

	<h1>ID 587: Trends and Issues in Instructional Design</h1> <p>Fall 2022 Syllabus</p>
Instructor: Dr. Hannah Digges Elliott	
Email: <a href="mailto:hannah.digges-elliott@wku.edu">hannah.digges-elliott@wku.edu</a> (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:**

- Reiser, R. & Dempsey, J.V. (2017). Trends and issues in instructional design and technology (4th ed.). Pearson, New York, NY. ISBN-10: 0134235460 | ISBN-13: 978-0134235462.
- Other required readings will be provided within the course site.

**Primary Course Website:**

BlackBoard

**Graduate Catalog Description:**

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

**Course Objectives/Student Learning Outcomes (SLO):**

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.

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

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

**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: Trend/Issue Analysis Artifact and Paper:** These assignments will assess our ability to identify a trend or issue of interest, explore it deeply, and show how it could be applied while honing design skills through artifact creation, collegiality, and written communication skills. The collection of Analysis Papers and Presentations will be a substantive resource for practitioners moving forward.
- **Project II: Trends/Issues in Context Paper:** These assignments will assess your ability to analyze a learning context, identify a problem for which instructional design may be a solution, and propose solutions through the use of various trends/issues.

### Course Evaluation:

(based on accumulated points)

Course Assignments	Points
Discussion Assignments (12x15 points each)	180
Module Assignments and Reflections (8x50 points each)	400
Project I: Trend/Issue Analysis Artifact and Paper	200
Project II: Trends/Issues in Context Paper	200
Feedback (2x10 points each)	20
<b>TOTAL Points</b>	<b>1000</b>

### 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: ID587– M1 Assignment Clarification”.

**Naming Files:**

Please use the following file naming convention: LastName\_Class\_AssignmentName. An example of this might be “Smith\_ID587\_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 option synchronous sessions (office hours) with faculty and students,
- 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](mailto: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](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/>