Description: Instructional Design for Flexible Learning

<table>
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<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<td>FET</td>
<td>5601</td>
<td>34742</td>
<td>2, 2004</td>
<td>WEB</td>
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Academic group: FOEDU
Academic org: FOE003
Student contribution band: 1
ASCED code: 070303

STAFFING
Examiner: Shirley Reushle
Moderator: Kaye Cleary

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. NOTE: 1 This course (FET5601) 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://www.usqonline.com.au 3 Students enrolling in this course are required to have first-hand knowledge of and access to an actual instructional situation.
OBJECTIVES

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;
2. demonstrate understanding of the procedures of knowledge, content/task and skill analysis;
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;
4. demonstrate an ability to select appropriate measures for assessing learning outcomes;
5. demonstrate competence in the selection of appropriate instructional media;
6. demonstrate competence in the development and evaluation of instructional materials.

TOPICS

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

<table>
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<th>ACTIVITY</th>
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<tbody>
<tr>
<td>Assessment</td>
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<td>Directed Study</td>
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ASSESSMENT DETAILS

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<td>PROJECT PROPOSAL</td>
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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 complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assessment item.

3. Penalties for late submission of required work:
   The Department of Further Education and Training has an extension policy which enables students to be within two weeks of the due date for assignments before they need to contact the course examiner. If more than two weeks late with submission of assignments, students must contact the course examiner to negotiate a further extension.

4. Requirements for student to be awarded a passing grade in the course:
   To be assured of a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards in relation to the objectives of the course by satisfactorily completing all summative assessment items.

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 All pieces of graded summative assessment in this course will be graded using one
of the following letter grades: HD, A, B, C, F or Incomplete. Plus and minus may
be used with each of these letter grades.

2 Students must retain a copy of each item submitted for assessment. This must be
produced within five days if required by the Examiner.

3 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.