

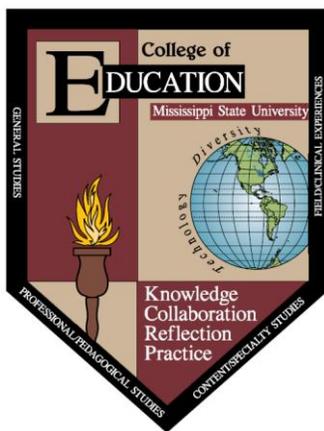
MISSISSIPPI STATE UNIVERSITY COLLEGE OF EDUCATION
DEPARTMENT of INSTRUCTIONAL SYSTEMS and WORKFORCE DEVELOPMENT
COURSE SYLLABUS

Course Prefix and Number: TECH 8623
Course Title: Instructional Design I
Credit Hours: 3 credit hours
Method of Instruction: *LECTURE = UCCC Code C*

Catalogue Description

Three hours lecture. The analysis, design, development, implementation, and evaluation of instruction for organizations.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

Upon completion of this course, students will be able to:

1. Identify competencies, roles, and careers for instructional designers. (CFPO# 3)
2. Describe characteristics of adult learners. (CFPO# 3)
3. Describe the design process. (CFPO# 3, 5, 8)
4. Analyze the needs, audience, context, and content. (CFPO# 2, 3, 4, 5, 8, 10)
5. Apply instructional design principles. (CFPO# 2, 3, 4, 5, 6, 7, 10, 11, 12, 13)
6. Apply media design principles. (CFPO# 2, 3, 5, 7, 10, 13)
7. Evaluate instructional designs. (CFPO# 3, 4, 5, 8)
8. Create multimedia-based instructional materials. (CFPO# 2, 3, 5, 6, 7, 10, 11, 12)
9. Design an instructional lesson. (CFPO# 2, 3, 4, 5, 6, 7, 10, 11, 12)
10. Write a design report. (CFPO# 3, 4, 5, 8)

Detailed Course Outline:

1. Overview of the Instructional Design Function. (3 hrs)
 - a. The Role of Instructional Designers
 - b. Organizational Level of Instructional Design
 - c. Career Opportunities in Instructional Design
2. Introduction to the Instructional Design Process (3 hrs)
 - a. Components of the Instructional Systems Approach Model
 - b. Using the Systems Approach Model
3. Identifying Instructional Goals (3 hrs)
 - a. Performance Analysis
 - b. Needs Assessment
 - c. Job Analysis
 - d. Learners, Context, and Tools
4. Conducting a Goal Analysis (3 hrs)
 - a. Verbal Information
 - b. Intellectual Skills
 - c. Psychomotor Skills
 - d. Attitudes
 - e. Cognitive Strategies
 - f. Goal Analysis Procedures
5. Identifying Subordinate and Entry Skills (3 hrs)
 - a. Hierarchical Approach
 - b. Procedural Analysis
 - c. Cluster Analysis
 - d. Entry Skills
6. Analyzing Learners and Contexts (3 hrs)

- a. Learner Analysis
 - b. Performance Context Analysis
 - c. Learning Context Analysis
7. Writing Performance Objectives (3 hrs)
 - a. Function of Objectives
 - b. Parts of an Objective
 - c. Process of Writing Objectives
 - d. Evaluation of Objectives
8. Developing Assessment Instruments (3 hrs)
 - a. Criterion-Referenced Tests
 - b. Alternative Assessments
 - c. Portfolio Assessments
9. Developing an Instructional Strategy (3 hrs)
 - a. Selection of a Delivery System
 - b. Content Sequencing
 - c. Instructional Strategies
 - d. Learning Outcomes
 - e. Constructivist Strategies
 - f. Student Groupings
 - g. Selection of Media
10. Developing Instructional Materials (3 hrs)
 - a. Components of an Instructional Package
 - b. Existing Instructional Materials
 - c. Instructional Materials and Formative Evaluation
11. Media Design (3 hrs)
 - a. Design Documents (layouts, storyboards, scripts, mockups)
 - b. Design Considerations for Technology-Based Instruction
 - c. Designing the Instructional Message
 - d. Multimedia Design
 - e. Learning Management System Design
12. Conducting Formative Evaluations (3 hrs)
 - a. Roles in Formative Evaluation
 - b. Formative Evaluation Techniques
13. Revising Instructional Materials (3 hrs)
 - a. Data Analysis for Trials
 - b. Revision Process
14. Conducting Summative Evaluations (3 hrs)
 - a. Formative and Summative Evaluation
 - b. Summative Evaluation Phases
15. Implementation (3 hrs)
 - a. Materials
 - b. Equipment
 - c. Environment

Text(s):

Dick, Walter, Carey, Lou, & Carey, James O. (2009). *The systematic design of instruction* (8th ed.). Boston: Allyn and Bacon..

Description of Instruction:

Campus 1: Lecture. The class will be taught face-to-face by lecture and discussion method. The teaching format will include lecture, discussion, demonstration, hands-on activities and simulations, reading assignments, and project assignments. Special needs students will receive instruction to accommodate the individual learner's needs.

Campus 5: Lecture. The class will be taught by lecture and discussion method via weekly synchronous web conferencing sessions and via Canvas. The teaching format will include lecture, discussion, demonstration, hands-on activities and simulations, reading assignments, and project assignments.

Special needs students will receive instruction to accommodate the individual learner's needs.

Honor Code:

(Campus 1 & 5) All written assignments must be submitted through Turnitin. You are expected to maintain the highest levels of academic integrity in this class. **All work that you submit must be your own, original work, done specifically for this class, this semester.** Any academic misconduct will be handled in the manner prescribed in the Mississippi State University Honor Code. All parties involved, both giving and receiving, will be responsible for their actions. Mississippi State University has an approved Honor Code that applies to all students. Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

Mississippi State University's Honor Code:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

You can access the honor code at the following website:

<https://www.honorcode.msstate.edu/policy>

Technology:

Campus 1: Students will be required to use Canvas to access course syllabus, class preparation guidelines and handouts, and supplemental course materials, as well as to check their grades. Students will be also required to submit assignments using Canvas. Additionally, students will engage in class discussions by creating or relying to threaded discussion topics on Canvas.

Campus 5: Students will be required to attend a weekly synchronous session via web conferencing software. Students will be required to use Canvas to access course syllabus,

recorded lectures, class preparation guidelines and handouts, and supplemental course materials, as well as to check their grades. Students will also be required to submit assignments using Canvas. Additionally, students will engage in class discussions by creating or relying to threaded discussion topics on Canvas.

Campus 1 & 5:

Application software program used in the course is a leading interactive instructional design software (such as Adobe Captivate or Articulate 360) and the Microsoft Office Suite. Other software, such as screen capture software, may be used as deemed appropriate by the instructor.

Microsoft Office and SnagIt screen capture software are available free to MSU students at the ITS website:

- Microsoft Office:
<https://servicedesk.msstate.edu/TDClient/Requests/ServiceDet?ID=1371>
- SnagIt:
<https://servicedesk.msstate.edu/TDClient/Requests/ServiceCatalog?CategoryID=1088> (Be sure to record the code. You will need it later)

Diversity:

This course will comply with the Mississippi State University diversity policies. Class discussion and exercises will address diversity issues in the workplace. For more information see: <http://www.oidi.msstate.edu/>

Accommodations for Students with Disabilities:

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall, (662) 325-3335, and <http://www.sss.msstate.edu/>.

University Safety Statement:

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit ready.msstate.edu.

Field Component:

There is no field component for this course.

Evaluation of Student Progress:

Activities:

Student Attendance: Attendance to synchronous sessions is mandatory. If you must be absent or miss a substantial amount of a synchronous session, you may submit an alternative assignment for credit.

Class Participation & Professionalism: Students will attend synchronous online or classroom sessions. They will receive points for each session regarding their participation in class activities and their professionalism.

Reading Assignments: Students will complete focus questions for each of the textbook chapters read.

CBT Software Assignments: While watching video tutorials on how to use CBT software, the students will create similar files using the video's steps.

Design Report Sections: Students will write sections of their design report as they reflect on the design process.

Design Intermediate Deliverables: Students will create intermediate deliverables along their design process, such as a topic outline, content resources, completely edited content, an evaluation prototype, a flowchart, and a CBT prototype.

Design Discussions: With each intermediate deliverable, there will be a corresponding design discussion area where students will present and request targeted feedback from their peers on their work, while providing feedback to their peers' work.

Training Project: CBT: The project which the students design over the length of the course is a Computer-based Training (CBT) program that is programmed on using CBT software.

Training Project: Design Report: The students will combine their report sections and other reflections on the design process to create an overall design report.

Assignment	Points	Corresponding Objectives
Class Part. & Professionalism	100pts	1-10
Reading Assignments	20pts each	1- 3
CBT Software Assignments	10pts each	6, 8, 9
Design Report Sections	20pts each	2, 3, 4, 5, 6, 7, 10
Design Intermediate Deliverables	20pts each	4-9
Design Discussions	15pts each	5-7; 9
Training Project: CBT	300pts	4-9
Training Project: Report	200pts	2, 3, 4, 5, 6, 7, 10
Total:	685	

Grading Scale:

A	617-685
B	548-616
C	479-547
D	411- 478
F	<410

Student Responsibilities:

Student Attendance: Attendance to synchronous sessions is mandatory. If you must be absent or miss a substantial amount of a synchronous session, you may submit an alternative assignment for credit.

Submission of Assignments: All submitted assignments will be submitted through the assignments or discussion areas on CANVAS. In the name of your assignment, you need to include your last name and the assignment name.

Late Assignments: A deduction of 10% will be taken for all assignments submitted after Sunday at 11:59pm.

Civility Statement: This is Mississippi State University, and southern civility is practiced and expected at this university. All class members deserve to be treated with dignity and respect. Please ensure that your posted discussion and e-mail comments are not prejudicial. The instructor reserves the right to remove inflammatory or prejudicial comments without prior notification, and take disciplinary action as needed (including, but not limited to, the removal of certain student course privileges). Since this is a formal classroom setting, typical university protocol will be followed in our classroom. Your instructor should be addressed by title (“Dr. Beriswill,” or “Dr. B.”), and e-mail correspondence and exam answers should follow standard rules of English grammar and punctuation.

Attendance Policy:

In accordance with university policy (AOP 12.09), students should attend all classes. When an absence from class is essential, the student must inform the instructor and provide appropriate documentation.

AOP 12.09 (<http://www.policies.msstate.edu/policypdfs/1209.pdf>)

Campus 1:

Personal Days: You have two personal days as absences, for which you do not require documentation. Three or more undocumented absences will lower your final grade by 3% each, capped at 10%.

Tardies or Leaving Early: Tardy is defined as arriving after the time that the class begins. Leaving early is defined as leaving the class before the time is over. Excessive tardiness and leaving early will constitute an absence (3 tardies or leaving earlies = 1 absence).

Campus 5:

Student Attendance: Attendance to synchronous sessions is mandatory. If you must be absent or miss a substantial amount of a synchronous session, you may submit an alternative assignment for credit.

Sync Session Alternative Assignment: If you have missed the sync session, watch the video linked for the week and write your instructor an email within a week after the sync session video is posted.

1. Entitle the message "Week ## Alt Assignment"
2. Attach your current project files
3. Write a message of 200 words or more, addressing the following:
 - a. New information you learned and insights you had from the video
 - b. What you have done on your project this past week
 - c. Questions or concerns you have

Title IX Policy:

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, or at <http://students.msstate.edu/sexualmisconduct/>.

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- Miller, C., Hokanson, B., Doering, A., & Brandt, T. (2010). Role-Based Design: Design Experiences. *Educational Technology*, 50(6), 3-10.

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