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 and 6:10 to 7 PM

Location	CRN #	Classes Start	Classes End	Final Exam Period
Online	73446 and 73507	January 7, 2019	April 1, 2019	N/A

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

Facilitator Contact Information

Facilitator's Name	Office	Phone	Contact information
Janet Symmons	Virtual	N/A	
Office Hours:	As this is an online course, I will be available virtually (not physically) for discussion through Adobe Connect. Please email me to make an Adobe Connect or Google hangout 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:
http://uoit.adobeconnect.com/aedt-4140u-20190

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
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 and 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 leaners.
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 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 team.

This covers the basic three-hour commitment to the class sessions. Note that additional reading, as well as assignments and project/team work will be expected from all learners, 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 are 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 email me (Janet.Symmons@UOIT.net) prior to the tutorial if you will be absent from a tutorial session. Please email at least 24 hours prior to the assignment due dates if you have any questions about completing the assignment.

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 facilitator 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	Design and development		Feedback and refining	Design and development			Feedback and refining	Design and development	Feedback and refining	Course evaluation	
Workflow	Course orientation Collaborative Learning	Collaborative Learning	Collaborative Learning	Collaborative Learning	Collaborative Learning	Synthesis and Adding detail	Collaborative Learning	Collaborative Learning	Synthesis and creating the training content	Collaborative Learning	Synthesis of course	Synthesis of course
Resources Available (see detailed weekly outline below)	Videos Readings Tutorials Form team; Team Work	Videos Readings Tutorials Team Work	Videos Readings Tutorials Team Work Presentations	Videos Readings Tutorials Team Work	Videos Readings Tutorials Team Work	Videos Readings Tutorials Team Work	Videos Readings Tutorials Team Work	Videos Readings Tutorials Team Work	Videos Readings Tutorials Team Work	Videos Readings Tutorials Team Work	Presentations	Presentations

Course Schedule

Session	Theme	Activity	Preparation for Session
Module 1 Jan 7	Course Introduction: Theories that guide ID ID models LO 1, 3, 4	**Video Clips:** • Video Clip 1.1 – The Challenge • Video Clip 1.2 – The ID Office **Support Videos:** Learning Theories https://www.youtube.com/watch?v=sboB3rFZqDI (11:48) Behaviourism, Cognitivism, Constructivism, & Learning and Instructional Theory https://www.youtube.com/watch?v=0YOqgXjynd0 (2:58) Robert Gagne – Instructional Design https://www.youtube.com/watch?v=5q5oDEoO1qo (2:18) Kolb's Experimental Learning https://www.youtube.com/watch?v=Rp-gaV-uSlo (1:47) **To Do:** Form teams; select your learning platform (WordPress, Weebly, etc.); begin filling out Worksheet 1 (due Jan 18) **Tutorial Discussion Questions:** • What is the purpose of ID models? • What are the key principles common to all learning theories and how to they differ?	**Readings:** AEDT4140 Course Outline Instructional Design Models (2018) https://www.instructionaldesigncentral.com/instructionaldesignmodels (NOTE: Bloom's is not a model) Read at least 5 learning theories from this list (2018) http://www.instructionaldesign.org/theories/ Seven Principles for Good Practices in Undergraduate Education (1987) http://www.lonestar.edu/multimedia/sevenprinciples.pdf Applying the Seven Principles for Good Practice to the Online Classroom (2013) https://www.facultyfocus.com/articles/online-education/applying-the-seven-principles-for-good-practice-to-the-online-classroom/ Rapid Prototyping Approach to Instructional Design (2015) https://www.stanhopeconference.com/2015/presentations/clark_rapid_prototyping.pdf
Module 2 Jan 14	Writing Instructional Goals and Objectives	**Support Videos:** Using Gagne's Five-Part Format for Writing Performance Objectives	**Readings:** Instructional Goals and Objectives (2014) http://www.personal.psu.edu/bxb11/Objectives/ (all

	Performance Objectives vs. Learning Outcomes	https://www.youtube.com/watch?v=FTWW67IeF6c (2:06) Writing Learning Objectives https://www.youtube.com/watch?v=eXxTpDg1thI (4:32) Goals, Objectives and Learning Objectives https://www.youtube.com/watch?v=g_Xm5IljYKQ (4:42)	10 web pages and the two handouts) Writing Learning Outcomes (2010) http://www.bcit.ca/files/idc/pdf/ja_learningoutcomes.pdf
	LO 1, 3, 4	How to Write Learning Objectives Using Bloom's Taxonomy (Johns Hopkins University) https://www.youtube.com/watch?v=4DgkLV9h69Q (10:52) Goals, Objectives, and Learning Outcomes (Oakland University) https://www.youtube.com/watch?v=g_Xm5IljYKQ (4:42) **Due:** Assignment 1: Email the assignment to the facilitator Jan. 18, 2018 by 9 PM Assignment 2: Prepare for group discussion in Jan 21 tutorials **Tutorial Discussion Questions:** • When would you choose performance objectives over learning outcomes? • What is the relationship of performance objectives to the subordinate skills analysis? Why is this important?	

| Module 3 Jan 21 | Building the Blueprint – sequencing content

Selecting delivery methods and media

LO 2, 6, 7 | **Support Videos:**
Instructional Strategies for Online Development (Vancouver Community College)
https://www.youtube.com/watch?v=cL7N0BnCpfg (8:18)

To Do:
Begin working on Worksheet 2 (due Feb 8)

Due:
Assignment 2: Prepare for group discussion in Jan 21 tutorials
Email feedback forms to the facilitator by 9 PM on Jan 25

Tutorial
Assignment 2: Small group discussions | **Readings:**
Deciding on Appropriate Media for Teaching and Learning (2015)
https://www.tonybates.ca/2015/01/28/deciding-on-appropriate-media-for-teaching-and-learning/

Developing an Instructional Design Strategy to Support Generic Skills Development (2002)
https://pdfs.semanticscholar.org/d6d5/bef8710d33ef1016a48f6ccd2f7c4a2ada19.pdf Read pages 6-9

Teaching and Media Selection (n.d.)
https://opentextbc.ca/teachinginadigitalage/chapter/9-media-design-principles/

Course Content Selection and Organization (n.d.)
https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses/course-design/course-content-selection-and |
| Module 4 Jan 28 | Creative Commons

Assessment Instruments

LO 2, 6, 7 | **Support Videos**
Formative vs. Summative Assessment
https://www.youtube.com/watch?v=mjmM1iN-m-E (0:44)

To Do:
Based on feedback, revise the course and/or module. Identify and write the information needed for the module. Continue revising Worksheet 1, Worksheet 2; prepare to submit the storyboard (assignment 3)

Due:
Assignment 3 Storyboard: Feb 3 by 11:55 PM | **Readings:**
Creative Commons – About the Licenses (n.d.)
https://creativecommons.org/licenses/

Using Creative Commons Images on Your Site with Confidence (2015) https://bobwp.com/using-creative-commons-images-on-your-site-with-confidence/

Assessment tools (2018)
https://serc.carleton.edu/NAGTWorkshops/assess/types.html |

		Tutorial Discussion Questions: • What assessment instruments would you develop for an orientation program in your organization? Why? • What would make the assessment effective?	Formative and Summative Assessments (2018) https://ctl.yale.edu/Formative-Summative-Assessments **Blackboard Discussion Board** Find one website where resources are posted that are either public domain or CC. Share the link with your peers. Review the posts and bookmark the links so you can easily find resources your team can use when creating your videos and other teaching/learning materials. Post no later than 9 AM on Jan 28
Module 5 Feb 4	Storyboarding and development methods/tools LO 2, 6, 7	**Support videos:** 3 Ways to Storyboard your e-Learning Course https://www.youtube.com/watch?v=r9WJSgbMUI0 (8:24) Why PowerPoint for eLearning Storyboards https://www.youtube.com/watch?v=MyDhlc2tS_A (7:16) **To Do**: Create a storyboard for a video. Do not create the video. Continue working on Worksheet 2 (due Feb 8) and revising Worksheet 1 **DUE**: Assignment 4: Email the assignment to the facilitator Feb 8 by 9 PM Assignment 5: Prepare for group discussion in Feb 11 tutorials **Tutorial Discussion Questions:** • Why a storyboard? What method would be most useful in a business setting?	**Readings:** Storyboarding for Instructional Design (n.d.) https://www.tc.columbia.edu/idesign/resources/past-workshop-archive/Storyboarding-Workshop-.pdf 12 Tips to Create Effective eLearning Storyboards (2015) https://elearningindustry.com/12-tips-to-create-effective-elearning-storyboards
Module 6	Developing instructional materials	**Support Videos** None this week	**Readings** Instructional Materials from the University of

Feb 11	LO 2, 6, 7	**To Do:**
		Select and create two mediums, other than videos, to be used in the course. Begin creating course evaluation tool for learners, designers, and facilitators. Shoot your video based on suggested changes to your storyboard. Revise worksheet and apply the changes to the course
		
		Tutorial
		    Assignment 5: Small group discussions
		Due:
		    Assignment 5: Prepare for group discussion in Feb 11 tutorials
		    Email feedback forms to the facilitator by 9 PM on Feb 15
			Wisconsin-Madison (pay particular attention to the tables of examples and links) (2018) https://designteachengage.wisc.edu/instructional-materials/
			
			Five Things You Can do If You Have Too much Content for Your Online Course (2017) https://elearningindustry.com/too-much-content-for-your-online-course-5-things-can
			
			Strategies for Developing Instructional Materials for the Interpersonal Domain (2018) https://en.wikiversity.org/wiki/Strategies_for_Developing_Instructional_Materials_for_the_Interpersonal_Domain
			
			Developing Instructional Materials (2014) https://www.slideshare.net/cdjhaigler/apt-501-chapter-9-powerpoint

Mid-Term Break: Feb 18			
Module 7 Feb 25	Designing learning activities and designing for learner motivation LO 2, 6, 7	**To Do:** Refine your course based on feedback. Provide a link to the video. Continue creating the course evaluation tool for learners, designers, and facilitators. **Tutorial Discussion Questions:** • What are some of the key challenges when you develop instructional materials? Suggest ways for dealing with these challenges **Due:** Begin working on Assignment 6, which is due March 15.	**Readings:** Online Learning Activities (n.d.) https://sites.google.com/a/hawaii.edu/new-de-faculty-orientation/step7 (includes 3 videos) Designing In-Class Activities: Examples of Active Learning Activities (2014) https://www.cidde.pitt.edu/wp-content/uploads/2014/04/Designing_In-Class_Activities-Handout-Examples_Of_Active_Learning_Activities.pdf Student Engagement: 5 Strategies to motivate the

				online learner (2016) http://blog.blackboard.com/student-engagement-strategies-motivate-online-learner/
				Five Factors that Affect Online Student Motivation (2012) https://www.facultyfocus.com/articles/online-education/five-factors-that-affect-online-student-motivation/
				Getting the Mix Right Again: An Updated and Theoretical Rationale for Interaction (2003) http://www.irrodl.org/index.php/irrodl/article/view/149/230 (Read the bullet points: Student Interaction, Teacher Interaction, and Content Interaction)
Module 8 March 4	Designing for the facilitator LO 6, 7	**Support Video:** Creative Teachers Don't Need an Instruction Manual https://www.youtube.com/watch?v=7Ou71IO-dOg (1:16) **To Do:** Create the facilitator material using the table of contents as a guide. **Due:** Assignment 6: Update and then submit the three evaluations by March 10 **Tutorial Discussion Questions:** - What are some of the key challenges when developing facilitator materials? - How has immersing in the three perspectives changed your perspective towards facilitation? - Review the support video. What place does facilitator creativity have in an online course that uses a facilitator's guide?		**Readings:** **Examples of facilitation guides:** A Facilitator's Guide to Using NCETA's Online Ice Training Resources in Face-to-Face Training (2016) http://nceta.flinders.edu.au/files/2414/8237/5328/NCETA_Ice_Online_Training_-Facilitators_Guide_-_211216.pdf Healthy Eating for Seniors: Community Presentations – Facilitator's Guide (n.d.) https://www2.gov.bc.ca/assets/gov/people/seniors/health-safety/pdf/seniors-facilitator-guide.pdf **Blackboard Discussion Board** Post the three evaluation tools. View two other teams' evaluations and post two suggested changes.

| Module 9

March 11 | Pilot testing the course
LO 6, 7 | **To Do:**
Continuing refining your course. Revise the three evaluation tools

Tutorial Discussion Questions:
• What are some of the challenges with receiving pilot testing feedback?
• How can we deal with or mitigate the "disruptive" element of implementing feedback from testing?

Due:
Assignment 7: Submit a link to the completed course by Sunday March 17 by 11:55 PM

Tutorial Discussion Questions:
• Why do we need to pilot test a course? | **Readings:**
Rogers, M. L. (2017, October 24). When is it time to revise my online course? *The National Teaching & Learning Forum, 26(*6), p. 4-6. doi: 10.1002/ntlf.30128

How "Good" is your Online Course: Five Steps to Assess Course Quality (2015)
https://onlinelearninginsights.wordpress.com/2015/05/26/how-good-is-your-online-course-five-steps-to-assess-course-quality/

ID/User Testing for e-Learning Courses (2014)
https://en.wikiversity.org/wiki/Instructional_design/User_testing_of_e-learning_courses/Reviewing_Evaluation_Fundamentals |
| Module 10

March 18 | Evaluating the effectiveness of instructional materials and programs | **To Do:**
Make final adjustments to your course based on feedback from your peers.

Work on your team's pitch to the HR committee. Presentations take place on March 26 and April 2

Due:
Finalized rubrics are due by March 21

Tutorial Discussion Questions:
• Who should participate in formative evaluation? Who should not? Why?
• How does a course evaluation impact instructional design?
• Explain why or why not an evaluation tool should be created in the first few days of the ID project | **Readings:**
Formative Assessment Action Plan (2011)
http://www.ascd.org/publications/books/111013/chapters/Creating-a-Formative-Assessment-System.aspx

Nine Steps to Quality Online Learning (2012)
https://www.tonybates.ca/2012/07/09/nine-steps-to-quality-online-learning-step-9-evaluate-and-innovate/

Instructional Design Review Checklist (2013)
https://elearningindustry.com/a-compact-instructional-design-review-checklist

Four Ways to Perform a Post-Course Evaluation |

			Analysis (2017) https://elearningindustry.com/how-create-elearning-evaluation-post-course **Blackboard Discussion Board** Using the rubrics your team created, test one course provided feedback from the three perspectives (one site, one perspective) and post your feedback for that team in the DB. Each team will be given another team's website to evaluate. Post your rubrics no later than 9 PM on March 17. Use the feedback from the other team to make adjustments to your course and your rubrics. Final rubrics are due on March 21 by 9 PM.
Module 11 March 25	Redesign: from online to flipped, and blended LO 5, 6	**Support Videos:** The Basics of Blended Learning: https://www.youtube.com/watch?v=3xMqJmMcME0 (5:50) Flipped Classroom Model: Why, How, and Overview https://www.youtube.com/watch?v=BCIxikOq73Q (5:03) Assignment 8: Pitch the course to the HR committee. Fill out and submit the hiring committee form for each presentation	**Readings:** Blended learning vs. Flipped Learning: Can You Tell the Difference? (2016) https://elearningindustry.com/blended-learning-vs-flipped-learning-can-tell-difference Faculty Focus Report: Blended and Flipped: Exploring New Models for Effective Teaching (2014) https://www.facultyfocus.com/wp-content/uploads/2014/06/FF-Blended-and-Flipped-SpecialReport.pdf
Module 12 April 1	Redesign: from f2f to online LO 4	To Do: Assignment 8: Pitch the course to the HR committee. Fill out and submit the hiring committee form for each presentation	Moving a face-to-Face Course Online without Losing Student Engagement https://www.facultyfocus.com/articles/online-education/moving-face-face-course-online-without-losing-engagement/ Key Differences Between Online and Face-to-Face Teaching (Miami University) https://miamioh.edu/academics/elearning/faculty-resources/teaching-with-technology/key-

			differences/index.html Converting your Course to a Blended Format (Ryerson University) https://www.ryerson.ca/content/dam/lt/instructional/instructor_guide_hybrid.pdf

NB: It is your responsibility to contact your facilitator 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**.

Assignment	Person	Value	Brief Description and Due Dates
A1 Worksheet 1	Team	10%	Provide the following information: 1. Learning platform and other technologies used in the course 2. Purpose statement 3. Describe the typical leaner for this university course 4. Five learning outcomes 5. List and describe the 12 weekly themes (modules) 6. Choose one theme (module) your team will create DUE: Friday January 18 by 9 PM Email the assignment to the facilitator
A2 Worksheet Discussion	Individual	15%	Each team member will discuss their team's proposed project with other learners. Peer's will discuss the project for five minutes and then engage in a five Q&A session with others. Peers will be assessed for their knowledge of the team's proposed project and ability to answer questions. DUE: Monday January 21 in the tutorials Email the feedback forms to the facilitator no later than 9 PM on January 25
A3 Storyboard	Team	10%	Create a storyboard for a video the team is considering for the module you are developing. . The storyboard should be for a video between five and seven minutes in length. The storyboard must contain an area for the video, the nearly completed script, and production notes. NOTE: This is a pass/fail assignment Due Sunday Feb 3 by 11:55 PM Email the assignment to the facilitator
A4 Worksheet 2	Team	10%	Provide the following information: 1. List and describe eight to ten possible learner activities for the module: 2. List and describe six possible subtopics that could be made into videos (five to seven minutes) 3. List and describe four types of formative assessment that could be applied to the module contents 4. List and describe five types of summative assessment that could be applied to the module contents 5. Align each assessment to at least two learning outcomes DUE: Friday Feb. 8 by 9 PM Email the assignment to the facilitator

A5 Worksheet Discussion	Individual	15%	Each team member will discuss their team's project with other learners. Peer's will discuss the project for five minutes and then engage in a five Q&A session with others. Peers will be assessed for their knowledge of the team's project and ability to answer questions.
			DUE: Monday February 11 in the tutorials
			Email the feedback forms to the facilitator no later than PM February 15
A6 Three Evaluation Tools	Team	10%	Create one evaluation rubric for each perspective: 1. The learners 2. The facilitators 3. Instructional designers NOTE: This is a pass/fail assignment DUE: Friday March 15 by 11:55 PM Please upload the rubric in the discussion board
A7 Completed Course Website	Team	20%	Post a link to the completed ID project. The website will be viewed from the three perspectives. Each team's submitted evaluations will be used as a rubric to grade the course. Submit a link to the final version of the course DUE: Sunday March 17 by 11:55 PM Finalized rubric due: March 21 by 11:55 PM
A8 The Pitch	Team	10%	Using one PowerPoint slide (include course title, purpose statement, and module topic), the team has 5 minutes to explain why their team should be hired (the focus is on the ID skills of the team, not the course). The team will then have 10 minutes to answer questions from the HR committee about how they applied their skills to the course created. Each team members is encouraged to discuss what they brought to the team, how they added to the project and skills the ID skills they acquired throughout the semester. DUE: Monday March 25 and Monday April 1 in the tutorials Hiring committee evaluations due by Wednesday March 27 and Wednesday April 3

UOIT Grading

All assignments are graded using letter grades

Grade	Percentage	Grade points	Description
A+	90 to 100	4.3	**Excellent.** Strong evidence of originality and independence of thought; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base; and an outstanding ability to communicate.
A	85 to 89	4	
A-	80 to 84	3.7	
B+	77 to 79	3.3	**Good.** Substantial knowledge of subject matter; some evidence of organization and analytic ability; a moderate degree of originality and independence of thought; reasonable understanding of relevant issues; evidence of familiarity with literature; and an ability to communicate clearly and fluently.
B	73 to 76	3	
B-	70 to 72	2.7	
C+	67 to 69	2.3	**Adequate.** Student is profiting from his or her university experience; an acceptable understanding of the subject matter; ability to develop solutions to simple problems in the material; some ability to organize and analyze ideas; and an ability to communicate adequately.
C	60 to 66	2	
D	50 to 59	1	**Marginal.** Some evidence that critical and analytic skills have been developed; rudimentary knowledge of the subject matter; and significant weakness in the ability to communicate.
F	0 to 49	0	**Inadequate.** Little evidence of even a superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature; failure to complete required work; and an inability to communicate.

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 learner and the facilitator 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

16

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 learner 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 55%** 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 team with building components of the final project.

Working in teams consisting of four peers, create an outline for a 12-week course and fully develop one module. The course is facilitator led synchronous/asynchronous course. Your team will post the finished product online. It should include online activities, a facilitator guide, handouts, required readings, videos, assessments, and other instructional materials.

The completed module should address specific, measureable objectives, and involve learner interaction. It should include content examples and practice activities that will cover approximately 50 minutes of instructional time, including one video (five to seven minutes in length) 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 three milestones: two completed worksheets, evaluation tool, and the completed website. The three milestones are aligned with peer-to-peer discussions about the project.

The completed project will be available to learners via the Internet, and must be live and ready for peers to trial by March 17. 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 maintain three perspectives: the learners, the facilitator, and the instructional designer.

Detailed Assignment Descriptions and Rubrics

Assignment 1: Worksheet 1
Team assignment – 10%
Due date: Jan 18 by 9 PM
Email to the facilitator

The worksheet will be used to help teams create the foundation of their **online** course. The course is synchronous and asynchronous and is modeled after the courses in the AEDT program. The worksheet includes important information, such as the purpose statement, learner description, five learning outcomes, performance objectives, and list of weekly modules. The purpose of this assignment is to lay a solid foundation and provide direction to the team as they work on completing the course design. This is a team assignment. All team members will receive the same team mark. The completed worksheet must be uploaded in the team's shared Google folder no later than Jan 18, by 9 PM. This assignment is valued at 10% of the

final grade. Email the completed rubrics to the facilitator.

Course topic:

Learning platform and other technologies used in the course:

Purpose statement:

Describe the typical leaner for this university course:

Five learning outcomes:

List and describe 12 weekly themes (modules):

Choose one theme (module) your team will create. Important: The chosen module must be in weeks 4 to 12:

Worksheet 1 Rubric

	Complete with good details	Partially complete and/or some details present	Incomplete section or missing good details
Learning platform and other technologies			
Purpose statement			
Learner description			
5 learning outcomes			
List 12 modules			
	Complete		Incomplete
Chosen module			

Assignment 2: Worksheet 1 Discussion

Individual assignment – 15%
Discussion date: Jan 21 in the tutorials
Feedback date: Jan 25 by 9 PM
Email to facilitator

In small groups, each team member will discuss their team's proposed project with other learners. Peer's will discuss the project for five minutes and then engage in a five Q&A session with others. Peers should make notes of any suggested changes to the project that results from the Q&A session. Additionally, each peer will be assessed for their knowledge of the team's proposed project and ability to answer questions.
Feedback instructions: Highlight the areas in the rubric that best describes the peer's knowledge.
Email the completed rubrics to the facilitator. Assessors that submit feedback forms after the deadline will be docked 7% from the feedback the assessor has received from their peers. Feedback forms submitted after Jan 28 will not be accepted and the assessor will receive 0% for the assignment.

Use the following rubric for feedback:

Assessor's name:	Elements:

Peer's name:	Learning platform and other technologies used in the course
Peer's team #	Purpose statement
	Describe the typical leaner for this university course
Discussion date: Jan 21 in the tutorials	Five learning outcomes
Feedback due: Jan 25 by 9 PM	List and describe the 12 weekly themes (modules)

Criterion	Inadequate	Marginal	Adequate	Good	Excellent
Peer's insights	Did not provide the purpose; did not explain many elements of the course; inability to link elements; displays inadequate knowledge of course	Stated the purpose of the course; lists the elements of the course; able to link a few elements; provided few details that explains the course	Described the purpose; described elements of the course; links some elements; provided some details that explains the course	Discussed the purpose of the course; discussed and linked all elements to the course; provided good details that explains the course	Clearly articulated the purpose of the course; articulated the five elements individually and holistically; provided excellent details that explains the course
Answering questions	Was not able to adequately answer questions about the course	Answered some questions but revealed only rudimentary knowledge of the course	Answered questions with an acceptable understanding of the course	Answered questions with substantial knowledge of the course	Answered questions with very good to excellent knowledge of the course

Assignment 3: Storyboard

Team assignment – 10%
Due date: Feb 3 11:55 PM
Email to the facilitator

Create a storyboard for a video the team is considering for the module you are developing. Use the information provided in Module 5 and your team's research into storyboarding to discover how to create the storyboard. Do not create the video. The storyboard should be for a video between five and seven minutes in length.

This is a pass/fail assignment based on whether or not it contains sufficient details to produce video. The storyboard must contain an area for the video, the nearly completed script, and production notes. The following rubric will be used:

Video sketch	Complete with good details	Incomplete or missing details
Rough, detailed script	Complete with good details	Incomplete or missing details
Production notes	Complete with good details	Incomplete or missing details

Assignment 4: Worksheet 2

Team assignment – 10%

Due date: Feb 8 by 9 PM

Upload to team's Google folder

The worksheet will be used to help teams design and build content for their online course. The items in the worksheet encourage team members to brainstorm content ideas, including different types of assessment. The purpose of this assignment is aid the team with by first thinking broadly, then narrow down to the essential content of the course based on the team's learning outcomes. This is a team assignment. All team members will receive the same team mark. The team will choose one module to develop as an exemplar for other modules. The chosen module must be in weeks 4 to 12.

1. List and describe eight to ten possible learner activities for the module

2. List and describe six possible subtopics that could be made into short videos

3. List and describe four types of formative assessment that could be applied to the module's contents

4. List and describe four types of summative assessment that could be applied to the module's contents

5. Align each formative and summative assessment to at least two learning outcomes

The completed worksheet must be posted in the team's shared Google folder no later than Feb 8 by 9 PM. This assignment is valued at 10% of the final grade.

Worksheet 1 Rubric

	Complete with good details	Partially complete and/or some details present	Incomplete section or missing good details
Eight to ten activities	Complete	Partial	Incomplete
Six possible videos	Complete	Partial	Incomplete
Four summative assessments	Complete	Partial	Incomplete
Aligns with two learning objectives	Complete	Partial	Incomplete
Four formative assessments	Complete	Partial	Incomplete
Aligns with two learning objectives	Complete	Partial	Incomplete

Assignment 5: Worksheet 2 Discussion

Individual assignment – 15%

Discussion date: Feb 11 in the tutorials

Feedback date: Feb 15 by 9 PM

Email to facilitator

In small groups, each team member will discuss their team's proposed project with other learners. Peer's will discuss the project for five minutes and then engage in a five Q&A session with others. Peers should make notes of any

suggested changes to the project that results from the Q&A session. Additionally, each peer will be assessed for their knowledge of the team's proposed project and ability to answer questions.

Feedback instructions: Highlight the areas in the rubric that best describes the peer's knowledge.

Email the completed rubrics to the facilitator. Assessors that submit feedback forms after the deadline will be docked 7% from the feedback the assessor has received from their peers. Feedback forms submitted after Feb 18 will not be accepted and the assessor will receive 0% for the assignment.

Use the following rubric for feedback:

Assessor's name:	Elements:
Presenter's name:	Eight to ten activities
Presenter's team #	Six possible videos
	Four summative assessments
Discussion date: Feb 11 in the tutorial	Four formative assessments
Feedback due: Feb 15 by 9 PM	

Criterion	Inadequate	Marginal	Adequate	Good	Excellent
Peer's insights	Did not provide an explanation for many elements of the course; displays inadequate knowledge of the elements	Lists the elements of the course; provided few details that explains the elements	Described the elements of the course; provided some details that explains the elements	Discussed the elements; provided good details that explains the elements	Clearly articulated the elements; provided excellent details that explains the elements and the possible uses in the course
Answering questions	Was not able to adequately answer questions about the elements	Answered some questions but revealed only rudimentary knowledge of the elements	Answered questions with an acceptable understanding of the elements	Answered questions with substantial knowledge of the elements	Answered questions with very good to excellent knowledge of the elements

Assignment 6: Evaluation Tools

Team assignment – 10% (pass/fail)

Due date: March 11 by 11:55 PM

Feedback due date: March 15 by 11:55 PM

Upload to the discussion board

Evaluation tools are needed to fully assess the success of the course. The purpose of this assignment is to assist the team members with maintaining the three perspectives and allowing the team the latitude to make adjustments based on peer feedback. This assignment is graded as a pass/fail. See the assignment sheet for additional details. This is a team assignment. All team members will receive the same team mark.

Using the UOIT grading rubric (https://www.uoit.ca/current-students/academics/registration-and-

records/grading.php or see the AEDT 4140 syllabus) create one evaluation rubric for each of the three perspective. Use 12-point font, Times New Roman, 1-inch margins on four sides. You may use a landscape or portrait page setup. You may use single spacing. The maximum is one page for each of the three evaluations. Use the following prompts to guide your evaluations:

4. The learners
    a. Identify what the learner needs from a course to successfully complete it
    b. Think of both the content and user experience
5. The facilitators
    a. Identify what information the facilitator would need to guide learners
    b. Think of the content, the assessments, and the technology
6. Instructional designers
    a. Identify "instructional experiences which make the acquisition of knowledge and skill more efficient, effective, and appealing" (Merrill, Drake, Lacy, Pratt & the ID$_2$ Research Group, 1966, p. 2)
    b. Think of the content, user experience (including website design), assessments, and technology

Submitting the assignment: Upload the three rubrics to the discussion board. Also provide a link to course (work in progress is expected). Please post no later than 11:55 PM on March 11.

Grading: This is a pass/fail assignment. A pass is given if the assignment is submitted and adjustments made to the three evaluations based on peer feedback. A fail is given if the assignment is submitted late and revision are not made to evaluations. Two learners from other teams will be assigned to review each rubric and provide actionable feedback. Assigned peers who do not provide feedback by 11:55 PM on March 15 will be docked 5% from their individual mark for the assignment.

Reference

Merrill, M. D., Drake, L., Lacy, M. J., & Pratt, J. (1996). Reclaiming instructional design. *Educational Technology, 36*(5), 5–7.

Assignment 7: Completed Course Website
Team assignment – 20%
Due date: March 17 by 11:55 PM
Final rubrics due date: March 21 by 11:55 PM
Share the link to the website in the discussion board

Post a link to the completed ID project. The website will be viewed from the perspectives of the learner, facilitator, and instructional design. Each team's submitted evaluations will be used as a rubric to grade the course. Submit a link to the final version of the course. This is a collaborative team effort, with the grade weight of 20%.

Each online course must contain the following:

- Course title

- Purpose statement and course description

- Prerequisite and course level

- Five learning outcomes

- List and description of the 12 weekly modules

- Complete instruction for 50 minutes of instruction for one module (modules 4 to 12)

- One complete instructional video (five to seven minutes in length)

- List and description of two videos that could be used for the module

- One short activity (less than 15 minutes) and three discussion prompts for the tutorials

- Four formative assessments, plus a stated alignment with at least two learning outcomes for each assessment

- Four summative assessments, plus a stated alignment with at least two learning outcomes for each assessment

- Complete facilitator material for the module

Important: The team's rubrics adjustments rubrics may take longer than anticipated. The finalized three final rubrics are due by 11:55 PM on March 21. Please upload the three rubrics to the team's Google shared folder.

Assignment 8: The Pitch

Team assignment – 10% (5% for the presentation and 5% for the Q&A)

Due date: In the tutorial on March 25 or April 1 (depending on the number of teams)

Using one PowerPoint slide (include course title, purpose statement, and module topic), the team has five minutes to explain why their team should be hired (the focus is on the ID skills of the team, not the course). The team will then have 10 minutes to answer questions from the HR and other teams about how they applied their skills to the course created. Each team members is encouraged to discuss what they brought to the team, how they added to the project, and skills the ID skills they acquired throughout the semester.

The Pitch: Rubric

Presentation is approximately 5 minutes	On time (within 15 seconds)	Close to time (plus or minus max. 1 minute)	Not aware of time (exceeds 1 minute, plus or minus)
Q&A is approximately 10 minutes	On time (within 15 seconds)	Close to time (plus or minus max. 1 minute)	Not aware of time (exceeds 1 minute, plus or minus)
All team members discussed their ID skills	Excellent or good	Adequate or marginal	Inadequate
Q&A			
All team members answered questions	Excellent or good	Adequate or marginal	Inadequate

about their ID skills					
All team members asked questions about ID skills all other teams in the meeting	Excellent or good		Adequate or marginal		Inadequate
Poll results	Hired immediately and without any reservations	Hired; will need minimal mentorship	Hired; will need considerable mentorship	Hired; on probation; will need considerable guidance	Not hired; much more work is required
HR results	Hired immediately and without any reservations	Hired; will need minimal mentorship	Hired; will need considerable mentorship	Hired; on probation; will need considerable guidance	Not hired; much more work is required
Final decision	Hired immediately and without any reservations	Hired; will need minimal mentorship	Hired; will need considerable mentorship	Hired; on probation; will need considerable guidance	Not hired; much more work is required

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 learner and the facilitator 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 facilitator 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 learner 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 learner 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 facilitator may require learners to submit their assignments electronically to Turnitin.com or the facilitator may submit questionable text on behalf of a learner. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Learners who do not wish to have their work submitted to Turnitin.com must inform their facilitator 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.)
- Google hangouts (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 facilitator 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

Learner 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 facilitator'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 learner success or the marking scheme will be made only after frank discussion with the learners and the prior approval of the dean.