

# **Instructional Design EDT 666 Spring 2009**

## **Tuesday 5 – 7:20**

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### **Course Goals:**

1. Understand the ID (instructional design) process.
2. Understand basic vocabulary including: ADDIE, Task Analysis, Needs Analysis, HPT, Evaluation.
3. Understand the difference between training and performance.
4. Apply the ID process to build training interventions.

### **Over all, I hope that you will come out of the class with the following changes in behavior:**

1. Realize that you are constantly making instructional design decisions.
2. Be more aware of what decisions you are making.
3. Be able to explain WHY you made decisions.
4. Be able to reflect upon how successful your decisions were.
5. Be able to consider changes in practice based on your reflections.

### **NETs Standards**

**TF-II.A.2** Consult with teachers as they design methods and strategies for teaching computer/technology concepts and skills within the context of classroom learning.

**TF-II.F.1** Assist teachers as they identify and apply instructional design principles associated with the development of technology resources.

**TF-III.A.5** Use methods and strategies for teaching concepts and skills that support use of media-based tools such as television, audio, print media, and graphics.

**TF-IV.B.1** Guide teachers as they use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

**TF-V.B.1** Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.

**TF-V.C.5** Use instructional design principles to develop hypermedia and multimedia products to support personal and professional development.

**TF-V.C.6** Select appropriate tools for communicating concepts, conducting research, and solving problems for an intended audience and purpose.

**TF-VI.B.1** Assist teachers in selecting and applying appropriate technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

**TF-VII.A.2** Use local mass storage devices and media to store and retrieve information and resources.

## **Introduction**

This is a very exciting class, one that is very near to my heart. I am personally fascinated with instructional design – how do we develop and improve learning situations. During this course, there will be a lot of reading, a lot of learning new tools, and a lot of work. The interventions you develop are needed and will be used. This is authentic learning, so step up and let's get to it! As with any authentic learning environment, there will be adjustments to format and form necessary to meet the needs that arise during our Practice. It is essential that you keep an open flow of information between yourself and your team mates and between yourself and me. I am not psychic! If you are feeling good or bad, you have to let me know.

For your work in teams, I am not initially going to assign roles, but I would suggest you do so within your groups. It makes life easier. In an instructional development team, the standard roles are: Lead instructional designer, Editor, Media Specialist, Graphic Designer and sometimes interface specialist. Now, because this is a class, I would like everyone to have a go at all activities. I suggest you assign these roles as final check points, not as the person who does all that work. So, the graphic artist has final say in the look of the piece. If you need some guidance here, I would be happy to provide it.

## **Format of classes**

Each class will be roughly divided into four sections. 1) A short Lecture 2) Discussion of reading 3) Learning a skill necessary for building effective instruction 4) Using skills and theory learned to build trainings.

**The idea is some theory + more skills WITHIN practice.**

## **Participation**

As you can tell, in class discussion and in class work is an essential part of this class. You need to attend and participate in order to make this class work. Because of this, a significant part of your grade is based on participation. Missing two classes will result in dropping your final grade a letter. Missing more than 3 (whether excused or not) will result in failing the class. Coming in tardy more than 3 times will result in dropping your final grade a letter. Tardy more than 5 times will result in failing the class.

## **Activities**

### **1. Task Analysis 10 points Due 2/3**

- a. Choose a simple task (make a word document, boil an egg, wash a dish)
- b. List the pre-knowledge required for a person to be able to do the task.
- c. List the steps a person would have to do given they possessed the pre-knowledge.
- d. Write a short (1-2 page) paper considering what you learned. Then, consider the following:
  - i. What would you like to know about the learner?
  - ii. How would you check to see if they learned?
  - iii. When would you check?
  - iv. How would you deliver the training?
    1. Why?

- v. What other things would affect the way you approached designing the training?
  - vi. Pick one difference and talk about how you would revise your training.
2. **Print Intervention – Group project – Individual Reflection. 10 points. Due in class 2/17**

See instructions on the class web page.

After your group builds the print project, reflect on the process for a personal paper. Include both the group decisions and what you might have done differently, both if you were working alone and based on what you have learned. Also include what you have learned about design, particularly from the user tests and what you have learned about yourself as a learner.

3. **Plan for analysis. Defined population and need. 10 points Due 3/10**

Information on web site. Turn in:

- a. Statement of the population and the need (either provided or approved by instructor).
  - b. What questions and tools you would use to ascertain user analysis.
  - c. What questions and tools you would use to ascertain needs analysis.
  - d. What questions and tools you would use to ascertain environmental analysis.
  - e. What kinds of evaluations you would use at what times to evaluate both your intervention and your population.
  - f. Initial thoughts about the intervention.
4. **Video/Web based performance project. 15 Points Due April 28**
- Information will be posted on the web site. You will pick a task that naturally lends itself to presentation on web, computer, and/or video. You will analyze the needs, develop an intervention, and build it. This is a performance support piece, so you will only be supporting a small task. The purpose is to 1) use a new medium and 2) think about what can/should be supported with performance, not with instruction.

5. **Test 5 points**

In class, open notes and book. Test of vocabulary and concepts. Test is posted online and on blackboard. The purpose is to provide a guide to the important concepts.

6. **Posts on Cook and Brown -5 points to +5 points**

The Cook and Brown article is very important and very difficult to read and understand. I want to use the process as not only a way to understand their ideas, but a way to look at **your own process of learning**. So, during the weeks we are reading and discussing C & B, you will be required to post at least 2 questions, at least one comment, and at least 1 response in the Blackboard forum for C&B.

7. **Report on an ISD model 7 extra credit points –10 if you don't do this**

There are dozens of ISD models out there. I have many in books and there are many in Journals (Educational Technology Research and Development ETR&D, and Performance Improvement Quarterly among others). Pick a model. Read up on it (at least one article or chapter and a few web sites), write a paper (3ish pages) and do a short presentation discussing 1) what it is 2) how it is different from others we have discussed 3) strengths and applications, and 4) weaknesses. Present to class.

## **8. Participation            30 points**

As we all learn from each other, you must come to class otherwise we all are diminished. You need to participate. So, you receive the following: 0=not there; 1=excused absence; 2= present, but minor participation; 3= active participation. 14 classes, but I don't give points for first and last. 12 class = possible 36 points (so possible 6 extra credit points).

## **9. Big Professional Development        20 points**

Take what you have learned and build a learning intervention (either training or performance support). Go through the process of analyzing the target population, the happy place, the gap, the environment. Do this formally, in writing. Then design an intervention, deliver it, evaluate the effectiveness. Write a report that explains what you did, why you did it, how it worked, what you would change. Also develop a short presentation for the class.

### **In class project**

During the last four weeks of the semester, we will try to have time to design and build a series of learning interventions for people (teachers, students, faculty, and candidates). We will combine our analysis skills and building skills to support their use of technology in support of learning.

## **Readings**

I used to require Ruth Clark's *Building Expertise: Cognitive Methods for Training and Performance Improvement*. I do not require it anymore, but it is an excellent source for those going into training, even 'though she tends toward the behavioral in approach. I found it hard to read quickly. This is a book to chew on a page at a time.

I also recommend you purchase Williams, R. Design for Non-Designers. I will discuss this in one class. However, you will use Williams again and again. This is the best easy introduction to things design-ish.

In addition, there will be extensive readings throughout the semester. These will be posted on blackboard and on [uhaweb.hartford.edu/schatz](http://uhaweb.hartford.edu/schatz) .

## **Some Online Resources**

1. <http://coe.sdsu.edu/eet/Articles/k4levels/index.htm> Encyclopedia of Educational Technology
2. Big Dog's site <http://www.nwlink.com/~donclark/contents.html>
3. ISPI – [www.ispi.org](http://www.ispi.org) & ASTD [www.astd.org](http://www.astd.org)
4. Discussion boards.

## **Contacting me**

I am here on Tuesday and Thursday afternoons. I am here most days when I am not teaching. I am almost always online when I am awake and not driving. My office is Hillyer 226. My phone is 768-4277. My email is [schatz@hartford.edu](mailto:schatz@hartford.edu). If you are interested in talking, drop by or contact me. I'm available to talk about the class.. or anything else of interest.

## Schedule

One of the strengths of instructor led training is the ability to adjust the training to the needs of the class. Therefore, this schedule may change. However, we will start in this direction and see where the semester takes us.

		<b>Theory</b>	<b>Lecture</b>	<b>Activity</b>	<b>Homework</b>
<b>1</b>	27-Jan	1. Answer Questions 2. About the class	Intro ISD Task Analysis	Task Analysis (Scanner)	Read Molinda, Schatz #17 <b>Task An. Due 2/3</b>
<b>2</b>	3-Feb	ISD F & L Questions	Mediums	Design and Build Print	Task Analysis Schatz #2
<b>3</b>	10-Feb	User Analysis-Formative, developmental, Summative Methods	Happy Place	User Testing	Schatz # 6
<b>4</b>	17-Feb	MITs, Discuss print	Needs analysis - methods using video of class	PPT Book, Inspiration for flow	Cook and Brown, Online posting
<b>5</b>	24-Feb	Performance vs. Training	Cook and Brown	Rapid Prototype - User feedback	Cook and Brown, Online posting
<b>6</b>	3-Mar	Cook and Brown	ISD Reports Problem of scale Explain final project	Finish PPT	Analysis Project Due 3/10 Brown, Collins, Duguid
<b>7</b>	10-Mar	Brown, Collins, Duguid	ISD Reports Powers of Media revisited Powers of Web	Camtasia	Brown, Collins, Duguid
<b>Vac</b>	17-Mar	Break			
<b>8</b>	24-Mar	Brown, Collins, Duguid	ISD Reports	Camtasia	
<b>9</b>	31-Mar	Design in other fields	ISD Reports	Camtasia	
<b>10</b>	7-Apr	Minimalist	ISD Reports	Video	
<b>11</b>	14-Apr	Vocab Test	ISD Reports	Video	
<b>12</b>	21-Apr	Project work	ISD Reports	Web	Video/Web Project due 4/28
<b>13</b>	28-Apr	Discuss Video/Web Project work	ISD Reports	Web	
<b>14</b>	5-May	Presentations			