

FOUNDATIONS OF LEARNING DESIGN AND TECHNOLOGY: AN INTRODUCTION TO THE FIELD

EDCI 51300, Fall 2021

INSTRUCTORS

Professor:

Dr. Sunnie Watson
Learning Design and Technology Program
Department of Curriculum and Instruction, Purdue University
Email: watson82@purdue.edu

INSTRUCTOR'S ONLINE HOURS

Greetings and welcome to the class! I am Sunnie Watson, and I will be working with you this term. Please feel free to contact me during the course period. I will respond as soon as available (generally within 24-48 hours). Virtual Office Hours are available by appointment. Please contact me via email to set up a skype session. Email is typically the fastest way to get a hold of me, especially if it is a quick item or urgent issue.

COURSE WEBSITE

Brightspace D2L is our course management system. You can access the course website at <https://purdue.brightspace.com>. It is strongly suggested that you explore and become familiar not only with the site navigation, but with content and resources available for this course.

COURSE DESCRIPTION

This course provides a historical overview of the field and delineates the foundational knowledge, skills, and attitudes needed by professionals in the field of educational technology and instructional design. Students explore the field by engaging in collaborative discussions along with thinking and writing about various aspects of educational technology and the underlying instructional design theories.

NOTE: This course is a core course in the LDT online master's program. A grade of B- or better is required (if a lower grade is received, the course must be retaken).

COURSE INSTRUCTIONAL GOALS

This course provides you with the foundational and working knowledge necessary to initiate steps toward becoming a professional in the field of learning design and technology. You will explore various aspects of the field, including the potential opportunities and career paths within educational technology.

Upon completion of the course, you will be able to:

- Explain/describe the history and foundations of the field
- Define educational technology and distinguish among its components and related fields (e.g., ID, IT, HPT)
- Identify and describe current and emerging issues in the field, and
- Initiate steps toward becoming a professional in the field of educational technology

COURSE READINGS AND RESOURCES (SUBJECT TO REVISION)

REQUIRED TEXTBOOK

Reiser, R. A., & Dempsey, J. V. (Eds.). (2017). Trends and issues in instructional design and technology (4th. ed). Upper Saddle River, NJ: Pearson. ISBN-10: 0-13-423546-0 and ISBN-13: 978-0-13-423546-2.

Additional required and optional readings provided in the course's library guide.

ASSIGNMENTS

TIME MANAGEMENT AND LATE ASSIGNMENTS

Deadlines are an unavoidable part of being a professional and this course is no exception. Avoid any inclination to procrastinate. To encourage you to stay on schedule, due dates have been established for each assignment; **20% of the total points will be deducted for assignments received 1-6 days late; assignments received more than 1 week late will receive 0 points.**

Points are distributed as indicated in the following table:

Assignments	Points
DISCUSSION PARTICIPATION	
Week 1 Discussion	10
Week 2 Discussion	10
Week 3 Discussion	10
Week 4 Discussion	10
Week 5 Discussion	10
Week 6 Discussion	10
ASSIGNMENTS	

Assignments	Points
Investigating the Profession Group Project	15
Technology Badge Assignment	15
Best Possible Self Learning Activity (Part 1, Part 2, Part 3)	10
INDIVIDUAL PAPER PROJECT	
Small Scale Literature Review Draft	20
Revised (Final) Small Scale Literature Review	35
Bonus Points	2.5
Total	155 157.5 (with Bonus Points)

COURSE DISCUSSION PARTICIPATION

Active participation is a must in this course. Each week one or more key discussion questions, activities, debates, etc. will be posted. Generally, you will be required to respond to the main discussion question and then also make comments (a minimum of 2 or 3) on the responses of others in the course. *Please note that making the minimum number of postings should not be your only goal. The **quality** of your postings is critically important.* Furthermore, you are expected to participate throughout the week in the discussions.

Please note: Five points will be designated for the initial post and the second five points will be designated for peer responses.

A running dialog about course topics will be maintained via the discussion forums. It is expected that you will fully participate in the online discussions. This means posting your own thoughts about the weekly topics, commenting on others' ideas, and responding to questions about your own postings. Class participation points will be based on whether or not you contribute meaningfully and adequately to the class conversations. Both the quality and the quantity of your postings will be considered. While it is relatively easy to post numerous, non-substantive comments, it takes more thought and effort to post intelligent, meaningful comments that move the discussion forward. For example, meaningful posts tend to:

- Provide concrete examples, perhaps from your own experience
- Identify consequences or implications
- Challenge something that has been posted – perhaps by playing devil's advocate
- Pose a related question or issue
- Suggest a different perspective or interpretation
- Pull in related information from other sources and cite the sources– books, articles, websites, courses, etc.

Consider your time commitment to our online discussions to be critical to your success as a learner, as well as to the success of the course. Participation scores will be based on three primary criteria:

1. Frequency and timeliness of postings
2. Content of your postings (the thoughtfulness/reflection that goes into your responses and the extent to which they address the topic for the week, including the assigned readings)
3. Adherence to online protocol (see rubric in the course website)

Based on past experience, I estimate that you should spend approximately 2-3 hours online each week (reading and responding to others) and 6-7 hours off-line, reading and completing written assignments. Most weeks will have 2-3 discussion themes that you need to participate in. Discussions will run from **Monday to Saturday 11:59 pm**, after which discussion postings will not count for grades. You are expected to participate throughout the week in the discussions (with at least one posting per theme by **Wednesday**) – ***please do not clump them all together on one day (especially at the end of the week).***

BEST POSSIBLE SELF LEARNING ACTIVITY

The purpose of this assignment is to help you explore and determine how, when, and why you can become your best possible self as an LDT professional. You must successfully **complete and submit the three parts of learning activity on the course website** in order for it to count towards this assignment. Specific guidelines for this assignment will be provided on the course website.

INVESTIGATING THE PROFESSION GROUP PROJECT

You will need to conduct an informational conversation (interview) with a professional in the LDT field that is of interest to your group. The individual your group plans to interview cannot be a relative, Purdue LDT instructor, or current supervisor of any group member. Be creative and step outside of your comfort zone; remember to build your network and meet someone new. LinkedIn is a great tool to help find individuals to interview. Interviews can be conducted via in person, by telephone, Skype/FaceTime/Google Hangouts, but may not be conducted via email, text, Facebook, etc. You will develop a presentation and prepare a question(s) to lead a class discussion in the forums. Specific guidelines for this assignment will be provided in on the course website.

TECHNOLOGY BADGE ASSIGNMENT

The purpose of this assignment is to help you explore and evaluate various tools/technologies and determine how, when, and why such technologies can/should be infused into normal, hybrid, or fully online learning situations. You have the opportunity to select any technology badge from this listing in the LDT Online Badge Repository. You must successfully **complete, submit, and earn the badge in Passport** in order for it to count towards this assignment. Specific guidelines for this assignment will be provided on the website. Please note – this assignment will require you to plan ahead and submit before the deadline. It requires a submission to Passport, external review, and possible revision of materials. Once materials are uploaded to Passport it may take up to two weeks for review.

SMALL SCALE LITERATURE REVIEW PROJECT

Choose a topic related to the field of Educational Technology that you would like to explore in greater depth. Write a 3-4 page small scale literature review (excluding title page, tables & figures, and

references), in APA format, about your topic. ***Make sure to find a topic that intrigues you and that you're passionate about! If you can make use of this paper outcome in your work or personal life, that will be great too!*** Specific guidelines for this assignment are provided on the website.

Small Scale Literature Review Project – Draft

You will submit a draft of your literature review to your instructor for feedback.

Small Scale Literature Review Project – Final

You will apply the revisions from your draft and submit to your instructor on the course website.

BONUS POINTS (2.5 POINTS)

You will each receive 2.5 bonus points if 90% of the class completes the end of course evaluation (sent via email from CIE; can also be accessed [here](#)) by Friday of Week 8.

GRADING SCALE

Letter Grade	Percentage of Points
A	94 - 100% of points
A-	90 - 93% of points
B+	87- 89% of points
B	84 - 86% of points
B-	80 - 83% of points
C+	77 - 79% of points
C	74 - 76% of points
C-	70 - 73% of points
D+	67 - 69% of points
D	64 - 66% of points
D-	60 - 63% of points

COURSE POLICIES

ASSIGNMENT DUE DATES

Discussions are due Saturday with the initial posting due on Wednesday @ 11:59 p.m. EST. Other course activities and projects are due on Sundays @ 11:59 p.m. EST of a given week (specific due dates are listed on the website). Points will be deducted for late assignments as follows: assignments that are late by 1 day will be penalized 20% of available points; 2 days or later 0 points will be assigned.

INCOMPLETES

A grade of Incomplete (I) grades will be given only in extenuating circumstances. To receive an "I" grade, a **written request must be submitted prior to the Friday of week 7** and approved by the instructor. The request must describe the circumstances, along with a proposed timeline for completing the course work. You will be required to fill out and sign an "Incomplete Contract" form that will be

turned in with the course grades. Any requests made after the course is completed will not be considered for an Incomplete grade.

ETIQUETTE

Although it is not expected to be a problem in a graduate level class, students are asked to behave in the discussions and other class interactions in a professional and civil manner. If you are in doubt, do not post it! Instructors reserve the right to remove any postings deemed inappropriate, unprofessional, or otherwise distracting from the course.

COURSE EVALUATIONS

You will receive an official e-mail from Purdue with a link to the online evaluation site. Your participation is an integral part of this course, and your feedback is vital to improving education at Purdue University. I strongly urge you to participate in the evaluation system.

PURDUE POLICY STATEMENTS

EMERGENCY STATEMENT

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Any changes in this course will be announced on our course Website. Updates and emergency information will be posted on Purdue's home page as well as distributed through emergency text alerts (to sign up, go to the [emergency preparedness website](#)).

ACCESSIBILITY

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247. More information can be found in Brightspace under Student Help and Accessibility.

ACADEMIC INTEGRITY

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information is submitted the greater the opportunity for the university to investigate the concern. More details are available on our course Brightspace table of contents, under University Policies.

Please review [Purdue's Plagiarism Policy](#).

STUDENT HELP & SUCCESS

On the homepage for all your courses, under Announcements, is a Student Resources widget with direct links to Technology Help, Academic Help, Campus Resources, and timely items that may change based upon students' most urgent needs.

MENTAL HEALTH/WELLNESS STATEMENT

If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try [WellTrack](#). Sign in and find information and tools at your fingertips, available to you at any time.

If you need support and information about options and resources, please contact or see the [Office of the Dean of Students](#). Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm.

If you find yourself struggling to find a healthy balance between academics, social life, stress, etc. sign up for free one-on-one virtual or in-person sessions with a [Purdue Wellness Coach at RecWell](#). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on BoilerConnect. If you have any questions, please contact Purdue Wellness at evans240@purdue.edu.

If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact [Counseling and Psychological Services \(CAPS\)](#) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office on the second floor of the Purdue University Student Health Center (PUSH) during business hours.

NONDISCRIMINATION STATEMENT

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. A hyperlink to Purdue's full Nondiscrimination Policy Statement is included in our course Brightspace under University Policies.

COPYRIGHTED MATERIALS

Among the materials that may be protected by copyright law are the lectures, notes, and other material presented in class or as part of the course. Always assume the materials presented by an instructor are protected by copyright unless the instructor has stated otherwise. Students enrolled in, and authorized visitors to, Purdue University courses are permitted to take notes, which they may use for individual/group study or for other non-commercial purposes reasonably arising from enrollment in the course or the University generally.

Notes taken in class are, however, generally considered to be "derivative works" of the instructor's presentations and materials, and they are thus subject to the instructor's copyright in such presentations and materials. No individual is permitted to sell or otherwise barter notes, either to other students or to any commercial concern, for a course without the express written permission of the course instructor. To obtain permission to sell or barter notes, the individual wishing to sell or barter the notes must be registered in the course or must be an approved visitor to the class. Course instructors may choose to grant or not grant such permission at their own discretion, and may require a review of

the notes prior to their being sold or bartered. If they do grant such permission, they may revoke it at any time, if they so choose.

INTELLECTUAL PROPERTY

Online educational environments, like all learning environments, should provide opportunities for students to reflect, explore new ideas, post opinions openly, and have the freedom to change those opinions over time. Students enrolled in and instructors working in online courses are the sole proprietors of their work, opinions, and ideas. It is expected that other students will not copy, reproduce or post to any other outlet (e.g., YouTube, Facebook, or other open media sources) any work in which they are not the sole author or have not obtained the permission of the author(s). Based on the success of LTD graduates, students in this course will likely be or become K-12 or university instructional technologists, instructional designers, instructors or administrators, or corporate trainers. The open, public nature of these careers is certainly unavoidable; however, our online classroom is not an open “public forum”. Therefore, all opinions, ideas, and work conducted in a password-protected online educational environment like Blackboard are owned by the author, intended for educational purposes, and are not intended for public dissemination or consumption without the permission of the author(s). This includes all areas of the online academic environment, including, but not limited to email, papers, reports, presentations, videos, chats, blogs and discussion board posts.

ACADEMIC GUIDANCE IN THE EVENT YOU ARE QUARANTINED/ISOLATED

If you become quarantined or isolated at any point in time during the semester, in addition to support from the Protect Purdue Health Center, you will also have access to an Academic Case Manager who can provide you academic support during this time. Your Academic Case Manager can be reached at acmq@purdue.edu and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Additionally, please make sure to talk to Kristy Justice, Student Services Coordinator, kjustic@purdue.edu or via phone: (765) 885-2243.

Importantly, if you find yourself too sick to progress in the course, notify Kristy Justice (ASAP) and notify me via email or Brightspace. We will make arrangements based on your particular situation. The Office of the Dean of Students (odos@purdue.edu) is also available to support you should this situation occur.

EDCI 513 COURSE SCHEDULE

Week	Topics and Readings	Assignments
Week 1	What is Instructional Design "What is Learning Design & Technology?" "What does it mean to become and Educational Technologist?" <u>Readings:</u> Chapter 1 & Additional Resources on Brightspace	- Introduction Discussion - Initial Post Due Wednesday - Week 1 Discussion - Initial Post Due Wednesday
Week 2	History of Instructional Design <u>Readings:</u> Chapter 2 & Additional Resources on Brightspace	- Sign up for Group Projects - Week 2 Discussion - Initial Post Due Wednesday
Week 3	Instructional Design (ID) Models ID Model Investigation <u>Readings:</u> Chapter 3 & Individual Reading(s) for one assigned ID model	- Week 3 Discussion - Initial Post Due Wednesday - Technology Badge Assignment Due to Passport for Approval
Week 4	Learning Theories Learning Theory Comparison <u>Readings:</u> Chapters 6—9 & Additional Resources on Brightspace	- Week 4 Discussion - Initial Post Due Wednesday - Draft Submission Due of Small Scale Lit Review - Due Sunday
Week 5	Current Trends <u>Readings:</u> Brightspace Readings & BYOR: Bring Your Own Reading	- Week 5 Discussion - Initial Post Due Wednesday - Technology Badge Assignment Due - Due Sunday
Week 6	Exploring the Field <u>Readings:</u> Chapter from section VI that is of interest to you & Additional Resources on Brightspace	- Week 6 Discussion (Group Project) - Initial Post Due Wednesday
Week 7	Work Week <u>Readings:</u> No assigned readings	- [NO DISCUSSION] - Final Submission Due of Small Scale Lit Review - Due Sunday
Week 8	Professional Ethics & Organizations, Final Reflection <u>Readings:</u> Chapter 36 & Additional Readings on Brightspace	-Week 8 Reflection (not graded) -Course Evaluation Survey

* Specific due dates provided under "Assignments" tab.

* Readings, schedule, and assignments subject to change.