

Syllabus for 1106 DETT_607_9040

Faculty Contact Information

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To ensure a timely response, please cc: me lsmith7@hotmail.com

Please visit my online office (**Instructor's Office** in the Conferences area):

Here is what you will find in my office--stop in any time!

- **E-mail Policy and Schedule** - see when you should use WebTycho's Private Messaging or e-mail and my schedule for checking messages.
- **Appointments** - request a time to meet online for chat.
- **Bulletin Board** - look for notices here (such as when I will be online for chat sessions).
- **Student Schedules** - if a family emergency, professional conference, or other important matter arises, let us know here when you will be away from class more than a day or two.

Course Introduction

- This is a 3-credit graduate course.
- Semester covers 12 weeks.
- The **course consists of 5 units of study**, covered over a **12 week term**.
- The course officially begins on ~~May 31~~, and ends on August 20.
- The last date for withdrawal without penalty is: ~~August 6, 2010~~.
- Students are encouraged to contact their instructor as needed.

Course Description

(Formerly OMDE 607.) An examination of the instructional design process, its history and place in today's course development efforts, and the use of instructional design components in practice. Emphasis is on the nature of learning and the requirements for effective instruction. The theoretical underpinnings of learning are explored and applied to the design of a prototype classroom. Management issues surrounding course and curriculum development efforts are discussed, and a comprehensive curriculum management plan is developed.

Course Goals/Objectives

The goal of this course is to provide students with an introduction to the course design and content development processes from the perspective of both the course developer and the curriculum manager.

Upon completing this course, students will be able to:

1. identify the major steps of the ID process;
2. discuss the teaching and learning philosophies that have influenced ID techniques;
3. articulate their personal philosophy of ID practice;
4. develop relevant assessment criteria for the learning environment;
5. describe the process for designing and sequencing instruction;
6. develop a comprehensive plan for managing the course development and implementation processes (This goal is not part of the course during Summer'08)
7. discuss the issues affecting the course development effort;
8. demonstrate mastery of course development concepts through the development of their prototype classroom.

Additional Readings/Materials

Required Texts

Wang, H., & Gearhart, D. D. (2006). *Designing and Developing Web-Based Instruction*. Upper Saddle River, NJ: Pearson. ISBN: 0-13-098780-8.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: APA. ISBN: 1-4338-0561-8.

Required Reading (Alphabetical)

The required readings are listed by weeks in the course schedule.

Bates, A.W., & Poole, G. (2003). *Effective teaching with technology in higher education: Foundations for success* (pp. 153-179). San Francisco: Jossey-Bass.

Bednar, A.K., Cunningham D., Duffy, T.M., & Perry, J.D. (1992). Theory into practice: How do we link? In T.M. Duffy & D.H.

Jonassen (Eds.), *Constructivism and the technology of instruction* (pp. 17-34) New Jersey: Lawrence Erlbaum Associates.

Davies, I.K. (1982). The CLER model in instructional development. *Viewpoints in Teaching and Learning*, 58, 62-69.

Gooler, D. D. (1980). Formative evaluation strategies for major instructional development projects. *Journal of Instructional Development*, 3, 7-11.

Kalyuga, S., Chandler, P., & Sweller, J. (2000). Incorporating learner experience into the design of multimedia experience. *Journal of Educational Psychology*, 92, 126-136.

Kalyuga, S., Chandler, P., & Sweller, J. (2001). Learner experience and efficiency of instructional guidance. *Educational Psychology*, 21, 5-23.

Kanuka, H. & N. Nocente (2003). Exploring the effects of personality type on perceived satisfaction with web-based learning in continuing professional development. *Distance Education*, 24(2), 227-245.

Karagiorgi, Y. & L. Symeou (2005). Translating Constructivism into Instructional Design: Potential and Limitations. *Educational Technology and Society*, 8(1), 17-27.

Keller, J.M., & Litchfield, B.C. (2002). Motivation and performance. In R.A. Reiser & J.V. Dempsey (Eds.), *Trends and issues in instructional design and technology* (pp. 83-98). Columbus: Merrill Prentice Hall.

Lebow, D. (1994). Constructivist values for instructional systems design: Five principles toward a new mindset. *Educational Technology Research and Development*, 41, 4-16.

Meyer, Carol .A. (1993). What's the difference between authentic and performance assessment? *Educational Leadership*, 51, 39-40.

Merrill, M.D. (1992). Constructivism and Instructional Design. In T.M. Duffy & D.H. Jonassen (Eds.), *Constructivism and the technology of instruction* (pp. 99 - 114). New Jersey: Lawrence Erlbaum Associates.

Moore, M. G., & Kearsley, G. (2005) *Distance education: A systems view* (2nd ed). Belmont, CA: Wadsworth (pp. 101 - 124).

Reigeluth, C.M. (1983). Current trends in task analysis: The integration of task analysis and instructional design. *Journal of Instructional Development*, 6(4), 24-35.

Sadler-Smith, E., & Smith, P. J. (2004). Strategies for accommodating individuals' styles and preferences in flexible learning programmes. *British Journal of Educational Technology*, 25(4), 395-412.

Wiley, J., & Voss, J.F. (1999). Constructing arguments from multiple sources: Tasks that promote understanding and not just memory for text. *Journal of Educational Psychology*, 91, 301-311.

Grading Information and Criteria

Grades are assigned on the following basis:

- Context analysis 15%
- Learning design 15%
- Management plan 15%
- Peer review 10%
- Prototype online course 25%
- Participation 20%

There will be a deduction for late submission of assigned work.

Project Descriptions

Your work in this course must be original for your assignments. In other words, work created in previous classes or in your outside employment is not acceptable. Resubmitted coursework (from UMUC courses or elsewhere) or material created for your employer and submitted in this course will receive a grade of "0".

**Assignment 1:
Context analysis**

Due: June 19, 2011

Context analysis (describing a context and identifying the learning need) (15% of final mark)

Goal

- Describe the organizational context for which you will be developing your **online distance-learning course (using the WebTycho Learning Management System)**. This could be the organization in which you are currently working, one that you may have worked for, or a fictitious organization.
- Identify clearly, the performance problem that is facing the organization, for which a learning solution has been identified as the best option.

The intention of the assignment is to demonstrate your ability to assess the learning challenges faced by an organization and take a systems approach to describe and justify the solution you're proposing and provide enough detail to back up your choice of approach.

Skills development

- Competence in the conduct of context and needs analysis;
- Competence in the alignment of identified problem with appropriate solution

Consider yourself to be a consultant hired to assess your target organization's current operations and propose a learning solution to an identified problem. This activity requires you to describe in some detail an organization that will serve as the context for your online distance-learning course development project. Your description of this organization should be in the form of a scenario, which has led the organization to conclude that a learning solution is their most appropriate course of action, and you are the person (as an internal or an external consultant) who is going to carry out this task for them. Be sure to describe the problem that faced the organization and why they considered a learning solution as the best course of action. See Assignment Guidelines in Course Content for additional information.

Format and length

- Use your imagination and creativity to build your scenario, which may include text, diagrams, graphics and illustrations.
- **Do not exceed 2,000 words (this includes the references).**
- **Submit your assignment as a Word document.**
- Name your file using the following format: LastnameFirstinitial_A1

Example : SmithL_A1

Assignment 2: Learning design

Due: July 10, 2011

Learning design (designing your approach to learning and teaching, and the rationale for your design) (15% of final mark)

Goal

- Develop a conceptual model or design for your online distance learning course.

Skills development

- Development of skills in the design of learning and teaching experiences;
- Cultivation of skills in operationalizing knowledge of learning theories into models of teaching and learning.

This activity is designed to engage you into articulating your knowledge and understanding of a learning theory or several learning theories that you will use as the foundation for your operational model of learning or the learning design for your online distance-learning course. Be sure to clearly articulate the theoretical foundations of your learning design and a rationale for its selection. Your design must pay attention to the following elements of any good teaching and learning transaction:

- a) Statement of assessable learning outcomes
- b) Subject matter content representation;
- c) Activation of learning and engagement of students with that subject matter content;
- d) Socialization and interaction between and among students;
- e) Assessment of learning outcomes; and
- f) Provision of feedback to students

See Assignment Guidelines in Course Content for additional information.

Format and length

- Use your imagination and creativity develop and present your learning design, which may include, text, diagrams, concept maps, graphics and illustrations.
- **Do not exceed 2,000 words (this includes the references).**
- Submit your assignment as a Word document .
- Name your file using the following format: LastnameFirstinitial_A2

Example : SmithL_A2

Assignment 3: Management Plan

Due: July 31, 2011

Goal

- Develop a management plan for course development and implementation

Prepare a management plan for full course development and implementation (15% of final mark)

Skills development

- Competence in identifying key issues in course development and implementation
- Competence in project planning
- Competence in communicating project details in order to inform decision makers and elicit their support

This assignment requires you to demonstrate understanding of management issues related 1) to course development within an organization, and 2) the implementation process. You are developing a **prototype course** ; however, full development of the course may require the involvement of additional persons with specialized expertise. Resources not currently available may have to be allocated for course development and implementation. During implementation, your organization may face challenges to be overcome if the project is to succeed in meeting its objectives. In addition, you will need to address building the course using the learning management system available to the organization (WebTycho is owned by UMUC and only available for university use in its courses).

Considerations for your plan : Relate your management plan to your earlier context analysis and learning plan. In **developing your management plan, identify the steps needed to complete the project and the resources required to fully develop and implement the course. Focus on the steps needed in the instructional design process** . What are the alternatives, which one(s) would you recommend, and what is the basis for your recommendations? How can the challenges be overcome? Are the benefits to be gained expected to outweigh the costs (resources, time, etc.) for course development and implementation?

See Assignment Guidelines in Course Content for additional information.

Format and length

- Use your imagination and creativity to develop and present your management plan, which may include text, diagrams, graphics and illustrations in a **PowerPoint presentation**.
- You can use audio and visual files to complete the Power Point assignment - **but they are not required**. Be as creative as you like in your problem solving. The goal is to be thorough in your analysis for management.
- There is no required length, but **assume you would have approximately 15 minutes to present your plan**.
- **Submit your assignment as a PowerPoint document**.
- Name your file using the following format:
LastnameFirstinitial_A3

Example : SmithL_A3

Assignment 4: Peer Review Goal

Due: August 17, 2011

- **Conduct a peer review as part of a formative evaluation of a prototype online distance learning course.**

Peer review of a prototype online course (10% of final mark)

Skills development

- Transfer of theoretical knowledge into practice;
- Hands-on experience in reviewing the design of an online distance learning course.

Feedback to course designers is an important part of the instructional design process. In a full design process, formative evaluation includes test runs of a course using typical learners as test subjects. Prior to course testing, members of a design team can conduct a review of the course site and provide feedback on the quality of course elements, consistency, completeness, attractiveness, and other aspects of good course design relative to the targeted learner group.

Your peer review of classmate's prototype course will provide a formative evaluation for this stage of course development. Peer reviews will be based on complete drafts of prototype courses (due on November 24). In order to enhance the simulation of a course development process, course designers will be able to use the peer review feedback to make final adjustments to their courses before they are submitted for grading.

Format and length

- See **Assignment Guidelines in Course Content** for additional detail and a **Peer Review Template**.
- **Submit your assignment as a Word document.**
- Name your file **using the following format: LastnameFirstinitial_A4**

Example : SmithL_A4

Where to submit

1. **Submit your assignment in the Assignments area.**
2. **Post a copy of your document in your course designer's FEEDBACK Conference.**

Assignment 5: Prototype online course

Draft Due: August 14, 2011
Final Due: August 20, 2011

Development of your own online distance learning course (on WebTycho) (25% of final mark)

Goal

- **Develop your own online distance learning course using WebTycho, which is** the learning management system you are using in this course.

Skills development

- Transfer of theoretical knowledge into practice;
- Hands-on experience in the design of an online distance learning course.

You will be given access as an instructor to your own WebTycho course 'shell' on the development server at UMUC. You are asked to develop an online course because it makes sense within the current delivery environment of the program and because we have the capabilities to provide you with the resources. Your task will be to build the course that

you have proposed as part of the requirements for Assignment 2. However, do not assume that your course should look like DETT607 (or any other one you may have taken in the MDE program). These live courses were not designed specifically to be show cases of distance learning courses.

Given the constraints of time, you are not required to fully implement your learning design. The course should be considered a prototype. It should be complete in that it has a set of specific learning objectives, contains sufficient course content and activities for students to achieve the learning objectives, and includes assessment(s) to determine whether or not the students have achieved the learning objectives. The prototype should take an average student about 10-20 hours to complete all the assigned activities. Refer closely to the rubric provided below to ensure that you comply with all the prescribed criteria.

You will have access to everyone's prototype courses to offer feedback and advice on each other's work. You must be able to explain to your peers and your instructors, all your decisions regarding your selection of learning and instructional strategies, utilization of the capabilities of WebTycho for presenting learning outcomes and content, supporting student learning and their engagement with the subject matter content, assessing learning outcomes and providing feedback to learners.

The feedback you provide to your colleagues will also count towards your grade for this course. We will be reviewing each course throughout its development to monitor your contributions and participation as a reviewer in the courses of your classmates.

Peer reviews will be based on a complete draft of your prototype course (your draft due August 14, peer reviews due on August 17). In order to enhance the simulation of a course development process, you will be able to use the peer review feedback to make final adjustments to your course before it is submitted for grading.

Where to submit:

1. **When your complete draft course is ready for peer review, please notify your assigned peer reviewer (no later August 14).**
2. **When your prototype course is ready for grading, please submit a message in your Assignment area--"Course ready for grading".**

Course Schedule

<input checked="" type="checkbox"/>	Action	Activity/Assignment	Gradebook ID	Max Points
Pre-Week				
	Read	START HERE (before you read other Week 1 materials)		
	Post	1. Introduction information described in START HERE 2. Conference "What I think instructional design is"		
Module 1 - Introduction				
Week 1 – May 31-June 5				
	Read	START HERE (before you read other Week 1 materials) Also, follow instructions in Conference "What I think instructional design is" Module 1 - Introduction Wang: Ch. 1 Introduction (pp. 2-12) Morrison et al.: Ch. 1 Introduction to the Instructional Design Process (pp. 1-25) Reigeluth (1983). <i>Current trends in task analysis: The integration of task analysis and instructional design.</i> (pp. 24-35)		
	Post	Module 1 – Week 1 Conference participation	P1	2
Module 2 – Context Analysis				
Week 2 – June 6-12				
	Read	Module 2 - Analysis Wang: Ch. 2 Instructional Design for Web-Based Instruction (pp. 13-30) Morrison et al.: Ch. 2 Identifying the Need for Instruction (pp. 28-51) Lebow, (1994). <i>Constructivist values for instructional systems design: Five principles toward a new mindset</i> (pp 4-14)		
	Post	Module 2 - Week 2 Conference participation	P2	2
Week 3 – June 13-19				
	Read	Wang: Ch. 3 Assessment in Web-Based Instruction (pp. 31-57) Sadler-Smith, & Smith, (2004). <i>Strategies for accommodating individuals' styles and preferences in flexible learning programs</i> (pp. 395-412) Kanuka, & Nocente (2003). <i>Exploring the effects of</i>		

		<i>personality type on perceived satisfaction with web-based learning in continuing professional development (pp. 227-241)</i>		
	Post	Module 2 - Week 3 Conference participation	P3	2
	Submit	Assignment 1: Context Analysis (June 19)	A1	15
Module 3 – Learning Design				
Week 4 – June 20-26				
	Read	Module 3 - Design		
		Davies, (1982). <i>The CLER model in instructional development</i> (pp. 62-69)		
		Bednar, Cunningham, Duffy, & Perry (1992). <i>Theory into practice: How do we link?</i> (pp. 2-31)		
		Merrill, (1992). <i>Constructivism and Instructional Design</i> (pp. 99-114)		
		Karagiorgi, & Symeou (2005). <i>Translating Constructivism into Instructional Design: Potential and Limitations</i> (pp. 17-27)		
	Post	Module 3 - Week 4 Conference participation	P4	2
Week 5 – June 27 – July 3				
	Read	Wang: Ch. 4 Interacting with Learners (pp. 60-92)		
		Wang: Ch. 5 Making Content Interactive (pp. 96-119)		
		Keller & Litchfield (2002). <i>Motivation and performance.</i> (pp. 83-98)		
		Sadler-Smith, & Smith, (2004). <i>Strategies for accommodating individuals' styles and preferences in flexible learning programs</i> (p. 395-412)		
	Post	Module 3 - Week 5 Conference participation	P5	2
Week 6 – July 4-10				
	Read	Wang: Ch. 6 Instructional Hypermedia Design (pp. 121-154)		
		Wang: Ch. 7 Multimedia for Web-Based Instruction (pp. 156-188)		
		Kalyuga, Chandler, & Sweller, (2000). <i>Incorporating learner experience into the design of multimedia experience</i> (pp. 126-136)		
	Post	Module 3 - Week 6 Conference participation	P6	2
	Submit	Assignment 2: Learning Design (July 10)	A2	15
Module 4 – Course Development				
Week 7 – July 11-17				
	Read	Module 4 - Development		
		Wang: Ch. 8 Copyright and Intellectual Property (pp. 191-206)		
		Wang: Ch. 10 Utilizing Web Resources (pp. 243-271)		
		Jonassen, (1988). <i>Integrating learning strategies into courseware to facilitate deeper processing</i> (pp. 151-178)		
		Wiley, & Voss, (1999). <i>Constructing arguments from multiple sources: Tasks that promote understanding and not just memory for text</i> (pp. 301-311)		
	Post	Module 4 - Week 7 Conference participation	P7	2
Week 8 – July 18-24				
	Read	Wang: Ch. 9 Course Management Systems (pp. 207 –		

		241)		
		Wang: Ch. 11 Policy and Management for Web-Based Instruction (pp. 273-285)		
		Kirschner, Sweller, & Clark. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discover, problem-based, experiential, and inquiry-based teaching (pp. 75-84)		
		Kalyuga, Chandler, & Sweller, (2001). <i>Learner experience and efficiency of instructional guidance</i> (pp. 5-22)		
	Post	Module 4 - Week 8 Conference participation	P8	2
Week 9 – July 25-31				
	Post	Module 4 - Week 9 Conference participation	P9	1
	Submit	Assignment 3: Management Plan (July 31)	A3	15
Week 10 – August 1-7				
	Post	Module 4 - Week 10 Conference participation	P10	1
Module 5 – Formative Evaluation				
Week 11 – August 8-14				
	Read	Module 5 - Evaluation		
		Gooler, (1980). <i>Formative evaluation strategies for major instructional development projects</i> (pp. 7-11)		
	Post	Module 5 - Week 11 Conference participation	P11	1
	Notify	DRAFT Assignment 5: Online Prototype Course (August 14) “Ready for Peer Review”		
Week 12 – August 15-20				
	Post	Module 5 - Week 12 Conference participation	P12	1
	Submit	Assignment 4: Peer Review (August 17)	A4	10
	Submit	Assignment 5: Online Prototype Course (August 20)	A5	25
Wk				
3	Jun 19	Assignment 1: Context Analysis	A1	15
6	Jul 10	Assignment 2: Learning Design	A2	15
9	Jul 31	Assignment 3: Management Plan	A3	15
12	Aug 17	Assignment 4: Peer Review	A4	10
12	Aug 20	Assignment 5: Online Prototype Course	A5	25
		Total Participation	P	20
		COURSE POINTS		100