Q

IDN525: Foundations of Instructional Design

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FALL 2025: August 25 – December 7

Course Description

Credits: 3
Prerequisites: None
This course introduces students to some of the more widely used models of instructional design, including ADDIE, First Principles of Design, and the Systems Approach. We will investigate each phase of the instructional design process along with appropriate elaboration on the concepts involved. Similarly, discussion of analyzing a target audience includes material not only on developmental psychology, which informs how we design for individuals of different ages, but on social and cultural factors as well. In order to support you in making a transition between in-class learning and real-world applications, this course requires you to identify a local organization (e.g. school, community center, corporation, museum) and conduct a needs assessment in that setting to identify an instructional need and design an instructional solution. (3 credits)

Required Textbooks

Designing Effective Instruction
Morrison, G. R., Ross, S. M., Kalman, H. K. & Kemp, J.
ANY EDITION is acceptable!
*Purchase or rent, physical or digital version!

Design for How People Learn, 2nd Edition (2015)
Julie Dirksen

Required Technology
Webcam and Microphone

Learning Objectives

By the completion of this course, you will be able to:

- Define instructional design
- Describe a range of instructional design models
- Explore instructional design strategies in various contexts
- Prepare a design proposal including the following phases:
  - Conduct a needs analysis
  - Define a target audience
  - Identify the learning context
  - Specify goals and objectives
  - Propose a learning solution
  - Develop an implementation plan
  - Prepare an evaluation plan

Course Format

This is a fully online course, which will run for 14 weeks and contains 14 learning modules. We will engage in one module per week. Each week will begin on a Monday, and end on the following Sunday. All deadlines for assignments are provided within the discussion and assignment instructions. You should plan to spend approximately **7-10 hours each week** on this course.

Technical Skills

Prior to taking this course, you should have a basic understanding of how to navigate the web, how to create a Word document, how to create a slide presentation, and how to communicate using email.

Learning Strategies

Mindful Reading
The textbooks are the central foundation of this course. Reading is essential to deepen your understanding of the content. You are encouraged to take notes as you read, as you will need to draw on this reading to develop your assignments. You will be required to submit a brief reflection on the reading each week to demonstrate your understanding.

Engaging Discussion
Each week we will engage in an online, asynchronous discussion. You may be asked to create content to share with your classmates, brainstorm ideas, or explore new concepts. It is important to remember that participation in these discussions is graded, as discussion is essential to the learning process. Participation is required.

Project Based in Real World Context
This course will focus on guiding you through the creation of an instructional design plan, which you will submit as your final project. You will work on elements of this project throughout the course, with an opportunity to receive feedback from your peers and instructor. The feedback will be used to make your project stronger. You will present the content of your final project to your classmates during Week 11, and you will submit a formal paper at the end of Week 14.

Practice with Technology Tools
This course will require you to utilize various technology tools to complete assignments and communicate with your classmates. Each student will have a different level of experience with these tools – so remember that you are being graded *on the content of your work* rather than on your mastery of the tools. If you need assistance, let me know as early as possible. If you want to use an alternative tool to complete an assignment you may, as long as you meet the learning objectives.

Late Policy
Late assignments will be accepted in this course, if a request is made to me prior to the deadline. Late work without prior consent will result in a loss of 2 points per day late. It is essential that you communicate whenever you are behind on work. Late replies to posts on the discussion board are not eligible for an extension.

Participation Guidelines

Communication
As a Quinnipiac University student, you are required to check your QU email on a regular basis. It is highly recommended that you check your email daily, for messages from the professor and university.

Netiquette Guidelines
In the online classroom, you should communicate in a manner that is both academic and respectful. Refrain from using inappropriate language and tones with other students and with me. Students will observe rules of grammar, communicate in a clear and succinct manner, and maintain the level of academic integrity expected in a graduate course. Review The Core Rules of Netiquette.

Communication with the Instructor
I will respond to email within 24 hours. I do not respond to email on Saturdays. If you have a question that would be relevant to your peers, post it to the Help Forum on the Discussion Board. Assignments will be graded with feedback within 5 days of the deadline. Work submitted late may be delayed in grading. All assignment grades and feedback will be posted to the Grade Center. Individual meetings are available on request.

Engagement with External Tools
Your enrollment in this class assumes that you are consenting to involvement with outside entities in the pursuit of educational interests. These may include social media, websites, blogs, discussion groups, virtual communities, academic databases and learning platforms. Should these resources require login information, be advised not to use personal identification such as your student ID or SSN.

Generative Artificial Intelligence
In this course, AI may be used as a collaborative partner to brainstorm ideas, edit and refine text, or create images for use in projects. If used, you must cite it properly. AI should NOT be used to write writing reflections or discussion responses.

GUIDELINES FOR GRADING

GRADED DISCUSSIONS	
Most Weeks, 10 total (20 points each)	200
READING REFLECTIONS	
Most weeks, 7 total (15 points each)	105
ASSIGNMENTS	

M1	Defining Instructional Design	20
M3	Needs Analysis	40
M4	Learner Analysis	60
M5	Plan for Context	50
M6	Learning Objectives	35
M8	Message Design Plan	40
M9	Learning Tasks Diagram	30
M11	Design Proposal Presentation	120
M12	Critique of Classmates, 2 total	80
M13	Set Up ePortfolio	20
M14	Redefining Instructional Design	20
M14	Final Instructional Design Proposal	180
	TOTAL GRADE POINTS	1000

DISCUSSION RUBRIC

Original post answers prompt	5 points
Original post connects to reading	5 points
Response post(s) add to the discussion	5 points
All posts are made by deadline	5 points

ACTIVITY SCHEDULE

		Introduction	Reading Reflection	Graded Discussion	Pulse Survey	Assignment	Presentation	Final Project
1	8/25 – 8/31	●	●			●		
2	9/1 – 9/7		●	●				
3	9/8 – 9/14		●	●				●
4	9/15 – 9/21			●	●			●
5	9/22 – 9/28			●				●
6	9/29 – 10/5		●					●
7	10/6 – 10/12		●	●				
8	10/13 – 10/19		●		●			●
9	10/20 – 10/26			●				●
10	10/27 – 11/2		●	●				
11	11/3 – 11/9						●	
12	11/10 – 11/16			●		●		
13	11/17 – 11/23			●		●		
	11/24 – 11/30	FALL BREAK						
14	12/1 – 12/7			●		●		●

GRADING SYSTEM

Points Earned	Letter Grade
930 – 1000	A
900 – 929	A-
870 – 899	B+
830 – 869	B
800 – 829	B-
770 – 799	C+
730 – 769	C
700 – 729	C-
600 – 699	D
0 - 599	F

Below you will find the assigned readings in the 7th Edition of the textbook (blue cover). In any other version, read the associated chapters and ignore the page numbers! Additional readings will be assigned within the learning modules in Canvas.

01   **MODULE ONE: WHAT IS INSTRUCTIONAL DESIGN?**
August 25 – August 31, 2025
Designing Effective Instruction, Chapter 1: Introduction to the Instructional Design Process (pp 1-24)

02   **MODULE TWO: THE INSTRUCTIONAL DESIGN PROCESS**
September 1 – September 7, 2025
Designing Effective Instruction, Chapter 14: Learning Theory and Instructional Theory (pp 348 – 370)

03   **MODULE THREE: IDENTIFYING THE NEED FOR LEARNING**
September 8 – September 14, 2025
Designing Effective Instruction, Chapter 2: Identifying the Need for Instruction (pp 26 –39)
Design for How People Learn, Chapter 1 (pp 1 – 26)

04   **MODULE FOUR: IDENTIFYING THE TARGET AUDIENCE**
September 15 – September 21, 2025
Designing Effective Instruction, Chapter 3: Learner and Contextual Analysis (pp 50 - 59) (This is the first half of the chapter)
Design for How People Learn, Chapter 2 (pp 27 – 58)

05   **MODULE FIVE: UNDERSTANDING THE LEARNER CONTEXT**
September 22 – September 28, 2025
Designing Effective Instruction, Chapter 3: Learner and Contextual Analysis (pp 60 - 68) (second half of the chapter)

06   **MODULE SIX: DEVELOPING LEARNING OBJECTIVES**
September 29 – October 5, 2025
Designing Effective Instruction, Chapter 5: Instructional Objectives (pp 100 - 121)
Design for How People Learn, Chapter 3 (pp 59 – 80)

07   **MODULE SEVEN: THE ROLE OF TECHNOLOGY IN INSTRUCTION**
October 6 – October 12, 2025
Designing Effective Instruction, Chapter 10: Design Considerations for Technology-Based Instruction (pp 222 - 245)

08   **MODULE EIGHT: DESIGNING THE LEARNING EXPERIENCE**
October 13 – October 19, 2025
Designing Effective Instruction, Chapter 7: Designing the Instruction (pp 186-217) & Chapter 8: Designing the Message (pp 160-183)
Design for How People Learn, Chapter 4 (pp 81 – 122)

09   **MODULE NINE: SEQUENCING AND UNIVERSAL DESIGN**
October 20 – October 26, 2025
Designing Effective Instruction, Chapter 6: Designing the Instruction: Sequencing (pp 122 – 135)

10   **MODULE TEN: THEORIES OF MOTIVATION**
October 27 – November 2, 2025
Design for How People Learn, Chapter 5 (pp 123 - 160) & Chapter 8 (pp 215 – 228)

11   **MODULE ELEVEN: DESIGN PROPOSAL PRESENTATIONS**
November 3 – November 9, 2025
Design for How People Learn, Chapter 6 (pp 161 - 194) & Chapter 7 (pp 195 – 214)

12   **MODULE TWELVE: DEVELOPING AN IMPLEMENTATION PLAN**
November 10 – November 16, 2025
Designing Effective Instruction, Chapter 15: Planning for Instructional Implementation (pp 372 - 390)

13   **MODULE THIRTEEN: EVALUATION OF THE LEARNING EXPERIENCE**
November 17 – November 23, 2025
Designing Effective Instruction, Chapter 11: The Many Faces of Evaluation (pp 250 - 276)
Design for How People Learn, Chapter 12 (pp 271 – 286)

14   **MODULE FOURTEEN: REFLECTIONS ON INSTRUCTIONAL DESIGN**
December 1 – December 7, 2025
Design for How People Learn, Chapter 9 (pp 229 - 242) & Chapter 11 (pp 257 - 270)