

HRE 411 – Instructional Design

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Course Description

This course presents a systems approach to the design of instruction and serves as a foundation for other courses offered in the HRE program. As a result of this course, students will be able to more effectively design, develop, deliver and evaluate learning experiences in a wide variety of settings. For individuals who plan to either instruct others or are currently in an educational position, this course is critical to their further development.

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Course Objectives

As a result of lectures, discussions, group process activities, and independent projects, students should be able to:

- Describe instructional systems design on both theoretical and practical levels.
- Evaluate various instructional design models currently used in organizations.
- Identify and explain the basic components of the instructional systems design process.
- Define and explain the primary terminology, concepts and principles in the field of instructional systems design.
- Apply the systems approach to the design and development of an instructional program.
- Identify critical dimensions of instructional evaluation.
- Discuss how a variety of teaching/learning strategies and methods can be integrated into the instructional program.
- Design instruction in order to maximize the transfer of skills and knowledge.

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Grading Criteria

Criteria	Grade
97 - 100	A+
93 - 96	A
90 - 92	A-
86 - 89	B+
83 - 85	B
80 - 82	B-
76 - 79	C+
73 - 75	C
70 - 72	C-

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Course Requirements

- Read all assigned readings and book chapters for each week. You are accountable for all information in the readings.
- Actively participate in all class activities. This is an important requirement. An "A" will not be possible without it. Lurking in the background will not fulfill this requirement.
- Attendance in the synchronous session is required. If you cannot attend a session, please notify me via e-mail. If you miss more than 2 classes, your grade will be lowered accordingly.
- All assignments and web posts must be completed and submitted on time. Late assignments will have a negative effect on grades.

In 411, you will be asked to complete the following:

- Final Project (67% of your grade)
- Web Posts(33% of your grade)
- Assignments (drafts of final project components)
- Final Project: Instructional Design Project

To provide you with a meaningful and useful experience in designing instruction, you will be asked to individually design a traditional face-to-face training program (of your choice) that incorporates the critical components of instructional systems design and development. This document should include lesson(s) for at least a four-hour block of time. Large group discussion and extensive individual feedback will be used to address critical issues you may face with your project.

You may choose to work on a "real-life" project that can be applied/used within your current organization, or create an "imaginary" project within a real or fictitious organization. You will need to make your project selection decision soon in order to get started on your front-end analysis document.

Please note that the deadlines stated in the master schedule are to be taken seriously. The reason for this is to provide us with the maximum time to carefully review your project. Please do your best to turn in assignments on time. We do realize, however, that your lives are filled with a number of priorities. If you are not able to adhere to any of the due dates, please negotiate with us the date you will be able to turn in your assignment. This will help you avoid a grade reduction. The other two graded components of the course, Web Posts and Assignments, will help you to create your final project. The grade associated for your final project will be given at the end of the course, once you have submitted a hard copy of your complete ISD packet. Please note that the drafts will be reviewed a maximum of two times. Your final project is going to be larger than any other assignment. Therefore, you will have to mail it so that it can be received by the assigned date.

The following chart lists the different components needed to develop your ISD packet.

Elements of Project	Description and Grading Criteria Link
A: Needs Assessment	<p>In the Needs Assessment Document, you should:</p> <ol style="list-style-type: none">1. Summarize a needs assessment process you will conduct.2. Include the results of this assessment.3. Describe your analysis of the "Problem."4. Provide a rationale for designing an instructional program. <p>Because this is both an academic and "real-life" experience, it is not likely that everything will proceed in a "textbook" fashion. This is particularly the case if the needs assessment process indicates that the problem is not one that can be achieved through training. Therefore, you should select a project for which instruction is a likely intervention. In this way, you may feel confident in proceeding with the design and development of an instructional program.</p>
B: Design	<p>The design of the curriculum is one of the outcomes of this course. The design should incorporate the following:</p> <ul style="list-style-type: none">• Analysis of potential learners• Work setting analysis• Job/Task or content analysis• Goal Statement• Objectives
C: Development	<p>The full design document should contain lesson(s) for at least a four-hour block of time.</p> <p>The final development document is Part C of your final ISD packet. This document should include the lesson plans, instructor's manual, participant's manual and/or handouts, and all the materials that you plan to use with your instructional program.</p> <p>The instructor's manual may include, but is not limited to:</p> <ul style="list-style-type: none">• Overview• Objectives• Learner characteristics• Detailed lesson plans• Instructional strategies and methods• Instructional materials and/or media• Time parameters• Evaluation process (including any assessments)• References, as appropriate

**D:
Administration/Planning**

This section provides the supplemental information and materials needed by a facilitator of your program. It includes some of the information contained in the other sections of the project:

- Goal statement and performance objectives
- Instructor background/qualification
- Learner background/qualification
- Overview of the lesson outline and training times
- A list of media masters and handouts is included
- Any media (e.g., powerpoint slides) or handout masters/files
- Participant book and/or materials (e.g., overview, objectives, inventories, assessments, tests, readings, hand-outs, exercises, descriptions of content, simulations, references)
- Workshop agenda
- Other workshop supplies are identified
- Delivery preparation checklist identifies things to do 2-6 months, 2 weeks, 1 week, and one day before training as well as the day of training
- A post-course reaction evaluation is developed to elicit useful information from the learners and serves as the basis for continuous improvement
 - The administration/planning section is due with the final ISD packet.

Web Posts

In this course, there are 11 Web Posts. For each Web Post, you will be asked to complete a set of instructions, create a written response, and post your response on Moodle. Other members of the class will read and respond to your postings. This will allow you to form an instructional design community of practice. You can learn from others, and others can learn from you.

You will earn 5 points for your own post, and you will earn another 5 points for reviewing and commenting on two of your peers' postings.

To earn the full 10 points, your posts and comments will need to:

- Follow the instructions and complete all steps
- Incorporate information from the reading and lectures.
- Apply the information to the topic.
- Be clear, concise, and correct.
- Respond to others posts in a thoughtful manner.

Your posts will be due the Sunday prior to the synchronous session, and your feedback to two of your peers will need to be added by the Tuesday following the synchronous session. If you take the Web Posts seriously, they will help you to build the assignments and ultimately the final project.

Web Post	Post Due Date	Peer Feedback Due Date	Points
1. Commitment to Learners Part I	4/13	4/15	10
2. Define the Problem	4/20	4/22	10
3. Commitment to Learners Part II	5/4	5/6	10
4. Learner and Work Setting Analysis	5/4	5/6	10
5. Content Analysis Goals and Objectives	5/11	5/13	10
6. Creative Learning Activities	5/18	5/20	10
7. Storyboard	5/25	5/27	10
8. Lesson Plan	5/25	5/27	10
9. Project Peer Review	6/8	6/10	10
10. Commitment to Learners Part III	6/15	6/17	10
11. Program Evaluation	6/15	6/17	10

Assignments

In this course, there are 3 Assignments. Each assignment is an element of your Instructional Design Project. Turning in the assignments as you go through this course will help you to:

- Get feedback and guidance as you go.
- Make improvements prior to turning in your final project.
- Pace yourself so you do not get overwhelmed.

Referring to your Web Posts and the feedback provided by other students will help you complete each Assignment. Typically, Assignments are completed in Word and then attached to the Assignment in Moodle.

Please note that the due dates indicated are for good drafts and not the final project. Assignments are due on the Sunday prior to the synchronous session.

Assignment	Due Date
1. Needs Assessment Draft	4/27
2. Design Document Draft	5/18
3. Abbreviated Development Document Draft	6/1

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