EME 6606: Advanced Instructional Design

Educational Technology Program

University of Florida

SEMESTER HOURS

3 semester hours

COURSE DESCRIPTION

Focuses on the student who is becoming an instructional design (ID) professional by refining skills and adding to the skills learned in the beginning Instructional Design course, building on the foundational knowledge about the practice of ID, and encouraging the development of communication skills. This course is a case-based approach to learning instructional design skills. Case studies will be used as a basis for exercises and discussions.

INSTRUCTOR INFORMATION

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CLASS MEETING TIME

Thursdays from 5:10pm - 8:10pm

OFFICE HOURS

You are welcome to visit at anytime during my office hours. If you cannot make any of my scheduled office hours, please schedule an appointment with me via email. I will make an effort to meet your scheduling needs.

Tuesdays: 3pm – 5pm

Thursdays: 3pm – 5pm

REQUIRED SOFTWARE/HARDWARE

You will need access to a modern personal computer and a reliable Internet connection. Additionally, we will be using a variety of software packages this semester, including MS Word 2010(13), MS Power Point 2010 (13), MS Excel 2010(13), Adobe Reader, a browser (Firefox, Internet Explorer, Opera, Netscape, etc.). You will also need access to development software for the instructional design and development project.

TEXTBOOK INFORMATION

The textbooks for this course are:

Morrison, G., Ross, S., Kemp, J., & Kalman, H. (2012). *Designing effective instruction.* 7th ed. New York, NY: Wiley.

Richey, R., Klein, J., & Tracey, M. (2011). *The instructional design knowledge base: Theory, research, and practice*. New York, NY: Routledge.

Ertmer, P., Quinn, J. & Glazewiski, K. D. (2014). *The ID casebook: Case studies in instructional design*. 4th ed. Columbus, OH: Pearson.

COURSE DELIVERABLES

There are three forms of deliverables in this course: the eBook project, case analyses, and writing assignments. Each of the deliverables in this course has hard deadlines that are posted in advance.

Writing Assignments

Instructional design is an evolving field with a rich history and knowledge base. The course requires you to delve into the breadth and depth of the field by reading about the foundations in which the field is based. You will read chapters from the ID Knowledge Base and selected related peer-reviewed articles to support your responses to a series of reading guide questions. The writing assignments will be individual assignments and should conform to the most recent APA guidelines for citing materials.

eBook Project

The eBook Project is group activity that will require the development of chapter of a book titled *Distance Education Theory and Practice*. Groups will be assigned early in the semester by the instructor with student input. The eBook project is a multi-phase deliverable with specific parts due at different points in the semester. More details will be provided in the eBook project specifications which are available in Canvas.

Case Analyses

Each student will be required to read eight case studies related to instructional design practice. The case studies require students to first analyze the case to identify problems, and second, present viable solutions to solve those problems. The case analyses require responses to several questions in a written form. Additionally, students will be evaluated on discussing the cases with their peers in class. Cases analyses will be evaluated on both the written analysis and interactions with your peers during class time.

GRADING SCALE

Final course grades will be determined using scores from the following: • 40% - eBook Chapter (4)	Grade	Scale
	A	90-100
	B	80-89

• 30% - Case Analyses and Participation (8) • 30% - Writing Assignments (8)	C	70-79
	D	60-69
	E	0-59

Note: A grade of an 'I' will not be awarded unless there are extenuating circumstances.

COURSE POLICIES

Attendance

Students are expected to attend all of their scheduled classes and to satisfy all course objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, who reserves the right to deal with individual cases of nonattendance. It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence. Furthermore, it is the student's responsibility to catch up on all missed assignments and information covered in class. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: http://gradcatalog.ufl.edu/content.php?catoid=5&navoid=1054#attendance

Late Work

In order to receive full credit for work, students must turn in required deliverables on the specified due date. Late work will not be accepted unless you fall under the special circumstances (e.g., religious holidays, military duty, etc.). Read the link above under attendance. You are welcome, however, to submit work early.

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students with academic concerns related to this course should contact the instructor in person or via email. Students also may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: http://www.counseling.ufl.edu/. Also, crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789.

Academic Integrity and Academic Honor Code

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. " You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php

Course Evaluation
Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester. Summary results of these assessments are available to students at https://evaluations.ufl.edu.

Acceptable Use Policy

Please read the University of Florida Acceptable Use Policy that can be found at http://www.it.ufl.edu/policies/aupolicy.html. You are expected to abide by this policy.

Software Use

All faculty, staff, and students of the University of Florida are required and expected to obey laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against the University policies and rules, disciplinary action will be taken as appropriate.

TENTATIVE COURSE SCHEDULE

Use this tentative schedule as a guide for planning this semester. You are expected to read the materials before class. All deliverables are due before the start of class on the designated date.

RKT: Richey, R., Klein, J., & Tracey, M. (2011). *The instructional design knowledge base: Theory, research, and practice*. New York, NY: Routledge.

EQ: Ertmer, P., Quinn, J. & Glazewiski, K. D. (2014). *The ID casebook: Case studies in instructional design*. 4th ed. Columbus, OH: Pearson.

Week	Topics	Deliverables
Week 1: 8/25/2016	Course overview Introduction to case method eBook Project "Distance Education Theory and Practice" Assign groups to chapters	

Week 2: 9/1/2016	RKT: Chapter 1: The Dimensions of an Instructional Design Knowledge Base RKT: Chapter 2: General Systems Theory EQ: Chapter 2: Michael Bishop: Implementing Gaming Technologies in Traditional K-12 Contexts	Case Analysis 1 Writing Assignment 1
Week 3: 9/8/2016	RKT: Chapter 3: Communication Theory EQ: Chapter 10: John Falkin: Designing an Online Graduate Seminar	Case Analysis 2 Writing Assignment 2
Week 4: 9/15/2016	eBook Topical Outline Review eBook Template Review eBook Activities Review eBook Standards Discussion	eBook Chapter Topical Outline Draft
Week 5: 9/22/2016	RKT: Chapter 4: Learning Theory EQ: Chapter 19: Abby Carlin: Documenting Processes in a Manufacturing Setting	Case Analysis 3 Writing Assignment 3
Week 6: 9/29/2016	RKT: Chapter 5: Early Instructional Theory EQ: Chapter 6: Tina Sears: Evaluating the Impact of a K-12 Laptop Program	Case Analysis 4 Writing Assignment 4
Week 7: 10/6/2016	RKT: Chapter 6: Media Theory EQ: Chapter 16: Beth Owens: Addressing Multiple Perspectives and Constraints in ID Practice	Case Analysis 5 Writing Assignment 5
Week 8: 10/13/2016	eBook Chapter Reviews (Discuss Assessment Activities)	eBook Chapter Draft
Week 9: 10/20/2016	**AECT Conference – No Class!**	eBook Peer Reviews
Week 10: 10/27/2016	RKT: Chapter 7: Conditions-Based Theory EQ: Chapter 29: Andrew Stewart: Managing Consulting Activities in an Evaluation Context	Case Analysis 6 Writing Assignment 6
Week 11: 11/3/2016	RKT: Chapter 8: Constructivist Design Theory	Case Analysis 7 Writing Assignment 7

	EQ: Chapter 18: Frank Tawl and Semra Senbetto: Designing Curriculum for Southeast Asian Trainers	
Week 12: 11/10/2016	RKT: Chapter 9: Performance Improvement Theory RKT: Chapter 10: A Taxonomy of the Instructional Design Knowledge Base EQ: Chapter 30: Jack Waterkamp: Managing Scope Change in an Instructional Design Project eBook Chapter Reviews with Assessment Activities	Case Analysis 8 Writing Assignment 8 eBook Chapter Draft with Assessment Activities
Week 13: 11/17/2016	**FERA – No Class!**	eBook Peer Reviews
Week 14: 11/24/2016	**Thanksgiving Holiday – No Class!**	
Week 15: 12/1/2016	Assemble Final eBook and Publish	Biographical Statement Final eBook Chapter Peer-Evaluation
Week 16: 12/8/2016	**Reading Day - No Class!**	