ED 6301 – Introduction to Instructional Design
Course Outline

Course information:
Term: Winter 2017
Dates: Jan. 5 - April 6, 2017

Instructor information:
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What's the course about?

Instructional design is the application of what is known about how people learn to the design of effective instruction. It is commonly used by teachers, trainers, HR and e-learning professionals, and others who are concerned with developing effective, engaging face-to-face and online lessons and courses.

Instructional design can be challenging to define because the term means different things to different people. For academics who study and teach about instructional design, it is a discipline, a branch of knowledge derived from research and resulting theories about how people learn. For traditionalists, it is a highly systematic, even scientific process that has been around for over 50 years, which, if followed, will produce effective instruction. For those new to the field, it is often regarded as a creative process, more of an art than a science. And for those who put instructional design principles into practice, it is a role that frequently involves tasks and skills that are not "officially" part of the job of the instructional designer.

This course introduces basic instructional design theories and processes in an integrated, project-based way that illuminates the important connection between ID theory and practice, science and art. In this course, you will learn about instructional design principles, theories, models, and processes while working step-by-step through the analysis and design phases of an authentic instructional design project. You'll also be expected to participate a variety of learning activities, including discussions about readings and small-group instructional design projects.

What are the course goals?

I want this course to offer you opportunities to:

- learn about the purpose and nature of instructional design
- explore and compare theories of learning and instruction
- experience how instructional design entails the integration of theory and practice
- use your knowledge of instructional design theories and processes to design a small unit of instruction
- consolidate your learning in a chosen assignment

What textbooks will I need for the course?

The textbook for this course is *The Essentials of Instructional Design: Connecting Fundamental Principles with Process and Practice* (3rd ed.) by Abbie Brown and Timothy D. Green. This book is available through Amazon or at the UNB bookstore. (If you are ordering remotely, you can contact the bookstore at 506-453-4664 or online at http://www.unb.bkstr.ca.)

Other supplementary and optional readings and resources will be made available online through the course's Desire2Learn module.

What is the online learning process?

The course is divided into 12 sessions and a wrap-up, all conducted via the D2L Brightspace learning management system. **Sessions will begin on Monday and end on Sunday** (with the exception of the first session, which will begin on Thursday). As each session begins, open the folder for that session and **follow the session instructions**, posted as PDF files in each session folder. After completing the required reading(s) for the session, and watching my video mini-lecture, you'll be expected to participate in a variety of learning activities: individual, small-group, and whole-class. These learning activities are not graded assignments but tasks that will help you to meet the course objectives and prepare you to complete the assignments. Use the checklist for each session to ensure you've completed all the learning activities.

Although learning activities are not assessed (except as part of your participation mark), it's important that you participate in all of them as they're designed to help you master the course content. I'll set up private discussion areas for the small-group work, although you may prefer to use another communication method. Note that I can check in on small group discussions to make sure everything is on track, but if you decide to hold your small-group discussions outside of D2L Brightspace, it's your responsibility to check in with me if you have any questions! You're not expected to produce formal reports or documents from the learning activities, but I will often ask you to share your results in with the whole class in "final posts."

Regular and active participation is an essential, unmistakably important aspect of this online course. Participation means posting substantive contributions in threaded discussions, interacting during online discussions, and engaging in online activities and tasks. You should expect to spend about three hours a week in online discussions and learning activities, but please don't leave it all until the last day of the session! If you do, you will likely find yourself feeling lonely and frustrated rather than an integral part of the class. My expectation is that you will log on at least three times during a one-week session and post at least twice, but remember: *quality counts more than quantity*! A short, to-the-point posting is preferred by all to a long rambling one (see the Posting Protocol below; please also read the participation rubric, available in the Assignment Info, Rubrics, & Grade Criteria folder). Note that completed discussions will remain open but will be moved to the bottom of the discussion list, so the current session will always appear at the top.

Posting Protocol

So that we can make the most of our interactions, please make sure that your posts are:

- *directly related to the discussion topic* (if you do post on a new topic, make sure you change the thread and the subject line to reflect the change)

- *made early on in the session*, not in a last minute scramble (if you leave all your participation to the last day of the session, you'll likely find yourself feeling lonely and frustrated rather than an integral part of the class)

- *in response to what others have posted* (at the beginning of each session, and periodically later in the week, I'll post questions. If others have responded to the question before you, then please respond to them, not to me—in other words, we are engaging in a class dialogue, not a one-to-one conversation)

- *substantive* (substantive posts refer to the reading, expand upon points made in other postings, and somehow deepen the discussion; while positive, "I agree" is <u>not</u> a substantive post!)

- *as concise as possible* ("substantive" is not a synonym for lengthy! Please, if you find a helpful resource for others, paste a link to it in your message rather than the entire text)

- *clearly written and error-free*

- *respectful* of others' ideas and contributions

- and above all *thoughtful* (one thoughtful post a week is preferable—for you and for your classmates—to five hasty, ill-thought-out contributions)

What are the assignments and evaluation criteria?

1. Participation (15%)

Regular and active participation is an essential, unmistakably important aspect of this online course. Participation means completing assigned readings, and contributing to discussions and learning activities.

      Near the beginning of the course, I'll ask you to download a Participation Self-Assessment form (you'll find it in the Assignment Info, Rubrics, & Grade Criteria folder). You'll use this form to keep tabs on your own participation. For each session except the first and last ones, you should award yourself a single point for participation, *only if you complete all of the learning activities before the next session begins*. This may not seem like much but does add up over the weeks! At the end of the course, you can also award yourself up to four more points (for a maximum of 15), depending on the overall quality of your participation (**see the participation rubric**, in the same document as the Participation Self-Assessment form). If sickness or technical issues ever delay or prevent your completion of the learning activities for a particular session, please let me know and indicate this on your participation self-assessment form; I may pro-rate your participation mark accordingly.

2. Instructional Design Project – 2 Parts (60%) DUE FEB. 12 & MARCH 19

The primary assignment for this course is an instructional design project that relates to your personal or professional interest. The project will be submitted in two parts: an **Analysis Report (due Feb. 12, worth 25%)** and a **Design Plan (due March 19, worth 35%)**. I will provide timely feedback on the first part of the assignment, and that feedback should be reflected in the second part.

      The *Analysis Report* consolidates the work of the analysis phase and guides all work in the design phase. It includes the task/content analysis and learner analysis.

      The *Design Plan* consolidates the work of the design phase, and guides all work in the implementation phase. It includes learning objectives and corresponding instructional strategies and assessment items.

3. Chosen Assignment (25%) DUE APRIL 9

Choose ONE of the following assignments that best allows you to further your learning outcomes with respect to instructional design and plan to submit a paper of **5 to 7 double-spaced pages**, except for option D. (If you feel another assignment would better help you to meet your learning goals for this course, then please feel free to discuss it with me.)

A. Short Research Paper on Instructional Design

(Choose this option if there is an aspect of instructional design that you would like to learn more about.) Choose a topic related to instructional design that interests you (e.g., instructional design for special needs learners, cross-cultural issues in instructional design, instructional design for e-learning), research it, and write a short paper summarizing what you've learned about the topic.

B. Interview

(Choose this option if you feel you would benefit from learning more about what instructional designers do.) Interview an instructional designer about what his or her job entails. What roles does he or she play? Does he or she work as part of a team? What ID processes does he or she use? What are the joys of the job? What are the issues/challenges? The final paper should be a synthesis of the interview, and what you learned from it, with quotations used for illustration, rather than a verbatim transcript.

C. Review of a Book on Instructional Design

(Choose this option if you feel you would benefit from having more information on instructional design theories or processes.) The library has a number of books on instructional design theory and practice (some are e-books). Choose one (feel free to run it by me first), read it, and then write a review-essay—in other words, a description of the book and a critique/reflection of it.

D. Lesson Prototype

(Choose this option if you feel you would benefit from having the opportunity to complete the development phase of the ADDIE process.) Develop a prototype of one of the lessons in your design plan. If your instruction is online, this means using PowerPoint or a website builder such as Weebly or Wix to create the screens, including as much of the actual design elements (images, etc.) and functionality as possible. If your instruction is face-to-face, this means developing a thorough lesson plan and all of the materials (e.g., handouts, assessments) that you would need to give the lesson. Submit with the prototype a page or two of reflection on the process of moving from the design plan to the development phase.

Some Notes on Assignments:

You'll find rubrics for all of the assignments in the Assignment Info, Rubrics, & Grade Criteria folder. The rubrics provide details on what the assignments should include.

I am always available to discuss your ideas about assignments—just send me an email!

Please submit all assignments by using the dropbox in D2L. I prefer that you submit assignments as DOC or DOCX files than as PDFs, as it's easier for me to insert comments.

Submit assignments on the due date specified in this course outline. If a medical emergency or other situation prevents you from meeting a deadline, please let me know.

Academic Integrity Statement

The University of New Brunswick places a high value on academic integrity and has a policy on plagiarism, cheating and other academic offences. Plagiarism includes:

- quoting verbatim or almost verbatim from a source (such as copyrighted material, notes, letters, business entries, computer materials, etc.) without acknowledgment;
- adopting someone else's line of thought, argument, arrangement, or supporting evidence (such as, for example, statistics, bibliographies, etc.) without indicating such dependence;
- submitting someone else's work, in whatever form (film, workbook, artwork, computer materials, etc.) without acknowledgment;
- knowingly representing as one's own work any idea of another; or
- contravention of written instructions of the instructor dealing with plagiarism.

A complete description of university procedures for dealing with plagiarism and resulting academic penalties can be found online at
http://www.unb.ca/academics/calendar/graduate/current/university-regulations/29.-academic-offences.html.

Course Plan

Session 1   Topics: Introduction to the course & each other
(Jan. 5-8)

Session 2   Topic: Introduction to instructional design
(Jan. 9-15)   For this session, read: Brown & Green, Chapter 1

Session 3   Topic: Theories of learning
(Jan. 16-22)   For this session, read: Brown & Green, Chapter 2

Session 4   Topics: Task and content analysis
(Jan. 23-29)   For this session, read: Brown & Green, Chapter 4

Session 5   Topic: Learner analysis
(Jan. 30-Feb. 5)   For this session, read: Brown & Green, Chapter 5

Session 6   Topic: Writing learning objectives
(Feb. 6-12)   For this session, read: Brown & Green, Chapter 6
                   *** Due Feb. 12: Analysis Report ***

Session 7   Topic: Assessing learning
(Feb. 13-19)   For this session, read: Brown & Green, Chapter 9

Session 8   Topic: Theories of instruction: Gardner, Kolb, Bandura,
(Feb. 20-26)   Spiro, & Wlodkowski

Session 9   Topic: Instructional strategies
(Feb. 27-Mar.5)   For this session, read: Brown & Green, Chapters 7 & 8

MARCH BREAK – Mar. 6-12

Session 10   Topic: Evaluating the success of instruction
(Mar. 13-19)   For this session, read: Brown & Green, Chapter 10
                   *** Due March 19: Design Plan ***

Session 11   Topics: Alternatives to ADDIE: Rapid prototyping &
(Mar. 20-26)   constructivist ID

Session 12   Topic: Reflections on the art & science of ID
(Mar. 27-April 2) For this session, read: "Embracing the Aesthetics of ID" (Parrish)

Session 13   Topic: Wrap-up
(April 3-April 6)

                   *** Due April 9: Participation Self-Assessment ***
                   *** Due April 9: Chosen Assignment ***