Course Change Request

Date Submitted: 02/08/18 11:13 am

Viewing: **EDTC 655 : Instructional Design II**

Last edit: 02/13/18 8:36 am
Changes proposed by: gbyrns

Catalog Pages

- EDTC - Educational Technology

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenda Byrns</td>
<td><a href="mailto:gbyrns@tamu.edu">gbyrns@tamu.edu</a></td>
<td>9798622289</td>
</tr>
</tbody>
</table>

Rationale for Course

**Edit**

The proposed changes are part of a routine curriculum review.

Course prefix: EDTC
Course number: 655

Department: Educational Psychology
College/School: Education & Human Development
Academic Level: Graduate
Academic Level (alternate): Undergraduate

Effective term: 2018-2019

Complete Course Title: Instructional Design II
Abbreviated Course Title: INSTR DESIGN II

Catalog course description

Preparation for leadership in instructional design through exploration of project management, needs assessment, goal analyses, rapid prototyping, problem-based learning, case-based learning, design of learning objects, ID for international audiences, instructional materials and program evaluation; theories that contribute to the field.

Prerequisites and Restrictions

Graduate classification; approval of department head; EDTC 654.

Concurrent Enrollment: No
Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings: No  Crosslisted With: No
Stacked: No  Stacked with: No

In Workflow

1. EPSY Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 02/12/18 11:10 am
   Shanna Hagan-Burke (shaganburke): Approved for EPSY Department Head
2. 02/13/18 8:36 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 02/13/18 3:48 pm
   Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 02/13/18 3:59 pm
   Beverly Irby (irby): Approved for ED Committee Chair GR
5. 02/13/18 4:00 pm
   Beverly Irby (irby): Approved for ED College Dean GR
6. 02/16/18 12:51 pm
   Meagan Kelly (meagankelly): Approved for GC Preparer
7. 03/01/18 3:14 pm
   LaResha Johnson (ljohnson): Approved for GC Chair
Semester Credit Hour(s) 3
Contact Hour(s) (per week): Lecture: 3 Lab: 0 Other: 0 Total: 3
Repeatable for credit? No
Three-peat? No
CIP/Fund Code 1103010019
Default Grade Mode Letter Grade(G)
Alternate Grade Modes Satisfactory/Unsatisfactory
Method of instruction Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes
Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.
This course is part of the Educational Technology M.Ed. program, which is an online-only program. There is no face-to-face version of this course, but if there were, the learning objectives would be the same. Program faculty collaborate to ensure that course objectives are rigorous and comprehensive. The designer and instructor of this course has been designated an ‘Exemplary Distance Educator’ by TAMU, according to QM standards.

Hours
Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.
Graduate courses in the Educational Technology program are designed to require approximately 12 hours of work per week to complete. In this course, this includes time for readings, online discussions, small group collaboration, interaction with instructor, and completion of weekly assignments. Interaction with the instructor as well as other students is ongoing. This is a project-based course. The same projects would be used if the course was taught face-to-face.

Will this course be taught as a distance education course? Yes No
I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes No
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? No

This will be a required course or an elective course for the following programs:
Required (select program)
Elective (select program)
# Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upload syllabus</td>
<td><a href="https://nextcatalog.tamu.edu/courseleaf/approve/">EDTC655_Instructional_Strategies_Syllabus_fa18.pdf</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional information</td>
<td></td>
</tr>
<tr>
<td>Reviewer Comments</td>
<td></td>
</tr>
<tr>
<td>Reported to state?</td>
<td>No</td>
</tr>
</tbody>
</table>
EDTC 655 Instructional Strategies  
Fall 2018  

Syllabus & Course Schedule

Course Description:
Examines the instructional design process in more detail from both a cognitive and constructivist perspective; students will identify and apply several types of instructional strategies and approaches for a variety of instructional needs

Instructor:
Noelle Wall Sweany, Ph.D.  
Clinical Associate Professor  
Educational Technology Program  
Harrington 724  
979-862-2086  
nsweany@tamu.edu (quickest response)

Teaching Assistant:
Yun Li, Doctoral Student  
Educational Technology Program  
liyun215@tamu.edu  
Virtual Office Hours: 2pm-4pm Mondays or by appointment

Office Hours:
You are welcome to make an appointment to meet with me to discuss your progress, work, or evaluation at any time. We can arrange to discuss by phone, Skype/Google Hangouts, or meet in person.

Course Goals:
By the end of this course, you should be able to:

- Describe the ARCS Model of Motivation and apply strategies designed to enhance motivation within an instructional product  
- Explain the similarities and differences between a cognitive and constructivist approach to learning  
- Identify appropriate instructional strategies for teaching different types of content (facts, concepts, principles, mental models, troubleshooting, problem-solving)  
- Select and apply relevant instructional strategies to the development of a training or instructional plan  
- Apply constructivist principles to the design and facilitation of instruction  
- Discuss the main characteristics and considerations for various approaches to instruction, including: scenario-based, situated cognition, place-based, and social learning

Text:
- Other readings will be made available in eCampus
Course Structure:

This course will be taught online in an asynchronous manner. This means that you will access the learning materials and activities on your own time, but you will need to follow the weekly schedule. Discussions will take place throughout the week. **Readings and activities are due weekly.** There will also be a collaborative group project where you will need to meet with other class members online. If you are unable to participate on an ongoing basis in a manner similar to a face-to-face class, you are strongly advised to take this course at a later time.

Access to Technology:

We will use eCampus as our learning platform. You can access our course section by logging into http://ecampus.tamu.edu/ and clicking on our course title under My Courses. Student Tutorials for eCampus can be found under ITS Docs on the Help menu or at http://ecampus.tamu.edu/student-help.php

All document submissions should be saved as a .doc or .docx file. If you do not have access to Microsoft Word, please contact your instructor to find out how to proceed.

In order to minimize possible incompatibility problems, please be sure all of your plug-ins are updated. Using some browsers may produce errors. Thus, if you are having difficulty, I always recommend trying a different browser first. You will also need some type of software that will allow you to watch videos.

Finally, it is my expectation that you have continuous and reliable access to both a computer and the Internet for the full duration of this course. If you are going out of town during the time you are taking this course, you will still be expected to complete work on time. If you have extenuating and unexpected circumstances, please contact your instructor immediately.

Technical Support:

If you need support with eCampus, you can contact Help Desk Central at helpdesk@tamu.edu, call 979-845-8300.
Course Assignments and Evaluation:

**Blog: 24 pts [Weeks 2-10]**
- Blog Entries: 15 pts (5 entries, 3 pts per entry)
- Peer Comments: 9 pts (9 comments, 1 pt each)

**Build Your Training Plan [BYTP]: 10 pts [2 pts per week; Weeks 3-7]**
- Submit Assignment: 1 pt
- Give Peer Feedback: 1 pt

**Final Training Plan: 25 pts**

**Student-Led Teaching: 35 pts [Weeks 11-14]**
- Group Product and Facilitation: 15 pts
- Group Summary: 5 pts
- Individual Reflection [Blog Entry]: 3 pts
- Participation in Student-Led Weeks: 12 pts

**Week 15 Reflection [Blog Entry]: 6 pts**
- Blog Entry: 3 pts
- Peer Comments: 3 pts (3 comments, 1 pt each)

Letter Grade Scale:

- A = 90 to 100 points
- B = 80 to 89 points
- C = 70 to 79 points
- F = 0 to 69 points
MAJOR ASSIGNMENTS
Note: I typically return your graded assignments within 7 days of the submission date.

BLOG (27 pts.)
Instead of using the traditional discussion forums in eCampus, we will be using the Blog tool. Each student will have their own blog in eCampus that is visible to the rest of the class and will persist throughout the semester. During Weeks 2-10, I will post a Reflective Prompt or Question to Consider. You are expected to write a substantive blog entry in response to the prompt. **Please note: only 5 blog entries are required, so you do not need to respond to every prompt. However, a comment on a peer’s blog is required every week.**

To receive credit, blog entries must be posted by end-of-day Tuesday each week. **Peer comments will be due by end end-of-day Friday each week.** As the blog author, be sure to read and respond to your reader comments! Since you are only required to post 5 blog entries, you have some leeway in deciding which Reflective Prompts you want to respond to. However, a blog entry posted after the weekly Tuesday deadline will not receive credit.

**Note:** Each week will have different activities and requirements so be sure and check in early in the week (or over the weekend) to see what is required. Every Friday, I’ll post the material for the upcoming week. A week is defined as 7 days between Sunday and Saturday.
Rubric - Blog Entries:

Each of your blog entries will be assessed according to Content & Creativity; Text Layout and Use of Media; and Clarity. A maximum of 3 points can be earned for each blog entry. (Five blog entries are required for a total of 15 points):

<table>
<thead>
<tr>
<th>Rubric: Blog Entries</th>
<th>(0 pts.)</th>
<th>(.5 pts.)</th>
<th>(1 pt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content &amp; Creativity</td>
<td>Postings show no evidence of insight, understanding or reflective thought about the topic.</td>
<td>Postings provide moderate insight, understanding and reflective thought about the topic.</td>
<td>Postings present a focused and cohesive viewpoint that is substantiated by effective supporting examples or links to relevant, up-to-date websites or documents that enhance the information presented.</td>
</tr>
<tr>
<td>Text Layout and Use of Media</td>
<td>Does not insert any graphics, or uses only low-quality graphics and multimedia, which do not enhance the content.</td>
<td>Selects and inserts graphics and multimedia that are mostly high quality and enhance and clarify the content.</td>
<td>Selects and inserts high quality graphics and multimedia when appropriate to enhance the content’s visual appeal and increase readability.</td>
</tr>
<tr>
<td>Clarity</td>
<td>Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.</td>
<td>Written responses include some grammatical, spelling or punctuation errors that distract the reader.</td>
<td>Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.</td>
</tr>
</tbody>
</table>

Rubric adapted from Franker, K. University of Wisconsin-Stout
https://www2.uwstout.edu/content/profdev/rubrics/blogrubric.html

Rubric - Blog Comments:

You are required to post at least one comment on a peer’s blog each week during Weeks 2-10. Each comment will be worth one point for a total of 9 points:

<table>
<thead>
<tr>
<th>Rubric: Blog Comments</th>
<th>(0 pts.)</th>
<th>(1 pt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Comment shows little evidence of insight, understanding or reflective thought about the topic. Numerous grammatical errors.</td>
<td>Comment demonstrates reflective thought about the topic, provides a new insight, and/or thoughtful question. Free of grammatical errors.</td>
</tr>
</tbody>
</table>
Training Plan/Instructional Lesson (25 pts)

Each of you will develop a training plan (aka ‘instructional lesson,’ depending on your job context) based on a cognitive approach. You will describe a real-world instructional problem that can be solved by learning. Hopefully, it will be an actual situation that is useful to you in your own work. You will develop a training plan/instructional lesson to teach the learners the necessary information. The problem should require at least two types of instructional strategies. You should keep the problem small or else develop a training plan/lesson for a smaller piece of the overall problem. The plan will describe a complete lesson including (depending on the situation) instructor dialogue or text, description of media, examples, practice sessions, feedback, as well as designer’s notes for each Lesson Element describing why these particular strategies are effective for the given situation. We will discuss this more during the course, but you can look at Foshay Figure 11.2 for an example training plan.

Build Your Training Plan (BYTP – 10 pts)

To assist you in building the final training plan, we will break the full training down into smaller pieces. Each week, during Weeks 3-7, you will complete one of these smaller pieces and receive feedback from your peers. Our TA will also be available to meet with you weekly to provide guidance and feedback that you may use to revise your final training plan/instructional lesson.

Rubric to be provided in class.

Student-Led Teaching (35 pts)

During Weeks 11-14, we will take a constructivist approach to the course. Each of you will be assigned to a small-group and the group will be responsible for helping the rest of the class “construct” their own knowledge related to the topic. It will be up to the group to decide how to put together a set of materials/activities that will guide the students in making meaning of the information. The minimum required tasks are:

At least 1-week prior to your assigned week:
- Identify reading materials/resources for the assigned topic.
- Design activity that engages the learners and encourages interaction and collaboration
- Submit idea to TA for approval

During your assigned week:
- Facilitate activities for the class (15 pts)

After your assigned week:
- Write a group synthesis for the week including a summary of the topic and highlights gleaned during the activity (5 pts).
- Each individual will also write a Blog entry documenting and reflecting on the process (3 pts).

During the weeks that you are not responsible for facilitating, you will be required to fully participate as a student (12 points).

Rubric to be provided in class.
Relevant Policies

Late Work

Major assignments will lose one letter grade for every day they are submitted late (up to 3 days). Late assignments will not be accepted after 3 days. Please note: Online Discussions cannot be made up.

Copyright/Plagiarism

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules under Part I. Academic Rules, Academic Misconduct.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Academic Integrity

The Aggie Honor Code states “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please review the University Aggie Honor Code.

CEHD Statement on Diversity

We, the faculty of the College of Education and Human Development, value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A&M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence, or hate crimes, and we insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community.
**Course Schedule**

*Contents of the schedule are subject to change. Any changes will be announced in class in advance.*

*IF THE LINKS DON'T WORK, TRY COPYING AND PASTING THE URL INTO YOUR BROWSER*

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic</th>
<th>Readings</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Aug. 27</td>
<td>Introduction to the course</td>
<td>Review Syllabus</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read <a href="#">Becoming an Online Learner</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review <a href="#">eCampus Help Guides</a></td>
<td></td>
</tr>
<tr>
<td>3 – Sept. 10</td>
<td>Cognitivism- Cognitive Approach and Training Models</td>
<td>Foshay et al., Intro, Ch. 1, 2, 12</td>
<td>BYTP #1 Due</td>
</tr>
<tr>
<td>4 – Sept. 17</td>
<td>Cognitivism- The First Three Lesson Elements and Message Design</td>
<td>Foshay et al., Chapter 3 &amp; 4</td>
<td>BYTP #2 Due</td>
</tr>
<tr>
<td>5 – Sept. 24</td>
<td>Cognitivism- Teaching Facts and Concepts, Principles and Mental Models</td>
<td>Foshay et al., Chapter 5,6 &amp; 7</td>
<td>BYTP #3 Due</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Assignment/Due Date</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>6 – Oct. 1</td>
<td>Cognitivism - Problem-solving, Troubleshooting, and Cognitive Apprenticeship</td>
<td>Foshay et al., Chapter 8, 9 &amp; 10; Richard E. Mayer Chapter 8</td>
<td>BYTP #4 Due</td>
</tr>
<tr>
<td>7 – Oct. 8</td>
<td>Issues Underlying Cognitive Approach</td>
<td>Foshay et al., Chapter 12-14</td>
<td>BYTP #5 Due</td>
</tr>
</tbody>
</table>
### Constructivism - Social Constructivism

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Due by/Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 – Oct. 29</td>
<td>Constructivism - Social Constructivism</td>
<td>Due by TUES. 10/30: At least 5 blog entries</td>
</tr>
</tbody>
</table>

### Scenario-based Learning

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Due by/Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 – Nov. 5</td>
<td>Scenario-based Learning</td>
<td>Student-Led Teaching Week</td>
</tr>
<tr>
<td>12 – Nov. 12</td>
<td>Situated Cognition</td>
<td>Student-Led Teaching Week</td>
</tr>
<tr>
<td>13 – Nov. 19</td>
<td>Place-based Learning</td>
<td>Student-Led Teaching Week</td>
</tr>
<tr>
<td><em>Nov 22-23: Thanksgiving Holidays</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 – Nov. 26</td>
<td>Social Learning</td>
<td>Student-Led Teaching Week</td>
</tr>
<tr>
<td>15 – Dec. 3</td>
<td>Wrap-Up</td>
<td>Final Blog Entry Due</td>
</tr>
</tbody>
</table>