THE TEACHER AS PROFESSIONAL EDUCATOR

Department of Middle and Secondary Education  Course No.: SE 683
Course Title: Instructional Design & Technology  New: Fall 2005

I. Catalog Description and Credit Hours of Study:

Design and development of instruction for classrooms incorporating computers and multimedia tools to enhance learning through instructional materials and web pages. (3)

II. Prerequisites: None

III. Purposes and Objectives of the Course:

Students will:

A. Increase knowledge in instructional design theories and models for application to teaching and learning in specific content areas.

B. Design instructional projects incorporating technology in their specific content areas.

C. Conduct an analysis of current technology standards as related to use in specific school settings and develop or critique curriculum for teaching and learning in a department or district.

D. Demonstrate improvement of technology skills by learning or improving the use of website development software to design a content area website that promotes teaching and learning using technology and effective instructional design methods.

E. Examine and analyze current issues and trends in educational technology and instructional design through research of online professional journals as related to specific problems and needs at the student, departmental, and district levels.

IV. 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 website development and complete written reflections on the effectiveness of the literature in relation to the educational needs of students, teachers, and district goals.

D. Develop instructional projects using technology and instructional design theories to enhance and improve learning.

E. Design a personal content area webpage which includes a splash page with a minimum of four additional pages that incorporates effective instructional design strategies and use of technology in classroom instruction to be maintained throughout the course.

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

V. Course Content: 

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<th>Hours</th>
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<td>A. Instructional Design</td>
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<tr>
<td>1. History and philosophy of instructional design</td>
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<td>2. Technologies for learning</td>
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<td>3. Models and methods of instructional design</td>
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<td>4. Technology standards</td>
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<td>5. Multimedia and materials</td>
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<td>6. Visual and Audio Principles</td>
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<td>7. Internet and Intranets</td>
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<td>8. Issues and trends in instructional design</td>
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<td>9. Projects using instructional design models</td>
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B. Website Development

1. Introduction to FrontPage or other design software 5
2. Process of website development 3
3. Interface design 2
4. Site design 3
5. Page development 5
6. Typography and graphics 1
7. Selections, editing, and maintenance of the website 1
8. Copyrights, liability, and legal issues 1

Total Hours 45

VI. Textbook and Other Required Materials:


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 instructional design and specific content areas.

C. Development of a personal website for the student’s individual content area that incorporates instructional design strategies and demonstrates an understanding of different features of FrontPage and other software for website development and classroom instruction.

D. 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:

- Written Assignments/Projects: 20%
- Journal Articles: 20%
- Website Development: 30%
- Reflection Papers: 30%

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.

**Academic Policy Statement:**

Students will be expected to abide by the University Policy for Academic Honesty in regards to plagiarism and academic honesty. Refer to: http://www6.semo.edu/judaffairs/code.html

**VIII. 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
Student with Disabilities Statement:

If a student has a special need addressed by the Americans With Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor immediately. Reasonable efforts will be made to accommodate special needs.