

ADE 5383: Instructional Analysis and Design; Section P80

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Course Description and Purpose

This course provides an introduction to instructional design principles and techniques. Regardless of the subject and the learner, individuals who design instruction must orchestrate the simultaneous interaction of a number of complex elements, including learners, methods, objectives and assessments. Both the goals and the success of instruction are assessed in terms of learner performance.

The overall goal of this course is to enable you to create effective instructional solutions to learning and performance problems using a systematic design process. This is the principal function of the professional we call instructional designer and sometimes also required of an instructor or human resource developer.

Students will design instruction for learning and performance by employing the procedures described in the course texts, and in general, by applying the theories, principles, and systematic techniques of instructional systems design. The major requirement is completion of an instructional design project in teams of 3-5 students.

A companion course, ADE 6286, focuses on the complementary processes of developing, delivering, and evaluating instruction.

Course Objectives

The objectives for this course correspond to the competencies required for successful performance as an instructional designer/trainer, as documented in the instructional design literature. Many of the objectives are project- or product-oriented. They will be assessed by particular materials or products to be generated and delivered by the design teams as evidence of mastery of the skills and knowledge associated with a particular phase of instructional design.

On completion of this course, students will be able to competently:

1. Compare and contrast various approaches to instructional design.

2. Describe the instructional design process in organizations.
3. Plan and implement an analysis of instructional problems or opportunities to identify an instructional problem, including a written description of the processes followed in arriving at the problem definition. The written description will address root cause of the problem and the approaches (needs assessment, performance assessment, goal analysis) used to identify the need for instruction. It should also include an overall instructional goal.
4. Conduct an instructional task analysis to identify the skills, knowledge and attitudes that must be taught for learners to reach the instructional goal.
5. Analyze the characteristics of learners and the organizational and instructional contexts to identify their impact on the design of instruction.
6. Write instructional objectives, in the appropriate domain of learning and suitable for instructional development, that will accomplish the overall goal of instruction. Objectives will include a measurable learner behavior or performance, and if necessary, a standard of performance and the conditions for evaluation.
7. Use concept maps and other types of outlines for specifying instructional content, using an appropriate sequencing scheme based on the nature of the content.
8. Develop effective instructional strategies for teaching given objectives.
9. Identify appropriate assessment techniques/items based on instructional objectives.
10. Work effectively as a member of an instructional design team to generate an instructional design project

Dr. Haley's Philosophy of Teaching

Adult Education and Human Resource Development (AE/HRD) are fields marked by the incredible diversity of people and organizations in need of learning opportunities. Graduate students in AE/HRD are adults seeking to improve career possibilities while enhancing personal and professional potential. Their experience and interests are every bit as diverse as our field.

The challenge for me as an educator is to allow for the uniqueness of individuals and groups within a reasonably disciplined educational context. Ideally, students would have the opportunity to help diagnose, plan, conduct, and evaluate their learning in cooperation with their fellow students and the instructor. This is balanced with the program's charge to develop leaders in adult education and human resource development that have the knowledge, skills, and attitudes that characterize expert practice; i.e., to prepare students for the demands of their futures.

In my personal philosophy of teaching, I believe that balance is achieved by providing learning experiences that help students increase their productivity and effectiveness in collaboration with other professionals, think critically and creatively, communicate clearly, model lifelong learning, value diversity and pluralism, be forward-looking in perspective, and realize the potential of technology to better serve all of these needs.

I am committed to designing courses and learning experiences that reflect my personal philosophy and to modeling these qualities as an instructor.

Prerequisites

Prerequisite knowledge for this course is a general understanding of established learning theories and their applicability to instructional design. If you do not have this knowledge, I recommend you read Chapter 14 in our principle textbook, *Designing Effective Instruction*, before you get very far into the course.

Course Details

Textbook

Designing Effective Instruction

Gary R. Morrison, Steven M. Ross, Howard K. Kalman, Jerrold E. Kemp

Wiley, 2012

ISBN-10: 1118359992

ISBN-13: 9781118359990

Course Communication

You will communicate with me in this course using the Conversations tool inside our Canvas Course (Inbox link on the blue Global Navigation Menu), not my FIU e-mail address. I will use the Announcements tool to communicate with the class as a whole, and the Inbox Messages to communicate with individual students.

Discussions, VoiceThreads and Adobe Connect Meetings

Discussions

Keep in mind that your discussion forum postings will be seen by other members of the course. Care should be taken when determining what to post.

The format and topic for discussions will be consistent. We will be discussing the various steps in the instructional design process as we learn about them and apply them in the design project assignments. Discussion topics will address both how to perform the design steps and also why they are important. Usually, I will ask you not only to reply to my post, but also to give feedback to several other student's replies.

Your original replies should be approximately 400 words or 40 lines long. Your feedback to other students' postings should be meaningful but much shorter - no more than 100 words or 10 lines long.

VoiceThreads

VoiceThread is an asynchronous, media-based discussion tool where we primarily use either microphone or webcam comments to reflect on what we are learning and applying in the course

assignments. VoiceThread activities feel very much like natural conversations that you can participate in at your convenience.

The primary purpose of VoiceThread conversations will be for you to reflect on what you are learning about yourself and the designer role and the knowledge and experience that you already have that connects to instructional design and analysis. I will also use VoiceThreads to give you guidance and answer your questions on the major design assignments in the course.

Adobe Connect Meetings and Online Class Sessions

Adobe Connect is an online meeting room where you can interact with me and your fellow students by sharing screens and presentations, sharing files, chatting, broadcasting live audio and video, and taking part in other interactive online activities. We will be utilizing this tool in our class in two ways:

We will have several online class sessions during the semester, particularly if we need to address design theory and practice in between our in-person class sessions. The points awarded for participation in each session will vary depending on the length of the session. I am committed to a session lasting no longer than 1-1/2 hours, and usually only an hour.

Once we do an initial class survey, we will schedule these sessions on different days and times according to what is best for the majority of the class.

Each instructional design team will have its own Adobe Connect Meeting room that is accessible only by the team (and the instructor, if necessary). You can meet in that room online any time you need to discuss or work on your instructional design project. You will deliver a short presentation on your design project (maximum half hour) in the same room.

We will record each Adobe Connect full class session for later viewing by students. If you can't attend an Adobe Connect Meeting, you will need to view the recording and post a summary of the session to a Discussion forum set up for this purpose in order to receive credit for the session.

Additional Adobe Connect sessions can be used as necessary for online office hours, meeting with the design teams, etc. If you need to schedule an online session with me, simply drop me a course message and we'll set something up.

Instructional Design Team Project Assignments

Assignments for the team instructional design project are submitted in the Assignments area in our Canvas course. Only one team member submits the assignments for the entire team, usually the team leader.

As a group you will agree on a single problem or topic for your instructional design project. You will do all of your analysis and design on that instructional problem once it is approved by the instructor. There are two sections in the analysis and design process: the Analysis Phase and the Design Phase of the instructional design brief. Each of these phases is broken down into smaller

parts that correspond with elements of the instructional design model used in the course. Each "part" of your analysis and design is submitted separately.

You will be submitting parts of the assignment throughout the semester. You may choose to resubmit a design assignment if you received 70% or less of the assignment points for any part of your project, no later than when the next assignment is due. A final grade will be given for the Analysis and Design Phases in their entirety – this is the grade that will go into your final grade. Following is a breakdown of the submissions related to the design project in the Analysis and Design Phases.

Analysis Phase

- Problem Identification Analysis
- Learner and Contextual Analysis
- Task Analysis

Design Phase

- Instructional Objectives
- Content Sequencing
- Instructional Strategies
- Assessment Strategies

Late Submission of Assignments

Teams will have a two-day grace period for submitting all assignments. If it's within two days of the assignment due date, I will accept it. If you will be more than 2 days late on an assignment, the team leader must discuss what is happening with the assignment with Dr. H before the due date.

Feedback

You will receive feedback from the instructor within 10 business days of submitting a design brief assignment.

Expectations of This Course

General Expectations

This is a dynamic course, designed to meet in-person only five times during the semester. This means that a great deal of the coursework will take place between our infrequent Saturday sessions, and inside our Canvas course. Expectations for performance in a dynamic course that doesn't meet in-person every week are the same for a traditional course. In fact, these non-traditional courses require a degree of self-motivation, self-discipline, and technology skills that can make these courses more demanding for some students.

Expectations of Students

Students are expected to:

- Review the Syllabus, Course Overview, and how to get started information located in the Modules area
- Introduce yourself to the class during the first week by posting a self introduction in the appropriate discussion forum
- Attend all Saturday sessions and come prepared to interact with your instructor and peers on the knowledge and skills associated with the objectives for that week.
- Review and follow the course calendar and the Course Summary at the bottom of the Syllabus tool.
- Participate fully as a member of a project group on your group's instructional analysis and design project.
- Log in to the course at least 3 times per week.
- Attend and participate in online sessions. Make up online sessions your schedule will not allow you to attend.

NOTE: There is no way to make up an in-person session. You WILL lose not only the points, but the learning advantage if you miss a Saturday class. You shouldn't register for this course if you do not intend to attend all Saturday sessions.

- Respond to discussion forums and VoiceThreads by the corresponding deadline.
- Respond to instructor e-mails within 2 days.
- Submit individual assignments on time.

Expectations of Dr. H

I, Professor Haley, will:

- Log in to the course no later than every other day, and usually every day
- Grade online discussions or VoiceThreads no later than 10 days after the due date
- Respond to emails within 24 - 48 hours of receipt
- Make myself available to meet with individuals and teams privately as needed, both during Saturday class sessions and by appointment at other times.
- Grade major team assignments within 10 business days of submission.

Student Individual Work, Team Work, and Online Sessions

Work to be completed before Saturday class sessions and team meetings

This course is application focused and requires extensive reading, organization, consultation, conceptualization, and data collection and analysis in order to complete the assignments that

together will make up your team's design brief. As such, it requires that you take individual responsibility for readings and online activities prior to Saturday class sessions and team working sessions so that full participation can result and we can develop as a learning community.

Work to be completed between in-person sessions

Between Saturday sessions, you are expected to contribute to discussions, VoiceThreads, and real-time Online Class sessions in Canvas on instructional design topics. These will all be graded components of your participation grade.

Participation in the online Adobe Connect class sessions is important. If for any reason you can't be present for an online session, you should inform me in advance of the session that you can't make it. Online sessions will be recorded. Any student who misses an online class session will need to view the session recording and then post a summary of the session in an online discussion topic in order to receive points for the session. (It's less work just to attend the session if your schedule allows!)

Teamwork

As a member of an instructional design team, you will apply instructional design theories and techniques to an actual instructional problem with which you or a teammate is or can be directly involved. In completing your design project, you and your teammates are expected to work together and share the responsibility for quality and on-time delivery of written design reports and presentations. This is how instructional design is actually accomplished - in many settings, it is a team effort. This requires an understanding of group dynamics and interpersonal skills. Your final course grade will reflect both your individual and group performance. I will evaluate team assignments, and team members will participate in evaluating the contributions of other team members.

Teams will have a private space in Canvas with a full set of tools for online collaboration. Feel free to use other online collaboration tools like Google Hangout, Google docs, What's App, etc.

Presentation and Format of Work

Instructional Design Brief

The Instructional Design Brief is to be submitted in a Word or Google document using a 12-point font, appropriate headings, and a 1" margin all around. You will complete the brief over the course of the semester, as you learn about the different phases of instructional analysis and design and each section of the brief (each separate assignment) is due. The last section of your analysis and design brief will complete the entire project and be submitted at the end of the semester. You do not need to send me a printed copy of anything. I will be grading each section online in the Canvas SpeedGrader tool.

You will make your submissions to the online discussions inside the Discussions area in Canvas. I suggest that you draft your ideas offline before posting online. Do NOT attach Word documents - post your writing directly into the discussion topic. You can copy directly from a Word document into the Discussion.

Quality of Written Work

Quality of written work in this course, both for individual discussion posts and major assignments, includes correct English grammar, punctuation, and usage in addition to adequate performance or coverage of the topic. All will be assessed in determining the score for each graded item. Because this course requires you to learn to perform as instructional designers do in professional practice, you will not use APA formatting for the Instructional Design Brief - you will format the plan professionally as you would in a real-world organizational.

Grading

Instructional Analysis and Design Assignment instructions and rubrics are posted with the assignments in the Assignments area. Rubrics will be used to grade the assignments. Note that rubrics not only help instructors to grade consistently and fairly. They also help students understand exactly what is expected and the level of quality. Be sure to review the rubrics when you are working on design brief assignments.

This class uses a weighted grading scheme, with the following percentages assigned to assignment groups:

Assignments are weighted by group:

Group	Weight
Participation	15%
Discussions	15%
Project Assignments - Analysis Phase	30%
Project Assignments - Design Phase	30%
Design Team Presentation	5%
Team Peer Evaluations	5%
e-Learning Modules (ungraded)	0%
Total	100%

To see the individual items included in each assignment group, see the Assignments area inside the Canvas course.

Grading Scheme

Grades will be determined according to the following grading scheme:

Letter Grade Ranges

Letter	Range	Letter	Range
A	95-100	B-	80-82
A-	90-94	C+	77-79
B+	87-89	C	73-76
B	83-86	C-	70-72

Course Policies

Please review the [FIU's Policies](#) webpage. The Policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online course components.

Accessibility and Accommodations

Please visit our ADA Compliance ([Links to an external site.](#))[Links to an external site.](#) webpage for information about accessibility involving the tools used in this course.

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

For additional assistance please contact FIU's Disability Resource Center. [Links to an external site.](#)

Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all

students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

To learn more about the academic integrity policies and procedures visit integrity.fiu.edu (Links to an external site.)Links to an external site..

*The professor reserves the right to change or modify the syllabus at any time during the semester.