

Educational Technology Program  
Kent State University

**ETEC 6-77445 Designing Instructional and Performance Solutions  
Fall 2020**

## **Course Syllabus**

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Virtual office hours: Mondays 11am-3pm or by appointment - please feel free to contact me with your questions and ideas. I'll be happy to get to know you, talk to you about your course experiences, and offer my help.

### **GOALS AND OBJECTIVES**

#### **Goals**

The goal of this survey course is for you to develop adequate knowledge of the systematic approach to instructional design, the contexts of application of this approach, and the roles of professionals in this field to be able to adapt and apply the process in a flexible and innovative manner, especially to large-scale projects. In the final assignment for this class, you will build an instructional system process model for an organization of your choice.

#### **Objectives**

1. Compare and contrast Instructional System Design (ISD) models in terms of their appropriateness for a given set of education or training development requirements.
2. Compare and contrast ISD and Human Performance Improvement/Technology (HPT/HPI).
3. Prepare a plan for conducting a front-end analysis that covers needs assessment, learner analysis, and environmental analysis.
4. Produce an ISD process that is tailored to the education and training requirements of a specific organization.

### **REQUIRED TEXTS, READINGS**

Rothwell, W. J., Benschoter, B., King, M., & King, S. B. (2016). *Mastering the Instructional Design Process: A Systematic Approach*, 5<sup>th</sup> edition. New York: John Wiley & Sons.

The e-text is available on Safari Learning Platform in the Ohio LINK Research Database through Kent State library. To access the e-text go to <http://databases.ohiolink.edu>. The Safari will require you to provide your KSU email to gain access. Creating an account is not necessary to view content; however, setting a personal account will provide you with additional features, such as the mobile app.

### TOPICAL COURSE OUTLINE

1. Getting Acquainted & the Concept of Design
2. Systems Theory
3. ISD Models
4. ISD & HPT
5. Needs Assessment
6. Learner and Setting Analysis
7. High Level Design
8. Design: Instructional Strategies
9. Development: Instructional Materials
10. Evaluation

### TECHNOLOGY REQUIREMENTS

Please review a full list of Kent State hardware and software technology requirements for online learning <http://www.kent.edu/onlinelearning/technology-requirements>. Here are a few major software requirements:

1. Windows 7 or newer system operating software for PC computers
2. Mac OS X 10.6 Snow Leopard or newer system operating software for Apple Mac computers
3. Microsoft Office Suite (Word, Excel, PowerPoint)
4. Antivirus for Windows OS, [Microsoft Security Essentials](#)
5. Antivirus for Mac OS, [Sophos](#)
6. Adobe [Acrobat Reader](#)

A list of available free and/or discounted software downloads for students is available at [support.kent.edu](http://support.kent.edu). Active, full-time, and part-time students who are registered for classes are provided with [free access to Office 365](#) (Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access (PC Only)). Additional software such as Windows 10, can be purchased for a discount at the [Kent State University Microsoft site](#).

### TEACHING STRATEGIES

The course is organized in modules. To help you achieve the objectives for each module of the course, a variety of activities have been planned for each module. Typical module activities will include:

- Review of module activities
- Assigned readings from the textbooks and other sources.
- A series of practice activities and asynchronous discussions with instructor and peer feedback that will give you the opportunity to apply core concepts covered in the course. Student

responses will be required on a variable schedule based on other requirements during the weeks within specific modules. Please note that posts will have variable due dates and that full credit for this component of the course will only be given by following the schedule. *The intention is to try to prevent all required posts being submitted on the last day of the week/topic.*

In addition to the weekly practice activities, you will be working independently on your course major assignments.

I suggest that, for each module, you first preview all the module’s activities, read the assigned readings, and then complete the practice activities. Your friendly instructor will check your responses and provide feedback. I will be looking for thoughtful and original contributions that reflect your understanding and analysis of the course materials.

I hope that you will contribute regularly to the discussions (and not just during the weekends). I say this because I found that it is the best way to engage students with the course materials and make online interactions more fun. Your regularly contributions to the discussions will help:

- Facilitate interactions and collaborations with your peer students and instructor
- Get relevant and timely feedback
- Keep you “inside the loop” of the discussions

**CLASS PARTICIPATION AND BEING SUCCESSFUL ONLINE**

To successfully achieve the goals of this course, you will need to participate in all individual and group activities and discussions on a regular basis. I encourage you to review Kent State’s recommendations for successful online learning:

<https://www.kent.edu/onlinelearning/being-successful-online>

These recommendations include:

- Computer/Technology Skill
- Course Workload
- Study Strategies

**ASSIGNMENTS**

<i>Assignment*</i>		<i>Weight</i>
<b>Needs Assessment Assignment</b> (ETEC 67445 and 77445 students)	Prepare a plan for a needs assessment in an organization of your choice.	100 pts
<b>ISD Process Model Development Assignment</b> (ETEC 67445 and 77445 students)	Prepare an instructional system process model that is tailored to the requirements of a specific organization.	200 pts
<b>Participation in Weekly Activities/ Discussions **</b> (ETEC 67445 and	You will be participating in class discussions using Blackboard asynchronous threaded discussion boards. In general, the class activities/discussions will be conducted asynchronously given that the majority of the students enrolled in this course work full-time jobs. As	190 pts

77445 students)	<p>a result, live group discussions are often very difficult to schedule. While participation will be mainly assessed as to the number of posts, I will also take into consideration the following qualitative factors:</p> <ul style="list-style-type: none"> <li>• Diversity (some variety in ideas posted, and some breadth to exploration);</li> <li>• Perspective taking (values other perspectives, ideas, cultures, etc.);</li> <li>• Creativity (original, unique, and novel ideas);</li> <li>• Insightful (makes interesting, astute, and sagacious observations).</li> <li>• Relevancy (topics selected are connected to course content); and</li> <li>• Learning depth/growth (shows some depth to thinking and elaboration of ideas);</li> </ul>	
<b>Professionalism</b> (determined by non-scored activities)	<p>In addition to course assignments, a portion of your final grade will be based on professionalism including the following (but not limited to): self-motivation, respect, participation, attitude, and accountability.</p> <ul style="list-style-type: none"> <li>• The amount of professionalism/ participation points earned will depend upon the following standards being met:</li> <li>• Due dates will be observed. Posting assignments late or not at all will result in a loss of professionalism points as well as a loss of points for the specific assignment.</li> <li>• Failure to upload project reports to Blackboard on the required date will result in losing all professionalism points.</li> <li>• The student is to post only original work.</li> <li>• Failure to abide by these guidelines could result in dismissal from the course or other penalties as per university policy.</li> <li>• Respect for the view of each member of the learning community and the use of professional standards when communicating with the instructor or other class members is expected and will be adhered to throughout participation in this online course.</li> <li>• The student will make every effort to be a contributing member of the ETEC 6-77445 online learning community in order to experience optimal educational and professional growth.</li> </ul>	25 pts
	<b>Total:</b>	<b>515 pts</b>

\* More details about these assignments will be posted on the Blackboard. You are expected to complete all assignments and submit written assignments on time.

### SUGGESTIONS

- Front load your readings. The course readings are not difficult to read and you should be able read each of the book chapters and activities in a few hours. It is best to read the sources early in the semester. If you have the information prior to our discussions it will greatly facilitate your understanding.
- Get ahead of schedule. Some of the course assignments may take you longer than the others. You will want to start working on your course major assignments as much as you can before the assignments are due.

## LATE ASSIGNMENTS

### Major assignments (Assignments 1 & 2):

- I have a 48-hour lateness policy with no penalties. For example, if an assignment is due Sunday at midnight, you can submit it by Tuesday at midnight without penalty. There will be a 10% grade reduction for each additional day the assignment is late.
- You will not be allowed to resubmit any report that is submitted late.
- Any report that is not submitted by the last day of class will receive an F grade.

### Weekly activities and peer comments:

- Many of the discussion board activities involve peer comments or peer review. I have a 48-hour lateness policy with no penalties for posting peer comments. For example, if it says that you need to post your introduction on Sunday, 11:59pm, and comment on your peer's introductions, please submit your introduction on Sunday to allow others to comment on your post. You can comment on your peer's introductions by Tuesday, 11:59pm.

## GRADING

According to the policies of Kent State University, the modal grade for a graduate-level course should be a B, while an A denotes superior attainment. If you meet all the goals and objectives for this course, you will receive a B. To receive an A, you must go beyond the basics and show excellence in your work.

A = 94% - 100%;	A- = 90% - 93.9%	
B + = 87% - 89.9%;	B = 84% - 86.9%;	B- = 80% - 83.9%
C + = 77% - 79.9%;	C = 74% - 76.9%;	C- = 70% - 73.9%
D + = 67% - 69.9%;	D = 60% - 66.9%	
F = below 60%		

## COURSE WEBSITE

The class is supported by a course website that provides students with access to various course materials and will serve as a means of teacher-communication.

## COMMUNICATION

- The best way to reach me is via email. I usually check my e-mail daily (excluding weekends) and will respond if possible within 24 hours. When sending emails to your instructor please use the following format: ETEC 4/57400. Your topic
- Some questions cannot be best answered in an e-mail, please in that case schedule an online appointment.
- Written communication is an important aspect of this course. The ability to communicate clearly and effectively is critical to success as an instructional designer/developer. For this reason, it is expected that adequate attention will be given not only to what you write but how you write it. Your assignments will be evaluated from this perspective. Proofread written assignments carefully. Assignments containing errors in spelling, punctuation, syntax, etc. will receive a score reduction.
- Please keep your instructor informed of personal situations that limit your participation in the class.

**PRONOUN AND PREFERRED NAME POLICY**

I will gladly honor your request to address you by your preferred name or pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information about Kent State University's Preferred Name policy, see the official policy registrar here – <https://www.kent.edu/registrar/preferred-name> – or the LGBTQ Center's instructions at <https://www.kent.edu/lgbtq/preferred-name-process>.

**DIVERSITY AND INCLUSION STATEMENT**

This is an Inclusive Classroom. At Kent State University, administrators, faculty, and staff are committed to the creation and maintenance of “inclusive learning” spaces. These are classrooms, labs, and other places of learning where you will be treated with respect and dignity and where all individuals are provided equitable opportunity to participate, contribute, and succeed.

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

**STUDENT CONDUCT, PLAGIARISM AND ACADEMIC INTEGRITY**

Academic honesty and integrity are held at a high standard at Kent State University. The Kent State University [Code of Student Conduct](#) applies to all students. Students are subject to dismissal or suspension for violations of the code.

Students enrolled in the university, at all its campuses, are to perform their academic work according to standards set by faculty members, departments, schools and colleges of the university; and cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied. For more information, please see [Kent State University policy regarding student cheating and plagiarism](#) and [information about plagiarism](#).

**STUDENTS ACCESSIBILITY**

Kent State University is committed to inclusive and accessible education experiences for all students. University Policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure equal access to course content. Students with disabilities are encouraged to connect with Student Accessibility Services as early as possible to establish accommodations. If you anticipate or experience academic barriers based on a disability (including mental health, chronic medical conditions, or injuries), please let me know immediately.

Student Accessibility Services (SAS) Contact Information:

Location: University Library, Suite 100

Email: [sas@kent.edu](mailto:sas@kent.edu)

Phone: 330-672-3391; VP 330-968-0490

Web: [www.kent.edu/sas](http://www.kent.edu/sas)

**ADDITIONAL RESOURCES**

- Writing Commons, located in the Kent State main library, supports KSU students, including international students at all levels and in every academic discipline with any projects that include writing. <https://www.kent.edu/writingcommons>
- Academic Success Center—university tutoring is offered to all students in various subject areas. Drop in tutoring, scheduled tutoring and virtual e tutoring are all available. The Academic Success Center is also available in the Library. <http://www.kent.edu/asc>.

*The instructor reserves the right to make changes or modify the course as deemed appropriate or necessary.*