

IP&T 564 - Introduction to Instructional Design

Fall 2017

Section 001: 150 MCKB on W from 9:00 am - 11:50 am

Instructor/TA Info

Instructor Information

Name: Jason McDonald

Office Location: 150-E MCKB

Office Phone: 801-422-3674

Email: jason@byu.edu

Office Hours: Thu 12:00pm-2:00pm

Course Information

Description

This course is an introduction to the practice of instructional design. It is both a foundation for other courses in the department of Instructional Psychology & Technology, and also stands alone to help students develop the skills and identity of a professional instructional designer.

Instructional design is the discipline of creating products, environments, or experiences that encourage or accelerate human learning. It is situated in a broader context of skills like evaluation and instructional materials production. In this course you will be introduced to some of these skills but we will not address them in depth. Other courses in the department of Instructional Psychology & Technology focus on these and related topics.

By the end of this course you will be able to complete simple instructional design project, reflective of ideals pursued in this department about learners and learning:

- Viewing learners with empathy, and engaging in caring relationships with them even at a distance;
- Respecting learners as moral agents who are invested in the outcomes of their own learning;
- Focusing your efforts on learners' potential to grow and flourish as human beings regardless of the subject taught;
- Pursuing qualities in your design that reflect your highest ideals, and then taking responsibility for your actions as a designer;
- Etc.

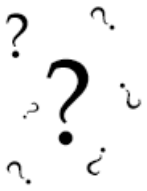

Materials

Item

Price (new)

Price

(used)

	<u>DESIGN FOR HOW PEOPLE LEARN 2E - Required</u> by DIRKSEN, J	44.99	33.75
	<u>AN ARCHITECTURAL APPROACH TO INSTR DESIGN - Required</u> by GIBBONS, A	70.95	53.25

Learning Outcomes

Define the scope and parameters of the instructional design industry

Identify and explain the features of instructional products, common tools used by instructional designers, and current industry trends. Explain/compare both traditional and emerging learning theories, instructional theories, instructional design models, and design processes.

Define an instructional design challenge

Evaluate design contexts and environments to determine the nature of an instructional design challenge.

Assess instructional situations

Conduct basic approaches for analyzing audiences, uncovering stakeholder desires, determining instructional strategies and methods, etc.

Create instructional design documentation and prototypes

Create artifacts that communicate your design intentions to others who will either approve them or help bring them into reality.

Demonstrate design character

Explain how designers understand the world and take action differently than those in other traditions; critique your own or others' actions as examples of design thinking; identify the kind of design thinking you want to develop and the type of growth you need to experience while making progress towards such.

Classroom Procedures

This class is taught using a studio method, meaning that much of our class time will be spent discussing or working on authentic projects as a means to learning the knowledge and skills of instructional design. Needed lecture will also be done in the context of project work, just-in-time as a topic becomes useful to our on-going exploration of the field.

You will be expected to show your works-in-progress, even if they are incomplete, to receive feedback from other students, the instructor, or invited guests. You are also expected to give feedback to other students and the instructor in a kind, but direct, manner.

I also hope you will comment on, and ask questions about, how what you are learning in other courses helps us better understand what we are learning in this course.

Attendance Policy

The attendance policy is you need to be in class.

Instructional design is learned by doing, which, of course, can only take place if you're with us during our classes. I want to accommodate unavoidable absences. But there really isn't a substitute for the lost benefit of working with other students in a mentored environment on whatever was addressed in your absence. Plus, other students will miss out on your contributions to their learning, which is a loss that cannot be replaced.

To help encourage good behavior, there is a small number of points attached to your attendance. Being late more than 15 minutes will result in loss of 1/2 of the points available for that day. You can drop one absence without loss of points. If other circumstances come up where you have additional absences, talk to me as soon as possible about options for making up the points (which, depending on the circumstances, may or may not be possible).

Grading Policy

This course is primarily project-based. Smaller projects throughout the semester will prepare you for a large project to be turned in on the last day of class. You will then present your project to the rest of the students as your final exam. Other assignments throughout the semester will also prepare you to better complete your project.

You will be graded on the following type of assignments:

- Regular attendance in class. Being more than 15 minutes late to class will result in loss of 1/2 the points for that day. You can miss one class period without penalty.
- Weekly reflection papers on readings and class discussions. Reflection papers will be due by the beginning of class, every week. Late submission will result in loss of 1/2 the points for that paper, after other grading takes place (e.g., if late your grade will be 50% of the points you earned from the assignment rubric). You can miss two reflection papers without penalty.
- Homework assignments that help you practice what you learned in-class, prepare for future class assignments, or produce work consistent with that done by instructional designers. Late submission will result in loss of 1/2 the points for that assignment, after other grading takes place (e.g., if late your grade will be 50% of the points you earned from the assignment rubric).
- Reaching certain milestones in your assigned project.
- Your final project submission and presentation.

Further instructions and rubrics for all assignments can be found in the Assignments section of Learning Suite.

This is a criterion-graded course. Your performance will be judged against achievement standards set for each assignment and not compared to other students in the course.

The instructor reserves the right to change any aspect of this course (including but not limited to assignments, readings, due dates, topics of class meetings) at any time for any reason.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%

B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Participation Policy

This is a graduate-level class and your full participation is expected and required. If the instructor notices a pattern of non-participation in class discussions or activities he will address the matter with you to determine a remediation plan; continued non-participation will impact your grade as determined as part of that plan.

For assignments graded as a team, your fellow students will report how well you contributed towards the work of the whole. If you believe their assessment is not accurate, you will have the opportunity to present evidence to the contrary.

Assignments

Assignment Descriptions

Teach What You Learned

Sep
13

Due: Wednesday, Sep 13 at 8:59 am

Homework assignments are meant to help you practice what you learned in-class, prepare for future class assignments, or produce work consistent with that done by instructional designers.

There is no standard length for homework assignments. Take whatever space you need (long or short) to adequately address all the requirements.

For this assignment, teach someone what you learned in class today (September 6th). Then answer the following questions:

- What did you do to prepare?
- What did you do to actually teach them?
- How did it go (did they learn what you wanted them to learn)?
- How did this reinforce what you learned in class?
- What gaps in your knowledge about instruction did this assignment illustrate?

Reflection Paper 1

Sep

13

Due: Wednesday, Sep 13 at 8:59 am

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address any questions provided in the assignment, as well as something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

For this reflection, consider the questions:

- How would you summarize the main message of the readings and/or class for a friend/family member?
- How did class and/or the readings reinforce or challenge what you already believe about learning and instruction?
- What new in the readings reinforced what you learned in class?
- What in the readings will help you prepare for the next class?
- What in the readings extends/clarifies/or contradicts the definitions of learning and instruction as presented in the course? Are the readings compatible or contradictory to the class discussion?

Everyday Designing

Sep**20**

Due: Wednesday, Sep 20 at 8:59 am

Homework assignments are meant to help you practice what you learned in-class, prepare for future class assignments, or produce work consistent with that done by instructional designers.

There is no standard length for homework assignments. Take whatever space you need (long or short) to adequately address all the requirements.

For this assignment, pick something you do in your everyday life that seems like design (cooking, gardening, home decorating, etc.). Write a brief description of what you do in this activity that makes it designing. Then answer the following questions:

- How does this activity compare to the definitions of design discussed in-class?
- Do you make models?
- How do you make decisions?
- What insights does this comparison give you into the design process?
-

Reflection Paper 2

Sep**20**

Due: Wednesday, Sep 20 at 8:59 am

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address any questions provided in the assignment, as well as something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

For this reflection, consider the questions:

- How would you summarize the main message of the readings and/or class for a friend/family member?
- How did class and/or the readings reinforce or challenge what you already believe about design?
- What new in the readings reinforced what you learned in class?
- What in the readings will help you prepare for the next class?
- What in the readings extends/clarifies/or contradicts the definition of design as presented in the course? Are the readings compatible or contradictory to the class discussion?

Research Design Processes

Sep
20

Due: Wednesday, Sep 20 at 8:59 am

Homework assignments are meant to help you practice what you learned in-class, prepare for future class assignments, or produce work consistent with that done by instructional designers.

There is no standard length for homework assignments. Take whatever space you need (long or short) to adequately address all the requirements.

For this assignment, conduct some Internet research on the three major design processes discussed in class today: ADDIE, ISD, Design Thinking. Answer the following questions:

- What are the defining steps of each process?
- What do you think are its strengths?
- What do you think are its weaknesses?
- How/when do you think you might use a process such as this?

(you may find it easiest to complete this assignment as a table)

Reflection Paper 3

Sep
27

Due: Wednesday, Sep 27 at 8:59 am

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address any questions provided in the assignment, as well as something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

For this reflection, consider the questions:

- How would you summarize the main message of the readings and/or class for a friend/family member?
- How did class and/or the readings reinforce or challenge what you already believe about students?
- What new in the readings reinforced what you learned in class?
- What in the readings will help you prepare for the next class?
- What in the readings extends/clarifies/or contradicts the discussion of analysis as presented in the course? Are the readings compatible or contradictory to the class discussion?

Simple Skill - Student/Stakeholder Analysis

Sep
27

Due: Wednesday, Sep 27 at 8:59 am

Homework assignments are meant to help you practice what you learned in-class, prepare for future class assignments, or produce work consistent with that done by instructional designers.

There is no standard length for homework assignments. Take whatever space you need (long or short) to adequately address all the requirements.

For this assignment:

- Choose a simple skill you want to teach. You will use this skill in the next few assignments to create a simple instructional design, so choose something you're really interested in.
- Conduct an analysis with any students or stakeholders you have access to.
- Record your findings in a format consistent with what you learned in class.

Simple Skill - Objectives/Content/Strategy Analysis

Oct
04

Due: Wednesday, Oct 04 at 8:59 am

Homework assignments are meant to help you practice what you learned in-class, prepare for future class assignments, or produce work consistent with that done by instructional designers.

There is no standard length for homework assignments. Take whatever space you need (long or short) to adequately address all the requirements.

For this assignment:

- Review your learner and stakeholder analysis on the skill you chose last week.
- Write objectives that will address the needs you learned about through your analysis.
- Create a model of the expert performance you want to teach.
- Define a basic instructional strategy that will respond to the needs you've identified.
- Record your findings in a format consistent with what you learned in class.

Reflection Paper 4

Oct
04

Due: Wednesday, Oct 04 at 8:59 am

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address any questions provided in the assignment, as well as something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

For this reflection, consider the questions:

- How would you summarize the main message of the readings and/or class for a friend/family member?
- How did class and/or the readings reinforce or challenge what you already believe about instructional outcomes, content, or strategy?
- What new in the readings reinforced what you learned in class?
- What in the readings will help you prepare for the next class?
- What in the readings extends/clarifies/or contradicts the discussion of instructional outcomes, content, or strategy, as presented in the course? Are the readings compatible or contradictory to the class discussion?

Reflection Paper 5

Oct
11

Due: Wednesday, Oct 11 at 8:59 am

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address any questions provided in the assignment, as well as something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

For this reflection, consider the questions:

- How would you summarize the main message of the readings and/or class for a friend/family member?
- How did class and/or the readings reinforce or challenge what you already believe about instructional design?
- What new in the readings reinforced what you learned in class?
- What in the readings will help you prepare for the next class?
- What in the readings extends/clarifies/or contradicts the discussion of instructional design as presented in the course? Are the readings compatible or contradictory to the class discussion?

Simple Skill - Instructional Materials

Oct

Due: Wednesday, Oct 11 at 8:59 am

11

Homework assignments are meant to help you practice what you learned in-class, prepare for future class assignments, or produce work consistent with that done by instructional designers.

There is no standard length for homework assignments. Take whatever space you need (long or short) to adequately address all the requirements.

For this assignment:

- Review your analysis, objectives, model of performance, and instructional strategy that you've developed in previous weeks.
- Consider: should you modify your strategy so it better aligns with the constraints of your situation?
- What instructional materials do you need to teach the procedure (including visual/audio media)?
- How can you help students practice the skill?
- How can you assess students' knowledge of the procedure?
- Record your findings in a format consistent with what you learned in class.

Reflection Paper 6

Oct

18

Due: Wednesday, Oct 18 at 8:59 am

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address any questions provided in the assignment, as well as something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

For this reflection, consider the questions:

- How would you summarize the main message of the readings and/or class for a friend/family member?
- How did class and/or the readings reinforce or challenge what you already believe about instructional strategies and theory?
- What new in the readings reinforced what you learned in class?
- What in the readings will help you prepare for the next class?
- What in the readings extends/clarifies/or contradicts the discussion of instructional strategies and theory as presented in the course? Are the readings compatible or contradictory to the class discussion?

Submit Topic Area for Class Project

Oct

18

Due: Wednesday, Oct 18 at 8:59 am

Homework assignments are meant to help you practice what you learned in-class, prepare for future class assignments, or produce work consistent with that done by instructional designers.

There is no standard length for homework assignments. Take whatever space you need (long or short) to adequately address all the requirements.

For this assignment you will begin planning of your culminating class project. For your project you will design an online module using the skills learned in class. Milestones will be due throughout the semester to keep you on-track and to give you opportunity to get feedback as you go along.

To kick off your project write a 2-3 paragraph summary of an area important to you, that you believe could be improved with some kind of instructional intervention. Criteria for a good project would be an issue that impacts the lives of people you care about, a deficiency you notice in others that could be remedied through education or training, or an improvement to the world you believe you've seen that others have not yet seen. Make sure your idea is actionable within the parameters of this class: is this a learner group you can observe without difficulty? Are the resources to investigate readily available? Etc. Your write-up should include:

- The basic parameters of the situation
- The desire for change you want to encourage
- The learner population you want to target
- Details about the situation that demonstrate its importance
- The kind of instructional intervention you imagine might be important (but don't get too attached to this--if you investigate the situation properly over the next few weeks your initial ideas should dramatically change)

Write as if you were explaining your idea to someone else, unfamiliar with the situation, who would be assisting you in your project.

Dream big. Your idea does not need to be something you can actually develop before the end of class, but only something you can design and prototype. The scope of your project should be something that you can complete in 6-7 hours of work outside of class each week, plus the range of 1 to 2 1/2 hours of our time in-class each week.

Reflection Paper 7

Oct
25

Due: Wednesday, Oct 25 at 8:59 am

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address any questions provided in the assignment, as well as something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

For this reflection, consider the questions:

- What are you learning about instructional design through working on your final project?
- What is your project work teaching you about the course learning outcomes?
- How did the readings reinforce or challenge your work on your project?
- Where do you think you need additional support to fulfill the course learning outcomes?

Completed Project Inquiry

Oct
25

Due: Wednesday, Oct 25 at 8:59 am

Homework assignments are meant to help you practice what you learned in-class, prepare for future class assignments, or produce work consistent with that done by instructional designers.

There is no standard length for homework assignments. Take whatever space you need (long or short) to adequately address all the requirements.

This assignment is to conduct inquiry into the people/places/things that will impact your project design. Similar to how we've discussed, demonstrated, and practiced in class, you will need to investigate the situation for which you'd like to create an online module. This includes:

- Your client
- Your students
- Any other stakeholders
- The general environment
- Your resources
- Your constraints

You will submit the results of your project inquiry in a format that will help you collect and summarize your investigations, and prepare to act on them throughout your design work. You can submit your work in any format you'd like: written, photograph, sketches, etc. Just make sure it communicates the core investigation you and your partner undertook, and outlines what you will do about it.

If complete, your assignment should include at least the following:

- Describe your client (who you are serving), your student group/audience, and other stakeholders in sufficient detail to demonstrate you investigated what is important to them and that justify the decisions you will make in later components of your documentation
- Summarize your inquiry in the form of a project description and project goal
- Show how your project goal satisfies your client's desire for change
- Identify your resources and constraints, and the environment/context in which you will work and in which your design will be used
- Specify your project success criteria
- Determine which authoring environment you think will be best to develop your module (note: this can change up to next week if needed)

You should also include the results of any needs analysis, observations, environmental analysis, task analysis, or other activities you completed as inputs into the project description above.

Reflection Paper 8

Nov
01

Due: Wednesday, Nov 01 at 8:59 am

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address any questions provided in the assignment, as well as something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

For this reflection, consider the questions:

- What are you learning about instructional design through working on your final project?
- What is your project work teaching you about the course learning outcomes?
- How did the readings reinforce or challenge your work on your project?
- Where do you think you need additional support to fulfill the course learning outcomes?

Reflection Paper 9

Nov
08

Due: Wednesday, Nov 08 at 8:59 am

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address any questions provided in the assignment, as well as something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

For this reflection, consider the questions:

- What are you learning about instructional design through working on your final project?
- What is your project work teaching you about the course learning outcomes?
- How did the readings reinforce or challenge your work on your project?
- Where do you think you need additional support to fulfill the course learning outcomes?

Reflection Paper 10

Nov
15

Due: Wednesday, Nov 15 at 8:59 am

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address any questions provided in the assignment, as well as something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

For this reflection, consider the questions:

- What are you learning about instructional design through working on your final project?

- What is your project work teaching you about the course learning outcomes?
- How did the readings reinforce or challenge your work on your project?
- Where do you think you need additional support to fulfill the course learning outcomes?

Strategy and Requirements

Nov
15

Due: Wednesday, Nov 15 at 8:59 am

Homework assignments are meant to help you practice what you learned in-class, prepare for future class assignments, or produce work consistent with that done by instructional designers.

There is no standard length for homework assignments. Take whatever space you need (long or short) to adequately address all the requirements.

First, based on feedback you received on your inquiry/analysis, you should update your project description, goal, and success criteria. Particularly be sure to distinguish between the success of your project (what your clients care about) and the success of your product (what your students are learning). Also include any additional analysis you completed based on shortcomings you discovered while receiving feedback.

Next:

- Specify your learning outcomes or objectives
- Document any other requirements that must be met to satisfy other stakeholders or unavoidable constraints
- Select an instructional strategy that will achieve your objectives
- Document how you will modify your strategy to better fit with your constraints/opportunities
- Brainstorm ideas for assessments that will measure student achievement of objectives
- Describe the learning, instructional, or design theories you will find most helpful in developing your design further
- Confirm the authoring environment in which you will develop your module

You can submit your work in any format you'd like: written, photograph, sketches, etc. Just make sure it communicates your intent meaningfully, richly, accurately, and precisely.

Reflection Paper 11

Nov
29

Due: Wednesday, Nov 29 at 8:59 am

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address any questions provided in the assignment, as well as something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

For this reflection, consider the questions:

- What are you learning about instructional design through working on your final project?
- What is your project work teaching you about the course learning outcomes?
- How did the readings reinforce or challenge your work on your project?
- Where do you think you need additional support to fulfill the course learning outcomes?

Instructional Activity Plan

Nov
29

Due: Wednesday, Nov 29 at 8:59 am

Homework assignments are meant to help you practice what you learned in-class, prepare for future class assignments, or produce work consistent with that done by instructional designers.

There is no standard length for homework assignments. Take whatever space you need (long or short) to adequately address all the requirements.

Now that you've set a solid foundation for your project, by this week you need to start considering the actual instructional activities that will help your students achieve the goals you've set. Likely you've already given some thought to these issues. So the assignment due this week is simply to document those plans as rigorously as possible.

First, update your objectives, instructional theory, and strategy based on anything you've learned since your last milestone. Also identify the principles by which you think your strategy works.

Next, include:

- A model of the content your students will experience (systems, environments, or expert performance) in the instruction, and how your chosen strategy interacts with, or is influenced by, that model
- What specific activities you plan to implement to bring your strategy to life
- The media representations you will use to teach your students
- How you plan to prototype/test your instructional activities, before committing to them in a full design (be sure to include at least one prototype in this week's milestone)

Draft Project

Dec
06

Due: Wednesday, Dec 06 at 8:59 am

Homework assignments are meant to help you practice what you learned in-class, prepare for future class assignments, or produce work consistent with that done by instructional designers.

There is no standard length for homework assignments. Take whatever space you need (long or short) to adequately address all the requirements.

For this assignment you need to submit a complete draft of your project plan and documentation, and be prepared to show in class your project module.

Think of it as a set of blueprints, so the people approving or creating your design can clearly understand what you are proposing and accurately imagine what it will be like when it is complete.

This is not necessarily (or even likely) one document. It will likely be a collection of documents (e.g., a Word document justifying your use of theory and documenting your constraints; pictures or screenshots of products from which you derived precedent; a Storyline, Captivate or HTML package of your module, etc.).

Across all documents, you will want to make sure the following issues are addressed:

- Who is my client and what is their desire for change?
- Who are my students?
- What outcomes do I want students to achieve?
- How will I know my project is successful?
- What are my constraints?
- What learning theories are guiding my work?
- What instructional strategies will lead to my desired change?
- What instructional events or structures will bring my project to life?
- How do those events or structures work in my environment/context?
- What instructional media am I using? How does it contribute to my goals?
- How will I assess student learning?

To receive feedback on your project, be prepared to show off those components above in your module and/or documentation in which you're most interested in receiving feedback.

Reflection Paper 12

Dec
06

Due: Wednesday, Dec 06 at 8:59 am

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address any questions provided in the assignment, as well as something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

For this reflection, consider the questions:

- What are you learning about instructional design through working on your final project?
- What is your project work teaching you about the course learning outcomes?
- How did the readings reinforce or challenge your work on your project?
- Where do you think you need additional support to fulfill the course learning outcomes?

Reflection Paper 13

Dec
13

Due: Wednesday, Dec 13 at 8:59 am

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address any questions provided in the assignment, as well as something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

For this reflection, consider the questions:

- What are you learning about instructional design through working on your final project?
- What is your project work teaching you about the course learning outcomes?
- How did the readings reinforce or challenge your work on your project?
- Where do you think you need additional support to fulfill the course learning outcomes?

Final Project

Dec
13

Due: Wednesday, Dec 13 at 8:59 am

Homework assignments are meant to help you practice what you learned in-class, prepare for future class assignments, or produce work consistent with that done by instructional designers.

There is no standard length for homework assignments. Take whatever space you need (long or short) to adequately address all the requirements.

For this assignment you need to submit your final project and all associated documentation.

This is not necessarily (or even likely) one document. It will likely be a collection of documents (e.g., a Word document justifying your use of theory and documenting your constraints; pictures or screenshots of products from which you derived precedent; a Storyline, Captivate or HTML package of your module, etc.).

Across all documents, you will want to make sure the following issues are addressed:

- Who is my client and what is their desire for change?
- Who are my students?
- What outcomes do I want students to achieve?
- How will I know my project is successful?
- What are my constraints?
- What learning theories are guiding my work?
- What instructional strategies will lead to my desired change?
- What instructional events or structures will bring my project to life?
- How do those events or structures work in my environment/context?
- What instructional media am I using? How does it contribute to my goals?
- How will I assess student learning?

Service to advanced ID class

Dec
13

Due: Wednesday, Dec 13 at 11:59 pm

During the 2nd half of the semester you will perform some instructional design work for the advanced class in instructional design (IP&T 664), and, in turn, have work on your class project reviewed by them. Whatever service you complete must be done by the last day of class, but can be done starting in mid-October. Work does not need to be done all at once.

Criteria for the work the advanced class needs, as well as how to go about planning to help, will be discussed more in-class.

To give the 664 students a sense of how to effectively use your skills, please complete the following two question survey:

<https://goo.gl/forms/IKDlpHq66OBYyAFG3> (<https://goo.gl/forms/IKDlpHq66OBYyAFG3>)

Final Presentation

Dec
18

Due: Monday, Dec 18 at 7:00 am

Your final exam is a fifteen minute presentation on your class project.

About 2/3 of your presentation should be pitching your design:

- What is it? (short summary of your design idea)
- Who is it for? (your students and your clients)
- What it is good for? (outcomes for your students and how it fulfills your clients' desires)
- What is cool about it? (show it off!)
- Can you justify it? (why did you make the choices you did? practical reasons? theoretical reasons? strategic reasons? constraints that affected what you were able to do?)
- Did it work? (results of any evaluation with students or clients, about both outcomes and client satisfaction)

Don't treat the above as an outline - work all of the points into a cohesive presentation story that gets your audience excited about what you did.

The last third of your presentation should be a reflection on what you learned about instructional design through doing your project. Include things like what you learned about:

- Design processes
- Design habits
- Design character
- Using theory
- Things that can go wrong
- Things that can go right
- How to deal with failure
- Handling constraints
- Collaboration
- Creativity

Again, this is not an outline of what you have to include, but some ideas to get you thinking about things you may have learned.

Attendance

Dec
21

Due: Thursday, Dec 21 at 11:59 pm

4 points for being in class

2 points if more than 15 minutes late

One missed class can be dropped without penalty

University Policies

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, Brigham Young University prohibits sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful.

Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation.

(<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Schedule

Date	Class topic	Readings due	Assignments due
Week 1			
W Sep 06 Wednesday	What is learning? What is instruction?		
Week 2			
W Sep 13 Wednesday	What is design? How do designers work?	Design for How People Learn (DPL) chapter 4 Architectural Approach to Instructional Design (ID) chapter 5 (to p. 131, heading What Is Technology?)	Reflection Paper 1 Teach What You Learned
Week 3			

W Sep 20 Wednesday	Who should we teach? Why do we need to teach them?	ID chapter 3; chapter 5 (pp. 135-143) The Creative Spirit of Design (found in Library Resources)	Everyday Designing Reflection Paper 2 Research Design Processes
Week 4			
W Sep 27 Wednesday	What should we teach? Why does this need to be taught? How do I choose an instructional strategy?	DPL chapters 1-2 ID Appendix A, B Readings from Anderson and Krathwohl (found in Library Resources)	Reflection Paper 3 Simple Skill - Student/Stakeholder Analysis
Week 5			
W Oct 04 Wednesday	How is instruction actually designed? Part 1	DPL chapter 3 ID chapter 11	Reflection Paper 4 Simple Skill - Objectives/Content/Strategy Analysis
Week 6			
W Oct 11 Wednesday	How is instruction actually designed? Part 2	ID chapter 2 First Principles of Instruction (Found in Library Resources)	Reflection Paper 5 Simple Skill - Instructional Materials
Week 7			
W Oct 18 Wednesday	How is instructional design informed by theory?	DPL chapters 6-7	Reflection Paper 6 Submit Topic Area for Class Project

	How does theory shape future decisions?		
Week 8			
W Oct 25 Wednesday	In-class critiques of project scopes (receive support from IP&T 664 students)	ID chapters 6-7	Completed Project Inquiry Reflection Paper 7
Week 9			
W Nov 01 Wednesday	In-class critiques of project inquiry (receive support from IP&T 664 students)	DPL 5, 8	Reflection Paper 8
Week 10			
W Nov 08 Wednesday	NO CLASS - AECT		Reflection Paper 9
Week 11			
W Nov 15 Wednesday	In-class critiques of project strategy (small groups in-class; your time TBD)	DPL 9-10	Reflection Paper 10 Strategy and Requirements
Week 12			
T Nov 21 Tuesday	Friday Instruction		
W Nov 22 Wednesday	No Classes		
Week 13			
W Nov 29 Wednesday	In-class critiques of project activities	DPL 11-12	Instructional Activity Plan Reflection Paper 11

	(small groups in-class; your time TBD)		
Week 14			
W Dec 06 Wednesday	Feedback on your project (small groups in-class; your time TBD)	ID chapter 16	Draft Project Reflection Paper 12
Week 15			
W Dec 13 Wednesday	Feedback on your project Presenting your project	Materials to prepare for your presentation (TBD)	Final Project Reflection Paper 13 Service to advanced ID class
Week 16			
M Dec 18 Monday	Final Exam: 150 MCKB 7:00am - 10:00am		Final Presentation
W Dec 20 Wednesday			
Th Dec 21 Thursday			