

Loyola University Chicago  
Graduate School of Education  
CIEP470-001: Principles of Instructional Design  
Spring 2017, Thursdays, 7-9:30 pm  
Online Course

## Course Syllabus

<b>Instructor:</b>	Bruce A. Montes	<b>Phone:</b>	(773)508-7601
<b>Office:</b>	Room 240, Granada Center, LSC	<b>E-Mail:</b>	bmontes@luc.edu
<b>Office Hours:</b>	9 am – 9 pm (by appointment)	<b>Online Hours:</b>	By appt.
<b>Online Class Sessions:</b>	2 ½ hours – 7:00 pm to 9:30 pm - Thursdays, Jan 19, 2017- May 4, 2017		

### COURSE DESCRIPTION

The purpose of this course is to introduce students to models and steps involved in instructional design. Students will use a systematic process to develop instructional products. In this course students will apply principles of educational psychology, with an emphasis placed on a cognitive model of learning. However, other models/theories of learning may be applied. In addition, theories of motivation and instructional strategies will be considered as means of enhancing learning and instruction. This class will operate as a formal lecture-based class with online activities including online, real-time (synchronous) class sessions. Class meetings will involve instructor lead presentations, class and small group discussion, and in-class activities. In addition, students will be required to share work, review the work of other students, and work in small groups and/or pairs.

### REQUIRED TEXT & MATERIALS

Ertmer, P., Quinn, J., Glazewski, K. (2014) *The ID CaseBook: Case Studies in Instructional Design, 4<sup>th</sup> ed.*, Boston, MA: Pearson Education, Inc. Print ISBN-13: 978-0133258257

### LiveText

All students, except those who are non-degree, must have access to **LiveText** to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. Login to LiveText at: <https://www.livetext.com/>. Additional information about LiveText can be found at: <http://www.luc.edu/education/admission/tuition/course-management-fee/>.

### COURSE OBJECTIVES

While there are many objectives for this course, the following objectives, which are **bold** and **italicized** are defined as **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

## 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.”<sup>1</sup> 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.

## CONCEPTUAL FRAMEWORK – SOCIAL ACTION THROUGH EDUCATION

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 “**Social Action through Education**.” 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:*

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

Learn more about the School of Education conceptual framework at: [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

### *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)

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<sup>1</sup> “Loyola University Chicago- About Loyola,” [http://www.luc.edu/about\\_loyola.shtml](http://www.luc.edu/about_loyola.shtml)

## COURSE REQUIREMENTS

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

**Instructional Product** - Throughout the course students will work on an instructional product that will provide an audience (the learners) with skills to use or perform a specific skill set. Students will choose from a list of topics and the audience, (i.e. the learners) for each of the products.

1. **Projects 1-6 Analysis, Design, Development, and Evaluation Projects (CF 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 consist of six separate projects, which build upon one another.
  - **Analysis:** Project 1: Needs Analysis, Learner & Environmental Analysis, and Goal Statement (AECT Standards 1 & 5)
  - **Design:** Project 2: Task/instructional Analysis and Subordinate Analysis (AECT 1)
  - **Design:** Project 3: Performance/Learning Objectives and Assessments (AECT 1)
  - **Design:** Project 4: Instructional Strategy Worksheet (AECT Standard 2)
  - **Development:** Project 5: Prototype of Instructional Materials(AECT Standard 2)
  - **Evaluation:** Project 6: Formative and Summative Evaluation (AECT Standard 5)

**NOTE:** Specific information and documents about each project will be made available in the learning management system in the project section of the Sakai. Student work will need to be submitted to the Sakai system for grading.

2. **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 the implementation of 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 professional development workshop product.
3. **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 consist of a diagram and short narrative about the individual students customized model.
4. **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 the design and development Projects. Students will participate in multiple asynchronous and synchronous activities, which will be graded individually and will contribute to the course grade. This includes both in-class activities and out of class asynchronous activities. More detail about the breakdown of class participation points will be provided throughout the course.

**Point Break Down for the Course:** (220 total possible points)

Item (220 total possible points for the course)	Possible Points
13-Weekly Pre-Class Activities (Time sensitive, asynchronous responses to readings, course materials)	65
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	20
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
13-Weekly In-Class Activities (Time sensitive, live responses to readings, course materials)	65

**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 projects 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 project 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 a project 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://luc.edu/media/lucedu/education/pdfs/SOE\\_Graduate\\_Academic\\_Regulations.pdf](http://luc.edu/media/lucedu/education/pdfs/SOE_Graduate_Academic_Regulations.pdf)

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

**Academic Policies:** Unless otherwise stated, academic policies for the Graduate School of Education M.Ed. program can be found at:

[http://luc.edu/media/lucedu/education/pdfs/SOE\\_Graduate\\_Academic\\_Regulations.pdf](http://luc.edu/media/lucedu/education/pdfs/SOE_Graduate_Academic_Regulations.pdf).

**Withdrawal & Incomplete (verify with School of Education):** See

[http://luc.edu/media/lucedu/education/pdfs/SOE\\_Graduate\\_Academic\\_Regulations.pdf](http://luc.edu/media/lucedu/education/pdfs/SOE_Graduate_Academic_Regulations.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.

### TECHNOLOGY EXPECTATIONS FOR THE COURSE

This course will require the use of technology. While students are not expected to own any specific technology for this course, they will be required to use technology to access course content, to finish and submit course work and to communicate with the Instructor and other students outside of designated class times.

The University has provided each student with a Loyola network ID to access University resources. It is expected that electronic communication with the student will be via the Loyola ID and Loyola's e-mail system, which can be accessed at: <https://outlook.luc.edu>. If you choose to use another e-mail address you must re-route your Loyola e-mail to that address. To do this, please visit <http://luc.edu/media/lucedu/its/pdfs/forwarding.email.pdf> and follow the instructions to reroute your e-mail.

Your Loyola ID and password is your main resource for accessing Loyola systems. The Password Self-Service system allows students, faculty, and staff on the University network to reset their own network passwords quickly and independently. Go to: <http://www.luc.edu/its/services/password-self-service.shtml> to learn more and to manage your password.

Course materials will be provided via the learning management system Sakai, which can be accessed at: <https://sakai.luc.edu/>. It is expected that the student will access and send projects and other course work via the Sakai system using their Loyola ID and password. Student instructional guides and video tutorials for using Sakai are available at: <http://www.luc.edu/itrs/sakai/sakai-student-tutorials.shtml>

This course includes online activities including live (synchronous) and outside of designated class time (asynchronous) activities. For online synchronous activities the instructor requires the use of computers with webcams and microphones. For these types of activities, it is expected that students have access to and setup the necessary equipment **before** the online class. To check your equipment (browser, webcam, microphone) prior to an online class, use the "Tech Check" utility provided at: <http://luc.edu/digitalmedia/trainingandsupport/techcheck/>. To learn more about technology support for online course activities go to: <http://luc.edu/online/resources/technology/>.

Digital Media Services (DMS) manages and maintains several multimedia and digital media computer labs and services across the Lake Shore and Water Tower campuses. Student can visit the labs to; access and checkout various technologies, receive consultation, and access various types of training for coursework. More information and hours of operation can be found at: <http://www.luc.edu/digitalmedia/>.

While the instructor will provide access to certain technologies and course materials within the Sakai learning management system, students may need additional technology support. The Information Technology Services Help Desk provides general technology support. Please note that while the ITS Help Desk provides extended hours of support, it is not a 24-hour service. To learn more about the Help Desk Services and the hours of operation please go to: <http://luc.edu/helpdesk/>.

More information about Information Technology policies and guidelines can be found at: <http://www.luc.edu/its/itspoliciesguidelines/index.shtml>.

Students new to Loyola University Chicago should consider working through the “Technology Roadmap” for students located at: <http://www.luc.edu/technologyroadmap/newstudents/>.

**Statement of Intent:** By remaining in this course, students are agreeing 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.

**Dispositions (See Rubric Below)**

**Professionalism, Inquiry,** and the **Social Justice**, are indicators of growth for different levels in the program. Courses in the School of Education focus on one or more of these three professional dispositions. Students are offered opportunities to receive feedback on their growth. The descriptions for the expected behaviors for the disposition are as follows:

- **Professionalism:** The student is prepared, is responsible toward work and is open-minded. The student works well with others and responds with appropriate language, affect, and actions. The student makes appropriate changes in response to feedback. The student demonstrates knowledge of current best practices for teaching and learning.
- **Inquiry:** The student demonstrates respect for students, families, communities, and peers. The student creates an inclusive classroom environment and is responsive to students/learners’ needs.
- **Social Justice:** The student has high expectations for all students/learners and is not easily discouraged by lack of student/learners progress. The student resists making assumptions about students/learners, families, and communities based on stereotypes. Additionally, the student reflects on practices and their impact on student/learners learning.

These dispositions will be assessed as part of this course and the rubric below will be used for the assessment.

**Rubric for Dispositions**

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

Loyola University Chicago  
School of Education  
Syllabus Addendum

**IDEA Course Evaluation Link for Students**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

**Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**LiveText**

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText, https://www.livetext.com/](https://www.livetext.com/).

**Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link 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***.