



ISDT 7353: Professional Development (3 Sch) Spring, 2017

ISDT 7353 is a required course for Education Doctorate in Instructional Systems Design and Technology Degree
College of Education, Department of Curriculum and Instruction

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Note: e-mail communication is the fastest way to reach me in an emergency

Office hours:

Mon	10:00 am – 2:00 pm	TEC 225 & Online - Skype
Tue	9:00 am – 12:00 pm	Online - Skype
Wed	12:00 pm – 3:00 pm	Online - Skype

Note: To avoid wait times during office hours, please make an appointment. In addition to the posted office hours, I am happy to meet with virtually by appointment or anytime I am “available” on Skype. Do not hesitate to contact me anytime.

Class Format:

The content of this course is delivered online using the Blackboard course management system and various Web 2.0 tools. More specifically, course concepts are learned through self-study, online peer discussions and responses, modified project based activities, as well as individualized professor comments. Evaluation consists of self-evaluations, peer evaluations, and professor assessments using rubrics for products and discussions.

Class day and time: Online/ **Central Standard Time**

Class location: Online

Course Description:

7000-level class for graduate credit. In Professional Development, doctoral students will identify technology development needs, research current practices and design and implement a professional development sequence with support materials. Credit 3. Prerequisites: Admission into the Ed.D. Instructional Systems Design and Technology program.

Textbooks:

- I strongly suggest that you **BUY** these text (digital or print), not rent or purchase a digital copy that will expire, as you will need to reference these text in future courses as well.
- Roblyer, M.D. (2015). *Introduction to systematic instructional design for traditional, online, and blended environments*. Upper Saddle River, NJ: Pearson Education, Inc.
 - ISBN-10: 0133831647
 - eText with enhancements and optional print upgrades must be purchased via the following link: <http://www.pearsonhighered.com/etextbooks/ted>
 - See instructions for purchase in *Blackboard Course Information*

- Reiser, R. A., & Dempsey, J. V. (2018). *Trends and issues in instructional design and technology* (4th ed.). New York: Pearson Education, Inc.
 - ISBN-13: 9780134235462
 - **Be sure to order the 4th edition.**
 - Print and electronic copies are available for purchase via Pearson's website <http://www.mypearsonstore.com/bookstore/trends-and-issues-in-instructional-design-and-technology-9780134235462?xid=PSED>. The text is also available from other sources.
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.
 - ISBN-13: 9781433805615
- American Psychological Association. (2012). *APA style guide to electronic references* (6th ed.). Washington, D.C.: American Psychological Association.
 - ISBN-13: 9781433807046

Course Objectives:

The following objectives will be met during this course:

- Demonstrate the knowledge necessary to create theoretical and practical applications of educational technologies and processes
- Establish metrics, collect and analyze data, interpret results, and share findings to improve performance and learning
- Develop, sequence, and assess instructional design objectives based on documented needs
- Apply knowledge of instructional features and unique benefits to determine which type of instructional strategies and materials are best choices for identified instructional design needs

A matrix that aligns course objectives, activities, assessments, and standards can be viewed at this [link](#).

IDEA Objectives:

The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential:

Gaining a basic understanding of instructional design process as related to professional development

Important:

Develop specific skills, competencies, and points of view needed by instructional designers

Course/Instructor Requirements:

System Criteria

It is expected that candidates who register for an online course can meet the following minimum system requirements, including a webcam and microphone, found at <http://online.shsu.edu/campus/support-desk/system-requirements.html>

Technology Proficiency

It is essential that graduate candidates who register for online courses have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, creating multimedia presentations, taking digital pictures and video, scanning documents, conducting online research, and using library electronic reserves. It is also necessary that candidates have access to a computer at home since much of the work for an online course is done in the evenings and on weekends. Additionally, it is expected that graduate candidates who register for an online course feel comfortable using a computer.

Candidate Participating Outside of the Central Standard Time Zone

If a graduate candidate will be participating in this course from a time zone other than the time zone of the university, it is expected that the candidate will notify the instructor at the beginning of the semester.

Group Work

In this course, graduate candidates will be required to extensively work in groups. Certain behaviors will be required when working in groups:

- Work together as a team in order to achieve project goals. No hitchhiking. In other words, there are no free rides. Everyone participates.
- Respect the viewpoints of others. Listen to everyone's ideas, even if you do not agree. Constructively criticize ideas, not individuals.
- Organize group communications and meetings so that everyone knows at all times what the group has planned and what part they must play.
- Plan early to allow sufficient time for the process and to accommodate varying work schedules and time zone differences. When planning to meet synchronously, bear in mind time zone restrictions of peers.

Course Outline

Major Assignments:

Models of Instructional Design Research Paper

The candidate will research five major instructional design models.

Front End Analysis

The candidate will design and conduct a needs analysis. Based on the results of the analysis, candidates will document a need and write instructional goals.

Instructional Design Objectives Blueprint

Teams will prepare and sequence instructional design objectives based on Front End Analysis results.

Instructional Strategies and Materials Plan

Teams will select appropriate instructional strategies and materials for previously identified instructional design objectives.

Grades:

Assignment	% of Final Grade
Models of Instructional Design Research Paper (Individual)	20%
Front End Analysis (Individual)	20%
Instructional Design Objectives Blueprint (Team)	25%
Instructional Strategies and Materials Plan (Team)	25%
Course Activities (similar to “in-class” assignments)	10%

Note

- The professor reserves the right to alter course requirements to better meet the learning needs of the graduate/teacher candidates.
- All course and program requirements must be completed in order to receive a grade in this course.

Letter grades:

A = 90-100%
B = 80-89%
C = 70-79%
69% or Below – retake course

Schedule:

A schedule of course activities, including assignment due dates, may be viewed at this [link](#). The schedule (aka Course Calendar) is also available in blackboard under Course Information.



Student Guidelines

University Policies:

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: N/A
 - Technology during exams: N/A
 - Technology in emergencies: N/A
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance:

Attendance is measured by logging in to Blackboard in timely and consistent fashions.

Course Expectations:

Time Commitment

For each hour in class, the candidate will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

Late Assignments

Because your active participation is so important, it is imperative that all assignments be submitted on dates due (as set in the Calendar provided under Course Information – not the calendar Blackboard automatically generates, which is not always correct). Assignments will be considered “on time” if submitted by 11:59 pm the day due unless otherwise noted by professor (NOTE: All due dates/times are based on Central Standard Time). Submission of work after midnight will be considered late.

Late assignments will be reduced by 10% of points possible for every day late and will not be assessed for points if submitted more than 5 calendar days late. All assignments must be completed to receive a grade in this course.

Extra Credit & Revisions

Revisions after a submission deadline or extra credit, beyond working with the writing center prior to submission of work, are not permitted in this course. It is imperative that candidates seek assistance prior to deadlines and use assessment indicators provided on grading rubrics to achieve the grade they desire.

Professional Participation

It is expected that graduate candidates be active, enthusiastic, and collegial participants during the semester.

Original work in each course is expected. If individual assignments possess a striking similarity to previous work of the candidate or another candidate's work, penalty may be, minimally, the drop of one letter grade.

Attendance, punctuality, the quality of your interactions with colleagues and professors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the degree process. The instructor reserves the right to refer any unprofessional behavior to the Professional Concerns Committee. This COULD impact your completion of the Graduate Program.

Program GPA Requirements

Candidates must maintain a cumulative GPA of at least 3.00 on all graduate level coursework. Candidates who earn one grade of "F" or three grades of "C" in 500-, 600- or 700-level courses will be terminated from the program. A candidate cannot graduate with three grades of "C" in a graduate program.

Bibliography:

- Bozarth, J. (2010). *Social media for trainers: Techniques for enhancing and extending learning*. San Francisco, CA: Wiley.
- Gardner, H. (2008). *5 minds for the future*. Boston, MA: Harvard Business Press
- International Society for Technology in Education (ISTE). (2008). *ISTE standards for teachers*. Retrieved from <http://www.iste.org/standards/standards/standards-for-teachers>
- International Society for Technology in Education (ISTE). (2009). *ISTE standards for administrators*. Retrieved from <http://www.iste.org/standards/standards/standards-for-administrators>
- International Society for Technology in Education (ISTE). (2011). *ISTE standards for Technology Coaches*. Retrieved from <http://www.iste.org/standards/standards/standards-for-coaches>
- Powell, R. (2011). *The response revolution: The pursuit of excellence in teaching and learning*. Stafford, UK: Robert Powell Publications Ltd.
- Roblyer, M.D. (2015). *Introduction to systematic instructional design for traditional, online, and blended environments*. Upper Saddle River, NJ: Pearson Education, Inc.



College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.