HRD 310: Instructional Techniques and Technology
Spring, 2002

Time: Tuesdays and Thursdays, 10:50 am – 12:05 pm
Room: CLS 4006
Instructor: Stephen Dundis, Ph.D., J.D. Office: CLS3022

Office hours: Tuesdays: 3:00 - 5:00 p.m.
Wednesdays: 3:00 - 5:00 p.m.
Thursdays: 3:00 - 5:00 p.m.
or by appointment

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Class website: http://www.neiu.edu/~sdundis/hrd310
Class listserv: HRD310-L@neiu.edu
Class discussion board: http://ntdmz1.neiu.edu/~hrd310

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Required Texts


Co/Prerequisites
HRD 301

General Dourse Description
This course has been designed to introduce you to techniques and technologies that can be used to design and deliver training programs (you will learn in this class that “technology” is more than hardware – it can also refer to a systematic application of different kinds of knowledge). The focus will be on the instructional design process -- using relevant principles to analyze instructional need situations, and design, develop and evaluate methods and materials that will effectively and efficiently meet those instructional needs. At the same time, it is hoped that your
awareness of what it takes to be a successful instructional designer and developer will be considerably expanded by the end of the semester.

In completing this course, you will be better able to:

- develop various products that are commonly associated with the designing and delivering of training programs (learner analyses, learning objectives, instructional activity and strategy plans, and evaluation instruments).
- evaluate the effectiveness and efficiency of the instructional design plans of others.
- effectively present and describe your instructional design plans to others.
- apply basic instructional design terminology and the overall knowledge you gain from the readings and discussions (as well as your experience throughout the semester) to the solution of new problems and situations.

**Grading in this Course**

Your grade in the course will be based on the following (details presented in subsequent pages):

A. The production of three written products associated with the design and delivery of a training program. This will be done in two-person groups and will be based upon an instructional topic that will be decided in class. The three written products will be the following:
   1.) a learner analysis -- 12%
   2.) a subject matter analysis and performance objectives – 12%
   3.) an instructional plan and student assessment documents – 22%

B. The in-class presentation of your design analysis and plan to fellow students – 8%

C. The written evaluation (accompanied by useful feedback) of a design analysis and plan presented by fellow students – 14%

D. Written examinations:
   1.) mid-term – 7%
   2.) final – 7%

E. Class participation:
   1.) regular class sessions – 12%
   2.) on-line – 6%

*The above percentages represent the relative proportion that each class component assumes in determining your overall grade. For each of these components you will receive a grade. At the end of the semester, these component grades will be weighted (according to their percentage proportions) and then added together to produce your final grade which will use the following scale: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, 59% and below = F.*
More Information on Individual Class Components

>> Further details for each component will be discussed in class

>> Due dates are approximate

Instructional Design Project

You will be working in teams of two on an instructional design project for most of the semester. This project will be divided into three parts which will be due at varying times during the semester. All told, these written parts of the project will total 46% of your grade so you can see this is a key focus of this course. You will not actually be presenting a class based your instructional design. However, you will be explaining your overall design in a presentation toward the end of the semester. For more detail on this aspect see below.

You will have your choice of one of several topics for which to create an instructional design. Initial ideas include:

- business etiquette (for instance, how to act at a formal business dinner)
- how to interview for a job
- how to effectively solve problems within a work team
- how to deliver a presentation using Power Point.

All of these topics focus on a target audience of undergraduate college students who plan to embark on new jobs in the near future. They would be presented in one time mini-courses of around four hours. More information about the overall parameters of the project will be provided to you as we progress into the semester. Following is a more detailed description of each written component of the project:

Learner Analysis (12%) Due: 2-5

This assignment asks your team to find out as much as you can about your target learners. You may find that some of the characteristics mentioned in the textbook aren’t relevant to your situation (for example, developmental level and special needs), but that other characteristics are relevant. You will, however, be asked to pay particular attention to motivation and existing knowledge and skills.

You’ll have to determine the best way to get the information you want. You may use a variety of methods – interviews, surveys, tests, etc. However, keep in mind that this should be real information. Don’t make anything up. Your fellow students in this class will compose a representative sample of your target learners. You will, therefore, be using different methods (such as surveys over the class listserv) to get real information about them as a group.

You will then write up the results of your learner analysis. You will be expected to state the methods or procedures you used to obtain the information, along with your descriptions of the relevant learner characteristics.

Along with your learner analysis your team will submit a brief log of your activities, meetings, and work contributions.
Task Analysis and Determination of Performance Objectives (12%) Due: 2-21

In this assignment your team will first be asked to break down the subject matter of your particular topic into a detailed outline that describes and analyses the content in more detail. “Analyzing” refers to establishing how the different informational components fit within your topic and how they relate to one another. Depending on your topic, you may be analyzing how different facts, concepts, and principles all fit together, or the different steps and sub-steps within a process.

The second part of this assignment will ask you to write a set of behavioral objectives (what the student will be able to specifically do after taking your course). You will learn that objectives include three components: performance, conditions, and criteria. You will be asked to consider all three. You will then classify each objective into one of the types of learning described in chapter 4 of your text (knowledge, intellectual skills, motor skills, attitudes).

Along with your learner analysis your team will submit a brief log of your activities, meetings, and work contributions.

Instructional Plan and Student Evaluation Instruments (22%) Initial Draft Due: 3/28 Final Draft Due: 4/25

Using your assigned instructional topic, your team will create a set of instructional activities that will be included in your training program. You will include all of the 5 types of instructional activities (motivation, orientation, information, application, and evaluation) that are described in NSLR, Chapter 4. As part of your description for each activity, you will describe the specific instructional methods, media and material that will be used.

Your team will also be expected to develop evaluation instruments that will be used to determine whether the learners have mastered the objectives you have written. You will review the techniques to evaluate student learning that have been discussed and that you find in chapter 10 and choose the technique(s) that you think will work best with the objectives that you have written. Then, you will create the actual evaluation instrument. This means they will be in the form that would be given to the learners during the training program.

You notice that this assignment is worth 22% of your grade as opposed to only 12% for the other two parts of the project. That is because theses two activities together will be more time consuming and probably more complex. This also explains why you have two submission dates for this assignment. After your initial submission, you will be presenting your design to others in class (see below for more details). You will get evaluation and feedback from your assigned presenters (as well as the instructor) which you will be expected to incorporate into your final draft. You will also be expected to respond to the feedback you receive in a separate paper handed in at the time of your final draft.

Along with your learner analysis your team will submit a brief log of your activities, meetings, and work contributions.

Presentation of Instructional Design (8%) Due either: 4/2, 4/4, 4/9, or 4/11

During one class session (approximately 1 hour) your team will orally present its instructional analysis and design to a selected group (approximately 6 to 8) of fellow students for their comments and feedback. One student in each group will also be assigned to provide a written
evaluation. This presentation will include all the written design documents that have been created for the project, but these will serve only as a take-off point. The presenters will discuss in detail the overall **rationale for their initial analysis, resulting design, and class materials.** Presenters will **not** be expected to deliver the instruction itself. However, they will be expected to **provide a brief example** of what a portion of their instruction might look like to their evaluators.

**Written Evaluation of Instructional Design (14%)**

Due either: 4/9, 4/11, 4/16, 4/18

Each of you will be assigned to write an evaluation of the instructional design prepared by a team of fellow students. You will have one week in which to complete this after hearing the team’s oral presentation (evaluators will be part of the group which hears that particular team’s presentation). The evaluation will include assessment of: a.) the completeness of the team’s oral presentation, b.) the completeness and overall sense of the team’s analysis and design, c.) effectiveness of the team’s instructional materials, and d.) suggestions for improving the design and accompanying materials.

**Mid-Term and Final Examinations (7% each)**

Due: 2/26 and 5/2

You will take both a mid-term and final examination which will cover all the text and class material presented during the semester. This test will be primarily essay and short answer in nature. As well as be familiar with the basic concepts and terminology in this field, you will be asked to **apply what you have learned** to hypothetical situations. Before each test you will be given a written sample of the type of questions that will be asked.

**In-Class Participation (12%)**

Throughout the Semester

You will be expected to actively participate in every class. This 12% will be divided over the roughly 28 class periods (the first class meeting will not be counted) of the semester. At the end of the semester you will receive a grade for your overall participation. **Since you will obviously not be able to participate if you are absent for a class, you will lose participation points for that class.** Being late for class can also affect your participation points.

**Participation in Listserv & Web Board Discussions (6%)**

Throughout the Semester

All of you will be **expected to acquire e-mail addresses** (if you don’t have them already) so that you can make use of the class listserv and discussion board. You will be expected to respond to your classmates’ on-line questions and requests for information as well as generally participate in on-line discussions. You will be **graded on the depth and meaningfulness** of your involvement. You will also be expected to acquire access to the web (either through the free online service you are offered here at school or through your own devices) so that you may **access the class website.** See the first page for addresses.
Other Course Guidelines

- This will hopefully be an enjoyable and useful class, but it will also be a demanding one. Try to be honest with yourself in terms of the time you will have available for this course. If you have many other school and work demands, this may not be the course for you.

- I expect everyone to be on-time to class. Unavoidable situations can occur every so often, but continued lateness is unacceptable. I start class on time so the chances are very good that you will miss valuable information, including handouts, changes in assignments, and so on. Also, walking into class late is disruptive for me as well as your classmates. If your job or other circumstances will not allow you to be on-time to class, this means you should probably not be taking this course right now.

- If you are absent from class, it will be your responsibility to catch up on the information presented in class that you missed. You will be able to get handouts from me by asking for them, but you need to make friends with others in class who will be willing to tell you in detail what you missed.

- Avoid procrastination. On a practical level, the due dates for the assignments are firm due dates. Assignments that are turned in late, without an arrangement with me in advance, will be graded down 10% for each class they are late. That means if you miss a due date you will lose 10%. If by the next class you still fail to turn in the assignment, you will lose another 10%. More importantly, however, each assignment will take time. You simply won’t be able to do them the night before and do a good job.

- Criteria for evaluating the assignments will vary somewhat from one assignment to the next. These will be explained more thoroughly before each assignment, but in general each assignment that you turn in will be held to the standards of a professional communication. This means your work should:
  - be on time,
  - match the description of the assignment,
  - meet any stated length requirements,
  - be clear, coherent, thorough, and well organized,
  - be typed, and
  - free of errors in spelling, punctuation, and syntax.

Assignments with a substantial number of spelling and grammar errors will be graded down.

- Go beyond simply reading the materials and taking notes. Take time to think about the information in terms of your previous knowledge and experience. This may seem like extra work, but it will help you make sense of the new information.

- Participate actively in class. Discussion and other activities help to put “flesh on the bones” of what you will be reading about as well as aid you in completing your assignments successfully. The more actively you participate, the more you will benefit.

- Finally, I hope you will feel free to talk to me about any problems you are having during the course of the semester. Ask for help when you need it. Part of your challenge as a learner is
recognizing when you don’t understand something as clearly as you’d like to and looking for additional information or guidance.

**Incompletes**

“I” grades will be given only in unusual circumstances. To receive an “I” grade, a written request describing the circumstances, along with a timeline for completing the course work must be submitted in time for my approval **prior to 4/18/02**. In addition, the University requires an “Incomplete Contract” form signed by both the student and the instructor.

**Students With Disabilities**

I would like to hear from anyone who has a disability which may require some modification of seating, testing, or other class requirements so that appropriate arrangements may be made.

**Tentative Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Due</th>
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<tbody>
<tr>
<td>Week 1:</td>
<td>Introduction to the course</td>
<td>NSLR – Chapter 1</td>
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<tr>
<td>1/8 &amp; 1/10</td>
<td>Learning, Instruction, and</td>
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<td></td>
<td>Technology</td>
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<td>The ID process (ADDIE)</td>
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<td>Week 2:</td>
<td>Beginning the ID process</td>
<td>Vol I Readings: pp. 1-5</td>
<td>Have an established e-mail address and general access to the web</td>
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<td>1/15 &amp; 1/17</td>
<td>Learner Characteristics</td>
<td>Vol I Readings: pp. 6-15</td>
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<td>NSLR – pp. 66-72</td>
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<td>Week 3:</td>
<td>Learner Characteristics</td>
<td>Vol I Readings: pp. 16-24</td>
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<td>1/22 &amp; 1/24</td>
<td>Environmental Analysis</td>
<td>NSLR – pp. 77-78</td>
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<td>Week 4:</td>
<td>Task/Content Analysis</td>
<td>Vol I Readings: pp. 25-32</td>
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<td>1/29 &amp; 1/31</td>
<td>Behavioral Objectives</td>
<td>Vol I Readings: pp.33-43</td>
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<td>NSLR – pp. 72-77</td>
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<td>Week 5:</td>
<td>Behavioral Objectives</td>
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<td>Learner characteristics assignment due (2/5)</td>
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<td>2/5 &amp; 2/7</td>
<td>Behavioral Objectives</td>
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<td>Week 6:</td>
<td>Instructional activities</td>
<td>Vol II Readings</td>
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<td>2/14</td>
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<td>NSLR – pp.78- 81</td>
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<td>Week 7:</td>
<td>Instructional methods,</td>
<td>Vol II Readings</td>
<td>Task analysis and behavioral objectives</td>
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<td>2/19 &amp; 2/21</td>
<td>media and materials</td>
<td>NSLR – Chaps. 5 &amp; 6</td>
<td>assignment due (2/21)</td>
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<td>Week 8: 2/26 &amp; 2/28</td>
<td>Mid-Term Exam (2-26)</td>
<td>Exam Debrief</td>
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<td>Week 9: 3/5 &amp; 3/7</td>
<td>Student Evaluation</td>
<td>Vol II Readings NSLR – Chap. 10</td>
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<td>Week 10: 3/12 &amp; 3/14</td>
<td>Instructional Planning Instructional Materials</td>
<td>Vol II Readings Additional Readings</td>
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<td>Spring Break</td>
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<td>Week 12: 4/2 &amp; 4/4</td>
<td>ID Presentations and Evaluations</td>
<td>ID presentations</td>
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<td>Week 14: 4/16 &amp; 4/18</td>
<td>Instructional Theories Using Computers in Instruction</td>
<td>Last of evaluations due (both 4/16 &amp; 4/18)</td>
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<td>Week 16: 4/30</td>
<td>Final Exam 10:00 – 11:50 am</td>
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