

Indiana University
School of Education – Instructional Systems Technology

Syllabus and Class Schedule – Spring, 2017
R626

Instructional Strategies and Tactics

"Creativity generally involves crossing the boundaries
of domains"

- *Mihaly Csikszentmihalyi*

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Course Overview

Course Overview

The purpose of this seminar is to provide a vehicle for you to expand your personal theory of instruction—that is, to deepen your understanding of when and how to creatively generate and apply instructional strategies and tactics that you believe will best facilitate learning.

The format of the course focuses on reading exceptionally boring instructional design books and rote memorization of instructional strategies and tactics. Interactive, web-based, programmed-instruction modules enable you to practice what you learn. True/false tests each week assess whether you know when to apply specific instructional strategies and tactics in a variety of situations. You will work independently. There are no team projects, group discussions, or other interactions with other students since they are a pain in the ass to manage and grade. Additionally, research shows that when students collaborate they suffer from groupthink, reaching incorrect conclusions about how instructions should be designed. Thus, in this class you will learn the *one way*, the *right way*, and the *professor's way* of applying instructional strategies and tactics.

Surprised! I'm sure you are. Luckily, the course format you've just read is **not** what we are doing. It is an example of how instructional strategies and tactics can be mis-applied. While the above instructional strategies and tactics are valid, tested, and in some cases extraordinarily useful, I believe the above description leaves a bad taste in all our mouths for a class such as ours. Can I see a show of hands of those of you who would have dropped the course based on this description? Complained to the IST department? Mounted a campaign to have me forcibly removed from the faculty? I thought so.

So, what are we doing in this course? Something completely different.

Course Goals

Through this course you will develop the ability to:

- Enhance the creativity of your learning experiences
- Design darn good instruction efficiently
- Defend your learning experiences against nit-picking know-it-alls
- Establish a stronger negotiation position to get your ideas used
- Reduce the chance your learning experience will fail
- Achieve extraordinarily high smile sheet ratings
- Enable students to learn the most in the shortest amount of time
- Develop learning experiences that have a positive impact on other people's lives

These learning resources and activities will help you achieve the course goals.

Primary Readings

Our readings will consist of selected chapters from the following books and journal articles provided by the professor. Chapters and schedule will be posted in Canvas.

- Reigeluth, Charles (1999). *Instructional-Design Theories and Models: A New Paradigm of Instructional Theory*. Hillsdale, NJ: Lawrence Erlbaum. (This is also known as Green Book 2 (GB2). Reigeluth has three green books). ([Hardcover](#) or as an [Online Resource](#)¹)
- Reigeluth, Charles and Carr-Chellman, Alison (2009). *Instructional-Design Theories and Models: building a Common Knowledge Base*. Hillsdale, NJ: Lawrence Erlbaum. (This is also known as Green Book 3 (GB3). Reigeluth has three green books). ([Hardcover](#) or as an [Online Resources](#))
- Csikszentmihalyi, Mihaly (2008). *Flow: The Psychology of Optimal Experience*. New York: Harper Perennial ([Paperback or eBook](#))
- Pine, Joseph B. and Gilmore, James H. (2011). *The Experience Economy (Updated Edition)*. Boston: Harvard Business School Press. ([Paperback or eBook](#))
- Thiagarajan, Sivasailam (2004). *Framegames by Thiagi*. Bloomington, IN: Workshops By Thiagi. ([Paperback](#))

Note: Please know that I am aware that these books will cost around \$200. You can realize significant savings if you use the online resources for the two Reigeluth books, but only one person can access the online resource at a time. In any event, all the books above will be useful for your entire instructional design career and deserve space on your bookshelf.

Canvas Learning Management System

Canvas is an asynchronous learning management system that manages the communication between you, the professor, and the other students. You will use this system to post assignments, exchange email, and engage in class discussions.

- **Modules** page provides a week-by-week calendar of tasks assignments, and discussions, with links to appropriate assignments, readings, and discussions.
- **Discussions** page displays the forums we will use for communication and discussions. Since the Discussion page does not sort alphabetically or numerically, I recommend that you “pin” the forums that are currently active for the given week or

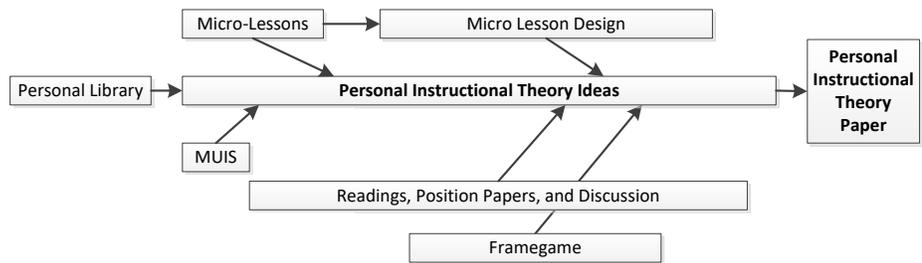
¹ Online resources through the Indiana University library may, unfortunately, only be accessed by one person at a time.

weeks. Or access the discussions from the more rationally-ordered Modules page.

How Will I Know You Achieved the Course Goals?

Your primary task in R626 is to develop a personal instructional theory. As shown in the diagram below, you will start with your “as is” state, which will be represented by your current personal library of influences. You will then engage with a variety of activities that help you build and enhance your personal instructional theory.

R626 Course Map



Each assignment is described below. Details of each assignment will be posted in Canvas, along with rubrics where appropriate.

| Assignment | Description | % of Grade |
|--|---|--------------------------|
| Personal Library Project Library Due: Wednesday, January 11 Review Due: Monday, January 16 | Post your personal library of five articles that best represent your key ID influences and describe how you are currently “wired” from an instructional design perspective. That is, what currently makes you tick? Then, find a partner! Write a two-page (single spaced) review of your partner’s personal library and post it to their library. What kind of designer do you think your partner is? How is this person wired for instructional design? What would the instruction developed by this person look like? | 5% |
| Most Useful Instructional Strategies (MUIS) Due: Wednesday, January 18 | Complete a series of assessments of your values and rankings of the most useful instructional strategies with regards to certain learning conditions, with participation in a follow-up discussion of the results. | Extra Credit 2.5% |

| Assignment | Description | % of Grade |
|--|--|------------|
| Position Paper Due: See Canvas | <p>Each student will write one, two-page (single spaced) position paper related to a model/topic from our readings. In other words, your goal is to convince the rest of us to use or not use the model in our instructional design work. If two students are assigned to a topic, then one student will write a “pro” paper, and the other student will write a “con” paper.</p> <p>These papers will be publicly posted in a forum. The remaining students will be assigned to critique the position papers from either a pro or con perspective within the forum.</p> <p>You will sign up in Canvas for ONE model/topic for which you want to write the position paper (first come, first serve). Papers must be posted in the forum by the Saturday prior to the start of the topic.</p> | 5% |
| Position Paper Debates/ Discussions Due: See Canvas | <p>Read assigned chapter and position papers, and then participate in the weekly discussions.</p> <ul style="list-style-type: none"> Your initial debate post must be posted by Tuesday 11:59pm Eastern Two debate responses on at least two different days, by Saturday following start of debate Minimum of five debate posts total for the week, following the above conditions Use APA style citations to support ideas and positions Note: Some non-debate discussion activities require additional posts, as specified in Canvas. | 30% |
| Who’s Lesson Is It Anyway? Micro-Lesson Design Due: See Canvas | <p>This activity involves watching four narrated lessons about micro-level instructional methods for Facts, Concepts, Procedures, and Principles, and then with a partner, creating a lesson based upon content provided by the professor.</p> <p>The twist here is that the format is similar to the improvisational comedy TV show <i>Who’s Line Is It Anyway?</i> The professor assigns design tasks that specify Learner, Content, Context, and Constraints to teams, and teams must analyze or derive the content from a content source, write the Performance Objective and corresponding Assessment, and then write the Self-Instructional Lesson. Lessons are intended to be taught within just a few minutes.</p> <p>Lessons are then posted and critiqued by the professor and other students. Kind of like an art school critique, except we don’t have to wear black. Loads of points are awarded to the best designs.</p> | 20% |
| Framegame Due: April 9 | <p>Choose one of Thiagi’s Framegames and conduct it with a group of people. Yes, real people – this is your instructor-led experience in this course. Document/critique/reflect upon your experiences using text and digital photos, and post to the forum.</p> | 15% |

| Assignment | Description | % of Grade |
|---|---|------------|
| Personal Instructional Theory Reflection Paper Due: April 28 | <p>At the end of this course, you will write a reflection paper that outlines your personal instructional theory. This in-depth, APA-style academic paper will explore these questions (plus others that emerge during this class):</p> <ul style="list-style-type: none"> • What is the nature of the situation (conditions and values) that governs your instructional design work? • How do you think you are “wired” to design instruction? • What “stamp” does the instruction you design have, in terms of the methods you use, that enables others to recognize it was you who designed it. <p>Additionally, in your reflection paper you will assign yourself a grade for the course, with a detailed rationale of why you deserve that grade. See the Reflection Paper Rubric for specific grading criteria.</p> <p>Important Note: When determining your self-assigned grade, you should use the Graduate School grading policy that is provided below. Your self-assigned grade will not automatically be the grade you are given for the course. The instructor will consider your paper and your performance on various assignments when determining your final grade for the course.</p> | 25% |

Course Policies

- All materials that you submit to meet the requirements for this course will be posted in the class forum and available for all students in the course to view and to discuss. Grades and feedback on assignments will be confidential between the professor and student.
- Late assignments will receive a one letter grade penalty, with an additional penalty for each subsequent week.
- This course will be administered following the policies and guidelines of Indiana University. Specific information on pertinent policies is provided below: *Code of Student Rights, Responsibilities, and Conduct* <http://campuslife.indiana.edu/Code/index1.html>
- The School of Education's policy regarding grading for student work at the Graduate level provides the following outline for scoring student assignments:

| | |
|---------------------------|---|
| A [95 - 100%] | Extraordinarily high achievement and professional quality of work; shows unusually complete command of the subject matter; represents an exceptionally high degree of originality and creativity. |
| A- [90 - 94%] | Exceptionally thorough knowledge of the subject matter; outstanding performance and professional quality of work. |
| B+ [86 - 89%] | Significantly above average understanding of material and professional quality of work. |
| B [83 - 86%] | Signifies mastery and fulfillment of all course requirements; very good professional quality work. |
| B- [80 - 82%] | Good, acceptable work. |
| C+ [77 - 79 %] | Satisfactory quality of work. |
| C [73 - 76%] | Minimally acceptable performance and quality of work; partial mastery. |
| C- to D [60 - 72%] | Unacceptable work, does not demonstrate mastery. |
| F [Below 60%] | Completely unacceptable work. |

Plagiarism

As explained in the Student Code, scholarly integrity is expected in all work that is submitted for credit in this and all courses at IU. For a better understanding of what constitutes plagiarism, see the following links:

<http://www.education.indiana.edu/~frick/plagiarism/>

http://campuslife.indiana.edu/Code/Part_3all.html

Harassment

Harassment on the basis of sex is a violation of federal and state law. Indiana University does not tolerate sexual harassment of its faculty, staff, or students. Individuals who believe they are victims of sexual harassment, as well as those who believe they have observed sexual

harassment, are strongly urged to report such incidents promptly. Indiana University will investigate every instance of sexual harassment, take corrective action to stop the harassment and prevent the misconduct from recurring. The severity of the corrective action, up to and including discharge or expulsion of the offender, will depend on the circumstances of the particular case.