

**ID 587 Trends and Issues in Instructional Design**  
Instructional Design Program, School of Teacher Education  
Western Kentucky University

Summer 2016 (7/5 - 8/1)

<b>Instructor:</b> Xiaoxia "Silvie" Huang, Ph.D. <b>Office Phone:</b> 270-745-4322 <b>Email:</b> <a href="mailto:xiaoxia.huang@wku.edu">xiaoxia.huang@wku.edu</a> <b>Address:</b> #1028, Gary A. Ransdell Hall Western Kentucky University Bowling Green, KY 42101-1030 Note: All times indicated in this syllabus and the course site refer to Central Time Zone.	<b>Office Hours:</b> <u>Face-to-face/Phone:</u> by appointment  <u>Email:</u> Email is the fastest way to reach me. Feel free to email me at any time. I will try to respond within 24 hours.
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**Course Web Site**

This is a web-based course supported by WKU's Blackboard course management system. Login with your NetID and password at <https://blackboard.wku.edu>. ID 587 will show in your course list.

**Course Description**

History of instructional design, major contributors, ID theorists; issues and trends likely to impact the field, and professional organizations.

**Goal of the Course**

This course is intended for students who intend to become professionals in the field of instructional design and technology. Professionals in any field should be able to do more than just perform the skills associated with that field. They should also know something about the field's history, its current status, and the trends and issues likely to have an impact on the field. The purpose of this course is to help you become conversant in these areas. The specific objectives for this course are listed below.

**Course Objectives**

Unit I: Definitions and History

1. Compare and evaluate various definitions of the field of instructional technology (also known as instructional design and technology), including your own definition of the field.
2. Define the term "instructional design process", describe the major features of the process, and discuss why those features are important.
3. Using lessons learned from the history of instructional media, describe the factors that are likely to inhibit teachers/instructors willingness to employ instructional media in a given situation, and discuss some strategies that might be employed to mitigate those factors.

4. Describe how some of the ideas/principles associated with important events in the history of instructional design might be used today in the planning and delivery of instruction.

### Unit II: Recent Trends and Issues

1. Describe the key ideas and practices associated with various trends in the field of instructional design and technology.
2. Describe how the ideas and practices associated with a given trend might be applied in a given situation.

### **Required Textbook**

Reiser, R. & Dempsey, J.V. (2011). *Trends and issues in instructional design and technology* (3<sup>rd</sup> ed.). Allyn & Bacon. ISBN-10: 0132563584 | ISBN-13: 978-0132563581.

Additional readings will be provided online in the course site.

### **AECT Standards Addressed**

Standard 1: Content Knowledge

Standard 2: Content Pedagogy

Standard 3: Learning Environments

Standard 4: Professional Knowledge & Skills

Standard 5: Research

### **Activities/Assignments**

Throughout the course, there will be various discussion activities. In addition, you will be required to prepare 1-2 major assignments. Details will be provided at the start of the course.

**Grading Scale:** Grading is based on points earned. The following scale represents how points will be allocated towards a letter grade.

A	B	C	D	F
90 - 100 %	80 - 89%	70 -79%	60 - 69%	< 60%

**Course Disposition Statements:** (Disposition means natural tendency, emotional constitution of the mind, inclination, or propensity.) These are the WKU College of Education and Behavioral Science's new disposition statements.

<b>Level 1</b>		<b>Level 2</b>	
<b>Indicator</b>	<b>Description of Target Level 5</b>	<b>Indicator</b>	<b>Description of Target Level 5</b>
<b>a. Values learning: Attendance</b>	Consistently attends class and is on time. Usually notifies instructor in advance and arranges to meet instructor following a missed class. Usually gives reason for planned absence.	<b>g. Values diversity</b>	Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Listens carefully to others and respects the views of those perceived as different from self.
<b>b. Values learning: Class participation</b>	Actively engaged and interested in the class activities. Volunteers to respond to questions. Participates in discussions.	<b>h. Values collaboration</b>	Actively seeks out and incorporates ideas of others. Willingly works with others to improve the overall environment. Regularly shares information and ideas.
<b>c. Values learning: Class preparation</b>	Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Consistently comes to class well prepared.	<b>i. Values professionalism: Respect for school rules, policies, and norms</b>	Knows school rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in patterns of dress, behavior, etc.
<b>d. Values learning: Communication</b>	Uses correct grammar in oral and/or written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener.	<b>j. Values professionalism: Commitment to self-reflection and growth</b>	Recognizes personal limitations and strengths and uses them to best professional advantage. Actively seeks suggestions and constructive criticism. Regularly practices critical thinking. Regularly engages in learning through self-reflection.
<b>e. Values personal integrity: Emotional control</b>	Displays steady emotional temperament. Is receptive to viewpoints of others and their suggestions. Holds self accountable for emotions and behaviors. Displays a sense of humor and/or willingness to get along with others.	<b>k. Values professionalism: Professional development and involvement</b>	Regularly and actively participates in professional activities or events that promote professional development. Makes use of information from professional organizations, professional publications, and educational resources.
<b>f. Values personal integrity: Ethical behavior</b>	Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep word. Shows self to be a person of strong character.	<b>l. Values professionalism: Professional responsibility</b>	Accepts responsibility for own actions and for helping all students learn and actively seeks self-improvement. Consistently holds high expectations for the success of all students. Consistently looks to explain and remedy student lack of success by factors within the control of self.

### **Late Assignments**

Please observe the due dates of the assignments for this course. Each late submission will result in 10% deduction of the total points for that particular assignment. In addition, late assignments may not receive extensive feedback from the instructor.

### **Emailing your instructor**

Email is a timely way to communicate. I usually check my e-mail daily (excluding weekends) and will respond if possible within 24 hours. When you email me, please

1. use the following format in the subject line: **ID587, LastName, Topic.**
2. make sure that when you reply to any message, it will include the original message. This helps us to see our ongoing conversations.

Some questions cannot be best answered in an e-mail, please in that case schedule an office appointment or make a phone call.

### **Academic Integrity/ Dishonesty**

To represent work for course assignments or projects taken from another source (INCLUDING WEB SOURCES) as one's own is Plagiarism. Plagiarism is a serious offense at WKU. The academic work of a student must give an author credit for borrowed source material from his/her material. To lift content directly from a source [INCLUDING THE INTERNET] without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Plagiarism also includes submission of the same assignment for more than one class. Plagiarism could result in a grade of an "F" for the assignment and /or the course.

Student work may be checked by plagiarism detection software. "Students who commit an act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal."

### **Technology**

If you have difficulties accessing Blackboard you should contact WKU Technical Support at 270-745-7000 or go to <http://www.wku.edu/it/helpdesk/> to submit an online help request.

### **Disability Accommodations Statement**

"Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter hall. The Office for Student Disability Services (OFSDS) telephone number is 270-745-5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the OFSDS."

### **Writing Center Assistance**

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during the operating hours. The writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can *help you* brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper *for you*. See instructions of the website [www.wku.edu/writingcenter](http://www.wku.edu/writingcenter) for making online or face-to-face appointments. Or call (270) 745-5719 during the operating hours for help scheduling an appointment.

### **The Learning Center (TLC)**

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing University Center, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @

DUC offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and offers a thirty-two machine Dell computer lab to complete academic coursework. Additionally, TLC has three satellite locations. Each satellite location is a quiet study center and is equipped with a small computer lab. These satellite locations are located in Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. Please call TLC @ DUC at (270) 745-6254 for more information or to schedule a tutoring appointment. [www.wku.edu/tlc](http://www.wku.edu/tlc)

**Acknowledgements**

The structure and content of this course was based on a similar course taught by Dr. Robert Reiser at Florida State University. Dr. Reiser is also the editor of the textbook *Trends and issues in instructional design and technology*. My sincere thanks to Dr. Reiser for his willingness to share his course content.