

Submit original with signatures + 1 copy + electronic copy to UAF Governance.

See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL**

**SUBMITTED BY:**

Department	Graduate	College/School	Education
Prepared by	Carol Gering	Phone	479-4757 (Gering) 474-5453 (Roehl)
Email Contact	csgering@alaska.edu	Faculty Contact	Roy Roehl

**1. ACTION DESIRED**

(CHECK ONE):

Trial Course

New Course

X

**2. COURSE IDENTIFICATION:**

Dept

ED

Course #

F653

No. of Credits

3

Justify upper/lower division status & number of credits:

Graduate level reading and assignments.

**3. PROPOSED COURSE TITLE:**

Instructional Design

**4. To be CROSS LISTED?**

YES/NO

No

If yes, Dept:

Course #

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

**5. To be STACKED?**

YES/NO

No

If yes, Dept.

Course #

**6. FREQUENCY OF OFFERING:**

As demand warrants

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

**7. SEMESTER & YEAR OF FIRST OFFERING (if approved)**

2011-12 academic year

**8. COURSE FORMAT:**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT:

(check all that apply)

1

2

3

4

5

XX

6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

Web Based

**9. CONTACT HOURS PER WEEK:**

LECTURE  
hours/weeks

LAB  
hours /week

PRACTICUM  
hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty/cd/credits.html> for more information on number of credits.

OTHER HOURS (specify type)

3 hours per week, web based

**10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):**

ED F653

Instructional Design

3 credits

As Demand Warrants

Instructional design combines technology skills with application of learning theory to maximize the effectiveness of education. This course explores instructional design from a practical perspective. Students will acquire hands-on practice with a variety of computer-based tools while exploring instructional methods and principles of design *Prerequisite: Admission to the Master of Education in Technology Innovation or permission of instructor.* (3+0)

**11. COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core?

YES

NO

X

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6

W = Writing Intensive, Format 7

Natural Science, Format 8

**12. COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES

NO

X

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

**13. GRADING SYSTEM:** Specify only one.

LETTER:

X

PASS/FAIL:

**RESTRICTIONS ON ENROLLMENT (if any)**

**14. PREREQUISITES**

Admission to the Master of Education in Technology Innovation or permission of instructor.

These will be required before the student is allowed to enroll in the course.

**15. SPECIAL RESTRICTIONS, CONDITIONS**

None

**16. PROPOSED COURSE FEES**

None

Has a memo been submitted through your dean to the Provost & VCAS for fee approval?  
Yes/No

**17. PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes/No

NO

If yes, give semester, year, course #, etc.:

**18. ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

Minimal impact as this is an asynchronous course cosponsored with the Center for Distance Education

**19. LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

X

Students will utilize Academic Search Premier

**20. IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

School of Education will be able to offer a web based, asynchronous Master of Education with emphasis in education technology. (M. Ed. in Instructional Technology Innovation)

**21. POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

**Positive:** Master of Education in Instructional Technology Innovation (MITI) will address stated desire from teachers and other community members for a web based M. Ed. with an education technology emphasis

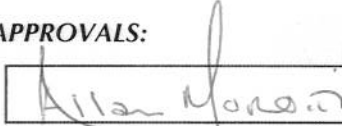
**Negative:** None anticipated

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

**"Instructional Design" is one of eight proposed courses that will make up the Master of Education in Instructional Technology Innovation. This entire degree will be available through asynchronous web based delivery. The targeted audience for this course and the degree program includes teachers, IT specialists in school districts, and instructional designers in an education or business setting.**

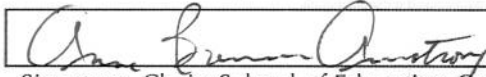
**APPROVALS:**



Signature, Chair, School of Education Graduate Program, Allan Morotti

Date

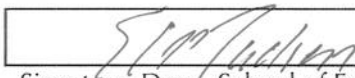
1/10/2011



Signature, Chair, School of Education Curriculum Council, Anne Armstrong

Date

1.14.2011



Signature, Dean, School of Education, Eric Madsen

Date

1/14/11

Signature of Provost (if applicable)

Date

**Offerings above the level of approved programs must be approved in advance by the Provost.**

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

Signature, Chair, UAF Faculty Senate Curriculum Review Committee

Date

# ED 653 Instructional Design

3 Credits

Carol Gering, Instructor ([csgering@alaska.edu](mailto:csgering@alaska.edu))

Fall 2011

Phone: 907-479-4757

Office hours by appointment: 2175 University Ave. S., Suite 200

## Catalog Description

Instructional design combines technology skills with application of learning theory to maximize the effectiveness of education. This course explores instructional design from a practical perspective. Students will acquire hands-on practice with a variety of computer-based tools while exploring instructional methods and principles of design.

## Prerequisites

Students must either be admitted to the Master of Education in Instructional Technology Innovation program or obtain instructor permission to enroll in this course. Instructor approval for MITI program courses is based on equivalent class work or work performance demonstration.

## Students in the Course will:

- create media-rich educational content
- write effective, measurable learning objectives
- create multi-layered rubrics for assessing student work
- design assessments based on desired outcomes
- map strategies for learning activities that link to outcomes
- critically evaluate tools and methods

## Meeting Information

This is an online course. Please log in to Blackboard:

<http://classes.uaf.edu>

## Alignment with School of Education Mission

This course supports the UAF School of Education's mission by providing students with the skills necessary to design thoughtful individualized instructional environments utilizing technologies and strategies appropriate to all learners. Students will acquire skills in the management and implementation of technology that will enhance their professional qualifications based on ISTE and Alaska teacher standards for technology and instructional design.

## Plagiarism and Academic Honesty

Plagiarism is using what another person has developed as your own words or thoughts. Plagiarism is never acceptable. UAF requires students to conduct themselves honestly and responsibly and to respect the rights of others. Cheating, plagiarism or other forms of academic dishonesty may result in disciplinary action and sanctions.

The UAF Student Code of Conduct is adhered to in this course:

<http://www.uaf.edu/schedule/conduct/#condu>

## Disability Services

Disability Services, a part of UAF's Center for Health and Counseling, provides services for UAF students with disabilities to ensure equal access to educational opportunities. Services are free of charge and available to any student who qualifies as a person with a disability. Some of the services provided include note takers, readers, audio-taped texts, test proctoring and other alternative testing arrangements and sign language interpreters. Other available resources include enlarged print and other adaptive materials, and assistive technology at the Assistive Technology Lab. Disability Services provides referral to other campus and community resources, advocacy for students needing accommodations from faculty and staff, and

To discuss eligibility and available services, call the Center for Health and Counseling at 474-7043 or TTY 474-7045 and schedule an appointment with the coordinator of Disability Services.

## Student Services

The Division of Student Services provides student-centered programs and services designed to assist students in achieving their personal, academic and career goals. In collaboration with the academic deans, we lead the university in recruiting a diverse student body. With the use of ongoing assessment we support and develop programs and communities that contribute to the retention, success and leadership development of students. Go to <http://www.uaf.edu/ses/> to learn more.

The Center for Distance Education provides student service support for this online course. See their website at: <http://distance.uaf.edu>

Writing support services are available to UAF students through the Writing Center, located in 801 Gruening, 474-5314, online at: <http://www.alaska.edu/english/studentresources/writing/>. You are encouraged to use this resource to meet writing expectations.

Technology support services are available through the OIT Support Center, 450-8300 (Toll Free: 800-478-8226), online at: <http://www.alaska.edu/oit/sc/about/contact.xml>, and via email to [helpdesk@alaska.edu](mailto:helpdesk@alaska.edu).

## Required Text

Wiggins, G. P., & McTighe, J. (2005). *Understanding by Design, Expanded 2nd Edition*. Alexandria, VA: Association for Supervision and Curriculum Development.

## Required Readings

Choi, H.J., & Johnson, S.D. (2005). The effect of context-based video instruction on learning and motivation in online courses. *The American Journal of Distance Education*, 19(4), 215.

Hew, F.H. (2009). Use of audio podcast in K-12 and higher education: a review of research topics and methodologies. *Education Technology Research and Development*, 57, 333-357.

Jonassen, D.H., & Hernandez-Serrano, J. (2002). Case-based reasoning and instructional design: Using stories to support problem solving. *Educational Technology, Research and Development*, 50(2), 65.

Krathwohl, D. (2002). A Revision of Bloom's Taxonomy: An Overview. *Theory Into Practice*, 41(4), 212.

Mayer, R. (2008). Applying the science of learning: Evidence-based principles for the design of multimedia instruction. *American Psychologist*, 63(8), 760-769.

Moreno, R. (2004). Decreasing cognitive load for novice students: Effects of explanatory versus corrective feedback in discovery-based multimedia. *Instructional Science*, 32(1-2), 99-113.

Pintrich, P. (2002). The Role of Metacognitive Knowledge in Learning, Teaching, and Assessing. *Theory Into Practice*, 41(4), 220.

## Course Fees

There are no fees associated with this class. Software used in the course will be available as freeware, shareware or trial versions for both Windows and Macintosh operating systems. A personal web domain will have been established in ED 651 Web 2.0 Fundamentals.

## Writing Standards

Citations and references should adhere to the American Psychological Association (APA) Formatting and Style Guide. Homework and projects will be evaluated for proper spelling and grammatical usage.

## Technology Requirements

This is an online course. Students will use a computer to communicate, to access online multimedia (audio, video, Flash), and to create multimedia. Consistent Internet access and a computer with the ability to record and broadcast sound via a built-in or external mic or a headset will be required.

Students are expected to be active participants in online exchanges with MITI cohorts and with other colleagues and mentors through a personal learning network. Additionally, there will be periodic online interaction with the instructor using Elluminate (ELive).

Students will be expected to have the most current versions of several applications that will be used in this course, including QuickTime, Flash (Mac|Windows), iTunes and Java.

## Instructional Methods

A variety of instructional methods will be used in this course, including Internet research, reading assignments, discussion, reflection, presentation, peer evaluation, and hands-on practice.

## Assessment

Students will be assessed in three areas: technical skill, practical application of learning theory, and contribution to the community of learners.

Final course grade will be calculated using the following formula:

- active contributions to class discussion: 15%
- reflection activities: 10%
- homework: 25%
- critical evaluation of tools and methods: 10%
- projects: 20%
- online learning module design: 20%

## Course Assignments

### Class discussions—15%

Students are required to contribute meaningfully to online class discussions and peer review of projects. The minimum quantity of participation is one original post and one response per week. Beyond this minimum requirement, grading will be based on the quality of participation, not on the number of posts.

### Reflection activities—10%

At three points in the semester, students will be asked to reflect on their own learning. Scoring for these activities will be based on thoughtful, articulate descriptions of challenges, progress, and focus for sustained growth or improvement.

### Homework—25% (five assignments @ 5% each)

1. Establish or revitalize your personal learning network (5%)
2. Identify one *enduring understanding* and outline a strategy map to include essential questions, desired evidence of learning, assessments, and learning activities. (5%)
3. Write three measurable learning objectives for the *enduring understanding* in homework #2. (5%)
4. Design and implement a student assessment, complete with a scoring rubric. (5%)
5. Create one page of text and graphics or one multimedia element. Demonstrate how your design addresses issues of accessibility and copyright. (5%)

### Critical evaluation of tools and methods—10%

Write a 5-page evaluation paper. Using the strategy map developed in Homework Assignment 2, consider at least three tools (or methods) that might be used to reach the desired outcome. Compare and contrast strengths and weaknesses of each. Cite research-based evidence to support your final conclusions about the most effective tool/methods for use in this instance. Citations and references must adhere to the American Psychological Association (APA) Formatting and Style Guide.

### Projects—20% (four projects @ 5% each)

1. Create an original graphic for use in instruction (examples might include diagrams, photos, annotated screen shots, course banner) (5%)
2. Create a brief (~5 minutes) audio podcast for use in instruction. (5%)
3. Create and publish a brief video or screencast (5%)



4. Use web-based tools to design a learning activity. (5%)

## **Online Learning Module Design—20%**

The culminating project for the course is the design of an online learning module. It may be presented either in a Learning Management System (e.g., Blackboard, Moodle), or on a web site (e.g., Google Sites), and should include objectives, content, learning activities, and assessment. Scoring will be based on coherence, navigability, thoroughness, clear instructions, and purposeful content.

## **Portfolio**

The instructor will review and comment on each assignment. Most assignments will also undergo a peer review process before they are included in the student's portfolio.

## **Assignment Due Dates**

This is a cohort-based class with assignment and activity deadlines. Late assignments will be penalized at 10% per day unless an excused exception has been arranged with the instructor.

## **Attendance Policy**

Students bring a variety of experiences and knowledge to the class cohort. Each student's unique perspective is an important component of the learning experience for their peers and colleagues—students will be expected to contribute and collaborate actively. During the eighth week of the semester, students who have not participated significantly will be withdrawn from the course.

## **Schedule of Topics**

Topics will be explored on a weekly schedule (one topic per week). Assignments related to each topic will span multiple weeks, incorporating a cycle of draft, peer/instructor feedback, revision, final evaluation. Weekly topics:

- Personal Learning Environments
- Instructional Design Foundations
- Learning Outcomes
- Content Creation: graphics
- Learning Management Systems
- Learning Assessment Cycle
- Content Creation: audio and podcasting
- Structure and Cognitive Load
- Content Creation: video
- Copyright, Creative Commons, and Fair Use
- Designing for Accessibility
- Content Creation: web-based tools