



### EDU 210 - Instructional Design Course Syllabus

<b>Course Name</b>	Instructional Design
<b>Course Code</b>	EDU210
<b>Type of Course</b>	COMPULSORY
<b>Course Level</b>	UNDERGRADUATE
<b>ECTS Credits</b>	5
<b>Weekly Theory Hour</b>	2
<b>Weekly Practice Hour</b>	2
<b>Weekly Laboratory Hour</b>	-
<b>Year</b>	2013-2014
<b>Term</b>	FALL
<b>Instructor (s)</b>	Assist. Prof. Dr. Seren Bařaran
<b>Teaching System</b>	
<b>Education Language</b>	ENGLISH
<b>Prerequisite Course</b>	
<b>Other Recommended Matters</b>	
<b>Training Status</b>	Lecturing; This course utilizes the Moodle course management system to share information and resources. To access the course site, log on to this link: <a href="http://elearning.gau.edu.tr">http://elearning.gau.edu.tr</a> and select the course from list of courses. All course materials will be posted here.
<b>Course Objectives</b>	The major goals of this course are: <ul style="list-style-type: none"> <li>• Provides the basic knowledge and application of the skills and techniques required for the process of addressing learning settings.</li> <li>• Focus on instructional systems design and instructional strategies at the curricular and the the classroom level.</li> <li>• Provide the background and skills needed to prepare and use a wide range of effective instructional materials.</li> <li>• Distinguish basic advantages and disadvantages of the main instructional media and materials.</li> <li>• Provide practice to assure effective preparation and the use of instructional materials</li> </ul>
<b>Learning Outcomes</b>	At the end of this course student, <ul style="list-style-type: none"> <li>• Provide rationales for using a systematic approach to instructional design.</li> <li>• Identify and summarize the steps and methods of the instructional design process.</li> <li>• Function independently and cooperatively in team work.</li> <li>• Compare and contrast various instructional design perspectives</li> </ul> Demonstrate the following competencies upon the completion

	of instructional design project: <ul style="list-style-type: none"> <li>• assess needs to identify instructional goals</li> <li>• conduct instructional analysis</li> <li>• analyze learners and contexts</li> <li>• write performance objectives</li> <li>• develop assessment instruments</li> <li>• develop instructional strategy</li> <li>• develop and select instructional materials</li> <li>• design and conduct the formative evaluation of instruction</li> <li>• revise instruction</li> <li>• design and <i>conduct</i> summative evaluation</li> </ul>		
<b>Course Content</b>	This course underlines the processes for designing effective and efficient instruction. The course introduces phases of System Approach Model of ID. The course provides necessary knowledge, skills in identify instructional goals, conduct instructional analysis, design, development, implementation and evaluation phases of instructional design. Throughout the course a set of outputs related with each phase of the model will be created by the students.		
<b>Weekly Detailed Plan</b>	<b>WEEK</b>	<b>TOPICS</b>	
		<b>Theoretical</b>	<b>Lab (Practical)</b>
	1	Introduction to Instructional Design and ID Process, introducing syllabus	Chp1 from D&C Chp1 from S&R
	2	Assessing needs to identify instructional goals <ul style="list-style-type: none"> <li>Performance analysis</li> <li>Instructional goals</li> <li>Learners, Context, and Tools</li> <li>Conducting a Goal Analysis</li> <li>Intellectual Skills</li> <li>Psychomotor Skills</li> <li>Attitudes</li> <li>Goal Analysis Procedures</li> </ul>	Chp2&Chp3 from D&C
3	Instructional Analysis <ul style="list-style-type: none"> <li>Identifying related Skills and Entry Behaviors <ul style="list-style-type: none"> <li>Analyzing Learners</li> <li>Entry behaviors</li> <li>Prior knowledge of topic area</li> <li>Attitudes toward content and potential delivery system</li> <li>Academic motivation</li> <li>Educational and ability levels</li> <li>General learning preferences</li> <li>Group characteristics</li> </ul> </li> </ul>	Chp3 & chp4 from D&C	

		Contexts analysis Writing Performance Objectives Behaviors, conditions, criteria	
	4	Developing Assessment Instruments Criterion-Referenced Tests and Their Uses Entry Behaviors Test Pretest Practice Tests Posttests Designing a Test Determining Mastery Levels Writing Test Items Goal-Centered Criteria Learner-Centered Criteria Context-Centered Criteria Assessment-Centered Criteria Setting Mastery Criteria	
	5	Developing an Instructional Strategy Content Sequence and Clustering Learning Components of Instructional Strategies Pre-instructional Activities Content Presentation and Examples Learner Participation Assessment Follow-Through Activities	Chp7&8 fromD&C
	6	The Delivery System and Media Selections Components of an Instructional Package Selecting Existing Instructional Materials The Designer's Role in Material Development and Instructional Delivery	
	7	Developing Instructional Materials for Formative Evaluation Rough Draft Materials Rapid Prototyping Materials Development Tools and Resources Printed materials Still pictures and graphics	Quiz1
	8	<b>Mid Term</b>	

	9	Formative evaluation and revising instructional materials One-to-One Evaluation with Learners Small-Group Evaluation Field Trial	Chp10 and chp11 from D&C
	10	Formative Evaluation in the Performance Context Collecting Data on Reactions to Instruction Analyzing Data from One-to-One Trials Analyzing Data from Small-Group and Field Trials	
	11	Designing and Conducting Summative Evaluation Expert Judgment Phase of Summative Evaluation Field-Trial Phase of Summative Evaluation	Chp12 from D&C Assignment2
	12	E-learning material development	
	13	E-learning material development	
	14	Revision	Quiz2
	15	<b>Final</b>	

<b>Textbook/Recommended Readings</b>	<ul style="list-style-type: none"> <li>• Dick, W., Carry, L. &amp; Carey, J. O. (2005), The Systematic Design of Instruction, 6th Edition, MA, Boston: Allyn and Bacon.</li> <li>• Smith P.L. &amp; Ragan T.,J.(1999). Instructional Design. New York: Wiley.</li> <li>• Rothwell,W.J.&amp; Kazanas, H. C.(2008). Mastering the Instructional Design Process : A Systematic Approach, 2<sup>nd</sup> Ed. (9780787909482)</li> <li>• Heinich, R., Molenda, M., Russell, J. D., &amp; Smaldino, S. E. (1999). Instructional media and technologies for learning. Upper Saddle River, NJ: Prentice-Hall.</li> </ul>
--------------------------------------	--

<b>ASSESSMENT METHODS</b>		
<b>Term Activities</b>	<b>Number</b>	<b>Semester(Year) Contribution %</b>
Quiz1	<b>1</b>	<b>10</b>
Quiz2	<b>1</b>	<b>10</b>
Midterm	<b>1</b>	<b>30</b>
Participation	<b>1</b>	<b>10</b>
Final	<b>1</b>	<b>40</b>
<b>TOTAL</b>		<b>100</b>
<b>Percentage of Classroom Activities</b>		<b>40</b>
<b>Percentage of Final Activities</b>		<b>60</b>
	<b>TOTAL</b>	<b>100</b>

**Calculation work load within the framework of learning, teaching and evaluation activities**

Activities	Number	Time (Hour)	Total Work Load (hour)
Weekly Theory Hour	14	2	28
Weekly Practice Hour	14	2	28
Quiz1	1	25	20
Quiz2	1	25	20
Midterm	1	27	27
Final	1	27	27
<b>TOTAL WORKLOAD (hour)= 150</b>			
<b>COURSE ECTS CREDIT=Total Work Load (hour) / (30 hour/ECTS)= 150 / 30 = 5</b>			

### Programme and learning outcomes

Learning Outcomes (LO)	Programme Outcomes (PO)																
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16	PO 17
LO1	5	5	3	5							5	5		5			
LO2	4	4	3	4							4	4		4			
LO3							5										
LO4	5	4	4	5		5					5	5		5			
LO5	5	4	4	5		5					5	5		5	4		
LO6	4	4	4	4		4					4	4		4	4		
LO7	3	3	3	5	5						4	4		3	3		
LO8		5															5
LO9		5															5
L10	5	5	3	5	5						5	5					
L11	5	5	4	5	5						5	5		5	5	5	
L12	5	5												5		5	

<b>L13</b>	5	5												5		5	
<b>L14</b>	5	5												5		5	

**Contribution Level:**

- 1 very low
- 2 low
- 3 medium
- 4 high

**CITT Department Programme Outcomes**

1. Having adequate level of knowledge and skills in current/new computing and educational technologies.
2. Having sufficient communication and teaching skills in teaching profession.
3. Being able to teach updated computing technologies efficiently in English.
4. Being able to identify information technology problems through using various analysis and synthesis.
5. Being pragmatic to develop and apply persistent information technology solutions to educational and business problems.
6. Being able to use critical and computational thinking skills to produce alternative solutions at every level of project development life-cycle.
7. Being capable to work in disciplinary and interdisciplinary teamwork.
8. Being sensitive, reactive and responsive to professional, social and ethical issues. Having social and ethical awareness in teaching and in providing solutions to problems.
9. Having adequate level of knowledge and skills in current/new computer hardware, operating systems and computer networks.
10. Adequate level of knowledge and skills in current/new programming languages, programming paradigms (procedural and object-oriented) and programming environments (visual, console-based programming).
11. Being able to analyse, plan and manage educational software design and project development.

- 12.** Having the capability of evaluating and criticising educational software design and development.
- 13.** Adequate level of knowledge in using and integrating current/new e-learning and distance education systems such as learning management systems (LMS).
- 14.** Having sufficient skills and knowledge in using instructional technology and material design.
- 15.** Having skills to apply and use special teaching approaches, theories, teaching strategies, methods and techniques (such as to those people with disabilities).
- 16.** Using appropriate measurement and evaluation techniques to assess students' learning and development in addition to supporting them with good level of feedback.
- 17.** Having sufficient knowledge in the process of establishment of Republic of Turkey. Identifying social, cultural, political and economic problems through understanding Ataturk's principles and revolution.