

Instructional Design for Career and Technical Education TECH 3181/5181 (330:181g) Syllabus

MEET YOUR INSTRUCTOR

Ali Kashef, Professor in Technology Management & Manufacturing area and Coordinator for Cooperative education Program; Department of Technology

Greetings,

Welcome to TECH 3181/5181 (Instructional Design for Career and Technical Education) guided independent study (GIS) course at UNI. I will be working with you through the UNI Guided Independent Study Program to finish the course requirements.

I am a faculty member in the department of Technology, teaching a number of classes in the area of Manufacturing, Technology management, Long distance education and Environmental programs for undergraduate and graduate students in the College of Humanities Arts and Sciences (CHAS) at UNI. I am currently serving as a program coordinator for the Cooperative Education in the Department of Technology at UNI. My research interests include Environment, Technology, Total Quality Management (TQM), Supervision and Management, Productivity Improvement, Team Building, Operation & Supply Management and Vocational training in Education.

I have thirty four years of experience in higher education and in industry. I have served as a member of editorial board For the Association of Technology, Management, and Applied Engineering (ATMAE) journal, and International Journal of Modern Engineering (IJME). I received my B.S. in building Engineering and Design from Lincoln University, Missouri in 1980, M.S. in Industrial Management from Central Missouri State University, Missouri in 1981, and Ph.D. in Vocational Studies from the Southern Illinois University, Illinois in 1990.

I love teaching and doing research with my undergraduate and graduate students especially in the area of technology. I have taken groups of UNI students to a summer camp in China for the course I taught called Environment, Technology and Society. I have also taken UNI students to England, Scotland, and Ireland for the same course. Please do not hesitate to reach me for any questions.

Contact Information:

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Best wishes,

Ali Kashef

COURSE OVERVIEW

There are three major job components for an instructor or a trainer: 1) Designing the unit (course, program, curriculum, etc); 2) Usage or Implementation of the designed unit; and 3) Evaluation of the unit as well as the learners. The focus of this course is on the first component: Design. Instructors should know how to design instructions that meets the needs of their learners. (I also strongly recommend taking Implementing Career and Technical Programs (Tech 3191/5191) and Evaluation in Career Technical Program (TECH 3193/5193) or at least read the text on your own.)

This course is for those who have an interest in updating or refreshing their teaching/training skills. Students need to have reliable Internet, access to World Wide Web (Web Resources), email, etc. Students need to read the assigned chapters and

submit their assignments in their own words. There is a submission link for each assignment.

Catalog Description:

Basic methods of identifying, analyzing, selecting, and organizing instructional content for career and technical programs.

Prerequisite(s): Junior standing (variable).

Textbooks:

Required:

Morrison, G.R., Ross, S. M., Kalman, H. K. and Kemp, J.E. (2013). Designing Effective Instruction (7th Edition). John Wiley & Sons, Inc. ISBN. 978-1-118-51894-6

Recommended:

Publication Manual of the American Psychological Association, 6th Edition (2009). ISBN 978-1-4338-0562-2 (You may also use internet resources as a guide; links are provided below under **Style Guide**)

Miller, W. R. and Miller, M. F. (2009). Instructors and Their Jobs (4th Edition). Homewood, IL. American Technical Publishers, Inc. ISBN 0-8269-4166-4

Oosterhof, A. (2009). Developing and Using Classroom Assessments (4th Edition). Upper Saddle River, NJ. Pearson Education, Inc. ISBN-13: 978-0-13-241429-6

Lee, H. D. and Nelson, O. W. (2010). Instructional Analysis and Course Development (2nd Edition). Orland Park, IL. American Technical Publishers, Inc. ISBN 978-0-8269-4062-9

Merrill, M. D. (2013) First Principles of Instruction. San Francisco, CA. Pfeiffer an Imprint of Wiley. ISBN 978-0-470-90040-6

Miller, W. R. and Miller, M. F. (2005). Hints for the Highly Effective Instructor. Homewood, IL. American Technical Publishers, Inc. ISBN 0-8269-4144-3

Scott, J. L. and Sarkees-Wircenski M. (2008). Overview of Career and Technical Education (4th Edition). Homewood, IL. American Technical Publishers, Inc. ISBN 978-0-8269-4017-9

Hall, B. H. and Marsh, R. J. (2003). Legal Issues in Career and Technical Education. Homewood, IL. American Technical Publishers, Inc. ISBN 0-8269-4025-0

COURSE ORGANIZATION

This course will be entirely delivered over the World Wide Web, utilizing web pages, and a learning management system (**Blackboard 9/eLearning**). All assignments, Final Project, and the Final Paper will be submitted via **eLearning**. Type all assignments using MS Word and save and attach as a file to their submission links. If you are using a word processing program other than Microsoft Word, then please save the file as Rich Text Format.

Submit your assignment by clicking on each **Assignment Submission** link in the **Course Content** folder on the left and upload your assignment. **Need help?** See the [eLearning Tutorials](#) for instructions on how to submit an assignment.

Course Goals:

The focus of this course is on **Instructional Design** for instructors or trainers. Students will have the opportunity to integrate new techniques as well as create useful instructional materials. Students will have a better understanding of the instructional design process, the need for instruction, the importance of learner and contextual analysis, task analysis, developing objectives, and designing sequence and strategies to create effective learning environments.

Course Structure & Requirements:

The course covers the first eight chapters of the required text. Course materials include the assigned textbook chapters, and information provided in eLearning. There are two ungraded Pre-course Activities that must be completed and submitted before you can proceed with the course. **Chapter Assignments, Final Project, and Final Paper: (Two ungraded Pre-course Activities must be done before you can proceed with the rest of the course.)**

1. **Chapter Assignments:** Each chapter includes 2 written assignments related to the content of the chapter to measure students' understanding of the subject. The students are required to read the assigned chapters thoroughly and answer questions in the assignments. Students may add ideas from the internet resources and other books and journal in their assignments, but **MUST** cite the source in APA style. (5% each x 16 = 80%)
2. **Final Project:** Knowledge, as well as action is necessary to accomplish a goal. Therefore your final project is to design an instructional unit for a topic of choice. Professionalism, style, accuracy, and evidence of preparation will be important for this project. More specific instructions will be given in the final project description. (10%)
3. **Final Paper:** The Final Paper is 3-page paper (6-page for Graduate students), not including the References page, regarding the overall understanding of the instructional design process. (10%)

The students must follow the criteria below for all written assignments, Final Project, and Final Paper:

- Must be typed using Microsoft Word (NO hand written, scanned, or emailed assignments will be accepted).
- Must be typed using Arial font style, size 12, single space.
- Student's name and chapter number must be identified at the top of the assignment.
- Must conform to standard written English.
- There is no page limitation unless noted otherwise.
- Must be written professionally - NO exact repeats, from the chapter(s). **MUST** be in your own words, and spell checked.
- Must reflect original thinking with your own words.
- When you use opinions and claims, make sure to support them by citation and references (APA) format.
- Must be properly referenced, **even if our own textbook is used**. The academic integrity and plagiarism issues must be given higher attention.
- Each assignment needs a minimum of two references (books, articles, web sites, etc.).
- Try to use real life examples when you answer the questions.
- Responses should be in your own words and not a "copy and paste."

- It is recommended you save all of the work on your own computer.

Failure to follow these requirements will result in grade deduction.

Style Guide

As required, use the Publication Manual of the American Psychological Association (APA) for paper. This may be found in most libraries. In addition, places on the web where information may be found are:

1. <http://owl.english.purdue.edu/owl/section/2/10/>
2. <http://www.loyola.edu/library/REF/APASTYLE.HTM>
3. <http://www.psychwww.com/resource/apacrib.htm> (variety of links to resources)
4. <http://www.apastyle.org/elecref.html> (electronic references, such as web pages)
5. <http://www.bedfordstmartins.com/online/cite6.html> (citing on-line sources)

GRADING

Students will be evaluated on class assigned activities, questions, essays, test, and paper. Points for each graded component are as follows:

Item	Points	Percentage
Assignments 1 - 8 (8 x 10 points)	80	80%
Assignment 9 (Final Project)	10	10%
Assignment 10 (Final Paper)	10	10%
Total	100	100%

The following grading scale will be used for converting numerical scores to letter grades:

95-100%	A	75-77%	C
90-94%	A-	72-74%	C-
87-89%	B+	69-71%	D+
84-86%	B	66-68%	D
81-83%	B-	63-65%	D-
78-80%	C+	Below 62%	F

Student Services:

The Americans with Disabilities Act of 1990 (ADA) provides protection from illegal discrimination for qualified individuals with disabilities. Students requesting instructional accommodation due to disabilities must arrange for

such accommodation through the Office of Disability Services. (At UNI, the ODS is located at 213 Students Services Center and the phone number is: 273-2656.)

Community College License Requirements:

The latest information on community college licensing can be found at Iowa Board of Educational Examiners <http://www.boee.iowa.gov/Occ.html>

This course may be used for occupational and MOC (maintenance of certification) licensure. **Academic Learning Center Programs**

Technical Support:

Call the Continuing and Distance Education office (319-273-7740) if you need technical support on how to use the eLearning, up-loading files, etc. Support is available Monday - Thursday, 8am - 9pm and Friday 8am - 5pm.