

Parkland College

From the Selected Works of Sarah Grison

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Instructional Design Practicum Syllabus_EDU 931_Grison_F17.pdf

Sarah Grison, *Parkland College*



Available at: <https://works.bepress.com/sarah-grison/32/>

Parkland College - Center for Excellence in Teaching and Learning
EDU 931: Instructional Design Practicum
Fall, 2017

" Ideal teachers are those who use themselves as bridges over which they invite their students to cross;
then, having facilitated their crossing, joyfully collapse, encouraging them to create their own."
~ Nikos Kazantzakis

Teacher: Sarah Grison, Ph.D. **E-mail:** sgrison@parkland.edu **Office:** Room D114
CETL Hours: Please drop by, call, or Skype me: Mons & Weds, 12-3; Or contact me for a different day!
Cell: 217-778-1418 **Skype:** sarahgrison **Twitter:** docgrison

Course Goals: This is a practical course designed for busy teachers who want to design a new class or make changes to a class they are already teaching. One goal is to help teachers understand the basics of instructional design and some of the approaches to it, including the streamlined approach taken by Angelo and Cross. A second goal is to provide research-based information to help teachers determine what goals, activities, and assessments may be most appropriate for their class. A final goal is to ensure that the teacher has a new course, or has made effective changes to an existing course, that are ready to use as soon as possible.

Book: In order to give a practical approach to understanding instructional design, we will read and use parts of one particular book, *Classroom Assessment Techniques* (Angelo & Cross). There are many copies of this available in the library that you can check out and use for the rest of the term.

Cobra: We have a course site in Cobra that will have additional resources for you to use if you choose, including journal articles, videos such as TED talks, and web links to information and resources.

Face-to-Face Classes: In order to give some foundational information for each main step in the design process and create a cohort of teachers to discuss the design process, there will be four face-to-face classes for our course over this term. I am requesting that each person attend as many as possible, but a minimum of 2 of these meetings. These will generally take place in D-117.

Activities Towards Goals: There are four parts in our course, each of which will take 2 weeks (see the schedule). For each part, there are several activities to help teachers learn about the design process and apply it to their class. These activities include: 1. A face-to-face class, 2. A discussion online in Cobra, and 3. Reflection and feedback about the process that we engaged in for that part of the class.

Final Design Portfolio: The goal of the portfolio is to document your hard work through the steps of the design process and provide information about the new design you will be using. The Final Design Portfolio is due by the end of the term.

Assessment: This course will be graded simply based on successful completion of all aspects of the course. Successful completion means attendance at face-to-face classes, posting and responding to discussion boards in Cobra, providing reflections and feedback on Cobra, and providing the Final Design Portfolio at the end of the term.

Credit Hours: Upon successful completion of the class you will earn 2.0 credits towards the Faculty Academy to recognize your efforts to engage in professional development.

Tentative schedule: We aim to have a schedule that is somewhat set but also flexible based on your learning needs, so this schedule might change to give you the best learning experience. **Please be aware that the Final Design Portfolio should be uploaded on Cobra by the end of the term.**

	Part 1: 10/9 - 10/22	Part 2: 10/23 – 11/5	Part 3: 11/6 – 11/19	Part 4: 11/20 – 12/3
Topic	Steps 1-2 in the design process: Your Goals	Steps 3-4 in the design process: Activities to meet goals	Steps 5-6 in the design process: Assessment towards goals	Steps 7-10 in the design process: Closing the loop
Class Day/Time	Mon., 10/9, 9 am OR Wed., 10/11, 1 pm	TBD - We will decide together via a Doodle poll	TBD - We will decide together via a Doodle poll	TBD - We will decide together via a Doodle poll
Resources	* Angelo & Cross, Chs 1 & 4 * Extra materials are on Cobra	* Angelo & Cross, Ch 6 and one Chapter of CATs appropriate for you * Extra materials are on Cobra	* Angelo & Cross, Ch 5 * Extra materials are on Cobra	* Angelo & Cross, Ch 10 * Extra materials are on Cobra
Activities	Complete the Teaching Goals Inventory and decide on your teaching and learning goals.	Relate results of Teaching Goals Inventory to CATs in Angelo & Cross to decide on appropriate activities.	Relate the CATs to appropriate direct assessments and grading rubrics and decide on indirect assessments.	Design or redesign the syllabus with new goals, activities, and direct and indirect assessments and create a plan for implementing new design/re-design
Discussions (on Cobra)	* Initial post to discuss your goals for the new or redesigned class. * Reply to 2 posts by other people by providing one piece of positive feedback and one “food for thought” for improving.	* Initial post to discuss the activities you may use to help achieve the goals. * Reply to 2 posts by other people by providing one piece of positive feedback and one “food for thought” for improving.	* Initial post to discuss the direct and indirect assessment that may be most appropriate. * Reply to 2 posts by other people by providing one piece of positive feedback and one “food for thought” for improving.	* Initial post to discuss your plan for implementing the new design/re-design. * Reply to 2 posts by other people by providing one piece of positive feedback and one “food for thought” for improving.
Reflections (on Cobra)	Reflect and give feedback on steps 1-2 in the design process.	Reflect and give feedback on steps 3-4 in the design process.	Reflect and give feedback on steps 5-6 in the design process.	Reflect and give feedback on steps 7-10 in the design process.