

Course Syllabus

CIEP470-01-5554 "Principles of Instructional Design"

Instructor: Bruce Montes, bmontes@luc.edu

Office Hours: On-Line office hours via Zoom by appointment only, Use the ZOOM link from the Sakai Course Site

Responsiveness: I will make every attempt to respond to e-mails within 24 hours.

Course Format: Fall 2021, "Hybrid", Corboy Law Center - Room 602, WTC, Tuesdays, 5:30PM - 8:00PM

This is a 15-week course with asynchronous and synchronous activities. I will facilitate live, on-ground synchronous class sessions and provide on-line synchronous office hours. The School of Education (SOE) requires students to take part in the live on-ground sessions (see attached course schedule for dates). I require students to login to the Sakai course site each week. Asynchronous work includes a review of course content, completion of weekly assignments, and collaboration with classmates. Asynchronous content includes audio\video lectures, responses to preassigned readings, supplemental audios and videos, and completion of an individual, course-long instructional project.

School of Education Commitment - COVID-19:

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into Fall - 2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of [Cura Personalis](#), or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the COVID -19 Related Information Tab at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola's COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

COVID-19 Required Personal Safety Practices: We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain. Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all LUC REQUIRED Safety Protocols.

COVID-19 Reporting Protocol: In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.**

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Course Description

The “*Principles of Instructional Design*” course introduces students to various models and steps involved in the instructional design (ID) process. Students will experience a systematic approach to developing instructional products. The course emphasizes conventions of educational psychology, with an attention on a cognitive model of learning, with consideration for other models and theories of learning. Methods of motivation and instructional strategies will be factors of strengthening learning and instruction.

Rarely solved with a simple step-by-step approach, instructional design (ID) skills and solutions require exposure to real-world examples. Therefore, to supplement the systematic approach, students will examine ID case studies from various fields. While presenting authentic examples, case studies show the complexity involved in solving instructional challenges.

Course Goals, Objectives, and Learning Outcomes

While there are many objectives for this course, **bold** and *italicized* objectives are essential for this course.

1. ***Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)***
2. ***Learning to apply course material (to improve thinking, problem solving, and decisions).***
3. ***Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.***
4. Acquiring skills in working with others as a member of a team.

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.

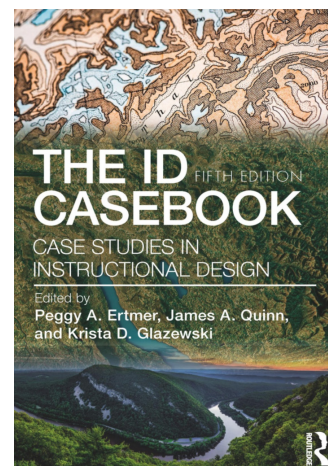
- Conduct learner analysis, environmental analysis, and needs analysis. (AECT Standard 1: Design)
- Conduct information and task analysis related to instruction. (AECT Standard 1)
- Design and develop learning goals, performance and learning objectives (AECT Standard 1)
- Design and develop assessments 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 Textbook (Required)

The ID CaseBook: Case Studies in Instructional Design, Peggy A. Ertmer (Editor), James A. Quinn (Editor), Krista D. Glazewski (Editor). Routledge; 5th edition (April 5, 2019). Print ISBN-13: 978-1138552302. Copies are available at the LUC bookstore. We can find new and used copies at other bookstores, book ordering websites, and at the LUC and local libraries. A specific format of the textbook is not required (e.g., hardcover, e-Book, rental, etc.). I will share other readings when suitable and will align the textbook sections with the topic areas we cover each week.

School of Education (SOE) Academic Policies

Unless otherwise stated, find academic policies for the Graduate School of Education at <https://www.luc.edu/education/studentexperience/resources/academic-policies/>.



Course Projects & Assignments (Required)

During the semester, students will complete the following coursework:

A Single Instructional Product

Throughout the course, students will work on a single instructional product. We develop the product through seven separate projects (described below) The instructional product will provide an audience (the learners) with skills to use or perform a specific skill set. Students will choose their own topics and the audience (e.g., the learners) for their products. The projects described below create an instructional product, which meets standards developed by The Association for Educational Communications and Technology (AECT).

Learn more about the AECT at <https://www.aect.org/>.

Projects 1-6 Analysis, Design, Development, and Evaluation Projects (Conceptual Framework 4)

The development of the product will include design documents, handouts for the learners, instructional/presentation materials for the instructor (including an instructor guide), and an evaluation strategy/report. The instructional product must be in a print, digital, or combination of print and digital based format. Throughout the semester, students will work on specific parts of the projects. During the semester, students will turn in specific parts of the product as their projects and will receive feedback and points. The analysis, design, development, and evaluation of the products comprise six separate projects, which build upon one another.

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

Project 7: Final Instructional Product and Instructor Guide (AECT Standards 1, 2, & 5)

At the end of the term, students will turn in a revised and final copy of implementing the instructional product (i.e., Final product of instructional materials from project 5 and an instructor guide 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 product.

Project 8: Personal Instructional Design Model

At the end of the term, students will complete a personal instructional design model, which they've developed during the course. This model will comprise a diagram and short narrative about the individual students customized model.

Weekly Assignments

This course uses a workshop model, and I expect students to provide constructive and informative feedback to others in this class related to the design and development of the instructional products. Students will take part in multiple asynchronous and synchronous activities, which graded individually will contribute to the course grade. This includes both in-class activities and out of class asynchronous activities. I will provide more detail about the breakdown of weekly assignment points will throughout the course.

NOTE: The Sakai Course Site holds additional details and documents about each project\assignment.

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Late Work

I strongly discourage turning in assignments after the due date. Given how assignments build on one another in the course, turning in assignments late will hinder progress in the course. I will accept late assignments and will not reduce points for late assignments, but I will provide less feedback and will not as rapidly return your graded assignment to you. 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 an unexpected personal circumstance, please talk to me about your concerns with completing course obligation so we can work through alternatives.

Course Grading

Points earned throughout the course determine final grades. The tables below show the distribution of the 200 total points and grade distribution for the course. There will be no opportunities for students to earn extra points beyond the points identified in the projects. It is possible to earn 1/2 points (e.g. 10.5) and I round grades up at 0.5 increments when determining final grades.

Grade Table

Overall Points	Letter Grade	Total Percentage	Grade Points
186-200	A	93-100%	4.00
180-185	A-	90-92%	3.67
174-179	B+	87-89%	3.33
166-173	B	83-86%	3.00
160-165	B-	80-82%	2.67
154-159	C+	77-79%	2.33
146-153	C	73-76%	2.00
140-145	C-	70-72%	1.67
134-139	D+	67-69%	1.33
120-133	D	60-66%	1.00
0-119	F	0-59%	0.00

Course Work and Points (200 possible course points)

Description	Possible Points
Weekly Activities (Time sensitive, asynchronous work and live classroom group work)	120
Project 1: Needs Analysis, Learner & environmental Analysis, and Goal Statement	10
Project 2: Task/instructional Analysis and Subordinate Analysis	10
Project 3: Performance/Learning Objectives and Assessments	10
Project 4: Instructional Strategy Worksheet	10
Project 5: Prototype of Instructional Materials	10
Project 6: Formative and Summative Evaluation	10
Project 7: Final Instructional Product (Revisions of Prototype and Instructor Guide)	10
Project 8: Personal Instructional Design Model	10

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SOE’s Vision and Conceptual Framework (CF) – *Social Action through Education*

SOE Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Standards: These dimensions of the conceptual framework also serve as the foundation to the School of Education Conceptual Framework www.luc.edu/education/mission/. – standards that are explicitly embedded in major benchmarks across all SOE programs. Conceptual framework standards are listed below.

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

CFS2: Candidates apply culturally responsive practices that engage diverse communities.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

CFS4: Candidates engage with local and/or global communities in ethical and socially just practices

Learn more about the School of Education conceptual framework at: www.luc.edu/education/mission/

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.

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.” 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.



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Dispositions (See Rubric below)

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, Inquiry and Social Justice. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric below This course assesses all three dispositions.

- **Professionalism:** Candidates demonstrate personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidates promote their own development and the development of others and engage in collaborative relationships that promote mutually beneficial outcomes. Candidates adhere to ethical practices, guidelines, and professional standards of their profession.
- **Inquiry:** Candidates use discipline-recognized processes for generating new knowledge in order to expand their theoretical understandings, ability to solve problems and analyze programs. They will deepen their personal understandings, improve their practice, and apply their learning about communities, families and students. Candidates will draw upon or collect various forms of data and information including literature, quantitative and qualitative data, formal and informal assessments, information about students, families and communities, and personal reflection when generating new knowledge. Candidates use their inquiry-based generated knowledge using multiple sources to inform their instruction and promote learning for all.
- **Social Justice:** Candidates adopt a stance of affirming and welcoming diversity in both local and global communities. They demonstrate respect for and understanding of differences across and within groups through their spoken and written course contributions as well as in the actions they take. Candidates promote social justice by taking ethically guided actions to challenge practices and policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to continuing to develop their understanding around issues of diversity. They further demonstrate their commitment to contribute to the work of preventing and/or undoing injustices by advocating for individuals, populations, or groups who currently are, or have historically been, oppressed and marginalized through covert and overt practices on the part of institutions or individuals.

Rubric for Dispositions

	Target	Acceptable	Unacceptable
Professionalism	Demonstrates all behaviors at acceptable level and all the following: <ul style="list-style-type: none"> • Takes initiative. • Serves as a model for peers. • Actively problem solves. • Is resilient. 	<ul style="list-style-type: none"> • Is prepared. • Is responsible toward work. • Is open-minded. • Works well with others. • Responds with appropriate language, affect, and actions. • Makes appropriate changes in response to feedback. 	Demonstrates a weakness in any of the behaviors listed at the acceptable level.
Inquiry	Demonstrates all behaviors at acceptable level and all the following: <ul style="list-style-type: none"> • Advocates/intercedes for others. • Sees and accepts individual differences as strengths. • Serves as a model for peers. 	<ul style="list-style-type: none"> • Respects students, families, communities, and peers. • Creates an inclusive classroom environment. • Is responsive to students/learners' needs. 	Demonstrates a weakness in any of the behaviors listed at the acceptable level.
Social Justice	Demonstrates all behaviors at acceptable level and all the following: <ul style="list-style-type: none"> • Advocates for students/learners. • Serves as a model for peers. • Is reflexive: aware of the foundation that guides their professional practices, and regularly examines the origins and influence these foundations have on student learning. 	<ul style="list-style-type: none"> • Has high expectations for all students/learners. • Works with all students/learners. • Is not easily discouraged by lack of student/learners. progress. • Resists making assumptions about students/learners, families, and communities based on stereotypes. • Reflects on practices and their impact on student/learners learning. 	Demonstrates a weakness in any of the behaviors listed at the acceptable level.

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. I expect you to view yourself in the same manner. You handle your own behavior, learning, and success. However, as a group we make up a class and are a professional and scholarly community. To succeed as individuals and as a group, we must 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.

Course Roles and Class Conduct

Your Role (Student): I expect you to finish readings, assignments, and other coursework on time and be an engaged participant in class discussions, presentations, and other activities. It is your responsibility to contact the Instructor if you have questions about course content or assignments. Plan to login to the course site daily, or at least several times a week, to check for updates and any feedback the Instructor may provide. Use e-mail to communicate with the Instructor in synchronous class sessions or on-line office appointments.

Instructor Role: The Instructor will respond to your questions within 24-48 hours when possible to give constructive feedback on assignments and guidance on coursework. The Instructor will be available to meet by appointment. Post frequent questions on course content to the course Q&A forum of the Sakai course site so other students may see the feedback. Send personal questions to me using email. I will try to respond within 24 hours on weekdays and 48 hours on weekends.

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (including gendered, racial or ethnic) comments, especially comments directed at a classmate.

Academic Integrity

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a guiding principle for all academic activity at Loyola University Chicago, and we expect all members of the University community to act under this principle.

Failing to meet the following academic integrity standards seriously violates personal honesty and the academic ideals that bind the University into a learning community. These standards apply to both individual and group assignments. Individuals working in a group may be held responsible if one of the group members has violated one or more of these standards.

- Students may not plagiarize.
- Students may not submit the same work for credit for more than one assignment (known as self-plagiarism).
- Students may not fabricate data.
- Students may not collude.
- Students may not cheat.
- Student may not facilitate academic misconduct.

Follow this link for more details about these standards, sanctions, and academic misconduct procedures <https://www.luc.edu/education/studentexperience/resources/academic-policies/>

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Special Circumstances-Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (<http://www.luc.edu/sac/>)

Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf

Email Messages

I will send all email messages sent to students about this course to their Loyola email address. I expect students to check their Loyola email address regularly. Access your web-based LUC email account at <https://outlook.luc.edu/>

Student Support Services

- ITS Service Desk: helpdesk@luc.edu (773)508-4487
- Library Subject Specialists: <http://libraries.luc.edu/specialists>
- Student Accessibility Center: sac@luc.edu
- Writing Center: <https://www.luc.edu/writing/>
- Ethics Hotline: <https://secure.ethicspoint.com/domain/media/en/gui/34712/index.html> (855)603-6988

Copyright

Copyright law was designed to give rights to the creators of written work, artistic work, computer programs and other creative materials. The Copyright Act requires that people who use or reference the work of others must follow a set of guidelines designed to protect authors' rights. Unfortunately, copyright law is complex and too often incomprehensible; that does not, however, excuse users from following the rules. The safest practice is to remember (1) to refrain from distributing works used in class (whether distributed by the professor or used for research); they are likely copyright protected and (2) that any research or creative work should be cited according to MLA guidelines.

For LUCs copyright resources check on-line: <https://www.luc.edu/copyright>

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Intellectual Property

All lectures, notes, PowerPoints, and other instructional materials in this course are the intellectual property of the professor. As a result, they may not be distributed or shared in any manner, either on paper or virtually without my written permission. Lectures may not be recorded without my written consent; when consent is given, those recordings may be used for review only and may not be distributed. Recognizing that your work, too, is your intellectual property, I will not share or distribute your work in any form without your written permission.

Recorded Synchronous Sessions

An on-line or blended course may use a software to record live, on-line class discussions. As a student in any class that holds synchronous sessions, your participation in live class discussions will probably be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e., shortly after the course ends, per the Sakai administrative schedule: <https://www.luc.edu/its/itrs/teachingwithtechnology/zoom/>). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor. The use of all video recordings will be in keeping with the University Privacy Statement shown above.

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation. Please note:

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

Digication

All students, except those who are non-degree, may have access to Digication to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. [Digication](#) is Loyola’s ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs. You can access more information on Digication at <https://luc.digication.com/app/>

Additional Information

This syllabus addendum link below directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the **School of Education – Social Action through Education**.

Syllabus Addendum

<https://www.luc.edu/education/academics/syllabi/>

Statement of Intent

By remaining in this course, students agree to accept this syllabus as a contract and to abide by the guidelines outlined in this document. This syllabus is subject to revision. Students will be notified of any changes. Notices of changes will be sent to each student via Sakai Announcements and their LUC email address.

Thank You

Thank you for your review of the course syllabus. I am looking forward to working with you on this course.