

Saint Mary's University of Minnesota
Schools of Graduate and Professional Programs
Online
Systematic Instructional Design
EDD813
Fall 2021

Instructor: Dr. Sue Hines

Phone: 612-728-5194 (office) **Email:** shines@smumn.edu

I will respond to your email within 12-24 hours. Feel free to set up a time to meet via Zoom if desired.

Course Credits: 3 credits

Course Dates/Hours: October 25 – December 19

Prerequisites or Concurrent Courses: EDD 809, 811, 812, 814

Course Description In this course students examine models for professional development, curricular implementation, and assessment with special emphasis on systematic instructional design. Topics to be addressed include the needs of assessment, goal setting and analysis, objective writing, generating curriculum and instructional strategies, and determining appropriate assessments, evaluation, and feedback.

Student Learning Objectives

Upon completion of this course students are expected to be able to do the following:

1. Evaluate and apply instructional systems design theories.
2. Assess curricular effectiveness.
3. Evaluate the ethical implications of curricular design.
4. Apply and evaluate adult learning theory and teaching techniques for adults to instructional systems design.
5. Evaluate educational psychology through curricular design.

Required Textbook

Morrison, G., Ross, S., Morrison, J. & Kalman, H. (2019). *Designing effective instruction* (8th ed.). Wiley. ISBN-13: 978-1119465935. ISBN-10: 1119465931

Canvas Access

Canvas may be accessed from <https://smumn.instructure.com>

Technical Support

For technical support, contact our helpdesk at the following:

Email:	helpdesk@smumn.edu
Website:	Helpdesk
Phone:	612-728-5100: x7800, local Twin Cities
Alt. Phone:	866-437-2788; Choose HelpDesk menu option

Student Expectations

- Please know everyone is expected to fully engage in this online course and adhere to the deadlines. The 2-point online learning activities cannot be made up and need to be completed on the designated due dates.
- Written course assignments need to be written in Microsoft Word and submitted to Canvas for grading. Please refrain from emailing me your assignments.
- Course assignments are due on the designated due date. If you need a 2-3 day extension for a course assignment, please contact me for permission. If an assignment is submitted after the agreed upon extension date, a 10% reduction in points will be applied for each day it is late.
- The first 2 (of the 3) course assignments can be revised one time if you receive a score of 89% or less. The revised assignment will only be accepted if submitted within 7 days after receiving the original scored assignment.
- Please know an Incomplete will only be considered for students who only have the final assignment remaining.
- Please demonstrate proper online “netiquette” at all times—i.e. be professional, considerate, respectful, avoid sarcasm, and not share comments and work from classmates with anyone outside the class.

As your instructor, you can expect that I will post grades and comments on your assignments within 7 days of submission. I will monitor the discussion boards and post discussion board debriefings on Thursday. Every Monday I will post weekly wraps up. The discussion debriefings

and weekly wrap ups will be posted using the Announcement tool. You can also expect a prompt reply (12 hours or less) to all student communications.

Synopsis of Assignments

The 3 assignments build upon each other

1. Instructional Problem Analysis- This assignment is the first part of a three-part approach to developing a systematic instructional plan based on the instructional design model in the Morrison et al. textbook. For this first assignment, design an instructional problem analysis to determine the need for implementing a training program designed as an intervention to an educational, organizational, or social problem. Use the (fictitious) results to determine an instructional goal, workshop/training description, and learning objectives for the training. The goal, objectives, and description will be used to guide the design of the entire instructional plan, including the evaluation plan (Assignment 2). See assignment [guidelines](#) and [rubric](#) for more details. (SLO 1) (30 points) **Due 11/14**

2. Instructional Evaluation Plan- This assignment is the second part of a three-part approach to developing a systematic instructional plan based on the instructional design model in the Morrison et al. textbook. For this second assignment, create a plan for evaluating instructional effectiveness and program effectiveness based on the instructional goal and objectives you designed in the Instructional Problem Analysis assignment. State the theory of effectiveness for the training, determine the formative, confirmative and summative assessments to evaluate instructional effectiveness and program effectiveness, discuss the methodology for using the methods/assessments, and the plan's limitations. See assignment [guidelines](#) and [rubric](#) for more details. (SLO 1,2,4,5) (30 points) **Due 12/5**

3. Systematic Instructional Plan- This assignment is the third part of a three-part approach to developing a systematic instructional plan using the instructional design model in Morrison et al. (2019). For this last assignment, develop a complete instructional plan for implementing your identified training program designed as an intervention to an educational, organizational, or social problem. Integrate each of the nine interrelated systematic instructional design components (discussed in the textbook) into the plan. Also include a discussion of the theoretical applications, ethical considerations, and design limitations. The plan should be built upon (and include) the components developed in your instructional problem analysis and evaluation plan. See assignment [guidelines](#) and [rubric](#) for more details. (SLO 1,3,4,5) (40 points) **Due 12/19**

ONLINE LEARNING ACTIVITIES:

Active participation in Group Discussion, Case Scenario Activities, and Learning Journals in conjunction with completion of the readings and non-graded quizzes are necessary for the

success of all learners. Individual contributions to the e-learning activities are evaluated weekly using one rubric focusing on the quality, quantity, and timeliness of postings.

Group Discussions- Weekly Canvas discussions **begin on Monday and end on Wednesday night** (11:59 pm CT) (for weeks 1, 2, 4, 5, 7, & 8). Canvas discussion will be used for conversation as a means to spark preliminary insight into the topical course concepts—hence the reason for the 3-day window early in the week. Students are expected to demonstrate proper “netiquette”—be professional, considerate, respectful, avoid sarcasm, and do not share comments and work from classmates with anyone outside the class. Students need to post one substantive response to the weekly discussion question/s posted by the instructor AND respond to the postings of fellow students. (See [rubric](#) for details) (SLO 1, 4)

2 points each X 6 = 12 points

Case Scenario Application Activity—A weekly case scenario (except wks 3, 6, & 8) will be used as an opportunity for everyone to work in small groups and practice the course concepts. The case scenario will take place over 5 online sessions. It consists of a fictional environmental consulting organization, GreenLife, Inc., in need of E.Q. training for its consultants. Each piece of the case scenario ties to various components of instructional designing associated with the 9-step model outlined in the textbook. This activity is expected to be used as a guide for the course assignments. The activity should **begin construction no later than Wednesday and be completed by 11:59pm (CT) Sunday**. (See [rubric](#) for details) (SLO 1, 4, 5) **2 points each X 5 = 10 points**

Work-in-Progress Journals - Weekly work-in-progress journals (except wks 3, 6, & 8) will be used to provide an opportunity for everyone to sketch out components of upcoming assignments and receive instructional feedback. Each journal posting should address the instructor provided prompts. Journals should be **completed no later than 11:59pm (CT) Sunday**. (SLO 1-5)

2 points each X 5 = 10 points (See [rubric](#) for details)

Nongraded Quizzes- Weekly “quick quizzes” are nongraded and consist of 5-10 multiple choice questions designed to provide a self-assessment of the understanding of the readings. Multiple attempts are permitted and encouraged.

Assessment of Student Performance/Grading Policies (percentages are approximated)

30 points	Instructional Problem Analysis	23%
30 points	Instructional Assessment Plan	23%

40 points	Systematic Instructional Design Plan	30%
<u>32 points</u>	Virtual Learning Community Activities	24%

132 TOTAL points

Graduate Grading Scale

A	90-100%	118-132 pts
B	80-89%	105-117 pts
C	70-79%	92-104 pts
NC	Below 70%	91 pts or less

Course Time Standards

Courses in the doctoral degree programs require a minimum of either 13 contact or instructional hours per credit. In addition, it is suggested that students invest three hours per contact hour in outside study.

University Conduct and Academic Policies

See the course Canvas site for a direct link to all University policies.

Writing Center and Library Services

See the course Canvas site for direct links to these departments.

Access Services for Students with Disabilities

Saint Mary's University is committed to ensuring that students with documented disabilities have access to equal educational programs and activities at the university. If you have, or believe you may have, a disability that may interfere with your ability to participate in the activities, coursework, or assessments of this course, you may be entitled to accommodations. Please contact Laura Lanning at accessservicesgpp@smumn.edu as early in the semester as possible to arrange a confidential discussion about your need for accommodations.

Topical Outline

Meeting Dates	Topics and Learning Activities	Readings and Assignments
---------------	--------------------------------	--------------------------

<p>Week 1 10/25-10/31</p>	<p>Introduction to Instructional Design & Instructional Problem Analysis</p> <ul style="list-style-type: none"> ● Group Discussion: Your Ugliest Training Experience ● Info Session: Instructional Problem Analysis ● Nongraded Quiz ● Community Activity: Case Study <i>Green Life, Inc.</i> Part I ● Work-in-Progress Journal <p>October 25 @ 6:30pm (CT) 60-min. Course Overview meeting via Zoom: https://zoom.us/j/2861677480 password: 2500</p>	<p>Readings- Morrison et al (2019): Chapters 1 & 2</p>
<p>Week 2 11/1-11/7</p>	<p>Instructional Objectives</p> <ul style="list-style-type: none"> ● Group Discussion: Learning Objectives; 2B or Not 2B ● Info Session: Creating Learning Objectives ● Nongraded Quiz ● Community Activity: Case Studies: <i>Green Life, Inc.</i> Part IIA & B ● Work-in-Progress Journal 	<p>Readings-Morrison et al (2019): Chapter 5</p>
<p>Week 3 11/8-11/14</p>	<p>Problem Analysis Assignment: Draft, Peer Review, & Polish</p> <ul style="list-style-type: none"> ● Draft, ● Peer review, & ● Polish final assignment 	<p>Readings- none</p> <p>ASSIGNMENT: Problem Analysis DUE by 11/14 at 11:59pm (CT)</p>
<p>Week 4 11/15-11/21</p>	<p>Instructional & Program Evaluation</p> <ul style="list-style-type: none"> ● Group Discussion: Can Evaluation of Learning Motivate Learning? ● Info Session: Instructional and Program Evaluation ● Nongraded Quiz ● Community Activity: Case Study “Green Life, Inc.” Part III ● Work-in-Progress Journal 	<p>Readings- Morrison et al. (2019)- Chapters 11 & 13 (Chapter 12 is optional)</p>

	<ul style="list-style-type: none"> ○ Mid-term Feedback Survey 	
<p>Week 5 11/22-11/28</p>	<p>Learner & Contextual & Task Analysis</p> <ul style="list-style-type: none"> ● Group Discussion: One Size Fits All? ● Info Session: Learner, Context, & Task Analysis ● Nongraded Quiz ● Community Activity: Case Study “Green Life, Inc.” Part IV ● Work-in-Progress Journal 	<p>Readings- Morrison et al. (2019): Chapters 3 & 4</p>
<p>Week 6 11/29-12/5</p>	<p>Instructional Evaluation Assignment: Draft, Peer Review, & Polish</p> <ul style="list-style-type: none"> ● Draft, ● Peer review, & ● Polish final assignment 	<p>Readings- none</p> <p>ASSIGNMENT: Instructional Evaluation DUE by 12/5 at 11:59pm (CT)</p>
<p>Week 7 12/6-12/12</p>	<p>Designing Instruction</p> <ul style="list-style-type: none"> ● Group Discussion: Designing Instruction for Learning ● Info Session: Designing Instruction ● Nongraded Quiz ● Community Activity: Case Study “Green Life, Inc.” Part V ● Work-in-Progress Journal 	<p>Readings- Morrison et al. (2019): Chapters 6 – 8 (Chapters 9 & 10 are optional)</p>
<p>Week 8 12/13-12/19</p>	<p>Applying Learning Theory</p> <ul style="list-style-type: none"> ● Group Discussion: Learning theory: Is it necessary? ● Info Session: Applying Learning Theory to Instructional Designing ● Nongraded Quiz 	<p>Readings- Morrison et al. (2019): Chapter 14</p> <p>ASSIGNMENT: Instructional Plan DUE by 12/19 at 11:59pm (CT)</p>