

Instructional Design EDT 666 Spring 2008

Monday 7:30 – 10:00

Steve Schatz

226 Hillyer schatz@hartford.edu 860-768-4277

uhaweb.hartford.edu/schatz

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.

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. In order to address this question, we must consider our personal beliefs about the nature of knowledge, learning, information, and use/recall of knowledge. 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

There are four activities we will engage in during this class. The focus will be Practice to explore theory. Be driven by the activity, not the product. What I mean by this is – be willing to take risks – to make mistakes. **I will not be grading you based on product, but on effort and exploration.** The four activities: 1) A short Lecture 2) Discussions of readings 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.

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 attendance. Missing two classes will result in dropping your final grade a letter. Missing 3 (whether excused or not) will result in dropping you from the class.

Projects

The purpose of the projects is to give a sandbox – a safe place to play with these ideas. You will be graded on your effort, not on the product. I encourage you to experiment in this safe arena where you can explore without bad things happening to you. You **MUST** do the projects. If you do not turn in a project, your final grade will be lowered one point. I do not accept late projects.

Turning in projects:

Most of you have a web space. Make a new page for EDT 666. For each project, add a short description of the project and put a link to the different pieces. I **STRONGLY** recommend that you take the time to make your web space clean – make folders for pages and folders for projects and file things in the appropriate place. You may also make a folder for the specific class. **How** you organize is not important. It is just important that you come up with some method for organization.

If you do not have a web space, I can provide one.

If you need help in building a web space, I am happy to work with you on that.

If you need reminders on how to do this, I am happy to do this also.

1. **Task analysis – Due 2/4 5 points**

Pick a task. What are the steps? Who is the audience? What knowledge is assumed? Turn in audience, steps, short reflection.

2. **Paper based performance support Due 2/18 10 points**

Create a paper based performance piece for a loosely defined audience (how to use a scanner, how to save a document in the new office). Turn in the piece, definition of the audience, and 1 page reflection on your process.

3. **Plan for analysis. Defined population and need. Due 3/10 10 points**
 Choose a population and a need (in conversation with instructor). Develop a plan for analysis. For each of your analyses, make a very cursory test and revise. 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. **Computer based training – either slide or camtasia – group project Due 4/7 10 points**
 Create a computer based training (as opposed to a performance support piece for a loosely defined audience (creating a portfolio in livetext, how to save a document in the new office, how to start a google group). Turn in the piece, definition of the audience, and 1 page reflection your process.
5. **Final Professional Development Due 5/5 25 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. Develop a short presentation for the class.
6. **Research and report on an ISD model In class 3/24 – 4/7 5 Points**
 Pick an ISD model, research it, explain it – in class 10 minute presentation.
7. **Inspiration map of learning – at beginning and at end – 5 extra credit points – Due 5/5**
8. **Vocabulary Test - in class 4/14 10 extra credit**
 I will hand out a list of vocabulary that you should know. We will go over this several times during the semester. Then, we will take a short test in class.
9. **Participation 35 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. 14 class = possible 42 points (so possible 7 extra credit points).

Grading

The class is designed that if you attend all the classes and turn in all the work, you will earn an A. If you come to class not having read the material, don't come to class, don't turn in assignments...well, you will earn lower.

92-100	A
90-91	A-
89	B+
81-88	B
74-80	C
68-73	D

Readings

We will do a lot of reading. It is very important that you take the time to do the reading BEFORE class. Several of the readings are rather “heavy”, so trying to blast through them the night before class won't work. Take the time to read a little at a time and chew thoroughly. The readings will be posted online at uhaweb.hartford.edu/schatz

I used to require, but now I recommend, *Building Expertise*, Clark, Ruth C. Pfeiffer, 2003.

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.

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. [Models of ISD and their learning theories](http://carbon.cudenver.edu/~mryder/itc_data/idmodels.html)
http://carbon.cudenver.edu/~mryder/itc_data/idmodels.html
4. ISPI – www.ispi.org & ASTD www.astd.org
5. <http://elearningpost.com/>
6. <http://www.techsmith.com/community/education/> techsmith's education page
7. Edtech wiki – very rich source http://edutechwiki.unige.ch/en/Main_Page
8. <http://weblogg-ed.com/>

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.

Readings – number here relates to # on schedule under homework all posted on uhaweb.hartford.edu/schatz:

1. Molinda - what is ISD, Schatz Chapter 17 Happy place,
2. Johnesson – Task Analysis, #2 models, snapshots and lies
3. Schatz – Trouble with training; & Ch 4 knowledge, learning and training; Attack on ISD
4. Schatz Chapter 6 get what you pay for
5. Brown, Collins, Duguid
6. Cook and Brown
7. Schatz #19 – USE, #20 Whole, #18 Brown bags
8. Nuremberg Funnel

		Theory	Practice	Tool	Homework
1	Jan 28	Task analysis	Task Analysis	Inspiration	Molinda – Schatz Ch.17 Task Analysis Project 2/4
2	Feb 4	ISD, Mediums, Discuss Task A. Assignment	Design print	Corel	#2
3	2/11	User analysis – what do they know	User test	Corel w/ picture	#4 Print Due 2/18
4	2/18	Discuss happy place, Print assignment	Needs analysis	PPT book	#3 - needs
5	2/25	Performance vs. Training	Design flow of PPT		#6
6	3/3	Cook and Brown	User test	Revise	Analysis due 3/10
7	3/10	Cook and Brown Discuss analysis	Explain final project	Web for training	
Break 3/15 – 23					#5
8	3/24	Brown,Collins,Duguid	ISD Reports	Camtasia	#7
9	3/31	Discuss methods of design	ISD Reports	Camtasia	# 8 Computer Based due 4/7
10	4/7	Discuss Minimalist Discuss Computer Based	ISD Reports	Video	
11	4/14	Vocab of ISD – Test ISD Reports	Project work		
12	4/21	ISD Reports	Project work		
13	4/28	ISD Reports	Project work		
14	5/5	Report on projects			

Contacting me

I am here on Monday and Tuesday 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. If you are interested in talking, drop by or contact me. I'm available to talk about the class.. or anything else of interest. Really!