8-Week ID Course

This is a suggestion for how to use the *Merging the Instructional Design Process with Learner-Centered Theory* for an 8-week course – online, face-to-face, or hybrid.

Simplifying conditions
1. Students just have an instructional need.
2. Someone else will plan the instructional system functions.
3. Students have no "topic expertise" for content; they pick a task that is largely procedural. (You could give teams a choice of a simple procedural task or a simple small topic.)
4. No content that is "understand relationships" or "act on attitudes and values."
5. Content is so small (30-minute workshop) that no top-level ADE is needed. (Note: It is going to be hard to get students to pick content that is small enough to avoid problems.)
6. Instruction will be for in-person (face-to-face) workshop with minimal technology.
7. No implementation or summative evaluation.

Week	Readings	Activities/Assignments
1	• **Preface:** Read all (pp. xi-xiv) • **Chapter 1:** Read all (pp. 1-18)	• Ch. 1 Exercises: 1 and 4
2	• **Chapter 2:** Read pp. 21, 27-33	• Ch. 2 Exercises: All 3, except no performance gap analysis. For #2, have projects meet the following criteria: o An instructional need that can be met in a 30-minute workshop o An instructional need that entails learning a relatively small skill (no conceptual or theoretical understandings and no affective domain)
3	• **Chapter 3:** Read all (pp. 39-50)	• Ch. 3 Exercises: All (no conceptual or theoretical understandings and no affective domain)
4	• **Chapter 4:** Read all (pp. 52-68) • **Chapter 5:** Read "Project Management Plan" on p. 84 *(and possibly read "2. Big-Picture Instructional Methods on pp. 79-83)*	• Ch. 4 Exercises: All • Ch. 5 Exercises: Have each team offer suggestions for improvement of the project management plan of one other team before you review and provide feedback to the students *(and possibly*

		have each team offer suggestions for improvement of the big-picture instructional methods of one other team before you review and provide feedback to the students).
5	• **Chapter 6:** Read all except for "Topic Expertise" parts (the "B" parts). (A little more than half the chapter)	• Exercises: All
6	• **Chapter 7:** Read all except for "Topic Expertise" parts (the "B" parts). (A little more than half the chapter) • **Chapter 8:** Read "1. Remember Information" and "3. Apply Skills and Higher-Order Skills" (pp. 143-146 and 153-156.	• Ch. 7 Exercises: All • Ch. 8 Exercises: All, except only for the 1 or two kinds of learning they have chosen.
7	• **Chapter 9:** Read relevant parts for the design decisions they have made. • **Chapter 10:** Read all	• Ch. 9 Exercises: All, except they could just develop a representative part of their 30-minute workshop if time is a factor. • Ch. 10 Exercises: All, except operational tryout with just two learners and just for the part of the workshop that they fully developed (if not all).
8	• **Chapter 11** • **Chapter 12**	• Discussion of chapters, and reflections on projects.

Option: You could add an additional simplifying condition: That no implementation or continuing evaluation are parts of your project. In this option, you would sacrifice your students' basic understandings and skills about implementation and continuing evaluation (both summative and formative), but you would have an extra week that could be used to expand Chapters 9 and 10 over two weeks, perhaps allowing development of each team's entire 30-minute workshop.

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