

LINC 75A: INTRODUCTION TO INSTRUCTIONAL DESIGN & TECHNOLOGY

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2021
Units:	3
Hours:	3 lecture per week (36 total per quarter)
Advisory:	Basic skills using standard computer systems and internet-based technologies.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Describe the principles and process of systematic instructional design in business and education settings (foundations)
- Write an instructional design plan for a unit of instruction
- Describe similarities and differences of three major theories of learning.

Description

This introductory course in instructional design and technology is for students, teachers, educators, and trainers who want to know how to create technology-based educational or training materials and resources for school, college, or business settings. Students will develop foundational knowledge and skills in systematic design processes that guide writing learning objectives, developing learning activities, applying best practices for using technology in instructional settings, and assessing learning outcomes. This is the first course in the Instructional Design and Technology program sequence.

Course Objectives

The student will be able to:

- Understand the impact of instructional technology on the learning process (foundations)
- Describe the principles and process of systematic instructional design in business and education settings (foundations)
- Compare models of instructional design (foundations)
- Understand major theories of learning (foundations)
- Write instructional objectives using Bloom's Taxonomy and Mager's (design)
- Apply instructional design within different learning environments (design)
- Write an instructional design plan for a unit of instruction (design)
- Examine best practices for using instructional technologies (evaluation)

- Create an assessment plan that is aligned with instructional objectives (evaluation)

Course Content

- Educational technology foundations
 - History
 - Role in learning process
 - Current trends
 - Technical considerations
 - Mediated learning
- Principles and processes of instructional design
 - Definition and background
 - Intentional versus incidental learning
 - Principles of instructional design
 - Instructional design processes
- Models of instructional design
 - ADDIE
 - Gagne's Nine Events of Instruction
 - Kemp
 - Dick and Carey Model
 - Rapid prototyping model
 - SAM model
 - ARCS motivational model
- Models of learning applied to instructional design
 - Behaviorist
 - Cognitivist
 - Constructivist
- Instructional objectives
 - Determine intended outcomes
 - Write effective measurable performance outcomes
 - Aligned with assessment measures
 - Bloom's Taxonomy
- Learning environments
 - Instructor-led
 - Self-paced
 - Blended learning
- Instructional design plan
 - Needs analysis: learner, environment, work
 - Goal analysis
 - Task analysis: job, content
 - Development strategy
 - Implementation plan
 - Designing instructional materials
- Best practices for using instructional technology
 - Direct instruction and online settings
 - Discussion facilitation and feedback loops
 - Questioning and reflection
 - Cooperative learning and collaboration
- Assessment plan
 - Formal and informal
 - Formative and summative evaluation
 - Alignment with learning objectives and instructional goal

Lab Content

Not applicable.

Special Facilities and/or Equipment

- When offered on/off campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled

devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)

B. When taught online via Canvas students must have current email accounts and/or ongoing access to computers with email and web browsing capability

Method(s) of Evaluation

Designing and developing a systematic instructional design plan with a product or project

Presenting the product or project to peers, capturing feedback, and using it to revise the product or project

Making constructive contributions to class discussions and peer review feedback

Method(s) of Instruction

Writing notes, listening, and participating in lecture presentation

Observing an instructor-led demonstration and/or actively practicing the demonstrated skills

Presenting and communicating their ideas in discussion and/or participating in peer reviews

Representative Text(s) and Other Materials

Brown, Abbie H.. [The Essentials of Instructional Design: Connecting Fundamental Principles with Process and Practice, 4th ed.](#). 2019.

Neelen, Mirjam, and Paul A. Kirschner. [Evidence Informed Learning Design](#). 2020.

Fisher, Michael, and Elizabeth Fisher. [Hacking Instructional Design](#). 2018.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

A. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.

B. Outside assignments include conducting project development, writing the instructional plan, reading, and developing the project through an iterative process.

C. When taught online these methods may take the form of video, audio, animation and webpage presentations. Writing assignments are completed online.

Discipline(s)

Instructional Design/Technology