EDC 390T (Unique # 09800)

Instructional Systems Design

https://utexas.instructure.com/courses/1202384

Fall 2017

Class Meeting:	Wednesdays
Time:	4:00 - 7:00 pm
Room:	SZB 240 &
	SZB 439B Lab
Instructor:	Dr. Min Liu
Office:	SZB 244N
Office Hours:	Wednesdays or Fridays afternoons *by appointment* (email me to make an appointment)
Telephone:	232-6248 (direct line)
Email:	MLiu@austin.utexas.edu
	(Email is the quickest way to reach me.)
TA:	Chris Pan
Lab Times:	see syllabus and contact him for additional help sessions
TA:	panzl89@utexas.edu

COURSE DESCRIPTION: This course focuses on introducing you to instructional design process and practice. We will also examine learning theories, current trends, and common concerns associated with the design and development of effective instructional/learning materials. It aims at providing you with theoretical, experiential (hands-on), and critical perspectives on instructional design as it is applied in a variety of educational contexts (i.e. K-12, higher education, and corporate training). You will read and discuss behavioral, cognitive, and constructivist theories and their implications for design, apply instructional design models, and engage in real-world design when possible. Finally, you will also compare and contrast instructional design models to develop an understanding of how alternative models approach the design of effective instructional/learning materials.

Students interested in instructional design, instructional effectiveness, learning environments, learning, teaching, and training will find immediate relevance to this course.

OBJECTIVES:
• Develop and demonstrate an understanding of theoretical issues relevant to the ID process (behavioral, cognitive, and constructivist perspectives) by contributing to discussions and performing a learning activity
• Develop and demonstrate knowledge of different components of a systematic instructional design process by providing reflections and designing an instructional module on a specified topic of your choice
• Be able to write instructional objectives and assessments
• Be able to identify appropriate instructional activities and strategies
• Be able to distinguish formative and summative evaluations
• Develop an understanding of how to evaluate instructional designs by comparing and contrasting ID models

READINGS:

Required Readings:
• M. D. Roblyer (2015) *Introduction to Systematic Instructional Design for Traditional, Online, and Blended Environments.* NJ: Pearson

(You can buy loose-leaf version, enhanced eText, or rent, whatever you prefer.)

• Other articles will be provided on the course site

ASSIGNMENTS:
Assignments for this course include:

• Active participation in weekly discussions (both online & f-to-f)
• Various in-class and out-of-class activities
• Readings
• Discussions and reflections
• Exercises on learning software
• Elevator speech
• Instructional Design Module (individual project)
• Digital Story (group project)

EXPECTATIONS:
This course will be delivered in a blended learning mode with **SEVEN** face-to-face sessions as indicated below (in orange) as well as asynchronous online sessions. Since this is a graduate level course and given the nature of online instruction, students are expected to be diligent in checking activities and assignment due dates in the syllabus and course site, follow the instruction and guidelines, and complete all activities and assignments accordingly. Students are expected to be self-directed and

<u>participate in all class activities actively on a consistent basis, and be on top of things and complete all assignments on the due dates</u>.

Feel free to ask me and/or Chris questions at any time. If you would like to meet me about class or non-class related matters, feel free to contact me. Meetings can take place in a variety forms: f-to-f, conference call, email, phone etc.

COURSE STRUCTURE: This course will be taught in a blended manner with *asynchronous* sessions and SEVEN face-to-face sessions. This means that you can access the learning materials and activities via Canvas on your own time, but you will need to follow the weekly module schedule. Discussions/reflections will take place throughout the semester for both *asynchronous* and *synchronous* sessions. **Be sure to check the due dates and times for each week.** For *asynchronous* sessions, if you are unable to participate on an ongoing basis in a manner similar to a face-to-face class, you are strongly advised to take this course at a later time.

When you access our course website on Canvas, you'll notice that the course is structured by weeks. Click on **Home** in the left-hand navigation to see all weeks. At the top, there will a "Syllabus & Guidelines" containing the syllabus and <u>all</u> guidelines for the course, and "Resources" containing additional information. Below you can see a screenshot of the first week. Each week, as a module, will be organized into these sections: **Overview** (giving you an overview of the week), **Read** (readings of the week), **Do** (tasks to complete for the week), and **Q&A** (for you to ask any questions to me and your classmates). Each module lasts 1 week (Thursday to Wednesday). New modules will be available Wed. at 5pm, two modules a time. For example, you can see Week 3 and Week 4 modules on Sept. 6 at 5pm.

HELP SESSIONS: Chris will set up several lab sessions organized around the tool(s) and needs of the students. He will also provide one-to-one help through various means such as in person, conference call through the course site, Skype, phone, etc. Feel free to contact his to arrange these sessions.

INTERNET & HEADSET: You are expected to have access to Internet for class sessions and activities. In case of synchronous sessions, you will need headphones for better audio.

LATE WORK POLICY: All work is due based on the specified due-dates except in emergency situations. If work is turned in late, no credit will be given. This policy is in effect as an incentive to stay current with the assigned work. Like many courses, the work of one session is based on understanding the work of the previous sessions. Falling behind in the work greatly reduces the chances of success at attempting later work. One "Murphy" (that is, one late submission due to human error) is permitted for the semester.

COURSE DROPPING: The last day of the official add/drop period without administrative approval is Sept. 5**.** A student seeking to drop a class after this day should go to the Office of Dean/Student Division (SZB 216).

SCHOLASTIC MISCONDUCT & ACADEMIC DISHONESTY:

University of Texas Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Scholastic misconduct is broadly defined as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work." Academic dishonesty includes, (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work. Academic dishonesty in any form will result in a grade of "F" or NC for the entire course.

POLICY ON ADA: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

RELIGIOUS HOLY DAYS: By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

CLASSROOM EVACUATION FOR STUDENTS

All occupants of university buildings are required to evacuate a building when a fire alarm and/ or an official announcement is made indicating a potentially dangerous situation within the building.

Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

If you require assistance in evacuation, inform your instructor in writing during the first week of class.
For evacuation in your classroom or building:
1. Follow the instructions of faculty and teaching staff.
2. Exit in an orderly fashion and assemble outside.
3. Do not re-enter a building unless given instructions by emergency personnel.

Concealed (Campus) Carry: Handguns (effective Aug. 1, 2016)
From the Provost: UT's "Implementation Task Force has improved information for students. This includes a webpage on the campus carry website geared towards students, and an updated training module that emphasizes critical information about the law and new policies. It also includes information about exclusion zones, oral notification for faculty offices, and urging those who choose to carry to think through their day."

https://campuscarry.utexas.edu/students

PERFORMANCE EVALUATION: **All guidelines are posted on the course site**

Student performance will be evaluated on the following course requirements. Academic dishonesty (presenting anyone else's work as one's own) in any form will result in a grade of "F" for the assignment or project in which it was demonstrated. As a rule, no "incomplete" grades will be given in this course except in situations where a student is unable to complete all the projects for the course due to an extreme emergency.

Participation - 25 pts: **Active participation** in all course related activities is a critical component of the course performance. Being an active participant means completing assigned readings, being up-to-date on tasks, asking/answering meaningful questions, taking responsibility for your own and your classmates' learning, and being a critical thinker.

Participation grade is evaluated in following aspects:

1. Attendance: Each student is required to attend *each* class (both online & face-to-face) and engage in discussions on the readings or other class activities. If you absolutely must miss a class because of an emergency, you must inform me *in advance via email or in person.* It is your responsibility to talk to your classmate(s) and get informed of what happens in class and turn in the assignment on a due date.

For f-to-f sessions, if you miss a class without any advance notice,

being sick and/or an emergency, 5 participation points will be deducted. **Tardiness**: Being on time for class is part of professionalism. Two points will be deducted from your grade for each time you are late after class has started, after 1 tardy.

2. Class discussions & reflections: Students are expected to participate actively, **online or f-to-f,** in discussing the weekly assigned readings. In order for class discussions to be beneficial, students are expected to complete the readings prior to each class and do reflections/discussions. Guidelines for reflections and discussions are provided on Canvas.

Professionalism:
• Being on time and ready to begin class or synchronous session(s)
• Actively listening and participating during whole class and small class activities or posting & replying for online discussions

• Being involved and engaged during the entire class time
• **NOT doing any activities unrelated to class** (e.g., emailing, texting, shopping, grading papers, work for other classes)
• Talking to Professor Liu about any concerns you have with the class

Elevator Speech - 5 pts: You are to develop a 30-seconds video to introduce yourself to a stranger about "What does an instructional designer do?" See detailed Guideline on the course site. This is a completion grade.

Learning tool(s) - 10 pts: This assignment has two parts. Each part counts for 5 pts. You are expected to learn one (authoring) tool of your choice that will provide more interactive features than Powerpoint can. Having some technical skills is necessary for LT students. There are a range of tools available in the market along with pros and cons for each. A possible list is provided on the Canvas course site as suggestions. We'll discuss the pros and cons of these tools and you can choose any one(s) to explore and learn for this assignment. You will then use this tool to complete your Instructional Module (Part B- Prototype). In class, two tutorial sessions will be provided on *Captivate* (one possible tool). Detailed guidelines will be provided on the course site.

Lynda.com, free to UT students, provides video tutorials for *Captivate* and other tools. You can sign up Lynda.com with your UT EID.

Instructional Module (Final

Individual Project)- 40 pts: For the course project, you will be asked to select a learning topic that has both procedural and conceptual content. Hopefully, it will be an actual situation that is useful to you in your own work or others. Using Roblyer's model, you will first develop a design document outlining how you would teach the learners the necessary information, and then create a prototype of the module, using *tool(s) of your choice*, to illustrate your ideas.

You should keep the scope of the module small or else develop a plan for a smaller piece of the overall problem. Detailed guideline will be provided on the course site.

Digital Story (Group Project)
- 20 pts: You will study an alternative Instructional Design (ID) model and develop a digital story explaining the ID model, its focus, and the ways it differs from the Roblyer's model. You will then share with the class and discuss. Detailed guideline will be provided on the course site.

The final grade of the course will be based upon the following:

Final Grade	Points Total
A	=95- 100
A-	=90- 94
B+	=87- 89
B	=83- 86
B-	=80- 82
C+	=77- 79
C	=73- 76
C-	=70- 72

TENTATIVE SCHEDULE OF CLASS ACTIVITIES

Please note:
• **ORANGE indicates face-to-face sessions**
• Sessions for learning *Captivate*:
    - Tutorial session (teaching session)
    - Lab session (work session)

WEEKLY SCHEDULE

Week/ Date	Class Activities	Readings (Readings not from the textbook are on Canvas; all required except for those indicated optional)	Due by 4pm for f-to-f; midnight for online (unless otherwise indicated; pay attention to **during-the-week due times**)
Week 1/ Aug. 30	Introduction and Course Overview • Introduction to the course • Explanation of the course: Course requirements and expectation • Getting familiar with the course site, Canvas, and doing a self-introduction outside class • How to connect (a)synchronously via Canvas • Getting to know each other: Speed dating	Becoming an Online Learner https://www.pearsonhighered.com/samplechapter/0135029333.pdf	
Week 2/ Sept. 6	What is Instructional Design? & What do Instructional Designers do? • In-Class Discussion: - What is Instructional Design? - What do Instructional designers do? • ID as a systematic and systemic process & Final Project Guideline • 6pm Guest Speakers: Elena Winzeler, Senior Learning Experience Designer & Jake Henson, ID experience at Red Marbles http://www.sixredmarbles.com/	Chapter 1 Rationale for Using a Systematic Instructional Design Approach Liu, M., Gibby, S., Quiros, O., & Demps, E. (2002). Challenges of Being an Instructional Designer for New Media Development: A View From the Practitioners. *Journal of Educational Hypermedia and Multimedia, 11*(3), 195-219. Yanchar, S. C., & Hawkley, M. (2014). "There's got to be a better way to do this": a qualitative investigation of informal learning among instructional designers. *Educational Technology Research and Development*, *62*(3), 271–291.	• Complete self-intro and upload your photo • Complete Elevator Speech & share with the class

		http://doi.org/10.1007/s11423-014-9336-7 Klein, J. D., & Jun, S. (2014). Skills for instructional design professionals. *Performance Improvement*, *53*(2), 41-46. Morrison, Ross, Kalman, & Kemp (2013). Is ADDIE a Blond, Brunette, or Bald? Watch two videos (one is optional). Optional article: Sugar, W. A., & Luterbach, K. J. (2016). Using critical incidents of instructional design and multimedia production activities to investigate instructional designers' current practices and roles. *Educational Technology Research and Development*, *64*(2), 285–312. http://doi.org/10.1007/s11423-015-9414-5	
Week 3/ Sept. 13	Learning Theories and ID	Ertmer, P., & Newby, T. (2013). Behaviorism, Cognitivism, Constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly, 26*(2), 43-71. Duffy & Cunningham: Constructivism: Implications for the Design and Delivery of Instruction 3 optional articles: -Behaviorism by Burton	• Complete the Learning Theories & Digital Games Discussion

		-Cognitivism by Winn -How People Learn by Bransford et al.-Chapter 1, 6, 7, 9	
Week 4/ Sept. 20	Needs Assessment and Instructional Goals	Chapter 2 Analyzing Needs and Identifying Instructional Goals	• Complete the reflection • Decide the topic for your Final Project • Complete Needs Assessment and Instructional Goals of your Final Instructional Module Project (Part A)
Week 5/ Sept. 27	Instructional Analysis • In-class Discussion • 4:45pm-Guest Speaker: Alien Rescue team, R&D process in designing an 3D immersive environment • *Captivate* tutorial I	Chapter 3 Analyzing Instructional Goals for Learning Conditions and Sequence Two articles on Alien Rescue project	• Be ready for in-class discussion • Complete Instructional Analysis of your Final Instructional Module Project (Part A)
Week 6/ Oct. 4	Instructional Objectives • Lab session	Chapter 4 Preparing Instructional Design Objectives and Assessment Strategies	• Complete the Objective writing activity • Complete Instructional Objectives of your Final Instructional Module Project (Part A)
Week 7/ Oct. 11	Assessment • Mid-semester Evaluation (online) • In-class Discussion • 4:45-Guest Speakers: Drs. Dorothy Lee and Dr. Ninghua Han, Instructional Designers at Austin Community College	Chapter 5 Developing Assessment Materials	• Complete mid-semester eval **by 10am** • Be ready for in-class discussion • Complete Assessment of your Final Instructional Module Project (Part A)

	• *Captivate* tutorial II		
Week 8/ Oct. 18	Instructional Strategies • Lab session time for this week to be determined	Chapter 6 Developing and Documenting Effective Instructional Strategies	• Complete the reflection • Complete Instructional Strategies of your Final Instructional Module Project (Part A)
Week 9/ Oct. 25	Instructional Materials • Lab session	Chapter 7 Choosing and Developing Instructional Materials Clark, R. E. (1994). Media will never influence learning. *Educational Technology Research and Development*, *42*(2), 21–29. http://doi.org/10.1007/BF02299088 Kozma, R. B. (1994). Will media influence learning? Reframing the debate. *Educational Technology Research and Development*, *42*(2), 7–19. http://doi.org/10.1007/BF02299087	• Complete Media Debate discussion • Complete Instructional Materials of your Final Instructional Module Project (Part A) • Complete Captivate I
Week 10/ Nov. 1	Learning Environments • 4:10 Guest Speaker: OII staff, Use of Articulate 360 • In-class Discussion: Learning Environments & (Authoring) Tools • 6pm Guest Speaker: Dr. Roybler, the textbook author (possibly)	Chapter 8 Organizing Traditional, Online, and Blended Learning Environments 2 optional articles: Liu, M., McKelroy, E., Kang, J., Harron, J., & Liu, S. (2016). Examining the Use of Facebook and Twitter as an Additional Social Space in a MOOC. *American Journal of Distance Education*, *30*(1), 14–	• Be ready for in-class discussion • Complete Learning Environments of your Final Instructional Module Project (Part A) • Review what you have done for your Design Document (Part A) and revise as needed

		26. http://doi.org/10.1080/0892364 7.2016.1120584 Liu, M., Kang, J., & McKelroy, E. (2015). Examining learners' perspective of taking a MOOC: reasons, excitement, and perception of usefulness. *Educational Media International*, *52*(2), 129–146. http://doi.org/10.1080/0952398 7.2015.1053289	
Week 11/ Nov. 8	Formative Evaluation • Read Digital Story Guideline, **Sign up,** & bring questions to the next class • Work on your Final Instructional Module Project (Parts A&B) • Lab session	Chapter 9 Evaluating and Revising Instruction	• Complete the refection • Complete <u>Formative Evaluation</u> of your Final Instructional Module Project (Part A) • Complete Captivate II
Week 12/ Nov. 15	Summative Evaluation • In-class Discussion: -Formative vs summative evaluation -Reflecting ID process and future of our field -Q&A on Digital Story Assignment & Final Project (Part B) • 5:30-Guest Speaker: Aaron Smith, Instructional Designer Civitas Learning, Inc. • Work in groups on your digital Story assignment	Chapter 10 Post-Design Activities and Final Notes Future of our field: Cronje, J. C. (2016). The Future of Our Field – A STEEP Perspective. Tech Trends, *60*, 5–10.	• Be ready for in-class discussion • Complete <u>Summative Evaluation</u> of your Final Instructional Module Project (Part A)

Week 13/ Nov. 22	Thanksgiving holidays, no class		
Week 14/ Nov. 29	ID Models Beyond Roblyer's • No class meeting. Work session on your Digital Story & Final project (Parts A&B) • Lab session		
Week 15/ Dec. 6	Project Presentation • Demonstrate your Final Instructional Module Project (Part B) in a roundtable format. (Grouping and schedule will be posted on Canvas) • Present your Digital Stories • Course evaluation		Submit your Digital Story
Week 16/ Dec. 11 (**Mon**.)			By 4pm, submit your Final Project (Parts A&B)

Evacuation Procedures

Students, faculty and staff should follow the below steps when evacuating buildings:
1. Evacuate when prompted by continually sounding fire alarms or by an official announcement.
2. Be aware of and make use of designated primary and alternate evacuation routes.
3. Close classroom or office doors as you leave.
4. Leave the building in an orderly manner without rushing or crowding — **do not use the elevator**.
5. Provide aid to those who need it in an emergency evacuation situation.
6. Be aware of and follow instructions given by UTPD and other officials. You may be asked to proceed on foot to designated areas or evacuate the campus entirely.
    ◦ Always evacuate crosswind and/or upwind away from any emergency by a safe route.
    ◦ Evacuate to at least 300 feet from the building and out of the way of emergency vehicles.
7. Report to emergency responders any individuals who have been injured or left behind.
8. Do not re-enter the building until all-clear is given by official announcement.

What is an evacuation emergency?
In most cases, evacuations apply only to the buildings that are immediately affected. In some cases, such as local terrorism, flooding or earthquake, the evacuation could apply to the entire campus. Some potential causes for emergency evacuations may include but are not limited to: a major fire or explosion, hazardous materials release, chemical/biological/radiological spill, structural failure, asbestos release, bomb threat, weapons, or an aircraft collision with a building.
Severe or Inclement Weather Procedures
Students, faculty and staff should follow the below procedures in the event of a severe or inclement weather warning:
1   Seek shelter immediately in designated areas.
2   2. If you're inside a building…
◦   Go to the lowest level of the building, if possible.
◦   Stay away from windows.
◦   Go to an interior hallway.
◦   Use arms to protect head and neck in a "drop and tuck" position.
3   If there is no time to get inside…
◦   Lie in a ditch or low-lying area or crouch near a strong building.
◦   Be aware of potential for flooding.
◦   Use arms to protect head and neck in a "drop and tuck" position.
◦   Use jacket, cap, backpack or any similar items, if available, to protect face and eyes.

Seeking Shelter: Tornados and Hazardous Material Releases

Tornado Procedures
In the event of a tornado watch or warning, students, faculty and staff should take the following steps:
If a tornado is sighted near the university…
1   Dial 911 from a campus phone or 512-471-4441 to report tornado sighting to the UTPD dispatcher.
2   Seek a safe shelter inside a building, in a ditch or beside an embankment.
         If a tornado is imminent near you…
1   Use interior hallways away from building's exterior windows as a tornado shelter.
◦   Close all doors to rooms with exterior windows.
◦   Avoid all windows and other glassed areas.
◦   Avoid the most dangerous locations of a building, usually along south and west sides and at corners.
2   Protect yourself by going into a "drop and tuck" position.

Hazardous Material Procedures
Students, faculty and staff should observe the following steps in the event of a hazardous material release on campus:
1   You will receive a shelter-in-place announcement.
2   Immediately move indoors.
3   Close all windows and doors to shelter and seal as best you can, using towels, clothes or paper.

4   If there appears to be air contamination within the shelter, place a paper mask, wet
         handkerchief or wet paper towel over the nose and mouth for temporary respiratory
         protection.
5   Continue to follow the instructions given by the response authorities.

When else is it important to seek shelter?
The procedures described above for tornados and hazardous material releases are known as
shelter-in-place procedures. Sheltering-in-place is the use of any classroom, office or building for
the purpose of providing temporary shelter. Shelter-in-place procedures are internationally
recognized as standard practices of providing shelter for any of the following reasons: a chemical
truck overturning, tornado, chemical train derailment, chemical facility accident, pipeline
rupture, terrorist attack, release of biological agents, release of chemical agents, drilling accident,
hazardous materials release, or radiological release.

Sudden Cardiac Arrest!
Go to the iTunes Store and download the free HeartStart app that allows you to learn how to use
the Phillips AED using simulated hands-on training with touchscreen technology.
You can also watch this short, interactive training demonstration to familiarize yourself with the
use of the Phillips AED.

Workplace violence or an active shooter video
Know what to do if you encounter workplace violence or an active shooter with these videos (UT
EID required)