

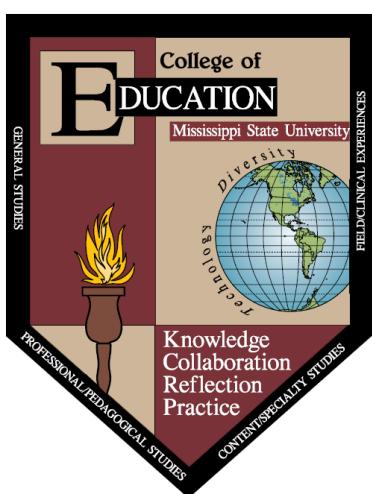
**MISSISSIPPI STATE UNIVERSITY COLLEGE OF EDUCATION**  
DEPARTMENT of INSTRUCTIONAL SYSTEMS and WORKFORCE DEVELOPMENT  
COURSE SYLLABUS

<b>Course Prefix and Number:</b>	TECH 8723
<b>Course Title:</b>	Instructional Design II
<b>Credit Hours:</b>	3 credit hours
<b>Method of Instruction:</b>	<i>LECTURE = UCCC Code C</i>

**Catalogue Description**

(Prerequisite: TECH 8623 or TKT 8623). Three hours lecture. Advanced application of instructional design 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.

**Objectives:**

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

1. Synthesize trends related to organizational training. (CFPO# 3, 5, 8, 13, 14)
2. Describe the components of e-learning design. (CFPO# 3, 5, 8)
3. Analyze the needs, audience, context, and content. (CFPO# 2, 3, 4, 5, 8, 10)
4. Apply instructional design principles. (CFPO# 2, 3, 4, 5, 6, 7, 10, 11, 12, 13)
5. Apply media design principles. (CFPO# 2, 3, 5, 7, 10, 13)
6. Evaluate e-learning instructional designs. (CFPO# 3, 4, 5, 8)
7. Create multimedia-based instructional materials. (CFPO# 2, 3, 5, 6, 7, 10, 11, 12)
8. Design an e-learning instructional lesson. (CFPO# 2, 3, 4, 5, 6, 7, 10, 11, 12)
9. Write a design report. (CFPO# 3, 4, 5, 8)

**Students Activities:**

Activity	Corresponding Objectives
1. Participate with professionalism in class discussions and activities	1-9
2. Read and study the required textbook and readings	1, 2, 9
3. Research and reflect on trends and issues from refereed journal articles.	1
4. Complete a variety of assignments related to design practices	2-9
5. Design e-learning training materials	4-7
6. Design e-learning instructional lessons	3, 4, 5, 6, 8
7. Write an instructional design report	2, 3, 4, 5, 6, 9

**Detailed Course Outline:**

1. Instructional Design Models (3 hours)
  - a. ADDIE Model
  - b. Rapid Prototyping
2. Trends in Instructional Design (6 hours)
  - a. Instructional Design Trends (1.5 hours)
  - b. Training Trends in Industry (1.5 hours)
  - c. Training Trends in Higher Education (1.5 hours)
  - d. Emergent Technologies in Training (1.5 hours)
3. The Training Proposal (3 hours)
  - a. Putting Plans into Writing
  - b. Budgeting and Cost-justifying Training
  - c. Presenting the Proposal

4. Designing E-Learning (3 hours)
  - a. Definition of E-Learning
  - b. Definition of E-Learning Design
  - c. Phases in E-Learning Design
5. Strategic Decisions I (3 hours)
  - a. Face-to-Face, Online, or Blended
  - b. Instructor-led vs Learner-led
  - c. Synchronous vs Asynchronous
6. Strategic Decisions II (3 hours)
  - a. Technology Access
  - b. Infrastructure
  - c. ADA Compliance
7. Anatomy of a Lesson (3 hours)
  - a. Collaboration Tools
  - b. Presentation of Content
  - c. Managing Virtual Courses
8. Learning Activities (9 hours)
  - a. Presentations (1.5 hours)
  - b. Readings (1.5 hours)
  - c. Research Activities (1.5 hours)
  - d. Practice Activities (1.5 hours)
  - e. Testing (1.5 hours)
  - f. Games and Simulations (1.5 hours)
9. Video Design and Development (6 hours)
  - a. Visual Design (1 hour)
  - b. Segmentation and Tracks (1 hour)
  - c. Editing (3 hours)
  - d. Production (1 hour)
10. Canvas Learning Management System Programming (6 hours)
  - a. Navigation (1 hour)
  - b. Pages (1 hour)
  - c. Assignments (1 hour)
  - d. Rubrics (1 hour)
  - e. Discussions (1 hour)
  - f. Settings (1 hour)

**Text(s):**

**Required:**

Horton, William. (2012). *E-learning by design* (2<sup>nd</sup> ed.). San Francisco: Pfeiffer.

**Recommended:**

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

### **Description of Instruction:**

**Campus 1 & 2:** 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:**

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 & 2:** 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, 2 & 5:**

Application software program used in the course are Camtasia Studio, SnagIt, and the Microsoft Office Suite. Other software, such as screen capture software, may be used as deemed appropriate by the instructor.

Camtasia Studio, SnagIt, and the Microsoft Office Suite software are available free to MSU students at the ITS website:

- Camtasia:  
[https://www.software.its.msstate.edu/downloads/details/?software\\_id=53&user=university](https://www.software.its.msstate.edu/downloads/details/?software_id=53&user=university) (Be sure to record the code. You will need it later)
- SnagIt:  
<https://servicedesk.msstate.edu/TDClient/Requests/ServiceCatalog?CategoryID=1088> (Be sure to record the code. You will need it later)
- Microsoft Office:  
<https://servicedesk.msstate.edu/TDClient/Requests/ServiceDet?ID=1371>

### **Diversity:**

This course will comply with the Mississippi State University diversity policies. The ability to communicate is critical for a training professional. Discussions in various topics in communicating and planning a learning environment will be used.

### **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:

### Assignment Descriptions:

**Reading Think Tank Assignments:** For each chapter of the textbook, filled with ideas for activities, the students will be given a section of the chapter and make a think tank out of. Their think tank will be a discussion post with a summary of the main idea or activity and resources from the internet on the topic. Then the students will read each other's think tanks and reply with ideas for activities in that area, thus building a knowledge base.

**Journal Article Critiques:** Students will critique design journal articles published within the past five years that document instructional design research.

**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, a video script, activities and rubrics, and a video mockup.

**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.

**E-Learning Project: Canvas Mini-lesson Materials:** The project which the students design over the length of the course is a mini-lesson including a procedural video that is programmed on the Canvas learning management system.

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

Assignment	Grade Breakdown	Total Points	Corresponding Objectives
Reading Think Tank Assignments	9 @ 20 pts	180 pts	1, 2
Journal Article Critiques	4 @ 25 pts	100 pts	1
Design Report Sections	5 @ 20 pts	100 pts	2, 3, 4, 5, 6, 9
Design Intermediate Deliverables	5 @ 20 pts	100 pts	3-8
Design Discussions	5 @ 15 pts	75 pts	3-8
E-Learning Project: Canvas Mini-lesson Materials	300 pts	300 pts	3-8
E-Learning Project: Design Report	150 pts	150 pts	2, 3, 4, 5, 6, 9
Total:		1005 pts	

Grading Scale:

Points	Letter Grade
905-1005	A
804-904	B
704-803	C
603-703	D
0-602	F

**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 & 2:**

**Personal Days:** You have one personal day as absence, for which you do not require documentation. Two 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:**

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](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/>.

### Bibliography:

- Bichelmeyer, B., Boling, E., & Gibbons, A.S. (2006). Instructional design and technology models: Their impact on research and teaching in instructional design and technology. *Educational media and technology yearbook*, 31, 33-73.
- Clutterbuck, D. (2002). How teams learn. *Training and Development*, 56(3), 67-69.
- Dick, Walter, Carey, Lou, & Carey, James O. (2009). *The systematic design of instruction* (7th ed.). Boston: Allyn and Bacon.
- Gagné, R. M. Wager, W. W., Golas, K. C., & Keller, J. M. (2005). *Principles of instructional design*, 5<sup>th</sup> ed. Mason, OH: Thomson Wadsworth.
- Horton, William. (2006). *E-learning by design*. San Francisco: Pfeiffer.
- Jonassen, David. (1999). Designing constructivist learning environments. In C. M. Reigeluth (Ed.), *Instructional-design theories and models* (Vol. 2). Mahwah, NJ: Lawrence Erlbaum Associates.
- Merrill, H. S. (2005). Adult learning methods: A guide for effective instruction. *Adult Education Quarterly*, 55(3), 232-233.
- Merrill, M.D. (2009). Finding e3 (effective, efficient, and engaging) instruction. *Educational Technology*, 49(3), 15.
- Miller, C., Hokanson, B., Doering, A., & Brandt, T. (2010). Role-Based Design: Design Experiences. *Educational Technology*, 50(6), 3-10.
- Morrison, Gary R., Ross, Steven M., Kalman, Howard K., & Kemp, Jerrold E. (2011). *Designing Effective Instruction* (6th ed.). Hoboken, NJ: Wiley.
- Smaldino, Sharon E., Lowther, Deborah L., & Russell, James D. (2008). *Instructional technology and media for learning* (9th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Tripp, Steven D., & Bichelmeyer, Barbara. (1990). Rapid prototyping: An alternative instructional design strategy. *Educational Technology Research and Development*, 38(1), 31-44.
- Williams, Robin. (2008). *The non-designer's design book* (3rd ed.). Berkley, CA: Peachpit Press.

### Journals:

- The American Journal of Distance Education  
Career Development Quarterly  
Creative Training Techniques

Education Technology  
Educational Technology Research and Development  
e-learning  
Fast Company  
Human Resource Development Quarterly  
Human Resource Management  
INFO-LINE  
Information Technology, Learning and Performance Journal  
Inside Technology Training  
Journal of Computer Based Instruction  
Presentations: Technology and Techniques for Better Communication  
Technical Horizons in Education Journal  
Technical and Skills Training  
Technology and Learning  
Tech Trends for Leaders in Education and Training  
Training and Development  
Training Director's Forum Newsletter  
TRAINING Magazine  
Workplace Network News

Web Sites:

<http://www.trainingdirectorsforum.com/>  
<http://masie.com>  
<http://www.astd.org>  
<http://www.trainingsupersite.com/learningcenter/>  
<http://wwsw.presentations.com>  
<http://my.placeware.com>