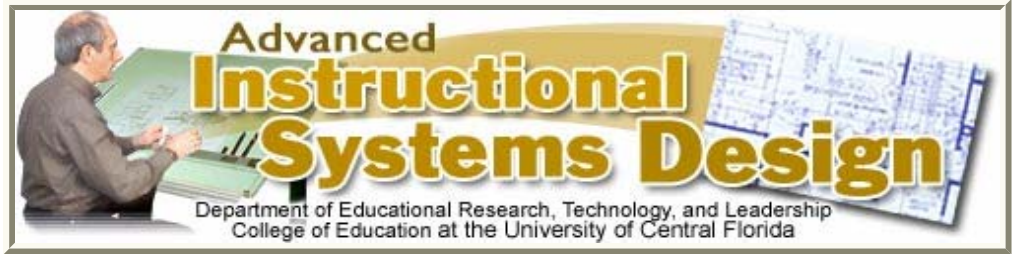


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Course Syllabus

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Course Description

"A slave to a theory is a slave, no matter how good the theory might be."

(Snelbecker cited in Reigeluth, 1999, p. 44).


An expert instructional designer can address many different training and educational situations using a variety of tools and techniques. As such, the expert must be versed in alternative instructional design theories and models. In the required prerequisite (EME6613: Instructional Systems Design), you learned how to apply one particular instructional design model; either the Dick and Carey, Smith and Ragan, or Kemp and Morrison design model.

In this course, we will examine alternative design models, analysis techniques, and instructional theories. Specifically, we will:

- a. distinguish instructional design models, learning theories and instructional theories;
- b. compare and contrast instructional design models;
- c. analyze and apply alternative analysis techniques;
- d. analyze and discuss different instructional theories;
- e. apply several theories to design and develop alternative versions of an instructional units; and
- f. examine methods for researching instructional theories.

Course Metaphor

You may have already noticed that an architecture metaphor is being used to convey the notion that educators and instructional designers are knowledge architects; they survey the land (conduct analysis), create blue prints (design treatment plans) and construct (develop) environments to facilitate learning and the construction of knowledge. Table 1 delineates the intended meaning of various graphics and icons used throughout the course to apply the metaphor.

| Architecture Metaphor | Course Features |
|--|--|
|  Drawing Table/ Desk | Links Instructional Units |
|  Book Shelf | Link to Supplemental Reading Materials |
|  Computer | Link to Assignments and Activities |
|  Post-it Note | Link to Grades |
|  Phone | Link To WebCT E-mail Contact list |
|  Wall Calendar | Link to Course Calendar |
|  Cork Board | Link to Course Bulletin Board |






| | |
|---|---|
|  Presentation Screen | Link to WebCT Student Presentations |
|  Meeting Room Door | Link to WebCT Chat |
|  Tools Of The Trade | Unit 1 Icon - Course Overview And Terminology |
|  Construction Techniques | Unit 2 Icon - Instructional Design Models |
|  Surveying | Unit 3 Icon - Alternative Analysis Techniques |
|  Choosing A Style | Unit 4 Icon - Instructional Design Theories |
|  Designing The Blueprints | Unit 5 Icon - Application Of Theories And Models (Part 1 Design) |
|  Constructing The Building | Unit 6 Icon - Application Of Theories And Models (Part 2 Development) |
|  Touch Up's And Maintenance | Unit 7 Icon - Formative Research And Theory Development |

Table 1: Key concepts associated with the course metaphor.

Please Note: It is our intention to use the image of the Architect's Office found on the

course homepage as the primary user interface in the near future. However, at this time, WebCT limits our ability to apply image maps and deploy innovative user interfaces. Access to course features are now provided under the Course Menu. Application of the architecture metaphor is now restricted to unit icons and banners that are designed to better understand the nature of each instructional unit.

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Contact Information (Spring, 2004)

| | |
|---|--|
| <p>Atsusi "2c" Hirumi, Ph.D. Associate Professor Education Complex, Room 320c Instructional Technology University of Central Florida 407.823.1760 work 407.417.1154 cell 407.323.2497 fax hirumi@mail.ucf.edu</p> | <p>Office Hours Mondays & Wednesdays 3pm-5:00pm</p> |
|---|--|

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Roles and Responsibilities

As I continue to design, facilitate and reflect on e-learning (as a part of a totally online or a hybrid, mixed mode course), the importance of clarifying individual roles and responsibilities has become increasingly apparent. For many, e-learning can be very different than learning in traditional face-to-face (f2f) classrooms. Furthermore, student-centered approaches to design may be an often discussed, but rarely experienced concept. Due to the potential novelty of both delivery system and instructional approach, I've found it particularly important to clarify what I believe are my roles as the instructor as well as what I believe are your responsibilities as a participant in this course.

If, for any reason, you do not agree with, understand or feel that you can not meet any of the following responsibilities, please be sure to contact me as soon as possible. Also, please be sure to inform me if you feel that I am not fulfilling my responsibilities throughout the duration of the course.

As the **instructor**, my primary responsibilities are to:

- Help you access, organize, interpret and apply the concepts, tools and techniques covered in the course. In a student-centered learning environment, the instructor's primary job is to facilitate learning, not to communicate content information. To facilitate learning, I've created six instructional units that contain supplemental readings, assignments and interactions with fellow classmates that should help you interpret and apply the key concepts associated with this course

and contained in the course textbooks. I will also be available throughout the course to answer questions, provide feedback and to address your needs and interests.

- Help you monitor, assess and promote progress toward course goals and objectives by providing timely and appropriate feedback. It is believed that timely and appropriate feedback is essential, particularly when tasked with solving complex problems that are open to varied perspectives, multiple interpretations, and alternative solutions. I always strive to provide appropriate and detailed feedback to all inquiries as soon as possible. However, please note that it may take me up to a week to respond based on the nature of the inquiry. Detailed feedback on major course assignments may take up to two weeks depending on the number of course participants.
- Facilitate communications and teamwork. Electronic communications and virtual teamwork using email, bulletin board systems, and chat may be as foreign to you as student-centered learning. I recognize that you might find the logistics of completing a group project online is as challenging as and may even take away from learning the key concepts associated with systematic design. I contend that learning how to effectively communicate and work in (virtual) teams to solve problems online is essential in today's information-based, technology-driven society. As such, I've designed the assignments and activities to help you develop skills and gain further insights in these two important areas. As the instructor, I am responsible for helping you become proficient in the use of the various telecommunication tools contained in this course. I am also available to help resolve conflicts in teamwork if necessary.

As a **participant** of this course, your responsibilities are to:

- Meet all deadlines specified in the online course calendar. Due dates for all assignments and activities are posted on the WebCT course calendar. If you find any discrepancies or have any questions about due dates, please refer to the online calendar. It will contain the most up-to-date information. Assignments and activities submitted or posted after the published due dates will NOT be accepted for a grade for any reason.
- Allocate sufficient time to read and reflect on content information and to participate and complete course assignments and activities. Your performance will be directly related to the time you spend on task. As with other 3 credit hours graduate courses, this course is designed to take at least 6-10hrs of concentrated effort each week for up to 16 weeks. Of course, the exact amount of time you spend may vary based on your prior knowledge and interests. If for any reason, you feel that you can not dedicate such time to the course on a regular basis, please reconsider taking this or other graduate courses at this time.
- Contribute equitably to the group project. The proper analysis, design and development of an instructional unit requires significant contributions from all team members. You are responsible communicating regularly with teammates, completing assigned tasks and meeting team and course deadlines, submitting high quality work, and exhibiting a positive attitude toward teammates and course assignments.
- Make sure you've acquired the primary skills and knowledge covered in this course. There are many benefits to working on the primary course assignments as a team. There are also a number of individual assignments and responsibilities to encourage and distinguish individual effort. You will also be

assessed by teammates on your contributions to the course project. However, there is always the chance to rely on others to pass the course. The systematic design skills and knowledge addressed in this course is fundamental to your professional development. You are responsible for making sure that you can complete each assignment on your own even though you may not be the primary person responsible for making sure that the assignment is completed by the team.

- Actively participate in class discussions. A series of synchronous (real-time) and asynchronous (delayed time) activities have been designed to promote discussions, the sharing of ideas and the social construction of knowledge among class participants. You are responsible for participating in three required chat sessions, managing and summarize one bulletin board discussion, and actively participating in at least three other bulletin board discussions. If you are uncomfortable participating in chat, be sure to place particular emphasis on participating in the bulletin board discussions and visa versa.
- Addressing issues positively and proactively. Stuff happens. Technology is not 100% reliable, nor are people. Things also happen in everyone's personal and professional life. You are responsible for taking a positive and proactive approach toward handling such issues. Do not wait until the last minute to contact me or fellow classmates if you are experiencing any difficulties. A lot can be done to address individual needs and concerns, but only if they are known and communicated in a timely fashion.

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Required Resources

Time

Time on task is so important, it is again emphasized under required resources. Like other graduate courses, this course is designed to take approximately 150hrs — 180hrs to complete. Those who spend 10-15hrs/week on course related activities tend to do much better than those who do not. Students who:

- a. Read and synthesize the information provided online and in course textbooks, work actively with others to complete all assignments and activities, and take the initiative to pose questions to and respond to inquiries from the instructor and fellow students tend to earn A's;
- b. Access and read through the online course information and work with teammates to complete the assignments and activities tend to earn B's;
- c. Only access and rely on others to complete the assignment and activities tend to receive C's; and
- d. Do not read or keep up with posted deadlines often drop or fail the course.

Textbooks

- Reigeluth, C. M. (1999). Instructional design theories and models: A new paradigm of instructional theory. Mahwah, NJ: Lawrence Earlbaum Associates. (ISBN 8-8058-2859-1) (Required).

- Gustafson, K., & Branch, R. (1997). Survey of Instructional development Models. ERIC Clearing House on Information and Technology. (ISBN 0-937597-43-0) (Required).
- Jonassen, D. H., Tessmer, M., and Hannum, W.H. (1999). Task Analysis Methods for Instructional Design, Mahwah, NJ: Lawrence Erlbaum Associates, Publishers. (Required).

For Minimum Hardware and Software Requirements, Information about using AOL to access your course, and setting your browser up for optimal performance, please visit the Student Support Site at <http://learn.ucf.edu/>

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Course Goals & Objectives

Course Goal

Given an instructional situation, select and apply alternative analysis techniques, instructional design models and instructional theories.

Terminal And Enabling Objectives

1. Distinguish terms
 - 1.1 Define theory, model and epistemology
 - 1.2 Compare instructional, curriculum and learning theory
 - 1.3 Compare interpretist, positivist and pragmatist epistemologies
 - 1.4 Discuss differences between a theory, model and epistemology
2. Compare and contrast alternative instructional design models
 - 2.1 Analyze, describe and contrast epistemological and theoretical foundations of alternative instructional design models.
 - 2.2 Analyze, describe and contrast the purposes, process, products and outcomes of alternative instructional design models.
 - 2.3 Analyze, describe and contrast benefits and limitations of alternative instructional design models.
 - 2.4 Classify alternative instructional design models
3. Select and apply alternative analysis techniques
 - 3.1 Describe and contrast alternative analysis techniques
 - 3.2 Classify alternative analysis techniques
 - 3.3 Describe knowledge elicitation techniques
 - 3.4 Select and provide rationale for analysis technique
 - 3.5 Define and analyze instructional situation applying 3 different techniques
4. Analyze and discuss instructional theories
 - 4.1 Analyze, describe and contrast epistemological and theoretical foundations of alternative instructional design theories.
 - 4.2 Analyze, describe and contrast the purposes, processes, products and

- outcomes of alternative instructional design theories.
- 4.3 Analyze, describe and contrast benefits and limitations of alternative instructional design theories.
- 4.4 Classify alternative instructional design theories
- 4.5 Select and provide rationale for three instructional design theories
- 5. Demonstrate ability to apply alternative instructional theories by designing three versions of one instructional unit.
 - 5.1 Design three versions (instructional treatment plans) of an instructional unit based on analyses and selected theories.
 - 5.2 Identify components of an instructional treatment plan.
 - 5.3 Apply alternative instructional theories to design treatment plans
- 6. Demonstrate ability to apply alternative instructional theories by developing an instructional unit based on an alternative design.
 - 6.1 Select a treatment plan that is appropriate for your instructional goal, context and target learner population;
 - 6.2 Develop and post related instructional materials; and
 - 6.3 Reflect on, compare and contrast analysis, design and development methods
- 7. Design formative research plan and discuss current status of design theories
 - 7.1 Compare three types of formative research studies;
 - 7.2 Distinguish the purposes for conducting the three types of formative research studies;
 - 7.3 Distinguish procedures for conducting the three types of formative research studies;
 - 7.4 Identify the components of an overall formative evaluation research plan; and
 - 7.5 Identify the components of specific formative evaluation protocols.

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Assignments

To demonstrate achievement of course goals and objectives, you are to complete 6 assignments and 6 knowledge checks (aka. quizzes). Assignment 1 should be posted to your individual WebCT student presentation site. You may choose to work individually or in teams on Assignments 2-7.

If you work in teams, one copy of your team's final draft should be posted to your team's presentation site. Your personal contributions to each assignment **must** be posted to your individual presentation site. If you choose to work on assignments by yourself, all assignments should be posted to your individual WebCT student presentation site.

Due dates for each assignment and activity are posted on the WebCT course calendar. Detailed descriptions, including directions, performance criteria and examples are provided on the [Assignments Page](#) that is accessible from the Course Menu.

Grading

| Assignment | Work | Points |
|---|--------------------|---------------|
| Assignment 1 – Self Assessment & Autobiography | Individual | 50pts |
| Assignment 2 – Model Comparison Paper | Individual or Team | 100pts |
| Assignment 3 – Analysis Portfolio | Individual or Team | 150pts |
| Assignment 4 – Theory Briefs | Individual or Team | 100pts |
| Assignment 5 - Design Portfolio | Individual or Team | 150pts |
| Assignment 6 - Instructional Units (Prototypes) | Individual or Team | 100pts |
| Knowledge Checks | Individual | 50pts |
| Teamwork Evaluations | Team | 100pts |
| Total Points | | 800pts |

Grades will be assigned based on the percentage of total points you receive on course assignments.

| Letter Grade | Percentage |
|--------------|------------|
| A | 94—100% |
| A- | 90—93% |
| B+ | 87—89% |
| B | 84—86% |
| B- | 80—83% |
| C+ | 77—79% |
| C | 74—76% |
| C- | 70—73% |
| D | 60-69% |
| F | <60% |

Basic Schedule of Key Events

As a mixed mode course, EME7634 is scheduled to meet every other week starting with

the first week of the Spring term. A schedule of course topics, assignments and activities is provided below to give you a basic idea of the work expected each week. Scheduled f2f meetings are noted with a white background.

Specific start dates for each unit, as well as due dates for all assignments are provided on the online WebCT course calendar. **BE SURE** to access and follow the online WebCT course calendar to start units and complete all course assignments on time. In general, you should start units on the Sunday **BEFORE** related f2f meetings to optimize time in class.

Note: *Even the best laid plans may change due to unforeseen circumstances. Please be sure to check the online WebCT course calendar for updates and additional details. When in doubt, use the online course calendar as the authoritative source for all course activities, assignments and due dates*

Course Dates

| Week | Date | Topic | To Do |
|-------|------|---|--|
| 1 | 1/11 | Orientation And Overview | DUE: Course Preparation Checklist |
| 2 | 1/18 | Unit 1 - Basic Terminology | DUE: U1 Knowledge Check DUE: A1 Autobiography & Self-Assessment |
| 3 | 1/25 | Unit 2 - Instructional Models | DUE: U2 Knowledge Check |
| 4 | 2/1 | | DUE: A2 Model Comparison Paper. |
| 5 | 2/8 | Unit 3: Analysis Techniques | DUE: U3 Knowledge Check |
| 6 | 2/15 | | DUE: A3 Analysis Portfolio |
| 7 | 2/22 | Unit 4: Instructional Theories | DUE: U4 Knowledge Check |
| 8 | 3/1 | | DUE: A4 Theory Briefs |
| 9 | 3/8 | Unit 5: Application of Instructional Theories - Part I Design | DUE: U5 Knowledge Check |
| 10 | 3/15 | SPRING BREAK | |
| 11 | 3/22 | | DUE: A5 Design Portfolio |
| 12 | 3/29 | Unit 6: Application of Instructional Theories - Part II Development | |
| 13 | 4/5 | | |
| 14 | 4/12 | | DUE: A6 Instructional Unit |
| 15 | 4/19 | Unit 7: Research and Development | DUE: U7 Knowledge Check |
| Final | 4/26 | Final Examination | Cumulative Analysis, Discussion and Examination |

Policies & Procedures

Grading

An "**A**" represents truly superior performance on all criteria. Work is professionally prepared and represents a high conceptual level of understanding and content, over and above basic requirements. Breadth and depth of coverage, comprehensiveness, and accuracy of direct applications are outstanding, including new perspectives and original thought. Work consistently meets or exceeds "Exemplary" levels of performance as defined by the assessment rubrics for each assignment.

A "**B**" demonstrates achievement of stated performance objectives and content mastery appropriate for master's level study.

A "**C**" or below falls short of meeting minimal course standards. The student is usually given an opportunity for a rewrite. Please note that revising work is a "given" in professional writing for anybody, no matter how experienced. Students should not feel that they have failed if they are asked to rewrite; rather they should view this as an opportunity for professional growth.

Feedback

I will strive to respond to all inquiries as soon as possible. However, depending on the scope and nature of the inquiry, it may take me **up to one week** to respond. All efforts will also be made to provide feedback on course assignments and activities **within a week** after posting. However, detailed feedback on major course assignments may take **up to two weeks** depending on the number of course participants.

You are given the opportunity to post assignments before the specified due date to receive preliminary feedback from the instructor (that's me). To obtain preliminary feedback, assignments **MUST** be posted by the preliminary draft posting dates specified on the online WebCT course calendar. Assignments posted after the specified dates will not be reviewed until the assignments are due for grading. Please be sure to highlight any revisions made to assignments based on preliminary feedback so that your changes are evident.

For all technical questions related to the use of WebCT, please contact Course Development and Web Services at <http://reach.ucf.edu/support/>.

Development (D&D) Teams

In real life, teams are often tasked with design and developing instruction. Developing teamwork skills and your ability to collaborate online is one of the goals for this course. The composition of the team differs depending on the targeted delivery system (e.g., instructor-led, computer-based, video), the scope of the instruction, the expertise of individual team members, and the availability of resources. In general, instructional design and development teams are composed of a subject matter expert, an instructional designer and media specialists. Depending on the project, additional team members may include programmers, videographers, graphic artists, multimedia specialists, editors, and project managers. You are to work in teams of three to develop a unit of instruction. The purpose of forming teams is to simulate as closely as possible how teams work to develop instruction in real-life.

Forming Teams

If you want to work on assignments as a team, you are responsible for making sure you are on a team and have established communications with all team members **BEFORE** you start Unit 3. You can work on Units 1 and 2 on your own and complete Units 3-7 as a team or you may form a team earlier and complete Units 2-7 as a team. Whatever the case, you should remain on the same team through Units 3-7. I will verify all team memberships, create group presentation sites and a private group BBS discussion forum in WebCT as soon as I hear from team members.

Defining Roles and Responsibilities

Everyone is responsible for meeting all course objectives, acquiring key skills and knowledge related to the systematic design of instruction. In "real-life," members of an instructional development team typically take on specialized roles (subject matter expert, instructional designer, led developer, editor, graphic artist, etc.). To help clarify individual responsibilities and simulate real life design and development projects, each member of the team should take on specific roles and assume primary responsibility for ensuring task completion.

All team members should have some level of familiarity and interest in the subject matter to be taught. *Subject matter experts* (SMEs) are responsible for:

- a. communicating descriptions of the instructional goal, content, targeted learners and instructional context to other team members; and
- b. verifying the validity of goal, subordinate skill, learner and context analyses.

The SMEs must also be prepared to address all contextual questions related to instructional design and delivery and review all design documents and instructional materials.

One member of your team should act as the primary *Instructional Designer*. In this course, everyone acted as an instructional designer by completing an analysis of the instructional goal and by generating instructional treatment plans. The person who authored the treatment plan that was selected as the basis for development should assume the role of the primary designer. The primary designer is responsible for communicating his/her design to other development team members and for clarifying any questions.

One member of your team should take on the role as the primary *Instructional Developer*. The primary Developer is responsible for ensuring the completion of all development tasks and for compiling the results of your team's development efforts into an instructional materials. If your team chooses to design and development technology-based instruction (rather than instructor-led materials), the primary developer should take responsibility for ensuring the completion of relevant flowcharts, storyboards and prototypes. Again, each of you is responsible for acquiring the skills and knowledge associated with the Instructional Developer. The person assuming the role of the primary Developer should ensure that all development tasks are completed, but **all** members of the team should contribute equitably to the completion of each development task.

Someone on the development team should also act as the primary *graphic artist, multimedia specialist, text editor* and/or *researcher*. Depending on the nature of your instructional unit and each member's skills and knowledge, one or more members of

your team may work together to meet the following duties. Graphic artists and/or multimedia specialists are responsible for generating necessary artwork (e.g., illustrations, pictures, figures, tables) and/or multimedia elements (e.g., audio, video). Text editors ensure that all text are written in a clear and concise manner. Editors are particularly important when more than one person contributes to the development of content information. In "real-life," typically, the instructional designer takes on the primary responsibility for any necessary research related to the subject matter, learner or context. However, considering the nature of the course project, one or more team members may want to take on the primary responsibility for completing necessary research.

If, for any reason, you have less than 3 people on your team, individuals may have to take on multiple roles. If you have 3 people on a team, you may have multiple people take on the primary responsibilities associated with the instructional designer, instructional developer, graphic artist, multimedia specialists, text editor and/or researcher. However you decide to divide up the responsibilities associated with an instructional design and development team, please remember, everyone is responsible for gaining the skills and knowledge associated with an instructional designer and developer.

Group Process

To facilitate teamwork, clearly define each member's roles and responsibilities. Define tasks, due dates and make sure everyone understands who is responsible for what. Use chat, the bulletin board system, email, phone or any other means to communicate with each other. Share all relevant contact information as soon as possible and be sure to communicate any special needs and/or concerns early.

If you do experience any problems working as a team, please first attempt to work it out amongst yourselves. Focus your attention on the process and the tasks at hand. Do not point fingers and try not to blame individuals for problems. For example, rather than saying "why are you messing up," try "how can we improve what we are doing to make sure everyone completes their tasks on time and with quality?" If you feel that you've made a sincere effort, but feel that there is still a significant problem, be sure to contact me and brief me on the situation.

If for any reason, the majority of team members feel that you or anyone else on a team is not making a significant contribution to the group project, the team may choose to leave your name or other team members name off particular assignments. However, be sure that I am aware of such situation before going to such extremes. At the end of the course, each team member will be asked to complete a teamwork evaluation form for each member worth 50pts. Evaluations of an individual team member will be averaged to determine his/her score for this activity (See [Activity B: Teamwork Evaluation Forms](#) for details).

The course assignments build upon each other. That is, the products of one assignment will be used as a basis for a subsequent assignment. Therefore, it is important to note that if you form a team, the team must stay intact throughout the course of the semester. All team members MUST complete and submit a team evaluation form for each group member on the last assignment due date.

Guidelines for Submitting Assignments

The preferred way to submit an assignment is to post it as a web page in the Student

Presentation area of WebCT and send email to your instructor indicating that it has been posted. However, if you are experiencing difficulty with this method, you can also:

- Send it as an email attachment;
- Fax it;
- Mail it via regular post (aka. snail-mail); or
- Submit it in person on the designated due dates.

BE SURE to keep a backup copy of all assignments and communications!

Rewrite of Assignments

You and your team are permitted to rewrite unsatisfactory assignments (< B-) at the instructor's discretion. You must have the instructor's permission to resubmit an assignment for a regrade. The highest possible score following a rewrite is B+. Remember, you and your team may submit an assignment prior to the due date to obtain feedback and to revise your assignment before you are given a grade.

- Be sure to give your instructor **at least one week** before the DUE date if you want feedback before the DUE date.
- **No** assignments will be accepted after the posted due date *for any reason*.

Virtual Office Hours, Student-Faculty Conferences and Advising

I will hold optional virtual office hours via chat for 1-2hrs per week during posted times and dates (see Contact Information). If not one chimes in within 15 minutes of the scheduled start time, I may log off so please be sure to connect close to the posted start time. Otherwise, the preferred way to reach me is through email. If you have a desktop video camera and either CuSeeMe or Netmeeting, you may have an opportunity to communicate with me via live two-way interactive video (contact me to determine if this is possible). You may also call me at UHCL to discuss assignments, academic matters or schedule a virtual or face-to-face meeting during posted office hours (see Contact Information).

Absence

Attendance will be taken for all scheduled, required, interactive chat sessions. Attendance at the f2f course orientation is highly encouraged but optional. However, **please be sure** to contact the instructor if you can not attend the orientation. We will be developing a learning community so your insights and contribution to class discussions are considered to be important to the overall learning of the class. If for any reason, you can not attend one or more of the scheduled session, please be sure to contact your instructor. Absence from any interactive session will affect your grade for class participation. Unexcused absence from the 2 required interactive session may result in an "F" for the course.

Academic Honesty

Academic honesty is the cornerstone of the academic integrity of the university. It is the

foundation upon which the student builds personal integrity and establishes a standard of personal behavior. Because honesty and integrity are such important factors, you should be aware that failure to perform within the bounds of these ethical standards is sufficient grounds to receive a grade of "F" in this course and be recommended for suspension from UHCL.

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References

Related Textbooks

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Additional Resources

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