LINC 82A: INTRODUCTION TO DESIGNING INSTRUCTIONAL TECHNOLOGY PROJECTS

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

- Design assessment plan for an instructional or training activity including materials used for instruction.
- Design and develop instruction and training materials for a unit or course in a classroom or training curriculum
- Iterate design ideas of the instructional project

Description

This introductory course in designing and developing instructional projects is for students, educators, and trainers interested in the planning of instructional design and technology projects. Students will acquire the knowledge and technology skills needed to lead the design, creation, and iteration of instructional materials, specifically, basic project management, applying instructional technology principles, and using rapid prototyping models to efficiently design, make, and evaluate instructional projects for education or business learning contexts.

Course Objectives

The student will be able to:
A. Design and develop instruction and training projects for a unit or course in a classroom or training curriculum
B. Create an instructional project using a rapid prototyping method
C. Iterate design ideas of the instructional project
D. Manage project development
E. Design project assessment plan

Course Content

A. Instruction and training materials and tools
1. Review instructional technology tools to create product
a. Presentations
b. Websites
c. Video
d. Screencast
e. Poster
f. Handout
g. Information graphic
2. Analyze application of each tool to project outcomes
B. Rapid prototype of instruction
1. Successive Approximation Model (SAM)
2. Preparation phase
3. Prototyping
4. Constructing the prototype
5. Iterative phase
6. Review and evaluate the outcomes
C. Iterate design project ideas
1. Revisit the project goal
2. Review the learning audience
3. Brainstorm new ideas
4. Find new instructor activities
5. Revise and update all learner activities
D. Managing course projects
1. Instructional project planning matrix
2. Instructional products
3. Selecting and evaluating the technology
E. Assessment plan
1. Formative and summative
2. Aligned with project goals
3. Implementation strategies
4. Getting feedback
5. Making changes

Lab Content

Not applicable.

Special Facilities and/or Equipment

A. 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

Methods of Evaluation may include but are not limited to the following:

Designing and developing an instructional plan and 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

Methods of Instruction may include but are not limited to the following:

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

Cennamo, Katherine, and Debby Kalk. Real World Instructional Design, 2nd ed.. 2018.

Golombisky, Kim, and Rebecca Hagen. White Space Is Not Your Enemy: A Beginner's Guide to Communicating Visually through Graphic, Web & Multimedia Design, 3rd ed.. 2016.

Lester, Paul Martin. Visual Communication: Images with Messages, 8th ed.. 2019.

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