Welcome

The purpose of IDS5142 is to provide Instructional Design guidance to better understand aspects and applications of Modeling and Simulation related to simulation-based training careers. Emphasis is on the development cycle of a variety of projects among simulation fields. Teamwork is expected and collaboration will be facilitated through online meetings consisting of webinars and virtual world tours. You are invited and encouraged to participate in co-curricular, professional development activities that will support and enrich your academic career at UCF and beyond.

Contact protocol

UCF’s learning management system Webcourses (https://cdl.ucf.edu/support/webcourses/) email is used for all course related correspondence (e.g., curriculum, assignments, or grades). It is your responsibility to login and check the course site at least twice a week. Also, set course options to immediately forward any announcements.

If there are questions regarding Webcourses itself (e.g., difficulty loading pages, problems uploading assignments), please use the "help" button on the upper right hand of the screen and contact Online@UCF (https://cdl.ucf.edu/support/webcourses guides/login/) for technical support.
IDS5142 Modeling and Simulation for Instructional Design

Course Overview

Course Description

IDS5142 is required for the Instructional Design for Simulation Graduate Certificate. It is also an elective course for Modeling and Simulation students and other graduate programs campus-wide.

IDS5142 covers interdisciplinary aspects of M&S applications for instructional design and emphasizes the simulation domains of aviation & space, military, healthcare, education, and hospitality & entertainment. Other associated domains may be addressed. The course requires creation of materials intended to be included within your own electronic portfolio that reflects UCF graduate-level work suitable for sharing with employers for job interviews and advancement.

Course Goals

IDS5142 is designed to promote your success in the fields of Instructional Design and Modeling & Simulation. Your competency levels may vary on abilities within the field, but you will have a better notion of how partnering is required to accomplish projects, where to seek reference for staying current in the field, and whom you can contact as practitioners in the field.

By the end of the course, you will:

- Acquire a strong foundational knowledge of basic modeling and simulation concepts, backgrounds, methods, and definitions
- Understand current states and predict future states of modeling and simulation across multiple disciplines/industries
- Determine the limits and boundaries of modeling and simulation
- Demonstrate awareness of interdisciplinary training and educational applications of simulations across industries/sectors
- Demonstrate awareness of emerging technology in modeling and simulation across industries/sectors
- Identify key lines of research on the training and educational applications
- Locate, analyze, and interpret research findings associated with a particular line or area of research
- Demonstrate the knowledge gained during the course and construct materials for a portfolio
- Critically evaluate the value of instructional material for a given purpose
- Acquire critical job skills in order to prepare for employment in highly evolving careers
- Recognize plagiarism and make proper attributions

Primary Topics Covered in the Course

- Job Skills for Instructional Designers in Simulation for Training
- Introduction to Modeling and Simulation
- History of Modeling and Simulation
- Simulation for Training in Aviation and Space
- Simulation for Training in Military Applications
- Simulation for Training in Healthcare and Cognitive Neuroscience
- Simulation for Training in Education and Serious Games
- Simulation for Training in Hospitality and Entertainment
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Required Resources

Textbook

The course relies on current events, articles, videos, software, and texts available at no cost online or through the UCF Libraries requiring up to date credentials for log in authorization to the UCF applications. Each week articles are listed in the modules and may be discussed within graded assignments. Wherever possible, articles are provided in the course, although the use of the Library is highly encouraged.

Equipment

A headset microphone is required to participate in online office hours, webinars, and virtual world tours that are used with a computer, not just a tablet or a smart phone, although these devices may be helpful for saving time for some parts of the course. Big Blue Button video conferencing and Adobe Connect may be used for synchronous class meetings that will be pre-arranged and recorded for viewing later.

Virtual world participation is highly encouraged to get the most out of IDS5142. The Firestorm virtual world viewer is recommended and is available for PC or Mac

http://www.firestormviewer.org/downloads/ **Note:** be sure to choose a version for SL and Opensim!

Time

IDS5142 is designed to require approximately 150-180 hours of work throughout the entirety of the course. Plan to spend about 10-15 hours a week on average to review course materials, produce required writing, and develop project deliverables. Course milestones will be shared to assist with planning for significant assignments.

Engagement Protocols

*Engagement Protocols* are provided as guidance to support professional behavior. The Protocols reinforce what is expected of you, what you can expect in terms of feedback, and how to deal with situations such as inaccurate information that may be presented during discussions. IDS5142 simulates project-based learning in a workplace that requires some negotiation to “make the case” when plans require a pivot. Grading may be perceived as harsh, especially where writing is concerned, but mastery learning is used to provide opportunity to improve performance.

Civility is a premium for working well together. It is your responsibility to politely justify opinions and provide evidence to make a case for a proposed viewpoint. Stick to facts as much as possible and cite references. Disrespectful communication (name-calling, personal-attacks, and other demonstrations of disrespect) will not be tolerated, and will result at least in an "F" for that discussion and may be subject to appropriate referral for further action. IDS5142 practices modeling written and spoken language to build personal reputation and improve performance outcomes. Never burn bridges! This course aims to help you build bridges to professionalism.
Course Assessments/Requirements

<table>
<thead>
<tr>
<th>Assignment Grading</th>
<th>Percentage of Grade</th>
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</thead>
<tbody>
<tr>
<td>Assignments - 7 worth 5% each</td>
<td>35%</td>
</tr>
<tr>
<td>Discussions</td>
<td>15%</td>
</tr>
<tr>
<td>Blog – Social Media Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project Culmination</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
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**Regular Assignments – 35% of grade**

Regular assignments prepare you for the larger deliverables in the course. Assignments will be used to provide practice and assessment of your declarative and foundational knowledge. Assignments will also include short answer prompts used in order to assess your ability to comprehend, analyze, synthesize, and evaluate material. Detailed instructions are provided under the “Assignments” tab.

**Discussions – 15% of grade**

Discussions offer you the opportunity to practice discourse that will be useful working collaboratively in groups. Detailed instructions are provided under the “Discussion” tab. The discussion area will remain open for the rest of the term to encourage you to continue conversations as a means to electronically “workshop” ideas, as well as discuss theories and various viewpoints.

**Note:** A series of optional topics have been added to the discussion boards. These are not required, but are posted as an additional learning opportunity. Make sure to post within the correct discussion thread. Additionally, if you have any questions concerning the syllabus or specific assignments, discussion posts, or project deliverables please post them within the discussion thread dedicated to the particular topic.

**Blog- Social Media Assignment – 20% of grade**

Social media is encouraged to use to advance your learning network and create materials that can become part of your electronic portfolio that will help build your professional reputation. For the blog – social media assignment, you are expected to reference and cite pertinent literature and interact with subject matter experts (SMEs) to make a case for your final project. The assignment requires identifying new and emerging technology that can be utilized to enhance simulation-based or game-based training in an approved domain area. Specifically, students will be required to complete an analysis of a technology gap, offer a solution that may use cutting edge technology, and provide tips for trainers on integrating the technology into the instructional design. The blog assignment requires you to not only collect appropriate sources and information (literature review and SME input), but will also require you to locate, analyze, and interpret research findings associated with a particular line or area of research. Detailed instructions, appropriate literature sources, and the rubric are located within the “Assignments” tab.

**Final Project – 30% of grade**

The final project will require you to create a simulation-based training component such as a “mini-course,” virtual world simulation, serious game, a series of instructional videos, or similar project using instructional design theories and principles. The project will involve designing training for how to utilize modeling and simulation techniques within your area of research and practice. You are expected to determine an appropriate
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audience, create learning objectives and produce a project schedule, and a draft of the project as part of the project requirements/milestones. A rubric and specific grading details are provided under the “Assignments” tab. You will also use this rubric to provide peer-reviewed feedback. The final project is due on **Wednesday August 2**nd in order to ensure enough time to sufficiently evaluate each submission before grades are due on August 9th. The final project is intended to be used as part of your professional portfolio.

**Evaluation and Grading**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>59 or below</td>
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**Late Work:**

Missed or late submissions will be accepted if you “Make the Case” for acceptance based on *documented evidence* of an emergency situation and how you communicate the situation. It is up to the discretion of the instructor to determine if the documented evidence provided is sufficient enough to excuse a missed or late submission. If your late submission is accepted, you may be penalized 5% of the graded value per day for that particular course activity.

**Extra Credit:**

Generally, extra credit is not designed into the course experience to meet the grading requirements. The instructor reserves the right to reward outstanding work and behavior.

**Grades of "Incomplete":**

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

**Rewrite:**

While mastery learning is used to improve writing, do-overs of project deliverables are not common as other team members may be affected. Requests for additional feedback for submissions of previously graded work will be honored so long as response time does not interfere with other grading cycles.

**Group Work:**

Teamwork is essential for using a modeling and simulation approach for instructional design. Peer review and individual reflection will be involved using written discussions and verbal interactions during pre-arranged synchronous sessions. Unlike actual group projects where tasks are assigned, you will have the opportunity to practice exercising initiative, leadership, and encouragement of individual and group performance to complete the simulation outcomes. The entire class may act as a group on selected course activities decided by the
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instructor. This course is an opportunity to build your professional network of peers who will recommend you in the future.

Course Schedule and Required Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Due Date</th>
<th>Assignments</th>
<th>Deadline</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>FRI May 18, 2018</td>
<td>Course Success-Quiz (Financial Aid) Introduction Discussion Learner Analysis Survey Instructional Design Terminology Modeling &amp; Simulation Terminology Information Literacy Modules Academic Integrity Modules Discussion 1 Starts</td>
<td>Due by 11:59 pm Due by 11:59 pm Due by 11:59 pm Due by 11:59 pm Optional- reference Optional- reference Optional- reference</td>
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<td>May 21st, 2018</td>
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<td>May 21st, 2018</td>
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<tr>
<td>Week 2</td>
<td>May 27th, 2018</td>
<td>Assignment 1: Statement of Work- Learning Contract Create/use Twitter account</td>
<td>Due by 11:59 pm</td>
</tr>
<tr>
<td>Week 3</td>
<td>June 3rd, 2018</td>
<td>Assignment 2: Draft Project Plan Discussion 1 Ends</td>
<td>Due by 11:59 pm</td>
</tr>
<tr>
<td>Week 4</td>
<td>June 10th, 2018</td>
<td>Assignment 3: Final Project Plan Discussion 2 Starts</td>
<td>Due by 11:59 pm</td>
</tr>
<tr>
<td>Week 5</td>
<td>June 17th, 2018</td>
<td>Assignment 4: Draft Design Document Discussion 2 Ends</td>
<td>Due by 11:59 pm</td>
</tr>
<tr>
<td>Week 6</td>
<td>June 24th, 2018</td>
<td>Discussion 3 Peer Review Story Assignment 5: Peer Review</td>
<td>Due by 11:59 pm Due by 11:59 pm</td>
</tr>
<tr>
<td>Week 7</td>
<td>July 1st, 2018</td>
<td>Assignment 6: Final Design Document Discussion 4</td>
<td>Due by 11:59 pm Due by 11:59 pm</td>
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<tr>
<td>Week 8</td>
<td>July 8th, 2018</td>
<td>Blog –Social Media Assignment Pt 1</td>
<td>Due by 11:59 pm</td>
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<tr>
<td>Week 9</td>
<td>July 15th, 2018</td>
<td>Blog –Social Media Assignment Pt 2</td>
<td>Due by 11:59 pm</td>
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<tr>
<td>Week 10</td>
<td>July 22nd, 2018</td>
<td>Discussion 5 Starts</td>
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<tr>
<td>Week 11</td>
<td>July 29th, 2018</td>
<td>Discussion 5 Ends</td>
<td>Due by 11:59 pm</td>
</tr>
<tr>
<td>Week 12</td>
<td>August 1st, 2018</td>
<td>Final Project Assignment 7: Reflection activity</td>
<td>Due by 11:59 pm Due by 11:59 pm</td>
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<tr>
<td></td>
<td>August 3rd, 2018</td>
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All dates and times are based on US Eastern Standard Times (EST).

Please Note: Graded assignments will be due on Sundays, except for the final project. The final project is due on Wednesday August 1st in order to ensure enough time to sufficiently evaluate each submission before grades are due. Optional virtual world tours, social media events, and office hour meetings will be posted in the announcements session.

Holidays

- Memorial Day- Monday, May 28th
- Independence Day-Wednesday, July 4th
- Withdrawal Deadline- Tuesday, July 3rd
Standard Ethical Guidelines

Academic Honesty

Integrity and honesty is expected among our scholars. Plagiarism and cheating of any kind on a course activities will result at least in a zero for that assignment and you will not be permitted to make-up or re-do the project. UCF has an Office of Academic Integrity (http://honor.sdes.ucf.edu) and online modules exist that you can review.

Depending on the severity of the plagiarism or cheating case, it could lead to an "F" for the entire course and you may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule (http://goldenrule.sdes.ucf.edu) for further information.

Adhere to the UCF Academic Creed (http://creed.ucf.edu) to maintain the highest standards of academic integrity. Don't cheat by providing answers to others or take them from anyone else unless you are sure that an assignment allowed for collaboration. Plagiarism-detection services, such as Turn-It-In.com may be used to verify academic integrity. IDS5142 is designed to build your reputation in the fields of Modeling and Simulation and Instructional Design.

Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Accessibility Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder. Concerning the development of your materials, referrals to resources will be made available for you to obtain rich media content for assignments. UCF has a policy for the use of copyrighted material. You are expected to know and follow university policy. http://policies.ucf.edu/documents/2-103.2UseOfCopyrightedMaterial.pdf The UCF Library also offers guidance: http://guides.ucf.edu/copyright

Third-Party Software and FERPA

During this course you may use public online services/software applications sometimes called third-party software such as a blog or wiki. While some of these uses could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.
Financial Aid Requirements about "Engagement"

All faculty are required to document students’ academic activity at the beginning of each course. To satisfy the requirement in this course, all students must complete the "Week 1 Discussion: Introduction" and the “Pre-Quiz” course assessments as soon as possible to demonstrate that you are actually engaged with this course. These assessments will not receive a grade but failure to do so may result in a delay in the disbursement of your financial aid. Due to this regulation, the "Week 1 Discussion: Introduction" and the “Pre-Quiz” are due sooner than usual; UCF requires completion of this compliance assessment by the end of the first week of class. Otherwise students may not receive their financial aid.

Changes/Announcements

Though we try to plan for everything, life will surprise us and we may have to make adjustments. In the event that anything in this syllabus changes (e.g., changes in due dates, contact information), an announcement will be sent so that all students are informed immediately. Again, it is critically important that you set your Webcourse announcements so that you receive all notifications and be sure to check the class site at least twice a week.

Twitter and Hootsuite

Some of the communication used in the course will involve Twitter. You may create an account using a pseudonym if desired to protect your privacy. Put some thought into the name of the account as you may find that you wish to use the account professionally. Changing account names is not trivial. Twitter will help you stay in touch with your classmates over time. https://twitter.com

Please search for @barbaratrueman and follow me so that you can see my posts.

If you have a Twitter account and need to manage a large number of followers, I suggest using Twitter lists and an aggregator such as Hootsuite, a free web-based service https://hootsuite.com The use of Twitter and Hootsuite will be demonstrated for benefit of your professional development.

Virtual World Activities

During the semester you will have opportunities to obtain avatar accounts and learn basic skills in order to visit and explore some virtual worlds that are currently being used by professional groups and Communities of Practice. You are highly encouraged to participate to see how you may improve your design skills using the affordances of the environments. The schedule of events will be published in the course and announcements will be used to convey the dates and times of meetings where other professionals from educational institutions and the military may participate and be available to answer questions.

Technical Support

- UCF Service Desk (https://it.ucf.edu/)
- Tech Rangers (https://techrangers.cdl.ucf.edu)
- Webcourses UCF Support (https://cdl.ucf.edu/support/student/)
- Knights Online: What Do I Need to be a Successful Online Student? (https://cdl.ucf.edu/support/student/knights-online/)
- Canvas (Webcourses) Student Guide (http://guides.instructure.com/m/4212)
- Canvas Computer Specifications (http://guides.instructure.com/s/2204/m/4214/l/82542-what-are-the-basic-computer-specifications-for-canvas)