

Justice Institute of British Columbia
COURSE OUTLINE

Course Code: INDC101
Course Title: Instructional Design
Prerequisite Courses: INDC 100
School: Community and Social Justice
Division/Academy/Centre: Centre for Leadership
Previous Course Code & Title:
Course First Offered: 2010

# of Credits:	1.0
----------------------	-----

Course Description:

In this course you will further enhance your skills in learner-centred instructional design, with a particular focus on the analysis of learners' needs and characteristics, formulation of goals and learning outcomes, choice of relevant instructional strategies and evaluation methods. You will apply these concepts to your own existing or potential instructional environment.

Course Goal(s):

Learners will explore and apply core aspect of instructional design.

Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

1. Discuss the fundamentals of adult learning theory and brain research as they relate to instructional design.
2. Describe the elements of an instructional framework and design model.
3. Examine core aspects of instructional design such as learner needs and characteristics, learning outcomes and objectives, instructional strategies, and assessment.
4. Discuss development of lesson plans and learning aids
5. Assess similarities and differences of on-line and face-to-face instruction related to instructional design
6. Apply aspects of a instructional design models to personal instructional context

Course Topics/Content:

- Principles of Adult Learning and the Brain
- Instructional Framework and Design Model
- Needs Assessment
- Learner Characteristics
- Determining and Sequencing Content
- Learning Outcomes and Objectives
- Instructional Strategies
- Learning Aides
- Elements of a Lesson Plan
- Instructional Assessment
- Designing Instructions: Implications for on-line education

Text and Resource Materials:

Required: Lawson, K. (2009). *The trainers handbook*, updated edition. San Francisco, CA: Pfeiffer

Recommended:

Course Level:

	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe): Professional Path				

Equivalent Course(s) within the JIBC: None

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14			
Simulation/Lab				
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	14			

Comments on Delivery Methods:

Course Grading System:

	Letter Grades		Percentage		Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	Pass
-----------------------	------

Evaluation Activities and Weighting:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

Active participation is expected. You must attend the full course to receive credit.

Other Course Guidelines, Procedures and Comments:

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.