

## Instructional Designer Level 2: Designing Instructional Interventions

### Course Syllabus

#### Facilitator

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#### Course Length

8 hours classroom; 20-30 hours independent work.

#### Prerequisite(s)

None.

#### Textbook

Gagné, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). *Principles of instructional design* (5<sup>th</sup> ed.). Belmont, CA: Wadsworth/Thomson Learning.  
This text is available at the Arapahoe Community College bookstore.  
ISBN: 0-534-58284-2

#### Course Description

This 8-hour course builds upon the principles and activities in Level 1 by using the data collected during the needs assessment. Participants will engage in learning activities focused on learner characteristics, factors that influence learning, designing learning objectives, course organization, instructional sequence, integrating multiple objectives, and building lesson plans. Various learning activities will be introduced for participants to consider in their course design. Following this course, participants will build the framework of their educational program for use in the third level.

#### Course Objectives

By the end of this course, the participant will be able to:

##### Cognitive objectives

1. Differentiate how adults learn within each of the three domains of learning.
2. Describe each level of Bloom's taxonomy of educational objectives.
3. Define *learner-centered instruction*
4. Describe various factors that impact the learning process in a learner-centered classroom.

5. Define the following perspectives of adult learning:
  - a. Constructivism
  - b. Behaviorism
  - c. Information processing
  - d. Situated learning
  - e. Social learning theory
  - f. Cognitive psychology
6. Identify the components of learning objectives.
7. Determine appropriate sequencing of instruction.
8. Integrate multiple objectives into the learning process.
9. Relate the events of instruction to the processes of learning.
10. Identify instructional strategies that are compatible with learner-centered instruction.
11. Identify the components of a lesson plan.

### **Psychomotor objectives**

1. Design objectives for each of the three domains of learning.
2. Develop a learning intervention framework.
3. Begin developing a lesson plan for a proposed continuing education course.

### **Affective objectives**

1. Defend the need to establish learning objectives before deciding what content to teach.
2. Discern the impact of various learning styles on learning outcomes.
3. Support the need to plan learning interventions.

### **Assignments**

Participants will be required to read outside of the face-to-face class time and conduct a needs assessment of their organization based on the principles taught in the course.

### Readings:

Chapter 5: Varieties of learning: Information, attitudes, and motor skills

Chapter 6: The learner

Chapter 7: Defining performance objectives

Chapter 9: Designing instructional sequences

Chapter 12: Designing the individual lesson (pp. 247 – 254 only)

### Independent action learning project:

Using the learning intervention framework partially developed in class and using data from the Instructional Designer Level One action learning project, return to your organization to finish planning the learning intervention. Assignments will be submitted electronically to the course facilitator for review and feedback. See the assignment rubrics for assignment details.



### **Grading**

Though not designed to be a pass/fail aspect of the course, grading of assignments will take place in order to provide the participant with performance feedback. The grading scale is as follows:

94 – 100	Exemplary
87 – 93	Good
80 – 86	Acceptable
79 or below	Inadequate

Any assignment not posted/submitted by the due date will not be graded, but will be reviewed and feedback provided.