



Course Syllabus

Course Number and Section EDTC 5330.W1	Topic Title and Class Title Theoretical Perspectives: Instructional Design	Semester, Year, Term Fall 2007 – Term 1
Site Online	Instructor Elaine McKenna Contact Phone Number cell 314.223.3057 Office hours by appointment email address emckenna@webster.edu	Credit Hours 2

1. COURSE DESCRIPTION:

Master teachers are expected to create instructional materials that reflect current theory and research on learning, exemplify a creative infusion of technology into the content areas, and approach assessment as a dynamic, process-oriented component of the learning experience. This culminating course allows participants to create a comprehensive instructional project in their own content area. This project will reflect their knowledge of learning theory, teaching strategies, leading edge technology, and performance assessment. Students will have "hands-on" experience with leading-edge technology to assist them in instructional design processes.

Prerequisite: Curriculum Design or permission of the Educational Technology Coordinator

2. LEARNING OUTCOMES:

	Course Outcomes	SOE Goals, SOE Dispositions, and ISTE Standards Addressed
	This course will enable the student to:	SOE Goals and Dispositions http://www.webster.edu/gradcatalog/schoolofed_mission.html ISTE NETS*T http://cnets.iste.org/teachers/t_stands.html
1.	Effectively utilize technology to communicate understanding of instructional design principles.	ISTE NETS*T 1 and 5 SOE Goals 1, 3, and 4 SOE Dispositions 1, 2, and 3
2.	Describe traditional and current approaches to instructional design.	ISTE NETS*T 2 and 6 SOE Goals 2 and 3 SOE Dispositions 1, 2, and 3
3.	Produce a comprehensive instructional project based on sound theory.	ISTE NETS*T 1, 2, 3, 4, 5, and 6 SOE Goals 1, 2, 3, and 4 SOE Dispositions 1, 2, and 3

3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

Week 1	Personal Introductions Readings Preface Chapter 1: Introduction to Instructional Design Chapter 2: Foundations of Instructional Design Discussion Activities
Week 2	Quiz over Week 1 Readings Readings Chapter 3: Instructional Analysis: Analyzing the Learning Context Chapter 4: Instructional Analysis: Analyzing the Learner Discussion Activities
Week 3	Quiz over Week 2 Readings Readings Chapter 5: Instructional Analysis: Analyzing the Learning Task Discussion Activities
Week 4	Quiz over Week 3 Readings Readings Chapter 6: Assessing Learning from Instruction Chapter of Choice Chapter 9: Strategies for Instruction Leading to Concept Learning Chapter 10: Strategies for Instruction Leading to Learning Procedures Chapter 11: Strategies for Instruction Leading to Principle Learning Chapter 12: Strategies for Problem-Solving Instruction Learning Theory and Research Paper Due Discussion Activities
Week 5	Quiz over Week 4 Readings Readings Chapter 7: A Framework for Instructional Strategy Design Discussion Activities
Week 6	Quiz over Week 5 Readings Readings Web Chapter 1: Designing Delivery and Management Strategies Discussion Activities
Week 7	No Quiz No Readings Final Module Assignment Due Discussion Activities
Week 8	No Quiz Readings Chapter 20: Conclusions and Future Directions Discussion Activities

This schedule is subject to change at the instructor's discretion.

4. RESOURCES:

Text: Smith, Patricia L. and Tillman J. Ragan. (2005) Instructional Design, 3rd Edition. New York: John Wiley and Sons, Inc.

Additional text chapters online at:

<http://bcs.wiley.com/he-bcs/Books?action=resource&bcsId=2113&itemId=0471393533&resourceId=4276>

Answers to exercise questions can be found online at:

<http://bcs.wiley.com/he-bcs/Books?action=resource&bcsId=2113&itemId=0471393533&resourceId=4277>

Supplemental Readings: Various sources chosen by student for research paper and project.

Audio-visual/other: Inspiration® Software and various sources chosen by student for research paper and project.

Library Readings: Articles from current professional journals on issues related to learning theory and instructional design.

5. EVALUATION / GRADING SCALE:

Assessments	Points Possible	Percentage of Grade
Class Participation	50 points	20%
Research Paper	50 points	20%
Quizzes	10 points each = 50 points	20%
Curriculum Project	100	40%

- A/A- Superior graduate work
(100%– 93%= A, 92%– 90% = A-)
- B+/B/B- Satisfactory graduate work
(89% – 86% = B+, 85% – 83% = B, 82% – 80% = B-)
- C+/C Work that is barely adequate as graduate-level performance
(79% – 76% = C+, 75% - 70% = C)
- F Work that is unsatisfactory (69% and below)

All academic and professional behavior of students in this course is subject to review for the purposes of student evaluation.

Note: All assessments are to be submitted by the deadlines given in the online course postings for full credit. Quizzes are not able to be submitted late for any reason.

6. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. Any time you refer to another person's work, whether as a direct quotation or paraphrased, you must use a citation. Students should not copy more than two paragraphs from any source as a major component of papers or projects. All citations must be properly documented and references must be provided using APA guidelines (<http://library.webster.edu/citation.html>).

In most cases, the instructor will address issues of academic dishonesty within the confines of the course. The instructor may decide on an appropriate consequence, including any or a combination of the following options: a written warning; the assignment of a written research project about the nature of plagiarism and academic honesty; a reduced grade or partial credit on the assignment; requiring the student to repeat the assignment; or issuing a failing grade to the student for the course.

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability, please notify your instructor as soon as possible to discuss your accommodation needs.

8. ATTENDANCE:

Regular online attendance is required. Students should plan to log on to the course several times per week. If a student anticipates an extended absence – more than a few days – arrangements must be made in advance with the instructor.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form. Incompletes are not awarded except in emergencies, as defined by the instructor.

NB: An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.

9. **STANDARDS / GOALS:**

International Society for Technology in Education (**ISTE**) - National Educational Technology Standards for Teachers (**NETS*T**) – http://cnets.iste.org/teachers/t_stands.html

ISTE NETS*T Standards:

1. Technology operations and concepts.
Teachers demonstrate a sound understanding of technology operations and concepts.
2. Planning and designing learning environments and experiences.
Teachers plan and design effective learning environments and experiences supported by technology.
3. Teaching, learning, and the curriculum.
Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
4. Assessment and evaluation.
Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
5. Productivity and professional practice.
Teachers use technology to enhance their productivity and professional practice.
6. Social, ethical, legal, and human issues.
Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

Webster University's School of Education (SOE) Goals and Dispositions - http://www.webster.edu/gradcatalog/schoolofed_mission.html

The School of Education (SOE) Goals:

1. The knowledgeable learner:
Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.
2. The informed instructor:
Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.
3. The reflective collaborator:
Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.
4. The responsive educator:
Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The School of Education (SOE) Dispositions:

1. Understands and Respects Self
2. Understands and Respects Others
3. Understands and Respects Professional Communities

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