



Syllabus



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COURSE SYLLABUS

INST 610: Principles of Instructional Design & Educational Technology - 4 Credits

Online

Fall, 2008

September 13 - December 12; *(Thanksgiving Break: November 22-28)*

Last Updated: July 28, 2008



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Course Description

This course addresses the concepts and theories of instructional design combined with practical applications of technology in educational and corporate training environments. It focuses on using an instructional design process along with adult learning theory as a basis for the development of training programs. Additional topics include an overview of the technology used in the classroom, development of key instructional design deliverables, and research on the future trends of various educational technologies.

Prerequisites

- CMPL511, Software Tools
- Some knowledge of adult learning principles is recommended (Suggested: INST604 Learning in Adulthood and INST605, Teaching Adults, SOSC606 Educational Psychology or SOSC609 Cognition and Learning)

Learning Outcomes

By the end of this course, students will be able to:

- Develop a personal instructional design model
- Describe the instructional design process and the role it plays in developing effective instructional programs
- Compare and contrast various educational technology tools by examining their intended use in the classroom and/or how they can be used to produce multimedia instructional content
- Explain how an educational technology tool could support or detract from a pedagogical strategy while developing instruction
- Design and develop a comprehensive Instructional Design Project plan for a real or hypothetical training program using an instructional design process and integrating technology as appropriate
- Analyze the current and future trends in educational technology by examining research articles and preparing a short research paper.

Course Resources

Optional Textbook:

Designing Effective Instruction, Morrison, Ross & Kemp, 5th edition, John Wile & Sons, Inc. ISBN: 0-470-07426-4

Textbooks are available via GSC's online bookstore, MBS Direct at:

<http://bookstore.mbsdirect.net/gsc.htm> (The course-CRN number for ordering this textbook is: 10151).

Textbooks can also be purchased from MBS via phone, mail or fax. For additional information, visit the [Online Bookstore](#) section of the college web site. **Other Class Materials:**

PLEASE NOTE: It is the learner's responsibility to have purchased all required course materials before the start of the course. Learners are expected to meet all course expectations even if the shipment of a required textbook or other learning resource is delayed. Be sure to choose the shipping option that will get your text/resource delivered in a timely manner.

Blackboard Orientations

There are no face-to-face sessions for this course. If you have never taken an Online Interactive Course (OIC) at the college, we highly recommend that you attend one of the [2-hour Blackboard Orientation sessions](#) available throughout the state. If you choose not to attend a face-to-face session, you are encouraged to complete the [Online Orientation with audio](#) at your own convenience.

Course Policies

In order for this course to be successful, it is critical that all students participate in the online discussions and interact with their group members as assigned. Each week, students will be expected to respond to a discussion question and then respond to others. While the MINIMUM participation level requires students to respond to two other student postings, I believe that you will get much more from the discussions the more you participate.

It is important that you respect each others' opinions and feelings as we progress through the course. The discussions and interactions should be entered into with mutual collaboration and support.

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Teaching Philosophy

My teaching philosophy is pretty straightforward: As adult learners, I expect (demand might be a better word) that you take accountability for your own learning. If you want to explore beyond the reaches of what's covered in this course, I would be happy to support you! My teaching philosophy is the same as my learning philosophy: We only have so much time on this planet so let's learn as much as can from the people around us. I will provide you with additional resources if you ask for them and will do everything I can to provide you with the most meaningful learning experience you can possibly have as a Granite State student.

Description of Course Activities and Requirements

Discussion Boards

All modules of the course will involve group discussions. A participation evaluation rubric (a set of standards for appraising your participation and knowledge of the subject matter) will be posted as a downloadable file in the Course Overview section of the course. **Participation in the online discussions will constitute 20% of your grade.**

Research paper

Students will research an article that discusses the future trends of educational technology and provide a 3 – 5 page synopsis of the article, including whether they agree or disagree with the author and what they think the future holds. A Research Paper Rubric is available in the Course Overview section. **The Research Paper will be worth 20% of your grade.**

Instructional Design Project

During this course you will be responsible for creating an instructional design project following the Instructional Design Process known as “ADDIE”. Development will include analysis of your audience, development of course objectives and teaching strategies that incorporate technology, explanation on how you would implement and evaluate your project in a real-life setting. If you have an opportunity to design and actually implement your project, even better! During the course, you will proceed through each phase of the design project, submitting your work for review and feedback from your peers as well as the instructor. Refer to the Instructional Design Project Guidelines in Course Content > Course Overview for more information. **This project will be worth 40% of your final grade.**

Wikis, Blogs and Other Cool Technologies

As we progress through the course, you will have the opportunity to experiment with some of the latest educational technologies, including Wikis, Blogs and e-learning software. As a group, we will create a Wiki page, a blog and even play around with the development of an e-learning design. Our discussions will focus on the pros and cons of some of these new technologies and the future trends of these and other technologies. **Participation in these activities will be worth 20% of your final grade.**

Grading Percentages

Your final grade for the course will be calculated as follows:

Activity	% of Final Grade
Discussion Board Participation	20%
Research Paper	20%
Instructional Design Project	40%
Wikis, Blogs and Other Technologies	20%
Total	100%

Grades in this class will follow the scale of Granite State College, where A/4.0 is awarded for Excellent work and F/0.0 is awarded for Failure/ No credit.

Granite State College Standard Grading Scale

Grade	Percent	Grade Points	Level of Achievement
A	95-100	4.0	Excellent
A ⁻	90-94	3.67	
B ⁺	87-89	3.33	Good
B	84-86	3.0	

B ⁻	80-83	2.67	
C ⁺	77-79	2.33	
C	74-76	2.0	*Acceptable
C ⁻	70-73	1.67	†
D ⁺	67-69	1.33	Poor
D	64-66	1.00	
D ⁻	60-63	0.67	
F	≤59	0	Failure, no credit

*A grade of C or better is required to fulfill requirements in the major, minor, or general education core at GSC. Please consult the GSC catalog for details.

† A grade of C⁻ or below generally does not transfer to other academic institutions.

Course Schedule & Topics

This course consists of four modules which are outlined in detail below. Consider the information below as a guide to the flow of work for this course. Complete details of assignments are available in the course Modules. Please note that this schedule is subject to change.

Module	Assignments/Activities
Module 1: Course Overview September 13– 21	Readings: <ul style="list-style-type: none"> • Overview and Notes Pages Online Activities: <ul style="list-style-type: none"> • Post an Introduction to the Introduction Discussion Board by Wednesday. • Complete the online survey, "What is your Level of Experience with Educational Technology?" by Sunday.
Module2: Learning Theory Review September 22- 28	Readings: <ul style="list-style-type: none"> • Overview and Notes pages • Learning Theory Review (http://www.funderstanding.com/about_learning.cfm) Online Activities: <ul style="list-style-type: none"> • Online Discussion: Please post your initial response by Wednesday and at least two additional postings by Saturday.
Module 3: Incorporating Educational Technology - Why And How September 29- October 5	Readings: <ul style="list-style-type: none"> • Notes and Overview pages • Using Technology to Improve Student Achievement (http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te800.htm) (Note: This article relates to all learners, not just K-12) Online Activities: <ul style="list-style-type: none"> • • Module 3 Discussion: Respond to the Module 3 Discussion Question by Thursday. Respond to at least two additional postings by Saturday.

<p>Module 4: Introduction to the ADDIE Model</p> <p>October 6-12</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Overview and Notes Pages • Intro to Instructional System Design (http://www.nwlink.com/~donclark/hrd/sat1.html#why) <p>Online Activities:</p> <ul style="list-style-type: none"> • Proposed ISD Topic: Submit your problem via the Module 4 Assignment link by Sunday. • Main Discussion Board: Post an initial response by Thursday, respond to at least two additional postings by Saturday. • Group Discussion Boards: Refer to the Announcement page to see what group you have been assigned to. Access your Group Discussion Board and post your instructional design problem for peer feedback by Friday.
<p>Module 5: Designing A Course</p> <p>October 13-19</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Overview and Notes Pages • ISD: Design Phase (http://www.nwlink.com/~donclark/hrd/sat3.html) • Writing Instructional Objectives (http://www.naacs.org/docs/announcement/writing-objectives.pdf) <p>Online Activities:</p> <ul style="list-style-type: none"> • Group DB: Post your objectives and assessment strategies for peer review/feedback by Friday. • Main DB: Post an initial response by Thursday and respond to at least two additional postings by Sunday.
<p>Module 6: Wikis, Podcasting and Blogging</p> <p>October 20- November 2</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Overview and Notes Pages • Blogging to Learn (http://knowledgetree.flexiblelearning.net.au/edition04/pdf/Blogging_to_Learn.pdf) • Using Wikis In Education: (http://www.wikiineducation.com/display/ikiw/Four+Letter+Words+-+How+wiki+and+edit+are+making+the+Internet+a+better+teaching+tool) • Podcasting: <ul style="list-style-type: none"> ○ www.learninginhand.com/podcasting ○ http://www.apple.com/education/resources/podcastingvideos/?cid=CDM2589A-1 <p>IDP Activities:</p> <ul style="list-style-type: none"> • Continue working on your assessment strategies for your IDP. These may include quizzes, online activities, hands-on demonstrations by students. Ensure that the assessment strategy supports the learning outcomes and objectives. <p>Online Activities:</p> <p>Week 1:</p> <ul style="list-style-type: none"> • Join the instructor on a Wiki page to practice collaborating in a Wiki environment (wiki site address will be provided by 10/20) by Saturday, 10/25 • Access www.blogger.com and set up an account to create your own blog site and share it with your peers by Saturday, 10/25. <p>Week 2:</p>

	<ul style="list-style-type: none"> • Create your own Wiki page and post the link to your Wiki page to the main discussion board by Thursday, 10/30. • Main DB: Post your initial response by Thursday, 10/30 and respond to at least two additional postings by Saturday, 11/1.
Module 7: Course Development November 3-9	Readings: <ul style="list-style-type: none"> • Overview and Notes Pages • http://www.nwlink.com/~donclark/hrd/sat4.html#development Online Activities: <ul style="list-style-type: none"> • Group DB: Post your strategies for peer review/feedback by Friday. • Main DB: Post your initial response by Thursday and respond to at least two additional postings by Sunday.
Module 8: Course Implementation November 10-16	Readings: <ul style="list-style-type: none"> • Overview and Notes Pages • ISD – Implementation Phase (http://www.nwlink.com/~donclark/hrd/sat5.html#mp) Online Activities: <ul style="list-style-type: none"> • Group DB: Submit your lesson plan to your group for review/feedback by Friday, 11/12. • Main DB: Submit your initial response by Friday. Respond to at least two additional postings by Saturday, 11/13. • Begin researching educational technology articles for your research paper, which is due in Module 10.
Module 9: Evaluating your IDP November 17-11/22	Readings: <ul style="list-style-type: none"> • ISD – Evaluation Phase (http://www.nwlink.com/~donclark/hrd/sat6.html#inteval) • Why Am I Evaluating? (http://www.ed.gov/pubs/EdTechGuide/whyeval.html) Online Activities: <ul style="list-style-type: none"> • PGroup DB: Present your evaluation tools to your peers for review/feedback. Main DB: Submit your initial response by Thursday and respond to at least two additional postings by Sunday. • Begin researching educational technology articles for your research paper, which is due in Module 10.
BREAK	<p>Due to the Thanksgiving Holiday, there will be no activities scheduled for the week of 11/22 – 11/28.</p> <p>If you want to continue working, continue refining your IDP (objectives, learning strategies, choice of educational technology, implementation considerations, evaluation).</p> <p>You can also begin researching/writing your research paper.</p>
Module 10: Future Trends in Educational Technology December 1-7	Readings: <ul style="list-style-type: none"> • Chosen by the student Activities: <ul style="list-style-type: none"> • Research Paper due Sunday

	<p>Online Activities:</p> <ul style="list-style-type: none"> • PDiscussion board: Students will provide an annotated bibliography of their article on the main DB, including the link to the article so that others can review it as well as their opinions on the author's thoughts. Post your annotated bibliography by Thursday. Respond to at least two additional postings by Saturday • Post your final IDP to the Module 11 Discussion board at the end of the week for critique during Module 11.
<p>Module 11: IDPs and Wrap Up</p> <p>December 8-12</p>	<p>Readings:</p> <ul style="list-style-type: none"> • No reading assignments <p>Online Activities:</p> <ul style="list-style-type: none"> • Final IDP Presentations: Post it to the Module 11 DB by Wednesday for feedback/review by your peers to each other. • Submit your final IDP for grading via the assignment link in Module 11 by Friday. • Wrap up

Note: The schedule above may change at the instructor's discretion.

Library Resources

Granite State College has a Virtual Library (<http://www.granite.edu/current-students/virtual-library/>) available 24/7 with access to the full-text of thousands of journals and professional periodicals, an online Reference Room, selected Internet resources, writer's resources, research and citation help, and a collection of tutorials. The databases are password protected.

See GSC Library tab in MyGranite for username and password. In addition, the **Library Info** link in the course menu provides direct links to research databases, *Research FAQs* and more.

Academic Resources and Information Services

Academic assistance to students is available at GSC Centers at no additional charge in such areas as basic skills preparation in reading, writing and math; study skills and research and citation help. Academic Resources staff members work closely with faculty and students toward academic success. A whole range of tools is available, including study and time management tips, APA and MLA citation assistance, access to learning resources online, and feedback on course writing projects. To contact an Academic Resource and Information Coordinator, see the Academic Resource Link on the Resources page in the course menu or go directly to http://bbresources.granite.edu/course_docs/acad_resources.htm.

Technical Assistance

For assistance with issues related to accessing the MyGranite portal, GSC email, Webrock, online courses or other technical issues related to any of the Blackboard tools, please visit the GSC Technical Assistance Center (<http://bbresources.granite.edu/techassist/help.htm>) for answers to the most frequently asked questions or to submit an online help request form. Or call **1-888-372-4270** (Hours: M-F, 8:30-5:00, messages checked twice daily on weekends. Extended hours for the week before start of the term and first week of the term: M-Th, 8:00-7:00.)

Documented Disabilities / Americans with Disabilities Act

Granite State College will provide qualified individuals with disabilities the same educational opportunities available to persons without disabilities. When an individual's documented disability creates a barrier to educational opportunities, the College will attempt reasonable accommodation to remove the barrier. If you need assistance, we recommend that you make contact early to ensure that your requests can be reviewed prior to the start of each term. If you wish to apply for accommodations, contact your academic advisor or the Dean of Learner Services in Concord. See the complete Granite State College policy in the current college catalog for further details.

Academic Honesty

An academic community is based on honesty and integrity. Plagiarism, cheating, or other forms of academic dishonesty are not acceptable at Granite State College. Faculty and students have a joint responsibility to ensure the integrity of learning.

All work that you submit must be your own except in those instances when your instructor gives specific permission to collaborate. When quoting, summarizing or explaining ideas that are based on another's work, whether in print or online, make sure to cite references appropriately. Plagiarism is using another's words or even paraphrasing another's work without giving proper credit through the use of citations.

For Granite State College's complete [academic honesty policy](#), see the current college catalog.

Conduct in the Online Classroom

Membership in society implies minimal norms for civil behavior towards one another. It is Granite State College's expectation that all members of our college community treat faculty, staff, and fellow learners with respect. Learners need to be knowledgeable of and comply with college policies. Each individual is accountable for his/her actions and for the consequences of any behavior that is inconsistent with these values and expectations.

Institutional Assessment

Assessment is an ongoing process that enables the College to improve its programs, courses, and teaching methods. Institutional evaluation may be embedded in tests, exams, and other measurements of student learning. As members of a learning community, students, faculty, and staff will be expected to participate in the important process of assessment on occasion. Confidentiality of any data that identify participants is maintained.
