ED 653 Instructional Design

3 Credits
Carol Gering, Instructor (csgering@alaska.edu)
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Phone: 907-479-4757
Office hours by appointment: 2175 University Ave. S., Suite 200

Course Description

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Course Goals

- Apply the Understanding by Design framework to course design
- Investigate modern computer-based design tools
- Explore instructional methods and principles of design

Student Learning Outcomes

Students in the course will:

- create media-rich educational content
- write effective, measurable learning objectives
- create multi-layered rubrics for assessing student work
- design assessments based on desired outcomes
- map strategies for learning activities that link to outcomes
- critically evaluate tools and methods

Meeting Information

This is an online course. Please log in to Blackboard:

Technology Requirements

This is an online course. Students will use a computer to communicate, to access online multimedia (audio, video, Flash), and to create multimedia. Consistent Internet access and a computer with the ability to record and broadcast sound via a built-in or external mic or a headset will be required.

Students are expected to be active participants in online exchanges with MITI cohorts and with other colleagues and mentors through a personal learning network. Additionally, there will be periodic online interaction with the instructor using Elluminate (ELive).

Students will be expected to have the most current versions of several applications that will be used in this course, including QuickTime, Flash (Mac|Windows), iTunes and Java.

Instructional Methods

A variety of instructional methods will be used in this course, including Internet research, reading assignments, discussion, reflection, presentation, peer evaluation, and hands-on practice.

Evaluation

Students will be evaluated in three areas: technical skill, practical application of learning theory, and contribution to the community of learners.

Final course grade will be calculated using the following formula:
- active contributions to class discussion: 15%
- reflection activities: 10%
- homework: 25%
- critical evaluation of tools and methods: 10%
- projects: 20%
- online learning module design: 20%

Course Assignments

Class discussions—15%

Students are required to contribute meaningfully to online class discussions and peer review of projects. The minimum quantity of participation is one original post and one response per week. Beyond this minimum requirement, grading will be based on the quality of participation, not on the number of posts.

Reflection activities—10%

At three points in the semester, students will be asked to reflect on their own learning. Scoring for these activities will be based on thoughtful, articulate descriptions of challenges, progress, and focus for sustained growth or improvement.

Homework—25% (five assignments @ 5% each)

1. Establish or revitalize your personal learning network (5%)

2. Identify one *enduring understanding* and outline a strategy map to include essential questions, desired evidence of learning, assessments, and learning activities. (5%)

3. Write three measurable learning objectives for the *enduring understanding* in homework #2. (5%)

4. Design and implement a student assessment, complete with a scoring rubric. (5%)

5. Create one page of text and graphics or one multimedia element. Demonstrate how your design addresses issues of accessibility and copyright. (5%)

Critical evaluation of tools and methods—10%

Write a 5-page evaluation paper. Using the strategy map developed in Homework Assignment 2, consider at least three tools (or methods) that might be used to reach the desired outcome. Compare and contrast strengths and weaknesses of each. Cite research-based evidence to support your final conclusions about the most effective tool/methods for use in this instance. Citations and references must adhere to the American Psychological

Association (APA) Formatting and Style Guide.

Projects—20% (four projects @ 5% each)

1. Create an original graphic for use in instruction (examples might include diagrams, photos, annotated screen shots, course banner) (5%)

2. Create a brief (~5 minutes) audio podcast for use in instruction. (5%)

3. Create and publish a brief video or screencast (5%)

4. Use web-based tools to design a learning activity. (5%)

Online Learning Module Design—20%

The culminating project for the course is the design of an online learning module. It may be presented either in a Learning Management System (e.g., Blackboard, Moodle), or on a web site (e.g., Google Sites), and should include objectives, content, learning activities, and assessment. Scoring will be based on coherence, navigability, thoroughness, clear instructions, and purposeful content.

Portfolio

The instructor will review and comment on each assignment. Most assignments will also undergo a peer review process before they are included in the student's portfolio.

Assignment Due Dates

This is a cohort-based class with assignment and activity deadlines. Late assignments will be penalized at 10% per day unless an excused exception has been arranged with the instructor.

Course Policies

Students bring a variety of experiences and knowledge to the class cohort. Each student's unique perspective is an important component of the learning experience for their peers and colleagues—students will be expected to contribute and collaborate actively. During the eighth week of the semester, students who have not participated significantly will be withdrawn from the course. Significant participation includes the following minimums: weekly posting to the online discussion, one reflection paper, and two homework assignments.

Schedule of Topics

Topics will be explored on a weekly schedule (one topic per week). Assignments related to each topic will span multiple weeks, incorporating a cycle of draft, peer/instructor feedback, revision, final evaluation. Weekly topics:

- Personal Learning Environments
- Instructional Design Foundations
- Learning Outcomes
- Content Creation: graphics
- Learning Management Systems
- Learning Assessment Cycle
- Content Creation: audio and podcasting
- Structure and Cognitive Load
- Content Creation: video
- Copyright, Creative Commons, and Fair Use
- Designing for Accessibility
- Content Creation: web-based tools

Tentative Course Calendar

Week	Topic	Homework Assigned	Homework Due
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