

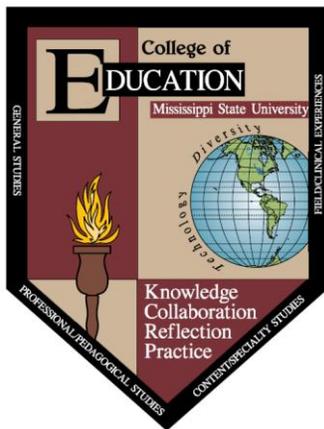
**MISSISSIPPI STATE UNIVERSITY COLLEGE OF EDUCATION**  
DEPARTMENT of INSTRUCTIONAL SYSTEMS and WORKFORCE DEVELOPMENT  
COURSE SYLLABUS

**Course Prefix and Number:** TECH 8693  
**Course Title:** Multiple Perspectives on Instructional Systems & Technology  
**Credit Hours:** 3 credit hours  
**Method of Instruction:** *LECTURE = UCCC Code C*

**Catalogue Description**

Three hours lecture. This course surveys major theoretical perspectives of instructional design and examines related research and applications in a variety of instructional design settings.

**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. Explain the concepts and principles of major perspectives on instructional design (CFPO #3).
2. Evaluate the strengths and weaknesses of each major theoretical perspective (CFPO #13).
3. Discuss implications of each major theoretical perspective for instructional design and technology (CFPO #5, 11, 12).
4. Examine the influence of different theoretical perspectives on instructional technology products (CFPO #3, 13).
5. Develop a personal philosophy and theory of instructional design (CFPO #1, 8).
6. Apply different theoretical perspectives to the design of instruction and technology for diverse audience (CFPO #1, 2, 10, 11, 12, 13).

## **Detailed Course Outline:**

1. Introduction and overview (3 hour)
  - Course description
  - Overview of the course topics
  - Dimensions of the instructional design knowledge base
2. Systems theory (3 hours)
  - The nature of systems theory
  - Systems theory and instructional design
  - Research on systems theory and instructional design
3. Communication theory I (3 hours)
  - Alternative views of communication
  - Communication theory and instructional design I
4. Communication theory II (3 hours)
  - Communication theory and instructional design II
  - Research on communication theory and instructional design
5. Learning theory I (3 hours)
  - Learning theory and instructional design I
6. Learning theory II (3 hours)
  - Learning theory and instructional design II
  - Application of learning theories to instructional design
  - Research on learning theory and instructional design
7. Early instructional theory (3 hours)
  - Early instructional theory
  - Application of early instructional design theories
8. Media theory (3 hours)
  - Media and learning
  - Media theory and instructional design
  - Research on media theory and instructional design

9. Midterm exam (3 hours)
10. Conditions-based theory I (3 hours)
  - Conditions-based theory of Gagne and Merrill
11. Conditions-based theory II (3 hours)
  - Conditions-based theory and instructional design
  - Research on conditions-based theory and instructional design
12. Constructivist design theory I (3 hours)
  - The nature of constructivist design theory
13. Constructivist design theory II (3 hours)
  - Application of constructivists design theory
  - Research on constructivist instructional design
14. Performance improvement theory (3 hours)
  - Theoretical foundation and models of performance improvement
  - Performance improvement and instructional design
  - Research on performance improvement theory and instructional design
15. Synthesis and application of theories to instructional design practice (3 hours)
  - Synthesis and evaluation of multiple perspectives
  - Application of theories to instructional design

**Text(s):**

Richey, R., Klein, J., & Tracey, M. W. (2010). *The instructional design knowledge base: Theory, research, and practice*. New York: Routledge.

Additional readings and learning materials will be posted to CANVAS.

**Description of Instruction:**

**(Campus 1) Lecture.** Instruction will be delivered through face-to-face lectures. A variety of instructional methods will be used to help students achieve the learning objectives of the course. Students will work both individually and collaboratively. Example methods of instruction include readings, presentations, multimedia learning materials, discussions, reflections, quizzes, exams, and students' creation of a multimedia-based project. (CFPO #5, 7, 8, 9).

**(Campus 1) Lecture.** This course will be delivered via an online platform – Canvas. A variety of instructional methods will be used to help students achieve the learning objectives of the course. Students will work both individually and collaboratively. Example methods of instruction include readings, recorded presentations, multimedia learning materials, online discussions, reflections, quizzes, exams, and students' creation of a multimedia-based project. (CFPO #5, 7, 8, 9).

**Honor Code**

**(Campus 1 & 5)** Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

**"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."**

*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.*

For additional information please visit: <http://honorcode.msstate.edu/policy>.

**(Campus 5 specifically)** At the beginning of the semester, students will read the Honor Code and agree to follow the Honor Code. The midterm exam will be timed and administered with randomly ordered questions, and all written assignments will be submitted through Turnitin.

### **Technology:**

Learning materials and student grades will be posted to the CANVAS. Students will submit assignments to CANVAS. Students will utilize social media tools to complete some assignments and learning activities. Students may also use a variety of multimedia production tools to create their group project. Students will also utilize the Internet and electronic databases for research in this course.

### **Diversity:**

This course will comply with the Mississippi State University diversity policies. Specifically, diversity will be addressed by course objectives 4 and 5.

### **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](http://ready.msstate.edu).

**Field Component:**

There is no field component for this course.

**Evaluation of Student Progress:****Assignments:**

Assignments	Description	Points
Activity Participation	There will be 10 weekly activities. (Objectives 1-6)	50
Quizzes	There will be six quizzes and students will read the textbook chapters and take the quizzes. (Objectives 1-6)	60
Online Discussions	Students will watch lectures and read assigned readings in order to participate in online discussion activities. (Objectives 1, 3, 5)	80
Reflections	Students will reflect upon their learning and submit brief reflection papers three times throughout the semester. (Objectives 1, 2, 5)	70
Midterm Exam	The midterm exam will be an open-book assessment focusing on the application of content covered in the course. (Objectives 1 - 6)	80
Final Exam	The final exam is an open-book test with three essay questions. (Objectives 1-6)	60
Application Project	Students will work in a group to (1) create a real-life case, (2) produce a professional development training, or (3) write a research paper. (Objectives 3 and 6)	100
Total		500

**Grading Scale:**

- A: 450 – 500 pts
- B: 400 – 449 pts
- C: 350 – 399 pts
- D: 300 – 349 pts
- F: below 300 pts

**Attendance Policy:**

**(Campus 1)** 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 (via email) and provide appropriate documentation. Otherwise, the student will not have an opportunity to complete the weekly activities outside of the classroom.

**(Campus 5)** 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 (via email) and provide appropriate documentation. In this online course, you will be considered to be in attendance when you participate in course activities.

## **Title IX Policy:**

MSU is committed to complying with Title IX, a federal law 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/EEO Programs at 325-8124 or by e-mail to [titleix@msstate.edu](mailto: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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