

**Janet Symmons, B.Ed., M.Ed.**

**AEDT 4140U Instructional Design  
Winter 2017**

**Course Details and Important Dates\***

Term	Section	Status	Course Type	Day	Time
Winter	A	U	AEDT	Mondays	12:10 to 1 PM or 6:10 to 7 PM

Location	CRN #	Classes Start	Classes End	Final Exam Period
Online	74066, 74067, 74068	January 9, 2016	April 3, 2017	NA

\*For other important dates go to: [www.uoit.ca](http://www.uoit.ca) > Current Learners> Important Dates

**Instructor Contact Information**

Instructor Name	Office	Phone	Email	Skype
Janet Symmons	Virtual	N/A	XXXXX	XXXXX
Office Hours:	As this is an online course, I will be available virtually (not physically) for discussion through Blackboard, Skype, or other means. Please email me to make a Skype appointment. I operate on Pacific Standard Time (3 hours behind EST) so I'm free to chat between noon and 9 PM Eastern Time.			

Connect with AEDT on Facebook: <https://www.facebook.com/groups/505491579614493/>

Join UOIT's LinkedIn Adult Education & Digital Technology Program page at:

<https://www.linkedin.com/groups/5177897>

AEDT 41040u Adobe Connect room: <http://uoit.adobeconnect.com/aedt-4140>

## Course Description

The purpose of this course is to examine instructional design from its origins in the development of educational and training materials for the U.S. military in World War II to the current constructivist, social constructivist and connectivist design theories. Students will learn to recognize and explain both traditional approaches to instructional design rooted in behavioural theories of learning and current practices based on constructivist, constructionist and social constructivist thinking. Topics will include but are not limited to the ADDIE model (analysis, design, development, implementation and evaluation) promoted by Dick and Carey, Robert Gagne's Conditions of Learning, and work of curriculum theorist Ralph Tyler.

Pre-requisite:

Credits: 3.0

Hours: 36 hours

## Learning Outcomes

This course examines instructional design, its defining theories, approaches, frameworks and models. The course will also examine ID's current practices, and its development. Upon successful completion of the course, learners will be able to:

1. Describe typical instructional design components and their place in a variety of instructional design theories.
2. Apply instructional design principles to online education for adult learners.
3. Associate models of instructional design with underlying learning theories and use this knowledge to critique the applicability of instructional design to specific adult learning environments.
4. Distinguish between traditional instructional design models and contemporary models and show how the contemporary models reflect current thinking about teaching and learning or fail to do so.
5. Analyze adult education learning materials or online learning courses and recommend improvements based on the application of principles of instructional design.
6. Demonstrate an understanding of the instructional development processes by using an instructional design model to prepare a specific learning product, such as a lesson, poster, presentation or a short course, program, or workshop.
7. Demonstrate skills in conducting a needs assessment and a learner analysis, writing instructional objectives, developing an instructional strategy, creating instructional materials that address the learning objectives and are aligned with needs, and evaluating learning outcomes.

## Course Design and Web Environment

AEDT4140 is a 36-hour (3 credit) course structured around 12 **mandatory** instructional units. Each unit is focused on a topic that contributes to or is an element of the instructional design process. The twelve units will be structured so that ideas, theories, collaboration and practice activities are included in each.

For each unit our interaction as a class will include:

1. Approximately one hour of video/ Youtube of the unit's topic, broken down into 2-3 10-12-minute-long segments. A content expert wrote the video clips. I suggest you subscribe to the YouTube channel where all the videos are stored: <http://www.youtube.com/aedt4140u> . The video clips MUST be viewed prior to the tutorial sessions.
2. One hour of tutorial in Adobe Connect each week. Attendance at one of the two weekly Thursday sessions in Adobe Connect is **mandatory**. The Analysis and Synthesis questions (in video clips – when they are there) or those posted in each week's course schedule are the jumping off point for the schedule online tutorials where you will be expected to contribute and explore the ill-structured, messy nature of the problem at hand. For this reason, it is critical that you watch the videos and do any associated readings or research prior to coming to the tutorial session. Tutorial times are from noon to 1 pm and 6 to 7 pm (Eastern Time).
3. One hour of time devoted to self-directed learning activities, etc., as guided by the course calendar below, using a wide variety of online resources as chosen primarily by the students such as asynchronous discussion, journaling, research and chat, discussion on the unit's issues.
4. Work on the ID project as needed to meet your commitment to your group.

This covers the basic three-hour commitment to the class sessions. Note that additional reading, as well as assignments and project/group work will be expected from all students, relevant to your subject domain/area of study (i.e. engineering, health care, staff development). While the Blackboard course site will be the sole official web site for this course, other environments will be explored and used. The links for other environments/tools will be posted on the Blackboard site as we progress. NOTE: the Adobe Connect room, the YouTube channel, and the course Blackboard site are key sites in the course. You should consult them regularly and contribute resource links there as part of your exploration of instructional design.

Please Note: It is your responsibility to contact me, your instructor, if you will be absent before a tutorial session or if you have any questions or problems about assignments in advance of the due date.

I recommend that you complete the reading within the first days of the unit's scheduled week so that you can participate effectively in group discussions and activities. Online resources and readings are provided for each unit. I encourage you to explore the Web and find additional resources that may align better with your interests.

### Course Texts and Readings

For this 12-week course, we will critically engage with the material through a review of literature and a discussion of key concepts and ideas generated through that review of relevant literature. You need to be prepared each week by reading literature on the topic for that week as identified in the Course Schedule. Suggested readings for each topic have been identified; however, it is required that learners find better articles and articles that suit their subject domain areas of study (i.e. health care, engineering, children's software, patient education, K-12 education, etc.), as well as bringing in relevant readings from other courses to enrich the discussion and tutorials.

The instructor works from a collection of online and/or print resources. Many of these texts and documents will be provided through the Blackboard course site, however learners will also find an extensive collection of useful Internet links as they explore their PBLs and are encouraged to share these

with the class via the Blackboard site.

### Schedule of Readings and Assignments

A complete list of assigned weekly readings and assignments can be found below in the course schedule and they are posted in Blackboard. Any additional readings will be posted in Blackboard at least one week in advance of each class. This enables the class to be responsive to interests and topics as they emerge. Learners are encouraged to read well beyond the required material and a portion of the class is devoted to discussions of additional readings as required.

### Recommended Texts / Readings

<http://onlinelearninginsights.wordpress.com/tag/carey-and-carey-instructional-design-model/>

<http://carbon.ucdenver.edu/~mryder/itc/idmodels.html>

<http://www.slideshare.net/msquareg/comparing-instructional-design-models>

<https://archive.org/details/IntrotoInstructionalDesign> (Video)

A set of Web resources that correspond with each topic we cover in the course will be available in our Blackboard site. Learners are welcome to add links they find based on their interests and focus in the discussion board section

Traditional textbooks with Instructional Design models include:

Dick, W., Carey, L., & Carey, J. (2009). *The Systematic Design of Instruction* (7th Edition).

New York: Addison-Wesley Longman.

Morrison, G., Ross, S., & Kemp, J. (2004). *Designing Effective Instruction*. (4th Ed.). San

Francisco, CA: Jossey-Bass Wiley.

Smith, P. & Ragan, T. (1999) *Instructional design (2nd Ed)*. Upper Saddle River, NJ:

Prentice Hall.

Wager, W., Gagne, R., & Briggs, L. (1992) *Principles of instructional design (4th Ed.)* New

York: HBJ College & School Div.

### Course Schedule and Topics

The following table outlines the overall PBL approach to taken in this course. In our first week we will get oriented to the course and its expectations and flow and delve into the theoretical foundations of Instructional Design (ID). Beginning in Week 2 we will start into our ID project working in groups. There is one iterative ID project that continues throughout this course with three parts and three reporting points. The first takes place in week 6 and second in week 9. Our final week (12) for the third reporting point, a presentation, will also be an opportunity to synthesize and debrief our experiences.

Week	1	2	3	4	5	6	7	8	9	10	11	12
<b>Problem</b>	<b>Introduction</b>	<b>Initial Plans for the Solution (Group)</b>				<b>Detailing the Solution (Group)</b>			<b>Developing the Solution (Group)</b>			<b>Wrap-Up</b>
<b>Workflow</b>	Orientation to course	Identify problem, resources and requisite knowledge	Collaborative Learning	Collaborative Learning	Collaborative Learning	Synthesis and Adding detail	Collaborative Learning	Collaborative Learning	Synthesis and creating the training content	Collaborative Learning	Final touches to the solution	Synthesis of course (using the group work)
<b>Resources Available</b> (see detailed weekly outline below)	Videos Readings Tutorials  Infographic – Individual Assignment	Videos Readings Tutorials  Group - Defining the problem	Videos Readings Tutorials  Group - Identifying Solutions  Group Proposal due	Videos Readings Tutorials  Group Work	Videos Readings Tutorials  Group Work	Videos Readings Tutorials  Reporting Initial plans  Group report due	Videos Readings Tutorials  Group Work	Videos Readings Tutorials  Group Work	Videos Readings Tutorials  Group progress report due	Videos Readings Tutorials  Group Work	Videos Readings Tutorials  Group Work  Group report due	Videos Readings Tutorials  Individual Presentations of Solution

## Course Schedule

Session	Theme	Activity	Preparation for Session
1  Jan 9/17	Course Introduction:  LO 1, 3, 4	<p><b>1. Video Clips:</b></p> <ul style="list-style-type: none"> <li>• Video Clip 1.1 - Course Intro (in a pdf format until Jan 9)</li> <li>• Video Clip 1.2 - ID Origins &amp; models</li> </ul> <p><b>2. Tutorial</b></p> <ul style="list-style-type: none"> <li>• Discussion questions: <ul style="list-style-type: none"> <li>○ Why do we need instructional design?</li> <li>○ Which ID model interests you the most? Is most relevant to a training that needs to be done.</li> </ul> </li> </ul>	<p>1. Readings:</p> <ul style="list-style-type: none"> <li>• AEDT4140 Course Outline</li> <li>• Instructional Design Models <a href="http://carbon.ucdenver.edu/~mryder/itc/idmodels.html">http://carbon.ucdenver.edu/~mryder/itc/idmodels.html</a></li> </ul> <p>2. Start Assignment 1: I Comparison of Instructional Design Models infographcis DUE: <b>Sunday January 14 by 11:55 pm</b></p>
2  Jan 16/17	Theories that guide ID  LO 1, 3, 4	<p><b>1. Videos:</b></p> <p>Learning Theories <a href="https://www.youtube.com/watch?v=sboB3rFZqDI">https://www.youtube.com/watch?v=sboB3rFZqDI</a> (11:48)</p> <p>Behaviourism, Cognitivism, Constructivism, &amp; Learning and Instructional Theory <a href="https://www.youtube.com/watch?v=0YOqgXjynd0">https://www.youtube.com/watch?v=0YOqgXjynd0</a> (2:58)</p> <p>Robert Gagne – Instructional Design <a href="https://www.youtube.com/watch?v=5q5oDEoO1qo">https://www.youtube.com/watch?v=5q5oDEoO1qo</a> (2:18)</p> <p>Kolb's Experimental Learning <a href="https://www.youtube.com/watch?v=Rp-gaV-uSlo">https://www.youtube.com/watch?v=Rp-gaV-uSlo</a> (1:47)</p> <p><b>2. Tutorial</b></p> <ul style="list-style-type: none"> <li>• Discussion questions: <ul style="list-style-type: none"> <li>○ What are the key principles common to all learning theories and how to they differ?</li> </ul> </li> </ul> <p><b>3. Initial group work on problem definition suitable for ID project</b></p>	<p>1. Readings: Read at least 10 learning theories from this list <a href="http://www.instructionaldesign.org/theories/">http://www.instructionaldesign.org/theories/</a></p> <p>2. Begin ID Project Assignment 2: Learner, context and instructional analysis DUE: <b>Sunday January 22 by 11:55 PM</b></p>

<p>3 Jan 23/17</p>	<p>Needs Assessment LO 2, 6, 7</p>	<p><b>1. Video Clips:</b> Employee Training – Needs Assessment <a href="https://www.youtube.com/watch?v=CLr0Z8v4qOc">https://www.youtube.com/watch?v=CLr0Z8v4qOc</a> (5:08)  What is Needs Assessment? Definitions and Examples <a href="http://study.com/academy/lesson/what-is-needs-assessment-definition-examples-quiz.html">http://study.com/academy/lesson/what-is-needs-assessment-definition-examples-quiz.html</a> (5:33)</p> <p><b>2. Tutorial:</b></p> <ul style="list-style-type: none"> <li>• Discussion questions: <ul style="list-style-type: none"> <li>○ How would you go about conducting a needs assessment in your organization? What model would you use?</li> </ul> </li> </ul>	<p>1. Readings: Methods for Conducting an Educational Needs Assessment (PDF) <a href="http://www.cals.uidaho.edu/edcomm/pdf/bul/bul0870.pdf">http://www.cals.uidaho.edu/edcomm/pdf/bul/bul0870.pdf</a></p> <p>2. Continue working on ID Project</p> <p>3. Upload Proposed Problem for ID project to the discussion board to share with the class</p>
<p>4 Jan 30/17</p>	<p>Instructional Goals and Analysis LO 2, 6, 7</p>	<p><b>1. Video Clips</b></p> <ul style="list-style-type: none"> <li>• Video Clip 4.1 Instructional Goals</li> <li>• Video Clip 4.2 Instructional Analysis</li> </ul> <p><b>2. Tutorial</b></p> <ul style="list-style-type: none"> <li>• Discussion questions: <ul style="list-style-type: none"> <li>○ What are subordinate skills? Why is it important to identify them?</li> <li>○ Why is it important to conduct an analysis of the performance setting? ...and of the learning environment?</li> </ul> </li> </ul>	<p>1. Readings:</p> <p>2. Continue working on ID Project</p> <p>3. Assignment 3: A two-page report of initial plans to another group DUE: <b>Sunday February 5 by 11:55 PM</b></p>
<p>5 Feb 6/17</p>	<p>Performance Objectives vs. Learning Outcomes LO 2, 6, 7</p>	<p><b>1. Video Clips</b></p> <ul style="list-style-type: none"> <li>• Video Clip 5.1 Mager type objectives Using Gagne's Five-Part Format for Writing Performance Objectives <a href="https://www.youtube.com/watch?v=FTWW67leF6c">https://www.youtube.com/watch?v=FTWW67leF6c</a> (2:06) Writing Learning Objectives <a href="https://www.youtube.com/watch?v=eXxTpDg1thI">https://www.youtube.com/watch?v=eXxTpDg1thI</a> (4:32) Goals, Objectives and Learning Objectives <a href="https://www.youtube.com/watch?v=g_Xm5lljYKQ">https://www.youtube.com/watch?v=g_Xm5lljYKQ</a> (4:42)</li> </ul>	<p>1. Readings: BCIT's Writing Learning Outcomes (PDF) <a href="http://www.bcit.ca/files/idc/pdf/ja_learningoutcomes.pdf">http://www.bcit.ca/files/idc/pdf/ja_learningoutcomes.pdf</a></p> <p>2. Upload the completed rubric to the discussion board no later than. <b>Sunday February 12 by 11:55 PM</b></p>

		<p><b>2. Tutorial:</b></p> <ul style="list-style-type: none"> <li>• Discussion questions: <ul style="list-style-type: none"> <li>○ When would you choose performance objectives over learning outcomes?</li> <li>○ What is the relationship of performance objectives to the subordinate skills analysis? Why is that important?</li> </ul> </li> </ul> <p><b>3. Collaborative/group work on ID project</b></p>	
6 Feb 13/17	Assessment Instruments LO 2, 6, 7	<p><b>1. Video Clips:</b></p> <ul style="list-style-type: none"> <li>• Video Clip 6.1 Developing effective test items</li> <li>• Video Clip 6.2 Entry, Pre, Post and Embedded Tests Assessment Instruments <a href="https://www.youtube.com/watch?v=QEfHacuNIJQ">https://www.youtube.com/watch?v=QEfHacuNIJQ</a> (6:53)</li> </ul> <p><b>2. Tutorial:</b></p> <ul style="list-style-type: none"> <li>• Discussion questions: <ul style="list-style-type: none"> <li>○ What assessment instruments would you develop for an orientation program in your organization? Why? What would make the assessment effective?</li> </ul> </li> </ul>	<p>1. Readings:</p> <p>2. Week 1 -6 tutorial self-assessment DUE: <b>Friday February 17 by 11:55 PM</b></p>
Week of Feb 19 <sup>th</sup> – Mid-Term Break			
7 Feb 27/17	Building the Blueprint – sequencing content LO 2, 6, 7	<p><b>1. Video Clips:</b></p> <ul style="list-style-type: none"> <li>• Video Clip 7.1 Developing an Instructional Strategy</li> </ul> <p><b>2. Tutorial:</b></p> <ul style="list-style-type: none"> <li>• Discussion questions: <ul style="list-style-type: none"> <li>○ How would you ensure that your instructional strategies, educations activities and motivational tactics align with your objectives and assessments?</li> </ul> </li> </ul>	<p>1. Readings: Developing an Instructional Design Strategy to Support Generic Skills Development (PDF) <a href="https://pdfs.semanticscholar.org/d6d5/bef8710d33ef1016a48f6ccd2f7c4a2ada19.pdf">https://pdfs.semanticscholar.org/d6d5/bef8710d33ef1016a48f6ccd2f7c4a2ada19.pdf</a> Read pages 6-9</p> <p>2. Assignment 4: Two-page progress report DUE: <b>Sunday March 7 by 11:55 PM</b></p>
8 Mar 6/17	Selecting delivery methods and media LO 6, 7	<p><b>1. Video Clips:</b></p> <ul style="list-style-type: none"> <li>• Video Clip 8.1 Selecting Media</li> </ul>	<p>1. Readings:</p>

		<p><b>2. Tutorial:</b></p> <ul style="list-style-type: none"> <li>• Discussion questions: <ul style="list-style-type: none"> <li>○ What media would be most effective to use in an instructional program in your organization? Why?</li> </ul> </li> </ul>	
<p>9 Mar 13/17</p>	<p>Storyboarding and development methods/tools</p> <p>LO 6, 7</p>	<p><b>1. Videos</b></p> <p>3 Ways to Storyboard your e-Learning Course  <a href="https://www.youtube.com/watch?v=r9WJSgbMU10">https://www.youtube.com/watch?v=r9WJSgbMU10</a> (8:24)</p> <p>Why PowerPoint for eLearning Storyboards  <a href="https://www.youtube.com/watch?v=MyDhlc2tS_A">https://www.youtube.com/watch?v=MyDhlc2tS_A</a> (7:16)</p> <p><b>2. Tutorial:</b></p> <ul style="list-style-type: none"> <li>• Discussion questions: <ul style="list-style-type: none"> <li>○ Why a storyboard? What method would be most useful in a business setting?</li> </ul> </li> </ul>	<p>1. Readings</p> <p>Storyboarding for Instructional Design (PDF)  <a href="https://www.tc.columbia.edu/idesign/resources/past-workshop-archive/Storyboarding-Workshop-.pdf">https://www.tc.columbia.edu/idesign/resources/past-workshop-archive/Storyboarding-Workshop-.pdf</a></p> <p>12 Tips to Create Effective eLearning Storyboards  <a href="https://elearningindustry.com/12-tips-to-create-effective-elearning-storyboards">https://elearningindustry.com/12-tips-to-create-effective-elearning-storyboards</a></p>
<p>10 Mar 20/17</p>	<p>Developing instructional materials</p> <p>LO 2, 6, 7</p>	<p><b>1. Video Clips</b></p> <ul style="list-style-type: none"> <li>• Video Clip 10.1 – Developing Instructional Materials</li> </ul> <p><b>2. Tutorial:</b></p> <ul style="list-style-type: none"> <li>• Discussion questions: <ul style="list-style-type: none"> <li>○ What are some of the key challenges when you develop instructional materials? Suggest ways for dealing with these challenges</li> </ul> </li> </ul>	<p>1. Readings:</p> <p>Instructional Materials from the University of Wisconsin-Madison (pay particular attention to the table of examples and links)  <a href="https://designteachengage.wisc.edu/instructional-materials/">https://designteachengage.wisc.edu/instructional-materials/</a></p> <p>2. Assignment 5: Building the training solution  DUE: <b>Sunday March 26 by 11:55 PM</b></p>
<p>11 Mar 27/17</p>	<p>Evaluating the effectiveness of instructional materials and programs</p> <p>LO 5, 6</p>	<p><b>1. Video Clips:</b></p> <ul style="list-style-type: none"> <li>• Video Clip 11.1 – Formative Evaluation</li> <li>• Video Clip 11.2 – Summative Evaluation and other Performance Evaluation Issues</li> </ul> <p><b>2. Tutorial:</b></p> <ul style="list-style-type: none"> <li>• Discussion questions: <ul style="list-style-type: none"> <li>○ Who should participate in formative evaluation? Who should not? Why?</li> </ul> </li> </ul>	<p>1. Readings:</p> <p>Formative Assessment Action Plan  <a href="http://www.ascd.org/publications/books/111013/chapters/Creating-a-Formative-Assessment-System.aspx">http://www.ascd.org/publications/books/111013/chapters/Creating-a-Formative-Assessment-System.aspx</a></p> <p>Instructional Design Review Checklist  <a href="https://elearningindustry.com/a-compact-instructional-design-review-checklist">https://elearningindustry.com/a-compact-instructional-design-review-checklist</a></p>

		<ul style="list-style-type: none"> <li>○ How important is maintenance and revision to your project? Where should these items be built into the model? Why?</li> </ul>	<p>2. Assignment 6: Team presentations DUE: <b>Friday March 31 by 11:55 PM</b></p>
12  Apr 3/17	Summary and synthesis  LO 4	<p><b>1. Tutorial:</b></p> <ul style="list-style-type: none"> <li>• Discussion questions: <ul style="list-style-type: none"> <li>○ What surprises did you have during the ID project?</li> <li>○ What questions do you still have unanswered?</li> </ul> </li> </ul> <p><b>2. Project Presentation – Team</b></p>	<p>1. Week 7-12 tutorial self-assessment DUE <b>Friday April 7 by 11:55 PM</b></p> <p>2. Assignment 7: Final Report (Individual) DUE: <b>Wednesday April 12 by 11:55 PM</b></p>

NB: It is your responsibility to contact your instructor if you are going to be absent before a tutorial session or if you have any questions or problems about meeting assignments in advance of the due date.

## Assignment Descriptions and Assessment

The following is a description of the components upon which the final assessment will be based and provides an outline of the relative value of each of the components and their criteria. All ideas and resources used that do not originate with you must be cited and referenced using **APA, 6<sup>th</sup> edition format**.

Due Date	Assignment	Person	Value	Brief Description <ul style="list-style-type: none"> <li>NOTE for more detailed description see details below.</li> </ul>
Jan 14	A 1 Comparison of Instructional Design Models	Individual	5%	Creation of infographic comparing two instructional designs under consideration for use in Instructional Design problem. Email the pdf to the facilitator  DUE: <b>Sunday January 14 by 11:55 pm</b>
Jan 22	A 2 Learner, context and instructional analysis	Team	10%	Group mark – same for all members of one group. Upload the analysis to the discussion board and share with the class.  DUE: <b>Sunday January 22 by 11:55 PM</b>
Feb 5	A 3 A two-page report of initial plans to another group	Team	10%	Group mark – same for all members of one group. Post a report on your group’s work on the ID project (training? solution) to date to another group to receive feedback. Use Planning Rubric (likely includes early work such as: needs assessment, instructional goals, and performance objectives)  DUE: <b>Sunday February 5 by 11:55 PM</b> Please post the completed rubric to the discussion board no later than <b>Sunday February 12 by 11:55 PM</b>
Feb 17	Weeks 1-6 tutorial participation	Individual	10%	Contributions to discussion in tutorials sessions and reflective comments (minimum of 1 post relating to each class session) using the focus questions. Assessed using the Discussion Participation Rubric found in this document.  DUE <b>Friday February 17 by 11:55 PM</b>
March 7	A 4 Two-page instructional design progress report	Team	10%	Group mark – same for all members of one group. Post a report on your group’s progress on ID project to date to receive feedback. Using Developing Rubric (likely includes such aspects as: assessment, sequencing of learning experience, delivery methods/media)  DUE: <b>Sunday March 5 by 11:55 PM</b>

March 26	A 5 Building the training solution	Team	10%	Group mark – same for all members of one group. Post a storyboard and sample content for one topic/unit. Use the Building the Training Solution rubric for guidance  Due: <b>Sunday March 26 by 11:55 PM</b>
April 3	A 6 Presentation of overall ID project	Team	10%	Group mark – same for all members of one group. Based on criteria given in the Project Rubric (as a completed ID project and likely to include such aspects as: rollout plans, implementation issues and revision schedule). Using presentation software (10 min maximum/project including Q&A). All projects must be loaded in the Blackboard discussion forum site by March 31  Due: <b>Friday March 31 by 11:55 PM</b>
April 8	Weeks 7-12 tutorial participation	Individual	10%	Contributions to discussion in tutorials sessions and reflective comments (minimum of 1 post relating to each class session) using the focus questions. Assessed using the Discussion Participation Rubric found in this document.  DUE <b>Friday April 7 by 11:55 PM</b>
April 12	A 7 Final instructional design report	Individual	25	This 1,800 word report provides a critique of the development of the Instructional Design project, likely including a formative evaluation and revision plan as well as at least one additional review such as one-on-one review, small group review or field trial/pilot test. Link to the published version of your group's project should be included in the paper  DUE: <b>Wednesday April 12 by 11:55 PM</b>

## Assignment Policies

Assignment criteria are specified in the detailed assignment descriptions. Read them carefully to be sure that you have fulfilled all aspects of the requirements. Assignments are DUE ON THE DAY indicated. Late assignments will be handled as follows:

### Non-negotiated Late Assignment

An assignment that has been posted late without prior agreement between the student and the professor to extend the time for the assignment to be handed in will be considered a non-negotiated late assignment and will be assigned a grade of zero.

### Negotiated Late Assignment

An assignment that has been handed in late in accordance with a mutually agreed deadline and penalty (if applicable) will be considered a negotiated late assignment and will be marked in accordance with the mutually agreed terms.

### Extenuating Circumstances

The professor will consider individually, rare extenuating circumstances, which may cause an assignment to be late. Examples of extenuating circumstances include hospitalization, death of a loved one, traffic accidents, etc. The student must provide documentation to validate the extenuating circumstance. It will be at the professor's discretion to work out the extension in this situation.

## Overview of the Instructional Design Project

The instructional design project is worth 50% of your final grade in this course. In this project you are expected to demonstrate your mastery of the instructional design process. The project will be build step-by-step with class activities and assignment providing the components that will make up the final product. The final product is an individual project.

The project will be a completed instructional lesson that will include fully developed instructional materials. It will be a replicable, interactive instructional unit. It should include a student guide, facilitator guide (if needed), handouts, quizzes, tests, and other instructional materials.

The unit / lesson should address specific, measureable objectives, and involve learner interaction. It should include content examples and practice activities that will cover approximately 30-45 minutes of instructional time.

Pick a topic that is fun, not too technical, and one on which all team members would consider themselves "experts." Our focus this semester will be on the design processes, so there will not be time for you to learn about the topic you are using. The facilitator must approve all topics.

The instructional design project should be in a digital format and available online. This allows your peers to test the final product. You can choose any format that you like: website, blog, a series of YouTube videos, Prezi, etc. Be

creative!

This project consists of five milestones: instructional design proposal, an instructional design initial plan, the progress report, and the training solution. The final individual report is worth 25% of each learner's grade and although related to this project, it is not part of the 50% group mark.

## Detailed Assignment Descriptions

### Ongoing Participation – 20%

Ongoing participation marks will be awarded for participation in synchronous tutorial sessions as well as asynchronous discussions. You will submit a completed Self-Assessment Rubric for Participation in weeks 7 and 12. The facilitator will take attendance and makes notes about each learner's participation. The participation grade will be based on the learners' submitted evaluation and the facilitator's notes.

### Assignment 1: Infographic Comparison

#### Individual assignment – 5%

Create an infographic that compares two instructional design models. Choose two models that you are considering to use in the instructional design problem assignment (see below). The purpose of this assignment is for you to explore models that could be used. From the information you find, you may decide that one or both models are or are not ideal for the group ID problem. Nonetheless, you will be able to discuss these models with your group members when choosing a model to use. No rubric is provided for this assignment. Learners will receive either full marks or no mark for the assignment.

### Assignment 2: Instructional Design Proposed Problem

#### Group assignment – 10%

This is the first part of the instructional design project. This project includes goals analysis, learner and setting / content analysis and instructional analysis.

The goal analysis should identify target learners and clearly state what learners should know and be able to do. Describe the context in which skills and knowledge will be applied and tools that will be available to learners. Also, identify all major steps and / or topics necessary to complete the goal. Finally, properly illustrate the relationship between the steps and / or topics.

The instructional analysis should identify subordinate skills and knowledge necessary to achieve the step / component. You will need to identify entry behaviours where appropriate in addition to clearly defining the relationship between skills and knowledge. The final task of this section is to logically and properly represent the relationship between skills and knowledge using specified conventions.

The learning and context analysis is the final component of the report should contain short, accurate descriptions of key learner characteristics and contextual factors. You need to make a distinction between performance and learning context; thus, you are required to write a short, but accurate description of sources

of learner and context data. You will also need to describe technique(s) for gathering additional data if necessary and provide a rationale for the selected technique(s). Use a flowchart is likely required for the completion of the analysis report. You can use MS Word or PowerPoint flowcharts or other software, such as Visio and Inspiration. These last two are designed specifically for flowcharts. Look for other software that allows you create pdf flowcharts for insertion into your report. There are also many free trials of flowchart software you may want to consider for this project.

## Assignment 2: Instructional Design Analysis Rubric

Indicator	Percent of mark	Does Not Meet Expectations	Approaches Expectations	Meets Expectations
Creates relevant material – including addressing all points in assignment outline	5%	<ol style="list-style-type: none"> <li>1. Material is not clear, coherent and organized.</li> <li>2. Material is not legible, not accurate (spelling/grammar) and does not conform to APA style for formal academic writing.</li> <li>3. There is no outline/structure for the reader can follow the main points of the argument or sequence of ideas.</li> <li>4. Material has not been proof read and edited for accuracy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Material is somewhat clear, coherent and organized.</li> <li>2. Material is somewhat legible, accurate (spelling/grammar) and generally conforms to APA style for formal academic writing.</li> <li>3. There is an outline/structure, but it needs some work for the reader can follow the main points of the argument or sequence of ideas.</li> <li>4. Material has not been well proof read and edited for accuracy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Material is clear, coherent and organized.</li> <li>2. Material is legible, accurate (spelling/grammar) and conforms to APA style for formal academic writing.</li> <li>3. There is a clear outline/structure so that the reader can follow the main points of the argument or sequence of ideas.</li> <li>4. Material has been proof read and edited for accuracy.</li> </ol>
Critical thinking is applied to the integration of knowledge and practice	5%	<ol style="list-style-type: none"> <li>1. The issue(s) is not defined clearly and concisely with enough background information so that the reader can make an informed decision or is missing entirely.</li> <li>2. Information presented does not follow a logical progression or is missing entirely.</li> </ol>	<ol style="list-style-type: none"> <li>1. Issue(s) are somewhat clearly defined but would benefit from further clarify. Some background information is provided in order for the reader to make an informed decision, but more work here would be helpful.</li> <li>2. Information presented would benefit from further refinement to ensure that the concepts and logic are clear.</li> </ol>	<ol style="list-style-type: none"> <li>1. Defines the issue(s) clearly and concisely with enough background information so that the reader can make an informed decision.</li> <li>2. Information is presented in a clearly refutable manner as both concepts and logic are defined and followed Critically evaluates information and evidence and presents various perspectives. Documented criticisms are discussed.</li> </ol>

## Assignment 3: Instructional Design Initial Plan

### Group assignment – 10%

This is the second part of your instructional design project. In this assignment your group will create an instructional design plan. The plan will have three components:

1. Performance objectives
2. Assessment instructions and procedures
3. Instructional strategy

The performance objectives should be congruent with the previous analysis. Performance objectives define what it is students will be able to do when they have completed the instruction.

Assessment instructions and procedures should provide the evaluation criteria for the instruction as well as the procedures for measuring learner performance.

Instructional strategies should effectively and efficiently lead to student performance. The instructional strategy should include 1) sequencing of objectives 2) identifying pre-instructional testing and follow-up activities; 3) determining how the content will be presented; and, 4) determine student participation activities.

Your plan will be uploaded to the discussion board. Another group will then review your report and provide your group with feedback using the rubric below.

### Assignment 3: Report of Initial Plans for Instructional Design Problem

Provide constructive feedback for each of the seven assignment requirements.

Based on the seven points, what are the	Percent of mark	Performance objectives define what it is students will be able to do when they have completed the instruction.	Assessment tools. Provide the evaluation criteria for the instruction as well as the procedures for measuring learner performance	Instructional strategy 1) sequencing of objectives 2) identifying pre-instructional testing and follow-up activities; 3) determining how the content will be presented; and, 4) determine student participation activities.
Strengths (What was done well?)	3.5%	The columns will expand as you type in your comments (Remove all comments before typing)		Example: Good use of sequencing and participation activities
Threats that may cause a problem with executing the plan	3.25%			Example: Did not provide sufficient detail about the content
Suggestions for improvement	3.25%			Example: Further details about content are need and should be tied to the assessment tools to be effective

## Assignment 4: Instructional Design Progress Report

### Group assignment – 10%

Submit a two-page report on your group’s progress with the instructional design problem. The report should address any of the issues identified in assignment 3 in addition to challenges (overcome, occurring, and / or foreseeable) the group has faced with the designing the program. The following rubric will be used. As with other parts of the project, this report must adhere to APA standards.

### Assignment 4: Instructional Design Progress Report Rubric

Indicator	Percent of mark	Does Not Meet Expectations	Approaches Expectations	Meets Expectations
Creates relevant material – including addressing all points in assignment outline	50%	<ol style="list-style-type: none"> <li>1. Material is not clear, coherent and organized.</li> <li>2. Material is not legible, not accurate (spelling/grammar) and does not conform to APA style for formal academic writing.</li> <li>3. There is no outline/structure for the reader can follow the main points of the argument or sequence of ideas.</li> <li>4. Material has not been proofread and edited for accuracy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Material is somewhat clear, coherent and organized.</li> <li>2. Material is somewhat legible, accurate (spelling/grammar) and generally conforms to APA style for formal academic writing.</li> <li>3. There is an outline/structure, but it needs some work for the reader can follow the main points of the argument or sequence of ideas.</li> <li>4. Material has not been well proofread and edited for accuracy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Material is clear, coherent and organized.</li> <li>2. Material is legible, accurate (spelling/grammar) and conforms to APA style for formal academic writing.</li> <li>3. There is a clear outline/structure so that the reader can follow the main points of the argument or sequence of ideas.</li> <li>4. Material has been proofread and edited for accuracy.</li> </ol>
Critical thinking is applied to the integration of knowledge and practice	50%	<ol style="list-style-type: none"> <li>1. The issue(s) is not defined clearly and concisely with enough background information so that the reader can make an informed decision or is missing entirely.</li> <li>2. Information presented does not follow a logical progression or is missing entirely.</li> </ol>	<ol style="list-style-type: none"> <li>1. Issue(s) are somewhat clearly defined but would benefit from further clarify. Some background information is provided in order for the reader to make an informed decision, but more work here would be helpful.</li> <li>2. Information presented would benefit from further refinement to ensure that the concepts and logic are clear.</li> </ol>	<ol style="list-style-type: none"> <li>1. Defines the issue(s) clearly and concisely with enough background information so that the reader can make an informed decision.</li> <li>2. Information is presented in a clearly refutable manner as both concepts and logic are defined and followed Critically evaluates information and evidence and presents various perspectives. Documented criticisms are discussed.</li> </ol>

## Assignment 5: Building the Training Solution

### Group assignment – 10%

Submit a storyboard and sample content for one unit / module of training. The following rubric will be used.

	<b>Does Not Meet Expectations</b>	<b>Approaches Expectations</b>	<b>Meets Expectations</b>
Storyboard			
Layout	Material is not clear, coherent, organized and is confusing, and visually distracting	Material is somewhat clear, coherent and organized.	Material is clear, coherent, organized and visually pleasing
Written content	There is no outline/structure for the reader can follow the main points of the content or sequence of ideas. Material is not legible, not accurate (spelling/grammar)	There is an outline/structure, but it needs some work for the reader can follow the main points of the content or sequence of ideas. Material is somewhat legible, accurate (spelling/grammar)	There is a clear outline/structure so that the reader can follow the main points of the content or sequence of ideas. Material is legible, accurate (spelling/grammar)
Graphics	Graphics are not present or poorly chosen (inappropriate / does not align with the content or topic), distracting from the content and create confusion	Graphics are appropriate / aligns with the content or topic but is inconsistent and sometimes aid with understanding the content	Graphics are appropriate / aligns with the content or topic and aid with understanding the content
Timeline	Timeline is missing	Timeline is present but not realistic or consistent	Timeline is present and is representative of approximate storyboard time
Sample content	There is no outline/structure for the reader can follow the main points of the content or sequence of ideas. Material is not legible, not accurate (spelling/grammar)	There is an outline/structure, but it needs some work for the reader can follow the main points of the content or sequence of ideas. Material is somewhat legible, accurate (spelling/grammar)	There is a clear outline/structure so that the reader can follow the main points of the content or sequence of ideas. Material is legible, accurate (spelling/grammar)

## Assignment 6: Presentation of Overall ID Project

### Group assignment – 10%

This group presentation will focus on how you plan to rollout the project, any foreseeable implementation issues and how you are planning for revisions. The presentation should include one PowerPoint slide for each topic. Create a PDF of your slide deck that shows your speaking notes (see our course video PDFs for an example). the day before the tutorial. The presentation should be no more than 5 minutes, thus leaving minutes for a Q&A with your peers. The following rubric will be use.

### Assignment 6: Instructional Design Presentation Rubric

Indicator	Percent of mark	Does Not Meet Expectations	Approaches Expectations	Meets Expectations
Required elements	2.5%	There is no outline / structure for the reader can follow the main points of the content or sequence of ideas. Does not address the three required elements	There is an outline / structure, but it needs some work for the reader can follow the main points of the content or sequence of ideas. Does not address all the required elements or provides lack of details	There is a clear outline / structure so that the reader can follow the main points of the content or sequence of ideas. Address all the required elements and provides sufficient details for depth of understanding
Spelling and grammar	2.5%	Material is not legible, not accurate (spelling / grammar). Material has not been proofread and edited for accuracy.	Material is somewhat legible, accurate (spelling / grammar). Material has not been well proofread and edited for accuracy.	Material is legible, accurate (spelling / grammar). Material has been proofread and edited for accuracy.
Q&A	2.5%	Not prepared to answer questions; does not allow time for questions; does not facilitate (discourages discussion, participation, questions)	Somewhat prepared to answer questions; minimal amount of time left to answer questions; allows for some facilitation (discussion, participation, questions)	Prepared to answer questions; leaves ample time for questions; facilitates (encourages discussion, participation, questions)
Use of PowerPoint	2.5%	Reads directly from the slides; slides cluttered with information; layout/colour distracts from the presentation; uses the wrong number of slides	Sometimes reads from the slides; many bullet points with too much information; no major layout / colour distractions; uses the wrong number of slides	Uses bullet points as a speaking guide; minimal bullet points with excellent content; appropriate layout / colour selection; uses three slides

## Assignment 7: Instructional Design Final Report

### Individual assignment – 25%

This report provides a critique of the development of your group's instructional design project. Write a 1,800 word (approximately 6 pages) paper providing a critique of the development of the training solution created by your group. It is suggested you examine the components created during the instructional designing process. Take into consideration the feedback your group received from assignment 3 and in the Q&A. The critique is not of group

members, but the use and integration of the models used, learning components created, usability of the unit / module created, and suggested revision needed to ensure a successful launch of the project. It may be useful to review the topics covered throughout the course and use that as a guide to write your paper; however, there is no particularly blueprint for this paper, as it must provide individual insights into the instructional design project. It is strongly suggested that all learners know the difference between the being critical, critical thinking, and a critique. Please provide a link to your group's project. The following rubric will be used for the paper.

<b>Indicator</b>	<b>Percent of mark</b>	<b>Does Not Meet Expectations</b>	<b>Approaches Expectations</b>	<b>Meets Expectations</b>
Organization	8%	Material is not clear, coherent and organized.  There is no outline/structure for the reader can follow the main points of the argument or sequence of ideas.	Material is somewhat clear, coherent and organized.  There is an outline/structure, but it needs some work for the reader can follow the main points of the argument or sequence of ideas.	Material is clear, coherent and organized.  There is a clear outline/structure so that the reader can follow the main points of the argument or sequence of ideas.
Spelling and grammar / APA	5%	Material is not legible, not accurate (spelling / grammar). Material has not been proofread and edited for accuracy.  Does not conform to APA style for formal academic writing	Material is somewhat legible, accurate (spelling / grammar). Material has not been well proofread and edited for accuracy.  Generally, conforms to APA style for formal academic writing.	Material is legible, accurate (spelling / grammar). Material has been proofread and edited for accuracy.  Conforms to APA style for formal academic writing.
Critical thinking	8%	No or little analysis or insights provided.  Sometimes goes off topic and does not make connections with the material.  Does not provide examples from the relevant material  Summarizes but does not put forth new ideas or insights	Provides competent but not robust analysis and critique.  Limited connections with the material  Some examples used.  Sometimes offers vague or general insights but lacks depth and detail. Puts forth some new ideas	Provides deep analysis and critique of materials and processes.  Provides rich, detailed connections with learning material  Provides examples of relevant material.  Provides depth and detailed insights in additional to new ideas
Moving forward	4%	Offers no or little input into the future of the project	Provides some details of the future of the project, but these are vague with a lack of depth and detail	Provides rich, detailed forwarding thinking to ensure the project is successful

### Group Member Assessment Rubric for Project Contribution

The group assessment rubric is as follows. Each member of your project group will be asked to complete the group assessment and submit it to the facilitator for each group assignment. NOTE: When evaluating whether a student has demonstrated success in meeting the learning outcomes of the subject, the facilitator will also take into account the peer assessment. Individual students' final marks may be adjusted by up to two grades (PLUS or MINUS).

Please rate your group members on the relative contributions that were made in preparing and presenting your PBL. Please be candid in your assessment. Your ratings will not be disclosed to other students. In rating your group members use a one to five-point scale, where **5 = Superior; 4 = Above Average; 3 = Average; 2 = below average; 1 = weak.**

Insert your peers' names in the chart below with one name at the top of each column.

Please email this assessment to XXXXX

Criteria	Yourself (insert name here)	Group Member 1 (insert name here)	Group Member 2 (insert name here)	Group Member 3 (insert name here)
Participated fully in group discussions and meetings.				
Helped to keep the group focused on the task based on the assignment description.				
Contributed useful and creative ideas to the development of the presentation.				
Critically evaluated information and evidence and presented various perspectives to the group.				
Quantity of work done.				
Quality of work done was to the desired standard and reflected the assignment assessment criteria.				
Contributed to the delivery of the presentation in a creative and supportive manner.				
Contributed to the class discussion of the presentation; answered questions on the topic and furthered understandings.				
<b>Total</b>				
Comments:				

## Assignment Policies

Assignment criteria are specified in the detailed assignment descriptions. Read them carefully to be sure that you have fulfilled all aspects of the requirements. Assignments are DUE ON THE DAY indicated. Late assignments will be handled as follows:

### Non-negotiated Late Assignment

An assignment that has been posted late without prior agreement between the student and the professor to extend the time for the assignment to be handed in will be considered a non-negotiated late assignment and will be assigned a grade of zero.

### Negotiated Late Assignment

An assignment that has been handed in late in accordance with a mutually agreed deadline and penalty (if applicable) will be considered a negotiated late assignment and will be marked in accordance with the mutually agreed terms.

### Extenuating Circumstances

The professor will consider individually, rare extenuating circumstances, which may cause an assignment to be late. Examples of extenuating circumstances include hospitalization, death of a loved one, traffic accidents, etc. The student must provide documentation to validate the extenuating circumstance. It will be at the professor's discretion to work out the extension in this situation.

## Academic Integrity

Learners and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Learners are expected to be familiar with UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop.

## Turnitin

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Learners agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require learners to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service is described on the Turnitin.com website.

Learners who do not wish to have their work submitted to Turnitin.com must inform their instructor at the time the

work is assigned and provide with their assignment a signed Turnitin.com

Assignment Cover sheet:

<http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf>

Further information about Turnitin can be found on the Academic Integrity link on your laptop.

## Communication

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This course is based on the premise that critical examination of data is the basis for advancing knowledge. Defining a research question, identifying and gathering appropriate data, analyzing that data and reporting results are the bases of scientific inquiry.

The methodology for course delivery models effective PBL. Course assessment strategies provide learners with opportunities to demonstrate their ability to communicate orally, in writing and through the use of multimedia.

The course itself is not only a vehicle for collaborative learning, but also for self-reflection and the input of colleagues. Class activities include the sharing, analysis and assessment of online and face-to face interactions. Participants in this course are expected to critically assess the assumptions of their work and the work of their peers. Effective communication is the vehicle through which teacher candidates learn to access, share and expand their base of professional knowledge. It brings knowledge into practice.

## Use of Technology

The course learning outcomes, topic outline, and assessment criteria illustrate the need for learners to use and produce digital media. The digital medium is used as both a resource source and a vehicle for ongoing communication with peers, the professor and experts from the field. Learners may choose to explore multimedia presentations in greater depth and detail as part of their culminating project. The course website is an essential tool; teacher candidates are expected to actively engage in the location, evaluation, and synthesis of web-based materials.

Additional Tools to be used:

- Google Drive
- Twitter
- IM programs (such as Messenger, etc.)
- Skype (for brief 1:1 meetings)
- YouTube (post video)
- Prezi (<http://prezi.com/>)
- Cmap (<http://cmap.ihmc.us/>)
- <https://bubbl.us/>

## Individual Needs and Diversity

Course methodology is designed to attend to a range of learning styles and abilities of teacher candidates. The selection of course readings provides an ethnic and gender balance. A prime function of this course is to support learners as they struggle to understand how important issues, such as individual needs and diversity can be integrated into their own learning situations. The instructor establishes a climate for learning, which encourages learners to explore, and debate issues from their own perspectives, while remaining open to and respectful of the ideas and opinions of others.

## **Course Evaluations**

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Learners are encouraged to participate actively in this process and will be notified of the dates via MyCampus.

## **Disclaimer**

This outline documents the professor's intentions for this course. Over the period of the academic semester, it may become clear that some modifications may be necessary. Any modifications that may influence student success or the marking scheme will be made only after frank discussion with the learners and the prior approval of the dean.