SYLLABUS: ESETEC 8295
APPLIED INSTRUCTIONAL DESIGN
SPRING 2018

It is good to have an end to journey toward;
But it is the journey that matters, in the end.

- Ursula K. Le Guin

Course overview

Instructor

Instructor: Dr. Ana-Paula Correia
Email address: correia.12@osu.edu
Office location: 310 M Ramseyer Hall, 29 W. Woodruff Ave., Columbus, OH 43210
Office hours: By appointment only. Please email the course instructor to set up a conference call or schedule a Carmen Connect session. Evening times during week days are welcome.
Immediate contact: For any burning or last minute questions, feel free to contact the instructor using Skype (www.skype.com). Send a contact request to correia.12@osu.edu. Twitter: @correia65

Practitioner Mentor

Practitioner Mentor: Cara North
Email address: north.129@osu.edu
Office location: Center on Education and Training for Employment (CETE) 1900 Kenny Road Office 2046, Columbus, OH 43210
Office hours: By appointment only. Please email to set up a conference call or schedule a Carmen Connect session. Open most days during lunch time and in the evening. Coffee meetings are encouraged, Dutch treat.
Immediate contact: Skype: caranorth11; Twitter:@caranorth11

Course description

The Applied Instructional Design course is the second in a two-course sequence. It follows ESETEC 6278 Introduction to Instructional Design. This course provides more in-depth discussion of the topics from the introductory instructional design course using a project-based approach. In this course, students build on what they learned and practice applying concepts, principles, and theory to address **real** educational problems as part of design teams. They

propose solutions through the use of learning technologies. The goal is *to help people learn better* in a variety of learning contexts and make a positive impact on groups and communities. Course intro video: https://www.youtube.com/watch?v=ShmmNUF6H6c&feature=youtu.be

Pre-requisite: ESTEC 6278 – Intro to Instructional Design (other introductory level instructional design course or equivalent work experience)

Course philosophy and approach

Working as a member of a design team

In addition to discuss models and theories of instructional design, this course also focuses on helping you learn how to work as a member of a design team. In schools, government, higher education and corporate organizations and regardless of whether or not you work inside an organization as an independent consultant, collaborative work is the norm. An important part of this course is dedicated to helping you learn about concepts, tools and skills related to working effectively in virtual design teams. If you already have extensive experience in teamwork, you should serve as an example and resource to your peers.

Creating opportunities for entrepreneurial experiences

Lectures and online discussions on entrepreneurship by invited guest speakers with entrepreneurship, product development and consulting experience are offered. You have the opportunity to engage with OSU Technology Commercialization Office and learn about the process of educational products commercialization and licensing. If you already have experience in entrepreneurship and consulting, you should serve as an example and resource to your peers.

Joining a professional community

This class is designed as a community of instructional design practice. You are required to provide critiques to your peers' work, show your work, reflect on the instructional design process, provide suggestions for improvement and share your insights on moving the instructional design projects forward. You are also part of an effort to curate digital resources on instructional design and contribute to a digital knowledge base that will exist beyond the class. Online class discussions are critical to go deeper in the understanding of instructional design concepts, approaches and practices. Your thoughtful participation is expected as well as showing support of others' learning.

Course learning outcomes

By the end of this course, students should successfully be able to:
- Analyze assumptions and theoretical orientations underlying different instructional design models/approaches/frameworks.

- Analyze necessary elements (characteristics of learners, learning environments and learning tasks) in order to make sound instructional design decisions.
- Recognize educational issues and needs that may be addressed with learning technologies.
- Identify appropriate instructional strategies and formats based on the above analyses.
- Create instructional materials that learners actually use.
- Conduct formative and summative evaluations of instruction.
- Learn the basic processes entrepreneurship processes in learning technologies.

Course materials

Required book
- Morrison, G., Ross, S., Kalman, H. & Kemp, J. (2013). *Designing Effective Instruction* (7th ed.). New York: John Wiley and Sons. ISBN: 978-1-118-35999-0.

Recommended book
- Foshay, W.R., Silber, K.H., Stelnicki, M. (2003). *Writing Training Materials That Work: How to Train Anyone to Do Anything*. New York: John Wiley and Sons. ISBN: 0-7879-6411-5.

Besides the recommended books, discussions are also based on: (1) articles provided by the instructor, and (2) online free materials. See the *Course Schedule* for readings and deadlines. Please complete all the readings and online discussions/activities by the indicated date.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.
- **Self-Service and Chat support:** http://ocio.osu.edu/selfservice
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses
- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course
- CarmenConnect text, audio, and video chat
- Use BuckeyeBox (https://box.osu.edu/)
- Recording a slide presentation with audio narration

- Recording, editing, and uploading video

Necessary equipment
- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone
- USB headsets

Assignments & Course Participation

Project 1: Critical Analysis of an Instructional Design Model/Approach/Framework (individual)

This project consists on critically analyze an instructional design model/approach/framework. The analysis is based on a series of criteria and specifications. Your Critical Analysis should present the strengths and weaknesses of the model/approach/framework to an "expert audience," your peers and course instructor.

Deliverable: Critical Analysis (20 points)
Due Date: February 9 at 11:59 pm US Eastern Time

For more information about the project see Project 1: Critical Analysis of an Instructional Design Model/Approach/Framework (posted on Carmen under Assignments)

Project 2: Instructional Design Project (team)

With a 3- to 4-member design team, you will identify a relevant educational problem (should be one that requires instruction as a solution) and create a learning solution that addresses that problem. For example, a possible solution is a 2-hour educational experience that teaches and evaluates a specific concept that contributes to overcome the problem identified.

Deliverables/Due Dates/Times (US Eastern Time):
- Analysis document live presentation (10 points) is due on February 27 at 6:00 pm
- Analysis document (20 points) is due on February 28 at 11:59 pm
- Instructional Design document (20 points) is due on March 20 at 11:59 pm
- Instructional Materials & Try-out (30 points) is due on April 23 at 6:00 pm
- Instructional Materials Live Presentation (10 points) is due on April 23 at 6:00 pm
- Final Report (20 points) is due on April 27 at 11:59 pm

For more information about the project see Project 2: Instructional Design Project (posted on Carmen under Assignments)

Design Blog (team)

Throughout the semester you and your design team will keep a Design Blog on Carmen. This blog will be a continuous record of your thinking, studying, and learning in the course as well as a repository for new ideas, observations, and examples of instructional techniques that you collect while completing Project 2 as part of a design team.

If there are great examples of reflection, collection or recording in some of your blogs, I ask permission at the end of the semester to capture some excerpts of your blogs for sharing with future classes but I will not do so without your permission. Some suggestions of artifacts and reflections to insert in your design blog are:

Keep in the blog ...	For the purpose of ...
Spontaneous group reflections	• connecting your current learning and experiences to existing knowledge • examining your own assumptions in the light of new experience and insight • integrating learning over time into a coherent understanding of the field, its major constructs and your own perspective
Examples of instructional materials, sketches, prototypes, storyboards as well as observations of educational situations and problems	• building a collection of resource materials for your own continued use • establishing the habit of documenting the design process for insights and reflections • engaging in continuous self-instruction through observation and analysis • demonstrating a developing habit of mind that values your own responsibility to recognize and capture resource materials
Individual team reflections	• demonstrating your thought process in independent learning • stepping outside the team experience to consolidate learning about yourself and team dynamics • demonstrating your own efforts to examine the performance of your team, and of yourself as a member of the team

To get the benefit of keeping this Design Blog, and to establish the professional habits of a designer, you should be adding to this blog on a continuous basis. To encourage this habit, it will be reviewed two times during the semester: **March 6** and **April 17**. For each review, you will be awarded a maximum of 10 points.

I strongly encourage you to establish a couple habits with regard to keeping your Design Blog at the beginning of the semester:

- discuss with your team a process to keep the design blog.
- note the type of entry for each item you record or paste into the blog -- you can do this with a simple label ("reflection," "meeting notes," and so on).
- include different entries into your blog from messy thinking tasks (sketches of layouts for your print materials, lists of contacts for your usability tests, scribbled diagram of the directions to the client office) to neatly written reflections.

For more information about this assignment check Carmen under Assignments.

Team Members Evaluation (individual)

At the end of Project 2, you are required to submit a review that describes the contributions of both yourself and your team members to the project (10 points).
Due Date: April 25 at 11:59 pm US Eastern Time

For more information about this assignment check Carmen under Assignments.

Course Participation

The online discussions and course activities are your opportunity to reflect on the readings, ask questions, engage in design and development activities, participate in activities, lead conversations and discuss any issues about the course. In this course, you are strongly encouraged to express yourself using NOT only text- based formats, but also contribute using audio, video, and images formats. Because participation, involvement and leadership is particularly important when learning online, the course participation makes up a significant portion of your grade. As part of your participation grade, you are expected to contribute to online discussions and fully participate on the course activities, including the digital curation activity.

For more information about course participation check Carmen under Assignments. You will find the evaluation criteria used to grade your course participation.

Student participation expectations

Please complete assigned readings, contribute to online discussions, participate on the course activities and submit assignments (individual and team) on time. Failure to do this will affect your grades.

Please be consistent on your participation and inform the instructor at correia.12@osu.edu of any circumstances that will prevent you to contribute to the online discussions, activities and assignments, including the live sessions on **February 27** and **April 23** from 6 to 8 pm US Eastern time via videoconferencing system. These are being scheduled ahead of time to allow you to make necessary arrangements to attend. Please inform the instructor, as soon as possible, if you will not be able to participate in the live sessions.

Grading

Grades

Assignment or category	Points
Project 1: Critical Analysis of an Instructional Design Model/Approach/Framework	20
Project 2: Instructional Design Project	110
A. Analysis Document Live Presentation (10 points) B. Analysis Document (20 points) C. Instructional Design Document (20 points) D. Instructional Materials & Try-out (30 points) E. Instructional Materials Live Class Presentation (10 points) F. Final Report (20 points)	
Design Blog	20
Team Members Evaluation	10
Course Participation	40
Total	200

Grading scale (%)

93–100%: A
90–92.9%: A-
87–89.9%: B+
83–86.9%: B
80–82.9%: B-
77–79.9%: C+
73–76.9%: C
70 –72.9%: C-
67 –69.9%: D+
60 –66.9%: D
Below 60%: E

Grading scale (points)

186– 200: A
180–185.9: A-
174–179.9: B+
166–173.9: B
160–165.9: B-
154–159.9: C+
146–153.9: C
140 –145.9: C-
134 –139.9: D+
120 –133.9: D
Below 120: E

Other course policies

Academic integrity policy

Policies for this online course

- **Original work and copyright**: You are expected to turn in original work (your own or that of your team) for every part of every assignment in this course. Please add the full reference of any sources (text, image or audio) used. Obtain copyright permission if you use any work created by someone else outside the design team.

- **Written assignments**: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with the instructor.

- **Falsifying research or results**: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

- **Collaboration and informal peer-review**: The course includes many opportunities for formal collaboration with your classmates. Collaboration and informal peer-review is encouraged.

- **Group projects**: This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. The instructor has attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let her know if you have any questions.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must

recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so it is recommended that you review the *Code of Student Conduct* (http://studentconduct.osu.edu) and, specifically, the sections dealing with academic misconduct.

If it is suspected that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report his/her suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact the instructor.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Accessibility accommodations for students with disabilities

Trigger Warning

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

 Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Accessibility accommodations for students with disabilities

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at 614-292-3307 or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University. Go to http://ods.osu.edu for more information.