

SOCIAL JUSTICE FOUNDATION

The development of instruction is a key component of education and training. Those responsible for the design and development of instruction have responsibility to learners. Two important components of instructional design are the consideration of the learning environment and the learner characteristics. This requires instructional designers to consider the ability, age, gender, race, socio-economic, and characteristics of the learner, as well as the current resources available in the environment. By assessing these factors instructional designers work to ensure that the instructional product meets the needs of the intended learners.

CONCEPTUAL FRAMEWORK

Loyola's conceptual framework – through its components of service, skills, knowledge, and ethics – guides the curricula of School of Education (SOE) programs in the preparation of "Professionals in Service of Social Justice." Three dimensions of the conceptual framework also serve as the foundation to the School of Education conceptual framework standards – standards that are explicitly embedded in major benchmarks across all SOE programs. This course emphasizes the following:

Course Framework Standard:

- CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.

Course Goals:

AECT references below are based on [NCATE](#) program standards developed by [Association for Educational Communication and Technology](#) (AECT). See <http://www.aect.org/affiliates/national/Standards.pdf> for more information.

- Conduct learner analysis, environmental analysis, and needs analysis. (AECT Standard 1: Design)
- Conduct information and task analysis related to instruction. (AECT Standard 1)
- Design and develop learning goals, performance and learning objectives (AECT Standard 1)
- Design and develop assessments to measure learning (AECT Standard 1)
- Determine appropriate instructional strategies to deliver instruction (AECT Standard 2: Development)
- Develop instructional materials for instructional product (AECT Standard 2)
- Develop strategies for conduction formative and summative evaluations of instructional product (AECT Standard 5: Evaluation)
- Development of a Professional Development Workshop (AECT Standards 1, 2 & 5)

COURSE REQUIREMENTS

During the course of the semester, students will complete the following:

Assignments:

1. **Design and Development Project:** (CF 4) Throughout the course students will work on a professional development workshop product that will provide an audience (the learners) with skills to use or perform a specific skill set. Students can choose the topic and the audience, (i.e. the learners). The development of the product will include; a design document, handouts for the learners, instructional/presentation materials for

the instructor (including an instructor manual), and an evaluation strategy/report. The professional development workshop product must be a print, digital, or combination of print and digital based product. Throughout the semester students will work on specific parts of the project. During the semester, students will turn in specific parts of the assignment and will receive feedback and points. The Design and Development Project consist of six separate assignments that build upon one another.

- Design: Assignment 1: Needs Analysis, Learner & Environmental Analysis, and Goal Statement (AECT Standards 1 & 5) (10 points)
- Design: Assignment 2: Task/instructional Analysis and Subordinate Analysis (AECT 1) (10 points)
- Design: Assignment 3: Performance/Learning Objectives and Assessments (AECT 1) (10 points)
- Design: Assignment 4: Instructional Strategy Worksheet (AECT Standard 2) (10 points)
- Development: Assignment 5: Prototype of Instructional Materials(AECT Standard 2) (20 points)
- Development: Assignment 6: Formative and Summative Evaluation (AECT Standard 5) (10 points)

Specific information about each assignment will be made available in LiveText under the resources section of each assignment and in the Blackboard system under the Assignments section.

2. **Final Instructional Product (AECT Standards 1, 2, & 5):** At the end of the term, students will turn in a revised copy of the professional development workshop product (i.e. Final product of instructional materials of assignment 5) that has incorporated the feedback received from peer review and instructor feedback. The goal is for students to use the feedback received from the instructor and peers to improve the final professional development workshop product. (20 Points)
3. **Participation:** As this course uses a workshop model and it is expected that students provide constructive and informative feedback to others in this class related to their design and development project. Students will self assess their participation in the course at midterm and at the end of the term and it will be combined with instructor feedback to grade participation in the course. This includes attendance since students who are not in class cannot participate in in-class activities. (10 points)

Point Break Down for the Course: (100 total possible points)

Item (100 total possible points for the course)	Possible Points
Assignment 1: Needs Analysis, Learner & environmental Analysis, and Goal Statement	10
Assignment 2: Task/instructional Analysis and Subordinate Analysis	10
Assignment 3: Performance/Learning Objectives and Assessments	10
Assignment 4: Instructional Strategy Worksheet	10
Assignment 5: Prototype of Instructional Materials	20
Assignment 6: Formative and Summative Evaluation	10
Final Instructional Product (Professional Development Workshop)	20
Participation	10

Late Work: Late work is **not acceptable** unless **prior** arrangements have been made with the instructor. Submission of late work is **strongly** discouraged given how assignments in this course build upon one another. Late work will be accepted if prior arrangements are made, but will be reduced significantly in points earned. If work is turned in late, feedback from the instructor will be less and the graded assignment will not be returned

as rapidly as if the student had turned in the work on time. If you know in advance that you will be gone when an assignment is due, please plan ahead and submit it early. If you have unforeseen personal circumstances, which will impact your work, please talk with the instructor with your concerns for completing the course obligations.

Course Grading Scale: http://www.luc.edu/education/pdfs/academics_policies_grad.pdf

Overall Points	Letter Grade	Total Percentage	Grade Points
93-100	A	93-100%	4.00
90-92	A-	90-92%	3.67
87-89	B+	87-89%	3.33
83-86	B	83-86%	3.00
80-82	B-	80-82%	2.67
77-79	C+	77-79%	2.33
73-76	C	73-76%	2.00
70-72	C-	70-72%	1.67
67-69	D+	67-69%	1.33
60-66	D	60-66%	1.00
0-59	F	0-59%	0.00

Academic Policies: Unless otherwise stated, academic policies for the Graduate School of Education M.Ed program can be found at: http://www.luc.edu/education/pdfs/academics_policies_grad.pdf.

Withdrawal & Incomplete (verify with School of Education): See http://www.luc.edu/education/pdfs/academics_policies_grad.pdf

COURSE EXPECTATIONS AND THE LEARNING COMMUNITY AT LOYOLA UNIVERSITY CHICAGO AND THE SCHOOL OF EDUCATION

This is a graduate level course and we distinguish each of you as students, learners, and scholars. As such, it is expected that you view yourself in the same manner. You have chosen to be here and therefore are responsible for your own behavior, learning, and success. However, as a group we make up a class and as such are a professional and scholarly community. In order to succeed as individuals and as a group we must be willing to agree to the following set of expectations:

Learning Community: Because we each come to this class with differing backgrounds and experience with technology it is important that we work together to further our own knowledge and skills and the knowledge and skills of others in the class. It is important that each of us be willing to support and help each other further our knowledge and skills related to computer science and programming and contribute to our knowledge forum.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

DIVERSITY

As part of its mission, Loyola University states, “Shaped by our city and our Jesuit traditions, Loyola University Chicago offers students an educational environment unmatched for its diversity of thought and experience.”¹ This course will address diversity through multiple means. Learning and Instruction will be examined in multiple settings and cultures. Development of instruction and learning will be focused on identification of difference in multiple learning styles, gender, background, physical abilities, and cultural values. Finally, diversity will be addressed in this course through an emphasis of respect and care for all individuals.

TECHNOLOGY INTEGRATION

The integration of technology in this course is achieved through multiple means. The instructor will use technology during class sessions to support the delivery and sharing of course content via the course management system, Blackboard, and through using the classroom technology such as the computer, network, sound and presentation systems, and “online” class sessions. Students will use technology both in the classroom when desired and outside the classroom (Internet, concept mapping software, labs, discussion forums) to gain technological knowledge and skills. Finally, technology will be used to support collaboration activities of students across multiple locations through asynchronous and synchronous communication and with a diverse audience to support a community of learning.

¹ “Loyola University Chicago- About Loyola,” http://www.luc.edu/about_loyola.shtml

COURSE CALENDAR\SCHEDULE

- Calendar is subject to revision depending upon time constraints, instructor preference, and student interests.

Wk	Date	Topic Area	Readings Prior to Class	Due For Start of Class
1	Jan 18	Introduction to Course, Each Other, and ADDIE Model	D-1	
2	Jan 25	Needs Assessments, Environmental and Learner Context Analysis	D-2,5 A-1	
3	Feb 1	Goals Analysis, Goals Statements, Beginning of Task and Instructional Analysis Mapping	D-3,4 A-2	Draft Assignment 1
4	Feb 8	Task and Instructional Analysis Mapping	D-4 A-4	Assignment 1 (10 pts) Draft Assignment 2
5	Feb 15	Learning and Performance Objectives and Assessments	D-6,7 A-5	Draft Assignment 2
6	Feb 22	Performance Objectives and Instructional Activities	A-6	Draft Assignment 2 Draft Assignment 3
7	Mar 1	Instructional Activities Facts Concepts	D-8 A-6 AR - 1	Assignment 2 (10 pts)
8	Mar 8	Spring Break – No Class		Class Participation (5 pts)
9	Mar 15	Instructional Strategies Motivation	A-14 AR 2 – ARCS	Assignment 3 (10 pts)
10	Mar 22	Instructional Strategies (Procedures)	D-9 A-6 AR-3	Draft Assignment 4
11	Mar 29	Instructional Strategies (Principals)	D-9 A-6 AR-4	Assignment 4 (10 pts) Draft Assignment 5
12	Apr 5	Formative and Summative Evaluation	D-10, 12	Draft Assignment 5
13	Apr 12	ISD and Learning Theory	AR-5	Assignment 5 (20 pts) Draft Assignment 6
14	Apr 19	In-Class Work on Final Product	D-11	Assignment 6 (10 pts)
15	Apr 26	Course Review and Evaluation		Final Product (20 pts)
16	May 3	Finals Week – No Class		Class Participation (5 pts)

Schedule Legend	Code
<i>The Systematic Design of Instruction, 7th ed.</i>	D
<i>A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, Abridged ed.</i>	A
Additional Readings provided by Instructor	AR