

Wilmington University

College of Education

INSTRUCTIONAL DESIGN

Course Number: MED 7809

Course Title: Instructional Design

Faculty Contact:

Course Description: Candidates will explore the systematic design of instruction. The focus of the course is on the design, production, formative evaluation, implementation, and summative evaluation of instruction. Guiding instructional change for student success is addressed.

Minimum Time Requirements (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab	External Learning
35	5	0	0	70

College Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes

1. ensuring that programs are knowledgebased;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one's daily work;
5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standardsdriven; and
8. ensuring that programs promote the effective use of technology.

Program Theory and Foundation

The M.Ed. Instruction: Teaching and Learning degree program provides information about the relationships among strategies, context, and learner characteristics for better integration of learning

Program Standards Based Instructional Goals:

Program Competency Standard 1. Learner Development

The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Program Competency Standard 2. Learning Differences

The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.

Program Competency Standard 3. Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Program Competency Standard 4. Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.

Program Competency Standard 5. Applications of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Program Competency Standard 6. Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Program Competency Standard 7. Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Program Competency Standard 8. Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Program Competency Standard 9. Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals in the community), and adapts practice to meet the needs of each learner.

Program Competency Standard 10. Leadership and Collaboration

The teacher seeks appropriate leaderships roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

TEXT: (Please see the directions in START HERE in Canvas for how to access this book for free) Dick, W., Carey, L., & Carey, J. O. (2005). [*The systematic design of instruction*](#) (6th ed.). Pearson/Allyn and Bacon.

Week	Essential Questions	Assignments & Grading
1	<ul style="list-style-type: none"> ” How do you identify an instructional goal that can be analyzed using a Needs Assessment? ” How do you analyze the learners in the classroom in order to create instruction that is learner-centered? ” How can you revise an instructional goal in order to make it more centered as well as more teacher and student-friendly? 	<ul style="list-style-type: none"> ” Week 1 Readings and Resources ” Week 1 Assignment: Instructional Needs Assessment (ID Plan

	for appropriateness and makes modifications to fit student learning needs?	” Week 34 Instructional Strategies Share-out (Due Week 4)
4	<ul style="list-style-type: none"> ” What are appropriate assessment/testing instruments and procedures? ” How do you specify revisions resulting from 	

Start Here: Introduction Discussion Board	20
Week 1: Complete Needs Assessment	32
Week 2: Instructional Design Plan Goal Analysis and Diagram Assignment	44
Week 3: Learning Analysis	28
Week 4: VoiceThread Discussion (if assigned)	20
Week 4: Objective Development Assignment	24
Week 4: Instructional Strategies Discussion Post	10
Week 4: CeCRAM COMPETENCY 8: Instructional Strategies, DAR	90
Week 5: Develop an Instructional Strategy and a Assessment Assignment	36
Week 5: Instructional Strategy Class Post Assignment	10
Week 6: CeCRAM COMPETENCY 8 PI6as EMC	

7.6. The teacher evaluates plans in relation to ~~short~~ long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Essential Knowledge

7.7. The teacher understands content and content standards and how these are organized in the curriculum.

7.8. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

7.9. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7.10. The teacher understands the strengths and needs of individual learners and how to plan instruction ~~that~~ is responsive to these strengths and needs.

7.11. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7.12. The teacher knows when and how to adjust plans based on assessment information and learner responses.

7.13. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, ~~related~~ providers, language learner specialists, librarians, media specialists, community organizations).

Critical Dispositions

7.14. The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7.15. The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7.16. The teacher takes professional responsibility to use ~~short~~ long-term planning as a means of assuring student learning.

7.17. The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

B. Program Competency Standard 8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performances

8.1.

- 8.5. The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- 8.6. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
- 8.7. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- 8.8. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- 8.9. The teacher asks questions to stimulate discussion that serves different purposes

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student's responsibility to obtain and complete assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first week's assignments. If a student is registered and does not complete assignments the first two weeks will automatically be dropped from the course.