

**ITT Technical Institute**  
**IT107**  
**Instructional Design**  
**Onsite Course**

**SYLLABUS**

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**Credit hours:** 4

**Contact/Instructional hours:** 50 (30 Theory Hours, 20 Lab Hours)

**Prerequisite(s) and/or Corequisite(s):**

None.

**Course Description:**

Students are introduced to the theories and practices of instructional design in relation to the creation of interactive tools for training.

# SYLLABUS: Instructional Design

Instructor: \_\_\_\_\_

Office hours \_\_\_\_\_

Class hours: \_\_\_\_\_

## MAJOR INSTRUCTIONAL AREAS

Introduction to Instructional Design  
The ISD Process: ADDIE Model overview  
Analysis  
Design  
Development  
Implementation or Launch  
Evaluation and Maintenance  
Project Presentation

## COURSE OBJECTIVES

After completing this course, the student will have the opportunity to:

1. Outline the historical roots of Instructional Design.
2. Summarize the significance of the systems approach in Instructional Design and Project Management.
3. Plan a project utilizing the ADDIE model.
4. Analyze the core process management phases of a project as they relate to the ADDIE model.
5. Compare the types of analyses the instructional design process might use in instructional projects.
6. Analyze how learning theories are applied in the design phase of a project.
7. Explain the importance of properly written performance objectives in the instructional design process.
8. Propose the learning components to consider when you plan an instructional strategy.
9. Explain the relationship between media selection and instructional goals.
10. Compare the two types of evaluation – formative and summative – relative to a specific project.
11. Propose how a standard communication model is utilized in the instructional design and project management processes.

12. Evaluate the development factors to consider when a project enters the development phase and prepares to emerge into the implementation phase.
13. Compare and contrast the implementation phase and the launch phase of an instructional design project.
14. Use the ITT-Tech Virtual Library to research elements of the instructional design process.
15. Propose how the creation of a team may be driven or influenced by the type of project under development.
16. Prepare a plan to revise or maintain an instructional project.

## **Related SCANS Objectives**

- 1 Acquire and evaluate information.
- 2 Use computers to process information.
- 3 Monitor and correct performance.
- 4 Interpret and communicate information.
- 5 Participate as a member of a team.
- 6 Allocate time.
- 7 Allocate money.
- 8 Allocate materials and facility resources.
- 9 Allocate human resources.
- 10 Organize and maintain information.
- 11 Teach others.
- 12 Serve clients and/or customers.
- 13 Negotiate to arrive at a decision.
- 14 Understand systems.
- 15 Select technology.
- 16 Apply the technology to tasks.

## COURSE OUTLINE

Unit	Activities
1 Introduction to Instructional Design	The following reading selections are located on the Student CD: 1) Trends and Issues_Reiser A New Definition: Acknowledging the Roles of Media, Systematic Instructional Design, and Performance Technology pp. 11-13 Chapter 2: What is Instructional Design? pp. 16-23 Chapter 3: History of Instructional Design and Technology pp. 37-45 Chapter 15 Instructional Design in Business and Industry pp. 197-208
2 The ISD Process: ADDIE Model Overview	The following reading selections are located on the Student CD: 1) Instructional Design_Seels The Generic Instructional Design Model pp. 8-31 Textbook. Workflow that Works: Instructional Design Tools Chapter 2, Core Process Overview, pp. 18-37. Chapter 3, Phase I Define the Project, pp. 40-64. The following reading selections are available on the Student CD: 1) Instructional Design_Seels Chapter 1, Using the ID Process, pp. 7-12.

3 Analysis (Part 1)	Textbook. Workflow that Works: Instructional Design Tools. Chapter 3-Define the Project, pp. 40-61 The following reading selections are located on the Student CD: 1) Instructional Design_Seels Chapter 1, pp. 8-10 and pp. 19-21 Chapter 2, Analyzing Tasks, pp. 32-56 Chapter 8, Analyzing the Problem, pp. 195-230
4 Analysis (Part 2)	Textbook. Workflow that Works: Instructional Design Tools. Define the Project, pp. 61-87 The following reading selections are located on the Student CD: 1) Instructional Design_Seels Theories of Learning, pp. 179-188 Types of Learning, pp. 260-267 2) Trends and Issues_Reiser Chapter 4, Psychological Foundations of Instructional Design, pp. 57-67 Chapter 5, Epistemology and the Design of Learning Environments, pp. 70-80 Chapter 6, Motivation and Performance, pp. 83-95 Chapter 7, Instructional Strategies and Learning Styles, pp. 99-105 Chapter 15, Instructional Design in Business and Industry, pp. 197- 210 Go to Phase 1: 03 Defining the Project pg 40-87
5 Design (Part 1)	The following readings are provided on the student CD: 1) Systematic Design_Dick Chapter 6, Writing Performance Objectives, pp. 122-142 2) Instructional Design_Seels Chapter 3, Writing Objectives, pp. 59-68 Chapter 4, Assessing Learning, pp. 81-107 Textbook: Workflow that Works: Instructional Design Tools. Chapter 4 - Phase 2: Develop Site Structure, pp. 87-100

6 Design (Part 2)	The following readings are provided on the student CD: 1) Systematic Design_Dick Chapter 8, Developing an Instructional Strategy, pp. 182-235 2) Instructional Design_Seels Chapter 11, Planning Instructional Strategies, pp. 286-303
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7 Development (Part 1)	The following readings are provided on the student CD: 1) Instructional Design_Seels Chapter 5, Selecting and Developing Delivery Systems, pp. 108-145 Chapter 9, Managing a Project Team, pp. 231-257 2) Trends and Issues_Reiser Chapter 13, Instructional Project Management, pp. 168-182 Textbook: Workflow that Works: Instructional Design Tools. Chapter 6 - Phase 4: Build and Integrate, pp. 142-165
8 Development (Part 2)	Textbook: Workflow that Works: Instructional Design Tools. Chapter 6 -Phase 4: Build and Integrate, pp. 166-176 The following readings are provided on the student CD: 1) Instructional Design_Seels Prototype Development of Multimedia Instruction pp. 149-157
9. Implementation or Launch	Textbook: Workflow that Works: Instructional Design Tools. Chapter 7 -Phase 5: Launch and Beyond, pp. 178-198
10 Evaluation and Maintenance	The following readings are provided on the student CD: 1) Instructional Design_Seels pp. 12-13 Textbook: Workflow that Works: Instructional Design Tools. Chapter 7 -Phase 5: Launch and Beyond, pp. 198-208
11. Final Exam	

## Instructional Methods

The curriculum is designed to promote a variety of teaching strategies that support the outcomes described in the course objectives and that foster higher cognitive skills. Delivery makes use of various media and delivery tools in the classroom.

The course is composed of both theory and laboratory components.

Collaboration in class and laboratory activities will create a climate of high values with respect to both diversity and inclusiveness. An open communication environment will help to ensure useful interactions between you and the instructor and also among other students. Information obtained in the class activities will let you know what you need to accomplish, who will execute a procedure, and how to gauge if the laboratory activity was successful and meets the instructor's expectation.

## Instructional Materials and References

### Student Textbook Package

- Goto, K., & Cotler, E. (2006). *Workflow That Works* (Custom 2nd ed.). Boston, MA: Pearson Custom.
- Goto, K., & Cotler, E. (2006). *Workflow that Works CD* (Custom 2nd ed.). Boston, MA: Pearson Custom.

## References and Resources

### Other Resources

- Reiser, R.A., and J.V. Dempsey. *Trends and Issues in Instructional Design and Technology*. Upper Saddle River, NJ: Pearson, 2002. (CD)
- [http://www.dice.com/Instructional Designer Job Listings](http://www.dice.com/Instructional_Designer_Job_Listings)
- ITT Tech Virtual Library – log on to the ITT Tech Virtual Library (<http://www.library.itt-tech.edu/>)
- [http://en.wikipedia.org/wiki/Instructional\\_design](http://en.wikipedia.org/wiki/Instructional_design)
- <http://www.nwlink.com/%7Edonclark/hrd/sat1.h> Unit 2 Microsoft PowerPoint Slides
- ITT Tech Virtual Library (<http://www.library.itt-tech.edu/>)
- Web References:
- <http://www.mtcss.com/tremblay/isd.htm>
- <http://www.intulogy.com/addie/workplace-design.html>
- [http://businessperform.com/html/addie\\_model.html](http://businessperform.com/html/addie_model.html)

- <http://www.taylorguitars.com>
- Unit Three PowerPoint Slides
- [http://www.web-redesign.com/downloads/03\\_client-survey.pdf](http://www.web-redesign.com/downloads/03_client-survey.pdf) – Client survey to download for student use
- [http://www.web-redesign.com/downloads/03\\_maintenance-survey.pdf](http://www.web-redesign.com/downloads/03_maintenance-survey.pdf) – Maintenance survey to download for student use
- Log on to the ITT Tech Virtual Library (<http://www.library.itt-tech.edu/>) to access the following urls:
- <http://www.hr-guide.com/data/G510.htm>
- [http://www-static.cc.gatech.edu/classes/cs6751\\_97\\_winter/Topics/humancap/memory.html](http://www-static.cc.gatech.edu/classes/cs6751_97_winter/Topics/humancap/memory.html)
- <http://www.brainresearch.com>
- <http://www.nedc.nrcs.usda.gov/isd/isd1.html>
- <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-3.htm> A smorgasbord of learning theories
- <http://www.library.cornell.edu/olinuris/ref/research/skill26.htm#LinkAud>. Cornell University Library. Critically Analyzing Information Sources. For unit 4
- <http://www.bearingpoint.com> - BearingPoint, formerly KPMG Consulting, is on page 86 of the textbook “Workflow that Works.”
- <http://www.december.com/web/develop/overview.html>. December, John. Developing Information Content for the World Wide Web. Good overall look at factors to consider in developing a website. Lists two more sources. For units 3 and 4
- Actual Analyzer, found at: <http://www.actuascripts.com/products/analyzer/>
- <http://www.web-redesign.com> Go to Phase 1, Define the Project to download the various worksheets and forms indicated in the textbook.
- <http://www.coun.uvic.ca/learn/program/hndouts/bloom.html> Bloom’s Taxonomy of educational objectives.
- [http://www-static.cc.gatech.edu/classes/cs6751\\_97\\_winter/Topic/humancap/memory.html](http://www-static.cc.gatech.edu/classes/cs6751_97_winter/Topic/humancap/memory.html) Human memory
- <http://www.webpagesthatsuck.com>. Used in Activity 5. An ever-changing website that concerns itself with finding and critiquing bad Web sites. “Mystery Meat Navigation” (MMN) is their favorite topic.
- <http://www.library.cornell.edu/olinuris/ref/research/webcrit.html>. Cornell University Library. Kapoun, Jim. “Five criteria for evaluating Web pages.”
- [http://ourworld.compuserve.com/homepages/adrian\\_mallon\\_multimedia/story.htm#label1](http://ourworld.compuserve.com/homepages/adrian_mallon_multimedia/story.htm#label1)
- [http://jan.ucc.nau.edu/edtech/etc667/proposal/evaluation/summative\\_vs\\_formativ e.htm](http://jan.ucc.nau.edu/edtech/etc667/proposal/evaluation/summative_vs_formativ e.htm)
- <http://www.science.ulster.ac.uk/caa/presentation/kirkpatrick/>
- [http://www.isixsigma.com/dictionary/Kirkpatrick\\_4\\_Levels\\_of\\_Evaluation626.htm](http://www.isixsigma.com/dictionary/Kirkpatrick_4_Levels_of_Evaluation626.htm)

All links to web references outside of the virtual library are always subject to change without prior notice.



## EVALUATION & GRADING

### COURSE REQUIREMENTS

**1. Attendance and Participation**

Regular attendance and participation are essential for satisfactory progress in this course.

**2. Completed Assignments**

Each student is responsible for completing all assignments on time.

**3. Team Participation (if applicable)**

Each student is responsible for participating in team assignments and for completing the delegated task. Each team member must honestly evaluate the contributions by all members of their respective teams.

## Evaluation Criteria Table

The final grade will be based on the following weighted categories:

CATEGORY	WEIGHT
Assignment	15%
Quizzes	15%
Lab Assignment	20%
Final Examination	10%
Project	40%
<b>Total</b>	<b>100%</b>

## Grade Conversion Table

Final grades will be calculated from the percentages earned in class as follows:

A	90 - 100%	4.0
B+	85 - 89%	3.5
B	80 - 84%	3.0
C+	75 - 79%	2.5
C	70 - 74%	2.0
D+	65 - 69%	1.5
D	60 - 64%	1.0
F	<60%	0.0

## INTENT/INTERFACE

The course focuses on teaching Instructional Design with a multimedia perspective. To accomplish this objective, there is comparison of the ADDIE Model and the Core Process Model through all the 10 weeks, enabling the students to understand and relate the two models. The students' work in the course will include exposure to Instructional Design concepts in relation to multimedia through assigned readings, focused class discussions and lectures, writing assignments, and a group project. This blend is designed to provide the students with the necessary theoretical foundation to understand Instructional Design in conjunction with multimedia.

