The University of the West Indies

OPEN CAMPUS

EDID 6505: Systems Approach to Designing Instructional Materials Graduate Programme Department

COURSE GUIDE

FOR STUDENTS

Semester 2: 2019/2020

Welcome to **Systems Approach to Designing Instructional Materials**. I am *LeRoy Hill*, your Course Coordinator and Group Facilitator

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 myself. I can be reached via email at **leroy.hill@open.uwi.edu**. I can also be contacted *via Skype at Hillleroy*

Thank you for enrolling in this course. I share your commitment to success in Systems Approach to Designing Instructional materials as we work together to make this course a meaningful and rewarding learning experience.
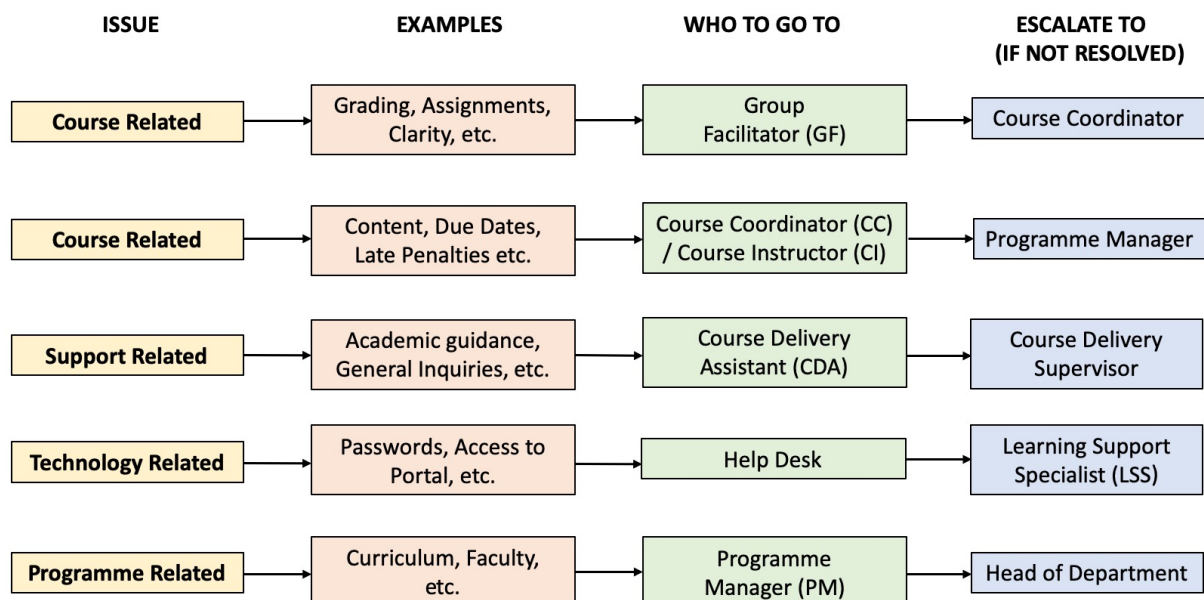
Leroy Hill

January 2020

Contents

REPORTING ACADEMIC PROBLEMS

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

ISSUE	EXAMPLES	WHO TO GO TO	ESCALATE TO (IF NOT RESOLVED)
Course Related	Grading, Assignments, Clarity, etc.	Group Facilitator (GF)	Course Coordinator
Course Related	Content, Due Dates, Late Penalties etc.	Course Coordinator (CC) / Course Instructor (CI)	Programme Manager
Support Related	Academic guidance, General Inquiries, etc.	Course Delivery Assistant (CDA)	Course Delivery Supervisor
Technology Related	Passwords, Access to Portal, etc.	Help Desk	Learning Support Specialist (LSS)
Programme Related	Curriculum, Faculty, etc.	Programme Manager (PM)	Head of Department

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 r**ead the *Regulations for Graduate Diplomas and Degrees* on the procedure related to requesting (a) Remark; or (b) Review/Go Through.

Note that for a 'Review', o**nly 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:	EDID 6505
Course Title:	Systems Approach to Designing Instructional Materials
Programme Discipline:	Graduate Diploma in Instructional Design
Credits:	Three (3)
Prerequisite/s:	EDID6501 & EDID6503
Corequisite:	
Academic Year:	2019/2020 (Semester 2)
Course Coordinator:	Dr. LeRoy Hill leroy.hill@open.uwi.edu
Group Facilitators:	Dr. LeRoy Hill leroy.hill@open.uwi.edu

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 an overview and useful information and guidelines about the course Systems Approach to Designing Instructional Materials. The guide will assist you in the preparation of your course of study for the entire semester. Unit outlines for each area is provided to guide you with regard to the material that needs to be covered and the timeframe within which it must be done. A detailed delivery schedule is also provided so that you may keep abreast of all readings and tutorial activities supplemented by your reading list. Furthermore, you are provided with a breakdown of the assessment components that will contribute towards your final grade.

Course Coordinator's Role:

The Course Coordinator 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 Group Facilitators during the implementation of the course delivery, and serves as an Examiner for 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

Students are expected to provide feedback to peers in group and general forums. This is an important aspect of the collaborative learning approach that I recommend. You will expect that I will provide feedback on your formative work in a timely manner.

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. Turnitin will be used for all assignments. Students will also be allowed to submit work for formative feedback before final assignment. These formal checkpoints will also be submitted in Turnitin.

Citation Requirements for this Course

APA Style, Version 6

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, tutors 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, Group Facilitator and Course Coordinator.

Competency Domain	Sub-Competency
Reflective Self-Awareness	● Asking Questions Soliciting Feedback ● Accuracy and honesty in self-assessment

	● Sensitivity and adaptability to new ideas and information ● Continuous quality improvement
Critical Thinking	● Explanation of Issues ● Analysis of Evidence ● Influence of Context and Assumptions ● Conclusions and Related Outcomes

COURSE OUTLINE

Course Overview

EDID6505: Systems Approach to Designing Instructional Materials is a key requirement toward the completion of the Graduate Diploma Programme in Instructional Design. It builds on EDID6501: Learning Theory and Instructional Design and EDID6503: Instructional Design Theories, Models and Strategies and will require you to utilise most of the information gained from these latter courses. However, while these two Trimester 1 courses focused on theory, EDID6505's main aim is to enable you to develop key skills and competencies in instructional design.

The purpose of the Systems Approach in Designing Instructional Materials course therefore, is to introduce you to the processes and techniques used in instructional design. You will understand the role of instructional designers and develop skills and competencies necessary in carrying out a variety of essential instructional design tasks, such as conducting needs assessments, designing materials and developing evaluation instruments. To ensure that you acquire essential instructional design skills, the objectives of this course are closely aligned with the Instructional Design Competencies developed by the International Board of Standards for Training, Performance and Instruction (IBSTPI).

During the course, you will be guided through in detail, the various phases of an instructional design model as you work towards providing a solution to an instructional problem in your work environment.

Course 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 analyse 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.

Systems Approach to Designing Instructional Materials is necessary since it enables participants to understand the importance of approaching instructional design as a process and provides practice in the use of key techniques required to execute successful instructional design projects.

Course Goals
The goals of this course are to enable students to:

1. Execute tasks associated with the various phases of the Instructional Systems Design process.
2. Develop essential instructional design competencies associated with the field.

Course Objectives
Upon completion of this course, you should be able to:
1. Describe the role of an instructional designer as a member of a wider team
2. Apply current research and theory to the practice of instructional design
3. Plan and conduct a needs assessment
4. Design an instructional unit
5. Analyse and describe the general characteristics of a target population
6. Analyse and describe the contextual characteristics of an instructional setting
7. Develop effective instructional objectives to address the skills, knowledge and attitudes identified in an instructional analysis
8. Analyse the characteristics of existing and emerging technologies and their use in an instructional environment
9. Select and use a variety of techniques for determining instructional content
10. Select and use a variety of techniques to define and sequence instructional content and strategies
11. Select appropriate media given learning objectives, instructional strategies and content
12. Select and modify existing open education resources which support learning objectives
13. Design instruction that reflects an understanding of the diversity of learners
14. Communicate instructional messages effectively in visual and written form
15. Develop instructional materials
16. Identify ethical and legal dimensions of instructional design practice
17. Monitor the implementation or delivery of instructional materials

Course Content Units

The course content provided consists of seven units. Each unit has a specified number of sessions. These units and their session topics are listed below.

1. **Unit 1 and 2 – Instructional Systems Design: The Method and The Designer**

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

   1. Chart the history of instructional systems design
   2. Define instructional systems design and terms associated with it.
   3. Discuss the purpose and importance of instructional systems design
   4. Compare and contrast instructional design models
   5. Analyse the applicability and / or utility of these models to various instructional or training settings

6. Describe the role and function of the instructional designer and other key members within an instructional design team
7. List key skills and competencies needed to work effectively in the field of instructional design

8. Justify the team approach to designing instructional materials

9. Discuss the various issues instructional designers may encounter in the real world

2. **Unit 3 – Planning and Analysing (3 units)**

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

   1. Describe the instructional problem and its dimensions, identifying the discrepancies between current and desired performance
   2. Select and use appropriate needs assessment tools and techniques to determine the nature and extent of the instructional problem
   3. Determine the possible causes of the instructional problem and potential solutions
   4. Explain the steps in developing a needs assessment plan
   5. Determine characteristics of the target population which would influence learning and transfer
   6. Analyse and evaluate learner profiles
   7. Select learner profile data for use in a particular design situation
   8. Identify aspects of the physical and social environments that impact the delivery of instruction
   9. Conduct a task and content analysis
   10. Determine the extent to which organizational mission, vision and values influence the design and success of your project

3. **Unit 4 – Designing Instructional Materials (3 units)**

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

   1. Differentiate between goals and objectives
   2. Use the information gathered from the task analysis, to define and sequence the instructional goals and objectives
   3. Write effective and measurable objectives in the various learning domains
   4. Analyse the learning outcomes so as to select and sequence appropriate assessment strategies
   5. Select and use a variety of techniques that determine the scope of the instructional content
   6. Use appropriate techniques to define and sequence the instructional content
   7. Select and sequence appropriate learning activities to promote learner engagement and maintain motivation given the nature of the content and instructional context

8. Design instruction that reflects an understanding of the diversity of learners or groups of learners (e.g. learning styles, culture, gender, no biases etc.)
9. Analyse the characteristics of existing and emerging technologies and their use in an instructional environment
10. Assess the benefits of existing and emerging technologies by specifying their capabilities to enhance motivation, visualization, interaction, simulation and individualisation
11. Select the appropriate media and delivery systems
12. Identify instances of copyright infringements (e.g. plagiarism) versus fair use of educational resources
13. Propose alternatives to copyrighted materials through the use of Creative Commons Licenses
14. Explain the advantages and disadvantages of using open content licenses
15. Explain the concept of open content and open education resources
16. Respect the intellectual property rights of others
17. Identify existing instructional materials for reuse or modify
18. Evaluate and select materials to support the content analysis, proposed technologies, delivery methods and instructional strategies
19. Integrate existing or modified materials into the design
20. Prepare a design document for your proposed project

4. **Unit 5 – Developing Instructional Materials (1 unit)**

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

1. Develop instructional materials that support the needs analysis, learning objectives, proposed technologies, delivery methods and instructional strategies which are all in keeping with the design document being developed
2. Produce instructional materials using appropriate media formats
3. Create, modify or select visuals that instruct, orient or effectively engage or motivate
4. Create messages that accommodate learner needs and characteristics, content and objectives
5. Write and edit text to produce messages that are clear, concise, bias free and grammatically correct
6. Apply principles of message design to page layout and screen design

5. **Unit 6 and 8 – Evaluating and Maintaining of Instructional Materials**

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

1. Differentiate between formative and summative evaluation
    a. Explain the meaning of formative evaluation
    b. Discuss the importance of formative evaluation
    c. Explain types of formative evaluation
    d. Develop and implement formative evaluation plans
    e. Construct reliable and valid formative evaluation instruments
    f. Interpret formative evaluation data
    g. Assess materials for content validity
    h. Evaluate the design of the materials
2. Develop and implement summative evaluation plans
3. Identify and assess the sources of evaluation data
4. Construct reliable and valid summative evaluation instruments
5. Conduct a pilot test of the instructional materials with a sample of the target audience
6. Assess the effectiveness of the instructional message against evaluation rubrics

6. **Unit 7 – The Implementation and Management of Instructional Programmes**

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

    1. Monitor the instructional delivery process

Course Assessment

There are three (3) deliverables in this course in three components; mini project 1, mini project 2 and participation. The mini project 2 comprises of five deliverables contributing to 35% of your final grade. The mini project 2 contributes to 45% of your final grade and the remaining 20% is graded as participation. The deliverables are created in such a manner to ensure that you have maximum opportunity to achieve your potential. Below are some definitions that will outline the facilitators' expectations that guide the grading of your deliverables.

Assessment Brief Descriptions

Mini Project 1 – face to face 35%

Your goal is to create a piece of instruction that in part or wholly uses ISD techniques for teaching some higher-order declarative knowledge: concepts, principles or mental models. Throughout this process, you will be creating the portions of this project as you go through each week. The topic – its big ideas and related essential questions – and the format in which you present it are for you to choose and implement. You will set goals, create assessments and come up with a set of instructional materials that you will test with revise and iterate based on test subjects and small group feedback throughout the course. This mini-project required a total instructional time of 30 minutes to 1 hour and should contain only one unit.

Mini project 2 – online 45%

Your goal is to create a piece of instruction that in part or wholly uses ISD techniques for teaching some higher-order declarative knowledge: concepts, principles or mental models. This is similar to the mini-project 1 but prepared for the online setting. This mini project will also be more in-depth in that you will be creating instruction that includes at least 3 units. You will set goals, create assessments and come up with a set of instructional materials that you will test with 1 -3 pilot subjects and iterate based on the test subjects and small group feedback. This mini-project required a total instructional time of 1-3 hours.

Participation – 20%

Your participation is required each week via learning cafes. It is measured not only by the quality of your contribution to the learning cafés but also by your timeliness and verve to contribute to your learning community. Knowledge sharing and collaboration is an integral part of any learning community and ensuring that each member of the community demonstrates such, is promoted through this deliverable. The details for how you can contribute to the participation of the course are located in the participation

description document.   Please refer to the rubric in the participation description document for the due dates when participation will be required.

Please refer to rubric in Participation Report guide.

Reflections

It is always a good practice to reflect on your activities, especially those that you perform in an online learning environment. The reflections for your assignments should detail your feelings about your work, what you would improve, how you change the design/modelling process, what you have learned from your peers, and/or any other information that will enhance your practice once this course is completed. Think of this reflective process as an opportunity to create a plan for developing your skill after you complete this course.

Course Grading

This course will be assessed using a mixture of individual and group work. The course assessment comprises 100% course work. There are no examinations.

You will be assessed on the basis of the quality, and timeliness of your efforts. The weighting for the assessments in this course is as follows:

Assessment Criteria	Weighting %
A. Mini-Instructional Unit 1 – face to face/blended	35%
a. Needs Assessment	
b. Performance Objectives and Task Analysis	
c. Assessment	
d. Instructional Strategies	
e. Reflections	
B. Mini-Instructional Unit 2 - online	45%
a. Needs Assessment	
b. Performance Objectives and Task Analysis	
c. Assessment	
d. Instructional Strategies	
e. Reflective Writing	
f. Presentation	
C. Participation	20%
TOTAL	**100%**

*Requirement: Students will be required to submit a **Coursework Accountability Statement, which will be automatically appended to <u>each</u> assignment in Moodle.***

Assessment Design:

Assignment design for each assignment explained further in separate assignment document.

Course Topics

The units to be covered in this course are as follows:

Unit #	# of Sessions	Topics Covered
Unit 1	1	Review of Instructional Systems Design
Unit 2	1	The Role of the Instructional Designer as Leader and Team Member
Unit 3	3	Planning and Analysing
Unit 4	3	Designing Instructional Materials
Unit 5	1	Developing Instructional Materials
Unit 6	1	Evaluating and Maintaining of Instructional Materials
Unit 7	1	The Implementation and Management of Instructional Programmes
Unit 8	1	Evaluating and Maintaining of Instructional Materials

Teaching Methods:

This course will be delivered using the following teaching-learning strategies:

- Course materials available online

- Supplementary online readings

- Online discussions and presentations

- Group sessions via Blackboard Collaborate

- Case Studies and Projects - Group Work

- Project Work

Course Delivery

This course will be delivered over **13** weeks using the following strategies:

The main course material will be delivered in a course package comprising Units and Readings.

Each week you will be provided with guidance on particular topics to focus on, but you must also be prepared to independently work through all the of your course material.

- You will be expected to participate in your online groups with your Group Facilitator. You are in frequently e.g (as good practice log in daily and for more extended hours at least 4 times per week) and interact with their peers and Group facilitator.

- There will be 3 BBC Sessions scheduled for this course. Of these, 3 will be conducted by the Course Coordinator, and 2 will be held with your Group Facilitator. During the first session, the Course Coordinator will address any queries on course assessment or any other issues pertaining to the schedule of the course.

- Students are encouraged to use Skype to request tutorials or meetings with Group Faciliator.

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:

Passing the Course
In order to pass this course, a student ***must***
- obtain a passing score of 50% in each of the assessment components. There are three components, participation, mini project1 and mini project2. If any of these components are failed the student will fail the course.
- submit all of the required assignments

NOTE: GRADED PARTICIPATION ACTIVITIES. Students are expected to be active learners throughout the entire course. Participation in WEEKLY discussions online is required because this is where students interact with their peers to share their experience.

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 the requirements

Quality of your assignments
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 may 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. Please use the following - http://owl.english.purdue.edu/owl/resource/560/01/ as a reference for headings, etc.…
- Have no spelling or grammatical errors

- Use the naming convention ("LastNameFirstNameLetter_EDID6505-IndivProject") so if Tantie Merle was taking this course her individual project would be titled "MerleT_EDID6505-IndivProject"

File Naming and Responding in the forums Policies

All work submitted for review/grading must include the student's last name and first name initial, along with the assignment name as part of the file name. For example,

Assignments - *Hill_NPA.doc*
or
Postings for review - Hill *NPA version 1*

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

RESOURCES

REQUIRED
Morrison, G. R., Ross, S. M., Kemp, J. E. (2011). Designing Effective Instruction. 6th Ed. City: John Wiley & Sons

Readings

Instructional Design that Soars: Shaping What You Know Into Classes That Inspire [Kindle Edition] Guila Muir (Author)

Other online reading materials and resources, which will be available for each unit, either on your course, site or through the UWI databases.

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 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/

COURSE SCHEDULE

This online course is facilitator supported and will be delivered over a thirteen (13) week teaching period. The main course materials, which are available on your course site, comprise unit content, additional readings and other online resources.

You will be required to log into the course site frequently, ideally once a day. Some weeks you will be expected to participate in online group activities as well as interact with your peers and group facilitator. Your group facilitator will help you to understand and explore the course materials by providing guidance and clarification. However, you must be prepared to work through all of your course materials independently.

There is also provision within your course site for you to interact with your peers socially. Tools such as Group Lounge, Group Chat Room and Graduate Programmes Network are all provided to ease your stress levels.

The course delivery schedule is provided in the table below:

COURSE SCHEDULE

This online course is facilitator supported and will be delivered over a thirteen (13) week teaching period. The main course materials, which are available on your course site, comprise unit content, additional readings and other online resources.

You will be required to log into the course site frequently, ideally once a day. Some weeks you will be expected to participate in online group activities as well as interact with your peers and group facilitator. Your group facilitator will help you to understand and explore the course materials by providing guidance and clarification. However, you must be prepared to work through all of your course materials independently.

There is also provision within your course site for you to interact with your peers socially. Tools such as Group Lounge, Group Chat Room and Graduate Programmes Network are all provided to ease your stress levels.

The course delivery schedule is provided in the table below:

Week	Date	Unit	Important Dates / Activities
1	Jan 19– Jan 25	**READ** Instructional Design that Soars: Shaping What You Know Into Classes That Inspire [Kindle Edition] Guila Muir (Author) ▪ Review of Instructional Systems Design Role of the Instructional Designer and Instructional Design Project Management	• icebreaking activities • Meet your tutor • Course requirements and expectations
2	Jan 26 – Feb 1	Needs Assessments	Groups assigned/selected
3	Feb 2 – 8	Task Analysis	**7 Feb 11:30 EST** Suggested date to submit in Group for feedback.

Week	Date	Unit	Important Dates / Activities
			Needs Assessment submitted **BBC SESSION**
4	Feb 9 – 15	Objectives	**15th Feb 11:30 EST** Draft Task Analysis **19th Feb, 11:30 EST** Draft Procedural and Prerequisite analysis
5	Feb 16 – 22	Writing assessment items and Rubrics	**22th Feb 11:30 EST** Objectives
6	Feb 23 – 29		**29 March 11:30 EST** Performance Rubrics
7	March 1 – 7	Learner and Contextual Analysis	**7 March, 11:30 EST** Application assessment **BBC SESSION**
8	March 8 – 14	Instructional Strategies	**14th March 11:30pm EST** Learner and Contextual Analysis **17th March, 11:30 EST** PowerPoint Slides
9	March 15 - 21		**22nd March 11:30 EST** Advanced Organisers **23th March, 11:30 EST** Analogies **23h March 11:30pm EST** Mini-Project due
10	March 22 – 28		Begin working on mini project2
11	March 29- April 4		
12	April 5 – 11		Final Presentation April 8 (VOICETHREAD) **12th April, 11:30pm EST** Mid-Project Participation survey
13	April 12 - 18		**16 April** Project due **20 April, 11:30pm EST** **Course Evaluations**

ACADEMIC CALENDAR

Important dates to keep in mind:

EDID 6505: Systems Approach to Designing Instructional Materials – Course Information. Academic Year 2019/2020, Semester 2

For complete Academic Calendar please visit here
https://docs.google.com/document/d/1W35-yYvyRfsaQLC2RsM2wB6-xmEnbTHxuHxzEWo3Zc4/edit

ACTIVITY	DATES
SEMESTER 2	**JANUARY – May, 2020**
Registration	January 2 - 20
Semester Begins	January 20
Late Registration (ADD/DROP) (with penalty)	January 21 - 31
Teaching Begins	January 20
Teaching Ends	April 17
Examinations Begin	
Examinations End	
Semester Ends	May 15