

Instructional Designer Level 4: Implementing 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* (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 levels 1 through 3 by taking the educational program framework and support materials and making preparations to implement the program. Attention will be given to issues surrounding developing facilitator and learner guides, program scheduling, promoting the program, and training trainers. There will also be an opportunity for participants to fine-tune instructional strategies and support materials during this course. Following the course, participants will develop a course plan to include: course schedule, facilitator and learner guides, and promotional strategy.

Course Objectives

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

Cognitive objectives

1. Describe three reasons for marketing continuing education programs.
2. Describe four key aspects for marketing continuing education programs.
3. Describe the impact of various scheduling considerations to continuing education programs.

4. Examine expenses related to conducting continuing education.
5. Determine an appropriate cost estimate for equipment used during continuing education.
6. Identify strategies to reduce continuing education costs.
7. Describe the four major roles of the program planner.
8. Compare and contrast at least six criteria for selecting instructors.
9. Discuss five key elements for training trainers.
10. Describe the Holton and Baldwin *Conceptual Framework for Managing Learning Transfer Systems*.
11. Compare and contrast near and far transfer.
12. Discuss various transfer strategies to maximize continuing education effectiveness.

Psychomotor objectives

1. Develop an appropriate marketing strategy for the continuing education program in development.
2. Develop an appropriate transfer of learning strategy for the continuing education program in development.

Affective objectives

1. Advocate the need for accurate budgeting for continuing education programs.
2. Defend the need to plan transfer of learning.

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:

No chapters from the Gagné et al. text.

Independent action learning project:

The project for this level will be to develop the following:

- Proposed course schedule
- Course promotional materials
- Program budget
- Train-the-trainer plan
- Transfer of learning plan



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.