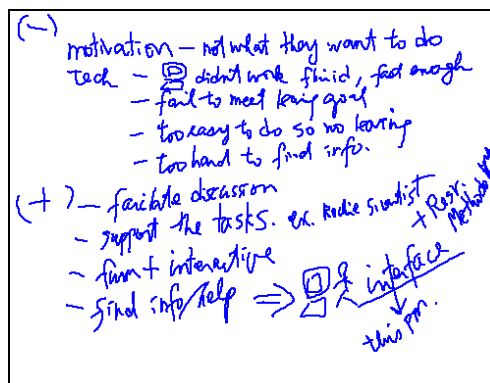


Instructional Design, E-Learning And Educational Publishing: Creator To Consumer In A Digital Age

Learning element 1.3

Designing Curricula And Methodology

How are current ID models best implemented?



Bill Cope, Mary Kalantzis and Adam Saulwick

**Instructional Design, E-Learning
And Educational Publishing:
Creator To Consumer In A Digital Age**

Designing Curricula And Methodology

How are current ID models best implemented?

Bill Cope, Mary Kalantzis and Adam Saulwick

www.C-2-CCourse.com

About The Course Developer

Adam Saulwick
Course Developer
Faculty of Education, Language
and Community Services
RMIT University

Adam has worked extensively in the fields of curriculum development, language instruction and instructional design in Australia and Europe in a variety of media. In addition to conducting extensive linguistic and ethnographic research in northern Australia, he has compiled a dictionary of an Australian Aboriginal language. Adam has an Honours degree in Linguistics and is currently working on a doctoral thesis in Linguistics, which describes the grammatical structures of a polysynthetic language of northern Australia.

This Learning Element is published at RMIT University

First Published in Australia in 2003
by the Faculty of Education, Language
and Community Services
PO Box 71
RMIT University
Bundoora VIC 3083

Copyright © 2003 RMIT University

All rights reserved. Apart from fair dealing for the purposes of study, research, criticism or review as permitted under the Copyright Act, no part of this book may be reproduced by any process without written permission from the publisher.

[Cataloguing-in-Publication and ISBN data]

Cover image: <7.gif> <http://www.cc.gatech.edu/edutech/dew/Notes/breakout-summary/7.gif>

Contents

Framework map	6
Aims	7
Knowledge scope	7
Knowledge and capability goals	7
Important terminology	7
Learning processes	8
Learning activity: Online/Tutorial issues	8
Recommended reading:.....	8
Learning sources	9
Assessment Task A option.....	12
Learning pathways	13
Transition from Learning Element 1.3	13
Pathway options	13

Framework map

Instructional Design, E-Learning And Educational Publishing

	<i>Empirical And Experiential</i>	<i>Conceptual And Critical</i>	<i>Applied And Transferred</i>
<p>Theme 1: Instructional Design</p>	<p>1.1</p> <p>Instructional Design (ID)</p> <p><i>What is Instructional Design and why is it important?</i></p>	<p>1.2</p> <p>The Importance Of Instructional Design</p> <p><i>What does ID contribute to the educational objective?</i></p>	<p>1.3</p> <p>Designing Curricula And Methodology</p> <p><i>How are current ID models best implemented?</i></p>
<p>Theme 2: E-Learning</p>	<p>2.1</p> <p>Electronic Learning</p> <p><i>What is E-Learning?</i></p>	<p>2.2</p> <p>E-Learning For Today's Societies</p> <p><i>Why are challenges in E-Learning relevant to educators and society?</i></p>	<p>2.3</p> <p>E-Learning: Case Studies</p> <p><i>Who is learning online and how?</i></p>
<p>Theme 3: Educational Publishing</p>	<p>3.1</p> <p>Educational Publishing</p> <p><i>What is changing in Educational Publishing?</i></p>	<p>3.2</p> <p>Theories Of Educational Publishing</p> <p><i>Why do changes in education theory impact on Educational Publishing?</i></p>	<p>3.3</p> <p>Some Practicalities Of Educational Publishing</p> <p><i>What are key industry initiatives in Educational Publishing?</i></p>

Aims

Knowledge scope

Curricula And Methodology requires you to relate the theory of Instructional Design to the practice of designing and implementing a curriculum.

In this element you will develop goals and activities in a practical way. For example, you will develop an Instructional Design model for implementation in a real-world environment on the basis of the theory of ID and relevant methodologies. In addition, you will have the opportunity to assess some existing models and the success of their implementation.

Knowledge and capability goals

As a result of working through this element, you will have the capacity to:

- ⊗ understand how some of the basic concepts underlying curricula design are implemented;
- ⊗ identify different methodologies;
- ⊗ apply primary and secondary source material;
- ⊗ work through a case study;
- ⊗ develop a model for implementation;
- ⊗ develop a proposal for a substantive work on a theme related to the course;
- ⊗ improve your ability to research primary evidence and construct critical arguments; and
- ⊗ research and structure empirical data in such a way as to provide a platform for further critical analysis.

Important terminology

The 'Learning Framework' is the overall educational endeavour of '*Instructional Design, E-Learning And Educational Publishing*'. This is comprised of three 'themes', presented in the left-hand column of the Framework map. Each theme is divided into three learning 'processes', presented in the top row of the Framework map. Altogether this constitutes nine 'elements'. The Learning Framework is also referred to as the 'course'.

Learning processes

The primary learning process in this element is to discuss with fellow students the questions set out below. In your discussion you are to make reference to the readings listed underneath the questions. You should also seek out other material, starting from the list of weblinks provided.

You will notice that the information included with each source indicates its perspective, whether it tends to be:

Business
Cultural studies or
Technology oriented.

In your discussions and learning activities you should take account of the different perspectives represented by the readings and acknowledge those in your responses. You may wish to address this theme from a particular perspective, such as technological changes taking place in the industry.

Learning activity: Online/Tutorial issues

Engage in Online/Tutorial discussion in response to the following questions:

- 1) What are learning objectives and how are student needs identified in relation to these?**
- 2) What do different types of learning activities engender in students?**
- 3) What is the 'learning context' and how are other media integrated with this?**
- 4) What are some of the crucial aspects to an online learning environment?**
- 5) In developing a curricula for a particular environment (online/distance/face-to-face/blended) what are some of the important aspects of current ID models and methodologies upon which it should be based?**
- 6) How do different models of learning impact on how different modes of assessment are best implemented?**

Recommended reading:

Focus your initial reading efforts on (Hrabe et al., 1996; Laurillard, 2002; Mager and Pipe, 1984; Piskurich, 2000). They will help you scope out your initial responses to the above questions and direct further exploration of the Sources.

Sources

When viewing this online you can click on a learning source title to go to the reading. Each reading in the list is provided with a label titled '**Perspective**'. Use this as a guide in determining its relevance to the three categories: Business, Culture or Technology.

Title:	The Trials of Terry Kirkland
Author(s):	Hrabe, Betsy; Larsen, Betsy; Kinzie, Mable
Year:	1996
Producer:	Curry School of Education, University of Virginia
URL:	http://curry.edschool.virginia.edu/go/ITcases/Terry/
Access Date:	8/11/2002
Perspective:	Business, Technology
Keywords:	Instructional Design
Abstract:	Case study of an instructional design implementation.

Title:	Designing teaching materials
Author(s):	Laurillard, Dianna
Year:	2002
Book Title:	Rethinking University Teaching
City:	London
Publisher:	Routledge/Falmer
Pages:	181-198
Perspective:	Culture
Keywords:	Learning Objectives, Student's Needs, Developmental Testing, Development Costs, Learning Design
Abstract:	Laurillard discusses the design of learning materials, including the definition of objects and analysis of student learning needs. Objectives are given via the curriculum aims and determine what students need to know or be able to do. Curriculum aims are defined in terms of topic, future leaning needs, and the appropriate knowledge and skills. Curriculum aims are discussed in terms of their degree of specificity dependent on the level and sophistication of the student. Laurillard argues that curriculum deliverers need to be clear about their aims for rational planning and in order to achieve desired results.

Title: [Analyzing Performance Problems](#)
Author(s): Mager, Robert F.; Pipe, Peter
Year: 1984
City: Belmont, CA
Institution: Lake Publishing Company
Perspective: Culture
Keywords: Instructional Design
Abstract: Solutions to performance problems are not always apparent. Selecting the best solution requires careful analysis. The model developed in this article can be used to guide you in selecting the appropriate intervention. While focused on determining if training is an appropriate option, the model is also useful as a generic guide to option selection.

Title: [How to Do It: Design](#)
Author(s): Piskurich, George M.
Year: 2000
Book Title: Rapid instructional design: learning ID fast and right
City: San Francisco, Calif.; [Great Britain]
Publisher: Jossey-Bass/Pfeiffer
Pages: xvii, 297
Perspective: Culture, Technology
Keywords: Instructional Systems Design
Abstract: This book covers all the basics of instructional design, from analysis to evaluation, ... without the theory, with plenty of practical checklists, and with many hints on how to design better and more quickly in this age of technology-based training. Source: Piskurich (2000)
Chapter 4 addresses: choosing the right delivery system, creating useful objectives; discovering what a design document is and how it is used; developing an instructional plan as a guide to producing training materials; creating test questions.

Background reading:

Title: [The design methodology](#)
Author(s): Laurillard, Dianna
Year: 2002
City: London
Publisher: Routledge/Falmer
Perspective: Technology
Keywords: Methodology, Instructional Design, Teaching Materials
Abstract: There have been extensive changes in the technologies available for learning over the last decade. These technologies have the potential to improve radically the way students engage with knowledge and negotiate ideas. However, this book argues that the promises made for e-learning will only be realized if we begin with an understanding of how students learn, and design the use of learning technologies from this standpoint. (Source: Laurillard 2002)

Links to relevant material on diverse websites:

Institute for Learning and Teaching:

<http://www.ilt.ac.uk/>

Instructional Management Systems:

<http://www.imsproject.com>

Journal for Interactive Media in Education:

<http://www-jime.open.ac.uk/>

Learning and Teaching Support Network:

<http://www.ltsn.ac.uk>

American Association for Higher Education:

<http://www.aahe.org/>

Assessment Task A option

You may wish to draw on the issues raised in this element, **Designing Curricula And Methodology**, for your Assessment Task A (worth 25% of your overall grade).

A possible task would be to develop a plan for implementing an ID model. For example, you might ask the following questions:

- Who is my target audience?*
- What is their educational background?*
- What are my educational objectives?*
- What delivery mode will I be implementing?*
- Does the mode of delivery modify the educational objectives? If so, how? If not, why not?*
- How should I best go about implementing the set objectives?*
- What aspects of the curricula design need to be considered for a successful implementation?*

To complete Assessment Task A, you must write a proposal (of approximately, but not exceeding, 1,500 words) for the larger work that will constitute Assessment Task B. In choosing the format of this proposal refer to the range of assessment formats provided in the framework level description of this course. If applicable, you can draw on experience from your own workplace to provide examples of how these issues impact on the education, communication, and/or business sectors.

The aim of Task A is to:

- (i) help you begin to format the structure of Task B; and
- (ii) help you begin to build the content for Task B.

You also need to consider how you will later integrate the final work you produce for Task A into Task B.

Note: You are required to do only one Assessment Task A throughout the course.

Choosing issues from **Designing Curricula And Methodology** as the springboard for your Assessment Task A does not necessarily lock you into pursuing them for Task B. For example, on completion of this task, you may decide to pursue a different theme for Task B.

Even if you choose not to base your Assessment Task on the issues raised in this element, the knowledge and capabilities you have gained here can be fed into the topic you use as the basis for your Assessment Task A.

Note: Assessment Task A must be submitted by the end of week four.

Learning pathways

Transition from Learning Element 1.3

On completion of the learning process of this element (with or without completing the Assessment Task A option), you must decide which element to undertake next.

Possible transitions from this element are presented below, however it is recommended that you work out your own pathway in consultation with your teacher.

Pathway options

On completion of this element you should have a practical understanding of the application of curricula design, together with a more in-depth appreciation of the relationship between theory, curriculum development and implementation.

You may wish to now extend this applied knowledge by further exploring the way in which information is structured in web-based learning. This information is covered in the *Applied And Transferred* element called **E-Learning: Case Studies**.

Alternatively, you may now wish to follow the *Empirical And Experiential* direction and pursue more practical issues regarding publishing for online education. This is covered in the element called **Educational Publishing**.

You can choose to proceed to any other element. On completion of the entire course you must have worked through all nine elements. Your navigation path will reflect your past professional experiences and future interests.

Example pathways

	<i>Empirical And Experiential</i>	<i>Conceptual And Critical</i>	<i>Applied And Transferred</i>
<i>Theme 1: Instructional Design</i>	1.1 Instructional Design	1.2 The Importance Of Id	1.3 Curricula And Methodology
<i>Theme 2: E-Learning</i>	2.1 Electronic Learning	2.2 E-Learning For Today's Societies	2.3 E-Learning: Case Studies
<i>Theme 3: Educational Publishing</i>	3.1 Educational Publishing	3.2 Theories Of Edu Publishing	3.3 Practicalities Of Edu Publishing

About this Learning Element

Curricula And Methodology challenges you to develop some practical skills in preparing curricula.

In this element you will address some of the essential questions of curricula design and implementation and relate this to practice. For example, you will ask what are learning objectives and how are student needs identified in relation to these? What is the 'learning context' and how are new media integrated with this? Moreover, what are some of the crucial aspects to an online learning environment? And what are some of the important aspects of curricula design for pedagogy? Finally, how are these best implemented?

Keywords

Case Studies

Curriculum Design

Education

Implementation

Instructional Design

Methodology

Pedagogical Theory