

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
LTTC5803					5	9
<b>Module Title</b>	Instructional Design and e-Authoring					
<b>School Responsible:</b>	Learning, Teaching and Technology Centre					

**Module Overview:**

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 (LO):** (to be numbered)

For a 5ECTS module a range of 4-10 LOs is recommended

On Completion of this module, the learner will be able to

1	Design a small-scale pedagogically sound and accessible eLearning resource/activity, informed by relevant theories and using appropriate technologies.
2	Develop a storyboard to plan for a user-friendly, technically robust and pedagogically effective eLearning resource/activity
3	Justify decisions relating to the selection, design and use of elearning technologies taking into account the impact of the learning context.
4	Apply principles of learning orientations to an identified eLearning situation within their own working context.
5	Critically discuss the pedagogical value of specific eLearning materials in a range of different contexts
6	Critically discuss the usability of specific eLearning materials in a range of different contexts
7	Demonstrate positive and constructive contribution to group work.
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**Indicative Syllabus:**

All module content will be accessible on Brightspace. 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.

**Learning and Teaching Methods:**

This module will be delivered via face-to-face sessions while also utilising the virtual learning environment 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.

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.

Three Items will be assessed:

1. Storyboard (design plan),
2. The elearning resource/activity,
3. A reflective and scholarly commentary on the project.

<b>Total Teaching Contact Hours</b>	15
<b>Total Self-Directed Learning Hours</b> Groupwork face to face and online - 2*5 = 10 Individual work on group project - 2*5 = 10 Individual reading and reflection = 55	75

<b>Module Delivery Duration:</b>
Module will be delivered over five weeks in one semester.

<b>Assessment</b>		
<b>Assessment Type</b>	<b>Weighting (%)</b>	<b>LO Assessment (No.)</b>
Students will submit the following items for assessment: <ul style="list-style-type: none"> <li>From Group Work the assessment submission will include: (1) storyboard (design plan), (2) a small scale elearning resource/activity.</li> <li>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).</li> <li>1000 word reflection from each student: <ul style="list-style-type: none"> <li>This reflection should provide a rationale for the design process.</li> <li>The design process must be informed by literature (areas to address include learning theories, instructional design theory, pedagogical rationale for use of technology).</li> <li>The reflection should contain reflection on group work and individual work.</li> </ul> </li> </ul>	100%	1-6
<b>Module Specific Assessment Arrangements (if applicable)</b>		
(a) Derogations from General Assessment Regulations	Assessment on Pass/Fail basis	
(b) Module Assessment Thresholds		
(c) Special Repeat Assessment Arrangements		

<p><b>Essential Reading</b></p> <p>The following publications provide background reading especially focused on this module:</p> <p>Beetham, H., &amp; Sharpe, R. (2007). (Eds.) <i>Rethinking Pedagogy for a Digital Age</i>. London: Routledge.</p> <p>Carlner, S., &amp; Shank, P. (eds). (2008) <i>The eLearning handbook: Past promises, present challenges</i>. San Francisco: Pfeiffer.</p> <p>Clark, R.C., &amp; Mayer, R.E. (2008). <i>E-learning and the science of instruction: proven guidelines for consumers and designers of multimedia learning</i>. San Francisco: Pfeiffer.</p> <p>Conole, G., &amp; Oliver, M. (2007). (Eds.) <i>Contemporary perspectives in eLearning Research: themes, methods and impact upon practice</i>. London: Routledge.</p> <p>Gagne, R. (2005). <i>Principles of instructional design</i>. Belmont CA:Thomson/Wadsworth.</p> <p>Gillani, B. (2003). <i>Learning Theories and the Design of E-Learning Environments</i>. Lanham, MD: University Press of America.</p> <p>Harasim, L. (2011). <i>Learning Theory and Online Technology: How New Technologies are Transforming Learning Opportunities</i>. New York, NY: Routledge</p> <p>Juwah, C. (2006). (Ed) <i>Interactions in Online Education. Implications for Theory and Practice</i>. London: Routledge.</p> <p>Laurillard, D. (2002). <i>Rethinking University Teaching: A Conversational Framework for the Effective Use of Educational Technology</i>. 2nd ed. London: RoutledgeFalmer.</p> <p>Mayer, R.E. (2009). <i>Multimedia learning</i>. Cambridge; New York: Cambridge University Press.</p>
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Reigeluth, C.M. & Carr-Chellman, A.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., & 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, G.M. (2000). *Rapid instructional design: learning ID fast and right*. San Francisco: Jossey-Bass.

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

**Electronic Journals and other:**

- Researching Learning Technology (Association for Learning Technology) Journal [http://www.alt.ac.uk/alt\\_j.html](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://eleed.campussource.de/>]
- Electronic Journal of eLearning [ONLINE - <http://www.ejel.org/>]
- Journal of Educational Technology and Society [ONLINE - <http://www.ifets.info/>]

<b>Version No:</b>		<b>Amended By</b>	
<b>Commencement Date</b>		<b>Associated Programme Codes</b>	

# Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned

\*Details of the assessment schedule should be contained in the student handbook for the programme stage.

**Date of Academic Council approval .....**