

EDIT 5055: Instructional Design and Program Development (CRN 44884)

Professor: Dr. Melissa Warr
Email: warr@ulm.edu
Course Location: 100% Online **Semester** Fall 1, 2021
Virtual Office Hours: Tue 2-6 PM; Wed 4-7 PM, Thu 10 AM -1 PM or by appointment; bit.ly/WarrZoom

I. **Course Description**

(3 cr.) Candidates apply instructional design principles dealing with instruction and performance problems in school and non-school environments by developing online experiences in instructional program development, curriculum design, integration of state and national school technology standards and planning, design, and the implementation of professional development activities appropriate for professional organizational environments.

II. **Rationale**

This course incorporates discussion, critique, and project proposal with implementation for real-world solutions to instructional and training problems.

III. **Course Objectives, Outcomes, and Standards:**

This course is designed to enable candidates to	CAEP	ISTE Educational Leader	AECT 2013
1. Demonstrate understanding of the instructional design process by selecting two instructional development models and comparing and critiquing them with the criteria provided in class.	A.1.1, A.1.2	5c	1, 3, 4, 5
2. Develop a unit of instruction designed to solve an instructional problem by applying the instructional development model presented in class.	A.1.1, A.1.2	1c, 2c, 2d, 2e, 3a, 3b, 5c	1, 2, 3, 5
3. Develop curricular plans based on local, state, and national standards, especially for the use of computers and other associated technologies.	A.1.1, A.1.2	1a, 2a, 2b, 2c, 3a, 3b	1, 2, 4
4. Describe and analyze accepted principles of strategic planning to facilitate curriculum design, with emphasis on teaching with computers and related technologies.	A.1.1, A.1.2	1a, 2a, 2b, 2c, 3a, 3b	1, 4
5. Identify and use national, state, and local guidelines to develop curriculum plans for integrating technology in the school environment	A.1.1	1a, 2a, 2b, 3a, 3b	1, 2, 3

IV. **Primary Empirical Base:** (note, you do not need to purchase these books)

- Dick, W., Carey, L., & Carey, J. (2004). *Systematic design of instruction*, 6th ed. Upper Saddle River, NJ: Pearson/ Allyn and Bacon
- Rose, D. H., & Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning*. Alexandria, VA: Association for Supervision and Curriculum Development

V. **Resources and Materials:**

- McDonald, J. K. & West, R. E. (2021). *Design for Learning: Principles, Processes, and Praxis (1st ed.)*. EdTech Books. <https://edtechbooks.org/id>
- West, R. E. (2018). *Foundations of Learning and Instructional Design Technology (1st ed.)*. EdTech Books. <https://edtechbooks.org/lidtfoundations>

- VI. **Course Topics:** The major topics to be considered are:
1. Foundations of instructional development; 2. Identifying instructional problems; 3. Content analysis; 4. Learner analysis; 5. Evaluating learning outcomes; 6. Use of local, state, and national standards in instructional design; 7. Theories of instruction; 8. Sequencing content; 9. Designing instructional strategies; 10. Designing strategies for staff development programs; 11. Formative and summative evaluation
- VIII. **Assessment and Grading Policy:** See Course Schedule at the end of this syllabus for details on assignment and assessment deadlines and point values

A. **Grading Scale:**

100-94% = A 93-85% = B 84-70% = C 69-60% = D Less than 59% = F

*NOTE: You must end the semester with a final average of 80% or higher and an average of 2.00 or higher on the signature assessment and student dispositions to pass this course.

- B. **Attendance Expectations:** Based on the online delivery of this course, students are expected to keep up with all course assignment deadlines and log into Moodle and ULM regularly to keep up with announcements and course expectations.
- C. **TurnItIn:** All signature pieces and other significant program assignments may require submission in Moodle via Turnitin.
- D. **LiveText:** Only the signature piece must be uploaded to LiveText to receive a final grade for the course. If you do not upload your signature piece assignment to LiveText by the deadline for submission of grades, you will receive an "incomplete" until you are able to do so.

You will use LiveText with each course you complete at ULM. If you plan to complete your program within 2 years, you may wish to purchase a 2 year membership.

Please follow the links below to purchase a subscription:

- [Two-year LiveText membership](#)
- [Seven-year LiveText membership](#)

ALL STUDENTS MUST PURCHASE LIVETEXT WITH FIELD EXPERIENCE MODULE (FEM).

E. **Course Communication**

- 1) **Email:** The email address designated in Moodle (username@warhawks.ulm.edu) will be used for all email correspondence. It is your responsibility to check Moodle and your email account regularly for information regarding this course. ULM requires that all university course-related business be conducted via your ULM e-mail account.
- 2) **Communication with instructor:** Questions related to **course content and/or procedures** are encouraged and should be email to the course instructor. Barring unforeseen emergencies, the instructor will respond within 24 hours, Monday through Friday, to all email submitted.

F. The ULM Student Policy Manual can be found at: <http://catalog.ulm.edu/index.php?catoid=30>

G. **Make-up Policy:** All work completed for this course is online and project- or participation-based. Deadlines for all assignments in the Course Schedule can be found in Moodle. Late work without a university-

approved excuse (see Student Policy Manual) will be subject to the Late Work Policy as stated below. Assignments that require interaction with peers, such as discussion forums, will not be able to be made up.

H. **Late Work Policy:** Late assignments will be accepted at the discretion of the instructor with up to 5% deducted per day after the deadline and a zero after one week past the deadline.

I. **Online Course ethics:**

- a. **Academic Integrity:** As a student in the online environment, the major responsibility for learning rests with you. Collaborative opportunities are offered in this course, but the expectation with exams is that the work is done independently.
- b. **Plagiarism:** All student assignments are expected to be original work by the student. Sources must be cited if information is taken directly from another source. Work copied or borrowed will receive a zero.
- c. **Online Etiquette:** All online communications are expected to be well thought out and respectfully delivered. Unlike spoken conversation, the written word remains!

VII. **Student Services:** The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Contact information for important ULM student services:

- * Student Success Center <http://ulm.edu/studentsuccess/>
- * Counseling Center www.ulm.edu/counselingcenter
- * Library www.ulm.edu/library
- * Computing Center Help Desk www.ulm.edu/computingcenter/helpdesk

Special Accommodations for Students with Disabilities: Current policies on serving students with disabilities can be obtained at for the ULM website: www.ulm.edu/counselingcenter

If you need accommodation because of a known or suspected disability, you should contact the director for disabled student services at:

Voice phone: 318-342-5220

Fax: 318-342-5228

Walk In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus: If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

- ULM Counseling Center; 1140 University Avenue; 318-342-5220
- Marriage & Family Therapy and Counseling Clinic, Strauss Hall 112; 318-342-5678

Remember that all services are offered free to students, and all are strictly confidential.

Sexual Harassment or Gender-Based Discrimination: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including

federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: www.ulm.edu/titleix.

Appendix

This course will include reading, weekly content videos, design challenges, and a signature assignment. You will also be expected to schedule a project consultation with Dr. Warr during weeks 4–6.

Course Schedule

The schedule is subject to change. Always check Moodle for the most up-to-date details on assignments and deadlines.

Week	Topic	Reading (see Moodle for links)	Design Assignments
1: 8/16-8/22	What is Instructional Design? ID Process Models Introduction	FLIDT* ch. 1, 2; DforL** ch 1	Design case story, distribute survey to teachers
2: 8/23-8/20	Curriculum Design, Learning Outcomes, and ISTE Standards	DforL 22, 24	Complete research article review
3: 8/30-9/5	Understanding: Learner and Context Analysis	DforL 4, 5	Survey analysis, Teacher interview
4: 9/6-9/12	Exploring: Problem Framing, Task Analysis, Ideation	DforL 6, 7, 9	Tarzan’s shoes; problem framing and content analysis
5: 9/13-9/19	Creating: prototyping and judgment	DforL 11, 13	Reframing statements, exploring problem statement, writing learning outcomes, wrong theory protocol, midterm project review, prototype 1
6: 9/20-9/26	Theory in ID	DforL 16, 17	Prototype 1 critique, prototype 2
7: 9/27-10/3	Evaluating	DforL 14, 34, 35	Prototype 2, Reflection
10/4-10/6	Finalize Signature Assignment (due 10/6)		

*West, R. E. (2018). *Foundations of Learning and Instructional Design Technology (1st ed.)*. EdTech Books. <https://edtechbooks.org/lidtfoundations>

**McDonald, J. K. & West, R. E. (2021). *Design for Learning: Principles, Processes, and Praxis (1st ed.)*. EdTech Books. <https://edtechbooks.org/id>

Assignments and Grading

See Moodle for full assignment descriptions and due dates.

Category	Description	Due Date	Weight of Grade
Activities	Assignments or quizzes on weekly content focus	Sunday nights	30%
Design Assignments	Application of weekly content, including design project work	Sunday nights	40%
Final Signature Assignment	Final Website	Wednesday, October 6	30%