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Senate Info. - 11/2/10

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Liberal Studies

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: COMM 330: Instructional Design for Training and Development

Instructor(s) of Record: James S. Lenze, Ph.D., Professor, Communications Media

Phone: 724-357-3779

Email: jlenze@iup.edu

A. Provide a brief narrative rationale for each of the items.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Lenze holds a Ph.D. in Instructional Systems Design from Penn State. He has over been developing distance education materials or teaching online since 1993. He has published consistently in the field of distance education since 1993. He has been the instructor of record for COMM 614, COMM 302, COMM 201 and COMM 103 at IUP. He has successfully taught each of these courses. He has been invited to serve on numerous committees at IUP and the University of Michigan-Dearborn because of his expertise in developing curriculum for distance education.

2. How will each objective in the course be met using distance education technologies?

A variety of methods will be used for delivering course content, feedback to students, interactions, and assessment. The methods used for each objective are subsequently described in detail.

A. Demonstrate an understanding of the field of training and development and the approach employed by:

1. *Explaining the historical growth and development of the field.*
Course content will be delivered through the course texts and online resources, available through Moodle, that includes pdfs of an article and a study guide for the textbook and article. Students will receive peer and instructor feedback through online asynchronous discussions. Students will be assessed through the completion of an online quiz based on the study guide.
2. *Discussing rationales for using a systematic approach to solve instructional performance problems.*
Course content will be delivered through the course texts and online resources, available through Moodle, that includes links to additional online resources and a pdf of a study guide for the textbook. Students will receive peer and instructor feedback through online asynchronous

discussions. Students will be assessed through the completion of an online quiz based on the study guide.

3. *Paraphrasing the major elements commonly included in all instructional design models.*

Course content will be delivered through the course texts and online resources, available through Moodle, that includes links to additional online resources and a pdf of a study guide for the textbook. Students will receive peer and instructor feedback through online asynchronous discussions. Students will be assessed through the completion of an online quiz based on the study guide and through a short essay response.

4. *Define the terms used in the instructional design process.*

Course content will be delivered through the course texts and online resources, available through Moodle, that includes links to additional online resources and a pdf of a study guide for the textbook. Students will receive peer and instructor feedback through online asynchronous discussions. Students will be assessed through the completion of an online quiz based on the study guide.

B. *Demonstrate specific competencies in an instructional design project by generating an original instructional module, which incorporates the following:*

1. *Identification of an instructional goal.*
2. *Analysis of the characteristics of learners, the learning environment, and the learning task*
3. *Specification of performance objectives*
4. *Development of criterion measures*
5. *Selection of instructional strategies*
6. *Construction of a prototype*
7. *Preparation of formative evaluation*
8. *Planning and conducting tryout of the prototype*
9. *Specification of revisions resulting from a prototype tryout*

Course content for objective B, numbers 1 through 9, will be delivered through the course texts and online resources, available through Moodle, which includes a pdf of a study guide for the textbook, a case study overview, the final project overview, and appropriate assessment rubrics. Students will receive peer and instructor feedback through online asynchronous discussions. Students will be assessed through the completion of an online quiz based on the study guide, the completion of a case study in small groups, and the completion of the final project.

The final project is broken into several sections and students complete a section of the final project in topics four through nine. In the final project, students will determine a solution to a problem that will be provided. They will create a

prototype that will be used to assist in the training and development field – specific to the needs of the client as they resolve the solution.

3. How will instructor-student and student-student, if applicable, interaction take place?

Instructor-student and student-student interaction will take place in a variety of ways.

- *Phone* - The instructor's office phone number is provided for emergency use only. Because of the nature of this course, students should select from the online communication technologies mentioned below for contact with the instructor.
- *E-mail* - The instructor's IUP-issued email address is provided for student use. Students are asked to limit email communication to issues of a personal nature for which other students in the course would not benefit.
- *Discussion Board* - The discussion board will be used in a two tiered fashion. A Miscellaneous Issues forum is available for general comments, questions, and assignment-related issues. Discussion board assignments will also be integrated into the course as outlined in the course syllabus.

Students are encouraged to post questions and comments to the Miscellaneous Issues forum. This forum is considered your first line of defense for resolving an issue within the course. Students should monitor the discussion board daily and reply to classmates' and the instructor's posts where appropriate. The instructor will monitor the question-related and response-related discussion boards at least once each business day (Monday through Friday). Extra credit, as outlined in the course syllabus, will be available for students who assist their classmates through use of the forum.

- *Wimba Virtual Classroom* - The instructor will conduct online office hours through Wimba Virtual Classroom. Students may also schedule individual meetings with the instructor through Wimba.

4. How will student achievement be evaluated?

COMM 330 has the following evaluation activities:

A. Chapter Quizzes, Short Essay Responses, and Discussions

- The material is broken into topics. Topics 1-8 consist of seven quizzes, a short essay response and a discussion totaling 30%.
- Each topic includes an online quiz to assess student understanding of foundational concepts. Students will be encouraged to complete a study guide before taking the

quizzes. Additionally, some topics require the submission of **short** essay responses pertaining to textbook content. Rubrics will be provided for each subjective assignment. These quizzes are necessary because this content is rarely covered in other foundational courses such as COMM 101 and COMM 150. This assessment will encourage students to become familiar with the basic terminology and fundamental concepts of instructional design.

B. Group Case Studies

- There are five case studies that will total 30%.
- Students will complete five case studies in small groups that will meet asynchronously. This will be accomplished using discussion boards designated for specific groups of no more or less than 3-4 students. Members will share documents as well as comments on their work using this technology. An overview document will be provided for each case to provide a summary of the case and questions pertaining to the case for which students are to respond. Each group will submit one response. Rubrics will be provided for each case study assignment. Students will be evaluated based upon their ability to apply topical content and stages of the instructional design process to the case at hand. Case studies are based upon the following topical areas: understanding how people think and learn, developing instructional goals and objectives and organizing instructions, creating learning environments and producing instructional activities, and evaluating learner achievement and determining the success of the instructional design process.

C. Final Instructional Design Project

- There are five components to the final project totaling 40%.
- Students will complete the final project in five stages independently. Each stage pertains to the appropriate topical area. An overview document will be provided for each stage to provide a summary of the project and steps required of that stage. In the final project, students will be asked to develop a learning module from beginning to the end, including background research, development, implementation, and evaluation of the module. Students will be evaluated based upon their ability to apply topical content and stages of the instructional design process to the final project. As a component of this assignment, students will conduct formative evaluation by completing a review of a peer's completed project, as assigned by the instructor. Bonus Points can be earned for making corrections and improvements to the Final Instructional Design Project based upon instructor feedback. The final project is based upon the following topical areas: understanding how people think and learn, developing instructional goals and objectives and organizing instructions, creating learning environments and producing instructional activities, determining the success of the instructional design process, and evaluating learner achievement.
- The course materials are designed to work as a springboard that will lead to the completion of the final project. If students complete the readings, engage in

discussions, complete discussion responses, read the study guides and complete the quizzes, they will find it much easier to apply the knowledge of the materials to the completion of the various components of the final project.

5. How will academic honesty for tests and assignments be addressed?

The following statement will be provided in the course syllabus:

Indiana University of Pennsylvania expects a full commitment to IUP's Academic Integrity Policy from each student.

Students are expected to keep all quiz information completely confidential. Students are not permitted to print, copy, replicate, show, discuss, consult, or share information about the items or their answers before, during or after taking the quiz exam. Violations of this policy will result in failure, suspension or expulsion for all students involved.

Assignments will be given that are due frequently throughout the semester.

Online quizzes will take advantage of the security features available through Moodle, which include: timed testing, random question selection, and a secure testing window.

- B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

B. Lawson 9-18-10
Signature of Department Designee Date

Endorsed: Mary Ann Rafath 9-23-10
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Gail Sedquist 10/12/10
Signature of the Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as a distance education course

Rejected as a distance education course

David L. ... 10/18/10
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

COMM 330 Syllabus of Record

Syllabus of Record

I. Catalog Description

CM 330 Instructional Design for Training and Development

Prerequisite CM 101, 240 EN 101, 202

3 credits
3 lecture hours
0 lab hours
(3c -)1- 3sh

Examines the systems approach for the design, development, and evaluation of instructional material (print, video, multimedia etc.). Students will learn about the history of instructional design and development and the current status of the field. Each student will produce a self-instructional prototype that will require the student to systematically and creatively apply the concepts and rules learned in the class.

II. Course Objectives

After successfully completing this course the learners will be able to do the following:

A. Demonstrate an understanding of the field of training and development and the approach employed by:

1. explaining the historical growth and development of the field.
2. discussing rationales for using a systematic approach to solve instructional performance problems.
3. paraphrasing the major elements commonly included in all instructional design models.
4. define the terms used in the instructional design process.

B. Demonstrate specific competencies in an instructional design project by generating an original instructional module which incorporates the following:

1. identification of an instructional goal
2. analysis of the characteristics of learners, the learning environment, and the learning task.
3. specification of performance objectives
4. development of criterion measures
5. selection of instructional strategies
6. construction of a prototype

7. preparation of formative evaluation
8. planning and conducting tryout of the prototype
9. specification of revisions resulting from a prototype tryout

III. Course Outline

Class	Assignment	Ch. Read	Assignment Due	Quiz
1.	Introduction to the Course			
2.	Why Instructional Design Systematic Model	Ch. 1		
3.	How do we learn?????		Learning Assignment	
4.	Goal Identification / Needs Assessment	Ch. 2		
5.	Goal Identification / Needs Assessment			
6.	Goal Identification / Needs Assessment		<i>Rationale and Goal</i>	Ch. 1&2
7.	Instructional Analysis of a Goal	Ch. 3		
8.	Instructional Analysis of a Goal			
9.	Instructional Analysis of a Goal			Ch. 3
10.	Instructional Analysis of the Subskills	Ch. 4	<i>Goal Analysis</i>	
11.	Instructional Analysis of the Subskills			
12.	Instructional Analysis of the Subskills		<i>Subskill Cards</i>	
13.	Instructional Analysis of the Subskills		<i>Subskill Cards</i>	
14.	Instructional Analysis of the Subskills			Ch. 4
15.	Individual Consultation			
16.	Learner Analysis	Ch. 5		
17.	Learner Analysis			Ch. 5
18.	Instructional Objectives	Ch. 6	<i>Learner Analysis</i>	
19.	Instructional Objectives			
20.	Instructional Objectives			Ch. 6
21.	Criterion Reference Test	Ch. 7	<i>Instructional Objectives in SCOAT Format Training Interview</i>	
22.	Criterion Reference Test			
23.	Criterion Reference Test			Ch. 7
24.	Guest Speaker			
25.	Instructional Strategy	Ch. 8	<i>Three Column Format</i>	
26.	Instructional Strategy			
27.	Instructional Strategy			
28.	Instructional Strategy		<i>Project's</i>	Ch. 8

			<i>Instructional Strategy</i>	
29.	Individual Consultation			
30.	Instructional Material	Ch. 9		
31.	Instructional Material			Ch. 9
32.	Formative Evaluation	Ch. 10	Technical Report Due(80%complete)	
33.	Formative Evaluation			
34.	Formative Evaluation			Ch. 10
35.	Individual Consultation			
36.	Data Collection and Revision		<i>Formative Evaluation Plan</i>	
	Thanksgiving Break			
37.	Data Collection and Revision		Instructional Module Due (80%complete)	Ch. 11
38.	Review Modules			
39.	Summative Evaluation			
40.	Summative Evaluation			Ch. 12
41.	Final Project		Complete Technical Report and Module Due!!!!	
42.	Final Meeting		Formative Evaluation of Classmates Module	
43.				

IV. Evaluation Assignment Overview

Chapter and Presentation Quizzes:

There will be a quiz for each chapter. The quiz will be taken directly from the objectives provided in the accompanying class booklet available at Pro Packets. The purpose of the quizzes is to help you understand each step of the process. You may miss one quiz without a valid excuse however after the first miss, you must produce a valid excuse in order to make up additional missed quizzes. You will be able to make up the single unexcused quiz and any other quizzes for which you provide a valid excuse. The make up will be at the end of the semester.

You will have only 20 minutes to finish each quiz and no more, so you must work quickly. The quizzes will be worth 20% of the final grade.

Assignments to Build the Project:

The final project is a large project. In order that you may complete the project and reduce the stress that you will feel at the end of the semester, we will build the project as we go. You will be required to turn in a part of the project every couple of class periods. This will keep you from procrastinating and I will be able to provide feedback to keep you on track. This has process has proven very useful in the past and I suspect you will appreciate it around finals time.

The parts that you will be required to turn in are not too lengthy and you should have little trouble keeping up if you try. **All short project assignment must be typed and must be turned in on the required time.** If the assignment is not turned in you will loose 2% of your total grade for each late assignment without a valid excuse. Please see me if you think you have a valid excuse.

Executive Summary of Training Facility:

You will be required to identify an individual whose responsibility is to provided training in an organization. Once you have identified this individual, you will set up an appointment for an interview. The interview should answer questions about how training is conducted at the facility and the use of new technology. You will then summarize this interview and prepare an executive summary and a short presentation that will be shared with the class.

This will be worth 20% of your final grade.

Evaluation of an Instructional Module:

For this assignment you will evaluate a module that one of your classmate's developed for the final project. The criteria will be generated during the semester.

This part of the course will be worth 10% of your total grade.

Final Project:

For your final project you will generate either a self-instructional module (print or computer based), instructor's guide and material for a workshop, or a WebQuest. (The WebQuest concept will be explained in class) Accompanying the module will be a Technical Report which will detail the design and development process. You will receive additional information on these requirement in class and a detailed handout will be provided.

You will be required to turn in a prototype of your Technical Report and Instructional Module for review. **When you turn in these documents, they must be at least 80% finished and typed.** The purpose for this is to provide feedback and to help you not to procrastinate. If you do not turn in the prototypes on the assigned dates, (the dates are clearly marked in the course calendar) typed and near completion, you will loose 5% of the final grade unless you have a valid excuse.

This part of the course will be worth 40% of your total grade.

Participation:

During the course you will be asked to participate in a number of exercises. These will include in-class and out-of-class assignments. You will receive 10% if you participate in most of the activities and complete all the assignments. **This will be worth 10% of your final grade.**

Grading:

The grading scale will look like this:

	Points	
Quizzes	200	20%
Training Interview	150	15%
Module Evaluation	150	15%
Final Project	400	40%
Participation	100	10%
Total	1000	100%

Attendance:

Attendance is important and I will try to make class a worthwhile experience. However, as busy students, there may be times when it is impossible to make it to class. All I ask is that you let me know about your absence, if possible, so that I may help you understand what you missed in class.

Type of Class:

I will try to make this class as interactive and based in reality as possible. I will however expect that you participate and give it your best effort. If you have a question or wish to comment, please do not hesitate to let me know.

Late Assignments:

All assignment are due on the assigned date. If they are not turned in on time, you must have a valid excuse to not loose a letter grade.

Grade distribution:

910 to 1000	A
810 to 909	B
710 to 809	C
610 to 709	D

V. Required textbook, supplemental books and supplies

Textbook required: Dick, D. , Carey L. & Carey, J. (1998) The Systematic Design of Instruction Scott, Forceman and Company, Glenview, IL, Fifth Edition

Williams, R. (1994) The Non-Designers Design
Book, Peachpit Press, Berkeley, CA

No other materials

VI. Special recourse requirements

There are no special requirements for this course

COMM 330 Distance Education Syllabus

COMM 330: Instructional Design for Training and Development
Semester Year ~ Online

Instructor:	TBA	3 credits
Email:	TBA	3 lecture hours
Office:	Stouffer Hall, Room 121	0 lab hours
Office Hours:	TBA	

I. Catalog Description

Examines the systems approach for the design, development, and evaluation of instructional material (print, video, multimedia etc.). Students will learn about the history of instructional design and development and the current status of the field. Each student will produce a self-instructional prototype that will require the student to systematically and creatively apply the concepts and rules learned in the class.

II. Course Objectives

After successfully completing this course the learners will be able to do the following:

A. Demonstrate an understanding of the field of training and development and the approach employed by:

1. Explaining the historical growth and development of the field.
2. Discussing rationales for using a systematic approach to solve instructional performance problems.
3. Paraphrasing the major elements commonly included in all instructional design models.
4. Define the terms used in the instructional design process.

B. Demonstrate specific competencies in an instructional design project by generating an original instructional module, which incorporates the following:

1. Identification of an instructional goal.
2. Analysis of the characteristics of learners, the learning environment, and the learning task
3. Specification of performance objectives
4. Development of criterion measures
5. Selection of instructional strategies
6. Construction of a prototype
7. Preparation of formative evaluation
8. Planning and conducting tryout of the prototype

9. Specification of revisions resulting from a prototype tryout

III. Student Outcomes Assessment Matrix

<i>COE-ET Conceptual Framework</i>	<i>Program Objective</i>	<i>Course Objective</i>	<i>Assessment Technique</i>
1	1, 3	A1	Quiz
1	1, 3	A2	Quiz
1, 2	1, 3	A3	Short Essay Response
1	1, 3	A4	Quiz
2, 3	1, 2, 3, 4, 5, 6, 7, 8	B1 – B9	Case Study/Instructional Design Project*

IV. Required Materials

1. *The Essentials of Instructional Design: Connecting Fundamental Principles with Process and Practice* by Abbie Brough and Timothy D. Green
2. *The ID CaseBook: Case Studies in Instructional Design* by Peggy A. Ertner and James Quinn
3. *The Non-Designers Design Book* by Robin Williams
4. Other Readings As Assigned

V. Required Technology Skills, Software, and Technical Support

Technology Skills

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use Moodle learning management system and associated tools including discussion, quizzing, and assignment submission features
- The ability to use Wimba Virtual Classroom as associated tools including text chat, video chat, and audio
- The ability to use word processing software and to save files in Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate netiquette (appropriate online conduct)
- The ability to use support software (freeware) such as CamStudio and Windows MovieMaker.

Software

The following software is required in order to view course content and to participate in planned course activities. The software can be downloaded for by clicking on the following links:

[Adobe Reader](#)



[Flash Player](#)



Technical Support

To obtain technical support for computer issues related to this course, please contact Indiana University of Pennsylvania's Student Helpdesk at 724-357-4000 between 7 a.m. and 5:30 p.m. Eastern Time. You should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received.

If you experience issues outside of the normal helpdesk hours, you can also submit your error via e-mail at it-support-center@iup.edu or via electronic form available online at <http://www.iup.edu/page.aspx?ekfrm=36009>.

VI. Evaluation Methods

Graded Assignments

1. Chapter Quizzes, Short Essay Responses, and Discussions

Topic 1 Quiz	3.33%
Topic 2 Quiz	3.33%
Topic 3 Discussion	3.33%
Topic 3 Short Essay Response.....	3.36%
Topic 4 Quiz	3.33%
Topic 5 Quiz	3.33%
Topic 6 Quiz	3.33%
Topic 7 Quiz	3.33%
Topic 8 Quiz	3.33%

3. Group Case Studies

Topic 4 Case Study	6%
Topic 5 Case Study	6%
Topic 6 Case Study	6%
Topic 7 Case Study	6%
Topic 8 Case Study	6%

4. Final Instructional Design Project

Topic 4 Component	8%
Topic 5 Component	8%
Topic 6 Component	8%
Topic 7 Component	8%
Topic 8 Component	8%

Bonus Points can be earned for making corrections and improvements to the Final Instructional Design Project based on instructor feedback.

Grading Scale

Final grades will be determined using the following grading policy:

Grade	Percentage
A	90 to 100%
B	80 to 89%
C	70 to 79%
D	60 to 69%
F	0 to 59%

VII. Course Policies

Attendance and Participation:

Your presence and participation is needed to contribute to the overall learning experience of all of your classmates. Thus, although this course does not meet in person, attendance and participation are integral parts of this course. You should not expect a respectable grade in this class with poor attendance or participation. By signing up for the class, you are agreeing to make this course a priority reflected by regular participation. Your instructor will verify your regular participation within the Moodle course management system.

Course units will be assigned on a weekly basis according to the Course Schedule. You are expected to actively participate in all aspects of the course including completion of assigned readings, study guides, online discussions, quizzes, case studies, and projects.

Due Date Policy:

All work assigned in each unit must be turned in by 11:59 p.m. Eastern Time on their specified due dates. Stated due dates will be strictly enforced. Late assignments will not be accepted. It is suggested that you read all course content in the assigned unit to get a feel what is expected during the course week and to help you plan your time wisely.

If you know an assignment is going to be late, you must contact your instructor through e-mail before the due date. If necessary, the instructor may renegotiate the due date to accommodate your needs. The instructor will be very flexible if problems with due dates are identified prior to the date. The instructor will be much less flexible about renegotiating due dates when notified about problems after the date has passed.

Assignment Submissions

All assignments must be well written, formatted in accordance with *The Non-Designers Design Book* by Robin Williams, and free of spelling and grammatical errors. Course assignments must be submitted electronically through the appropriate link in the Moodle course management system. Assignments will not be accepted as attachments to emails.

Computer Viruses

All files uploaded to the learning management system or submitted to the instructor must be completely virus free. Students are expected to be cognizant of computer viruses and participate in defense against them. Consequently, the act of placing or sending any virus-laden file to the instructor or the course web site will be penalized by receiving no credit for the associated assignment.

Academic Integrity Policy

Indiana University of Pennsylvania expects a full commitment to IUP's Academic Integrity Policy from each student.

Quiz Security and Integrity

Students are expected to keep all quiz information completely confidential. Students are not permitted to print, copy, replicate, show, discuss, consult, or share information about the items or their answers before, during, or after taking the quiz or exam. Violations of this policy will result in failure, suspension, or expulsion for **all students involved**.

Online Etiquette

Discussion and e-mail tools within this course are for class purposes only, unless otherwise stated. Please remember to conduct yourself collegially and professionally. The following guidelines facilitate acceptable online course etiquette:

- Avoid using ALL CAPS, sarcasm, and language that could come across as strong or offensive.
- Read all postings before posting your responses to discussion topics so as to not repeat information.
- Focus on one topic at a time when posting to discussions.
- Remember that unlike in face-to-face learning environments what you say in discussions and chats is documented and available to be revisited. Choose your words and discussion topics carefully.

Students with Disabilities

If you are a student who has a documented disability and need special accommodations, the instructor will work with you to provide reasonable accommodation to ensure you a fair opportunity to perform in the class. Please advise the instructor in the first week of the semester regarding the disability and the desired accommodations. Assistance for individuals with disabilities is available through IUP Disability Support Services at <http://www.iup.edu/disabilitysupport> or at 724-357-4067.

VIII. Course Calendar

This calendar is subject to change at instructor's discretion. It is only an approximation of the course schedule. Your instructor will announce any changes to this schedule.

Unit	Class Topic	Readings	Assignments
Course Intro & Overview (3 hrs.)	Course Introduction & Overview	Course Navigation Overview	Navigation Assignment
Topic 1	History of Instructional Design	Brown & Green – Pgs 5-9	Study guide

(4 hrs.)		Shrock article	Online objective quiz
Topic 2 (4 hrs)	Overview of Instructional Design	Brown & Green Pgs 9-27	Study guide Online objective quiz Short essay response
Topic 3 (4 hrs.)	Instructional Design Models	Article Readings, Review Websites	Discussion board Short essay response
Topic 4 (20 hrs.)	Understanding How People Think and Learn	Brown & Green – Ch 2-3	Study guide Online objective quiz Case study Final project
Topic 5 (20 hrs.)	Conducting a Needs Analysis, Conducting a Task Analysis, Analyzing the Learners	Brown & Green – Ch 5-7	Study guide Online objective quiz Case study Final project
Topic 6 (20 hrs.)	Developing Instructional Design Goals and Objectives, Organizing Instructions	Brown & Green – Ch 8-9	Study guide Online objective quiz Case study Final project
Topic 7 (20 hrs.)	Creating Learning Environments and Producing Instructional Activities	Brown & Green – Ch 10	Study guide Online objective quiz Case study Final project
Topic 8 (20 hrs.)	Evaluating Learner Achievement and Determining the Success of the Instructional Design Product and Process	Brown & Green – Ch 11-12	Study guide Online objective quiz Case study Final project
Final Project (20 hrs.)	Final Project		Final project feedback integration

COMM 330 Sample Lesson

COMM 330: Instructional Design for Training and Development

Sample Lesson for Topic 7: Creating Learning Environments and Producing Instructional Activities

Instructor:	TBA	Location:	Offered Online
Course:	COMM 330	Lesson Topic:	Topic 7
Lesson Duration:	TBA	Date and Time:	TBA
Materials & Equipment:	<p>To successfully complete this lesson, students should utilize the following resources:</p> <ol style="list-style-type: none"> 1. Textbook: <i>The Essentials of Instructional Design: Connecting Fundamental Principles with Process and Process</i> 2. Creating Learning Environments and Producing Instructional Activities Study Guide: (available in the "Creating Learning Environments and Producing Instructional Activities" block in Moodle) 3. Moodle Quiz (available in the "Creating Learning Environments and Producing Instructional Activities" block in Moodle) 4. Case Study Assignment (available in the "Creating Learning Environments and Producing Instructional Activities" block in Moodle) 5. Final Project Assignment – Part 4 (available in the "Creating Learning Environments and Producing Instructional Activities" block in Moodle) 		
Documents Included in This Sample Lesson:	<ul style="list-style-type: none"> • Overview for Topic 7 • Sample PowerPoint Slides • Study Guide • Quiz/Test Bank • Case Study Overview • Case Study Rubric • Final Project Section 4 Overview • Final Project Section 4 Rubric 		
Bridge-In:	Review the Overview Document for Topic 7 (sample available below)		

Objectives:	Upon successful completion of this topic, the learners will be able to: 1. Construct a prototype.
Body of Lesson:	PowerPoint (sample available below)
Check for Understanding:	<ul style="list-style-type: none">• Study Guide (sample available below)• Online Quiz (sample test bank available below)
Closure:	Included in PowerPoint (sample available below)

COMM 330: Instructional Design for Training and Development

Overview for Topic 7: Creating Learning Environments and Producing Instructional Activities

LEARNING OBJECTIVES:

Upon successful completion of this unit, the learners will be able to:

1. Conduct a prototype.

OVERVIEW:

To successfully complete this unit, students must:

1. Read chapter 10 of *The Essentials of Instructional Design: Connecting Fundamental Principles with Process and Process*.
2. Download and complete the Creating Learning Environments and Producing Instructional Activities Study Guide (available in the "Creating Learning Environments and Producing Instructional Activities" block in Moodle). Students are not required to submit the completed study guide for a grade, but should use it to prepare for the Creating Learning Environments and Producing Instructional Activities quiz.
3. Complete the Moodle quiz by [INSERT DUE DATE HERE].
4. Complete group Case Study Assignment by [INSERT DUE DATE HERE] (available in the "Creating Learning Environments and Producing Instructional Activities" block in Moodle).
5. Complete Final Project Assignment – Part 4 by [INSERT DUE DATE HERE] (available in the "Creating Learning Environments and Producing Instructional Activities" block in Moodle).

RESOURCES NEEDED:

To successfully complete this lesson, students should utilize the following resources:

- Textbook: *The Essentials of Instructional Design: Connecting Fundamental Principles with Process and Process*
- Creating Learning Environments and Producing Instructional Activities Study Guide: (available in the "Creating Learning Environments and Producing Instructional Activities" block in Moodle)
- Moodle Quiz (available in the "Creating Learning Environments and Producing Instructional Activities" block in Moodle)
- Case Study Assignment (available in the "Creating Learning Environments and Producing Instructional Activities" block in Moodle)
- Final Project Assignment – Part 4 (available in the "Creating Learning Environments and Producing Instructional Activities" block in Moodle)

REQUIRED ASSIGNMENTS:

To successfully complete this lesson, students must submit the following deliverables:

1. Moodle Quiz: Must be completed by [INSERT DUE DATE HERE] (available in the "Creating Learning Environments and Producing Instructional Activities" block in Moodle)
2. Case Study Assignment: Must be completed by [INSERT DUE DATE HERE] available in the "Creating Learning Environments and Producing Instructional Activities" block in Moodle)
3. Final Project Assignment – Part 4: Must be completed by [INSERT DUE DATE HERE] (available in the "Creating Learning Environments and Producing Instructional Activities" block in Moodle)

COMM 330: Instructional Design for Training and Development

STUDY GUIDE FOR: Topic 7: Creating Learning Environments and Producing Instructional Activities

When you finish this unit, you should be able to define/explain the following:

- **Describe Learning Environments (pg. 180)**
- **Characteristics of the Four Perspectives on the Design of Learning Environment by Bransford, Brown, and Cocking (180-181)**
- **Differentiate between Directed and Open-Ended Learning Environments (pg. 181-183)**
- **Recognize the differences between Direct and Indirect Teaching (pg. 183-184)**
- **Rationale for using games in instruction (pg. 185-186)**
- **Components of Joyce et al.'s research on Models of Teaching (pg. 187)**
- **Summarize the nine activities based on proven effective practices (pg. 189-198)**

Terms to Know:

- **Prescriptions (pg. 178)**
- **Problem-Based Learning (pg. 184)**
- **Nonlinguistic Representations (pg. 194-195)**
- **Linguistic**
- **Imagery**

Key Notes, Diagrams, Tables, or Significant Pictures and Captions:

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Topic 7: Test Bank

1. The activities an instructional designer recommends based on information gathered through the needs, task, and learner analyses are
 - A. Simulations
 - B. Critiques
 - C. Homework
 - *D. Prescriptions
2. Activities are the only part of a lesson that causes learning to occur
 - *A. True
 - B. False
3. When selecting instructional activities, it is important to choose activities that you are comfortable with and used when you are a student.
 - A. True
 - *B. False
4. A learning environment is
 - A. the milieu in which the instructor, the content, and the learners are placed.
 - B. shaped by the type of instruction that needs to occur.
 - C. influenced by the attitudes and preferences of individuals who organize and operate the environment
 - *D. All of the above
5. Learning environments are mutually exclusive of each other.
 - A. True
 - *B. False
6. Which of the following is not a perspective on the design of learning environments by Bransford, Brown, and Cocking?
 - A. Knowledge-centered environment
 - B. Community-centered environment
 - *C. Instructor-centered environment
 - D. Assessment-centered environment
7. Which learning environment is useful when multiple learners need to develop the same/similar knowledge, skills, or attitudes?
 - *A. Directed Learning Environment
 - B. Open-Ended Learning Environment

8. Which learning environment is useful promoting divergent thinking and when multiple perspectives are valued

- A. Directed Learning Environment
- *B. Open-Ended Learning Environment

9. The learner is passive in an open-ended learning environment.

- A. True
- *B. False

10. Presenting a learner with a complex problem along with a specific task to complete is an example of a directed learning environment.

- A. True
- *B. False

11. Learning is promoted through specific activities and practice within the

- *A. Directed learning environment
- B. Open-Ended learning environment

12. The importance of understanding through trial and error is stressed within the

- A. Directed learning environment
- *B. Open-Ended learning environment

13. The instructor is the center of activity in indirect teaching.

- A. True
- *B. False

14. With indirect teaching, the instructor provides guidance and offers support while students approach the assigned problem in ways that seem best to them.

- *A. True
- B. False

15. Students work in small groups to develop approaches and solutions, conduct individual research, and then reflect on the process in what kind of learning activity.

- A. Instructional games
- *B. Problem-based learning
- C. Instructional simulations
- D. Indirect teaching

16. In which of the following activities do participants make decisions that affect the situation and experience the results on their decisions in an environment that does not affect the real world?

- A. Scattergram
- B. Game
- *C. Simulation
- D. Graphic Organizer

17. Which of the following is NOT a way in which games can support instructional purposes?

- A. To identify gaps and weaknesses in knowledge or skills.
- B. To illustrate and develop new concepts among concepts and principles.
- C. To review or summarize presented content.
- D. To support the individual learner's personal connections to the materials.
- E. To practice or refine knowledge or skills.

18. Students use a scattergram to organize a random display of various elements, objects, or concepts that are the topic of study based on how things are alike and different.

- *A. True
- B. False

19. Which of the following is an example of a summarizing and note taking activity?

- A. Graphic organizer
- B. Scattergram
- C. Metaphor
- *D. Reciprocal Teaching

20. With just-in-time training, indirect teaching is provided according to the immediate needs students express or indicate during a lesson or work period.

- A. True
- *B. False

21. At what stage in the instructional design process is instruction developed?

- A. Immediately following the determination of the instructional goal.
- B. Immediately following the establishment of the instructional objectives.
- C. After the organizational strategy is devised.
- *D. After goals, objectives, and organizational strategy are ascertained.

TYPE: MT

22. Match the following descriptions with the associated learning environment:

- A. Learner-Centered Environment = focus is on attitudes, skills, knowledge, and beliefs that students bring to the instructional setting
- B. Knowledge-Centered Environment = focus is on the information and activities that help learners develop an understanding of disciplines
- C. Assessment-Centered Environment = focus is on providing opportunities for feedback and revision to student work
- D. Community-Centered Environment = focus is on people learning from one another

TYPE: MT

23. Match the description with the associated learning activity

- A. Ten and Two = Following the instructor's presentation, students are given a couple minutes to reflect and synthesize the information.
- B. Reflective Writing = Students generate a written response to information presented.
- C. Reciprocal Teaching = Small groups of students teach each other the content wherein one student serves as group leader while all members review, classify, and summarize the information.

D. Revision and Addition to Notes = Students revise and add to their notes taken during a presentation to summarize and synthesize the material.

COMM 330: Instructional Design for Training and Development

Case Study for Topic 7: Creating Learning Environments and Producing Instructional Activities

CASE OBJECTIVES:

Upon successful completion of this case study, the learners will be able to:

1. Identify steps in the instructional design process in which principles of rapid design might be applied
2. Apply principles of rapid design to a specific instructional design project in a way that does not compromise the quality of the resulting instruction
3. Outline a strategy for convincing instructional designers to adopt a rapid design approach in their instructional design projects.

CASE OVERVIEW:

Case Study #26: "Rapid Design Approach to Designing Instruction"

Available in: *The ID CaseBook: Case Studies in Instructional Design*, pages 201-205

A common complaint about the instructional design process is that it is too time consuming for many situations, and this complaint frames the big issue for this case. The instructional designer, Diane King, works for a consulting firm and has been asked to develop soft skills training for the collections department of an automotive insurance company. She is familiar with the client company and the soft skills that form the content for the training. She is also familiar with the process her firm usually uses to design its instruction. The challenge involves an aggressive timeline and a limited budget. The performance problem is critical and the client company has given the project a high priority. Diane's challenge is to develop the training quickly and within budget while, at the same time, deliver instruction that lives up to her firm's reputation for providing quality instruction to its clients.

ASSIGNMENT:

1. Read the assigned case in *The ID CaseBook: Case Studies in Instructional Design*.
2. In your Case Study Group, discuss the "Case Study Questions" as outlined below for this particular case.
3. As a group, prepare a well-developed and supported (from the textbook and actual case) response for each question. Format according to the standards outlined in *The Non-Designers Design Book: Design and Typographic Principles for the Visual Novice*. Respond to each question in approximately 300 words or less. Each group should submit one set of responses per group (not one per student).
4. Submit your completed responses by: [Insert Due Date Here]

CASE STUDY QUESTIONS:

1. Identify and describe the steps in the instructional design process in which principles of rapid design might be applied
2. Outline a strategy for convincing an instructional designer to adopt a rapid design approach for this instructional design project.

COMM 330 Study

Case

Topic 7: Creating Learning Environments and Producing Instructional Activities

Rubric Scale:

Target (Substantial Effort)	Acceptable (Some Effort)	Unacceptable (Little Effort)	None (No Effort)
3	2	1	0

1. Applying Principles of Rapid Design: The response identifies and describes the steps in the instructional design process in which principles of rapid design might be applied. _____

INSTRUCTOR COMMENTS:

2. Strategy: The response outlines a strategy to convince an instructional designer to adopt a rapid design approach for this instructional design project. _____

INSTRUCTOR COMMENTS:

3. OVERALL: The response was submitted on time and formatted according to *The Non-Designers Design Book: Design and Typographic Principles for the Visual Novice*. _____

INSTRUCTOR COMMENTS:

NOTE: The instructor reserves the right to remove 100 points from this assignment or assign an F for the course for plagiarism of any kind.

TOTAL SCORE:..... _____

The best score for this paper is 9 points. The score will be multiplied by 11.11 to arrive at a percentile score.

PERCENTILE SCORE:..... _____

You will submit your file using the following filename: casestudy7_group# (e.g. casestudy7_group3).

COMM 330: Instructional Design for Training and Development

Final Project Part 4: Topic 7 - Creating Learning Environments & Producing Instructional Activities

PART 4 OBJECTIVES:

Upon successful completion of this component, the learners will be able to:

4. Create a prototype.

PROJECT OVERVIEW:

See the Case Overview for Part 1 of the Final Project (completed as part of Topic 4)

PART 4 ASSIGNMENT:

5. Individually prepare a well-developed and supported prototype. Format according to the standards outlined in *The Non-Designers Design Book: Design and Typographic Principles for the Visual Novice*.
6. Save your prototype following naming convention: LastName_FirstName_FinalProject3 (example: Smith_Joe_FinalProject3)
7. Submit your completed responses by: [Insert Due Date Here]

PART 4 QUESTIONS:

3. SECTION 12: Create a prototype.

COMM 330 Project

Final

Part 4: Creating Learning Environments and Producing Instructional Activities

Rubric Scale:

Target (Substantial Effort)	Acceptable (Some Effort)	Unacceptable (Little Effort)	None (No Effort)
3	2	1	0

1. Prototype: The student submitted a well-designed and supported prototype..... _____

INSTRUCTOR COMMENTS:

2. OVERALL: The response was submitted on time and formatted according to *The Non-Designers Design Book: Design and Typographic Principles for the Visual Novice*..... _____

INSTRUCTOR COMMENTS:

NOTE: The instructor reserves the right to remove 100 points from this assignment or assign an F for the course for plagiarism of any kind.

TOTAL SCORE:..... _____

The best score for this paper is 6 points. The score will be multiplied by 16.66 to arrive at a percentile score.

PERCENTILE SCORE:..... _____