|--------------|--------|
| 1. <b>Discussion Posting</b> (20 points)                     | January 16     | 20           | _____  |
| 2. <b>Instructional Development Model Review</b> (30 points) | March 5        | 30           | _____  |
| 3. <b>Instructional Product</b> [ <i>Team</i> ] (50 points)  |                |              |        |
| Analysis Summary                                             | January 29     | 10           | _____  |
| Design Brief                                                 | February 12    | 10           | _____  |
| Instructional Product                                        | April 23       | 30           | _____  |
|                                                              |                |              | _____  |
|                                                              | <b>Total =</b> | 100          | _____  |
|                                                              |                | <b>Grade</b> | _____  |

### Grading Scale

A = 98 - 100  
A- = 95 - 97  
B+ = 92 - 94  
B = 89 - 91  
B- = 86 - 88  
C+ = 82 - 85  
C = 79 - 81  
C- = 76 - 78  
D+ = 72 - 75  
D = 69 - 71  
D- = 66 - 68  
F = 0 - 65

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