INSTRUCTIONAL DESIGN PROJECT #3: PHILOSOPHY AND PROFESSIONAL ETHICS – ONLINE COURSE

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REFLECTIVE SYNTHESIS PAPER

I was very resistant against Instructional Design when I started this course, as I made clear on my first comments on the forum. This resistance was due to several reasons, among which three were probably the most important: (a) the negative experience I had working with instructional designers at the university where I teach; (b) the reading of two books written by one of these instructional designers, that seemed to me inflexible and inadequate for distance education; (c) my recent knowledge of game-based learning theory, which strongly criticize instructional design.

I tried to begin the course leaving my prejudices behind, but I am not totally sure this happened.

I must confess that the reading of Smith and Ragan book was a painful experience for me in many cases. Chapter one has a diagram where education, instruction, training, and teaching are represented by circles. Immediately after seeing the diagram, my eyes fixed on the region where teaching intersects with education, a small region outside instruction, that is to say, outside the instructional design field. Searching the web I found a precious post by Lindeman (2005), where he highlights the same area that interested me and says:

> My interpretation of the diagram is that constructivist learning occurs in the portion of the teaching circle outside of instruction. Instructional Design, at least traditional Instructional Design, deals with the teaching and training that occurs within the Instruction circle.
>
> [...]
>
> Perhaps we need to develop a "Teaching Design Theory" that would include both the objectivist learning theory of ID and the tenets of Constructivism.

Still on the first chapter, Smith and Ragan state the limits of instructional design: experiences in which learning goals cannot be identified in advance, or no particular goals are ever identified (p. 12). Examples of these limits on the first chapter are preschool education and advanced graduate classes. I believe, as Lindeman, that there is a huge area to be explored by instructional design, between these two extreme limits, where education meets teaching, and outside instruction.

Chapter two helped me to understand that I am probably a radical constructivist, according to Smith and Ragan's classification, as I doubt the efficiency of rigid learning goals and objectives, which I associate with behaviorism. This chapter also identifies learning with the deposit of information in long term memory, which Brazilian educator Paulo Freire (1982) has criticized many years before as banking education.

Analyzing the learning task was also a painful learning experience for me, as I stated on the forum I had understood as deep bureaucracy, the same I felt while reading about the assessment of learning from instruction. In this sense, the readings helped to

reinforce my feelings that traditional instructional design is a cookie-cutter process, in the sense that it is a rigid process to produce similar and non-creative results.

However, it would totally unfair to say that I have not learned some positive content and skills this semester, that I will use in my next works in distance education. I researched several ID models, some of them flexible and able to work in a flexible learning environment. I was also educated on the importance and ways of doing learner and context analysis, which I shall incorporate into my work both as teacher and designer. Assessment and evaluation is another item that I did not manage adequately before the course. The difference between generative and supplantative strategies was also helpful, as declarative, conceptual, cognitive, and attitude strategies, which support the disciplines I teach and design. Reigeluth's model was another one of my discoveries during this course.

A nice example on how I will apply what I have learned is the project on which this final project is based upon. This is a real job that should be delivered by the end of this month, and where I am already using some of the concepts and skills learned this semester.

The description of the audience, the audience needs, the learners and the learning context helped me to organize my ideas and better design the instruction.

The Elaboration Model by Reigeluth was essential to kick-off my creativity to organize learning objectives and content for the eight lessons of the course.

The feedback required by an expert was also something I have never done before, and which I plan to incorporate into all my projects from now on, as the other types of evaluations proposed by the book, even if not in a the same rigid way.

So, I can conclude that this course was important to me in two apparently contradictory ways: (a) it gave bullets to a more founded criticism of instructional design; (b) it supported me with particular concepts, skills, and practices that shall be incorporated into my teaching and designing toolbox.

After this semester I can say that I have more resistance against instructional design than I had before, although I have incorporated some of its elements into my job!

1. TOPIC

1a. Stated learning goal

Given a business and administration situation, the learner will be able to apply philosophical and/or ethical concepts and reasoning to support his or her decision making process.

1b. Description of the audience

Learners are undergraduate business students at Universidade Anhembi Morumbi, a Brazilian University.

1c. Rationale

I was hired to produce content for an online course on Philosophy and Ethics (80 hours).

Students follow their own path in the course, but are supported by an instructor, who is free to develop assessments for the 8 classes, being 6 multiple choices tests and 2 written questions, and also grade the open questions. Collaboratively, because the course will be delivered by more than one instructor, he is also responsible to develop and assess the final face to face test, which counts as 50% of the course grade.

The regular process of producing the material would be:

a) my Word file is quickly checked by the Distance Education Department

b) it is then sent to an external company, in which it is transformed in a flash course (mainly with screens to be read, no sound, and almost no interaction)

c) during the month of June, I will receive the flash material back, to validate it

The chair of the Distance Education Department of Universidade Anhembi Morumbi, Dr. Cristiane Alpersted, can naturally be my SME – I am anyway supposed to discuss the project with her during the next 2 months, not only the content. Although she is not expert in philosophy, she is in business and consequently in business ethics, and mainly on Distance Education. Anyway, I will also try to identify an expert in philosophy.

There is actually no instructional designer in the project, neither on the Distance Education Department nor on the company that transforms the content to flash. So, I will act both as the SME and the instructional designer, although there are some limitations on what I can create. It is important to say that, as I have already published some books on the subject, and also produced distance education courses on the subject (working not only as SME and instructional designer, but also as web designer), my function as SME is simplified.

So, my idea is:

a) To analyze the learning context

b) To analyze the learners

c) To analyze the learning task, producing learning goals

d) To analyze learning types

e) To analyze the information processing and pre-requisites

f) To produce some suggestions and guidelines of assessment for the instructors

g) To design instructional strategy

h) To produce support instructional material for the instructors

i) And other suggestions on Smith and Ragan's textbook, to be read during the next weeks

I want to use this material as an example of instruction produced using an instructional design process, to demonstrate to them the importance of this professional or way of organizing the material.

I am free to change in part the general organization of the course, so I plan to use principles of game design in the project, not only in the sense or producing mini-games or outlining their structure, but in the sense of gamifiying the whole course. So, this project will also be a challenge for me in the sense of combining instructional design and game design processes, which for me, up to now, live in 2 opposite dimensions.

The discipline Philosophy and Professional Ethics is part of the curriculum of business courses at Universidade Anhembi Morumbi. I am actually not aware on how the needs for this discipline were determined, not plan to discuss this issue at this project. I was actually hired to produce online content for this discipline.

This project will mix supplantive and generative strategies, with emphasis on the latter. Authors, ideas and philosophical movements will be presented as scaffold for the reasoning and decision making the learners will have to generate to solve proposed business and administration problems.

Declarative knowledge and concept learning, as well as attitude learning, as a structured system of values, will be used in different lessons as the support for decision making in business and administration scenarios, in the sense of identifying a philosophical or ethical problem and creating concepts. So, the major instructional strategy to be used by the project is cognitive.

Learning and thinking strategies are intensely required from business and administration professionals. Besides that, for many authors the business of philosophy is to create concepts, which can be well supported by strategies for cognitive strategy instruction.

2. ANALYSIS REPORT

2a. Description of the Need

2a.1 Survey

1. Have you ever read a book on philosophy? Yes/No
2. Are you able to define the word philosophy? Yes / No
3. Are you able to define the word ethics? Yes / No
4. Do you know the main subjects discussed by philosophy? Yes / No
5. Do you have a general idea of what is called Ancient Philosophy? Yes / No
6. Do you have a general idea of what is called Medieval Philosophy? Yes / No
7. Do you have a general idea of what is called Modern Philosophy? Yes / No
8. Do you have a general idea of what is called Contemporary Philosophy? Yes / No
9. Do you believe that philosophy and ethics can help a business and administration professional in making more appropriate decisions? Yes/No
10. Do you know the difference between philosophy, mission, and vision of a corporation? Yes/No
11. Do you know the meaning of the word stakeholder? Yes/No
12. Do you know what the field of environmental ethics discusses? Yes/No
13. Do you know the characteristics of Eastern Philosophy? Yes / No
14. Have you ever heard about South American Philosophers? Yes / No
15. Have you ever heard about Brazilian Philosophers? Yes / No
16. Do you know what is the function of an Ethics Code in a profession? Yes / No
17. Do you have an idea of what is discussed by the field of Computer, Information and Intellectual Property Ethics? Yes / No
18. About which of these philosophers you know the main ideas? Plato / Aristotle / Machiavelli / Descartes / Kant / Marx
19. About which of these philosophical movements you know the main ideas? Rationalism / Empiricism / Idealism / Existentialism / Marxism
20. Select the branches of philosophy of which you know what they discuss: Metaphysics / Logic / Epistemology / Philosophy of Sciences / Philosophy of Language / Ethics / Aesthetics

2a.2 Results of the needs analysis survey

The survey was performed face to face with 16 students at the third semester of the Fashion Business course. Although this discipline will be offered to general business courses, these students can be considered a good sample of the average learner we should expect taking the discipline.

On questions 1 through 17 I expected no as general answers, as they relate to concepts and attitudes to be developed during the course, that is to say, I did not expect the learners to know or agree with the questions. The following graph shows how many Yes were answered:
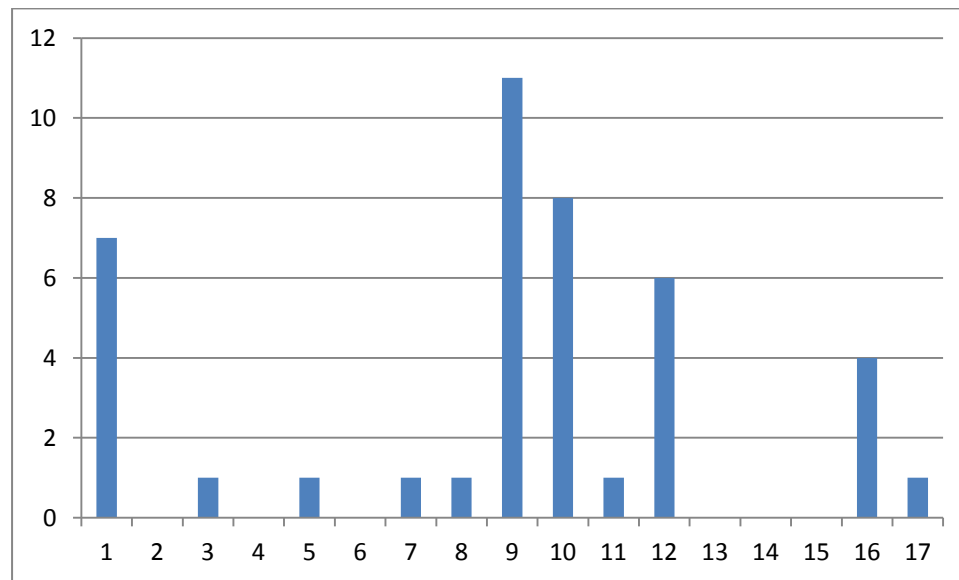
Although there was a surprise with answers to question 1, it does not change substantially the design of the course, as the previous readings on philosophy might help students during instruction.

The number of Yes answered to question 9 was a surprise (11). Almost all the learners believe that philosophy and ethics can help a business and administration professional, which means that this attitude does not need to be deeply developed during the course.

The answers to question 10, when 8 learners informed that they know the difference between philosophy, vision, and mission of a corporation are interesting to design, because many of these learners probably believe they know the difference, but would not be able to declare them, neither to elaborate adequate statements. So, theoretical and practical activities will be included into the design of the course, to reinforce these concepts.

As half of the learners answered they know what the field of environmental ethics discusses, the design of the course will focus less on defining the field, and more on exploring interesting questions on the field.

The other answers were expected, near or 0 Yes, which will help the design to focus on basic concepts and skills related to these areas. 0 Yes were answered to define philosophy (interesting, so declarative knowledge should be stressed here), main subjects discussed by

philosophy, Medieval philosophy, besides Eastenr, South American, and Brazilian philosophers (what also opens up an interesting field of research and information here).

Questions 18, 19 and 20 involved multiple choices. Marx and Marxism had respectively 7 and 8 Yes as answers. This might mean the learners have heard about both the author and the movement, but not that they deeply know the theory. So, the design, when approaching Marxism, will stress concepts and use quotations to enhance the prior learning.

Existentialism also had 7 Yes as answers. In the same sense, the design will then deepen a little bit the theoretical discussion when dealing with this movement.

Aesthetics had 15 answers, but this was do by the fact that these learners have previously had a discipline on Aesthetics. Ethics had 5 Yes and Philosophy of Sciences 7, numbers that should not impact the design. All the other answers received less than 4 Yes, with 0 on Aristotle.

2b. Description of the Learning Context

2b.1: Learning context

Universidade Anhembi Morumbi is a private higher education institution located in the city of São Paulo, Brazil.

http://portal.anhembi.br/index.html

The education market in Brazil is somehow unique. Elementary and secondary private schools are generally considered to offer a better quality education than public schools. On the contrary, public universities have traditionally offered a better education than private ones, exception made to focused colleges, as in Business.

However, with the increase of the adult population in Brazil, public universities are not able anymore to supply enough education to the market demand. Because of that, in the last decades the private education sector has grown exponentially in the country, and now there are more space available than potential students, what led to closing of some universities and fusions. It can be said that the higher education sector is in the consolidation phase in Brazil.

Besides of that, Distance Education is growing exponentially in the last years in Brazil. Higher education institutions that offer face to face courses are authorized by the Federal Government (who regulates this area) to offer 20% of its courses online, and this number is in the process of increasing to 40%. Besides of that, undergraduate courses can be offered 100% online.

Universidade Anhembi Morumbi is involved by this macro-environment.

In 1970, a group of marketing professionals start in Sao Paulo the School of Social Communication Anhembi. A year later, another group, formed by engineers and architects, founded the School of Tourism Morumbi, with the first higher education course of Tourism in Brazil. In 1982, the two institutions fuse and Anhembi Morumbi College is born, offering courses in Media, Tourism, Bilingual Executive Secretary and Administration.

In the 1990s, new undergraduate courses are launched, for the first time in Brazil: Fashion Business, Education, Pharmacy, and Digital Design, among others. In 1997, the institution becomes a university. In the following year its second campus is founded. In 1999, it starts offering Technological Courses, in which the student can undergraduate in 2 years.

The new millennium starts with the creation of the undergraduate course of Civil Aviation, first in the area, in 2001. In the next year, two new campus are launched, and in 2008 another one.

In 2005, University Anhembi Morumbi becomes a member of the Laureate International Network of Universities. Since then, the university became much more business and money driven.

The brand through which the university markets itself is innovation and creativity.

University Anhembi Morumbi has today more thatn 25,000 students, mainly in undergraduate courses, with some graduate courses. It is actually not a research focused institution, but an instruction one.

The Distance Education Department, to which this project will be developed, was pioneer in the country in the 1980s. However, mainly since the alliance with Laureate, Distance Education was seen as a way of making more money (not exactly education), so the online courses usually involve hundreds of student, with minimum interaction, traditional assessment (mainly multiple choice tests and some written answers), and pdfs or simple flash based courses. It can be said that the main objective of the department is to make money for the university, using pedagogy of study by yourself – instruction produced, the learner will read the material, answer questions and do a final test.

Blackboard is used as the virtual learning environment for online courses. All the content is displayed as part of a discipline, always divided in 8 parts. The whole semester content is opened at the beginning of the semester, as usually all the tests and questions. Each discipline has a tutor, who actually works much more as a monitor, passively answering doubts. The tutor, however, is responsible for proposing the multiple choices tests (for 6 lessons) and open questions (for 2 lessons).

Learners can use high-tech laboratories at the university, if they have problems accessing materials from home. However, usually the students work at home.

2b.2: Transfer context

As stated in the learning goal:

Given a business and administration situation, the learner will be able to apply philosophical and/or ethical concepts and reasoning to support his or her decision making process.

That is to say, learners will supposedly act professionally as business and administration professionals.

A philosophy and ethics course could be a theoretical course for those students, in the sense of teaching history of philosophy, discussing some authors, movements, and ideas, and expecting that this would somehow help them in their professional life, or even that it would work as general knowledge, without necessarily leading to application.

That was not how I have decided to design instruction. Taking into consideration that there is already a great discrepancy on learners (in knowledge, experience and age), that, at least in the case of the face to face students (around 19 year-old), they do not like online disciplines, that there is a general rejection against philosophy, and that online courses at Anhembi Morumbi are solely textual, I decided to take design instruction so that it can be transferred for real life situations in administration.

So, when the learner faces a conflict in work, he might be able to use what he learned to stay calm, rationally face the situation, and make the better decision.

Learner shall also be able to identify a philosophical or ethical conflict, reflect upon it using what he learned, and again make the better decision.

So, in a general sense, the learning is thought to be transferred to situations where the learner must make a decision as a manager, supporting his or her decision.

2c. Description of the Learners

The same discipline will be taken by two different groups of students:

a) Around 33 year-old students of 100% online courses.
b) Around 19 year-old students of face to face programs, who will take this discipline (and some others) online, at the 3rd semester of different courses: Business and Administration, Marketing, International Relations, and International Business.

Students that take face to face courses do not value too much the disciplines they take online. Usually, they do not engage in studying and try to cheat tests.

100% online courses are seen different, even why students are older (33 against 19), usually work and have a family, and so get more involved in their study.

Because of the market saturation on private higher education in the country, anybody who wants to study at Anhembi Morumbi make it. That is to say, there is an entrance assessment, but it almost never cuts anybody from enrolling in the courses. Because of that, in the same courses we find learners of very different levels of knowledge and expertise.

3. PLANNING

3a. Learning Objectives (list)

Content and Learning Objectives were organized taking into consideration the number of 8 lessons by which the discipline should be divided, and applying the Elaboration Model by Reigeluth.

1. **General Concepts**
    a. Learners will be able to define philosophy with his or her own words
    b. Learners will be able to define ethics with his or her own words
    c. Learners will be able to list the main philosophers in Ancient, Medieval, and Modern Philosophy
    d. Learners will be able to describe the main philosophical movements in Ancient, Medieval, and Modern Philosophy
    e. Learners will be able to demonstrate the capacity of looking into a problem from more than one perspective
    f. Learners will be able to identify an invalid reasoning
    g. Learners will be able apply alternative decision making techniques besides reason, as intuition and abduction, to a problem

2. **Applying Philosophy of Language**
    a. Learners will be able to apply philosophy of language concepts to solve conflicts
    b. Learners will be able to apply philosophy of language concepts to improve business communication and negotiation in foreign languages
    c. Learners will be able to differentiate the way people communicate and behave face to face and virtually
    d. Learners will be able to describe information overload
    e. Learners will be able to apply the concepts of constant flow to solve problems

3. **Leadership**
    a. Learners will be able to describe and identify different leadership styles
    b. Learners will be able to apply the concept of interaction in business
    c. Learners will be able to apply Mary Parker's Follett idea of situation law in conducting meetings
    d. Learners will be able to differentiate the concepts of philosophy, mission, and vision in corporations

4. **Business Responsibility**
    a. Learners will be able to define the concept of stakeholders
    b. Learners will behave following a communitarian ethics
    c. Learners will be able to differentiate liberalism and socialism
    d. Learners will be able to define Kant's ethics law
    e. Learners will behave using Kant's ethics law
    f. Learners will be sensitive to huge differences in salaries and wealth distribution

5. **State**
    a. Learners will be able to summarize at least three political theories that justify the power of State

6. **Intellectual Property**
    a. Learners will be able to behave according to intellectual property laws

7. **Codes of Ethics**
    a. Learners will be able to describe the function of Codes of Ethics
    b. Learners will be able to differentiate the existentialist concept of personal responsibility from the concept of unconscious acts

8. **Environmental Ethics**
    a. Learners will make decisions taking into consideration environmental ethics issues

3b. Matrix of Objectives, Bloom's Taxonomy, and Types of Learning.

For each objective writen, the following Matrix classifies it among the taxonomy of learning objectives created by Bloom. It also identifies if the primary strategy to be used to teach the objective will be supplantive (S) or generative (G). The "Types of Learning" refers to Smith & Ragan, Ch. 8-15.

Objective Number [1]	Bloom's Taxonomy Classification [2]	Strategy to be employed to teach the objective [3]	Type of Learning [4]
1a	Knowledge	G	Declarative
1b	Knowledge	G	Declarative
1c	Knowledge	S	Declarative
1d	Comprehension	S	Declarative
1e	Application	G	Conceptual
1f	Application	G	Cognitive
1g	Application	G	Conceptual
2a	Application	G	Conceptual
2b	Application	G	Conceptual
2c	Analysis	G	Conceptual
2d	Comprehension	S	Declarative
2e	Application	G	Conceptual
3a	Comprehension	S	Cognitive
3b	Application	G	Conceptual
3c	Application	G	Conceptual
3d	Analysis	G	Declarative
4a	Knowledge	S	Declarative
4b	Evaluation	S	Attitude
4c	Analysis	S	Declarative
4d	Knowledge	S	Declarative

4e	Evaluation	G	Attitude
4f	Evaluation	G	Attitude
5a	Comprehension	S	Declarative
6a	Evaluation	G	Attitude
7a	Knowledge	S	Declarative
7b	Analysis	S	Declarative
8a	Evaluation	G	Attitude

3c. ARCS Table

Keller's "ARCS Model" (1987) stands for "Attention," "Relevance," "Confidence," and "Satisfaction." It is a model for motivation design. The following chart identifies the strategies to be used for each of the four areas. The focus is on the entire training/educational experience.

Project Goal Statement: Given a business and administration situation, the learner will be able to apply philosophical and/or ethical concepts and reasoning to support his or her decision making process.

In the boxes below the subcategory (marked with a > symbol), please write out the motivation strategy that you plan / design for the lesson. You only need to complete one of these documents – it is done (in this case) for the goal, not for each objective. You should be detailed but succinct. Do not describe the area indicated, but write what the instructor would do.

ATTENTION
A.1 Perceptual Arousal
➢ All the lessons will start with an interesting and complex case that allows more than one perspective and more than one solution.
A2. Inquiry Arousal
➢ From that case, students will be motivated to reflect and research on the topic, even in theory, to help them support their positions.
A3. Variability
➢ Games and principles of game design will be used to maintain their attention.

RELEVANCE

R1. Goal orientation
➤ Cases, examples, and even the theoretical discussion will focus on practical situations, that the student will face in his or her work.
R2. Motive matching
➤ During the games and cases discussions, learners will be provided with appropriate choices, responsibilities, and influences.
R3. Familiarity
➤ Learners will be asked to enrich the material with experiences they have already had.

CONFIDENCE
C1. Learning requirements
➤ The lessons will present successful examples of the use of the concepts being studied and discussed.
C2. Success opportunities
➤ Playing the games will support or enhance the students' beliefs in their competence, besides the possibility of connecting students to business professionals who believe and practice the concepts presented.
C3. Personal control
➤ Students will need to use their efforts and abilities to succeed in the games.

SATISFACTION
S1. Natural consequences
➤ Games will be meaningful opportunities for learners to use their newly acquired knowledge/skill, besides practical assignments.
S2. Positive consequences
➤ Replaying games will provide reinforcement to the learner's successes.
S3. Equity
➤ Besides games also assisting the students in anchoring a positive feeling about their accomplishments, outside business professionals will be asked to give feedback on their practical assignments.

4. INSTRUCTOR GUIDE

The instructor will find here a set of instructions.

In each of the eight lessons, students will be exposed to the instructional material, and the following guide will show, in sequential steps, how a learner goes from Introduction (start of the lesson) to Conclusion (end of the lesson).

This guide also explains how the course and lessons were conceived and, the most important, how the instructor (that will actually work as a mediator) can successfully work as a mediator in the learning process, proposing activities, giving feedbacks, etc.

In 5b. Formative and/or Summative Assessment materials, the instructor will find extra support for evaluation.

Introduction

Active Attention or Gain Attention
Each lesson was conceived starting with an interesting and complex case that allows more than one perspective and more than one solution.

Establish Purpose or Inform Learners of Purpose
From the contact with the case, students should be able to extract the purpose of studying the main topic of the lesson, but a forum or other activities can be used by the instructor to measure and reinforce this sense of purpose.

Arouse Interest and Motivation or Stimulate Learners' Attention/Motivation
After the contact with the case, a quick question will be asked to the learner, so that he needs to answer it, in a forum or other tool, reflecting on his or her previous experiences and trying to make sense of the complexity of the case.

Preview the Learning Activity or Provide Overview
At the end of the introduction, there will be an overview of the concepts, movements, and authors to be studied, and the learning activities, what the instructor could reinforce while giving feedback for this introductory question.

Body

Recall relevant prior knowledge or Stimulate recall of prior knowledge
This was already done through the question proposed in the previous phase.

Process information and examples or Present information and examples
Some concepts, authors, and movements will be presented, in different formats depending on the topic or the lesson, which might support reflection and attitudes about the case and the topic.

Focus Attention or Gain & Direct Attention

During the lesson, games and principles of game design will be used arouse interest and motivation or stimulate learner's attention/motivation.

Employ Learning Strategies or Guide or Prompt Use of Learning Strategies

Cases, examples, and even the theoretical discussion will focus on practical situations, that the student will face in his or her work.

During the games and cases discussions, learners will be provided with appropriate choices, responsibilities, and influences.

Learners will be asked to enrich the material with experiences they have already had.

Cases, examples, and even the theoretical discussion will focus on practical situations, which the student will face in his or her work.

During the games and cases discussions, learners will be provided with appropriate choices, responsibilities, and influences.

Learners will be asked to enrich the material with experiences they have already had.

The lessons will present successful examples of the use of the concepts being studied and discussed.

All of the above strategies will guide the use of learning strategies, inviting the students to relate the concepts presented to the case and topic, in a general sense.

Practice or Provide for and Guide Practice

This should be reached by the games, but the instructor could complete the process suggesting more cases and trying to connect the students with business professionals, in various ways.

Playing the games will support or enhance the students' beliefs in their competence, besides the possibility of connecting students to business professionals who believe and practice the concepts presented.

Games will be meaningful opportunities for learners to use their newly acquired knowledge/skill, besides practical assignments.

Evaluate Feedback or Provide Feedback

Besides games also assisting the students in anchoring a positive feeling about their accomplishments, outside business professionals will be asked to give feedback on their practical assignments.

Peers and the instructor can also provide feedback.

Conclusion

Summarize and review or Provide summary and review

A summary of the case and the concepts will be provided at the end of instruction, which could be reinforced by the instructor, taking into consideration extra activities, the performance of students on the games, peer assessment, and outside business professionals' feedback.

Transfer learning or Enhance transfer

Students will need to use their efforts and abilities to succeed in the games, which should enhance transfer.

Remotivate and Close or Provide Remediation and Closure

Replaying games will provide reinforcement to the learner's successes.

Assess Learning or Conduct Assessment Evaluate

Assessment will include results on the games, participation on the forums, peer assessment, and outside business professionals feedback, besides a formal assessment, if required by the institution (as it is the case in other online courses).

Feedback and Seek Remediation or Provide Feedback and Remediation

The instructor is responsible for the final feedback to the learner, after all the assessment tools are used.

5. LEARNER CONTENT

5a. Learning materials

The course is divided in eight lessons, as a standard for online courses in the institution.

The lessons were divided in eight general themes, applying the Elaboration Model by Reigeluth. The following list includes the introductory case, initial questions, and the main topics of each lesson. It does not include activities to be proposed and games. In some cases, a discussion was conducted with the same learners that participated on the survey (2.a1), and the results are indicated.

Lesson 1: General Concepts

Introductory case: Trials and deaths of Socrates, Jesus, Tiradentes (a Brazilian martyr), Frei Caneca (a Brazilian martyr), and Saddam Hussein

Initial questions: What is a fair trial? Which of these 3 were fair? Is death a fair penalty?

Discussion: there was a deep interest and an intense debate on the death penalty and ways of guaranteeing a fair trial. Other examples might be added to the above, to enrich the exercise.

Main topics:

Philosophy and Ethics

Outline of Ancient, Medieval, Modern, and Contemporary Philosophy

Critical Thinking

Logic: Fallacies, Deduction, Induction, Abduction, and Intuition

Lesson 2: Applying Philosophy of Language and Information

Introductory case: life of Hellen Keller.

Initial questions: How does the development of language affect the development of thought? How language determines our relationship with others? How does language influence business?

Discussion: there was a deep interest by the story of Hellen Keller, which nobody knew. It is a very nice narrative to introduce the topic, including the reference to the film *The Miracle of Annie Sullivan*.

Main topics:

Principles and main concepts of Philosophy of Language, Information, and Communication

Lesson 3: Leadership

Introductory case: Carlos Alberto Parreira DT of Brazilian Soccer team in 1994 (champion) and 2006 (not champion, but with a much better team).

Initial questions: Is Parreira a leader or not? How do we explain, in terms of leadership, the discipline problems faced in 2006, with a much better team, wich did not occur in 1994? What is leadership?

Main topics:

Leadership Styles

Interaction

Mary Parker Follett – the law of situation

Corporate Philosophy, Mission, and Vision

Lesson 4: Ethics and Business Responsibility

Introductory case: Rich people or corporations in poor regions or countries.

Initial questions: Should business be obliged to invest in its poor surroundings? Should business be taxed for poverty? What are the responsibilities of corporations?

Main topics:

Social Responsibility of Business

Communitarian Ethics

Liberalism x Socialism

Kant's Ethics Law

Lesson 5: The State

Introductory case: Important movements against the Brazilian government, during its history (Tiradentes, Canudos, Cabanagem etc.)

Initial questions: What constitutes the power of the State? Should we always be obliged to obey what the State states?

Main topics:

Political Theories about the Power of the State

Lesson 6: Intellectual Property

Introductory case: A real life situation where an employee was fired because the company read his personal emails.

Initial questions: Do Corporations have the right to read personal communication by their employees? What are the limits? What is my property and what is the corporation's property?

Discussion: there was also an intense discussion, with different examples: when a person delivers to a competitor information about the corporation, when people use communication tools abusively during work time etc. The discussion was important to help understand that there is a need of a concept clarification of the example, pointing to the cases where there is really an issue of private and public information at stake.

Main topics:

The philosophical background of intellectual property

Brand, Patents, and Copyright

Intellectual property on the digital age

Lesson 7: Codes of Ethics

Introductory case: Case where somebody is judged by a crime as if it was an unconscious act, so not condemned.

Initial questions: How to differentiate conscious and unconscious acts? When should somebody be considered responsible for their acts, and when not?

Main topics:

Professional Ethics

Codes of Ethics

Personal Responsibility x Unconscious Acts

Lesson 8: Environmental Ethics

Introductory case: Amazon is a remaining green area of the planet, so Brazil should not be allowed to destroy it. But other developed countries have destroyed their forests, so will Brazil be prohibited to develop?

Initial questions: Who should be considered the owner of the Amazon forest? Should developed countries be obliged to pay for the destruction they have generated?

Discussion: there was not so much interest in this discussion. Learners did not know about proposals to tax developed countries on what they have done to the environment, but anyway this did not seem to call much attention. This case might be replaced by another.

Main topics:

Environmental ethics issues

5b. Formative and/or Summative Assessment materials

Games will be used as formative assessment tools. Besides that, we will suggest the development of a student portfolio, that could be used both for formative as for summative assessment.

Summative assessments are usually proposed by the University at the end of each lesson, including six multiple tests and two written answers. Multiple tests might be considered in some of the knowledge and declarative learning objectives, as written answers can also be used for many of the objectives here indicated, but other tools for assessment will be proposed during the course, like forums, performance on the games, peer evaluation, feedback from external business professionals etc. Anyway, it is the responsibility of the tutor to design and propose these assessments.

A final summative assessment for online courses is usually conducted by the University in a face to face, written test, which includes multiple choices and written answers. This method seems inadequate do assess the goal and objectives of this course, so an alternative method, involving an intervention by the students, will be suggested.

In both cases, as business is a collaborative enterprise, group activities will be suggested as both formative and summative assessment tools, instead of only individual activities.

5c. Technology Tool Justification

Blackboard is the official LMS used for online courses by the University, so the whole course will develop inside it.

Forums will be used as a tool for discussion and deliberation, a common practice in business.

Games will also be used for many reasons. First of all, to enhance engagement and to turn learning into a less serious activity. Secondly, as assessment tools, as already indicated. Games can personalize learning, in the sense of increasing levels of difficulties depending on the knowledge and skills of the students. Games will also work to simulate business situations and reinforce learning.

Skype or other synchronous tools will also be used to communicate with external business professionals.

6. FORMATIVE EVALUATION PLAN

This part of the project discusses four types of formative evaluation.

There is a brief plan for three types, and the implementation of one type (Expert Evaluation).

6a. Expert Review

2 experts were used:

a) The head of the Distance Education Department, Cristiane Alperstedt, who has theoretical and practice experience in business, checking the general structure of the project

b) Ariovaldo VillasBoas, a Philosophy Professor at Universidade Anhembi Morumbi, who has theoretical and practice experience in business, and teaches at the Distance Education Department, to check the instructional design of the project

6b. One to One Evaluation

Three students will test the material before its final validation.

This test will try to identify typographical errors, unclear sentences, poor or missing directions, inappropriate examples (or need for more examples), unfamiliar and unexplained vocabulary, mislabeled pages or illustrations, illustrations that do not communicate intent, and frames in incorrect sequences.

I will follow his or her path through the material, to analyze if the learners understand the flow, know what to do in each moment, interpret graphics, and read all the textual material.

I will also pay special attention to how the learner performs in the games, with the help of one of the game designers. We will try to identify if the game enhance learning or take the learner away from the material, as if the learner is able to reflect on how the game relates to the whole lesson.

6c. Small Group Evaluation

This evaluation will be performed to check the efficiency of the revisions made based on the onetoone evaluations, as to test how the instruction work with more varied leaners.

In this evaluation, the group will perform some of the interactive activities proposed in the course, interacting among themselves.

So, the main objective of this phase will be to test the instruction nearer the way it will be used.

6d. Field trial

This final trial will include interaction will include a higher group of learners, interacting also with a tutor and an external business professional.

In this trial, the course will be tested in the way it should be implemented, and the assessment activities will be the main focus of evaluation.

7. FORMATIVE EVALUATION REPORT

7a. Evaluation Survey or Rubric

Part of this project was emailed to them, including topic and learner content. There were five main open questions asked, besides leaving space for additional comments:

a) What is your opinion about the justification for the design choices for the course?
b) What is your opinion about the general concept of the course?
c) What is your opinion about the general structure of the eight lessons?
d) What is your opinion about the initial cases of the eight lessons?
e) What is your opinion about the questions associated with the initial cases of the lessons?
f) What is your opinion about the topics of each lesson.

7b. Report the results of the expert review.

All the answers were positive for the questions.

Cristiane said that the course seems wonderful and that it will meet very well the institution needs. She stressed that the courses are on the business area, not necessarily on administration.

Arilson said that the design is objective and it meets the needs of the audience, as they resist both online courses and studying philosophy, and it is important that they realize the importance of this study. We, as professionals with experience on the corporate world, know the importance of the study of philosophy to the moments of decision making.

7c. Comments on Change

The positive answers reinforced that these initial design choices were adequate

I do not believe that Cristiane's comment on the business courses might have any impact on the design of instruction, but I will double check with her what she means by that.

So, the feedback from the 2 experts helped to motivate me to continue the work (the hard work is to come), and produce the content and the games (which I believe will be just suggestions for games) in the 17 remaining days!

8. AECT STANDARDS GRID

Professional Standards Addressed (AECT)

The following standards, developed by the Association for Educational Communications and Technology (AECT), and used in the accreditation process established by the National Council for Accreditation of Teacher Education (NCATE), are addressed to some degree in this course. The numbers of the standards correspond to the numbers next to the course tasks show on the list of assignments. Not all standards are addressed explicitly through student work.

		Assignments meeting standard in whole or part
Standard 1: DESIGN		
1.1 Instructional Systems Design (ISD)	X	ID Projects 1 & 2
1.1.1 Analyzing	X	ID Projects 1
1.1.2 Designing	X	ID Projects 1 & 2
1.1.3 Developing	X	ID Projects 1 & 2
1.1.4 Implementing	X	ID Project 2
1.1.5 Evaluating	X	Selected Discussion Forums; ID Project 2
1.2 Message Design		
1.3 Instructional Strategies	X	ID Project 2
1.4 Learner Characteristics	X	ID Project 1
Standard 2: DEVELOPMENT		
2.0 (includes 2.0.1 to 2.0.8)	X	ID Project 02
2.1 Print Technologies	X	Reading Quiz; ID Projects 1 & 2
2.2 Audiovisual Technologies		
2.3 Computer-Based Technologies	X	(all assignments)
2.4 Integrated Technologies		
Standard 3: UTILIZATION		
3.0 (includes 3.0.1 & 3.0.2)		
3.1 Media Utilization	X	(all assignments)
3.2 Diffusion of Innovations		
3.3 Implementation and Institutionalization	X	ID Project 2
3.4 Policies and Regulations		
Standard 4: MANAGEMENT		
4.0 (includes 4.0.1 & 4.0.3)		
4.1 Project Management		
4.2 Resource Management		
4.3 Delivery System Management		
4.4 Information Management		
Standard 5: EVALUATION		
5.1 Problem Analysis	X	
5.2 Criterion-Referenced Measurement	X	ID Project 2
5.3 Formative and Summative Evaluation	X	ID Project 2
5.4 Long-Range Planning		

COURSE GOALS & OBJECTIVES

The overall goal for the course is for each student to consider and use the systematic process of instructional design to create an instructional product. To achieve this goal, students will engage in activities that promote reflective practice, emphasize realistic contexts, and employ a number of communications technologies. Following the course, students will be able to:

1. Discuss the historical development of the practice of instructional design with regard to factors that led to its development and the rationale for its use

2. Describe at least two reasons why instructional design models are useful

3. Identify at least six instructional design models and classify them according to their use

4. Compare and contrast the major elements of three theories of learning as they relate to instructional design

5. Define "instructional design."

6. Define the word "systematic" as it relates to instructional design

7. Define "learning" and synthesize its definition with the practice of instructional design

8. Relate the design of instruction to the term "educational (or "instructional") technology"

9. Describe the major components of the instructional design process and the functions of models in the design process

10. Provide a succinct summary of various learning contexts (declarative knowledge, conceptual, declarative, principle, problem-solving, cognitive, attitudinal, and psychomotor)

11. Build an instructional design product that integrates major aspects of the systematic process and make this available on the web.

    a. Describe the rationale for and processes associated with needs, learner, context, goal, and task analyses

        i. Create and conduct various aspects of a front-end analysis

        ii. Identify methods and materials for communicating subject matter that are contextually relevant

    b. Describe the rationale for and processes associated with creating design documents (objectives, motivation, etc.)

        i. Construct clear instructional goals and objectives

        ii. Develop a motivational design for a specific instructional task

        iii. Develop assessments that accurately measure performance objectives

    c. Select and implement instructional strategies for selected learning tasks

        i. Select appropriate media tools that support instructional design decisions

    d. Describe the rationale and processes associated with the formative evaluation of instructional products

        i. Create a plan for formative evaluation

12. Identify and use technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

13. Apply state and national content standards to the development of instructional products

14. Meet selected professional standards developed by the Association for Educational Communications and Technology

15. Use various technological tools for instructional and professional communication

AECT STANDARDS (Applicable to EDTECH 503)

1.0 Design

1.1 Instructional Systems Design

1.1.a Utilize and implement design principles which specify optimal conditions for learning.

1.1.b Identify a variety of instructional systems design models and apply at least one model.

1.1.1 Analyzing

1.1.1.a Write appropriate objectives for specific content and outcome levels.

1.1.1.b Analyze instructional tasks, content, and context.

1.1.2 Designing

1.1.2.a Create a plan for a topic of a content area (e.g., a thematic unit, a text chapter, an interdisciplinary unit) to demonstrate application of the principles of macro-level design.

1.1.2.b Create instructional plans (micro-level design) that address the needs of all learners, including appropriate accommodations for learners with special needs.

1.1.2.d Incorporate contemporary instructional technology processes in the development of interactive lessons that promote student learning.

1.1.3 Developing

1.1.3.a Produce instructional materials which require the use of multiple media (e.g., computers, video, projection).

1.1.3.b Demonstrate personal skill development with at least one: computer authoring application, video tool, or electronic communication application.

1.1.4 Implementing

1.1.4.a Use instructional plans and materials which they have produced in contextualized instructional settings (e.g., practica, field experiences, training) that address the needs of all learners, including appropriate accommodations for learners with special needs.

1.1.5 Evaluating

1.1.5.a Utilize a variety of assessment measures to determine the adequacy of learning and instruction.

1.1.5.b Demonstrate the use of formative and summative evaluation within practice and contextualized field experiences.

1.1.5.c Demonstrate congruency among goals/objectives, instructional strategies, and assessment measures.

1.3 Instructional Strategies

1.3.a Select instructional strategies appropriate for a variety of learner characteristics and learning situations.

1.3.b Identify at least one instructional model and demonstrate appropriate contextualized application within practice and field experiences.

1.3.c Analyze their selection of instructional strategies and/or models as influenced by the learning situation, nature of the specific content, and type of learner objective.

1.3.d Select motivational strategies appropriate for the target learners, task, and learning situation.

1.4 Learner Characteristics

1.4.a Identify a broad range of observed and hypothetical learner characteristics for their particular area(s) of preparation.

1.4.b Describe and/or document specific learner characteristics which influence the selection of instructional strategies.

1.4.c Describe and/or document specific learner characteristics which influence the implementation of instructional strategies.

2.0 Development

2.0.1 Select appropriate media to produce effective learning environments using technology resources.

2.0.2 Use appropriate analog and digital productivity tools to develop instructional and professional products.

2.0.3 Apply instructional design principles to select appropriate technological tools for the development of instructional and professional products.

2.0.4 Apply appropriate learning and psychological theories to the selection of appropriate technological tools and to the development of instructional and professional products.

2.0.5 Apply appropriate evaluation strategies and techniques for assessing effectiveness of instructional and professional products.

2.0.6 Use the results of evaluation methods and techniques to revise and update instructional and professional products.

2.0.7 Contribute to a professional portfolio by developing and selecting a variety of productions for inclusion in the portfolio.

2.1 Print Technologies

2.1.3 Use presentation application software to produce presentations and supplementary materials for instructional and professional purposes.

2.1.4 Produce instructional and professional products using various aspects of integrated application programs.

2.3 Computer-Based Technologies

2.3.2 Design, produce, and use digital information with computer-based technologies.

3.0 Utilization

3.1 Media Utilization

3.1.1 Identify key factors in selecting and using technologies appropriate for learning situations specified in the instructional design process.

3.1.2 Use educational communications and instructional technology (SMETS) resources in a variety of learning contexts.

3.3 Implementation and Institutionalization

3.3.1 Use appropriate instructional materials and strategies in various learning contexts.

3.3.2 Identify and apply techniques for integrating SMETS innovations in various learning contexts.

3.3.3 Identify strategies to maintain use after initial adoption.

4.0 Management

(none specifically addressed in 503)

5.0 Evaluation

5.1 Problem Analysis

5.1.1 Identify and apply problem analysis skills in appropriate school media and educational technology (SMET) contexts (e.g., conduct needs assessments, identify and define problems, identify constraints, identify resources, define learner characteristics, define goals and objectives in instructional systems design, media development and utilization, program management, and evaluation).

5.2 Criterion-referenced Measurement

5.2.1 Develop and apply criterion-referenced measures in a variety of SMET contexts.

5.3 Formative and Summative Evaluation

5.3.1 Develop and apply formative and summative evaluation strategies in a variety of SMET contexts.

SMET = School Media & Educational Technologies

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