

## **I. COURSE DESCRIPTION**

The ID process taught in this course includes, identification of instructional problems, problem analysis, learner analysis, task analysis, determination of global learning goals and specific learning objectives, sequencing instructional content, selecting instructional media, designing effective instructional strategies, developing instruction, formative and summative evaluation of the effectiveness of the instruction and implementation of the instruction. The ID process also includes management of the development process and selection of appropriate resources and materials to support the instruction. Students in this course will complete an instructional design for a set of specific learning objectives and will produce instructional products that meet both the learning needs of students and the curriculum goals in a specific subject/discipline.

## **II. RATIONALE**

Instructional Design (ID) is a systematic approach to designing instruction. A complete understanding of the ID process and the ability to apply it in multiple contexts is a cornerstone of the Instructional Technology program.

## **III. COURSE GOALS/OBJECTIVES**

Through active engagement with the issues and content associated with the instructional design process, at the conclusion of this course, you will be able to:

- Write a definition of instructional design
- Identify an instructional problem and determine appropriate instruction to address/solve the problem
- Specify learner characteristics that are critical factors for specific instruction
- Analyze and sequence tasks related to an identified goal or purpose
- Write clear and specific instructional objectives
- Create a hierarchy or sequence of instructional content that leads to mastery of objectives
- Design instructional strategies appropriate for the target audience
- Plan and develop instructional media
- Select appropriate supporting learning resources
- Develop evaluation/assessment instruments for instructional objectives
- Evaluate each component of the instructional design process
- Evaluate completed instruction and identify improvements
- Deliver instruction developed through the id process and evaluate its effectiveness

## IV. COURSE OUTLINE

Dates	Topics for Presentation and discussion	To Be Read	Assignments
Class 1	Distribute course syllabus <a href="#">Introduction to Instructional Design</a> (120k .ppt)	The Case Against Teaching	E-mail instructor 3 goals for course and topics of interest.
Class 2	<a href="#">Brief History of Instructional Design or Technology</a> (2Mb ppt file) ISTE website: <a href="http://www.iste.org/standards/ncate/advanced.html">http://www.iste.org/standards/ncate/advanced.html</a> Samples of ID models <a href="#">Morrison-Kemp ID model</a> (22k .ppt)	Morrison, Kemp, text Ch. 1, 2, 3	
Class 3	<a href="#">Phase 1 – Instructional Analysis</a> Specifying Instructional Problems. Guidelines for conducting Needs Analysis, and Learner Analysis. <a href="#">Learner Characteristics</a> (.doc) handout	Ch. 4	Identify elements in Instructional Problem, Needs Analysis, and Learner analysis.
Class 4	Practice Needs Analysis Case. Work on Analysis Phase documents/tasks.	Ch. 5	
Class 5	In-class time to finish documentation for Analysis Phase. Organizing and writing an effective Task Analysis. Sample Task Analysis documents.	Ch. 6	<b>Analysis Phase Documents</b>
Class 6	Writing performance objectives and previewing assessment strategies. Objectives and Sequencing Instruction.	Ch. 7, 8	
Class 7	Instructional strategies, delivery methods and constraints. <a href="#">Instructional Strategies</a> (70k .ppt) In-class time to develop documentation for Design Phase.		
Class 8	In-class time to develop documentation for Design Phase. Procedures for assessment of learning.	Ch. 9	
Class 9	Management issues of ID. Project coordination, management tools. In-class time to develop instructional materials.	Ch 10, 14	<b>Design Phase Documents</b>
Class10	In-class time to develop instructional materials.		
Class11	Plans for usability study and formative evaluation of instructional materials. In-class team time to develop pilot test materials.		
Class12	In-class team time to refine instructional materials and pilot test materials.		<b>Development Phase Document</b>
Class13	Usability tests of each instructional module. Analysis of usability data. Formative evaluation.		
Class14	Usability tests of each instructional module. Analysis of usability data. Formative evaluation.		<b>Evaluation Phase Document</b>
Class15	Share reflections/reactions to ID process and effectiveness of instruction.		<b>Complete Instructional Design Documentation</b>

## **V. REQUIRED/OPTIONAL TEXTS**

### **Required Text:**

Morrison, G.R., Ross, S. M., & Kemp, J.E. **Designing Effective Instruction**, (2001 - 3<sup>rd</sup> Edition), Columbus OH: Merrill [ISBN:0-471-38795-9]

**Optional Texts** – as identified in Bibliography

## **VI. INSTRUCTIONAL STRATEGIES/ACTIVITIES/TECHNOLOGY**

Class time will consist of demonstration, lecture, discussion, and hands-on activities. Students will be actively involved in content delivery. Students will complete an instructional design for an identified learning problem. This assignment will be a cumulative product developed in phases throughout the semester. Students are expected to pilot test the instruction with a sample of at least three (3) people representing the target audience and evaluate the effectiveness of this instruction. Students will prepare a final document that contains all aspects of the instructional design activities, a copy of the product(s) created and a summary of formative evaluations to share along with their reflections on the ID process with their peers at the end of the semester.

Attendance is expected at every class session. Class will begin on time. Students missing class for any reason are expected to obtain notes, instructions, and assignments from the instructor or a classmate. Assignments are due according to the course schedule. Given the cumulative nature of the semester long assignment, students are advised to adhere to the syllabus due dates. If a student is unable to attend class on a date when an assignment is due, the student is responsible for ensuring the instructor receives the assignment on the due date. Students may fax assignments (330-972-2452), send them to the instructor via email (when appropriate to do so), mail them, or send them to class with another student.

Technology Requirement – all work submitted for assessment should be created with a word processor – preferably MS Word. Students will need an active University of Akron ID (UANet ID) and password to access a course WebCT site. Contact the Information Services help desk (330-972-6888) for assistance if you have difficulties with your UANet ID. Students will also need a working e-mail account and the ability to send attachments via e-mail.

## **VII. EVALUATION/STUDENT ASSESSMENT**

Each student individually or as part of a team will complete all phases of the instructional design process. Each phase will produce a deliverable to be scored out of 100 possible points. The phases are:

### **Analysis Phase**

The deliverable for this phase is documentation that includes an introduction to the learning situation, identification of the learning problem, statement of the learning goal, detailed needs analysis, detailed learner analysis, and detailed task analysis.

### **Design Phase**

The deliverable for this phase is documentation that includes clearly written performance/learning objectives organized in an objective hierarchy, detailed instructional strategies, and a clearly defined instructional sequence.

### **Development Phase**

The deliverable for this phase is a functional instructional product and documentation that includes a media selection rationale, addresses issues of message design (including multimedia) and a description of instructional resources either created or re-purposed.

### **Evaluation Phase**

The deliverable for this phase is the evaluation plan consisting of evaluation/assessment measures or instruments for both formative and summative evaluation, and data collected and analyzed through the user testing or pilot study.

### **Grading Scale**

A	95 - 100 %	C	73 - 75 %
A-	90 - 94 %	C-	70 - 72 %
B+	86 - 89 %	D+	66 - 69 %
B	83 - 85 %	D	63 - 65 %
B-	80 - 82 %	D-	60 - 62 %
C+	76 - 79 %	F	Below 60 %

## **VIII. STUDENT ETHICS AND OTHER POLICY INFORMATION**

For further information about The University of Akron's policies regarding student ethics and conduct, please consult the following sources:

<http://www3.uakron.edu/gradsch/gradbull.html>, then select "General Information" (academic honesty); or [www.uakron.edu/studdev/conduct.html](http://www.uakron.edu/studdev/conduct.html) (Student Code of Conduct). Any student who feels she/he may need an accommodation based on the impact of a disability please consult [www.uakron.edu/access](http://www.uakron.edu/access) and the Office of Accessibility at (330) 972-7928.

## **IX. BIBLIOGRAPHY**

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