Course Title: Instructional Design & Technology  
Revised: Spring 2012

I. Catalog Description and Credit Hours of Study:

Design and development of interactive learning and training experiences that incorporate multimedia materials using instructional design and e-learning principles based on cognitive learning theory. (3)

II. Prerequisites: None

III. Purposes and Objectives of the Course:

A. Identify instances of good and bad design in both educational settings and their everyday lives.
B. Explain each step in a systematic instructional design process.
C. Use a template to create a design document and instructional design outline for an instructional project.
D. Identify the cognitive processes that support e-learning.
E. Evaluate an e-learning lesson for its evidence-based use of text, audio and graphics.
F. Design instructional projects incorporating technology in their specific content or training areas.
G. Examine and analyze research based e-learning best practices in the use of examples, practice, collaboration, games, simulations and adaptive designs.

IV. Student Outcomes:

The students will:

A. Use a template to create a design document for instructional design outline for an instructional project.

B. Evaluate an e-learning lesson for its evidence-based use of text, audio and graphics

C. Evaluate, an instructional activity using a systematic instructional design process.

V. Expectations of Students:

A. Demonstrate graduate level analysis and writing skills through completion of a variety of class activities such as online discussions, research, reports, journal readings, individual projects, and written assignments.
B. Examine and reflect on state and national technology education standards as related to the
development of curriculum and websites in education.

C. Read relevant literature on educational uses of instructional design and e-media
development. Complete written reflections on the effectiveness of the literature in
relation to the educational and training needs of students.

D. Develop instructional projects, including an instructional website, using technology and
instructional design theories to enhance and improve learning.

E. Students must demonstrate acquisition of the course objectives and expectations by
preparing a series of reflection papers on topics related to instructional design.

VI. Course Content: Hours

A. Instructional Design

1. Evaluating Design and Design Disagreements 6
2. Understanding By Design 2
3. Backwards Design Principles 2
4. The Big Idea 2

B. Principles of Learning using Multimedia

1. E-Learning Promise and Pitfalls 1
2. How People Learn from e-experiences 1
3. Evidence based Practice 1
4. Using Text Effectively 3
5. Using Audio Effectively Modality and Redundancy Principles 3
6. Personalization 1
7. Segmenting 2
8. Leverage Examples 2
9. Does practice make perfect? 1
10. Use of Collaboration 3
11. Learner Control and Navigation 3
12. Building Thinking Skills 3
13. Simulations and Games as Effective Instruction 3
    in an Instructional Website and other Projects 8

Total Hours 45

VI. Textbook and Other Required Materials:
Francisco, CA: Pfeiffer.
VII. Basis for Student Evaluation:

A. Written assignments and projects to demonstrate a personal understanding of instructional design theories related to teaching and learning.

B. Research, critique, and analyze online professional journal articles related to effective multimedia use.

C. Successful completion of reflection papers on a variety of topics and current issues related to instructional design, educational technology, and technology standards.

Suggested Percentages for Student Evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Assignments/Projects</td>
<td>20%</td>
</tr>
<tr>
<td>Journal Articles</td>
<td>20%</td>
</tr>
<tr>
<td>Website Development</td>
<td>30%</td>
</tr>
<tr>
<td>Reflection Papers</td>
<td>30%</td>
</tr>
</tbody>
</table>

Percentages at which letter grades are given:

- 90% - 100% A
- 80% - 89% B
- 70% - 79% C
- 0% - 69% F

The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each course.

IX. Academic Policy Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this
situation, the work must be that of the group. Academic dishonesty includes:
Plagiarism and Cheating.

X. **Student with Disabilities:**
Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: [http://www6.semo.edu/lapdss/index.htm](http://www6.semo.edu/lapdss/index.htm)

XI. **Civility and Harassment**
The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

XII. **Knowledge Base**


**Suggested Journals:**
- *American Journal of Distance Education*
- *Classroom Computer Learning*
- *Computers in the Schools*
- *Distance Education*
- *Educational Communication and Technology Journal*
- *Educational Computer*
- *Educational Technology*
- *Educational Technology Research and Development*
- *Electronic Learning*
- *Journal of Computer-Based Instruction*
- *Journal of Computing in Childhood Education*
- *Journal of Educational Computing Research*
- *Journal of Educational Multimedia and Hypermedia*
- *Journal of Educational Technology Systems*
- *Journal of Research on Computing in Education*
Learning and Leading with Technology
Multimedia Schools
Online
Syllabus
Technology and Learning
Technology Connection
Tech Trends
Telecommunications for Learning
The Computing Teacher
T.H.E. Journal: Technological Horizons in Education

DEPARTMENTAL APPROVAL DATE: 4-25-12
COLLEGE COUNCIL APPROVAL DATE: 5-8-12