**Faculty of Education**
**AEDT 4140U: Instructional Design**

**Facilitator: Janet Symmons, Ph.D. candidate**

## 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 8, 2018 | April 2, 2018 | N/A |

*For other important dates go to: www.uoit.ca > Current Learners> Important Dates

## Instructor Contact Information

| Instructor Name | Office | Phone | Contact information |
|-----------------|--------|-------|---------------------|
| Janet Symmons | Virtual | N/A | XXXXXX |
| Office Hours: | As this is an online course, I will be available virtually (not physically) for discussion through Adobe Connect, Skype, or other means. Please email me to make an Adobe Connect or 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. | | |

Adobe Connect tutorial meeting room:

## AEDT on Social Media:
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
Follow this course using the Twitter hashtag #AEDT4140
The instructional Design YouTube channel is https://www.youtube.com/user/AEDT4140U

## 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 the work of curriculum theorist Ralph Tyler.

Pre-requisites:
AEDT 2130U: Graphic Design, Digital Technologies and Learning
AEDT 3140U: Creating Digital Tools
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 weekly module.

Each of the 12 weekly modules include:

1. Approximately 45 minutes to an hour of video clips of the unit's topic, broken down into two or three 10-12-minute-long segments. A content expert (a professor from the Faculty of Education

or a recognized expert) wrote the video clip contents. All videos are publically available on the course's YouTube.com channel (http://www.youtube.com/aedt4140u). Links to each video clip are provided in the course's Blackboard site or you may subscribe to the YouTube channel where all the videos are housed. The video clips MUST be viewed prior to the tutorial sessions.

2. 50 minutes of synchronous group of tutorial in Adobe Connect each week. Attendance at one of the two weekly sessions in Adobe Connect is **mandatory**. The tutorials in Adobe Connect were planned in detail by the facilitator (or content expert) to encourage an open discussion and exchange of ideas and experiences. The analysis and synthesis questions in each video clips are the jumping off point for the discussions. All learners are expected to contribute and explore the ill-structured, messy nature of the problems 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. Each weekly module requires approximately one hour of time devoted to self-directed learning activities, contributing to the forum discussion and other learning activities as noted in the course schedule.

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 is 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. NOTE: The Blackboard site in an integral part of this course. Links to readings, video clips, and a to do list is posted in each weekly module. All course requirements, handouts, marking rubrics, assessment, and related materials are posted on the course's Blackboard site. Additionally, the Adobe Connect room and YouTube channel are key sites for 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 (Janet.Symmons@UOIT.ca), 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.

## 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 prepare 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.

| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Problem** | **Introduction** | **Initial Plans for the Solution (Group)** | | | | **Detailing the Solution (Group)** | | | **Developing the Solution (Group)** | | | **Wrap-Up** |
| **Workflow** | 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) |
| **Resources Available** (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<br><br>Jan 8/18 | Course Introduction:<br><br>LO 1, 3, 4 | **1. Video Clips:**<br>• Video Clip 1.1 - Course Intro<br>• Video Clip 1.2 - ID Origins & models<br><br>**2. Tutorial**<br>• Discussion questions:<br>   o Which ID model interests you the most? Is most relevant to a training that needs to be done. | 1. Readings:<br>• AEDT4140 Course Outline<br>• Instructional Design Models http://carbon.ucdenver.edu/~mryder/itc/idmodels.html<br><br>2. Start Assignment 1: I Comparison of Instructional Design Models infographcis<br>DUE: Sunday January 14 by 11:55 pm<br><br>**Posting:** (on Blackboard discussion board)<br>Why do we need instructional design? |
| 2<br><br>Jan 15/18 | Theories that guide ID<br><br>LO 1, 3, 4 | **1. Videos:**<br>Learning Theories<br>https://www.youtube.com/watch?v=sboB3rFZgDI (11:48)<br><br>Behaviourism, Cognitivism, Constructivism, & Learning and Instructional Theory<br>https://www.youtube.com/watch?v=0YOqgXjynd0 (2:58)<br><br>Robert Gagne – Instructional Design<br>https://www.youtube.com/watch?v=5q5oDEoO1qo (2:18)<br><br>Kolb's Experimental Learning<br>https://www.youtube.com/watch?v=Rp-gaV-uSlo (1:47)<br><br>**2. Tutorial**<br>• Discussion questions:<br>   o What are the key principles common to all learning theories and how to they differ? | 1. Readings:<br>Read at least 10 learning theories from this list<br>http://www.instructionaldesign.org/theories/<br>2. Begin ID Project<br>Assignment 2: Learner, context and instructional analysis<br>DUE: Sunday January 22 by 11:55 PM<br>**Posting:** (on Blackboard discussion board)<br>Imagine designing without a learning theory. Why this be effective and why wouldn't it be effective? |

| | | 3. **Initial group work on problem definition suitable for ID project** | |
|---|---|---|---|
| 3<br><br>Jan 22/18 | Needs Assessment<br><br>LO 2, 6, 7 | 1. **Video Clips:**<br>Employee Training – Needs Assessment<br>https://www.youtube.com/watch?v=CLr0Z8v4qOc (5:08)<br><br>What is Needs Assessment? Definitions and Examples<br>http://study.com/academy/lesson/what-is-needs-assessment-definition-examples-quiz.html (5:33)<br>2. **Tutorial:**<br>• Discussion questions:<br>   o How would you go about conduction a needs assessment in your organization? What model would you use? | 1. Readings:<br>Methods for Conducting an Educational Needs Assessment (PDF)<br>http://www.cals.uidaho.edu/edcomm/pdf/bul/bul0870.pdf<br>2. Continue working on ID Project<br><br>3. Upload Proposed Problem for ID project to the discussion board to share with the class<br>**Posting:** (on Blackboard discussion board)<br>Discuss the role of needs assessment in your place of work? Have you witnessed it or is it not used? Why do you think this as occurred? |
| 4<br><br>Jan 39/18 | Instructional Goals and Analysis<br><br>LO 2, 6, 7 | 1. **Video Clips**<br>• Video Clip 4.1 Instructional Goals<br>• Video Clip 4.2 Instructional Analysis<br><br>2. **Tutorial**<br>• Discussion questions:<br>   o What are subordinate skills? Why is it important to identify them?<br>   o Why is it important to conduct an analysis of the performance setting? | 1. Readings:<br><br>2. Continue working on ID Project<br><br>3. Assignment 3: A two-page report of initial plans to another group<br>DUE: Sunday February 5 by 11:55 PM<br><br>**Posting:** (on Blackboard discussion board)<br>Why is it important to conduct an analysis of the learning environment? How does impact instructional design? |
| 5<br><br>Feb 5/18 | Performance Objectives vs. Learning Outcomes<br><br>LO 2, 6, 7 | 1. **Video Clips**<br>• Video Clip 5.1 Mager type objectives<br>Using Gagne's Five-Part Format for Writing Performance Objectives<br>https://www.youtube.com/watch?v=FTWW67IeF6c (2:06)<br>Writing Learning Objectives | 1. Readings:<br>BCIT's Writing Learning Outcomes (PDF)<br>http://www.bcit.ca/files/idc/pdf/ja_learningoutcomes.pdf |

| Week | Topic | Learning Activities | Assignments/Assessment |
|---|---|---|---|
| | | https://www.youtube.com/watch?v=eXxTpDg1thI (4:32) Goals, Objectives and Learning Objectives https://www.youtube.com/watch?v=g_Xm5IljYKQ (4:42)<br><br>2. **Tutorial:**<br>• Discussion questions:<br>  o When would you choose performance objectives over learning outcomes?<br>  o What is the relationship of performance objectives to the subordinate skills analysis? Why is that important?<br><br>3. **Collaborative/group work on ID project** | 2. Upload the completed rubric to the discussion board no later than.<br><span style="color:red">Sunday February 12 by 11:55 PM</span><br><br>**Posting:** (on Blackboard discussion board)<br>Discuss the effectiveness of learning objectives as related to your PBL. |
| 6<br><br>Feb 12/18 | Assessment Instruments<br><br>LO 2, 6, 7 | 1. **Video Clips:**<br>• Video Clip 6.1 Developing effective test items<br>• Video Clip 6.2 Entry, Pre, Post and Embedded Tests Assessment Instruments<br>https://www.youtube.com/watch?v=QEfHacuNIJQ (6:53)<br>2. **Tutorial:**<br>• Discussion questions:<br>  o What assessment instruments would you develop for an orientation program in your organization? Why? What would make the assessment effective? | 1. Readings:<br><br>2. Week 1 -6 tutorial self-assessment<br>DUE: <span style="color:red">Friday February 17 by 11:55 PM</span><br><br>**Posting:** (on Blackboard discussion board)<br>What makes assessment effective? Describe a assessment activity that you found effective and an assessment that wasn't effective. |
| | Week of Feb 19th – Mid-Term Break | | |
| 7<br><br>Feb 26/18 | Building the Blueprint – sequencing content<br><br>LO 2, 6, 7 | 1. **Video Clips:**<br>• Video Clip 7.1 Developing an Instructional Strategy<br><br>2. **Tutorial:**<br>• Discussion questions: | 1. Readings:<br>Developing an Instructional Design Strategy to Support Generic Skills Development (PDF)<br>https://pdfs.semanticscholar.org/d6d5/bef8710d33ef1016a48f6ccd2f7c4a2ada19.pdf Read pages 6-9 |

| | | | |
|---|---|---|---|
| | | o How would you ensure that your instructional strategies, educations activities, and motivational tactics align with your objectives and assessments? | 2. Assignment 4: Two-page progress report DUE: Sunday March 7 by 11:55 PM **Posting:** (on Blackboard discussion board) |
| 8<br><br>Mar 5/18 | Selecting delivery methods and media<br><br>LO 6, 7 | 1. **Video Clips:**<br>• Video Clip 8.1 Selecting Media<br><br>2. **Tutorial:**<br>• Discussion questions:<br>  o What media would be most effective to use in an instructional program in your organization? Why? | 1. Readings:<br>**Posting:** (on Blackboard discussion board) |
| 9<br><br>Mar 12/18 | Storyboarding and development methods/tools<br><br>LO 6, 7 | 1. **Videos**<br>3 Ways to Storyboard your e-Learning Course<br>https://www.youtube.com/watch?v=r9WJSgbMUI0 (8:24)<br>Why PowerPoint for eLearning Storyboards<br>https://www.youtube.com/watch?v=MyDhlc2tS_A (7:16)<br>2. **Tutorial:**<br>• Discussion questions:<br>  o Why a storyboard? What method would be most useful in a business setting? | 1. Readings<br>Storyboarding for Instructional Design (PDF)<br>https://www.tc.columbia.edu/idesign/resources/past -workshop-archive/Storyboarding-Workshop-.pdf<br><br>12 Tips to Create Effective eLearning Storyboards<br>https://elearningindustry.com/12-tips-to-create-effective-elearning-storyboards<br>**Posting:** (on Blackboard discussion board) |
| 10<br><br>Mar 19/18 | Developing instructional materials<br><br>LO 2, 6, 7 | 1. **Video Clips**<br>• Video Clip 10.1 – Developing Instructional Materials<br><br>2. **Tutorial:**<br>• Discussion questions:<br>  o What are some of the key challenges when you develop instructional materials? Suggest ways for dealing with these challenges | 1. Readings:<br>Instructional Materials from the University of Wisconsin-Madison (pay particular attention to the table of examples and links)<br>https://designteachengage.wisc.edu/instructional-materials/<br>2. Assignment 5: Building the training solution DUE: Sunday March 26 by 11:55 PM<br>**Posting:** (on Blackboard discussion board) |
| 11 | Evaluating the | 1. **Video Clips:** | 1. Readings: |

| | | | |
|---|---|---|---|
| Mar 26/18 | effectiveness of instructional materials and programs<br><br>LO 5, 6 | • Video Clip 11.1 – Formative Evaluation<br>• Video Clip 11.2 – Summative Evaluation and other Performance Evaluation Issues<br><br>2. **Tutorial:**<br>• Discussion questions:<br>  ○ Who should participate in formative evaluation? Who should not? Why?<br><br>  ○ How important is maintenance and revision to your project? Where should these items be built into the model? Why? | Formative Assessment Action Plan<br>http://www.ascd.org/publications/books/111013/chapters/Creating-a-Formative-Assessment-System.aspx<br><br>Instructional Design Review Checklist<br>https://elearningindustry.com/a-compact-instructional-design-review-checklist<br><br>2. Assignment 6: Team presentations<br>DUE: Friday March 31 by 11:55 PM<br>**Posting:** (on Blackboard discussion board) |
| 12<br><br>Apr 2/18 | Summary and synthesis<br><br>LO 4 | 1. **Tutorial:**<br>• Discussion questions:<br>  ○ What surprises did you have during the ID project?<br>  ○ What questions do you still have unanswered?<br><br>2. **Project Presentation** – Team | 1. Week 7-12 tutorial self-assessment<br>DUE Friday April 7 by 11:55 PM<br>2. Assignment 7: Final Report (Individual)<br>DUE: Wednesday April 12 by 11:55 PM |

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 describes components upon which assessments will be based and provides the value of each component and the criteria. All ideas and resources used that do not originate with you must be cited and referenced using **APA, 6ᵗʰ edition format**.

| Due Date | Assignment | Person | Value | Brief Description |
|---|---|---|---|---|
| Jan 14 | A 1 Comparison of Instructional Design Models | Individual | 5% | Create an infographic comparing two instructional designs under consideration for use in instructional design problem. Email the PDF to the facilitator<br><br>DUE:  Sunday January 14 by 11:55 pm |
| Jan 21 | A 2 D planning process – part 1 | Team | 8% | Group mark – same for all members of one group (with individual marks adjusted based on peer evaluations). Provide the following information:<br>1. **The proposed problem**<br>2. **Needs assessment**<br>3. **Goal analysis**<br>4. **Learner and setting/context analysis**<br>Use whatever medium you wish (infographics, APA paper, video, storyboard, PowToon, etc.). Use APA citation and reference style.<br><br>DUE:  Sunday January 21 by 11:55 PM<br>Peer evaluations are due Wednesday January 24 |
| Feb 4 | A 3 ID planning process – part 2 | Team | 8% | Group mark – same for all members of one group (with individual marks adjusted based on peer evaluations). Provide the following information:<br>1. **Performance objectives**<br>2. **Assessment instructions and procedures**<br>3. **Instructional strategy**<br>4. **Delivery methods/media**<br>Use whatever medium you wish (infographics, APA paper, video, storyboard, PowToon, etc.). Use APA citation and reference style.<br><br>DUE:  Sunday February 4 by 11:55 PM<br>Peer evaluations are due Wednesday February 7 |
| Feb 19 | Weeks 1-6 tutorial participation | Individual | 6% | Contributions to the weekly tutorials via sharing of resources, discussion entries using the scaffolded prompts. Assessed using the Collective Contributions Rubric below. |
| March 4 | A 4 Facilitator's and learner's materials | Team | 10% | Group mark – same for all members of one group (with individual marks adjusted based on peer evaluations). Post the facilitator's materials. This will include, but not limited to rubrics, facilitation notes, and technical information needed to run the course/workshop. This should be housed on a separate part of the website (perhaps a tab titled "Facilitator login"). Also post all material learners will need, such as assessments, handouts, student guides, etc.<br><br>DUE: Sunday March 4 by 11:55 PM<br>Peer evaluations are due Wednesday March 7 |

| | | | | |
|---|---|---|---|---|
| March 25 | A 5 Completed project | Team | 15% | Group mark – same for all members of one group (with individual marks adjusted based on peer evaluations). Post a link to the completed ID project. All individuals with each group are assigned a "course" to take and report back on, using the ID evaluation rubric. The rubric will be completed individually, thus allowing for more robust feedback.<br><br>Due: Sunday March 25 by 11:55 PM<br>Peer evaluations are due Wednesday March 28 |
| March 31 | A 6 Presentation of overall ID project | Team | 12% | Group mark – same for all members of one group (with individual marks adjusted for presentation participation and asking and answering questions during the presentations). 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 by 11:55 PM |
| April 1 | A7 Discussion forum | Individual | 30% | Weekly postings/blogs in the class **Blackboard** forum – scaffolded prompts provided based on weekly videos and readings. Plus, post a minimum of two responses each week to the posts of your peers to help build a community of learners. All discussion posts are due on Sundays during weeks Jan 15 to Feb 17 and March 7 to April 1 by 9 PM |
| April 9 | Weeks 7-12 tutorial participation | Individual | 6% | Contributions to the weekly tutorials via sharing of resources, discussion entries using the scaffolded prompts. Assessed using the Collective Contributions Rubric below |

## 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 53%** of the final grade. This project affords you opportunity to demonstrate your mastery of the ID process. The project will be build step-by-step with course activities and assignments that will guide you in the processes to aid your group with building components of the final project.

Working in groups consisting of four peers, create a problem that needs a training/learning solution. This can be something you've created yourself, or a problem you've encountered. The problem could occur in the workplace, be a stand-alone course/workshop, or be situated in higher education. Using an instructional design model, create a facilitator led synchronous/asynchronous course or workshop. Your group will post the finished product online. It should include a student guide, facilitator guide, handouts, quizzes, tests, and other instructional materials. If you choose to create a course, only two complete modules are required, but you should have the module outline included in the website, similar to how this course is set up in Blackboard.

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, including one video (maximum length 5 minutes) and at least one interactive component.

**Important**: Pick a topic that is fun, not too technical, and one that 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 ID project has four milestones: two planning process storyboards, the facilitator's and learner's materials, and the completed website. The four milestones are aligned with peer evaluations which must be complete by each group members. Group marks for each assignment will be adjusted based on the peer evaluations.

The completed project will be available to learners via the Internet, and must be live and ready for peers to trial the website/course/lesson before March 26. Additionally, facilitator support materials must be included, as this is an asynchronous/synchronous project. Clearly state the role the facilitator will have, and include all material needed for the facilitator to help learners succeed. This will include all learning materials, such as facilitator note, questions to ask learners, and assessment rubrics, and all technical information, such as login steps, how to post information, and how to contact learners. To successfully complete the project, you are required to think as a consumer (learner) of the project, and as the creator (facilitator).

<div align="center">

### Detailed Assignment Descriptions

</div>

## Assignment 1: Infographic Comparison
 **Individual assignment – 5%**
Create an infographic that compares two instructional design models. Choose two models that you are considering using 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 Planning Process – Part 1
Group assignment – 8%
This is the first part of the ID project. This project includes needs analysis, goal analysis, learner and setting / context 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 need to descript technique(s) for gathering additional data if necessary and provide a rationale for the selected technique(s).

Use whatever medium you wish (infographic, APA paper, video, storyboard, PowToon, etc.). Use APA citation and reference style.

## 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 | 4% | 1. Material is not clear, coherent and organized.<br>2. Material is not legible, not accurate (spelling/grammar) and does not conform to APA style for formal academic writing.<br>3. There is no outline/structure for the reader can follow the main points of the argument or sequence of ideas.<br>4. Material has not been proof read and edited for accuracy. | 1. Material is somewhat clear, coherent and organized.<br>2. Material is somewhat legible, accurate (spelling/grammar) and generally conforms to APA style for formal academic writing.<br>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.<br>4. Material has not been well proof read and edited for accuracy. | 1. Material is clear, coherent and organized.<br>2. Material is legible, accurate (spelling/grammar) and conforms to APA style for formal academic writing.<br>3. There is a clear outline/structure so that the reader can follow the main points of the argument or sequence of ideas.<br>4. Material has been proof read and edited for accuracy. |
| Critical thinking is applied to the integration of knowledge and practice | 4% | 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.<br>2. Information presented does not follow a | 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 | 1. Defines the issue(s) clearly and concisely with enough background information so that the reader can make an informed decision.<br>2. Information is presented in a clearly refutable manner as |

| | | logical progression or is missing entirely. | be helpful.<br>2. Information presented would benefit from further refinement to ensure that the concepts and logic are clear. | both concepts and logic are defined and followed Critically evaluates information and evidence and presents various perspectives. Documented criticisms are discussed. |
|---|---|---|---|---|

## Assignment 3: Instructional Design Planning Process – Part 2

**Group assignment – 8%**

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
4. Video methods/media

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.

Use whatever medium you wish (infographic, APA paper, video, storyboard, PowToon, etc.). Use APA citation and reference style.

## 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?) | 2.75% | 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 | 2.75% | | | Example: Did not provide sufficient detail about the content |
| Suggestions for improvement | 2.5% | | | Example: Further details about content are need and should be tied to the assessment tools to be effective |

## Assignment 4: Facilitator's and Learner's Materials

**Group assignment – 10%**

Post the facilitator's materials. This will include, but not limited to rubrics, facilitation notes, and technical information needed to run the course/workshop. This should be housed on a separate part of the website (perhaps a tab titled "Facilitator login"). Also post all material learners will need, such as assessments, handouts, student guides, etc. 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% | 1. Material is not clear, coherent and organized. 2. Material is not legible, not accurate (spelling/grammar) and does not conform to APA style for formal academic writing. 3. There is no outline/structure for the reader can follow the main points of the argument or sequence of ideas. 4. Material has not been proofread and edited for accuracy. | 1. Material is somewhat clear, coherent and organized. 2. Material is somewhat legible, accurate (spelling/grammar) and generally conforms to APA style for formal academic writing. 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. 4. Material has not been well proofread and edited for accuracy. | 1. Material is clear, coherent and organized. 2. Material is legible, accurate (spelling/grammar) and conforms to APA style for formal academic writing. 3. There is a clear outline/structure so that the reader can follow the main points of the argument or sequence of ideas. 4. Material has been proofread and edited for accuracy. |
| Critical thinking is applied to the integration of knowledge and practice | 50% | 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. 2. Information presented does not follow a logical progression or is missing entirely. | 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. 2. Information presented would benefit from further refinement to ensure that the concepts and logic are clear. | 1. Defines the issue(s) clearly and concisely with enough background information so that the reader can make an informed decision. 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. |

## Assignment 5: Completed Project

**Group assignment – 15%**

Post a link to the completed ID project. All individuals with each group are assigned a "course" to take and report back on, using the ID evaluation rubric. The rubric will be completed individually, thus allowing for more robust feedback.

|  | **Does Not Meet Expectations** | **Approaches Expectations** | **Meets Expectations** |
|---|---|---|---|
| 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 an 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 – 12%**

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

## 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: Discussion Forum

**Individual assignment – 30%**

This report provides a critique of the development of your group's instructional design project. Write a 1,800 page (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.

| Indicator | Percent of mark | Does Not Meet Expectations | Approaches Expectations | Meets Expectations |
|---|---|---|---|---|
| Organization | 8% | Material is not clear, coherent and organized.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>Generally conforms to APA style for formal academic writing. | Material is legible, accurate (spelling / grammar). Material has been proofread and edited for accuracy.<br><br>Conforms to APA style for formal academic writing. |
| Critical thinking | 8% | No or little analysis or insights provided.<br><br>Sometimes goes off topic and does not make connections with the material.<br><br>Does not provide examples from the relevant material<br><br>Summarizes but does not put forth new ideas or insights | Provides competent but not robust analysis and critique.<br><br>Limited connections with the material<br><br>Some examples used.<br><br>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.<br><br>Provides rich, detailed connections with learning material<br><br>Provides examples of relevant material.<br><br>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 |

## Assignment 7: Tutorial Participation

**Individual assignment – 12%**

Contributions to the weekly tutorials via sharing of resources and discussion (using the chat box or verbally exchanging ideas). Half the participation marks are awarded for the first six tutorials and the second half of the marks are awarded for the final six tutorials.

## 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. | | | | |
| **Total** | | | | |
| 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 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

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 or UOIT email.

## 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.