

Course Syllabus

Instructor

Jason McDonald

Email: jason@byu.edu (<mailto:jason@byu.edu>)

Phone: 801-422-3674

Office: 150-E MCKB

T, Th 2:00 - 3:00pm

Office

hours: (through Zoom: <https://byu.zoom.us/j/97772109395>

<https://byu.zoom.us/j/97772109395>)

Course Overview

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

Instructional design is a field that creates products, environments, or experiences that encourage or accelerate human learning. It's situated in a broader context of skills like evaluation and instructional materials production. In this course you'll 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'll be able to complete simple instructional design project that includes both a knowledge component and a skill component, and that is 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;
- Accounting for issues of equity, access, justice, etc. in your designs;
- Pursuing qualities in your design that reflect your highest ideals, and then taking responsibility for

- your actions as a designer;
- Etc.

Course Readings

The major books for this course are:

- [Design for How People Learn](https://www.amazon.com/Design-People-Learn-Voices-Matter/dp/0134211286/) (<https://www.amazon.com/Design-People-Learn-Voices-Matter/dp/0134211286/>) (this link will take you to Amazon. If you prefer to purchase the book from BYU you can find information at the [BYU Store Booklist](https://booklist.byu.edu/) (<https://booklist.byu.edu/>))
- [Design for Learning: Principles, Processes, and Praxis](https://edtechbooks.org/id) (<https://edtechbooks.org/id>) (this is an open textbook provided online without cost)

There will also be a few other articles or chapters to read throughout the semester that will be provided to you. Details about readings can be found in the individual assignments in Canvas.

Learning Outcomes

- Define an instructional challenge
- Assess instructional situations
- Design instructional strategies and activities
- Create instructional materials
- Demonstrate design character

Grading Policies

This course is project-based. Throughout the semester you'll complete a unit of instruction that has the following characteristics:

- For a specific learner audience
- Aligned with the expectations they or others to whom they're responsible have about what's important for them to learn
- Teaches both a knowledge component and a skills component
- (for students in the IP&T department) Developed using one of the software tools taught in IP&T 560
- Is actually used in some fashion by your learner audience, with evidence gathered of how well the intended learning goals were meant

Each of these standards will be explained and elaborated throughout the course. Smaller projects

throughout the semester will prepare you for your final project submission that will be turned in on the last day of classes. You'll then present your project to the rest of the class as your final exam. Other assignments throughout the semester will also prepare you to better complete your project. Instructions can be found in the Assignments section of Canvas.

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. You'll also receive multiple opportunities to receive feedback from myself, other students, or guests before I grade many of your assignments. I hope you'll take advantage of these opportunities to make your work as high-quality as you can. My goal is for you to be successful, and have your mastery of instructional design skills reflected in the grade you receive at the end of the semester.

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

A	94-100	B-	80-82.*	D+	68-69.*
A-	90-93.*	C+	78-79.*	D	63-67.*
B+	88-89.*	C	73-77.*	D-	60-62.*
B	83-87.*	C-	70-72.*	F	<=59.*

Participation and Attendance

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.

This is an online class with a synchronous component. We usually won't meet together for the full three hours each week, but whenever we do meet the expectation is you're in attendance. ([you can find an anticipated calendar here](#) (<https://docs.google.com/document/d/15qKnJW2l9w4pe0a22miF8ZPbo2ZbJnHtTdXiHCU7n-A/edit?usp=sharing>).

The Zoom link for the class is: <https://byu.zoom.us/j/93139066771>

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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. If you must miss a class session it is your responsibility to meet with me or another student to make sure you have the background you need to successfully complete the assignments that will follow.

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 primarily take place through materials provided in the Canvas course.

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 class.

University Policies

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.

Preventing & Responding to Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful 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 all university employees 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 (<mailto: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.

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.

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

Mental Health













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/>).

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.

Course Summary:


Date	Details
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Sun Sep 6, 2020	 Getting started	to do: 11:59pm
	 Expectations (https://byu.instructure.com/courses/8364/assignments/308313)	due by 11:59pm
	 Instructional examples (https://byu.instructure.com/courses/8364/assignments/308312)	due by 11:59pm
Tue Sep 8, 2020	 Unit 1 reflections (https://byu.instructure.com/courses/8364/assignments/308308)	due by 11:59pm
	 Foundations - Learning, learners, and instructional design	to do: 11:59pm
	 Annotated diagram of the Downes Theory of Education (https://byu.instructure.com/courses/8364/assignments/308315)	due by 11:59pm
	 Environmental analysis submission (https://byu.instructure.com/courses/8364/assignments/308311)	due by 11:59pm
	 Persona submission (https://byu.instructure.com/courses/8364/assignments/308310)	due by 11:59pm
Tue Sep 15, 2020	 Understanding *your* learners and their environment	to do: 11:59pm
	 Documents from your learner analysis (https://byu.instructure.com/courses/8364/assignments/308318)	due by 11:59pm
	 Getting to know your class group (https://byu.instructure.com/courses/8364/assignments/308329)	due by 11:59pm
	 Unit 2 reflections (https://byu.instructure.com/courses/8364/assignments/308307)	due by 11:59pm

 [Unit 3 reflections](https://byu.instructure.com/courses/8364/assignments/308306)
(<https://byu.instructure.com/courses/8364/assignments/308306>) due by 11:59pm

 [Critiques of personas and environmental analysis](#) to do: 11:59pm

Tue Sep 22, 2020

 [Final persona and environmental analysis submission](https://byu.instructure.com/courses/8364/assignments/308319)
(<https://byu.instructure.com/courses/8364/assignments/308319>) due by 11:59pm

 [Finding instructional examples - text](https://byu.instructure.com/courses/8364/assignments/308326)
(<https://byu.instructure.com/courses/8364/assignments/308326>) due by 11:59pm

Tue Sep 29, 2020

 [Everyday designing](https://byu.instructure.com/courses/8364/assignments/308309)
(<https://byu.instructure.com/courses/8364/assignments/308309>) due by 11:59pm

 [Unit 4 reflections](https://byu.instructure.com/courses/8364/assignments/308305)
(<https://byu.instructure.com/courses/8364/assignments/308305>) due by 11:59pm

 [Design processes and defining design problems/learning goals](#) to do: 11:59pm

Tue Oct 6, 2020

 [Finding instructional examples - graphics](https://byu.instructure.com/courses/8364/assignments/308323)
(<https://byu.instructure.com/courses/8364/assignments/308323>) due by 11:59pm

 [Learning goals](https://byu.instructure.com/courses/8364/assignments/308330)
(<https://byu.instructure.com/courses/8364/assignments/308330>) due by 11:59pm

 [Problem framing](https://byu.instructure.com/courses/8364/assignments/308332)
(<https://byu.instructure.com/courses/8364/assignments/308332>) due by 11:59pm


 [Unit 5 reflections](https://byu.instructure.com/courses/8364/assignments/308304)
(<https://byu.instructure.com/courses/8364/assignments/308304>) due by 11:59pm

 [Content and task analysis](#) to do: 11:59pm

 [Critical incident analysis](https://byu.instructure.com/courses/8364/assignments/308317) due by 11:59pm
(<https://byu.instructure.com/courses/8364/assignments/308317>)


Tue Oct 13, 2020

 [Finding instructional examples - audio or video](https://byu.instructure.com/courses/8364/assignments/308322) due by 11:59pm
(<https://byu.instructure.com/courses/8364/assignments/308322>)

 [Procedure analysis](https://byu.instructure.com/courses/8364/assignments/308333) due by 11:59pm
(<https://byu.instructure.com/courses/8364/assignments/308333>)

 [Topic analysis](https://byu.instructure.com/courses/8364/assignments/308336) due by 11:59pm
(<https://byu.instructure.com/courses/8364/assignments/308336>)

 [Unit 6 reflections](https://byu.instructure.com/courses/8364/assignments/308303) due by 11:59pm
(<https://byu.instructure.com/courses/8364/assignments/308303>)

 [Designing instructional activities](#) to do: 11:59pm

Tue Oct 20, 2020

 [Finding instructional examples - simulations or games](https://byu.instructure.com/courses/8364/assignments/308325) due by 11:59pm
(<https://byu.instructure.com/courses/8364/assignments/308325>)

 [Structured brainstorming](https://byu.instructure.com/courses/8364/assignments/308335) due by 11:59pm
(<https://byu.instructure.com/courses/8364/assignments/308335>)

 [Unit 7 reflections](https://byu.instructure.com/courses/8364/assignments/308302) due by 11:59pm
(<https://byu.instructure.com/courses/8364/assignments/308302>)

 [Prototyping instructional activities](#) to do: 11:59pm

Tue Oct 27, 2020

 [Finding instructional examples - performance support materials](https://byu.instructure.com/courses/8364/assignments/308324) due by 11:59pm
(<https://byu.instructure.com/courses/8364/assignments/308324>)

 [First two project prototypes](https://byu.instructure.com/courses/8364/assignments/308327) due by 11:59pm
(<https://byu.instructure.com/courses/8364/assignments/308327>)

 [Prototype-it challenge](https://byu.instructure.com/courses/8364/assignments/308334) due by 11:59pm
(<https://byu.instructure.com/courses/8364/assignments/308334>)

 [Unit 8 reflections](https://byu.instructure.com/courses/8364/assignments/308301) due by 11:59pm
(<https://byu.instructure.com/courses/8364/assignments/308301>)

 [Measuring student learning and additional prototypes](#) to do: 11:59pm

Tue Nov 3, 2020

 [Additional prototypes](https://byu.instructure.com/courses/8364/assignments/308314) due by 11:59pm
(<https://byu.instructure.com/courses/8364/assignments/308314>)

 [Assessment measures for your project](https://byu.instructure.com/courses/8364/assignments/308316) due by 11:59pm
(<https://byu.instructure.com/courses/8364/assignments/308316>)

 [Implementation and evaluation ideas](https://byu.instructure.com/courses/8364/assignments/308299) due by 11:59pm
(<https://byu.instructure.com/courses/8364/assignments/308299>)

Tue Nov 17, 2020

 [Unit 9 reflections](https://byu.instructure.com/courses/8364/assignments/308300) due by 11:59pm
(<https://byu.instructure.com/courses/8364/assignments/308300>)

 [Implementation and summative evaluation](#) to do: 11:59pm


 [Planning your final project](https://byu.instructure.com/courses/8364/assignments/308331) due by 11:59pm
(<https://byu.instructure.com/courses/8364/assignments/308331>)

 [Unit 10 reflections](https://byu.instructure.com/courses/8364/assignments/308298) due by 11:59pm
(<https://byu.instructure.com/courses/8364/assignments/308298>)

Tue Dec 1, 2020

 [Holistic design and full project prototypes](#) to do: 11:59pm

 [Full project prototype](https://byu.instructure.com/courses/8364/assignments/308328) due by 11:59pm
(<https://byu.instructure.com/courses/8364/assignments/308328>)

 [Being an instructional designer and final project submission](#)

to do: 11:59pm

Thu Dec 10, 2020

 [Final project submission](#)
(<https://byu.instructure.com/courses/8364/assignments/308321>)

due by 11:59pm

Mon Dec 14, 2020

 [Final project showcase](#)
(<https://byu.instructure.com/courses/8364/assignments/308320>)

due by 8am
