

**MEDT 7461**

**INSTRUCTIONAL DESIGN**

Semester Hours        3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

Fax:

E-mail

Distance Support:    WebCT Vista Home Page  
                              <http://webct.westga.edu>  
                              Web CT Vista Help & Troubleshooting  
                              <http://www.westga.edu/%7Edistance/webct2/students/> ,  
                              UWG Distance Learning  
                              <http://www.westga.edu/~distance/webct/support.html> or  
                              [distance@westga.edu](mailto:distance@westga.edu) ,  
                              Distance Learning Library Services  
                              <http://www.westga.edu/~library/depts/offcampus/> ,  
                              Ingram Library Services  
                              <http://www.westga.edu/~library/info/library.shtml>

Communication: The official university communication to students is through campus e-mail (myUWG). Be sure to access this several times a week to keep up-to-date on important information.

**COURSE DESCRIPTION**

The course provides an overview of systematic approaches to instructional planning, development, and evaluation.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme

"Developing Educators for School Improvement", the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

## **COURSE OBJECTIVES**

Students will:

1. identify and describe the major steps in the systematic design of instruction. (D8 Knowledgeable; NBPTS 1,2,3,4; AASL 2); (Dick & Carey, 1995; Gagne, Briggs, & Wager, 1992; Smaldino, Russell, Heinich, & Molenda, 2005; Kemp, Morrison, and Ross, 2000; Seels & Glasgow, 1998; Reigeluth, 1999; Shambaugh, & Magliaro, 1997; Smith & Ragan, 1999; Turner & Riedling, 2003; Zook, 2001);
2. explain how instructional design principles derive from the information processing model of learning. (D1 Decision Maker; NBPTS 2,3,4; AASL 2); (Gagne, Briggs, & Wager, 1992; Gustafson & Branch, 1997; Roblyer & Edwards, 2004; Shambaugh & Magliaro, 1997; Zook, 2001);
3. apply systematic instructional design principles by selecting a learning problem and carrying out the steps of an instructional design model. (D5 Collaborative; D10 Reflective; NBPTS 1,2,3,4; AASL 2, 3); (Dick & Carey, 1995; Seels & Glasgow, 1993; Gagne, Briggs, & Wager, 1992; ; Smaldino, Russell, Heinich, & Molenda 2005; Kemp, Morrison, and Ross, 1999; Shambaugh & Magliaro, 1997; Smith & Ragan, 1999; Turner & Riedling, 2003; Zook, 2001); and
4. discuss the value of instructional design today as it relates to the changing nature of society and learners, including the roles of instructional designers in the schools and/or higher education. (D4 Adaptive; NBPTS 1,2,3,4,5; AASL 1, 2, 3, 4); (Bradens, 1996; Callison, 2005; Merrill, 1991; Perkins, 1991; Roblyer & Edwards 2004; Smith & Ragan, 1999; Turner & Riedling, 2003; Willis, 1995; and Zook, 2001).

## **TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

**Required Text:**

- Turner, P. M. & Riedling, A. M. (2003). *Helping teachers teach: A school library media specialist's role*. 3<sup>rd</sup> ed. Westport, CT: Libraries Unlimited.
- Wiggins, G. P. & McTighe, J. (2005). *Understanding by Design*. 2<sup>nd</sup> ed. Alexandria, VA: Association for Supervision and Curriculum Development.
- American Library Association. (1998). *Information Power: Building Partnerships for Learning*. (1998). Chicago, IL: American Library Association
- Microsoft Campus Agreement – Software available through Student Information Technology Services <http://www.westga.edu/~mcastu/>

**Required Tutorials for WebCT Vista:**

<http://www.westga.edu/%7Edistance/webct2/students/>

**References:**

- Bradens, R. (1996). The case for linear instructional design and development: A commentary on models, challenges, and myths. *Educational Technology*, 36(2), 5-23 .
- Callison, D. (2005). *Key words, concepts and methods for information age instruction: A guide to teaching information inquiry*. Baltimore, MD: LMS Associates.
- Dick, W. & Carey, L. (1995). *The systematic design of instruction* (4th ed.) New York: Addison-Wesley.
- Gagne, R., Briggs, L. & Wager, W. (1992). *Principles of instructional design* (4th ed.) Fort Worth, TX: Harcourt Brace.
- Gustafson, K.L. & Brach, R.M. (May, 1997). *Survey of instructional development models*. Syracuse, NY: ERIC Clearinghouse on Information & Technology
- Merrill, M. D. (1991). Some comments on constructivism and instructional design. *Educational Technology*, 31(5), 45-52.
- Morrison, G.R., Ross, S.M., & Kemp, J. E. (2001). *Designing effective instruction* (3<sup>rd</sup> ed.), New York, NY: Macmillan College Publishing Company.
- Perkins, D. N. (1991). Technology meets constructivism: Do they make a marriage? *Educational Technology*, 31(5), 18-23.
- Reigeluth, C.M. (ed.) (1999). *Instructional-Design Theories and Models Volume II – A New Paradigm of Instructional Theory*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers
- Roblyer, M. D., Edwards, J. (2004). *Integrating educational technology into teaching* (3<sup>rd</sup> ed.) Columbus, OH: Prentice Hall.
- Seels, B., and Glasgow, Z. (1998). *Making instructional design decisions*. Columbus, Ohio: Prentice Hall.
- Shambaugh, R. N., & Magliaro, S. (1997). *Mastering the possibilities: A process approach to instructional design*. Boston: Allyn & Bacon.
- Smaldindo, S., Russell, J., Heinich, J.E., & Molenda, S. (2005). *Instructional media and technologies for learning* (8th ed.), Englewood Cliffs, NJ: Prentice Hall.
- Smith, P. & Ragan, T. (1999). *Instructional design*. New York, NY: Merrill Publishing Company.
- Willis, J. (1995). A recursive, reflective instructional design model based on constructivist-interpretivist theory. *Educational Technology*, 35(6), 5-23.

Zook, K. (2001). *Instructional design for classroom teaching and learning*. Boston, MA: Houghton Mifflin.

### **On-line Resources**

*Georgia Department of Education*. (n.d.). Retrieved May 27, 2005, from <http://www.k12.ga.us>  
*Georgia Department of Education/Georgia Learning Connection/Media*. (n.d.). Retrieved December 28, 2004, from <http://www.glc.k12.ga.us/pandp/media/homepg.htm>  
*Georgia Performance Standards*. (n.d.). Retrieved June 26, 2006, from <http://www.georgiastandards.org/>

## **ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES**

### **Link to Conceptual Framework**

The focus of this course is to provide students with an overview of and opportunities to work with a variety of systematic approaches to instructional planning, implementation, assessment, and evaluation. As students participate in the course and complete the course assignments they will have demonstrated achievement in the areas of *decision making*: developing an instructional design project centered around student instruction, developing an instructional design project based on an information literacy standard or technology standard for a faculty/staff in-service (course activity 3, 4); *being adaptive*: comparison paper describing the value of instructional design and its changing role as it relates to the changing nature of society and learners, including provisions in the instructional design project to meet the needs of diverse learners, in-service projects (course activities 2, 3, 4, 5); *being collaborative*: developing an instructional design project collaboratively with teachers and media specialists centered around student instruction (course activity 3, 4); *knowledge*: developing an instructional design project centered around student instruction, developing an instructional design project based on an information literacy standard or technology standard for a faculty/staff in-service, completing a project describing and comparing two systematic instructional design models, completing midterm and final examinations which will cover text information, class materials, and WebCT discussions, participation in class and WebCT discussions and activities (course activities 1, 2, 3, 4, 5, 6, 7); *reflection*: participation in class and WebCT discussions, comparison paper, thought provokers, describing the evaluative aspects of the instructional design project, field experience reflections, completing the reflective section of the final exam (course activities 1, 2, 3, 4, 6, 7).

### **Activities and Assessments:**

#### **1. Participation in face-to-face and on-line class activities**

##### **Face-to-face class requirements**

- Students will attend and participate in all classes that are scheduled on campus, be prepared for each class by doing the assigned readings in advance, and have the appropriate materials required for class activities.
- Absence from on campus sessions may result in a lower cumulative point total. Failure to submit assignments on time will result in a loss of points. (Objectives # 1,2,3,4; disposition; teacher observation)

### **On-line class requirements**

- Students will complete the assigned online activities by the specified timelines. Students must check WebCT Vista at least 3 times per week. Students can expect responses from the instructor within 48 hours. If students have any problems they are to contact the Distance Office for assistance and the instructor immediately. The help line e-mail address is on page one of this syllabus as well as the distance office e-mail address and phone number. If this fails call the Distance Learning Office and then the instructor for assistance. Remember, there are computer labs on campus for student use.
- Students need to go through the tutorials that are available by clicking on the “Student” tab at the top of the WebCT Vista page. Do not wait to ask for help with WebCT Vista. Seek assistance immediately.  
(Objectives # 1,2,3,4; disposition; teacher observation)
- Since this is primarily an online course, you are responsible for monitoring your work time in order to complete and submit assignments by the established due dates. Assignments will be accepted late but there will be a loss of points due to the lateness of submission.

### **General Statements**

- Extra credit is not available for assignments in this course
- All student work submitted during the course is required to be original.
- Work created in another course will not be excepted unless approved by the instructor.
- All assignments must follow APA format unless otherwise specified.

### **2. Thought Provokers and Other Discussion Topics**

For each chapter in the text, students will read and respond formally to the questions and situations posted (Thought Provokers). Responses should be both reflective and significant in that your answers should include information that you expect to remember and, perhaps, use a year to five years after you complete this class. What concepts, definitions, and processes are most meaningful to you? These concepts will guide your thinking about the course content and may provoke questions and improve our class and online discussions. Students will also respond to projects developed by their classmates. Students will respond to other discussion topics posted by instructor.

(Objectives # 1,2,3,4; knowledge, skills; projects)

### **3. Student Instruction Design Project ~ Group Project**

Students will discuss and reflect on the Instructional Design steps in relation to collaborative development, implementation, and evaluation of a Student Instruction project. The discussion will be completed collaboratively between students in the course and school library media specialists. Discussion groups will be assigned by the instructor based on the background and experience of students. The project will focus on a variety of grade levels and corresponding QCCs or Performance Standards and will include information literacy and technology skills.

- Specific details for the Student Instruction Design project will be posted in the “Student ID Project” backpack on the WebCT Vista course page.
- The work for this project will be completed and submitted periodically throughout the semester.

(Objective #3; knowledge, skills; project)

#### **4. Faculty/Staff In-Service Design Project**

Students will individually design, hopefully implement, evaluate, and revise one Faculty/Staff In-service Design Project. The project will focus on a specific information literacy standard (school library media students) or a specific technology standard (instructional technology students). The project must use specific Georgia Performance Standards as the context for the In-Service Project.

- Specific details for the In-Service project will be posted in the under “In-Service Project” backpack on the WebCT Vista course page.  
(Objective #3; knowledge, skills; project)

#### **5. Comparison of Instructional Design Models ~ Individual Project**

Students will define ID, compare three specific instructional design (not research models) models, and explain why they are important in today’s society. To accomplish this each student will individually research, reflect, and prepare a comparison documenting the value of instructional design today as it relates to the changing nature of society and learners and describe and compare two specific instructional design models. The comparison must include the definitions of instructional design as presented in the literature as well as the definition of instructional design as the student sees it, the value of instructional design in the schools, the role the student will play as an instructional designer in the future, and the descriptions and comparisons of instructional design models. A minimum of 5 references must be included. A list of potential resources and definitions found will be due early in the semester. Specific criteria will be posted in the “Comparison of Models” backpack on the WebCT Vista course page. This assignment will be placed in Foliotek.

##### **Reflection on Instructional Design Models**

After comparing the three instructional design models, students will reflect on their comparison and describe how they would adapt the models to best meet the needs of students. Students will also reflect on the assignment and how it helped them gain a better understanding of AASL standards and College of Education Conceptual Framework descriptors. Specific criteria will be posted in the “Comparison of Models” backpack on the WebCT Vista course page. This assignment will be placed in Foliotek.  
(Objective # 4; knowledge, disposition; written essay)

#### **6. Research Models Exploration**

Students will explore and compare a variety of research models that are most frequently used with students in PreK-12 schools. As each model is explored, information will be recorded on the form provided. Connections between the research models and Information Literacy Standards and Technology Standards must also be identified. After all of the specified models have been explored, students will write a comparison of the models and describe the potential use for each model.  
(Objective # 3; knowledge, disposition; completed form and essay)

## 7. Field Experience Activities

Field Experience Assignment    MEDT 7461    Instructional Design

### I. Description of field assignment

Examine specific instructional roles of the SLMS through interviewing a SLMS. Discuss roles related to planning, implementing and evaluating student instruction; developing in-service materials; collection development related to Georgia Performance Standards, information literacy standards and technology standards.

### II. Procedures and time allocation – 5 hours

- Consult a SLMS or media coordinator through interviews, surveys, or questionnaires about their responsibilities related to student instruction and staff development.
- Discuss ways to catalog materials adding curriculum connection information to individual catalog (MARC) records.
- Examine a collection for materials that could support Georgia Performance Standards in one curriculum area (math, science, or social studies) for a grade level you are not familiar with. A collection can be examined in person or through a schools on-line catalog.
- Use LM-NET and Georgia Media Listserv to explore these issues further and see how other SLMS collaborate with teachers, provide staff development, and build their collection to support Georgia Performance Standards through their media programs.

### III. Check list of additional activities to be completed in the field – 10 hours

- 1 – Examine the LMC collection in-depth / Shelf reading
- 2 – Plan/collaborate with teachers
- 3 – Teach information literacy skills (Dewey, orientation, etc.)
- 4 – Assist students with research needs
- 5 – Assist students in locating materials
- 6 – Assist students with multimedia productions
- 7 – Shelve books
- 8 – Check books in and out
- 9 – Collect fines and issue overdue notices
- 10 – Catalog / Process

### IV. Suggestions of how to prepare for activities:

- Contact a SLMS or Media Coordinator as soon as possible to set up times for interviewing.
- Become familiar with course assignments so you can work on final products while you are in the field.

- Apply learnings from the text, websites and listservs, and outside readings in addition to field experience as you work on class projects.

V. Required assignment documentation to be submitted for course

Brief description of what was done in narrative form OR an annotated outline (check sheet and other artifacts should be attached). Include the job titles of the person(s) involved in the activity such as SLMS, media coordinator, teacher, etc.

Brief description of two or three most significant learnings with statements of future applicability of what has been learned (reflection).

Reflective critique that addresses specific media program administration issues:

- Based on readings, surveying of listservs and on-line catalogs, and interacting with SLMS, how would you approach collection and material development to support student instruction?
- Potential positive results of collaboration between teachers and SLMS.
- Value of well developed in-service materials

VI. Required documentation to be submitted at the end of course (Save Electronically)

Field Experience Log (will be placed in Foliotek)

Field Experience Reflection Form (will be placed in Foliotek)

(Objective # 2, 3, 4: knowledge, skills, disposition; required forms)

**8. Completion of Midterm and Final Examination Activities**

The midterm and final exam activities will be completed during on-line sessions (midterm) and during our on campus session (final) and will cover the text material and other notes posted in WebCT Vista. The exam activities will consist of both group work and individual work. The final exam will also include a reflective activity. Students will have access to all materials to use while completing the activities.

(Objectives # 1,2,3,4; knowledge; postings of group and individual work during class)

**Evaluation Procedures:**

Students will be assessed according to the course objectives with the following percentages:

1. Face to Face and Online Class Participation ..... 9%
2. Thought Provokers (5 points each; 70) and Discussion Topics (10 points each; 40)... 11%
3. Student Instruction Design Project .....200 points..... 20%
4. Faculty/Staff In-service Instruction Design Project.....100 points ..... 10%
5. Comparison of Instructional Design Models and Reflection...150 points..... 15%
6. Research Models Exploration .....100 points..... 10%
7. Field Experience Activities.....50 points..... 5%
8. Exams (Midterm 100 points, Final 100 points).....200 points..... 20%

Attending on campus class sessions, submitting assignments by specified due date, completing assignments without spelling and grammatical errors required.

### **Grading Policy:**

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

### **Academic Honesty:**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in *The Connection, Undergraduate Catalog, and Graduate Catalog*.

### **Disciplinary procedures described in the latest State University of West Georgia**

*The Connection, Undergraduate Catalog, and Graduate Catalog*, will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

## **CLASS POLICIES**

### **Professionalism**

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:

- Participating in class activities in a face to face or online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Turning in assignments on time – late submissions will result in a loss of points
- Completing assignments without spelling and grammatical errors – loss of points will occur
- Attending on campus class sessions and arriving on time – loss of points will occur
- Treating class members and colleagues with respect in and out of the classroom
- Limiting interruptions in class
- Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences

## **DISABILIT POLICY**

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the University of West Georgia Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia:

<http://www.westga.edu/~dserve>. Any student with a disability documented through student

services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged.

### Tentative Schedule

Date	Class Activities	Readings and Assignments
January 13 WebCT Vista	<ul style="list-style-type: none"> <li>* Purchase textbooks – you must do this and begin your reading or what we do during the first on campus session will not make any sense</li> <li>* Check for Instructions on WebCT Vista</li> <li>* Review Syllabus and make notes of questions</li> </ul>	<ul style="list-style-type: none"> <li>* Begin reading Chapters 1, 2, 3, and 4 in text <i>Helping Teachers Teach</i></li> <li>* Respond to Thought Provokers for chapters 1, 2, 3, and 4 (due prior to class January 20)</li> <li>* If new to WebCT Vista, use tutorials</li> <li>* Submit Student Information Form</li> </ul>
January 20 On Campus Education Center Computer Lab 201	<ul style="list-style-type: none"> <li>* Why Instructional Design?</li> <li>* Discuss Chapters 1 – 7</li> <li>* Role of Media Specialists and Technology Specialists in the Design of Instruction</li> <li>* Instructional Objectives</li> <li>* In-Service Responsibilities</li> <li>* Georgia Department of Education site <a href="http://www.k12.ga.us">http://www.k12.ga.us</a></li> <li>* GLC site <a href="http://www.glc.k12.ga.us">http://www.glc.k12.ga.us</a></li> <li>* GPS site <a href="http://www.georgiastandards.org/">http://www.georgiastandards.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>* Prior to coming to campus, read Chapters 5, 6, and 7 in text <i>Helping Teachers Teach</i></li> <li>* Respond to Thought Provokers for chapters 5, 6, and 7 during class</li> <li>* Class will meet in Education Center computer lab 201</li> <li>* <b>Bring Syllabus and text to class</b></li> <li>* View Instructional Objectives PPT</li> </ul>
January 20 (Saturday)	<p>Electronic Portfolio Workshop</p> <p>If you are completing your school library media or instructional technology program this semester or summer and you are not using Foliotek for your portfolio you should attend this workshop.</p>	<p><b>MIT Faculty will work with students: Ed.S. at 11:30 M.Ed. and Certification at 12:30</b></p>
January 27 WebCT Vista	<ul style="list-style-type: none"> <li>* Continue to review text chapters</li> <li>* Explore potential resources for Comparison of ID Models</li> <li>* <b>Compile a list of potential resources</b> you will use for Comparison of Instructional Design Models</li> <li>* Explore needs assessment strategies for In-Service Projects</li> <li>* <b>Review Step 1 – Needs Assessment</b> of Student Instruction Project</li> </ul>	<ul style="list-style-type: none"> <li>* Explore needs assessment strategies for Faculty In-Service Projects</li> <li>* Submit reflection on <b>Step 1 – Needs Assessment</b> of Student Instruction Project</li> <li>* Submit a list of <b>potential resources</b> you will use for Comparison of Instructional Design Models</li> </ul>
February 3	* <b>Complete Step 2 – Learner</b>	* Read Chapter 8

WebCT Vista	<b>Analysis</b> of Student Instruction Project * Work on Comparison of ID Models * Work on In-Service Projects	* Respond to Thought Provokers for chapter 8 * Submit <b>Step 2 – Learner Analysis</b> of Student Instruction Project
February 10 WebCT Vista	* Work on In-Service Projects * <b>Complete Comparison of Instructional Design Models</b> * <b>Complete Discussion Topic #1</b>	* Submit to Dr. Putney through WebCT mail, <b>Comparison of Instructional Design Models</b> and <b>Reflection on assignment</b> * <b>Post Discussion Topic #1</b>
February 17 WebCT Vista	* <b>Complete Step 3 – Instructional Objectives</b> of Student Instruction Project * Work on In-Service Projects	* Read Chapter 9 * Respond to Thought Provokers for chapter 9 * Submit to <b>Step 3 – Instructional Objectives</b> of Student Instruction Project
February 24 WebCT Vista	* <b>Complete Correlation Sections</b> – Information Literacy Standards and Technology Standards for Student Instruction Project * Work on In-Service Projects * <b>Complete Discussion Topic #2</b>	* Post <b>Discussion Topic #2</b> * Submit <b>Correlation Sections</b> – Information Literacy Standards and Technology Standards for Student Instruction Project
March 3 WebCT Vista	* Complete <b>Step 4 – Assessment of Student Performance</b> of Student Instruction Project * <b>Complete In-Service Template and PPT for In-Service Project</b>	* Read Chapter 10 prior to class * Respond to Thought Provokers for chapter 10 (during class) * Submit <b>Step 4 – Assessment of Student Performance</b> of Student Instruction Project * Submit <b>In-Service Template and PPT for In-Service Project</b>
March 10 WebCT Vista	* Complete <b>Step 5 – Strategies and Activities Development</b> of Student Instruction Project * Complete <b>Midterm Exam Activities</b> which will include Chapters 1-10 of text * <b>Complete Content Analysis</b> section of Student Instruction Project	* Read Chapter 11 * Complete Thought Provokers for chapter 11 * Submit <b>Step 5 – Strategies and Activities Development</b> of Student Instruction Project * Submit <b>Content Analysis</b> section of Student Instruction Project * Complete <b>Midterm Exam Activities</b>
March 17 WebCT Vista	* Complete <b>Step 6 – Materials Selection</b> of Student Instruction Project * Complete <b>Discussion Topic #3</b> * Work on <b>Research Models Exploration</b>	* Read Chapter 12 * Respond to Thought Provokers for chapter 12 * Submit to Dr. Putney through WebCT mail, <b>Step 6 – Materials Selection</b> of Student Instruction

		Project * Post <b>Discussion Topic #3</b>
March 24 Spring Break		
March 31 WebCT Vista	* Complete <b>Step 7 – Implementation – Lesson Plan</b> (of only one of the activities in Step 5) * Work on <b>Research Models Exploration</b>	* Read Chapter 13 * Respond to Thought Provokers for chapter 13 * Submit <b>Step 7 – Implementation – Lesson Plan</b>
<b>April 5 - 24</b>	<b>Advanced Registration for Spring</b>	<b>Register early to get the courses you need to take</b>
April 7 WebCT Vista	* Work on <b>Research Models Comparison</b> * <b>Complete Discussion Topic #4</b>	* Submit * Post <b>Discussion Topic #4</b>
April 14 WebCT Vista	* Complete <b>Step 8 – Evaluation of Student Instruction Project</b> * Work on <b>Research Models Exploration</b>	* Read Chapter 14 * Respond to Thought Provokers for chapter 14 * Submit <b>Step 8 – Evaluation of Student Instruction Project</b>
April 21 On Campus Education Center Computer Lab 201	* Complete <b>Final Exam Activities</b> which will include chapters 11-15 of text * Complete <b>Research Models Exploration</b> * Complete <b>Course Evaluations</b>	* Remember to come to campus Education Center computer lab 201 * <b>Complete Final Exam Activities</b> * <b>Submit Research Models Exploration</b>
April 28 WebCT Vista	* Foliotek – enter information into the Field Experience Log and Information Form for this course – enter information into the Field Experience Reflection Form for this course	* <b>Post completed In-Service Project to appropriate BB if willing to share</b> * <b>Submit Field Experience Log and Info form</b> * <b>Submit Field Experience Reflection Form</b>

#### Assignment Due Dates

Assignment	Due Date
<b>Student Instruction Project</b>	
Submit Step 1 – Needs Assessment	January 27
Submit Step 2 – Learner Analysis	February 3
Submit Step 3 – Instructional Objectives	February 17
Submit Correlation Section – Information Literacy and Technology Standards	February 24
Submit Step 4 – Assessment of Student Performance	March 3
Submit Step 5 – Strategies and Activities Development and	March 10
Submit Content Analysis	March 10
Submit Step 6 – Materials Selection	March 17
Submit Step 7 – Implementation – Lesson Plan	March 31
Submit Step 8 – Evaluation	April 14

<b>Faculty/Staff In-Service Project</b>	
Submit completed In-Service Template and PPT for Project	March 3
Post completed In-Service PPTs to BB if willing to share with others	April 28
<b>Instructional Design Model Comparison</b>	
Submit a list of potential resources you will use for comparison	January 27
Submit completed Comparison Paper	February 10
<b>Research Models Exploration</b>	
Submit completed form	April 21
Submit completed comparison	April 21
<b>Field Experience Assignments</b>	
Field Experience Log Form	April 28
Field Experience Reflections	April 28
<b>Thought Provokers and Discussion Topics</b>	
Chapters 1, 2, 3, 4 Thought Provokers	January 20
Chapters 5, 6, 7 Thought Provokers (will be completed in class)	January 20
Chapter 8 Thought Provoker	February 3
	Discussion Topic #1
Chapter 9 Thought Provoker	February 10
	Discussion Topic #2
Chapter 10 Thought Provoker	February 17
	Discussion Topic #3
Chapter 11 Thought Provoker	March 3
Chapter 12 Thought Provoker;	March 10
	Discussion Topic #3
Chapter 13 Thought Provoker	March 17
	Discussion Topic #4
Chapter 14 Thought Provoker;	March 31
	April 7
Chapter 14 Thought Provoker;	April 14
<b>Exams</b>	
Midterm Exam Activities – (text chapters 1-10)	April 21
Final Exam Activities – on campus (text chapters 10-15)	March 10
<b>On Campus Sessions</b>	
First face to face session	April 21
Second face to face session	
Third face to face session	January 20