

Instructional Designer Level 1: Assessing Learning Needs

Course Syllabus

Facilitator

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Course Length

8 hours classroom; 20-30 hours independent work.

Prerequisite(s)

None.

Textbook

Gagné, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). *Principles of instructional design* (5th ed.). Belmont, CA: Wadsworth/Thomson Learning.
This text is available at the Arapahoe Community College bookstore.
ISBN: 0-534-58284-2

Course Description

This 8-hour course introduces the instructor to the ADDIE model of instructional design. Participants will be engage in learning activities focused on basic assumptions about instructional design, rationale for instructional design, key aspects of adult learning, and the goals of instruction as the foundation for designing education. Additionally, participants will learn how to conduct a needs assessment to identify gaps that are addressable with education. Following this course, participants will conduct a needs assessment in their organization for use in the second level.

Course Objectives

By the end of this course, the participant will be able to:

Cognitive objectives

1. Describe the five major phases of the instructional design process.
2. Identify key tasks involved in each of the five phases in the instructional design process.
3. Explain the importance of a systematic instructional design process.
4. Compare six assumptions about instructional design.

5. Identify conditions for effective learning.
6. Describe five types of learned capabilities.
7. Define *learning need*.
8. Differentiate needs that can be addressed with education.
9. Describe the steps to appropriately identify educational needs.
10. Describe various methods for collecting needs assessment data.
11. Describe various methods for analyzing needs assessment data.

Psychomotor objectives

1. Develop a needs assessment strategy.

Affective objectives

1. Defend the importance of instructional design.
2. Estimate the impact of good instructional design in EMS education.

Assignments

Participants will be required to read outside of the face-to-face class time and conduct a needs assessment of their organization based on the principles taught in the course.

Readings:

Chapter 1: Introduction to instructional design

Chapter 2: Designing instructional systems

Chapter 3: The outcomes of instruction

Chapter 4: Varieties of learning: Intellectual skills and strategies

Independent action learning project:

Using the needs assessment strategy developed in class, return to your organization and conduct the planned needs assessment. Assignments will be submitted electronically to the course facilitator for review and feedback. See the assignment rubrics for assignment details.

Grading

Though not designed to be a pass/fail aspect of the course, grading of assignments will take place in order to provide the participant with performance feedback. The grading scale is as follows:

94 – 100	Exemplary
87 – 93	Good
80 – 86	Acceptable
79 or below	Inadequate

Any assignment not posted/submitted by the due date will not be graded, but will be reviewed and feedback provided.