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

Time and Location
This course utilizes an online delivery. Asynchronous online content must be completed each week by Sunday evening.

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)

*Note: Previous sections of this course used a custom textbook compiled and cited as:

While some of the chapters are available in this text, there have been updated to the Reiser and Dempsey text and additional readings from both texts are assigned.

Recommended/Reference Texts


**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 an online discussion based on a weekly reading from Ralph Tyler’s book or the Case Study book. These will be assigned during the first week of class. To lead the online discussion, the student should post a video that outlines their reactions to the reading and poses discussion questions for the group in a canvas discussion forum. It may also be helpful to provide an outline of the reading including key takeaways. An emphasis on relating the course content to the concepts/applications should be the basis 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
Fifteen points will be given each week for attendance and participation. For student to earn full points, they must complete the materials online, participate in discussions in a meaningful way that indicates and application and processing of the course content. You should prepare an outlined note sheet for the readings from each week that captures the main points from the readings. These can be in shorthand note format. The notes must be submitted on canvas.

<table>
<thead>
<tr>
<th>Cornerstone Tasks and Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
</tr>
<tr>
<td>Workgroup</td>
</tr>
<tr>
<td>Leading Class Discussion</td>
</tr>
<tr>
<td>Instructional Design Project</td>
</tr>
<tr>
<td>Weekly Participation and Discussion (21 each * 12)</td>
</tr>
</tbody>
</table>

**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.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>930-1000</td>
</tr>
<tr>
<td>A-</td>
<td>900-929</td>
</tr>
<tr>
<td>B+</td>
<td>860-899</td>
</tr>
<tr>
<td>B</td>
<td>830-859</td>
</tr>
<tr>
<td>B-</td>
<td>800-829</td>
</tr>
<tr>
<td>C</td>
<td>760-799</td>
</tr>
<tr>
<td>C+</td>
<td>730-759</td>
</tr>
<tr>
<td>C-</td>
<td>700-729</td>
</tr>
<tr>
<td>D</td>
<td>660-699</td>
</tr>
<tr>
<td>D+</td>
<td>630-659</td>
</tr>
<tr>
<td>D-</td>
<td>600-629</td>
</tr>
<tr>
<td>E</td>
<td>below 600</td>
</tr>
</tbody>
</table>

**Grades and Grade Points**

AEC 6210
For information on UF policies, see: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

**Academic Honesty**
In 1995 the UF student body enacted an honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

*The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*

On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean, Student Honor Council, or Student Conduct and Conflict Resolution in the Dean of Students Office. *(Source: Graduate Catalog)*

It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor. This policy will be vigorously upheld at all times in this course.

**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.

**Campus Helping Resources**
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. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/
Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Training Programs
Community Provider Database

Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

**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.

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics / Learning Experiences</th>
<th>Reference(s)</th>
<th>Weekly Assignment</th>
<th>Major Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 10-16</td>
<td>Pedagogical Design Capacity-Designing for Yourself</td>
<td></td>
<td>Preflection Assignment (6 points)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Weekly Assignment (15 points)</td>
<td></td>
</tr>
<tr>
<td>May 17-23</td>
<td>Instructional Design-Designing for Others</td>
<td>ID Case Book (Case Study 3)</td>
<td>Instructional Design Post (6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion post (10)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Response to discussion (5)</td>
<td></td>
</tr>
<tr>
<td>May 24-30</td>
<td>Evaluating Educational Programs</td>
<td>Tyler Ch 4</td>
<td>Logic model (21)</td>
<td></td>
</tr>
<tr>
<td>May 31-Jun 6</td>
<td>Instructional Goals, Instructional analysis, &amp; learners and context</td>
<td>ID Case Book (Case Study 6)</td>
<td>Reiser and Dempsey (6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Front-end case study (15)</td>
<td></td>
</tr>
<tr>
<td>June 7-13</td>
<td>Instructional Analysis</td>
<td>ID Case Book (Case Study 9)</td>
<td>Weekly assignment (21 points)</td>
<td></td>
</tr>
<tr>
<td>June 14-20</td>
<td>Analyze Learners and Contexts</td>
<td>ID Case Book (Case Study 11)</td>
<td>Weekly assignment (21 points)</td>
<td></td>
</tr>
<tr>
<td>July 5-11</td>
<td>Write Performance Objectives</td>
<td>Tyler Ch 1</td>
<td>Synthesis of readings (15)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Write objectives (6)</td>
<td></td>
</tr>
<tr>
<td>July 12-18</td>
<td>Planning Units of Instruction</td>
<td>Tyler Ch 3</td>
<td>Weekly assignment (21 points)</td>
<td>ID Project Part A</td>
</tr>
<tr>
<td>July 19-25</td>
<td>Assessment Strategies (ID Project Part A Peer Review)</td>
<td>ID Case Book (Case Study 22)</td>
<td>Weekly assignment (21 points)</td>
<td></td>
</tr>
<tr>
<td>July 26-Aug 1</td>
<td>Instructional Strategies</td>
<td>ID Case Book (Case Study 14)</td>
<td>Weekly assignment (21 points)</td>
<td>ID Project Part B</td>
</tr>
<tr>
<td>Aug 2-8</td>
<td>Instructional Materials (ID Project Part B Peer Review)</td>
<td>Tyler Ch 2</td>
<td>Weekly assignment (21 points)</td>
<td>ID Project Part C</td>
</tr>
<tr>
<td>Aug 9-13</td>
<td>Instructional materials for a digital environment (online)</td>
<td></td>
<td>Weekly discussion (21 points)</td>
<td>ID Project Final</td>
</tr>
</tbody>
</table>