ITEC 801 Instructional Systems Design (3 units)
Fall 2005 Syllabus

Section 801.01: Monday – 7:00-9:45 PM, BH 170

Instructor: Dr. Brian Beatty
Office: BH 163C (inside the ITEC department office)
Office Hours: Monday 1-4 PM
Phone: 338-6833 (alternate – 338-1509)
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Course URL: http://ilearn.sfsu.edu

I. Course Description

From the course catalog:
“Acquisition of competency in the design and development of instruction under the principles of
cognitivism and instructional systems and its most crucial design aspects: needs and task
analysis, learning strategies sequencing and formative evaluation. Should be taken after
completion of ITEC 800.”

Prerequisite:
ITEC 800 must be completed before enrolling in ITEC 801. Permission to enroll in this course
may be requested from the instructor if a student is able to demonstrate knowledge of ITEC 800
content through parallel coursework or life experience.

Introduction to Instructional Design:
This course introduces the learner to the principles of instructional systems design (ISD), or
more commonly, instructional design (ID). In this seminar, we will explore the complexities of
designing instruction in various contexts (such as, corporate training, education, etc.). We will
learn classic ID theory and models and apply these theories in a real context through a major
design project.

There are two major elements in this seminar:
1. An introduction to instructional design models, such as ADDIE, in order to understand
   the terminology and defining characteristics of most formal ID processes. Your learning
   of this content will be assessed through a “traditional” exam approximately two-thirds the
   way through the semester.
2. Practice applying a specific systematic ID model by completing a comprehensive
   instructional design project. This project will be selected by you; possibly working in
   conjunction with a small group of your peers. You will complete a formal design plan as
   the major assignment for the second half of the course.

The readings selected for each week will present the foundation for our discussion and class
activities. The comprehensive text provides a solid presentation of classical instructional design
stages. Supplemental readings will provide supplementary, complimentary, and alternative views on ISD.

II. Accommodation Statement

If you are a student with a disability requiring special accommodation in this course, you must be registered with the Office of Disabled Student Services (DSS). Your counselor will give you a letter that you must deliver to the instructor in person, at which time an appointment will be arranged to discuss appropriate accommodation. This must be accomplished during the first three weeks of class.

III. Learning Goals

1. Analyze a performance problem situation and determine if instruction could be an effective solution to the problem.
2. Analyze a job or learning task and determine the steps for performing the task.
3. Identify learning outcomes and performance objectives.
4. Design instructional strategies, techniques, and delivery method based on theoretical research in instructional systems, educational technology, and the learning sciences.
5. Apply instructional design strategies and techniques by designing a self-selected instructional intervention.
6. Demonstrate a working knowledge of the major steps in the traditional ISD model – Analysis, Design, Development, Implementation, and Evaluation.

IV. Readings

Required Text:


This text is one of the foundational and most recognized works about instructional design – it should prove to be a valuable resource for many years. As such, the text will be used as the primary print resource for learning about instructional design. You should read most of the text during the first half of the course. During your project work during the second half of the course, you will refer back to the text for reference and further learning support.

Please purchase your own copy of this text during the first week. Earlier editions (esp. 5th Ed.) include much of the same material, but may not include several newer chapters.

Additional Readings:

Each week I will provide access to other important readings. Hopefully, these will all be available electronically so you may print your own copy, if you wish. Readings for each week will be announced during the previous week’s class and/or online at the course website (http://ilearn.sfsu.edu).

If you find interesting, relevant readings on your own in trade journals, magazines, newsletters, etc., please bring them to class to share or post them to the course website.
V. Course Requirements and Grading

Class Participation (10%)
This is a seminar course, implying active engagement in discussions and other class activities. Participation includes completing pre-class readings, online exercises, and joining in class discussions – both in class and online.

Reflection Posts (10%)
Weekly you will post your thoughts about the class and the instructional design field in an ongoing discussion thread – similar to a “blog”. These posts are intended to help you consider questions important to you, and capture your thoughts at selected instances in time. Posts will be viewable by others, though there is no requirement for others to read anyone else’s posts. You will receive full credit for this assignment if you contribute a meaningful post once a week for 14 weeks of the semester. Specific instructions available in class the first week.

Written Assignments (40%)
Four short writing assignments are due during the course of the semester. These assignments will help you build your design report in stages as we discuss topics and you reflect upon the concepts in the context of your design project. We will utilize the course website to post, update, and comment upon these short papers. You will deliver and receive feedback to and from a small group of your peers for each assignment.

Paper 1. Needs Analysis Plan - This paper is a 5-7 page description of your plan for conducting a front end (performance, needs, context, learner) analysis in your chosen project context. This plan will include a description of your methods and rationale and should include a sample instrument which you plan to use. The results of the Needs Analysis will be useful to you as you progress throughout the rest of your design process. More information will be provided in class at the appropriate time.

Paper 2. Task Analysis - This paper is a 4-5 page report on the instructional task analysis you conducted (or are conducting) for your chosen project context. This brief report will include a description of your methods (any recognized method for task analysis is acceptable) and rationale. Include 2-3 pages of your detailed goal analysis flow chart (see the samples in your text - pages 84-96). The results of the Instructional Task Analysis will be useful to you as you progress throughout the rest of your design process, especially as you move on to writing instructional objectives. More information will be provided in class at the appropriate time.

Paper 3. Instructional “Roadmap” - This paper is a 4-6 page description of your plan for instruction. This plan will include a description of the content, sequencing, instructional strategies and specific methods, media, (etc.) accompanied by your well-reasoned rationale at each relevant point. This roadmap prepares the way for full development to begin. In this class, you may not complete the full development, but you will develop a representative sample of instruction to present to the class at the end of the semester. More information will be provided in class at the appropriate time.
Paper 4. Evaluation Plan - This paper is a 4-5 page description of your plan for conducting a thorough evaluation of your instruction in your chosen project context. This plan will include a description of your methods and rationale for both formative and summative evaluation strategies; and should include sample instruments which you plan to use. The results of the various evaluations (if available in time) should be presented as part of your final project presentation. More information will be provided in class at the appropriate time.

Exam or Glossary/Bibliography (10%)
An additional 10% of your grade will be assigned based upon your performance on an online exam or on an additional glossary/bibliography assignment. The online exam will assess your basic understanding of instructional design terminology and concepts. Scheduling of this exam will be discussed in class, but usually occurs near the end of the semester before our class discussion about summative evaluation. The glossary/bibliography alternative consists of two parts. For the glossary component: Choose any five terms used in the ISD field, and create a short glossary entry for each. The entry should include the term, a definition (and description) of how it is used in our field, and a link to a web-based or print resource that either describes this in more detail or provides an example of the term in practice. For the bibliography component: List any 10 resources you have found to support your learning about instructional systems design. In your list, include a short description of the resource (what is it, what is it for) and your evaluation of its usefulness. Why was it valuable to you? For each resource, give its full reference so that someone else can find it if they want to. This assignment will also contribute to a perpetual resource we are creating for the ITEC community at large. More details will be provided in class at the appropriate time.

Design Project (30%)
A comprehensive design project will be completed during the course. This project will be completed individually or in teams of 2-3 and will require you to apply the principles of effective instructional design to create the design plan and preliminary (draft) development of an original instructional unit. More details will be provided in class the first week.

Late Assignments
In order to receive full credit for an assignment, it must be turned in at the requested time. Partial credit for late assignments may be given, at the discretion of the instructor. Late assignments will receive a minimum 10% grade reduction, and will not be accepted after one week has passed since the original due date.

Grading:
A- to A 90-100 %
B- to B+ 80-89 %
C to C+ 75-79 %
No Credit below 75%

Incomplete:
If you do not complete the course requirements by the end of the semester, you may receive a grade of “I” (Incomplete) with prior arrangement with the instructor. Per SFSU policy, 75% of all course assignments must be successfully completed prior to the end of the semester in order to qualify for consideration of an Incomplete. All Incomplete grades will have a pre-arranged
deadline for completion, in any case no longer than one year from the end of the current university term (spring, summer or fall).

**Changes to the Syllabus:**
This syllabus is subject to change throughout the semester due to emergent student needs, important new learning opportunities, or other unforeseen situations. In the event a change must be made, the instructor will notify the students as soon as practically possible, and provide an updated syllabus on the course website.

**VI. Other Student Resources**

Associated Students Inc., Cesar Chavez Student Center M-103, (415) 338-1230 ext. 4. (phone), (415) 338-0522 (fax), [http://www.asisfsu.org](http://www.asisfsu.org).
Chasiti Effort, College of Education Representative.

## VII. Course Calendar (tentative)

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<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
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</table>
| 1 Aug 29   | Course Introduction, Defining Instructional Systems Design, History of Instructional Technology | Text: Chapter 1  
Additional Readings: Reiser, Reigeluth  
Assignment Due: Student Picture/Profile (completed in class), Reflection post |
| 2 Sep 12   | Needs and Performance Analysis | Text: Chapter 2  
Additional Readings: TBD (read week 1 articles)  
Assignment Due: Reflection |
| **No Meeting Sep 5** | | |
| 3 Sep 19   | Learner and Context Analysis | Text: Chapter 5  
Additional Readings: TBD  
Assignment Due: Reflection |
| 4 Sep 26   | Applying Front End Analysis | Text: None  
Additional Readings: Rossett  
Assignment Due: Reflection |
| 5 Oct 3    | Instructional Task Analysis | Text: Chapters 3 and 4  
Additional Readings: TBD  
Assignment Due: Front End Analysis Paper 1, Reflection |
| 6 Oct 10   | Conducting Instructional Task Analysis | Text: Review Chapters 3 and 4  
Additional Readings:  
Assignment Due: Reflection |
| **No Meeting Oct 17** | | |
| 7 Oct 24   | Designing Instruction I – Instructional Objectives and Sequencing Instruction | Text: Chapter 6  
Additional Readings: Mager, Reigeluth  
Assignment Due: Instructional Task Analysis Paper 2, Reflection |
| 8 Oct 31   | Designing Instruction II – Selecting Strategies and Activities | Text: Chapter 8  
Additional Readings: assorted readings, case study  
Assignment Due: Reflection |
| 9 Nov 7    | Developing Instructional Materials I – Instructional Media and Delivery Methods | Text: Chapter 9  
Additional Readings: various websites  
Assignment Due: Reflection |
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<thead>
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<tbody>
<tr>
<td>11 Nov 21</td>
<td>Implementing Instructional Designs – Applying Systems Theory</td>
<td>Text: None Additional Readings: Case Studies Assignment Due: Reflection</td>
</tr>
<tr>
<td>12 Nov 28</td>
<td>Evaluating the Effectiveness of Instruction I - Formative Evaluation, User-centered Design and Usability Testing</td>
<td>Text: Chapters 10 and 11 Additional Readings: POET, Rubin Assignment Due: Reflection</td>
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<tr>
<td>13 Dec 5</td>
<td>Evaluating the Effectiveness of Instruction II - Summative Evaluation</td>
<td>Text: Chapters 7 and 12 Additional Readings: Kirkpatrick, Phillips Assignment Due: Reflection</td>
</tr>
<tr>
<td>14 Dec 12</td>
<td>Final Presentations</td>
<td>Assignment Due: Paper 4 – Evaluation Plan, Reflection</td>
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**List of syllabus changes:**
