

ID 560 Instructional Design Foundations

Instructional Design Program, School of Teacher Education
Western Kentucky University

Instructor: Xiaoxia "Silvie" Huang, Ph.D. Office Phone: 270-745-4322 Email: xiaoxia.huang@wku.edu Address: #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.	Office Hours: <u>Face-to-face/Phone:</u> Tuesdays & Thursdays 10am-3pm or 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 560 will show in your course list.

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.

Required Texts:

- Branch, R. M. (2009). *Instructional design: The ADDIE approach*. New York: Springer.
- 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 in the course site.

Course Goal and Objectives

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.

Specific objectives are listed below:

- Define instructional design and what instructional designers do
- Explain how different instructional and learning theories influenced the ID field
- Identify instructional design processes

- Compare and contrast ISD models in terms of their appropriateness for a given set of education or training development requirements.
- Produce an ISD process that is tailored to the education and training requirements of a specific organization.

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.

Level 1		Level 2	
Indicator	Description of Target Level 5	Indicator	Description of Target Level 5
a. Values learning: Attendance	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.	g. Values diversity	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. Values learning: Class participation	Actively engaged and interested in the class activities. Volunteers to respond to questions. Participates in discussions.	h. Values collaboration	Actively seeks out and incorporates ideas of others. Willingly works with others to improve the overall environment. Regularly shares information and ideas.
c. Values learning: Class preparation	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.	i. Values professionalism: Respect for school rules, policies, and norms	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.
d. Values learning: Communication	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.	j. Values professionalism: Commitment to self-reflection and growth	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.
e. Values personal integrity: Emotional control	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.	k. Values professionalism: Professional development and involvement	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.
f. Values personal integrity: Ethical behavior	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.	l. Values professionalism: Professional responsibility	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: **ID560, 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."

WKU Title IX Misconduct/Assault Statement

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.*

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 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

Special Notes

More details about the course will be provided at the start of the class. The instructor reserves the right to modify the course as deemed appropriate or necessary.