Course Name (English)	INSTRUCTIONAL MATERIAL DESIGN APPROVED
Course Code	CIT602

MQF Credit	4

Course Description	This course provides the core information that students will experience, learn and apply the development of effective instructional materials as the medium solutions to instructional problems. The best instructional materials are aligned with all other elements in the course, including the learning objectives, assessments, and activities. The syllabus of this course guides students on planned, selected, organized, refined, and used in a course for the maximum effect. The planning and selection of instructional materials should take into consideration both the breadth and depth of content so that student learning is optimized.

Transferable Skills	1) Communication Skills 2) Technical Skills 3) Work Ethic & Analytical/Problem Solving Skills

Teaching Methodologies	Problem Based Learning (PBL), Presentation

CLO	CLO1	Integrate the information retrieval with management related to instructional material design for selected purposes
	CLO2	Evaluate the instructional design material for creative and innovative thinking
	CLO3	Construct the marketing tools for instructional product or program for various media

Pre-Requisite Courses	No course recommendations

Topics
1. 1. Designing Training Programs 1.1) • What Is Design for Training? 1.2) • Basic Principles of Training Design 1.3) • The ADDIE Approach to Instructional Design
2. 2. Planning a Training Project 2.1) • Planning the Project 2.2) • Platinum, Silver, and Bronze Types of Projects
3. 3. Information Needed to Start a Project 3.1) • Eight Types of Information Needed in Training Needs Analysis 3.2) • Four Methods of Uncovering Needs
4. 4. Instructional Objective 4.1) • The Basic Value of Objectives and Evaluation 4.2) • Establishing Objectives 4.3) • Drafting the Evaluations 4.4) • Presenting the Analysis and Requirements
5. 5. Organizing Training Programs 5.1) • Beginning the Design Process 5.2) • Choosing an Appropriate Format 5.3) • Choosing a Communication Medium 5.4) • Structuring the Training Program
6. 6. Choosing an Instructional Strategy 6.1) • Characteristics of an Engaging Training Program 6.2) • Four Common Instructional Strategies for Presenting Material 6.3) • Choosing an Instructional Strategy 6.4) • Presenting Design Plans

Assessment Breakdown	%
Continuous Assessment	100.00%

Details of Continuous Assessment	Assessment Type	Assessment Description	% of Total Mark	CLO
	Case Study	A group critique to measure student creativity and innovative thinking	25%	CLO1
	Group Project	A group task to design the marketing tools	35%	CLO3
	Individual Project	Two individual's assignments consist a proposal of idea and concept for instructional material promotional item and design and develop a dummy of instructional promotional material	40%	CLO2

Reading List	Recommended Text	• Carliner, S. 2015, *Training Design Basics*, 2nd Ed., ATD Press
	Reference Book Resources	• Dirksen, J. 2016, *Design For How People Learn*, 2nd Ed., New Riders
		• Piskurich, G. M. 2015, *Rapid Instructional Design: Learning ID Fast and Right* 3rd Ed., John Wiley & Sons, Inc
		• Stolovitch, H. D. & Keeps, E. J. 2011, *Telling Ain't Training: Updated, Expanded and Enhanced*, ASTD Press
		• Smith, P.L. & Ragan, T.J. 2005, *Instructional Design*, 3rd Ed., Wiley Jossey
Article/Paper List	This Course does not have any article/paper resources	
Other References	This Course does not have any other resources	