

Trends and Issues in Instructional Design

University of Wisconsin - Stout



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Course Syllabus

COURSE DESCRIPTION

In-depth comparison of current instructional design theories and models, variables that affect adult learning, techniques for stimulating and sustaining learner motivation, reinforcement of learning, skill transfer, and use of cognitive task analysis to determine instructional content.

REQUIRED TEXTBOOK

Morrison, R. G., Ross, M. S., & Kemp, E. J. (2013). [Designing effective instruction](#) (7th ed.). Hoboken, NJ: John Wiley & Sons.
ISBN: 978-1118359990

LEARNING OUTCOMES

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

1. Analyze processes of designing instruction and summarize the components of instructional design models.
2. Compare and analyze several models for instructional design.
3. Apply motivation theory to the instructional design process.
4. Apply and summarize adult learning principles.
5. Compare learning theories and create a learning philosophy.

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6. Research and analyze components needed to conduct a front-end analysis for an instructional product.
7. Apply the Morrison, Ross, and Kemp design model to an instructional problem.

Each participant will determine the type of instructional design project most useful, such as a new employee orientation, a workshop, a job aid, a new K-12 or college course, or a compliance training course.

Course objectives are aligned with the following teaching standards:

- Wisconsin Standards for Teacher Development and Licensure (WI DPI): #3, 4, 7.
- International Society for Technology in Education, National Educational Technology Standards (NETS-T) # 2b, 2c.

Participants may include the following:

- Virtual high school teachers, curriculum coordinators, professional development coordinators, and continuing education professionals who want to update or expand their knowledge in curriculum development, assessment, and revitalize their teaching and learning strategies.
- Instructional/educational technologists who support educators in redesigning courses.
- Health educators pursuing a career in educational or service settings in hospitals, dental programs, clinics, long term care facilities, retirement/assisted living facilities, in-home healthcare or other professionals who deliver instruction or continuing education to health professionals including computer-based learning.
- Continuing education and outreach facilitators in museums, government, professional associations, and nonprofit organizations and military settings.
- Web developers, software designers and computer support personnel who develop reference materials, documentation, and customer support tutorials.
- Instructional designers for textbook or e-learning companies.

COMMUNICATION

Once class has officially begun, please check and use your UW-Stout E-mail address for all E-mail communication unless the UW-Stout E-mail system is down.

Daily contact with peers and the instructor should be via the discussion forums. Questions of a personal nature should be discussed privately over the phone or via E-mail with the instructor. In emergencies, you should use both E-mail and

phone to contact your instructor.

E-mail messages and phone calls should be responded to within 24 hours of receiving them (from both the instructor and student) unless notified ahead of time that the recipient will be away from the computer. Questions sent via E-mail that should be posted in the course questions forum will not be responded to. Please do not be offended if you are asked to forward your question to this location.

Voicemail message may be responded to via E-mail. Therefore, please check your E-mail regularly.

PARTICIPATION & COLLABORATION

As we complete each activity, you are encouraged to share your discoveries and successes with other participants and collaborate during team problem-solving. Participants may share drafts of works-in-progress for peer feedback and discuss ideas and suggestions before submitting the final project.

Each participant brings unique needs and resources to the group. Our sharing will provide a broader base of experience as we discover the solutions to each other's design needs and challenges.

Since our diverse groups are usually in many different time zones feel free to use the following aids to determine what time it is in your classmates' countries and/or cities. This will help when setting up real-time chats with your learning partner during collaborative projects .

[The World Clock - Time Zones](#) | [WORLDTIME](#) | [The Time Zones for PCs](#) (free)

If for any reason, you are unable to access the Course Management System(CMS), you are expected to submit assignment to the instructor via E-mail. Your instructor may ask you to resubmit your assignment to the CMS once access is restored.

DISCUSSION BOARD

Many of the course activities will occur in the discussion board, so it is important that you check it regularly. You will also submit selected assignments to the discussion board.

Perhaps its most vital use, however, is the exchange of ideas that can occur among class participants. You will be able to communicate with everyone in the class through your postings to the discussion board. Communicate with each other frequently and freely.

REFLECTION

You will engage in self-reflection activities throughout this course. Some examples of self-reflection activities include classroom discussions, a competencies self inventory, and a reflection for your portfolio project (see the portfolio [self-reflection rubric](#)).

ASSESSMENT

Your grade will be based on the following:

Module 1: What is Instructional Design	Points
Ice Breaker	10
Trends Discussion: ID Competencies & Job Market	40
Mastery Exercise: Module 1	5
Portfolio Project: None	0
Module 1 Total	55

Module 2: Instructional Design Models	Points
Trends Discussion: Comparing ID Models	40
Mastery Exercise: Module 2	5
Portfolio Project: Proposal	10
Module 2 Total	55

Module 3: Front-End Analysis: Goal Analysis	Points
Trends Discussion: Front-End Analysis	40
Mastery Exercise Quiz: Module 3	10
Portfolio Project: Goal Analysis	50
Module 3 Total	100

Module 4: Front-End Analysis: Learner & Contextual Analysis	Points
Trends Discussion: Learning Theories Comparison	40
Mastery Exercise Quiz: Module 4	5
Portfolio Project: Learner & Contextual Analysis	55
Module 4 Total	100

Module 5: Front-End Analysis: Task Analysis	Points
Trends Discussion: Practitioner Blogs	40
Mastery Exercise Quiz: Module 5	6
Portfolio Project: Task Analysis	50
Module 5 Total	96

Module 6: Instructional Objectives & Sequencing	Points
Trends Discussion: Interviewing for a Job in ID	40
Mastery Exercise Quiz: Module 6	9
Portfolio Project: Instructional Objectives & Map	75
Module 6 Total	124

Module 7: Designing the Instruction, Content, & Assessment	Points
Trends Discussion: Instructional Strategies	40
Mastery Exercise Quiz: Module 7	13
Portfolio Project: Assessment Activity & Instrument	55
Module 7 Total	108

Module 8: Evaluation & Tying it all Together	Points
Trends Discussion: Instructional Design at Work	40
Mastery Exercise Quiz: Module 8	7
Portfolio Project: Formative Evaluation	55
Portfolio Project: Portfolio Project Reflection	40
Module 8 Total	142

Check-Ins	Points
After Module 1	5
After Module 5	5
Check-In Total	10

Course Total	790
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Grading Scale

90-100% (711 - 790 points) => A

80 - 89% (632 - 710 points) => B

70 - 79% (553 - 631 points) => C

Work below 70% is unacceptable at the graduate-level and will result in a grade of F.

Rubrics

Your Portfolio Project will be evaluated on your demonstration of standards listed on the each sections rubric (provided throughout the course). The final project will also include a reflection component which has its own [rubric](#).

Evaluation of your discussion board participation is cumulative and subjective based on notes that the instructor records each week. Please visit the [Discussion Rubric](#) and the [Discussion Rubric Criteria: Contrasting Examples](#) document for a clear understanding of the quality standards for discussion posts.

Reflections will be evaluated for clarity and your understanding of the course readings and activities. Any time that you want to ask about your progress, send a message directly to your instructor.

Late Policy

This is a graduate-level class, and it is expected that all students will submit work on time. Any work submitted after the due date will lose one level on the rubric. In other words, work which would have been Proficient will be graded as Basic. Work more than seven days late will not be accepted.

However, it is understood that emergencies do arise and the late policy can be waived at the instructor's discretion in case of an emergency. Emergencies are defined as anything which is serious and unexpected. Emergencies cannot be written on the calendar in advance. Examples of emergencies are: heart attacks, car accidents, serious health crises of the student or in the student's immediate family. Examples of non-emergencies are: family weddings, vacations, or any other event which can be planned around. Students are encouraged to work ahead when necessary. Students should contact the instructor to make arrangements to work ahead or to ask for a waiver of the late policy.

RESOURCES & SOFTWARE NEEDED

Reading materials will be included in most sessions, either as e-mail or references to materials on the WWW. There is a required textbook, which you will use in this course and reference in the next course, *Instructional Strategies and Assessment*.

The text is:

Morrison, R. G., Ross, M. S., & Kemp, E. J. (2013). *Designing Effective Instruction* (7th ed.). Hoboken, NJ: John Wiley & Sons.

Optional textbooks include:

Dick, W., & Carey, L. (2008). *The systematic design of instruction* (7th ed.). New York: Allyn & Bacon.

Williams, R. (2003). *The non-designer's design book* (2nd ed.). Upper Saddle River, NJ: Peachpit Press.

Mager, R. F. (1984). *Measuring instructional results* (2nd ed.). Belmont, CA: Lake Publishing.

What are the minimum technology requirements?

Complete the system checkup on this Web site, <https://uwstout.courses.wisconsin.edu/> by clicking on the link that says: **Check your system.**

Review the list of compatible/recommended browsers and software programs for Learn@UWStout at the [Online Help Desk](#).

If you have any questions about these preferences, please call one of the numbers listed below and indicate that you are a UW-Stout student needing help with Learn@UW-Stout . Help is available 7 days a week. Contact the Help Desk at one of the numbers below.

1-888-435-7589 (option 3) | 1-608-264-4357 (option 3)

Take a few minutes to review the [Frequently Asked Questions](#). (FAQs).

ACADEMIC HONESTY & MISCONDUCT

From [the university policy](#), "Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

Definitions of academic dishonesty as provided by the National Association of Student Personnel Administrators include:

Cheating

The use or attempted use of unauthorized materials, information, or study aids in any academic exercise.

Plagiarism

The use of others' ideas and words without a clear acknowledgement of the source.

Fabrication

The intentional and unauthorized falsification or invention of any information or citation in any academic exercise.

Assisting

The facilitation or assistance in academic dishonesty.

UW-Stout also considers academic dishonesty to include forgery of academic documents, or intentionally impeding or damaging the academic work of others."

This information comes from <http://www3.uwstout.edu/stusrv/dean/chp14.cfm>
"Academic misconduct in the University of Wisconsin System is defined by UWS Chapter 14. Student Academic Misconduct / Disciplinary Procedures - UWS Ch. 14

STUDENTS SERVICES

ADA Accommodations

UW-Stout strives for an inclusive learning environment. If you anticipate or experience any barriers related to the format or requirements of this course please meet with me so that we can discuss ways to ensure full access. If you determine that additional disability-related accommodations are necessary please contact the Disability Services office (206 Bowman Hall, 232-2995, <http://www.uwstout.edu/disability>).

Library Services

You may need to access UW - Stout's Library Services and can do this at <http://www.uwstout.edu/lib/> In addition to traditional and online services, the library maintains many helpful videos on searching and use of the tools for research.

Ask5000

[Ask5000](#) is the place to start for technical assistance, like forgotten passwords, E-

mail, storage and so on.

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