Instructor: Monica W. Tracey, Associate Professor  
369 Education  
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mwtracey@gmail.com  
Skype Conferencing: MonicaWalchTracey  
Also available via Google Hangout and Zoom  
Telephone Conferencing: Please email me to set up a day and time  
313-577-1700 (office)  
248-756-7166 (cell)  
Office Hours: Thursday: 2PM to 5PM (online during course online weeks) and arranged  

Day/Time: Thursdays 5:30PM to 9:10PM  
Online: http://blackboard.wayne.edu

Course Description via Graduate bulletin: This course is designed for advanced graduate students in Instructional Technology. Professionals in any field should be able to do more than just perform the skills associated with that field. They should also know something about the field’s history, its current status, and the trends and issues likely to have an impact of the field. The goal of this course is to provide opportunities for students to become conversant and knowledgeable in these areas.

Learning Outcomes and Expectations  
Course learning goal  
This course will introduce the history of the field of Learning Design and Technology, including the practice history and the intellectual history. Students will be able to translate this history to present day research and research practice.

Learning outcomes  
Upon completion of this course, you will be able to:  
1. Define the field of learning design and technology.  
2. Analyze the areas of learning design and technology including early history or audio-visual foundations, analysis and evaluation, communication, learning and instruction, design and development, systems, organization, technology and professional practice.  
3. Develop an understanding of key issues and concepts relevant to the field of LDT.  
4. Critically analyze and synthesize LDT-related publications from a variety of perspectives.

Course Structure  
This course is divided into 8 units, most of which will cover a two-week period on the semester calendar. The online weeks will start on a Monday (at 12:00AM) and end on the second Sunday following the start date (at 11:59PM). Please see the schedule below, which specifies the dates for each unit, the online
course week and the in class course weeks as well as an overview of topics, readings and assignments.

For each unit, there will be a link in the left sidebar on Blackboard. Each unit will be available to students on the day that the unit starts. You will find:
- Unit outcomes and reading assignments
- Instruction via video and/or PPT slides
- Assignments
- Announcements

Course Readings
We use two books that provide a solid foundation to our weekly topics. In order to have a course where collaboration, learning and imagination thrive, you are expected to come to each class prepared. This means that you have read the assigned readings and reflected on the key points and how the readings relate to what we are doing in the classroom.

Required Text: Both are available at Barnes and Noble Bookstore.
- You MUST use the 4th edition of this book! You may buy it or you may download a free PDF version by joining the Association for Educational Communications and Technology (AECT). The cost is 75.00 per year for a student member and provides you access to both books free plus several of the journals that we are using for your annotated bibliography.

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Dates</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Reading Reflections</td>
<td>Various</td>
<td>5 pts. Each 30 points</td>
</tr>
<tr>
<td>Research Article Analysis of Current Trend</td>
<td>As assigned in syllabus</td>
<td>10 points</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>November 26, 2017</td>
<td>20 points</td>
</tr>
<tr>
<td>Take Home Exam</td>
<td>December 7, 2017</td>
<td>30 points</td>
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<tr>
<td>Final Reflection Presentation</td>
<td>December 7, 2017</td>
<td>10 points</td>
</tr>
<tr>
<td>Total Points Available</td>
<td></td>
<td>100 points</td>
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</table>

Assignment Notes

1. Grammar & Spelling: All work should be original and free of spelling & grammatical errors. If more than 2 errors of this type are found, this will result in a 1-point deduction. If more than 4
errors, there will be a 2-point deduction. As scholars, one of our jobs is to articulate scholarly ideas and concepts. Errors in written communication reduce your scholarly credibility.

2. Submissions: Assignments are due on the date indicated in the syllabus. There will be NO extensions or partial grades given on assignments. Assignments that are not submitted by the due date will not be accepted.

3. The assignment information provided below is intended to provide an overview of the graded assignments. Detailed instructions on how to complete and submit each assignment will be provided in the rubric on the course website.

Overview of Assignments

Reading Reflections: for the reading reflections, you will create a Google Document and share it with me. Make sure that you allow me editing privileges so I can respond and provide feedback to your reflection answers.

To receive full credit for the tasks you must demonstrate reflective consideration of the questions and an understanding of its implication for the field.

There will be one question in Unit 3 that you will be working on as a group. You will be assigned a reflection group that you will work with to answer one of the questions. In this situation you are expected to respond at least once to at least one classmate’s comments. You are also encouraged to actively participate in beyond this initial comment, as discussions with your peers are an important avenue for learning. Your reflection and comments should be substantive, but doesn’t have to needlessly long.

For each reading reflection, your initial response should range from 3-5 paragraphs in length and for the one that you will work with your reflection group your other comments could vary from 1-3 paragraphs. Again, the key is not length but substance. Substance is reflected by clearly responding to the issue at hand, bringing in another dimension to the discussion, providing an example, synthesizing various remarks, bringing in external references that illustrate a different perspective, etc. Please refrain from one-liners, if they are not followed up by further articulation.

Research Article Analysis of Current Trend: You will present your research article analysis to the class during a designated class session. You will present in 8 minutes or less, practicing in advance is recommended. The article must be focused on a current trend (no older than 4 years) of a topic discussed the evening in class. For example, if we are discussing communication in LDT, you must find a research/concept article focusing on a current trend in communication in LDT. The publication you must use for this assignment is an empirically reviewed research publication. The following are some examples:

- Handbook of Research on Educational Communications and Technology: 3rd and/or 4th edition
- Educational Technology Research & Development
Annotated Bibliography: Complete ONE (1) annotated bibliography. The topic of the bibliography should focus on ONE area from the reading list, and the bibliography must incorporate a majority (if not all) of the assigned readings for that area plus a minimum of 6 additional, strongly related articles of substantial scholarly value. The bibliography should be typewritten using a word processor, written in APA style, and include annotation for each reference which includes:
  a. APA reference for each item
  b. A 200-word summary of the item including its primary knowledge claim

The topic of your annotated bibliography must be approved by the instructor.

Take Home Exam: You will be given a take home exam, which will be turned in the final week of the course.

Final Reflection Presentation: You will present a final reflection in response to a prompt the last week of class. The prompt will be given to you the week before the final class and you will present a 5-minute reflection in response to the prompt with research to support your position.

Final Grade Distribution
A = 95-100
A- = 91-94
B+ = 88-90
B = 84-87
B- = 81-83
C+ = 78 - 80
C = 74-77
F = Below 74

Attention Students with Disabilities
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university
in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Withdrawal Policy
The last day to drop any class with a tuition refund is the end of the second week of classes. The last day to withdraw from the class without a notation of “W” on transcript, is the end of the fourth week of classes. All drop/add activity during the first four weeks should be done through Pipeline. Between the end of the fourth and fifth weeks, withdrawals require the permission of the instructor and must be submitted on a Drop/Add form to the Registrar’s Office.

Religious Observance Policy
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

Academic Dishonesty, Plagiarism and Cheating
NOTE: The information contained in this section has been edited from the Student Code of Conduct and written in a condensed format. Anyone with specific questions regarding academic misbehavior should consult the source document at www.doso.wayne.edu/codeofconduct.pdf. If the provisions described on this page differ in any way from the provisions of the Student Code of Conduct, then the provisions of the Code shall prevail.

Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct (http://www.doso.wayne.edu/student-conduct-services.html).

Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

Cheating: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student’s test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.
Fabrication: Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.

Plagiarism: To take and use another’s words or ideas as one’s own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.

Other forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student’s access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

Tentative Schedule

This is a tentative schedule for the semester. Please check this course syllabus weekly and pay close attention to changes to this schedule and course announcements on the course web site.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Unit 1: History, Foundations and Definitions of the Field</td>
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<tr>
<td>1</td>
<td>8/31 to 9/17</td>
<td>The history of the field The evolving definitions of the field The foundations of the field</td>
<td>Januszewski &amp; Molenda, Ch. 1,10 Heinich</td>
<td>Reading Reflection Questions</td>
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In class session on August 31st AND September 14th

| Unit 2: Early History of Audio-Visual Technology | |                                                                      |                                 |                             |

In class session: September 28th

<p>| Unit 3: Analysis/Evaluation and Communication | |                                                                      |                                 |                             |</p>
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<tr>
<th>Unit</th>
<th>Dates</th>
<th>Topic</th>
<th>Authors/Readings</th>
<th>Notes</th>
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<tr>
<td>3</td>
<td>10/2 to 10/15</td>
<td>The evolution of analysis and evaluation in the field&lt;br&gt;The evolution of communication in the field</td>
<td>Kaufman Kirkpatrick&lt;br&gt;Lewy&lt;br&gt;Januszewski &amp; Molenda, Ch. 5, 8&lt;br&gt;Dale&lt;br&gt;Clark&lt;br&gt;Kozma</td>
<td>Research Article Analysis of Current Trend: Evely and Motley&lt;br&gt;Reading Reflection Questions</td>
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<td>In class session: October 12th</td>
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<td><strong>Unit 4: Learning and Instruction</strong></td>
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<td>4</td>
<td>10/16 to 10/29</td>
<td>The history of learning and instruction and its application in Learning Design and Technology</td>
<td>Januszewski &amp; Molenda, Ch. 2&lt;br&gt;Lowyck, Ch. 1&lt;br&gt;Skinner, B.F.&lt;br&gt;Bloom&lt;br&gt;Keller, F.S.&lt;br&gt;Dewey&lt;br&gt;Tyler&lt;br&gt;Vygotsky</td>
<td>Research Article Analysis of Current Trend: Finger-Hoffman and Sawyer&lt;br&gt;Reading Reflection Questions</td>
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<td>In class session: October 19th</td>
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<td><strong>Unit 5: Design and Development</strong></td>
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<td>5</td>
<td>10/30 to 11/12</td>
<td>The evolution of design and development and its application in Learning Design and Technology</td>
<td>Bruner&lt;br&gt;Eisner&lt;br&gt;Popham&lt;br&gt;Gagne&lt;br&gt;Dick &amp; Carey&lt;br&gt;Reigeluth</td>
<td>Research Article Analysis of Current Trend: Gordon and Troutman&lt;br&gt;Reading Reflection Questions</td>
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<td>In class session: November 9th</td>
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<td><strong>Unit 6: Systems, Organization and Technology</strong></td>
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<td>6</td>
<td>11/13 to 11/26</td>
<td>The history of systems, organization and technology and its application in the field of Learning Design and Technology</td>
<td>Januszewski &amp; Molenda, pp. 105 – 130, Ch. 3, 6&lt;br&gt;Foshay, Villachica, Stepich&lt;br&gt;Churchman&lt;br&gt;Hoban&lt;br&gt;Fullen&lt;br&gt;Rogers, Finn, Finn and Finn</td>
<td>Research Article Analysis of Current Trend: Mendes-Kramer and Morse&lt;br&gt;Reading Reflection Questions&lt;br&gt;Annotated Bibliography</td>
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<td>In class session: November 16th</td>
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### Unit 7: Professional Practice

| 7 | 11/27 to 12/7 | The evolution of the profession | Januszewski & Molenda, Ch. 9, 11 Morgan Finn | Final Reflection Presentation Take Home Exam |

**In class session: Thursday December 7th**

### Unit 8: CELEBRATE