Course Syllabus

INTE 5100 – Planning and Design for Instruction

Course Syllabus – Fall 2018

3 Credit Hours

Instructor: Taylor Kendal
Phone: (970) 364-3735
E-mail: william.kendal@ucdenver.edu

(Canvas course mail is sent to my inbox, so that’s typically the most effective method of contacting me.)

Office Hours: While I don’t have set office hours, I’ll always make time to help you succeed. Happy to meet face-to-face, over the phone, or online using Zoom (much like life, communication in this course is key).

COURSE DESCRIPTION

Instructional planning and design is the foundational process used to discover, ideate, prototype, design, deliver, and evaluate effective learning solutions. In this course, you will identify a relevant gap in knowledge, skill, and/or performance, and plan and design a solution framework to effectively address the identified gap.

MATERIALS

Required

This course will be taught online in the Canvas Learning Management System. All resources (except for the recommended texts) will be posted and all assignments submitted here. Log in with your UCD Access username and password. If you do not know your username or password, visit My Account or the OIT Helpdesk for support. Then again, if you’re reading this, it’s not likely an issue.

Highly Recommended

What you gain from this course is largely up to you, so if your goal is to maximize your investment, these books (specifically Dirksen) are great supplements. Note that earlier editions are often much cheaper and I fully support the use of Ebay, Chegg, and/or Amazon :)  

Practitioner and influencer resources will be linked throughout the course, but in addition, I recommend continuously cultivating a personal network of ID professionals (this will be critical throughout your graduate work). Here are a few to get you started, but know that this is just the tip of the inspirational iceberg.

- Audrey Watters
- Bryan Alexander
- Cathy Moore
- Connie Malamed (The eLearning Coach)
- EdSurge DLN
- eLearning Brothers
- eLearning Industry
- Jesse Stommel
- Maha Bali
- OLC Learn
- Remi Kalir

Following thought leaders on Twitter and participating in #TwitterChats can be a killer strategy for building your network. Here are a few options for those who choose to tweet (recommended, not mandatory).

- @Edutopia
- @EdSurge
- @HybridPed
- @ISTEconnects
- @MindShiftKQED
- @Pedagome
- @OLCToday
- #EdTechChat
- #DLNChat

And lastly, there is a static Community Resource Page as well as a fluid Community Resource Wall (using Padlet) so you can collectively share resources and build an instructional design toolkit as a class. Don't be shy...we're all in this together!

COURSE OVERVIEW

Adults never stop learning. With uncertain careers and ubiquitous and ever-changing technologies, there is a growing need to build learning solutions for adults. Where the term curriculum design is often used to define the process of building learning solutions in formal K-16 educational settings; Instructional Design (ID) is more often used to describe the process used to design, deploy, and evaluate learning solutions for adult learners.

In this course, you will develop your skills as an instructional designer. This means you will think about what it means to learn in adult and/or corporate contexts, you will consider how to assess the needs of an organization and subsequently build a learning product that responds to those needs, and you will learn how to evaluate the extent to which a learning solution adequately addresses an identified problem.

You will review modern ID models/frameworks and critically engage in design-focused discourse while contributing your own unique perspective. Although all learning will occur in an online setting, content will be presented through a variety of instructional modalities, allowing you to craft your own unique meaning and instructional design toolkit.

As you navigate this experience, you'll encounter questions such as:
• How can you analyze a problem and determine the best learning solution, and what if the solution has already been determined? What if the determined solution doesn't adequately address the learning need(s)?
• How can you create learning solutions that facilitate skill development and progress, and how can you do so with a minimal budget and a condensed timeline?
• How will you apply andragogic principles to build learning solutions that engage and maintain the attention of learners?
• How do you determine if solution designs are appropriate and effective?
• How do you facilitate difficult conversations between competing stakeholders, and how can you use facilitation and change models to bring teams together to agree on a solution?
• How do you find motivation, meaning, and develop an identity as an ID professional?

And perhaps most importantly, you will connect instructional design concepts and methods to core ILT competencies, and in doing so, create a sense of purpose, identify unique professional strengths, and outline key opportunities for personal growth.

COURSE OBJECTIVES

Upon completion of the course you will be able to:

• Solve complex problems in an unfamiliar domain using adult learning theory and instructional design principles. (Aligned to ILT competencies 1 and 5)
• Create a professional toolkit through exploring resources and professional competencies pertinent to the instructional design field. (Aligned to ILT competencies 2, 4, and 6)
• Analyze customer/organizational gaps and needs to determine learning solutions. (Aligned to ILT competency 3)
• Design effective learning solutions (including objectives, activities, assessment items, etc.) based on customer needs, environmental factors, and technological opportunities. (Aligned to ILT competencies 3 and 4)
• Develop a storyboard for supplementary instructional materials (e.g. tutorials, job aids, reference guides, podcasts, videos, storyboards, etc.) that transform complex information into professionally written, interactive multimedia learning solutions. (Aligned to ILT competencies 2, 3, and 4)
• Draft an evaluation plan to assess learners and determine the effectiveness of your proposed learning solution. (Aligned to ILT competency 3)
• Practice providing critical peer feedback and leading teams through change and discovery. (Aligned to ILT competencies 1 and 5)

Find the [ILT Competencies](http://goo.gl/VJYxzU) and other useful resources on the [ILT Resources](#) advisement site.

GRADING POLICY

Your grade will be based on the following scale:

• A 94–100
• A- 90–93
• B+ 87–89
• B 84–86
• B- 80–83
• C+ 77–79 (Etc.)
I set aside time every week to review work and update grades. You can expect weekly grade updates allowing you to easily track your progress in the course.

COURSE STRUCTURE

The content in this course will be separated into two distinct categories.

- During **Absorb** modules you will review assigned material (text, video, links, etc.), and assess your basic understanding through scenario-based quizzes.
- During **Create** modules you will have the opportunity to apply what you learned as you engage in the multiple phases of producing a **Solution Design Document**.

For a broad overview, download the [Course Organization Map](#)

SCHEDULE OF TOPICS

<table>
<thead>
<tr>
<th>Unit</th>
<th>Weeks</th>
<th>Title</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1-2</td>
<td><em>Foundations of Design</em></td>
<td>ID competencies, models, and frameworks.</td>
</tr>
<tr>
<td>2</td>
<td>3-4</td>
<td><em>Discovering the Gap</em></td>
<td>Analysis of needs, learner personas, and project management.</td>
</tr>
<tr>
<td>3</td>
<td>5-6</td>
<td><em>Alignment and Purpose</em></td>
<td>Crafting objectives and drafting a design document.</td>
</tr>
<tr>
<td>4</td>
<td>7-8</td>
<td><em>Learner Engagement</em></td>
<td>Taking chances and solution design.</td>
</tr>
<tr>
<td>5</td>
<td>9-10</td>
<td><em>Connecting the Pieces</em></td>
<td>Storyboarding and information architecture.</td>
</tr>
<tr>
<td>6</td>
<td>11-12</td>
<td><em>Data-driven Design</em></td>
<td>Evaluating instructional solutions.</td>
</tr>
<tr>
<td>7</td>
<td>13-14</td>
<td><em>Personal &amp; Social Impact</em></td>
<td>Discovering broader meaning, and yourself in the process.</td>
</tr>
<tr>
<td>8</td>
<td>15-16</td>
<td><em>Displays of Reflection</em></td>
<td>Displaying your work and basking in the sweet glory of finality.</td>
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</tbody>
</table>
ASSIGNMENTS

When assignments are due, please note that they are due in Canvas by midnight (MST). If appropriate, partial credit will be given for late work, including late participation in online discussions and feedback. My standard policy is a 10% deduction for late assignments.

Please contact me before an assignment is due if you can't meet the deadline so that we can discuss your options. Since everything is cumulative in this course, completing assignments on time and revising them based on feedback is critical to your success. If you consistently turn in late work, you will not be successful in this course.

Discussion - General Participation (15% of grade)

Practical Practice (3 discussions) - A core objective of this course is for you to build experience responding to practical scenarios by applying knowledge and artifacts from a continuously curated instructional design toolkit. To facilitate this, you will participate in three discussions which model practical, real-world application.

Exploration (3 discussions) - A secondary objective in this course is for you to develop agency, autonomy, and a distinct professional voice in the ID field. To facilitate this, you will participate in three exploratory discussions which allow you to expand your thinking and develop a personally unique perspective.

You must post an initial response (before Thursday if possible) and engage with at least one classmate before Sunday. I expect you to incorporate the following standards as you participate in all discussions:

- Refer to texts and weekly resources as you provide feedback to peers.
- Offer inquisitive, constructive, sensitive comments to sustain ongoing dialog.
- Apply core concepts to unfamiliar situations to produce an insightful and rigorous analysis.
- Initiate and shape class discussions by presenting key insights and contributing in a way that facilitates productive dialog. Please make an effort to challenge each other! Responses such as, "I totally agree," and "Great job!" don't benefit anyone.

  *Note: I'd much rather you be daring with the potential of failure, than safe and unseen.*

Discussion - Peer Reviews (15% of grade)

During Create modules, when Project components are due, you will be expected to submit assignments on the Thursday before it is due, and then review work from at least one peer by Friday. Use the rubrics (included in the assignments) to provide feedback to your peers. Submit your final, peer-influenced, assignment by Sunday.

While you're never obligated to make changes recommended by your peers, more often than not, the feedback is constructive, objective, and worth consideration. If you question any of the change requests, please contact me prior to making revisions.

Absorb Modules – Comprehension Checks (20% of grade)

Before applying new skills towards your solution design project, you will have the opportunity to check your comprehension via formative quizzes. The quizzes will be open book(s) and open note. You have multiple opportunities to complete them so you can demonstrate mastery of the content.

Create Modules – Solution Design Project (50% of grade)

In this course, you will complete multiple components of a solution design project. The project itself is cumulative, so you must complete each assignment in sequential order. You will work in partnerships on this project and receive a collective grade for all major project components. There are eight major project milestones:

1. Defining a Solution Design Project
2. Learner Personas
3. Journey Map & Objectives
4. Solution Storyboard
5. Evaluation Plan
6. Final Solution Design Document
7. Solution Design Socialized
8. Display Your Work

Whether this is your first course at the graduate level or you have extensive experience writing academic papers, it is recommended that you make use of NetTutor, a free online tutoring and editorial service. I have high expectations regarding academic writing at the graduate level, so if necessary, please make use of available support services.

POLICIES & EXPECTATIONS

Time Management

You should plan on spending around 9 hours per week on coursework during a 16-week semester, and almost double that hourly expectation during 8-week semesters. You should generally plan your weeks this way:

- 3 hours for reading and viewing videos
- 2 hours completing weekly activities
- 4 hours working on project deliverables

During Absorb modules (focused on skills acquisition) you will likely spend more time reading text, cases, viewing videos, and completing quizzes. During Create modules (focused on building out your project) you will likely spend more time working on the project and providing your peers with feedback on their projects. I recommend you spend some time each week building skills and applying them towards your final project.

Technical Requirements

You are responsible for maintaining or accessing a computer system capable of participating in all aspects of this course. Similarly, please be sure your operating system meets the technical requirements set for Canvas.

If you have questions regarding registration, courses, or other general information about CU Online, contact the office directly at 303.315.3700, or email cuonlinehelp@ucdenver.edu.

If you have questions or encounter problems using Canvas, there is 24/7 support available from within the "help" menu within Canvas. Additionally, there are several resources specifically for students:

- Search Canvas Guides
- Student Quickstart
- Student Guide To Canvas

If you do not know your username and password, contact OIT Services Helpdesk.

If, for any reason, you are having technical difficulties that are limiting or preventing your full participation in the class, please notify me immediately. I will work with you to ensure that your online learning experience is not jeopardized due to technical issues.
Incomplete Policy

If you remain enrolled in this course after the scheduled drop date, you are accepting the fact that you will receive a grade in this course. It is your responsibility to drop if you do not intend to complete the course.

Incomplete Withdrawal (IW)/Incomplete Fail (IF) policies are the same for online classes, as they are for general academic classrooms on campus. According to college policy, in order to receive an IW or IF, the following seven items must have been completed or approved:

- The student must have completed at least 75% of the course with a passing grade and there must be compelling, extraordinary and verifiable circumstances beyond the student’s control which made the completion of the course impossible.
- The student must submit a copy of the syllabus and verification of reason (e.g., doctor’s note, letter to the dean explaining situation, etc.).
- The student is responsible for collaborating with the instructor to complete an incomplete agreement form. The form must be signed by faculty and have attached documents before being submitted to the Associate Dean.
- The instructor sets the conditions under which the course work can be completed and the time limit for completion.
- Paperwork must be processed and approved by the Dean prior to the end of the semester for which the incomplete is given and before grades are assigned.
- The student is expected to complete the requirements within the established deadline. Upon completion of the missing course work, a Change of Record Form is completed by the original instructor to change the “I” to a letter grade.
- If the missing assignments are not completed within the allotted time, the “I” converts to an F on the student’s transcript. Students making up an incomplete should not re-register for the course.

Students with Disabilities

The University of Colorado at Denver is committed to providing reasonable accommodation and access to programs and services to students with disabilities. UCD strives to comply with the portions of the Americans for Disabilities Act (ADA) dealing with students.

If you have a disability and believe you may need accommodations in this class, please discuss this matter with me no later than the second week of class. In addition, you need to contact the Office of Disability Resources and Services at 303-556-3450 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

Code of Conduct

Your reputation is built on your integrity and the excellence you demonstrate. All students in this class are expected to comply with the University’s Code of Conduct, which include abiding by state, civil, and criminal laws and all University policies and standards of conduct. These standards assist in promoting a safe and welcoming community. Any behavior which is deemed unethical will be grounds for dismissal from the course and program.

You are expected to appropriately document and cite the work of others. You need to cite your sources using APA guidelines anytime you use or reference someone else’s work. I take this very seriously, so if you have any questions of plagiarism, please contact me before submitting an assignment. Note that you will use the Turnitin tool within Canvas, so I will be able to see the extent to which your work is original.

I am required to report any incidents of suspected plagiarism, cheating, unauthorized assistance, fabrication, falsification, multiple submissions of materials for which academic credit has already been earned, or complicity in academic
dishonesty. Any time that you put your name on a project for this course you are asserting that it is your own original work, including the ideas and language. The University of Colorado Denver considers academic dishonesty and plagiarism serious matters which could result in forfeiture, suspension, or expulsion.

Family Educational Rights and Privacy Act (FERPA)

FERPA was created to protect the privacy rights of the students. UCD is committed to ensuring that all students are informed of the privacy rights. Student privacy is easy to manage in the Canvas system; I will use the Canvas system to manage grades and graded work.

You will submit work to public areas, to facilitating peer learning and feedback. If you need to keep selected assignments private, contact me and I will give you an alternative way to submit work.

**And most importantly, remember...**

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**Course Summary:**

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<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due Date</th>
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<tr>
<td>Sun Aug 26, 2018</td>
<td><a href="https://ucdenver.instructure.com/courses/389911/assignments/529326">Introductions</a></td>
<td>due by 11:59pm</td>
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<td><a href="https://ucdenver.instructure.com/courses/389911/assignments/529327">Practical Practice: Instructional Design Is...</a></td>
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<td>Sun Sep 2, 2018</td>
<td><a href="https://ucdenver.instructure.com/courses/389911/assignments/529323">Project 1: Defining a Solution Design Project</a></td>
<td>due by 11:59pm</td>
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<td><a href="https://ucdenver.instructure.com/courses/389911/assignments/529312">Quiz 1: ID Competencies &amp; Models</a></td>
<td>due by 11:59pm</td>
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<td>Sun Sep 9, 2018</td>
<td><a href="https://ucdenver.instructure.com/courses/389911/assignments/529313">Quiz 2: Discovering the Gap</a></td>
<td>due by 11:59pm</td>
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<td>Wed Sep 12, 2018</td>
<td><strong>Web Meeting: INTE 5100 Web Meeting #1</strong> (<a href="https://ucdenver.instructure.com/calendar?event_id=130250&amp;include_contexts=course_389911">https://ucdenver.instructure.com/calendar?event_id=130250&amp;include_contexts=course_389911</a>)</td>
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<td>Sun Sep 16, 2018</td>
<td><strong>Exploration: Design Framework Deconstruction</strong> (<a href="https://ucdenver.instructure.com/courses/389911/assignments/529318">https://ucdenver.instructure.com/courses/389911/assignments/529318</a>)</td>
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<td><strong>Project 2: Learner Personas</strong> (<a href="https://ucdenver.instructure.com/courses/389911/assignments/529328">https://ucdenver.instructure.com/courses/389911/assignments/529328</a>)</td>
<td>due by 11:59pm</td>
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<td>Sun Sep 23, 2018</td>
<td><strong>Quiz 3: Align and Design</strong> (<a href="https://ucdenver.instructure.com/courses/389911/assignments/529311">https://ucdenver.instructure.com/courses/389911/assignments/529311</a>)</td>
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<td>Sun Sep 30, 2018</td>
<td><strong>Project 3: Journey Map and Objectives</strong> (<a href="https://ucdenver.instructure.com/courses/389911/assignments/529322">https://ucdenver.instructure.com/courses/389911/assignments/529322</a>)</td>
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<td>Tue Oct 2, 2018</td>
<td><strong>Web Meeting: INTE 5100 Web Meeting #2</strong> (<a href="https://ucdenver.instructure.com/calendar?event_id=130249&amp;include_contexts=course_389911">https://ucdenver.instructure.com/calendar?event_id=130249&amp;include_contexts=course_389911</a>)</td>
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<td>Sun Oct 7, 2018</td>
<td><strong>Exploration: Radical Design</strong> (<a href="https://ucdenver.instructure.com/courses/389911/assignments/529316">https://ucdenver.instructure.com/courses/389911/assignments/529316</a>)</td>
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<td>Sun Oct 14, 2018</td>
<td><strong>Midterm Feedback Survey</strong> (<a href="https://ucdenver.instructure.com/courses/389911/assignments/529310">https://ucdenver.instructure.com/courses/389911/assignments/529310</a>)</td>
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<td><strong>Project 4: Solution Design Document</strong> (<a href="https://ucdenver.instructure.com/courses/389911/assignments/529329">https://ucdenver.instructure.com/courses/389911/assignments/529329</a>)</td>
<td>due by 11:59pm</td>
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<td>Sun Oct 21, 2018</td>
<td><strong>Quiz 4: Connecting the Pieces</strong> (<a href="https://ucdenver.instructure.com/courses/389911/assignments/529309">https://ucdenver.instructure.com/courses/389911/assignments/529309</a>)</td>
<td>due by 11:59pm</td>
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<td>Sun Nov 4, 2018</td>
<td><strong>Exploration: Evaluation and Data</strong> (<a href="https://ucdenver.instructure.com/courses/389911/assignments/529315">https://ucdenver.instructure.com/courses/389911/assignments/529315</a>)</td>
<td>due by 11:59pm</td>
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<td>Sat Nov 10, 2018</td>
<td><strong>Peer Feedback: Evaluation Plan</strong> (<a href="https://ucdenver.instructure.com/courses/389911/assignments/529319">https://ucdenver.instructure.com/courses/389911/assignments/529319</a>)</td>
<td>due by 11:59pm</td>
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<td><strong>Peer Feedback: Solution Storyboard</strong> (<a href="https://ucdenver.instructure.com/courses/389911/assignments/529320">https://ucdenver.instructure.com/courses/389911/assignments/529320</a>)</td>
<td>due by 11:59pm</td>
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<td>Sun Nov 11, 2018</td>
<td><strong>Project 5: Solution Storyboard</strong> (<a href="https://ucdenver.instructure.com/courses/389911/assignments/529330">https://ucdenver.instructure.com/courses/389911/assignments/529330</a>)</td>
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<td><strong>Project 6: Evaluation Plan</strong> (<a href="https://ucdenver.instructure.com/courses/389911/assignments/529331">https://ucdenver.instructure.com/courses/389911/assignments/529331</a>)</td>
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9/10
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<tr>
<td>Sun Nov 18, 2018</td>
<td>📚 <strong>Practical Practice: The Dreaded Interview</strong>&lt;br&gt;(<a href="https://ucdenver.instructure.com/courses/389911/assignments/529324">https://ucdenver.instructure.com/courses/389911/assignments/529324</a>)</td>
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<td>📚 <strong>Project 7: Solution Design Socialized</strong>&lt;br&gt;(<a href="https://ucdenver.instructure.com/courses/389911/assignments/529314">https://ucdenver.instructure.com/courses/389911/assignments/529314</a>)</td>
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<td>Sun Dec 2, 2018</td>
<td>📚 <strong>Project 8: Display Your Work</strong>&lt;br&gt;(<a href="https://ucdenver.instructure.com/courses/389911/assignments/529332">https://ucdenver.instructure.com/courses/389911/assignments/529332</a>)</td>
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<tr>
<td>Sun Dec 9, 2018</td>
<td>📚 <strong>Practical Practice: Networking in Action</strong>&lt;br&gt;(<a href="https://ucdenver.instructure.com/courses/389911/assignments/529325">https://ucdenver.instructure.com/courses/389911/assignments/529325</a>)</td>
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