# Instructional Design for Effective Learning Environments

**Course prefix and Number**  
EDCI 5332.060

**Course Title**  
Instructional Design for Effective Learning Environments

**Session**  
Spring, 2021

**Course Meeting**  
Online

**Office Hours**  
Monday and Tuesday 1:00 – 2:30 pm (& by appointment)

**Instructor**  
Woonhee Sung, Ed.D  
wsung@uttyler.edu/CANVAS inbox  
903.566.7175  
BEP 243, School of Education

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**Communication Policy:**  
Students may email any time when a question arises. Please note for email messages, I typically respond within 24-48 hrs. Weekends may vary.

**Course Description:**  
This course focuses on strategies for designing and facilitating effective classroom instruction. Students will examine theory as well as explore resources to gain knowledge and understanding of how to design and implement instructional strategies in a variety of classroom settings. Topics include assessment, e-learning, emerging technologies, information and visual literacies, and product evaluation.

**Student Learning Outcomes:**  
As a result of this course, you should understand the history and the principles of Instructional Design. Furthermore, you should acquire the principles and practices of instructional design to effectively design your instruction, instructional strategies based on learning theories. Your skills and understandings of instructional design will be enhanced with your new awareness of instructional design models, strategies, diverse learning environments, and assessment skills.

The course will provide you with the knowledge, skills, and attitudes necessary for your teaching and your students’ learning. More specifically, and in keeping with 2016 U.S. National Education Technology Standards and the 2008 National Educational Technology Standards (NETS) recommended by the International Society for Technology in Education (ISTE), by the end of the course you will better be able to:

LO1: Use technology to facilitate and inspire student learning and creativity (INTASC Principles: 2, 4, 6)
LO2: Design and develop digital-age learning experiences and assessments (INTASC Principles: 1, 3, 6, 7, 8)

LO3: Demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics (AECT Standard 1)

LO4: Demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies (AECT Standard 2)

LO5: Demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning (AECT Standard 5)

**Evaluation and Grading:**
- Attendance and Participation (Discussion board) 20%
- Quizzes 20%
- Projects 30%
- Coding Project 5%
- Research Pool Requirement 5%
- Final Design Document 20%

**Note: Last Day to Withdraw from Course: March 29, 2021**

**Required Texts:**
(online book - free)

Print ISBN 9781138559905
eText ISBN: 9781351362245, 1351362240

**Technology Access:**
- This is an online course and will require reliable technology
- Desktop or Laptop computer with Internet access.
Note: If your Internet connection is down, it is your responsibility to seek access at a venue such as in the UTT computer lab (located in BEP 249 or HPR 134), a public library to complete and submit your work on time.
- A camera, microphone, and sound.
Software:
• A current operating system (Microsoft or Apple)
• A web browser (e.g., Chrome, Safari, Firefox, etc.).
• Access to Canvas and Patriot Mail
• Microsoft Office (Available at no charge to students at https://www.utttyler.edu/it/office365/proplus.php

Also, standard plug-ins such as:
• Java
• Flash
• QuickTime
• Adobe Reader or another PDF reader such as Preview on the Mac

Technical Support
• UT Tyler Information Technology Hotline 903.565.5555 x2 or itsupport@patriots.utttyler.edu
• 24/7 Support inside Canvas >>> Canvas Help

Course Outline:

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<tr>
<th>Date</th>
<th>Topic/Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Module 1 Getting Started</td>
<td>• Log on to CANVAS and review syllabus</td>
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<td>• Read Course Introductions (Module 1)</td>
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<td>• Write Introduction on CANVAS</td>
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<td>Week 2</td>
<td>Module 2 Definitions and History of Instructional Design Models I</td>
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<td></td>
<td>Reading: [West] Chapter 2, 5, and 22</td>
<td>• Reading Assignments</td>
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<td>• Weekly Reflection #1</td>
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<td>[C&amp;K] Chapter 1</td>
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| Week 3 | Module 3  
Instructional Design Models II  
Reading:  
[West] Chapter 22, 23  
Assigned readings in module | • Quiz #1  
• Project step #1: Topic proposal |
|---|---|
| Week 4 | Module 4  
Needs Analysis  
Understanding by Design  
Reading:  
[C&K] Chapter 2  
Assigned readings in module | • Project #2: Learner Analysis document |
| Week 5 | Module 5  
Outcomes and Assessment  
Reading:  
[C&K] Chapter 3  
Assigned readings & videos in module | • Project #3: Learning Goal and Outcome analysis document |
| Week 6 | Module 6  
Designing Assessment  
Learning Event Planning - Learning Theory  
Behaviorism, Cognitivism, Constructivism, Connectivism  
Reading:  
[West] Chapter 11, 12 & 19  
[C&K] Chapter 4  
Kay, D., & Kibble, J. (2016). Learning theories 101: application to everyday teaching and  
• Weekly Reflection #2 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Topic</th>
<th>Reading</th>
<th>Additional Activities</th>
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</table>
| 7      | 7       | Learning Strategies (Constructive Learning Strategies) | [West] Chapter 18, 20, 21 [C&K] Chapter 5 Assigned reading on CANVAS | Quiz #3  
Project #4 Develop Lesson (draft) |
Get ready for Week 10: Code.org, Scratch and other coding, CT Activity |
| 9      |         | Spring Break                                |                                                                                                   |                                                           |
| Week 11 | Module 11  
Constructive Learning Strategies &  
-Inquiry-based learning  
- Personal learning environment  
- Simulations  
- Gaming, Gamification, Serious play  
- Maker Space, Coding  
[West] Chapter 29, 38, 39, 40, 41  
• Project #5 Develop Lesson (developed, technology integration) |
|---|---|
| Week 12 | Module 12  
Learning and Instruction -Motivation theory  
Reading:  
[West] Chapter 12, 15, 16  
Choose one from the list of research papers | • Project #6 (cont.) Develop Lesson & Materials |
| Week 13 | Module 13  
Innovative Assessment and Evaluation  
Develop and Deliver Phase  
Reading:  
[C&K] Chapter 6, 11 | • Final Project progress check  
• Project #7 Improve Assessment strategy |
| Week 14 | Module 14  
Universal Design for All Differentiation  
Reading:  
Assigned reading on CANVAS | • Project #8 Differentiation Application |
<table>
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<tr>
<th>May 1</th>
<th>Final Exam week</th>
<th>• Final Project Packet due (Due May 1st, 11:59pm)</th>
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<tr>
<td>Week 15</td>
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Note: This syllabus is **subject to change** based on the needs of the class

**Bibliography**


Koehler, Mishra (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education, 9*(1), 60-70


**Course Policies**

- **Class participation:** This course is designed as an online course and you are required to participate! You will have online modules which include chapter readings, participation activities, and technology projects. Each module will be available weekly. However, you...
should expect to spend a minimum of six hours per module. As an online student, log in multiple times a week to participate in the course.

• *Grading Policy:* All assignments are to be submitted on or prior to the due date. **Late work is not accepted without prior permission from the instructor.** Be aware that technical difficulties or lack of Internet access or access to required technologies and software are not accepted as excuses for late work or incomplete work. Thunderstorms are not an excuse for late work. Please proofread assignments carefully so no spelling, grammatical, and/or punctuation errors exist. Points for spelling, grammatical, and/or punctuation are included in the grading scheme for each assignment.

• *Grades of “I”* will only be given when there is a compelling reason (e.g., serious illness). If you have questions or need help, email me at wsung@uttyler.edu

• *Descriptions of all projects and assignments* will be posted on Canvas. Criteria mentioned in these descriptions must be followed in order to receive full credit for your work. All assignments will be turned in through Canvas. Projects are highly encouraged to also be uploaded to your online electronic portfolio.

• *Disposition:* All students in the UT Tyler Teacher Preparation Program must adhere to the professional behaviors outlined in the UT Tyler School of Education Dispositions.

• These dispositions are listed at the following website: https://www.uttyler.edu/education/files/dispositions-all-forms.pdf

**UNIVERSITY POLICIES**

**UT Tyler Honor Code**
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

**UT Tyler Resources for Students:**
• UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
• UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
• The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
• UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

University Guidelines, Links and Policies

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER’S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed here.