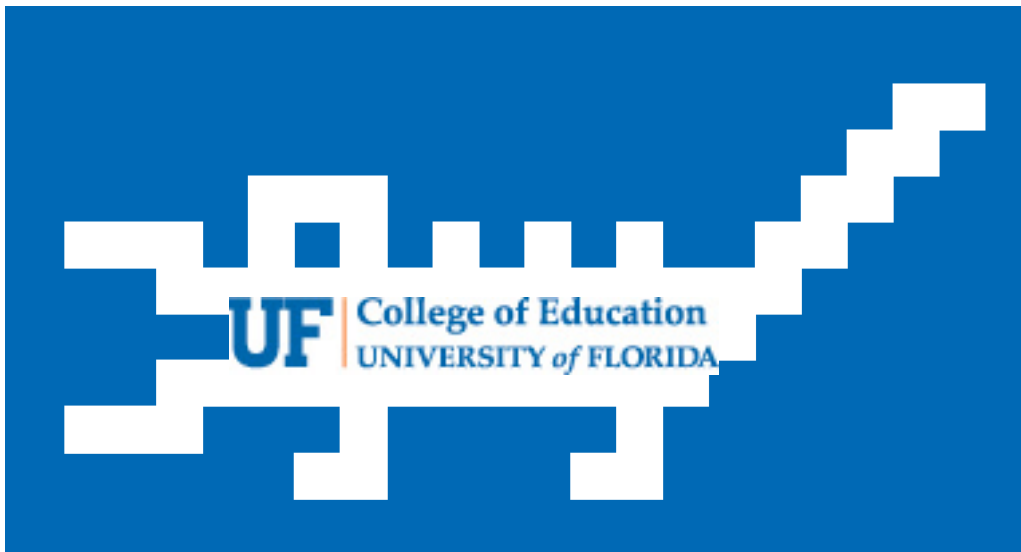


# EME 6606

## Advanced Instructional Design (Instructional Development)



*The mission of the College of Education is to prepare exemplary practitioners and scholars; to generate, use and disseminate knowledge about teaching, learning and human development; and to collaborate with others to solve critical educational and human problems in a diverse global community.*

## Syllabus

Course Number: EME 6606  
 Course Title: Advanced Instructional Design (Instructional Development)  
 Number of Credit Hours: 3  
 Required or Elective: Elective  
 Term: Spring 2008  
 Day and Time: Thursday, 5:10-8:10 PM (10-E1)  
 Location: Norman G513  
 Course web site: <http://blended.education.ufl.edu/>

Professor: Dr. Cathy Cavanaugh  
 Office: UF Norman Hall G518B  
 Office Hours: Wednesday 2-4 PM, Thursday 2-4 PM  
 Telephone: 352-392-9191, x295  
 Email Address: [cathycavanaugh@coe.ufl.edu](mailto:cathycavanaugh@coe.ufl.edu)  
 Instructor web site: <http://education.ufl.edu/faculty/cathycavanaugh>

### Required texts:

Ertmer & Quinn. (2007). *The ID Casebook: Case Studies in Instructional Design*. 3<sup>rd</sup> ed/ Pearson.

Martin & Tate. (2001). *Getting Started in Project Management*. Wiley.

Bransford, J., Brown, A., & Cocking, R. (2000). *How People Learn*, Chapter 2. National Academies Press. [http://www.nap.edu/catalog.php?record\\_id=9853](http://www.nap.edu/catalog.php?record_id=9853)

### Course Description

This course focuses on the student who is becoming an instructional design (ID) professional by refining skills as a designer, building knowledge about the practice of ID, and encouraging the development of communication skills. Self-directed teams analyze an instructional need for a client, design and develop instruction to meet the need, and evaluate and revise the instruction. Designed for instructors and administrators as well as trainers and instructional designers from a range of professional and educational settings, the course engages students in authentic design activities. As with an apprenticeship approach, it is acknowledged that each member of the team has skills and knowledge from which others can benefit. ID apprentices benefit by co-analyzing instructional design problems, having access to a wide range of ideas and perspectives, working with diverse teams and individuals, creating real instructional design products or cases, and giving and receiving constructive feedback.

Topics include:

- Theoretical bases and critical issues in instructional design
- Developing instruction via participation in a community of practice
- Applying project management practices in a team

Several basic principles form the foundation for the course:

- *Designing instruction is a problem-solving activity.*

ID is like other professions – professional practice involves the effort to solve problems that have instructional solutions. As in other professions, instructional designers often work on teams, using the shared experience and skill of the team members to solve problems.

- *The best way to develop problem-solving skill is to practice solving problems.*

Developing expertise in any field comes with practice followed by feedback. This course provides a structure within which to develop your expertise by refining your problem-solving skills alongside others who provide meaningful guidance.

- *Learning is increased through the opportunity to interact with others with a range of expertise and background experiences.* Our understanding grows when we teach someone else what we know. Likewise, our skills grow when we understand how others approach and solve complex problems.

- *Graduate students are independent learners who take responsibility for their own learning.*

You learn best when you "own" what you are learning; when the primary control over what you learn and how you learn is yours. Within the framework of this course, you will identify your own learning goals, locate resources to help you meet those goals, and continually monitor your progress.

- *Students in an advanced course have already acquired a foundation of knowledge and skills.*

You have acquired basic ID terminology and skills (needs assessment, instructional strategies, formative evaluation, etc.) in previous courses. This course presents you with the opportunity to use those skills to solve the kind of complex problems that instructional designers routinely encounter in professional practice.

### **Diversity Considerations and Accommodations**

The course includes methods for designing instruction to meet the needs of all students.

*Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.*

### **Course Goals and Objectives**

The overall goal of this course is the development of active skills that prepare you for future professional practice through direct participation in the processes of instructional design. Since it is assumed that you have already learned the basic concepts and principles of ID, the primary focus of this course is on the *application* of those concepts and principles within authentic ID situations.

In this course, you will collaborate with others to:

1. Analyze instructional design situations and identify key components (e.g., issues, stakeholders, contextual variables, perspectives, alternative solutions, potential consequences)

*Methods of evaluation:* Participation in course discussions; Written case analyses and reflections

2. Apply principles of effective instruction appropriate to the teaching-learning context consistent with theory and literature

*Methods of evaluation:* Participation in course discussions; Written case analyses and reflections; Project management and team process documentation

3. Apply one or more instructional design models and/or theories to the design of instruction to meet an identified need

*Methods of evaluation:* Participation in course discussions; Written case analyses and reflections; Project proposal; Project management and team process documentation

4. Identify and discuss current issues, trends, and controversies in the profession

*Methods of evaluation:* Participation in course discussions

5. Develop an evaluation plan for your instructional design and your effectiveness as a design team member, and identify opportunities for personal and professional growth

*Methods of evaluation:* Written evaluation plan; Written reflections

**Course Objective Matrix**

Course Objective	Knowledge	Skill	Impact
1.0 Analyze instructional design situations and identify key components	☐	☐	
2.0 Apply principles of effective instruction appropriate to the teaching-learning context			
3.0 Apply one or more instructional design models and/or theories to the design of instruction to meet an identified need	☐	☐	☐
4.0 Identify and discuss current issues, trends, and controversies in the profession	☐	☐	
5.0 Develop an evaluation plan for your instructional design and your effectiveness as a design team member, and identify opportunities for personal and professional growth	☐	☐	☐

This course meets the following AECT standards for professional programs in educational communications and technologies (<http://www.aect-members.org/standards/index.html>):

1. Design:

1.1 Instructional Systems Design

- 1.1.a Utilize and implement design principles which specify optimal conditions for learning.
- 1.1.b Identify a variety of instructional systems design models and apply at least one model.

1.1.1 Analyzing

- 1.1.1.a Write appropriate objectives for specific content and outcome levels.
- 1.1.1.b Analyze instructional tasks, content, and context.

1.1.2 Designing

- 1.1.2.a Create a plan for a topic of a content area (e.g., a thematic unit, a text chapter, an interdisciplinary unit) to demonstrate application of the principles of macro-level design.

1.1.5 Evaluating

- 1.1.5.a Utilize a variety of assessment measures to determine the adequacy of learning and instruction.
- 1.1.5.c Demonstrate congruency among goals/objectives, instructional strategies, and assessment measures.

1.2 Message Design

- 1.2.a Apply principles of educational psychology, communications theory, and visual literacy to the selection of media for macro- and micro-level design of instruction.
- 1.2.b Apply principles of educational psychology, communications theory, and visual literacy to the development of instructional messages specific to the learning task.
- 1.2.c Understand, recognize and apply basic principles of message design in the development of a variety of communications with their learners.

1.3 Instructional Strategies

- 1.3.a Select instructional strategies appropriate for a variety of learner characteristics and learning situations.
- 1.3.d Select motivational strategies appropriate for the target learners, task, and learning situation.

2. Development:

- 2.0.1 Select appropriate media to produce effective learning environments using technology resources.
- 2.0.2 Use appropriate analog and digital productivity tools to develop instructional and professional products.

4. Management:

4.1 Project Management

- 4.1.1 Apply project management techniques in various learning and training contexts.

**INSTRUCTOR POLICIES**

- Academic integrity: Follow the guidelines of the Student Honor Code located at <http://www.dso.ufl.edu/judicial/procedures/studenthonorcode.php>
- Assignment and quality of work: Completion of assignments is expected during the week indicated. Assignments submitted after the due date are considered late, and a 10% reduction in grade will occur for each class day the assignment is late. No work is accepted two weeks after the due date.

**Course Expectations and Grading Procedures**

**GRADING PROCEDURES**

Course grades are based on activities, projects, and assignments. Professional Conduct is necessary to earn an excellent or good grade. All written work must be turned in electronically.

Activity / Requirement	Point Value
Case Analyses (7 @ 5 points each)	35
Team process documentation (2 documents @ 10 points each)	20
Project documentation and presentation	45
<b>Total for course</b>	<b>100</b>

- A 90-100 Excellent performance
- B 80-89 Good performance
- C 70-79 Fair performance
- D 60-69 Poor performance

**Assignment details and rubrics:**

**1. Professional conduct**

Read assignments and engage in a positive way in all class discussions and activities. On-time attendance is required. Know and follow university policy regarding academic honesty. In your online work, follow standards of netiquette: be accountable for what you send, acknowledge online sources you reference.

**2. Case Analyses: 35% of grade. (Course goals 1, 2, and 3)**  
*7 analyses x 5 points each = 35 points*

As practice with the competencies for instructional design, you be asked to review and create a written analysis to a series of instructional design case studies, one of which you will select and lead. Your case analysis will be shared during class discussion and via the online course forum. You will also be asked to provide feedback to the responses of others. You will be able to amend your case analysis based on the feedback. It's important to note that there are no "right" answers to these case analyses. The pre and post case analyses are designed to assess your *current* knowledge; submitting *thoughtful* analyses according to the timeline is the objective.

Your analyses should address the following questions, in 1-2 pages:

1. Who are the key stakeholders in this case? What is the primary issue for each stakeholder?
2. Given all the various perspectives, what do *you* see as the primary issue in the case?
3. What action plan would you recommend for the designer in the case? How do these recommendations address the issues described in #1 and #2 above?
4. What factors might interfere with implementing the plan that you recommend? What approaches could reduce or eliminate those obstacles?

**For each** analysis, provide rationale for your design decisions in a **reflective statement** included at the end of the assignment. Base these rationale statements on your experiences working with people, instructional design theory, instructional design models, and project management. Professionals in any field distinguish themselves by being able to articulate the reasoning behind their decisions and actions. This part of each analysis will provide you with opportunities to practice reflection: How have you applied concepts and principles from previous courses? How do the parts of the instructional design process fit together? How have you made use of additional resources?

For the case discussion you will **lead**:

Your effort must (1) be true to the case; (2) weave the literature into the conversation; (3) involve the class in thinking about the case and learning from it; (4) demonstrate professional command of the task and the classroom; (5) bring classmates to some conclusions about best instructional design practices; and (6) stay within a firm 60 minute time limit.

Assignment rubric: (5 points for each assignment report)

<b>Value</b>	Thoughtfully and completely answers the question: 1	Information missing or absent: 0
Question 1		
Question 2		
Question 3		
Question 4		
Reflection post-discussion		

### **3. Team Process Documentation: 20% of course grade. (Course goal 3)**

*2 documents x 10 points each = 20 points*

The team instructional design project places you in a professional design context in which you:

- Form a 2-3 member design team
- Conduct a team-building activity and report on the knowledge you gained about working in your team
- Select a client with a need that can be addressed through designed instruction
- Complete a design proposal describing your approach to designing instruction for the client
- Consult periodically with the client and receive formative feedback from the client
- Complete the design project steps described below

The Team Process Documentation consists of two documents that form the foundation for the instructional design process. In order to serve the client, you must be able to function professionally and competently as a member of the design team and you must demonstrate that you understand the client's needs as well as how to meet the needs with instruction that you design.

#### *Document 1. Team-building report.*

This 2-3 page report describes the team members, your potential contributions to the design project, and your ability to work together cooperatively. This document will be turned in by one team member to Moodle. Your team should be prepared to discuss in class the measure you selected and the insights it offered.

- a. The report should begin with a short (1/2 page) description of each team member that touches on his/her education, technology, and instructional design experience and skills. Imagine that these paragraphs will be used to show the client that your team has the expertise to succeed with the design work.
- b. The next section of the report (no more than 1 page) will make explicit connections between each team member's experience and skills and the demands of this specific design project. How will each member be an asset for this project?
- c. The final section presents data and interpretation from a measure of personality or work style that you select. Each team member will take complete the measure. Describe the measure and its purpose. Summarize of each member's results and the implications for the functioning of the team. Sample measures are:
  - Kingdomality. Measure of vocational personality. <http://www.cmi-lmi.com/kingdom.html>
  - Signature Strengths. Measure of character strengths. <http://www.authentichappiness.sas.upenn.edu/questionnaires.aspx>
  - Multiple Intelligences. Measure of learning styles. <http://surfaquarium.com/MI/inventory.htm> and other locations.
  - Other measure selected in consultation with instructor.

*Document 2. Design proposal.*

This proposal follows the format of a response to a basic request-for-proposal. Responding to the request will provide a structure for thinking through the client’s needs and possible instructional solutions, and it will also provide experience with organizing and grant proposal. This document will be turned in by one team member to Moodle. It will be shared with another team who will use the RFP evaluation criteria to give feedback about the proposal as “critical friends.”

Use the RFP file located in Moodle to develop your proposal according to the guidelines in the RFP. A sample funded proposal is also located in Moodle as a reference.

Assignment rubric: (10 points for each document)

<b>Value</b>	<b>Meets/exceeds all criteria: 2</b>	<b>Meets some criteria: 1</b>	<b>Meets few/no criteria: 0</b>
Quality of content	Content demonstrates depth in description and analysis	Content is superficial or inappropriate	
Completeness	All required components are present	One or two components are missing	More than two components are missing
Team participation	Each team member contributed significant material		Contributions are clearly unbalanced
Instructional design connection	Clear connections are made between task and the instructional design profession or process	Nebulous or superficial connections are made	No connections are made
Feedback to other groups	Substantive, constructive feedback is provided in discussion or in writing	Feedback is superficial or inappropriate	No feedback is offered

**4. Project Documentation and Sharing. 45% of course grade. (Course goals 2-5)**

Your design team will be paired with a client. For the course to expand your exposure to authentic instructional design beyond a single experience, you will be expected to share detailed anecdotes and applications of the literature related to your efforts on behalf of your clients. This broad sharing rests upon recognition of a core professional competency -- respect for confidentiality within the seminar and within the client-developer relationship.

Client-developer relationship:

Each student, individually and as a team member, will be expected to meet client needs and to:

1. Serve in the role of consultant to address a challenge presented by the client, establish a formal written agreement, and build a productive professional relationship with that client and organization;

2. Conduct an analysis that involves identification of need, content, job and task, audience and context;
3. Report on the results of your study, with special emphasis on how your analysis and needs assessment have resulted in selected goals, objectives and strategies for the project;
4. Determine a model or models, specifications and strategies based on the front end analysis and what you know about effective instructional design and technology and constraints presented by context;
5. Use the literature to enlighten decisions regarding practices, specifications and strategies;
6. Develop instructional materials, including recommendations for other supportive interventions;
7. Write a brief evaluation plan for your project;
8. Report on how your planning, reading and application of theory have enlightened your efforts on behalf of your client;
9. Detail the lessons your team learned;
10. Provide your client with an evaluation form and make certain that your client fills it out and forwards it to the instructor via email, mail, or fax (352-392-9193) prior to the last class of the semester.

*Product report:*

Each team assigned to a client will prepare a no longer than 10 page report that provides evidence of 1-9 above. The 10 page limit refers to the body of the paper; appendices may create a somewhat longer report. Appendices should include a copy of the written agreement, meeting summaries, instruments, a log of the hours spent on different aspects of the project, and an Individual Response to Group Process form. See the Product Report Rubric (Word or PDF). This product report is written for me, that is, for a technical reader, not for your client. You will provide your client with whatever written documentation you and the client deem necessary. Typically, that document for the client would be stripped down and focused on their interests and concerns, including little of the ID materials in the course report.

Assignment rubric:

<b>Plan</b>	<b>Points</b>	<b>Score</b>
Appendices: Written agreement, meeting summaries, time log, forms	4	
Description of need, content, job and task, audience and context	5	
Results detailing how your analysis and needs assessment supported goals, objectives and strategies	5	
Model or models, specifications and strategies	6	
Literature references	3	
Instructional materials and recommendations	8	
Evaluation plan	3	
Discussion of how planning, reading and application of theory informed your efforts on behalf of the client	4	
Lessons learned	3	
Progress sharing in class discussions (face to face and online)	4	
	45	

**Schedule**

Week	Date	Topic	Reading	Assignment due <i>before Midnight on the night before class (Wed. PM)</i>
1	January 10	Course overview Introduction to case method and project management	HPL 2 MT appendices	
2	January 17	Project planning tools Consultation methods and models ID Theory	EQ Part 1 MT 2-3	Team building report
3	<i>January 24 No class: FETC</i>	<i>Guest presentation via <b>Illuminate</b>, date and time TBA</i>	<i>MT 4-6, 8 EQ case 13</i>	<i>Team design proposal Choose team case</i>
4	January 31	Case 13 discussion Project scope and scheduling		Case 13 analysis Client briefing
5	February 7	Performance analysis Alternate ID models	EQ case 26	Project document 1 Case 13 reflection
6	<i>February 14 No class</i>	<i>Case 26 discussion via <b>Illuminate</b>, date and time TBA</i>		<i>Case 26 analysis</i>
7	February 21	Project team process tools Role of theory in ID	MT 10-11 Team case 1	Case 26 reflection Project documents 2-3
8	February 28	Team case 1 discussion ID models in practice		Team case 1 analysis
9	<i>March 6 No class: SITE</i>	<i>Plan for developing materials Meet with client</i>	<i>Team case 2</i>	<i>Project documents 4-5 Team case 1 reflection</i>
10	March 20	Team case 2 discussion Research in ID		Team case 2 analysis
11	<i>March 27 No class: AERA</i>	<i>Develop materials Consult with client</i>	<i>Team case 3</i>	<i>Team case 2 reflection</i>
12	April 3	Team case 3 discussion Quality improvement in ID	Team case 4	Team case 3 analysis
13	April 10	Team case 4 discussion SGID	Team case 5	Client briefing Team case 4 analysis Team case 3 reflection
14	April 17	Team case 5 discussion Project evaluation Issues in ID		Team case 5 analysis Team case 4 reflection
15	April 24	Project completion processes Materials sharing	MT 13	Project documents 6-7 Team case 5 reflection
16	May 1	Project sharing: lessons learned		Project documents 8-10

**Readings:** EQ = Ertmer and Quinn, *The ID Casebook*  
MT = Martin and Tate, *Getting Started in Project Management*  
HPL = How People Learn, Chapter 2,  
[http://books.nap.edu/openbook.php?record\\_id=9853&page=29](http://books.nap.edu/openbook.php?record_id=9853&page=29)

**Bibliography/Webliography**

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- Frisque, D. A., Lin, H., & Kolb, J. A. (2004). Preparing professionals to face ethical challenges in today's workplace: Review of the literature, implications for PI, and a proposed research agenda. *Performance Improvement Quarterly*, 17(2), 28-45.
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**Alternative ID models:**

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Distance Education Clearinghouse. <http://www.uwex.edu/disted/home.html>

Training & Development Community Centre. <http://www.tcm.com/trdev/>

U.S. Distance Learning Association. <http://www.usdla.org/>

Web-Based Instruction Resource Site. <http://www.stockton.edu/~harveyd/WBI/main.htm>

Web-Based Training Information Center. <http://www.webbasedtraining.com/>

IMS Global Learning Consortium. <http://www.imsproject.org>