COURSE OUTLINE: ELD104 - INSTRUCT & LEARN DES

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Course Code: Title	ELD104: INSTRUCTIONAL AND LEARNING DESIGN
Program Number: Name	1228: E-LEARNING TRAIN DEV 1229: E-LEARNING DES & DEV
Department:	GENERAL ARTS & SCIENCE
Academic Year:	2023-2024
Course Description:	In this course, learners will explore common instructional design models to develop quality online courses and training modules. They will apply various instructional design models to training and lesson plans to ensure that learners` needs and learning styles are addressed. Learners will also explore the fundamentals of design, such as multi-media, to enhance online learning experiences using educational technologies.
Total Credits:	4
Hours/Week:	4
Total Hours:	56
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	ELD205
Vocational Learning Outcomes (VLO's) addressed in this course: **Please refer to program web page for a complete listing of program outcomes where applicable.**	**1228 - E-LEARNING TRAIN DEV** VLO 2 Apply learning theories to the development and design of courses utilizing educational technology, eLearning and instructional design. VLO 6 Integrate fundamentals of design, animation, audio, and video to develop interactive online learning resources using a wide range of educational technological tools and systems. **1229 - E-LEARNING DES & DEV** VLO 2 Apply learning theories to the development and design of courses utilizing educational technology, eLearning and instructional design. VLO 6 Integrate fundamentals of design, animation, audio, and video to develop interactive online learning resources using a wide range of educational technological tools and systems.
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 4 Apply a systematic approach to solve problems.

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	EES 5 Use a variety of thinking skills to anticipate and solve problems.
	EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
	EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
	EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
	EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
	EES 10 Manage the use of time and other resources to complete projects.
	EES 11 Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Passing Grade: 50%, D A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.
Other Course Evaluation & Assessment Requirements:	Learners within this Post-Graduate program must maintain a cumulative program average of 63% or higher to be eligible for co-op or field placement.

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Identify the basic elements of instructional design to support eLearning creation and development.	1.1 Define instructional design and how it is used within organizations for learning and development 1.2 Recognize the different components that make up instructional design processes for eLearning development 1.3 Identify the different types of delivery modalities for learning and how instructional design is used to support these modalities 1.4 Identify how instructional design is used to support eLearning design and development 1.5 Recognize the advantages and disadvantages of eLearning when instructional design processes have been embedded in the design phase of development
Course Outcome 2	**Learning Objectives for Course Outcome 2**
2. Develop learning outcomes and objectives that are appropriate for eLearning courses and meet the needs of the target audience	2.1 Identify what is a learning outcome and how it differs from module or unit-level objectives as it relates to eLearning 2.2 Recognize how to align learning objectives with course learning outcomes 2.3 Discuss the components that are included in well-designed learning outcomes and module-level objectives 2.4 Use Blooms Taxonomy and other taxonomy diagrams of learning to draft and align measurable and observable learning outcomes and module/unit-level objectives for eLearning courses

	2.5 Analyze what makes an effective and appropriate learning outcome and module learning objective for eLearning courses, ensuring alignment between learning objectives and course outcomes
	2.6 Select appropriate verbs from Blooms Taxonomy to develop well-designed and aligned learning outcomes and module-level objectives for eLearning courses
	2.7 Construct appropriate learning outcomes and module-level objectives that take into consideration the audience, behaviour, condition, and degree for eLearning courses or modules
Course Outcome 3	**Learning Objectives for Course Outcome 3**
3. Create eLearning resources that adhere to different instructional design models	3.1 Identify the different instructional design models that are used for eLearning design and development
	3.2 Compare the different instructional design models to determine which model is best suited for specific eLearning projects
	3.3 Use an instructional design model to build an eLearning resource
	3.4 Analyze an instructional design model and how it can be used to support the development of an eLearning resource
	3.5 Determine how an instructional design model will be planned out to build an effective eLearning resource
	3.6 Develop an eLearning resource that adheres to the principles and processes of an instructional design model
Course Outcome 4	**Learning Objectives for Course Outcome 4**
4. Create an eLearning resource that addresses the learning theories and meets the needs of diverse learners	4.1 Recognize the different learning theories to design an effective eLearning resource
	4.2 Compare the different learning theories and how they contribute to the learning processes and development of learners
	4.3 Determine how learning theories are used to support the design of effective eLearning materials
	4.4 Analyze learning theories to determine which theory is best suited for the creation of an eLearning resource
	4.5 Plan how to build an eLearning resource that addresses the various learning theories
	4.6 Develop an eLearning resource that addresses one or more learning theories
Course Outcome 5	**Learning Objectives for Course Outcome 5**

	5. Design an eLearning resource that takes into consideration the different learning styles	5.1 Identify the different learning styles to design an effective eLearning resource that meets these learning styles
		5.2 Compare the different learning styles and the types of resources and media that specific learning styles prefer
		5.3 Analyze the different learning styles, including generational learning styles, to support the design and development of effective eLearning materials and resources
		5.4 Plan the creation of an eLearning resource that takes into consideration the different learning styles, including generational learners
		5.5 Develop an eLearning resource that meets all the different learning styles
	Course Outcome 6	**Learning Objectives for Course Outcome 6**
	6. Develop an alignment and mapping chart that outlines the relevant components that make up effective instructional design processes for eLearning development	6.1 Identify the various components that should be included in effective and quality eLearning design and development
		6.2 Discuss how to use an alignment and mapping chart to begin the process of effective eLearning design and development
		6.3 Use a mapping template to explore the different components that should be included in effective and quality eLearning development
		6.4 Organize a mapping template in a manner that demonstrates alignment between the various instructional design components
		6.5 Evaluate the mapping template to determine if alignment between key instructional design components has been achieved
		6.6 Construct an alignment and mapping chart that will be used to design an eLearning resource
	Course Outcome 7	**Learning Objectives for Course Outcome 7**
	7. Create an eLearning resource that adheres to instructional design practices for eLearning development	7.1 Design an eLearning resource that adheres to instructional design principles and best practices

Evaluation Process and Grading System:		
	Evaluation Type	**Evaluation Weight**
	Application-Based Learning- Develop an eLearning Resource (CLOs 3, 4, 5)	5%
	Application-Based Learning- Develop Learning Outcomes (CLO 2)	5%
	Creation-Based Learning- Create eLearning Resource (CLO 7)	25%

	Creation-Based Learning-Create eLearning Resource (CLOs 3, 4, 6)	25%
	Quizzes (CLOs 1-6) 5 @ 4% each	20%
	Weekly Learning Discussion Forums, Prompts, Activities CLOs 1-6) 10 @ 2% each	20%

Date:	August 23, 2023
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.