



COURSE SYLLABUS
Southeast Missouri State University

THE TEACHER AS PROFESSIONAL EDUCATOR

Department of Middle and Secondary Education

Course No.: SE 683

Course Title: Instructional Design & Technology

New: Fall 2005

I. Catalog Description and Credit Hours of Study:

Design and development of instruction for classrooms incorporating computers and multimedia tools to enhance learning through instructional materials and web pages. (3)

II. Prerequisites: None

III. Purposes and Objectives of the Course:

Students will:

- A. Increase knowledge in instructional design theories and models for application to teaching and learning in specific content areas.
- B. Design instructional projects incorporating technology in their specific content areas.
- C. Conduct an analysis of current technology standards as related to use in specific school settings and develop or critique curriculum for teaching and learning in a department or district.
- D. Demonstrate improvement of technology skills by learning or improving the use of website development software to design a content area website that promotes teaching and learning using technology and effective instructional design methods.
- E. Examine and analyze current issues and trends in educational technology and instructional design through research of online professional journals as related to specific problems and needs at the student, departmental, and district levels.

IV. Expectations of Students

- A. Demonstrate graduate level analysis and writing skills through completion of a variety of class activities such as online discussions, research, reports, journal readings, individual projects, and written assignments.

- B. Examine and reflect on state and national technology education standards as related to the development of curriculum and websites in education.
- C. Read relevant literature on educational uses of instructional design and website development and complete written reflections on the effectiveness of the literature in relation to the educational needs of students, teachers, and district goals.
- D. Develop instructional projects using technology and instructional design theories to enhance and improve learning.
- E. Design a personal content area webpage which includes a splash page with a minimum of four additional pages that incorporates effective instructional design strategies and use of technology in classroom instruction to be maintained throughout the course.
- F. Students must demonstrate achievement of the course objectives and expectations by preparing a series of reflection papers on topics related to instructional design.

V. Course Content: Hours

A. Instructional Design

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| 1. | History and philosophy of instructional design | 1 |
| 2. | Technologies for learning | 3 |
| 3. | Models and methods of instructional design | 3 |
| 4. | Technology standards | 2 |
| 5. | Multimedia and materials | 1 |
| 6. | Visual and Audio Principles | 1 |
| 7. | Internet and Intranets | 3 |
| 8. | Issues and trends in instructional design | 5 |
| 9. | Projects using instructional design models | 5 |

B. Website Development

1.	Introduction to FrontPage or other design software	5
2.	Process of website development	3
3.	Interface design	2
4.	Site design	3
5.	Page development	5
6.	Typography and graphics	1
7.	Selections, editing, and maintenance of the website	1
8.	Copyrights, liability, and legal issues	<u>1</u>
	Total Hours	45

VI. Textbook and Other Required Materials:

Shelly, G., Cashman, T., & Kosteba, L. (2005). *Web Design: Introductory concepts and techniques (2nd ed.)* Boston: Thomson.

Shelly, G., Cashman, T., & Quasney, J. (2005). *Microsoft FrontPage 2003: Comprehensive concepts and techniques*. Boston: Thomson.

VII. Basis for Student Evaluation

- A. Written assignments and projects to demonstrate a personal understanding of instructional design theories related to teaching and learning.
- B. Research, critique, and analyze online professional journal articles related to instructional design and specific content areas.
- C. Development of a personal website for the student's individual content area that incorporates instructional design strategies and demonstrates an understanding of different features of FrontPage and other software for website development and classroom instruction.
- D. Successful completion of reflection papers on a variety of topics and current issues related to instructional design, educational technology, and technology standards.

Suggested Percentages for Student Evaluation:

Written Assignments/Projects	20%
Journal Articles	20%
Website Development	30%
Reflection Papers	30%

Percentages at which letter grades are given:

90% - 100%	A
80% - 89%	B
70% - 79%	C
0% - 69%	F

The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each course.

Academic Policy Statement:

Students will be expected to abide by the University Policy for Academic Honesty in regards to plagiarism and academic honesty. Refer to:
<http://www6.semo.edu/judaffairs/code.html>

VIII. Knowledge Base

Alessi, S. & Trollip, S. (2001). *Multimedia for learning: Methods and development (3rd ed.)*. Boston: Allyn and Bacon.

Anderson, D. (2001). *The Internet and web design for teachers: A step-by-step guide to creating a virtual classroom*. New York: Longman.

Bitter, G. & Pierson, M. (2005). *Using technology in the classroom (6th ed.)*. Boston: Pearson.

Geisert, P., and Futrell, M. (2000). *Teachers, computers, and curriculum*. Boston: Allyn and Bacon.

Grabe, M. & Grabe, C. (2000). *Integrating technology for meaningful learning*. New York: Houghton Mifflin.

Heinich, R., Molenda, M., Russell, J., Smaldino, S. (2002). *Instructional media and technologies for learning (7rd ed.)*. Columbus: Merrill.

Hirschbuhl, J. & Bishop, D. (Eds.)(2004). *Computers in education (11th ed.)*. Guilford, CT: McGraw-Hill/Dushkin

- Jonassen, D. & Howland, J. (2003). *Learning to solve problems with technology: A constructivist perspective*. Upper Saddle River, NJ: Merrill/Prentice-Hall.
- Lever-Duffy, J, McDonald, J., & Mizell, A. (2003). *Teaching and learning with technology*. Boston: Allyn and Bacon.
- Maddux, C., Johnson, D., & Willis, J. (2000). *Educational computing: Learning with tomorrow's technologies* (3rd. ed.). Boston: Allyn and Bacon.
- Morrison, G. & Lowther, D. (2002). *Integrating computer technology into the classroom* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice-Hall.
- Newby, T. (2004). *Teaching and learning with Microsoft Office and FrontPage: Basic building blocks for computer integration*. Upper Saddle River, NJ: Pearson/Prentice-Hall.
- Newby, T., Stepich, D., Lehman, J., and Russell, J. (2000). *Instructional technology for teaching and learning* (2nd ed.). Columbus: Merrill.
- Norton, P. & Wiburg, K. (2003). *Teaching with technology: Designing opportunities to learn*. Belmont, CA: Wadsworth/Thomson Learning.
- Roblyer, M. & Edward, J. (2000). *Integrating educational technology into teaching*. Columbus: Merrill.
- Sharp, V. (2005). *Computer education for teachers: Integrating technology into classroom teaching* (5th ed.). Boston: McGraw-Hill.
- Shelly, G., Cashman, T., Gunter, R., & Gunter, G. (2003). *Teachers discovering and integrating Microsoft Office: Essential concepts and techniques*. Boston: Thomson.

Suggested Journals:

American Journal of Distance Education
Classroom Computer Learning
Computers in the Schools
Distance Education
Educational Communication and Technology Journal
Educational Computer
Educational Technology
Educational Technology Research and Development
Electronic Learning
Journal of Computer-Based Instruction

Journal of Computing in Childhood Education
Journal of Educational Computing Research
Journal of Educational Multimedia and Hypermedia
Journal of Educational Technology Systems
Journal of Research on Computing in Education
Learning and Leading with Technology
Multimedia Schools
Online
Syllabus
Technology and Learning
Technology Connection
Tech Trends
Telecommunications for Learning
The Computing Teacher
T.H.E. Journal: Technological Horizons in Education

Student with Disabilities Statement:

If a student has a special need addressed by the Americans With Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor immediately. Reasonable efforts will be made to accommodate special needs.