



ETEC 578 COURSE SYLLABUS Spring 2011

Instructor: Leah E. Wickersham, PhD, Associate Professor
Office Location: EDN 115
Office Hours: Tuesdays & Thursdays 9:30-11:30
Office Phone: 214-497-0029
Office Fax: 903-886-5507
University Email Address: leah_wickersham@tamu-commerce.edu

COURSE INFORMATION

ETEC ePortfolio statement. Majors in the Educational Technology Leadership program (THIS DOES NOT INCLUDE LIBRARY SCIENCE MAJORS) are now required to submit an electronic portfolio prior to graduation. Each course as identified an artifact for evidence of understanding and knowledge development. For ETEC 578, the required artifacts are:

- *The final instructional design product*
- *Design notes*
- **Reflection**

The template for the ePortfolio may be found [here](#). If you have any questions, please email Dr. Jason Davis the coordinator of the ETEC program.

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required: **The Systematic Design of Instruction--** Dick, Carey, & Carey Allyn & Bacon, 6th or 7th edition

Course Description: Students will utilize a systems approach to design and develop instruction. The four phases of instructional design, analysis, design, development, and evaluation, (ADDIE) are examined.

Student Learning Outcomes:

Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course - these are my expectations of you. Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus.

- The learner will describe and define instruction and instructional design and demonstrate that knowledge by:
 - Designing and developing an instructional product utilizing the steps of the Dick, Carey & Carey Instructional Design model.
 - Preparing and conducting a needs assessment, learner analysis, context analysis, and instructional analysis
 - Developing performance objectives, learning outcomes, assessment instruments, instructional strategies, instructional materials and evaluation methods
- The learner will collect and organize all design notes via electronic journaling.
- The learner will conduct ongoing peer evaluation and provide constructive feedback to other instructional designs (both in progress and finalized) within his/her learning community and/or instructional design partner.

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| COURSE REQUIREMENTS |
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Instructional / Methods / Activities Assessments

This course is made up of a series of assignments and assessments to assist you in achieving the course learning outcomes. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc. which will be made available to you on each Friday and close on the following Sunday - allowing for 10 days total to complete activities.

Semester Instructional Design Project - 160 points

Following the Dick, Carey and Carey model of Instructional Systems Design, you will create an interactive, instructional product. This project should be a stand-alone piece of instruction and should be no more than three hours of learner time. The delivery system for this product may be any medium (print, audiovisual, online, traditional, etc). In addition to producing your instructional piece, you will document the analysis, design, development, implementation, and evaluation and all revisions for your project (the steps in the Dick & Carey Instructional Design Model).

This project, including all instructional materials developed and design notes, must be packaged in an electronic format (i.e. website, CDROM, etc.) that can be accessed by me at the end of the semester. If you select to burn your materials on a CD, you'll have to send it to me no later than May 11th to my home address. 647 Stafford Circle, Rockwall, TX 75087

In order to create your project, we will follow a three-phase ***Project Design & Development Process*** resulting in activities for your grade.

Assessment Method for Semester Instructional Design Project: [Rubric](#)

Project Design & Development Process - 100 total points

Phase 1. Step Design & Development. Each week (**Friday**) you will be introduced to a new step within the instructional design model. You will complete an assignment(s) to guide you through the design and development of your project. Also available will be a Q & A discussion forum related to the step you're working on in that particular week. Use this forum as an exchange of ideas or to ask questions of me or your peers.

7 steps for 5 points/step=35 total points

| <p align="center">Criteria for Project Design & Development Process</p> <p align="center">5=Excellent; 4=Good; 3=Fair; 2=Developing; 1=Poor</p> | | |
|---|---|------------------|
| <p>Phase 1: Quality of step design & development</p> | <p>Work reflected best efforts; complete and easy to follow/edit; posted work on time and worth time to review</p> | <p>5 4 3 2 1</p> |
| <p>Phase 2: Quality of Peer Review</p> | <p>Peer review was thorough and provided more than “I like it” statements. There is ALWAYS room for improvement. The ability for you to apply theory to what you’re reviewing is important – tie back to the readings and activities and provide feedback worth time to take into consideration and revise.</p> <p>Provided partner with easy to follow edits/guidelines for improvement and on agreed timeframe.</p> | <p>5 4 3 2 1</p> |
| <p>Phase 3. Revision & Design Notes: Quality &</p> | <p>Revisions reflected suggestions made by Design Partner and Dr. W. Displays best work/effort by designer</p> | <p>5 4 3 2 1</p> |

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|--|---|--|
| thoroughness of revisions and design notes | Design notes are detailed as to changes made in instruction, etc. | |
| | Total points: | |

Phase 2. Peer Review: Throughout the semester, you will work with an instructional design partner (s) whereby you will review each other's work and provide feedback for revisions. A peer review guide/rubric will be provided to you each week with what to look for in each step of the design process making suggestions for improvement. I will also provide feedback/suggestions for improvement after your initial revisions are made.

5 peer reviews for 5 points=25 total points

Phase 3. Revision & Design Notes: Based upon the feedback received from your instructional design partner and Dr. W, you are to make revisions to your instructional design. These revisions are to be documented in your journal as design notes - documenting each week the changes made to your instruction based upon the peer review feedback. Revised instruction is to be posted in an appropriate dropbox each week.

8 revisions and 8 notes for 5 points total = 40 total points

Assessment Method for Design & Development Process:

Important notes:

- All phases must be completed by the following weekend, **Sunday, midnight.**
- All work is to be posted in a discussion forum assigned to you and your partner in the week assigned. This includes each step you develop, the peer review you provide and revised instruction.
- You will also have access to a private chat room and/or classlive should you decide to meet up and exchange ideas, notes, etc.

Instructional Design Partner Contracts: You will be assigned an instructional design partner(s) based upon similar topic interest to work with during the semester. You are to work together and come to an agreement as to when you will complete the three phases of the **Project Design & Development Process** described above. You will have a total of 10 days - Friday through the following Sunday to complete the assignments. You will be asked to complete an ISD Partner Contract in week 2.

I recommend a typical week to look like this:

D&D=Design & Development

| Fri | Sat | Sun | Mon | Tues | Wed | Thurs | Fri | Sat | Sun |
|--|---------|---------|---------|---------|---------|---|---|------------------------------|--|
| Phase 1 | Phase 1 | Phase 1 | Phase 2 | Phase 2 | Phase 2 | Phase 3 | Phase 3 & Phase 1 | Phase 3 & Phase 1 | Phase 3 & Phase 1 |
| Instructional step introduction & assigned readings D&D | D&D | D&D | Review | Review | Review | Begin revision process to previous step | New instructional step introduction & assigned readings D&D & Revision | D&D & Revision | D&D & Revision & journal design notes deadline posting |

Grading

Grades will be determined via a simple point system and grading rubrics. Rubrics are posted in the course syllabus under each assignment description. **You** are responsible for reviewing them prior to submitting an assignment - they tell you all you need to know in order to earn a passing grade in this course.

Total Points Possible: 260

260-234=A

259-208=B

207-182=C

181-156=D

155-0=F

TECHNOLOGY REQUIREMENTS

This is an online course and some obvious technological resources will be required.

Access to a computer with

- o Internet access (high-speed preferred)
- o Microphone for classlive sessions throughout the semester (these run about \$10)
- o Speakers so you can hear me and others during our classlive sessions and other audio enhanced assignments throughout the semester.

- o Word processing software (Microsoft Word preferred)

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.

ACCESS AND NAVIGATION

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

Course Concerns: If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Participation & Communication: I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your learning community. You are to expect the same of me. This includes completing the extensive readings related to course topics and peer review activities

1. Email is the best way to reach me as I check it daily. A reply will be sent within 12 hours depending upon the time your message was received. Please do not send me panicked last minute emails with the word HELP!!!!!!!! in the subject line. **HOWEVER... in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Q&A forum provided each week. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege.**

2. Or if you want to talk via the "phone" download a program called Skype - a free internet calling service that you can use to chat live or place a call to me. I have a video camera and can also transmit my video via a skype call. To download the program, go to www.skype.com and search for **drleah** as the contact to add me to your list.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Citizenship: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

Late work: Late work is not accepted. This course is in a shortened format and we do not have time for late work or excuses.

Plagiarism: Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course.

Attendance: This is an online class therefore attendance is up to you! You will be required to work as a team via various activities. The quality of your contributions and regular participation activities, including attendance via ClassLive sessions, will be considered attendance. It is strongly encouraged that you attempt to log into the course everyday and/or check your email for messages in order to not get behind. The synchronous sessions via ClassLive are not required, but it is in your best interest to attend when available during the semester.

Scholarly Expectations: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

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| TENTATIVE COURSE OUTLINE / CALENDAR Spring 2012 |
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Note that within the Activities & Assignments, the three phases of the Design & Development Process occur. All activities are due by Sunday, midnight, 10 days after the week has opened. This table reflects chapter readings only, additional readings will be provided within the week description. Not all steps will have all three phases to complete. A "y" indicates yes, there is a step for that week and an "x" indicates that there are not steps associated with the step.

Special note: Week 1 will open on Monday; however, additional weeks will open on Fridays allowing for 10 days to complete assignments.

| Week | Activities & Assignments | Chapter Reading | Design & Develop | P e e r R e v i e w | Revisions & Design Notes |
|-----------------|--|------------------------|-----------------------------|--|-------------------------------------|
| 1: 3/19-3/25 | Front-End analysis | Ch. 1 & 2 | Y | X | Y |
| 2: 3/23-4/1 | Goal Analysis and Sub-skills/Entry Level Identification | Ch. 3 & 4 | Y | Y | Y |
| 3: 3/30-4/8 | Learner & Context Analysis | Ch. 5 | Y | Y | Y |
| 4: 4/6-4/15 | Writing Performance Objectives & Developing Assessment Instruments | Ch. 6 & 7 | Y | Y | Y |
| 5: 4/13-4/22 | Instructional Strategy | Ch. 8 | Y | Y | Y |
| 6: 4/20-4/29 | Developing Instructional Materials | Ch. 9 | Y | Y | Y |
| 7 & 8: 4/27-5/6 | Designing & Conducting Formative Evaluations | Ch. 10 | Y | X | Y |
| 5/4-5/11 | Revising Instruction | Ch. 11 & 12 | X | X | Y |

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| | and Preparation of Final Projects | | | | |
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