

# Adult Education & Training School of Education

## *EDAE 639 – Instructional Design –*

**Facilitator:** TBD

**Time/Date/Place:** TBD

**Office Hours:** TBD

**Required Texts:** Brown, A.H. & Green, T.D. (2016). *Instructional design: Connecting fundamental principles with process and practice*. New York, NY: Routledge.

Gustafson, K.L. & Branch R.M. (2005). *Survey of instructional development models* (4<sup>th</sup> ed.). Syracuse NY: ERIC. Available for download at:  
<http://files.eric.ed.gov/fulltext/ED477517.pdf>

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

**Canvas Help:** Online: [www.help.canvas.colostate.edu](http://www.help.canvas.colostate.edu)  
Phone: (970) 491-4683  
Email: [don.quick@colostate.edu](mailto:don.quick@colostate.edu)

**Catalog Description:** Upon completion of this course, you will be able to design a course including the instructional materials, program planning, assessment, and evaluation.

**Credits:** Three semester credits (3-0-0)

**Prerequisites:** EDAE 520, EDAE 620, EDAE 624, EDRM 600 or consent of instructor

**Mode of Delivery:** This is a distance delivery course using online asynchronous methods. Learners will use Canvas and other educational media to communicate, create learning projects, and post assignments.

### ***Instructional Methodology***

Learning will be facilitated through assigned readings, instructor guided discussions, collaborative learning exercises, and guided critical self-reflection. The AET program espouses a constructivist philosophy.

### ***Facilitator Roles and Responsibilities***

- My goal during online discussions is to allow each of you to fully voice your ideas and understand concepts in a way that is most meaningful for you. I am committed to reading every comment posted in the online discussions, but I will limit my feedback to points of clarification or to redirect the conversation as needed. I am involved in your discussions, but do not want to control your conversations.
- You can expect the most pointed and detailed feedback from me on individual assignments and through personal correspondence (email, phone calls etc.)
- You can expect responses to email/phone calls within 48 hours or less during weekdays and within 72 hours or less on the weekends. If I am going to be away from my computer for a period longer than a week, I will let the class know.
- I expect to learn in this class, along with you. I will understand new viewpoints and have my ideas challenged. I will not be an ultimate authority, but a facilitator and co-learner.
- I will do my best to announce any changes made to the course calendar as far in advance as possible.

### ***Learner Roles and Responsibilities***

- Typically, learners will work 8-12 hours per week, per 3-credit class. This usually means working 1-2 hours per day during the week and dedicating additional time as needed each weekend to the class.
- This is a graduate level course and thus, is not a passive class. Be prepared to be a full, active, and conscious participant in all portions of this class.
- You are expected to engage in both critical and creative thinking. Critical thinking will allow you to view situations and topics in a new light. Creative thinking will allow you to begin to create your own knowledge from these views.
- It is your responsibility to structure class readings, assignments and discussions in a way that the content will be relevant and applicable for your context. You are expected to carefully read and know the information contained in this syllabus.
- If you experience technical issues with Canvas, contact the help desk (information listed above). If you experience issues submitting assignments, let me know and an alternate submission method can be used. If temporary technical or computer issues inhibit your class participation please call me to discuss options.
- You have the right to discuss and add to these ideas with the class and myself at any point to help them better fit this class and your needs as a learner.
- Please communicate with me during the semester if you are stuck on an assignment, unclear about a topic, have concerns or questions, etc. Do not wait until the end of the semester to see me if you are having difficulties.
- If you are going to be absent from class or from online discussions, you **must** let me know beforehand; not all missed classes are excusable however, being informed can possibly help offset any penalties for missed classes.

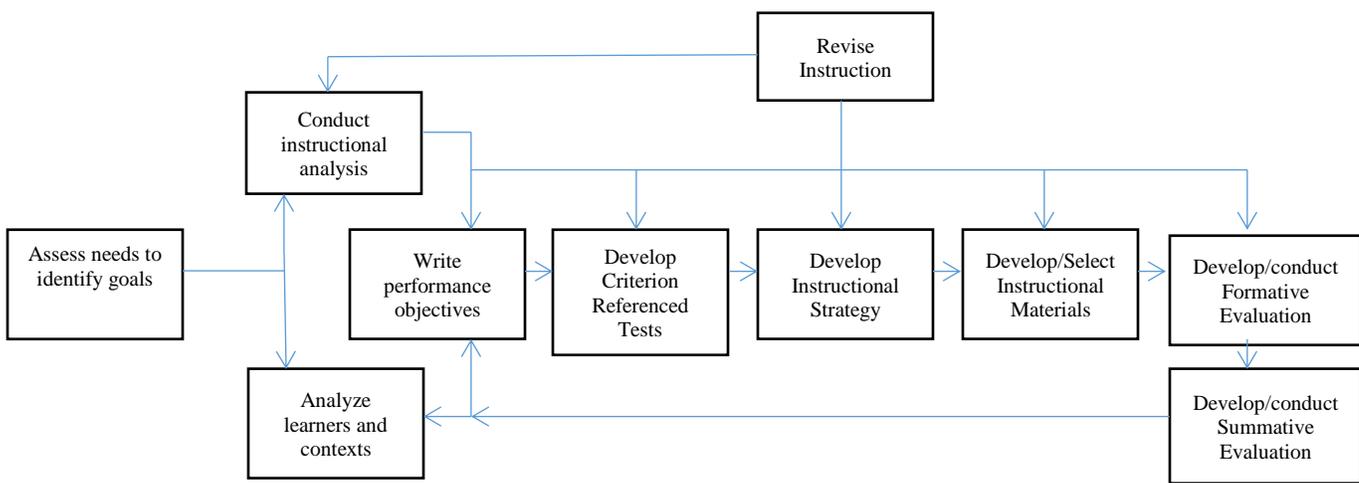
## *Course Goals*

At the conclusion of this course learners will be able to:

- Describe systematic instructional design is and when/why/by whom it is used;
- Create and describe a systematic instructional design model and its components;
- Develop an instructional unit or program using the principles of systematic instructional design; and
- Describe and defend the need for each step of the instructional design process.

## *EDAE 639 Instructional Design Model*

The Dick & Carey instructional design model includes the essential steps for designing and developing a learning event. This might be a traditional class, a workshop, or other activity. We will follow the steps in this model throughout the assignments for this class.



## *Learning Activity Descriptions*

Each activity needs to be completed. Detailed descriptions of all graded learning activities can be found on the following pages.

Before you begin working on your project, I recommend that you read all the assignments as they are cumulative. The final assignment is an instructional plan that includes each of the individual assignments, revised and refined as necessary to submit a polished project.

Some of the assignments will be written as papers. Some of the other segments should be created as they would be 'used in real life'. For example: a syllabus, an assignment, or an assessment.

## ***1. Problem/Need Statement***

Identify a gap, or an instructional need. This is the initial step of designing and developing a course or workshop. Your project can be a course that may be part of a credit program from an institution of higher education, or a workshop that might be offered at work or in your community. Other examples might include enrichment, independent study, or professional training. When identifying a need or gap, you will need to gain collaboration from others that this instruction is important/needed. For the assignment you will submit in class, include all of the items listed under *Activities* below in a synthesized written report. This will be approximately a 2-5 page document.

### *Objectives:*

You will be able to:

- Identify where gaps are in individuals' knowledge or performance.
- Determine if a gap should be filled by instruction or by other means such as performance management.
- Solicit and/or confirm support/agreement for the instructional need from various audiences.

### *Activities:*

- Identify a gap or need for information or change (instructional need).
- Define the environment where the need exists (materials, technology, facilities, organization characteristics and philosophy, etc.).
- Describe why a gap should be filled by an instructional event.
- List in detail who else supports your belief in the need for the program and why they support it.

### *Assessment:*

- 2-5 page document is error-free (spelling, grammar, APA) and organized, clearly conveys well-reasoned process
- Grading criteria is based on the clear illustration of each of the activities noted above

## ***2. Audience Analysis***

This assignment will take some time; therefore, you have additional weeks to complete it. Select an audience which you believe your course or program will attract. This could be students in an existing course, a population that may be interested in your learning event, or people you come in contact with at work, school, or home. You first need to develop the audience analysis tool from the information we discuss in class. Questions should be relevant to the course/program you are developing. Note: reflect on how you completed a small research project in EDRM 600 to help you with this analysis.

Once your tool is approved, access the potential population to complete the analysis and complete your write up.

### *Objectives:*

You will be able to:

- Design and analyze analysis questions that will provide useful information.
- Describe a target audience.
- Describe how to select a sample from the target audience.
- Discuss your reflections on performing audience analyses.
- Evaluate how the information obtained from a potential audience can effect design.

### *Activities:*

- Write questions for the survey or interview.
- Review the questions with your peers in the class and edit them as necessary.
- Conduct the survey or interviews.
- Write a report to include:
  - Each question asked.
  - Rationale for each question asked.
  - Responses to each question asked.
  - How the responses will affect your design and development of the instruction.
  - Reflections on how you might change, add, or delete questions.

### *Assessment:*

Your written report should include:

- your analysis tool,
- your rationale for the questions you asked,
- a summary of the responses you received,
- how the responses may affect your course/program design,
- reflection on how you may change the analysis to be more useful.

### ***3. Written Goals and Objectives***

For this assignment, write goals and observable objectives for your course/program. Include 3-5 goals for the entire course/program. Then include 4-6 specific objectives for a particular unit/lesson/session within the course. If you are developing a program, include primary goals for each course in the program and specific objectives for one of the courses. You will turn in an ungraded draft of your written goals and objectives for feedback and a final draft for grading.

#### *Objectives:*

You will be able to:

- Evaluate example objectives for observable terms.
- Given a list of objectives and goals, differentiate between primary goals and specific objectives
- Develop observable objectives using the three components of an objective.

#### *Activities:*

- Determine the goals for the entire instructional event.
- Determine the objectives for one section of the instructional event (or for one of the goals).

#### *Assessment:*

- Write all of the goals for the entire instructional event.
- Write observable objectives using the three components of an objective for one portion of the instructional event (or for one of the goals).

### ***4. Learning Assessment***

The learning assessment should include the activities that you will use to determine if the participants have gained the knowledge/skills to meet the objectives you established. This document should include information for each assessment on why the assessment method was chosen, how it will be conducted, and specific questions or steps for one of the assessments. This should be designed as it would be used in the learning setting.

#### *Objectives:*

You will be able to:

- Design learning assessments which match observable objectives written earlier.
- Discuss why assessments effectively determine if learning has occurred.
- Discuss why particular assessment methods might be chosen.
- Compare assessment activities to objectives and discuss how they are related.

*Activities:*

- Describe in general how you will assess learning for each objective you created.
- Discuss why each particular assessment was chosen. Include details on how each is valid, reliable, and practical.
- Describe how the assessment will be conducted.
- Illustrate how the assessments match the objectives.
- Write one complete learning assessment for one of the objectives.

*Assessment:*

- Document is error-free (spelling, grammar, APA) and organized, clearly conveys well-reasoned process.
- Grading criteria is based on the clear illustration of each of the activities noted above.

## ***5. Content Outline***

The content should be developed from the objectives you wrote. Content for the program should include how you plan to provide the students/attendees with the information they need to meet the objectives. This document will vary in length depending on your project. If you are developing a single course, it should include a syllabus and schedule of information that will be covered in each session of the course. Then include the full instructional plan for one session. This may be, but is not limited to, handouts, assessments, learning materials, visuals, etc.

*Objectives:*

You will be able to:

- Outline content to be delivered which will allow the student to successfully master each objective.
- Create a schedule within the workshop timeframe which will allow for instruction for each objective.
- Discuss how content development may impact objectives and assessments.

*Activities:*

- Write a syllabus, schedule, and content outline that covers the content for the entire course.
- For one instructional session include timeline, all learning activities, detailed directions for the facilitator, all materials that may be needed, assignments, and the assessment.

*Assessment:*

- Document is error-free (spelling, grammar, APA) and organized, clearly conveys well-reasoned process.
- Grading criteria is based on the clear illustration of each of the activities noted above.

## ***6. Evaluation Plan***

This document should include two separate sections. The first is the formative evaluation. In this section, discuss how and when you would conduct the formative evaluation(s) and specific questions you would ask. Include information on how you may incorporate the responses into the course/program. The second section is the summative evaluation. In this section discuss how you would conduct the summative evaluation and specific questions you would ask. Include information on how these responses may affect future planning and who it would be important to share this information with.

### *Objectives:*

You will be able to:

- Compare and contrast the difference between a formative and a summative evaluation.
- Describe possible techniques for conducting both a formative and summative evaluation.
- Evaluate plans created to obtain evaluation information.
- Discuss who potential stake holders may be and why they should be included in the evaluation process.
- Write an evaluation plan for a specific course, workshop or program.
- Discuss how evaluation information may impact instructional delivery.

### *Activities:*

- Create a formative and summative evaluation for your course.

### *Assessment:*

- Write a paper which includes:
  - (a) The formative evaluation for your course.
    - A description of how and when you would conduct the evaluation.
    - Reflection on how you might incorporate the information in your instruction.
  - (b) The summative evaluation for your course.
    - A description of how and when you would conduct the evaluation.
    - Reflection on how you might incorporate the information in your instruction.
    - Who are the stake holders and what is their role in the evaluation process.

## ***7. Final Project***

Your final project should be a complete course/program plan, incorporating the information from all previous course assignments. This final project can be formatted in a number of ways depending on your situation. You could create a document in a format that an individual would use to facilitate the event. You might be developing a learning event that you want to convince an entity such as your place of employment or a community organization to offer and therefore it would be more of a presentation/sales document. As well, for the final product, you will pull out

the information from previous assignments that is specific for this class only. You might consider placing this additional information in appendices or as supplemental information. Your final instructional plan should NOT simply be a compilation of all previous assignments. One way to build your ID project is to place your final plan on a website that can be used to access the resources in the future. Or, you might create a well-organized set of documents or any other appropriate format of your choosing.

Grading is based on:

- Inclusion of changes through the cyclical process of instructional design.
- Completeness of final project (contains all relevant details needed for a full instructional design plan).
- Professionalism of final project (layout, clarity, fits target designed for, is not a “cut and paste” of all prior assignments).

## ***8. Visual Representation of your ID Model***

For this activity, you should be creative. We have investigated a number of instructional design models, and in this class followed the basic Dick & Carey Model. We have discussed the risks and potential consequences of skipping any step in the model. Through your experience, create your own visual of how you perceive the instructional design process or how you might implement it in your place of work. This can be a digital image, something you make, 3D model, photo, etc. If needed, please also include a short narrative to explain your visual.

*Assessment:*

- Clarity of ID model and its components
- Comprehensive of ID process
- Creativity

## ***9. Online Discussions***

A significant portion of our learning will occur during the online discussions, presentations, and activities. Therefore, a participation grade will be assigned for your preparation for and engagement in the activities.

**Weekly discussions will not be locked; however, only the posts within the current week time frame will be used in grading.**

*Expectations for Online Discussions:*

- Participation in *all* weekly topics *every* week is expected, unless otherwise noted. These may include discussion topic(s), activities, and/or reflective journals.
- Read, review, and analyze the assigned readings *prior* to the week they are scheduled for discussion (see the *Course Schedule* for the reading schedule).
- You are expected to participate in the discussion *throughout* the week. This means you should post your initial thoughts/reactions to the posted questions early in the week and

then discuss/engage with other students and their ideas throughout the week. Only posting a single time or not joining the conversation until late in the week will result in a reduced discussion grade. Although it is important to read all class discussions, lending your own voice to the conversation is also necessary, resulting in a much richer class discussion.

- Your postings should focus on your reflections and reactions to what you have read, responses to instructor posted questions, other student's postings, new resources when appropriate, and your personal experiences. Comments on postings should include constructive feedback, if applicable, be insightful, thought-provoking and be evident of critical thinking and/or critical reflection.
- Comment on other students' postings the same as you would in a classroom discussion of a topic. You do not need to respond to all postings. Respond to those that spark your interest (that will usually be about a fourth or fifth of what is posted).
- Quality, not length, of postings is important. But, please note that a single "quality" posting and no further interaction with other students is not sufficient. Also, postings simply consisting of statements such as "I agree" or smiley faces are not productive.
- It is best to take 20-30 minutes each day to read new postings and any additional time needed to respond to appropriate postings. It can be overwhelming to try and catch up on an entire discussion in a single day.
- If your discussion participation is not satisfactory, you will be contacted by the instructor with suggestions for improvement. If your participation does not then improve, it may affect your grade.

#### **Scoring factors:**

Original posts and replies (minimum 2 other students' original posts) that contribute **significantly** to the discussion – full discussion points

Original post and one reply to another students' original post that meets requirements as described previously for acceptable posts – 75% of total discussion points

Lower quality than expectation posts or replies to the discussion – 50% of total discussion points

Post and Run (all on one day or last day of week); single posts or reply– 25% of total discussion points

No posts or replies – 0 points

**GRADING and EXPECTATIONS:** Participation in discussions and meeting assignment deadlines are imperative to your success in this course. Unforeseeable life events sometimes occur during a semester, therefore, communication is key. Timely discussion posts are necessary as this is where the most learning occurs, through the interaction between learners with their insightful perspectives, thought provoking questions, and sharing of experiences. **Posts that are "post and run" (that is, you are only on one day a week or do all your posts on Sunday) and posts that simply "agree" are not considered graduate level participation.** Late assignments without previous notice and agreement will receive a penalty as will missing participation from discussions

#### **Assignment Guidelines**

- All assignments are expected to have graduate level writing and illustrate depth of understanding of the content, concepts and applications.

- If you anticipate issues in submitting an assignment on time you **MUST** let me know **BEFORE** the due date and we will discuss options. Any assignments submitted after the due date, and without prior communication with me, may not receive full points. (**Late policy: assignments will drop a letter grade for every week that it is late; if you are asked by facilitator to resubmit your work, resubmitted work may increase by no more than 10%**). Any missing activity will be considered a zero. If it causes your grade to drop below a C, it is your responsibility to contact me regarding options. In these cases dates for completion will be agreed upon with the facilitator
- If you would like feedback on a draft of an assignment, you may email it to me at least 14 in advance of the due date). Please provide information on what item(s) you would like me to focus on (i.e. organization, APA citations, relevancy to the topic, etc.)
- I will grade and return all assignments to you in a timely manner, generally within a week or less of submission. If the timeframe will be longer than a week, I will inform the class.
- It is your responsibility to ask me if you are unclear or have questions about any assignment prior to the due date.

**Assignment Format:** All course assignments (to which such things apply) must conform to the following format (as well as other guidelines specific to the assignment):

- MS Word (strongly preferred)
- 12 pt font; Times New Roman
- 1” margins (top, bottom, left, right)
- Double-spaced
- Numbered pages
- Reference and in-text citation style: APA 6<sup>th</sup> Ed. Style
- Include Cover page and Reference page

### *Grading*

<b>Learning Activity</b>	<b>Percentage of Grade</b>
In-Class and Online Activities/Discussion	20
Problem/Need Statement	10
Learner Analysis	10
Written Goals and Objectives	10
Learning Assessments	10
Content Outline	10
Program Evaluation	10
Visual of ID Model	5
Final Project	15

The instructor assigns grades based on the following criteria:

A+	100 %	to 96.67%
A	< 96.67 %	to 93.33%
A-	< 93.33 %	to 90.0%
B+	< 90.0 %	to 86.67%
B	< 86.67 %	to 83.33%
B-	< 83.33 %	to 80.0%
C+	< 80.0 %	to 76.67%
C	< 76.67 %	to 70.0%
D	< 70.0 %	to 60.0%
F	< 60.0 %	to 0.0%

### ***Disability Statement***

Colorado State University, in compliance with state and federal laws and regulations, does not discriminate on the basis of disability in administration of its education related programs and activities. We have an institutional commitment to provide equal educational opportunities for disabled students who are otherwise qualified. Students with documented disabilities must contact The Office of Resources for Disabled Students (RDS) (970) 491-6385 to make arrangements for class accommodations. It is the responsibility of the student to obtain accommodation letters from RDS and to make arrangements for the implementation of accommodations with faculty in advance. Students who believe they have been denied access to services or accommodations required by law should contact RDS (970) 491-6385. Students who believe they have been subjected to discrimination on the basis of **disability** should contact the Office of Equal Opportunity (970) 491-5836. For more information regarding **disability** grievance procedures, go to [oeo.colostate.edu](http://oeo.colostate.edu)

### ***CSU Incomplete Policy***

From the Graduate Bulletin: <http://graduateschool.colostate.edu/current-students/bulletin.aspx>

"At the discretion of the instructor, a temporary grade of "I" may be given to a student who demonstrates that he/she could not complete the requirements of a course due to circumstances beyond the student's control and not reasonably foreseeable.

A student must be passing a course at the time that an incomplete is requested unless the instructor determines that there are extenuating circumstances to assign an incomplete to a student who is not passing the course. When an instructor assigns an "I", he/she shall specify in writing the requirements the student shall fulfill to complete the course as well as the reasons for granting an "I" when the student is not passing the course. The instructor shall retain a copy of this statement in his/her grade records and provide copies to the student and the department head or his/her designee.

*The student **should not** register for the course the following semester (to complete the coursework). After successful completion of the makeup requirements, incomplete grades will be changed by the instructor of record or the department head, in absence of the instructor of record.*

After one year, an incomplete will be automatically changed to an "F" (failure) (by the University) unless the course has been previously completed and a grade change submitted by the instructor or the department head. The temporary grade of "I" **must** be changed to a grade (e.g., A, B, C, D, F, S, U) based on the announced grading scheme used in the course prior to the student being awarded his/her diploma from Colorado State University.

You must complete an Incomplete Form with your Instructor to receive an incomplete in a class."

The student will work with the instructor and his/her advisor to determine a plan to complete the coursework within a year.

### ***CSU Academic Integrity***

Academic integrity is integral to the success of the University and to you as a learner. Academic integrity is conceptualized as doing and taking credit for one's own work. Academic dishonesty undermines the educational experience at Colorado State University. Examples of academic dishonesty include (but are not limited to) cheating, plagiarism, and falsification. Plagiarism includes the copying of language, structure, images, ideas or thoughts of others and is related only to work submitted for credit. Please see the CSU General Catalog (1.6 Page 8) for further information.

We ask that you commit to the CSU Honor Pledge: "I have not given, received, or used any unauthorized assistance". For more information please see: <http://tilt.colostate.edu/integrity/honorpledge/index.cfm>

This course adheres to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code.

### ***CSU Exam Proctoring***

The learning activities in the AET program typically do not require proctoring. Any proctored exams will follow the CSU Online Plus Proctoring Guidelines: <http://www.online.colostate.edu/answers/services/proctoring.dot>

## *Course Schedule*

**\*\*\*Please note, there will be weekly online discussions\*\*\***

<b>Week</b>	<b>Dates</b>	<b>Topic and Reading</b>	<b>Assignment Due</b>
1		Course Introduction Syllabus Review Introduction to Instructional Design Ch 1 & 2	
2		Introduction to Instructional Design and ID Examples (con't) Ch 1 & 2	
3		Instructional Development Models Gustafson & Branch Ch 1-6 and pp. 7-17 Brown and Green	
4		Need and Task Analysis Ch 3 & 4	
5		Analyzing Learners Ch 5	
6		Analyzing Learners (con't) Analyzing Learning Tasks/Writing Goals & Objectives Ch 6	Problem/Need Statement
7		Writing Objectives (con't) Ch 6	
8		Developing your Visual ID Models	Audience Analysis
9		Learning Assessment Ch 9	Draft Written Goals and Objectives-
10		Learning Assessment (con't) Instructional Strategies Ch 9, 7 & 8	Final Written Goals and Objectives-
11		Instructional Activities (con't) Ch 7 & 8	Learning Assessment
12		Instructional Activities (con't) Content Outlines	

13		Formative and Summative Evaluations Ch 10	Content Outline
		Fall Break	
14		Instructional Media and Visual Design Ch 11 & 12	Program Evaluation
15		Instructional Media and Visual Design (con't) Ch 11 & 12	Final Project
16		Share Final Project and Visual ID Course Wrap Up	Visual ID Model