


| | |
|---|---|
|  | <h1>ID 560: Instructional Design Foundations</h1> <p>Fall 2022 Syllabus</p> |
| Instructor: Dr. Hannah Digges Elliott | |
| Email: hannah.digges-elliott@wku.edu (preferred method of contact) | |
| Phone: 502.316.5652 (no calls or texts after 9 PM CT) | |
| Class Location: Online | |
| Instructor's Office Hours: Virtually on Tuesdays from 8:30 PM - 9:30 PM CT or by appointment | |

*Note: This document and other class related materials are available on our course site at <https://wku.blackboard.edu>.

Address:

Western Kentucky University
1906 College Heights Blvd. #61030
Bowling Green, KY 42101-1030

Course Information and Requirements**Prerequisite:**

None

Required Texts:

- Branch, R. M. (2009). Instructional design: The ADDIE approach. New York: Springer.
- Gustafson, K. L., & Branch, R. M. (2002). Survey of instructional development models (4th ed.). Syracuse, NY: ERIC Clearinghouse on Information & Technology. [Free through the following link: [Survey of Instructional Development](#)]
- Rothwell, W. J., Benscoter, B., King, M., & King, S. (2015). Mastering the Instructional Design Process: A Systematic Approach (5th ed). New York: John Wiley & Sons.
- Other required readings will be provided within the course site.

Primary Course Website:

BlackBoard

Graduate Catalog Description:

Systematic approach to instructional design, the contexts of application of this approach, and the roles of professionals in this field; adapt and apply the process in a flexible and innovative manner.

Course Objectives/Student Learning Outcomes (SLO):

The goal of this survey course is for you to develop adequate knowledge of the instructional design field, the systematic approach to instructional design, the contexts of application of this approach, and the roles of professionals in this field to be able to adapt and apply the process in a flexible and innovative manner.

By the end of this course, you will be able to:

1. Define instructional design and what instructional designers do;
2. Assess your competencies against authoritative standards in the field;
3. Explain how different instructional and learning theories influenced the ID field;
4. Identify instructional design processes;
5. Compare and contrast ISD models in terms of their appropriateness for a given set of education or training development requirements;
6. Produce an ISD process that is tailored to the education and training requirements of a specific organization; and
7. Use technology tools (i.e. narrated PowerPoint, infographic tools) individually or as a team to effectively demonstrate your understanding of course content.

Technology Requirements**Hardware:**

A computer or device with a stable internet connection capable of accessing Blackboard and streaming as well as recording audio and video (webcam and microphone).

Software:

We will be using the Blackboard learning management system to access the online course and submit course work. IMPORTANT: This course site will be using the Ultra Experience within Blackboard. As a result, the course site may look different from what you are accustomed to in a good way. It is a simple layout, and the various components are easy to access. Please review the [Introduction to Blackboard Learn with the Ultra Experience for Students video playlist](#).

You will be reading articles and chapters in this course that are in Adobe PDF format, so be sure that you have the [Adobe Reader](http://www.adobe.com/products/acrobat/readstep2.html) (http://www.adobe.com/products/acrobat/readstep2.html) downloaded and installed on your computer.

This course also requires a great deal of writing and word processing, so be sure that you have Microsoft Word or its equivalent (must output .docx file types) downloaded and available to you. [Microsoft Office 365](https://www.wku.edu/its/sms/microsoft_sa.php) (https://www.wku.edu/its/sms/microsoft_sa.php) is offered to you at no cost through WKU.

Course Assignments, Projects, and Evaluation

Course Assignment Outline:

Students will be evaluated based on their performance in completing assignments such as the following:

- **Discussion Assignments:** The discussion assignments are our opportunities to share insights, perspectives, and work as well as to receive feedback. Instructional design is a collaborative activity that requires giving and receiving consistent feedback with various project stakeholders. These discussion activities will serve as a mechanism to improve our skills as colleagues, collaborators, and designers while assessing our knowledge of the concepts discussed in preparation for the module assignments and projects. Please note that while these are called “Discussion Activities”, they may take place outside of the traditional threaded discussion forums at times.
- **Module Level Assignments and Reflections:** These assignments and reflections will assess our ability to take our readings, videos, and other activities and use that knowledge to analyze, synthesize, evaluate, and/or create/propose concepts, strategies, and/or ideas depending on the context.
- **Project I: ID Model Analysis and Presentation:** These assignments will assess our ability to analyze a Design Model closely and show how it could be applied while honing communication skills. The collection of Analysis Papers and Presentations will be a substantive resource for practitioners moving forward.
- **Project II: Revised ID Model Paper:** These assignments will assess your ability to analyze a learning context, identify different models, and adapt them for use in the identified learning context. This form of adaptation/revision of instructional design models is indicative of what practicing instructional designers do.

Course Evaluation:

(based on accumulated points)

| Course Assignments | Points |
|---|--------|
| Discussion Assignments (13x15 points each) | 195 |
| Module Assignments and Reflections (varies) | 480 |
| Project I: ID Model Analysis and Presentation | 125 |
| Project II: Revised ID Model Final Paper | 200 |
| TOTAL Points | 1000 |

Grading Scale

A = 90%

B = 80%

C = 70%

A schedule of assignments is provided within the course site. **All assignments are due by midnight of the due date.**

Class Time Management:

Management of your personal “class time” is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online.

Course Guidelines and Policies**Emails to Instructor:**

Please make sure your emails include your course in the subject line in addition to the overall topic to be discussed. An example of this might be: “Subject: ID560 – M1 Assignment Clarification”.

Naming Files:

Please use the following file naming convention: LastName_Class_AssignmentName. An example of this might be “Smith_ID560_Module1Assignment”.

File Formats Accepted:

The following file formats are accepted:

- Papers: .doc, .docx, or .pdf
- Graphics: .png, .jpg, or .pdf
- Video: None. Videos should be uploaded to a video platform and the links shared appropriately (Mediasite link, Zoom link, YouTube link, etc.)

Participation and Communication:

In terms of your participation in this course, it is required that you participate in a way that is both timely and regular. We have frequent discussions that will require you to think deeply about the content and provide opinions, perspectives, and your own work in addition to quality feedback to your colleagues. While positive reinforcement is always welcome such as “Good job”, it is not sufficient to entail adequate participation. Instead, you would need to explain why it is a good job and how it aligns with the concepts, etc. that we are covering. The same goes for providing constructive feedback. Do not simply say “This doesn’t look great,” but instead explore the concepts and how we can look to those to improve our work.

In terms of communicating with me, email is the best way to contact me. I check email every evening Monday through Friday, and I check it at least once a day on the weekend. You can generally expect a response within 48 hours. You can also feel free to call or text me via the number provided in the syllabus, but I do not accept calls/texts after 9PM CT unless they are previously scheduled. I am happy to help you, so please do not hesitate to contact me.

Regular and Substantive Interaction in Online Courses:

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Weekly optional synchronous sessions (office hours),
- Faculty participation in weekly discussion boards to select posts,
- Weekly announcements, and
- Timely and detailed feedback on assignments provided within one week of submission for weekly module assignments and within two weeks for major projects.

Student Disability Services:

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity:

Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

While the majority of students are comfortable with the pronoun sets “he/him” or “she/her,” there is a growing population who prefer “they/them” pronouns, or another pronoun sets like ze/zir, per/pers, ey/em, or xe/xem, to avoid binary gender association. Participants in this course may choose to go by the pronoun sets with which they identify and are most comfortable. In addition to pronouns, all students have the right to indicate their preferred first name on TOPNET; this will appear on class rosters. If you did not specify your preferred name on TOPNET, please let me know what name and pronouns I should use for you. Student’s chosen names and pronouns will be respected at all times in the classroom.

Plagiarism:

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source 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. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software. For more information about the [Process for Academic Dishonesty](#)

Sexual Misconduct/Assault Policy:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and **MUST** report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

For further information and support you may choose to go to the Student Accessibility Resource Center:
<https://www.wku.edu/sarc/>