COURSE SYLLABUS FOR THE DOCTORAL PROGRAM

1. Course Number (ETEC/IRED 810)

2. Course Name (Educational Technology Theory and Design)

3. Course Description For Catalog

Course description (Credit 3 hours): This course provides an in-depth study of motivation as a fundamental variable underlying human learning, behavior, and instructional design. The course content focuses on 2 main areas:
1) theories of motivation and the general principles that have contributed to the field of instructional design, and 2) the selection and application of those principles within practical design settings. Reading and studying the assigned readings will acquaint you with the key theories. Discussions and writing assignments will focus on the application of those principles.

4. Course Objectives:

Through participation in this course and collaboration with others, you will be able to:

1. Identify and describe the basic tenets of various theories of motivation.

Methods of evaluation: Participation in weekly discussions on Learning theory job and creation of an annotated bibliography

2. Compare and contrast the contributions that the various motivational theories offer to the field of instructional design.

Methods of evaluation: Participation in weekly discussions and leading a weekly discussion.

3. Select appropriate principles derived from given theories and apply those principles within practical design situations.

Methods of evaluation: Evaluation of instructional materials.

4. Analyze motivational problems in learning and performance and design effective solutions.

5. Course Outline:

1.Profiles of Motivational Problems.

2. Defining and Assessing Achievement Motivation.

3. Reinforcement Theory.

4. Social Cognitive Theory.

5. Cognitive Theories Applied to Achievement Contexts.

6. Perceptions of Ability.

7. Maintaining Positive Achievement Relation Beliefs.

8. Intrinsic Motivation.

9. Values and Relationships.

10. Goals.

11. Maximizing Intrinsic Motivation, Academic Values and Learning Goals.

12. Achievement Anxiety.

13. Communicating Expectations.

14. Real Students, Real Teachers, Real Schools.

6. Methodologies:

Teaching strategies will include discussions, lecture, demonstrations, group work, analysis and evaluation of instructional materials, and the completion of a motivation evaluation form. Course content will be drawn from theory and research, from student experiences, and from discussions in class.

7. Evaluation Method:

Students will be evaluated through written examinations, practical exercises, assignments, and class participation. Each instructor reserves the right to establish additional methods of assessment. Artifacts for the Portfolio may be required.

Grading. There are several assignments in this course.

1) Class Participation 60 points
2) Leading a Discussion (in teams) 25 points
3) Learning Theory Job Aid 25 points
5) Annotated Bibliography 25 points
6) Motivation Evaluation Form 25 points
7) Evaluation of Instructional Materials 40 points

At the end of the semester, grades will be assigned according to the following scale:
A = 180 - 200 points
B = 160 - 179 points
C = 140 - 159 points

8. Recommended Text:

Stipek, E. (2002, 4th ed.). **Motivation to learn: From theory to practice**. Boston: Allyn & Bacon.

Reigeluth, C.M. (1999) **Instructional-Design Theories and Models: A New Paradigm of Instructional Theory,** SBN: 0805828591 - Lawrence Erlbaum Associates

9. Recommended References:

Eisenberger, R., & Cameron, J. (1996). Detrimental effects of reward: Reality or myth? *American Psychologist, 51,* 1153-1166.

Hardre, P.L. (2003). Beyond two decades of motivation: A review of the research and practice in instructional design and human performance technology. *Human Resources Development Review, 2*(1), 54-81.

Houlfort, N., Koestner, R., Joussemet, M., Nantel-Vivier, A., & Lekes, N. (2002). The impact of performance-contingent rewards on perceived autonomy and competence. *Motivation and Emotion, 26*, 279-295.

Joo, Y., Bong, M., & Choi, H. (2000). Self-efficacy for self-regulated learning, academic selfefficacy, and Internet self-efficacy in web-based instruction. *Educational Technology Research & Development, 48*(2), 5-17.