

Instructional Designer Level 3: Developing Instructional Material

Course Syllabus

Facilitator

Scott Frasard, M.Ed., NREMT-P
333 W. Hampden Ave.
Suite 200
Englewood, CO 80110
(303) 788-8820
Scott.frasard@healthoncecares.com
Pmdc3573@uga.edu

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* (5th 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 2 by taking the educational program framework and designing support materials necessary for effective learning. Participants will engage in learning activities focused on the nature of instruction, group learning environments, and use of technologies in the face-to-face and virtual classroom. Following this course, participants will develop learning support materials that will build upon their education program framework.

Course Objectives

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

Cognitive objectives

1. Describe the advantages of using technology in the classroom.
2. Identify technological resources for the instructor.
3. Describe the limitations of online learning.
4. Describe potential blended learning opportunities for continuing education.
5. Differentiate among potential materials to support learner achievement.
6. Describe at least five instructional events.

7. Differentiate between small- and large-group instructional events.

Psychomotor objectives

1. Develop necessary instructional materials for the learner.
2. Develop necessary instructional materials for the facilitator.

Affective objectives

1. Defend the need to have a detailed lesson plan for the continuing education facilitator.
2. Consider the value technology provides in the classroom.

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 11: Technology-affordances

Chapter 14: Group learning environments

Chapter 15: Online learning

Independent action learning project:

The project for this level will be to finish developing all elements of the CE course identified in the previous levels. Specifically, the following elements will need to be completed:

- Lesson plan
- Learner handouts
- Facilitator guides

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.