



UNIVERSITI TEKNOLOGI MARA

CIT541: INSTRUCTIONAL COMMUNICATION TECHNOLOGY AND APPLICATION

Course Name (English)	INSTRUCTIONAL COMMUNICATION TECHNOLOGY AND APPLICATION APPROVED
Course Code	CIT541
MQF Credit	3
Course Description	This applications course provides both introductory information and application of skills and techniques necessary in the design and development, and evaluation of sound instructional products. These skills are particularly pertinent for efficient and cost effective development of effective solutions to novel instructional problems. This course provides a systematic approach to designing and developing strategies in generating effective instructional communication package. The syllabus of this course guides students to the procedures of implementing a systematic design and development, which involves the process of analyzing, planning, designing, developing and implementation of instructional communication for use in various settings, be it in training management or communication planning.
Transferable Skills	Implementing a systematic design and development
Teaching Methodologies	Lectures, Lab Work, Demonstrations, Discussion, Presentation, Computer Aided Learning
CLO	<p>CLO1 Demonstrate an understanding of the instructional design process.</p> <p>CLO2 Identify and summarize the major elements commonly included in instructional design models.</p> <p>CLO3 Differentiate the understanding of the tools required in designing principles of developing instructional programs.</p> <p>CLO4 Demonstrate the competencies in planning and designing instructional design project.</p>
Pre-Requisite Courses	No course recommendations
Topics	
<p>1. 1. Introduction to Instructional Communication Technology and Design</p> <p>1.1) 1.1 Defining instructional communication technology and design</p> <p>1.2) 1.2 Understanding instructional design objectives</p> <p>1.3) 1.3 Rationale of instructional design</p> <p>1.4) 1.4 Strategies of effective instructional communication technology and design</p>	
<p>2. 2. Designing Instruction principles</p> <p>2.1) 2.1 Fundamentals of Instructional design</p> <p>2.2) 2.2 Instructional design Activities (IDAs)</p> <p>2.3) 2.3 Phases of designing</p> <p>2.4) 2.4 Typical Instructional design procedure</p> <p>2.5) 2.5 Instructional design approach for instructors</p>	
<p>3. 3. Designing solutions</p> <p>3.1) 3.1 planning an instructional needs assessment</p> <p>3.2) 3.2 identify an instructional problem</p> <p>3.3) 3.3 conducting an instructional task analysis</p>	
<p>4. 4. Concept development in instructional design</p> <p>4.1) 4.1 Developing the concept,</p> <p>4.2) 4.2 strategies in instructional design development</p> <p>4.3) 4.3 instructional design development planning</p>	
<p>5. 5. Procedure of instructional visual</p> <p>5.1) 5.1 Overview of procedures of instructional visual</p> <p>5.2) 5.2 design criterion measures</p> <p>5.3) 5.3 addressing instructional problems</p>	

6. 6. Understanding the users 6.1) 6.1 Types of audience as instructional participants 6.2) 6.2 Assessing human characteristics and audience behaviors 6.3) 6.3 Need analysis of the learner and instructional context
7. 7. Delivery systems 7.1) 7.1 Understanding delivery systems 7.2) 7.2 Selecting delivery systems 7.3) 7.3 Designing techniques in delivery systems
8. 8. Technology in instructional designing aid materials 8.1) 8.1 Technology applications and instructional design 8.2) 8.2 selecting appropriate instructional strategies
9. 9. Media and instructional Media 9.1) 9.1 Selecting media in instructional designing 9.2) 9.2 Appropriate conditions of technology use development techniques for specific media
10. 10. Instructional design Models 10.1) 10.1 Types of instructional Models 10.2) 10.2 Comparative analysis of instructional Models 10.3) 10.3 Materials-centered instruction
11. 11. Prototype 11.1) 11.1 Planning prototype 11.2) 11.2 Prototype product construct
12. 12. Ethics in instructional design practices 12.1) 12.1 Ethical considerations in instructional design 12.2) 12.2 Common ethical dilemma in instructional design processes
13. 13. Issues in instructional communication technology and design 13.1) 13.1 Current issues in instructional communication technology 13.2) 13.2 Common issues and lessons learned in instructional designing 13.3) 13.3 Analyzing issues in instructional communication technology and design
14. 14. Assessing instructional materials 14.1) 14.1 Assessment procedures 14.2) 14.2 Analyzing the approach, in various contexts 14.3) 14.3 Analyzing the objectives, planning and implementation

Assessment Breakdown	%
Continuous Assessment	75.00%
Final Assessment	25.00%

Details of Continuous Assessment	Assessment Type	Assessment Description	% of Total Mark	CLO
	Assignment	Individual Assignment	30%	CLO1 , CLO4
	Group Project	Group proposal	10%	CLO2 , CLO3
	Group Project	n/a	35%	CLO1 , CLO4

Reading List	Recommended Text	<ul style="list-style-type: none"> Ragan, T. J. 1999, <i>Instructional Design.</i>, 2 Ed., New York: Macmillan Publishing Company.
	Reference Book Resources	<ul style="list-style-type: none"> Kemp, J, Morrison, G and Ross, S. 2000, <i>Designing Effective Instruction</i>, 3 Ed., Prentice Hall, Publishers Reiser, R.A & Dempsey, V.J 2003, <i>Trends and issues in instructional Design and</i>, Upper Saddle River: NJ Anglin, G. 1995, <i>Instructional Technology: past, present and f</i>, Englewood Cliffs: Colorado Kemp, J., Morrison, G., and Ross, S. 1996, <i>Designing Effective Instruction. Upper Saddle</i>, New Jersey: Prentice Hall Inc. Hartly, J. 1986, <i>Designing Instructional Text</i>, New York: Nicols Publishing Smith, P & Ragan, T. J. 1999, <i>Instructional Design. Upper Saddle River</i>, New Jersey: Prentice Hall Inc
Article/Paper List	This Course does not have any article/paper resources	
Other References	This Course does not have any other resources	