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IDN525: Instructional Design for Digital Environments

SPRING 2020: JANUARY 20 – MAY 3

Course Description

Credits: 3

Prerequisites: None

This course introduces students to some of the more widely used models of instructional design, including ADDIE, First Principles of Design, and the Systems Approach. We will investigate each phase of the instructional design process along with appropriate elaboration on the concepts involved. Similarly, discussion of analyzing a target audience includes material not only on developmental psychology, which informs how we design for individuals of different ages, but on social and cultural factors as well. In order to support you in making a transition between in-class learning and real-world applications, this course requires you to identify a local organization (e.g. school, community center, corporation, museum) and conduct a needs assessment in that setting to identify an instructional need and design an instructional solution. (3 credits)

Required Textbooks

Morrison, G. R., Ross, S. M., Kalman, H. K. & Kemp, J. E. (2012). *Designing Effective Instruction*, 7th Edition. Hoboken, NJ: John Wiley & Sons.

*Purchase or rent, physical or digital version!

Dirksen, J. (2015). *Design for How People Learn*, 2nd Edition. Berkley, CA: New Riders. ISBN: 978-0134211282

Required Technology

VoiceThread, TechSmith Relay, PowerPoint, Webcam

Learning Objectives

By the completion of this course, you will be able to:

- Identify, locate and apply relevant research
- Describe a range of instructional design models
- Apply appropriate instructional design strategies in various contexts
- Prepare a design proposal including the following phases:
 - Conduct a needs analysis
 - Identify or define a target audience
 - Identify the learning context
 - Specify goals and objectives
 - Propose a learning solution based on an appropriate instructional design model
 - Develop an implementation plan
 - Prepare an evaluation plan

Course Format

This is a fully online course which will run for 14 weeks and contains 14 learning modules. We will engage in one module per week. Each week will begin on a Monday, and end on the following Sunday. All deadlines for assignments are provided within the discussion and assignment instructions. You should plan to spend approximately 7-10 hours each week on this course.

Technical Skills

Prior to taking this course, you should have a basic understanding of how to navigate the web, how to create a Word document, how to create a PowerPoint presentation, and how to use email to communicate.

Learning Strategies

Mindful Reading

The textbook is the central foundation of this course. Reading is essential to deepen your understanding of the content. You are encouraged to take notes as you read, as you will need to draw on this reading to develop your assignments for this course. You will be required to submit a brief summary of the reading each week in to demonstrate your understanding of the material.

Engaging Discussion

Each week we will engage in an online, asynchronous discussion around a proposed topic. You may be asked to create content to share with your classmates, brainstorm ideas, or update us on your progress. It is important to remember that participation in these discussions is graded, as discussion is essential to the learning process. Participation is required.

Project Based in Real World Context

This course will focus on guiding you through the creation of an instructional design proposal, which you will submit as your final project. You will work on elements of this project throughout the course, with an opportunity to receive feedback from your peers and instructor. The feedback should be used to make your project stronger. You will present the content of your final project to your classmates during Week 11, and you will submit a formal paper at the end of Week 14.

Practice with Technology Tools

This course will require you to utilize various technology tools to complete assignments and communicate with your classmates. Each student will have a different level of experience with these tools – so remember that you are being graded on the content of your work rather than on your mastery of the tools. If you need assistance, let me know as early as possible. If you want to use an alternative tool to complete an assignment, you may as long as you meet the learning objectives.

Participation Guidelines

Communication

As a Quinnipiac University student, you are required to check your QU email on a regular basis. It is highly recommended that you check your email daily, for messages from the professor and university. You may also forward your QU email to another account.

Netiquette Guidelines

In the online classroom, you should communicate in a manner that is both academic and respectful of others. Refrain from using inappropriate language and disrespectful tones with other students and with me. Students will observe common rules of grammar, communicate in a clear and succinct manner, and maintain the level of academic integrity expected in a graduate course. Review [The Core Rules of Netiquette](#).

Communication with the Instructor

I will respond to direct email within 24 hours of receipt. If you have a question that would be relevant to your peers, post it to the Help Forum on the Discussion Board. Assignments will be graded with feedback within 5 days of receipt. All assignment grades and feedback will be posted to the Grade Center in Blackboard. Skype meetings are available on request.

Engagement with External Tools

Your enrollment in this class assumes that you are consenting to involvement with outside entities in the pursuit of educational interests. These may include social media, websites, blogs, discussion groups, virtual communities, academic databases and learning platforms. Should these resources require login information, be advised not to use personal identification such as your student ID or SSN.

Late Policy

Late assignments will be accepted in this course, if a request is made to the instructor prior to the deadline. Late work without prior consent will result in a loss of 2 points per day late. It is essential that you communicate with the instructor whenever you are behind on work.

GUIDELINES FOR GRADING

GRADED DISCUSSIONS		
Most Weeks, 11 total (20 points each)		220
READING REFLECTIONS		
Most weeks, 10 total (12 points each)		120
ASSIGNMENTS		
M1	Definition of Instructional Design	20
M3	Needs Analysis	40
M4	Learner Prototype	60
M5	Plan for Context	30
M6	Learning Objectives	40
M8	Message Design Plan	30
M9	Learning Tasks Diagram	40
M11	Design Proposal Presentation	120
M12	Critique of Classmates, 2 total (40 points each)	80
M14	Redefining Instructional Design	20
M14	Final Instructional Design Proposal	180
	TOTAL GRADE POINTS	1000

DISCUSSION RUBRIC

Original post answers prompt	4 points
Original post connects to reading	4 points
Response post(s) add to the discussion	4 points
Grammar and spelling are correct	4 points
All posts are made by deadline	4 points

ACTIVITY SCHEDULE

		Introduction	Reading Reflection	Graded Discussion	Pulse Survey	Assignment	Presentation	Final Project
1	1/20 – 1/26	●	●			●		
2	1/27 – 2/2		●	●				
3	2/3 – 2/9		●	●				●
4	2/10 – 2/16			●	●			●
5	2/17 – 2/23		●	●				●
6	2/24 – 3/1		●					●
7	3/2 – 3/8		●	●				
	3/9 – 3/15	SPRING BREAK!						
8	3/16 – 3/22		●	●	●			●
9	3/23 – 3/29		●	●				●
10	3/30 – 4/5		●	●				
11	4/6 – 4/12						●	
12	4/13 – 4/19			●		●		
13	4/20 – 4/26		●	●				
14	4/27 – 5/3			●		●		●

GRADING SYSTEM

Points Earned	Letter Grade
930 – 1000	A
900 – 929	A-
870 – 899	B+
830 – 869	B
800 – 829	B-
770 – 799	C+
730 – 769	C
700 – 729	C-
600 – 699	D
0 - 599	F

Below you will find the module schedule for this course, as well as the assigned readings in the textbook. Additional readings will be assigned.

01

MODULE ONE: WHAT IS INSTRUCTIONAL DESIGN?

January 20 – January 26, 2020

Designing Effective Instruction, Chapter 1 (pp 1-24) & Appendix A (pp 415 – 424)

02

MODULE TWO: THE INSTRUCTIONAL DESIGN PROCESS

January 27 – February 2, 2020

Designing Effective Instruction, Chapter 16 (pp 392-414)

03

MODULE THREE: IDENTIFYING THE NEED FOR LEARNING

February 3 – February 9, 2020

Designing Effective Instruction, Chapter 2 (pp 26 – 47) & Chapter 14 (pp 348 – 369)

Design for How People Learn, Chapter 1 (pp 1 – 26)

04

MODULE FOUR: IDENTIFYING THE TARGET AUDIENCE

February 10 – February 16, 2020

Designing Effective Instruction, Chapter 3 (pp 50 - 59)

Design for How People Learn, Chapter 2 (pp 27 – 58)

05

MODULE FIVE: UNDERSTANDING THE LEARNER CONTEXT

February 17 – February 23, 2020

Designing Effective Instruction, Chapter 3 (pp 60 - 68)

06

MODULE SIX: DEVELOPING LEARNING OBJECTIVES

February 24 – March 1, 2020

Designing Effective Instruction, Chapter 5 (pp 100 - 121)

Design for How People Learn, Chapter 3 (pp 59 – 80)

07

MODULE SEVEN: THE ROLE OF TECHNOLOGY IN INSTRUCTION

March 2 – March 8, 2020

Designing Effective Instruction, Chapter 10 (pp 222 - 245)

08

MODULE EIGHT: DESIGNING THE LEARNING EXPERIENCE

March 16 – March 22, 2020

Designing Effective Instruction, Chapter 8 (pp 160 - 183) & Chapter 9 (pp 186 – 217)

Design for How People Learn, Chapter 4 (pp 81 – 122)

09

MODULE NINE: SEQUENCING AND UNIVERSAL DESIGN

March 23 – March 29, 2020

Designing Effective Instruction, Chapter 6 (pp 122 – 135)

10

MODULE TEN: THEORIES OF MOTIVATION

March 30 – April 5, 2020

Design for How People Learn, Chapter 5 (pp 123 - 160) & Chapter 8 (pp 215 – 228)

11

MODULE ELEVEN: DESIGN PROPOSAL PRESENTATIONS

April 6 – April 12, 2020

Design for How People Learn, Chapter 6 (pp 161 - 194) & Chapter 7 (pp 195 – 214)

12

MODULE TWELVE: DEVELOPING AN IMPLEMENTATION PLAN

April 13 – April 19, 2020

Designing Effective Instruction, Chapter 15 (pp 372 - 390)

13

MODULE THIRTEEN: EVALUATION OF THE LEARNING EXPERIENCE

April 20 – April 26, 2020

Design for How People Learn, Chapter 12 (pp 271 – 286)

Designing Effective Instruction, Chapter 11 (pp 250 - 276)

14

MODULE FOURTEEN: REFLECTIONS ON INSTRUCTIONAL DESIGN

April 27 – May 3, 2020

Design for How People Learn, Chapter 9 (pp 229 - 242) & Chapter 11 (pp 257 - 270)