Instructional Design & Technology

OTED 789/889 Instructional Technology
Old Dominion University
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Description	Objectives	Text	Outline	Projects	Policies

I. Course Description

This course is designed to provide an insight about the trends, issues, and application of instructional technologies as they may be applied to education and training environments. The focus of the course is to provide the opportunity for participants to apply selected technical processes to solve practical problems in education and training environments using instructional and information processing technologies. Emphasis will be placed on using technology as a means of enhancing instruction. The Virginia Standards of Learning (SOL) will be addressed in related class discussions and learning activities. Class discussion of activities will be used to give insight into real world applications of processes and applications presented in during this class. This includes analyzing education and training situations, designing instruction, and developing prototypes using computers and other technologies as productivity and educational tools. Additionally, discussions will focus on the social, cultural, educational impact that information and instructional technologies will have on our society.

The scope of the learning activities for this class will focus on using technology to generate, manage information, and implement instruction. Applications include telecommunications, word processing, presentation graphics, *Flash* animation, hypertext, authoring systems, computer-based testing, multi-media, Internet and World Wide Web access. Experiences will be limited to hardware and software available.

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II. Course Objectives

- Define Instructional Technology.
- Identify the major domains of instructional technology.
- Identify and prepare a goal statement as it relates to your professional development.
- Develop a personal philosophy concerning the concept of instructional design and technology that is broad-based and reflects historical, contemporary, and implications for emerging and future technological developments in training and education.

- Describe and use an instructional technology vocabulary that will provide a foundation for informed discussions and decisions about the current and future use of instructional/information technologies in a training and educational environment.
- Demonstrate skill in using technology to solve information-based training and education problems and improve productivity.
- Demonstrate skill in using telecommunications as an instructional and design tool.
- Describe the basic components of technology based instruction systems such as computers, networks, peripheral devices, software applications groups, video, CD-ROM, mass storage devices, and emerging technologies.
- Assess how instructional and information technologies will affect the management and implementation of instruction in an education and training environment.
- Identify content and instruction for a topic(s) related to your unique teaching or training specialty and develop an appropriate technology-based instructional materials.
- Identify and describe the Virginia Standards of Learning and demonstrate how they may be incorporated into learning activities in math, science and technology.

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III. Course Text, Software, Internet Access, and Course Web Site

Trends and Issues in Instructional Design & Technology - Reiser and Dempsey
ISBN: 0-13-022297-6
Publisher: Prentice Hall
Copyright: 2002

Basic Applications: Windows 98SE, ME, XP, NT, or 2000, Microsoft Office
Anti-virus Software: An up-to-date anti-virus utility highly recommended. See OCCS for free university licensed copy of McAfee VirusScan.

Demo Software: TrainerSoft, SwishMax, FTP Client (Do not install until required)

Internet Connection Required: 56K Dialup, LAN, Satellite, DSL, or Cable

Course Web Site: The primary web site for the Seven-eighty-nine class is http://courses.lib.odu.edu/ots/wdeal/789ttn. Additionally, this class will use certain features of the Old Dominion University Blackboard course management system.

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IV. Course Outline

Defining the Field of Instructional Design and Technology

- *Chapter Readings 1 -3*
- Definitions of instructional technology

- Media and process
- Systematic instructional design
- Defining instructional design
- Historical perspective of instructional design and technology

Learning: Foundations and Trends

- *Chapter Readings 4 - 8*
- Psychological foundations of instructional design
- Defining learning
- Epistemology and the design of learning environments
- Motivation and performance
- Understanding motivation design
- Instructional goals and learning
- Integration of problem solving into instructional design

Performance Technology

- *Chapter Readings 9 - 14*
- From training to training *and* performance
- Defining EPSS (Electronic Performance Support Systems)
- The future of Electronic Performance Support Systems
- Evaluation in Instructional Design: The impact of Kirkpatrick's four-level model
- Maximizing training investments by measuring human performance
- Instructional project management
- Adoption, diffusion implementation, and institutionalization of instructional design

Trends and Issues in Instructional Design and Technology

- *Chapter Readings 14, 15, 18, 19, and 20*
- The Nature of Instructional Design and Technology in Corporate Settings
- Trends in Corporate Design and Development
- Instructional Design and Technology in Schools
- Instructional Technology in Higher Education
- Distance Learning and Instructional Design in International Settings

New Directions in Instructional Design and Technology

- *Chapter Readings 21 - 25*
- Instructional Design Online: Evolving Expectations
- Defining Online Learning
- Integrating Web-based Learning in an Educational System: A Framework for Implementation
- Educational Media
- Emerging Instructional Technologies: The Near Future
- The Future of Instructional Design

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V. Projects, Tests and Assignments, & Evaluation

The following is a list of project categories. Each of the activities will require the use of technology, critical thinking, imagination, and problem solving. The completed activities are to be neatly assembled into a *digital folio* of work completed and turned in at the end of the class. Alternatively a print version

that is bound and turned-in at the end of the class. Each of the activities must include a summary of application and skills gained that precedes the activity section. The activities are to be as close as possible to what you could use in your individual work setting.

It is important to realize that it is expected that each class member participates and contributes to the class discussions. The instructor will keep track of class participation.

- Interactive tutorial presentation (e.g. Power Point®)
- Create an interactive Flash training session using Swish® or SwishMax®
- Training/Learning Activity: Using the World Wide Web as a delivery medium (HTML Training Site Construction)
- Participation in at least two Web Discussion sessions
- Satisfactory completion of mid-term exam and online review quizzes
- CBT Authored Product (testing, assessment, simulation, or tutorial) using an authoring package
- Examination
- Digital Folio

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IV. General Policies and Notes

Read and abide by University Honor Code.

Course activities will involve individual and group efforts; each contribute toward the total learning experience effort. Each person is expected to fully participate and contribute toward the completion of group assignments. A statement of participation by each group is required.

Activity assignments may include review questions to reinforce skills and knowledge gained. Your analyses and synthesis are an important part of the learning process and is to be included in activity summaries. The activity assignments will be available on the World Wide Web. Some activities will require email communication for completion of assignments. Email generally should be in a text format. Attachments for class assignments should be readable in Office 97, Office 2000, or Office XP format.

Samples of individuals work will be presented in class as a means of observing techniques and technologies used in their creation. In some cases it will be necessary to randomly select assignments for review and discussion because of time and technology restraints. The key idea is to share the valuable knowledge and experiences of each person in the class.

Technology has its pitfalls! There will be times when things just don't work as planned. This is part of the learning experience and can teach valuable lessons. We just analyze the situation and move on and profit by the challenge.

Activities shall be due on the dates assigned. All activities will be evaluated on the basis of quality and quantity and are to be original work for this class. Activity sheets are to be individual work unless otherwise stated. **All work** must be completed before the last scheduled day of class **except** the final examination.

Class attendance and participation is expected. Participating in class discussions and issue forums will be considered as part of a class grade.

The course is sufficiently flexible and organized to provide a meaningful and enjoyable learning experience for each person. Alternative activities, as suggested by the student may be considered in lieu of assigned activities at the discretion of the instructor. The content and project activities are subject to

change.

Class notes generally will be available in the "notes section" of the course web site.

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VI. Grading Scale

A = 96-100
A- = 90-95
B+ = 87-89
B = 84-86
B- = 80-83
C+ = 77-79
C = 74-76
C- = 70-73
F = Below 60

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