

# EDUC 2304 Project-based Instructional Design Course Syllabus

## Online Graduate Course (7 weeks) - Fall 2023

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**Course Instructor:** Tinukwa Boulder, Ph.D.

**Class Format and Duration:** Online (Fully asynchronous)

**Course Duration:** 8/28 – 10/14

**Office Hours:** by appointment

**Teams Video or Phone Call:** 1 412-383-4541

**Email:** [tboulder@pitt.edu](mailto:tboulder@pitt.edu)

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## School of Education Mission-Vision

**“We ignite learning.** We strive for well-being for all. **We teach.** We commit to student, family, and community success. **We commit to educational equity.**

We advocate. We work for justice. **We cultivate relationships.** We forge engaged partnerships. **We collaborate.** We learn with and from communities. **We innovate and agitate.** We pursue and produce knowledge.

We research. **We disrupt and transform inequitable educational structures.** We approach learning as intertwined with health, wellness, and human development. We address how national, global, social, and technological change impacts learning. **We shape practice and policy.** We teach with and for dignity. We think. We dream. **We lead with integrity.** We are the School of Education at the University of Pittsburgh.”

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## Course Description

The project-based instructional design (ID) course explores project management strategies and tools to plan, coordinate, and monitor collaborative instructional design projects. Students will work in small teams to develop a project management plan for setting goals and milestones, allocating support and resources, and monitoring progress and completion while considering pedagogical factors. Students will examine their commitments to equity and design justice as they collaborate on their instructional design case-based projects. The course will promote opportunities for students to focus on building relationships with their team members. Students will lead and navigate project design and development processes that include constructive peer-review feedback and project iterations.

## Learning Pursuits

By the completion of this course, the graduate learning will:

1. Examine the project-based instructional design approaches.
2. Research and apply different types of needs assessment to understand students, faculty, and staff members' (clients') values and needs.
3. Apply your knowledge of project management tools to plan and coordinate your ID project.
4. Apply and integrate justice principles and instructional design (ID) strategies to inform their peer-led ID projects.
5. Complete and move through the project design, development, and implementation phases, using peer-led constructive formative feedback to complete their ID projects

## **Core Course Materials and Structure**

Each week you will have required open-source materials, including synthesized lecture content, peer-reviewed journal articles, blogs, TedTalks, podcasts, and other online resources. The course is divided into three modules:

- Module 1: Needs Assessment
- Module 2: Project Planning, Design and Development
- Module 3: Project Revisions and Completion

## **Pedagogical Approach and Instructor Presence**

This course is designed for you to apply your knowledge of project management to plan, design, and complete a project in pairs or small teams. The practitioner-focused course allows us to apply a theoretical understanding of instructional design processes to create a project.

I will maintain an active role in this online course by logging into the course daily and responding to any queries/concerns posted in the Ask Your Course Facilitator Discussion Forum and Outlook email. The course facilitator will provide timely feedback on all learning activities and projects. I will endeavor to respond to student queries within 24 hours of receiving your emails and course messages. Please note that the instructors will typically be more available to address questions and respond to discussion forum comments in the evenings.

## **Course Instructional Approaches and Policies**

### **Student Expectations (Source: Sabina Vaught & Bea Dias syllabi)**

Active participation in this course is vital to developing a community of inquiry, practice, and learning. Active participation entails logging into your Canvas course, interacting with Course materials, and completing learning activities. Please know that I will work with you to extend due dates if the deadlines are challenging to meet. I strive to build a learning community by recognizing the strengths of our collective knowledge and personal and professional experiences. We can achieve this by collaborating on developing artifacts, sharing our experiences and strategies, and contributing to class discussion forums. I know that there are many aspects of our lives (internal and external factors) that distract us, but I hope that we can do what

Dr. James Lang urged educators to do - to create our learning environments as classroom retreats or what Dr. Sabina Vaught described as "retreat spaces." I hope that this course serves as a retreat to interact with each other and build on our collective wisdom.

We will conduct most of our communications through discussion forums and collaborating on an ID project, but you are welcome to communicate privately with me via email ([tboulder@pitt.edu](mailto:tboulder@pitt.edu)). I will also use the announcement tool to disseminate course-related information. Coursework consists of team-based projects, discussion forums, and reflection activities to enable us to share and discuss our insights, ideas, strategies, and resources in the form of instructor-student produced content, and/or external resources such as articles, podcasts, TED Talks, blogs, and YouTube videos, etc.

### **Course Assessment: Grading with Care Policy (Source: Bea Dias syllabus)**

It is my policy that if a learner is actively and authentically engaging with the course material and our learning community, they are fulfilling the goals of this course. Learning happens at your own pace and from your own perspective and cannot be assessed based on a decontextualized and depersonalized standard of measure. Moreover, grading has been proven to be ineffective in engaging authentic learning (Kohn, A., 2011; Stommel, J., 2020). As such, for this course, we will be utilizing a 'grading with care' policy, which I co-developed with Dr. Bea Dias and our Education and Society class in the fall of 2021. Our goal was to create a more humanizing approach to grades - one that is rooted in care, supports learning and growth, and offers grace.

While I acknowledge we are in a system that requires grades to be handed out, I also recognize our power to be "in but not of" (Harney and Moten) this institutional practice. And so, I actively wrestle with the tension between the institutional obligation to assign a final grade and the knowledge that this type of assessment can cause harm. My primary goals for this course are that learners maintain a genuine curiosity about the course material and grow their critical thinking and practitioner knowledge of instructional design. As such, I hope that learners do not worry about their final grades and focus on learning.

To assuage some of this grade anxiety and also in acknowledgment of the market value of grades, ***I offer a minimum final grade of B*** to all learners who participate in the project activities and all course discussions/reflection activities, as well as complete and submit scholarly artifacts for each module. While this is a relatively less meaningful assessment, it is a transparent measure that learners can keep track of. Within this scope, I anticipate that many students will receive an A for their active participation and meaningful contributions to the course. However, the more meaningful assessments I offer will be through individual feedback and relational conversations. **Note that coursework will be graded as complete/incomplete and will typically include dialogic feedback from me or your peers - a letter grade will only be assigned for your final grade.**

As you work through the course, please pay close attention to the following key elements, which are critical for our scholarly growth as individuals and as a learning community:

1. **Relational Responsibilities** for our Course Community
2. The **PQS feedback** format for receiving and offering feedback
3. Self-Assessment to reflect on your learning

Finally, I ask that you communicate with me about any challenges you might be experiencing with the course. No one will be penalized for life circumstances that lead to delayed or missed submissions in this course.

Rest assured that **you are enough**, and I am deeply grateful for your contributions to our shared learning. My hope is that your participation in this course will enrich your scholarship and humanity. I will work with you to help ensure the logistics of grades do not interfere with your learning joy.

### **Relational Responsibilities (Adapted from Sabina Vaught Syllabus)**

To build a respectful and caring learning community, we will adopt Dr. Sabina Vaught's 'Relational Responsibilities' as a practice in this course. Our collective responsibilities are grounded in our interdependent relationships and expressed through our active engagement with one another and our dedication to learning. We will undertake relational praxes when we:

- consider how others' experiences are similar or different from your own.
- recognize and affirm that affective responses to readings and discussions are part of a just intellectual project.
- engage generously and contribute meaningfully to one another's learning.
- challenge one another's ideas in a scholarly manner but never insult or disparage one another.
- engage in ways that enhance and strengthen your scholarship.
- attend carefully and attentively to one another's experiences and ideas, recognizing those as gifts to the community.

### **Positive Question Suggestion (PQS) Protocol**

Building a learning community requires trust, respect, and caring. With these values in mind, I have adapted [Richard Koch](#)'s "PQS Protocol" as a guide for providing meaningful and supportive feedback to each other on our scholarly work. Dr. Koch explained, "Research clarifies that response is more helpful to the writer [or producer of a piece of scholarly work] when we listen to understand and appreciate."

Throughout this course, we will work in pairs or small teams to plan, manage, design complete an instructional design project and engage in class discussions and peer review activities. We will share our work with each other for feedback to grow our thinking and learning. Much like our learning, our work is never truly 'done,' so we will consider the pieces we share "works-in-progress" that can be

further refined through community reflection. In responding to someone's work, we will follow this PQS pattern:

1. **Positive Response:** If we "listen" fully to the work offered, we can find wisdom within. For example, consider the following questions:
  - What do you remember best from this work?
  - What resonated with you most from this work, and why?
  - What is most interesting to you about this piece?
2. **Questions:** Through our spirit of curiosity, we can offer our peers new questions to grapple with in their inquiry process. For example, consider the following:
  - What are you curious about in the topic of this work?
  - What are you confused about?
  - What would you like to know?
3. **Suggestions:** We can offer our wisdom to support the learning journey of our peers. Based on what you think is the purpose of the work, consider offering one or two suggestions, especially for what could be:
  - **Added** to the piece - Does it need a new section, or is there a part that the writer or producer should expand?
  - **Taken** out of the piece - Is a part unnecessary or repeated?
  - **Changed** in the piece – Can a part be revised with a recommended approach to improve it?

### Self-Assessment Survey

I will administer a self-assessment survey so you can reflect on your learning from core material and overall engagement in the course. It is also an opportunity to self-assess whether you are meeting your own personal learning goals. You will also provide feedback on the course to help me improve the course design, content, and delivery.

### Scholarly Artifacts

Throughout the course, we will complete scholarly artifacts that help us to develop and articulate our understanding of the course materials. Traditionally, we would refer to these works as "assignments." We would like to play with ideas that liberate our minds to think about creating collective scholarly artifacts in service to our shared learning. At the end of the course, you will produce different multimodal artifacts representing your scholarly journeys. We will read, reflect, and discuss different contemporary and emerging instructional design theories to deepen our understanding of the transformative shifts in online pedagogies and praxes. Finally, learners will use pedagogies to work collaboratively to design and develop online course content and activities in a learning management system.

## University Policies

Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include but is not limited to confiscating the examination of any individual suspected of violating University Policy. Furthermore, no student may bring unauthorized materials to an exam, including dictionaries and programmable calculators.

To learn more about Academic Integrity, visit the [Academic Integrity Guide](#) for an overview. For hands-on practice, complete the [Understanding and Avoiding Plagiarism tutorial](#).

## Attendance and Observance of Religious Holidays

Pitt guidelines on class attendance and observance of religious holidays:

- “The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructors, we are committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact us (your course coordinator/s) within the first two weeks of the first-class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.” From Faculty Assembly, December 2020.
- We interpret this language to apply to cultural and spiritual observances, feasts, dances, ceremonies, etc., not covered by colonial notions of religion and/or culture. Please notify your professor in advance of any anticipated absences related to the guidelines.

## Equity and Diversity

The course aligns with the School of Education's mission to ignite learning and deliver a respective, inclusive, and equitable learning experience. We behave professionally, and we communicate mindfully while feeling free to share contrasting viewpoints and ideas. We create an open learning environment for students from diverse backgrounds and perspectives. The diversity denoted by the intersections of race, gender, disability, sexuality, age, socioeconomic status, ethnicity, and culture that we all bring to this course is advantageous in serving as a strength and resource in our learning community.

“As the course instructor, I am committed to pedagogy that is anti-racist, non-sexist, non-classist, non-heterosexist, and non-gender-normative. This includes fostering an environment that is as safe and inclusive as possible. [We] intend to

name and correct any actions on [our] part that fall short of these commitments as best as possible.

The University of Pittsburgh prohibits and will not engage in discrimination or harassment based on race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran. The University is committed to creating a learning environment that is inclusive of all races, genders, socioeconomic statuses, religions, sexual orientations, nationalities, and languages.” (Roop, L., 2020).

In particular, we are committed to including the voices of minoritized groups in this class, including those of womxn and other people of color, transgender people, LGBTQIA+ people, non-Christian people, non-US citizens, and those who speak multiple languages. If you feel uncomfortable due to your social identities and background or how they are perceived, please let us know. If you do not feel comfortable talking with the instructors, you can contact the [Office of Equity, Diversity, and Inclusion](#).

**Preferred Names and Pronouns:** You can use the NameCoach feature in Canvas to indicate your preferred pronoun. You can [Use NameCoach with Canvas](#) to add your pronouns.

## Disability Services

**Pitt required syllabus statement:** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructors and the Office of Disability Resources and Services, 140 William Pitt Union, at 412-648-7890 or 412-383- 7355 (TTY) as early as possible, but no later than the fourth week of the term or visit the [Office of Disability Resources and Services website](#) as early as possible, but no later than the 4th week of the term. The DRS will work with you to provide accommodations. Please let us know if you need resources or accommodations to complete this course. You may also seek campus-wide support, information, and/or services such as [Disability Accommodations](#).

**NOTE:** We recognize that while institutional resources can be useful and important support, interacting with the university can at times be experienced as an invasion of privacy or a source of distress. If you are uncomfortable interacting with the university, please feel free to communicate with us directly about what would be helpful to your learning and participating in the community of the course (Source: Sabina Vaught). Please review the following resources:

- [University of Pittsburgh Non-Discrimination Policy](#)
- Pitt single-occupancy restroom map and information: <https://www.studentaffairs.pitt.edu/lgbtqia/single-occupancy-restrooms/>

## Accessibility

Canvas is ADA Compliant and has fully implemented the final accessibility standards for electronic and information technology covered by Section 508 of the Rehabilitation Act Amendments of 1998. Learn more about the [Canvas accessibility statement](#).

## Sexual Harassment

The University of Pittsburgh is committed to maintaining a community free from all forms of sexual harassment. Sexual harassment violates University policy as well as state, federal, and local laws. It is neither permitted nor condoned. It is also a violation of the University of Pittsburgh's policy against sexual harassment for any employee or student at the University of Pittsburgh to attempt in any way to retaliate against a person who makes a claim of sexual harassment. Any individual who, after thorough investigation and an informal or formal hearing, is found to have violated the University's policy against sexual harassment will be subject to disciplinary action, including, but not limited to, reprimand, suspension, termination, or expulsion. Any disciplinary action taken will depend upon the severity of the offense. For more information, see the [Policies and Guidelines](#) website.

## Copyright Notice

These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibits unauthorized duplication or retransmission of course materials. See [Library of Congress Copyright Office](#) and the [University Copyright Policy](#).

## Additional University and Pittsburgh Committee Resources

- **Education Library Guide:** See this [Hillman Library customized libguide](#) a gateway to education students and faculty resources.
- **Emergencies:** Do you have Pitt Police saved on your mobile phone? 911 works, or Pitt Police, 412-624-2121.
- **Catalogs:** The University Catalogs have comprehensive information about policies, programs, and courses. There are University-level policies and policies specific to the School of Education. Bookmark these links and review these documents periodically. [Pittsburgh Campus Graduate and Professional Studies](#).
- **Student Mental Health:** Resources to support student mental health and wellness are available here at Pitt: Counseling Center, in the Wellness Center in Nordenberg Hall: <https://www.studentaffairs.pitt.edu/cc/> or Call 412-648-7930, any time.
- **Sexual Assault Response:** Contact Pittsburgh Action Against Rape: 24-



hour crisis intervention, counseling, and advocacy for victims of sexual assault Phone: 1-866-363- 7273 . Website: Home - [PAAR](#).

- **Racial violence, discrimination, harassment, etc:** You can access resources and contact at the [Pitt diversity website](#).
- **Care and Resource Support Team (CARS):** Email [pittcares@pitt.edu](mailto:pittcares@pitt.edu) or see: <http://www.studentaffairs.pitt.edu/cars/>
- **Basic Needs Security:** Some students are unable to afford groceries or access sufficient food to eat every day. Some students lack a safe and stable place to live. Some students experience challenges in balancing school with paid work, childcare, and other family obligations. Those challenges can create considerable anxiety for students and may also affect students' performance in their courses. Students experiencing those challenges as urged to contact the Assistant Dean of Student Engagement, Dr. Andrea Zito (email: [andreaz@pitt.edu](mailto:andreaz@pitt.edu) and phone: 412-648-1780). If you are experiencing challenges with food, housing, work, and/or family obligations, are also encouraged to let your instructors know if you are comfortable in doing so. This will enable us to assist you in accessing support. In addition, the University maintains a student food pantry and a resource guide compiled by the University Library System with food, housing, health, employment, health, and other resources:
  - [Pitt Food Pantry](#)
  - [Pitt and Community Assistance Resource Guide](#)
  - [Access the Greater Pittsburgh Community Foodbank](#)
  - [Pitt Pregnant and Parenting Students](#)

### **A lack of a safe and stable place to live can find (Source: Chris Wright)**

Affordable housing assistance:

- **Action Housing:** 611 William Penn Place, Suite 800; Pittsburgh, PA 15219 Phone: 412- 281-2102. Assists in locating affordable housing
- **Allegheny County Housing Authority:** 625 Stanwix Street, 12th floor; Pittsburgh, PA 15222 Phone: 412-355-8940. Assists in locating affordable housing

Shelter options:

- **Allegheny County Bureau of Hunger and Housing Services Phone:** 412-350-4354 This is an area homeless resource.
- **East End Cooperative Ministry:** 6140 Station Street; Pittsburgh, PA 15206 Phone: 412- 361-5549. This emergency shelter provides a refuge for the night, case management, breakfast, dinner, shower, and laundry services for men and women older than 18. Individuals can stay in the Emergency Shelter for up to 60 days.

**Note:** Please help us by suggesting additional resources