Southern New Hampshire University

Graduate Course Syllabus

IDT 620: Learning Design II
Center: Online

Course Prerequisites
IDT 550

Course Description
Sound instructional design pays careful attention to how the learners are positioned to engage multiple learning environments. Research suggests that learner-centered, interactive learning environments that value one's experiences can richly inform the learning process. This course requires students to make their assumptions about the learner explicit and design conventional-, technological-, and hybrid-based learning experiences that heighten interactivity. Finally, the challenges and benefits of standards-based design are engaged in this course.

Course Outcomes

- Formulate design strategies that are informed by learning needs assessment statements and align with the learning environment
- Devise appropriate outcomes and assessment that authentically align to real-world performances
- Design learner-centered experiences for various learning environments that align to needs assessment statements and learners' prior knowledge
- Select instructional materials and approaches appropriate to the learning environments that are supported by learning design principles
- Assess the impact of standards-based design models on designing authentic learning experiences while meeting learner needs

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.

E-Learning by Design
William Horton
Chapter 1
Chapter 2
Chapter 3
Chapter 4

Training That Delivers Results: Instructional Design That Aligns With Business Goals
Dick Handshaw

Chapter 8

Chapter 9

Chapter 10

The Accidental Instructional Designer
Cammy Bean

Chapter 6

Chapter 8

E-Learning and the Science of Instruction
Ruth Colvin Clark and Richard E. Mayer

Chapter 2

Chapter 3

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. Your Chalk & Wire account and portfolio design should have been set up in the IDT 510: Instructional Design and Technology as a Profession course. If you currently do not have a Chalk & Wire account, please see the Creating Your Chalk & Wire Account document for setup instructions.

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place 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 discussion topic 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
Assignments	4	50	200
Final Project			
Milestone One	1	40	40
Milestone Two	1	40	40
Milestone Three	1	40	40
Milestone Four	1	40	40
Final Submission	1	415	415
		Total Course Points:	1,000

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

Total Points:	1000			
Grade	**Numerical Equivalent**	**Points**	**Points Equivalent**	
			Lower	*Upper*
A	93-100	4.00	930	1000
A-	90-92	3.67	900	929
B+	87-89	3.33	870	899
B	83-86	3.00	830	869
B-	80-82	2.67	800	829
C+	77-79	2.33	770	799
C	73-76	2.00	730	769
F	0-72	0.00	0	729
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 Assignment Guidelines and Rubrics section of the course.

Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion 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.

Module	Topics and Assignments
1	The Iterative Nature of Instructional Design *E-Learning by Design,* Chapter 1, sections "Design Quickly and Reliably" and "Then Redesign Again and Again" 1-1 Review Final Project Guidelines and Rubric 1-2 Discussion: Switching Gears 1-3 Final Project Milestone One: Course Plan Review and Change Brief
2	Reassessing Needs 2-1 Discussion: Needs Assessment Modifications 2-2 Final Project Milestone Two: Modified Needs Assessment
3	Learning Design Principles 3-1 Discussion: Conflicting Perceptions 3-2 Assignment: Considering Core Learning Design Principles
4	Redesign Strategy *Training That Delivers Results,* Chapters 8–10 4-1 Discussion: Redesigning Courses 4-2 Assignment: Course Redesign Tour
5	Learner-Centered Design *E-Learning by Design,* Chapters 2–4 5-1 Discussion: Identifying Learner-Centered Design 5-2 Final Project Milestone Three: Course Plan With Learner-Centered Principles in Mind
6	Authentic Learning Experiences *The Accidental Instructional Designer*, Chapters 6 and 8 6-1 Discussion: Identifying Authentic Design 6-2 Final Project Milestone Four: Course Plan With Authentic Learning Approaches in Mind
7	Following Standards 7-1 Discussion: ibstpi 7-2 Assignment: Considering Standards
8	Incorporating Learning Design Principles 8-1 Discussion: The Case for the Authentic, Learner-Centered Perspectives 8-2 Assignment: Impact of Learning Design Principles
9	Revising a Course Plan *E-Learning and the Science of Instruction,* Chapters 2 and 3 9-1 Final Project Submission: Course Plan Revision and Reflection

10	Predictions and Reality
	10-1 Discussion: Predictions and Reality
	10-2 Archiving Your Coursework to Chalk & Wire

Attendance Policy

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a posting to the graded assignment/discussion 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 Student Handbook

Review the student handbook.

ADA/504 Compliance Statement

Southern New Hampshire University is dedicated to providing equal access to individuals with disabilities, including intellectual disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008. The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities.

As soon as you become aware of a disability, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the OAC. Note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed.

Contact Information:
Online Accessibility Center
Phone: 866-305-9430
Email: oac@snhu.edu

For questions concerning support services, documentation guidelines, or general disability issues, visit the Online Accessibility Center website.

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the Disability Services webpage.

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. See this document for more information.