



## Graduate Course Syllabus

### IDT 510: Instructional Design and Technology as a Profession

Center: Online

#### Course Prerequisites

None

#### Course Description

In this course students receive an overview of the Instructional Design and Technology (ID&T) profession. Students begin to develop research-based knowledge, skills, and dispositions that shape their professional identity as ID&T specialists. Students engage multiple methods of instruction including real-world, case-based problems resembling those they would encounter, and be expected to solve, within higher education, corporate, and client-specific settings.

#### Course Outcomes

- Develop a professional goal statement that provides the basis of a cohesive strategy for career advancement within the discipline
- Evaluate peer-reviewed research in terms of its validity and relevance to topics of study within instructional design and technology
- Distinguish among problems that can be solved through instruction and those that are outside the scope of instructional design
- Conceptualize the vision for a professional portfolio that demonstrates instructional design knowledge, skills, and dispositions through innovation, creativity, and collaboration

#### Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, [MBS Direct](#), rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

*The ID CaseBook: Case Studies in Instructional Design*

Peggy A. Ertmer, James A. Quinn, and Krista D. Glazewski

Pearson

4<sup>th</sup> Edition

2014

ISBN: 978-0-13-325825-7

In this course, two of your learning resources, your AECT membership and the Educational Technology textbook, are available through [AECT](#), Association for Educational Communications and Technology. In the first module of the course, you will be directed to sign up for an online AECT membership (\$75) and access the digital textbook available through the membership. Your Chalk & Wire resources will also be set up (at no cost to you) during the first module of this course.

*Educational Technology: A Definition With Commentary* (available digitally through your AECT membership\*)

A. Januszewski and M. Molenda

Routledge

2<sup>nd</sup> Edition

2007

ISBN: 978-0-80585-861-7

**[\\*AECT Membership](#)**

**[AECT Membership Instructions](#)**

(Instructions for how to join are also available as a task in the first module of this course.)

### **Chalk & Wire Account**

With your mySNHU account, you will have access to obtain a Chalk & Wire account. This online platform will be used throughout the MSIDT program for building your professional portfolio. To sign up for your account, see the [Creating Your Chalk and Wire Account](#) document.

### **Instructor Availability and Response Time**

Your class interaction with the instructor and your classmates will take place in Blackboard on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions forum in Blackboard so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

## Grade Distribution

| Assignment Category                          | Number of Graded Items | Point Value per Item        | Total Points |
|--|------------------------|-----------------------------|--------------|
| Discussions                                  | 9                      | 25                          | 225          |
| Homework                                     | 2                      | 40                          | 80           |
| Short Papers                                 | 2                      | 60                          | 120          |
| Problem Statement and Annotated Bibliography |                        |                             |              |
| Milestones                                   | 2                      | 40                          | 80           |
| Final Submission                             | 1                      | 200                         | 200          |
| Professional Development Plan                |                        |                             |              |
| Milestones                                   | 3                      | 40                          | 120          |
| Final Submission                             | 1                      | 200                         | 200          |
|  |                        | <b>Total Course Points:</b> | 1,025        |

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

## University Grading System: Graduate

| <i>Total Points: 1,025</i> |                      |        |                   |              |
|----------------------------|----------------------|--------|-------------------|--------------|
| Grade                      | Numerical Equivalent | Points | Points Equivalent |              |
|                            |                      |        | <i>Lower</i>      | <i>Upper</i> |
| A                          | 93-100               | 4.00   | 953               | 1025         |
| A-                         | 90-92                | 3.67   | 923               | 952          |
| B+                         | 87-89                | 3.33   | 892               | 922          |
| B                          | 83-86                | 3.00   | 851               | 891          |
| B-                         | 80-82                | 2.67   | 820               | 850          |
| C+                         | 77-79                | 2.33   | 789               | 819          |
| C                          | 73-76                | 2.00   | 748               | 788          |
| F                          | 0-72                 | 0.00   | 0                 | 747          |
| I                          | Incomplete           |        |                   |              |
| IF                         | Incomplete/Failure*  |        |                   |              |
| W                          | Withdrawn            |        |                   |              |

\*Please refer to the [policy page](#) for information on the incomplete grade process.

## Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Course Information area in the Assignment Guidelines and Rubrics folder.

## Weekly Assignment Schedule

The Learning Modules area in Blackboard contains one module folder for each week of the course. All reading and assignment information can be found in the folders. Assignments and discussion board posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module in Blackboard.

| Module | Topics and Assignments  |
|--------|---|
| 1      | Introduction to the Field of Instructional Design and Technology<br>1-1 Discussion: Getting Started<br>1-2 AECT Membership<br>1-3 Reading: <i>Educational Technology</i> , Chapters 1 and 10 and <i>The ID CaseBook</i> , Part 1<br>1-4 Homework: AECT Scavenger Hunt<br>1-5 Problem Statement and Annotated Bibliography Milestone One: Begin Work           |
| 2      | Building a Professional Portfolio<br>2-1 Discussion: Vision and Mission<br>2-2 Overview of the MSIDT Professional Portfolio Project<br>2-3 Building Your Portfolio Environment<br>2-4 Problem Statement and Annotated Bibliography Milestone One: Problem Statement Rough Draft<br>2-5 Problem Statement and Annotated Bibliography Milestone Two: Begin Work |
| 3      | Facilitating Learning and Improving Performance<br>3-1 Reading: <i>Educational Technology</i> , Chapters 2 and 3<br>3-2 Short Paper: Instructional Problems<br>3-3 Discussion: Instructional Case Studies<br>3-4 Problem Statement and Annotated Bibliography Milestone Two: Annotated Bibliography Rough Draft   |
| 4      | Research and Collaboration in the Field of Instructional Design<br>4-1 Discussion: Journal Review<br>4-2 Problem Statement and Annotated Bibliography: Continue Work  |
| 5      | Creating Learning Experiences: A Historical Perspective<br>5-1 Reading: <i>Educational Technology</i> , Chapter 4<br>5-2 Video: HistoryMakers<br>5-3 Short Paper: Lived Experiences<br>5-4 Discussion: Using Models of Design<br>5-5 Problem Statement and Annotated Bibliography: Final Submission   |
| 6      | Careers in Instructional Design<br>6-1 Discussion: Job Hunt<br>6-2 Professional Development Plan Milestone One: Begin Work  |

|    |  |
|----|--|
| 7  | Using Technical Resources<br>7-1 Reading: <i>Educational Technology</i> , Chapters 5 and 8<br>7-2 Homework Evaluating Resources<br>7-3 Discussion: Using a Bookmarking Tool<br>7-4 Professional Development Plan Milestone One: Professional Goal Statement Rough Draft<br>7-5 Professional Development Plan Milestone Two: Begin Work |
| 8  | Managing a Process<br>8-1 Reading: <i>Educational Technology</i> , Chapters 6 and 7<br>8-2 Professional Development Plan Milestone Two: Professional Gap Analysis Rough Draft<br>8-3 Professional Development Plan Milestone Three: Begin Work   |
| 9  | Values and Professional Ethics<br>9-1 Reading: <i>Educational Technology</i> , Chapters 9 and 11<br>9-2 Discussion: Privacy Case Study<br>9-3 Professional Development Plan Milestone Three: Professional Development Plan Strategies Rough Draft<br>9-4 Professional Development Plan: Continue Work                                  |
| 10 | Planning for the Future<br>10-1 Discussion: Personal Goals and Development Plans<br>10-2 Professional Development Plan: Final Submission   |

### **Attendance Policy**

Online students are required to post to the Blackboard discussion board during the first week of class. If a student does not submit a posting to the discussion board during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

### **Late Assignments Policy**

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

### **SNHU College of Online and Continuing Education Guide to Student Success**

Review the [guide to student success](#).

### **Diversity and Disability Statement**

The College of Online and Continuing Education (COCE) at SNHU values diversity and inclusion. SNHU strives to create inclusive and welcoming academic environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion, please notify the Disability Resource Center (DRC) as soon as possible. We will work with you and your instructor to address needs and concerns.

We encourage all students with known or suspected physical, medical, sensory, psychiatric, and/or learning disabilities to register with the Disability Resource Center (DRC) in order to assess learning needs and take advantage of available academic accommodations and support services. We look forward to hearing from you. Our contact information is below.

Disability Resource Center (DRC)  
(866) 305-9430  
(877) 520-8916 (fax)  
[drc@snhu.edu](mailto:drc@snhu.edu)

We welcome COCE students, faculty, and staff to consult with the Disability Resource Center (DRC) on disability-related questions or concerns.

### **Academic Honesty Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

### **Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

### **SNHU College of Online and Continuing Education Withdrawal Policy**

Review the [full withdrawal policy](#).

### **Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).

### **Assessment Calibration and Student Work Samples**

For the purpose of continuous improvement of our educational training, Southern New Hampshire University's College of Online and Continuing Education may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you have any questions or concerns, contact your advisor. If you would like to withdraw permission for use of your work, please contact the assessment calibration administrator at [assessmentcalibration@snhu.edu](mailto:assessmentcalibration@snhu.edu). See [this document](#) for more information.