



## UNIVERSITI TEKNOLOGI MARA

### EPC480: INSTRUCTIONAL DESIGN IN E-LANGUAGE DEVELOPMENT

<b>Course Name (English)</b>	INSTRUCTIONAL DESIGN IN E-LANGUAGE DEVELOPMENT <b>APPROVED</b>
<b>Course Code</b>	EPC480
<b>MQF Credit</b>	3
<b>Course Description</b>	This course aims to equip students with an understanding of the principles and theories that govern Instructional Design (ID) Models. Students will explore learning theories relevant to instructional design. Using a Problem-Based Learning (PBL) model, students will investigate relevant ID models and select learning contents via web-based and library research. Students will learn skills and attitudes associated with valuing the integration of computer-based construction contexts into traditional classroom environments. At the end of the semester, the students are required to write a concept paper on a proposed multimedia production for a real client.
<b>Transferable Skills</b>	-Demonstrate the ability to dream, imagine and visualise (Creative and Innovative) -Demonstrate analytical skills using technology (Tech-Savvy) -Demonstrate ability to apply creative, imaginative and innovative thinking and ideas to problem solving (Independent and Critical Thinker) -Demonstrate ability to investigate problems and provide effective solutions (Systematically Inquisitive)
<b>Teaching Methodologies</b>	Lectures, Blended Learning, Demonstrations, Case Study, Problem Based Learning (PBL), Discussion, Presentation
<b>CLO</b>	CLO1 Describe the selected model of instructional system design (ISD) in designing e-language learning materials. CLO2 Explain in writing the objectives for the goal of the Multimedia Instructional Package (MIP) based on instructional analysis, learner analysis, and context analysis CLO3 Describe in writing a complete e-language Multimedia Instructional Package (MIP) and orally present instructional activities to help learners achieve the goal/s (A1).
<b>Pre-Requisite Courses</b>	No course recommendations
<b>Topics</b>	
<b>1. Overview of the Course Syllabus &amp; Course expectations.</b> 1.1) Ice breaking 1.2) What is ISD? 1.3) ISD Framework and Models 1.4) ISD in Material Development 1.5) ISD and Language Multimedia Materials	
<b>2. ISD, Learning Theories and PBL</b> 2.1) Exploring the various ISD Models and Learning theories 2.2) Problem-Based Learning (PBL) and ISD Models	
<b>3. Presentations on ISD models</b> 3.1) Assigning of topics 3.2) MRK: Overview, advantages and disadvantages 3.3) BSCS 5E: Overview, advantages and disadvantages 3.4) GAGNE: Overview, advantages and disadvantages 3.5) ARCS: Overview, advantages and disadvantages 3.6) ASSURE: Overview, advantages and disadvantages 3.7) ADDIE: Overview, advantages and disadvantages 3.8) other relevant ISD models	
<b>4. Overview of the reading, writing, listening and speaking skills and grammar components</b> 4.1) Assigning of components and choosing topics	

<b>5. Dick &amp; Carey Model - Group Work: i-MIP Concept Paper</b> 5.1) Instructional Analysis
<b>6. Dick &amp; Carey Model - Group Work: i-MIP Concept Paper</b> 6.1) Needs Assessment and Goal Statement
<b>7. Dick &amp; Carey Model - Group Work: i-MIP Concept Paper</b> 7.1) Learners and Context Analysis
<b>8. Dick &amp; Carey Model - Group Work: i-MIP Concept Paper</b> 8.1) Objectives
<b>9. Dick &amp; Carey Model - Group Work: i-MIP Concept Paper</b> 9.1) Assessments Instruments
<b>10. Dick &amp; Carey Model - Group Work: i-MIP Concept Paper</b> 10.1) Instructional Strategy
<b>11. Dick &amp; Carey Model - Group Work: i-MIP Concept Paper</b> 11.1) Storyboards
<b>12. Dick &amp; Carey Model - Group Work: i-MIP Concept Paper</b> 12.1) Formative Evaluation
<b>13. Dick &amp; Carey Model - Group Work: i-MIP Concept Paper</b> 13.1) Oral Presentation - storyboards
<b>14. Dick &amp; Carey Model - Group Work: i-MIP Concept Paper</b> 14.1) submission of MIP Concept Paper

Assessment Breakdown		%	
Continuous Assessment		100.00%	

  

Details of Continuous Assessment	Assessment Type	Assessment Description	% of Total Mark	CLO
	Final Project	MIP Concept Paper (Part I)	30%	CLO3
	Final Project	MIP Concept Paper (Part II)	30%	CLO3
	Presentation	ISD Oral Presentation	20%	CLO1
	Presentation	MIP Oral Presentation	20%	CLO2

  

Reading List	Recommended Text	<ul style="list-style-type: none"> <li>Dick, W. Carey, L. &amp; Carey, J.O. 2011, <i>The Systematic Design of Instruction</i>, 7th Ed., Upper Saddle River New Jersey</li> </ul>
	Reference Book Resources	<ul style="list-style-type: none"> <li>Brown, A. H., &amp; Green, T. D. 2019, <i>The Essentials of Instructional Design</i>, 4th Ed., Routledge New York [ISBN: 9780429439698]</li> <li>Torrance, M. 2019, <i>Agile for instructional designers: Iterative project management to achieve results.</i>, ATD Press Alexandria, VA</li> <li>Arshavskiy, Marina 2018, <i>Instructional Design for eLearning: Essential Guide to Creating Successful eLearning Courses</i>, 2nd Ed., CreateSpace Independent Publishing</li> <li>Reigeluth, C. M. 2018, <i>Instructional Theories in Action.</i>, Routledge New York [ISBN: 9780898598254]</li> <li>Kidd, T. and Morris, L., R., Jr. 2017, <i>Handbook of Research on Instructional Systems and Educational Technology.</i>, The Chicago School of Professional Psychology. USA</li> </ul>

  

<b>Article/Paper List</b>	This Course does not have any article/paper resources
<b>Other References</b>	This Course does not have any other resources