

The University of the West Indies

OPEN CAMPUS

**EDID6503 Instructional Design Theories, Models
and Strategies**

COURSE GUIDE

Semester 2: 2020/2021

Welcome to EDID 6503 – Instructional Design Theories, Models and Strategies. I am **Dr. Camille Dickson-Deane**, your Course Instructor for this course.

As you know, open and constant communication is critical to success in the online learning environment. I therefore urge you to ensure that you play your part to develop and maintain a very interactive relationship with me.

Thank you for your commitment as I work to make your experience in completing this course a meaningful one.

Dr. Camille Dickson-Deane

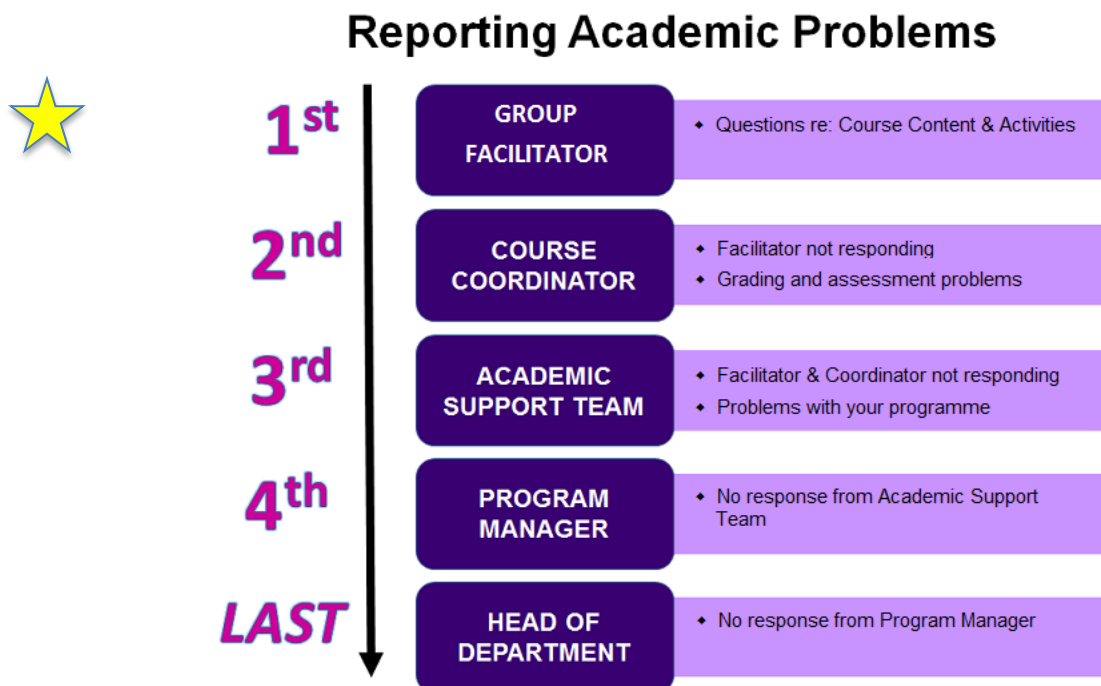
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CONTENTS	PAGE
GENERAL INFORMATION	4
INTRODUCTION	5
Purpose of this Guide	5
Course Coordinator's Expectations	5
Plagiarism Policy	6
Netiquette and Course Behaviour	6
Course Orientation	6
COURSE OUTLINE	7
Course Description	7
Course Objectives	8
Course Topics	8
Course Delivery	9
ASSESSMENT	11
Assessment Design	11
Marking Scheme for Graduate Programmes	12
ACADEMIC CALENDAR	13
APPENDIX: Student Resources	14

REPORTING ACADEMIC PROBLEMS

If you encounter academic problems use this chart to guide you in reporting them:



Denotes Project Advisors for this course

UWI REGULATIONS REGARDING DISSATISFACTION WITH EXAMINATION RESULTS

A student who is dissatisfied with the results of his/ her examination should report his/ her dissatisfaction in writing to the **Assistant Registrar, Assessment, Awards and Records (Not to the CC or Group Facilitator)**. Students should read their *Student Handbook* on the regulations and procedure related to requesting (a) Remark; or (b) Review/Go Through.

Note that for a 'Review', **only students who have failed** a course may request to go through his/ her script with the Examiner.

A 'Remark' shall **not** apply to coursework which counts for **60% or less** of the total assessment of the course and when such coursework consists of more than one piece, none of which individually exceeds 40% of the total assessment provided; that where a single piece of coursework counts for more than 40%, re-marking shall be allowed for that piece.

GENERAL INFORMATION

Course Code:	EDID6503
Course Title:	Instructional Design Theories, Models and Strategies
Programme	Instructional Design and Technology
Discipline:	
Credits:	4
Prerequisite/s:	N/A
Corequisite:	N/A
Academic Year:	Semester 2 2020/2021
Course	Dr. Camille Dickson-Deane
Coordinator:	– <u>Camille.dickson-deane@open.uwi.edu</u>

Some important information to keep in mind:

1. Your picture uploaded on the Learning Exchange must conform to the following – a profile of just your face; a close-up image that allows you to be recognized
2. The Department in the Open Campus (OC) ultimately responsible for the delivery of this course is: **The Programme Delivery Department.** View the OC Web Site for information on your Programme: <http://www.open.uwi.edu/>
3. There are different avenues available to you as a student to receive support. The avenue you take is dependent on your particular need. View the QUICKLINKs in your course for *Frequently Asked Questions (FAQs)*

INTRODUCTION

Purpose of this Guide

This Course Guide provides you with a road map to each component of the course. The course is described and the objectives outlined. Each topic and the accompanying schedule of delivery communicating what will be explored each week is delineated. The design of the overall assessment of the course is clearly presented to assist you in understanding the expectations and also to enable you to establish a plan of action to successfully manage the course. The assignments in each unit are described, accompanied by the marks awarded, a rubric detailing how the marks are allocated and the expected date of submission. This course guide then, is the document which serves as your reference, detailing all you need to know regarding the structure of the course.

Course Coordinator's Role:

The Course Coordinator/Instructor provides academic leadership for a particular course. As the academic leader the Course Coordinator is accountable for maintaining the quality assurance and academic standards in the course according to University guidelines. Working with the respective specialists available in the Programme Delivery Department of the Open Campus, the Course Coordinator is responsible for interpreting and implementing the curriculum of a course as determined by an approved Course Outline. During the academic term, the Course Coordinator supervises the Graduate Facilitators during the implementation of the course delivery, and serves as the 1st examiner of the course.

Group Facilitator's Role:

The Group Facilitator is the primary academic interface with the learners and is ultimately responsible for delivering our programmes to Open Campus students. A Group Facilitator is assigned a group of students within a course and is supervised by the Course Coordinator. The Group Facilitator has the responsibility of ensuring a student is aware of the requirements of the course and must be responsive to student queries for clarification. The successful facilitator approaches the responsibility with a learner centered attitude, openly engaging participation in course activities and promoting engagement with the group to create a community of learning. The Group Facilitator is not a lecturer, but rather someone who collaboratively builds learning, inspires curiosity, respects student input, fairly evaluates learners and provides meaningful feedback that leads to growth.

Course Coordinator's Expectations

This is the course where you will demonstrate in one succinct effort all that you have garnered during your tenure in this programme. The importance of this "course" is three-fold

1. To allow you to reflect on all that you have learned and experienced
2. To create a tangible document of your reflections
3. To further illustrate your knowledge experiences by completing a design project

Your success is fully dependent on YOU as there is no content per se that is required to completed these activities. This design project will be guided by the advising team with you are the helm. Thus, we not only look forward to your exciting results but also to see how you will approach your efforts to complete your project.

On behalf of the Advising team, I wish you luck and I have no doubt that your success will be grand at the end of this learning journey.

Plagiarism Policy

The practice of plagiarism is prohibited and attracts a penalty. The Open Campus has a stated policy related to plagiarism which it expects students to understand and comply with. The Open Campus utilizes the ***Turn It In*** software capability to recognize potential abuses of plagiarism. Please view the details concerning plagiarism on the QuickLink in the left hand column of the course page for the Graduate Student Anti-Plagiarism Policy.

Your project prospectus and your final design project work will use a Turnitin link. This will ensure that the credibility of your efforts mimic the expectations of the advising team as well as the institution.

Citation Requirements for this Course

APA version 6 is the specified referencing style used for this course. Please ensure that all of your citations conform to this style and feel free to use any free software which will enable you to be more successful in this activity for example

- Mendeley - <https://www.mendeley.com/>
- Zotero – <https://www.zotero.org>
- EndNote - <http://endnote.com/>
- Refworks - <http://www.proquest.com/products-services/refworks.html>

Netiquette and Course Behaviour:

The usual courtesies that we expect in face to face encounters will be the norm in our online classroom. We must honour the feelings of others and the differences in opinions that will emerge. In this course we will, to the best of our abilities, model online the best kinds of interpersonal behaviour that we would like to see displayed by our peers. As you interact within the online environment there are university standards that you must adhere to when you communicate with peers, Graduate Facilitators and Open Campus staff. You are expected to become familiar with these standards in an effort to maintain respectful and cordial environment. Please view the University Guidelines on Netiquette on the QuickLink in the left hand column of the course page for additional information.

Course Orientation

Please make sure you spend sufficient time during the orientation week updating yourself with important course information on the course site. Although we will not begin until the following week, this will help you to orient yourself and become more comfortable in the online environment. If you are not familiar with the Learning Exchange, take this time to learn to navigate within it and use the various tools available to you. Most of all, take this time to get to know your peers and Course Coordinator/Instructor.

COURSE OUTLINE

Course Description

This course Instructional Design Theories, Models and Strategies is a key requirement toward the completion of the graduate Diploma Programme in Instructional Design. It should be pursued concurrently with EDID6501: Learning Theory and Instructional Design at the start of the Diploma Programme. These two courses build the foundation for the other courses that follow.

The purpose of the Instructional Design Theories, Models and Strategies course is to introduce you to instructional design and development skills beyond the basics, as well as the conceptual underpinnings for various instructional design models and theories. In addition, the course will familiarize you with a number of different design strategies that can be practically applied in various educational settings and workplaces.

This course is based on the philosophical foundation that there is no one procedure for instructional design. Rather, the focus is on selecting an approach that works best for an audience, context, and content. An important outcome of the course is the completion of a practical instructional design project that addresses an instructional problem selected by the course participants.

Rationale

The purpose of the entire diploma programme is to prepare educators, trainers, curriculum development professionals, instructional designers, multimedia specialists and other education professionals to systematically analyze the requirements for, and design, develop and evaluate educational, instructional and professional development courses that employ the best practices of learning theory, instructional theory, instructional strategies and assessment and evaluation.

Good instructional design is at the heart of any quality instructional or training course. It is virtually impossible to create a course without knowing and understanding instructional design concepts, models, theories, and techniques. Many educators, trainers, multimedia experts etc. rarely take classes in graduate school that teach them how to design instruction. They therefore often lack the skills and competencies necessary to effectively carry out a variety of instructional design roles in educational institutions as well as the workplace. This course will provide you with the knowledge and skills required as a base for designing effective instructional programmes.

Learner Profile

This course is designed for educators, trainers, curriculum development professionals, instructional designers, multimedia specialists and other education or training professionals. These are adult learners with a first degree in a variety of areas. Most of the learners are working in areas of government, public service, primary-secondary school or higher education. They have professional experiences that they are expected to bring to the learning environment. Learners are enrolling in the course, and the program, to prepare themselves for careers in education and training, instructional design, and varying types of distance learning. They are also interested in career promotion, career change, and professional development.

Entry Level Skills, Knowledge and Attitudes

Persons attending this course should have some knowledge of research skills and should value

the importance of valid evidence for decision-making. Students must be competent in producing scholarly papers using acceptable research techniques, creditable sources and adhering to the formatting rules of the APA 6th Ed. national development.

Course Goals and Objectives

The course will allow participants to critically and reflectively address the tenets of the field of instructional design. They will use the existing tenets to extrapolate their own understanding of the field by building upon foundational underpinnings. To this end, participants will:

1. Select, modify or create an instructional design model for a given project
2. Given a specific context, apply instructional approaches to various instructional or training settings based on course goals and objectives, target audience and delivery media.
3. Compare and contrast instructional theories that underlie current instructional design models.
4. Examine the impact of [technology] media on the design and development process.
5. Select instructional strategies and methods based on course objectives, target audience and delivery media for different environments.
6. Create and/or select an instructional design model appropriate for their work environment.

Course Topics

Unit 1 – Framework for Instructional Theory

Unit 1 Objectives

At the end of this unit you will be able to:

1. Explain the term instruction in relation to the context of instructional theory.
2. Apply instructional theory to different types of instruction
3. Evaluate the role of instructional design in relation to educational development.
4. Distinguish between different instructional methods and approaches.
5. Analyse the basic principles of good instruction and their interrelationships.
6. Identify instructional strategies for designing instruction.
7. Explain the role of situational principles in guiding instruction.
8. Discuss the situational principles in selecting instructional methods.

Unit 2 – Instructional Approaches and Underlying Theories

Unit 2 Objectives

At the end of this module you will be able to:

1. Apply the attributes of direct instruction to student learning and achievement;
2. Select situations when direct instruction is most appropriate in a learning context;
3. Discuss the universal principles of discussion teaching;
4. Judge when direct instruction is most appropriate in instructional situations;

5. Describe the foundational theories of experiential learning;
6. Discuss the universal principles of experiential learning;
7. Judge when experiential learning is most appropriate;
8. Define problem-based instruction;
9. Discuss the universal principles of problem-based learning and how it is applied;
10. Plan learning activities that incorporate the universal principles of simulation approach to learning;
11. Select situations when simulation approach to learning is appropriate.

Unit 3 – Instructional Outcomes and Underlying Theories

Unit 3 Objectives

At the end of this unit you will be able to:

1. State the common knowledge base features for the development of skills in various contexts;
2. Describe the concepts and foundations of skill development;
3. Justify the role of differentiating knowledge and skills in the instructional design process;
4. Discuss the teaching for understanding approaches to instruction;
5. Propose techniques that use new technologies to foster understanding;
6. Explain the role of the affective domain in instruction;
7. Review the underlying theories of affective development;
8. Describe instructional models for emotional intelligence;
9. Describe the theoretical foundations of theme-based instructional theory;
10. Discuss the universal principles of theme-based instruction;
11. Discuss various approaches for implementing theme-based instruction.

Unit 4 – Instructional Design Models

Unit 4 Objectives

At the end of this unit you will be able to:

1. Describe systematic procedures used in planning and developing interactive instruction.
2. Design and develop interactive instructional sessions using the major processes included in the typical systematic design process, including analysis, design, development, implementation, and evaluation (ADDIE).
3. Compare and contrast instructional design models (behaviourist, cognitivist, and constructivist models).
4. Discuss the future directions for instructional design and various instructional design models.

Unit 5 – Looking forward: Towards Building a Common Knowledge Base

Unit 5 Objectives

At the end of this unit you will be able to:

1. Describe different kinds of knowledge including design theory and descriptive theory
2. Examine frameworks for building instructional theory
3. Review approaches to building design theory
4. Assess approaches to research on design theory
5. Relate instructional theory to the information-age paradigm of education
6. Explain how systems theory approach to instructional theory development can enhance student learning in the information age
7. Make connections between the role of technology and the development of instructional theory in the information age

Course Delivery

Course participants will be actively engaged in acquiring and using the concepts and skills related to the conduct of programme evaluations and course assessments, through the following activities:

- **Guided reading, discussion and reflection.** Participants will be required to post contributions to the discussion forum for eight of the lesson /sessions on a weekly basis. All eight will be graded, but the best five grades will be considered.
- **Critical analysis of authentic case studies** of programme and course evaluations to expose participants to real-world examples that illustrate the key principles of assessment and evaluation.
- **Group interactive discussions for dialogue and feedback on project activities.** Participants will be required to participate actively in these online sessions.
- **Designing of artefacts.** Participants will design solutions based on their own research
- **[Self]Reflections** - Participants will be required to reflect on their application of principles to their particular project situation.
- **Evaluation. (formative, self-assessment)** From time to time during the course, participants will be asked to evaluate their experiences on the course as process and to provide feedback on particular aspects of the course.

ASSESSMENT

Assessment Item	Weighting (%)
<ul style="list-style-type: none"> Component A - Individual Assignments <ul style="list-style-type: none"> Individual Concept Map – 5% Wikipedia Post on Theorist in the field – 15% Creating an instructional model – 15% Revisiting Individual Concept Map – 10% 	45%
<ul style="list-style-type: none"> Component B –Group work <ul style="list-style-type: none"> Instructional Modelling Project- 30% Individual Participation – 5% 	35%
<ul style="list-style-type: none"> Component C - Participation 	20%
Total	100 %

Component A – Individual Work – 45%

There are four individual assignments; two concept maps and interview and a research/modelling paper. Each deliverable ensures that the student uses the learning objectives garnered throughout the course and continuously builds upon knowledge, skills and abilities. The details for each assignment are located in each assignment document. Please look at the course schedule for the due dates for your assignments.

Component B – Group Work – 35%

The group project is a required deliverable that uses collaboration and cooperation techniques to solidify the knowledge, skills and abilities already gained. As the learner, you will be required to fully participate in a group to complete the group project, document your group knowledge and present that [group] knowledge in a written paper. The details for the group project are located in the project description document. Please refer to the course schedule for the due dates for your project, presentation and review forms.

Component C – Participation – 20%

There will be weekly discussion topics where you will engage in discourse with your fellow peers. It is imperative that you participate in a timely fashion in order to have the community of learner each benefit from the shared knowledge. At the end of the semester you will present a participation report on what you have garnered during the semester. Please refer carefully to the participation rubric to guide your efforts.

Marking Scheme for Graduate Programmes:

The marking scheme for graduate degrees and diplomas is as follows:

Passing Grades:		Percentage Range
	A	70 - 100
	B+	60 - 69
	B	50 - 59
Failing Grade:		
	F	0 - 49

The pass mark is 50%. For the purpose of the overall examination of a course, the individual assessment items are re-configured as follows:

Component A - Individual Work

Component B – Group Work

Component C – Participation

To pass the project a student must:

Obtain 50% or above as the average of Component A

Obtain 50% or above as the average of Component B

Obtain 50% or above as the average of Component C

Course Feedback:

Questions posted on the discussion forum as well as sent via private message or email will be responded to within 48 hours unless otherwise stated. Feedback on major assignments will be completed within a maximum of two (2) weeks and ALL scores/grades are subject to second marking.

Late Submissions:

Late submissions are not normally permitted. Requests for late submission because of sickness, death or major crisis must be supported by documented evidence. The relevant documents should be scanned and sent to the Group Facilitator, and both the scanned copy and the hard copy should be sent to the Graduate Programmes Department, in such cases, arrangements would be made for deferred submission.

Acceptance of late submissions is at the group facilitator and/or course coordinators discretion. A penalty of 10% of the grade awarded will be deducted for each day the submission is late or a letter grade deduction will be applied to the assignment score.

Unacceptable reasons for late submissions

The following reasons will not be accepted for late submissions or incomplete submissions:

1. Technology related challenges – computer crashes, lost files, etc...
2. Lack of understanding of the requirements

Quality of your Assignment:

The quality of your assignment refers to the referencing, the deliverable having no spelling and grammatical errors, the naming of your assignment and the overall formatting. Depending on the assignment it may also include specific requirements such as formatting of your audio files, etc... These are required expectations for all of your deliverables. To be clear, a deliverable (see a template for a sample document under the Course Resources) will

- Have a cover page – this is similar to the cover of book and as such will have the author's name, course name and id, date of submission, eTutor name, etc....
- Have a table of contents if the deliverable has a significant amount of headings
- Headings, which follow APA formatting
- Have 1" margins
- Have page numbers
- Use appropriate formatting to ensure that the assignment is readable
- Appendix which will hold supporting information
- References (not a bibliography) will follow APA formatting.
- Have no spelling or grammatical errors
- Use the naming convention ("LastNameFirstNameLetter_EDID6503-AssignX") so if Tantie Merle was taking this course her assignment 1 would be titled "MerleT_EDID6503-Assign1"

Assignments will receive a deduction in scores for not being named appropriately. This policy applies to all files and postings.

ACADEMIC CALENDAR

ACTIVITY	DATES
SEMESTER 2	JANUARY - MAY
Session Begins	January 18
Session Ends	April 16

COURSEWORK ACTIVITIES

Please see the detail Assignment Descriptions in the Course for details

APPENDIX

STUDENT RESOURCES: USING THE TECHNOLOGY

Need assistance with the technology –for example, you cannot access your email account, or you cannot access the Learning Exchange, you cannot get into a BbC session, etc. Send an email to the UWI Open Campus Helpdesk – at helpdesk@open.uwi.edu

New to Online Environment: You can get information on the online tools used in your courses by accessing the New Self Orientation on LE. Get information on how to upload your file, access your emails, etc. <http://2014.tle.courses.open.uwi.edu/course/view.php?id=6>

Learning more about the conferencing tool Blackboard Collaboration. Learn how to check your system, download the launcher, how to use the tool to do a presentation, etc.
BBC Resource Space - <http://2014.tle.courses.open.uwi.edu/course/view.php?id=5>

Need to check your document for plagiarism – learn how to use the TURNITIN tool, how to upload an assignment, download the similarity report, how to read the report and make adjustments to your document.
Turn-it-In Resource Space - <http://2014.tle.courses.open.uwi.edu/course/view.php?id=7>

STUDENT RESOURCES: For Graduate Students

REGULATIONS FOR GRADUATE DIPLOMAS AND DEGREES
<http://www.uwi.edu/Libraries/Grip/RegulationsforGraduateDiplomasandDegrees2.sflb.ashx>

GRADUATE HANDBOOKS AND DOCUMENTS:
<http://www.uwi.edu/grip/handbooks.aspx>

PLAGIARISM - HOW TO CHECK FOR PLAGIARISM
<http://www.uwi.edu/grip/didyouknow.aspx#pt5>

UWI Policy on Graduate Students Plagiarism
<http://www.uwi.edu/Libraries/Grip/RegulationsforGraduateDiplomasandDegrees2.sflb.ashx>

UWI Regulations on Plagiarism -Graduate Diplomas and Degrees
<http://myspot.mona.uwi.edu/postgrad/sites/default/files/postgrad/uploads/University%20Regulations%20on%20Plagiarism%20Graduate%20Diplomas%20and%20Degrees.pdf>

STUDENT RESOURCES: Referencing with APA

The Basics of APA.

Interactive slideshow presentation concerning the basics of formatting your paper in the APA format.

<http://flash1r.apa.org/apastyle/basics/index.htm>

Basics of Setting up an APA Style paper in Microsoft Word

Youtube video playlist presentation concerning the basics of formatting your papers in Microsoft Word, in the APA format

<https://www.youtube.com/playlist?list=PL8F43A67F38DE3D5D>

APA Reference List Helper

This little online resource will help you create proper references, in APA style, for the various types of works you will cite in your papers.

<https://www.citethisforme.com/>

Online APA Guide

This link takes you to the online Owl Purdue APA Guide. Here you can get all APA information related to tasks such as doing up a proper reference sheet, formatting your papers and so on.

For those who like reading online, as opposed to from a downloaded or physical style manual, this is the link for you.

<https://owl.english.purdue.edu/owl/resource/560/01/>