ONLINE FALL 2013
EDP 640
Instructional Design
DELIVERY #22

Mastering the Possibilities

A Process Approach to Instructional Design

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EDP 640 (001-84977, 7D1-84439) Fall 2013

ONLINE starting Monday, August 19

EDP 640 INSTRUCTIONAL DESIGN
SYSTEMATIC TOOLS AND PROCESSES TO DEVELOP INSTRUCTION

Course Description

This course will introduce you to Instructional Design (ID), a systematic process to develop instruction. You will use this process to build a project – a design for an educational intervention.

Course Prerequisites

Helpful to have had or currently taking an Educational Psychology course (EDP 600, EDP 700).

Course Objectives

1. Clarify your beliefs about learning, learners, and instruction

2. Understand the ID process

3. Learn from others

How Objectives are Assessed

Develop a mission statement, an ID model, and an ID project design

Apply ID principles and guidelines in an ID plan which addresses an instructional problem

Respond to online scenario postings from group members and instructor critiques

Tour Guide
Neal.Shambaugh@mail.wvu.edu

Dr. Neal Shambaugh
504N Allen Hall
304-293-2060

Online office hours:
7.00 - 8.00 pm Tuesday's

5 monthly chats on Tuesday's
7.00 – 8.00 pm (see schedule)

eCampus
https://ecampus.wvu.edu/

Materials, Design Activities, Activity Guidelines. eCampus becomes available on the first day of classes.

I will send you notices to your MIX email before classes begin.

Your work and responses are posted to eCampus by the weekly due date (Tue), midnight. Revisions to initial postings due before the next ID Phase due date.

Text
Mastering the Possibilities: A Process Approach to Instructional Design
Shambaugh & Magliaro (1997). Allyn and Bacon
ISBN-10: 0205197957
ISBN-13: 978-0205197958
This text was developed from taking and teaching this course at Virginia Tech 2004-2009.

I've never put in so many hours for homework the way I did with this class, but I absolutely loved it and really looked forward to posting thoughts and responding to other students. I really felt like the students were involved and extremely interested in the course. The instructor was amazing and so quick to give feedback, multiple times on each assignment usually. I've never had another instructor work so diligently to give each student that much feedback. The projects were perfect for the course, as much as I hated them at times I'm very thankful to have completed them. They really made the connection between book and project. ~ from 2010 student

Assessment Summary:

ID Project Development: 7 Design Activities = 75%

Each Design Activity (DA) is carefully structured to help you build an ID project by the time you complete Tour 7. Each DA has a specific set of guidelines, which are found at the end of each module and archived on the eCampus course page.

Design Activities	Duration	Date Due	Points
Tour 1: Instructional Design Models	Week 1		
DA1. Personal ID Model (initial)		Aug 27	5
Tour 2: Learning Beliefs	Weeks 2-3		
DA2. Learning Mission Statement		Sept 4 Wed	5
Tour 3: Needs Assessment	Weeks 4-7		
DA3. Needs Assessment and Project Intent Statement		Oct 1	20
Tour 4: Sequencing	Weeks 8-9		
DA4. Instructional Sequence		Oct 16 Wed	5
Tour 5: Assessment & Teaching	Weeks 10-11		
DA5. Assessment and Teaching Plan		Oct 29	10
Tour 6: Prototype	Weeks 12-13		
DA6. Design of Major Instructional Activity		Nov 12	10
Tour 7: Program Evaluation	Weeks 14-15		
DA7. Project's Evaluation Plan, Revised ID Model, Self Evaluation/Course Evaluation, Final ID Project		Dec 3	20
All work posted to eCampus Discussion links		TOTAL	75

Module Scenario Responses (7) and Peer Critiques (group members) (7) = 15%

Monthly Work Group Chat Sessions (5) = 10%

A+ = 98-100	A = 93-97	A- = 90-92
B+ = 88-89	B = 83-87	B- = 80-82
C+ = 78-79	C = 73-77	C- = 70-72

- All email communication will be sent to your **MIX** account. Keep your MIX account active and check your email regularly (once/day). I email each Monday weekly advisories on the course.

- The course is taught in eCampus https://ecampus.wvu.edu/ The eCampus course site becomes available to you on Monday, August 19. All materials and your work are posted there.

- On eCampus you will find 7 modules or "Tours". Each module addresses ("tours through") a specific phase of a 7-phase Instructional Design process. I will activate the next module for that phase of ID according to the syllabus. I provide detailed guidance and you will receive feedback from your peers, who will be grouped based on the type of project you choose (e.g., K12, training, college, community).

University Policies

Inclusivity Statement (new 2013). The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

Disability. If you have a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with Disability Services (293-6700).

Academic Integrity Statement. The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code at

http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code

Student Evaluation of Instruction Statement (SEI). Effective teaching is a primary mission of West Virginia University. Student evaluation of instruction provides the university and the instructor with feedback about your experiences in the course for review and course improvement. Your participation in the evaluation of course instruction is both strongly encouraged and highly valued. Results are strictly confidential, anonymous, and not available to the instructor until after final grades are released by Admissions and Records. Information about how you can complete this evaluation will be provided later.

Absences Due to Military Service. In accordance with the "Veteran Friendly" designation, WVU faculty may allow students who are members of the US Armed Forces (including the National Guard and Active Reserve) to make up tests and assignments that are missed during a semester if the student is officially called up for military service requirements for a limited period; and if the delayed coursework completion will not irreversibly impact the students' ability to appropriately master the required subject matter . Absence due to required military obligation should not exceed a cumulative amount of three weeks, and the students should follow the appropriate protocol as presented below.

College Policies

Incompletes. The grade of I (Incomplete) is to be given only when the instructor believes that the course work is unavoidably incomplete. "Unavoidably" refers to the inability of the student to complete the work due to circumstances outside of her control. Students must have completed 50% of the coursework with a "C" or better by the last day to drop a course to receive an "I" grade in a course. This policy relates to undergraduate and graduate students.

Course Policies

Syllabus. I may need to make changes to this syllabus to reflect changing needs. Any changes will be communicated in a class MIX email and posting the document on the eCampus site.

Schedule and Late Work Policy. Staying on top of the schedule is critical. The course has been carefully structured, based on 18 years of teaching this course. See Schedule for due date (usually Tuesday's, midnight).

Late work will earn 50% of the grade and will receive minimal feedback. Being successful in this course requires that you diligently submit work by the deadline so that peers and myself can give you timely feedback.

New modules will be available on Wednesdays, the day after the previous due date (Tuesday's).

Immediate feedback on course assignments, feedback was very clear and helpful, provided excellent assistance, very passionate about course and students, he created class culture without us being in a classroom, (that has to be hard!)

Dr. Shambaugh is an excellent instructor. I am particularly impressed with the level of feedback he provided on assignments (and in a timely manner). He obviously has a passion for this field and it makes me all the more convinced that I've picked the right program (IDT). Thanks so much for a great experience!

~ comments from 2010 students

Course Schedule

Week Number **Tuesday Due Date**	**Chat Sesions**	**eCampus Module** *Text Chapter to Read*	**Design Activity <u>Due</u> post to eCampus**
1 August 20	7.00 – 8.00 PM CHAT (OPTIONAL) course orientation to course	**Module 1: ID and ID Models** *Ch 2: Design Tools*	
2 August 27		**Module 2: Learning Beliefs and Learning Principles** *Ch 1: Learning Beliefs*	DA1. Personal ID Model, Project Idea
3 September 4 Wed			DA2. Mission Statement (due Wed 9-5 due to Labor Day)
4 September 10		**Module 3: Needs Assessment** *Chapter 3 Needs Assessment* *Ch 7: Instructional Technology*	
5 September 17	GROUP CHAT THIS WEEK: NA progress, project choice	Groups (~5 members) negotiate day/time for meeting in eCampus chat room.	I will assign people to groups and identify a group leader to make the contacts.
6 September 24			
7 October 1		**Module 4: Sequencing** *Ch. 4: Instructional Sequence*	DA3. Needs Assessment Findings, Intent Statement
8 October 8			
9 October 16 Wed		**Module 5: Assessment & Teaching** *Ch 5: Assessment* *Ch 6: Instructional Framework*	DA4. Instructional Sequence
10 October 22	GROUP CHAT THIS WEEK: Assessment-Teaching		
11 October 29		**Module 6: Prototype** *Ch. 8: Prototype*	DA5. Assessment & Teaching Plan
12 November 5	GROUP CHAT THIS WEEK: Prototype submission		
13 November 12		**Module 7: Program Evaluation** *Ch. 9: Program Evaluation* *Ch. 10: Self-Evaluation*	DA6. Prototype
14 November 19			
	THANKSGIVING	*BREAK – Nov 25-29*	
15 December 3	7.00 – 8.00 ALL CHAT (OPTIONAL): debrief and goodbye!		DA7. Project Evaluation Plan, Revised ID Model, Self-Evaluation-Course Evaluation, Final ID Project