

**Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology**

**ITED 8200
Instructional Design for Training and Education
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

**(Adapted from the Georgia Systemic Teacher Education Program
Accomplished Teacher Framework)**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes:
GaPSC Instructional Technology Certification Standards**

Visionary Leadership (1.0000). Candidates demonstrate the knowledge, skills, and dispositions to inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout the organization.

Teaching, Learning, & Assessment (2.0000). Candidates demonstrate the knowledge, skills, and dispositions to effectively integrate technology into their own teaching practice and to collaboratively plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment.

Digital Learning Environments (3.0000). Candidates demonstrate the knowledge, skills, and dispositions to create, support, and manage effective digital learning environments.

Digital Citizenship & Responsibility (4.0000). Candidates demonstrate the knowledge, skills, and dispositions to model and promote digital citizenship and responsibility.

Professional Learning & Program Evaluation (5.0000). Candidates demonstrate the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning.

Candidate Professional Growth & Development (6.0000). Candidates demonstrate the knowledge, skills, and dispositions to engage in continuous learning, reflect on professional practice, and engage in

appropriate field experiences.

COURSE DESCRIPTION

Application of systematic design principles to address an identified need in a training or learning context. Addresses learner characteristics, assessment (diagnostic, formative, summative), message design, and instructional strategies to support and enhance higher-order thinking skills.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Brown, A., & Green, T.D. (2015). *The essentials of instructional design* (3rd ed.). London: Routledge. (ISBN-13: 978-1138797079)

Required Technology: This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection to the WWW. You must utilize your VSU email account on a regular basis, and have the resources and ability to attach and open documents readable in MS-Word. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferable) or workplace.

COURSE OBJECTIVES

Given the syllabus, course materials, and guidance from a professional, the candidate will accurately and/or appropriately:

- 1) Demonstrate clear competence in oral, graphic and written communication and comprehension. (GaPSC 2.0100-2.0800)
- 2) Demonstrate skill in organizing, documenting and reflecting upon assigned and self-generated activities. (GaPSC 6.0200)
- 3) Use research and theory that are grounded in the foundations of the IT field to develop instructional materials. (GaPSC 2.0100-2.0800; O-TL 3.1, O-CPL2.2)
- 4) Recognize and adhere to ethical guidelines in instructional design and conduct of formative and summative evaluation. (GaPSC 4.0200; O-EDL 1.1, O-AL 3.1)
- 5) Identify ethnic, gender, age, ability, and motivational similarities and differences with the students in the learning environment in which you work, then design and develop the content, process, and product of the instructional design project to support those similarities and differences. (GaPSC 2.0500; O-CPL 2.2)
- 6) Identify multiple instructional strategy models and demonstrate appropriate contextualized application within practice and field experiences. (GaPSC 2.0600)
- 7) Collaborate in group problem-solving and communication of solutions. (GaPSC 3.0100, 3.0700)
- 8) Write instructional goals meeting the criteria for initiating the development of instructional materials. (GaPSC 2.0600)
- 9) Classify instructional goals according to domain of instruction or learned capability (e.g., intellectual skill). (GaPSC 2.0600)
- 10) Conduct a procedural task analysis or a hierarchical task analysis. (GaPSC 2.0600)
- 11) Describe learners and contextual characteristics of the instructional and performance environments. (GaPSC 2.0500)
- 12) Write performance objectives that include behaviors, conditions and criteria. (GaPSC 2.0600)
- 13) Design assessment items and instruments that measure performance objectives. (GaPSC 2.0700; O-AL 3.1)
- 14) Develop an instructional strategy for a set of objectives for a particular group of learners.

(GaPSC 2.0200)

- 15) Develop instructional materials based on a specific instructional strategy. (GaPSC 2.0600)
- 16) Develop procedures and identify resources for effective implementation of instruction. (GaPSC 2.0600)
- 17) Design an appropriate formative evaluation plan and collect data according to the plan. (GaPSC 2.0700; O-AL 3.1)
- 18) Analyze formative evaluation data and use it to plan revision of instructional materials. (GaPSC 2.0800; O-AL 3.1)
- 19) Model the accomplishment of course objectives. (GaPSC 2.0100-2.0800, 3.0100, 3.0700, 4.0200)
- 20) Facilitate the accomplishment of course objectives by others. (GaPSC 2.0100-2.0800, 3.0100, 3.0700, 4.0200)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A number of course activities are inherent in completion of the processes and products included in the Course Evaluation methods generally described below. (More detailed descriptions of each evaluation component can be found on the course website.) These activities include: Reflective Writing (Course objectives 1 and 2); Collaborative Design & Development (Course objectives 7-16); Reading and Discussion (Course objectives 3, 6, 8-16); WWW Research (Course objectives 3, 6, 8-13); Review/Revision by Expert, Peer, & Self (Course objectives 1-20); Instructional Materials Production and Evaluation (Course objectives 12-18).

COURSE EVALUATION

A. Instructional Design Project (80%)

Students, in two-member teams, will select a narrow-scope instructional need that can be met through a tutorial. Student teams will develop an instructional goal from the identified need, conduct an instructional analysis, analyze learners and contexts, write performance objectives, develop matching assessments, develop instructional strategies, develop and produce instructional materials, design and conduct formative evaluation, and generate a plan to revise the instruction.

B. Discussion Activities (10%)

Students will post reflective responses to questions posed about concepts that support the instructional design process. They will also respond to each other's postings.

C. Process Report and Document Collaboration (10%)

Students will prepare a mid-term process report that provides a reflective evaluation of team interactions. Process reports will be submitted individually. Also, Google Docs will be used for preparation of documents for submission in the second half of the course. Use of Google Docs will indicate levels of individual participation in the collaborative process.

D. LiveText Requirement (P/F):

- 1) Complete and submit your Field Experience Log for your Instructional Design Project.
- 2) Submit your Instructional Design Project to the DLE - Instructional Design Project location in LiveText. This should include both your Instructional Package file(s) and your Formative Evaluation Datasheets file.

Note: This submission is important. If it is not submitted with all of the components addressed, you will fail the course. You must customize every part of the log. That is, do not, for instance, leave all of the standards intact--instead, delete those that do not apply to what you have done with your tutorial.

Grading Scale

Quality is expected in all products and performances. Given the course evaluation percentages described above, final grades will be assigned as follows:

90-100 = A 80-89 = B 70-79 = C 60-69 = D Below 60 = F

PROFESSIONALISM

Within the coursework and fieldwork, educators are expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

Anti-Plagiarism Software

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to TurnItIn, a tool within BlazeVIEW.

For more information on the use of TurnItIn at VSU, see TurnItIn for Students:

<https://www.valdosta.edu/academics/academic-affairs/turnitin-for-students.php>

ACCOMMODATIONS STATEMENT

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquires concerning nondiscrimination policies is the University's Title IX Coordinator: the Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email

notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academics/academic-affairs/sois/>.