## Course Overview

Course Number: ETT 5212

Course Name: Instructional Design – Theory & Practice

Semester: Fall 2023

Course Meeting Times – N/A

Course Delivery Mode: Online (Asynchronous)

Classroom Building and Room Number: N/A

## Contact Information

Professor Name: Paul Desmarais

Department: Educational Technology

Office Location: D’Amour, G10

Office Phone: 413-782-1778

Office Hours: Online -TBD

Email: paul.desmarais@wne.edu

## Communication Policy

I will respond to all questions via email or posts on the discussion board within 24 hours M-F. If you email me over the weekend (after 4pm Friday to 9 am Monday), I cannot promise a response before 10 am Monday morning. It is required that students use their official WNE email for communication. The announcements feature will be used throughout this course; these announcements will be sent to your WNEU email. You are able to send the instructor an email directly through Kodiak via course email link. For truly urgent matters, put ‘Urgent’ in the email header; or text me at the number above.

## Course Description

Instructional Design combines technology skills with the application of learning theory to maximize the effectiveness of education. This course explores Instructional Design from a practical perspective. Students will acquire hands-on practice with a variety of computer-based tools while exploring instructional methods and principles of design. Course activities are cumulative and build toward the final project where students create their own original learning module.

**Note:** The work week for this course is Wednesday to Tuesday. Course modules become open on the Saturday prior to the module start date, with all assignments for a given module due before 11:59 on the final date of the module.

### Prerequisites

Students must be admitted to the School of Education M.ET. program and completed ETT 5201 and 5202; or obtain instructor permission to enroll in this course.

## Course Goals

1. Use current learning theory as a foundation for the creation of instruction
2. Align instructional methods, materials and assessments with learning objectives
3. Create course materials and learning experiences that are inclusive, equitable, and accessible
4. Integrate high impact teaching practice into the design of instruction
5. Implement an assessment strategy that is both engaging and effective

## Instructional Materials and Course Resources

*These are the required materials for this class and where they can be found*

**Required Resource Purchases**

1. Make it Stick: The Science of Successful Learning– ISBN: 978-0-674-72901-8 ([Link to purchase](https://www.amazon.com/Make-Stick-Science-Successful-Learning/dp/0674729013/ref%3Dsr_1_1?crid=BEMK5VV437HQ&keywords=make+it+stick+the+science+of+successful+learning&qid=1673467832&s=books&sprefix=Make+it+stick%2Cstripbooks%2C82&sr=1-1))
2. The Systematic Design of Instruction(8th Edition): – ISBN: 978-0133783698 ([link to purchase](https://www.amazon.com/Systematic-Instruction-Pearson-Loose-Leaf-Version/dp/0133783693/ref%3Dsr_1_1?crid=ZY189VHVV6YC&keywords=the+systematic+design+of+instruction&qid=1673468387&s=books&sprefix=the+systematic+design+of+instruciton%2Cstripbooks%2C69&sr=1-1))
3. The ID Casebook: Case Studies in Instructional Design (5th edition) ISBN: 978-1138552302 ([link to purchase](https://www.amazon.com/ID-CaseBook-Studies-Instructional-Design-ebook/dp/B07QF4QWRS/ref%3Dsr_1_1?crid=3A0NA2P0ADSTW&keywords=ID+CAsebook&qid=1673468214&s=books&sprefix=id+casebook%2Cstripbooks%2C74&sr=1-1))

**Additional Course Resources**

* OLC/[OSCQR Rubric](https://oscqr.suny.edu/)
* D’Amour Library Access
	+ For library hours and access information, please consult the [library’s access guide.](https://www1.wne.edu/library/library-hours-and-access.cfm)
	+ If you need to access the D’Amour Library’s subscription databases from off-campus, please consult the [library remote access guide.](https://www1.wne.edu/library/doc/remote-access-to-databases-ejournals-reserves-eds-rev-816_3.pdf)
	+ For access to research and support services, consult the [research and support services site](https://www1.wne.edu/library/research-tools-and-support.cfm).
* [Kodiak Course Page](https://kodiak.wne.edu/d2l/home/91694)
* Webcam
* Headset with built-in microphone
* Electronic Reserves

**Recommended Resources**

* Resonate: Present Visual Stories that Transform Audiences
* [Zotero](https://www.zotero.org/)
* Purdue [OWL](https://owl.purdue.edu/owl/)

# Course Requirements

## Assessment of Student Work

This course is project-based. There are four different kinds of assignments, each focused on one or more aspects of the instructional design knowledge domain. Timely completion of all work is expected as a matter of course – failure to complete work as assigned will impact your learning as well as the learning of your classmates. Please refer to the course schedule at the end of the syllabus for specific due dates.

1. **Knowledge checks** - Each week for the first 10 weeks of this class, you will have a knowledge check activity or quiz. These checks are designed for your benefit. They are graded, but the main purpose is to help you determine how well you are mastering the course material. You will be allowed three attempts at each quiz or activity, with the recorded grade being the highest you achieve. Please read the instructions that accompany each knowledge check carefully so ensure you get the most out of each opportunity.
2. **Course Design Project** – Your course design project begins in the second week of the semester and runs until the beginning of finals week. This project has five graded parts;
	* 1. Course Goals & Module Learning Objectives (10%)
		2. Teaching Strategies (10%)
		3. Assessment of Student Work (10%)
		4. Course Design Matrix (20%)
		5. Module Design (10%)
		6. Peer review (15%)
		7. Final submission (25%)

Instructions will be posted in Kodiak for the project and for each individual assignment submission. Please follow directions carefully and consult with the assignment rubric to check your work.

1. **Class Discussions –** There will be a total of 12 weekly online, threaded discussions where you will respond to a question and post responses to your classmates’ posts. You will be assessed according to the posted rubric for both your initial response and the quality of your peer responses. Please make sure you read the instructions carefully and follow guidelines for netiquette (see policy below).
2. **Design Reviews –** There will be five design review assignments in which you will be required to critique a course or course design element. Each critique will address the application of concepts and learning to specific subject matter or situations presented during lectures or readings.

## Assessment/ Grading Criteria:

|  |  |  |
| --- | --- | --- |
| Assignment | # of instances | % of Final Grade |
| *Class Discussions* | *9* | *20%* |
| *Knowledge Checks* | *9* | *10%* |
| *Design Project* | *6 parts* | *40%* |
| *Design Critiques* | *7* | *30%* |

## Course Policies

*Please review the following policies before starting work.*

* *Grading & Grade Appeals*
* *Late Work*
* *Attendance*
* *Incompletes and Withdrawals*
* *Accessibility & accommodation*
* *Academic integrity*

## Late work policy

 Any missed assignment can be submitted on the assigned Make-Up Day; which is the last day of classes before finals week begins. In this term, Make-Up day begins at 12:01 am on May 15th and ends at 11:59 on that same day. No late work will be graded before or after Make-Up Day. Important information on Make-Up Day;

1. Full credit is given for all work submitted on Make-Up Day.
2. No feedback will be given on Make-Up Day assignments other than the award of a grade.
3. Grades awarded to assignments submitted on Make-Up Day will not be reviewed and may not be appealed.
4. Assignments will be graded according to the rubric for that assignment, so, for a discussion assignment, expect a ‘0’ for the criteria ‘contributed meaningfully to the conversation’ as these assignments were handed in well after the conversation ended.

## Participation Requirements:

To be successful in this online course, it is important you access the Kodiak course website frequently, at least once per day Monday through Friday for announcements and discussions. Specific discussion guidelines are posted as a separate document (or can be provided within the syllabus); please refer to this document while posting.

## Attendance Policy

As an asynchronously taught, online course, there is no attendance taken, however, failure to participate will almost certainly result in sub-standard performance.

## Netiquette Guidelines:

Communication using various technologies is very important in this course. In order to maintain a positive learning environment for our class, we all need to follow the netiquette guidelines summarized below.

You are expected to:

* Show respect for the instructors and for other students in the class.
* Express differences of opinion in a polite and rational way.
* Maintain an environment of constructive criticism when commenting on the work of other students.
* Stay on topic when involved in group discussions or other collaborative activities.
* Use sentence case in messages. Use of all uppercase in a message is the equivalent of shouting and is considered offensive.
* Cite sources
* Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, and then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
* Use good grammar and spelling.
* Avoid using text messaging shortcuts.

## Technology Requirements

Students will need Internet access and a PC computer or a Macintosh with the latest version of a web browser. Students can access Kodiak anywhere Internet access is available. There are some guidelines to follow that will make the Kodiak experience much more productive. Below are some recommendations:

* Firefox Web or Google Chrome browser are the browsers that work best with Kodiak
* The Kodiak Mobile Learn app can be utilized for students who wish to access the course via a variety of mobile devices using Android or the iPhone OS.
* If wireless connectivity problems are encountered, it is best to switch to a hardwired connection.
* For more information on computer requirements you can visit [the Office of Information Technology Assistance site](https://www1.wne.edu/information-technology/services/computer-assistance.cfm)

## Student Technical Support:

*Include links to IT and Kodiak support resources as needed here.*

* Office of Information Technology Service Desk
	+ 3rd Floor Churchill Hall
	+ 413-796-2200
	+ helpdesk@wne.edu
* Educational Technology & Training
	+ edtech@wne.edu
	+ [Educational Technology Website](https://www1.wne.edu/information-technology/teaching-learning/index.cfm)
	+ ETT Phone: 413-782-1778

# University Policies

## Accommodations and Services

It is the policy and practice of Western New England University, consistent with federal and state law, to ensure equal access to courses, course materials, and course content for all students.

Western New England University is committed to providing reasonable and appropriate accommodations for all students with disabilities. Individuals who have any situation/condition or disability diagnosis, either permanent or temporary, which might affect their ability to perform in class or access class materials, are encouraged to begin the accommodation request process with Student Accessibility Services to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. More information can be found by contacting the SAS office directly,

Student **Accessibility** Services

Herman Hall, SAS Suite 105
1215 Wilbraham Road
Springfield, MA  01119
**Office:** 413-782-1258
**Fax:**  413-782-1575

**Email:**  **accessibility@wne.edu**

**Website:** <https://www1.wne.edu/student-disability-services/index.cfm>

[Link to Student Accessibility Services](https://www1.wne.edu/student-disability-services/index.cfm)

## Academic Integrity

You are responsible for understanding WNE's [Academic Integrity Policy](https://wne-academic-catalog-2023-24.coursedog.com/undergradinfo/policiesprocedures#academic-integrity1) and for familiarizing yourself with common behaviors that may constitute violations of the policy.  See the list of [Examples of Academic Misconduct](https://wne.edu/academic-affairs/policies) available on the Policies section of the Academic Affairs website.

More information to guide you for completing your assignments in this course will be provided on the individual assignment guidelines.  Your questions to me about academic integrity are always welcome.

## Grading Policy

*Use this space to provide an accessible chart for the course, department, or university grading scale table and policy.*

***Example: Grading scale with table format***

Table 1: Grading Scale Table

| ***Grade*** | ***Points*** | ***Percentage*** |
| --- | --- | --- |
| *A* | *900 to 1,000* | *90 to 100%* |
| *B* | *800 to 899* | *80 to 89%* |
| *C* | *700 to 799* | *70 to 79%* |
| *D* | *600 to 659* | *60 to 69%* |
| *F* | *599 points or fewer* | *59% or lower* |

## Student Resources

[Student Academic Support](https://wne.edu/academics/student-support/index) Visit this link to get connected to tutoring and other resources to support you in your studies, such as the Writing Center, Math Center, and Academic Success Center.

# Course Calendar

This course contains nine modules or units of instruction – Module 1 and Module 9 take place over a single week. Modules 2-8 take place across two weeks.

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Dates | Topics | Deliverables |
| Getting Started & Module 1 | 1/25/23 - 1/31/15 | Introduction to Instructional Design | * Syllabus Quiz
* Readiness to Learn Survey
* Personal Introduction discussion board posting.

*Initial post due 1/26/23 @ 11:59 p.m.**Peer post due 1/31/23 @ 11:59 p.m.* * Trial assignments (trial email, trial upload, trial wiki post) due 1/31/23 @11:59 p.m.
 |
| Module 2 | 2/1/23 – 2/14/23 | Theoretical Foundations of Instructional Design | * Knowledge check – terminology
* Class Discussion – Theory or Application: are the Liberal Arts vocational?

*Initial post due 2/7/23 @ 11:59 p.m.**Peer post due 2/14/23 @ 11:59 p.m.* * Course Design Project – Part 1 – Course Description - Due 2/14/23
 |
| Module 3 | 2/15/23 – 2/28/23 | Defining Performance Using Goals, Objectives, and Alignment | * Knowledge Check – ID terminology
* Class Discussion – I’ll never use this ever again in my Whole Entire Life!

*Initial post due 2/21/23 @ 11:59 p.m.**Peer post due 2/28/23 @ 11:59 p.m.* * Design Analysis – Course goals – Due 2/28/23
* Course Design Project – Part 2 – Goals, Objectives, & Alignment - Due 2/28/23
 |
| Module 4 | 3/01/23 – 3/14/23 | UDL, Accessibility, Inclusiveness, and Equity - Design Considerations | * Knowledge Check – ID terminology
* Class Discussion – You’re Serious? Why do so few faculty believe that accessibility matters?

*Initial post due 3/01/23 @ 11:59 p.m.**Peer post due 3/14/23 @ 11:59 p.m.* * Design Critique – Accessibility, Equity, and Inclusive Instruction – Due 3/14/23
 |
| Module 5 | 3/15/23 – 3/28/23 | Instructional Delivery – High Impact Practices | * Knowledge Check – ID terminology
* Class Discussion: Dead Ideas – The Zombie Apocalypse of Teaching Practice

*Initial post due 3/21/23 @ 11:59 p.m.**Peer post due 3/28/23 @ 11:59 p.m.* * Course Design Project – Part 3 – Teaching Strategy: Due - 3/28/23
 |
| Module 6 | 3/29/23 – 4/11/23 | Design Implementation and Content Development | * Knowledge Check – ID terminology
* Class Discussion

*Initial post due 4/04/23 @ 11:59 p.m.**Peer post due 4/11/23 @ 11:59 p.m.* * Design Critique - Aligning content with Objectives and instructional strategy – Due 4/11/23
 |
| Module 7 | 4/12/23 – 4/25/23 | Media Design & Best Practices | * Knowledge Check – ID terminology
* Class Discussion – Integrating Digital Media into Instruction

*Initial post due 4/18/23 @ 11:59 p.m.**Peer post due 4/25/23 @ 11:59 p.m.* * Course Design Project – Part 4 – Content Development – due 4/25/23
 |
| Module 8 | 4/26/23 – 5/09/23 | Assessment – Strategies and Instruments | * Knowledge Check – ID terminology
* Class Discussion – Balancing Act: Function, Form, Value, and Motivation of Effective Assessment Methods

*Initial post due 5/02/23 @ 11:59 p.m.**Peer post due 5/09/23 @ 11:59 p.m.* * Course Design Project – Part 5 – Assessment of Student Work: Due 05/09/23
 |
| Module 9 | 5/10/23 – 5/16/23 | Project Management for Instructional Designers | * Knowledge Check – ID terminology
* Class Discussion – Project Planning Considerations

*Initial post due 5/14/23 @ 11:59 p.m.**Peer post(s) due 5/16/23 @ 11:59 p.m.* * Critique Assignment – CDM peer review
* Course Design Project – Part 6 – Course Design Matrix
 |