



INSTRUCTIONAL DESIGN & TECHNOLOGY

IDT 200_x INSTRUCTIONAL DESIGN MODELS

IDT200x Instructional Design and Technology: Instructional Design Models Syllabus

About the course

This course will explore how learning theory and motivation can be applied to the instructional process to make more engaging and practical for diverse learning audiences. The focus of the course is on two areas: 1) the theoretical principles that have contributed to the field of Instructional Design (ID), and 2) how those principles can be applied within practical settings of select professional settings.

Course Facilitators

LeAnn Derby, Ph.D. Dr. Derby holds a doctorate in education, teaching and learning from the Ohio State University and has over eleven years' experience teaching French, leading curriculum design for blended learning environments and working with faculty development. She uses her background in pedagogy, paired with technical expertise of hardware and software, to teach graduate courses on topics of instructional design, leading educational technology change, and designing multimedia learning environments. Her research interests include computer adaptive testing and online teaching and learning.

Teaching assistants

Danica Justsen, M.Ed. Instructional Technology. Ms. Justsen is a freelance instructional technology specialist, designer, and an English teacher in Prince Georges County Public Schools, MD, USA.

Prerequisites

There are no prerequisites for this course. The course is designed to allow participation by all interested students. All course materials are presented in English.

Schedule

The course will open on August 12, 2018 and run for 8 weeks. Each week, new content will be released. Weekly knowledge checks and discussions will be released along with

course content. The course ends October 6, 2018, EST USA. You will have until that day to complete all learning activities. Verification Upgrade Deadline is one month after the course begins - September 6, 2018.

Students should plan to spend between 4-6 hours each week to fully complete each of the following weekly modules.

- Module 1: Learning Evolution
- Module 2: ADDIE Design Model
- Module 3: Dick and Carey Design Model
- Module 4: Understanding by Design
- Module 5: Rapid eLearning Design
- Module 6: Instructional Systems Development
- Module 7: Learning Objectives
- Module 8: Adaptive Learning

Learning outcomes

Upon completion of this course, you will be able to:

- Analyze contributions of selected learning theories to the field of instructional design
- Describe the basic components within various motivational theories and their impact upon the learning process
- Select appropriate principles derived from given theories and apply those within practical learning situation.

Topics covered in each weekly module:

1. *Module 1: Learning Evolution*
Module 1 provides the foundation for the course. You will learn how theories of human learning and motivation can be applied to the instructional process to make it more effective, efficient, and appealing. You will then explore the evolution of trends within learning and development.
2. *Module 2: ADDIE Design Model*
This week, you will explore the ADDIE instructional design process which involves the analysis, design, development, implementation, and evaluation of instruction. The ADDIE instructional design module, when implemented correctly, results in the development of instructional / training materials designed to address the specific goals and objectives of a pre-identified instructional problem or performance gap.
3. *Module 3: Dick and Carey Design Model*
You will explore the Dick and Carey instructional design model. The Dick and Carey model prescribes a methodology for designing instruction based on a reductionist model of breaking instruction down into smaller components.

Instruction is specifically targeted on the skills and knowledge to be taught and supplies the appropriate conditions for the learning of these outcomes.

4. *Module 4: Understanding by Design*

In this module, you will explore the concepts and use of another instructional design framework, Understanding by Design (UbD). UbD follows three specific steps that contain a prescriptive sequence of events to develop a complete learning solution.

5. *Module 5: Rapid eLearning Design*

Rapid eLearning is a process you are probably familiar with and may even use within your organization. As it states, this model is built on a "just in time" approach to learning; however, this module will breakdown the processes and roles within this model.

6. *Module 6: Instructional Systems Development*

This week you will gain a better understanding of the elements that compose the instructional system development process. As you have learned in this program, instructional design is more relevant to how it's used and the gaps it is trying to fill. This module will introduce two similar, yet different contexts in which learning and development processes are used.

7. *Module 7: Learning Objectives*

In this module, you will explore different approaches used in the development of learning objectives and the roles of other people within the creation and evaluation process of the objectives and learning experiences you create.

8. *Module 8: Adaptive Learning*

In this module, you will walk away with a working, pragmatic knowledge of adaptive learning. Beginning with an overview of adaptive today, contextualized by various consumer media technologies, the module will provide concrete examples of different platforms.

Grading policy

Grading:

Each week, new content will be released. You will be able to view all material and take any knowledge checks at any time after the content is released. In order to be awarded a certificate you will need to have completed all learning activities by October 6, 2018 when the course closes.

Certification:

If you have not selected the course certification option, the verification upgrade deadline is one month after the course begins - Sep 6, 2018. Verified students must meet the 80% cut-off to earn a certificate. Grades are calculated as explained below.

Overall Grade:

Grades for verified learners will be based on: Weekly activities (40%) and the End of Course Signature Assignment (60%).

- *Weekly Activities*
During the course you will design and develop projects to demonstrate understanding of course content. Many of the projects are developed weekly allowing for feedback and updates to improve content acquisition. Your weekly projects will be included in your final portfolio.
- *Signature Assignment*
The Signature Assignment for this course combines all the concepts you have explored in the program. In this assignment, you will develop a brief learning/training resolution for a situation (instructional problem) of your choice. During the signature assignment, you will be required to apply information and concepts covered in this course as you address each part of the assignment and complete the learning design document template. Please see the Signature Assignment handout for a complete breakdown of the assignment requirements. Completion of the signature assignment is required for all candidates enrolled in the MicroMasters certificate program.
- *Discussions*
Some of the weekly modules have discussion questions or discussion postings associated with the weekly activity. Discussion responses will not be graded, but active participation in discussions provides us with an incredible resource of viewpoints, and we want to take full advantage of this diversity in our discussions. Course facilitators and the course TA will not reply to every discussion post. They will monitor the discussions, highlighting important posts and clarifying concepts as needed. The instructors will be following the same schedule for due dates of discussions, as follows:
 - If there is a discussion post for the week, your initial posting should be completed by 11:59PM EST USA the Wednesday of the week.

- Follow-up discussions and postings, if required, should be completed by 11:59 PM EST USA the Sunday of the week.

Please consider the following when you post:

Guidelines

- Active participation is critical. We are all learning together and you will get out of the discussions what you put into them.
- Assume the best intentions from your classmates. If in doubt please contact your course facilitator or course instructor about specific concerns.
- Posts should be written in your own words. If you include a quote or reference, when possible also provide a citation (book, URL, etc).
- Before posting, search the Discussion for similar questions or comments.
- Use evidence instead of personal attacks when you respond to a post with which you disagree. You can choose to support good posts and ideas if you click on the green plus button to upvote a post.

Logistics

- Please limit your posts/responses to a maximum of 400 words (by request of edX).
- A blue star on a post means a member of the course staff has endorsed it.
- If you see an inappropriate post, flag it instead of adding your own commentary.

If you are new to APA guidelines, Purdue Online Writing Lab (OWL) has a wonderful overview of how to use APA guidelines to cite resources: <http://owl.english.purdue.edu>. Attribute: *The Purdue University Online Writing Lab (OWL)*.

Certificates

For those of you working to obtain MicroMasters certificate, you need to complete all activities and discussions for the 8 weeks of the course and complete all required colleague follow postings. Additionally, you will need to design, develop, and publish your signature assignment and post it to the course *by the end of week 7*. Reminder, that there is one required discussion post and follow up requirement during week 8 for verified students.

Online students who have upgraded to verified and achieved a passing grade in Instructional Design and Technology: Learning Theories will earn a Verified Certificate. These verified certificates indicate that you have successfully completed the course but will include a specific grade. Many students add their certificates to resumes, CVs, or LinkedIn profiles to demonstrate mastery of a given subject area to potential

employers. Certificates are issued by edX under the name of UMUC and are delivered through your dashboard on edx.org.

The Verified Certificate costs \$199 to administer and requires you to complete the ID Verification process. That means that you must verify your identity with a webcam and a government-issued photo ID. Click *Upgrade to Verified* under the course name on your [edX dashboard](#) to complete this process.

If you are interested in earning a UMUC MicroMasters Credential in Instructional Design and Technology, you must successfully pass and receive a Verified Certificate in each of the 4 courses in the Instructional Design and Technology program:

- IDT100x Instructional Design and Technology: Learning Theories
- IDT200x Instructional Design Models
- IDT300x Instructional Design: Digital Media, New Tools and Technology
- IDT400x Instructional Design Course Evaluation and Capstone project

We urge you to consider the Verified Certificate option. You have limited time to become a Verified Certificate student. See the [edX FAQ](#) for more details on certificates.

Instructional Design and Technology: Learning Theories is part of the UMUC Instructional Design and Technology MicroMasters program. The UMUC Instructional Design and Technology MicroMasters Program is a graduate level series of courses designed to provide you with the in-depth knowledge and skills needed to be an instructional designer. This online sequence is a semester's worth of work from UMUC's Learning Design and Technology program and consists of 4 courses for a total cost of \$796.

By earning the MicroMasters credential you will develop the knowledge and skills identified in the "what you'll learn" bullets on the program landing page and within each course. Build on your MicroMasters Credential by applying to the Learning Design and Technology program at UMUC.

Take Your Credential To The Next Level

Learners who successfully earn the MicroMasters Credential are eligible to apply to UMUC's Learning Design and Technology program for graduate level credential options. The MicroMasters Credential will count for 12 credits toward LDT 610 and LDT 620 in the degree program.

For more information and to enroll in other courses in the UMUC Instructional Design and Technology MicroMasters programs, visit link to edx.org.