Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should <u>not</u> be used to purchase course materials.

COURSE SYLLABUS

EDUC 731
INSTRUCTIONAL DESIGN THEORY

COURSE DESCRIPTION

This course introduces students to instructional design and technology through a Christian perspective. It reviews historical trends and current issues found in learning environments through the field of instructional design. Students will focus on planning instruction to address specific learning problems through instructional design theory.

RATIONALE

Instructional designers must understand the basic foundations of instructional design theory. In order to successfully design instruction around learning goals, one must know how people learn and how to design for how people learn. This course serves as a core component to a doctoral candidate's understanding of instructional design and technology and his/her impact on the field of education as a designer.

I.   **PREREQUISITE**

For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II.   **REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III.   **ADDITIONAL MATERIALS FOR LEARNING**

A.   Computer with basic audio/video output equipment

B.   Internet access (broadband recommended)

C.   Blackboard recommended browsers

D.   Microsoft Office

E.   The Holy Bible

IV.   **MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the candidate will be able to:

A.   Evaluate learning problems through varying instructional design theories and models.

B.   Analyze key principles behind learning, memory, and attention in designing effective learning experiences.

C.   Compare instructional design theories and models that enhance human learning, development, and critical thinking.

D.   Consider the iterative nature of design and the role it plays in meeting the needs of diverse learning contexts.

E.   Develop a plan of instruction through the systematic approach of instructional design.

F.   Integrate a biblical worldview when developing instructional strategies through efficient and effective instructional design efforts.

V.   **COURSE REQUIREMENTS AND ASSIGNMENTS**

A.   Textbook readings and lecture presentations/notes

B.   Course Requirements Checklist

After reading the Course Syllabus and Candidate Expectations, the candidate will complete the related checklist found in Module/Week 1.

C.   Discussion Board Forums (6)

Discussion boards are collaborative learning experiences. Therefore, the candidate is required to provide a thread in response to the provided prompt for each forum. Each thread must be at least 400 words and demonstrate course-related knowledge, with a minimum of 2 citations in current APA format as well as 1 Scripture reference. In addition to the thread, the candidate is required to reply to 2 other classmates' threads. Each reply must be at least 250 words with a minimum of 1 citation in current APA format. (MLO: B, D, F)

D.   Instructional Design Article Critiques (2)

Based upon the assigned journal articles, the candidate will take what he/she has learned to evaluate instructional design theory and critique either an individual lesson or an overall unit. The candidate must show his/her understanding of effective instructional design and how to improve an existing plan. Each critique must adhere to current APA format and have a 400–500-word limit. The required title page, reference page, and citations are not included in the word limit. (MLO: A, C, D)

E.   Book Review

The candidate will write a 5-page book review in current APA format that focuses on the assignment textbook. The candidate must summarize the premise of the book, take a stance for or against the key points made, and discuss implications for the field of education. The paper must include at least 4 references to the assignment textbook, in addition to a minimum of 2 biblical references. (MLO: B, C, D, F)

F.   Instructional Design Plan

1.   Part 1

The candidate will build Part 1 of an Instructional Design Plan that centers on the analysis phase of instructional design for a course, seminar, or training module. The candidate will set specific learning goals and pull information or data from his/her professional context in order to make informed decisions. The assignment must be formatted in current APA style, include a title page, and follow specific guidelines outlined in the instructions. This assignment must be a minimum of 3–4 pages. (MLO: B, D, E, F)

2.   Part 2

The candidate will build Part 2 of an Instructional Design Plan that centers on the design and development phases of instructional design for a course, seminar, or training module. The candidate will formalize and identify specific learning objectives, methods, materials, and delivery systems. He/she will also create the learning content and overall framework for a design prototype. The assignment must be formatted in current APA style, include a title page, and follow specific guidelines outlined in the instructions. The design section must be a minimum of 3–4 pages and the development section a minimum of 5 slides. (MLO: B, D, E, F)

3.   Part 3

The candidate will build Part 3 of an Instructional Design Plan that centers on the implementation and evaluation phases of instructional design for a course, seminar, or training module. The candidate will outline how he/she plans to implement his/her prototype and identify needs for future improvements. The candidate will outline how he/she will develop and follow assessment plans to help in future iterations of the product. The assignment must be formatted in current APA style, include a title page, and follow the specific guidelines outlined in the instructions. The assignment must be a minimum of 4–5 pages. (MLO: B, D, E, F)

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (6 at 50 pts ea)	300
Instructional Design Article Critiques (2 at 50 pts ea)	100
Book Review	150
Instructional Design Plan: Part 1	125
Instructional Design Plan: Part 2	175
Instructional Design Plan: Part 3	150
Total	1010

B. Scale
A = 960–1010   A- = 940–959   B+ = 920–939   B = 900–919   B- = 880–899
C+ = 860–879   C = 840–859   C- = 820–839   D+ = 800–819   D = 780–799
D- = 760–779   F = 0–759

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's Discrimination, Harassment, and Sexual Misconduct Policy or the Student Disability Grievance Policy and Procedures.

COURSE SCHEDULE

EDUC 731

Textbooks: Dirksen, *Design for How People Learn* (2016).
Larson & Lockee, *A Practical Guide to Instructional Design* (2013).
Reigeluth et al., *Instructional-Design Theories and Models* (2016).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Dirksen: chs. 1–3 Larson & Lockee: chs. 1–3 1 presentation	Course Requirements Checklist Class Introductions DB Forum 1	10 0 50
2	Dirksen: chs. 4–6 Larson & Lockee: ch. 4 Reigeluth et al.: ch. 1 2 presentations 1 article	DB Forum 2 Instructional Design Article Critique 1	50 50
3	Dirksen: chs. 7–9 Larson & Lockee: chs. 5–6 Reigeluth et al.: ch. 2 1 presentation 1 article	DB Forum 3 Instructional Design Plan: Part 1	50 125
4	Dirksen: chs. 10–12 Larson & Lockee: chs. 7–8 Reigeluth et al.: ch. 3 1 presentation	Book Review	150
5	Larson & Lockee: chs. 9-10 Reigeluth et al.: ch. 4–5 1 presentation	DB Forum 4 Instructional Design Plan: Part 2	50 175
6	Larson & Lockee: ch. 11 Reigeluth et al.: ch. 6–8 1 presentation 1 article	DB Forum 5 Instructional Design Article Critique 2	50 50
7	Reigeluth et al.: chs. 9–11 1 presentation 1 article	Instructional Design Plan: Part 3	150
8	Reigeluth et al.: ch. 12–15 1 presentation	DB Forum 6	50
		TOTAL	**1010**

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.