

Instructional Design and Development II (MA)

Aim of training

Aim of the study program:

The aim of the course is to familiarize students with the didactic aspects of creating and managing online courses. While getting acquainted with the methodological characteristics of the online learning environment, students will create their own course design in small groups, which will contribute to a deeper understanding of educational design. The emphasis is on developing an online course that encourages student participation, student community development, and vigorous exchange of knowledge and experience with the teaching materials and activities utilizing the methodological solutions of online (community) learning.

Expected learning outcomes and related competencies

Knowledge:

- Has knowledge of the main theoretical concepts related to online learning environments.
- Is familiar with the characteristics of the content-oriented and activity-oriented approaches.
- Knows and understands the elements and methods of the learning environment, its organizational principles, the mechanisms of action regarding to the students and the development of the communities.
- Identifies the conditions, the organizational work and procedures for creating of the learning environment.
- Is familiar with the tools and methods for supporting students.

Attitude:

- Is open to the novel solutions and developments in learning environments, especially with regard to the development of learning environments supported by educational technology and multimedia.
- Stands for the importance of applying the principle of personalized development and formative assessment.
- Recognizes the importance of effective communication and the related techniques in pedagogical work.
- Is open to pedagogical innovation, participatory, productive Internet use, information-sharing and common knowledge building.
- Accepts that the role of the teacher in the information society is changing, emphasizing mentoring, facilitating activities and preparing students for lifelong self-regulatory learning.
- Is committed to the constructive and productive use of digital tools and professional development.

Skills:

- Is able to support and organize the learning of learners in diverse learning environments.
- Is able to apply, design and implement a variety of methods, ICT tools and procedures to support learning in planning and assessing learning process.

- Is able to diversify learning, to use information and communication technologies, applications and tools appropriately
- Is able to adaptively develop and manage online learning environments, if necessary, taking into account the particularities of students with special educational needs
- Can collaborate in a development process.
- Is able to evaluate online courses in a critical manner and predict efficiency of various solutions from the didactic point of view.

Main topics

Main contents

1. Duality of content-oriented and activity-oriented approaches
2. Principles of course building: modality, coherence, redundancy, contiguity, segmenting and pre-training, personalization
3. Collaborative learning, ways and conditions of cooperating online
4. Learning objectives and outcomes, building thinking skills
5. Online tools for formative assessment
6. Engagement and presence in online courses, promoting habit formation and developing appropriate learning strategies
7. Massive Open Online Courses
8. Evaluation of Teaching, Online Course Design Rubric

Planned teaching and learning activities

In a Learning Management System students learn how to create an engaging learning environment and they design their own course in small groups. Students will reflect on their own learning process in the learning diaries. This course emphasizes formative assessment, in particular peer- and self-assessment.

Evaluation

Requirements, type and aspects of evaluation:

Each of the following assignments will be given a letter grade and weighted as follows:

- Online Course Design Rubric for self-assessment, peer-evaluation and summative assessment (60%)
- Methodological awareness and self-reflection in learning diary (40%)

Course grades:

- 5 (100-90%),
- 4 (90-80%),
- 3 (80-70%),
- 2 (70-60%),
- 1 (below 60%)

Reading

Required reading:

- Allen, M. (2003). *Michael Allen's guide to e-Learning: building interactive, fun, and effective learning programs for any company*. Hoboken, NJ: John Wiley & Sons, Inc.
- Ambrose, S.A., Bridges, M.W., DiPietro, M., Lovett, M.C., & Norman, M.K. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco: Jossey-Bass.
- Clark, R. & Mayer, R. (2002). *E-Learning and the science of instruction. Proven guidelines for consumers and designers of multimedia learning*. San Francisco, CA: Jossey-Bass/Pfeiffer.
- Dirksen, J. (2016). *Design For How People Learn*. Berkeley, CA: New Riders.
- Garrison, D. R. (2017). *E-Learning in the 21st Century: A Community of Inquiry Framework for Research and Practice* (3rd ed.). London: Routledge/Taylor and Francis
- Horton, W. (2011). *Evaluating e-learning*. Alexandria, VA: American Society for Training & Development
- Schunk, D. (2014). *Learning Theories: An Educational Perspective (6th edition)*. Harlow, UK.: Pearson.