EDG 5332 Principles of Instructional Design  
Course Syllabus

Instructor Information:  
Byron Havard, PhD  
Department of Instructional and Performance Technology  
University of West Florida - Emerald Coast  
W.E. Combs Campus 3005  
720 Lovejoy Rd NW  
Fort Walton Beach, FL 32548  
bhavard@uwf.edu  
voice: 850-833-3468  
fax: 850-833-4029

Textbook:  

Course Description:  
In this course, students will examine the use of instructional systems design models to create instruction that is appropriate from a pedagogical and practical viewpoint. Emphasized will be theories and models to support the design of print-based, web-based, or multimedia-based instruction. Focus areas will include instructional strategies, media selection techniques, and formative evaluation strategies for designing instruction in a high-tech environment.  
Students in this course will acquire the knowledge, skills, and abilities necessary to provide leadership in the design and development of instructional materials for the Internet, print-based materials, multimedia, and other individualized instructional mediums. Students will be able to evaluate existing instruction both formatively and summatively to make well-informed decisions regarding modification to materials (formative) or to determine the value of existing materials for possible adoption (summative).

Prerequisites:  
This course is at the beginning of the Instructional Technology-related programs. Students should have basic familiarity with navigating online and be comfortable with participating in an online learning environment.
Course Objectives:
A. Instructional Design
Students will engage actively in the analysis of existing instructional systems design models from the field to assess the commonalities among models and to apply general assumptions regarding the purpose of each phase to a specific design product.

1. Define the process of instructional systems design.
2. Compare and contrast several current models of ISD.
3. Demonstrate the process required to conduct an instructional analysis including the learning context, the learning tasks, and the learner.
4. Develop an assessment approach appropriate to the achievement targets established through performance objectives.
5. Develop an instructional strategy based on the appropriate Condition of Learning and the Events of Instruction.
6. Select appropriate media for a given strategy based on the Conditions of Learning.
7. Evaluate the instruction using an appropriate evaluation technique.

B. Critical Theory.
Students will synthesize critical theory that forms the underpinnings of instructional systems design models.

1. Evaluate major theory bases contributing to instructional systems.
2. Compare and contrast models of learning to include behaviorist, cognitive, and constructivist models.
3. Describe instructional theories and models that prescribe characteristics of instruction to support learning. Highlight the contributions of Bloom's Model of Mastery Learning; Keller's ARCS Model of Motivation; and Ganges theory on the Conditions of Learning.
4. Describe the impact that systems theory has on ISD and how systems theory relates to the waterfall model in instructional systems.
5. Synthesize major concepts from communications theory and describe the contributions that communications theory has made to ISD.

C. Application of Theories and Models into Practice.
Apply theories and models to the design, development, and evaluation of an instructional product.

1. Synthesize a model of instructional design by prescribing the analysis; design development; implementation; and evaluation of a print-based product (using the ADDIE model).
2. Create a print-based product based on the topic being an intellectual skill.
D. Extending Existing Models.
Examine how existing design models may change based on new developments in instructional technology.

1. Analyze how and if concurrent design concepts can be incorporated into existing design practices.
2. Compare and contrast the concepts of hypertext and information access and determine their effect on the design of instruction.
3. Discuss strategies for rapid prototyping within an instructional design model.

Course Content

- Introduction to Instructional Systems Design
- Conducting the Needs Assessment
- Defining the Instructional Goal
- The Learner and the Environment
- Learning Outcomes & The Events of Instruction
- Information Processing Analysis
- Prerequisite Skills Analysis
- Writing Instructional Objectives
- Creating Assessment Approaches
- Instructional Strategies
- Delivery and Management
- Production
- Formative & Summative Evaluation
- The Future of ISD

Method of Instruction
The course is taught completely online. Most of the course will be asynchronous -- meaning that the instructor and students may/may not be participating at the same time online. A few sessions may require chat room time -- requiring the instructor and student to be online simultaneously.

Method of Evaluation
There will be four areas to be evaluated in this course:

Design Document (30%). The design document is your blueprint for the instructional lesson that you will create. It will detail the learners, the instructional analysis, goals, objectives, instructional content, media selection, and assessment that you plan to create. You will design your instruction based on this blueprint. The Design Document will be assessed using performance assessment. A rubric will be used to aid the instructor in the assessment of your product.
Midterm Examination (20%). A knowledge-level midterm will incorporate multiple choice, true-false, and short answer questions over the objectives/topics that have been covered in class.

Instructional Lesson and Evaluation (35%). Based on your design document, an instructional lesson will be created. This lesson is to be print-based.

Class Assignments and Participation (15%). You will be expected to read chapters of the textbook each week in preparation for class. Be prepared each week to discuss intelligently concepts for the week and to participate in weekly "Designer's Challenge" Activities. Also, you should be prepared to collaborate with at least one other person in the weekly assignments and in reviewing each others work.

Grading Policy
No late assignments will be accepted.

Grade Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95+</td>
<td>A</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>74-76</td>
<td>C</td>
</tr>
<tr>
<td>70-73</td>
<td>C-</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>Under 60</td>
<td>F</td>
</tr>
</tbody>
</table>

Academic Honesty
Academic honesty is highly valued at UWF online just as it is at each UWF campus. A student must always submit work that represents his or her own original words or ideas. If any words or ideas are used that do not represent the student's original words or ideas, the student must cite all relevant sources. The student should also make clear the extent to which such sources were used. Words or ideas that require citations include, but are not limited to, all hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. online, all submissions to any public meeting or private mailbox fall within the scope of words and ideas that require citations if used by someone other than the original author. Academic dishonesty in an online learning environment could involve:

- Having a tutor or friend complete a portion of your assignments
- Having a reviewer make extensive revisions to an assignment
- Copying work submitted by another student to a public class meeting
- Using information from online information sources without proper citation.