



**University of South Dakota  
School of Education  
Division of Educational Administration**

**AHED 735: Instructional Strategies  
for Adult Education**

**Fall 2009**

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<b>Office Hours:</b> By appointment	<b>Classroom:</b> Online through Desire2Learn & Elluminate

**IMPORTANT:**

Four class sessions/discussions will take place in the Elluminate Live! web-conferencing system. This is a real-time application. Elluminate can be used from your home PC and Internet connection. You will need a microphone (or headset) and speakers to participate by voice. There is a chat window if you do not have a microphone. A webcam is nice, but not necessary. Don't worry – it's easy to use! The URL for class sessions will be provided in D2L.

**Tentative DATES/TIMES for Elluminate Sessions:**

**Tuesday, September 8, 6:30 pm Central Time**

**Tuesday, September 22, 6:30 pm Central Time**

**Tuesday, October 20, 6:30 pm Central Time**

**Tuesday, December 11, 6:30 pm Central Time**

*Note: If you are unable to attend, you will be able to view a recording of the session and comment on it on D2L. The last date is for discussing student projects. An alternate date may be arranged if necessary.*

## I. Course Description

An intensive study of concepts in instructional design that relate to the research, reflective processes, and skills needed by practitioners. This course is designed to give you in-depth experience in the systematic design of instruction. Class topics will include the stages of instructional design, goal analysis, writing instructional objectives, instructional strategies, assessment, and evaluation. The focus is on teaching adults of 18 years and older in a variety of settings, including the traditional university, community college, senior citizens, continuing education programs, distance education, military training, and business and government training, dependent on the interests of students in this class.

## II. Rationale

This course prepares practitioners to understand and value the challenge of providing optimum instructional design for education and training. It is one course in the sequence of courses directed to developing practitioners who are knowledgeable about adult education and have some experience using teaching tools with adult learners. AHED 735 can be used as an elective in both doctoral and master's level degree programs of study.

The USD School of Education courses focus on preparing educational leaders with a “Reflective Decision Making” philosophy. Leaders completing courses and programs are expected to know a breadth of knowledge and skills in specific content areas, reflecting on theory, research and contemporary practices. Graduates are encouraged to reflect on the many-faceted challenges of learning in a complex world and yet to make professional decisions that are based on scientific research, tested theories, professional practices, and ethics. Excellent educational leaders seek balance in life—ideas/feelings, thought/action, productivity/integrity, and theory/practice.

## III. Textbooks

Dick, Walter, Carey, Lou, & Carey, James O. (2005). *The systematic design of instruction* (6<sup>th</sup> ed.). New York: Harper Collins. ISBN: 0-205-41274-2.

Davis, Barbara Gross. (2009). *Tools for teaching*, 2<sup>nd</sup> ed. San Francisco, CA: Wiley. ISBN: 978-0-7879-6567-9. **Be sure to purchase the second edition. It has been extensively revised.**

## IV. Course Objectives/Outcomes, Standards, Assessment

Class readings, discussions, exercises, and an instructional design project will ensure that each student successfully completing the course will be able to show competency in the following objectives. These major course objectives are each matched to School of Education (SOE) Advanced (graduate) standards.

<i>Course Objectives/Outcomes</i>	<i>Standards</i>	<i>Assessment</i>
Describe a systematic process for instructional design.	SOE-AD 1	Class discussion
Be able to carry out tasks in each step of the Dick & Carey instructional design process.	SOE-AD 5	Class discussion and exercises
Identify appropriate instructional strategies for teaching.	SOE-AD 2	Instructional design project
Complete components of an instructional design project.	SOE-AD 5	Instructional design project

### **Detailed Objectives**

After completing this course, learners will be able to:

1. Describe the components of a systematic approach to instructional design.
2. Compare the Dick and Carey model to the ADDIE model of instructional design.
3. Conduct a performance assessment to determine if there is an instructional need.
4. Write and clarify an instructional goal to initiate the development of instruction.
5. Classify instructional goals as intellectual skills, verbal information, psychomotor skills, and attitudes.
6. Identify steps and substeps within a goal.
7. Identify subordinate skills for a goal.
8. Identify appropriate entry behaviors (i.e., prerequisites).
9. Describe the general characteristics of a target learning population.
10. Describe contextual characteristics of the instructional setting and performance setting.
11. Write performance objectives that include what the learner will be able to do, the conditions that prevail while the learner carries out the task, and the criteria that will be used to evaluate learner performance.
12. Given a variety of objectives, write criterion-referenced test items that fit the objectives.

13. Plan the learning components of an instructional strategy, including pre-instructional activities, content presentation, activities, and media.
14. Develop instructional materials.
15. Conduct appropriate formative evaluation and revision.
16. Develop a summative evaluation plan.

## V. Evaluation and Grading

The methods of evaluation and the criteria for grade assignment for this course are:

- Traditional Assessment

<i>Assignments</i>	<i>Percent of Course Grade</i>
<p><b>Class Discussion &amp; Short Exercises</b></p> <p>Each week you will participate in the D2L discussion area. We may be discussing topics or questions, or working through short exercises. Respond to the instructor's postings each week by the date on the Course Schedule. As part of this activity, you should interact with and respond to at least one other person.</p>	20%

- Performance Assessment

<i>Assignments</i>	<i>Percent of Course Grade</i>
<p><b>Instructional Design Project</b></p> <p>You will design and develop a one-hour module of instruction (either self-paced or instructor-led). You will work on this project throughout the semester. The project consists of two parts:</p> <p>A. Turning in <i>draft segments</i> throughout the semester (see the schedule for due dates) so that I can comment on them and make any suggestions needed for revision.</p> <p>B. Turning in a <i>final revised version</i> of the <i>entire</i> project the last week of class.</p>	<p>70%</p> <p>(20% for submitting draft segments, 50% for Final ID Project)</p>

<i>Assignments</i>	<i>Percent of Course Grade</i>
<p><b>Self-Reflection</b></p> <p>Provide a brief self-reflection on your project to the class using Elluminate. Discuss your impressions of how your project turned out (do you think it would meet the needs of your learners and solve the problem you wanted to solve), what you learned by doing it, and what you would do differently next time if anything.</p>	10%

### **Grading Scale**

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- 0-59 F
- I Incomplete

### **VI. Instructional Methods/Activities**

Methods and activities for instruction include:

**Traditional Experience:**

Discussions and readings  
Exercises

**Clinical Experience:** Instructional design project

### **VII. Bibliography**

The knowledge base that supports course content and procedures includes:

**A. Contemporary References (1990 and beyond)**

Gagné, R.M., & Driscoll, M. (1992). *Essentials of learning for instruction (2nd ed.)*. Englewood Cliffs, NJ: Prentice Hall.

Gagné, R.M., & Medsker, K.L. (1996). *The conditions of learning: Training applications*. Fort Worth: Harcourt Brace.

Hadell, C. (2004). *ISD from the ground up: A non-nonsense approach to instructional design*. Alexandria, VA: American Society for Training & Development.

Noe, R.A. (2005). *Employee training and development, 3<sup>rd</sup> ed.* New York: Irwin/McGraw Hill.

Seels, B. & Glasgow, Z. (1998). *Making instructional design decisions, 2<sup>nd</sup> ed.* Upper Saddle River, NJ: Prentice Hall. ISBN: 0-13-520602-2.

Smith, Patricia L., & Ragan, Tillman J. (2005). *Instructional design, 3<sup>rd</sup> ed.* Hoboken: Wiley Jossey-Bass Education ISBN 0-471-39353-3.

### **B. Classic References**

Mager, R.F. (1962). *Preparing instructional objectives*. Palo Alto, CA: Fearon Publishers. (Later revised editions of this book by Bob Mager also exist.)

### **C. Key Journals**

*Educational Technology Research and Development (ETR&D)*

*Performance and Instruction*

*T&D* (formerly *Training & Development Journal*)

*Training* (current issue at <http://www.trainingmag.com>)

### **D. Organizations**

American Society for Training & Development, <http://www.astd.org>

Association for Educational Communications and Technology, <http://www.aect.org>

International Society for Performance Improvement, <http://www.ispi.org>

## **VIII. Course Schedule**

The following schedule of classes is tentative. Activities and assignments will be provided by the instructor for each class, responsive to the pace of learning established by the group.

*Answers to questions posed by the instructor on D2L are due on the date given.*

### **MODULE 1            9/1        Course Introduction**

Getting Acquainted: Please introduce yourself on the D2L Discussion board. Tell us about your interest in instructional design and what you would like to teach.

**MODULE 2            9/8    Introduction to ID; Performance Analysis –  
ELLUMINATE SESSION**

Dick & Carey:

Chapter 1: Introduction to Instructional Design

Chapter 2: Conducting Front-End Analysis

*On D2L Discussion board, please identify the topic that you want to use for your one-hour unit of instruction.*

**MODULE 3            9/15    Goal Analysis**

Dick & Carey: Chapter 3: Conducting a Goal Analysis

Davis: Part I, Chapter 2

*Due: ID Project – Identification/Clarification of Instructional Goal(s)*

**MODULE 4            9/22    Subskills Analysis & Entry Behaviors -  
ELLUMINATE SESSION**

Dick & Carey: Chapter 4: Identifying Subordinate Skills & Entry Behaviors

**MODULE 5            9/29    Learner & Context Analysis**

Dick & Carey: Chapter 5: Analyzing Learners & Contexts

Davis: Part II: Responding to a Diverse Student Body, Chapters 4-7

Davis: Part VI. Enhancing Students' Learning & Motivation, Chapters 21-23

**MODULE 6            10/6    Performance (Instructional) Objectives**

Dick & Carey: Chapter 6: Writing Performance Objectives

*Due: ID Project - Instructional Analysis: Goal & Subordinate Skills Analysis*

**MODULE 7            10/13    Assessments**

Dick & Carey: Chapter 7: Developing Assessment Instruments

Davis, Part VIII, Testing and Grading: Chapters 30, 32, and 34

*Due: ID Project - Analysis of Learners and Context*

**MODULE 8            10/20   Instructional Strategies – ELLUMINATE SESSION**

Dick & Carey: Chapter 8: Developing an Instructional Strategy  
 Davis: Part IV: Lecture Strategies, Chapters 12, 13, and 16

*Due: ID Project - Performance (Instructional) Objectives*

**MODULE 9            10/27   Instructional Materials**

Dick & Carey: Chapter 9: Developing Instructional Materials  
 Davis: Part III: Discussion Strategies, Chapters 8-11  
 Davis: Part V Collaborative & Experiential Strategies: Chapters 18-20

*Due: ID Project - Assessment of Performance Objectives*

**MODULE 10          11/3    Formative Evaluation**

Dick & Carey: Chapter 10: Designing & Conducting Formative Evaluations

*Due: ID Project - Instructional Strategy*

**MODULE 11          11/10   Summative Evaluation**

Dick & Carey: Chapter 12: Designing & Conducting Summative Evaluations  
 Davis, Part XII Finishing Up: Chapter 48 Student Rating Forms

*11/17* No readings for this week    *Due: ID Project - Instructional Materials*

*11/24* No readings for this week    *Due: ID Project – Formative Evaluation & Description of Tryout*

**WRAP-UP    12/1    Self-Reflection Project Discussion – ELLUMINATE SESSION**

Class discusses final impressions of ID and their projects. *Be prepared to give a short summary/self-reflection of your project to the class (refer to the Self-Reflection description on p. 5). If you are unable to attend on this day, an alternate day will be arranged the following Tuesday (12/8).*

**12/8**            *Work on finishing up final project (revised version of everything in your ID design document)*

**FINAL REVISED ID PROJECT DUE****12/15**

*Submit all parts of your revised instructional design project. There is no final exam.*

**IX. Class Policies**

1. **Turnaround time:** Students who email a problem to the instructor will be answered as soon as possible, usually within 48 hours.
2. **Assignment policy:** Assignments are due on the date specified. *Submitting late may cause a reduction in grade.* In the case of mitigating circumstances, please see the instructor. The instructor will return assignments with a grade and comments as soon as she has read them. She will read them in the order received.
3. **Paper format:** All papers should be typed double-spaced using a 12-point font with 1-inch margins.
4. **Freedom in learning:** Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.
5. **Students with disabilities:** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Ernetta Fox, Director of the Office of Disability Services (605-677-6389; dservices@usd.edu), as early as possible in the semester. Students currently registered with Disability Services must obtain a new accommodation memo each semester.
6. **Academic honesty:** No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:
  - a. Given a zero for that assignment.
  - b. Allowed to rewrite and resubmit the assignment for credit.
  - c. Assigned a reduced grade for the course.
  - d. Dropped from the course.
  - e. Failed in the course.