Instructional Design

Learning Design & Technology 544
James Marshall Ph.D.


Prerequisites: LDT 540 and 541; satisfactory performance on the department writing exam or completion of Rhetoric and Writing Studies 503W with a B+ or better.
# Table of Contents

LDT 544: Overview ........................................................................................................1
LDT 544 Competencies ..................................................................................................2
Materials .........................................................................................................................2
Assignments ..................................................................................................................3
Phase 1: Rapid Design Practices ..................................................................................3
Phase 2: DesignLAB Project .........................................................................................4
Texts / Readings ..............................................................................................................5
Grading in LDT 544 .......................................................................................................6
Plagiarism .....................................................................................................................6
Late Assignments ............................................................................................................7
Class Attendance ..........................................................................................................7
Americans with Disabilities Act ....................................................................................7
# LDT 544: Overview

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## Catalog Description

Prerequisites: LDT 540 and 541; satisfactory performance on the department writing exam or completion of Rhetoric and Writing Studies 503W with a B+ or better.

## My Description
Instructional design (also commonly referred to as ID or ISD) is a core component of our field, and a foundational skill that all educational technologists should have in their repertoire. Born from the military's need to rapidly train large numbers of people on complex procedures during World War II, instructional design has been used for the past 60 years to train people in corporate, education, government, and a host of other settings.

Through the careful planning of instructional events, content, and media, ISD is a powerful tool for effectively and efficiently making people proficient in the skills and knowledge that your organization requires. Informed by models and theories, instructional designers apply their skills and knowledge to bring about predictable results.

## So...
In this course, you will adopt a simple, yet pragmatic, approach to instructional design that you will be able to adapt and apply to your instructional design needs in the future. You will also survey different instructional theories and their associated methods, so that you can understand each theory's relative strengths and call upon it when and where appropriate situations arise.
**LDT 544 Competencies**

LDT 544 students will be able to:

1. Determine the needs associated with an instructional problem using audience, environment, function and task analyses.
2. Visually represent and organize an instructional unit using content maps.
3. Specify the outcome and sequencing of instructional units using well-written, measurable instructional objectives.
5. Define, and provide an example of, selected learning theories.
6. Develop a design specification document that communicates a designed instructional sequence.
7. Produce high-quality rapid prototypes that meet predefined instructional objectives.
8. Integrate learning theory and instructional design models into design specifications and rapid prototypes.
9. Discriminate between key learning theories by applying to provided case studies and scenarios.
10. Complete design project deliverables in a timely manner through the use of project management practices and teamwork.

**Materials**

| Course Schedule and Materials | The course Blackboard site (blackboard.sdsu.edu) will be your primary resource for readings, assignments, and discussion. General 544 information is at [http://edweb.sdsu.edu/courses/edtec544](http://edweb.sdsu.edu/courses/edtec544). |
| Electronic Course Reserves | Aside from the course text, readings will be available through the website. |
| Software | You will share documents with the instructor. Therefore, all students must use current versions of MS Office software. You will also need to download a 30-day trial version of Adobe Captivate at the appropriate time in the semester. |
Assignments

<table>
<thead>
<tr>
<th>Basis</th>
<th>Deliverable</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 1: Rapid Design Practices</strong></td>
<td></td>
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<tr>
<td></td>
<td>In Class Practices/Participation</td>
<td>5</td>
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<td>In Class Practices/Participation</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Instructional Strategy &amp; Prototyping Exam</td>
<td>35</td>
</tr>
<tr>
<td><strong>Phase 2: DesignLAB Project (with partner/team)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training Needs Assessment</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Content Map</td>
<td>10</td>
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<tr>
<td></td>
<td>Objectives &amp; Test Items</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Design Document (Storyboard) &amp; Rapid e-Learning Prototype</td>
<td>25</td>
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<td><strong>Total</strong></td>
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<td>100</td>
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**Phase 1: Rapid Design Practices**

Your initial work in LDT 544 will immediately place you in the middle of ADDIE’s design and development phases. Phase 1 is largely an exploratory, collaborative learning experience. Key outcomes for this phase of the course are to: (1) review ADDIE’s design and development phases; (2) dig deeper into learning theory by applying related strategies to a case studies; and (3) experience rapid prototyping through the design and development of a small instructional sequence.

Each week in class, you will work with peers to apply theory from the previous week’s readings. You will be given scenarios. Working in a group of 3-4 students, you will interpret the problem, and immediately take to designing and developing draft instructional materials. Specifically, your work will include practice with the following ADDIE process elements:

- **Content Map.** Create a flowchart or some other visual aid that demonstrates the scope and sequence of your instruction. As appropriate, indicate on the map prerequisite knowledge that will need to be included in the design of the instruction.
- **Objectives.** Objectives need to be well written and worthwhile, and accurately aligned with the assessment items that measure them. You will be evaluated on your ability to write objectives and test items according to the following criteria:
  - Test items and objectives are clear, unambiguous, and well-written
  - Objectives reflect observable behaviors
  - Objectives are worthwhile
- **Instructional Strategy Application #1.** A bite-sized “chunk” of e-learning instruction, targeted to specific recall fact or recall/apply procedure domain objectives.

- **Instructional Strategy Application #2.** A bite-sized “chunk” of e-learning instruction, targeted to specific apply concept or apply process domain objectives.

- **Instructional Strategy and Prototyping Exam.** All LDT 544 students will be responsible for learning instructional strategy and mastering the ability to use PowerPoint to build simple, rapid prototypes. This exam, at the conclusion of Phase I, will confirm that you—as an individual—have mastered the content from the readings, lectures and related skills specific to developing rapid prototypes. I reserve the right to add scored quizzes along the way—if weekly readings appear to go unaccomplished.

**Phase 2: DesignLAB Project**

Working with a single partner or small team, you will address an instructional challenge provided by one of the department’s community DesignLAB partners. You will have the opportunity to act as the subject-matter expert and instructional designer while creating a design specification document and rapid prototype that addresses the presenting problem.

Note that this differs somewhat from LDT 540 where design focused on creating a job aid to address a performance problem. While job aids might accompany the instruction you design in LDT 544, the primary product you design will be instruction.

**Teamwork:** Your DesignLAB work will be done with a partner, or in a team. As is the case in the real world of instruction design, our professional work is accomplished collaboratively—with peers, project managers and clients. Part of being successful in this class involves effective interactions and contributions as a member of the instructional design team. Final project grades will be adjusted based on instructor observations of, and peer feedback about, your efforts as a team member.

You’ll work iteratively throughout the remainder of the semester on each component of the project. The major, graded “pieces” are as follows:

- **Analysis Report.** This is a brief report on your analysis for the selected instructional problem. It includes analysis and descriptions of: (1) your learner; (2) the knowledge/performance learners must master; and (3) the environment in which they will perform.

- **Content Map.** Create a flowchart or some other visual aid that demonstrates the scope and sequence of your instruction. As appropriate, indicate on the map
prerequisite knowledge and vocabulary that will need to be included in the design of the instruction.

**Objectives and Test Items.** Objectives need to be well written and worthwhile, and accurately aligned with the assessment items that measure them. You will be evaluated on your ability to write objectives and test items according to the following criteria:

- Test items and objectives are clear, unambiguous, and well-written
- Objectives reflect observable behaviors
- Objectives are worthwhile

**Implementation and Evaluation Recommendations.** Complete the design document by selecting instructional and delivery methods for your entire project. My suggestion is to storyboard the full instructional sequence. A template will be provided for this design specification document. In total, it will include:

- Analysis Report
- Complete content map
- Test items and objectives that are clear, unambiguous, and well-written
- Instructional strategies that are appropriate for the given instructional content and knowledge domain
- A storyboard or other representation of your product’s design
- An overview of your recommendations to the client for implementing the e-learning module
- An overview of your recommendation to the client for evaluating the e-learning module

**Rapid Prototype.** You will work to define an appropriate segment of your envisioned course for prototyping the instructional materials described in your design document. You and your partner or team will develop a fully-functioning prototype using Captivate software. A free 30-day trial version of Captivate is available for both Mac and Windows environments.

**Texts / Readings**


Additional readings will supplement our text and be made available online.
Grading in LDT 544

In order to acknowledge achievements and monitor student progress, the Department needs a realistic and meaningful system for grading performance. The University and the professional community expect the Department to maintain standards that reflect its reputation as one of the foremost programs of its type in the country.

According to our University’s Graduate Bulletin,

- **A** means outstanding achievement; available for only the highest accomplishment;
- **B** means praiseworthy performance; definitely above average;
- **C** means average, awarded for satisfactory performance.

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In general, professors in the department award "A" grades to acknowledge achievements that **go beyond specified course requirements and criteria**. By its very nature, this type of performance **cannot be spelled out clearly in advance**. A's are reserved for **special efforts that exceed expectations**, that demonstrate exceptional creativity, boldness, commitment, involvement, ingenuity, or elegance. **Meeting the basic requirements of an assignment will typically result in a B-level grade.**

Extrapolating from the *University Bulletin* provides additional meaning to letter grades.

- **A-** excellent performance; clearly exceeds course requirements.
- **B+** high achievement; clearly and substantially meets course requirements
- **B** praiseworthy performance; definitely above average.
- **B-** acceptable performance in a graduate course; meets most course requirements
- **C+** awarded for satisfactory performance; marginal performance in a grad course.
  
  and so forth........

Please note: this course involves team projects. I reserve the right to adjust an individual team member’s grade when contributions to the assigned team differ in substantive ways from that of his or her peers. Such adjustments may be based on my observations, feedback from team members, and/or discussion with the involved student.

**Plagiarism**

Plagiarism involves representing another's work as your own. This can take many forms—but all are equally unacceptable. Please make certain that you are clear about what constitutes plagiarism in the first week of class. You may reference the following SDSU-sponsored website for more information: [http://infotutor.sdsu.edu/plagiarism/index.cfm](http://infotutor.sdsu.edu/plagiarism/index.cfm)
I have adopted a zero tolerance policy for plagiarism. Student(s) will receive no credit for any assignment that has been plagiarized. Depending on the circumstances, I reserve the right to apply additional penalties—including adjustment of a student’s overall course grade.

**Late Assignments**

Assignments submitted to the professor after the due date will be accepted, but one (1) point will be deducted from the earned score each day the assignment is late. For example, an assignment that is turned in the day after it is due that earns a score of 10 out of 10 will be recorded in the gradebook as an 9 out of 10. An assignment that is one day late that earns a score of 9 out of 10 will be recorded as 8 out of 10. Therefore, assignments submitted 10 days after the due date will be worth no points.

**Class Attendance**

This course is structured in an iterative way. Each week builds upon the content from a previous week. Missing classes will make it difficult for you to maximize the value of subsequent classes. Personal and professional commitments may on occasion prevent you from attending class. In such instances, please contact a classmate prior to class to make reasonable arrangements for anticipated absences. Excessive absences may result in loss of points at the professor’s discretion.

I reserve the right to make grade adjustments when students miss more than two scheduled class meetings. When absences challenge team progress, grade adjustments will most definitely be made.

By the end of the second week of classes, students should notify the professor of planned absences for religious observances. The university requires that instructors reasonably accommodate students who notify them in advance of planned absences for religious observances. Please notify the professor in a timely manner and a reasonable accommodation will be reached.

**Americans with Disabilities Act**

The University is committed to providing reasonable academic accommodation to students with disabilities. The Student Disability Services Office provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Student Disability Services for information regarding accommodations. Please notify the professor so that reasonable efforts can be made to accommodate you. If you expect accommodation through the Act, contact the Student Disability Services Office (http://www.sa.sdsu.edu/dss/dss_home.html) at (619) 594-6473.