

# ***INSTRUCTIONAL DESIGN***

EPSE 401, SECTION 951 (3 CREDITS)

July 6 – July 24, 2015  
Monday to Friday 8:00-10:20am  
Scarfe Rm 210

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**Course Description:** Through an inquiry approach we will examine the principles of instructional design and their application to the development, analysis, and evaluation of instructional plans for selected settings, instructional formats, and age groupings of learners.

## **Course Objectives:**

Students will be able to

1. Describe the different components of instructional design:
  - a. Mission statement (BIG IDEAS)
  - b. Needs assessments
  - c. Goals
  - d. Objectives
  - e. Assessment strategies
  - f. Technical supports
2. Demonstrate how each component interacts with the other using a Design Instructional Model.
3. Demonstrate different examples of various Learning Theories used in their design
4. Design an instructional unit for a topic of their choice
5. Show how the entire unit forms an instructional whole
6. Describe different types of evaluation techniques for the students.
7. Identify evaluation placements and strategies to evaluate the overall design of the unit.

**In addition:**

This course focuses on a systematic approach to designing instruction and/or training for a variety of learning situations. Some of these situations include, but are not limited to, pre-service education elementary and secondary curriculum and instruction, parents and community training, corporate training and self-development programs.

This course encourages you to concentrate on the *process* of instructional design and your immediate *application* of this process to a curriculum and audience of your choice.

As class members, you are expected to participate in individual and group activities and assignments; reflect critically on your own and another's work in process; apply principles of instructional design to a final course product.

**Resources:**

We will not be using a specific text for this course. Readings will be provided.

**Evaluation:**

Major Instructional Design Project	50%
Instructional Design Hot Topic Lesson	15%
Participation & Attendance (Mandatory), Activities and Project Benchmarks	35%
TOTAL:	100%

***Due to the very short time during the Summer Session all assignments must be on time. No late assignments will be accepted unless previous arrangements have been made in writing or conditions covered by the UBC Calendar (ex. illness with medical certificate, etc.) Since many of the classes consist of peer feedback on projects, attendance is important. Thus, grades will be reduced for any one being absent on those days since they are not participating in peer feedback. Please see the ECPS Department Policies online.***

For students in the UBC B.Ed Program the BCCT Standards 2008 addressed in this course are:

**3. Educators understand and apply knowledge of student growth and development.**

Educators are knowledgeable about how children develop as learners and as social beings, and demonstrate an understanding of individual learning differences and special needs. This knowledge is used to assist educators in making decisions about curriculum, instruction, assessment and classroom management.

**5. Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting.**

Educators have the knowledge and skills to facilitate learning for all students and know when to seek additional support for their practice. Educators thoughtfully consider all aspects of teaching, from planning through reporting, and understand the relationships among them. Educators employ a variety of instructional and assessment strategies.

**6. Educators have a broad knowledge base and understand the subject areas they teach.**

Educators understand the curricular, conceptual and methodological foundations of education and of the subject areas they teach. Educators must be able to communicate effectively in English or French. Educators teach students to understand relevant curricula in a Canadian, Aboriginal, and global context. Educators convey the values, beliefs and knowledge of our democratic society.

**TENTATIVE COURSE CALENDAR** \*\*subject to change\*\*

The following outline includes some of the readings specific to the intended topic area for class on a particular day. Materials will be provided at intervals to enhance the topic and assist in the overall preparation of the Major Design Project.

**WEEK 1**

<p>1. Monday July 6</p>	<p><b>Introduction to Instructional Design &amp; Personal Learning Environment</b></p> <ul style="list-style-type: none"> <li>➤ What is Instructional Design?</li> <li>➤ What are some basic assumptions with Instructional Design?</li> <li>➤ Where is the learner and where is the teacher in relation to Instructional Design?</li> <li>➤ What is a Personal Learning Environment?</li> </ul>	<p><b>In class:</b> <i>A look at our Personal Learning Environment</i></p> <p><i>&amp; Our Experiences with Instructional Design</i></p> <p><i>Contrasting Views of Instructional Design Activity.</i></p>
<p>2. Tuesday July 7</p>	<p><b>Clarification of Learning and Instruction</b></p> <ul style="list-style-type: none"> <li>➤ What are my experiences with Instructional Design?</li> <li>➤ How is self-reflection related to Instructional Design?</li> <li>➤ What is the Reflective Cycle?</li> <li>➤ What are Instructional Design Models?</li> </ul>	<p><b>Due: Activity 1- Reflection: My Experience with Instructional Design &amp; Instructional Design Models.</b></p> <p><i>Reading: "Reflections on Self Reflection" (p.13-22).</i></p>
<p>3. Wednesday July 8</p>	<p><b>Planning for Student and Learning Centered Instruction &amp; Identification of Goals and Objectives</b></p> <ul style="list-style-type: none"> <li>➤ What is the goal of effective instructional design?</li> <li>➤ Who are my learners?</li> <li>➤ What will my students learn?</li> <li>➤ To what degree will they learn? To what depth and breadth?</li> <li>➤ How will they acquire this learning?</li> <li>➤ How will they demonstrate this learning?</li> </ul>	<p><b>Due: Activity 2a &amp; 2b A Lesson Plan &amp; Instructional Design Resources</b></p> <p><b>In class:</b> <i>Assessing the Educational Value of a Lesson.</i></p> <p><i>Reading: "Instruction that Makes a Difference"</i></p>
<p>4. Thursday July 9</p>	<p><b>Objectives as the Foundation of Learning-Focused Instruction.</b></p> <ul style="list-style-type: none"> <li>➤ What are learning objectives?</li> <li>➤ What is the prerequisite for creating strong instructional objectives?</li> <li>➤ How do I write objectives that are student-centered?</li> <li>➤ What do I write objectives that are thinking-centered?</li> <li>➤ How do Instructional Objectives describe what students will learn to do?</li> <li>➤ What are Instructional Design Models?</li> </ul>	<p><b>Due: Activity 3 –Topic, PLO's &amp; Objectives (no extensions on time)</b></p> <p><i>Reading: "Creating Instructional Objectives"</i></p> <p><i>In class: Bloom's Taxonomy- A Framework for Objectives. Crafting Clear &amp; Concise Learning Objectives.</i></p>

<p>5. Friday July 10</p>	<p><b>Crafting Educationally Sound Lessons &amp; Unit Plans</b></p> <ul style="list-style-type: none"> <li>➤ How do reflective practitioners have awareness of their instructional realities?</li> <li>➤ How do I engage in intentional practice?</li> <li>➤ How can I be aware of my students, the content and pedagogy?</li> <li>➤ How do I begin my planning? (Revisiting “The Reflective Cycle”)</li> <li>➤ What is Instructional Sequencing?</li> <li>➤ How are learning theories connected to Instructional Design?</li> </ul>	<p><b><i>Due: Activity 4 &amp; 4b-Lesson Plan &amp; Unit Template.</i></b></p> <p><i>*Bring Materials to begin work on final project.</i></p> <p><b><u>Hot Topic Group 1</u></b></p>
<p>WEEK 2</p>		
<p>6. Monday July 13</p>	<p><b>Planning for Assessment</b></p> <ul style="list-style-type: none"> <li>➤ What is assessment?</li> <li>➤ What is assessment design?</li> <li>➤ What do incomplete assessment descriptions look like? How do find and close gaps between the objective and its assessment?</li> </ul>	<p><b><i>Due: Activity 5-Example(s) of Assessment.</i></b></p> <p><b><u>Hot Topic Group 2</u></b></p> <p><i>Reading: “Developing Assessments”</i></p>
<p>7. Tuesday July 14</p>	<p><b>The Importance of Formative Assessment &amp; Feedback</b></p> <ul style="list-style-type: none"> <li>➤ What are the traditional vs. non-traditional means of assessment?</li> <li>➤ What is formative assessment?</li> <li>➤ How do I engage students in the assessment process?</li> <li>➤ How do I design ‘student’ friendly rubrics?</li> </ul>	<p><b><u>Hot Topic Group 3</u></b></p> <p><i>In class Activity: The What, When, Where &amp; How of Assessment.</i></p> <p><i>Reading: “Developing Assessments” (continued)</i></p>
<p>8. Wednesday July 15</p>	<p><b>Class time to work on Final Project.</b></p>	<p><b><i>Due: Activity 6-Instructional Design Project – Check –In.</i></b></p> <p><i>*Peer Reviewer-assigned.</i></p> <p><b><u>Hot Topic Group 4</u></b></p> <p><i>Reading 1: “Content Specific Suggestions for Feedback.”</i></p> <p><i>Reading 2: “How to help students Use feedback.”</i></p>

<p>9. Thursday July 16</p>	<p><b>Content – Specific Feedback &amp; How to Help Students Use Feedback</b></p> <ul style="list-style-type: none"> <li>➤ What are examples of good content-specific feedback for learners?</li> <li>➤ How do you support student awareness of their strengths and areas for improvement?</li> <li>➤ How do you write good content-specific feedback?</li> </ul> <p>How do I set conditions for students to accept and use feedback that supports learning?</p> <p><b>Adjusting Feedback for Different Types of Learners</b></p> <ul style="list-style-type: none"> <li>➤ Who are the learners in my classroom and what specific feedback do they need?</li> <li>➤ What are modifications?</li> <li>➤ What are adaptations?</li> <li>➤ How do I check for understanding?</li> <li>➤ How do I know when to give feedback?</li> </ul>	<p><b><u>Hot Topic Group 5</u></b></p> <p><i>Reading: “Adjusting Feedback for Different Types of Learners”</i></p>
<p>10. Friday July 17</p>	<p><b>Analysis of Draft Design-TBA –</b> *Bring Materials to class. Be Prepared to work with Peer Reviewer.</p>	<p><b><u>Hot Topic Group 6</u></b></p>

WEEK 3

<p>11. Monday July 20</p>	<p>NO CLASS – Time to work on project.</p>	
<p>12. Tuesday July 21</p>	<p>Instructional Media Program and Peer Evaluation</p>	<p><i>Due: Activity 7a – Formative Evaluation of Project &amp; 7b- Draft of Instructional Block</i></p>
<p>13. Wednesday July 22</p>	<p>Work with peer-reviewer. Draft run through of Final Presentation</p>	
<p>Thursday July 23</p>	<p><b>Poster Presentations and Peer Feedback-</b> Group A: 8:00-8:30am Feedback: 8:30-8:45am Break : 8:45- 9:00am Group B: 9:00-9:30am Feedback: 9:30-9:45am</p>	<p><i>Due: Activity 8 &amp; 9 completed Project July 24<sup>TH</sup> at end of class.</i></p>
<p>Friday July 24</p>	<p><b>Final Projects due (intact) (hardcopy and digital copy)</b></p>	

## MAJOR INSTRUCTIONAL DESIGN PROJECT

This major project must be planned and designed for a unit of instruction that covers about 10-12 lessons. **The project must be essentially a new unit of instruction.** While you probably already have some materials in place I am not looking for a re-vamping of an intact unit already written. Each component of your project should be complete and revised from your earlier drafts (as needed) and meet requirements of neatness, sound organization (based on your audiences needs), creativity, and clarity as essential elements. **This project comprises 50% of your grade.** The Activities and Benchmarks will assist in the planning and preparation of this final product. Your project will have the following final parts:

- First, there will be an opportunity to present it to your peers during a conference-style poster session at the end of this class session. Your poster session will include:
  - A complete Unit Plan (*with clear ties to learning theory & instructional design models*)
  - 10-12 complete lesson plans (PLO's, Learning Objectives, Assessment, Modifications/Adaptations, timing etc.)
  - Samples of student-centered evaluations/assessments.
- Second, you are to hand in a written version of your project, along with your poster materials, by the end of class **on July 24 2015**. Your written version of your project may include aspects of your project that require explanation and justification (see benchmarks). The written version of your project should tie in all aspects of instructional design. **(See Activity 8)**

\*NOTE: Be prepared to describe your project of interest on **Thursday, July 9<sup>TH</sup>**.  
(See Assignment 3).

### ACTIVITIES AND PROJECT BENCHMARKS

Please be prepared to discuss (BRIEFLY) each one of the following Activities and Project Benchmarks in class. One of the most efficient ways to construct knowledge is through active discussion. It is anticipated that you will become an active participant in the development of you colleagues' project, along with your own work.

#### **1) My Experience with Instructional Design - due July 7 (5 points)**

This is an opportunity for you to share your experiences with Instructional Design. Your experiences with Instructional design will vary, but essentially this is a chance to reflect upon your planning and construction of lessons and units during your practicum. What instructional design method/model did you use? Did you base your design on learning theories that you have learned? Be honest and share your strengths- What do you believe worked well? What do you believe are areas that you struggled with? What feedback did you receive from your SA (School Associate) and FA (Faculty Advisor)? Lastly, I would like you to write what you require to move forward and to support your understanding and application of Instructional design.

**2a) Critical Analysis of a Lesson Plan****- due July 8 (5 points)**

Bring a lesson and/or unit plan to share and for a critical analysis activity. This could be a lesson you have taught before. Bring a check-list and/or guiding questions that you used or could use to support your lesson/ unit planning construction. Be prepared to share what 'understandings' you intended for your students to learn, what was your 'goal' what were your learning objectives.

**2b) Instructional Design Model****- due July 8**

Instructional models are frameworks, guidelines or sets of strategies on how the approaches to teaching are based. The most effective instructional models are based on learning theories. Learning theories describe how people learn new ideas and concepts; they often explain the relationship between prior knowledge and new information learned. Be prepared to describe an instructional design model you have used and how it was effective.

**3) Topic & Instructional Objectives for your Project****- due July 9 (5 points)**

Choose your topic or "goal" for your Major Instructional Design Project. Be prepared to discuss the grade level and environment that you will prepare for. Make a list of the instructional objectives for your project. Make sure they are in appropriately written format. **Please bring your subject specific Prescribed Learning Outcomes (PLO's) and demonstrate how your objectives link.** Utilize the material given to you in class to write goals and objectives. Remember: the types and format of objectives could vary with your target audience. Be prepared to discuss your objectives (briefly) in class.

**4) Lesson & Unit Plan Template****- due July 10<sup>th</sup> (2.5 points)**

Bring a lesson & unit plan template that you will use for your Major Instructional Design Project. *Please be prepared to share this on our blog.*

**4b) Understanding my Learners****-due July 10th (5 points)**

Prepare a list of questions and/or assumptions you're making about your target audience for your Instructional Design Project. You may research or find people of expertise in this area with whom you can discuss these questions and/or assumptions. Find out their opinion on what specific content and skills must be included in their perspective to make the project successful. Work through their rationale for those criteria; i.e., why those specific skills and content. Write up your ideas/findings succinctly in a way that will allow you to access important information as you design your instructional project. Be prepared to discuss your interviews (briefly) in class.

**5) Examples of Assessment****- due July 13<sup>th</sup> (2.5 points)**

Bring **at least one** example of an assessment you have used. Be prepared to discuss how your assessment is linked to your objectives and how it determines whether students have learned what they were expected to learn from instruction. *Please be prepared to share this on our blog.*

**6) Instructional Design Project Check-In****- due July 15<sup>th</sup> (5 points)**

Bring your Instructional Design Project to class and be prepared to share your progress thus far. \*At this point you should have completed the following: 1) You have a clear goal/ unit. 2) You have clear big ideas 3) You have listed, student-centered “knowing and doing” learning objectives 4) You have close to complete unit plan 5) You are beginning to work on your lesson plans. This is your mid-point check in. You will be assigned a peer-reviewer. Your peer-reviewer will provide you with feedback and suggestions to move forward.

**7a) Formative Evaluation of your peers Project Draft - due July 21 (part of final assignment)**

As a peer-evaluator, you will construct formative feedback for your peers project as it is at this point. List the questions you have developed for this evaluation, why you are asking these specific questions and what you anticipate will need to be done as the result of these questions. Be prepared to discuss your evaluation (briefly) in class.

**7b) Draft of One Instructional Block****- due July 21 (part of final assignment)**

Be prepared to present IN A DRAFT FORMAT a section of your final project. This is an opportunity for peers to help you critique your work. Think in terms of what criteria are important for your project or audience, ask questions of your peers – remember they are seeing this as the audience would. Often we are too close to our plans to see where we have made leaps of judgment, or assumptions about background learning, etc. Information obtained from this class should be used to help revise and refine your final project.

**8) Written Rationale****-due July 24 (part of final assignment)**

- You are to hand in a written version of your project, along with your complete unit plan, complete lessons, and sample activities and assessments by the end of class **on July 24 2015**. Your written version of your project may include aspects of your project that require explanation and justification. You may want to include the following: What are the strengths of your project? What are you most proud of? What areas/ideas did you consider but change/reject and refine in your design? How have you grown? What have you gained confidence in? What assessments did you include and why? What assessments do you intend to plan further? What activities did you include and why? What activities do you intend to plan further? How have you included modifications and adaptations? Anything else? **The written version of your project should be student centered and tie in all aspects of instructional design**

**9) Poster Session****- due July 23 (5 points for peer feedback)**

The criteria for evaluation of the poster sessions will be set by the class. It should include not only the elements of good instructional design but be flexible enough to cover the range of audience and sponsoring agencies anticipated in this class. Each member of the class will provide feedback on your project. The format for these days will be that of a traditional



Conference Poster Session. Bring your creation, show it off and be prepared to respond to questions.

**10) Instructional Design Hot Topic**

**-due (sign up) (15 points)**

In pairs you will be given the opportunity to search the net for a unique resource related to instructional design. The purpose for this assignment is to investigate instructional design as it relates to the creation of an activity (mini-lesson). Your mini-lesson will include the components of instructional design and relate to the daily class theme. Your lesson should include: A goal, Learning objective(s), a hook, body of your lesson, conclusion and transition. Through an inquiry approach you will also pose question(s) to guide discussion along with an interactive and creative activity that gets us moving, discussing and possibly debating. Please include a 'debrief of the lesson,' at the end. *This activity should take no longer than 15 minutes.* Submit all materials and your self-assessment reflection at the end of your activity.