



Course Syllabus

<u>EDTC 5330.W1</u>	<u>Elaine S. McKenna</u>	<u>mckenna1@mindspring.com</u>
COURSE NUMBER AND SECTION	INSTRUCTOR	E-MAIL ADDRESS

<u>Theoretical Perspectives: Instructional Design</u>	<u>Spring 1 - 2004</u>	<u>2</u>
COURSE TITLE	TERM	CREDIT HOURS

Online
SITE

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)
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: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.

By the end of the course the student will have demonstrated the ability to:

- Effectively utilize technology to communicate understanding of instructional design principles.
MoSTEP 1.2.11.1 Students will demonstrate an understanding of technology operations and concepts needed to fully participate in the course.
MoSTEP 1.2.11.5 – Students will use technology to enhance learning and to communicate ideas effectively.
- Describe traditional and current approaches to instructional design.
MoSTEP 1.2.11.6 – Students will demonstrate an understanding of the social, ethical, legal, and human issues surrounding the use of technology as it relates to the design of the instructional project.
- Produce a comprehensive instructional project based on sound theory.
MoSTEP 1.2.11.1 – Students will demonstrate an understanding of technology operations and concepts relative to the instructional project.

- MoSTEP 1.2.11.2 – Students will design an instructional project that incorporates appropriate technology.
- MoSTEP 1.2.11.3 – Students will design an instructional project that includes technology to maximize the learning experience for students.
- MoSTEP 1.2.11.4 – Students will apply technology to the evaluation and assessment strategies included in the instructional project.

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 Learners

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 8, 10, 11, or 12

Learning Theory and Research Paper Due

Discussion Activities

Week 5:

Quiz over Week 4 Readings

Readings

Chapter 7: Instructional Strategy

Discussion Activities

Week 6:

Quiz over Week 5 Readings

Readings

Chapter 16: 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

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4. Resources:

Text(s): Smith, Patricia L. and Tillman J. Ragan. (1999) Instructional Design, 2nd Edition. New York: John Wiley and Sons, Inc.

Supplemental Readings: (list and indicate how these are to be used)
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

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

- a) Term Paper – 20%
- b) Examinations/Quizzes – 20%
- c) Class Presentation(s)
- d) Curriculum Project - 30%
- e) Class Participation - 30%
- f) Other

6. Supplements (study guide, sample tests, project outlines may be attached.)
Please list.

Answers to exercise questions can be found online at:

<http://www.ou.edu/education/edpsy/iptwww/instdsgn/mainframeset.htm>

7. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:

- a) Lab
- b) Curriculum Project
- c) Paper(s)
- d) AV Project
- e) Other

8. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

- Projects/Papers will be assessed online. All feedback will be available through the course's online access.

NOTE: Papers will not be available for pick up from the School of Education Office.

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.