Instructional Design In Modern Electronic Learning Environments

Thursday, 4:00pm-7:00pm

School of Educational Sciences, Computer Lab For Graduate Studies

CONTACT INFORMATION:

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School of Educational Sciences

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Office Hours: Wednesday. 3-4pm, Thursday. 3-4pm. And by appointment

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COURSE MATERIALS:

Course Component: This course is a blended course meets face-to-face and online meetings for portions of the course on specific occasions. Moodle platform and other available platforms will be used for course materials. Students are expected to login and check the course on e-learning site several times throughout the week.

Software: Moodle platform, Edmodo, Celtx, Lecture maker, Google tools, and additional online applications.

Text: Principles of Instructional Design, Robert Mills Gagné, Leslie J. Briggs, Walter W. Wager. Instructional Design Theories and Models: A New Paradigm of Instructional Theory, Charles M. Reigeluth.

COURSE DESCRIPTION

In this course we will be exploring instructional design in modern e-learning environments. Students will gain a broad understanding of applications in instructional design within educational environments. The course will provide participants with a microcosm of the instructional design process and software that explores digital media techniques. In this course, we will be learning instructional design theory and its application. This course focuses on using critical thinking skills to interpret the material. This course requires that you actively engage and construct the material. The course's

success is directly dependent upon your involvement. Additionally, this course is about community, dialogue, and sharing of thoughts and ideas. We encourage you to engage with each other frequently.

Students will construct assignments and will work independently, and in groups. Each face-to-face class session will be in a seminar format.

Teamwork: The class will work on a team instructional design projects. Instructional design is a process that is rarely done in isolation. Working well in teams is an essential skill of any instructional designer.

COURSE REQUIREMNT:

- Students will develop a professional electronic portfolio and participate in a public

showcase. The portfolio is the culminating experience for students in the course. The

purpose of the e-portfolios can be developed for several different purposes:

a. Learning portfolios – for ongoing professional development to show growth over time

b. Assessment portfolios – for assessing whether you have met the objectives of a course

c. Employment portfolios – for marketing yourself to prospective employers

The e-portfolio is a learning portfolio. It provides an opportunity for you to synthesize

what you have learned in the course, show your growth over time, and document that you

have mastered the National Educational Technology Standards for Teachers (NETS)

developed by the International Society for Technology in Education (ISTE).

The aim of the e-portfolio is to move from *description to reflection*. The task is to

determine how various insights are instrumental in understanding professional growth in

a more comprehensive way. While reflecting on our past actions, we generate knowledge

that will inform our future actions.

Write a reflection both in paper and as a digitized form on your e-portfolio containing all

projects turned in during the semester on a CD.

COURSE OBJECTIVES:

Demonstrate knowledge of concepts relating to instructional design, particularly instructional analysis, task analysis, assessment, instructional strategies for problem-solving, concept learning, principle learning, procedural learning, cognitive strategies, enhancing motivation, psychomotor skills, and instructional delivery and management methods, technology and media selection, and formative summative evaluation. Demonstrate knowledge of project planning and management. Implement an instructional

design project. Demonstrate proficiency in independently learning complex, unfamiliar software packages.

COURSE POLICIES:

Academic dishonestly is defined in the student handbook. If you are found to be involved in academic dishonesty or academic misconduct you will be referred to Judiciaries. Exams, and projects required for this course must represent your individual work.

Course Schedule	Topics
Week 1	Meeting: Introduction + syllabus+ course materials
Week 2	Meeting: Instructional Design An Exciting World to Unfold
Week 3	Meeting: Advance Instructional Design
Week 4	Online Meeting:
Week 5	Meeting:
Week 6	Online Meeting:
Week 7	Meeting:
Week 8	Online Meeting:
Week 9	Meeting:
Week 10	Online Meeting:
Week 11	Meeting:
Week 12	Online Meeting:
Week 13	Meeting: Tutorial discussion due
Week 14	Meeting: Paper discussion due
Week 15	Meeting: E-Portfolio due
Week 16	**No Meeting:**

Assignments/EVALUATION:

Final Exam: The final exam will focus on seminar material.	40%	Final Week
E-Portfolio	10%	Final week
Articles review	5%	Throughout the term
Tutorial completion and paper discussion	10%	Throughout the term
Participation	10%	Throughout the term
ID projects	25%	Throughout the term The project is divided into three stages. 1) 1 page project proposal

		(single spaced) 5%
		2) Project Explanation 10 % - A 5 page paper that:
		a. Provides a rationale for the project
		b. describes specific learning objectives,
		c. classifies objectives into learning domains
		d. identifies assessment methods
		e. selects learning strategies you employed in your project designed, and which ones were the most effective.
		f. research base
		g. response to user trials
		3) Storyboard
		4) Final Project

*Each day late results in a 25% reduction in grade.

**Online activities include instructor and students lead discussions, case-studies, and other experiences.

ATTENDANCE:
Your active involvement--individually, in small groups, and with the entire class--is an important way for you to help meet the course objectives. For you to be involved, you must be present for the face-to-face seminars. Active attendance is required for the participation portion of your grade.

SYLLABUS CHANGE POLICY:

This syllabus is a guide for the course and is subject to change with advanced notice.