Fall 2015
ED 795A: Practicum (CES)/Marcie Bober-Michel
ED 795A: Practicum (Stateside)/Rebecca Vaughan Frazee

CES section

- Instructor: Dr. Marcie Bober-Michel
- Class Meeting Time & Place: 4:30 pm to 6:00 pm (Wednesdays), Online
- Office: PSFA 346 (619-594-0587)
- E-mail: bober@mail.sdsu.edu
- Office Hours: By appointment
- Course Prerequisites: LDT 690 and Advancement to Candidacy

Stateside section

- Instructor: Dr. Rebecca Vaughan Frazee
- Class Meeting Time & Place: 4:00 pm to 6:40 pm (Thursdays), EBA 441
- Office: Not applicable
- E-mail: rfrazee@mail.sdsu.edu
- Office Hours: By appointment
- Course Prerequisites: LDT 690 and Advancement to Candidacy

Course Overview

ED 795 is a two-semester graduate seminar/practicum serving as one of several culminating experiences for students earning a Master's degree in Learning Design and Technology. For much of our time together, you'll work in pairs or triads as instructional designers / consultants for community partners with pressing learning/performance needs.

To inform your effort, you'll examine the art and science of design--and deeply ponder ...

- techniques for analyzing your client's situation, and then use the resulting data to brainstorm solutions that are instructionally sound, feasible to implement, and cost effective.
- how learning unfolds (and ways to manage cognitive load).
- the role technology plays in both what you create and your own work processes.
- ways to interact productively (and collegially) with clients, SMEs, and your classmates.
- strategies for scoping a major project and managing an array of associated tasks and responsibilities.
- how personal reflection can ensure you meet or exceed performance expectations you've set for yourself.

Key to ED 795 is an intense, long-term practice (instructional and/or informational design, development -- and occasionally evaluation). Each 2- or 3-person student team is paired with a community partner, and expected to devote about 100 hours* outside class tacking a narrow yet significant "problem" (opportunity) within the organization. Not surprisingly, partner challenges vary; as important, few are crystal clear.
Some efforts will be primarily performance analysis and needs assessment; others will focus instead on development of a script or web prototype. A few might include evaluation of some type. A big part of the challenge is figuring out what to do so that the deliverable serves the client, and flexes and enhances your ID muscles. I am eager to work with you on all of this.

But client work isn’t all you’ll tackle; you’ll also be exposed to fieldwork through cases, readings, blogs, and discussions. We will read about and chat with visiting practitioners. You’ll also have access to an array of resources—including your texts and articles/chapters that supplement them, session slides, and other information available through SDSU’s Love Library and its many databases. Finally, you’ll use team/project briefings to respond to the issues about which you’ve read and personally experienced—in the process, sharing insights and solutions with your classmates.

ED 795 is the sequence where you take all the ideas gleaned from LDT classes already taken and try them out in the real world.

**Course Goals and Competencies**

Students will be able to:

- Identify legacy or seminal, traditional, and emergent trends and theories in instructional design and development.
- Analyze the role of education and training in organizations, especially that of your community partner.
- Describe a) issues likely to arise between/among developers, SMEs, clients and colleagues and b) models for building strong (responsive) consulting relationships.
- Plan and complete a “right-sized” project (needs assessment, product design/development) to meet your community partner’s needs.
- Communicate through oral and written briefings (as well as meeting minutes).
- Conduct front-end analyses (task, performance, etc.)
- Develop one or more data gathering instruments for collecting front-end information (survey, interview or focus group protocol, observation guide, rubric) and, if appropriate--train others to use it/them; determine a group or statistically appropriate sample from which to garner data; administer or implement the instrument(s); and analyze the information.
- Work with productivity tools essential to fieldwork (word processing, spreadsheets, databases, web editors, online survey generators, etc.).
- Ponder the implications of course readings, lectures, etc. for instructional designers (performance consultants, evaluators) and the organizations in which they work, and apply your ideas to ID cases/scenarios and the challenges your community partner faces.
- Create detailed lesson specifications, prototypes and instructional or informational strategies appropriate to your community partner.
- Describe current theories associated with cognitive load, motivation, attitude change, decision-making, transfer and judgment enhancement.
• Describe emergent career opportunities for instructional designers/performance consultants - as well as the constraints they face - with an eye to social media and mobile delivery.
• Examine the hype and hope associated with virtual learning—especially solutions that feature interaction, social connections, collaboration, etc.).
• Assess your effectiveness as a communicator and external consultant with customers and colleagues, and identify opportunities for personal and professional growth.
• Use professional resources (e.g., Love Library, the web, and local professional associations) to gather information and establish professional habits and relationships.
• Work independently to sharpen professional and communications skills.

Texts


Course Assignments

<table>
<thead>
<tr>
<th>Assignment/Task</th>
<th>Points/%</th>
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</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>60 pts/15%</td>
</tr>
<tr>
<td>Case study</td>
<td>60 pts/15%</td>
</tr>
<tr>
<td>Weekly briefings</td>
<td>20 pts/5%</td>
</tr>
<tr>
<td>Team reports</td>
<td>40 pts/10%</td>
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<tr>
<td>Minutes from client mtgs</td>
<td>20 pts/5%</td>
</tr>
<tr>
<td>Client feedback</td>
<td>40 pts/10%</td>
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<tr>
<td>Forum contributions</td>
<td>40 pts/10%</td>
</tr>
<tr>
<td>Client work: First Stage Plan</td>
<td>20 pts/5%</td>
</tr>
<tr>
<td>Client work: Contract</td>
<td>20 pts/5%</td>
</tr>
<tr>
<td>Initial project deliverables</td>
<td>80 pts/20%</td>
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</tbody>
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Grading

In order to acknowledge achievements and monitor student progress, I need a realistic and meaningful system for grading performance. The University and the professional community expect LDT faculty 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

Attendance and Participation

This is a seminar ... so attendance, promptness and participation are both expected and appreciated. You'll get the most out of this experience by reading assignments prior to class and coming prepared to share your opinions of and reactions to them. Part of your effort includes regularly-scheduled “debriefs” about your fieldwork experience. Key to them is professionalism--meaning: no whining about the effort, divulging of organizational secrets, or speaking disparagingly about the people with whom you're working. In essence, you're taking on major ethical responsibilities, including respect for confidentiality within the seminar and the client-consultant relationship.