

Syllabus

EDTECH 572: Instructional Design - Fall 2007

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EDTECH Conceptual Framework

The Department of Educational Technology supports the study and practice of facilitating and improving learning of a diverse population by creating, using, and managing appropriate technological processes and resources. Believing technology is a tool that enhances and expands the educational environment, we promote the use of current and emergent technologies for teaching and learning in a dynamic global society. Educational technologists are leaders and innovators, serving in institutions of higher education, public or private school settings, federal, state or local educational agencies, community organizations, and the private sector.

Introduction

The overall goal of this course is for students to learn how to develop instructional programs for use in education and training. Students will develop and field test a short instructional program consisting of student materials and an instructor guide. The course is focused on how to do instructional development (ID).

Course Objectives:

1. Write instructional objectives for given content.
 - a. Develop appropriate instructions for instructional objectives
 - b. Write assessment items for objectives
2. Plan and develop a short instructional program.
3. Try out the program and write a tryout report. (If possible)

Course Materials

Books

Required Text:

Dick, W., Carey, L. & Carey, J.O. (2005). *The systematic design of instruction* (6th edition). Allyn & Bacon.
ISBN: 0-205-41274-2

Student Course Sites

You will develop and display your work on your EDTECH student web site. You will also need a way to "FTP" your assignments to your web site.

Major Assignments

- *Instructional Program*
 - You will develop all materials, including approximately 3 hours of instruction, an instructor guide and student materials.
- *Mid-Term Exam*
 - There will be an examination over objectives near the middle of the semester. The examination date will be announced at least two weeks in advance.
- *Design Specifications*
 - You will submit a complete design specifications document outlining the details of your ID project.
- *Tryout Report*
 - As conditions permit, you will try-out your instructional program, and write a report detailing the tryout and discussion recommendations for improvement.

Course Grade

Assignments are typically due by 11:59 PM Mountain Time on Wednesdays.

Scale:

90 - 99% A

80 - 89% B

70 - 79% C

< 70% F

The instructional program developed by the student will account for approximately 50% of your course grade. Test performance, design specs, tryout report, and participation will account for the remaining 50% of your course grade.

Activities	Standard
Instructional Program	1, 2, 3, 5.1, 5.2
Mid-Term Exam	1.1
Design Specifications	1, 2, 5.1
Tryout Report	5.1, 5.3

Late Work Policy:

Late work will have a penalty of 10 points taken off for each day late. Work that is more than one week late will not be accepted. Due dates falling within the last two weeks of class are final and those assignments may not be submitted late. Plan to spend between 8 - 15 hours per week on this class.

Standards Addressed

AECT STANDARDS FOR THE ACCREDITATION OF INITIAL PREPARATION PROGRAMS

Standard 1: DESIGN

Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics.

- 1.1 Instructional Systems Design
- 1.3 Instructional Strategies
- 1.4 Learner Characteristics

Standard 2: DEVELOPMENT

Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies.

- 2.1 Print Technologies
- 2.3 Computer-Based Technologies

Standard 3: UTILIZATION

Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policymaking.

- 3.1 Media Utilization

Standard 5: EVALUATION

Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.

- 5.1 Problem Analysis
- 5.2 Criterion-Referenced Measurement
- 5.3 Formative and Summative Evaluation

[Accommodations](#)

To request academic accommodations for a disability, contact the Office of Disability Services, Admin 114, (208) 426-1583. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition will be regarded as confidential.

[The Professional Educator](#)

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.