

INSTRUCTIONS

This is the Design Document which will be used throughout the Instructional Design and Technology Micromasters® Program

An Instructional Design Document allows you to catalogue learning design architectural elements. The Instructional Design document is a guidebook for key individuals, such as stakeholders, subject matter experts, and peers who may be collaborating on your learning experience. By capturing these elements, you can provide key individuals with a snapshot or vision of the finished learning product. Knowledge of this information keeps all stakeholders heading toward the same goal. This documentation is also important when reviewing when a course should be retired (sunsetting), discontinued, or even resurrected.

You will begin using this document in 100x by creating your ePortfolio and checking off the elements you are creating. In 200x, you will begin to focus on your intent and rationale of your micro course and modules along with the objectives and assessments that you will use for your modules in 400x. In 300x, you will add media elements to support the material you created in 200x. In 400x, you will bring all of these elements together for your final micro modules.



HOW THIS DESIGN DOCUMENT WORKS

The Instructional Design and Technology Micromasters® are interconnected and build toward a final project in LDT400x, in which you will build and deliver a 20-minute course.

Instructional Technology & Design course sequence:

LDT100x: Learning Theories

LDT200x: Instructional Design Models

LDT300x: Digital Media, New Tools and Technology

LDT400x: Instructional Design Course Evaluation and Capstone

A design document will be used in 100x, 200x, 300x, and 400x.

Contents

LDT100x INPUTS	4
ePortfolio Link	4
LDT200x INPUTS	5
Document Author	5
Course Name	5
ePortfolio Link	5
Executive Summary.....	5
Type of course	5
Target Audience & Learner Profile	6
Learning Gap	6
Terminal Learning Objective.....	6
Course Learning Objectives	6
Instructional Strategies.....	7
Assessment Strategies	7
Assessments.....	7
Content Sources.....	8
Course Sequencing (Outline)	8
Learning Model.....	8
Learning Theory.....	8
Course Standards.....	9
LDT300x INPUTS	10
ePortfolio Link	10
Learning Gap	10
Instructional Strategy.....	10
Digital Content Development.....	11
OERs, Creative Commons, Checklist.....	11
LDT400x INPUTS	13
ePortfolio Link	13
Identify Main Issue.....	13
Syllabus	13
Published Lesson.....	14
Objectives.....	14
Assessments	14

Engagement.....	14
Audio Visual	15
Compliance.....	15
Quality Assurance	15


LDT100x INPUTS

*** Please note instructions for all assignments on the source site. Reach out to the instructional team with any questions.*

In 100x, you will complete an ePortfolio. Please note the expectations in the course site to understand the sites available to use to create the ePortfolio as well as the expectations of the assignment.

To get started, add your link to your ePortfolio.

ePortfolio Link

	Please provide a link to your completed ePortfolio.
---	---

Link: _____

Within your ePortfolio, you will have the following elements. You can check off the element once completed and/or add in the link to that specific element.

- ☐ Welcome Page
- ☐ Comparing Learning Theories (Behaviorism, Constructivism, Cognitivism, Connectivism, Andragogy)
- ☐ Personal Learning Experiences (elementary, high school or college, professional career)
- ☐ Behaviorism Overview
- ☐ Constructivism Overview
- ☐ Cognitivism OR Connectivism (you choose)
- ☐ Andragogy
- ☐ Authentic Assessment
- ☐ MicroLearning Project

Please remember to reach out to the instructional team if you have any questions or concerns.

LDT200x INPUTS

**** Please note instructions for all assignments on the source site. Reach out to the instructional team with any questions.**

Document Author	<i>Your name</i>
Course Name	<i>Title for your course</i>

ePortfolio Link

i	Please provide a link to your completed ePortfolio.
----------	---

Link:

Executive Summary

(Complete this step last after you have filled in all other areas)

i	In 200-400 words, provide a summary of the course that you are building. Make sure you are clear with the components you are building as well as future recommendations, considerations, or conclusions, if necessary. Click here for more information on Executive Summaries. Remember – Complete this step last!
----------	---

Enter Exec Summary here

Type of course

i	<p><i>What type of course is this? Examples include:</i></p> <ul style="list-style-type: none">• Step-by-step process• Informational• How-to• Onboarding or introductory <p>Think about the intent of course. What are you intending to do or what type of content do you intend to deliver?</p>
----------	---

Describe type of course here

Target Audience & Learner Profile



Who is the audience is for this course? As you think about and research the instructional problem, you also need to conduct a learner analysis or a narrative description of the learners who will be taking the course.

- Are they first-year university students?
- High school seniors?
- 6th grade math students?
- Incoming employees to a corporate setting?

Think about “who” will take your course and why they will take it or benefit from it. This is also known as the “learner profile.” Describe the demographics, background or prior knowledge, skills, and dispositions that you anticipate learners may have when they begin the course.

Describe target audience and learning profile for course here

Learning Gap



What is the learning need, market opportunity or course rationale you are addressing with this course? Describe the need or rationale for your instruction—why you think the online learning experience is necessary. Essentially, the need for the online learning experience is what problem or instructional gap your learning experience will solve. Think about your stakeholders (decision-makers and users) and how their needs will impact what you are building.

Enter Learning Gap Here

Terminal Learning Objective



The **Terminal Objective** is the umbrella objective for the whole course

By the end of the (course, lecture, exercise, etc.), the learner **will be able to**

Course Learning Objectives



The **Course Learning Objectives** break the Terminal Objective down to manageable parts.

What do you want your learners to be able to do by the end of your course? Refer to the Learning Outcomes section in LDT200x, Week 2.

Objectives should be measurable. The objectives need to be able to quantify what the learner is doing.

Consult Bloom's Taxonomy at for measurable verbs.

- Writing Measurable Learning Objectives
<https://eclearn.emmanuel.edu/courses/1285497/pages/how-to-write-measurable-learning-objectives/>
- Bloom's Taxonomy
<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy>
- Guidelines for Writing Learning Objectives
<https://canvas.instructure.com/courses/803402/pages/guidelines-for-writing-effective-learning-objectives%C2%A0>
- Writing Goals and Objectives
<https://www.niu.edu/citl/resources/guides/instructional-guide/writing-goals-and-objectives.shtml>

Remember, this will be a 20-minute course. Keep your scope narrow

Write 3-5 Learning Objectives for your course here

1. Course Learning Objective 1
2. Course Learning Objective 2
3. Course Learning Objective 3

Instructional Strategies



To achieve each learning outcome listed above, what learning activities or tasks will the participant need to complete?

Activities & Tasks

1. What activity will the participant complete to practice Learning Outcome 1?
2. What activity will the participant complete to practice Learning Outcome 2?
3. What activity will the participant complete to practice Learning Outcome 3?

Assessment Strategies



How will you measure whether a learner achieves the learning outcome? Consider the assessments you will use to quantify mastery and measure performance for each Learning Objective and the associated activity.

Assessments

1. Assessment for Course Learning Objective 1
2. Assessment for Course Learning Objective 2

3. Assessment for Course Learning Objective 3

Content Sources

Provide links and short descriptions of at least three potential resource materials you could use to create the learning materials.

Course Sequencing (Outline)

i	Course sequencing often follows the Learning Objectives and should be a logical and orderly succession. Chunking may be used to separate chunks or sections of content together. How many chunks of content are there? Does the content need to be taken in a particular order or can the participants jump around?
----------	---

Write a brief outline for each section of content for your course. Your subsections should show how your content is chunked and sequenced.

Learning Model

i	State and explain the project model you are using to create this lesson. Examples include ADDIE, Dick & Carey, Understanding by Design, and Rapid/Agile eLearning Design.
----------	---

Which Learning Model are you using to develop your course? Why did you choose this model?

Learning Theory

i	What learning theory or theories are you using to create your lessons? Explain your choice and rationale for this theory or theories. Examples include Behaviorism, Constructivism, Cognitivism, Connectivism, Andragogy, etc. Remember, use the ePortfolio you created in LDT100x to respond to this section.
----------	--

Which learning theory or theories are you using in your course? Why did you choose this theory or theories?

Course Standards

i	<p>Simply stated, course standards are stated goals or criteria which a student must abide by. They are often found in the syllabus to let the students know what is expected of them. Some course standards are late policy, technology policy, assignment policies, etc. To see how a syllabus is created, consider these resources:</p> <ul style="list-style-type: none">• Cult of Pedagogy: Course Syllabus How To https://www.cultofpedagogy.com/course-syllabus-how-to/• Faculty Focus: Effective Syllabus https://www.facultyfocus.com/articles/online-education/online-course-design-and-preparation/ideas-for-creating-an-effective-syllabus-for-online-learning/
----------	---

What are your course standards?

LDT300x INPUTS

*** Please note instructions for all assignments on the source site. Reach out to the instructional team with any questions.*

ePortfolio Link

i Please provide a link to your completed ePortfolio.

Link:

<https://christinamichel46.wixsite.com/christina-michel>

Learning Gap

i Statement of the learning gap (instructional need) that your content will help overcome. You can have one identified learning gap (instructional need) that covers all digital media you edit or create, or you can identify different learning gaps / instructional needs that change with each digital media you edit or create.

Make sure to review the learning gap you stated in 200x. Revise that learning gap as needed and post below.

Beginner learners in digital content design especially in the learning and educational field may be confused with the aesthetics of the document design and forget that in order to create a meaningful learning experience yet compelling and appealing, it requires to learn about visual design and its principles. This document assists those beginner learners to get an overall idea about principles of visual design and guide them to further study them to achieve the learning goals.

Instructional Strategy

i Description of an instructional strategy on how the content can be infused into a learning experience.

Make sure to review the learning gap you stated in 200x. Revise that learning gap as needed and post below.

Enter here

Digital Content Development

i The following is the minimum requirement for digital content. You may use the items created in this course. The weeks as listed in parenthesis.

- Digital document (ebook, flyer, infographic, interactive text, pdf). (Week 2 or 3)
- Original digital video (2-4 minutes in length) published online with closed captioning (non-auto generated). (Week 4)
- Screencast or mash-up or other Creative Commons licensed work you edited/enhanced to create original work. (Week 5)
- Enhanced Digital Images (at least 2 images) that you have created or edited in some manner. Identify how you've enhanced the images. (Week 3)
- Interactive (adaptive type) module. (Week 7)

Infographic on “Principles of Visual Design”

OERs, Creative Commons, Checklist

- i**
- Identify at least two Open Educational Resources to support content development.
 - Label your media with a Creative Commons license (student choice on the level of rights to allow),
 - Apply your updated Digital Media Checklist created in week 1 to each of your digital media, provide the overview of findings and describe in a short statement or rationale why each digital media artifact will support content development or your lesson.

OER 1:

http://web.mit.edu/6.813/www/sp18/classes/13-graphic-design/#reading_13_graphic_design

OER 2:

www.vecteezy.com

Created by Christin Michel CC BY

Digital Media Checklist:

<https://christinamichel46.wixsite.com/christina-michel/week-2>

LDT400x INPUTS

*** Please note instructions for all assignments on the source site. Reach out to the instructional team with any questions.*

ePortfolio Link



Please provide a link to your completed ePortfolio.

Link:

Identify Main Issue



- A short essay or prospectus where you identify and clearly explain the main issue or problem under critical consideration and how your module overcomes the issue or problem
- Discussion of how learning theories influenced your design and discussion of why you are using that approach

****revisit work from 100x and 200x**

Enter here

Syllabus



- Course title & description of outcomes
- Course objectives
- Schedule (due dates) and description of all assignments, activities, discussions, and final project (summative assessment)
- PDF version available on your course site

****revisit work from 200x**

Enter here

Published Lesson



Provide URL to the published lesson on the platform of your choice.

Enter here

Objectives



- Minimum of one measurable terminal objective
 - Minimum of two enabling objectives per terminal objective
 - Each terminal objective must be measured using a performance-based assessment
- **revisit work from 200x

Enter here

Assessments



- Minimum of two formative assessments
 - Minimum of one summative assessment
 - Scoring rubric to evaluate summative assessment
- **revisit work from 100 and 200x

Enter here

Engagement



- At least one element of social constructivist and/or active engagement each week
 - Example discussion question, project posted to course with follow up comment & feedback
- **revisit work from 100x

Enter here

Audio Visual

i	<ul style="list-style-type: none">• Minimum 3 images• Minimum 1 video• Minimum 1 screencast or narrated presentation **revisit work from 300x
----------	---

Enter here

Compliance

i	<ul style="list-style-type: none">• Copyright, fair use, and Creative Commons used appropriately• Use APA for all citations and attributions for Creative Commons items• ADA compliance, including but not limited to image alternative tags and closed captioning for all videos on course **revisit work from 300x
----------	--

Enter here

Quality Assurance

i	<ul style="list-style-type: none">• Professional look and style (theme), with correct and consistent spelling and grammar• Self-assessment of your MicroLesson
----------	---

Enter here