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# The University of Georgia

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College of Education  
*Instructional Psychology, Training and Technology*

## Instructional Design

<b>Course Number</b>	EDIT 4170
<b>Semester</b>	Spring 2003
<b>Meeting Times</b>	Thursdays, 8 – 10:45 PM
<b>Instructor</b>	Elinor Greene, Ph.D. The University of Georgia - Gwinnett University Center 1000 University Center Lane Lawrenceville, Georgia 30043 Phone: (678) 407-5203, Email: <a href="mailto:egreene@coe.uga.edu">egreene@coe.uga.edu</a>
<b>Office Hours</b>	Weekdays and by appointment
<b>Special Circumstances</b>	Students requiring special consideration because of some disability are encouraged to contact the course instructor at his or her earliest convenience.
<b>Course Text</b>	Mager, R. <b>Preparing Instructional Objectives, A critical tool in the development of effective instruction</b> , 2 <sup>nd</sup> edition. CEP Press. Atlanta, GA  Dick, W., Carey, L., & Carey, J. <b>The Systematic Design of Instruction</b> , 6 <sup>th</sup> Edition. New York: Harper Collins Publishers.
<b>Course Description</b>	<p>This course examines the concepts and principles involved in curriculum planning and course development. Recent studies, trends, competencies, and standards of development in competency-based training are included. Each student will be required to develop a program outlining course descriptions and units in an area of specialization. The principles required for the design of instructionally sound training courses and seminars drive the focus of this course. Topics include needs and task analysis, learning objectives, testing criteria, instructional sequencing, methods and media selection, instructional strategies, and program evaluation. The course is theoretically grounded in educational psychology and learning theory. Students use these principles and theory to produce instructional materials.</p> <p>The concepts and tools required for the design of instructionally sound learning materials drive the focus of this course. Students will use these concepts and tools to produce instructional materials.</p>

<b>Course Format</b>	<p>The first part of each class will be used for instructor and student presentations. Everyone in the class will make a short presentation on a selected topic. At the end of the student presentation, you will be asked to provide written, constructive feedback to your classmate(s) with regard to organization, presentation, objectives, instructional activities, class participation, and instructional value.</p> <p>The rest of the class period will be used for discussion and work on the assignments. Instructional designers typically work in design teams to develop systematically designed materials. Designers require interpersonal skills to achieve effective, efficient, and creative solutions that result in successful and competent learners. You will use the team approach on several of the assignments.</p>
<b>Course Strategy</b>	Students will develop basic skills and knowledge through assigned readings and exercises. They will develop application skills through work on development projects. They will increase confidence through individual presentations and by giving and receiving constructive feedback.
<b>Course Goals</b>	The students will generate the design of a course, course units, and lessons using an information-processing model of instructional design. They will be able to state the relationship of design variables and instructional strategies to current thinking in cognitive psychology.
<b>Course Objectives</b>	<p>The student will be able to demonstrate the following competencies in the analysis, design, development, and evaluation of an instructional design project:</p> <ul style="list-style-type: none"> <li>• Identify an actual or anticipated instructional deficiency</li> <li>• Plan a needs assessment</li> <li>• Conduct an instructional analysis</li> <li>• Analyze learners and instructional context</li> <li>• Specify performance objectives</li> <li>• Generate criterion referenced tests</li> <li>• Select and design instructional strategies</li> <li>• Select and design instructional media</li> <li>• Construct a prototype instructional module</li> <li>• Plan formative evaluation procedures</li> <li>• Specify formative revisions</li> </ul>
<b>Course Requirements</b>	Students are expected to attend scheduled classes and complete readings and assignments by the assigned dates.
<b>Course Grades</b>	Letter grades will be assigned based on the percentage of total points received (90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, <60=F).

## Course Schedule

Date	Episode	Due	
		Chapter	Assgn.
Class 1 8/19	Developing community The role of the instructional designer Overview of instructional design		
Class 2 8/26	The systems approach to instructional design The information processing model <i>Finalize presentation topics and dates</i>	1, 2	
Class 3 9/2	Mastery learning vs. normative paradigm Generate performance objectives Generate criterion-referenced tests	Mager, whole Book	
Class 4 9/9	Assessing business needs The relationship of needs assessment and return on investment (ROI) Conduct learner and context analysis Conduct goal analysis <i>Select projects and project teams</i>	3, 4, 5	B
Class 5 9/16	Conduct task analysis Instructional Curriculum Mapping – the relationship among course, unit, and lesson maps		
Class 6 9/23	Multicultural diversity and its implications for ISD Motivation and its role in instructional design Adult learning and instructional design	8	
Class 7 9/30	Instructional strategies for different learning outcomes Interactive learning techniques		C
Class 8 10/7	Conduct media analysis Develop prescriptions for learning	9	
Class 9 10/14	Develop instructional materials Distributed learning environments Learner control and individualized instruction Considerations for the design of leader-led instruction		D
Class 10 10/21	Storyboarding for CBT/ WBT Scripting for video		
10/28	Holiday, Fall Break		
Class 11 11/4	Adult learning and instructional design		
Class 12 11/11	Conduct formative evaluation and revisions Conduct alpha and beta testing for CBT/ WBT	10, 11	
Class 13 11/18	<b>Implementation:</b> Schedule learners, facilitators, classrooms	12	
11/25	Holiday, Thanksgiving		
Class 14 12/2	Conduct summative evaluation Analyze evaluation results Levels of evaluation		E
Class 15 12/9	Class summary. Open topic.		

## Course Assignments

- A. Presentation** Plan and present a formal presentation on a selected topic. Your presentation strategy should include the events of instruction. It is not necessary to include all events but a rationale should be included for events omitted. Creativity is encouraged. Presentations should be limited to 30 minutes. **Team or individual project.**
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- B. Objectives and Tests** Write five examples of objectives for different types of learning outcomes and a sample test item for each objective. These may be in any subject area of your choice. **Individual project.**
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- C. Course Description and Course, Unit and Lesson Maps** Describe a course you are going to design, including the course title, the target audience, the learning context, the estimated length of the course, and a brief description of the course. Describe the need for such a course and your rationale for developing the course. Include the costs associated with the performance deficiency and the potential costs of not solving the problem.
- Develop a course level instructional curriculum map (ICM) showing the relationships among the terminal, unit, and lesson objectives. Write a terminal course objective, terminal unit objectives, terminal lesson objectives, and enabling objectives. Include a description of how you would assess attainment of these objectives. **Team or Individual Project.**
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- D. Lesson Plan** Select and develop one lesson using the lesson planning worksheet. Include prescriptions for instruction, media decision, and assessment instruments. Attach your lesson map to this deliverable. **Individual project.**
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- E. Prototype Lesson** Construct a prototype lesson including instructor and student materials, procedures, and tests. This assignment is the instructional module, in as complete a form as possible. Write a report including a rationale for what had to be changed from the previous assignment, and why. Include a description of how you would conduct formative evaluation, what changes might have to be made as a result, and why. Link these changes to the appropriate phase in the instructional design model. Attach your lesson plan to this deliverable. **Individual project.**
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## Criteria for Evaluating Assignments

<b>A. Class Presentation</b>	<b>Points</b>
1. Objectives are appropriate for the presentation.	20
2. Presentation is organized.	10
3. Presentation is creative.	10
4. Events of instruction were used in planning and delivery.	20
5. Rational was provided for inclusion or omission of events.	20
6. Objectives were achieved.	20
<b>Total points possible:</b>	<b>100</b>

<b>B. Objectives and Tests</b>	
1. Objectives are written correctly for the learning outcome.	20
2. Objectives are measurable.	40
3. Test items for each objective are appropriate.	40
<b>Total points possible:</b>	<b>100</b>

<b>C. Course Description and Maps</b>	
1. Descriptions of the course, the target audience, and the context are clearly written.	10
2. Learner analysis includes multicultural diversity issues.	10
3. Rational for the course includes costs associated with fixing or not fixing the problem.	10
4. Course-level objectives are the highest order objectives in the course map.	10
5. The relationships among the course, unit, lesson, and enabling objectives are clear.	15
6. Significant entry skills or prerequisites for the lessons are noted.	10
7. Objectives are clearly written and appropriate for the required performance.	10
8. Affective objectives are clearly noted.	10
9. The assessment plan for the objectives is clear and manageable.	15
<b>Total points possible:</b>	<b>100</b>

<b>D. Lesson Plan</b>	
1. The events of instruction are reflected in the lesson activity plan.	10
2. The events are grouped into reasonable activities.	10
3. The media selected are appropriate for the learning activities.	15
4. Prescriptions for each activity are appropriate.	15
5. Practice and feedback are sufficient for learning.	15
6. Affective domain issues are taken into account.	10
7. Multicultural diversity issues are taken into account.	10
8. The performance in the tests matches the performance in the objectives.	15
<b>Total points possible:</b>	<b>100</b>

<b>E. Prototype Lesson</b>	
1. The materials follow the prescriptions from the lesson activities plan.	20
2. The tests are appropriate for the objectives of this lesson.	20
3. The lesson accounts for what the learner is expected to do to attain the new skills.	20
4. Affective domain issues are taken into account.	10
5. Multicultural diversity issues are taken into account.	10
6. Formative evaluation procedures and revisions are clearly described.	20
<b>Total points possible</b>	<b>100</b>

# Course Work Record

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Presentation Team: \_\_\_\_\_

Title of Presentation: \_\_\_\_\_

Instructional Design Team: \_\_\_\_\_

Title of Team Project: \_\_\_\_\_

Title of Individual Project: \_\_\_\_\_

Assignment	Due	Possible Points	Points Earned	Percent of Grade	Percent Earned
<b>A</b>		100	_____	10%	_____
<b>B</b>	September 9	100	_____	10%	_____
<b>C</b>	September 30	100	_____	30%	_____
<b>D</b>	October 14	100	_____	10%	_____
<b>E</b>	December 2	100	_____	40%	_____
<b>TOTAL:</b>		500	_____	100%	_____%

**Grading Scale**  
 90 – 100% = A  
 80 – 89% = B  
 70 – 79% = C  
 60 – 69% = D  
 0 – 59% = F