

Loyola University Chicago
Graduate School of Education
CIEP470-001: Principles of Instructional Design
Spring 2018, Thursdays, 7-9:30 pm
Online Course

Course Syllabus

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Office Hours:	9 am – 9 pm (by appointment)	Online Hours:	By appt.
Online Class Sessions:	2 ½ hours – 7:00 pm to 9:30 pm Thursdays, Jan 18, 2018 - May 3, 2018		

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, 4th ed.*, Boston, MA: Pearson Education, Inc. Print ISBN-13: 978-0133258257

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.”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.

CONCEPTUAL FRAMEWORK – SOCIAL ACTION THROUGH EDUCATION

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.

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/

Course Goals:

AECT references below are based on [NCATE](http://www.ncate.org/) program standards developed by [Association for Educational Communication and Technology](http://www.aect.org/) (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)

¹ “Loyola University Chicago- About Loyola,” 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: (200 total possible points)

Item (200 total possible points for the course)	Possible Points
Weekly Pre-Class Activities (Time sensitive, asynchronous responses to readings, course materials)	50
Project 1: Needs Analysis, Learner & environmental Analysis, and Goal Statement	10
Project 2: Task/instructional Analysis and Subordinate Analysis	15
Project 3: Performance/Learning Objectives and Assessments	15
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)	20
Project 8: Personal Instructional Design Model	10
Weekly In-Class Activities (Time sensitive, live responses to readings, course materials)	40

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

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 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.

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.

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://luc.edu/education/syllabus-addendum/>.

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 the Services for Students with Disabilities web site. The University policy on accommodations and participation in courses is available at: <http://luc.edu/education/syllabus-addendum/>.

Ethics Line Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report on-line or by dialing 855-603-6988 FREE. (Within the United States, Guam, and Puerto Rico). The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. Additional information about the EthicsLine is available at: <http://luc.edu/education/syllabus-addendum/>.

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. More information for the School of Education policy on electronic communication policies and guidelines is available at: <http://luc.edu/education/syllabus-addendum/>.

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)

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 posted in LiveText for this course.

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.

Dispositions will be assessed through LiveText and associated dispositions rubrics can be found in students live text account under this course section course. More information about LiveText can be learned through the following link [LiveText](#).

Rubric for Dispositions

	Target	Acceptable	Unacceptable
Professionalism	Demonstrates all behaviors at acceptable level and all of 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 of 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 of 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.

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/

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***.

Special Notes on Video Recordings for Synchronous Online Class Sessions

In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will 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/itrs/sakai/sakaiadministrativeschedule/>). 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 below:

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.