



UNIVERSITI TEKNOLOGI MARA

CIT410: PRINCIPLES OF INSTRUCTIONAL COMMUNICATION

Course Name (English)	PRINCIPLES OF INSTRUCTIONAL COMMUNICATION APPROVED
Course Code	CIT410
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: learning theories, influential theories and instructional-design theories. These theories will provide understanding in planning, implementing and managing design development of various instructional communication contexts.
Transferable Skills	Demonstrate ability to analyse issues/problems from multiple angles and make suggestions
Teaching Methodologies	Lectures, Problem Based Learning (PBL), Presentation
CLO	CLO1 Discuss the suitable communication-based courseware and media for a given strategy and events of instruction. CLO2 Demonstrate good values and professionalism related to instructional communications contexts for an instructional module design. CLO3 Explain the basic concepts and theory of instructional communication and training.
Pre-Requisite Courses	No course recommendations
Topics	1. The Philosophy of Instructional Communication 1.1) The History of Instructional Communication 1.2) Understanding Instructional Communication 1.3) Message Delivery and Images in Instructional Communication 2. Principles and Theories of Instructional Communication 2.1) ADDIE Model 2.2) Problem-Based Learning Model 2.3) Gagne's Nine Events of Instruction 3. Understanding Models of Instruction 3.1) The ASSURE Model 3.2) Introduction of Dick and Carey Model of Instruction 3.3) Behaviourist and Constructivist 4. Identifying Instructional Goal Using Front-End Analysis 4.1) Performance Analysis 4.2) Needs Assessment 4.3) Job Analysis 4.4) Clarity in Instructional Goals 4.5) Learners, Context and Tools 4.6) Criteria for Establishing Instructional Goals 5. Conducting a Goal Analysis 5.1) Domains of Learning 5.2) Bloom's Domains of Learning Outcomes 5.3) Goal Analysis Procedures

<p>6. Identifying Subordinates and Entry Skills 6.1) Skills in Instruction communication delivery 6.2) Prerequisite Skills Analysis 6.3) Types of behaviors 6.4) Managing skills and entry behaviors</p>
<p>7. Analyzing Learners and Contexts 7.1) Learner Analysis 7.2) Data for Learner Analysis 7.3) Performance Context Analysis 7.4) Data for Performance Context Analysis</p>
<p>8. Writing Performance Objectives 8.1) Understanding Performance Analysis 8.2) The Importance of Performance Analysis 8.3) Parts of an Objective</p>
<p>9. Developing Assessment Instrument 9.1) Four types of Criterion-Referenced Tests and Their Uses 9.2) Test Design 9.3) Mastery Levels 9.4) Objective Tests</p>
<p>10. Developing an Instructional Strategy 10.1) Selection of a Delivery System 10.2) Content Sequencing and Clustering 10.3) Learning Components of Instructional Strategies 10.4) Student Grouping 10.5) Selection of Media and Delivery Systems</p>
<p>11. Developing Instructional Materials 11.1) The Designer's Role in Materials Development and Instructional Delivery 11.2) The Delivery System and Media Selections 11.3) Components of an Instructional Package 11.4) Existing Instructional Materials 11.5) Instructional Materials and Formative Evaluation</p>
<p>12. Designing and Conducting Formative Evaluation 12.1) Formative Evaluation Designs 12.2) Role of Subject Matter, Learning and Learning Specialists in Formative Evaluation 12.3) Phase in Formative Evaluation</p>
<p>13. Revising Instructional Materials 13.1) Developing New Materials 13.2) Testing Instructional Products and Developing New Materials 13.3) Building Blocks in Instructional Communication Design 13.4) Managing Challenges in Instructional Events</p>
<p>14. Designing and Conducting Summative Evaluations 14.1) Expert Judgement Phase 14.2) Field Trial Phase 14.3) Comparison of Formative and Summative Evaluations</p>

Assessment Breakdown	%
Continuous Assessment	60.00%
Final Assessment	40.00%

Details of Continuous Assessment	Assessment Type	Assessment Description	% of Total Mark	CLO
	Assignment	Students are able to plan a step-by-step model of instruction on psychomotor or intellectual skills learning outcomes.	40%	CLO2
	Test	Students will be test on their understanding and knowledge based on what they have learn in class.	20%	CLO1

Reading List	Recommended Text	Walter Dick, Lou Carey, James O. Carey 2015, <i>The Systematic Design of Instruction</i> , 8th Ed., Pearson Education
	Reference Book Resources	<ul style="list-style-type: none"> • Thomas H. Estes and? Susan L. Mintz 2015, <i>Instruction: A Models Approach</i>, 7th Ed., Pearson • Abbie Brown and? Timothy D. Green 2015, <i>The Essentials of Instructional Design: Connecting Fundamental Principles with Process and Practice</i> 3rd Ed. • Ifenthaler, D., Dummer, P.P, Spector, J.M. 2008, <i>Understanding Models for Learning and Instruction</i>, Springer • Motettet, T.P.; Richmond, V.P.; & McCroskey. 2005, <i>Handbook of instructional communication: Rhet, Ed.</i>, , N.Y: Routledge [ISBN:] • Lasley, T.J, Matczynski, T.J, Rowley, J.B. 2002, <i>Instructional Models: Strategies for Teaching in a Diversity Society</i>, 2nd Ed. • Gagne, R.M., Briggs, L.J. & Wagner, W.W. 1992, <i>Principles of Instructional Design</i>, 4 Ed., , Holt, Reinhart and Winston Inc. [ISBN:] • Reigeluth, C.M., <i>nstructional Design Theories and Models: A Ne</i> ITaylor & Francis, Inc
Article/Paper List	This Course does not have any article/paper resources	
Other References	This Course does not have any other resources	