

EDU603 Emerging Pedagogies and Critical Instructional Design

(3 credit hours)

Course Syllabus

Course Description

What does it mean to be a critical instructional designer? How can we design and develop courses that do the least amount of harm to the most vulnerable populations at our institutions, offices, etc.? In this course, learners will be looking at the work of instructional designers, educators, technologists, and activists who are questioning the practices of white, colonial education and instructional design practices. We will look at the critical instructional design, design justice and other emerging pedagogies and frameworks to start centering our work. We will explore a few ethical decision-making frameworks, as well as how other professions integrate ethics into their work.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Recognizing various emerging pedagogical approaches that support socially just uses of educational technology.
2. Review current literature that explores critical digital pedagogies, critical design pedagogies.
3. Compare and contrast current and established instructional design theories, models and practices.
4. Developing a philosophy that centers their own instructional design beliefs to continue social justice related practices.

Required Textbook(s) and Resources

All materials will be provided or linked to within the online course.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#).

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

Discussions

Each week you will have a discussion forum. The purpose of this is to get you connected with your colleagues on various topics that you are reading. Gaining perspective from other people will help shape your views and understanding of the materials you are encountering. Please engage as fully as possible. Some great conversations can be had via a discussion board!

As we challenge ourselves and each other, we will be guided by our Community Agreement. Each of you will be adding to this document during the first week of the course. I will then share it out in announcements so that we can continue to reflect and hold ourselves accountable to the shared understanding in this work.

Reflections

There will be two reflection assignments. One will be a “pre-flection” where you are being asked to think about where you are right now in your journey. At the end of the seven weeks, you will be asked to follow up on a “post reflection”. This is meant to help you see where you

might have changed your thinking around certain ideas or concepts you may have encountered.

Into Practice

There are four “into practice” assignments and fall into Weeks 3, 4 and 5. The final “Into Practice” assignment will be shared in a Discussion Forum. These assignments are meant to help you practice your craft of instructional design and begin the process of incorporating what you are learning into your designs.

- Week 3: Create an educational artifact using Critical Instructional design.
- Week 4: Create an empathy map (Design Thinking)
- Week 5: Create an educational artifact using Design Justice practices.
- Week 6: Create A Brief Outline of an Online Learning Module (Trauma-Informed Pedagogy – Discussion Forum)

Your ID Philosophy

Starting in Week 2, you will be working on drafting various parts of your own instructional design philosophy. The final assignment is distributed into three main parts:

1. Week 2: Your Why
2. Week 4: The Big 3
3. Week 6: Crafting Your Pitch
4. Week 7: Final Version is Due

You might be wondering why you are reading the Kevin Gannon book, “Radical Hope” when it seems geared more towards instructors than instructional designers. There’s a twofold purpose to this reasoning.

1. Understanding the complexities of working in higher education – many of us have been students all our lives and haven’t yet “peaked behind the curtain” to see how it all works (or doesn’t work). Having a sense of what your client – the faculty member – is experiencing will help you design better with them as a partner. It will help build empathy for them and help you understand the challenges they face from a different vantage point.
2. Seeing yourself in this work – while you may be working outside of higher education, it’s still important to understand your own thinking around various parts learning designs. How do you perceive belonging? What matters most to you in terms of designing a learning experience? How do you carefully about the resources you choose? We are silent partners in this work. Understanding where your ethics and beliefs align will help you as you navigate your career.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total	
Discussions Activity 1.1 (n/a) Activity 1.2 (n/a) Activity 1.3 (50)	Discussions Activity 2.2 (50)	Discussions Activity 3.1 (50)	Discussions Activity 4.1 (50)	Discussions Activity 5.1 (50)	Discussions Activity 6.1 (50)	Discussions Activity 7.1 (25)	325	
	Pre-Reflection #1 Activity 2.1 (100)	Into Practice Activity 3.2 (40)	Into Practice Activity 4.2 (40)	Into Practice Activity 5.2 (40)	(n/a)	Post Reflection Activity 7.2 (75)		295
(n/a)	Prepping for Your Philosophy Activity 3.3 (30)	(n/a)	Prepping for Your Philosophy Activity 4.3 (30)	(n/a)	Prepping for Your Philosophy Activity 6.3 (135)	ID Philosophy Activity 7.3 (185)		380
50	180	90	120	90	185	285	1000	

Grading Scale

A: 90-100% | B: 80-89% | C: 70-79% | F: <69%

Course Schedule and Weekly Checklist

Start Here

MON: Activity 1.1: Look At Me!

Week 1

WED: Activity 1.1: Look at Me!

WED: Activity 1.2: Community Agreement - Initial Post

WED: Activity 1.3: Why Should IDs Care About Critical Design? - Initial Post

SAT: Activity 1.2: Community Agreement - Follow-up Posts

SAT: Activity 1.3: Why Should IDs Care About Critical Design

Week 2

- WED: Activity 2.1: Preflection: Who Am I As An Instructional Designer?
- WED: Activity 2.2: Radical Hope (Intro - Chapter 3) - Initial Post
- SAT: Activity 2.2: Radical Hope (Intro - Chapter 3) - Follow-up Posts
- SUN: Activity 2.3: Draft Philosophy Statement - "Your Why"

Week 3

- WED: Activity 3.1: Critical Pedagogy and Instructional Design - Initial Post
- SAT: Activity 3.1: Critical Pedagogy and Instructional Design - Follow-up Posts
- SUN: Activity 3.2: Into Practice: Critical Pedagogy and Instructional Design

Week 4

- WED: Activity 4.1: Radical Hope (Chapters 4 - 7) - Initial Post
- SAT: Activity 4.1: Radical Hope (Chapters 4 - 7) - Follow-up Posts
- SUN: Activity 4.2: Into Practice: Design Thinking and Instructional Design
- SUN: Activity 4.3: Draft "The Big 3"

Week 5

- WED: Activity 5.1: Design Justice/Instructional Design - Initial Post
- SAT: Activity 5.1: Design Justice/Instructional Design - Follow-up Posts
- SUN: Activity 5.2: Into Practice - Design Justice/Instructional Design

Week 6

- WED: Activity 6.1: Trauma-Informed and Instructional Design - Initial Post
- SAT: Activity 6.1: Trauma-Informed and Instructional Design - Follow-up Posts
- SUN: Activity 6.2: "Your Pitch" Draft

Week 7

- WED: Activity 7.1: Future Pedagogies & Reflection - Initial Post

- SAT: Activity 7.1: Future Pedagogies & Reflection - Follow-up Posts
- SUN: Activity 7.2: Post Reflection
- SUN: Activity 7.3: Final ID Philosophy Statement

Tips for Success

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

For More Information:

Be sure to review the [Support, Policies, and Procedures](#) addendum.