Course Name (English)	INSTRUCTIONAL COMMUNICATION `APPROVED`
Course Code	CIT261

MQF Credit	3

Course Description	This course exposes students to the basic appreciation of instructional communication and theories and principles that govern Instructional Design (ID) Models. Students will explore the importance of understanding the three components of instructional communication in planning, implementing, and managing design development and evaluation process of various instructional communication contexts. This course wills also assessing the student's ability to communication skills and social responsibilities; analyzing basic concept and theory; and aesthetic values in difference instructional communication environment setting.

Transferable Skills	Knowledge in communication and media industries, practical skills related to communication and media product development, and demonstrate information management and lifelong learning skills.

Teaching Methodologies	Lectures, Discussion, Presentation

CLO	CLO1 Explain the instructional communication concepts in communication and media perspective.
	CLO2 Demonstrate relevant practical skills related to instructional communication model.
	CLO3 Practice autonomous learning related to instructional communication in communication and media industry.

Pre-Requisite Courses	No course recommendations

Topics
1. Understanding the Instructional Communication 1.1) ADDIE Model 1.2) ASSURE Model 1.3) Smith and Ragan Model 1.4) Problem-based Learning Model 1.5) Systems Approach Model
2. Where Do We Start? 2.1) The Learner's Journey 2.2) Where's the Gap 2.3) Identifying and Bridging Gaps 2.4) Why This Is Important?
3. Who Are Your Learners? 3.1) What Do Your Learners Want? 3.2) What is Their Current Skill Level? 3.3) How Are Your Learners Different from You? 3.4) Learning Styles 3.5) Methods for Learning about Your Learners
4. What's the Goal? 4.1) Determine Goals 4.2) Identify the Problem 4.3) Set the Destination 4.4) Communicating Learning Objectives 4.5) Determine the Gap

5. How Do We Remember?
5.1) Memory In & Out
5.2) Types of Memory
5.3) Repetition and Memory

6. How Do You Get Their Attention?
6.1) If they're Not Paying Attention
6.2) Talk to the Elephant
6.3) Ways to Engage the Elephant

7. Design for Knowledge
7.1) Will They Remember?
7.2) Helping Your Learners Understand
7.3) How Much Guidance?
7.4) A Process to Follow

8. Design for Skills
8.1) Developing Skills
8.2) Practice
8.3) Feedback
8.4) Design for Accomplishments

9. Design for Motivation
9.1) Motivation to Do
9.2) Designing for Behavior

10. Design for Habits
10.1) What is a Habit?
10.2) Identifying Habit Gaps
10.3) Designing for Habit
10.4) Applying to Learning Design

11. Social and Informal Learning
11.1) What Does Learning Look Like In Your Organization?
11.2) Balancing Formal and Informal

12. Design for Environment
12.1) Environment Gaps
12.2) Knowledge in the World
12.3) Putting Resources in the World
12.4) Putting Prompts/Triggers in the World
12.5) Putting Behaviours in the World
12.6) Clearing the Path

13. Designing Evaluation 1
13.1) The Challenge of Doing Good Evaluation
13.2) Does it Work?
13.3) Are They Learning?

14. Designing Evaluation 2
14.1) Can the Learners Actually Do the Right Things?
14.2) Are the Learners Actually Doing the Right Things?

Assessment Breakdown	%
Continuous Assessment	100.00%

Details of Continuous Assessment	Assessment Type	Assessment Description	% of Total Mark	CLO
	Group Project	Group Work	50%	CLO3
	Presentation	Presentation	20%	CLO2
	Test	Test 1	15%	CLO1
	Test	Test 2	15%	CLO1

Reading List	Recommended Text	Dirksen, J. 2015, *Design for how people learn*, 2 Ed., New Riders Berkeley, CA
	Reference Book Resources	• Dick, W. & Carey, L. 2015, *The systematic design of instruction*, Pearson Education New Jersey
		• Reigeluth, C.M., J. Beatty, B. & D. Myers, R. 2017, *Instructional-design theories and models: The learner-centered paradigm of education Vol. IV*, Taylor & Francis N.Y
		• Mottet, T.P., Richmond, V.P. & Mc Croskey 2016, *Handbook of Instructional Communication: Rhet*, Taylor & Francis New York
		• Rothwell, W. et.al. 2015, *Mastering the instructional design process: A systematic approach*, 5th Ed., Wiley New Jersey
Article/Paper List	This Course does not have any article/paper resources	
Other References	This Course does not have any other resources	