



The University of Southern Queensland

Course specification

This version produced 20 Dec 2007.

The current and official versions of the course specifications are available on the web at
<<http://www.usq.edu.au/coursespecification/current>>.

Please consult the web for updates that may occur during the year.

Description: Instructional Design for Flexible Learning

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
FET	5601	63372	1, 2007	WEB	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE003
Student contribution band:	National Priority Teaching
ASCED code:	070303

STAFFING

Examiner: Shirley Reushle

Moderator: Kaye Cleary

OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>

RATIONALE

This course aims to provide learners with knowledge of the principal and commonly adopted theories and processes of designing instruction within flexible learning contexts. In order to do this, it will explore issues relating to theories and perspectives on learning, learners and their learning contexts; the selection, sequencing and synthesising of instructional context; and the match of learning outcomes with instructional strategies, subject matter content, and delivery media and assessment procedures. In addition, some detail of plans for evaluating programs is addressed.

SYNOPSIS

At the heart of good educational practice lies effective instructional design. This includes making informed decisions about what comprises the instructional content and how it is to be sequenced and synthesised, taught and learned. The selection, sequencing, and synthesis of instructional content must take into account the nature of the desired learning outcomes. This process is based on an understanding of the processes of learning, learner characteristics and needs, and the context in which the teaching-learning will occur. Instructional design also includes making decisions about the match of selected content with learning and instructional strategies, and the delivery system. NOTES: 1. This course (EDU5601) is available through INTERNET DELIVERY ONLY. There are NO print materials for this course. 2. For details of the technical requirements and accessing Internet study materials, please consult the following URL: <http://usqconnect.usq.edu.au>

. 3. Students enrolling in this course are required to have first-hand knowledge of and access to an actual instructional situation.

OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On successful completion of this course learners will be able to:

1. demonstrate understanding of the theories and perspectives on learning, principles and procedures of learner needs assessment, and learning context analysis (Assignment 1; Project Proposal; ID Project)
2. demonstrate understanding of the procedures of knowledge, content/task and skill analysis (Assignment 2; ID Project)
3. develop an instructional plan/design reflecting the sequence in the selected content; demonstrating a match of content, instructional and learning strategies, delivery media and assessment in the instructional design (Assignment 2; ID Project; Reflection)
4. demonstrate an ability to select appropriate measures for assessing learning outcomes (Assignment 2; ID Project)
5. demonstrate competence in the selection of appropriate instructional media (Assignment 2; ID Project)
6. demonstrate competence in the development and evaluation of instructional materials. (Assignment 2; ID Project)
7. demonstrate competence in written language and scholarly writing including correct spelling, grammar and bibliographic referencing. (all assessment items)

TOPICS

	Description	Weighting (%)
1.	Learning needs assessment, learner/learning context analysis	20.00
2.	Procedures for knowledge, content, task and skill analysis	20.00
3.	Procedures and perspectives on sequencing and synthesising content	25.00
4.	Matching content, instructional strategies, and instructional media	20.00
5.	Assessing learning outcomes and evaluating the courseware material	15.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

There are no prescribed texts in this course.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Recommended reference materials are referred to in the Online materials.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	45.00
Directed Study	120.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ASSIGNMENT 1	10.00	10.00	30 Mar 2007
PROJECT PROPOSAL	1.00	1.00	06 Apr 2007 (see note 1)
ASSIGNMENT 2	10.00	10.00	11 May 2007
ID PROJECT	65.00	65.00	08 Jun 2007
REFLECTION	15.00	15.00	15 Jun 2007

NOTES

1. A mark of one (1) indicates you have passed the Project Proposal component. A mark of zero (0) indicates you have not passed the Project Proposal component. The weighting of 1% is used for administrative purposes only and is NOT included in the overall weighting for this course.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:
To satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks available for each assessment item
- 3 Penalties for late submission of required work:
In this course, if students are more than two weeks late with the submission of any assessment task, they are required to contact the course examiner, who may, at his/her discretion, grant a further extension.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must complete and submit all of the summative assessment items and achieve at least 50% of the total weighted marks available for the course.

- 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks or grades obtained for each of the summative assessment items in the course.
- 6 Examination information:
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in this course.
- 8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

ASSESSMENT NOTES

- 1 Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made by the examiner. The student must retain this copy until the grade for this course has been finalised.
- 2 It is recommended that learners have knowledge of or access to an education/training environment in order to address the requirements of assessment in this course.

OTHER REQUIREMENTS

- 1 Students enrolling in WEB courses MUST have ongoing convenient and reliable access to the Internet in order to access course materials and participate in activities that will affect assessment. The levels of equipment required may change from time to time, with the most recent specification listed at <http://www.usq.edu.au/currentstudents/computingstandards/default.htm>. You can check whether your computer system meets these requirements from USQAssist (<http://usqassist.usq.edu.au/>).
 - 2 **IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the state of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc..) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information:** <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>. *If you are undertaking practical experience outside the state of Queensland, Australia you should check local requirements.
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