

Program Design Methods

TADL6283

Course Outline

Description:

Develop effective and dynamic programs for adult learners with the Instructional Design Method. Identify your training style, determine how to set and achieve learning and teaching objectives, and design an instructional plan. Discover the best techniques to develop and apply training and development programs.

Course Goals:

I hope this course will be an engaging and thought-provoking learning experience. Together, we will create a collaborative and respectful learning environment where participants can share their wisdom, learn from one another and value the diverse perspectives of colleagues. Specifically, I hope this course will:

- Expand your awareness of the importance of effective instructional design
- Strengthen your understanding of the linkages between learning styles, learning objectives and instructional design; and
- Develop learning plans that incorporate diverse learning styles and instructional techniques to effectively meet the desired learning objectives.

Course Objectives:

At the completion of this course, the student will be able to:

- Describe the styles of learning for adults, and have an increased understanding of their preferred learning style
- Develop learning objectives for training
- Design an instructional 'road map' for lesson planning; and
- Prepare an effective learning plan for adult learners.

Attendance Requirements:

Students are required to attend 100% of class time in order to receive a completion for this course. A grade report can be printed from myWCS.

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Evaluation:

Participants will be evaluated on:

- Their active, engaged, and thoughtful participation online, including accurate presentation and discussion of course materials with fellow participants; and,
- Their performance on two written assignments and online discussions.

Item	Description	Value
Participation in online discussions	Active, thoughtful and respectful participation in online discussions.	30%
	Post own responses to online questions	
	Respond to posts by classmates – Must respond to at least six other students' posts	
Assignment 1 – Training Proposal	Written report of approximately 4-6 pages outlining: <ul style="list-style-type: none">• Your philosophy of adult education and teaching• An overview of the training process (i.e., stages of development), its importance, and your approach to develop the training program• A proposed learning objective and ERGA road-map for one, one-hour cycle of training. See details below.	30%
Assignment 2 – Instructional Design Plan	ERGA cycle roadmap and written lesson plan for one, one-hour cycle of training on your proposed topic. See details below.	40%

Notes on assignments (papers and reports):

- Must be academic in style and content
- Must have a clear focus, and present ideas in a logical and well thought-out flow
- Arguments, analysis and conclusions must be based on clearly identified research and sources
- Must cite all references from other sources. Please use footnotes (NOT endnotes) and include a bibliography. Please contact the instructor if you have any questions about citations.
- Must be in paragraph format
- Must be double-spaced, typewritten, 12" font, with 1" margins on all sides, page numbered
- Must include student name, student number and date of submission on cover sheet
- Must follow APA style

Policy on Cheating and Academic Misconduct:

Academic honesty is a cornerstone of conduct at Western University. We cannot have freedom of expression without integrity. Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences; please refer to the section on "Scholastic Offences" in the current University Academic Calendar, or on the web at <http://www.westerncalendar.uwo.ca>. Such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course any academic work for which credit has previously been obtained or is being sought in another course in this University or elsewhere (without the knowledge and approval of the instructor to whom the work is submitted). Students enrolled in

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non-degree courses are expected to abide by the University's code of conduct.

Code of Student Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For the complete Code of Student Conduct: <http://www.uwo.ca/univsec/pdf/board/code.pdf>.

Students are reminded you are expected to attend both days of the course in full, and to complete the online portion of the course. Thank you.

Plagiarism

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (<http://www.turnitin.com>).