

COURSE SYLLABUS
EME 6609: Instructional Design
School of Teaching and Learning

CREDIT HOURS

3-credit hours

COURSE DESCRIPTION

This course focuses on the application of instructional design principles to the development of instruction. Topics include contemporary issues and trends in instructional design, foundations in learning research, requirements for instruction, task and needs analysis, learning situations and instructional models, learner characteristics, hardware and software innovations, assessing instructional outcomes, and factors affecting utilization.

INSTRUCTOR INFORMATION

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OFFICE HOURS

I am available to meet your scheduling needs. I will be available in my office on Wednesday from 2:30pm to 5:00pm. However, I will make arrangements to meet your scheduling needs. I suggest sending me an email to schedule an appointment.

REQUIRED SOFTWARE/HARDWARE

Daily access to a Windows 7 or Windows 8 or Windows 10 or Mac OS X, a reliable *broadband* Internet connection, Internet Explorer or Firefox or Safari or Google Chrome, and Flash 9.0 plug-in. Additionally, you will need access to MS PowerPoint, MS Word, Filezilla, and MS Excel. Depending on what you choose to implement for your instructional design project, you will likely need other software for production. You will also need a trial version of Captivate, an educational authoring tool used to create interactive e-learning materials.

TEXTBOOK INFORMATION

Morrison, Ross, Kemp & Kalman. (2012). Designing Effective Instruction, 7th ed. Wiley.
[ISBN 9781118359990]

Ritzhaupt, A. D. (Ed.) ADDIE Explained: http://www.aritzhaupt.com/eBook_ADDIE/

METHOD OF EVALUATION

You will be evaluated on a number of activities this semester, each with a unique set of requirements that are listed in separate sections of Canvas. No late work will be accepted within the course unless there are extenuating circumstances, so please schedule accordingly. Your participation in class discussions is essential, so please come to class prepared.

Instructional Design Project

The instructional design project is the largest and most important set of activities within the course. This is a real-world instructional design project broken into several parts to make the learning experience more manageable. The following are the activities:

- Selecting a topic
- Instructional design report
- Needs assessment and analysis report
- Instructional objectives and activities report
- First draft of instructional materials
- Evaluation of instructional materials report
- Lessons learned on instructional design
- Final instructional design project

Details about each of these deliverables is available within Canvas.

Instructional Design Guru Project

The instructional design guru project requires you to select an instructional design guru from our field and create a Captivate presentation about this individual. You will be required to select useful and relevant information about the individual based on your Internet research. More details about this assignment are available within Canvas.

Participation and Discussion

Your active participation in class discussions is a requirement within this course. This means you come to class prepared to discuss the readings, contribute to discussions, and display a command of the topics at hand. In doing so, you are expected to display professional courtesy to your peers when providing feedback and constructive criticism.

Grading Scale

Final course grades will be determined using scores from the following:

- 70% - Instructional Design Project
- 20% - Instructional Design Guru Project
- 10% - Participation and Discussion

Grade	Scale
A	90-100
B	80-89
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

Instructor Student Contact

This course will use Canvas as a means of communication. All questions related to the course material should be submitted to the instructor using the Canvas messaging service. Emails will also be accepted for personal matters. When emailing the instructor, you must include your full name, the course you are enrolled in, and a clear description of the matter. You may contact me via cell phone when necessary. I will also make myself available via Google Hangout and Skype.

Written Communication

The assignments and discussions require the students to utilize an effective and concise technical writing style with appropriate grammar and spelling. Students will have the opportunity to participate in a number of discussions relating to the cases. Students are expected to be able to effectively communicate technical ideas in both a written format.

Attendance Policy

Students must log in to the class in Canvas during the first two days of the term in order to fulfill the attendance policy of attending the first class meeting. Students not logging in to the course during that period may be dropped from the class in order to permit access to those on the waiting list.

Late Work

In order to receive full credit for work, students must turn in required deliverables in the on the specified due date. No late work will be accepted in this course – no exceptions.

Special Needs

If you have a disability, as defined by the Americans with Disabilities Act (ADA), which requires a classroom accommodation or auxiliary aid(s), please inform the instructor of your needs during the first week of class so that the appropriate action is taken.

Academic Integrity

Examinations, assignments, and projects are designed by the instructor to provide a complete learning experience for each student. Each student is therefore expected to complete his/her own work. The instructor recognizes that students learn from each other and particularly recognize the value of students comparing notes with each other. However, the amount of such collaboration permitted varies widely from course to course, and is influenced not only by instructor prerogative, but by the level and nature of the material under discussion. In no case should one submit work not one's own and in no case should one represent another's work as one's own. Plagiarism is just one of several areas of academic misconduct. It is not just the plagiarizer who is at risk. It is equally unacceptable for one to knowingly supply another student with access to one's current work or work from a previous term. This is called complicity in academic dishonesty, which is another area of academic misconduct. Any attempt to misrepresent one's performance on any exercise submitted for evaluation is academic misconduct.

COURSE SCHEDULE

Use this tentative schedule as a guide for planning this semester. You are expected to read the materials before class and be prepared to have an in depth discussion about these readings.

Week	Readings	Deliverables
Week 1: 8/26	Chapter 1: Introduction to the instructional design process www.aritzhaupt.com/eBook_ADDIE/index.html	
Week 2: 9/2	Chapter 2: Identifying the need for instruction Chapter 14: Learning theory and instructional theory www.aritzhaupt.com/eBook_ADDIE/analysis.html Ertmer, P. A., & Newby, T. J. (1993). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. <i>Performance Improvement Quarterly</i> , 6(4), 50-72.	Selecting a topic
Week 3: 9/9	Chapter 3: Learner and contextual analysis Chapter 4: Task analysis www.aritzhaupt.com/eBook_ADDIE/analysis.html Merrill, M. D. (2002). First principles of instruction. <i>Educational Technology Research and Development</i> , 50(3), 43-59.	
Week 4: 9/16	Chapter 5: Instructional objectives www.aritzhaupt.com/eBook_ADDIE/design.html Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. <i>Theory into Practice</i> , 41(4), 212-218.	Instructional design report
Week 5: 9/23	Chapter 6: Designing the instruction: Sequencing Chapter 7: Designing the instruction: Strategies www.aritzhaupt.com/eBook_ADDIE/design.html	
Week 6: 9/30	Chapter 8: Designing the instructional message www.aritzhaupt.com/eBook_ADDIE/design.html Sweller, J., Van Merriënboer, J. J., & Paas, F. G. (1998). Cognitive architecture and instructional design. <i>Educational Psychology Review</i> , 10(3), 251-296.	Needs assessment and analysis report
Week 7: 10/7	Chapter 9: Developing instructional materials Chapter 10: Design considerations for technology-based instruction www.aritzhaupt.com/eBook_ADDIE/development.html	

	Martin, F., Klein, J. D., & Sullivan, H. (2007). The impact of instructional elements in computer-based instruction. <i>British Journal of Educational Technology</i> , 38(4), 623-636.	
Week 8: 10/14	Chapter 11: The many faces of evaluation Chapter 12: Developing evaluation instruments http://www.aritzhaupt.com/eBook_ADDIE/evaluation.html	Instructional objectives and activities report
Week 9: 10/21	Chapter 13: Using evaluation to enhance programs: Conducting formative and summative evaluations http://www.aritzhaupt.com/eBook_ADDIE/evaluation.html	
Week 10: 10/28	Chapter 15: Planning for instructional implementation Chapter 16: Instructional design project management http://www.aritzhaupt.com/eBook_ADDIE/implementation.html	First draft of instructional materials
Week 11: 11/4	AECT Conference – No Class.	
Week 12: 11/11	Veteran’s Day – No Class.	
Week 13: 11/18	FERA Conference – No Class.	Evaluation of instructional materials report
Week 14: 11/25	Thanksgiving – No Class.	
Week 15: 12/2	Panel of instructional designers form business and higher education settings (Note: Bring lots of questions to ask the panel about)	Lessons learned on instructional design
Week 16: 12/9	Presentations on instructional units	Final instructional design project