**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

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Office / Online Hours: by appointment

**2. Date Syllabus Prepared:** January, 2025

**3. Texts:** American Psychological Association. (2001). *The publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. (Required)

Smith, P. L. & Ragan, T. J.. (2005). *Instructional Design* (3rd ed.). Wiley.

**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 concepts related to the design of instruction.
2. Apply concepts related to the design of instruction to solve instructional problems.
3. Systematically design and develop a learning activities within a unit of instruction.
4. Plan means for evaluating the effectiveness of an instructional design for specific learning outcomes.
5. **Course Content:**

**Role of Canvas Pages:** Course content is organized in modules, that are loaded into Canvas and will be available for you that will list activities, scaffolding for your reading, reminders, announcements, and other information you’ll need in order to be ready to participate in class each week. These pages will contain MORE detail than what you’ll find in the calendar in this document and should be consulted regularly to ensure that you don’t miss vital information. From time to time, I may post additional reading/viewing items on these pages. In general, pages will be available for viewing at least one week prior to the class session in question.

| **Module** | **Date** | **Module Themes & Topics  (See Canvas Assignments for Due Dates)** |
| --- | --- | --- |
| 0 | Jan 13 | Classes begin (1/13)  MLK Holiday – No formal Class Session (1/20)  Prep & Foundational Knowledge   * What is Instructional Design? * Theories & Philosophy   Required Assignments in this Module |
| Jan 20 |
| 1 | Jan 27 | Analysis   * Context * Learners * Learning Task   + Goals vs. Objectives   + Types of Learning   + Information Processing Analysis   Required Assignments in this Module  Final Topic Approval  Instructional Objectives |
| Feb 03 |
| Feb 10 |
| Feb 17 |
| 2 | Feb 24 | Spring Break (3/10)  Assessment   * Assessment Types * Reliability & Validity * Assessment Items * Item Specifications * Assessment Blueprint   Required Assignments in this Module  Assessment Specifications  Assessment Items |
| Mar 03 |
| Mar 10 |
| Mar 17 |
| 3 | Mar 24 | Instructional Strategies   * Declarative Knowledge * Principles * Problem Solving Knowledge * Cognitive Strategy Knowledge * Concepts * Procedures * Attitudinal Knowledge * Psychomotor Knowledge   Required Assignments in this Module  Planning the Instructional Strategy |
| Mar 31 |
| Apr 07 |
| Apr 14 |
| 4 | Apr 21 | Formatting & Writing Teacher and Student Manuals  \*\*\*\*\*Fully Remote Week\*\*\*\*\*  Required Assignments in this Module |
| 5 | Apr 28 | Planning for Implementation and Evaluation  Required Assignments in this Module  Justification Paper |
| 6  Finals Week | May 05 | Last Day to accept Optional Assignment submissions  Required Assignments in this Module  Teacher’s Manual  Student Manual |

**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 plan for the assessment of an instructional design “module” of instruction consisting of a student booklet, a teacher manual (or equivalent) and an assessment plan that teaches appropriate content to a specific learning audience. 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.

**8. Assessment:**

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

A = ≥ 266 final point total

B = 236-265.99 final point total

C = 207-235.99 final point total

D = 177-206.99 final point total

F = < 177 final point total

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**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. Be sure that when you submit work in Canvas, that Canvas can display your submissions. Canvas can NOT handle .pages documents or Google docs. It’s most happy when you give it .pdf, .doc., or .docx documents.

***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 graduate students, I expect that you have invested considerable time, effort, and money in getting to where you are now. As such, I expect you to attend class on a regular basis.
* As a general rule, I do not accept late work. I have designed the due dates for assignments and practice activities to align with my ability to evaluate them and provide you with feedback. That being said, there are any number of reasons why you might need a little bit of extra time for an assignment. If you find that you need extra time for an assignment you MUST contact me at least 24 hrs prior to the due date to let me know about your need. The only exception to this is for the exams. You are given two weeks to complete each examination. That should be plenty of time to complete them by the due date. Of course, if you have an extenuating circumstance (e.g. extended medical issue, injury, etc.), you should let me know so that we can make appropriate arrangements.
* Everyone enrolled in this class is an adult, and I expect you to make decisions about your attendance accordingly. Assignments are submitted via Canvas, so you do not need to physically be on campus to submit work. I do not expect anyone to attend class if you are ill. So, I won’t worry about excused vs. unexcused absences – unless you will need formal extensions due to extenuating circumstances. So that we’re all on the same page: “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 will verify any or all medical or other documentation that is presented for absence verification purposes. *The falsification or forgery of medical documentation or other documentation for absence verification 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.

***COVID-19 Related Class Policy***

* This class is being delivered synchronously, using Zoom web conferencing software. Attendance at each session is expected. Please do your best to minimize distractions during class. If you are logging in from home, as I will be at times, some unexpected things can happen, especially if you have pets – as I do. While we can be understanding about occasional issues, if those issues persist and are disruptive to other students being able to participate in class, I will ask that you come to some arrangement to eliminate the distraction.
* Since we will be interacting via Zoom, class members will not be in the same room with one another (unless you make those arrangements yourself (e.g. friends in the same apartment). Therefore, should you become ill with COVID, I expect you to follow your physician’s recommendations about whether or not to log in to class. I will be recording each class session, and posting the recordings along with the auto-generated transcript to Canvas. I encourage you to use those recordings to refresh your memory of class activities, or as a back-up in case of technology problems or illness. Do NOT rely on the recordings in lieu of regular attendance at class sessions! Such reliance is NOT a successful learning strategy.
* “Dropping in” to see me isn’t a wise decision to make if you need help. If you would like to have an in-person appointment, please request an appointment ahead of time (at least 48 hrs) so that you and I can be sure to be on campus at the same time.
* Alternatively, web-conference appointments are available for students to request for meetings with the instructor in circumstances where a face to face appointment is not possible or chosen. These need to be scheduled in advance, at least 48 hrs prior to your preferred meeting time.
* As the semester progresses, there may be instances where you, a roommate, or a member of your family or sports team become directly impacted by COVID-19. If that happens, and you find that your progress through the course is affected, make SURE that you reach out to the instructor so that an appropriate plan can be created to help you manage that situation.

***Make-up assignments:***

Students who miss class on days when assignments are due have two responsibilities. First, they must submit the work that is due *prior* to the start of class using the appropriate online submission procedure(s) (i.e. Assignment drop box, posting a discussion, or other as communicated by the instructor). Second, they must be sure to bring university approved documentation in cases where the absence should be considered “excused.” If students have questions regarding the submission procedures, they should email the appropriate instructor for clarification *prior* to the absence.

Situations of “extenuating” circumstances (ie. Extended stays in the hospital) should be communicated to the instructor as soon as is possible. Students should make every effort to resolve any missing work upon their return to class(es). Appropriate documentation **will** be required in order to make arrangements for special scheduling needs in these circumstances.

***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):
   1. Providing assistance to classmates for “troubleshooting” purposes
   2. Treating classmates with respect and dignity both during in class activities and online interactions.
   3. 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:
   1. Coming to class prepared with materials and any handouts that you might need to complete class activities
   2. Giving guest speakers your full attention
   3. Keeping personal interruptions via cell phone or other forms of electronic communication restricted to break times or before & after class time.
   4. Cooperating with your team member(s) for team projects in a professional way
   5. 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.*