Auburn University Syllabus

1.   **Course Number:**   EDMD 7000
       Course Title: Instructional Design
       Credit Hours: 3 semester hours
       Prerequisite: None
       Corequisitie: None
       Professor: Dr. Sara Wolf
                                 Office: 4066 Haley Center, mailbox: 4036 Haley Center
                                 Email: wolfsa1@auburn.edu
                                 Office / Online Hours: Thursday 5:00-8:00 pm or by appointment

2.   **Date Syllabus Prepared:**   August, 2015

3.   **Texts:**   American Psychological Association. (2001). *The publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (Required)
               Roblyer, M. D. (2014). *Introduction to systematic design for traditional, online, and blended environments.* Upper Saddle River, NJ: Pearson. (Required)

4.   **Course Description:**
       Theory, problems, procedures, and standards in the utilization of technology in instructional design and development

5.   **Course Objectives:**
       Upon completion of this course, students will be able to demonstrate a knowledge and ability to:
1. Define and discuss concepts relating to the application of instructional technology in educational settings (e.g., the foundations of instructional technology, the systems approach, the application of instructional technology for instruction and learning.
2. Define and discuss concepts related to the outcomes of instruction (e.g., instructional needs, instructional goals, learner capabilities, instructional restraints, learner behavior, learning styles, and essential learning conditions).
3. Design learning situations for specific learning outcomes, describing strategies, activities, media and management.
4. Plan means for evaluating the effectiveness of an instructional design for specific learning outcomes.
5. Systematically design, develop, implement, and evaluate a learning activity or unit of instruction.

6.   Course Content:

Week/Date	Topic	Reading	Assignment(s) Due
1) Aug 20	Introduction to Canvas; Introduction to instructional design; Role of ID; Expectations	Roblyer Ch. 1	Discussion Participation (Weekly, throughout the semester); Demographic Survey
2) Aug 27	Analyzing Needs & Identifying Instructional Goals	Roblyer Ch. 2	Access Canvas Smarter Measure Readiness Test & Discussion 3 Project idea proposals
3) Sept 03	Analyzing Instructional Goals for Learning Conditions & Sequence (a.k.a. Content Analysis)	Roblyer Ch. 3	
4) Sept 10	Preparing Instructional Design Objectives & Assessment Strategies	Roblyer Ch. 4	Final Project Approval Milestone: Instructional analysis for intended goals.
5) Sept 17	Developing Assessment Materials	Roblyer Ch. 5	Program Description Due
6) Sept 24	Developing & Documenting Effective Instructional Strategies	Roblyer Ch. 6	
7) Oct 01	Instructional Strategies for Various Content Types	Instructor Presentations	Milestone: All objectives in final form
8) Oct 08	Choosing & Developing Instructional Materials	Roblyer Ch. 7	Design Specifications Midterm Exam Distributed (Canvas) Milestone: Assessment methods/items for all objectives in first draft form.
9) Oct 15	Organizing Learning Environments	Roblyer Ch. 8	Milestone: Target instructor and implementation date(s) established.
10) Oct 22	Evaluating & Revising Instruction	Roblyer Ch. 9	Midterm Exam Milestone: First draft of final project complete
11) Oct 29	Postdesign Evaluation & Final Notes	Roblyer Ch. 10	Milestone: Penultimate draft of final project complete
12) Nov 05	Instructional Unit Development & Implementation		Target: Project Implementation
13) Nov 12	Instructional Unit Development & Implementation		Target: Project Implementation
14) Nov 19	Instructional Unit Revision & Evaluation		
15) Nov 26	🦃 **Thanksgiving – No Class** 🦃		
16) Dec 03			Final ID Project Program Evaluation Results

7.   Course Requirements:

Specific details for each assignment will be provided in class and in separate documentation via Canvas.

- Each learner will design, develop and evaluate an instructional design "module" of instruction consisting of a student booklet and a teacher manual (or equivalent) that teaches either an

intellectual skill or concept. The audience for the instruction should be specifically described, but broad enough in nature that learners in a variety of settings would be able to learn from the materials (e.g. 3rd grade students vs. Mrs. Jones' 3rd grade class; Pre-service teachers vs. Dr. Smith's methods class). The module will be presented in booklet or binder format, which has been word processed and printed. Attention will be paid to detail, not only in the content of the design but also to the aesthetics of the design. It should be free from spelling/grammar errors and packaged in such a way as to reflect a high level of professionalism.

- Each learner is expected to attend and actively participate in all scheduled online meetings and online discussions. Failure to attend meetings or online discussions (in part or in whole) impacts the learning of the rest of the class, and should be avoided.
- Each learner is expected to complete all assigned homework activities.
- Each learner is expected to moderate and participate in weekly on-line discussions of course-related topics.
- Each learner will complete a midterm (written) examination.

8.   **Assessment:**
The final grade for the course will be based on a ratio of the points earned by the students to the total number of points offered during the semester.

ID Project	100	points
Midterm Examination #1	50	points
Evaluation Results	15	points
Program Description	10	Points
Design Specifications	15	Points
Weekly Discussions (Avg)	10	Points
Total:	*200*	*Points*

The following grading scale will be used in assigning final letter grades for the course:

180 pts minimum ....A
160pts minimum ....B
140 pts minimum C
120 pts minimum ....D
Below 120 pts .... F

All assignments are due at NOON on Thursdays. Online discussions are typically due to complete at NOON on Thursdays, unless otherwise indicated on Canvas. Unexcused late assignments will not receive a grade of "A".

9.   **Class Policy Statements:**

Special notes:
- Students should make sure that any technological problems encountered while using public computers in the LRC, or while in class are *immediately* reported to the instructor, and to the LRC staff in writing. Students should write the number of the computer (found either on the monitor or on the CPU), the time the problem occurred, the specific tasks being attempted when the problem occurred, name & email of the student discovering the problem, and a detailed description of the problem. This will provide the LRC staff with the necessary information to quickly address and correct the problem.
- Students are also *strongly* encouraged to contact the instructor regularly during class, office hours or via e-mail for assistance; clarification, if needed, on assignment requirements; and for periodic review of class progress.
- Auburn University has provided each student with an email account. These accounts are used as the official communication medium between the university and the student. For this

reason, students should communicate with the instructor using *only* their official university (TigerMail) accounts or via the Canvas message option. Email originating from Hotmail, AOL, or other non-Auburn sources will *not* be opened by the instructor.

Technical assumptions/expectations

Since you registered for an online course, I am making the following assumptions about your technical skill and work habits:

- You are comfortable creating products in all of the major Microsoft Office (or equivalent) products (word processing, spreadsheets, presentation software).
- You are comfortable creating files in PDF format.
- You are comfortable navigating a web-based learning management system such as Canvas as well as the accompanying tools within the management system (email, messages, webpages, discussions, etc.).
- You have regular and reliable access to a high-speed internet connection.
- You are comfortable managing your time in order to complete assignments on time.
- You are comfortable asking for help when you get stuck, but are able to perform basic troubleshooting tasks yourself (printing difficulties, personal internet connection difficulties, software installation – where appropriate, etc.).
- You are comfortable searching for, locating, and accessing information and media on the Web.
- You can download media from Web-based locations.
- You are comfortable following written directions for installing software and are willing to explore new media with an adventuresome spirit.

Assignment Submission:

1. Assignments are due at the beginning of the class period noted. In cases where assignments are emailed to instructors, they are due *prior to the beginning* of the class indicated on the schedule.
2. Due to the potential incompatibility of word processing and other software programs and formats, absolutely no work for the course will be accepted a an e-mail and/or as an e-mail attachment or on a disk, unless specifically indicated differently by the instructor. All graded work must be printed off by the student and submitted to the instructor in hard copy format.

Data Maintenance:

- It is the *student's responsibility* to maintain backup copies of disks and assignments and to complete the work in the time available. Students are *strongly encouraged* to utilize their public server space provided by Auburn University as one of their back-up options. However, this should **not** be the **only** option used by students. Flash/thumb drives, multiple copies of files, and "cloud storage" such as dropbox/google docs should also be used to guard against data loss. Failure to submit assignments due to data loss is not an acceptable excuse.
- Students are *strongly encouraged* to make regular time in their schedules for the completion of computer-based projects. Typically *more time* is needed than is available in the class meeting schedule for the successful completion of these projects.
- The instructor may request to see a student's disk and backup copies of electronic files at any time during the semester in order to assess progress.

Attendance Policy

- As educational professionals, it is incumbent upon you to demonstrate that you are capable of meeting the demands of the teaching profession. Educational professionals are expected to be present in their classrooms (or offices) each of the days of the employment contract (typically 150-180 teaching days per year plus additional staff-only days, depending on the district). *Since regular attendance is an essential function of the teaching profession it is also mandatory in this course.* Auburn City Schools has 189 teacher days in the 2007-08 school year. Teachers are allowed to take 2 personal days (some people call these "no questions asked" absences) per year. This works out to approximately 1% of the required teacher days. If the same criteria were to be applied to the number of class hours required for this course during a semester (45 contact hours), that would work out to approximately 30 minutes of allowable "personal" or "unexcused" absences. However, this is not convenient for record keeping purposes. **Therefore, students will be permitted to have one (1) "no questions asked" absence during the semester.** Your instructor may also elect to deduct from this one absence any chronic tardiness that you exhibit during the semester. If so, this will be communicated to you during the first class period. Make sure you make a note of your instructor's policies regarding tardiness so that you can refer to it during the semester if you have questions. **Each unexcused absences beyond one (1) will result in a 10% reduction in your total number of final points available to be earned for the semester.**
- **Students who are absent for "excused" reasons (please see the Tiger Cub for specific information regarding excused absences) must provide the instructor with appropriate documentation within one (1) week from the date of the absence.** Since this is a class that meets once per week, that means that the documentation must be provided to the instructor **no later than the end of the class session following the date of the absence.** If the reason for the absence is such that this is not possible, it is the student's responsibility to communicate with the instructor and make other arrangements.
- "Excused" absences are defined as absences that have been documented as occurring for University approved reasons. **ALL absences will be considered to be "Unexcused" until and unless the instructor is in possession of the appropriate documentation for that absence.** Please be aware that the instructor may verify any or all medical or other documentation that is presented for absence verification purposes. The falsification or forgery of medical documentation is considered to be an act of Academic Dishonesty, subject to sanctions as spelled out in the Student Policy eHandbook by the Academic Dishonesty Committee. Additionally, some physicians have been known to file separate civil charges against those who have committed this type of forgery.

Participation:

Participation is important in our classes as most of you are preparing to be teachers, administrators, library media specialists or professionals in other areas relating to the educational process. Seldom do I have to remind you to engage in class activities. While some of you are not as gregarious as others, and some are more apprehensive than others there are few common definitions of participation that I will use when evaluating it for your grade. A good rule of thumb is: "Tush time does not equal participation." Basically, this means that in addition to *appearing* in class each week, you must *contribute in a collegial manner* in order to achieve 'participation' status. To this end,

Participation in EDMD 7000 is defined as:
1. Regular, collegial contribution to class discussions (both in class and online):
   a. Providing assistance to classmates for "troubleshooting" purposes
   b. Treating classmates with respect and dignity both during in class activities and online interactions.

      c. Continuing discussions (in class and online) in such a manner that encourages others to participate rather than discouraging them.

2. Attending to class activities in a professional manner:
   a. Coming to class prepared with materials and any handouts that you might need to complete class activities
   b. Giving guest speakers your full attention
   c. Keeping personal interruptions via cell phone or other forms of electronic communication restricted to break times or before & after class time.
   d. Cooperating with your team member(s) for team projects in a professional way
   e. Paying attention to your peers while they are participating in the class. This is one way of indicating that you respect.

This list is by no means exhaustive. There are many ways to participate in class and online. It is intended to be a basic list that can be expanded upon by you when appropriate. If you think of an item that you think should be added, please do not hesitate to let me know.

Make-up quizzes and exams:

- Make-ups will be given only for University approved excuses as outlined in the Student Policy eHandbook.
- Arrangements to take a make-up quiz or an exam must be made in advance, except in cases of dire medical circumstances or documentable circumstances beyond the student's control.
- Students who miss a quiz or an exam because of illness need a doctor's statement of verification of sickness and should clear the absence with the instructor the day they return to class.
- Other unavoidable absences from campus must be documented and cleared with the instructor in advance when possible or within a week of the return to class.

Academic Misconduct:

- All acts of dishonesty (including, but not limited to: giving or receiving unauthorized assistance on exams or quizzes, acts of plagiarism, submitting work completed by another individual) in any work constitute academic misconduct.
- Your instructor will provide you with specific directions regarding the permissibility of certain behaviors during the examinations and other assignments within the directions and/or assignment sheets for each activity.
- The University Academic Honesty Code will be followed in the event of academic misconduct.
- Acts of suspected dishonesty in any work will result in a grade of "Pending" (PE) being administratively entered as the final course grade for all parties involved. This grade will remain in effect until the outcome of Academic Honesty proceedings has been determined.
- See the Student Policy eHandbook for more specific information.
- If, during the course of the semester, you have questions about the permissibility of an action relating to class related assignments or work, be sure to contact your instructor to verify whether what you would like to do is permitted. Failure to contact the instructor assumes that you will bear responsibility for the consequences of your actions.

Computer Security:
- In order to maintain the computers so that they are available for all students as they are needed, the College of Education & the LRC has a *NO Food or Drink* policy. This means that food and drink should not be brought in to the LRC at any time. Students are expected to adhere to this policy.
- Printers in the LRC are networked so that students do not have to pay as they print. However, students should remember that each print job that is executed under their userid will be charged to their bursar bill.
- Only students in the College of Education, or those students enrolled in College of Education courses are permitted to use the computers in the LRC computing center and the LRC classrooms. Under *no* circumstances should students share userids and/or passwords with roommates, classmates, or other Auburn University students. The sharing of userids and passwords is considered to be in violation of the Auburn University computing terms of use, and may result in a revocation of computing privileges.
- Students are *strongly encouraged* to change their passwords on a regular basis to ensure against unauthorized use by others.

Accommodations:
- It is the policy of the University and the instructors to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a disability and desire accommodations to complete course requirements, you may request disability accommodations. Please contact the Accommodations Office (844-2096). After initial arrangements are made with that office, contact your professor &/or instructor.

The instructor reserves the right to alter the schedule and content of this syllabus in order to accommodate the needs of the students and/or in light of university and academic schedule changes.