
Instructor

R. G. (Tre) Easterly III, PhD
Assistant Professor
307C Rolfs Hall
352-273-4052
tre.easterly@ufl.edu

Office Hours- Wed.1:30-3:00 or by Appt.

Time and Location

This course utilizes a hybrid delivery. Asynchronous online content/course readings must be completed each week prior to Tuesday morning. The course has an in-person meeting.

Tuesday: Period 2- (8:30 am – 11:30 am) – 306 Rolfs Hall

Course Description

This course is designed to engage students in appropriate teaching techniques, curricula and resources. Emphasis will be placed on instruction in both formal (classroom) and non-formal (extension & outreach) settings.

Course Essential Questions

1. How should content be organized to best affect individual learning?
2. How can I help every individual learn?
3. How can I know if my learners know the content?

Course Objectives

At the completion of the course, the learner will be able to:

1. Describe the philosophy and theory underlying instructional design.
2. Develop an instructional program plan.
3. Create appropriate tools to assess individual learning.
4. Create an instructional design matrix.
5. Create an instructional guide.
6. Develop an evaluation plan for an educational program.

Required Texts (Available at the UF Bookstore or other approved vendor)

Dick, W., Carey, L., & Carey, J. O. (2015). *The systematic design of instruction (8th ed.)*. Upper Saddle River, NJ: Pearson Merrill.

Reiser, R. A., & Dempsey, J. V. (2018). *Trends and issues in instructional design and technology (4th ed.)*. New York, NY: Pearson.

Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago, IL: The

Recommended/Reference Texts

- Bell, P., Lewenstein, B., Shouse, A. W., & Feder, M. A. eds. (2009). *Learning science in informal environments: People, places, and pursuits*. Washington, DC: National Research Council.
- Ertmer, P. A., Quinn, J., & Glazewski, K. D. (2014). *The ID casebook: Case studies in instructional design* (4th ed.). Upper Saddle River, NJ: Pearson Education.
- Estes, T., Mintz, S. L., & Gunter, M. A. (2011). *Instruction: A models approach* (6th ed.). Boston, MA: Pearson Allyn & Bacon.
- Chasteen, S. V., Perkins, K. K., Beale, P. D., Pollock, S. J., & Wieman, C. E. (2011). A thoughtful approach to instruction: Course transformation for the rest of us. *Journal of Science Teaching*, 40(4). 24-30.
- Dirksen, D. J. (2011). Hitting the reset button using formative assessment to guide instruction. *Kappan*, 92(7), 26-31.
- Duran, E., Duran, L., Haney, J., & Scheuermann, A. (2011, March). A learning cycle for all students. *The Science Teacher*. 56-60
- Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press, Inc.
- Killion, J. (2008). *Assessing impact*. Thousand Oaks, CA: Corwin Press, Inc.
- Loucks-Horsley, S., Love, N., Stiles, K. E., Mundry, S., & Hewson, P. W. (2003). *Designing professional development for teachers of science and mathematics*. Thousand Oaks, CA: Corwin Press, Inc.
- McTighe, J. & Thomas, R. S. (2003). Backward design for forward action. *Educational Leadership*, 60(5). 52-55.
- Miller, D. L. (2011). Curriculum theory and practice: What's your style? *Kappan*, 92(7), 32-39.
- McTighe, J., & Wiggins, G. (2004). *Understanding by design professional development workbook*. Alexandria, VA: ASCD.
- Sadler, T. D. ed. (2011) *Socio-scientific issues in the classroom: Teaching, learning and research* Dordrecht, The Netherlands: Springer.
- Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. Alexandria, VA: ASCD
- Wiggins, G. & McTighe, J. (2007). *Schooling by design*. Alexandria, VA: ASCD.

DESCRIPTION OF CORNERSTONE TASKS – Submit via Canvas

Workgroup

Curriculum design is not an individual endeavor. It requires the engagement of the community of scholars. Thus, each student will be assigned a workgroup. The workgroup will provide support, critique, and feedback to each member to assist in the development of the major assignments of the course. Students will be evaluated on their contributions to their workgroup. This involves quality and timeliness of feedback. The workgroup discussion and feedback will be facilitated online at a time arranged by the students.

Assignments

1. Class Discussion Session

Each student will lead one class discussion based on a weekly reading from Ralph Tyler's book or following up from the class Case Studies from the guest speakers. These will be assigned during the first two weeks of class. Fifteen minutes of class time will be allocated to the class discussion. An emphasis on relating the course content to the concepts/applications will be the emphasis for the discussion. Rubrics and additional assignment details are available on canvas.

2. Instructional Design Project (see project template for key components of each part)

The instructional design project is the cornerstone task for this course. The project allows students to apply the instructional design components to plan an educational program. Students may choose two options for this assignment:

- Designing a course or program where the designer is the primary person in charge of delivery.
- Designing a course, program, or curricular resources intended to be utilized by other individuals (ie. Designing a curriculum for an Agriscience foundations course).

Part A: Instructional Program Plan

Create a document that outlines the instructional goal(s), instructional analysis, an analysis of learners and contexts, performance objectives, and evaluation plan for the course/program. This could be articulated in a course syllabus, workshop series overview, extension program informational handout, or curricular resource overview guide. A logic model or other appropriate evaluation tool will be used for the evaluation plan.

Part B: Instructional Assessment Guide

Using the criteria provided in class, create a plan for each unit that you identify in the instructional design matrix you created that includes: (a) assessment plan; (b) table of specifications; and (c) a learning plan with the content to be taught for each understanding and essential question.

Unit Test

Create a written Unit/Module Test to be used as part of the assessment in the course/workshop you developed. Based on the criteria presented in class, you are required to use multiple types of questions that address the understandings and essential questions you created for the unit. The Unit/Module Test must be linked to your guiding principles as well as explain how it measures your cornerstone tasks.

Alternative Assessment Tool

Create an alternative assessment tool (rubric) to assess individual learning of a portion of the content included in your course/workshop. The rubric should follow criteria presented in class.

Part C: Instructional Delivery Plan

An overview of the plan for instruction should be completed. This will vary in format depending on the final use instructional program. The plan should include an overview of the entire program and a complete description of at least five days of instruction or what is agreed upon between the instructor and student.

3. Weekly Attendance/Participation

Twenty points will be given each week for attendance and participation. Ten points will be earned for class attendance and preparation. This will be documented by the instructor and added to the weekly assignment. To earn full points, you should arrive by the time the class begins, be prepared to discuss the readings, and do any assignment or task assigned in class. It may be helpful to prepare a notes outline for their readings from each week that captures the main points from the readings so you are ready to discuss. In the event you miss class due to a university related excuse, arrangements will be made to earn these points. The additional ten points will be earned by completing the weekly assignment and submitted on canvas. These are due on the Sunday evening following class.

Cornerstone Tasks and Grading

Assignment	Points
Workgroup	150
Instructional Design Project	500
Leading Class Discussion	110
Weekly Attendance/Participation/Online Content (20 each * 12)	240

Attendance and Make-up Exams and Assignments

To receive the maximum number of points for an assignment, it must be completed and submitted by the due date. No work will be accepted six or more days after its original due date, unless other arrangements have been made with the instructor. All assignments submitted late will earn half of the possible points.

Students who are absent from class for any reason will assume complete responsibility for obtaining information missed during their absence and for making up missed assignments and activities. College approved field trips and competitive and leadership development events (with prior instructor approval) are considered legitimate absences with documentation. Make-up work should be arranged prior to the expected absence. In case of emergencies, arrangements for completing make-up exams or assignments should be made immediately upon return to class. *All make-up work must be completed within one week of the student's return to class.*

Grading Scale

A = 930-1000	B- = 800-829	D+ = 660-699
A- = 900-929	C+ = 760-799	D = 630-659
B+ = 860-899	C = 730-759	D- = 600-629
B = 830-859	C- = 700-729	E = below 600

Grades and Grade Points

For information on UF policies, see: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Academic Honesty

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

Online Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

In Class Recording Policy

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such

as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, [UF Disability Resource Center](#).

[Canvas Accessibility Standards](#)

[Zoom Accessibility Information](#)

Campus Resources:

- Academic Resources:
- E-learning technical support
 - Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#)
 - Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#)
 - Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#)
 - Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#)
 - 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus
 - Visit the [Student Honor Code and Student Conduct Code webpage](#) for more information.
- On-Line Students Complaints
 - View the [Distance Learning Student Complaint Process](#).
- Health and Wellness:
- U Matter, We Care
 - If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center
 - Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
 - Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students.
- Student Health Care Center

- Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- University Police Department
 - Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- GatorWell Health Promotion Services
 - For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

AEC 6210 Course Calendar

Dates	Topics / Learning Experiences	Reference(s)	Assignment Due
Aug 29	Pedagogical Design Capacity- Designing for Yourself		
Sep 5	Instructional Design- Designing for Others		
Sept 12	Instructional Goals, Instructional analysis, & learners and context		
Sept 19	Evaluating Educational Programs	Tyler Ch 4	
Sept 26	Instructional Analysis & Analyze Learners and Contexts (Case 1- Dr. Brian Myers- Owl Pellets Podcast)		
Oct 3	Write Performance Objectives (Case 2- Megan Cantrell, Study Abroad)	Tyler Ch 1	
Oct 10	Planning Units of Instruction (Case 3- Dr. Matt Sowcik, County Commissioners Program)	Tyler Ch 3	
Oct 17	Assessment Strategies (Case 4- TBD)		ID Project Part A
Oct 24	ID Project Part A Peer Review		
Oct 31	Instructional Strategies	Tyler Ch 2	
Nov 7	Instructional Materials (Dr. Pasha Antonenko)		ID Project Part B
Nov 14	ID Project Part B Peer Review		
Nov 21	(online) Instructional materials for a digital environment		ID Project Part C
Nov 28	ID Project Part C Peer Review		
Dec 5	Tour COLT (Dr. Barbra Larson)		
Dec 11-17	Finals Week- No Class Meeting		ID Project Final