

Instructional Design and Authoring Module [10 ECTS]

MSc Applied eLearning

Module Aim:

The aim of this module is to gain competence in planning, design and development of elearning activities or resources. This module aims to allow students to apply, in a practical manner, relevant learning and instructional design theories to elearning. Students will develop an understanding of the design, development, application and evaluation issues relating to elearning. Students will gain practical skills in web and elearning resource development and usage of other tools for elearning development such as podcasting, video editing and experience in rapid elearning development.

Learning Outcomes:

On successful completion of this module the learner will be able to:

- Design a pedagogically sound and accessible e-learning resource/activity, informed by relevant theories and using appropriate information communication technologies.
- Develop a storyboard to plan for a user-friendly, technically robust and pedagogically effective e-learning resource/activity.
- Justify decisions relating to the selection, design and use of elearning technologies taking into account the impact of local, national and global contexts.
- Apply principles of learning orientations to an identified eLearning situation within their own working context.
- Critically evaluate the pedagogical value and usability of e-learning materials in a range of different contexts
- Demonstrate positive and constructive contribution to group work.

Learning and Teaching Methods:

This module will be delivered via face-to-face sessions while also utilising the virtual learning environment <https://dit-bb.blackboard.com> to support and enhance the learning experience. Participants will actively engage with peers in designing and developing the learning resource/activity working together as a team.

Module Content:

All module content will be accessible on <https://dit-bb.blackboard.com>. Within this online environment, participants will also be required to participate in online discussions and collaborative tasks and submit work for assessment and feedback.

Support: Participants must be prepared to commit a significant amount of time to the module - approximately 7 hours a week for the duration of the module. In addition, students will work together to share expertise and experience.

Module Assessment:

For this, the students will be expected to work as a group to design and develop an **elearning resource/activity** that can be used as a tool for learning. This elearning resource/activity will show evidence of careful planning and rationale via a **storyboard**. The resource created should adhere to standards of usability and accessibility.

In the module **reflection** it is imperative that students demonstrate and justify their understanding of the theories of learning and instructional design; that they select appropriate tools to create resources/activities that are technically sound and educationally effective. Evidence of research and theoretical underpinnings for this project will need to be provided by the student through an **annotated bibliography** describing the literature researched and referred to.

4 Items will be assessed:

1. Story board (design plan),
2. The elearning resource/activity,
3. Annotated bibliography,
4. 1000 word reflection.

Students will submit the 4 items for assessment via the ePortfolio

- From Group Work the assessment submission will include: (1) story board (design plan), (2) the elearning resource/activity.
- From Group Work it is a requirement that an oral presentation of the project be made to peers and tutors in week in session 8 of the module (This is for formative feedback purposes).
- **Individually** each student will create an (3) annotated bibliography (this should be made available through the eportfolio); this must be a **selected** reference list of the **most suitable** peer-reviewed references which have informed the design task.
- (4) 1000 word reflection from each student
 - This reflection should provide a rationale for the design process. The design process must be informed by literature (areas to address include learning theories, instructional design theory, pedagogical rationale for use of technology).
 - The reflection should contain reflection on group work and individual work.

ePortfolio

It will be necessary to display all 4 items for assessment within the ePortfolio. You may also demonstrate other aspects of your learning journey for this module within the ePortfolio space.

Essential Reading:

The following publications provide background reading especially focused on this module:

Beetham, H. and Sharpe, R. (2007) (Eds.) [Rethinking Pedagogy for a Digital Age](#). London: Routledge.

Carliner, Saul. & Shank, Patti (eds). (2008) [The e-learning handbook: Past promises, present challenges](#). San Francisco: Pfeiffer

Clark, Ruth Colvin & Mayer, Richard E. (2008) [E-learning and the science of instruction: proven guidelines for consumers and designers of multimedia learning](#). Pfeiffer.

Conole, G and Oliver, M. (2007) (Eds.) [Contemporary perspectives in eLearning Research: themes, methods and impact upon practice](#). London: Routledge.

Gagne, R. (2005) [Principles of instructional design](#) Belmont CA:Thomson/Wadsworth.

Gillani, B. (2003) [Learning Theories and the Design of E-Learning Environments](#). Lanham, MD: University Press of America.

Harasim, L (2011) [Learning Theory and Online Technology: How New Technologies are Transforming Learning Opportunities](#). New York, NY: Routledge

Juwah, C. (2006) (Ed) [Interactions in Online Education. Implications for Theory and Practice](#). London: Routledge.

Laurillard, D. (2002) [Rethinking University Teaching: A Conversational Framework for the Effective Use of Educational Technology](#). 2nd ed. London: RoutledgeFalmer.

Mayer, Richard E. (2009) [Multimedia learning](#), Cambridge; New York : Cambridge University Press.

Reigeluth, Charles M. & Carr-Chellman, Alison A. (2009) [Instructional-design theories and models: Building a common knowledge base](#). (Vol III) New York: Routledge

Supplemental Reading:

Abbey, B. (2000) [Instructional and Cognitive Impacts of Web-based Education](#). Hershey, PA: Idea Group Pub.

Dillon A (2004) *Step by Step Web Design* Dublin ; Gill & Macmillan.

Donnelly, R. and McSweeney, F. (2008) [Applied eLearning and eTeaching in Higher Education](#). Hershey, PA: Information Science Reference.

Downes, S. (2005) E-learning 2.0. In eLearn Magazine. New York: ACM. Available at <http://www.elearnmag.org/subpage.cfm?section=articles&article=29-1>

Fisher M (2003) *Designing courses and teaching on the web: a how to guide to proven, innovative strategies* Lanham, Md; Scarecrow Press

Horton S (2006) [Access by design: a guide to universal usability for web designers](#) Berkeley , CA : New Riders

Jochems, W., Van Merriënboer, J. and Koper, R. (2003) [Integrated E-Learning: Implications for Pedagogy, Technology & Organization](#). London: RoutledgeFalmer.

Joinson, A. (2003) [Understanding the Psychology of Internet Behaviour: Virtual Worlds, Real Lives](#). Basingstoke: Palgrave Macmillan.

Niederst J (2006) *Web design in a nutshell: a desktop quick reference*. 3rd ed. Beijing: O'Reilly.

Piskurich GM (2000) *Rapid instructional design: learning ID fast and right* San Francisco; Jossey-Bass.

Shank, P. Bircher, J. (2009) *Essential Articulate Studio '09*, Wordware Pub.

Electronic Journals and other:

- *ALT (Association for Learning Technology) Journal* http://www.alt.ac.uk/alt_j.html
- *Australasian Journal of Educational Technology* [ONLINE - <http://www.ascilite.org.au/ajet/ajet.html>]
- *e-Learning and education* [ONLINE - <http://elearn.campussource.de/>]
- *Electronic journal of eLearning* [ONLINE - <http://www.ejel.org/>]
- *Journal of Educational Technology and Society* [ONLINE - <http://www.ifets.info/>]
- Journals bookmarked in Delicious <http://delicious.com/okeeffem/journal>

Further Details:

Maximum of 16 participants. Module to be delivered in one semester.

Breakdown of hours:

- Class contact/Tutorials: 24; 6: online moderation
 - Student Collaboration Online/face-to-face: 30
 - Contributions to ePortfolio, Online Reflective Journal/Blog and: 50
 - Independent Study/Assignment Preparation/Group work: 100
- Total: 200 hours