



Professional Education Unit
Department of Foundational and Graduate Studies in Education

Advanced Instructional Design - ONLINE COURSE
EDTC 682 301
Fall 2011

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Course Description:

EDTC 682. Advanced Instructional Design (3-0-3); On demand. *Prerequisite: Master's Degree and EDUC 680.*

This course explores instructional design models focused on social interaction, learner centering, collaboration, and facilitation. Additionally, participants will investigate modern instructional design models for 21st century education and training.

Required Field Experience Hours: 0

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1. Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
2. Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
3. Demonstrate professional dispositions
4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
5. Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs):

The following outcomes have been established for this course. These outcomes are consistent with the ISTE Educational Technology Standards for Technology Facilitation (TF), NCATE/AECT Educational Communications and Instructional Technology (ECIT) Accreditation Standards Performance Indicators as well as Kentucky Teacher Standards (KTS).

1. Candidates will analyze, evaluate, and utilize instructional design models for use in 21st century education and training.
2. Candidates will be able to compare and contrast different instructional approaches to learning and instruction.
3. Candidates will develop an applied understanding of instructional models discussed during the course.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program: Ed. Tech		Course: EDTC 682				
Aligned with Assessment (point values)	Kentucky Teacher Standards (KYS)	Kentucky Core Academic Standards (KCAS)	Education Professional Standards Board (EPSB)	AECT Standards	ISTE Standards	NCATE
Online Discussion Board Participation CFO: 1, 4 SLO: 1	1, 2, 3, 7	N/A	Diversity Closing the Achievement Gap	1, 2	2, 3, 8	1b, 1c, 4a
Introductory Design Project CFO: 1 SLO: 1	2	N/A	N/A	1, 2, 3	2, 3	1b, 1c
Comparison of Instructional Design Models Audit CFO: 1 SLO: 2	2, 7	N/A	Closing the Achievement Gap	1, 5	2, 3, 8	1b, 1c,
Instructional Design Article Critiques CFO: 1 SLO: 3	2, 7	N/A	Closing the Achievement Gap	1, 5	2, 3	1b, 1c
Instructional Design Project CFO: 1, 2, 4 SLO: 4	1, 2, 3	KERA Goals and Academic Expectations Core Content Program of Studies	Diversity Closing the Achievement Gap	1, 2, 3	2, 3, 8	1b, 1c, 4a

Assignment Descriptions:

Program: Educational Technology EDTC 683 Creativity in 21st Century Education	
Assessment (point value)	Description
Online Course Participation 75 pts.	A minimum of 10 discussions will occur using the BlackBoard threaded discussion board, Wimba Chat, blogging, or other chat program. When working with discussion boards a question related to course readings will be posted on the discussion board. Multiple class participants may be selected to moderate the discussion. Each participant will be expected to engage in significant discussion on the boards. This means you need to participate beyond your initial posting with more than 1-2 sentence comments of agreement. <i>Note: Problems can occur in which BlackBoard is unavailable. Discussion extensions will be determined in the event of a BlackBoard blackout.</i>
Introductory Design Project 25 pts.	This project is designed to immediately immerse you in the instructional design process. You will during the first week design instruction on how to make the perfect pot of coffee. This project will require you to think critically about the instructional design process.
Comparison of Instructional Design Models Audit 100 pts.	This project is designed to help you explore the differences between teacher-centered and learner/person-centered instruction. Participants will demonstrate contrasting characteristics in both a written research-based paper and in a 10-minute digital presentation to the class. Participants should support their viewpoints using research related to the instructional models, connections to the supporting learning theory, and other resources. APA citation formatting is required
Instructional Design Article Critiques 100 pts.	Participants will locate four articles during the semester published within the last four years that address the use of an instructional design model. Participants will write and submit an annotated bibliography for each of the four articles. Each article summary/critique is worth 25 points. Critique should provide a summary of the article and professional critique. APA citation formatting is required.
Instructional Design Project 200 pts.	Participants will design and develop a complete instructional program consisting of a unit(s) and multiple lessons. The instructional program should utilize one of the instructional design models examined in the course. The instructional program should incorporate appropriate implementation of educational technology. Participants should be able to complete the course with a unit that can be implemented immediately in the classroom or training room. Participants will develop a 10-minute digital presentation to the class about the project with a focus on the instructional design model used.

Course Requirements:

You will be required to have access to a computer that meets the Distance Learning Office BlackBoard technical requirements (<http://www.morehead-st.edu/units/distance/bbtech.shtml>) due to the nature of this web-based course. **Also you will need to have access to a classroom environment to complete assignments within the course.**

Required Textbooks:

- Jonassen, D.H. & Land, S. (1999). Theoretical foundations of learning. Lawrence Erlbaum. ISBN 978-0805832167
- Duffy, T.M. & Jonassen, D.H. (1992). Constructivism and the technology of instruction: A conversation. Lawrence Erlbaum. ISBN 978-0805812725
- *Selection of required online readings listed on the BlackBoard course website* Web sites used for readings or assignments will be posted in the External Links section of BlackBoard.
- Microphone and web camera

Recommended Textbooks:

- American Psychological Association (2009). Publication Manual of the American Psychological Association. 6th Ed. American Psychological Association. ISBN 978-1433805615

Course Technology Requirements:

- You will be required to have access to a computer that meets the Distance Learning Office BlackBoard technical requirements (<http://www.morehead-st.edu/units/distance/bbtech.shtml>) due to the nature of this web-based course. **Also you will need to have access to a classroom environment to complete assignments within the course.**
- It is also strongly recommended that you have access to high speed Internet to facilitate the downloading of necessary programs for the course.
- Access to a computer where you can download and utilize freeware multimedia software.
- Some projects may need to be submitted on CD or DVD-ROM.

All students in this course are required to purchase a Folio 180 account.

To purchase Folio180 online or through the MSU Bookstore:

1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to www.folio180.com/msuky/coe <<http://www.folio180.com/msuky/coe>>
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

Fall 2011 Program Completion

If you plan to complete an MSU degree or non-degree program you must have submitted your program completion documentation to the graduate office on the 7th floor of Ginger Hall.

Grading Scale:

A	<u>Exceeds expectations:</u> The work is compelling and includes information that not only reflects a thorough and complete understanding of the concepts, but provides insight and analysis that exceeds what the assignment required.
B	<u>Meets expectations:</u> The work is compelling and includes all aspects required in the assignment.
C	<u>Does not meet expectations:</u> The work is unconvincing, weak, perhaps disjointed, and fails to meet all the components of the assignment.

Course Evaluation:

All submitted work will be evaluated holistically with a guiding question, “Does the candidates work reflect a comprehensive understanding of the content and concepts being discussed?” Criteria that will guide the evaluation includes overall design, writing proficiency, and application of content to real-life situations. Candidate evaluations are based on Blackboard Discussions, projects, pre-lesson activities, participation, and course assignments.

Evaluations are divided into three categories: (1) Exceeds expectations, (2) Meets expectations, (3) Does not meet expectations. A general definition of these levels of evaluations include:

1. **Exceeds expectations:** The work is compelling and includes information that not only reflects a thorough and complete understanding of the concepts, but provides insight and analysis that exceeds what the assignment required.
2. **Meets expectations:** The work is compelling and includes all aspects required in the assignment.
3. **Does not meet expectations:** The work is unconvincing, weak, perhaps disjointed, and fails to meet all the components of the assignment.

Attendance Policy:

This course is an online course where participants will be active in online learning environments. Participants are expected to contribute to the online activities that occur. All class assignments are due on the date assigned in class.

Unexcused late assignments will not be accepted.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, they are best applied when requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator at: 204-E ADUC, 606-783-5188, or

e.day@moreheadstate.edu

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

Course Calendar:

EDTC 682 301 Fall 2011 Tentative Weekly Schedule

Date	Topic	Readings	Assignments Due
Week 1 Aug 22-28	Introductions and Course Setup	Instructional Design: What is it and why is it? – Charles M. Reigeluth (Located in Course Documents section of Blackboard)	<ul style="list-style-type: none"> • <i>Discussion 1: Introductions and what instructional design means to you.</i> • <i>Introductory Design Project Due beginning of week 2</i>
Week 2 Aug 29-Sept 5	Constructivism	<ul style="list-style-type: none"> • Jonassen & Land (J&L) Chp. 1 Student-centered learning environments • (J&L) Chp. 2 From practice fields to communities of practice • Duffy & Jonassen (D&J) Chp. 1 Constructivism: New implications for instructional technology • (D&J) Chp. 13 Reflections on the implications for educational technology • (D&J) Chp. 2 Theory into practice: How do we link? • Online readings 	<ul style="list-style-type: none"> • <i>Discussion 2: Constructivism and how we make the connections</i>
Week 3 Sept 6-11	Constructivism and Technology	<ul style="list-style-type: none"> • (D&J) Chp. 3 Assessing constructions and constructing assessments: A dialogue • (D&J) Chp. 4 Technology meets constructivism: Do they make a marriage? • (D&J) Chp. 5 Cognitive flexibility, constructivism, and hypertext: Random access... • (D&J) Chp. 6 Technology and the design of generative learning environments 	<ul style="list-style-type: none"> • <i>Discussion 3: Constructivism and technology</i> • <i>Instructional Design Article Critique 1 Due beginning of week 5</i>
Week 4 Sept 12-18	Constructivism and Instructional Design	<ul style="list-style-type: none"> • (D&J) Chp. 7 An instructional designer's view of constructivism • (D&J) Chp. 8 Constructivism and Instructional Design • (D&J) Chp. 9 Some thoughts about constructivism and instructional design • (D&J) Chp. 17 The assumptions of constructivism and instructional design 	<ul style="list-style-type: none"> • <i>Discussion 4: Constructivism and instructional design</i>
Week 5 Sept 19-25	Cognitive Theory-based Models	<ul style="list-style-type: none"> • (J&L) Chp. 3 Situated cognition in theoretical and practical context • (J&L) Chp 4. Revisiting activity theory as a framework for designing student centered environments • (J&L) Chp. 5 Distributed cognitions by nature and 	<ul style="list-style-type: none"> • <i>Discussion 5: Situated cognition, distributed cognition, and Activity theory: What are the differences?</i> • <i>Instructional Design Article Critique 2 Due beginning of week 9</i> • <i>Comparison of Instructional Design Models:</i>

		<ul style="list-style-type: none"> by design. Online readings 	<i>Due beginning of Week 8</i>
Week 6 Sept 26-Oct 2	Social Learning-based Models	<ul style="list-style-type: none"> (J&L) Chp. 6 Agent as detector: An ecological psychology perspective on learning by perceiving-acting systems (J&L) Chp 7 Lessons from everyday reasoning in mathematics education: Realism versus meaningfulness (J&L) Chp 8 Socially-shared cognition: System design and the organization of collaborative research (J&L) Chp 9 Theory and practice of case-based learning aids. 	<ul style="list-style-type: none"> <i>Discussion 6: Theories of social learning</i>
Week 7 Oct 3-9	Evaluating Constructivist Learning	<ul style="list-style-type: none"> (D&J) Chp.10 Knowledge representation, content specification, and the development of skill in situation specific knowledge assembly... (D&J) Chp 11 Attempting to come to grips with alternative perspectives (D&J) Chp. 12 Evaluating constructivist learning (D&J) Chp. 16 Constructing constructivism 	<ul style="list-style-type: none"> <i>Discussion 7: Constructing and evaluating constructivist learning?</i>
Week 8 Oct 10-16	Presentations of Instructional Design Model Comparisons		
Week 9 Oct 17-23	Issues with Constructivism	<ul style="list-style-type: none"> (D&J) Chp. 14 In defense of extremism (D&J) Chp. 15 What constructivism demands of the learner (D&J) Chp. 18 Constructive criticisms (D&J) Chp. 19 An eclectic examination of some issues in the constructivist-ISD controversy 	<ul style="list-style-type: none"> <i>Discussion 8: Issues with constructivism</i> <i>Instructional Design Article Critique 3 Due beginning of week 12</i>
Week 10 Oct 24-30	Play Focused Instructional Design	<ul style="list-style-type: none"> Online readings – Play Online readings – Role play 	<ul style="list-style-type: none"> <i>Instructional Design Project Due Week 15</i> <i>Discussion 9: Should we seriously consider play as an instructional design model.</i>
Week 11 Oct 31-Nov 6	Humanistic-based Instructional Design	<ul style="list-style-type: none"> Online readings – Person-centered model of instruction Online readings – Humanism as an Instructional Paradigm Online readings – Self-directed learning 	<ul style="list-style-type: none"> <i>Discussion 10: Humanistic instructional design and focus on the self.</i>
Week 12 Nov 7-13	Alternative/Specialized Instructional Design Models	<ul style="list-style-type: none"> Online readings – Post-modern instructional design Online readings - Andragogy Online readings – Alternative instructional design models 	<ul style="list-style-type: none"> <i>Discussion 11: Differences with alternative/specialized instructional design models</i> <i>Instructional Design Article Critique 4 Due beginning of week 14</i>

Week 13 Nov 14-21	Issues in Instructional Design	<ul style="list-style-type: none"> • Online readings – Issues with instructional design models 	<ul style="list-style-type: none"> • <i>Discussion 12: What are the issues with using instructional design models</i>
Week 14 Nov 22-27	Thanksgiving Break		
Week 15 Nov 28-Dec 4	Finalizing of Instructional Design Projects		<ul style="list-style-type: none"> • <i>Discussion 13: Status update on instructional design project</i>
Week 16 -17 Dec 5-16	Presentation of Instructional Design Projects		<ul style="list-style-type: none"> • <i>Submission of instructional design projects</i> • <i>Presentation of instructional design projects</i>