



Professional Education Unit
Foundational and Graduate Studies in Education

Individualized Learning Systems (Online)

EDUC 681 (301)

Summer I 2011

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Office Hours: Available daily via Skype; by appointment as needed

Course Description: 681, *Individualized Learning Systems*, (3-0-3). Introduction to basic individualized learning systems; how they are designed, produced, and utilized. Student shall design and produce examples of learning activity packets and programmed instructional materials. Technological applications for individualizing learning such as programmers and portable computers will also be covered.

“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.

Required Texts:

1. Morrison, G. R., Ross, S. M., Kalman, H. K., & Kemp, J. E. (2011). *Designing effective instruction* (6th Ed.). Hoboken, NJ: John Wiley & Sons.
2. Supplemental readings and resources will be provided via our online classroom environment.

Technology Requirements:

- It is highly recommended that you have access to high speed Internet to facilitate the downloading of necessary programs, files, and other information for the course. You may also be uploading large files and assignments, and high speed Internet access will make this much, much easier.
- It is also recommended (not required) that you have a microphone to fully participate in synchronous chats or Skype sessions for office hour meetings. Please note that office hours are being held virtually.

Conceptual Framework Outcomes (CFO's):

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

1. Master the content knowledge, professional abilities, and the 21st 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 (SLO's): 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, and Kentucky Teacher Standards (**KTS**).

- Learners will develop instructional goals for instruction. **TF-II, ECIT I, KTS 2**
- Learners will analyze learners to write performance objectives. **TF-II, ECIT I, KTS 2, KTS 3**
- Learners will develop assessment instruments, instructional strategies, and related materials. **TF-II, ECIT II, ECIT III, KTS 2, KTS 3**
- Learners will design formative and summative evaluations of instruction. **TF-IV, ECIT V, KTS 4, KTS 5**

NCATE/EPBS Accreditation Alignment of CFO's and SLO's:

Program: Educational Technology Course: EDUC 681, Individualized Learning Systems				
Aligned with → Assessment → (point values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)/ NCATE	ISTE Standards
Online Discussion Board Participation (8 x 20 points each; 160 points total) CFOs: 1, 3 SLOs: 1, 2, 3, 4	2, 3, 4, 5	N/A	Technology, Assessment, Achievement Gap / 1b, 1c, 1d	2, 4
Instructional Plan and Analysis (100 points) CFOs: 1, 2, 4, SLOs: 1, 2	2, 3	N/A	Technology, Assessment, Achievement Gap	2
Instructional Development	2, 3	N/A	Technology, Assessment,	2

Package (100 points) CFOs: 1, 2, 4 SLOs: 3			Achievement Gap	
Instructional Evaluation Review (200 points) CFOs: 1, 2, 3, SLOs:1, 2, 3, 4	2, 3, 4, 5	N/A	Technology, Assessment, Achievement Gap	4

Assignment Descriptions:

Program: Educational Technology EDUC 681, Individualized Learning Systems	
Assessment (point value)	Description <i>(please note that specific expectations for assignments will be provided once a particular assignment is introduced)</i>
Online Discussion Board Participation (160 points)	A total of 8 discussion-based prompts will be hosted in the Blackboard course forums. A question related to course readings will be posted on the discussion board. Multiple class participants will be selected to moderate each discussion. In addition, each participant will be expected to post 3-4 messages (minimum) per discussion; <u>all</u> participants are expected to add feedback, critique, and personal insights as they see fit.
Instructional Plan and Analysis (100 points)	Participants will develop an instructional plan for their individual “classroom” learning centers including both measurable goals and concrete objectives. Participants will also conduct and describe learner and environmental analyses. This information will highlight student learning needs and respective learning environments impacting the established goals and objectives.
Instructional Development Package (100 points)	Participants will provide a detailed instructional plan for their “classroom” learning centers. The instructional plan will include a description of instructional strategies used, materials and resources required, as well as an evaluation plan including both formative and summative assessments.
Instructional Evaluation Review (200 points)	Participants will refine previously developed materials to produce a full instructional package including goals, objectives, learner/environmental analyses, and evaluation plan. Participants will provide a detailed review of the individualized instructional package (classroom learning center focused or training focused) using information from the formative and summative

	evaluations. Participants will also describe modifications needed for the instructional package based on applying this evaluation.
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Grading Scale:

- A 90% – 100%
- B 80% – 89%
- C 70% – 79%
- D 60% – 69%
- E 59% and below

Assignment Breakdown:

Quality Forum-Based Contributions and Interactions	(8 x 20 pts) 160 pts
Instructional Plan and Analysis	100 pts
Instructional Development Package	100 pts
Instructional Evaluation Review	200 pts
Maximum possible points	560 points

Grading Criteria:

All submitted work will be evaluated using guidelines shared as assignments are introduced; these requirements will be posted in Blackboard. Project evaluation and feedback will be provided privately on an individual basis; grades will be posted in the Blackboard gradebook which is available to each participant. Late assignments will not be accepted.

Course Evaluation:

Student’s course evaluation will be determined by evaluation of class projects, forum-based writing assignments, and class participation. Points are not given- they must be earned. Likewise, grades are not given; they are also earned. The course evaluation is based on a total of 560 points. Due to the expedited scheduling of Summer courses, all assignments must be turned in on time.

Electronic Document Format:

Please format and submit all electronic documents in a professional manner. When in doubt, we will use APA 6th citation and formatting rules. You can run an Internet search for further information on these stylistic rules or refer to 6th Edition Publication Manual of the American Psychological Association.

Attendance Policy:

This course is web-based requiring participants to collaboration on a variety of activities. Your forum posting will help frame assignments and, as such, should be treated like a series of short papers. Students are expected to participate in all online activities/discussions that occur and offer quality contributions and meaningful feedback. Participation is a key component to this 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://www2.moreheadstate.edu/advising/index.aspx?id=8311>. **Note:** *Due to the nature of this class, it is acceptable to reference web-based materials (i.e. lesson plans, activities, etc.) as a resource for generating ideas, but any materials used regardless of where they are obtained should be cited appropriately in 6th Ed. APA format. You are not allowed to use or simply modify someone else's work; it is also unacceptable to submit work that you have previously used for another class.*

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, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188.

Tentative Course Schedule

<p><u>Week 1</u> 6.6.11-6.12.11</p>	<p><u>Instructional Analysis and Planning</u></p> <p>This week we will focus on acclimating to the Blackboard environment, building rapport, and developing a foundation of the ID process. Yes, we have much to read and discuss. Please note that forum postings should be treated like “mini papers” as they will help you prepare for future projects and activities in the course. I recommend using the word processing software of your choice to create and edit your posts prior to adding them to the discussion forums; they should be roughly 1 page each in this format. You are then expected to read, review, and offer constructive insights on your peers’ posts as you deem fit.</p> <p>Please avoid posting commentary like “Nice post!” or “I agree.” This is a graduate course and our only means of group communication and collaboration will be the forums; please use them accordingly. Expand on your ideas. WHY is it a “nice post?” Why do you agree or disagree? Participation and collaboration are integral components of this course, and I recommend dedicating no less than an hour a day to these materials should you wish to earn a final grade of which you will be proud. Operative term there is “earn;” points are not given freely in this course.</p> <p>As general commentary, it is very difficult to pack 17 weeks of graduate school content into a 4-week course. We will do our best, however, and I promise you that if you give 100% to this course you will take away valuable insights, skills, and abilities related to ID and creating instructional content. Buckle up and hang on!</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Chapter 1 - Introduction to the Instructional Design Process (pp. xxvi-26) • Chapter 2 - Identifying the Need for Instruction (pp. 28-52) • Chapter 3 - Learner and Contextual Analysis (pp. 54-75) • Chapter 4 - Task Analysis (pp. 76-105) • Chapter 5 - Instructional Objectives (pp. 106-133)
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	<p><u>Week 1 Forums:</u></p> <ul style="list-style-type: none"> • Discussion 1: Introductions • Discussion 2: Defining the instructional systems design process • Discussion 3: Conducting a needs and learner analysis • Discussion 4: Conducting the task analysis and creating instructional objectives <p><u>What is Due?:</u></p> <ul style="list-style-type: none"> • All reading and discussion items outlined above. • Read ahead.
<p><u>Week 2</u> 6.13.11-6.19.11</p>	<p><u>Instructional Development</u></p> <p>Our focus will shift to various elements of design and development as we continue to create materials. Please note the due date for your Instructional Plan and Analysis Project posted in Blackboard.</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Chapter 6 - Designing the Instruction: Sequencing (pp. 134-147) • Chapter 7 - Designing the Instruction: Strategies (pp. 148-173) • Chapter 8 - Designing the Instructional Message (pp. 174-201) • Chapter 9 - Developing Instructional Materials (pp. 202-239) <p><u>Week 2 Forums:</u></p> <ul style="list-style-type: none"> • Discussion 5: Sequencing your instructional content and establishing the instructional strategies • Discussion 6: Designing the instructional message and developing your instruction <p><u>What is Due?:</u></p> <ul style="list-style-type: none"> • All reading and discussion items outlined above. • Read ahead. • <u>Instructional Plan and Analysis Project</u> – Participants will develop an instructional plan for their individual “classroom” learning centers including both measurable goals and concrete objectives. Participants will also conduct and describe learner and environmental analyses. This information will highlight student learning needs and respective learning environments impacting the established goals and objectives.
<p><u>Week 3</u> 6.20.11-6.26.11</p>	<p><u>Instructional Assessment</u></p> <p>The focus this week will be on exploring and discussing various evaluation metrics for quality management and overall refinement of our materials and beyond. Please note the due date for your Instructional Development Package Project posted in Blackboard.</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Chapter 11 - The Many Faces of Evaluation (pp. 270-299) • Chapter 12 - Developing Evaluation Instruments (pp. 300-340) • Chapter 13 - Using Evaluation to Enhance Programs... (pp. 342-377)

	<p><u>Week 3 Forums:</u></p> <ul style="list-style-type: none"> • Discussion 7: Determining your forms of evaluation • Discussion 8: What do you do with the evaluation data? <p><u>What is Due?:</u></p> <ul style="list-style-type: none"> • All reading and discussion items outlined above. • <u>Instructional Development Package Project</u> – Participants will provide a detailed instructional plan for their “classroom” learning centers. The instructional plan will include a description of instructional strategies used, materials and resources required, as well as an evaluation plan including both formative and summative assessments.
<p>Week 4 6.27.11-7.1.11</p>	<p><u>Project Development and Delivery</u></p> <p>We will wrap things up this week as you work on your Instructional Evaluation Review. Our weekly forum is optional and designed to help you raise questions and concerns you may have about revisions and edits to your materials. Remember, your goal is to develop a final deliverable that incorporates all previous elements we have discussed. This deliverable should showcase your ability to develop instructional materials for the learning environment of your choosing.</p> <p>NOTE: Please pay special attention to the due date for your Instructional Evaluation Review as posted in Blackboard. We have a <u>very</u> small window between project submission and the due date for final grades. As such, no late submissions can be accepted for this activity.</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Review your notes from previous chapters and discussion posting. • Revise and edit previous writing samples. • Focus on your final project. <p><u>Week 4 Forums:</u></p> <ul style="list-style-type: none"> • <u>Optional</u> Q&A Forum <p><u>What is Due?:</u></p> <ul style="list-style-type: none"> • <u>Instructional Evaluation Review</u> – Participants will refine previously developed materials to produce a complete instructional package including goals, objectives, learner/environmental analyses, and evaluation plan. Participants will provide a detailed review of the individualized instructional package (classroom learning center focused or training focused) using information from the formative and summative evaluations. Participants will also describe modifications needed for the instructional package based on applying this evaluation.