

Course Syllabus

Course Description	Technical Support	Goals and Outcomes	Course Structure
Requirements	Communication	Pedagogic Rationales	Grades
Policies			

Welcome. This course will provide you with the ability to apply instructional design principles to the development of an online course. You will become familiar with instructional design concepts and relate these concepts to professional tasks. **Please note that there are no textbooks required for this course. All materials are available online!**

Course Description

This course introduces instructional design principles and relates the principles to the development of online courses. It includes many Web resources, is interactive, and encourages much discussion among participants of concepts, ideas and strategies for effective online teaching. Topics covered are the following:

Topics to be Covered

- Instructional Design Principles
- The ADDIE Instructional Design Model
- Conducting Appropriate Analyses
- Writing Effective Learning Outcomes
- Development of Instructional Strategies
- Organization of Learning Sequences
- Evaluation of Online Courses

Technical Support

For technical support, please contact me using my provided contact information or the MVCR office by sending an email mvcr-support@uillinois.edu or calling (217) 333-4393

Goals & Objectives

Goal

The goal of this course is to provide participants with an overview of theories and strategies related to instructional design for online courses in an environment that models best practices in online teaching and learning.

Terminal Objectives

By the end of this class students will be able to...

1. Identify their peers in class by name.
2. Identify the steps of the ADDIE model of Instructional Design.
3. Discuss criticisms and objections to the ADDIE model of Instructional Design.

4. Identify a problem that can be solved via instruction or training.
5. Identify the components to the Analysis phase of the the Instructional Design process.
6. Conduct a learner analysis.
7. Develop Terminal Objectives.
8. Create a Course Map based upon Terminal Objectives.
9. Develop Enabling Objectives that align with the created Terminal Objectives.
10. Create an Activity with Assessment Tool that aligns with an Enabling Objectives.
11. Develop an Evaluation Plan that measures how effectively determined goals and objectives have been met.
12. Discuss the importance of using an Instructional Design process outside of the classroom setting.

Required Textbook

There is no required textbook for this course. All required materials are available online. As such, please recognize that occasionally a resource is no longer available despite our testing the link in advance. If you find a broken link, please let me know. An alternative will be supplied if available.

Also, the readings selected for this course are largely practitioner-based and may not have the same research/scholarly orientation you would want for your own class. Since we are only together for eight weeks and recognize each student has competing demands on his or her time, for the purpose of our course, we want to keep the reading to a reasonable level.

Course Structure

The course has a modular structure, which is fairly consistent and predictable. Our course has a straightforward design and is easily navigable. Instructions and due dates for activities and assignments are clearly articulated so students know what is expected of them and can easily stay on track. Due dates of weekly assignments are staggered throughout the week (see the course calendar) in order to give participants time to read and comment on their classmates' work before the next module begins. The course design is based on principles of collaborative learning and active participation, as well as sharing of thoughts and problem solving. I also realize that participants have lives beyond the scope of this course and since professional adults often have more free time on weekends, I have also taken that into consideration. However, participants unable to complete an assignment by the scheduled deadline should notify the instructor prior to the assignment's due date. Better yet, prepare the assignment early and post it. This will give classmates a head start in reading and responding to your work. See the course calendar to get an overview of when assignments are due.

For each course module, participants will be presented with a brief, text-based lecture along with hyperlinks to related online articles. Occasionally participants will engage in guided discussions about these topics via the asynchronous discussion forums. Discussions will be prompted by "advanced organizer" questions inviting participants to consider the topic as it relates to their own personal teaching situations.

Most often, participants will work in smaller learning teams to share their

design plans and give and receive feedback to group members.

Assigned readings and responses to discussion questions should take place during the Module in which they are assigned in order to get the most benefit from the discussions. Instructions and due dates for activities and assignments are clearly articulated so participants know what is expected of them and can easily stay on track.

Course Requirements

The following activities and requirements apply to this course:

- Read the lesson introductions and assigned articles from the Web.
- Engage in positive and meaningful dialogue with classmates concerning the course subject matter.
- Complete weekly assignments.
- Participate in Virtual Office Hours with the instructor (Optional).
- Complete feedback/summary activities at the end of each unit.

Course Communication

News and Announcements

The News and Announcements Forum, linked under the Course Communication Center module on our course's home page, serves as a way for me to make announcements within our virtual learning environment. All students are automatically subscribed to this forum and will receive a duplicate email of each message posted within it.

Discussion Forum

The discussion forum is the heart of our online course. It is where you will submit many of your assignments, and where you will discuss your work with your classmates. Other than the discussion forum set up for group assignments, all forums are public. Therefore, whatever is posted can be seen by everyone in the course. If you want to send a private message, use email.

Illuminate

Several times throughout the course, I will invite the class to meet with me synchronously via Illuminate. Illuminate is a synchronous, web-conferencing application that allows us to share a white-board, chat, talk, break-up into groups, and perform other tasks in a live environment. To enter our virtual Illuminate Live classroom, simply click on the Illuminate Live! link under Communication Center on our course home page. You must be inside of our course before clicking on that link because instructor and course information is transferred to Illuminate as a way of directing you to our specific classroom.

Email

Course participants can also use email to communicate with me, group members, and each other privately. Please copy me on all communications using email so that I can keep up on what's going on.

Telephone

The telephone is still sometimes the most effective mode for troubleshooting problems related to the course. My phone number, virtual office hour times, and other contact information can be found by clicking on the Instructor Information link on our course's home page.

Pedagogical Rationale

Course Orientation

As a culminating activity for the course orientation, participants will submit background information regarding support and development programs/opportunities offered by their institution. This assignment gives participants practice with using the discussion forum and creates a sense of community. It also helps participants identify common links among themselves.

Module Discussion Questions

Our discussion questions serve as advance organizers to encourage critical thinking and informed participation. Specific discussion questions (requiring a 150-300 word response) will be assigned to individuals with ensuing discussion from all course members. The time specified for the initial posting ensures that all participants have ample opportunity to interact.

Module Activities

Module assignments are another way students articulate their ability to apply, analyze, evaluate, and synthesize course content. In this course, you will complete various design steps following the ADDIE model. In smaller groups (no more than 10) you will share your design plans and give each other feedback.

Module Feedback/Summaries

At the end of the module, participants will complete a questionnaire that asks for feedback concerning the course and allows participants to reflect and tie what they're learning to their professional setting.

Grading

Grades

Participants will be provided a numeric grade for each assignment, but will also be evaluated qualitatively based on the participation levels and abilities to perform the required assignments. The instructor will provide individual and group feedback as needed using a variety of communication methods such as email, the News Forum, and discussion posts.

Graded Assignments

Orientation Module	Points
Orientation Questionnaire: Provide the instructor with feedback on background knowledge about Instructional Design as a method for previewing the topics to be covered in this course.	15
Unpacking Instructional Design Discussion: Answer a discussion question (300 words) and read/respond to at least two other students' posts.	20
Lions, Tigers, and Bears Assignment: Provide a brief summary of yourself and explain why you are in this course.	15

Module 1: Analysis	Points
Your Course & Course Goal: Identify one course that you currently teach (or would like to teach) that will serve as the base for all the individual assignments in this course.	20
Analysis Assignment: Create an abbreviated analysis plan for your course.	20
Reflection Feedback/Summaries: Provide the instructor with feedback on how effectively the course is helping you meet the course outcomes. Reflect on the major principles and issues for this module how they apply to your specific work situation.	10
Module 2: Design	Points
Terminal Objectives: Develop terminal objectives based on the course goal.	20
Course Map: Create a map or outline ("story board") of your course.	20
Enabling Objectives: Develop enabling objectives that align with your terminal objectives.	20
Reflection Feedback/Summaries: Provide the instructor with feedback on how effectively the course is helping you meet the course outcomes. Reflect on the major principles and issues for this module how they apply to your specific work situation.	10
Module 3: Develop	Points
Activity with Assessment Instrument: Create an activity and assessment instrument for a unit within your course based on one of your enabling objectives.	40
Reflection Feedback/Summaries: Provide the instructor with feedback on how effectively the course is helping you meet the course outcomes. Reflect on the major principles and issues for this module how they apply to your specific work situation.	10
Module 4: Evaluate	Points
Evaluation Plan: Create an evaluation plan for your course.	20
Evaluation Instrument: Design and develop one activity or instrument that you can use for the evaluation of your chosen course.	20
Reflection Feedback/Summaries: Provide the instructor with feedback on how effectively the course is helping you meet the course outcomes. Reflect on the major principles and issues for this module how they apply to your specific work situation.	10
Module 5: Tying it all Together	Points
Discussion Question: Answer an assigned discussion question (150-300 words) and read/respond to at least two other students' posts.	20
Reflection Feedback/Summaries: Provide the instructor with feedback on how effectively the course is helping you meet the course outcomes. Reflect on the major principles and issues for this module how they apply to your specific work situation.	10
Course Total	Points
Total	300

Grading Scale

Letter Grade	Minimum Score		Maximum Score	Points
A	92%	-	100%	276 - 300 points
A-	90%	-	91%	270 - 275 points
B+	88%	-	89%	264 - 269 points
B	82%	-	87%	246 - 263 points
B-	80%	-	81%	240 - 245 points
C+	78%	-	79%	234 - 239 points
C	72%	-	77%	216 - 233 points
C-	70%	-	71%	210 - 215 points

Please note that you need to earn at least 80% of the total points (240 points) in order to use this course for MOT certificate requirements and to receive CEU credit.

Assignment Rubric

The assignments and activities in this course will be assessed using the [Assignment Rubric](#). In all cases these activities, including discussion, require an initial posting and interaction with others.

Critical Thinking and Application	8 points
8 Points = Demonstrates critical thinking and the ability to apply concepts.	
6 Points = Demonstrates some critical thinking and application of concepts	
4 Points = Shows minor or incorrect application of concepts	
Interacts with Others	8 points
8 Points = Responds to peers with thoughtful, reasoned responses that extend everyone's understanding or assist an individual in improving his or her work.	
4 Points = Responds to peers with superficial comments.	
0 Points = Does not interact with peers or responds to peers with disrespectful comments.	
Mechanics	2 points
2 Points = Well written, clear organization, uses standard English grammar, contains minor, if any, spelling errors	
0 Points = Inadequate due to lack of organization, grammar and/or spelling errors.	
Timely	2 points
2 Points = Posted by due date	
1 Points = Posted after due date but before end of module due in	

Policies

Participation

By registering for this online course, students commit to self-motivated study, participation in online course activities, and the submission of all assignments on time. Furthermore, they commit to accessing the course Web site and checking email at least four times a week and to devoting at least as much time to this online course as to a comparable traditional class on campus. For example, for a three (3) credit hour course offered during a 16-week semester, students would have to commit a minimum of 9 hours per week on class assignments, discussions, etc.

Discussion Forums

Student attendance – even virtual attendance – and participation in class discussions are important to the success of any class. Since this course is conducted online, active participation by all class members is essential for generating meaningful discussions related to course material.

Grading a interaction and discussion can be difficult at times. Generally, there are no right or wrong answers as long as they are thoughtful and relevant. Your entries should be substantive and relevant to the material in each assignment. Responses to entries of fellow students that help clarify or synthesize other group members' ideas will count well, as they indicate that you have read and thought about what other students are saying. Disagreements with another group member should be stated clearly, yet politely, in a manner that does not offend another person. When confronted with conflict, initiating an immediate resolution and apologies for personal contribution to the situation is required.

The most important component to successful online discussion is student participation, as if it were a discussion in the classroom. The quality of comments rather than the number of words is what is most appreciated by all; therefore, it's best to avoid long and ponderous entries. In most cases, a few well-chosen, well-written, thoughtful lines of text are sufficient.

Timeliness and late assignments

The assignments in this course are due at the end of each module, but I have suggested target dates in the calendar for each activity. This is to keep the discussion flowing and members involved. If you find you cannot make those deadlines or submit work by the close of the module, you need to communicate this to the instructor.

Late work will be accepted within 5 working days of the close of a module. A penalty will be applied for late submissions. Work submitted beyond 5 working days will not be scored unless arrangements were made with the instructor *prior* to the original due date.

Course Social Forum (Optional)

For casual conversation and social interaction with each other, students are encouraged to visit the course's social forum (Student Lounge). Here students are offered the opportunity to engage in friendly and fun conversation by posting asynchronous messages to a non-academic area of the class discussion

forum. This is not a course requirement, and points are not awarded for posting messages in this area. Please, also note, that any off-topic conversations occurring inside a content specific forum will be asked to move to this forum.

Netiquette

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. The following tips for interacting online in e-mail and/or Discussion Board messages are adapted from guidelines originally compiled by Chuq Von Rospach and Gene Spafford.

- Remember that the person receiving your message is someone like you, someone who deserves and appreciates courtesy and respect.
- Be brief; succinct, thoughtful messages have the greatest impact.
- Your messages reflect on YOU; take time to make sure that you are proud of their form and content.
- Use descriptive subject headings in e-mail messages.
- Think about your audience and the relevance of your messages.
- Be careful with humor and sarcasm; without the voice inflections and body language of face-to-face communication, Internet messages can be easily misinterpreted.
- When making follow-up comments, summarize the parts of the message to which you are responding.
- Avoid repeating what has already been said; needless repetition is ineffective communication.
- Cite appropriate references whenever using someone else's ideas, thoughts, or words.

Peer Feedback

This course is designed along the principles of synergy and collaborative learning. Therefore, it is important that all students understand how to provide quality feedback to their peers. Here are a few tips for providing, positive, constructive, and useful feedback to peers:

- Be empathetic and remember that this environment is a safe place for making mistakes.
- Use nonjudgmental language and phrases that do not attack an individual. One way of doing this is to ask the individual to discuss his/her process for making the final decision he/she made.
- Use specific questions, examples, and research as a way of making your point.
- Make your feedback useful by providing suggestions that the individual can understand and use to improve her/his work

Academic Honesty

It is expected that students in this course will maintain the highest standards of academic integrity. Anyone involved in dishonesty—i.e. plagiarism, granting or receiving assistance on exams, etc.—will minimally receive a failing grade on the assignment and, at the instructor's discretion, may possibly receive a failing grade in the course. Students having questions about how and when to cite references, should ask for clarification before submitting written assignments. Intellectual honesty and integrity are essential attributes of an

educated person.

Warning Concerning Copyright Restrictions

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproduction of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be used for any purpose other than private study, scholarship, or research. If electronic transmission of reserve material is used for purposes in excess of what constitutes "fair use," that user may be liable for copyright infringement.

Instructor Expectations

As your instructor, I am committed to providing a quality learning experience through thoughtful planning, implementation, and assessment of course activities. I am also committed to being readily available to students throughout the semester by returning E-mails and phone calls within 24 to 48 hours and to returning graded course work with feedback within 72 hours of each assignment's due date. Within our Discussion Board, it is the instructor's job to initiate thoughtful, on-topic discussions, encourage student-to-student communication, and mediate when necessary. Therefore, it is not the instructor's responsibility to respond to every post, but encourage students to take ownership of the learning process by responding to each other.

Sexual Harassment

Since learning is best achieved in an environment of mutual respect and trust, The University of Illinois has adopted a clear and firm policy prohibiting sexual harassment. Even though this is an online class, sexual harassment can, nonetheless, occur. Such conduct will not be tolerated in this class, and victims are encouraged to report any unwelcome sexual advances to appropriate school authorities.

Diversity

Students and instructors from diverse backgrounds and perspectives will be well-served by this course and the diversity which they bring to the class should be viewed and used as both a resource and a strength. Materials and learning activities have been chosen that are respectful of diversity, be it gender, race, socioeconomic status, culture, linguistic background, religion, gender, sexual orientation, ethnicity, age, physical ability, perspective or any other such characteristic.
