Cover Sheet: Request 11136

EME 3XXX Introduction to Instructional Design

Info

Process	Course|New|Ugrad/Pro
Status	Pending
Submitter	Ritzhaupt,Albert D aritzhaupt@coe.ufl.edu
Created	9/22/2016 11:09:15 PM
Updated	11/21/2016 1:35:50 PM
Description of request	This course introduces the processes, methods, and techniques involved with the systematic design of instruction.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Teaching and Learning 011805000	De Jong, Ester Johanna		9/25/2016
No document changes					
College	Approved	COE - College of Education	Waldron, Nancy L	New course to be offered as part of proposed BA in Education Sciences.	10/28/2016
No document changes					
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Case, Brandon	Added to the December agenda.	11/21/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/21/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 11136

Info

Request: EME 3XXX Introduction to Instructional Design
Description of request: This course introduces the processes, methods, and techniques involved with the systematic design of instruction.
Submitter: Ritzhaupt,Albert D aritzhaupt@coe.ufl.edu
Created: 12/8/2016 3:37:35 PM
Form version: 9

Responses
Recommended PrefixEME
Course Level 3
Number XXX
Category of Instruction Intermediate
Lab Code None
Course Title Introduction to Instructional Design
Transcript Title Intro Instrctn Design
Degree Type Baccalaureate

Delivery Method(s) On-Campus
Online
UF Online - Please attach a letter of support from the Director of the UF Online program

Co-Listing No

Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic?No
Repeatable Credit?No

Amount of Credit3

S/U Only?No
Contact Type Regularly Scheduled
Weekly Contact Hours 3
Course Description Introduction to the processes, methods and techniques involved with systematic design on instruction. Topics include needs assessment, goal analysis, learner and context analysis, performance objectives, assessment instruments, instructional strategies, development procedures, formative and summative evaluation.
Prerequisites EME 3XXX: Technology-Enhanced Learning Environments
Co-requisites EME 3XXX: Technology-Enhanced Learning Environments
Rationale and Placement in Curriculum This course will be offered as part of the proposed BA in Education Sciences. It is one of 5 required courses included in the Educational Technology specialization. This course is foundational to the discipline of educational technology and students will be expected to complete early in the junior year of the degree program.
Course Objectives Students will:
1.   Assess the needs of a situation to identify relevant goals for a learning or performance problem.
2.   Analyze learner and contextual characteristics about a learning or performance problem.
3.   Write performance objectives that conform to the recommendations from instructional design literature.
4.   Develop assessment instruments to measure whether learners have achieved

stated performance objectives.
5.   Develop appropriate instructional strategies for the stated performance objectives.
6.   Develop instructional materials that clearly align with performance objectives.
7.   Design and conduct a formative evaluation of the developed materials and make appropriate revisions.
8.

Design a summative evaluation to assess the performance objectives.

Course Textbook(s) and/or Other Assigned Reading Walter, D., Lou, C., & James, O. C. (2014). The systematic design of instruction. (8th Edition). Pearson Education, Inc., Upper Saddle River, NJ. ISBN13: 9780205585564
Weekly Schedule of Topics The course is organized into 8 modules for a traditional 16-week semester. This allocates two weeks per module in the course. Each module, students are expected to read and complete the quiz and initial discussion thread post by the end of the first week of the module. The ensuing discussion and assignment submissions are due by the end of the second week of the module.

Module 1
(2 weeks)

Read: Chapter 1: Introduction to Instructional Design and Chapter 2: Assessing Needs to Identify Instructional Goal(s)
Course Objective [1]
Sub topics:
*Need for instructional design and a systems approach
*Identifying goals in an organizational context
Quiz 1
Discussion 1
Design Project 1

Module 2
(2 weeks) Read: Chapter 3: Conducting a Goal Analysis and Chapter 4: Identifying Subordinate Skills and Entry Behaviors
Course Objective [2]
Sub topics:
*Conducting a goal analysis
*Identifying different types of knowledge and skill
*Using diagrams to illustrate ideas
Quiz 2
Discussion 2
Design Project 2

Module 3
(2 weeks)

Read: Chapter 5: Analyzing Learners and Contexts
Course Objective [2]
Quiz 3
Discussion 3
Design Project 3

Module 4
(2 weeks)

Read: Chapter 6: Writing Performance Objectives

Course Objective [3]
Subtopics:
*Mager format for writing performance objectives: condition, criterion, and action verb
*Connecting learner analysis and context analysis to writing performance objectives
Quiz 4
Discussion 4
Design Project 4

Module 5
(2 weeks) Read: Chapter 7: Developing Assessment Instruments
Course Objective [4]
Subtopics:
*Using performance objectives to write effective assessment activities
*Writing different types of assessment activities (e.g., multiple choice)
*Criterion-referenced assessment versus norm-referenced assessment
Quiz 5
Discussion 5
Design Project 5

Module 6
(2 weeks)

Read: Chapter 8: Developing an Instructional Strategy and Chapter 9: Developing
Instructional Materials
Course Objective [5 and 6]
Sub topics:
*Selecting appropriate instructional strategies for different learning outcomes
*Creating instructional materials based on sound principles of learning
Quiz 6
Discussion 6
Design Project 6

Module 7
(2 weeks) Read: Chapter 10: Designing and Conducting Formative Evaluations and
Chapter 11:
Revising Instructional Materials
Course Objective [7]
Sub topics:
*Using revision as a formative evaluation technique for improving learning materials
*Kirkpatrick model of evaluation
Quiz 7
Discussion 7
Design Project 7

Module 8
(2 weeks)

Read: Chapter 12: Designing and Conducting Summative Evaluations
Course Objective [8]
Subtopics:
*Formative versus summative plan
*Writing an effective summative evaluation plan
*Validity versus reliability in measures
Quiz 8
Discussion 8
Design Project 8

Links and Policies9. Course and University Policies

9a. Attendance, Make-Up Assignments
Students must log in to the class in the Learning Management System (LMS) during the first two days of the term in order to fulfill the attendance policy of attending the first class meeting. Students not logging in to the course during that period may be dropped from the class in order to permit access to those on the waiting list. This course will use LMS as a means of communication. All questions related to the course material should be submitted to the instructor using the LMS messaging service. Emails will also be accepted for personal matters. When emailing the instructor, you must include your full name, the course you are enrolled in, and a clear description of the matter.
Requirements for class attendance and make-up quizzes, assignments, and other work in this course is consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx. In order to receive full credit for work, students must turn in required deliverables on the specified due date. No late work will be accepted in this course unless there are documented extenuating circumstances.

9b. Accommodations for Students with Disabilities
Students requesting accommodation for disabilities must first register with the Disability Resource Center - www.dso.ufl.edu/drc/. The DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodations. Students should contact the DRC and complete this process as early as possible in the term for which they are seeking accommodations.

9c. UF Student Honor Code
UF students are bound by the Honor Pledge which states, "We, the members of the UF community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at UF, the following pledge is either required or implied, "On my honor, I have neither given nor received unauthorized aid in doing this assignment."
The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

9d. Online Course Evaluation Process
Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu.

9e. Student Assistance and Emergencies
University support services are available to students who are experiencing significant distress and/or personal emergencies. As appropriate please contact:
UF Counseling & Wellness Center: www.counseling.ufl.edu or 352-392-1575
University Police Department: 352-392-1111 or 9-1-1 for emergencies
Grading Scheme Instructional Design Project (50% of the final grade)
The instructional design project is the largest and most important set of activities within the course. This is a real-world instructional design project broken into several parts to make the learning experience more manageable over the duration of the semester. Students will conduct a needs assessment, write performance objectives, develop instrumentation, create a technology-enhanced solution, and formatively evaluate the solution. Details about each of these deliverables is available within the LMS.

Online Quizzes (25% of the final grade)
The online quizzes are designed to make sure you are reading and mastering the textbook materials. While the instructional design project demonstrates your ability to do the work, the quizzes demonstrate your understanding and mastery of the content. Each quiz has 25 questions and is timed for 30 minutes. You will not be allowed to take the quizzes multiple times, so be sure to study before starting.

Discussions (25% of the final grade)
The discussions are designed to connect the content, instructional design, to the world in which we live in. The discussions will allow you to discuss the relationship of instructional design to other areas. Each discussion will be evaluated on you collecting sources, grammar, posting one original thread with about 300+ words, and posting two meaningful responses to your peers' posts. Discussions are a student-to-student interaction.

Final Grade Scale
93% - 100% A
90% - 92%   A-
87% - 89%   B+
83% - 86%   B
80% - 82%   B-
77% - 79%   C+
73% - 76%   C
70% - 72%   C-
67% - 69%   D+
63% - 66%   D
60% - 62%   D-
0% - 59%

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Instructor(s) Name: Albert Ritzhaupt, Ph.D.